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ARMY TRAINING DEVELOPMENTS INST FORT MONROE VA  
EVALUATION OF INTEGRATED TRAINING PROTOTYPE 94B10, FORT JACKSON--ETC(U)  
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**FINAL REPORT**

**EVALUATION OF INTEGRATED TRAINING  
PROTOTYPE**

94810

**Ft. Jackson, South Carolina**

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Submitted by:  
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March, 1981

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SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER	2. GOVT ACCESSION NO. <b>AD-A114 456</b>	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) <b>Evaluation of Integrated Training Prototype - 94B10 Final Report (Fort Jackson, SC)</b>		5. TYPE OF REPORT & PERIOD COVERED <b>Final</b>
6. AUTHOR(s) <b>Lynne C. Aoki, Garden Grove, CA</b>		7. PERFORMING ORG. REPORT NUMBER
8. PERFORMING ORGANIZATION NAME AND ADDRESS		9. CONTRACT OR GRANT NUMBER(s)
10. CONTROLLING OFFICE NAME AND ADDRESS <b>Training Developments Institute ATTN: ATTO-DOR Fort Monroe, VA 23651</b>		11. REPORT DATE <b>March 1981</b>
12. DISTRIBUTION STATEMENT (of this Report) <b>Approved for public release; distribution unlimited.</b>		13. NUMBER OF PAGES <b>408</b>
14. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		14. SECURITY CLASS. (of this report) <b>Unclassified</b>
15. SUPPLEMENTARY NOTES		15a. DISSEMINATION/AVAILABILITY STATEMENT
16. KEY WORDS (Continue on reverse side if necessary and identify by block number) <b>Integrated Training Prototype (ITP)      Life Coping Skills Cooking Skills                                      Learning Strategies Soldiering Skills Self Management Skills Attrition Rate</b>		
17. ABSTRACT (Continue on reverse side if necessary and identify by block number) <b>The Integrated Training Prototype (ITP) Evaluation was conducted to assess student effectiveness in coping with the demands of Army life when trained to use general thinking/learning skills in three contexts -- cooking, soldiering and self management. Also assessed was the effectiveness of instructor training, the attitudes and satisfaction of personnel involved in the program (students, instructors, cadre and leaders) and the program characteristics that may have influenced student performance. The views, opinions and/or findings contained in this</b>		

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## **EXECUTIVE SUMMARY**

### **INTRODUCTION**

The Training Developments Institute, through the Scientific Services Program of Battelle Columbus Laboratories, contracted with Ms. Lynne C. Acki to conduct an independent evaluation of the Integrated Training Prototype (ITP), 94B NOSC Course, Ft. Jackson, South Carolina. The purpose of the study was to assess the effectiveness of the program in producing cooking, basic soldiering and self management skills.

### **PROGRAM DESCRIPTION**

The program was developed for the Training Doctrine Command Basic Skills Education Program (BSEP) by the Institute for Curriculum/Instruction (ICI), Coral Gables, Florida. Its purpose was to demonstrate that entry level soldiers would be able to cope with the demands of Army life when trained to use general thinking/learning skills in three contexts -- cooking, soldiering and self-management.

### **THE EVALUATION**

The major focus of the evaluation was on the student. ITP students were assessed at the end of the course on their skills, knowledge and attitudes in each of the three areas. Their performance in the areas of cooking and soldiering was assessed both in relation to criterion-referenced standards and comparison groups who experienced the standard AIT program. They were also assessed, post-treatment only, against criterion standards for problem-solving skills.

Specific areas assessed were as follows:

**COOKING SKILLS**

- Mission Accomplishment, group and individual
- Specific cooking skills
- Field equipment
- Recipe conversion

**SOLDIERING SKILLS**

- Military customs and courtesies
- Maintenance of self and physical surroundings
- Guard duty
- Physical readiness
- Drill and ceremony (individual, squad and platoon movements)

**SELF-MANAGEMENT SKILLS - four step problem-solving model**

Secondary foci were the effectiveness of instructor training, the attitudes and satisfaction of those involved in the program (students, instructors, cadre and leaders), and the program characteristics that may have influenced student performance.

Data on student achievement for both the experimental and control groups were gathered via testing and observation. These data were subjected to standard statistical tests of significance. Because of the small scale of the experiment, a "practical" level for interpreting student achievement was also established.

Data in the secondary areas of concern were collected via printed surveys and follow-up interviews.

**FINDINGS**

The overall conclusion of the evaluation is that the ITP program produced little significant or practical differences from the regular AIT course in either cooking or soldiering skills or attrition. In criterion-referenced terms, both groups performed better in soldiering skills than in cooking skills, and in regard to cooking, few per-

formed at the desired level. Subjective measures showed a slight difference in favor of the ITP group when assessing their level of confidence in cooking skills and abilities. Assessment of self-management skills (ITP only) revealed little in the way of conclusive evidence of significant impact.

### Cooking

When assessed in relation to the criterion-referenced standards (not acceptable, minimum acceptable performance and desired level of performance), the majority of ITP students performed consistently at the minimum acceptable level during mission accomplishment and in field equipment demonstration. In the other two cooking areas -- recipe conversion and specific skills testing -- less than one-half of the students were able to perform at the minimum acceptable level or better with the exception of "completing tasks within an established time period". (These levels of performance paralleled that of the comparison group).

ITP students at the point of evaluation were found not to be different from the comparison group in cooking skill, knowledge or attitude. Of the fifteen cooking sub-areas assessed, one each statistical and practical difference were found, both in favor of the ITP group.

### Soldiering

Criterion-referenced performance was considerably better for both groups in basic soldiering skills. Both ITP and comparison students consistently performed at the desired level of performance in all basic soldiering areas except platoon drill and ceremony, where somewhat less than one-half of the ITP group performed at that level.

The ITP and comparison groups were found to be quite similar in their abilities in most areas of soldiering skills, although isolated practical and statistically significant differences were found. The ITP group rated consistently better in maintenance of self and surroundings during informal inspections, and their performance was superior in some areas of guard duty and physical readiness. The comparison group was statistically superior to the ITP group in knowledge and performance of military customs and courtesies, and found to be "practically" superior in platoon drill and ceremony maneuvers.

#### Problem Solving

The planned self-management curriculum was reduced in the course of program implementation to the problem-solving component. ITP students (only) were tested post-treatment only on their ability to apply a basic problem-solving model to an hypothetical situation. Results indicated that while the students applied some reasonably systematic approach to problem solving, about one-third applied the particular model taught in the problem-solving curriculum.

#### Attrition Rate

Another measure of program success (and student self-management) was the attrition rate. The question was whether or not ITP students would display a significantly lower attrition rate than the regular AIT program. End-of-program analysis revealed that attrition for ITP students was no different from past AIT attrition at Ft. Jackson.

#### Instructor Training

Assessment of instructor performance in terms of the consistency and quality of ICI Training/Learning Strategies implementation produced a considerable range of results. Of instructors and cadre who

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completed their full ITP assignments, the majority performed at or above the minimum acceptable level in both quality and consistency. Two of fourteen performed at an unacceptable overall level. Less than one third of those completing their ITP assignments performed at the desired level. Five personnel were dropped before the end of the program because of either unacceptable attitudes or deficiencies in applying the ICI Strategies.

#### Attitude/Satisfaction/Contributions

Data on attitude toward and satisfaction with the program were also varied. However, most instructors, cadre and leaders gained a greater level of satisfaction from the ITP program than from their previous training assignments, and the majority felt that the treatment had been more effective in producing student skills, knowledge, and attitudes.

Viewed as particularly beneficial was the pairing and teaming. This strategy was generally cited by all groups -- students, instructors, cadre and leaders -- as contributing to greater pride, confidence and ability to work as a team. A meaningful contribution of the ICI Training/Learning Strategies was also noted by the majority of those interviewed.

#### CONCLUSIONS

Both courses were equally weak in the area of major focus -- cooking skills. The equality achieved by the ITP group was, however, attributable to the above-average achievement of a single platoon. Both programs proved better at helping achieve desired performance on soldiering skills.

The self-management aspect of the program as integrated into the cooking and soldiering skills areas via the ICI Thinking Strategies, along with the pairing, teaming and group-paced features of the pro-

gram, did, however, produce some positive effects on student attitudes and confidence.

Instructor/cadre training was marginally successful, but the positive attitudes that it produced in some personnel translated directly to a higher degree of success with their students.

One important side benefit of the ITP program was the attention it caused staff to give to possible deficiencies in the regular course.

### RECOMMENDATIONS

There are few recommendations that can be made as a direct result of this evaluation due to the multitude of uncontrolled variables involved and the lack of difference in results produced. There are, however, some general recommendations to be made.

1. Whatever the decision about future applications of the ITP program or its components, attention should be paid to taking advantage of its best features. Certain instructional and logistical features have potential for worthwhile benefits in the regular program, and the "baby should not be thrown out with the bath water."
2. The regular course would appear to need some special attention to improve certain areas of cooking instruction in any case.
3. In spite of diminished attention given the self-management segment of the course and the consequent undramatic results, the need for some manner of instruction in this area seems evident.
4. Instructor training in advance of instructional assignments for those without prior instructional background seems a significant need.
5. At the risk of the tail wagging the dog, future experimental programs of this nature should address fewer uncontrolled variables so that an evaluation may determine the effects produced by the variables that are addressed.

## **ACKNOWLEDGMENTS**

The following people made significant contributions to the evaluation effort through their professionalism and dedication to the task. Their assistance was much appreciated.

### **Cooking Skills Raters**

CW2 G. McNeill  
SPC T.L. Gould  
MSG H. Dove  
SPC J.K. Bell

### **Basic Soldiering Skills Raters**

SPC Jones  
SPC McClarey  
SSG Melums  
SSG Roberts

### **Self-Management Skills Evaluators**

L. D. Harty  
P. L. Newbold

Personnel from the following organizations were instrumental in providing input and coordination and developing and reviewing assessment devices and methods.

- o Fourth Brigade, Ft. Jackson, South Carolina
- o Quartermaster School, Ft. Lee, Virginia
- o Training Developments Institute, Ft. Monroe, Virginia



**OVERVIEW OF THE ITP PROGRAM  
AND THE PROGRAM EVALUATION**

**1. BACKGROUND**

This section of the report provides an overview to the Integrated Training Prototype, the problems it was designed to overcome, and the approach to the program evaluation.

1.1 The Problem: Volunteers currently entering the U.S. Army exhibit characteristics that inhibit them from adjusting successfully to military life and acquiring necessary job skills. These characteristics fall into the categories of: a) inadequate basic concept development, b) deficient learning strategies, c) language barriers and d) ineffective life-coping skills.

The Army has initiated a number of programs to overcome or reduce these problems and thereby lower attrition, improve overall job proficiency and increase the individual's job/military success and satisfaction.

1.2 The ITP Program: The Training Doctrine Command contracted with the Institute for Curriculum and Instruction (ICI) to develop and implement an Integrated Training Prototype (ITP) in the Food Service School course for MOSC 94B10, Ft. Jackson, South Carolina.

The program focused on the area of life-coping skills - those skills required by the soldier to adjust to military life, succeed in training and solve the day-to-day problems that stand in the way of job and personal success and satisfaction.

The underlying strategies of the program entailed a) implementing the ICI "Five-Step Process for Excellence" as the basis for producing competencies in basic cooking and soldiering skills and b) integrating a life-coping-skills segment (called "Self Management")

to prepare soldiers to achieve career and personal goals and cope with their day-to-day problems. It was assumed that these two strategies together would produce better soldiers by virtue of an integrated application of self-management to soldiering, cooking and generally coping with and adjusting to military life.

In addition to the instructional strategy and integration of life coping skills instruction, the ITP program differed from the regular 94B MOS course in the following ways:

<u>AREA</u>	<u>ITP</u>	<u>COMPARISON</u>
<b>INSTRUCTOR TO STUDENT RATIO, INTERACTION</b>	Set 1:12 ratio. Instructor assigned to same student group throughout course.	Variable 1:8 ratio depending on number of inputs and instructional module. Instructors assigned to modules rather than to student groups.
<b>INSTRUCTIONAL PACING</b>	Group-paced, entire program	Self-paced for basic cooking and baking skills development  Group-paced for remainder of course (recipe conversion, garrison equipment, skill application in small and large garrison, field theory and practice)
<b>STUDENT GROUPING</b>	Each student paired with another individual, placed in teams of twelve students each and platoons of four teams each. These groups remained intact throughout instruction.	Student works independently to learn skills.
<b>LENGTH</b>	Eight weeks for all students plus one week for confirmation of skills learned (part of experimental program only)	An average of six to seven weeks depending upon the speed with which the student completes the self-paced portions of the course.
<b>TRAINING AIDS, EQUIPMENT</b>	ITP Student Manual (no other aides or equipment used)	TV tapes, 8mm, 16mm, standard 94B MOS written handouts.

**AREA**  
**CURRICULUM**  
**SEQUENCING**

**IITP**

Students proceed through increasingly difficult skill and knowledge development. There is built-in, on-going reinforcement of all previously learned skills. Application in a real-world setting is interspersed throughout instruction and occurs immediately (within a day or two) after instruction.

- o "No cooking" cooking
- o Pot and pan cooking
- o Cooking with fats and oils
- o Baking and pastries
- o Field equipment and related field cooking skills
- o Short order cooking
- o Oven and combination cooking

**COMPARISON**

Students proceed sequentially through "modules" of instruction, each focusing on a particular area. Application in a real-world setting occurs during concentrated blocks of time.

- o Basic cooking
- o Basic baking
- o Recipe conversion and garrison equipment
- o Small garrison application of skills
- o Large garrison application of skills
- o Field theory
- o Field operation

**EMPHASIS**

The emphasis is on development of generic skills through preparation of specific products. Outcomes focus on development of generic skills such as following recipe cards, performing knife skills.

The emphasis appears to be on development of specific products through which generic skills are addressed. Outcomes focus on product completion such as "prepare a variety of salads", "prepare a variety of meat products".

**FREQUENCY**  
**OF PRACTICAL**  
**APPLICATION**

Twenty-five scheduled large-garrison missions beginning on second day of instruction. Distributed over entire AIT schedule, approximately three to five missions per week except for fourth and final week.

Eight missions in large garrison over eight consecutive training days.<sup>1</sup>

Nine scheduled missions in field training area during fourth and the final weeks of instruction.

Five missions in field training area during final week of instruction.

144 students received the IITP treatment. The course was implemented from 3 August to 16 October, 1981.

**2. PROJECT EVALUATION**

The contract with ICI called for the contractor to create an

<sup>1</sup>This was reduced to 4 to 5 days for those students selected for comparison group evaluation.

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evaluation plan and develop related instruments. An external evaluator would then implement the plan. The evaluation was to assess criterion referenced program achievement and achievement in comparison with that of the regular 94B NDS course.

2.1 The Evaluator and Evaluator Responsibilities: Ms. Lynne C. Aoki, Robinson & Aoki, was contracted to carry out the external evaluation. The contract specified the following evaluator responsibilities:

- Review and recommend refinements in the developmental contractor's evaluation plan
- Establish the evaluation design
- Identify and select the sample population
- Validate instruments as required
- Brief and train data collectors
- Develop a TDI evaluation management plan
- Coordinate evaluation data collection
- Analyze data and report findings

These responsibilities were later expanded to include:

- Increased involvement in committee planning related to the evaluation
- Expansion of the subjects of evaluation, including increased emphasis on process as it contributed to differences in program achievement
- Development of instruments for some of the additional foci of the evaluation.

All decisions and recommendations regarding the evaluation were made in concert with the ITP committee members.

2.2 Evaluation Questions: The evaluation questions specified in the developmental contractor's evaluation plan focused on one major area - student performance and attitudes, and two secondary areas - AIT instructors skills and attitudes and leader attitudes. A fourth area, attrition, was also addressed as a measure of success

in helping trainees remain in the Army and successfully complete training.

#### **Student Performance, Attitudes, Attrition**

- To what extent did the ITP graduates achieve the ends sought?
- Did the ITP students achieve significantly higher levels of performance on the confirmation tasks for cooking and soldiering than 94B AIT graduates who were trained by the current AIT program?
- Did the ITP graduates express greater confidence than non-ITP graduates in their preparedness to fulfill their responsibilities as soldiers and cooks?
- To what extent did the ITP students learn basic problem solving skills?
- Was there a lower attrition and/or recycling ratio for the ITP students compared to other 94B classes?

#### **AIT Instructor Attitudes and Skills**

- Was the ICI training effective in enabling instructors/cadre to adequately and consistently use Training/Learning Strategies and curriculum?
- Do the ITP instructors/cadre express a greater confidence in the degree to which their ITP students (as opposed to other students they have encountered) are prepared to perform competently as cooks and as soldiers?
- Do ITP instructors/cadre express a greater sense of satisfaction from the training responsibilities they have been assigned?

#### **ITP Leaders**

- Do the leaders (school, company, battalion) express greater confidence in the preparedness of ITP graduates (as opposed to regular 94B MOS AIT students) to perform competently as cooks and soldiers?
- Do leaders express a greater sense of satisfaction from fulfilling their training responsibilities through the ITP as compared with the current AIT program?

#### **Other**

- What features or characteristics of the ITP program may have contributed to any differences in student achievement and the attitudes of students, instructors and leaders, between the ITP and the regular course?

**2.2 Evaluation Plan:** The evaluation plan was produced by the developmental contractor and later refined by the ITP committee, the contractor and the evaluator. Sources/methods of data collection, sample sizes and techniques and testing periods approved by the committee are presented on the following charts. An annotated copy of the original evaluation plan is included in Appendix A. Copies of all instruments can be found in Appendices B and C.

**2.3 Evaluation Design:** The design chosen for cooking and soldiering skills was the "non-equivalent comparison group design"<sup>1</sup> with data collected on a posttest basis. Pre-treatment measurement was omitted from the model based on the assumption that students in both ITP and comparison groups would have equal entry level ability in cooking and soldiering skills.

Evaluation of life-coping skills was limited to post-treatment measurement of ITP graduates only. Since the method of evaluation of life-coping skills was to be proximate measurement represented by the students' ability to verbalize the steps of the model taught in the ITP program, it was deemed plausible to assume zero entry-level skill for those students (thus, no pre-treatment measure) and unfair to posttest comparison group students on a model they were not taught (thus, no post-treatment measure of comparison students).

**3. EVALUATION CONCERNS**

Several evaluation concerns were raised during the course of the program. Major among these were the following:

**3.1 Comparability of groups:** The ITP group was found to have

<sup>1</sup>The term "non-equivalent" is used when students are not randomly assigned to groups (comparison and treatment). It does not necessarily mean that the groups are different. Please see following discussion and data presented in Appendix A.

a higher proportion of females, non-high school graduates and Whites than did the comparison groups for either cooking or basic soldiering skills. Analysis of test data by sex, education and race/ethnic group produced no significant differences by student characteristics which would have affected results in the area of cooking skills evaluation. In the area of basic soldiering skills, any bias introduced by unequal distribution of students by characteristic were ruled out except in the area of Physical Readiness Testing. In this case, the results were biased in favor of the Comparison group which contained higher proportions of males. Males performed significantly better on Physical Readiness Testing than did females.<sup>1</sup> This consideration is incorporated in the findings sections.

3.2 Inter-rater reliability: Four raters each were used to assess cooking and basic soldiering skills, and three different raters assessed students' problem solving abilities. Through training prior to observation and/or working in pairs during the initial stages of evaluation, consistency in ratings was achieved. Subsequent analysis (after all evaluations completed) indicated that the consistency did not continue through the evaluation. However, no bias in favor of either ITP or comparison group was found since each rater assessed approximately equal numbers of students from both groups. Appendix A contains a more detailed discussion of the training that occurred and the impact on results.

3.3 Contributing Factors: The ITP program marked a significant departure from the regular course in many areas - pacing, grouping, instructional approach, materials, curriculum sequencing and emphasis, course length, etc. Because there were so many variables, identifi-

<sup>1</sup>Based on "point" scores rather than "raw" scores.

ation of factors which contributed to or detracted from performance could not be established definitively. This consideration is incorporated into the findings sections.



**MAJOR  
AREA  
TESTED**

**COOKING  
SKILLS**

**DESIGN  
(Comparison  
Group)**

Posttest only,  
non-equivalent  
control group

(94B MOS AIT  
students from  
Pt. Dix, New  
Jersey)

**S A M P L I N G**

• **ITP**

- Mission Accomplishment (group rating) and Recipe Conversion: Total group
- All Others: Stratified random sample by sex, race and education based on proportional representation of strata in total 94B MOS AIT group (1976 through 1980)
- Mission Accomplishment (individual ratings): Two students per team separately selected for each mission (breakfast and lunch/dinner) and location (garrison and field). Students were randomly assigned to selected menu items on a rotating basis to ensure that all items were prepared approximately an equal number of times.
- Specific Skills Testing: Two students per team
- Field Equipment: One student per team (or two as time allowed) for each piece of equipment. Students were randomly assigned to types of equipment (M2 burner, immersion heater, insulated food container) on a rotating basis

• **Comparison Group**

Intact group of 94B MOS AIT students scheduled to graduate during weeks of 2 November and 9 November, 1981.

During mission accomplishment (individual ratings) and field equipment evaluation, students were randomly assigned to menu items and pieces of equipment respectively as described above.

**TESTING PERIOD**

All Areas: Confirmation Week (ninth week of program - after training, but prior to graduation)

All Areas: Final week of training (after regular end-of-course testing, but prior to or during field training exercises and before graduation)

**MAJOR AREA TESTED**

**DESIGN (Comparison Group)**

**BASIC SOLDIERING SKILLS**

Posttest only, non-equivalent control group

(For all basic soldiering skills areas assessed - Ft. Jackson, South Carolina, E-15-4, Unit Supply Specialist Course students; For Physical Readiness Testing only - 94B MOS AIT students from Ft. Dix, New Jersey)

**LIFE COPING SKILLS (Problem Solving)**

Posttest only, treatment group (No comparison group)

**ATTRITION**

**SAMPLING**

• ITP  
All Areas: Total group

• Comparison Group  
All Areas: Total group

Random sample within each team: six students per team for Platoons 1 and 2, four students per team for Platoon 3

• ITP - Total group  
• Food Service Specialist, actual input, graduates and attrition rates for Ft. Jackson, South Carolina for period July through November, 1980

**TESTING PERIOD**

Physical Readiness Testing: Seven weeks after arrival on the average

All others: Confirmation Week (ninth week of program - after training, but prior to graduation)

Physical Readiness Testing: Six weeks after arrival on the average

All others: Fifth week of training

Confirmation Week (ninth week of program - after training, but prior to graduation)

Not applicable

**MAJOR AREA TESTED**  
DESIGN  
 (Comparison Group)

SAMPLING

ADMINISTRATION/TESTING PERIOD

<b>GENERAL</b> Student Survey	Not applicable	<ul style="list-style-type: none"> <li>● <u>ITP</u>: All ITP students present at end of course (M-134)</li> <li>● <u>Comparison Group</u>: One-half of those selected for evaluation. This group encompassed those evaluated during the first week of comparison group evaluation. (M-35)</li> </ul>	Confirmation week (ninth week after start of training)
<b>GENERAL</b> Student Interviews	Not Applicable	<ul style="list-style-type: none"> <li>● <u>ITP</u>: Approximately one-fourth of the students from each platoon selected equally from those with relatively positive attitudes toward the program and those with relatively negative attitudes toward the program based on Student Reaction Survey responses. (M-36)</li> <li>● <u>Comparison Group</u>: Approximately one-fifth of the students from the group surveyed selected equally from those with relatively positive attitudes toward the program and those with relatively negative attitudes toward the program based on Student Reaction Survey responses. (M-7)</li> </ul>	Same as above.
<b>GENERAL</b> Instructor Interviews	Not Applicable	<ul style="list-style-type: none"> <li>● <u>ITP</u>: All ITP instructors who completed their assignments with the experimental program (M-11)</li> <li>● <u>Comparison Group</u>: Sergeants in charge of Modules I and II and randomly selected staff from each of the three Modules (M-5)</li> </ul>	Confirmation week
<b>GENERAL</b> Cadre Interviews	Not Applicable	<ul style="list-style-type: none"> <li>● <u>ITP</u>: All ITP cadre who completed their assignments with the experimental program (M-3)</li> <li>● <u>Comparison Group</u>: None</li> </ul>	Confirmation week
<b>GENERAL</b> Leader Interviews	Not Applicable	<ul style="list-style-type: none"> <li>● <u>ITP</u>: Battalion Commander, Company Commander and First Sergeant, Food Service School Manager</li> </ul>	Final week of program (Company Commander, week of 2 November 1981)

SOURCES/METHODS OF DATA COLLECTION (Sample Size)

EVALUATION QUESTIONS	Observation Checklists And Rating Forms	Testing	Written Survey			Oral Interviews					Records	Review Of:	
			ITP SCU. (124)	Comp SCU. (35)	ITP Dir. Foc. Ltrs./Mgs (13)	ITP Inst. (11)	ITP Cadre (3)	ITP Ltr. (4)	ITP SCU. (26)	Comp SCU. (7)			Comp Inst. (5)
<p><b>THE ITP STUDENTS</b></p> <p>1. To what extent did the ITP graduates achieve the ends sought?</p> <p><b>AND</b></p> <p>2. Did ITP students achieve significantly higher levels of performance than the comparison groups in:</p> <p>a. <b>948 MOS CORES SKILLS</b></p> <ul style="list-style-type: none"> <li>• Mission Accomplishment, Group Rating</li> </ul>	<p>• ITP - 46 Missions</p> <p><b>Type</b></p> <ul style="list-style-type: none"> <li>- Breakfast (24)</li> <li>- Lunch/Dinner (14)</li> </ul> <p><b>Location</b></p> <ul style="list-style-type: none"> <li>- Field (24)</li> <li>- Garrison (24)</li> </ul> <p>• Comparison - 19 Missions</p> <p><b>Type</b></p> <ul style="list-style-type: none"> <li>- Breakfast (9)</li> <li>- Lunch/Dinner (10)</li> </ul> <p><b>Location</b></p> <ul style="list-style-type: none"> <li>- Field (8)</li> <li>- Garrison (11)</li> </ul>		X										
				X									

SOURCES/METHODS OF DATA COLLECTION (Sample Size)

EVALUATION QUESTIONS	Testing	Written Survey		Oral Interview					Records	Series of		
		IITP 350. (124)	CAD 500. (25)	IITP DIR. REC. (13)	LBR/RYV (13)	IITP INTC. (11)	IITP CADRE (3)	IITP LBR. (4)			IITP 500. (26)	CAD 500. (7)
<ul style="list-style-type: none"> <li>• Observation Checklists and Testing Forms</li> </ul>	<ul style="list-style-type: none"> <li>• IITP (107)</li> <li>• Competition (102)</li> <li>• IITP (24)</li> <li>• Competition (31)</li> </ul>	<ul style="list-style-type: none"> <li>• IITP (155)</li> <li>• Competition (33)</li> </ul>	<ul style="list-style-type: none"> <li>• IITP (67)</li> <li>• Competition (132)</li> <li>• IITP (132)</li> <li>• Competition (64)</li> </ul>	<ul style="list-style-type: none"> <li>• IITP (120)</li> <li>• Competition (61)</li> </ul>	<ul style="list-style-type: none"> <li>• IITP (122)</li> <li>• Competition (29)</li> </ul>	<ul style="list-style-type: none"> <li>• IITP (107)</li> <li>• Competition (102)</li> <li>• IITP (24)</li> <li>• Competition (31)</li> </ul>	<ul style="list-style-type: none"> <li>• IITP (155)</li> <li>• Competition (33)</li> </ul>	<ul style="list-style-type: none"> <li>• IITP (67)</li> <li>• Competition (132)</li> <li>• IITP (132)</li> <li>• Competition (64)</li> </ul>	<ul style="list-style-type: none"> <li>• IITP (120)</li> <li>• Competition (61)</li> </ul>	<ul style="list-style-type: none"> <li>• IITP (122)</li> <li>• Competition (29)</li> </ul>	<ul style="list-style-type: none"> <li>• IITP 350. (124)</li> <li>• CAD 500. (25)</li> <li>• IITP DIR. REC. (13)</li> <li>• LBR/RYV (13)</li> <li>• IITP INTC. (11)</li> <li>• IITP CADRE (3)</li> <li>• IITP LBR. (4)</li> <li>• IITP 500. (26)</li> <li>• CAD 500. (7)</li> <li>• CAD INTC. (5)</li> </ul>	
<ul style="list-style-type: none"> <li>• Student Accomplishment, Individual</li> <li>• Specific Skills Testing</li> <li>• Sample Conversion</li> <li>• Field Equipment</li> </ul>												
<ul style="list-style-type: none"> <li>• BASIC EMPLOYMENT SKILLS</li> <li>• Military Customs &amp; Conventions</li> <li>• Guard Duty</li> <li>• Maintaining Self &amp; Physical Surroundings</li> <li>- Personal</li> </ul>												

1. This number indicates the total number of valid individual student observations conducted during the collection. Each entry was assigned from one to three students to observe during a given election. With the exception of the first week of testing, a third observer was present at all given elections.

2. This number also indicates total number of valid individual student observations during the collection. Each entry was assigned from one to three students. Success of concentrated amount of time available for comparison-trial evaluation, interviewing and three reports were assigned to each election.

SOURCES/METHODS OF DATA COLLECTION (Sample Size)

	Observation Checklists And Rating Forms	Testing	Written Survey		Oral Interview					Records	Source Of:	
			ITP Sca. (134)	Comp Sca. (35)	ITP Dir. Fac. Ltr's/Rpts (13)	ITP Insp. (11)	ITP Cadre (3)	ITP Ltr's (4)	ITP Sca. (36)			Comp Sca. (7)
<b>ENVIRONMENTAL QUESTIONS</b> <ul style="list-style-type: none"> <li>• Relating Self &amp; Physical Surrounding (Continued)</li> <li>- Individual</li> </ul>	<ul style="list-style-type: none"> <li>• ITP (127)</li> <li>• Comparison (67)</li> </ul>		X									
	<ul style="list-style-type: none"> <li>• Physical Readiness Testing</li> </ul>	<ul style="list-style-type: none"> <li>• ITP (125)</li> <li>• Comparison (64)</li> </ul>		X								
<ul style="list-style-type: none"> <li>• Drill and Ceremony, Individual</li> </ul>	<ul style="list-style-type: none"> <li>• ITP (121)<sup>2</sup></li> <li>• Comparison (61)<sup>2</sup></li> </ul>		X									
<ul style="list-style-type: none"> <li>• Drill and Ceremony, Squad</li> </ul>	<ul style="list-style-type: none"> <li>• ITP (11)<sup>2</sup></li> <li>• Comparison (11)<sup>2</sup></li> </ul>		X									
<ul style="list-style-type: none"> <li>• Drill and Ceremony, Platoon</li> </ul>	<ul style="list-style-type: none"> <li>• ITP (107)<sup>1</sup></li> <li>• Comparison (107)<sup>1</sup></li> </ul>		X									
<p>3. Add the ITP graduate express grade or emphasis than non-ITP graduates in their preparation to fulfill their responsibilities as soldiers and as leaders?</p>			X									
<p>1. Used existing Physical Readiness Test results gathered using standard procedure as specified in G-2-20, Physical Readiness Training, include valid data for both Pl. Dis and ITP Comparison Group and Pl. Jackson B-15-4 and ITP Comparison Group.</p>												
<p>2. Include actual number of squads and platoons rated. Each was rated by ten or four raters.</p>												
<p>3. From Mission Accomplishment, Individual ratings, sub-groups of Confidence/Attitude indicators.</p>												

SOURCES/METHODS OF DATA COLLECTION (Sample Size)

EVALUATION QUESTIONS	Observation Checklists and Rating Forms	Testing	Written Survey			Oral Interview					Records	Series Of:		
			ITP Scu. (124)	Comp Scu. (125)	ITP Dir. Foc. Ltrs/Mgns (13)	ITP Instr. (11)	ITP Cadets (3)	ITP Ldrs. (4)	ITP Scu. (30)	Comp Scu. (7)			Comp Instr. (5)	
<p>6. Was there a lower retention/recycling rate for ITP class groups compared to other 9th classes?</p>	<p>Observation Checklists and Rating Forms</p>	<p>Testing</p>	ITP Scu. (124)	Comp Scu. (125)	ITP Dir. Foc. Ltrs/Mgns (13)	ITP Instr. (11)	ITP Cadets (3)	ITP Ldrs. (4)	ITP Scu. (30)	Comp Scu. (7)	Comp Instr. (5)	<p>ARMY COMBAT/CLASS RECORDS, TOTAL Army Actual Inj. Data, Grade and Attribution Rates</p> <p>ITP Projected &amp; Grad Reports for Classes 42A, 43A and 44A</p> <p>Retention Records</p>	Series Of:	
<p>7. Do ITP instructors express greater confidence in the degree to which their ITP students (as opposed to other students they have encountered) are prepared to perform un-aided as units and as soldiers?</p>	<p>ITP Instructor/ Cadet Final Assessment</p>													
<p>8. Do ITP instructors express a greater or lesser of satisfaction from the training responsibilities they have been assigned?</p>	<p>ITP Instructor/ Cadet Final Assessment</p>													
<p>9. This question substituted for class 42A.</p>														
<p>1. This question substituted for class 42A.</p> <p>2. Developed and administered by ICI personnel.</p> <p>3. Derived from original evaluation plan.</p>														

SOURCES/METHODS OF DATA COLLECTION (Sample Size)

EVALUATION QUESTIONS	Observed via Checklists and Rating Forms	Testing	Written Survey			Oral Interview					Records	System Of:		
			ITP Stu. (126)	Comp Stu. (25)	ITP Dir. Fac. Ldrs/Mgrs (13)	ITP Instr. (11)	ITP Cadre (3)	ITP Ldr. (4)	ITP Sen. (20)	Comp Sen. (7)			Comp Instr. (5)	
<p><b>THE ITP LEADER</b></p> <p>1. Do the leaders (cadre, company and battalion) express greater confidence in the preparedness of ITP graduates (as opposed to regular USMC and ARV graduates) to perform competently as cooks and soldiers?</p> <p>2. Do leaders express a greater sense of satisfaction from fulfilling their training responsibilities through the ITP as compared with the current ARV program?</p> <p><b>THE ITP</b></p> <p>What features or characteristics of the ITP program may have contributed to any differences in student achievement and the attitudes of students, instructors and leaders, between the ITP and the regular course?</p>														
													ITP Course Materials ITP Schedule	16



## EVALUATION QUESTIONS ANSWERED

This section provides the answers to each of the questions which guided the evaluation effort.

### 1. TO WHAT EXTENT DID THE ITP GRADUATES ACHIEVE THE ENDS SOUGHT?

Ends sought were established for 94B MOS cooking skills, basic soldiering skills and problem solving. The basis for all ratings was a 0 to 4 scale with the following definitions:

<u>Rating</u>	<u>Meaning</u>
0	No evidence or not performed
1	Evident or performed, but unacceptable
2	Evident or performed, at the minimum acceptable level of performance (MALP)
3	Evident or performed, above the minimum acceptable level of performance, but not at the desired level of performance (MALP)
4	Evident or performed, at the desired level of performance given existing conditions (DLP)

Achievement of ends sought was said to be accomplished when ratings were at or above the minimum acceptable level (rating of 2 or higher).

Students were randomly selected for evaluation in each major area and sub-area and no one student was assessed across all areas except by chance. The following results, then, are based on the total number of items rather than the number of students rated at a given level of performance.

1.1 Cooking Skills: Students were rated in five areas during cooking skills evaluation. The five areas and the percentage of ratings at each level of performance are listed below.

	<u>NUMBER OF CRITERIA RATED</u>	<u>NOT ACCEPTABLE (0,1 RATING)</u>	<u>MINIMUM ACCEPTABLE LEVEL (2,3 RATING)</u>	<u>DESIRED LEVEL OF PERFORMANCE (4 RATING)</u>
MISSION ACCOMPLISHMENT, GROUP TASKS	952	139 (14.60)	687 (72.20)	126 (13.20)
MISSION ACCOMPLISHMENT, INDIVIDUAL	2727	543 (19.90)	1887 (69.20)	297 (10.90)
SPECIFIC SKILLS TESTING	497	222 (44.70)	181 (36.40)	94 (18.90)
RECIPE CONVERSION	245	61 (24.90)	61 (24.90)	123 (50.20)
FIELD EQUIPMENT	729	126 (17.30)	484 (66.40)	119 (16.30)
TOTALS	5150	1091 (21.20)	3300 (64.10)	759 (14.70)

About four-fifths of the ratings were at or above the minimum acceptable level, but most of these were not at the desired level of performance. Students received the most acceptable ratings in the area of mission accomplishment (group tasks), and the fewest acceptable ratings in the area of specific skills demonstration.

1.3 Basic Soldiering Skills: Basic soldiering evaluation covered seven areas. The distribution of ratings for each was:

	<u>NUMBER OF CRITERIA RATED</u>	<u>NOT ACCEPTABLE (0,1 RATING)</u>	<u>MINIMUM ACCEPTABLE LEVEL (2,3 RATING)</u>	<u>DESIRED LEVEL OF PERFORMANCE (4 RATING)</u>
MILITARY CUSTOMS & COURTESIES	1727	21 ( 1.20)	563 (32.60)	1143 (66.20)
GUARD DUTY	1178	39 ( 3.30)	347 (29.40)	792 (67.20)
MAINTAINING SELF/SURROUNDINGS	2996	22 ( .70)	806 (26.90)	2168 (72.40)
PHYSICAL READINESS <sup>1</sup>	294	17 ( 5.70)	—	277 (94.20)
DRELL AND CEREMONY				
Individual	1275	10 ( .80)	125 ( 9.80)	1140 (89.40)
Squad	296	6 ( 2.00)	76 (25.60)	214 (72.30)
Platoon	43	3 ( 7.00)	19 (44.20)	21 (48.80)
TOTALS	7809	118 ( 1.50)	1936 (24.80)	5755 (73.70)

<sup>1</sup>Based on point scores. Not acceptable = fewer than 60 points. Desired level of performance = 60 points or more.

Across the basic soldiering skill areas, over 98% of all ratings were at or above the minimum acceptable level of performance and a large percentage of these were at the desired level of performance.

1.3 Problem Solving: The discrete problem solving portion of the curriculum was assessed across four problem solving steps. Ratings for each were:

	<u>NUMBER OF CRITERIA RATED</u>	<u>NOT ACCEPTABLE (0,1 RATING)</u>	<u>MINIMUM ACCEPTABLE LEVEL (2,3 RATING)</u>	<u>DESIRED LEVEL OF PERFORMANCE (4 RATING)</u>
UNDERSTAND THE PROBLEM	183	11 ( 6.00)	87 (47.50)	85 (46.40)
DECIDE WHAT YOU CAN/ CAN'T DO ABOUT IT	244	55 (22.50)	139 (57.00)	50 (20.50)
CHOOSE BEST COURSE OF ACTION	183	66 (36.10)	57 (31.10)	60 (32.80)
PLAN, ACT, AND CHECK RESULTS	183	13 ( 7.10)	88 (48.10)	82 (44.80)
<b>TOTAL</b>	<b>793</b>	<b>145 (18.30)</b>	<b>371 (46.80)</b>	<b>277 (34.90)</b>

In this particular area, the "4" rating, or the desired level of performance, indicated that the student had, in fact, applied the systematic problem solving process taught in the program.

Understanding the problem and deciding what one can or can't do about the problem produced the most ratings at or above the minimum acceptable level. In all, over four-fifths of the ratings were minimally acceptable or better.

2. DID THE ITP STUDENTS ACHIEVE SIGNIFICANTLY HIGHER LEVELS OF PERFORMANCE THAN THE COMPARISON GROUP(S) IN AREAS TESTED?

The ITP committee chose to identify significance in both statistical and practical terms. Statistical significance was determined by appropriate statistical tests. Practical significance was set at one-half of one point (.50) on the four point scale mentioned above.

Results show that there was little difference of either type between the groups. The following chart lists each area and sub-area assessed and identifies the group, if any, that was found to be superior in either statistical or practical terms. Mean ratings for both groups are also included.

<u>AREAS ASSESSED</u>	<u>SIGNIFICANCE</u>		<u>MEANS</u>	
	<u>Statistical</u>	<u>Practical</u>	<u>ITP</u>	<u>Comparison</u>
<b>94B MOS COOKING SKILLS</b>				
<b>MISSION ACCOMPLISHMENT (GROUP)</b>				
Serving	no	no	2.53	2.39
Products	no	no	2.38	2.23
Cleanup and sanitation	no	no	2.92	2.73
Total mission rating	no	no	2.20	2.33
<b>MISSION ACCOMPLISHMENT (INDIVIDUAL)</b>				
Procedures	no	no	2.35	2.33
Confidence/Attitude	no	no	2.50	2.63
Products	no	no	2.28	2.39
<b>SPECIFIC SKILLS TESTING</b>				
Perform/Demonstrate procedure	no	no	1.55	1.78
Appearance of product	no	no	1.61	1.85
Time to complete demonstration	yes (ITP)	no	3.00	2.86
<b>RECIPE CONVERSION</b>				
Ingredients converted correctly	no	yes (ITP)	2.84 <sup>1</sup>	2.07 <sup>1</sup>
Time to complete computations	no	no	3.95	3.62
<b>FIELD EQUIPMENT</b>				
Explained procedure/purpose	no	no	2.46	2.34
Performed/demonstrated use	no	no	2.42	2.31
<b>BASIC SOLDIERING SKILLS</b>				
<b>MILITARY CUSTOMS AND COURTESIES</b>				
Report to an officer	yes (Comp)	no	3.63	3.89
Identify rank structure	no	no	3.47	3.65
Depart commander's office	no	no	3.81	3.93
Greet officer/WCO	yes (Comp)	no	3.56	3.88
Total MCC rating	yes (Comp)	no	3.21	3.97

<sup>1</sup>Scale = 0 to 8, rather than 0 to 4. Equivalent scores on the four-point scale would be 1.42 and 1.04 respectively.

<u>AREA ASSESSED</u>	<u>SIGNIFICANCE</u>		<u>ITP</u>	<u>Comparison</u>
	<u>Statistical</u>	<u>Practical</u>		
<b>GUARD DUTY</b>				
General orders	no	no	3.63	3.55
Guarding the post	no	no	3.56	3.61
Total guard duty rating	yes (ITP)	no	3.81	3.39
<b>MAINTAINING SELF/PHYSICAL SURROUNDINGS</b>				
<b>Formal inspection</b>				
Uniform	yes (Comp)	no	3.85	3.88
Body parts	no	no	3.70	3.87
Bed	no	no	3.63	3.61
Wall locker	no	no	3.63	3.56
<b>Unannounced inspection</b>				
Uniform	yes (ITP)	no	3.78	3.50
Body parts	yes (ITP)	no	3.86	3.70
Bed	no	no	3.24	3.17
Wall locker	no	yes (ITP)	3.25	1.94
<b>PHYSICAL READINESS TESTING<sup>1</sup></b>				
Pushups	no	n/a	66.93	68.63
Situps	yes (ITP)	n/a	85.06	78.46
Two-mile run	no	n/a	82.26	81.20
<b>DRILL AND CEREMONY - INDIVIDUAL</b>				
<b>DRILL AND CEREMONY - SQUAD</b>				
Form squad	no	no	3.44	3.13
Forward march	no	no	3.88	3.88
Align squad	no	no	3.82	3.75
Column right	no	no	3.35	3.50
Rear march	no	no	3.62	3.25
Right/left flank march	no	yes (Comp)	3.18	3.75
<b>DRILL AND CEREMONY - PLATOON</b>				
Form platoon	no	yes (Comp)	3.00	3.67
Break rank	no	yes (Comp)	2.89	4.00
Open/close rank	no	yes (Comp)	2.55	3.33
Change directions	no	yes (ITP)	3.56	3.00
Forward march	no	no	3.89	3.67

<sup>1</sup>based on point scores with scale 0 to 100.

Problem solving results were not presented in the preceding discussion because no comparison group was used.

3. DID THE ITP GRADUATES EXPRESS GREATER CONFIDENCE THAN NON-ITP GRADUATES IN THEIR PREPAREDNESS TO FULFILL THEIR RESPONSIBILITIES AS SOLDIERS AND AS COOKS?

Answers to this question were derived from cooking skills observation, student reaction survey results and end-of course interviews.

3.1 Cooking Skills: No practical or statistically significant differences were found between the ITP and the 94B MOS comparison groups in confidence/attitude observed during feeding mission accomplishment. The comparison group received higher average ratings in this area, but the difference was only .15 (mean of 2.47 for the ITP group, and 2.64 for the comparison group).

The pattern was the same on student reaction survey responses. When asked to rate their agreement with the statement, "I am confident/sure that I will be a good soldier and cook.", no statistically significant differences in distribution of responses was found. The difference in mean rating, on a 0-strongly disagree to 4-strongly agree scale, was .05 of a point (mean of 3.38 for the ITP group and 3.43 for the comparison group).

Each student was also asked to rate his/her own ability to perform specific cooking skills. The ITP group was found to be statistically more positive in their self-assessment on 21 of 60 individual skills listed. Those 21 skills fell under the categories of: recipe conversion and recipe card reading, preparing standard menu items, preparing meats, poultry and fish and preparing salads and sauces. ITP students assigned themselves higher "adequacy" ratings than did the comparison group in almost all cooking skill areas, but a dif-

ference in mean of at least .50 points was evident in only 2 of the 61 - ability to prepare food items that have the proper appearance (including garnish), and to prepare food items that are in the proper amount for the number being served.

End-of-course interviews with ITP students, selected for relatively high or low opinions of the program, indicated that, without exception, the ITP students considered themselves superior to the graduates of the "self-paced" program at Ft. Jackson.<sup>1</sup>

When asked how they would compare to the graduates of the regular course after one year, over 60% of those responding indicated that they felt they (the ITP graduates) would still be better cooks. About 30% felt that there would be no difference.

3.2 Basic Soldiering Skills: No confidence/attitude observations were made during the basic soldiering evaluation. On the reaction survey, the comparison group had somewhat higher self-ratings in ability to perform basic soldiering skills than did the ITP group across almost all items. This difference was statistically significant for 3 of 11 items. In no case was the difference in mean self-ratings more than .50 points.

Interview summaries indicated that 20% of the ITP students felt they were better soldiers than graduates of the regular course and the same percentage felt that this edge would hold over a year's time.

3.3 Self Management: ITP students expressed a statistically significant, greater confidence in their own ability to "try to stick with a task even when things are not going well," one of ten items rated in the area of self-management. No significant differences were

<sup>1</sup> ITP students interacted with and observed regular 94B MOS AIT students on an informal basis in the field and other settings.

were found in any of the other nine items and there was no practical difference (i.e. more than .50 points) between the two groups for any items.

Interview summaries indicated that over 40% of the ITP students felt superior to regular course graduates in various self-management skills such as attention to detail, cooperation and teamwork.

3.4 Summary: The unevenness of the results, the small practical differences, and the few statistically significant differences point to no difference in the expression of confidence to fulfill responsibilities as soldiers and as cooks between the two groups based on testable data (i.e. observation ratings and reaction survey responses). ITP students did, however, verbalize an opinion of superiority over regular course graduates during end-of-course interviews.

4. WAS THERE A LOWER ATTRITION/RECYCLING RATE FOR ITP CLASS GROUPS COMPARED TO OTHER 94B CLASSES?

The ITP classes' attrition rate was almost identical to that of historical 94B classes at the same site.<sup>1</sup> The attrition rate for the ITP classes was 7.6% compared to the 7.4% rate for the historical classes. In all, the total ITP input was 144 and 133 of these graduated. The ITP classes did not have a lower attrition/recycling rate than other 94B classes.

5. WAS THE ICI TRAINING EFFECTIVE IN ENABLING INSTRUCTORS TO ADEQUATELY AND CONSISTENTLY USE TRAINING/LEARNING STRATEGIES AND CURRICULUM?

Data from ITP instructor/cadre final assessments, leader, instructor and cadre interviews and student interviews and surveys indicated that the training was effective for some and not effective for others.

<sup>1</sup> 94B MOS AIT classes which started in July through November, 1981, Ft. Jackson, South Carolina.



Based on ICI-completed final assessments, four instructors/cadre performed consistently at the desired level of performance, five above the minimum level, but not quite at the desired level, five at the minimum acceptable level of performance, and two unsuccessfully. Those at or below the minimum level performed adequately only when told or supervised. In addition to the instructors and cadre who completed their assignments with the ITP program, four other instructors and one cadre member were dropped from the program prior to or during the program because they could not or would not use the ICI Strategies.

Input from all sources indicated that the training had a variable effect on instructors/cadre, although students were somewhat more positive in their attitudes toward and assessment of instructors/cadre than other groups. There was a high correlation between the overall "effectiveness" ratings given to instructors/cadre by ICI staff and the instructors/cadre self-identified satisfaction with training (high "effectiveness" with high satisfaction and vice versa).

6. DO ITP INSTRUCTORS/CADRE EXPRESS GREATER CONFIDENCE IN THE DEGREE TO WHICH THEIR ITP STUDENTS (AS OPPOSED TO OTHER STUDENTS THEY HAVE ENCOUNTERED) ARE PREPARED TO PERFORM COMPETENTLY AS COOKS AND AS SOLDIERS?

Information was drawn from instructor and cadre interviews and the 94B Proficiency Profile completed by instructors and cadre at the end of training.

In response to the interview question, "How do the graduates of this course differ from the 'self-paced' course 94B graduates?", 9 of 14 instructors/cadre indicated that there was a difference in favor of the ITP graduate. These interviewees most often mentioned affective differences rather than skill superiority. ITP students were

viewed as having greater pride, motivation, confidence and as being better team workers. Three of the nine indicated that the students would be more skilled than regular course graduates.

9 of 14 (a slightly different group) also indicated that the ITP students would continue to maintain their edge over the regular course graduates a year after the course. Contributing factors were confidence, team spirit, motivation, pride and positive attitude. Two indicated that they didn't know if there would be any difference, one did not respond, one indicated that he thought there would be no difference and one indicated that student progress would depend more on the environment in which they were placed than the instruction they received during AIT.

Platoon sergeants for the first and second platoons<sup>1</sup> rated most ITP students superior (above average to outstanding) in comparison to other soldiers they had previously trained. 40.4% of the students were assessed as outstanding when compared to other AIT soldiers, and another 37.1% were considered above average. 18.0% were considered about the same as others and 4.5% were considered below average.

From limited sources available, it appears that at least 75% of the ITP instructors and cadre were confident that the ITP students were more prepared to perform competently as cooks and as soldiers and that the edge would be maintained at least one year from training. Those who were less confident that the students were better prepared were those who received the lowest ratings on the instructor evaluation, and themselves had the lowest opinions of the project.

<sup>1</sup>Data received only for those two platoons. No similar input requested from instructors regarding students' 94B MOS cooking skills.

7. DO ITP INSTRUCTORS/CADRE EXPRESS A GREATER SENSE OF SATISFACTION FROM THE ITP TRAINING RESPONSIBILITIES THEY HAVE BEEN ASSIGNED (AS OPPOSED TO PREVIOUS ASSIGNMENTS)?

The answer to this question came from the instructor/cadre end-of-course interviews. Other data were not collected as planned.

In terms of general attitude toward the course and positive and negative comments made, two drill sergeants and eight of eleven instructors had positive to very positive attitudes, two instructors had negative attitudes and one instructor and one cadre were ambivalent in their feelings toward the course.

Attitudes toward the course were directly related to opinions of the ICI Strategies. Eight of the fourteen indicated positive to very positive reactions to the Strategies, four thought the Strategies were "okay" and two had negative opinions of the Strategies.

Knowing what they did about the course at the time of the interview (confirmation week), eight of eleven instructors and all three cadre indicated that they would volunteer to serve if the same course were offered again. Three instructors indicated that they would not volunteer.

Based on all responses, those above and others, six instructors and one cadre did gain a greater sense of satisfaction from the ITP training responsibilities they had been assigned as opposed to previous assignments. These people felt that they were more effective in their roles and that the program, in part or as a whole, contributed to that effectiveness. Four instructors did not gain a greater sense of satisfaction. Three of these made consistently negative comments about the program. One had a positive attitude toward it, but was not more satisfied by the experience. One instructor had no previous experience and, therefore, no basis for comparison. One cadre was assigned

to the project late, and was not asked. The final cadre member held a positive view of the program, but did not clearly indicate the degree of satisfaction he derived from the ITP assignment.

8. DO THE ITP LEADERS (SCHOOL, COMPANY AND BATTALION) EXPRESS GREATER CONFIDENCE IN THE PREPAREDNESS OF THE ITP GRADUATES (AS OPPOSED TO REGULAR 94B MOS AIT GRADUATES) TO PERFORM COMPETENTLY AS COOKS AND AS SOLDIERS?

Four ITP leaders were interviewed regarding their opinions of the program. One indicated that aspects of the program were good, but did not express a greater confidence in the students' preparedness to perform as soldiers and cooks. One indicated that it was too early to tell the degree to which the students were prepared. One indicated that he had a greater confidence, but that this would depend on the instructor to whom the student was assigned. The fourth leader indicated confidence that the ITP soldiers were more prepared to fulfill their duties as soldiers and as cooks than those graduating from the regular course.

9. DO ITP LEADERS EXPRESS A GREATER SENSE OF SATISFACTION FROM FULFILLING THEIR TRAINING RESPONSIBILITIES THROUGH THE ITP PROGRAM AS COMPARED WITH THE CURRENT AIT PROGRAM?

Again, the opinions of leaders were mixed. One of the four definitely gained a greater sense of satisfaction from the ITP program. One did not so state directly, but appeared to have the same opinion. One definitely disagreed. This person was ambivalent about the program and stated that no set pattern or solution could be used for everything (as proposed by the ITP). The final leader indicated no greater satisfaction, but did state that the program pointed out weaknesses in the current course and that was viewed as positive. There was a general sense that the ITP course gave people a chance to reflect on the regular course and created opportunities for improving it.

10. **WHAT FEATURES OR CHARACTERISTICS OF THE ITP PROGRAM MAY HAVE CONTRIBUTED TO ANY DIFFERENCES IN STUDENT ACHIEVEMENT AND THE ATTITUDES OF STUDENTS, INSTRUCTORS AND LEADERS, BETWEEN THE ITP AND THE REGULAR COURSE?**

Few differences were noted between the ITP and comparison group in achievement or attitude during observation. ITP students were found to have a somewhat higher opinion of their own cooking skills than the comparison group when responding to items on the written survey, and they verbalized a perceived superiority to regular course students in all areas during interview. These differences appeared to be related to the pairing and teaming feature and the instructional approach.

Instructors, cadre and leaders held varying, but generally positive views of the program. For those in direct contact with students (instructors and cadre), it is speculated that the instructional approach was the contributing factor. The approach was viewed as an effective means by which to teach students.

**ASSESSMENT OF IMPACT  
INSTRUCTIONAL PROGRAM CHARACTERISTICS**

**1. OVERVIEW**

This section of the report describes the quality, contribution, and degree of implementation of the ITP program as perceived by those involved. Sources of data were student, cadre, instructor and leader interview, and student and dining facility manager/shift leader surveys.

The program appeared to be implemented approximately according to plan with two exceptions: a) much less time was devoted to self-management lessons and b) the fourth Platoon was not formed due to a decreased in the number of qualified instructors. The basic integrity of the schedule was maintained with respect to 94B MOS cooking and basic soldiering skills, although there were many minor schedule changes.

Across all sources of input, the pairing and teaming concept was most often mentioned as contributing most to the program. Pride, teamwork, reinforcement of learning and interpersonal skill development were mentioned as direct benefits of this program feature.

The curriculum sequence and location of instruction were also viewed as positive influences. Students, instructors and others indicated that the "learn-apply" sequence provided students opportunities to apply their skills in a real-world setting under real-world pressures immediately after skills were learned. Students were able to build confidence by gradually becoming responsible for more components of the mission, and students had the opportunity to see direct results of their work.

The instructional approach was frequently identified as

contributing to the program. While this was not a unanimous choice, those who did select it indicated that the Strategies gave them an effective means by which to convey information to the students, helped them identify student misunderstandings and needs for assistance, and provided valuable practice and reinforcement for all students.

Other factors identified as valuable included pacing, instructor/cadre to student ratio, materials, instructor/cadre teaming with the same group of students throughout instruction and staff attitudes. The positive environment created by the program, while not mentioned frequently as a major contribution, was viewed positively by all.

## 2. INSTRUCTOR/CADRE TO SOLDIER RATIO

The ITP instructor-to-student ratio was a fixed 1:12 for all teams and the cadre-to-student ratio, 1:48 for each platoon.

2.1 Teaming: When asked if they had enough time to devote to each student, four of the eleven instructors indicated an unqualified "yes" and three more stated that they had enough time in most cases. The remaining four felt that they didn't have enough time to devote to each student. Two main reasons for the latter belief were: a) twelve-student teams were too large for one individual to deal with and b) time allocation per lesson did not allow sufficient time to provide for the needs of all students in a team that size (i.e. not all students were able to confirm and critique during any one lesson).

Students, for the most part, believed that they received help whenever they needed it, however. 980 indicated that they always or often received help when needed. There was a statistically significant difference in student response between platoons, with Platoon 1 achieving the highest mean rating. The difference was not large,

however. In all platoons, the majority of students indicated that they always or almost always received help when they needed it during cooking instruction.

Instructors were also asked to recommend the maximum tolerable number of students per team. Answers ranged from 8 to 30 with a median of 12 and a mean of 13.5. Nine instructors went on to indicate the ideal number of students. This range was 5 to 24 (median of 8 and mean of 10.3).

Another source of information was the dining facility managers/shift leaders. Three of thirteen responding to the survey indicated that too many students were assigned to each instructor in the garrison setting or that there was a lack of supervision. This concern was also voiced by three instructors.

There was a general feeling that the instructor to student ratio was manageable during cooking instruction, but not ideal.

**2.2 Platoons:** Of the three cadre interviewed, one believed that he usually had enough time for the individual soldier and two felt that they always or almost always had enough time. Students were in general agreement with the cadre. 88% often to always received help when they needed it during basic soldiering activities. There was no statistically significant difference by platoon and the majority of students in all platoons felt that they received the help they needed always or almost always.

Cadre indicated that the maximum number of teams of 12 soldiers each should be 4 to 8. The ideal number was consistently identified at 4 teams per platoon. Cadre were basically satisfied that the number of students in their ITP platoons was controllable and in fact ideal.



This was, for the most part, support by the students in those platoons.

### 3. PAIRING/TEAMING

The ITP program featured student pairs and teams in the instructional program. Two students were assigned to work together during instruction. Each team consisted of six pairs for a total of twelve members. Platoons were made up of four teams and a total of 48 students. Platoons, pairs and teams were to remain intact throughout instruction. Partners and other team and platoon members were to help each other learn faster, be responsible for how well other team members performed, helping others when needed.

3.1 Student Opinion: Students had a generally positive view of pairing and teaming. Over 90% of those responding to the written survey, given the choice, would prefer to be paired and teamed during AIT. This was basically confirmed during end-of-course interviews. Students indicated a positive reaction to teams and pairs, and support for teaming was unanimous.

Students indicated that the pairing and teaming worked as intended. About three-fourths indicated on the survey that they often to always helped their partners learn faster and better than they would have otherwise. The same percentage indicated that they often to always felt responsible for how well other members of their teams were doing. Team pride/spirit, ability to get along with others, increased respect for and understanding of others were often mentioned as outgrowths of pairing and teaming both on the survey and during interviews. Many students also indicated that helping each other made them feel good, was a plus, was beneficial.

3.2 Instructor/ cadre/ leader Opinion: Two of the four leaders indicated that the teaming/pairing concept was a major strength of the

program and exerted a positive influence on the project.

Instructors and cadre had a uniformly positive view of the pairing and teaming "strategy". Only one instructor felt it had no impact. Those who believed that it did have a positive impact indicated that the pairs helped each other learn and retain better and that both promoted team building.

3.3 Implementation of the Pairing and Teaming: Over 950 of the students indicated that they worked with a pair partner often to always during instruction. Over 900 indicated that the instructor made sure that they worked with another pair when their partner was absent. With the exception of one cadre who was not asked the question, all instructors and cadre indicated that they assigned students to other pairs when the pair-partner was absent. Later in the program, about one-half (6) of the instructors initiated reassignment of pair partners (mainly to avoid conflict between individuals) and began making individual assignments on occasion, particularly in the garrison.

#### 4. INSTRUCTOR/STUDENT ASSIGNMENT

Instructors were assigned to and remained with specific teams throughout instruction.

When asked if they would choose to remain with the same instructor and drill sergeant, three-fourths of the students indicated that they would. The remainder were split between those who had no preference and those who would prefer to work with more than one instructor and drill sergeant depending on what they were learning or doing. There was no statistically significant difference in preference by platoon.

Instructors and cadre had a basically positive attitude toward remaining with the same group of students. Four of eleven instructors and all three cadre felt that the practice produced positive results, four other instructors felt there were pluses and minuses, and two were somewhat negative toward the practice. The major benefit included knowing each student's strengths and weaknesses and the continuity and transition that knowledge allowed from lesson to lesson. The major drawback was overfamiliarity leading to some loss of discipline and some deterioration in use of the Strategies -- instructors knew students so well that they eliminated confirmation or critiquing or call on "good" students, etc.

#### 5. INSTRUCTIONAL PACING

The ITP program was group-paced throughout. Except in rare instances (3), students started and finished with the same platoon.

5.1 Pacing: Students were asked on three different survey items if the instruction was too slow, too fast, or just right during cooking instruction. They were also asked what they would change in the course (open-ended survey item) and what they liked and disliked about it (interview item). Among those who objected to the pacing, there was a general feeling that instruction was more often too slow than too fast. The majority felt that the pacing was about right, however.

Survey results revealed that, given the choice, 44.44 of the students would have preferred group-paced instruction, 30.10 self-paced, 20.00 a combination. 5.30 had no preference. When asked the type of pacing they would prefer for learners slower than themselves, the same students overwhelmingly favored the group-paced mode. When asked

which mode they would prefer for themselves, given that the course was about the same length, 70.0% preferred group-paced, 24.1% self-paced, and 6.9% a combination. Of those preferring self-paced, the main reason was early completion. Others in small numbers would prefer self-paced because there would be no Saturday classes and there would be less repetition.

5.2 Ability to Keep Up When Missed Instruction: Almost 90% of those surveyed often to always received the help they felt needed to make up for missed instruction. When asked on the survey if they were able to learn and keep up when they pulled detail or extra duty over 85% indicated that they were often or always able to do so. Students most often made up for lost time by working with their partner before the next lesson. Instructors agreed that students were able to keep up when the missed instruction.

## 6. COURSE LENGTH

The experimental AIT course was eight weeks in length. This was preceded by one week of fill and succeeded by one week of confirmation (evaluation).

Seven of the eleven instructors and one cadre felt that the course length was about right, three instructors and one cadre felt it was too long, and one instructor and one cadre felt it was too long for some and not long enough for others.

About one-third of the students responding to open-ended survey items would have preferred a shorter course.

Other information gleaned from student interviews indicated that discontent over course length was possible due more to expectation than an unduly long course per se. 22 of the 36 students interviewed thought

that the course would be shorter than it actually was. Expectation ranged from three to seven weeks (mean 5.4 weeks, median 5.5 weeks). Students harbored resentment toward the recruiters for this incorrect information. And, even though some of the students would have graduated in a shorter period had they been in the self-paced course, recruiter-bred expectations were still outside the realm of possibility. Five of the soldiers interviewed were particularly upset because plans based on recruiter information (marriage, back to school, etc.) were dashed. Two students were reported by others to have gone AWOL because of the unexpected course length.

#### 7. TIME PER TASK

Responses from instructor/cadre interviews and student surveys indicated that respondents felt more time was needed in more areas than less time. Students, in particular, identified several skills or settings for which they would have preferred more time, with over 70% of them indicating at least one such area.

Students identified equipment (particularly field equipment) as one needing more time. Then came missions and specific cooking skills (in order, knife skills, pastry-making skills, recipe conversion, general cooking skills, and baking - mentioned by 17 or more students). Specific food products identified more than once were eggs, meat, soups, salad and sauces. More than one instructor indicated the need for more time on pastry and baking skills and recipe conversion.

Students and cadre mentioned few skills on which more time could have been spent.

#### 8. SCHEDULE

The ITP training schedule differed somewhat from the regular course

because of the number of missions during which students practiced their skills. Following is a comparative look at those schedules:<sup>1</sup>

LENGTH OF TRAINING DAY

	<u>ITP</u>	<u>Comparison</u>
● Regular schedule	0845 - 1815	0800 - 1700
● Breakfast mission schedule	0345 - 1315	0330 - 1230
● Lunch mission schedule	0800 - 1800	--
● Dinner mission schedule	0930 - 2000	1100 - 1900

ITP students attended classes on the same days they performed missions, whereas the regular course students completed a mission on days they were scheduled to do so. No other instruction was schedule for these times.

8.1 Changes from Original: Some training days were lost because of other activities. In all 2 to 54 training days were lost to entire platoons. An additional 1.5 days were lost by at least one-half of each platoon.<sup>2</sup> Major reasons for missed training days were guard mount, Big Red Review and practice, pay days and POR briefings.

Nine instructors responded directly to the question, "How much difference was there between the planned and actual schedule?". Seven felt there was little difference. Changes had certainly been made, and they were sometimes disturbing, but they did not disrupt the overall integrity of the schedule. The remaining two instructors (both Platoon 2) indicated that there were many changes throughout the course, some of which were not announced until the night before. While this did not, in their opinion, affect the content, it was dis-

<sup>1</sup>Source - ITP, printed ITP schedule; Comparison, sample weekly schedule for regular training days and sample large garrison facility schedule for Module 02, Lab 03.

<sup>2</sup>Source - ITP contractor. Informal verification with instructors, cadre and leaders.

turbing from an instructor standpoint because at times there was no time to prepare, and sometimes required food items were not in place.

Two of thirteen dining facility managers/shift leaders indicated that they didn't know when the students would be there.

Leaders acknowledged that the schedule evolved as the program was implemented. The major problem seemed to be that the original schedule did not accommodate holidays and other non-training activities. With the exception of the deletion of the fourth platoon, two of the four leaders stated that the program was implemented pretty much as planned, despite the changes, and that there were no drastic changes in the schedule.

**8.2 Student Comfort with Schedule:** A few students indicated on both the survey and during interviews that the schedule itself was a problem. In response to the survey, they would have liked more time off or more free time (8), later wake-ups (4), better organization (4), a less rushed schedule (3), and more rest (3). During interviews, 5 of 36 students said that the schedule was too hectic and they did not get enough rest. Four indicated that there wasn't enough free time. Three instructors also expressed a concern about the schedule, indicating that students sometimes did not get enough rest, particularly after extra duty, and that this had a negative impact on students' ability and willingness to learn. This evaluator noted, occasionally, during informal observation of classes, that students appeared exhausted and incapable of learning as a result.

## 9. INSTRUCTIONAL APPROACH

The ICI Training/Learning Strategies consisted of the Five-Step Process for Excellence - envision results, plan actions to achieve results, execute planned actions, monitor/diagnose progress, and

correct deficiencies. The process remained the same regardless of the learning task, although the specific approach or technique varied somewhat between knowledge, skill or attitude development. Embedded in the Strategy are methodologies that include an overview, rationale for learning, keeping the learning on focus, critiquing progress and results, practicing and follow-up and confirming learning. The Strategies are highly interactive, with both instructors and pair partners integral parts of the instructional "teams". Students are actively involved in learning through constant verbalization and performance of knowledge/skills being taught.

The degree to which the Strategies were implemented is presented in detail under RESULTS - INSTRUCTOR/CADRE ASSESSMENT. That section indicates that the Strategies were implemented well by some, mainly cadre and those instructors in the first and second platoons, and minimally by others, most in the third platoon.

This sub-section addresses the attitudes of students, instructors and cadre toward the Strategies.

**9.1 Student Opinion:** Student opinions were both positive and negative. In response to the survey item requesting a list of things they liked best about the course, 37 students liked the instructional approach or type of instruction. When asked what changed they would like to see, 17 recommended modifications in the Strategy (e.g. less time confirming, didn't want to follow steps, wanted more emphasis on discipline, respect, etc.).

During the interviews, approximately 40% of the students had generally positive feelings toward the Strategies as a whole and an equal percentage disliked portions of the Strategies. The most



frequent positive comments indicated that the Strategies helped everyone learn and that students were treated humanely and given personal attention. The most frequent negative comments indicated dislike for the repetition, and the concern that skilled/experienced cooks weren't able to help inexperienced ones whenever they wanted to. These did not necessarily correlate with general attitude toward the Strategies (i.e. a student with a negative attitude toward repetition could have held a positive attitude toward the Strategies as a whole). Students in Platoon 3 were somewhat polarized in their attitude toward the Strategies. More students in that platoon liked or disliked them.

9.2 Instructor/Cadre Opinion: Six of eleven instructors and two cadre expressed positive to very positive opinions of the ICI Strategies. Three instructors and one cadre classified them as "okay", and two instructors held negative opinions. These opinions closely matched students attitudes.

Platoon 3 instructors were much more negative than were Platoon 1 or 2 instructors. The major comments in favor of the Strategies were simply that they worked. Students learned and wanted to learn. There was an effective way for instructors to communicate with students and for instructors and students to receive feedback on effectiveness of the training. Negative comments varied, but basically centered around the perceived overuse and "elementary" nature of the Strategies.

## 10. MATERIALS

Student material consisted exclusively of the ITP Handbook for Excellence. Instructors and cadre, for the most part, had few comments on this manual. Those who did comment (7) assessed it as useful to

the students. Opinion varied on the use to which students put the manual during instruction.

Students had a positive perception of the manual. Over 900 indicated on the survey that it was complete, easy to understand, easy to use, available when needed and that it contained information consistent with that provided by instructors, cadre and other superiors.

Leaders indicated that the student manual was good. One indicated that it was used extensively during cooking instruction, but not during basic soldiering activities. The latter statement was borne out by cadre comments or lack of same. One indicated that it was "just another book" to students and not used often. The other two had no comments to make.

#### 11. IMPACT OF PRACTICAL APPLICATION IN THE GARRISON AND FIELD

Both instructors and students held positive views toward the garrison experience on learning.

Over 900 of students surveyed held that the garrison often to always helped them learn and that their time was spent practicing cooking skills that they had learned during instruction. The garrison experience was also identified as one of the best aspects of the course by about one-third of the students on both survey and interview.

Of eleven instructors, all but one believed that the garrison mission had a positive impact on learning. In addition to applying skills they had learned, students gained confidence and were able to experience "real-world" cooking situations. The individual who felt the experience did not have a positive impact indicated that his students never had a chance to prepare a variety of foods, but worked mainly with short order items instead.

Instructors and students also felt that the field experience had a positive impact on learning, but to a somewhat lesser degree than the garrison experience. 80.50 of the students believed that the field experience helped them learn how to be good cooks often or always (as opposed to 93.20 in the garrison) and about one-fifth indicated that this was one of the best parts of the course. Instructors felt that the total field experience has a positive impact, but two believed that students should have worked with the equipment beforehand.<sup>1</sup> Another felt that too much time was spent on non-cooking skills activities, and another that students exhibited less motivation in the field than in the garrison.

Overall, application of skills in both settings was viewed positively by most students and instructors.

## 12. CURRICULUM SEQUENCE

The ITP curriculum was consciously sequenced to provide students with basic skills and then to apply and build upon those toward more complex and difficult tasks.

All instructors indicated that the sequence, either as a whole or in part, was reasonable. Almost 900 of the students indicated in the survey that the instruction or lessons started with easy things and moved to more difficult tasks often to always. And over 800 indicated that the order in which cooking skills were taught often to always made sense to them. A review of the curriculum further reinforced that this was the case.

<sup>1</sup> Students in the regular course receive field equipment and theory training prior to their field experience. Students in the ITP course were scheduled to cover the same content during their first day in the field setting.

### 13. EFFECTS OF EXPERIMENT ON STUDENT LEARNING/INSTRUCTOR EFFORT

Most students learned of the special nature of their AIT course before the course began or at the very beginning (83.5%). Over one-half of the students interviewed indicated that they had neutral attitudes toward being in an "experiment". About one-third were proud to be participants. The remaining students indicated that they were upset because of it.

87.5% believed they did not work harder because they were in an experiment, and the remainder said that they did work harder because they were "special". Survey responses contradicted the "work-harder" data from the interviews. Responding to, "Knowing that the course was different or special, how did you react?", about one-third responded that they worked a lot harder to make it work. A similar segment worked a little bit harder, and for the final third, that knowledge made no difference in how hard they worked.

The "experiment" had no effect on the effort expended by eight of eleven instructors and two of three cadre. They believe in "doing their best as professionals" under any circumstances. The remaining instructors and cadre did try harder because of the special nature of the project.

### 14. ENVIRONMENT

An integral goal of the experiment was to create a positive environment in which the students might live and work.

The way students were treated is addressed in RESULTS - INSTRUCTOR/CADRE ASSESSMENT.

Another aspect was the identification of the students as special by way of "excellence" pins, special guidons and enhanced physical environment in the barracks.

Without exception, instructors and cadre indicated that these techniques, in addition to positive treatment of students by instructors, cadre and others, produced positive attitudes and concern for pride. When asked if they agreed that the posters, displays, pins, team guidons and other things made them feel proud of being a 94B and of being part of their team and platoon, over three-fourths of the students indicated strong or moderate agreement, and less than 5% disagreed.

#### 15. CONTRACTOR ROLE IN IMPLEMENTATION

The contractor played a major role in the implementation of the experiment, but the criticality of that role was in question (i.e., could an ITP-type project be implemented without contractor assistance?)

The contractor had major responsibility for implementation of the problem solving portion of the course and conducted all classes in that area, save one. Instructors and leaders also indicated that the contractor staff taught at least one-half of the recipe conversion classes and provided at least reinforcement lessons in the area of field equipment. While the contractor was seen by the majority of instructors and cadre as always available to help and assist (Platoon 3 excepted), many of them indicated that the project would have worked after a short time period without that assistance. Two of four leaders concurred, while other leaders, instructors and cadre indicated that the project as implemented could not have happened without contractor assistance. The logistical and scheduling support (e.g. scheduling missions and menus with dining facilities, arranging for transportation, etc.) was seen by these as indispensable.

## RESULTS - INSTRUCTOR/CADRE ASSESSMENT

### 1. OVERVIEW

This section presents the results of evaluation of instructor and cadre ability to implement the ITP program. The evaluation, conducted by ICI staff during the final week of the program, encompassed the entire implementation period. Assessment was by means of observation and surveys and follow-up interviews of instructors and cadre. There were also related items on student surveys. No formal testing of the instructor/cadre training program, pre- or post-test, was conducted.

Results indicate that the quality of implementation and the regularity of use of the techniques varied by categories or groups of personnel and that the evaluation results were consistent from one data source to another. Thus, some instructors and cadre were consistently shown to perform at the desired level of performance, others below the acceptable level, etc. In all, four instructors/cadre performed consistently at the desired level of performance. Five were rated above the minimum level of performance, but not quite at the desired level. Five performed at the minimum acceptable level. Two performed unacceptably.

By platoon, Platoon 1 personnel performed at the highest levels in both "adequacy" and "consistency", followed in order by Platoons 2 and 3.

There was a slight tendency for those with one year or less of instructor experience and no previous formal instructor training to be assessed as better at implementing the ICI strategies.

Most students across all platoons indicated a high regard for their instructors and cadre, regardless of the performance data from other sources.

## 2. DESCRIPTION

2.1 Question: Was the ICI training effective in enabling instructors/cadre to adequately and consistently use Training/Learning Strategies and Curriculum?

### 2.2 Areas assessed:

- Followed schedule
- Was well prepared to conduct each activity
- Provided students the specific information they needed in a way students could easily understand
- Used effective procedures to confirm
- Used effective procedures to get students to work together
- Assigned students enough practice and closely supervised such practice to get results
- Provided effective, timely critique (change and continue points, causes for results, actions for change and continue)
- Exhibited behavior/appearance expected of students (modeling)
- Treated students as intelligent human beings
- Treated students in ways that showed concern for their immediate and continued physical and psychological well-being

### 2.3 Procedure

Instructors and cadre were observed throughout the ITP program and were assessed at the end by ICI staff. The areas listed above were rated for adequacy of use and consistency of application. No pre- and post-test results from the actual instructor/cadre training were collected.

#### 2.4 Other Data Sources:

- Instructor (11) and Cadre (3) Interviews
- Student Surveys (134) and Interviews (36)
- Leader Interviews (4)

### 3. RESULTS

#### 3.1 Instructor Assessment Results

3.1.1 Overall Ratings: Twelve instructors<sup>1</sup> received these overall assessments:

- o Three performed at the desired level of performance overall.
- o Two exhibited behaviors and consistency above the minimum level of performance, but not quite at the desired level.
- o Five performed at the minimum acceptable level of performance.
- o Two received overall ratings of unacceptable.

3.1.2 Detail: The majority of instructors were rated as having skills or exhibiting behavior at the minimum acceptable level or higher, but some did not consistently apply those skills. For example, eight instructors had adequate skills in the critique method of "continue points," while only three used the technique often or whenever appropriate. The following table indicates the number of instructors who had adequate skills or exhibited acceptable behaviors and who consistently used them.

<u>ITEM</u>	<u>NUMBER OF INSTRUCTORS AT OR ABOVE MINIMUM ACCEPTABLE LEVEL</u>	
	<u>Adequacy</u>	<u>Consistency</u>
o Followed schedule	10	8
o Was prepared to conduct each activity	10	9

<sup>1</sup> Ratings included all eleven instructors who completed their ITP assignments and one instructor who was relieved in approximately the seventh class week.



NUMBER OF INSTRUCTORS AT OR  
ABOVE MINIMUM ACCEPTABLE LEVEL

<u>ITEM</u>	<u>ACCURACY</u>	<u>CONSISTENCY</u>
● Provided information in easily understood ways	11	7
● Used confirmation procedures	11	8
● Used procedures to get students to work together	10	9
● Assigned enough practice and closely supervised to get results	10	10
● Provided effective, timely critique		
- Overall	10	8
- Change points	11	9
- Continue points	8	3
- Cause for results	4	4
- Actions for change	11	8
- Actions to continue	8	4
● Modeled behavior/appearance	9	9
● Treated students as intelligent human beings	9	9
● Showed concern for students'		
- Physical well-being	10	10
- Psychological well-being	10	10
- Overall	10	9

### 3.2 Cadre Assessment Ratings

3.2.1 Overall Ratings: All three cadre received overall assessments above the minimum acceptable level. Two were rated above the minimum acceptable level, but not quite at the desired level of performance. One was rated at the desired level of performance.

**3.2.2 Detail:** The cadre members<sup>1</sup> possessed adequate or better skills or behaviors in all ten areas and sub-areas and, with the exception of two sub-areas (critique technique - causes for results, and concern for students' physical well-being), exhibited those skills/behaviors often or whenever appropriate.

**3.3 By Platoon Results:** Results by platoon showed little difference in adequacy or consistency of use among cadre, but a marked difference among instructors. The average overall instructor assessment ratings were 3.75 for Platoon 1, 2.25 for Platoon 2 and 1.50 for Platoon 3. These trends were also apparent in both adequacy and consistency ratings. Across all areas assessed, Platoon 1 was always rated highest or tied for the high average rating, followed in order by Platoon 2 and Platoon 3.

#### 4. COMMENTARY

##### 4.1 Perception of Training

**4.1.1 Instructor/Cadre:**<sup>2</sup> In end-of-course interviews, instructors and cadre voiced the following levels of satisfaction with the ICI training they received:

- Three instructors were very satisfied with the training
- Two instructors and one cadre were satisfied with the training
- One instructor was ambivalent
- Five instructors and one cadre were dissatisfied or uncomfortable with the training

<sup>1</sup>One cadre member did not receive ICI training and, therefore, was only rated on some of the cadre assessment items.

<sup>2</sup>Eleven instructors and two cadre were interviewed.

Platoon 1 instructors and cadre expressed the most satisfaction with the training, in general. Platoon 2 members were also positive. Platoon 3 instructors only were uniformly negative in their feelings toward the training. With the exception of Platoon 3 instructors, these views generally changed toward the positive as the training was applied during course implementation.

Those who expressed satisfaction with the training indicated consistently that the Strategies taught provided them a vehicle for conveying information to students in meaningful and understandable ways and that they were actively involved in practicing strategies during training rather than just reading books or listening to lectures.

Instructors who were dissatisfied with the training felt that they learned little, that what was taught was not "right", and that the training was confusing. Two instructors disagreed with the training goals, but acknowledged that the goals had been achieved.

Across the board, whether they were satisfied or dissatisfied, in the end, many instructors and cadre noted that they were initially uncomfortable with the training. Also, there was a belief that much of the first part<sup>1</sup> of the training was wasted because what was taught was not later applied.

4.1.2 **Leader Perception of Training:** Four leaders (Battalion Commander, PSC Manager, Company Commander and First Sergeant) indicated the following perceptions of the training during interview:

• One - very effective

• One adequate

<sup>1</sup> Estimates ran from 250 to 500. The ICI contractor confirmed that the Strategies first introduced were not well received or learned and, therefore, were deleted.

- o Two - Effectiveness heavily dependent upon individual (therefore, for some it worked, for some it didn't)

Three of four leaders indicated that they attended or observed during instructor/cadre training. Problems identified by those leaders included the fact that instructors/cadre continued with regular duties during training, that there wasn't a chance to "try-out" or "dry run" the Strategies with students prior to the actual test, and that there was some adverse reaction to civilian trainers. This last factor was also mentioned by some instructors/cadre and mentioned by a few students who perceived that their instructors had negative attitudes toward the civilians.

4.2 Follow-Up Assistance by ICI Contractor: While the major part of the instructor/cadre training occurred prior to the implementation of the course, ICI also provided on-going assistance to these people during implementation.<sup>1</sup> To assess the impact of this assistance, instructors and cadre were asked how much follow-up was provided to help them continue to develop and refine their skills.

Instructors and cadre in the first first two platoons indicated that the contractor provided follow-up assistance continuously at least through the first three or four weeks of instruction (less for the second platoon). Two of three instructors and the cadre in the third platoon indicated that no on-going assistance, feedback or critique was provided. The other third platoon instructor indicated that follow-up assistance was available whenever requested.

4.3 Instructor/Cadre Comfort with Strategy Implementation: Instructors and cadre were asked how long it took following training to

<sup>1</sup>This was not a contractual obligation.

become comfortable using the Strategies and implementing the program as it was proposed.

- One instructor - From the beginning
- Four instructors - After the first week
- Three instructors and one cadre - After the first two weeks of implementation of the ITP course
- Three instructors - Never comfortable with the Strategies
- One cadre - Not comfortable because "it takes a while to get used to them."

Leaders indicated similar feelings when asked to identify the point at which the project began to run smoothly. Three indicated that for some, it was from the beginning, but others were still resisting or not comfortable at the end. One indicated that the project never ran smoothly for a variety of reasons, most of which could be overcome given another chance.

4.4 Changes in Implementation: Instructors and cadre were asked if they changed or added to ICI Strategies and curriculum. Five indicated that they implemented the program as prescribed. Three indicated that they made minor additions or changes in the program (e.g. sharing experiences without using strategies, telling students how to deal with situations not addressed in the curriculum, etc.) Five indicated that they reduced the use of confirmation and critique Strategies generally after the first four weeks of instruction. Platoons 1 and 3 were most likely according to their own perception to implement the program as planned.

4.5 Instructor's Guide to Excellence (manual): During interviews, instructors and cadre rated the quality of the manual in terms of completeness, understandability, utility, timely availability and accuracy

of information. All interviewed believed the materials were easy to understand, easy to use (accessible and well organized), and available when needed (everything prepared and distributed in advance of lessons). Three of the eleven instructors indicated that the manual did not contain some "required" information (such as the names of the parts of the M2 burner) and contained some inaccurate information (e.g. meatloaf recipe and pie-making procedures). In general, there was a positive attitude toward the manual.

Pertinent comments made by leaders were that the manual would only be understandable to someone who had received the ICI training, and that the manual was potentially overwhelming to some because of its size.

4.6 Student Perception of Instructor/Cadre Vis-a-Vis Listed Behaviors: Students' impressions of instructors/cadre and the course in relationship to the skills/behaviors listed at the beginning of this section were as follows:

4.6.1 Item - Followed Schedule: When asked if their instructors/cadre were on time whenever the team or individual was supposed to work with them, 850 of the students indicated that this occurred often to always, 110 indicated that this occurred sometimes, and the remaining 40 indicated that it happened seldom or never.

4.6.2 Item - Well Prepared to Conduct Each Activity: 890 felt that their instructors/cadre were well prepared for each training session all or most of the time. 80 felt theirs were well prepared some of the time, and 20 indicated their their instructors/cadre were seldom or never prepared.

4.6.3 Item - Used Effective Confirmation Procedures and

### Critique.

- 87% of the students indicated that they were asked to explain what they were learning often or always. This Confirmation/Critique method received an average rating of 3.40 on the four point scale.
- 94% indicated that their instructors often to always used the five-step Process (including confirmation and critique Strategies). No difference in responses were noted by Platoon.
- 82% of the students felt that their Platoon Sergeants often or always used the Process. There was a significant difference by platoon with the second platoon students indicating a less frequent use of the Process by their Platoon sergeant. This person did not receive the ICI training and the students' conclusion was reasonable under the circumstances.

As an added note, students were asked to identify those aspects of the course which they liked and disliked. Students across all platoons, by indicating that they liked or disliked "confirming" or "repeating", in effect confirmed the use of the strategies, at least based on their perception of that process.

4.6.4 Item - Effective Procedures to Get Students to Work Together: As indicated in the INSTRUCTIONAL PROGRAM CHARACTERISTICS section of this report, instructors and cadre were viewed as implementing and using pair/team strategies consistently and well.

4.6.5 Item - Modeled Behavior/Appearance: 93% of the students indicated that their instructors always or often modeled

the correct behavior and about the same percentage indicated that their Platoon Sergeants modeled expected behavior. Further, when asked if their superiors showed pride toward the 94B MOS (modeling), 87% indicated that this happened all or most of the time.

4.6.6 Item - Treated Students Well: Over 90% of the students indicated that they were often or always treated with respect by their instructors and cadre

4.6.7 Item - Treated as a Basically Intelligent Person: Over 90% indicated that their superiors treated them as basically intelligent people.

4.6.8 Item - Cared About the Kind of Person I Am and Want To Be: 79% of the students indicated that their instructors and cadre behaved in a caring way all or most of the time. Students mentioned often during interview and in response to open-ended survey items that they were treated humanely and that superiors showed a caring and respectful attitude toward them.

4.6.9 Item - Did Everything Possible to Help the Student Learn: Students felt very strongly that their instructors and cadre did everything possible to help them learn. 96.2% of the students indicated that instructors always or often exhibited this behavior and 91.7% indicated that cadre always or often exhibited this.

Several other student survey items dealt with the frequency with which different instructor/cadre-related behaviors were perceived to be used. Students consistently rated their instructors and cadre as using the appropriate behavior or technique often to always with average ratings in the 3.5 to 4.0 range on the 4-point scale.



In general, students were impressed with their instructors. During interview, they identified instructors as an aspect of the course liked the best and stated that the instructors were good to very good teachers. A tally of written survey comments showed that instructors were mentioned often as positive influences in the program, particularly by Platoon 1 students, and that there was a relatively even distribution of negative comments about instructors across platoons.

#### 5. INSTRUCTOR/CADRE BACKGROUND AND TRAINING

Eleven instructors stayed with the ITP program to its conclusion.

Three of the eleven stated that they had less than one year of 94B instructor experience prior to the ITP (one newly assigned for the first time). Another three had approximately one year of instructor experience. Three had between two and five years of experience, and two had over six years of 94B instructor experience.

Six instructors stated that they had no formal instructor training prior to that provided by ICI. Five of these indicated that they had the opportunity to experience the course "as a student" prior to actual instructional duties and that they received informal on-the-job training.

Of the five instructors who acknowledged formal non-ITP instructor training, one indicated that the training was sometimes good and sometimes not good. Three indicated that their experiences helped them learn and that the experiences were positive. One did not comment on the effectiveness of his training experiences.

The three cadre members had between sixteen months and two years of experience as drill sergeants. All had received formal training of some type prior to the ITP program. The most frequently mentioned

was the Basic Drill Sergeant School. Two of the three indicated that the training benefitted them. One indicated that all necessary content was introduced, but that the way to convey that content to students was missing.

**RESULTS - 94B COOKING SKILLS****1. OVERVIEW**

This section addresses evaluation results for 94B cooking skills. Areas assessed were mission accomplishment (group and individual ratings), specific cooking skills, recipe conversion and field equipment.

Few differences of a statistical or practical nature were found between the ITP and comparison groups. Analysis of the fifteen sub-areas within the major areas listed indicated that there was a statistically significant difference in one -- Specific Skills Testing, time to complete demonstration, and a practical difference of .50 points or more in one -- Recipe Conversion, number of ingredients correctly converted. In both cases, the ITP group performed better. Also during mission accomplishment, ITP student performance in the field was statistically superior, while comparison group skills were significantly better when applied in the garrison dining facility. In any case, mean score differences between the ITP and comparison groups were small. With the exception of those sub-areas already mentioned, the greatest difference in mean score was .33 on the four-point scale.

Results by area showed that students, as a group, performed moderately well during mission accomplishment and demonstration of field equipment, and less well during recipe conversion and specific skills testing. Most students in both groups were not able to convert recipe items consistently or well or to demonstrate adequate mastery of specific cooking skills such as shredding cabbage and sharpening a knife.

Within the ITP group itself, Platoon 1, the first through the ITP program, consistently outperformed the other ITP platoons in performance and demonstration of cooking abilities in all areas but recipe conversion. Many of the differences in individual areas were statistically significant. Further, Platoon 1 consistently outperformed the comparison group in every sub-area, whereas the comparison group achieved higher mean ratings than both ITP Platoons 2 and 3 in three of the five major areas -- mission accomplishment, both group and individual and specific cooking skills.

In summary cooking skills performance was about the same for both groups. ITP Platoon 1 consistently outperformed the comparison group and other ITP platoons, but the comparison group generally performed better than the other two ITP platoons. In most cases, ratings for the ITP and comparison groups were at the minimum acceptable level of performance and few students reached the desired level of performance in any area.

## 2. MISSION ACCOMPLISHMENT - GROUP

### 2.1 Description

#### 2.1.1 Areas Tested

- o Serving food
- o Sanitation and cleanup
- o Quality and quantity of food prepared
- o Overall mission rating

#### 2.1.2 Procedures: Each rater observed entire missions.

During start-up and preparation-of-food procedures, raters concentrated their observation on individual students. After preparation, the raters observed students as teams and tasted and rated the group's products. Observations occurred in the garrison and field settings during breakfast, lunch and dinner mis-

sions under actual working conditions.

2.2 Results by Treatment: There were no significant differences in group performance between ITP and comparison students on serving, products, sanitation and overall mission ratings.

### 2.3 Detailed Analysis

2.3.1 Mean Score Results: Mean scores for all sub-areas in both groups were in the middle "2" range. The ITP group was given average ratings of 2.53 on serving, 2.38 on products, 2.52 on cleanup/sanitation and 2.20 on overall mission rating. Comparison-group averages were 2.39 for serving, 2.23 for products, 2.73 for cleanup and 2.33 for overall quality of mission accomplishment.

The comparison group on the average performed below the acceptable level of performance on two of nineteen individual criteria, both in the area of product rating: a) the product had the proper appearance and b) the product was at the right temperature. No ITP-group averages were below the minimum acceptable level.

2.3.2 Level of Performance: Of the ratings in all sub-areas assessed (serving, product, sanitation and total mission), between 70% and 80% of both the ITP and comparison group scores were at the minimum level of acceptance. The remaining ratings were about equally divided between those at the desired level and those below acceptable levels. No outstanding differences by group in distribution of scores were noted.

2.3.3 Differences by ITP Platoon and Comparison: ITP Platoon 1 had by far the highest average ratings of the sub-groups in each of the four sub-areas rated. The comparison group rated higher than both remaining ITP platoons across the four sub-areas.

**2.4 Effect by Education, Sex and Race/Ethnic Group:** No tests were performed since this was a group task.

**2.5 Special Analyses:** Special analyses studies group mission accomplishment by type of mission (breakfast and lunch/dinner) and by location of the mission (field or garrison)

By mission, the ITP and comparison groups performed about equally as well in serving, products and sanitation and total mission rating.

By location of mission, ITP students consistently performed better in the field, while comparison-group students' performance in the garrison was superior in all for sub-areas rated. Statistically significant differences occurred in two of the four -- serving and cleanup/sanitation.

### **3. MISSION ACCOMPLISHMENT - INDIVIDUALS**

#### **3.1 Description**

##### **3.1.1 Areas Tested**

- Procedures - 13 criteria in the areas of sanitation, cooking and organization in completing assigned mission tasks
- Confidence/Attitude - 7 criteria related to confidence and positive attitudes exhibited during missions
- Products - Each product rated on appearance, texture/consistency, taste/texture and quantity

**3.1.2 Procedures:** Students prepared randomly-assigned menu items during a given mission. Each rater observed two to four students during breakfast, lunch and dinner missions. During the ITP evaluation, one rater was assigned to each mission. At the comparison site, two raters were generally assigned to each mission.

**3.2 Results by Treatment:** No significant differences were found in the performance of the ITP and comparison groups in any of the three sub-areas rated.

**3.3 Detailed Analysis**

**3.3.1 Mean Score Results:** ITP-group mean ratings were 2.32 for procedures, 2.47 for confidence/attitudes and 2.28 for products. The comparison-group average ratings were 2.34 for procedures, 2.64 for confidence/attitude and 2.44 for products.

**3.3.2 Mission accomplishment** was at the desired level of performance for 10.90 of the ITP group and 14.40 of the comparison group. The minimum acceptable level was achieved by 69.20 of the ITP group and 74.00 of the comparison group. At the unacceptable level were 19.90 of the ITP ratings and 11.60 of the comparison-group ratings.

**3.3.3 Differences by ITP Platoon and Comparison:** As in Group Mission Accomplishment above, ITP Platoon 1 outperformed the other two ITP platoons and the comparison group. The comparison group, again, outperformed ITP Platoons 2 and 3 across each of the three variables (procedures, confidence/attitude and product).

**3.3.4 Other:** Individual criteria with average ratings below the minimum acceptable level were:

- ITP, two items -- perform each cooking skill properly; and assemble, disassemble and clean all equipment correctly.
- Comparison, one item -- use "progressive cooking" if required by cook's worksheet

**3.4 Effect by Education, Sex and Race/Ethnic Group:** No significant differences were found between groups by education or sex.

By race/ethnic group, Blacks in the ITP group and Whites in the comparison group performed mission-related tasks significantly better than other sub-groups within either treatment in each of the three areas assessed -- procedures, products and confidence/attitude. There was no difference between ratings for White and Black students as a whole, however.

**3.5 Special Analyses:** Special analyses were carried out by location and mission type for each sub-area.

**3.5.1 Location (field or garrison):** The ITP group performed better in the field, the comparison group in the garrison. This trend was consistent across all three sub-areas (procedure, confidence, product) and was, in each case, statistically significant.

**3.5.2 Mission (breakfast or lunch/dinner):** There were no significant differences in the performance of the ITP and comparison groups in mission performance.

#### **4. SPECIFIC SKILLS TESTING**

##### **4.1 Description**

###### **4.1.1 Areas Tested**

- Specific Skills Areas (7) -- sharpen knife; slice tomato, dice onion, shred cabbage; prepare and cook gravy, shrimp and cake
- Criteria by which each skill was rated (3) -- perform/follow correct procedure, appearance of completed product, and time to complete demonstration

**4.1.2 Procedure:** Each student tested demonstrated each of the seven skills in the small-quantity kitchens. Raters observed



two students each.

**4.2 Results by Treatment:** A significant difference in favor of the ITP group was noted in one of the seven skill areas tested -- cooking shrimp. In five of the remaining six areas, the comparison group achieved higher mean ratings, but differences were not significant.

Analysis by criteria (procedure, appearance, time) showed that there was a significant difference in favor of the ITP group in one of the three criteria -- time to complete skill demonstration. The comparison group achieved higher mean ratings in the remaining two areas, but chance could not be ruled out as the cause.

#### **4.3 Detailed Analysis**

**4.3.1 Mean Score Results:** Mean scores for both the ITP and comparison groups indicated that students, on the average, performed unacceptably on specific cooking skills. With a "2" identified as the minimum acceptable rating on the four-point scale, the ITP group average ratings were 1.55 on ability to perform the specific skill and 1.61 on appearance of the product. Similar scores were found for the comparison group, with a 1.78 average rating for procedures and 1.85 for product appearance. Average ratings for time to complete the skill demonstration were 3.00 for the ITP students and 2.86 for comparison students.

With regard to ratings on each of the specific skills tested, the ITP students received mean ratings at or above the minimum standard (2.0) for only three of the seven skills performed -- sharpening a knife, preparing and cooking shrimp and preparing and cooking gravy. The comparison group rated above the 2.00 level

in five of the seven areas, the three identified for the ITP group plus shredding cabbage and slicing tomatoes.

4.3.2 Level of Performance: As would be indicated by the average ratings, the percentage of ratings at or above the minimum acceptable level was low both in contrast to expectations and ratings received in other cooking areas.

Overall 18.9% of the ITP ratings were at the desired level of performance, 36.4% at the minimum acceptable level and 44.7% below acceptable performance. Percentages for the comparison group were 16.8%, 48.4% and 34.7% respectively. Excluding the "time-to-completion" sub-area, the percentages of unacceptable ratings rises to 57.4% for the ITP group and to 40.6% for the comparison students.

Level of performance by specific skill showed that one-half or fewer of the ITP students were able to perform the knife skills of slicing, dicing and shredding at an acceptable level. In no areas did less than one-half of the comparison-group ratings fall into the unacceptable range. Students in both groups were most successful in demonstrating their ability to prepare and cook shrimp, with only 8.7% of the ITP group and 15.4% of the comparison group "procedure" ratings unacceptable.

4.4 Effect by Education, Sex and Race/Ethnic Group: By education, ITP non-high-school graduates and comparison group high school graduates showed significantly higher ratings in "time-to-complete" skills that did their peers. No similar differences were found in the other two sub-areas assessed.

By sex, no significant differences were noted.

Race/ethnic group performance differences were found with the White

students in both the ITP and comparison groups outperforming Blacks in two of three criterion sub-areas - product appearance and time to complete tasks. These differences were statistically significant.

## 5. RECIPE CONVERSION

### 5.1 Description

#### 5.1.1 Areas Tested

- Amount - Were the amounts of ingredients properly converted to larger or smaller amounts?
- Time-to-Completion - Was the time making the conversions reasonable?

5.1.2 Procedures: Each student converted from small to larger quantities (weights) for one recipe and from larger to smaller (measures) for a second using the Table of Weight and Measuring Equivalents, Weight Conversion Chart, and the Measure Conversion Chart. A total of ten conversions were required.

5.2 Results by Treatment: There was no significant difference in the performance between the two groups in either sub-area -- conversion or time to completion.

### 5.3 Detailed Analysis

5.3.1 Mean Score Results: The average number of ingredients converted correctly was 5.07 of ten in the ITP group and 4.28 in the comparison. Four of the 123 ITP students tested and none of 29 comparison group students converted all ten ingredients correctly. Mean ratings (as opposed to raw scores) for amounts converted were 2.84 for the ITP group and 2.07 for the comparison group on, in this case, an eight-point scale<sup>1</sup>. Averages for time

#### <sup>1</sup>Eight Point Scale

- 0 = Not done, illegible or more than 6 errors (NOGO)
- 2 = 5 to 6 errors (NOGO)
- 4 = 3 to 4 errors (NALP)
- 6 = 1 to 2 errors (NALP)
- 8 = no errors (desired level of performance)

to complete tasks were 3.95 for the ITP group and 3.62 for the comparison group based on the standard four-point scale.

5.3.2 Level of Performance: Level of performance for both groups in converting recipes was poor. 2.34 of the ITP group performed at the desired level of performance, 48.04 at the minimum acceptable level and 48.88 below acceptable levels. None of the comparison group performed at the desired level of performance, 37.94 performed at the minimum level and 62.14 at the unacceptable level.

Ratings for time showed that most students completed the task within the desired amount of time. 97.54 of the ITP students and 82.14 of the comparison group students reached that level of performance.

5.3.3 Differences by ITP Platoons and Comparison: All three ITP platoons produced mean scores higher than the mean score of the comparison group in both sub-areas.

5.3.4 Other: Both groups were better at converting weights than measures and had the most difficulty converting amounts for which they could not use conversion charts. Basic math skills appeared to be weak.

5.4 Effect by Education, Sex and Race/Ethnic Group: No differences in performance by education or sex were found.

By race/ethnic group, White students in both the ITP and comparison groups performed significantly better overall on recipe conversion than did their Black peers. This was true for the total recipe conversion area and for the sub-area, "amounts converted correctly". In this sub-area, Whites averaged 5.68 correct (a rating of 3.31 on the eight-point scale) compared to 3.82 (a rating of 1.75 on the same scale)

for Blacks.

## 6. FIELD EQUIPMENT

### 6.1 Description

#### 6.1.1 Areas Tested

- o Equipment - M2 Burner, Immersion Heater and Insulated Food Container
- o Criteria - Explained and perform 15 steps of checking, operating and cleaning equipment

6.1.2 Procedure: Students were tested in the field setting, but only simulated use of the field equipment since totally real-world conditions could not be created. Each rater observed one student at a time as the student explained and performed various steps.

6.2 Results by Treatment: No significant differences were noted in ability to explain or perform the use of any type of field equipment.

### 6.3 Detailed Analysis

6.3.1 Mean Score Results: Mean scores on explaining and performing steps of field equipment use were in the 2.4 range for ITP and 2.3 range for the comparison group. By type of equipment, the comparison group performed less well on the M2 burner than on the other two items. The ITP group performed about equally well on each item. No differences were significant.

6.3.2 Level of Performance: 16.30 of all ITP field-equipment ratings were at the desired level of performance, 66.40 were at the minimum level and 17.30 were unacceptable. Likewise, 7.30 of the comparison-group ratings were at desired levels, 79.90 at minimum and 12.90 unacceptable.

**6.4 Effect by Education, Sex and Race/Ethnic Group: No significant differences were found.**

## RESULTS - BASIC SOLDIERING SKILLS

### 1. OVERVIEW

This section addresses evaluation results in the category of basic soldiering skills. Areas assessed were: military customs and courtesies, guard duty, maintenance of self and physical surroundings, physical readiness, and drill and ceremony (individual, squad and platoon).

Within these major areas, forty sub-areas were assessed and statistically significant differences were found in nine. The comparison group outperformed the ITP group in four instances, and the ITP group was found to be superior in five. Practical differences were found in six sub-areas -- two in favor of the ITP group and four in favor of the comparison group. While not significant in statistical or practical terms, the ITP group received consistently higher average ratings in the areas of guard duty, unannounced inspection and physical readiness testing. The comparison group was consistently better in the areas of military customs and courtesies and squad and platoon drill and ceremony. Differences in means, however, were small.

While no overall trend in favor of either group emerged, soldiers in both the ITP and comparison group proved to be proficient in all areas of basic soldiering skills. High percentages of ratings were at the desired level of performance, and over 90% of all ratings in any given area were at the minimum acceptable level or higher.

Within the ITP group itself, there was a consistent trend favoring Platoon 1. This platoon, the first through the ITP program, was consistently superior when significant differences arose in all areas but drill and ceremony.

## 2. MILITARY CUSTOMS AND COURTESIES

### 2.1 Description

#### 2.1.1 Areas Tested

- Report to an officer
- Identify rank structure
- Depart the Commander's office
- Greet an officer or NCO
- Overall rating

#### 2.1.2 Procedure

- To identify rank structure, students responded verbally to five rank insignia affixed to cards. Each student responded to five randomly-selected rank insignia
- The tasks of reporting to an officer, departing the commander's office and greeting an officer and NCO were tested in a simulated setting.

2.2 Results by Treatment: The comparison group received significantly higher ratings in three of the five sub-areas assessed:

- Reporting to an officer
- Greeting an officer or NCO
- Overall rating for military customs and courtesies

### 2.3 Detailed Analysis

2.3.1 Mean Score Results: Mean scores for both the ITP and comparison groups were between 3.2 and 4.0 on the four-point scale in each of the five sub-areas assessed. The range of ITP means was 3.21 to 3.81. Average scores for the comparison group ranged from 3.57 to 3.93. Both groups received highest mean scores in the sub-area, "departing the commander's office."



**2.3.2 Level of Performance:** The majority of ratings for both groups was at the desired level of performance. 66.20 of the ITP and 83.80 of the comparison group ratings were at that level (a rating of 4). Few of the ratings for either group fell below minimum acceptable levels of performance. The remaining ratings were at the minimum acceptable level of performance.

**2.3.3 Differences by ITP Platoons and Comparison:** The comparison group outperformed all three ITP platoons in all tasks except departing the commander's office. Within the ITP platoons, Platoon 1 achieved higher ratings in all tasks but identifying rank structure.

**2.4 Effect by Education, Sex and Race/Ethnic Group:** No significant differences emerged from analysis of the five sub-areas by education, sex and race/ethnic group.

### 3. GUARD DUTY

#### 3.1 Description

##### 3.1.1 Areas Tested

- General Orders - recite and exhibit understanding of meaning
- Guard a post during daylight and take correct actions for either proper or improper authorization

**3.1.2 Procedure:** Students were introduced to the task and then proceeded to guard a post in a simulated situation.

**3.2 Results by Treatment:** Analysis of the three sub-areas rated (General Orders, Guarding the Post and Overall Rating) revealed a statistically significant difference in one of the areas -- overall rating. The ITP group received higher overall scores.

### **3.3 Detailed Analysis**

**3.3.1 Mean Score Results:** Mean scores for the ITP group were between 3.5 and 3.8 on the four-point scale. Comparison group scores ranged from 3.3 to 3.6.

**3.3.2 Level of Performance:** Of the total number of ratings in the area of guard duty, 67.2% of the ITP group ratings and 62.6% of the comparison group ratings were at the desired level of performance. Less than 5% were below acceptable levels for both the ITP and comparison groups. The remaining ratings were at the minimum acceptable level of performance.

**3.3.3 Differences by ITP Platoon and Comparison:** Each of the three ITP platoons received higher average ratings in the sub-area of "overall rating" than did the comparison group. Within the two other sub-areas assessed, ITP Platoon 1 received higher average ratings than the other two ITP platoons and the comparison group.

**3.4 Effect by Education, Sex and Race/Ethnic Group:** Analysis by education, sex and race/ethnic group produced no significant differences.

## **4. MAINTAINING SELF AND PHYSICAL SURROUNDINGS (INSPECTION)**

### **4.1 Description**

#### **4.1.1 Areas Tested**

- **Formal Inspection:** rated on four separate criteria -- body parts (hygiene, grooming and posture), uniform, bed and wall locker
- **Informal Inspection:** rated on the same four criteria

**4.1.2 Procedure:** Students experienced both a formal (announced) and an unannounced inspection using standard military procedures.

#### **4.2 Results by Treatment**

- **Formal Inspection:** There was a significant difference in favor of the comparison group in one of the four sub-areas rated -- uniform. No significant differences resulted from analysis of the remaining three sub-areas.
- **Informal Inspection:** There was a statistically significant difference in favor of ITP in three of the four sub-areas assessed -- body parts, uniform and wall locker. Analysis of the remaining area -- bunk -- showed no difference.

#### **4.3 Detailed Analysis**

##### **4.3.1 Mean Score Results:**

- **Formal Inspection:** Formal inspection mean ratings were above the 3.50 level in all sub-areas for both the ITP and comparison groups. The range for the ITP group across the four variables was 3.63 to 3.85. The range for the comparison group was from 3.56 to 3.88.
- **Unannounced Inspection:** Mean ratings for the four criteria rated during informal inspection ranged from 3.24 to 3.86 for the ITP group and 1.94 (wall locker) to 3.70 (body parts) for the comparison group.

##### **4.3.2 Level of Performance:**

- **Formal Inspection:** 72.04 of the ITP-group ratings and 74.76 of the comparison-group ratings were at the desired level of performance. Less than one percent of the ratings from both groups were

below minimum acceptable levels. The remaining ratings were at the minimum acceptable level.

- Unannounced Inspection: 72.88 of the ITP-group ratings and 48.18 of the comparison-group ratings were at the desired level of performance. 1.38 of the ITP and 7.38 of the comparison-group ratings were below the minimum level of acceptability. Other ratings were at the minimum level of performance.

#### 4.3.3 Differences by ITP Platoons and Comparison:

- Formal Inspection: No trend in the rankings of the three ITP platoons and the comparison group was apparent.
- Informal Inspection: All three platoons received higher average ratings than did the comparison group.
- No trend within the ITP group by platoons was evident in either formal or unannounced inspection.

3.4 Effect by Education, Sex and Race/Ethnic Group: There were no significant differences by education. For sex, females received significantly higher ratings in the sub-areas of uniform and wall locker during formal inspection and bunk and wall locker for unannounced inspection when compared to all males tested from both groups (ITP and comparison). Black students were found to be significantly better than white students on formal inspection -- body parts -- and informal inspection -- bunk and wall lockers.

## 5. PHYSICAL READINESS TEST

### 5.1 DESCRIPTION

#### 5.1.1 Areas Tested

- o Push-ups
- o Sit-ups
- o Two-mile run

5.1.2 Procedure: Results from the regular physical training test administered by DPT, Inspection and Testing Branch, were used. These were assessed in accordance with FM 21-20, Physical Readiness Training.

NOTE: The comparison group in this case consisted of both Ft. Dix and Ft. Jackson comparison students.

5.2 Results by Treatment: There was a statistically significant difference in favor of the ITP group on situps. No significant differences were found between the groups in push-ups or run.

### 5.3 Detailed Analysis

5.3.1 Mean Score Results: Mean point scores for push-ups were 66.93 for the ITP group and 68.63 for the comparison group; for situps, 85.06 and 78.46 points respectively; for the run, 82.26 and 81.20 points respectively.

#### 5.3.2 Level of Performance:

- o Pushups - 86.48 of the ITP group and 87.88 of the comparison group passed this portion of the Physical Readiness Test with point scores of 60 or better.
- o Situps - 100.00 of the ITP group and 98.28 of the comparison group received passing point scores on situps.

- Run - 96.96 of the ITP group and 97.66 of the comparison group achieved acceptable levels of performance on the run.

5.3.3 Differences by ITP Platoons and Comparison: No particular sub-group (Platoon 1, 2, 3 or comparison groups at Ft. Jackson and Ft. Dix) contributed consistently to total group scores.

5.4 Effect by Education, Sex and Race/Ethnic Group: There was no significant difference by education.

Males received significantly higher scores in the run than did their female counterparts. No statistically significant differences were found in scores for pushups or situps, although males had somewhat higher mean point scores in both areas.

There was an interaction between treatment and ethnic group showing that the ITP group was more successful for Blacks and the comparison group Whites in the two-mile run. In addition, Blacks as a group were found to have statistically significant higher point scores in the two-mile run when compared to Whites.

5.5 Special Analyses: Special analyses were run between each of the sub-groups -- the ITP, FT Dix 94B MOS group and the Ft. Jackson non-94B MOS groups. Some of the following results were significant as indicated by an asterisk, some were not.

- ITP/Ft. Dix: ITP group higher for situps and run\*
- ITP/Ft. Jackson: ITP group higher in situps\* and pushups\*, Ft. Jackson comparison group for the run.
- Ft. Dix/Ft. Jackson: Ft. Dix comparison group for situps\* and pushups\*, Ft. Jackson comparison for the run\*

- All three groups: ITP for situps<sup>o</sup>, Ft. Dix comparison group for pushups<sup>o</sup>, Ft. Jackson comparison group for run<sup>o</sup>

## 6. DRILL AND CEREMONY - INDIVIDUAL

### 6.1 Description

#### 6.1.1 Areas Tested

- Attention
- Parade Rest
- Present/Order Arms
- Right/Left Face
- About Face
- Right/Left Step
- Forward March

6.1.2 Procedure: Each individual performed individually each of the individual movements in response to the appropriate commands.

6.2 Results by Treatment: None of the ten criteria analyzed was found to be significant.

### 6.3 Detailed Analysis

6.3.1 Mean Score Results: Mean ratings for ITP and comparison groups ranged across all ten criteria from 3.78 to 4.00 on the four-point scale.

6.3.2 Level of Performance: 89.48 of the ITP group individual ratings and 90.28 of the comparison group individual ratings were at the desired level of performance. Less than one percent of the ratings were at the unacceptable level for both the ITP and comparison groups. Students in both groups showed a high level of proficiency in individual drill and ceremony movements.

6.3.3 Differences by ITP Platoons and Comparison: Average ratings for each platoon and the comparison group were uniformly high and no sub-group emerged as stronger than another.

6.4 Effect by Education, Sex and Race/Ethnic Group: Differences between groups in each of the ten sub-areas were not significant.

Analysis across the ITP and comparison groups by education showed a significant difference in favor of non-high school graduates for the command "attention." Differences in the nine remaining sub-areas were not significant.

When analyzed by education and type of treatment received (ITP vs non-ITP), a statistically significant difference was found for the variable "left face" in favor of the ITP high school graduates and comparison group non-high school graduates -- one of the ten sub-areas.

## 7. DRILL AND CEREMONY - SQUAD

### 7.1 Description

#### 7.1.1 Areas Tested

- Form Squad
- Column Right/Left
- Forward March
- Rear March
- Aline Squad
- Right/Left Flank March

7.1.2 Procedure: Each squad was given commands to perform and did perform each of the identified squad and drill and ceremony maneuvers.

7.2 Results by Treatment: No statistically significant differences were found between the two groups on any of the seven sub-areas.

### 7.3 Detailed Analysis

7.3.1 Mean Score Results: Mean scores for both groups in each of the sub-areas assessed were above the 3.00 level. ITP mean scores ranged from 3.18 to 3.88. Those for the comparison group were within the 3.13 to 3.88 range.



7.3.2 **Level of Performance:** As is shown by the mean scores received by these two groups, ratings were generally high. 89.40 of the ITP group and 90.20 of the comparison group ratings were at the desired level of performance, i.e., a 4.0 rating. 9.80 of the ITP group and 9.10 of the comparison group ratings were at the minimum acceptable level of performance, and less than one percent of the ratings for each group were below minimum acceptable levels.

7.3.3 **Differences by ITP Platoons and Comparison:** The comparison group did not have a consistent position among the individual ITP platoons. However, within the ITP project itself, the third platoon received higher mean ratings in each of the seven areas than did the remaining two platoons. Platoon 1 was the lowest ranked in six of the seven sub-areas.

## 5. DRILL AND CEREMONY - PLATOON

### 8.1 **Description**

#### 8.1.1 **Areas Tested**

- Form the Squad
- Open/Close Rank
- Break Rank
- Change Directions
- Forward March

8.1.2 **Procedure:** Platoons performed the identified platoon movements in response to the appropriate commands.

8.2 **Results by Treatment:** No significant differences were found between the two groups in any of the five sub-areas rated.

### 8.3 **Detailed Analysis**

8.3.1 **Mean Score Results:** The ITP-group means ranged from 2.56 to 3.89. Low average ratings in the sub-area of breaking rank and opening and closing rank (2 of 5 assessed) were mainly

attributed to low ratings received by Platoon 1. The comparison group received ratings of between 3.00 and 4.00.

8.3.2 Level of Performance: Percentages of ratings at the desired level of performance were 48.0% for the ITP group and 56.3% for the comparison group. 44.2% of the ITP-group and 43.0% of the comparison-group ratings were in the minimum acceptable range and 7.0% of the ITP-group, but none of the comparison-group ratings, were below minimum acceptable levels.

8.3.3 Differences between ITP Platoons and Comparison: As individual groups, Platoon 3 received the highest average ratings over those of the comparison group and Platoons 2 and 1, respectively. ITP Platoon 1 was consistently rated the least proficient during drill and ceremonies.

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ARMY TRAINING DEVELOPMENTS INST FORT MONROE VA  
EVALUATION OF INTEGRATED TRAINING PROTOTYPE 94B10, FORT JACKSON--ETC(U)  
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MICROCOPY RESOLUTION TEST CHART  
NATIONAL BUREAU OF STANDARDS-1963-A

## RESULTS - SELF MANAGEMENT SKILLS

### 1. OVERVIEW

This section presents evaluation results for the Self Management element of the ITP curriculum. There was no parallel content in the comparison course.

Self Management instruction was limited to one of the three planned segments -- Problem Solving. The two omitted were Personal Goal Setting and Planning and Strategies.

ITP students were taught and tested on a four-step problem solving model. Of 52 total possible points, the mean post-test score for sample ITP students was 33.8 (65%). Particularly low scores occurred on three of the thirteen criteria within the four-step model: 1) identifying factors over which control is possible, 2) consideration of the time element in choosing a solution and 3) planning for contingencies.

Platoon 3, the third platoon to experience the instruction, performed significantly lower on the test overall. The scores for the third platoon were below those of the other two platoons on eleven of the thirteen items, and particularly low on the control factor, contingency planning and identifying alternative solutions.

Sex, race and education made no significant difference in scores.

### 2. THE PROBLEM SOLVING CURRICULUM

One element unique to the ITP 94B curriculum at Ft. Jackson was the Self Management instruction. This part of the curriculum was originally to have included Personal Goal Setting, Problem Solving and Planning and Strategies, all intended to help the soldier cope with life in the Army. Only the Problem Solving segment was imple-

mented.

The Self Management content was to be presented throughout the course, particularly on Saturday mornings, by the civilian contractor's staff. Class meetings were cancelled for Labor Day, additional Recipe Conversion sessions and weekend duty. The result was two Saturday session and two midweek sessions on Problem Solving for a total of seven-and-one-half to nine hours of instruction depending on the platoon involved.<sup>1</sup> Tentative schedule established prior to course implementation indicated that at least forty-five hours were originally allocated to Self Management instruction.

The four-step problem solving model<sup>2</sup> taught by the Institute for Curriculum and Instruction (ICI) is as follows:

**Step 1 - UNDERSTANDING THE PROBLEM**

Get a clear understanding based on fact (not guess) about what the situation is, what does or could make the situation a problem and what difference it would make, to you and others, if something isn't done about it.

**STEP 2 - DECIDE WHAT YOU CAN AND CAN'T DO ABOUT THE PROBLEM**

Think of what could be causing the situation and/or causing it to be a problem. Decide what about the situation you do and don't have any control over. Think of several things you could do to change what you do have control over.

<sup>1</sup>Source: ICI contractor. Other sources (Company Commander and students) stated that each platoon met for at least six Saturday Problem Solving sessions for a total of at least eighteen hours. No formal logs were kept.

<sup>2</sup>From "Coping With Problems Strategy Chart", Institute for Curriculum and Instruction, Handout, 1981.

**Step 3 - CHOOSE THE BEST THING FOR YOU TO DO**

For each thing you could do, consider what it would take to do it and what the consequences could be. Choose what you think is the best thing to do by deciding what action is most practical, most fair, and most likely to work.

**Step 4 - PLAN, ACT, AND CHECK RESULTS**

Get clear in your mind what changes you hope to bring about in the situation so that it is less of a problem, is no longer a problem, or won't become a problem. Work out a plan for the action you decided to take and carry it out. Check the situation to see if the change has been made and what effects it had.

During the classes, students worked on solutions to interpersonal problems (e.g. one example considered in detail involved a basketball team with an uncooperative star player.

**3. THE PROBLEM-SOLVING TEST**

A sample of 61 ITP students (somewhat less than half of the total population) were orally tested on their ability to apply the model. The students were randomly selected, six per team from the 1st and 2nd Platoons and three or four per team from the 3rd Platoon.

The testing format paralleled the instruction in that students were asked to come up with solutions to a given problem and describe how they arrived at the solution. While not a direct measure of students' ability to cope with interpersonal problems in their own lives, the test did assess

their ability to apply a rational model of problem solving to a situation they were likely to face. (Indeed, several of those tested mentioned first-hand experience with the situation used for the test.)

The ITP Program Director presented the evaluators three single-page descriptions of situations like those used in class, a set of questions to be asked, and a set of scales for rating student responses. The evaluators used one of the three situations for testing, so that all students would have an equal opportunity to score well. The interview procedures were revised slightly, the prompts to be given to students offering incomplete answers were standardized, and the rating procedures were specified. These items are enclosed as attachments to the report.

Student responses were rated from 0 (failed to answer the main question) to 4 (mentioned and/or evidenced the factor in a relatively complete and specific manner using a systematic thinking strategy) on the following thirteen factors:

1. Relevant facts - used or mentioned most or all relevant facts in describing the problem
2. The "problem" - described the problem completely, i.e., including the effect on the individual involved
3. The desired situation - described the desired situation, including the resolution of the effect on the individual
4. Identifying the problem - completely performed the step of identifying the problem
5. Identifying no control/control factors - completely and correctly performed this step, following a logical progression from the identification of the problem



6. **Identifying alternatives** - identified three or more reasonable specific alternatives, following logically from the previous two steps.
7. **Selecting the best alternative** - selected some best alternative using some systematic evaluation of the alternatives
8. **Actions** - described specific actions to be taken to implement the solution, following logically from the description of the facts, the desired situation, and the available alternatives
9. **Time** - acknowledged the time element (e.g., the likely time the problem could continue if not solved immediately; the time to effect a solution like obtaining a transfer), consistently with the other steps
10. **Contingencies** - offered some contingency plan(s), consistent with the other steps
11. **Practical** - solution is practical and supported on that basis
12. **Likely to work** - solution is likely to work and supported on that basis
13. **Ethical** - solution is ethical and supported on that basis (including the support that the solution is consistent with the "Army way")

A fourteenth factor having to do with resource constraints on the solution was omitted because of its irrelevance to the test problem.

Only partial credit was awarded when the students were unable to verbalize the steps taken or when they arrived at "correct" answers (e.g., several alternative solutions) without following a logical thought process.

Test administration began with a brief explanation of the purpose of the evaluation and an explanation of how students were selected for the test.

To begin the test, students were first informed of the questions they would be asked (see below) and then given time to read the situation. They were then asked to paraphrase the situation, and any omitted facts were called to the students' attention.

Students took up to 15 minutes (essentially as long as they wanted) to think through their solutions. Upon completion of that process, the following questions were asked, using the prompts provided in the "Administration Procedures", to discover and rate the thought process used to arrive at the solution

1. What made this situation a problem for the person involved?
2. Describe the thinking you did, step-by-step, to arrive at your idea about the best thing to do.
3. Describe what you decided is the best thing for the person to do.
4. Explain why you think the course of action you recommend is better than other possible courses of action.

The situation used in the test involved a soldier whose sergeant's treatment has angered and confused the soldier from the first day. The solutions arrived at by students may assist the reader in interpreting the rating scales and lighten the reading somewhat. Note, however, that students were rated not on their solutions but on their thought processes.

Two-thirds of the students recommended talking to the sergeant. Some indicated that this was a necessary first step in the chain of command, even if it would not work.

Of the other 21 students, four suggested going over the sergeant's head. Another four suggested seeking help from spe-

cific individuals (i.e., the ITP Director, viewed as being able to replace problem instructors, the chaplain, who may be consulted outside the chain of command, and the Company Commander). Four others felt the soldier should try harder to please the sergeant, and three suggested avoiding the sergeant while seeking advice or waiting for the end of training. Two argued for seeking transfer, two for using intermediaries and one for "punching him out." The final student could not settle on a solution, although he offered criteria for selecting one and provided details for implementing several.

On the way to these solutions, students considered and rejected a wider range of options. These included going AWOL, yelling back, getting help from friends and peers, seeking a discharge, bringing charges and attempting suicide. The last solution called for a convincing but unsuccessful attempt that would result in a discharge. It was rejected not because of the risk, but because of the financial problems the present level of unemployment would create.

#### 4. TOTAL SCORES

The total test score for a student represents the sum of the individual ratings on the thirteen items. A score of less than 13 was possible only if the student made no attempt to answer one or more of the four general questions.

4.1 Range, Mean and Standard Deviation: Total scores ranged from a low of 18 (5 above the minimum possible score without failing to answer a question) to a high of 52 (a perfect score). The mean score for all students was 33.8 (65%), with a standard deviation of 8.7 points.

No standard for evaluating the mean score was established in advance of training or testing. However, the average score (2.6 points per item) places students about midway between "incomplete answers" and "complete answers arrived at without benefit of a systematic thinking strategy."

4.2 Scores by Platoon: Problem-solving instruction was presented by platoon, with 1st Platoon beginning training first, and 3rd Platoon last. Whether due to differences in the make-up of the platoons, the selection of students for testing, or the delivery of instruction, 3rd Platoon scores were significantly ( $p < .05$ ) lower than those of 1st Platoon.

However, in looking at differences among platoons, we must consider the effect of the rater. First Platoon was rated by Raters A and B, 2nd Platoon by Raters B and C, and 3rd Platoon by Rater C alone.

Rater A assigned the highest scores, Rater B the next highest, and Rater C the lowest scores (see Figure 1).

FIGURE 1

Scores by Platoon and Rater - Problem Solving

Rater	Platoon								
	1st			2nd			3rd		
	N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
A	7	42.4	8.65	-	-	-	-	-	-
B	16	37.9	4.90	12	37.8	7.65	-	-	-
C	-	-	-	12	29.6	5.27	14	24.8	4.56
Total	23	39.3	6.62	24	33.7	7.76	14	24.8	4.56

To test whether there were differences among the platoons which were independent of the person assigning the ratings, several statistical tests were performed. Readers uninterested in the technical details, which confirm the poor performance of the 3rd platoon, may wish to skip to sub-section 4.3, Scores by Item.

First, the standard deviations for scores assigned by the different raters within each platoon were checked. No significant difference was found. This suggested that the distributions of scores by raters were the same, but with shifted means.

Because the students were randomly assigned to the three raters, we may assume that those students in a platoon who were rated by a single rater form a random sample of the platoon. Thus, we may compare the students in 2nd and 3rd Platoons who were tested by Rater C, ignoring for the moment those rated by Rater B. A t-test on the difference in means shows that the 4.8-point difference between 2nd Platoon and 3rd Platoon is significant at the 95% confidence level. No such significant difference is found between the 1st and 2nd Platoons, using the students scored by Rater B. (It is still possible that such a difference would be found had the samples been larger.)

At this point we can state that the 2nd Platoon performed significantly better than the 3rd, and that, statistically speaking, it cannot be distinguished from the 1st. But we need to test the difference between the 1st and 3rd Platoons. Because of the earlier finding of shifted score distributions between raters, we may compare students rated by Rater B in 1st Platoon to those rated by C in 3rd Platoon, using the information gained through their joint effort on the 2nd Platoon. We may shift the

mean score of either rater by the 8.2-point difference in means on 2nd Platoon without changing the standard deviation. If we shift the scores of Rater C, we compare the mean score of 37.9 for the 16 students in 1st Platoon (s.d. = 4.90) to an adjusted mean score of 33.0 for the 16 students in 3rd Platoon (s.d. = 4.56). A t-test on the difference in means shows that, even controlling for rater bias, the difference between the platoons is statistically significant ( $p < .05$ ).

4.3 Scores by Item: As shown in Figure 2, performance varied considerably by item in the test. Nearly half of the students tested achieved top ratings, indicating proper application of the model, on each of five items:

- Description of the Problem - Relevant Facts
- Description of the Problem - The "Problem"
- Best Course - Specifying Actions
- Support for Best Course - Practical
- Support for Best Course - Likely to Work

Mean ratings for these items ranged from 2.9 to 3.4, the highest for any item.

On the other hand, fewer than one-third of the students received ratings of four on each of the four thinking steps. Seventy-two percent (72%) failed to identify or mention any factors over which the soldier in the problem had or didn't have control. Sixty-two percent (62%) made no mention of the time factor in selecting or implementing the best course. Forty-six percent (46%) failed to address contingencies in recommending a best course. The mean score for these items ranged from 1.5 to 2.3.

FIGURE 2

## Ratings by Item - Problem Solving

Item	Mean Rating	Percent of Students With Rating of:	
		1 - Factor Not Evidenced	4 - Model Used Properly
<b>Question 1 - Description of Problem</b>			
1. Relevant Facts	3.4	0	70
2. The "Problem"	2.9	5	48
3. The Desired Situation	2.3	13	21
<b>Question 2 - Thinking Steps</b>			
1. Identifying Problem	2.5	2	25
2. Identifying Control/No Control Factors	1.5	72	8
3. Identifying Alternatives	2.6	11	20
4. Selecting the Best Alternative	2.9	5	30
<b>Question 3 - Best Course</b>			
1. Specifying Actions	3.1	0	48
2. Considering Time Factor	1.9	62	16
3. Planning for Contingencies	2.3	46	34
<b>Question 4 - Support for Best Course</b>			
1. Practical	2.9	8	49
2. Likely to Work	3.0	7	52
3. Ethical	2.6	7	33

The lowest ratings were consistently assigned to students of 3rd Platoon, even after controlling for rater bias. The only exceptions were identifying the problem and identifying alternatives. No tests of statistical significance were performed on these data due to the small cell sizes. For three of the items, 12 of the 14 students of 3rd Platoon gave no indication that they considered them as they thought through the problem. The three items were:

- Thinking Steps - Identifying No Control/  
Control factors
- Best Course - Considering Time Factor
- Best Course - Planning for Contingencies

The average rating assigned to 3rd Platoon for each of these items was 1.1.

4.4 Self Ratings: As part of the questionnaires completed by all ITP students and the comparison group of 948 students at Fort Dix, students were asked to rate their problem-solving abilities. Figure 3 displays their responses. There was no significant difference found between the two groups.

FIGURE .J

Student Survey Results -

"Ability to function as an intelligent soldier in this area: Use a step by step thinking process for coping with problems"

	Cannot do 0	1	2	3	4	Mean
Ft. Dix (N=35)	-	3	4	14	14	3.11
Comparison Group	-	8.6%	11.4%	40.0%	40.0%	
Ft. Jackson (N=130)	3	6	24	66	31	2.89
ITP Students	2.3%	4.6%	18.5%	50.8%	23.8%	

$$\chi^2 = 5.70; p = .22$$



Students in the ITP group were less likely than the Fort Dix students to consider themselves "excellent" at step-by-step problem solving. It is likely that this reflects their experience in the program in that they probably ascribe a more precise definition to the phrase "step-by-step thinking process for coping with problems" than do their counterparts at Fort Dix, and are therefore stricter in rating their own abilities.

#### 4.5 Influence of Sex, Race and Education

4.5.1 Scores of Men and Women: Only nine women were included in the sample of 61 students. With such a small number, it is difficult to make any conclusive statements about differences between men and women. However, there appears to be no statistically significant difference in their scores, when platoon and rater are controlled for.

Of the women tested, seven were in the 1st Platoons and one each in the 2nd and 3rd Platoons. Six were rated by Rater B, one by Rater A and two by Rater C. These factors are important because, for the whole group of students, there is an apparent significant difference in scores, as shown in Figure 4. However, when rater and platoon are controlled for, there is no significant difference between the largest group of women (N=6) and men of the same platoon tested by the same rater. Also, the direction of the difference changes from platoon to platoon.

4.5.2 Scores by Race and Education: No significant differences were found between high school graduates and non-graduates or between black and white students. Figure 5 dis-

FIGURE 4

## Scores by Sex, Platoon, and Rater - Problem Solving

Platoon	Rater	Men		Sig. Diff.*
		n	Mean	
1st	A	$\bar{X}$	51.0	•
		s.d.	-	
1st	B	n	6	-
		$\bar{X}$	30.2	
		s.d.	3.23	
2nd	C	n	11	•
		$\bar{X}$	23.0	
		s.d.	-	
3rd	C	n	13	•
		$\bar{X}$	33.0	
		s.d.	-	
Total		n	9	•
		$\bar{X}$	30.2	
		s.d.	7.3	
		n	52	
		$\bar{X}$	33.0	
		s.d.	8.7	

\*Significantly different at  $p=.05$  level on t-test of difference between means. Note that the apparent difference in total means for men and women is accounted for by rater and platoon differences.

FIGURE 5

## Scores by Race and Education - Problem Solving

	N	Mean	Std. Dev.
<u>Non-Graduates</u>	10	35.7	7.7
White*	13	35.5	7.9
Black	5	36.4	7.2
<u>HS Graduates</u>	43	32.9	8.9
White*	20	34.5	9.2
Black	23	31.6	8.5
<u>Total White*</u>	33	34.8	8.7
<u>Total Black</u>	28	32.5	8.5
<u>TOTAL</u>	61	33.8	8.7

\*Includes two Hispanic students.

plays the mean scores for these groups. Controlling for platoon and rater had no effect on the significance of the differences.

## 5. STUDENT OPINIONS

Students and instructors were provided the opportunity to express their views on a variety of topics, including the problem solving instruction, on surveys and follow-up interviews.

5.1 Student Surveys: All ITP students rated the amount of individual attention and the pace of the problem-solving instruction on a questionnaire which covered all aspects of ITP. Their responses are displayed in Figures 6 and 7.

Students rated high the availability of instructional personnel during problem-solving classes. Responses showed that personnel were perceived as somewhat less available during problem solving than during cooking or basic soldiering instruction.

More than a third of the students found the pace to be always or almost always right for them. Only 4.5% never found it right. Again, fewer students indicated comfort with the pace of the problem-solving classes than with the cooking or basic soldiering lessons.

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FIGURE 6

Student Survey Results -  
 "Whenever I need help my instructor, or other person was there to help me during Problem Solving"

	Never	Sometimes		(Almost) Always		Mean
	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	
ITP Students (N=134)	2 1.5%	10 7.5%	22 16.4%	47 35.1%	53 39.6%	3.04

---

FIGURE 7

**Student Survey Results -  
"I had just the right amount of time to  
learn something before going on to the  
next task during Problem Solving."  
(Almost)**

	Never <u>0</u>	<u>1</u>	Sometimes <u>2</u>	<u>3</u>	Always <u>4</u>	<u>Mean</u>
ITP Students (N=134)	6 4.9%	14 10.4%	27 20.1%	40 29.9%	47 35.1%	2.81

**5.2 Student Interviews:** During the final week of each ITP session, evaluators interviewed students (N=36) who had been particularly positive or negative in their assessments of the ITP program on the survey. The interviewers worked from a prepared protocol, but also explored new areas raised by the interviewees.

Six of the thirty-six interviewees believed that they had improved their problem-solving skills. Three believed that the problem-solving skills of other had been improved. Only one student believed that ITP graduates would be better problem solvers after one year.

In regard to their general attitude toward problem-solving instruction, five expressed positive attitudes and six felt that it was "okay." Ten had negative feelings toward the instruction. Comments ranged from being grateful for an introduction to a "step-by-step" approach to resolving problems, through annoyance at spending so much time "solving someone else's problems, to puzzlement over why people in their twenties need problem solving instruction.

When asked what they disliked about the ITP program, eighteen of the thirty-six included Saturday classes in their responses. This and some general anxiety or concern over other events may have had significant impact on student attention and class participation in the problem-solving segment.

#### 6. CONCLUSIONS

Self Management instruction (or problem-solving as the curriculum ultimately reduced to) is not customarily part of 94B training. The hypothesis for its inclusion in the experimental program was that it would increase the soldier's ability to cope with interpersonal problems and adjustment to military life, and that the model taught would also transfer to the learning process for soldiering and cooking skills.

Measuring either impact would have been difficult. To assess transfer of learning would have required an experimental approach (deleting problem solving for some ITP students) to measure. Assessing the impact on student ability to cope with personal problems and military life would require post-training follow-up for both ITP students and a matched comparison group. Neither of these were possible within existing constraints.

In lieu of the more difficult measurements, the approach was to measure an intermediate outcome of training -- mastery of the problem-solving model. If the model works in the real world, then its mastery (defined as the ability to apply it to typical problem situations) should be predictive of student ability to solve real-world problems.

The model has face validity. The process of 1) evaluating alternatives, 2) selecting the alternative that best meets the soldier's objectives, 3) implementing the solution and 4) evaluating the results is common to most prescriptive models of problem solving.

Beyond that, the ICI model encourages the user to conceive of a "desired situation" that not only facilitates problem definition, but provides a needed standard against which to evaluate the results. It offers the student a method for enumerating alternative actions, by analyzing the situation for factors which the solver can and cannot control. It offers standards for evaluating the alternatives derived in this manner, namely, that the chosen solution be practical, likely to work, and ethical (fair to all concerned). It suggests that in selecting the alternative and planning for its implementation, the student should consider the time and resources required and should plan for contingencies. Although stated simply, it is a relatively comprehensive and complete prescription for handling interpersonal problems. A student who can apply it to a situation whose parameters are presented to him by the instructor should be able to use it successfully, if s/he can recognize the parameters of his/her own problem situation.

Some of the students in the ITP field test did master the model, and most mastered at least some parts of the model. Since there were no pre-test or comparison-group data against which to compare the post-test results, it is not possible to attribute

mastery of the model or its parts to participation in the instruction. However, the ability of ITP students to apply the model in whole or in part appears to be greater than might otherwise be expected. More than three-fourths of those tested can identify the effect of the sergeant's behavior on the trainee, and not just the sergeant's behavior, as the problem in the test situation. Half can apply an evaluative approach to selecting among their options, and most now employ the standards of practicality, feasibility and fairness for that evaluation.

But these students did not, for the most part, master some of the more important parts of the model. 130 could or did deliberately identify those aspects of the situation over which they would have control. One third took a systematic approach to identifying their options in the situation. And one in three could picture what the situation would look like if the problem were eliminated.

The overall results were less than might be desired. This may be attributed in part to the apparent low priority given to the problem-solving instruction. Less time was provided than planned. Classes were pre-empted and rescheduled for whenever time was available. Motivation for learning was limited or absent, due in part to student attitudes toward Saturday classes, other concerns and perhaps student perception of staff attitudes toward the problem-solving curriculum. Poor performance by the last group to experience the instruction appears to be the result of declining interest by all concerned.

Two conclusions are justified: 1) ITP graduates are probably somewhat better problem solvers for having participated and 2) the notion of training cooks (or any other trainees) in Self-Management Skills to improve the quality of their personal and military lives or learning skills has yet to be properly tested.



**CONCLUSIONS AND RECOMMENDATIONS****CONCLUSIONS**

The basic conclusion drawn from analysis of the multitudes of data was that the ITP project had little differential effect on the performance of students in any area. Some differences of either a practical or statistically significant nature were noted, but no trend favored either ITP or comparison-group students. Both groups were found in general to possess minimally acceptable skills in cooking and desired skills in basic soldiering. The ITP group, in addition, achieved minimally acceptable ability to solve problems systematically and to apply the specific problem-solving model taught in the course.

Other conclusions were as follows:

1. The ITP program received a fair test during its implementation. All conditions were not "ideal", but some allowances having a positive impact were made, and these two factors appeared to have balanced each other.
2. The ITP program was implemented generally as planned with the following exceptions: a) a fourth platoon was not formed, and b) two-thirds of the discrete self-management instruction was deleted from the curriculum.
3. Differences between the ITP program and the regular 94B MOS AIT course were so numerous that it was difficult if not impossible to clearly and objectively identify factors that contributed to or detracted from student achievement in either group.
4. The ITP curriculum design and instructional approach appeared to be instructionally sound.
5. Neither course was particularly effective in preparing students to convert recipes accurately or to perform specific cooking

tasks adequately.

6. Both courses were effective in maintaining and/or increasing proficiency in basic soldiering skills.
7. The achievement of ITP Platoon 1 in cooking skills elevated the overall results for the entire ITP group to a level equal to that of the comparison group.
8. The performance of the ITP Platoons was highly correlated with the following:
  - a. Assessed competence of ITP instructors and cadre (high competence, high performance)
  - b. Expressed degree of satisfaction gained by instructors and cadre through their participation in the ITP program (high degree of satisfaction, high student performance)
  - c. Order in which platoons began the program (first to start, high student performance; last to start, low student performance)
9. The confidence in ITP student superiority over regular course students in cooking skills expressed by ITP students, instructors and cadre was not borne out by results of more objective measures (e.g., performance assessment). The ITP groups exhibited some evidence of Hawthorne-Effect attitudes. They were identified as and told they were special, and they believed it.
10. Participation in the ITP program appeared to have a positive impact on the inter- and intrs-personal-skill development of students. Three factors were regularly identified as the causes.
  - a. Pairing and Teaming: enabling students to work together and to be responsible for one another.
  - b. Group pacing: All students started and finished at the same time.

- c. Overall instructional approach: requiring frequent and regular interaction between students.
11. The discrete Self-Management portion of the curriculum (as opposed to self-management imbedded in cooking and soldiering skills instruction) was not fully implemented. Assuming that the deleted instruction would have been effective, the deletion may have had a negative impact on overall ability to manage self (e.g., as noted in attrition rates).
  12. Instructor/cadre training was effective in producing the desired results in a minority of cases, although the majority did possess at least minimally acceptable skills.
  13. The high degree of satisfaction expressed by the majority of instructors and cadre toward their ITP experience was not highly correlated with initial satisfaction with the training. Many held negative or ambivalent attitudes at completion of training, but were highly satisfied with the results after application to the real-world setting.
  14. Some instructors and cadre identified the ICI Training/Learning Strategies as highly beneficial in providing them the skills necessary to teach effectively. This may have been due as much or more to the lack of any prior instructor training, or deficiencies in such training, than to the superiority of the ICI Strategies over other training methods.
  15. The ITP program provided parties associated with the 94B MOS AIT course at Ft. Jackson the opportunity to reflect on and improve the regular course.

## RECOMMENDATIONS

Because the results of this evaluation showed little difference between the experimental and regular programs, and because it was impossible to trace any benefits or deficiencies to specific variables, there is little to recommend regarding the specific program evaluated. There are some general recommendations that may be of value, however.

### The ITP Program

If any or all elements of an ITP-like program are to be retained or applied in new settings, the following recommendations will be relevant.

1. Insuring that instructors/cadre possess adequate skills prior to implementation of the project will facilitate implementation and reduce anxieties and discontent.
2. Instructors/cadre need practice with skills in a more real-world setting prior to implementation, for the same reasons addressed in item 1.
3. Those involved in the course should also be involved in any decisions that are integral to the process they are expected to apply (ownership; management of change).
4. The recipe conversion and specific skills segments of the curriculum will require enhancement to produce satisfactory results.
5. The self-management segment of the program should be given greater emphasis and resources, or be eliminated. The marginal effectiveness of this segment was probably more of a detractor than a benefit under the conditions it experienced in this experiment.
6. Assignment of instructors to the Company in which their students are located provides effective communication and control. This practice justifies continuation.

7. Assignment of non-instructional/learning tasks to instructors and students at the same time should reduce the need for "floater" instructors.
8. Students require more rest than provided throughout the course if they are to be fresh and alert during instructional activities.
9. In spite of the lack of differences in student performance between the experimental and comparison programs, the ITP program exhibited features of sound instructional design and methodology. The potentially beneficial features should be further studied and applied, no matter what the ultimate fate of this specific program. Several aspects of the ITP program would provide beneficial effects if integrated into the regular program. Possible deficiencies in the regular program identified during this evaluation are addressed immediately below.

#### The Regular Program

Although it was not the intent of this evaluation to do so, some potential deficiencies in the regular program were identified.

1. Instructor/Cadre Training: About one-half of the instructors indicated that they had received no formal training prior to their assignments as instructors. Further, those instructors and cadre who had received training were, in general, ambivalent about its effectiveness. Some type of regular, effective formal training in advance of instructional assignments should certainly produce measurable benefits.
2. Course Deficiencies: Both the ITP and regular courses were inadequate in preparing students in two areas: recipe conversion and

specific cooking skills. These segments of the regular course deserve review with the intent of identifying and correcting deficiencies in those areas.

3. **Course Expansion:** Given that inter- and intra-personal skills are important aspects of military life (e.g., the ability to work as a team member and have confidence in one's own ability) those aspects of the ITP course that contributed to those features of student development might be beneficially incorporated into the regular curriculum.
4. **Instructor/Student Interaction:** Instructors and students could benefit from the instructors being more actively involved in teaching activities during the self-paced portion of the course.

#### The Evaluation Process

The following comments relate to the evaluation process in general. Sponsors of experimental projects generally want to know not only whether a particular group performed better than another, but what caused the differences as well. When a project such as the ITP program is implemented, it is difficult to identify those contributing factors. One to all of the factors may have made the difference (or, in this case, the non-difference) in results. Future experimental programs should address fewer uncontrolled variables so that the contributions of those that are addressed may be more clearly assessed.

**APPENDIX A**  
**EVALUATION PLAN AND ANNOTATIONS**

INSTITUTE FOR CURRICULUM AND INSTRUCTION

EVALUATION PLAN

FOR THE

ITP PROJECT

(FIRST DRAFT)

INSTITUTE FOR CURRICULUM AND INSTRUCTION  
3000 Chesapeake Blvd. Suite 200  
Chesapeake, VA 23041



## INTRODUCTION

This plan is in three parts:

- The Questions to be Answered about the ITP Project
- The Means and Methods for Evaluation
- The Milestones for Evaluation

The major issues need to be raised -- 1) selection of the Project Evaluator and 2) the method to be used for obtaining random samples when called for. ~~It is recommended that the Project Evaluator be selected by TBI or TRAPC by no later than 1 July and that the selection be approved by the ITP Project Committee and ICI based on an examination of his/her performance on previous similar evaluations.~~

It is also recommended that when a random sampling is appropriate or necessary, a stratified sampling technique is used. Such a technique would involve a 20% random selection of ITP and control students which reflects:

NOTE 1

- the ratio of males/females represented in the total population
- a racial mixture in the same proportion as in the total population
- the same percentage of category I, II, III, IV students as in the total population
- the same percentage of students rated high, medium, and low in willingness by instructors as found in the total population

Such a stratified random sample protects against the possibility that the sample is skewed in any way in favor of the test population. ICI will be willing to provide any needed assistance in obtain-

ing the data for the student populations from which the samplings would be selected. The sampling itself should be under the direction of the Project Evaluator.

## I THE QUESTIONS TO BE ANSWERED

The evaluation of the ITP should be designed and conducted in a way that will produce sufficient data to provide answers to the following questions:

### THE AIT STUDENTS

1. To what extent did the ITP students achieve the Ends-Sought for the Program?
2. Did the ITP students achieve significantly higher levels of performance on the Confirmation Tasks for cooking, soldiering, and self-management than 948 AIT graduates who were trained by the current AIT program?
3. Did the ITP graduates express greater confidence than non-ITP graduates in their preparedness to fulfill their responsibilities as soldiers and as cooks?
4. Was there a lower attrition and/or recycling ratio for ITP class groups compared to other 948 classes?

### THE AIT INSTRUCTORS

NOTE 2

1. Do the ITP instructors (948 and cadre) demonstrate a significantly greater understanding than non-ITP instructors of what is involved in helping students learn how to develop and apply both knowledge and skills?
2. Do the ITP instructors (948 and cadre) express greater confidence than non-ITP instructors in the degree to which their students are prepared to perform competently as cooks and as soldiers?
3. Do the ITP instructors (948 and cadre) express a greater sense of satisfaction than non-ITP instructors from the training responsibilities they have been assigned?

**THE ITP LEADERS**

1. Do the leaders (school, company, battalion, and brigade) express greater **NOTE 3** confidence in the preparedness of ITP graduates to perform competently as cooks and as soldiers compared to non-ITP graduates?
2. Do the leaders express a greater sense of satisfaction from fulfilling their training responsibilities through the ITP as compared with the current AIT program?

**THE ITP ITSELF**

1. How much training time does the ITP take as compared with the current 94B AIT program?
2. Is the dollar cost of preparing and implementing the ITP significantly lower as compared with other AIT program redesigns?
3. Is the planning and development time for the ITP significantly less as compared with other AIT program redesigns?

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## II. THE MEANS AND METHODS FOR EVALUATION

### EVALUATION OF THE AIT STUDENTS

#### THE MEANS

- A. The data needed to provide answers to the questions #1-#3 about student performance and confidence will be obtained by means of two types of instruments:
1. a set of twelve Confirmation Tasks (CT's) - four for 94B MBS, five for Soldiering, and three for Self-Management or Life-Coping. Each is designed to produce data on student performance of a major type of cook-soldier responsibility.
  2. A questionnaire in which students express their level of confidence in fulfilling their responsibilities and their reactions to the training they received.
- B. The data needed to provide answers to question #4 concerning attrition and recycling will be obtained from the records kept by the PSS, the BN, or the BDE.

#### THE METHODS

##### A. CONFIRMATION TASKS FOR 94B

NOTE 4

Responsibility - Quartermaster School, Fort Lee

When Done - Rating of ITP students will take place during 8th and confirmation weeks of training and of non-ITP students after completion of their course testing and prior to assignment to duty station.

Where Done - At the BDF's in which students received training and at the PTX

Student Selection - For each CT: A stratified random sample of ITP students and of non-ITP students who have completed current 94B AIT program.

How Done  
in GDF

1. There will be two groups of evaluators - for each GDF - one for the breakfast-lunch shift and the other for the dinner shift.
2. Each group will consist of three people all of whom are considered to be qualified Army cooks.
3. One member of the group will be the Fort Lee representative, the second will be the dining facility manager or shift leader, and the third will be the senior cook in charge of that portion of the meal the student is to prepare and serve.
4. Each evaluator will independently observe and rate the student by using the rating sheet for the given CT (preparation/serving of a meal item).
5. Rating sheets will be collected by the Fort Lee evaluator placed in a manila envelope, and delivered to 15th BN HQ.
6. 15th BN will reproduce rating sheets and mail originals to QA school, Fort Lee, for compilation and determination of average rating on performance of the CT's.
7. Average ratings are delivered to ITP Project Evaluator.

How Done  
in FTX

1. same as for GDF
2. same as for GDF
3. evaluators will consist of Fort Lee representative, FTX committee chief, and non-ITP instructor at FTX.
- 4-7. same as for GDF

**8. CONFIRMATION TASKS FOR SOLDIERIES**

**Responsibility - 4th Brigade, Port Jackson**

**NOTE 6**

**When Done - Rating of ITP and non-ITP students would be done at the following times:**

**CT 2.1 (Physical Fitness) - during last weeks of AIT**

**CT 2.2 (Self/Surroundings) - during last week of AIT**

**CT 2.3 (Guard Duty) - during last formal/informal guard duty assignments**

**and CT 2.4 (Customs/Courtesies) - ITP's during confirmation week**

**CT 2.5 (Drill/Ceremonies) and non-ITP's between graduation and next duty assignments**

**Where Done - In appropriate locations within the brigade or post.**

**Depending upon which task:**

**ITP students would be the entire platoon or team or randomly selected\* members of the platoon from A company - 15th BN**

**Student Selection - Control students (non-ITP's) would be all or randomly selected\* members of a platoon from B company - 15th BN or any other company in the brigade, depending upon the task:**

**2.1 - all**

**2.2 - all**

**2.3 - randomly selected (4 per day for 5 days)**

**2.4 - randomly selected (4 per day for 5 days)**

**2.5 - all and randomly selected (4 per day for 5 days)**

\*stratified random sample

- How Done -**
1. CT 2.1 ratings for PT test would be done by those who currently conduct the test. Ratings on remaining criteria will be done by officers and/or NCO's in 4th BDE.
  2. CT 2.2 ratings will be done independently by a team of no fewer than three officers from brigade or post after both an announced and unannounced inspection. Rating sheets will be delivered in 15th BN HQ in manila envelope.
  3. CT 2.3 ratings will be done by those who are normally responsible for supervising guard duty. Rating sheets will be submitted the next day to 15th BN HQ.
  4. CT 2.4 ratings on knowledge criteria will be done by an officer or NCO from the 11th or 12th BN or from BDE headquarters. Ratings on the criteria for the assigned task will be done by the participating officers and NCO's. Rating sheets will be collected by the task assigner and delivered in a manila envelope to 15th BN HQ.
  5. CT 2.5 ratings on randomly-selected individual soldiers' performance of individual drill will be done by one officer and one NCO from 11th or 12th BN. Ratings on team and/or platoon drill will be done by a reviewing committee of post and brigade officers/NCO's at a designated ceremony. (Non-ITP platoon will be composed of soldiers from different companies who have completed or are about to complete AIT.) Rating sheets would be collected by BN commander or designer and delivered to 15th BN HQ.
  6. 15th BN will reproduce rating sheets and deliver to ITP Project Evaluator for compilation and averaging (where appropriate).



**C. CONFIRMATION TASKS FOR SELF-MANAGEMENT**

NOTE 8

**Responsibility - TDI, Fort Monroe****When Done - two weeks prior to graduation****Where Done - at barracks or designated planning area****Student Selection - For each of the three CT's:**

a stratified random sample of ITP students from each of the four platoons and of non-ITP students from 15th, 12th, or 11th BN.

- How Done -**
1. Students will complete task prior to graduation and submit their plans either in writing or on tape to company commander who in turn will deliver them to 15th BN HQ in manila envelope.
  2. Plans will be reproduced and originals sent to TDI for distribution to qualified evaluators for rating.
  3. Evaluators will be selected by TDI from a list of people unassociated with ITP that ICI submits as qualified in its goal-planning and problem-solving strategies.
  4. Three different qualified evaluators will rate each plan by using the CT rating sheets and then mail the rating sheets to TDI. Evaluators will not be aware of which are ITP and which are not.
  5. TDI will compile the data for each student, develop an average rating on performance of the CT, and deliver to ITP Project Evaluator.

**D. STUDENT QUESTIONNAIRE**

**Responsibility** - ICI and 4th BSG

**When Done** - Last day prior to graduation from AIT

**Where Done** - at barracks or FSS

**Student Selection** - Stratified random sample selected from among the total which consists of all ITP students and all non-ITP students who graduate from current 948 AIT during July and August

**How Done** - 1. sample questionnaires will be selected by ITP Project Evaluator or designee

2. questionnaires are reproduced and originals sent to ITP Project Evaluator for compilation.

**E. ATTRITION/RECYCLING RECORDS**

NOTE 9

**Responsibility** - 4th Brigade

**When Done** - Between 15 October 81 and 1 November 81

**Where Done** - FSS or 15th BN HQ

**Student Selection** - Based on total class rosters for the months of March through August, 1981

**How Done** - 1. the number of students attrited and the number recycled in each class is listed by class in separate columns on one sheet of paper with the ITP classes so designated

2. reproduced copies are made and original is sent to ITP Project Evaluator

## EVALUATION OF THE ITP ITSELF

### ~~THE MEANS~~

~~The data needed to answer the three questions concerning time and costs will be obtained from records maintained by the TRADOC, the 5th BDE, and ICI.~~

### ~~THE METHOD~~

~~Responsibility - ITP Project Evaluator~~

~~When Done - Between 15 October 81 and 1 November 81~~

~~Where Done - Fort Monroe, Fort Lee and Fort Jackson~~

~~How Done - 1. The Project Evaluator requests the following data from the appropriate parties:~~

~~a. development costs for all AIT program redesigns contracted for or completed during the fiscal years '79, '80, '81~~

~~b. actual time elapsed between award of contract and implementation of each AIT program redesign~~

~~c. number of weeks of 948 AIT training for classes at Fort Dix, Fort Lee, and Fort Jackson for March-October, '81 time period~~

~~2. The Project Evaluator compiles the data and prepares a time/cost/benefit listing by rank order~~

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## EVALUATION OF THE AIT INSTRUCTORS/LEADERS

### THE MEANS

- A. The data needed to answer question #1 for instructors (knowledge of learning) will be obtained by means of a Training Knowledge Survey prepared by ICI and approved by the ITP Project Committee.
- B. The data needed to answer the questions concerning instructor and leader confidence in student preparedness and personal satisfaction will be obtained by means of questionnaires prepared by ICI and approved by the ITP Project Committee.

### THE METHOD

Responsibility - ITP Project Evaluator

When Done - Between 15 October 81 and 1 November 81

Where Done - Fort Jackson, Fort Lee, and Fort Dix

Instructor Selection - all ITP instructors (94B and cadre)

- a random sample of 16-20 94B instructors from Fort Dix and Fort Lee who have had no exposure to ICI T/L Strategies
- a random sample of 8-12 drill sergeants from 11th and 12th battalions at Fort Jackson

Leader Selection - all ITP leaders (brigade, battalion, company and school)

- the brigade, battalion, and company commanders for 94B AIT at Fort Dix and Fort Lee
- the school directors for 9A AIT at Fort Dix and Fort Lee

How Done - 1. Each instructor and leader independently completes the appropriate questionnaires, reproduces a copy, and sends originals to ITP Project Evaluator.

2. ITP Project Evaluator compiles the data according to an analysis/assessment procedure previously approved by the ICI and the ITP Project Committee.

### III. MILESTONES FOR THE EVALUATION

- 15 May - Delivery of Final Versions of Confirmation Tests
- 19 May - Comments/suggestions on Evaluation Plan by ITP Committee
- 9 June - --- Completion of final Evaluation Plan
  - Approval of Project Evaluator by ITP Committee
- 1 July - Project Evaluator assumes responsibility for evaluation activities
- 1 Sept. - Compilation of any pre-test data on ITP and control populations
- 15 Sept. - Selection and approval of evaluators for each of the three sets of Confirmation Tests
  - Review and approval by ITP Committee of the detailed action plan for using CT's to evaluate the Project
- 2 Oct. - Evaluation ratings on 94B and Soldering Confirmation Tests are completed for each of the four ITP platoons and the control groups
- 23 Oct.
- 1 Nov. - All evaluation data obtained and in the hands of Project Evaluator for compilation and assessment
- 30 Nov. - Project Evaluation Report submitted to the ITP Committee for analysis and dissemination.

**ANNOTATIONS TO EVALUATION PLAN****NOTE 1: SAMPLING TECHNIQUE**

The original evaluation plan called for a stratified random sample technique to control for bias by student characteristics. The strata proposed were sex, race/ethnic group, willingness and mental category. These were later modified to include education (a more readily available characteristic and one said to be more predictive of performance) in place of mental category, and to delete "willingness". No data concerning that characteristics are routinely collected for the total 94B population.

All sampling within the ITP group included the proposed strata and both the sampled and total ITP populations tested were found to contain representatives of each class in proportions similar to that found in the total 94B MOS population.<sup>1</sup>

Stratified random sampling within the comparison groups for cooking and soldiering skills was not possible. In both cases, intact groups were selected for testing because of the logistics of the evaluation (where, when, how long) and the number of trainees at the appropriate point in training during the evaluation period.

The groups selected for comparison purposes were as follows:

- o Cooking skills - 94B AIT students at Ft. Dix, New Jersey.
- o Basic soldiering skills - E-15-4, Unit Supply Specialist Course, Ft. Jackson, South Carolina.

<sup>1</sup>Data from Accession Cohort Report Series FY 76, 77, 77T, 78, 80 and 81 (partial) were used to determine percentages of total 94B population as follows:

Males (780), Females (220); Blacks (560), Whites (560); High School Graduates including GED (600), Non-High School Graduates (400).

<sup>2</sup>With the exception of physical readiness testing where the control group consisted of both Ft. Dix and Ft. Jackson comparison students.

Rationale for their selection was as follows. All factors being equal, the "ideal" control group for both cooking and soldiering, would have been the other 94B AIT Company at Ft. Jackson (B-15-4). The ITP Committee chose not to use that Company because of the unusual burden placed on it during ITP program implementation (e.g., much greater student load than usual, more detail, etc.). The two groups selected for comparison, were, in the judgment of the ITP Committee, most closely matched alternate groups. The Ft. Dix group, further, was not used as a comparison group for basic soldiering evaluation because of differences in assignment to Companies and in established soldiering training standards, as well as logistical problems associated with the evaluation.

The comparison groups differed in composition from the ITP group. The Ft. Dix comparison group consisted of disproportionately higher percentages of high school graduates and males.<sup>1</sup> The Ft. Jackson basic soldiering comparison group was found to have a disproportionately higher percentage of males (no females were included), high school graduates and Blacks than the ITP and the total 94B populations.

To account for possible bias introduced by imbalanced experimental and comparison group characteristics, analyses were performed by sex, race/ethnic group and education. The results show that within the three characteristics, there was little difference, thus, no bias in favor of any group. For example, males and females performed equally as well or poorly on most tasks. By major area tested, the results were as follows:

<sup>1</sup>898 and 898 respectively

**1. 94B NDS Cooking Skills Results:**

No significant differences by sex or education were found in any cooking skill area, and no effects by race/ethnic group were found during analysis of mission accomplishment or field equipment analysis.

Differences by race/ethnic group did arise during the analysis of specific skills and recipe conversion results. Both the ITP and comparison groups tested during specific skills evaluation contained equal proportions of White and Black students, and therefore, even though White students statistically outperformed Blacks, the differences had no impact on the treatment results.

In the area of recipe conversion, the ITP sample included 638 White students and the comparison group, 488. Again, Whites were found to be statistically superior to Blacks. A review of the differences in means by treatment and race showed almost identical differences both between and within the groups (i.e., Both Black and White ITP students outperformed the same race group within the comparison population to the same degree, and White students in both groups outperformed Black students in both groups the same amount). Therefore, while no statistical tests were applied to test the discrepancy in proportion by race, it appears that the differing percentages of students by race had little to do with the overall treatment results.

Different proportions of students by race, sex and education were found to have no effect on treatment outcomes in analysis of results by treatment.

**2. Basic Soldiering Skills Results:**

No significant differences by sex, race or education were



found during the analysis of the following basic soldiering skills areas: military customs and courtesies, guard duty, and drill and ceremony. The two remaining areas are discussed below.

In the area, maintaining self and physical surroundings, findings show that females<sup>1</sup> and Blacks performed significantly better in each of the eight sub-areas assessed. Proportionally more females in the ITP group and Blacks in the comparison group removed any possible bias caused by these differences.

Males consistently outperformed females in all areas of physical readiness testing (based on point scores) and the differences were statistically significant in favor of that group. Blacks, in addition, outperformed Whites in the two-mile run.<sup>2</sup> Because there were higher proportions of males and Blacks in the comparison group, it appears that the student characteristics biased the treatment results in favor of the comparison group.

Analysis of sub-areas by treatment showed that ITP students were statistically superior to the comparison group in ability to perform situps and were better, though not statistically so, in the two-mile run. The possibility that the results were biased in favor of the comparison group strengthens the superiority of the ITP group in the area of situps and points to the possibility that they might also have been statistically superior

<sup>1</sup>The ITP group contained 16 White females and 8 Black females.

<sup>2</sup>Whites received somewhat higher point scores in situps and two-mile run, but chance could not be ruled out as the cause.

in the sub-area, two-mile run, had allowances been made for student characteristics.

In summary, with the exception of physical readiness testing, any biases introduced by unequal distribution of student characteristics were either ruled out or did not appear to have an impact on the outcomes by treatment. In the latter case, when one sub-group, such as males, were superior, both the ITP and comparison group: contained the same proportions of the sub-group.

**NOTE 2: AIT INSTRUCTOR/CADERE EVALUATION**

The design called for comparison of ITP and non-ITP instructors and cadre in three areas: 1) understanding of what is involved in helping students learn how to develop and apply both knowledge and skills, 2) confidence in the degree to which their students are prepared to perform competently as cooks and as soldiers, and 3) satisfaction derived from training responsibilities. Assessment instruments were to be ICI-developed surveys and questionnaires.

In the first area, no instrument was developed. The focus of the question was changed to ability of ITP instructors to adequately and consistently use ICI Training/Learning Strategies during the course.

In the latter two areas, instruments contained items which in-directly related to the outcomes stated. The instruments (surveys) were not distributed to non-ITP staff and, while distributed to ITP staff, only two of thirteen were returned. These two areas were partially addressed during interviews.

**NOTE 3: ITP LEADERS EVALUATION**

Areas to be assessed included the leaders' confidence in the preparedness of ITP graduates to perform competently as cooks and as soldiers compared to non-ITP graduates, and the sense of satisfaction the leaders gained from fulfilling their training responsibilities through the ITP program as compared with the current AIT programs. The means of evaluation were to be ICI-developed questionnaires. These questionnaires were not developed, to the knowledge of the evaluator.

Alternate sources of data included evaluator-developed leader interviews and ICI-developed Dining Facility Manager/Shift Leader Surveys. The results from those sources have been incorporated into the body of the report.

**NOTE 4: COMPARISON GROUP EVALUATION SCHEDULE**

The design called for comparison-group testing after completion of regular course testing and prior to assignment to duty station.

For legitimate scheduling reasons, comparison group students were actually tested near the end of their AIT training (sometimes prior to regular testing), but prior to graduation and they were accelerated through the large garrison dining facility experience (i.e. regularly scheduled for eight days in the large garrison dining facility, but due to the evaluation schedule, this was cut to four or five days). Most had not experienced cooking in the field setting or were in the process of experiencing it during evaluation. This may have had an impact on comparison group ratings in field equipment and mission accomplishment in the field.

**NOTE 5: EVALUATORS FOR MISSION ACCOMPLISHMENT**

The design called for two groups of three raters each to be assigned to the garrison and the field evaluations. The assumption was that the evaluators' ratings would be averaged and, thus accommodate any differences in opinion by rater. This procedure was changed to make the evaluation more efficient. In all, four 94B MOS cooking skills raters were used and each worked independently of the others.

Prior to actual evaluation, each rater received a total packet of evaluation forms and rating criteria for review. Three of the raters were present during the initial orientation and applied the rating scale to criteria during garrison mission accomplishment and product evaluation. Consensus was reached on the application of the rating system to the later. Insufficient time and number of observations prevented the same from occurring regarding mission accomplishment.

During the first week of the evaluation, all four raters evaluated the same students or missions and a discussion of the ratings and the interpretation of the criteria was held until all raters felt comfortable that rating criteria were uniformly applied. Ratings from the first few days, then, were consensus ratings. After consistency had been achieved to the satisfaction of all concerned, raters began to evaluate individually.

Subsequent analysis of data indicated that one rater was relatively lenient, one relatively stringent and two about average. This had no impact on results, however, since all raters evaluated approximately equal proportions of ITP and comparison students.

**NOTE 6: GUARD DUTY, TESTING ENVIRONMENT**

Testing was to occur during the last formal/informal guard duty assignment. This was impossible, due to the unavailability of raters during scattered periods when last assignments occurred. The evaluation was rescheduled to occur at the end of training (during confirmation week) and included a simulated rather than real-world situation.

**NOTE 7: EVALUATORS FOR BASIC SOLDIERING SKILLS**

It was proposed that each area within basic soldiering skills be rated by a different set of evaluators. The ITP Committee decided to use one set of raters for all areas evaluated for consistency and control sake.

Prior to the actual evaluation, four raters were provided with evaluation packets including rating sheets and criteria and briefed on the assignment. Simulated ratings for all areas, but drill and ceremony (squad and platoon maneuvers) were performed and total consensus was achieved. Unfortunately, two of the originally-trained raters were not available for the actual evaluation. The new raters were briefed by those who had received the training and observed during the first days of evaluation until they and their fellow raters felt that consensus and consistency in ratings had been achieved.

**NOTE 8 - SELF-MANAGEMENT EVALUATION**

The planned curriculum was narrowed because of lack of training time (see RESULTS - SELF MANAGEMENT SKILLS for details).

Comparison-group testing was eliminated because of the content-

specific nature of the evaluation for which comparison-group students could not be expected to be prepared.

**NOTE 9 - ATTRITION/RECYCLING RECORDS**

It was proposed that comparison group data be based on total class rosters for the months of March through August, 1981. This was changed to total class rosters (from Ft. Jackson PSC) for months of June through October, 1980. This month span more closely bracketed the time during which the ITP students were trained and therefore would eliminate any differences which might otherwise be introduced based on different types of students (with different characteristics) entering at different times of the year. The previous year was selected since complete data were available for that period.

**APPENDIX B**

**RATING FORMS AND PROCEDURES**

- o 94B Cooking Skills
- o Basic Soldiering Skills
- o Problems Solving

**RATING FORMS AND PROCEDURES**

**948 Cooking Skills**

- o Mission Accomplishment - Group
- o Mission Accomplishment - Individual
- o Specific Skills Testing
- o Recipe Conversion
- o Field Equipment



**RATING SHEET FOR CONFIRMATION TASKS**

DATE: \_\_\_\_\_ LOCATION: \_\_\_\_\_  
 MISSION: \_\_\_\_\_ TEAM: \_\_\_\_\_

- 0 - Characteristic was not present; 1 - Characteristic was present but was poor (inadequate);
- 2 - Characteristic was present but was only acceptable; 3 - Characteristic was present and above acceptable;
- 4 - Characteristic was present and was exactly as it should be.

Note that if the activities for a particular criterion were never assigned because they were not needed by the soldier, this fact should be stated under Remarks rather than assigning a Rating of 0.

STANDARDS FOR EXCELLENCE - RESULTS		RATING	REMARKS
Criterion #1 - The serving of the food:	- was sanitary	0 1 2 3 4	
	- was prompt	0 1 2 3 4	
	- was cheerful	0 1 2 3 4	
	- gave each soldier a proper size portion	0 1 2 3 4	
	- looked good	0 1 2 3 4	
Criterion #2 - The food that was served:	- had the proper taste	0 1 2 3 4	
	- had the proper appearance	0 1 2 3 4	
	- had the proper texture	0 1 2 3 4	
	- was at the right temperature	0 1 2 3 4	
	- was at the right degree of "doneness"	0 1 2 3 4	
	- was ready when needed	0 1 2 3 4	
	- was in the right amount (no waste but enough for all)	0 1 2 3 4	
	- was in the right serving containers	0 1 2 3 4	

STANDARDS FOR EXCELLENCE - RESULT	RATING	REMARKS
<p>Criteria 03 - When the assignment was finished:</p> <ul style="list-style-type: none"> <li>- all utensils and equipment used by the soldier/cook were clean and sanitary</li> </ul>	<p>0 1 2 3 4</p>	
<ul style="list-style-type: none"> <li>- all work areas used by the soldier/cook were clean and sanitary</li> </ul>	<p>0 1 2 3 4</p>	
<ul style="list-style-type: none"> <li>- all general work areas and floors used by the shift were clean and sanitary</li> </ul>	<p>0 1 2 3 4</p>	
<ul style="list-style-type: none"> <li>- all utensils, equipment and supplies were returned to their proper place</li> </ul>	<p>0 1 2 3 4</p>	
<ul style="list-style-type: none"> <li>- the entire area was ready for next use</li> </ul>	<p>0 1 2 3 4</p>	
<p>OVERALL RATING FOR EXCELLENCE OF RESULTS</p>	<p>0 1 2 3 4</p>	

MISSION ACCOMPLISHMENT - INDIVIDUAL 8-4  
FACILITY \_\_\_\_\_

STUDENT NAME AND NO. \_\_\_\_\_  
 TEAM AND PLATOON \_\_\_\_\_ ITEMS \_\_\_\_\_  
 MISSION AND DATE \_\_\_\_\_

PROCEDURES	RATING	REMARKS
<u>Criterion 1</u> --Washed hands.	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	
<u>Criterion 2</u> --Read complete recipe.	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	
<u>Criterion 3</u> --Checked equipment to be used.	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	
<u>Criterion 4</u> --Cook has organized utensils.	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	
<u>Criterion 5</u> --Cook has organized ingredients.	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	
<u>Criterion 6</u> --Followed the recipe procedures	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	
<u>Criterion 7</u> --Used proper procedures to maintain safety.	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	
<u>Criterion 8</u> --Performed each cooking skill properly.	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	
<u>Criterion 9</u> --Used "clean as you go" procedures.	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	
<u>Criterion 10</u> --Performed necessary cleaning tasks.	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	
<u>Criterion 11</u> --Assembled, disassembled and cleaned all equipment correctly.	0 1 1 2 3 0 1 2 3 4 0 1 2 3 4	
<u>Criterion 12</u> --Operated all equipment correctly.	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	
<u>Criterion 13</u> --Used "progressive cooking" if required by cook's worksheet.	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	

STUDENT NAME AND NO. \_\_\_\_\_ FACILITY \_\_\_\_\_

TEAM AND PLATOON \_\_\_\_\_ ITEMS \_\_\_\_\_

MISSION AND DATE \_\_\_\_\_

CONFIDENCE/ATTITUDE INDICATORS	RATING	REMARKS
<u>Criterion #1</u> --Started promptly and stayed focused on the task.	0 1 2 3 4	
<u>Criterion #2</u> --Proceeded with the task without false starts or trial/error activity.	0 1 2 3 4	
<u>Criterion #3</u> --Attended to sanitation procedures and safety of others as required.	0 1 2 3 4	
<u>Criterion #4</u> --Stayed focused on the task and did not create or participate in irrelevant conversation or activity.	0 1 2 3 4	
<u>Criterion #5</u> --When difficulties arose, remained "cool under fire" and took actions to overcome them.	0 1 2 3 4	
<u>Criterion #6</u> --Showed concern for quality by checking results of actions as he/she progressed through the preparation tasks.	0 1 2 3 4	
<u>Criterion #7</u> --Assisted others to achieve the mission as time permits.	0 1 2 3 4	

\*0 &amp; 4 - Ratings require justification.

**MISSION ACCOMPLISHMENT - INDIVIDUAL**

B-6

Student Name/No. \_\_\_\_\_  
 Team and Platoon \_\_\_\_\_ Mission and Date \_\_\_\_\_  
 Item \_\_\_\_\_

RESULTS	RATING	REMARKS
Criterion #1--Appearance (including garnish)	0 1 2 3 4	
Criterion #2--Texture/consistency	0 1 2 3 4	
Criterion #3--Taste/Flavor	0 1 2 3 4	
Criterion #4--Item prepared in quantity required by cook's worksheet	0 1 2 3 4	
Criterion #1--Appearance (including garnish)	0 1 2 3 4	
Criterion #2--Texture/consistency	0 1 2 3 4	
Criterion #3--Taste/Flavor	0 1 2 3 4	
Criterion #4--Item prepared in quantity required by cook's worksheet	0 1 2 3 4	
Criterion #1--Appearance (including garnish)	0 1 2 3 4	
Criterion #2--Texture/consistency	0 1 2 3 4	
Criterion #3--Taste/Flavor	0 1 2 3 4	
Criterion #4--Item prepared in quantity required by cook's worksheet	0 1 2 3 4	

ADVANCED INDIVIDUAL TRAINING 94B10 TEST  
(FORT JACKSON AND FORT BLISS)

CONFIRMATION TASK RATING SHEET - SKILLS

STUDENT'S NAME/NO:

RATER'S NAME:

CONFIRMATION TASK:

RATE:

Use the rating scale below to rate each listed criterion. Refer to rater's reference sheets for explanation of criterion. Write remarks in the column labeled REMARKS.

- 0 - Not present (not done)
- 1 - Present (done) but not minimally acceptable
- 2 - Present (done) but only minimally acceptable (MALP)
- 3 - Present (done) above (MALP)
- 4 - Present (done) at desired level for given conditions (DLP)

RESULT	RATING					REMARKS	
Criterion #1: Sharpen a cooks knife	P	0	1	2	3	4	
	A	0	1	2	3	4	
	T	0	1	2	3	4	
Criterion #2: Slice a tomato into 1/8" slices	P	0	1	2	3	4	
	A	0	1	2	3	4	
	T	0	1	2	3	4	
Criterion #3: Dice an onion into 1/4" dice	P	0	1	2	3	4	
	A	0	1	2	3	4	
	T	0	1	2	3	4	
Criterion #4: Finely shred 1/2 of a fresh cabbage	P	0	1	2	3	4	
	A	0	1	2	3	4	
	T	0	1	2	3	4	
Criterion #5: Prepare and cook a Brown Gravy	P	0	1	2	3	4	
	A	0	1	2	3	4	
	T	0	1	2	3	4	
Criterion #6: Prepare and cook French Fried Shrimp	P	0	1	2	3	4	
	A	0	1	2	3	4	
	T	0	1	2	3	4	
Criterion #7: Prepare and cook a Yellow Cake	P	0	1	2	3	4	
	A	0	1	2	3	4	
	T	0	1	2	3	4	

1. **Skill:** Sharpening a cooks knife.

a. **Procedure:**

- (1) Gather together a sharpening stone, machine oil (if necessary) and a steel.
- (2) Check to see if the sharpening stone well requires additional oil, rotate the surface of the stone to be used through the oil.
- (3) Place the heel of the knife on the stone (at an approximate angle of 45 degrees) and draw to the toe, using a sawing motion repeat this process several times, turn the knife over and repeat.
- (4) Wipe off excess oil from the blade and using the steel repeat the sharpening process putting a final cutting edge on the blade.

b. **Appearance:** An oil free sharp knife

c. **Time to Completion:**

- (1) DLP: 5 minutes
- (2) NALP: 8 minutes

2. **Skill:** Slice a tomato into 1/8 inch slices.

a. **Procedure:**

- (1) Wash tomato under cold running water.
- (2) Using paring knife, remove core from the tomato.
- (3) Place the tomato on its side on a cutting board and using a cooks knife cut slices of tomato 1/8 inch thick.

b. **Appearance:** Even slice of tomato 1/8 inch thick.

c. **Time to Completion:**

- (1) DLP: 2 minutes
- (2) NALP: 2 1/2 minutes

3. **Skill:** Dicing an onion into 1/4 inch dice.

a. **Procedure:**

- (1) Using a paring knife remove the excess root and discoloured skin.
- (2) Cut the onion 1/2 half lengthways.

(3) Place flat side down on the cutting board and using a cooks knife, slice through the onion lengthwise  $\frac{1}{4}$ " apart ensuring that all slices remain attached to the root.

(4) Turn the onion and repeat the process, cutting across the onion parallel with the surface of the cutting board.

(5) Holding the onion firmly, finish the process by cutting across the onion.

b. Appearance: Evenly ( $\frac{1}{4}$  inch) diced onion.

c. Time to Completion:

(1) DLP: 3 minutes

(2) MALP: 4 minutes

4. Skill: Finely shredding fresh cabbage.

a. Procedure:

(1) Remove any wilted leaves.

(2) Divide cabbage into quarters.

(3) Wash under cold running water.

(4) Place flat side down on cutting board.

(5) Using cooks knife, cut thin slices (shredding).

(6) Place into large mixing bowl.

b. Appearance: Evenly (finely) shredded cabbage. Cabbage to be clean.

c. Time to Completion:

(1) DLP: 5 minutes

(2) MALP: 7 minutes

5. Skill: Prepare and cook Brown Gravy.

a. Procedure:

(1) Measure the required ingredients.

(2) Heat shortening in a pan.

(3) Sprinkle flour evenly over heated fat, using a wire whip, stir flour into the heated shortening. Cook over low heat, keep stirring to blend and keep the mixture lump free.



(4) Add hot liquid content slowly, stirring constantly, whilst bring to the boil and simmer for the prescribed time. Season and serve.

b. Appearance: Smooth, evenly browned gravy free from lumps with a rich flavour (not burnt). The gravy is to be hot.

c. Time to Completion:

- (1) DLP: 1 hour
- (2) MALP: 1 hour, 15 minutes

6. Skill: Prepare and cook French Fried Shrimp. :

a. Procedure:

- (1) Measure required ingredients.
- (2) Wash, drain and dredge shrimp as per recipe.
- (3) Dip shrimp in egg and water mixture, redredge in breadcrumbs.
- (4) Shake off excess crumbing and deep fry, and drain on absorbent paper.

b. Appearance: The shrimp retain their individual shape, are evenly coated with breadcrumbs which are golden brown in colour and crisp and dry in texture. The flesh of the shrimp is firm and moist. The shrimp is to be hot.

c. Time to Completion:

- (1) DLP: 30 minutes
- (2) MALP: 40 minutes

7. Skill: Prepare and cook a Yellow Cake.

a. Procedure:

- (1) Measure required ingredients.
- (2) Sift all dry ingredients together.
- (3) Add shortening and water, blend and beat as per the recipe.
- (4) Combining remaining water, eggs and vanilla together and add slowly to the mix and proceed as per the recipe.

b. Appearance: Uniform light golden brown, slightly rounded on top with an even height at the sides. The crust is thin and tender, flat bubbles may appear on the surface and are slightly deeper. The cake is moist, light not gummy.

c. Time to Completion:

- (1) DLP: 1 hour, 10 minutes
- (2) MALP: 1 hour, 30 minutes

**FORT JACKSON INTEGRATED TRAINING PROGRAM  
 ADVANCED INDIVIDUAL TRAINING 94B10 TEST  
 CONFIRMATION TASK RATING SHEET--RECIPES CONVERSION**

STUDENT'S NAME/NO: \_\_\_\_\_

RATER: \_\_\_\_\_ DATE: \_\_\_\_\_

Use the rating scale below to rate BOTH recipe conversions TOGETHER. Write remarks in space labeled REMARKS.

**CRITERION NO. 1:**

- 0 = Not done, illegible, or more than 6 errors
- 2 = 5-6 errors
- 4 = 3-4 errors
- 6 = 1-2 errors
- 8 = 0 errors

**CRITERION NO. 2:**

- 0 = DID NOT complete or took more than 35 minutes
- 1 = Took between 30-35 minutes
- 2 = Took between 25-30 minutes
- 3 = Took between 20-25 minutes
- 4 = Took less than 20 minutes

CRITERIA--RECIPES CONVERSION	RATING	REMARKS
<p><b><u>CRITERION NO. 1</u></b>--The amount of each ingredient for both conversions was accurate and legible for the given number of people.</p>	<p align="center">0   2   4   6   8</p>	
<p><b><u>CRITERION NO. 2</u></b>--Both conversions were completed within the time allowed.</p>	<p align="center">0   1   2   3   4</p>	

## ADVANCED INDIVIDUAL TRAINING SUBIO TEST

## DIRECTIONS FOR CONFIRMATION TASK--RECIPE CONVERSION

At this time, the task you will be doing is designed to find out how well you have learned to convert recipes. This review is to tell us whether or not you are able to convert the quantity of any ingredient given on a recipe card to a number of portions greater than or less than 100. Doing this now will tell us what additional help you may still need to do this task quickly and accurately.

1. You will be given the following materials:

- a. Two recipe cards.
- b. Two recipe conversion work sheets.
- c. Table of Weights and Measures Equivalents.
- d. Conversion of Quantity in Recipes (Weights).
- e. Conversion of Quantity in Recipes (Measures).

2. You will convert one recipe at a time. You will convert weights for the baking powder biscuits and measures for the omelet.

a. Copy the weight or measure of each ingredient (for 100 portions) from the recipe card to the work sheet (columns B and C).

b. Look in the upper right hand corner of Recipe Conversion Work Sheet to determine how many servings of each recipe needs to be converted to.

c. You may use conversion charts provided or convert the recipes through regular arithmetic.

d. Use the work space (column F) to work out the conversion of the weight or measure of each ingredient.

e. Write in the converted weight or measure of each ingredient (for the new number of portions) (Columns D and E).

3. Be sure to put your name and number in the space provided at the top of the work sheet.

4. You will have a maximum of 40 minutes to do both recipe conversions. Since your results will be judged for both accuracy and the amount of time needed, work as quickly as you can, but take the time to check because accuracy will count more than speed.

5. You are not to ask anyone for help. Do the best you can on your own.

6. If any part of these directions are unclear, get them answered BEFORE you start.

ADVANCED INDIVIDUAL TRAINING 94810 TEST  
 RECIPE CONVERSION WORK SHEET

STUDENT'S NAME/NO: \_\_\_\_\_ RATER: \_\_\_\_\_  
 RECIPE FOR: BAKING POWDER BISCUITS (D-1(2)) TO BE CONVERTED TO: 350 PORTIONS

INGREDIENTS	RECIPE WEIGHTS FOR 100 PORTIONS (b)	RECIPE MEASURES FOR 100 PORTIONS (c)	WEIGHTS CONVERTED TO PORTIONS (d)	MEASURES CONVERTED TO PORTIONS (e)	WORK SPACE (f)
Flour, wheat, general-purpose, sifted.....  Milk, nonfat, dry. . . . .  Baking powder.....  Salt.....  Shortening.....  Water.....					

ADVANCED INDIVIDUAL TRAINING 94810 TEST  
 RECIPE CONVERSION WORK SHEET

STUDENT'S NAME/NO: \_\_\_\_\_ BATER: \_\_\_\_\_  
 RECIPE FOR: PLAIN OMELET (P-9(1)) TO BE CONVERTED TO: 75 PORTIONS

INGREDIENTS	RECIPE WEIGHTS FOR 100 PORTIONS (b)	RECIPE MEASURES FOR 100 PORTIONS (c)	WEIGHTS CONVERTED TO PORTIONS (d)	MEASURES CONVERTED TO PORTIONS (e)	WORK SPACE (f)
(a)	(b)	(c)	(d)	(e)	(f)
Eggs, whole.....					
Salt.....					
Pepper, black.....					
Shortening, milk or salad oil....					

**D BREADS AND SWEET DOUGHS No. 1 (2)**  
**BAKING POWDER BISCUITS**      **RECIPE CONVERSION**

**YIELD: 100 Portions (4 Pans)** **EACH PORTION: 2 Biscuits**

**PAN SIZE 18 by 26-inch Sheet Pan**

**TEMPERATURE: 450°F. Oven**

PER-CENT	INGREDIENTS	WEIGHTS	MEASURES	METHOD
50 66	Flour, wheat, general purpose, sifted	12 lb ....	3 gal ....	1. Sift together flour, milk, baking powder, and salt into mixer bowl.
3 43	Milk, nonfat, dry	13 oz ....	2 7/8 cups . . . . .	
2 64	Baking powder	10 oz ....	1 1/2 cups . . . . .	
1 06	Salt	4 oz ....	6 tbap . . . . .	
10 55	Shortening	2 lb 8 oz . . . . .	5 3/4 cups . . . . .	2. Blend shortening at low speed into dry ingredients until mixture resembles coarse cornmeal.

(OVER)

PER-CENT	INGREDIENTS	WEIGHTS	MEASURES	METHOD
31 66	Water	7 lb 8 oz . . . . .	3 3/4 qt . . . . .	3. Add water; mix at low speed only enough to form a soft dough. 4. Place dough on lightly floured board. Knead lightly, approximately 1 minute or until dough is smooth. 5. Roll or pat out to a uniform thickness of 1/2 inch. 6. Cut with 2 1/2-inch floured biscuit cutter. Place biscuits on pans in rows 6 by 9. Bake 15 minutes or until lightly browned.
100 00		23 lb 11 oz		

**PLAIN OMELET**

RECIPE CONVERSION

YIELD: 100 Portions (2 1/2 Gallons)				EACH PORTION: 1 Omelet
TEMPERATURE: 325°F. Griddle				
INGREDIENTS	WEIGHTS	MEASURES		METHOD
Eggs, whole	20 lb	2 1/2 gal (200 eggs)		1. Place shelled eggs in mixer bowl. Using wire whip, beat just enough to blend yolks and whites.
Salt Pepper, black	3 oz	4 1/2 tbsp 2 tsp		2. Add salt and pepper; mix thoroughly.
Shortening, melted or melted oil	1 lb	2 cups		3. Pour 1/2 cup (1-3 oz ladle) egg mixture for individual omelets on greased griddle. 4. Cook until bottom is golden brown. <b>DO NOT STIR.</b> If necessary, gently lift cooked portion with a spatula to permit uncooked mixture to flow underneath. Continue cooking until eggs are set.

(OVER)

C

INGREDIENTS	WEIGHTS	MEASURES		METHOD
				5. Fold omelet in half or into thirds making a long oval shaped omelet. Serve immediately or place in a hot steam table pan.

**NOTE 1.** In Step 1, 6 lb 4 oz (5 No. 3 cyl cn) canned, dehydrated egg mix combined with 7 1/2 qt warm water may be substituted for whole eggs. In Step 2, omit salt. See Recipe Card A-B.

**2.** To offer assorted omelets, prepare ingredients for desired Variations. Set up ingredients in individual containers and place near griddle.

**VARIATIONS**

- BACON OMELET:** Fry 5 lb (3 1/2 qt) chopped bacon until crisp; drain thoroughly. Follow Steps 1 through 3. In Step 4, sprinkle about 1 tbsp bacon over eggs when partially set. Follow Step 5.
- BAUERNFRUESTUECK (FARMER'S BREAKFAST):** Sauté about 8 lb (1 1/2 gal) cooked, diced potatoes (9 lb 4 oz A P.), 4 lb (3 qt) chopped, canned ham, and about 1 lb (3 cups) chopped onions (1 lb 2 oz A P) in 1 lb 12 oz (3 cups) butter or margarine. Add 2 oz (1 cup) chopped parsley, 1 1/2 oz (2 tbsp) salt, and 2 tsp black pepper. Follow Steps 1 through 3. In Step 4, sprinkle 1/4 cup (1 No. 16 Scoop) mixture over eggs when partially set. Follow Step 5.

(

## A. GENERAL INFORMATION No. 4

TABLE OF WEIGHT AND MEASURING EQUIVALENTS

TSP	TBSP	CUNCES	CUPS	SCOOPS	TABLES	FLUID MEASURE	LB WEIGHT
3 .....	1 .....	$\frac{1}{2}$					
	2 .....	1 .....	$\frac{1}{8}$ .....	1-#30...	AA		
	4 .....	2 .....	$\frac{1}{4}$ .....	1-#16...	A		
	5 .....	$2 \frac{3}{4}$ ..	$\frac{1}{3}$ .....	1-#12			
	$5 \frac{2}{3}$ ..	$3 \frac{1}{4}$ ..	$\frac{3}{8}$ .....	1-#10			
	8 .....	4 .....	$\frac{1}{2}$ .....	1-#8 .....	B		
	10 .....	5 .....	$\frac{2}{3}$ .....	1-#6			
	12 .....	6 .....	$\frac{3}{4}$ .....		C		
	14 .....	7 .....	$\frac{7}{8}$ .....				
	16 .....	8 .....	1 .....		D .....	$\frac{1}{2}$ pt	
	18 .....	9 .....	$1 \frac{1}{8}$				
		12 .....	$1 \frac{1}{2}$ .....		E .....	$\frac{3}{4}$ pt	
		16 .....	2 .....			1 pt .....	1 lb
		24 .....	3 .....			$1 \frac{1}{2}$ pt	
		32 .....	4 .....			1 qt .....	
		64 .....	8 .....			2 qt .....	2 lb
		128 .....	16 .....			1 gal .....	8 lb



A GENERAL INFORMATION  
**CONVERSION OF QUANTITIES IN RECIPES**

The following chart for weights permit easy adjustments of recipes to yield the number of portions actually needed. Since recipes are based on 100 portions and the amount is specified in the recipe under the column headed 100 portions, and then use the amount shown in the column with the heading for the number of portions to be prepared. For example, if a recipe for 100 uses 1 pound of flour, find 1 pound under the column headed 100 portions and then look in the column under 125 portions and you will see that you should use 1 pound 4 ounces to produce 125 portions of the recipe.

40-1000  
 2-1000

Weight Conversion Chart

25 Portions	50 Portions	75 Portions	100 Portions	125 Portions	150 Portions	175 Portions	200 Portions	250 Portions	275 Portions	300 Portions
1/4 lb	1/2 lb	3/4 lb	1 lb	1 1/4 lb	1 1/2 lb	1 3/4 lb	2 lb	2 1/2 lb	2 3/4 lb	3 lb
1/4 cup	1/2 cup	3/4 cup	1 cup	1 1/4 cup	1 1/2 cup	1 3/4 cup	2 cup	2 1/2 cup	2 3/4 cup	3 cup
1/4 tsp	1/2 tsp	3/4 tsp	1 tsp	1 1/4 tsp	1 1/2 tsp	1 3/4 tsp	2 tsp	2 1/2 tsp	2 3/4 tsp	3 tsp
1/4 oz	1/2 oz	3/4 oz	1 oz	1 1/4 oz	1 1/2 oz	1 3/4 oz	2 oz	2 1/2 oz	2 3/4 oz	3 oz
1/4 pt	1/2 pt	3/4 pt	1 pt	1 1/4 pt	1 1/2 pt	1 3/4 pt	2 pt	2 1/2 pt	2 3/4 pt	3 pt
1/4 qt	1/2 qt	3/4 qt	1 qt	1 1/4 qt	1 1/2 qt	1 3/4 qt	2 qt	2 1/2 qt	2 3/4 qt	3 qt
1/4 gal	1/2 gal	3/4 gal	1 gal	1 1/4 gal	1 1/2 gal	1 3/4 gal	2 gal	2 1/2 gal	2 3/4 gal	3 gal
1/4 doz	1/2 doz	3/4 doz	1 doz	1 1/4 doz	1 1/2 doz	1 3/4 doz	2 doz	2 1/2 doz	2 3/4 doz	3 doz
1/4 lb	1/2 lb	3/4 lb	1 lb	1 1/4 lb	1 1/2 lb	1 3/4 lb	2 lb	2 1/2 lb	2 3/4 lb	3 lb
1/4 cup	1/2 cup	3/4 cup	1 cup	1 1/4 cup	1 1/2 cup	1 3/4 cup	2 cup	2 1/2 cup	2 3/4 cup	3 cup
1/4 tsp	1/2 tsp	3/4 tsp	1 tsp	1 1/4 tsp	1 1/2 tsp	1 3/4 tsp	2 tsp	2 1/2 tsp	2 3/4 tsp	3 tsp
1/4 oz	1/2 oz	3/4 oz	1 oz	1 1/4 oz	1 1/2 oz	1 3/4 oz	2 oz	2 1/2 oz	2 3/4 oz	3 oz
1/4 pt	1/2 pt	3/4 pt	1 pt	1 1/4 pt	1 1/2 pt	1 3/4 pt	2 pt	2 1/2 pt	2 3/4 pt	3 pt
1/4 qt	1/2 qt	3/4 qt	1 qt	1 1/4 qt	1 1/2 qt	1 3/4 qt	2 qt	2 1/2 qt	2 3/4 qt	3 qt
1/4 gal	1/2 gal	3/4 gal	1 gal	1 1/4 gal	1 1/2 gal	1 3/4 gal	2 gal	2 1/2 gal	2 3/4 gal	3 gal
1/4 doz	1/2 doz	3/4 doz	1 doz	1 1/4 doz	1 1/2 doz	1 3/4 doz	2 doz	2 1/2 doz	2 3/4 doz	3 doz
1/4 lb	1/2 lb	3/4 lb	1 lb	1 1/4 lb	1 1/2 lb	1 3/4 lb	2 lb	2 1/2 lb	2 3/4 lb	3 lb
1/4 cup	1/2 cup	3/4 cup	1 cup	1 1/4 cup	1 1/2 cup	1 3/4 cup	2 cup	2 1/2 cup	2 3/4 cup	3 cup
1/4 tsp	1/2 tsp	3/4 tsp	1 tsp	1 1/4 tsp	1 1/2 tsp	1 3/4 tsp	2 tsp	2 1/2 tsp	2 3/4 tsp	3 tsp
1/4 oz	1/2 oz	3/4 oz	1 oz	1 1/4 oz	1 1/2 oz	1 3/4 oz	2 oz	2 1/2 oz	2 3/4 oz	3 oz
1/4 pt	1/2 pt	3/4 pt	1 pt	1 1/4 pt	1 1/2 pt	1 3/4 pt	2 pt	2 1/2 pt	2 3/4 pt	3 pt
1/4 qt	1/2 qt	3/4 qt	1 qt	1 1/4 qt	1 1/2 qt	1 3/4 qt	2 qt	2 1/2 qt	2 3/4 qt	3 qt
1/4 gal	1/2 gal	3/4 gal	1 gal	1 1/4 gal	1 1/2 gal	1 3/4 gal	2 gal	2 1/2 gal	2 3/4 gal	3 gal
1/4 doz	1/2 doz	3/4 doz	1 doz	1 1/4 doz	1 1/2 doz	1 3/4 doz	2 doz	2 1/2 doz	2 3/4 doz	3 doz

CONTINUED

A GENERAL INFORMATION No. 18.2

**CONVERSION OF QUANTITIES IN RECIPES**  
Weight Conversion Chart

25 Pounds	50 Pounds	75 Pounds	100 Pounds	125 Pounds	150 Pounds	175 Pounds	200 Pounds	250 Pounds	275 Pounds	300 Pounds
6 oz	1 lb	1 lb 6 oz	2 lb	2 lb 6 oz	3 lb	3 lb 6 oz	4 lb	5 lb	5 lb 6 oz	6 lb
9 oz	1 lb 3 oz	1 lb 9 oz	2 lb 3 oz	2 lb 9 oz	3 lb 3 oz	3 lb 9 oz	4 lb 3 oz	5 lb 3 oz	5 lb 9 oz	6 lb 3 oz
12 oz	1 lb 6 oz	1 lb 12 oz	2 lb 6 oz	2 lb 12 oz	3 lb 6 oz	3 lb 12 oz	4 lb 6 oz	5 lb 6 oz	5 lb 12 oz	6 lb 6 oz
15 oz	1 lb 9 oz	2 lb	2 lb 9 oz	3 lb	3 lb 9 oz	4 lb	4 lb 9 oz	5 lb 9 oz	5 lb 12 oz	6 lb 6 oz
18 oz	2 lb	2 lb 6 oz	3 lb	3 lb 6 oz	4 lb	4 lb 6 oz	5 lb	5 lb 6 oz	6 lb	6 lb 6 oz
21 oz	2 lb 3 oz	2 lb 9 oz	3 lb 3 oz	3 lb 9 oz	4 lb 3 oz	4 lb 9 oz	5 lb 3 oz	6 lb 3 oz	6 lb 9 oz	7 lb
24 oz	2 lb 6 oz	3 lb	3 lb 6 oz	4 lb	4 lb 6 oz	5 lb	5 lb 6 oz	6 lb 6 oz	7 lb	7 lb 6 oz
27 oz	2 lb 9 oz	3 lb 3 oz	3 lb 9 oz	4 lb 3 oz	4 lb 9 oz	5 lb 3 oz	6 lb 3 oz	7 lb 3 oz	7 lb 9 oz	8 lb
30 oz	3 lb	3 lb 6 oz	4 lb	4 lb 6 oz	5 lb	5 lb 6 oz	6 lb	6 lb 6 oz	7 lb 6 oz	8 lb 6 oz
33 oz	3 lb 3 oz	3 lb 9 oz	4 lb 3 oz	4 lb 9 oz	5 lb 3 oz	5 lb 9 oz	6 lb 3 oz	7 lb 3 oz	7 lb 9 oz	8 lb 6 oz
36 oz	3 lb 6 oz	4 lb	4 lb 6 oz	5 lb	5 lb 6 oz	6 lb	6 lb 6 oz	7 lb 6 oz	8 lb 6 oz	9 lb
39 oz	3 lb 9 oz	4 lb 3 oz	4 lb 9 oz	5 lb 3 oz	5 lb 9 oz	6 lb 3 oz	7 lb 3 oz	7 lb 9 oz	8 lb 9 oz	9 lb 6 oz
42 oz	4 lb	4 lb 6 oz	5 lb	5 lb 6 oz	6 lb	6 lb 6 oz	7 lb	7 lb 6 oz	8 lb 6 oz	9 lb 6 oz
45 oz	4 lb 3 oz	4 lb 9 oz	5 lb 3 oz	5 lb 9 oz	6 lb 3 oz	6 lb 9 oz	7 lb 3 oz	8 lb 3 oz	8 lb 9 oz	9 lb 6 oz
48 oz	4 lb 6 oz	5 lb	5 lb 6 oz	6 lb	6 lb 6 oz	7 lb	7 lb 6 oz	8 lb 6 oz	9 lb 6 oz	10 lb
51 oz	4 lb 9 oz	5 lb 3 oz	5 lb 9 oz	6 lb 3 oz	6 lb 9 oz	7 lb 3 oz	8 lb 3 oz	8 lb 9 oz	9 lb 9 oz	10 lb 6 oz
54 oz	5 lb	5 lb 6 oz	6 lb	6 lb 6 oz	7 lb	7 lb 6 oz	8 lb	8 lb 6 oz	9 lb 6 oz	10 lb 6 oz
57 oz	5 lb 3 oz	5 lb 9 oz	6 lb 3 oz	6 lb 9 oz	7 lb 3 oz	7 lb 9 oz	8 lb 3 oz	9 lb 3 oz	9 lb 9 oz	10 lb 6 oz
60 oz	5 lb 6 oz	6 lb	6 lb 6 oz	7 lb	7 lb 6 oz	8 lb	8 lb 6 oz	9 lb 6 oz	10 lb 6 oz	11 lb
63 oz	5 lb 9 oz	6 lb 3 oz	6 lb 9 oz	7 lb 3 oz	7 lb 9 oz	8 lb 3 oz	9 lb 3 oz	9 lb 9 oz	10 lb 9 oz	11 lb 6 oz
66 oz	6 lb	6 lb 6 oz	7 lb	7 lb 6 oz	8 lb	8 lb 6 oz	9 lb	9 lb 6 oz	10 lb 6 oz	11 lb 6 oz
69 oz	6 lb 3 oz	6 lb 9 oz	7 lb 3 oz	7 lb 9 oz	8 lb 3 oz	8 lb 9 oz	9 lb 3 oz	10 lb 3 oz	10 lb 9 oz	11 lb 6 oz
72 oz	6 lb 6 oz	7 lb	7 lb 6 oz	8 lb	8 lb 6 oz	9 lb	9 lb 6 oz	10 lb 6 oz	11 lb 6 oz	12 lb
75 oz	6 lb 9 oz	7 lb 3 oz	7 lb 9 oz	8 lb 3 oz	8 lb 9 oz	9 lb 3 oz	10 lb 3 oz	10 lb 9 oz	11 lb 9 oz	12 lb 6 oz
78 oz	7 lb	7 lb 6 oz	8 lb	8 lb 6 oz	9 lb	9 lb 6 oz	10 lb	10 lb 6 oz	11 lb 6 oz	12 lb 6 oz
81 oz	7 lb 3 oz	7 lb 9 oz	8 lb 3 oz	8 lb 9 oz	9 lb 3 oz	9 lb 9 oz	10 lb 3 oz	11 lb 3 oz	11 lb 9 oz	12 lb 6 oz
84 oz	7 lb 6 oz	8 lb	8 lb 6 oz	9 lb	9 lb 6 oz	10 lb	10 lb 6 oz	11 lb 6 oz	12 lb 6 oz	13 lb
87 oz	7 lb 9 oz	8 lb 3 oz	8 lb 9 oz	9 lb 3 oz	9 lb 9 oz	10 lb 3 oz	11 lb 3 oz	12 lb 3 oz	12 lb 9 oz	13 lb 6 oz
90 oz	8 lb	8 lb 6 oz	9 lb	9 lb 6 oz	10 lb	10 lb 6 oz	11 lb	11 lb 6 oz	12 lb 6 oz	13 lb 6 oz
93 oz	8 lb 3 oz	8 lb 9 oz	9 lb 3 oz	9 lb 9 oz	10 lb 3 oz	10 lb 9 oz	11 lb 3 oz	12 lb 3 oz	12 lb 9 oz	13 lb 6 oz
96 oz	8 lb 6 oz	9 lb	9 lb 6 oz	10 lb	10 lb 6 oz	11 lb	11 lb 6 oz	12 lb 6 oz	13 lb 6 oz	14 lb
99 oz	8 lb 9 oz	9 lb 3 oz	9 lb 9 oz	10 lb 3 oz	10 lb 9 oz	11 lb 3 oz	12 lb 3 oz	13 lb 3 oz	13 lb 9 oz	14 lb 6 oz

\* specified per contract.

A GENERAL INFORMATION

CONVERSION OF QUANTITIES IN RECIPES

The following chart is measure permits easy adjustments of recipes to yield the number of portions actually needed. Since the recipes are based on 100 portions, to use the chart, find the amount as specified in the recipe under column headed 100 portions and then use the amount shown in the column with the heading for the number of portions to be prepared. So, if a recipe for 100 uses 3 cups of flour find 3 cups under the column headed 100 portions and then look in the column under 125 portions and you will see that you should use 3 3/4 cups to prepare 125 portions of the food.

75-1000-007  
 100-42-0000  
 7-1-47  
 10-10-50

Measure Conversion Chart

25 Portions	50 Portions	75 Portions	100 Portions	125 Portions	150 Portions	175 Portions	200 Portions	250 Portions	300 Portions	375 Portions	500 Portions
1/4 cup	1/2 cup	3/4 cup	1 cup	1 1/4 cup	1 1/2 cup	1 3/4 cup	2 cup	2 1/2 cup	3 cup	3 3/4 cup	5 cup
1/8 cup	1/4 cup	3/8 cup	1/2 cup	5/8 cup	3/4 cup	7/8 cup	1 cup	1 1/4 cup	1 1/2 cup	1 3/4 cup	2 1/4 cup
1/2 cup	1 cup	1 1/2 cup	2 cup	2 1/2 cup	3 cup	3 1/2 cup	4 cup	5 cup	6 cup	7 1/2 cup	10 cup
1 cup	2 cup	3 cup	4 cup	5 cup	6 cup	7 cup	8 cup	10 cup	12 cup	15 cup	20 cup
1 1/2 cup	3 cup	4 1/2 cup	6 cup	7 1/2 cup	9 cup	10 1/2 cup	14 cup	17 1/2 cup	21 cup	25 1/2 cup	34 cup
2 cup	4 cup	6 cup	8 cup	10 cup	12 cup	14 cup	16 cup	20 cup	24 cup	29 cup	38 cup
2 1/2 cup	5 cup	7 1/2 cup	10 cup	12 1/2 cup	15 cup	17 1/2 cup	20 cup	25 cup	30 cup	37 1/2 cup	50 cup
3 cup	6 cup	9 cup	12 cup	15 cup	18 cup	21 cup	24 cup	30 cup	36 cup	45 cup	60 cup
3 1/2 cup	7 cup	10 1/2 cup	14 cup	17 1/2 cup	21 cup	24 1/2 cup	28 cup	35 cup	42 cup	52 1/2 cup	70 cup
4 cup	8 cup	12 cup	16 cup	20 cup	24 cup	28 cup	32 cup	40 cup	48 cup	60 cup	80 cup
4 1/2 cup	9 cup	13 1/2 cup	18 cup	22 1/2 cup	27 cup	31 1/2 cup	36 cup	45 cup	54 cup	67 1/2 cup	90 cup
5 cup	10 cup	15 cup	20 cup	25 cup	30 cup	35 cup	40 cup	50 cup	60 cup	75 cup	100 cup
5 1/2 cup	11 cup	16 1/2 cup	22 cup	27 1/2 cup	33 cup	38 1/2 cup	44 cup	55 cup	66 cup	82 1/2 cup	110 cup
6 cup	12 cup	18 cup	24 cup	30 cup	36 cup	42 cup	48 cup	60 cup	72 cup	90 cup	120 cup
6 1/2 cup	13 cup	19 1/2 cup	26 cup	32 1/2 cup	39 cup	45 1/2 cup	52 cup	65 cup	78 cup	97 1/2 cup	130 cup
7 cup	14 cup	21 cup	28 cup	35 cup	42 cup	49 cup	56 cup	70 cup	84 cup	105 cup	140 cup
7 1/2 cup	15 cup	22 1/2 cup	30 cup	37 1/2 cup	45 cup	52 1/2 cup	60 cup	75 cup	90 cup	112 1/2 cup	150 cup
8 cup	16 cup	24 cup	32 cup	40 cup	48 cup	56 cup	64 cup	80 cup	96 cup	120 cup	160 cup
8 1/2 cup	17 cup	25 1/2 cup	34 cup	42 1/2 cup	51 cup	59 1/2 cup	68 cup	85 cup	102 cup	127 1/2 cup	170 cup
9 cup	18 cup	27 cup	36 cup	45 cup	54 cup	63 cup	72 cup	90 cup	108 cup	135 cup	180 cup
9 1/2 cup	19 cup	28 1/2 cup	38 cup	47 1/2 cup	57 cup	66 1/2 cup	76 cup	95 cup	114 cup	142 1/2 cup	190 cup
10 cup	20 cup	30 cup	40 cup	50 cup	60 cup	70 cup	80 cup	100 cup	120 cup	150 cup	200 cup

CONTINUED

## A GENERAL INFORMATION NO. 140

### CONVERSION OF QUANTITIES IN RECIPES

#### Measure Conversion Chart

.25 Pounds	.50 Pounds	.75 Pounds	1.00 Pounds	1.25 Pounds	1.50 Pounds	1.75 Pounds	2.00 Pounds	2.50 Pounds	3.00 Pounds	3.50 Pounds	4.00 Pounds
6 oz	12 oz	18 oz	24 oz	30 oz	36 oz	42 oz	48 oz	60 oz	72 oz	84 oz	96 oz
1 lb	2 lb	3 lb	4 lb	5 lb	6 lb	7 lb	8 lb	10 lb	12 lb	14 lb	16 lb
2 lb	4 lb	6 lb	8 lb	10 lb	12 lb	14 lb	16 lb	20 lb	24 lb	28 lb	32 lb
3 lb	6 lb	9 lb	12 lb	15 lb	18 lb	21 lb	24 lb	30 lb	36 lb	42 lb	48 lb
4 lb	8 lb	12 lb	16 lb	20 lb	24 lb	28 lb	32 lb	40 lb	48 lb	56 lb	64 lb
6 lb	12 lb	18 lb	24 lb	30 lb	36 lb	42 lb	48 lb	60 lb	72 lb	84 lb	96 lb
8 lb	16 lb	24 lb	32 lb	40 lb	48 lb	56 lb	64 lb	80 lb	96 lb	112 lb	128 lb
10 lb	20 lb	30 lb	40 lb	50 lb	60 lb	70 lb	80 lb	100 lb	120 lb	140 lb	160 lb
12 lb	24 lb	36 lb	48 lb	60 lb	72 lb	84 lb	96 lb	120 lb	144 lb	168 lb	192 lb
14 lb	28 lb	42 lb	56 lb	70 lb	84 lb	98 lb	112 lb	140 lb	168 lb	196 lb	224 lb
16 lb	32 lb	48 lb	64 lb	80 lb	96 lb	112 lb	128 lb	160 lb	192 lb	224 lb	256 lb
18 lb	36 lb	54 lb	72 lb	90 lb	108 lb	126 lb	144 lb	180 lb	216 lb	252 lb	288 lb
20 lb	40 lb	60 lb	80 lb	100 lb	120 lb	140 lb	160 lb	200 lb	240 lb	280 lb	320 lb
25 lb	50 lb	75 lb	100 lb	125 lb	150 lb	175 lb	200 lb	250 lb	300 lb	350 lb	400 lb
30 lb	60 lb	90 lb	120 lb	150 lb	180 lb	210 lb	240 lb	300 lb	360 lb	420 lb	480 lb
35 lb	70 lb	105 lb	140 lb	175 lb	210 lb	245 lb	280 lb	350 lb	420 lb	490 lb	560 lb
40 lb	80 lb	120 lb	160 lb	200 lb	240 lb	280 lb	320 lb	400 lb	480 lb	560 lb	640 lb
45 lb	90 lb	135 lb	180 lb	225 lb	270 lb	315 lb	360 lb	450 lb	540 lb	630 lb	720 lb
50 lb	100 lb	150 lb	200 lb	250 lb	300 lb	350 lb	400 lb	500 lb	600 lb	700 lb	800 lb
55 lb	110 lb	165 lb	220 lb	275 lb	330 lb	385 lb	440 lb	550 lb	660 lb	770 lb	880 lb
60 lb	120 lb	180 lb	240 lb	300 lb	360 lb	420 lb	480 lb	600 lb	720 lb	840 lb	960 lb
65 lb	130 lb	195 lb	260 lb	325 lb	390 lb	455 lb	520 lb	650 lb	780 lb	910 lb	1040 lb
70 lb	140 lb	210 lb	280 lb	350 lb	420 lb	490 lb	560 lb	700 lb	840 lb	980 lb	1120 lb
75 lb	150 lb	225 lb	300 lb	375 lb	450 lb	525 lb	600 lb	750 lb	900 lb	1050 lb	1200 lb
80 lb	160 lb	240 lb	320 lb	400 lb	480 lb	560 lb	640 lb	800 lb	960 lb	1120 lb	1280 lb
85 lb	170 lb	255 lb	340 lb	425 lb	510 lb	595 lb	680 lb	850 lb	1020 lb	1190 lb	1360 lb
90 lb	180 lb	270 lb	360 lb	450 lb	540 lb	630 lb	720 lb	900 lb	1080 lb	1260 lb	1440 lb
95 lb	190 lb	285 lb	380 lb	475 lb	570 lb	665 lb	760 lb	950 lb	1140 lb	1310 lb	1520 lb
100 lb	200 lb	300 lb	400 lb	500 lb	600 lb	700 lb	800 lb	1000 lb	1200 lb	1400 lb	1600 lb
105 lb	210 lb	315 lb	420 lb	525 lb	630 lb	735 lb	840 lb	1050 lb	1260 lb	1460 lb	1680 lb
110 lb	220 lb	330 lb	440 lb	550 lb	660 lb	770 lb	880 lb	1100 lb	1320 lb	1520 lb	1760 lb
115 lb	230 lb	345 lb	460 lb	575 lb	690 lb	805 lb	920 lb	1150 lb	1380 lb	1580 lb	1840 lb
120 lb	240 lb	360 lb	480 lb	600 lb	720 lb	840 lb	960 lb	1200 lb	1440 lb	1640 lb	1920 lb
125 lb	250 lb	375 lb	500 lb	625 lb	750 lb	875 lb	1000 lb	1250 lb	1500 lb	1700 lb	2000 lb
130 lb	260 lb	390 lb	520 lb	650 lb	780 lb	910 lb	1040 lb	1300 lb	1560 lb	1760 lb	2080 lb
135 lb	270 lb	405 lb	540 lb	675 lb	810 lb	945 lb	1080 lb	1350 lb	1620 lb	1820 lb	2160 lb
140 lb	280 lb	420 lb	560 lb	700 lb	840 lb	980 lb	1120 lb	1400 lb	1680 lb	1880 lb	2240 lb
145 lb	290 lb	435 lb	580 lb	725 lb	870 lb	1015 lb	1160 lb	1450 lb	1740 lb	1940 lb	2320 lb
150 lb	300 lb	450 lb	600 lb	750 lb	900 lb	1050 lb	1200 lb	1500 lb	1800 lb	2000 lb	2400 lb

2 restricted per contract.

**FORT JACKSON INTEGRATED TRAINING PROGRAM**  
**ADVANCED INDIVIDUAL TRAINING 94810 TEST** **B-22**  
**FIELD EQUIPMENT**  
**CONFIRMATION TASK RATING SHEET--GARRISON AND FIELD EQUIPMENT**

**STUDENT'S NAME/NO:** \_\_\_\_\_ **RATER:** \_\_\_\_\_

**EQUIPMENT ITEM:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

Use the rating scale below to rate each listed criterion. Refer to Rater's reference sheet - procedure chart for explanation of the procedure. Write remarks in the column labeled **REMARKS**.

0 = Did not do, 1 = Did but not minimally acceptable, 2 = Did at MALP  
 3 = Did above MALP but not to desired level (DLP), 4 = Did at DLP for given conditions

CRITERIA	RATING	REMARKS
<u>Criterion #1</u> --Checked equipment before starting to operate it.	0 1 2 3 4	
<u>Criterion #2</u> --Explained purpose for checking.	0 1 2 3 4	
<u>Criterion #3</u> --Observed all necessary safety precautions before operating.	0 1 2 3 4	
<u>Criterion #4</u> --Explained importance of safety precautions.	0 1 2 3 4	
<u>Criterion #5</u> --Took the proper actions to start the equipment.	0 1 2 3 4	
<u>Criterion #6</u> --Took the proper actions to operate the equipment.	0 1 2 3 4	
<u>Criterion #7</u> --Explained starting and operating procedures.	0 1 2 3 4	
<u>Criterion #8</u> --Took the proper actions to stop the operation.	0 1 2 3 4	
<u>Criterion #9</u> --Explained procedure for stopping the operation.	0 1 2 3 4	
<u>Criterion #10</u> --Took proper actions to disassemble equipment for cleaning.	0 1 2 3 4	
<u>Criterion #11</u> --Explained disassembling procedure.	0 1 2 3 4	
<u>Criterion #12</u> --Took proper actions to clean equipment.	0 1 2 3 4	
<u>Criterion #13</u> --Explained cleaning procedure.	0 1 2 3 4	
<u>Criterion #14</u> --Took proper actions to assemble equipment.	0 1 2 3 4	
<u>Criterion #15</u> --Explained assembling procedure.	0 1 2 3 4	

**FORT JACKSON INTEGRATED TRAINING PROGRAM**

**DESIRED LEVEL OF PROFICIENCY**

**94B MOS - PRODUCTS**

The following "rater reference sheets" describe each product in terms of criteria for excellence (desired level of proficiency - DLP).

ADVANCED INDIVIDUAL TRAINING BASIC TEST EVALUATION

(POST JACKSON AND POST 012)

EQUIPMENT IN GARAGE

9-25

	Crisp Fried Eggs	Plain Omelet	Scrambled Egg	Pancakes	Baking Powder Stereos	Hot Breakfast Cereals	Instantaneous Soup	Beef Stew	Oven Fried Chicken	Roast Beef	Roast Pan Gravy	Deep Fried Fish	Veal Sauce	TOTAL NUMBER REPEATS
Beef	X	X	X		X				X	X		X	X	6
Che Griddle	X	X	X	X										4
Food Turner	X	X	X	X	X			X	X					7
Ladle	X	X	X	X		X								6
Line Pan, Small	X	X	X											3
Pork, Simmer		X	X											2
Measuring Spoon				X	X	X		X	X		X	X	X	8
Scale Pan		X	X	X	X	X	X	X	X		X			9
Sifter				X	X			X						3
Measuring Cup				X	X	X		X	X				X	6
Robert Complete				X	X									2
Line Pan, Assorted				X		X	X	X		X	X	X	X	7
Sheet Pan					X			X	X					3
Rolling Pin					X									1
Pastry Scraper					X									1
2 1/2" Biscuit Cutter					X									1
Oven/Stove Top					X	X	X	X	X	X	X			7
Nut Pads					X	X	X	X	X	X	X	X		8
Wipper, 1 Qt.						X	X		X		X	X		6
Pot Coubing, Complete						X	X							2
Spoon, Beating						X				X			X	3
Knife, Cook's							X	X		X		X	X	5
Knife, Paring							X	X						2
Peeler, Vegetable							X	X						2
Board, Cutting							X	X		X		X	X	5
Pan Baking/Roasting, Complete							X	X		X	X			4
Spoon, Slotted							X	X						2
Ladle								X						1
Wire Whip								X			X	X	X	4
Meat Thermometer										X				1
Skimmer											X			1
Absorbent Paper											X			1
Deep Fat Fryer												X		1
Crater, Food														0
Colander														0
Spatula														0
Pastry Brush														0
Strainer														0
<b>TOTAL EQUIPMENT</b>	<b>5</b>	<b>7</b>	<b>7</b>	<b>9</b>	<b>13</b>	<b>10</b>	<b>12</b>	<b>16</b>	<b>11</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>9</b>	

**ADVANCED INDIVIDUAL TRAINING BASIC TEST EVALUATION  
(FOOT JACKSON AND FOOT DIX)  
EQUIPMENT IN CARRIER**

8-24

	Baked Beans- veal & Cheese	Green Broomed Potatoes	Roasted Potatoes	French Fried Cauliflower	Laymonite Carrots	Butterworth Breaded	Cherry Cobbler	Apple's Food Cubes	General Hot Cakes	TOTAL NUMBER REPEATS
Bowl	X	X			X		X		X	5
Cook Griddle										0
Food Turner					X				X	2
Ladle										0
Line Pan, Small										0
Fork, Dinner										0
Messuring Spoon	X			X	X	X	X	X	X	7
Scale Pan	X			X	X	X	X	X	X	7
Sifter	X			X		X	X	X	X	6
Messuring Cup	X	X	X	X	X	X	X	X	X	9
Hubert Complete			X			X		X	X	4
Low Pan, Assorted	X			X					X	3
Sheet Pan		X				X	X	X	X	5
Rolling Pin							X			1
Pantry Scraper									X	1
1/2" Blacuit Cutter										0
Oven/Stove Top	X	X	X	X	X	X	X	X	X	9
Hot Plate	X	X	X		X	X	X	X	X	8
Dipper, 1 Qt.	X					X	X	X		4
Pot Cooking, Complete	X		X		X		X			4
Spoon, Boasting		X								1
knife, Cook's		X	X	X	X	X		X		6
knife, Paring		X	X	X	X		X			5
Peeler, Vegetable		X	X		X					3
Board, Cutting		X	X	X	X	X				5
Pan Baking/Broasting, Complete	X									1
Spoon, Slotted	X						X			2
"Licker				X		X	X			3
wire Whip	X					X				2
Meat Thermometer										0
Skimmer										0
Absorbent Paper				X						1
Deep Fat Fryer				X						1
crater, Food	X									1
Culander	X		X	X						3
Spatula						X		X		2
Pantry Brush							X			1
Strainer								X		1
<b>TOTAL EQUIPMENT</b>	<b>19</b>	<b>10</b>	<b>10</b>	<b>13</b>	<b>12</b>	<b>14</b>	<b>15</b>	<b>12</b>	<b>12</b>	



ADVANCED INDIVIDUAL TRAINING: 94B10 TEST EVALUATION  
NATER'S REFERENCE SHEET  
FOOD ITEM

ITEM: Griddle Fried Eggs

RECIPE NO: F 10 (2)

CHARACTERISTICS OF FINISHED PRODUCT:

1. Taste/Flavor.
  - a. Egg
  - b. Not greasy
  - c. Seasoned to taste, not flat or overpowering
  
2. Appearance.
  - a. Over Hard - Yolk flattened into the white
  - b. Over Easy - White outer ring with soft yolk which has a fine cooked white covering
  - c. Sunnyside Up - White ring with bright, shiny yolk
  
3. Texture/Consistency.
  - a. Over Hard - Firm - not rubbery
  - b. Over Easy - White is firm, yolk is soft
  - c. Sunnyside Up - White is just set and yolk is very soft
  
4. Crust.
  
  
5. Time to Completion.
  - a. M.P: 5 minutes
  - b. N.A.P: 0 minutes

**GRIDDLE FRIED EGGS**  
(Cooked to Order)

F. CHINESE AND EGGS NO. 10  
D-27

YIELD: 100 Portions			<b>EACH PORTION: 2 Eggs</b>	
<b>TEMPERATURE: 325° F. Griddle</b>				
INGREDIENTS	WEIGHTS	MEASURES	METHOD	
Eggs, whole.....	20 lb.....	200 eggs.....	1. Break 2 eggs into a small bowl.	
Brown fat, or shortening, melted	1 lb.....	2 cups.....	2. Fry eggs "to order" on a lightly greased griddle (see NOTE 2).	
			3. Serve immediately.	

- NOTE:**
- To ensure uniform cooking and prevent yolks from breaking, remove eggs from refrigeration 30 minutes before frying.
  - Eggs may be "cooked to order" in Step 2 as:
    - OVER-HAND EGGS:** Cook until white is firm, about 2 minutes; break yolk; turn eggs over and cook about 2 minutes longer.
    - OVER-EASY EGGS:** Cook about 2 minutes; turn eggs over and cook about 1/2 minute.
    - STEAM BASTED EGGS:** Place eggs on griddle; cover with a lid; cook eggs about 2 minutes.
    - SUNNY SIDE UP EGGS:** Cook until white is just firm, about 2 to 3 minutes.

CH 4

ADVANCED INDIVIDUAL TRAINING 94B17 TEST ~~EVALUATION~~

## RATER'S REFERENCE SHEET

## FOOD ITEM (2)

FOOD ITEM: Vegetable Soup

RECIPE NO: P7(1)

## CHARACTERISTICS OF FINISHED PRODUCT:

1. Taste/Flavor.

- Beef and vegetable flavor
- Seasoned to taste (not flat or overpowering)
- Slight tang of garlic

2. Appearance.

- Color is a pale reddish brown.
- Vegetables are even in size and easily distinguishable (vegetables should not float on the surface).

3. Texture/Consistency.

- Thin, pouring consistency (unthickened liquid).
- Vegetables are tender but firm.

4. Garnish.5. Time to Completion.

- a. DLP: 1 Hr, 20 Min.
- b. MALP: 2 Hrs.

ADVANCED INDIVIDUAL TRAINING 94B10 TEST EVALUATION  
RATER'S REFERENCE SHEET  
FOOD ITEM

FOOD ITEM: Plain Omelett

RECIPE NO: F 11 (1)

CHARACTERISTICS OF FINISHED PRODUCT:

1. Taste/Flavor.
  - a. Egg
  - b. Seasoned to taste, not flat or overpowering
  - c. Free from grease
  
2. Appearance.
  - a. Evenly golden brown
  - b. Tri folded rectangular shape
  - c. Well blended yolks and whites
  
3. Texture/Consistency.
  - a. Firm - Moist - Spongy
  
4. Garnish.
  
  
5. Time to Completion.
  - a. DIP: 5 minutes
  - b. MALP: 8 minutes

**PLAIN OMELET**

F. CHEESE AND EGGS No. 1114

YIELD: 100 Portions (10 Quarts)			EACH PORTION: 1 Omelet	
TEMPERATURE: 325° F. Griddle				
INGREDIENTS	WEIGHTS	MEASURES	METHOD	
Eggs, whole	20 lb	2½ gal (200 eggs)	<ol style="list-style-type: none"> <li>1. Break eggs in a large bowl. Use a wire whip and beat just enough to blend yolks and whites.</li> <li>2. Add the seasonings and mix thoroughly.</li> <li>3. Pour ¼ cup egg mixture for individual omelets on greased griddle.</li> <li>4. Cook until bottom is golden brown. <b>DO NOT STIR.</b> If necessary, gently lift cooked portion with a spatula to permit the uncooked mixture to flow underneath. Continue cooking until eggs are set.</li> </ol>	
Pepper, black		2 tsp		
Salt	3 oz	4½ tbap		
Shortening, melted	2 lb	1 qt		

CH 2

INGREDIENTS	WEIGHTS	MEASURES	METHOD
			<ol style="list-style-type: none"> <li>5. Fold omelet in half or into 3 layers, making a long oval shaped omelet. Serve immediately or slide into hot steam table pan.</li> </ol>

**NOTE:** 6½ lb (5-No. 3 cyl can) canned dehydrated egg mix combined with 7½ qt lukewarm water may be substituted for whole eggs in Step 1. See Recipe Card A-8. Omit salt in Step 2.

**VARIATIONS**

1. **BACON OMELET:** Fry 5 lb chopped bacon until crisp; drain. In Step 4, sprinkle crisp bacon (approximately 1 tbap per omelet) over eggs after they have set. Proceed with Step 5.
2. **CHEESE OMELET:** In Step 4, use 4 lb (3 qt) ground or shredded cheese (approximately 2 tbap per omelet); sprinkle cheese over eggs after they have set. Proceed with Step 5. (Note: 1 lb 8 oz (½-No. 10 can) dehydrated cheese combined with 1½ cups warm water may be substituted for the shredded cheese.)
3. **HAM OMELET:** In Step 4, sprinkle 4 lb chopped, canned ham (approximately 1tbap per omelet) over eggs after they have set. Proceed with Step 5.

ADVANCED INDIVIDUAL TRAINING 94B10 TEST EVALUATION  
RATER'S REFERENCE SHEET  
FOOD ITEM

FOOD ITEM: Scrambled Egg

RECIPE NO: 7 13

CHARACTERISTICS OF FINISHED PRODUCT:

1. Taste/Flavor.
  - a. Eggy
  - b. Seasoned to taste, not flat or overpowering
  - c. Free from excess grease
  
2. Appearance.
  - a. Yellow colour - well blended
  - b. Light and fluffy
  
3. Texture/Consistency.

Moist - soft - spongy
  
4. Garnish.
  
  
5. Time to Completion.
  - a. DLP: 8 minutes
  - b. MALP: 12 minutes

# SCRAMBLED EGGS

B-32  
F. CHEESE AND EGGS No. 1

YIELD: 100 Portions			EACH PORTION: 1/2 Cup
TEMPERATURE: 325° F. Griddle			
INGREDIENTS	WEIGHTS	MEASURES	METHOD
Milk, market, dry	10 oz	2 1/4 cups	1. Reconstitute milk.
Water, warm		2 1/4 qt	
Eggs, whole	20 lb	2 1/2 gal (200 eggs)	2. Add eggs and salt to milk; mix together thoroughly.
Salt	3 oz	4 tbsp	
Shortening or lard, melted	1 lb 8 oz	3 cups	3. Pour about 1 qt egg mixture on lightly greased griddle. Cook slowly to desired firmness, stirring occasionally.

UNITED STATES ARMY TRAINING 94B10 TEST EVALUATION  
 WATER'S REFERENCE SHEET  
 FINN ITEM

UNIT NO: FINN-10

RECIPE NO: B-25 - (1) + (2)

CHARACTERISTICS OF FINISHED PRODUCT:

1. Taste/Flavor:

- a. Brandy (not greasy)
- b. Lightly sweetened

2. Appearance:

- a. An even circular shape (approx 5" diameter, 1/4" thick)
- b. Golden brown surface, edges are a creamy yellow in colour
- c. Slightly domed in the center
- d. Evenly distributed air holes

3. Texture/Consistency:

- a. Light and airy (not rubbery)
- b. Moist and firm but tender

4. Weight:

5. Time to Complete:

- a. MIP: 20 minutes
- b. NIP: 30 minutes



**PANCAKES**  
(Griddle Cook)

YIELD: 100 Portions				EACH PORTION: 2 Pancakes
TEMPERATURE: 375°F. Griddle				
INGREDIENTS	WEIGHTS	MEASURES		METHOD
Flour, wheat, general purpose, sifted	9 lb .....	2½ gal ..	.....	1. Mix together flour, baking powder, milk, salt, and sugar into mixer bowl.
Baking powder	8 oz .....	1½ cups ..	.....	
Milk, nonfat, dry	1 lb 4 oz ..	4½ cups ..	.....	
Salt	3 oz .....	4½ tsp ..	.....	
Sugar, granulated	12 oz .....	1¾ cups ..	.....	2. Add eggs and water; mix at low speed only until blended.
Eggs, whole, beaten	3 lb 8 oz ..	1¾ qt (35 eggs)	.....	
Water	.....	5½ qt .....	.....	
INGREDIENTS	WEIGHTS	MEASURES		METHOD
Vegetable oil or shortening, melted	.....	1 qt .....	.....	3. Blend in solid oil or melted shortening.
				4. Pour ¼ cup (No. 8 ladle) batter onto lightly greased griddle. Cook on one side until top is covered with bubbles and underside is browned. Turn, cook on other side.

NOTE: 1. In Step 2, 1 lb 2 oz (1¾ qt) canned dehydrated egg mix combined with scant 1½ qt warm water may be substituted for whole eggs. See Recipe Card A-8.

**D BREADS AND SWEET DOUGHS No. 1 (2)**  
**BAKING POWDER BISCUITS**

8-36

YIELD: 100 Portions (4 Pans)				EACH PORTION: 2 Biscuits	
PAN SIZE: 18 by 26-inch Sheet Pan				TEMPERATURE: 450°F. Oven	
PER CENT	INGREDIENTS	WEIGHTS	MEASURES		METHOD
90 66	Flour, wheat, general purpose, sifted	12 lb ....	3 gal ....	.....	1. Sift together flour, milk, baking powder, and salt into mixer bowl.
3 43	Milk, nonfat, dry	13 oz ....	2 7/8 cups .	.....	
2 64	Baking powder	10 oz ....	1 1/2 cups .	.....	
1 06	Salt	4 oz ....	6 tbsp .	.....	
10 55	Shortening	2 lb 8 oz .	5 1/4 cups .	.....	2. Blend shortening at low speed into dry ingredients until mixture resembles coarse cornmeal

PER CENT	INGREDIENTS	WEIGHTS	MEASURES		METHOD
31 66	Water	7 lb 8 oz .	3 3/4 qt .	.....	3. Add water; mix at low speed only enough to form a soft dough. 4. Place dough on lightly floured board. Knead lightly, approximately 1 minute or until dough is smooth. 5. Roll out to a uniform thickness of 1/2 inch. 6. Cut into 2 1/2-inch floured biscuit shapes. Place biscuits on pans in rows. 7. Bake 12 minutes or until lightly browned.
100 00		23 lb 11 oz			

ADVANCED INDIVIDUAL TRAINING 94810 TEST EVALUATION  
RATER'S REFERENCE SHEET  
FOOD ITEM

FOOD ITEM: Hot Breakfast Cereals

RECIPE NO: B 1

CHARACTERISTICS OF FINISHED PRODUCT:

1. Taste/Flavor.

Grits - Corn flavour  
Whole Wheat - Wheat flavoured

2. Appearance.

Grits - A smooth, creamy white thin paste  
Whole Wheat - A smooth golden wheat colour also a thin paste

3. Texture/Consistency.

Grits - Smooth, lump free of medium consistency  
Whole Wheat - Smooth, lump free of medium consistency

4. Garnish.

5. Time to Completion.

	<u>GRITS</u>	<u>WHOLE WHEAT</u>
a. D.P:	40 minutes	30 minutes
b. M.A.P:	50 minutes	40 minutes

**E. CEREALS AND PASTE PRODUCTS**  
**HOT BREAKFAST CEREALS**  
 (Regular Type)

YIELD: 100 Portions		EACH PORTION			
CEREAL	WEIGHT	MEASURE	SALT	WATER	COOKING TIME
Corn meal	6 lb	1 1/2 gal	2 tsp	4 1/2 gal hot 1 gal cold	10 to 15 minutes
Hominy grits	6 lb	1 gal	2 tsp	6 gal	25 to 30 minutes
Whole wheat meal	6 lb	1 1/2 gal	2 tsp	6 gal	15 to 20 minutes

**CORN MEAL:**

1. Add salt to water. Heat to boiling.
2. When water comes to a boil, combine cereal with 1 gal of **COLD WATER**; add to boiling salted water. Stir constantly.
3. Cook the required length of time. Stir frequently.

**HOMINY GRITS AND WHOLE WHEAT MEAL:**

1. Add salt to water. Heat to boiling.
2. Add cereal gradually. Stir to prevent lumps.
3. Bring to a boil and cook the required length of time. Stir occasionally. Cover the **GRITS** during cooking period.

ADVANCED INDIVIDUAL TRAINING 94B10 TEST EVALUATION  
RATER'S REFERENCE SHEET  
FOOD ITEM

FOOD ITEM: Minestrone Soup

RECIPE NO: P 19 (1)

CHARACTERISTICS OF FINISHED PRODUCT:

1. Taste/Flavor.

- a. Beef and vegetable flavour
- b. High seasoned - spicy
- c. Tang of garlic
- d. Each vegetable retains its original flavour

2. Appearance.

- a. Colour is a pale reddish brown.
- b. Vegetables are even in size and easily distinguishable being suspended throughout the liquid.

3. Texture/Consistency.

- a. Thin, pouring consistency (unthickened liquid)
- b. Vegetables are tender but firm

4. Carriage.

5. Time to Completion.

- a. ULP: 1 hour, 40 minutes
- b. MALP: 2 hours

# MINISTRONE SOUP

B-40  
P. SOUPS No 1911

**YIELD** 104 Portions (1 1/4 Gallons)

**EACH PORTION: 1 Cup**

INGREDIENTS	WEIGHTS	MEASURES	METHOD
Butter or margarine	1 lb	2 cups	1. Sauté garlic and onions in butter or margarine until onions are light yellow. Do not brown onions.
Garlic, dry-minced	1 oz	4 tsp	
Onions, dry-chopped	2 lb	1 1/2 qt.	

INGREDIENTS	WEIGHTS	MEASURES	METHOD
Cabbage, fresh, chopped	1 lb	1 1/4 qt.	2. Add vegetables; mix well. Cover and cook at low heat 15 minutes, stirring occasionally.
Carrots, fresh, chopped	2 lb	1 1/2 qt.	
Celery, fresh, chopped	2 lb	1 1/2 qt.	
Parsley, fresh, chopped	4 oz	2 cups	
Potatoes, white, fresh, chopped	2 lb	1 1/4 qt.	
Tomatoes, canned	6 lb 6 oz	3 qt (1-No. 10 can)	

INGREDIENTS	WEIGHTS	MEASURES	METHOD
Stock, beef, or water		4 gal.	3. Add remaining ingredients. Mix well. 4. Bring to a boil; reduce heat, simmer 30 minutes or until vegetables are tender. 5. Season to taste.
Bay leaves		4 leaves	
Beans, green, canned, drained	2 lb	1 qt (1/2-No. 10 can)	
Beans, kidney, canned, drained	3 lb	6 cups (1/2-No. 10 can or 3-No. 303 can)	
Mustard	1 lb 8 oz	3 qt	
Pepper, black		1 tsp.	
Salt	3 oz	4 1/2 tsp.	

ADVANCED INDIVIDUAL TRAINING 94810 TEST EVALUATION  
NATER'S REFERENCE SHEET  
FOOD ITEM

FIELD ITEM: Beef Stew

RECIPE NO: L 22 (1)

CHARACTERISTICS OF FINISHED PRODUCT:

1. Taste/Flavor.

- a. Beefy
- b. Sauce is well seasoned with a strong beef and vegetable flavour
- c. Vegetables retain their natural flavours

2. Appearance.

- a. Dark brown in colour and free of excess grease.
- b. Diced beef is well mixed with the vegetables in a smooth, thickened brown gravy.
- c. Vegetables are easily distinguishable.

3. Texture/Consistency.

- a. Sauce is smooth and of a medium consistency.
- b. Beef is tender and moist (not stringy).
- c. Vegetables are tender but firm.

4. Crunch.

5. Time to Completion.

- a. U.I.P: 3 1/2 hours
- b. M.A.I.P: 4 hours

**BEEF STEW**

L. MEAT, FISH, AND POULTRY No. 281

YIELD: 100 Portions (2 Pans)			EACH PORTION: 1 1/2 Cups
PAN SIZE: 18 by 24-inch Roasting Pan			
INGREDIENTS	WEIGHTS	MEASURES	METHOD
Beef, diced, thawed	30 lb		1. Dredge beef in a mixture of flour, salt, pepper, and garlic.
Flour, wheat, general purpose, sifted	6 oz	2 cups	
Salt	5 oz	1/4 cup	
Pepper, black		2 tsp	
Garlic, dehydrated		6 tsp	
Shortening, melted	1 lb	2 cups	2. Brown beef in hot shortening.

CII-4

INGREDIENTS	WEIGHTS	MEASURES	METHOD
Water, hot		2 1/2 qt	4. Add water, vegetables, and spices to meat. Bring to a simmer. Cook 2 hours.
Tomatoes, canned, crushed	6 lb 6 oz	3 qt (1-1/2 10 qt)	
Thyme, ground		1 tbsp	
Bay leaves, whole		4 leaves	
Carrots, fresh, 1/2-inch rings	6 lb	7 qt	5. Add carrots and rutabagas to meat. Bring to a simmer. Cook 15 minutes.
Rutabagas, fresh, diced (optional)	2 lb	2 qt	
Celery, fresh, cut in 1-inch pieces	4 lb	4 qt	6. Add celery and onions. Bring to a simmer. Cook 10 minutes.
Onions, dry, cut in quarters	3 lb	2 1/2 qt	



**BEEF STEW**

INGREDIENTS	WEIGHT	MEASURE	METHOD
Potatoes, white, fresh, cut in 1 to 1 1/2 inch pieces	6 lb	6 qt	6. Add potatoes and salt. Stir to mix. Cover. Bring to a simmer. Cook 20 minutes or until vegetables are tender.
Salt	2 oz	3 tbsp	
Flour, wheat, general purpose, sifted	1 lb 2 oz	4 1/2 cups	7. Thicken gravy, if necessary. Combine flour and water. Add to stew. Stir to mix. Cook 5 minutes or until thickened.
Water, cold		1 1/2 qt	

- NOTE: 1. 30 lb beef, leanless, fat roast, diced in 1 to 1 1/2-inch pieces, may be used in Step 1; trim beef to remove excess fat and gristle.
2. 6 oz (2 cups) dehydrated onions may be used in Step 5. See Recipe Care A-11.
3. Steam jacketed kettle, roasting pan on top of range or 325° F. oven may be used for browning and cooking meat and vegetable mixture.
4. Vegetables in Steps 4, 5, and 6 may be cooked separately then added to browned meat.

ADVANCED INDIVIDUAL TRAINING 94B10 TEST EVALUATION  
NATER'S REFERENCE SHEET  
MENU ITEM

MENU ITEM: Oven Fried Chicken

RECIPE NO: L 130

CHARACTERISTICS OF FINISHED PRODUCT:

1. Taste/Flavor.
  - a. Chicken flavour
  - b. Broody but not grease saturated
  - c. Seasoned to taste, not flat or overpowering
  
2. Appearance.
  - a. An even golden brown top and side with a paler underside.
  - b. The chicken is evenly coated with the breading which has a tendency to be darker surrounding the cut bones.
  - c. Meat is well cooked and the joints are free from blood.
  
3. Texture/Consistency.
  - a. Coating is crunchy and crisp on top but soft and moist on the bottom.
  - b. Chicken is moist and tender but firm.
  
4. Color/Finish.
  
  
5. Time to Completion.
  - a. M.P.: 1 1/2 hours
  - b. M.A.P.: 1 3/4 hours

**OVEN FRIED CHICKEN**

**YIELD:** 100 Portions (4 Pans) **EACH PORTION:** 2 Pieces

**PAN SIZE:** 18 by 26 inch Sheet Pan **TEMPERATURE:** 350° F. Oven

INGREDIENTS	WEIGHTS	MEASURES	METHOD
Chicken, broiler-fryer, cut-up	50 lb		1. Wash chicken thoroughly under water. Drain well.
Salted oil		2 qt	2. Dip chicken in oil.
Bread crumbs, dry, ground	5 lb	8 qt	3. Dredge chicken in seasoned crumbs. Fry on well greased pans. Fry 1 hour or until tender.
Salt	8 oz	3/4 cup	
Pepper, black		3 tbsp	
Paprika, ground		1 tbsp	

**NOTE:** 65 lb chicken, broiler-fryer, whole, may be used in Step 1. Cut into quarters or eighths.

**VARIATION**

1. **OVEN FRIED CHICKEN (CORN FLAKE CRUMBS):** In Step 3, substitute 5 lb (5 qt) corn flake crumbs for the bread crumbs.

CH 1

ADVANCED INDIVIDUAL TRAINING 94310 TEST EVALUATION  
RATER'S REFERENCE SHEET  
FOOD ITEM

FOOD ITEM: Roast Beef (Medium)

RECIPE NO: L 5

CHARACTERISTICS OF FINISHED PRODUCT:

1. Taste/Flavor.

- a. Beefy
- b. Well seasoned

2. Appearance.

- a. Colour is greenish brown outer becoming pink towards the center.
- b. Moisture is visibly concentrated towards the center.
- c. If the meat has a fat covering it will be a darker brown outer with a waxy white inner.

3. Texture/Consistency.

Moist, tender but firm

4. Garnish.

5. Time to Completion.

- a. HLP: 2 hours
- b. NALP: 2½ hours

(Approximately 5 lb. roast  
i.e. 30 minutes per lb)

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ARMY TRAINING DEVELOPMENTS INST FORT MONROE VA  
EVALUATION OF INTEGRATED TRAINING PROTOTYPE 94B10, FORT JACKSON--ETC(U)  
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3 of 5

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# ROAST BEEF

8-47  
L. MEAT, FISH, AND POULTRY No. 5

YIELD 100 Portions (3 to 4 Pans)			EACH PORTION: 2 Slices (4½ Ounces)	
PAN SIZE 18 by 24-inch Roasting Pan			TEMPERATURE 325°F. Oven	
INGREDIENTS	WEIGHTS	MEASURES	METHOD	
Beef, oven roast, thawed	40 lb . . . .	. . . . .	. . . . .	<ol style="list-style-type: none"> <li>1. Rub meat with mixture of salt and pepper.</li> <li>2. Place fat side up in pan, without covering.</li> <li>3. Insert meat thermometer into center of thickest part of main muscle. <b>DO NOT ADD WATER. DO NOT COVER.</b></li> <li>4. Roast 2 to 3 hours, depending on size of roast (see Note 2), to desired degree of doneness.</li> <li>5. Let stand 20 minutes before slicing.</li> </ol>
Salt . . . . .	4 oz . . . .	6 tbsp . . . .	. . . . .	
Pepper, black . . . .	. . . . .	2 tbsp . . . .	. . . . .	

ADVANCED INDIVIDUAL TRAINING 94B10 TEST EVALUATION  
KATER'S REFERENCE SHEET  
FOOD ITEM

FOOD ITEM: Natural Pan Gravy

REF ID: 0 18

CHARACTERISTICS OF FINISHED PRODUCT:

1. Taste/Flavor.

- a. Beefy
- b. Seasoned to taste, not flat or overpowering

2. Appearance.

- a. A dark brown, unthickened liquid speckled with darker brown meat drippings from the roast.
- b. Free from fat floating in the surface.

3. Texture/Consistency.

A thin watery consistency suspending meat particles.

4. Garnish.

5. Time to Completion.

- a. D.P: 15 minutes
- b. M.A.P: 20 minutes



# NATURAL PAN GRAVY

YIELD: Four Portions (1 Quart)			EACH PORTION: 2 Tablespoons
INGREDIENTS	WEIGHTS	MEASURES	METHOD
Drippings, and meat particles, fat		2 qt	<ol style="list-style-type: none"> <li>1. Skim excess fat from meat drippings.</li> <li>2. Pour water into drippings.</li> <li>3. Stir and scrape bottom and sides of pan until drippings, water and brown particles are well blended.</li> <li>4. Add Worcestershire sauce, salt and pepper. Heat to serving temperature.</li> </ol>
Water, boiling		1 qt	
Worcestershire sauce		6 tbsp	
Salt		1 tbsp	
Pepper, black		1 tbsp	

ADVANCED INDIVIDUAL TRAINING 94810 TEST EVALUATION  
RATER'S REFERENCE SHEET  
FOOD ITEM

FOOD ITEM: Deep Fried Fish

RECIPE NO: L 108

CHARACTERISTICS OF FINISHED PRODUCT:

1. Taste/Flavor.

- a. Fishy
- b. Coating is crisp and dry
- c. Seasoned to taste, not flat or overpowering

2. Appearance.

- a. Golden brown in colour.
- b. Evenly coated and sized.

3. Texture/Consistency.

- a. Fish is flakey, moist, tender but firm.
- b. Coating is crisp and dry.

4. Garnish.

5. Time to Completion.

- a. DIP: 25 minutes
- b. NAIP: 35 minutes

# DEEP FAT FRIED FISH

B-51  
L. FISH No. 10

**YIELD:** 100 Portions

**EACH PORTION:** 4½ Ounces

**TEMPERATURE:** 365° F. Deep Fat

INGREDIENTS	WEIGHTS	MEASURES	METHOD
Fish fillets, thawed	30 lb		1. Separate fillets; cut into 4½ oz per piece, if necessary.
Milk, sweet, dry	2½ oz	½ cup	2. Beat milk; add eggs and seasonings.
Water, warm		1½ cups	3. Dip fish into egg and milk mixture. Fry.
Eggs, whole, beaten	2 lb	1 qt (20 eggs)	
Salt	3½ oz	5 tbsp	
Pepper, black		1 tbsp	

ADVANCED INDIVIDUAL TRAINING: 94B10 TEST EVALUATION  
MATER'S REFERENCE SHEET  
FOOD ITEM

FOOD ITEM: Tartar Sauce

RECIPE NO: 0 13

CHARACTERISTICS OF FINISHED PRODUCT:

1. Taste/Flavor.

- a. Sweet, tangy flavour
- b. Creamy

2. Appearance.

- a. Colour is a creamy greenish white speckled with green and red.
- b. All ingredients are evenly sized and well mixed throughout.

3. Texture/Consistency.

- a. Smooth, creamy thick sauce.
- b. All ingredients are crisp and crunchy.

4. Garnish.

5. Time to Completion.

- a. H.P: 17 minutes
- b. M.A.P: 25 minutes

## TARTAR SAUCE

YIELD: 110 Portions (3 1/2 Quarts)

EACH PORTION: 2 Tablespoons

INGREDIENTS	WEIGHTS	MEASURES	METHOD
Wet Dressing	4 lb 8 oz	2 1/4 qt.	1. Combine all ingredients. 2. Cover and refrigerate to chill before serving.
Mustard, pickle, sweet	2 lb	1 qt.	
Parsley, fresh chopped		3 tbsp.	
Tomatoes, canned, drained, finely chopped	7 oz.	1 cup. (1/2 No. 2 1/2 oz)	
Onions, dry, finely chopped	4 oz.	1/2 cup.	
Paprika, ground		1/2 tsp.	
Pepper, cayenne		1/8 tsp.	

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ARMY/NAVY/AF/USMC INDIVIDUAL TRAINING 94B10 TEST EVALUATION  
RATER'S REFERENCE SHEET  
FOOD ITEM

FOOD ITEM: Baked Macaroni and Cheese

RECIPE NO: F 1(2)

CHARACTERISTICS OF FINISHED PRODUCT:

1. Taste/Flavor.

- a. Creamy, cheesy, macaroni flavour (not bland, dry or sticky)
- b. Season to taste (not flat or overpowering)
- c. Sauce tastes smooth (not lumpy or floury)
- d. Bread crumbs taste buttery and crispy (not soggy or bready)

2. Appearance.

- a. Colour is golden brown on top and cream-yellow underneath.
- b. Macaroni and sauce are evenly distributed (one is not more predominant than the other).
- c. Bread crumbs are evenly distributed on top.

3. Texture/Consistency.

Creamy solid (not runny or stiff)

4. Garnish.

5. Time to Completion.

- a. DLP: 75-90 minutes
- b. MALP: 120 minutes

**BAKED MACARONI AND CHEESE**

YIELD: 100 Portions (2 Pans)			EACH PORTION: 1 Cup
PAN SIZE: 10 by 21-inch Roasting Pan			TEMPERATURE: 350° F. Oven
INGREDIENTS	WEIGHTS	MEASURES	METHOD
Macaroni .....	8 lb .....	7½ qt .....	1. Add macaroni slowly to salted water; boil 15 minutes or until tender; stir occasionally to prevent sticking.
Water, boiling .....		4 gal .....	
Salt .....	4 oz .....	6 tbep .....	2. Drain. Rinse. If macaroni is starchy set aside for use in Step 7.
Milk, nonfat, dry .....	2 lb .....	1¾ qt .....	3. Reconstitute milk; heat to just below boiling. <b>DO NOT BOIL.</b>
Water, warm .....		2½ gal .....	
Butter or margarine, melted .....	1 lb 8 oz .....	3 cups .....	4. Blend butter or margarine and flour together; stir until smooth. Add soup to hot milk, stirring constantly.
Flour, wheat, pastry, sifted .....	1 lb 2 oz .....	1½ qt .....	

(11) 2

INGREDIENTS	WEIGHTS	MEASURES	METHOD
Salt .....	4 oz .....	6 tbep .....	5. Add salt and pepper. Bring mixture to a boil; reduce heat and simmer 5 minutes or until thickened. Stir frequently to prevent scorching.
Pepper, black .....		1 tbep .....	
Cheese, ground .....	8 lb .....	6 qt .....	6. Add cheese to sauce; stir only until smooth.
Bread crumbs, dry .....	1 lb .....	1 qt .....	7. Combine sauce and macaroni; mix well.
Butter or margarine, melted .....	8 oz .....	1 cup .....	
			8. Place equal quantities, about 3¼ gal, in each well greased pan.
			9. Combine bread crumbs and melted butter or margarine; sprinkle over mixture in each pan.
			10. Bake 25 minutes or until brown.

ADVANCED INDIVIDUAL TRAINING 94B10 TEST EVALUATION  
KATER'S REFERENCE SHEET  
FOOD ITEM

FOOD ITEM: **Oven Browned Potatoes**

RECIPE NO: **Q 50**

CHARACTERISTICS OF FINISHED PRODUCT:

1. Taste/Flavor.
  - a. **Buttery potato flavour**
  - b. **Seasoned to taste, not flat or overpowering**
  - c. **Skin has distinct roasted flavour**
  
2. Appearance.
  - a. **Wedge shaped and even**
  - b. **An even reddish brown colour**
  
3. Texture/Consistency.
  - a. **Outer is crisp and dry (skin does not separate (blister) from the flesh of the potato.**
  - b. **Inner is tender and moist but firm.**
  
4. Garnish.
  
  
  
  
  
  
  
  
  
  
5. Time to Completion.
  - a. **DIP: 1 hour**
  - b. **HALP: 1½ hours**



# OVEN BROWNED POTATOES

B-57

VEGETABLES No. 20

YIELD: 100 Portions (3 Pans)			EACH PORTION: 1 Cup (6 Pieces)	
PAN SIZE: 18 by 26 inch Sheet Pan			TEMPERATURE: 400° F. Oven	
INGREDIENTS	WEIGHTS	MEASURES	METHOD	
Potatoes, white, fresh, cut in wedges (1½ by 1½ by 1-inch)	35 lb		1. Place an equal quantity of potatoes on each pan.	
Butter or margarine, melted	2 lb	1 qt	2. Pour butter or margarine over potatoes; stir well.	
Salt	2½ oz	4 tbsp	3. Sprinkle with salt, pepper, and paprika.	
Pepper, black		1 tbsp	4. Bake 45 minutes or until browned and tender. Turn potatoes once during cooking period.	
Paprika, ground	1 oz	4 tbsp		

C114

ADVANCED INDIVIDUAL TRAINING 94B10 TEST EVALUATION  
WATER'S REFERENCE SHEET  
FOOD ITEM

FOOD ITEM: Mashed Potatoes

RECIPE NO: Q 48

CHARACTERISTICS OF FINISHED PRODUCT:

1. Taste/Flavor.
  - a. Potato flavour
  - b. Seasoned to taste, not flat or overpowering
  
2. Appearance.
  - a. Thick - creamy white
  - b. Fluffy, smooth
  
3. Texture/Consistency.

Creamy, moist, lump free
  
4. Color.
  
5. Time to Completion.
  - a. DLP: 1 hour
  - b. MAMP: 1 1/2 hours

**MASHED POTATOES**

YIELD: 1(1/2) Portions			EACH PORTION: 1/2 Cup	
INGREDIENTS	WEIGHTS	MEASURES	METHOD	
Potatoes, white, fresh, quartered	35 lb.		1. Cover potatoes with cold water, bring to a boil; reduce heat and sim- mer 25 minutes or until tender.	
Water		to cover		
Salt	5 oz.	1/2 cup	2. Drain well.	
Salt	5 oz.	1/2 cup	3. Transfer potatoes to mixer bowl; beat on low speed until broken into smaller pieces.	
Butter or marger- ine, salted	1 lb.	2 cups		
Milk, nonfat, dry	10 oz.	2 1/4 cups	4. Add egg and melted butter or mar- garine. Beat on high speed 3 to 4 minutes or until no lumps remain.	
Water, warm		2 1/4 qt.		
			5. Incorporate milk; blend into potatoes on low speed. Beat on high speed 2 minutes or until light and fluffy.	

ADVANCED INDIVIDUAL TRAINING 94B10 TEST EVALUATION  
WATER'S REFERENCE SHEET  
FOOD ITEM

FOOD ITEM: French Fried Cauliflower

RECIPE NO: Q 20

CHARACTERISTICS OF FINISHED PRODUCT:

1. Taste/Flavor.
  - a. Cauliflower flavour
  - b. Seasoned to taste, not flat or overpowering
  - c. Parmesan cheese flavour
  
2. Appearance.
  - a. Colour - golden brown shell with the cauliflower flesh visible in places.
  - b. Cauliflower buds are individual (not stuck together) and evenly sized.
  
3. Texture/Consistency.
  - a. Crispy outer coating (not greasy)
  - b. Inside tender but firm - moist
  
4. Garnish.
  
  
5. Time to Completion.
  - a. DLP: 30 minutes
  - b. NALP: 40 minutes

# FRENCH FRIED CAULIFLOWER

8-61  
 O VEGETABLES No. 28

YIELD: 100 Portions			EACH PORTION: ½ Cup	
TEMPERATURE: 375° F. Deep Fat				
INGREDIENTS	WEIGHTS	MEASURES	METHOD	
Milk, nonfat, dry	4½ oz	1 cup	1. Reconstitute milk; add eggs. Mix well.	
Water, warm		4½ cups		
Eggs, whole, beaten	1 lb 4 oz	2½ cups (12 eggs)		
Cauliflower, partially thawed	12 lb		2. Cut large cauliflower pieces in half; dip in milk and egg mixture; drain well.	
Flour, wheat, general purpose, sifted	2 lb 6 oz	3½ cups	3. Combine flour, salt, pepper, and cheese. Dredge cauliflower in flour mixture; shake off excess.	
Salt	2½ oz	3½ tsp	4. Fry 3 minutes or until golden brown. Drain on absorbent paper.	
Pepper, black		2 tsp		
Cheese, grated Parmesan	9 oz	2½ cups		

CH-4

ADVANCED INDIVIDUAL TRAINING 94B10 TEST EVALUATION  
KATER'S REFERENCE SHEET  
FOOD ITEM

FINED ITEM: Layered Carrots

RECIPE NO: Q-17

CHARACTERISTICS OF FINISHED PRODUCT:

1. Taste/Flavor.

- a. Combination of carrot & onion flavour
- b. Sweet and buttery
- c. Seasoned to taste not flat or overpowering

2. Appearance.

- a. Bright carrot coloured  $1\frac{1}{2}$ " strips well mixed with lightly coloured diced onions.
- b. Top is sprinkled with finely chopped parsley.

3. Texture/Consistency.

Tender but firm - moist.

4. Garnish.

Finely chopped parsley - bright green in colour

5. Time to Completion.

- a. D.P:  $1\frac{1}{2}$  hours
- b. M.A.P:  $1\frac{1}{2}$  hours

**LYONNAISE CARROTS**

YIELD: 100 Portions (1 Pan)			EACH PORTION: 1/2 Cup	
PAN SIZE: 18 by 24-inch Roasting Pan			TEMPERATURE: 400° F. Over	
INGREDIENTS	WEIGHTS	MEASURES	METHOD	
Carrots, fresh, cut in 1/2-inch strips	20 lb. . . .	3 3/4 gal. . . .	1. Add carrots and sugar to salted water. 2. Bring to a boil; boil 15 minutes. 3. Drain; place in pan.	
Sugar, granulated	4 oz. . . .	1/2 cup . . . .		
Salt	2 oz. . . .	3 tbsps . . . .		
Water, boiling		2 1/2 gal. . . .	4. Sauté onions in butter or margarine until light yellow; add to carrots.	
Onions, dry, chopped	1 lb. . . .	3 cups . . . .		
Butter or margarine	1 lb. . . .	2 cups . . . .	5. Add salt and pepper; mix lightly. 6. Bake 30 minutes.	
Salt	1 oz. . . .	1 1/2 tbsps . . . .		
Pepper, black		1 tsp . . . .		
Parsley, fresh, finely chopped	1 oz. . . .	1/2 cup . . . .	7. Garnish with parsley before serving.	

ADVANCED INDIVIDUAL TRAINING 94B10 TEST EVALUATION  
RATER'S REFERENCE SHEET  
FOOD ITEM

FINNED ITEM: Butterscotch Brownies

RECIPE NO: N 3 (1) + (2)

CHARACTERISTICS OF FINISHED PRODUCT:

1. Taste/Flavor.

- a. Rich buttery, sweet flavour
- b. Nut flavour

2. Appearance.

- a. Light tan brown.
- b. Crust is tender, slightly rough and shiny
- c. Chopped nuts are evenly distributed throughout

3. Texture/Consistency.

- a. Moist - firm and chewy
- b. Evenly distributed air spaces
- c. Nuts are crunchy not soggy

4. Garnish.

5. Time to Completion.

- a. DLP: 1 hour
- b. MAIP: 1 hour, 45 minutes



# BUTTERSCOTCH BROWNIES

11 DESSERTS (COOKIES) N.

YIELD: 100 Portions (2 Pans)			EACH PORTION: 1 Brownie
PAN SIZE: 18 by 26 inch Sheet Pan			TEMPERATURE: 350° F. Oven
INGREDIENTS	WEIGHTS	MEASURES	METHOD
Sugar, brown	6 lb	4 qt	1. Pour butter or margarine over sugar in mixer bowl. Using beater at low speed, mix until smooth and well blended, about 3 minutes.
Butter or margarine, melted, hot	1 lb 12 oz	3½ cups	
Eggs, whole	2 lb	1 qt (20 eggs)	2. Add eggs and vanilla; beat at medium speed 8 minutes; scrape down bowl.
Vanilla	2 oz	4 tbap	
Flour, wheat, general purpose, sifted	5 lb	5 qt	3. Sift together dry ingredients. Using beater at low speed, add dry ingredients to mixture; mix 3 minutes or until well blended. Scrape down bowl.
Baking powder	4 oz	8 tbap	
Salt	¼ oz	1 tbap	

CH-4

INGREDIENTS	WEIGHTS	MEASURES	METHOD
Nuts, chopped	1 lb 8 oz	1½ qt	4. Fold in nuts. 5. Spread 8 lb 4 oz batter into each well greased pan. 6. Bake 20 to 40 minutes. Do not over-bake. 7. Cut each pan 6 by 9 while warm.

### VARIATION

1. BUTTERSCOTCH BROWNIES (BUTTERSCOTCH BROWNIE MIX): Use 12 lb 8 oz (2½-No. 10 can) canned Butterscotch Brownie Mix for ingredients in Steps 1 through 3. Mix according to instructions on container. Proceed to Step 4.

ADVANCED INDIVIDUAL TRAINING 94810 TEST EVALUATION  
RATER'S REFERENCE SHEET  
FOOD ITEM

FOOD ITEM: Cherry Cobbler

RECIPE NO: 1 G - 5

CHARACTERISTICS OF FINISHED PRODUCT:

1. Taste/Flavor.

Sweet cherry flavour

2. Appearance.

- a. Crust is pale brown in colour and the surface is pebbled.
- b. Filling is thick and transparent with a small amount of seepage when cut.

3. Texture/Consistency.

- a. Crust is flakey, tender and moist.
- b. Filling is thick with little flour - smooth and lump free.
- c. Fruit maintains its original shape.

4. Garnish.

5. Time to Completion.

- a. U.P: 1 1/2 hours
- b. M.A.P: 2 hours

## DIRECTIONS FOR MAKING COBLERS

- 1 For each sheet pan, use the 1-1. Divide dough into 4 pieces, use 2 pieces for each sheet pan (18 by 26 inches).
- 2 Place dough on lightly floured board, sprinkle lightly with flour; flatten gently. Roll 2 pieces of dough into rectangular sheets about 1/8 inch thick and large enough to fit pan. Press pastry into bottom and sides of each pan, being careful not to leave any air spaces between pan and dough.
- 3 Fill the sheet pan with filling into each pan.
- 4 Roll pastry for top crust in same manner as bottom crust. Fold in half, then in half again. Cut small slits (1/2 inch) in folded edges. Unfold on top of filling. Crimp to seal edges.
- 5 Bake at 450°F for 35 to 40 minutes or until lightly browned.
- 6 Cool, cut 6 by 2.

## VARIATIONS

- 1 **PEARL TOPPED COBBLER** Follow Steps 1 through 3. In Step 4, roll pastry for top crust about 1/8 inch thick. Cut into 100 rounds with No. 21 size biscuit cutter. Top filling in each sheet pan with rounds of dough in 5 rows of 10 each. In Step 5, bake at 425°F for 35 to 40 minutes or until lightly browned. In Step 6, cut 8 by 10.
- 2 **STRAWBERRY TOPPED COBBLER** In Step 1, prepare one-half Recipe No. 1-1. In Step 2, divide dough into 2 pieces. Follow Step 3. Omit Step 4. Top filling in each pan with Strawberry Topping, Recipe No. D-52. Follow Steps 5 and 6.

ADVANCED INDIVIDUAL TRAINING 94B10 TEST EVALUATION  
WATER'S REFERENCE SHEET  
FOOD ITEM

FINISHED ITEM: Devil's Food Cake

RECIPE NO: G 12 (1 + 2)

CHARACTERISTICS OF FINISHED PRODUCT:

1. Taste/Flavor.

- a. Rich, chocolatey flavour
- b. Sweet

2. Appearance.

- a. Colour is a deep reddish brown.
- b. Peaks towards the center - size approximately 1 1/2" at edges, 1 3/4" in the center.
- c. Sides and base are free from excess flour and are lighter in colour than the inside.

3. Texture/Consistency.

- a. Moist - spongy - tender but firm
- b. Evenly distributed small air spaces
- c. Crumbly

4. Garnish.

5. Time to Completion.

- a. D.I.P: 1 hour, 10 minutes
- b. M.A.I.P: 1 1/2 hours

8-69  
G. DESSERTS (CAKES, FILLINGS AND FROSTINGS) No. 12121  
**DEVIL'S FOOD CAKE**

YIELD: 100 Portions (2 Pans)				EACH PORTION: 1 Piece	
PAN SIZE: 18 by 26 inch Sheet Pan				TEMPERATURE: 375° F. Oven	
PER CENT	INGREDIENTS	WEIGHTS	MEASURES	METHOD	
20 12	Flour, wheat, soft, sifted	3 lb	3½ qt	1. Sift together flour, sugar, salt, soda, cocoa, and milk into mixer bowl.	
20 83	Sugar, granulated	4 lb	2¼ qt		
.63	Salt	1½ oz	2¼ tbsp		
.84	Baking soda	2 oz	4½ tbsp		
4 19	Cocoa	10 oz	2½ cups		
2 52	Milk, nonfat, dry	6 oz	1½ cups	2. Add shortening and water to dry ingredients. Using beater at low speed, beat 1 minute or until blended; continue beating 2 minutes at medium speed. Scrape down bowl.	
10 90	Shortening	1 lb 10 oz	3¾ cups		
14 68	Water	2 lb 3 oz	4½ cups		

PER CENT	INGREDIENTS	WEIGHTS	MEASURES	METHOD	
11 74	Eggs, whole	1 lb 12 oz	3½ cups (18 eggs)	3. Combine eggs, vinegar, water, and vanilla; add slowly to prepared mixture while beating at low speed. Scrape down bowl. Beat 2 minutes at medium speed. 4. Pour 2½ qt (7 lb 3 oz) batter into each greased and floured pan. 5. Bake 20 to 25 minutes. 6. Cut each pan 6 by 9.	
.84	Vinegar	2 oz	¼ cup		
5 87	Water	14 oz	1¾ cups		
.84	Vanilla	2 oz	4 tbsp		
100 00		14 lb 14½ oz			

**NOTE:** Evaporated milk may be substituted for the nonfat dry milk. In Step 2, use 1 lb 6 oz (3½ cups) shortening, 1½ cups water, and 2 lb (3¾ cups) evaporated milk.

**VARIATION**

- DEVIL'S FOOD CAKE (CAKE MIX):** Prepare 10 lb cake mix according to directions on container. See Recipe Card G-G-4, Guidelines for Using Cake Mixes, for more detailed instructions.

ADVANCED INDIVIDUAL TRAINING 94B10 TEST EVALUATION  
BATER'S REFERENCE SHEET  
FOOD ITEM

FOOD ITEM: Oatmeal Nut Cookies

RECIPE NO: N 23 (1 + 2)

CHARACTERISTICS OF FINISHED PRODUCT:

1. Taste/Flavor.

- a. Oatmeal flavour
- b. Mildly sweetened
- c. Nutty flavour

2. Appearance.

- a. Even tan colour.
- b. Circular shape with mottled rough surface, approximately 2 1/2" diameter.
- c. Nuts are visible on the surface.

3. Texture/Consistency.

Crunchy dry outer, moist chewy inner.

4. Garnish.

5. Time to Completion.

- a. DLP: 1 hour
- b. MAIP: 1 hour, 15 minutes

# OATMEAL COOKIES

B-71  
H. DESSERTS (COOKIES) No. 231

YIELD: 104 Portions (6 Parts)			EACH PORTION: 2 Cookies
PAN SIZE: 18 by 26 inch Sheet Pan			TEMPERATURE: 375° F. Oven
INGREDIENTS	WEIGHTS	MEASURES	METHOD
Raisins	2 lb	1½ qt	1. Cover raisins with warm water; soak 10 minutes. Drain thoroughly. Set aside for use in Step 4.
Eggs, whole	12 oz	1½ cups (8 eggs)	
Water		½ cup	2. Put eggs, water, vanilla, shortening, and sugars into mixer bowl.
Vanilla		2 tbsps	
Shortening	2 lb	4½ cups	
Sugar, granulated	1 lb 8 oz	3½ cups	
Sugar, brown	2 lb	1½ qt	

INGREDIENTS	WEIGHTS	MEASURES	METHOD
Flour, wheat, hard, sifted	2 lb	2 qt	3. Sift together flour, salt, soda, and baking powder; add to eggs and sugar mixture. Using beater at low speed, mix 2 to 3 minutes or until smooth.
Salt	1 oz	1½ tbsps	
Baking soda		2¼ tsp	
Baking powder	1¼ oz	3¾ tbsps	
Rolls oats	2 lb 8 oz	3¾ qt	4. Add rolled oats and raisins; mix until blended.
			5. Divide dough into 10 pieces, about 2 lb 6 oz each. Form into rolls about 1 inch thick; slice each roll into 1 piece.
			6. Place in rows, 5 by 7, on lightly greased pans and flatten to ¼ inch thickness.
			7. Bake 10 to 12 minutes.
			8. Loosen cookies from pans while warm.

## OATMEAL COOKIES

H. DESSERTS (COOKIES) No. 231

### VARIATIONS

1. **OATMEAL CHOCOLATE CHIP COOKIES:** In Step 4, omit raisins, add 2 lb 4 oz chocolate chips.
2. **OATMEAL NUT COOKIES:** In Step 4, omit raisins; add 1 lb chopped nuts.
3. **OATMEAL COOKIES (OATMEAL COOKIE MIX):** Use 10 lb (2 No. 10 cans) Oatmeal

Cookie mix and 2½ cups water for gradients in Steps 2, 3, and 4. Mix until blended. Fold in raisins from Step 4. Eliminate Step 5. In Step 6, drop about 1 dough per cookie, in rows, 5 by 7, lightly greased pans. Follow Steps 7 and 8.

**RATING FORMS<sup>1</sup>****Basic Soldiering Skills**

- o Military Customs and Courtesies
- o Guard Duty
- o Maintaining Self and Physical Surroundings
- o Drill and Ceremony
  - Individual
  - Squad
  - Platoon

<sup>1</sup>Physical Readiness Testing included pushups, situps and two-mile run and was conducted using standard procedures as established in FM 21-20, Physical Readiness Training.



MILITARY CUSTOMS AND COURTESIES

STUDENT \_\_\_\_\_  
 TEAM \_\_\_\_\_

PLATOON \_\_\_\_\_  
 DATE \_\_\_\_\_  
 RATER \_\_\_\_\_

PERFORMANCE MEASURE #1: REPORTING TO AN OFFICER INDOORS

- |  | <u>GC</u> | <u>NO GC</u> |
|--|-----------|--------------|
| A. The soldier approaches the door to the commander's office, removes his/her headgear.  | _____     | _____        |
| B. Correct minor deficiencies to his/her uniforms and personal appearance, and knocks on the door.   | _____     | _____        |
| C. The soldier enters the office and approximately two steps from the officer's desk, he/she halts, stands at attention, salutes and states, "Sir, PVT _____ reports". | _____     | _____        |
| D. The salute is held until the report is completed and the salute has been returned by the officer.   | _____     | _____        |
| (TESTER COMMAND AT EASE)   |           |              |
| E. The soldier assumes the "at ease" position.   | _____     | _____        |

RATING 0-1-2-3-4

PERFORMANCE MEASURE # 2: IDENTIFYING GRADES OF MILITARY RANK

- |   |       |       |
|---|-------|-------|
| A. The tester states, "I want you to identify the grades of rank on this chart".          | _____ | _____ |
| B. The tester asks:   |       |       |
| 1. What battalion, company and platoon are you in?  | _____ | _____ |
| 2. Do you think you are ready to assume the duties of your MCS at your next duty station. | _____ | _____ |

RATING 0-1-2-3-4

PERFORMANCE MEASURE #3: DEPARTING THE COMMANDER'S OFFICE

- |  |       |       |
|--|-------|-------|
| A. The tester commands, "That is all, PVT, you are dismissed".                                       | _____ | _____ |
| B. The soldier assumes the position of attention, salutes and holds the salute until it is returned. | _____ | _____ |
| C. He/she executes the appropriate movement, smartly departs the office by the most direct route.    | _____ | _____ |
| D. Did he/she respond to the question by prefacing or ending each statement with the word, "Sir"?    | _____ | _____ |

RATING 0-1-2-3-4

**PERFORMANCE MEASURE 04: GREETING AN OFFICER/NCO**

- |   |       |       |
|---|-------|-------|
| A. As an NCO passes by: If sitting, did the soldier stand up?   | _____ | _____ |
| B. Greet the NCO by saying, "Good morning/afternoon/evening sergeant"?  | _____ | _____ |
| C. You are approaching an officer and approximately six steps away render a proper hand salute.                             | _____ | _____ |
| D. Holding the salute, give the proper greeting for the time of day by saying, "Good morning/afternoon/evening, Sir/Ma'am"? | _____ | _____ |
| E. Execute order arms when the officer returns the salute while continuing to walk.   | _____ | _____ |

RATING 0-1-2-3-4

GUARD DUTY

STUDENT \_\_\_\_\_

PLATOON \_\_\_\_\_

TEAM \_\_\_\_\_

DATE \_\_\_\_\_

RATER \_\_\_\_\_

PERFORMANCE TEST #1: KNOWLEDGE OF GENERAL ORDERS

GO      NO GO

A. First General Order: I will guard everything within the limits of my post and quit my post only when properly relieved.

\_\_\_\_\_

B. Second General Order: I will obey my special order and perform all my duties in a military manner.

\_\_\_\_\_

C. Third General Order: I will report violations of my special orders, emergencies and anything not covered in my instruction to the commander of the relief.

\_\_\_\_\_

(What does that mean?)

RATING 0-1-2-3-4

PERFORMANCE TEST #2: GUARDING A POST DURING DAYLIGHT HOURS

A. Upon seeing an unknown person approach, halted and came to port arms.

\_\_\_\_\_

B. Commanded halt.

\_\_\_\_\_

C. When person halted, said "State your business" or "Why are you here?"

\_\_\_\_\_

D. Told person to place his/her identification on the ground (floor) and to take six steps to the rear.

\_\_\_\_\_

E. Observes the person while picking up identification.

\_\_\_\_\_

F. Compared the person's identification with the access roster.

\_\_\_\_\_

PROPER AUTHORIZATION

A. Permitted person to enter the post.

\_\_\_\_\_

B. Returned to sling arms and resumed walking the post.

\_\_\_\_\_

IMPROPER AUTHORIZATION

A. Called in a loud voice "Commander of the relief, Post #21".

\_\_\_\_\_

B. Told COB that person's identification did not match with access roster.

\_\_\_\_\_

C. Returned to sling arms and resumed walking the post.

\_\_\_\_\_

RATING 0-1-2-3-4

MAINTAINING SELF AND PHYSICAL SURROUNDINGS

STUDENT \_\_\_\_\_

PLATOON \_\_\_\_\_

TEAM \_\_\_\_\_

DATE \_\_\_\_\_

RATER \_\_\_\_\_

RATING 0 1 2 3 4

**BODY PARTS**

1. Free of dirt/offensive odor
2. Hair is cut/worn according to regulations.
3. Posture is erect and free of slouch or sprawl.

**UNIFORM**

1. Free of dirt, stains and odor.
2. No parts missing.
3. No parts out of place.
4. Pressed or free of wrinkles.
5. Boots or shoes and/or metal parts highly polished.

**BED**

1. Is clean and made according to regulations.

**WALL LOCKER**

1. Is clean.
2. Displayed in accordance with existing SOP.

MAINTAINING SELF AND PHYSICAL SURROUNDINGS

PLATOON \_\_\_\_\_

RATING 0 1 2 3 4

ROOM

- 1. Floors
- 2. Windows
- 3. Woodwork
- 4. Walls

HALLWAYS

STAIRWELLS

OUTSIDE

LATRINES

SINKS/MIRRORS

URINALS

COMMODES

SHOWERS

FLOORS/WALL

DRILL AND CEREMONIES

B-78

INDIVIDUAL

PERFORMANCE TEST 01

STUDENT \_\_\_\_\_  
TEAM \_\_\_\_\_

PLATOON \_\_\_\_\_  
DATE \_\_\_\_\_  
RATER \_\_\_\_\_

PERFORMANCE MEASURE 01: ATTENTION

- A. Bring the heels together smartly on the same line.
- B. Turn the feet out equally, forming an angle of 45.
- C. Keep legs straight without stiffening or locking the knees.
- D. Hold body erect, hips level, chest lifted and arched, shoulders squared and even.
- E. Let the arms hang straight, back of hands outward, fingers curled, thumbs touching first joint of forefingers thumbs straight, and touching seam of trousers.
- F. Hold head erect and to the front with eyes looking straight ahead.
- G. Rest weight of body equally on heels and ball of the feet.

<u>GO</u>	<u>NC GO</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

RATING 0-1-2-3-4

PERFORMANCE MEASURE 02: PARADE REST

- A. Move the left foot approximately 10 inches to the left of the right foot.
- B. Rest weight of body equally on heels and ball of both feet.
- C. Place hand behind back centered on the belt.
- D. Keep fingers extended and joined, interlocking thumbs so that palm of right hand is positioned outward.
- E. Hold head and eyes at positioned outward.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

RATING 0-1-2-3-4

PERFORMANCE MEASURE 03: RIGHT FACE

- A. Slightly raise the left heel and right toe and turn 90° to the right on the right heel.
- B. Hold left leg straight without stiffness.
- C. Place left foot beside right foot, as in the position of attention.
- D. Hold arms as at attention when executing this movement.

_____	_____
_____	_____
_____	_____
_____	_____

RATING 0-1-2-3-4

**PERFORMANCE MEASURE #4: LEFT, FACE**

- A. Slightly raise the right heel and left toe and turn 90° to the left on the left heel. \_\_\_\_\_
- B. Hold right leg straight with stiffness. \_\_\_\_\_
- C. Place right foot beside left foot, as in position of attention. \_\_\_\_\_
- D. Hold arms as at attention when executing this movement. \_\_\_\_\_

RATING 0-1-2-3-4

**PERFORMANCE MEASURE #5: ABOUT FACE**

- A. Move the toe of the right foot (to a position touching the ground one-half the length of the foot) to the rear and slightly to the left of the left heel. \_\_\_\_\_
- B. Allow right knee to bend naturally, resting most of the weight of the body on the heel of the left foot but without changing position of the left foot. \_\_\_\_\_
- C. Face to the rear, turning 180° to the right on the left heel and the ball of the right foot so that the feet are at the position of attention when the turn is completed. \_\_\_\_\_
- D. Hold head, eyes, and arms at position of attention. \_\_\_\_\_

RATING 0-1-2-3-4

**PERFORMANCE MEASURE #6: PRESENT ARMS**

- A. Raise the right hand until the tip of the forefinger touches the lower part of the headdress or forehead, just above and slightly to the right of the right eye, fingers and thumb extended and joined, palm down. \_\_\_\_\_
- B. Keep the upper arm horizontal with the elbow inclined slightly forward. \_\_\_\_\_
- C. Hold the head and eyes as at the position of attention. \_\_\_\_\_

RATING 0-1-2-3-4

**PERFORMANCE MEASURE #7: ORDER ARMS**

- A. Drop the right hand and arms in the most direct manner to the side. \_\_\_\_\_
- B. Hold the head, eyes, and hands as in the position of attention. \_\_\_\_\_

RATING 0-1-2-3-4

**PERFORMANCE TEST #2: MARCHING MOVEMENTS FOR THE INDIVIDUAL****PERFORMANCE MEASURE #1: RIGHT STEP, MARCH**

- A. Bend the right knee slightly and raise the right leg enough to allow freedom of movement. \_\_\_\_\_
- B. Place the right foot approximately 15 inches to the right of the left foot. \_\_\_\_\_

- C. Move the left foot, keeping left leg straight, to a position along side the right foot as in the position of attention.
- D. Continue this movement in the cadence of quick time.
- E. Keep the arms by the side.
- F. Hold the head and eyes as in the position of attention.

_____	_____
_____	_____
_____	_____
_____	_____

RATING 0-1-2-3-4

**PERFORMANCE MEASURE #2: LEFT STEP MARCH**

- A. Bend the left knee slightly and raise the left leg enough to allow freedom of movement.
- B. Place left foot approximately 15 inches to the left of the right foot.
- C. Move the right foot, keeping the right leg straight, to a position along side the left as in the position of attention.
- D. Continue this movement in the cadence of quick time.
- E. Keep the arms by the side.
- F. Hold the head and eyes as in the position of attention.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

RATING 0-1-2-3-4

**PERFORMANCE MEASURE #3: FORWARD MARCH**

- A. Step off with the left foot.
- B. March forward with approximately 30 inch steps without stiffness or exaggerated movement.
- C. Swing arms approximately 9 inches straight to the front and 6 inches to the rear of seams of trousers/skirt.
- D. Keep arms straight.
- E. Head and eyes held to the front.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

RATING 0-1-2-3-4



DRILL AND CEREMONIES SQUAD DRILL

TEAM \_\_\_\_\_

PERFORMANCE TEST #3

GO      NO GO

PERFORMANCE MEASURE #1: FORMING THE SQUAD IN A LINE FORMATION

- A. On the command **FALL IN** each member double times to his position in the formation. \_\_\_\_\_
- B. The number one man positions himself so that the squad (when formed) will be 3 steps in front of and centered on the squad leader. \_\_\_\_\_
- C. As each member joins the formation, he/she immediately raises his left arm laterally at shoulder level, fingers and thumbs extended and joined, palm down, until the man to his left has obtained normal interval. \_\_\_\_\_
- D. At the same time each member turns his/her head and eyes to the right and obtains proper alinement. \_\_\_\_\_
- E. As soon as the man to the left has obtained normal interval, each man individually lowers his arms and assumes the position of attention. \_\_\_\_\_

RATING 0-1-2-3-4

PERFORMANCE MEASURE #2: FORWARD, MARCH

- A. Step off with the left foot. \_\_\_\_\_
- B. March forward with approximately 30 inch steps without stiffness - exaggerated movement. \_\_\_\_\_
- C. Swing arms approximately 9 inches straight to the front and 6 inches to the rear of seams of trousers/skirt. \_\_\_\_\_
- D. Keep arms straight. \_\_\_\_\_
- E. Head and eyes held to the front. \_\_\_\_\_

RATING 0-1-2-3-4

PERFORMANCE MEASURE #3: ALINING THE SQUAD DRESS RIGHT DRESS AND READY FRONT

- A. On the command of dress right dress each man except the right flank man extends his arms and positions himself by short right or left steps until his right shoulder touches the finger tips of the man on his right. \_\_\_\_\_
- B. On the command of execution, front, each man lowers his arm smartly to his side. At the same time he turns his head and eyes to the front and resumes the position of attention. \_\_\_\_\_

RATING 0-1-2-3-4

PERFORMANCE MEASURE #4: CHANGING THE DIRECTION OF A COLUMN WHILE MARCHING COLUMN RIGHT

- 1. On the command of execution **MARCH**, the lead soldier takes one additional step, pivots 90° on the ball of the left foot and steps off with the right foot and continues to march in the new direction. \_\_\_\_\_

- B. All other men march forward and pivot to the right on the ball of the left foot and step off in the new direction with the right foot. \_\_\_\_\_
- C. As the men approach the turning point, they shorten or lengthen their pivot step as necessary so as to turn at the approximate same point as the lead man. \_\_\_\_\_
- D. Do not allow the arms to swing outward while turning. \_\_\_\_\_

RATING 0-1-2-3-4

MEASURE 65: COLUMN LEFT WHILE MARCHING

- A. On the command of execution MARCH the lead soldier takes one more additional step, pivots 90° on the ball of the right foot and steps off with the left foot and continues to march in the new direction. \_\_\_\_\_
- B. All other men march forward and pivot to the left on the ball of the foot and step in the new direction with the left foot. \_\_\_\_\_
- C. As the men approach the turning point they shorten or lengthen their pivot step as necessary so as to turn at the approximate same point as the lead man. \_\_\_\_\_
- D. Do not allow the arms to swing outward while turning. \_\_\_\_\_

RATING 0-1-2-3-4

PERFORMANCE MEASURE 66: REAR MARCH

- A. On the command of execution, all men take one more step with their left foot, pivot on the balls of both feet, turning 180° to the right, and step off in the new direction. \_\_\_\_\_

RATING 0-1-2-3-4

PERFORMANCE MEASURE 67: RIGHT/LEFT FLANK MARCH

- A. The command for this movement is RIGHT/LEFT FLANK, MARCH. The preparatory command is given as the foot in the desired direction strikes the ground and the command of execution is given the next time the foot in the desired direction strikes the ground. \_\_\_\_\_
- B. On the command of execution MARCH all men take one more step, turn in the commanded direction on the ball of the lead foot opposite the direction of march, and step off in the new direction with the trailing foot. \_\_\_\_\_
- C. As the men begin to march in the new direction, they glance out of the corner of the eye and dress to the right. \_\_\_\_\_

RATING 0-1-2-3-4

PERFORMANCE MEASURE 68: FORMING A COLUMN OF TWOS FROM A FILE

- A. Forming a column of twos from a file is executed only from the halt. The command is COLUMN OF TWOS TO THE RIGHT/LEFT MARCH. \_\_\_\_\_

- B. On the preparatory command, the lead team leader commands **STANDS FAST.**
- C. The trailing team leader commands **COLUMNS HALF RIGHT/LEFT.**
- D. On the command of execution, **MARCH**, the trailing team leader executes a column half right/left and inclines to the right/left when the correct interval is obtained and commands, **TEAM HALT** so as to halt abreast of the lead team leader.

_____	_____
_____	_____
_____	_____

**RATING 0-1-2-3-4**

**PERFORMANCE MEASURE #9: FORMING A FILE FROM A COLUMN OF TWOS**

- A. Forming a file from a column of twos is executed only from the halt. The command is, **FILE FROM THE RIGHT/LEFT MARCH.**
- B. On the preparatory command the lead team leader commands, **FORWARD.**
- C. The trailing team leader commands, **STAND FAST.**
- D. On the command of execution, **MARCH**, the lead team leader marches forward. The trailing team leader then commands **COLUMNS HALF RIGHT/LEFT MARCH** and inclines right/left to follow the lead team at the correct distance.

_____	_____
_____	_____
_____	_____
_____	_____

**RATING 0-1-2-3-4**

## PLATOON DRILL

PERFORMANCE MEASURE #1: FORMING THE PLATOONGONO GO

Note: The platoon normally forms in a line formation; however, they may re-form in a column when each man can independently identify his exact position (equipment grounded) in the formation.

- A. The platoon forms basically the same as a squad. The platoon sergeant assumes the position of attention and commands FALL IN. On the command FALL IN, the squad of the first squad double times to his spot so that the first squad (when formed) will be three steps and centered on the platoon sergeant. Other squad leaders cover the first squad leader at correct distance. The members of the first squad fall in their squad leaders as prescribed for squad drill. Members of the other squad fall in with their own squad leaders, raise their left arms to obtain approximate interval, and cover the corresponding members of the first squad at correct distance.

RATING 0-1-2-3-4

PERFORMANCE MEASURE #2: BREAKING RANK

Note: When the situation requires one or more individuals to leave the formation or to receive specific instructions from the platoon leader, the platoon leader directs, PVT DOE (PAUSE) FRONT AND CENTER, or THE FOLLOWING PERSONNEL FRONT AND CENTER -- PVT DOE (PAUSE), PVT SMITH.

- A. When the individual's name is called, he assumes position of attention and replies "Here Sir (Sergeant)." He then takes one (15-inch) step backward, halts, faces to the right (left) and exits the formation by marching to the nearest flank. Once the individual has cleared the formation, he begins to double time and halts two steps from and centered on the platoon leader.

NOTE. When a group of individuals is called from the formation, they form in one rank two steps from the centered on the platoon leader. The platoon should direct (point) the first man into position so that the rank will be centered when the last man has joined the group.

RATING 0-1-2-3-4

PERFORMANCE MEASURE #3: OPENING AND CLOSING RANKS

Note: Open ranks march is executed from a line formation while at the halt. It may be executed while at any of the prescribed intervals. The command is OPEN RANKS, MARCH.

- A. On the command of execution, MARCH, the front rank takes two steps forward, the second rank one step forward, the third rank stands fast, and the fourth take two backward. If additional ranks are present, the fifth rank takes four steps backwards, and the sixth rank takes six steps backward.

**NOTE:** After taking the prescribed steps, the men do not raise their arms. If the platoon leader desires exact interval, he commands **DRESS RIGHT, DRESS.**

- B. To close ranks, the command is **CLOSE RANK, MARCH.** On the command of execution, **MARCH,** the first rank takes four steps backwards, the second rank takes two steps backward, the third rank stands fast and the fourth rank takes one step forward.

**RATING 0-1-2-3-4**

**PERFORMANCE MEASURE #4: CHANGING THE DIRECTION OF A COLUMN**

**Note:** The platoon changes the direction of march basically the same as the squad.

The base element during a column movement is the squad on the flank in the direction of the turn.

- A. To change the direction 90 degrees, the command is **COLUMN RIGHT (LEFT), MARCH.** On the command of execution, **MARCH,** the base squad executes the movement as in squad drill, except the squad leader takes one 30-inch step and then takes up the half step. He continues marching with the half step until the other squad leaders come abreast. When all squad leaders are abreast, they step off with a 30-inch step without command. Other squad leaders execute a column half-right (left) on the command of execution, and continue marching in an arc while maintaining correct (offset) interval. As they come on line with the base squad leader, they take up the half step. All other platoon members march forward on the command of execution and execute the column movement at approximately the same location as their squad leaders and in the same manner.

**RATING 0-1-2-3-4**

**PERFORMANCE MEASURE #5: FORWARD, MARCH**

- A. Step off with the left foot.
- B. March forward with approximately 30 inch steps without stiffness or exaggerated movement.
- C. Swing arms approximately 9 inches straight to the front and 6 inches to the rear of seams of trousers/skirts.
- D. Keep arms straight.
- E. Head and eyes held to the front.

**RATING 0-1-2-3-4**

**RATINGS FORMS AND PROCEDURES**

**o Problem Solving**

PROBLEM SITUATION B

B-87

I just don't know what I do that makes my sergeant so mad at me all the time. I don't care what it is I do, he finds something wrong with it to yell at me about.

This has been going on since I got here. The first day -- he didn't even know my name yet -- he threw a fit because I didn't do something the way he wanted it done. I tried to tell him that I was just doing the job the way I learned to do it in school, but he just started yelling about what they teach us at school and was still mad at me for not using "common sense". The next time, before I did anything I asked him how he wanted me to do the job, and he started yelling and calling me stupid. He said he didn't have time to tell me how to do everything I was supposed to have learned in school!

It's now been a month and things have been going from bad to worse. The sergeant yells at everyone once in a while, but he'll sometimes joke around with the other people. I just seem to rub him the wrong way. He never calls me by name -- just yells -- "Hey, Dumbo, get in here and do something useful for a change." No matter what I do or how hard I try to do things his way, he'll find something wrong with it and will chew me out in front of everyone. A couple of times, it took everything I had to keep from telling him off or punching him out.

I've thought about trying to talk to him, but the way he acts, I don't think he's the type to sit down and talk to someone about something like this. But, I know I can't take this much longer. I just don't know what to do.

## ITP RATING SHEET FOR CONFIRMATION TASK - PROBLEM SOLVING STRATEGY

Student \_\_\_\_\_ Team \_\_\_\_\_ Platoon \_\_\_\_\_

Sex: M F Age \_\_\_\_\_ Education \_\_\_\_\_ Race \_\_\_\_\_

Rater \_\_\_\_\_ Date \_\_\_\_\_

See Instruction for Rating Scales

## INTERVIEW QUESTION # 1 - DESCRIPTION OF THE PROBLEM

- |                          |   |   |   |   |   |
|--------------------------|---|---|---|---|---|
| 1. Relevant Facts        | 0 | 1 | 2 | 3 | 4 |
| 2. The "Problem"         | 0 | 1 | 2 | 3 | 4 |
| 3. The desired situation | 0 | 1 | 2 | 3 | 4 |

## INTERVIEW QUESTION # 2 - THINKING STEPS

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Identifying the Problem                    | 0 | 1 | 2 | 3 | 4 |
| 2. Identifying control/<br>no control factors | 0 | 1 | 2 | 3 | 4 |
| 3. Identifying Alternatives                   | 0 | 1 | 2 | 3 | 4 |
| 4. Selecting the best alt.                    | 0 | 1 | 2 | 3 | 4 |

## INTERVIEW QUESTION # 3 - BEST COURSE OF ACTION

- |                     |   |   |   |   |   |
|---------------------|---|---|---|---|---|
| 1. Actions          | 0 | 1 | 2 | 3 | 4 |
| 2. Needed Resources | 0 | 1 | 2 | 3 | 4 |
| 3. Time             | 0 | 1 | 2 | 3 | 4 |
| 4. Contingencies    | 0 | 1 | 2 | 3 | 4 |

## INTERVIEW QUESTION # 4 - SUPPORT FOR BEST COURSE OF ACTION

- |                   |   |   |   |   |   |
|-------------------|---|---|---|---|---|
| 1. Practical      | 0 | 1 | 2 | 3 | 4 |
| 2. Likely to Work | 0 | 1 | 2 | 3 | 4 |
| 3. Ethical        | 0 | 1 | 2 | 3 | 4 |



## INSTRUCTIONS FOR RATING PROBLEM SOLVING STRATEGY CONFIRMATION TASK

## RATING SCALE

After initial question and follow-up, the student:

- 0 = did not answer the main question, or said "I don't know"
- 1 = answered the main question, but failed to mention or evidence the factor being rated
- 2 = mentioned and/or evidenced the factor, but gave an incomplete or non-specific answer (see below)
- 3 = mentioned and/or evidenced the factor, in a relatively complete and specific manner, but did not reflect the use of a systematic thinking strategy (used only for questions 2 and 3, see below)
- 4 = mentioned and/or evidenced the factor, in a relatively complete and specific manner, reflecting the use of a systematic thinking strategy (see below)

## QUESTION #1 - DESCRIPTION OF THE PROBLEM (Consider answers to all 4 questions)

- 1. Relevant facts
  - 0 No attempt to describe problem
  - 1 No relevant facts used or mentioned
  - 2 Some relevant facts used or mentioned
  - 3 -
  - 4 Most or all of the relevant facts used or mentioned
- 2. The "problem"
  - 0 No attempt to describe the problem
  - 1 No mention of what in the situation was a "problem"
  - 2 "Poor relationship" mentioned
  - 3 -
  - 4 Indicated effect on individual of the poor relationship
- 3. The desired situation
  - 0 No attempt to describe problem
  - 1 No mention of desired situation
  - 2 Indicated desired situation was a change in the Sgt.'s behavior
  - 3 -
  - 4 Called for some resolution of the effect on the individual

## QUESTION #2 - THINKING STEPS

- 1. Identifying the problem
  - 0 No attempt to describe thinking
  - 1 No mention or evidence of identifying the problem
  - 2 Incompletely performed step
  - 3 -
  - 4 Completely performed step
- 2. Identifying No Control/Control Factors
  - 0 No attempt to describe thinking
  - 1 No mention or evidence of identifying these factors
  - 2 Mentioned step, ~~but~~ did not evidence complete and specific identification of control factors

- 3 Identified control/no control factors, but these do not follow from problem as identified
- 4 Identified control/no control factors, which follow from problem as identified

### 3. Identifying alternatives

- 0 Did not attempt to describe thinking
- 1 No mention or evidence of identifying alternatives
- 2 Mentioned, but did not evidence, identification or alternatives, or identified fewer than 3
- 3 Identified 3 or more reasonably specific alternatives, but these do not follow from steps 1 & 2
- 4 Identified 3 or more reasonably specific alternatives, which follow from steps 1 & 2

### 4. Selecting the best alternative

- 0 Did not attempt to describe thinking
- 1 No mention of a best alternative
- 2 Step mentioned, but no specific alternative selected, or vague selection made
- 3 Best alternative selected, but not by weighing the identified alternatives in any systematic fashion
- 4 Best alternative selected, using some systematic evaluation of the alternatives

## QUESTION #3 - BEST COURSE OF ACTION (Consider answers to all questions)

### 1. Actions

- 0 No best course offered
- 1 -
- 2 Defines an action or actions to be taken, but give few or no specifics
- 3 Defines specific action(s), but these do not follow from the previous steps taken
- 4 Defines specific action(s), which follow from the earlier thinking steps (i.e., the facts, the desired situation, the alternatives)

### 2. Needed resources - not to be rated

### 3. Time

- 0 No attempt to offer a best course
- 1 No mention or evidence that the time required for or the timing of the solution was considered
- 2 Acknowledges time element, but gives no specifics
- 3 Acknowledges time element, but gives no evidence of relating time to the selection of alternatives or the facts of the situation
- 4 Acknowledges the time element, consistent with other steps

### 4. Contingencies

- 0 No attempt to offer a best course
- 1 No mention or evidence of possible contingencies or of planning for contingencies
- 2 Contingencies mentioned, but no specific contingency plans offered
- 3 Contingency plan(s) offered, but not linked to facts, alternatives, etc.
- 4 Contingency plan(s) offered, consistent with other steps

**QUESTION 04 - SUPPORT FOR BEST COURSE OF ACTION**

- |  |  |
|--|--|
| <b>1. Practical</b>                              | <b>0</b> No attempt to support best course   |
|  | <b>1</b> No mention or evidence that practicality was considered; solution impractical |
|  | <b>2</b> Solution is practical, but practicality not mentioned                         |
|  | <b>3</b> -   |
|  | <b>4</b> Solution is practical and supported on that basis                             |
| <br>   |  |
| <b>2. Likely to work</b>                         | <b>0</b> No attempt to support best course   |
|  | <b>1</b> No mention or evidence that student considers the solution likely to work     |
|  | <b>2</b> Solution is likely to work, but not mentioned as support                      |
|  | <b>3</b> -   |
|  | <b>4</b> Solution is likely to work and supported on that basis                        |
| <br>   |  |
| <b>3. Ethical<br/>(Including<br/>"Army way")</b> | <b>0</b> No attempt to support best course   |
|  | <b>1</b> Unethical solution  |
|  | <b>2</b> Ethical solution, but not mentioned as support                                |
|  | <b>3</b> -   |
|  | <b>4</b> Ethical solution, used as support   |

## APPENDIX C

### Surveys and Interview Forms

- o 948 Student Reaction Survey
- o ICI-Trained Instructor Reaction Survey
- o ICI-Trained Cadre Reaction Survey
- o ITP Dining Facility Manager/Shift Leader Questionnaire
- o ITP Instructor/Cadre Final Assessment
- o Student Interview Protocol
- o Instructor/Cadre Interview Protocol
- o ITP Leader Interview Protocol

NOTE: COMPLETED BY BOTH ITP AND  
94B MOS COMPARISON GROUPS

## 94B STUDENT REACTION SURVEY

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

CLASS: \_\_\_\_\_ WHERE TRAINED: \_\_\_\_\_

The following items are designed to find out your reactions to the AIT training you received. Please respond to each item as completely and accurately as you can.

### I. THE TRAINING PROGRAM

Use the rating scale below to rate each of the following statements about your training.

0 - never happened      1 - seldom happened      2 - sometimes happened  
3 - often happened      4 - always happened

- a. \_\_\_ Before each lesson, I was told what I was going to learn and why I needed to learn it.
- b. \_\_\_ Before I learned to do a procedure myself, I was given the chance to develop a clear and complete mental picture of the procedure.
- c. \_\_\_ My instructors made sure I understood what to do before I actually did it.
- d. \_\_\_ I was told not only what I needed to correct but also what I was doing that was right.
- e. \_\_\_ My instructors had me learn the reasons for doing things in a particular way.
- f. \_\_\_ I was asked to explain what I was learning.
- g. \_\_\_ I was encouraged to share my ideas with other students.
- h. \_\_\_ I was treated with respect by:  
\_\_\_ my 94B instructor(s), \_\_\_ my drill sergeant, \_\_\_ my 1st sergeant,  
\_\_\_ my company commander, \_\_\_ other officers/NCO's
- i. \_\_\_ Time was wasted doing nothing or doing things that did not help me learn.
- j. \_\_\_ When I didn't understand something, someone took the time to help me understand without "putting me down."
- k. \_\_\_ I was able to read and understand the written materials I was given.
- l. \_\_\_ The instruction was too fast for me to follow what was going on.
- m. \_\_\_ The instruction was too slow and I got bored.

2. What four (4) things did you like best about your training. If you did not like anything about it, put N/A on this line \_\_\_\_\_.

- a. \_\_\_\_\_ c. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_ d. \_\_\_\_\_  
\_\_\_\_\_

e. Now go back and place a "1" beside the one you liked the best, a "2" beside the next best, a "3" beside the next best after that, and a "4" next to the one you liked least best.

3. What four (4) changes would you like to see made in your training? If you do not think anything should be changed, then put N/A on this line \_\_\_\_\_.

- a. \_\_\_\_\_ c. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_ d. \_\_\_\_\_  
\_\_\_\_\_

e. Now go back and place a "1" beside the most important change, a "2" beside the next most important change, a "3" next to the third most important change, and a "4" next to the least important change.

4. As a result of your AIT training, in what ways do you think you have changed:

as a soldier:

as a person:

5. Please rate yourself on each of the following items that deal with your 94B ability. Use the rating scale described below:

0 = If you think that you cannot do it at all.

1 = If you think that you can do it but not well enough to be just acceptable.

2 = If you think you can do it well enough to be just acceptable.

3 = If you think you can do it well enough to be considered good but not excellent.

4 = If you think you can do it excellently.

- a) \_\_\_ read recipe cards and do what they say
- b) Prepare standard (not fancy) Army food items so they:
- \_\_\_ have the proper taste and flavor
  - \_\_\_ have the proper consistency and texture
  - \_\_\_ have the proper appearance (including proper garnish)
  - \_\_\_ are in the proper amount for the number being served
- c) \_\_\_ prepare and maintain a sanitary, well-organized work area
- d) \_\_\_ use proper sanitation and safety procedures
- e) \_\_\_ use "clean as you go" procedures
- f) \_\_\_ prepare food items without wasting ingredients or supplies
- g) Use a knife properly to:
- \_\_\_ slice \_\_\_ shred \_\_\_ cube \_\_\_ dice \_\_\_ chop \_\_\_ mince
- h) Use proper procedure to:
- \_\_\_ weigh different kinds and amounts of dry ingredients
  - \_\_\_ measure different kinds and amounts of liquid ingredients
- i) Use proper procedure to prepare standard (not fancy) bakery items:
- \_\_\_ quick breads \_\_\_ cookies \_\_\_ cakes \_\_\_ rolls \_\_\_ pies
- j) Use proper procedure to prepare:
- \_\_\_ soups \_\_\_ salads \_\_\_ basic sauces
- k) Use proper procedure to prepare meats, poultry, and fish by:
- \_\_\_ baking \_\_\_ roasting \_\_\_ frying \_\_\_ braising \_\_\_ stewing or boiling

l) Start, operate, and maintain the following garrison equipment:

mixer  slicer  coffee urn  milk dispenser  oven  
 deep fat fryer  steamer

m) Explain the purpose of each piece of garrison equipment and the function of each major part:

mixer  slicer  coffee urn  milk dispenser  oven  
 deep fat fryer  steamer

n) Check, operate, and maintain the following field equipment:

M-59 field range  M-2 burner  immersion heater  
 insulated food container  gas lantern

o) Explain the purpose of each piece of field equipment and the function of each major part:

M-59 field range  M-2 burner  immersion heater  
 insulated food container  gas lantern

p)  convert any recipe (without using charts) to the amounts needed to serve different numbers of soldiers

q)  ask the right questions to find out how to prepare/serve a food item

r)  ask the right questions to find out how to operate and maintain a piece of equipment

s) Assume responsibility for preparing and serving any major food item that is regularly served as part of:

a breakfast  a lunch  a dinner



6. For any of the items (a-e) that you rated 0 or 1, indicate below the reasons for your rating:

Item # \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Item # \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Item # \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Item # \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

7. If you had a choice, which 348 tasks would you have liked to have worked with longer? To answer this question do the following:

List the tasks below in column A.

<u>Column A</u>	<u>Column B</u>
a. _____	_____
b. _____	_____
c. _____	_____
d. _____	_____
e. _____	_____

Now go back and rank each one in terms of its importance to you. Put a "1" in Column B next to the task that was most important. Put a "2" beside the next most important, a 3 next to the next most important after that, etc.

8. Now use the rating scale below to rate each of the following items that deal with your ability to function as an intelligent soldier.

0 = If you think that you cannot do it at all.

1 = If you think that you can do it but not well enough to be just acceptable.

2 = If you think you can do it well enough to be just acceptable.

3 = If you think you can do it well enough to be considered good but not excellent.

4 = If you think you can do it excellently.

- a) \_\_\_ make/maintain a properly made bunk
- b) \_\_\_ establish/maintain a properly organized wall locker
- c) \_\_\_ maintain a properly cleaned room
- d) \_\_\_ help to maintain a properly cleaned general living or work area
- e) \_\_\_ maintain/wear uniforms properly
- f) \_\_\_ wear the proper uniform for the proper occasion
- g) \_\_\_ maintain proper physical appearance
- h) \_\_\_ show proper courtesy to an NCO
- i) \_\_\_ show proper courtesy to an officer
- j) \_\_\_ report to an officer in the proper manner
- k) \_\_\_ execute the standard drill maneuver indicated in FM22-5
- l) \_\_\_ use a step-by-step thinking process for coping with problems
- m) \_\_\_ try to stay on focus and not let distractions get in the way
- n) \_\_\_ try to make the best use of time (or money) and not waste it on things that are unimportant
- o) \_\_\_ try to use tools, equipment, and other materials so they don't get damaged or lost
- p) \_\_\_ try to take advantage of every opportunity to learn more, improve skills, etc.
- q) \_\_\_ try to stick with a task even when things are not going well
- r) \_\_\_ try not to say or do things that make it hard for others to do what they need to do

- s) \_\_\_ try to help associates when they say they need help in producing a needed result
- t) \_\_\_ try to stay in good enough physical and mental condition to produce desired results
- u) \_\_\_ try to keep surroundings clean, orderly, and ready for use when needed

9. Please write on this page any comments, suggestions, or criticisms you would like to make about your AIT training.

C-8  
NOTE: COMPLETED BY ITP STUDENTS ONLY

### 94B STUDENT REACTION SURVEY

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
PLATOON: \_\_\_\_\_ TEAM: \_\_\_\_\_ FT. JACKSON, SOUTH CAROLINA

Use the rating scale below to rate each of the following statements about your training.

0 - Never or almost never happened      1 - Seldom happened      2 - Sometimes happened  
3 - Often happened      4 - Always or almost always happened

8. Whenever I needed help, my instructor, drill sergeant or other person was there to help me during:
- \_\_\_\_\_ 8.1 Cooking instruction      \_\_\_\_\_ 8.3 Problem solving instruction  
\_\_\_\_\_ 8.2 Basic soldiering activities
9. I had just the right amount of time (not too much or too little) to learn something before going on to the next task in each of these areas:
- \_\_\_\_\_ 9.1 Cooking skills      \_\_\_\_\_ 9.3 Problem solving skills  
\_\_\_\_\_ 9.2 Basic soldiering skills
- \_\_\_\_\_ 10. I worked with a pair partner during instruction.
- \_\_\_\_\_ 11. When my pair partner was gone, the instructor made sure that I worked with another pair. I wasn't left alone.
- \_\_\_\_\_ 12. I helped my pair partner learn faster and better than he/she would have without my help.
- \_\_\_\_\_ 13. My pair partner helped me learn faster and better than I would have without his/her help.
- \_\_\_\_\_ 14. I felt that I was responsible for how well other members of my team (not just my pair partner) were doing.
15. These people modeled the way I was supposed to act and to do things. They did things the way they expected me to do them and acted the way they expected me to act.
- \_\_\_\_\_ 15.1 Company commander  
\_\_\_\_\_ 15.2 1st sergeant  
\_\_\_\_\_ 15.3 Platoon sergeant  
\_\_\_\_\_ 15.4 94B instructor(s)
- \_\_\_\_\_ 16. The order in which cooking skills were taught made sense to me.
- \_\_\_\_\_ 17. The instruction or lessons started with easy things and moved to more difficult tasks.
18. The course materials (student manual)
- \_\_\_\_\_ 18.1 Were complete (had the information I needed)  
\_\_\_\_\_ 18.2 Were easy to understand  
\_\_\_\_\_ 18.3 Were easy to use (I could find the information I needed when I needed it)  
\_\_\_\_\_ 18.4 Were available when I needed to study  
\_\_\_\_\_ 18.5 Had the same information that was given to me by my instructor/ cadre or other superior.

NAME: \_\_\_\_\_

- \_\_\_\_\_ 19. If I didn't learn something well or was out for a part of the instruction, I had the help I needed to make up for the instruction that I missed
- \_\_\_\_\_ 20. I was able to learn and keep up even when I pulled detail or extra duty. The detail did not affect my learning.
21. I felt that my superiors (instructors, cadre, 1st sergeant, Company Commander):
- \_\_\_\_\_ 21.1 Treated me as if they thought I was a basically intelligent person and was capable of learning
- \_\_\_\_\_ 21.2 Cared about the kind of person I am and want to be
- \_\_\_\_\_ 21.3 Made me feel proud that I was going to be a cook
- \_\_\_\_\_ 21.4 Showed pride toward the 94B MOS
22. My instructor(s) and drill sergeant were:
- \_\_\_\_\_ 22.1 On time whenever I or my team was supposed to work with them
- \_\_\_\_\_ 22.2 Well prepared for each training session and other times when I worked with them.
23. The following people did everything possible to help me learn what I had to learn:
- \_\_\_\_\_ 23.1 94B instructor(s)
- \_\_\_\_\_ 23.2 Platoon sergeant
- \_\_\_\_\_ 23.3 1st sergeant
- \_\_\_\_\_ 23.4 Company commander
24. These questions are about your experience in the field training site and the garrison dining facility.
- \_\_\_\_\_ 24.1 When I was in the field, my time was spent practicing cooking skills that I had learned during instruction.
- \_\_\_\_\_ 24.2 When I was in the garrison dining facility, my time was spent practicing cooking skills that I had learned during instruction
- \_\_\_\_\_ 24.3 I was asked only to use skills that I already knew when I worked in the field or garrison dining facility.
- \_\_\_\_\_ 24.4 I felt that my experiences in the field really helped me learn how to be a good cook
- \_\_\_\_\_ 24.5 I felt that my experiences in the garrison dining facility really helped me learn how to be a good cook
25. Here is the Five-Step Process that was a part of your instructional program.
- |  |                                    |
|--|------------------------------------|
| Step 1 - Envision the results            | Step 3 - Execute planned actions   |
| Step 2 - Plan actions to achieve results | Step 4 - Monitor/diagnose progress |
|  | Step 5 - Correct deficiencies      |
- How often did the following people use the Five-Step Process?
- \_\_\_\_\_ 25.1 94B instructors - when they were teaching you
- \_\_\_\_\_ 25.2 Platoon sergeant - when he was teaching you

NAME: \_\_\_\_\_

**CHOOSE ONLY ONE ANSWER FOR THE FOLLOWING QUESTIONS UNLESS OTHERWISE INDICATED**

26. This question has to do with the way you were paired and teamed with other AIT soldiers. If you had your choice, would you have preferred:
- 26.1 To be paired and teamed like you were with the same person and team during the course
- 26.2 To be paired and teamed, but with different people
- 26.3 To be paired and teamed, but with the pairs and teams changing a few times during instruction so you weren't with the same ones all the time.
- 26.4 Not to be paired or teamed with anyone
27. You had the same instructor and drill sergeant all the way through AIT. Sometimes AIT students work with many different instructors and drill sergeants. If you had your choice, would you have preferred:
- 27.1 To have the same instructor and drill sergeant all the way through AIT just like you did.
- 27.2 To work with more than one instructor and drill sergeant depending on what you were learning or doing
- 27.3 I don't care either way
28. Your AIT training was a little different than some others because everyone in your platoon started and finished at the same time. Please read the choices below and choose the one that you would have preferred for your AIT course.
- 28.1 **GROUP-PACED INSTRUCTION:** This was the way your training happened. Everyone worked at the same speed and learned things at the same time. They started and finished together.
- 28.2 **SELF-PACED INSTRUCTION:** Each person works at his/her own speed. Some finish before or after others.
- 28.3 A combination of both depending on what was to be learned or what the task was
- 28.4 I don't have a choice
29. Your 948 AIT course was a part of a special program. At what point did you know that it was different than the regular course?
- 29.1 Before it started or at the very beginning (first week)
- 29.2 Sometime during the course
- 29.3 Toward the end of the course (last two weeks)
- 29.4 Didn't know it was special until right now
30. Knowing that the course was different or special, how did you react?
- | CHECK ONE IN THIS COLUMN   | CHECK ONE IN THIS COLUMN, TOO   |
|--|---|
| <input type="checkbox"/> 30.1a I worked a lot harder to make it work             | <input type="checkbox"/> 30.1b I had a more positive attitude toward the program        |
| <input type="checkbox"/> 30.2a I worked a little bit harder to make it work      | <input type="checkbox"/> 30.2b It didn't make any difference in my attitude             |
| <input type="checkbox"/> 30.3a It didn't make any difference in the way I worked | <input type="checkbox"/> 30.3b I had a <u>less</u> positive attitude toward the program |
| <input type="checkbox"/> 30.4a I worked a little <u>less</u> than I might have   |   |
| <input type="checkbox"/> 30.5a I worked a lot <u>less</u> than I might have      |   |

NAME: \_\_\_\_\_

---

Use the rating scale below to rate each of the following statements.

- 0 - Strongly disagree      1 - Disagree      2 - Neither agree nor disagree  
3 - Agree      4 - Strongly agree
- 

- \_\_\_\_\_ 11. The posters, displays, pins, team guidons (flags) and other things made me feel proud of being a 94B and of being part of my team/platoon.
- \_\_\_\_\_ 12. I have a positive attitude toward being a cook and a soldier
- \_\_\_\_\_ 13. I feel that my AIT course helped me to develop pride and concern for excellence
- \_\_\_\_\_ 14. I am confident/sure that I will be a good soldier and cook

---

PLEASE ADD ANY COMMENTS THAT YOU WOULD LIKE TO MAKE.

NAME: \_\_\_\_\_

20. Your AIT Training was like most others because soldiers in your class started and finished at different times. Please read the choices below and choose the one that you would have preferred for your AIT course.

- \_\_\_\_\_ 20.1 **GROUP-PACED INSTRUCTION:** Everyone works at the same speed and learns things at the same time. They start and finish together.
- \_\_\_\_\_ 20.2 **SELF-PACED INSTRUCTION:** This was the way your training happened. Each person works at his/her own speed. Some finish before or after others.
- \_\_\_\_\_ 20.3 A combination of both depending on what is to be learned or what the task is.
- \_\_\_\_\_ 20.4 I don't have a choice.

.....

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Use the rating scale below to rate each of the following statements.

- |                       |                    |                                |
|-----------------------|--------------------|--------------------------------|
| 0 - Strongly disagree | 1 - Disagree       | 2 - Neither agree nor disagree |
| 3 - Agree             | 4 - Strongly agree |                                |

- \_\_\_\_\_ 32. I have a positive attitude toward being a cook and a soldier.
- \_\_\_\_\_ 33. I feel that my AIT course helped me to develop pride and concern for excellence.
- \_\_\_\_\_ 34. I am confident/sure that I will be a good soldier and cook.

.....

PLEASE ADD ANY COMMENTS THAT YOU WOULD LIKE TO MAKE.



## 94B STUDENT REACTION SURVEY

C-13

NOTE: COMPLETED BY COMPARISON  
GROUP STUDENTS ONLY

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

FT. DIX, NEW JERSEY

Use the rating scale below to rate each of the following statements about your training.

- 0 - Never or almost never happened      1 - Seldom happened      2 - Sometimes happened  
3 - Often happened      4 - Always or almost always happened

8. Whenever I needed help, my instructor, drill sergeant or other person was there to help me during:
- \_\_\_\_ 8.1 Cooking instruction  
\_\_\_\_ 8.2 Basic soldiering activities
9. I had just the right amount of time (not too much or too little) to learn something before going on to the next task in each of these areas:
- \_\_\_\_ 9.1 Cooking skills  
\_\_\_\_ 9.2 Basic soldiering skills
- \_\_\_\_ 14. I felt that I was responsible for how well other soldiers in my class were doing.
15. These people modeled the way I was supposed to act and to do things. They did things the way they expected me to do them and acted the way they expected me to act.
- \_\_\_\_ 15.1 Company commander      \_\_\_\_ 15.4 94B instructors  
\_\_\_\_ 15.2 1st Sergeant      \_\_\_\_ 15.5 Other NCOs outside of my company and instructors  
\_\_\_\_ 15.3 Platoon sergeant
- \_\_\_\_ 16. The order in which cooking skills were taught made sense to me.
- \_\_\_\_ 17. The instruction or lessons started with easy things and moved to more difficult tasks.
18. The course materials:
- \_\_\_\_ 18.1 Were complete (had the information I needed)  
\_\_\_\_ 18.2 Were easy to understand  
\_\_\_\_ 18.3 Were easy to use (I could find the information I needed when I needed it)  
\_\_\_\_ 18.4 Were available when I needed to study  
\_\_\_\_ 18.5 Had the same information that was given to me by my instructor
- \_\_\_\_ 19. If I a.dn't learn something well or was out for a part of the instruction, I had the help I needed to make up for the instruction that I missed.
- \_\_\_\_ 20. I was able to learn and keep up even when I pulled detail or extra duty. The detail did not affect my learning.

NAME: \_\_\_\_\_

C-14

21. I felt that my superiors (instructors, cadre, 1st sergeant, Company Commander):

- 21.1 Treated me as if they thought I was a basically intelligent person and was capable of learning
- 21.2 Cared about the kind of person I am and want to be
- 21.3 Made me feel proud that I was going to be a cook
- 21.4 Showed pride toward the 94B MOS

22. My instructors and drill sergeant(s) were:

- 22.1 On time whenever I or others were supposed to work with them.
- 22.2 Well prepared for each training session and other times when I worked with them.

23. The following people did everything possible to help me learn what I had to learn:

- 23.1 94B instructors
- 23.2 Platoon Sergeant
- 23.3 1st Sergeant
- 23.4 Company Commander

24. These questions are about your experience in the field training site and the garrison dining facility. Use the same scale as you did for the questions above (never, seldom, sometimes, often, always)

- 24.1 When I was in the field, my time was spent practicing cooking skills that I had learned during instruction
- 24.2 When I was in the garrison dining facility, my time was spent practicing cooking skills that I had learned during instruction
- 24.3 I was asked only to use skills that I already knew when I worked in the field or garrison dining facility.
- 24.4 I felt that my experiences in the field really helped me learn how to be a good cook.
- 24.5 I felt that my experiences in the garrison dining facility really helped me learn how to be a good cook.

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CHOOSE ONLY ONE ANSWER FOR THE FOLLOWING QUESTIONS.

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27. You worked with different instructors and drill sergeants during AIT. Sometimes AIT students work with the same instructor and drill sergeant throughout AIT. If you had your choice, would you have preferred:

- 27.1 To have one instructor and drill sergeant all the way through AIT?
- 27.2 To work with more than one instructor and drill sergeant depending on what you were learning or doing, just like you did?
- 27.3 I don't care either way.

# ICI-TRAINED INSTRUCTOR REACTION SURVEY

C-15

NAME: \_\_\_\_\_ INSTRUCTOR EXPERIENCE: \_\_\_\_\_

TRAINING LOCATION: \_\_\_\_\_ YEARS AS AN ARMY COOK: \_\_\_\_\_

The following items are designed to find out your reactions to the ITP. Please respond to each item as completely and accurately as you can. Do not leave any item unanswered. If you have no answer or comment to a particular item, please write N/A next to that item.

1. How would you compare the ICI instructor training program you were involved in to other Army training programs you have participated in? Rate each of the following criteria using the rating scale below.

---

1 - much poorer    2 - poorer    3 - same    4 - better    5 - much better

---

## Criteria

- a. \_\_\_ The organization and sequencing of what you were to learn.
- b. \_\_\_ The percentage of the program that was directly relevant to your responsibilities.
- c. \_\_\_ The extent to which you learned how to apply what you were learning to your current (or future) responsibilities.
- d. \_\_\_ The degree to which the training program created a desire on your part to apply what you learned to your responsibilities.
- e. \_\_\_ The amount of training time spent on relevant issues.
- f. \_\_\_ The amount of confidence you developed from the training in your ability to produce better results in your responsibilities.

2. What priority rating would you give to training Army Instructors in the ICI Strategies? Check one.

top     high     medium     low     bottom

What are your reasons for this rating?

3. What priority rating would you give to training Instructional Leaders in the ICI Strategies?

top     high     medium     low     bottom

What are your reasons for this rating?

4. What were the major advantages of the ITP for:

you?

the cadre?

the students?

5. What do you think were the major disadvantages of the ITP for:

you?

the cadre?

the students?

6. Check which of the following is your opinion about whether or not the Army should continue to use the ITP for training soldiers.

- continue as is
- continue with minor changes (see item #7)
- continue with major changes (see item #7)
- do not continue

What are your reasons for the opinion checked above?

7. What changes would you like to see made in the ITP? List the changes in order of importance. If you do not think anything should be changed, then put N/A on this line \_\_\_\_\_.

- |          |          |
|----------|----------|
| a. _____ | c. _____ |
| _____    | _____    |
| b. _____ | d. _____ |
| _____    | _____    |

8. Please write any other comments you wish to make about any aspect of the ITP.

## ICI-TRAINED CADRE REACTION SURVEY

NAME: \_\_\_\_\_ AIT or BT CADRE EXPERIENCE: \_\_\_\_\_  
 TRAINING LOCATION: \_\_\_\_\_ YEARS AS ARMY NCO or OFFICER \_\_\_\_\_

The following items are designed to find out your reactions to the ITP. Please respond to each item as completely and accurately as you can. Do not leave any item unanswered. If you have no answer or comment to a particular item, please write N/A next to that item.

1. How would you compare the ICI cadre training program you were involved in to other Army training programs you have participated in? Rate each of the following criteria using the rating scale below.

---

1 - much poorer    2 - poorer    3 - same    4 - better    5 - much better

---

### Criteria

- a. \_\_\_ The organization and sequencing of what you were to learn.
- b. \_\_\_ The percentage of the program that was directly relevant to your responsibilities.
- c. \_\_\_ The extent to which you learned how to apply what you were learning to your current (or future) responsibilities.
- d. \_\_\_ The degree to which the training program created a desire on your part to apply what you learned to your responsibilities.
- e. \_\_\_ The amount of training time spent on relevant issues.
- f. \_\_\_ The amount of confidence you developed from the training in your ability to produce better results in your responsibilities.

2. What priority rating would you give to training drill sergeants in the ICI Strategies? Check one:

top     high     medium     low     bottom

What are your reasons for this rating?

3. What priority rating would you give to training other NCO's/officers in the ICI Strategies?

top     high     medium     low     bottom

What are your reasons for this rating?

4. What were the major advantages of the ITP for:

you?

the cadre?

the students?

5. What do you think were the major disadvantages of the ITP for:

you?

the cadre?

the students?

6. Check which of the following is your opinion about whether or not the Army should continue to use the ITP for training soldiers.

- continue as is
- continue with minor changes (see item #7)
- continue with major changes (see item #7)
- do not continue

What are your reasons for the opinion checked above?

7. What changes would you like to see made in the ITP? List the changes in order of importance. If you do not think anything should be changed, then put N/A on this line \_\_\_\_\_.

- |          |          |
|----------|----------|
| a. _____ | c. _____ |
| _____    | _____    |
| b. _____ | d. _____ |
| _____    | _____    |

8. Please write any other comments you wish to make about any aspect of the ITP.



QUESTIONNAIRE  
FOR  
ITP DINING FACILITY MANAGERS/SHIFT LEADERS

1. How frequently were you able to observe the ITP students as they prepared/served food items in the dining facility?  
 almost daily     once/twice weekly     rarely
  
2. How would you compare the ITP students with your recently-trained staff (1-2 yrs.) and/or other students in terms of:
  - a. The quality of food prepared/served  
 worse     same     somewhat better     much better
  - b. Their use of proper cooking procedures  
 worse     same     somewhat better     much better
  - c. Their attitude towards doing the job properly  
 worse     same     somewhat better     much better
  - d. Practicing proper safety/sanitation procedures  
 worse     same     somewhat better     much better
  - e. Maintaining proper appearance as a soldier/cook  
 worse     same     somewhat better     much better
  - f. Knowledge of what needs to be done to properly prepare/serve a meal in a dining facility  
 worse     same     somewhat better     much better
  
3. How would you rate the ITP students on these same criteria based on your own standards and expectations for recently-trained cooks?  
 (U = unacceptable, P = passable, BP = better than passable, E = excellent)

	<u>U</u>	<u>P</u>	<u>BP</u>	<u>E</u>
a. quality of food	_____	_____	_____	_____
b. cooking procedures	_____	_____	_____	_____
c. attitude	_____	_____	_____	_____
d. safety/sanitation	_____	_____	_____	_____
e. appearance	_____	_____	_____	_____
f. knowledge/confidence	_____	_____	_____	_____

4. What difficulties, if any, did you encounter in having the ITP students working in the dining facility?

5. What benefits, if any, did you gain from having the ITP students working in the dining facility?

6. What comments/suggestions would you like to make?

Restricted per contract.

Signature \_\_\_\_\_

Position \_\_\_\_\_

## ITP INSTRUCTOR/CADRE FINAL ASSESSMENT

NAME \_\_\_\_\_ PLATOON \_\_\_\_\_ TEAM \_\_\_\_\_

## RATING SCALE - ADEQUACY

- 
- 0 = does not do at all
- 1 = does not do adequately (well enough to help students achieve a possible result from the training strategy)
- 2 = does adequately but only when told/supervised
- 3 = does adequately without being told/supervised
- 4 = does in a superior way
- 

## RATING SCALE - CONSISTENCY

- 
- 0 = never    1 = sometimes    2 = often    3 = whenever appropriate
- 

(Place the appropriate number from the ADEQUACY scale above in the "A" column to the left of each criterion below. Then place the appropriate number from the CONSISTENCY scale above in the "C" column to the left of each criterion below.)

---

## CRITERIA

- | A | C |   |
|---|---|---|
| — | — | 1. Followed the schedule - is at the designated instructional site on time and remains as long as possible to provide students the required instruction/supervision.                  |
| — | — | 2. Was well prepared to conduct each activity - has carefully read/reviewed plan, practiced demonstrations (if necessary), has obtained/organized needed resources prior to activity. |
| — | — | 3. Provided students the <u>specific</u> information they need in ways that students can readily understand it to form CCAMP's of desired results, proper procedures, etc.            |
| — | — | 4. Used effective procedures to confirm that students had formed the CCAMP's they needed.   |
| — | — | 5. Used effective procedures (directions, questions, etc.) to get students to work together well in pairs and as a group.   |
| — | — | 6. Assigned students enough of the kind of practice each needed to become proficient and closely supervised such practice until acceptable results were produced.                     |

## CRITERIA (CONT'D.)

- A C
- \_\_\_ \_\_\_ 7. Provided for effective, timely critique (instructor, peer, and/or self) on students' performance and included data on:
- \_\_\_ \_\_\_ change points
  - \_\_\_ \_\_\_ continue points
  - \_\_\_ \_\_\_ causes for results
  - \_\_\_ \_\_\_ actions to change
  - \_\_\_ \_\_\_ actions to continue
- \_\_\_ \_\_\_ 8. Exhibited the behaviors and appearance expected of the students (avoided double standards).
- \_\_\_ \_\_\_ 9. Treated students as intelligent human beings by refraining from yelling and other behaviors that demean personal dignity.
- \_\_\_ \_\_\_ 10. Treated students in ways that showed concern for their immediate and continued:
- \_\_\_ \_\_\_ physical well-being
  - \_\_\_ \_\_\_ psychological well-being

## OVERALL ASSESSMENT

In comparison with others (military and non-military) trained in the ICI Training/Learning Strategies, this person is:

\_\_\_ poor \_\_\_ below average \_\_\_ average \_\_\_ above average \_\_\_ outstanding

COMMENTS

## ITP EVALUATION

Student Interview Protocol

[Sampling: select 2-4 students per team, 12 total, half for very positive responses to the student surveys, half for would prefer self-paced or a combination of self and group paced instruction and somewhat negative in their responses]

1. What was your overall impression of the ITP training you received?

Probe for:

- generally happy/unhappy about it
- reasons for unhappiness, esp. for unhappiness with length
- how much/how well learned soldiering skills (drill & ceremony, guard duties, maintenance of self and quarters, etc.)
- how much/well learned cooking skills
- how much/well learned problem solving
- opinion re instructors
- opinion re pairing and teaming
- opinion re the amount and type of garrison and field exercises

2. How would you say you and your fellow ITP students compare to those who have completed the self-paced 94B program, say in Bravo Company?

Probe for differences in:

- cooking skills
- the way you work (e.g., neatness, safety)
- non-cooking skills

3. In the future, would you prefer to be in group-paced courses like this one, or in self-paced courses?

Probe for:

- why prefer that?
- what if same length of time to get through either?

4. When did you find out that this program was special or different?

Probe for:

- who told them and/or what clues did they have?
- how did they interpret the clues?
- was there any pressure to behave differently because it was special?
- were they treated differently by their instructors or anyone outside of Alpha Company?

5. Was there anything else that you particularly liked or disliked? Any comments or questions?

## INSTRUCTOR/CADRE INTERVIEW PROTOCOL

1. Did you feel that you had enough time to give proper attention to each soldier?
2. How did you feel about the length of the course? Too long, too short, about right? For some students/for all students?
3. Did you feel that more/less time could have been spent on any particular skill/knowledge/attitude? If so, which ones?
4. How satisfied with the ICI instructor training were you?
5. How long after the training did it take for you to be comfortable in using the ICI strategies/implementing the program as it was proposed?
  - 5.1 Before the course started
  - 5.2 Within a week or two after the course started
  - 5.3 After the first couple of weeks (at what point?)
  - 5.4 Never
6. How much follow-up help did you receive from the contractor to help you to continue to develop your skills in implementing the ICI strategies. Be specific.
7. How long have you been an instructor/DI, in general. For 94B MOS. How long have you been a 94B.
- 7a. How much comfort do you feel with the skills, knowledges necessary for the course (technical - 94B)
8. What type of training did you receive to be an instructor/DI. How adequate do you feel that training was?
9. Did the sequence in which skills, knowledge, attitudes were taught appear to make sense to you (show a correct progression of skill development). If no, what would you have changed?
10. What impact did the student pairing (with other students) and teaming (with students and with a single instructor) have on student skill, knowledge, attitude development? Why?
11. How useful were the ICI instructor materials to you? Were they complete, easy to understand, easy to use (accessible), available when needed, contained consistent information. What parts were more useful. Less useful?
12. Same as above for student manual. Were they used by students?
13. If you have taught 94B MOS AIT course before, were there any differences in the types of students in the ITP group as opposed to those you previously taught? What were the differences, if any (initially)?
14. Were there any lessons/tasks taught in which you felt the students were given an inadequate amount of time to learn/too much time was spent? What were they?

15. What were the benefits/drawbacks to teaming the same group of students with the same instructor throughout the course? Would you consider using the same teaming method again?
16. What impact did you feel extra duty/detail had on the ITP students' learning? Was this any different than it would have been in the regular course?
17. What specific types of activities/strategies/techniques/things were used in the project to develop attitude/pride/concern for excellence? Did you feel that the strategies worked? What about the pins, guidons, posters in barracks, etc.
18. What type of attitude did you have toward the course at the beginning, middle, end?
19. Given the choice, now that you know more about the project, would you have volunteered to participate?
20. What impact did the mission accomplishment in the garrison have on student learning?
21. Same for PTX (and how much cooking did soldiers actually do while in field)
22. What was your general opinion of the ICI strategies.
23. Some students have said that too much time was spent going over and over each skill. How do you feel this will affect the long term learning of students?
24. How much did Mr. Ehrenberg and other ICI staff help in implementing the project? When, what, etc.
25. What did you do when a student's partner was missing. How often did the same pairs work together? Were they changed and if so why? Same for teams.
26. Here is a list of program characteristics. Please choose those that you feel contributed most to the project. Least.
27. What happened when a student missed instruction due to sick call, etc. to help make up for lost time?
28. Blank
29. How different was the actual schedule from that originally planned?
30. Did you attempt to teach any skills or attitudes not specified in the ICI curriculum? Which ones? Why?
31. Did you change and/or add the the training techniques prescribed by ICI? In what ways? Why?
32. Did the fact that this was a new program, closely watched, make you try any harder to pull your trainees through and help them do well?
33. What do you think are the most important differences between ITP and the standard self-paced 94B training in what is taught, in how it is taught?

34. If you were to teach this course again, what is the maximum number of soldiers who could make up a team with a single instructor? Optimal?
35. What is the maximum number of teams that could be supervised by a Platoon Sergeant? Optimal?
36. How were pair partners/teams chosen? Would you choose them the same way next time? If not, how?
37. How do the graduates of this course differ from self-paced 94B graduates?
38. A year from now, how do you think graduates of this course will differ from self-paced 94B graduates?
39. If the ICI course were to be given again, would you want to work with a group-paced or self-paced platoon?



2. Did you feel that you had enough time to give proper attention to each student?
7. How long have you been an instructor? In general? For 94B MOS? Were you a Sgt. How long?
8. What type of training did you receive to be an instructor? How adequate do you feel that training was?
- 8a. What part of the course do you teach? How comfortable are you with your skills and knowledge in that area? In other areas related to 94B MOS AIT training?
9. Did the sequence in which skills/knowledge were taught appear to make sense to you? (show a correct progression of skill development). If no, what would you have changed?
11. How useful were the instructor materials to you? Complete, easy to understand, easy to use (accessible), available when needed, contained consistent information. What were the more useful parts? Less useful parts?
12. Same as above for student materials (and how were they used by students, for what purpose)?
13. If you have taught 94B MOS AIT course before, were there any differences in the type of students in this group as opposed to those you previously taught? What were the differences, if any (initially)?
15. What were the benefits/drawbacks to self-paced instruction (in which students worked through the program at their own pace, individually, rather than in teams or as a group)?
16. What impact did you feel extra duty/detail had on the students learning?
17. What specific types of activities/strategies/techniques were used during the course to develop attitude/concern for excellence? Did you feel that the strategies worked? Why?
18. What type of attitude did you have toward teaching the 94B MOS AIT? At the beginning, middle, and end?
20. What impact did the mission accomplishment in the garrison have on student learning?
21. Same for FTX (and how much cooking did the soldiers actually do. Be specific)
26. Here is a list of program characteristics. Please choose those that you feel contributed most to the project. Least.
27. What happens when a student misses instruction due to sick call, etc.? (to help make up for lost time)
30. Did you attempt to teach any skills or attitudes not specified in the POI. Which ones? Why?
31. Did you change or add to the training techniques prescribed by the POI? In what ways? Why?
36. A year from now, how do you think the graduates of this course will be doing? Why?

## ITP LEADER INTERVIEW PROTOCOL

1. In what ways did you interact with the project? How often, etc. (actual visits, discussions, meetings, etc.)
2. What was your general feeling toward the project:
  - 2.1 During development
  - 2.2 At initiation of soldier training phase
  - 2.3 During instructional program implementation
  - 2.4 Now
3. To what degree do you believe, based on your actual interaction with the project, that it was implemented as planned/proposed? What major changes were made, if any?
4. How were personnel (instructors, cadre, A Company) selected for participation?
5. Did you attend the instruction training program? For what purpose?
6. How effective do you feel the instructor training program was in meeting its intended goals?
7. Based on your interaction with the project, to what major causes would you attribute:
  - 7.1 Change in soldier skill/knowledge in basic soldiering, cooking and self management
  - 7.2 Changes or maintenance in soldier attitude
8. Based on your actual interaction with the project (rather than conjecture)
  - 8.1 What were the major influences (positive/negative) that had an impact on results
  - 8.2 What were the major strengths/weaknesses of the project for students, instructors/cadre, others?
9. Have you reviewed any of the materials developed by the project? (instructor manual, student manual) How would you rate them in terms of understandability, completeness, consistency of information with other sources, usability, ready when needed.
10. At what point did you feel the project began to run smoothly (Everyone knew what they were doing, when, how, etc., materials prepared, etc.)
11. To what degree did the Ft. Jackson personnel influence or provide input into curriculum content/sequencing/time allotment. In what ways?

## APPENDIX D

### Statistical Tables for Cooking and Basic Soldering Skills

#### o Description and Explanation of Tables and Rating System

**TABLE 1: Distribution of Rating Scores by Level of Performance for 94B MOS Cooking Skills and Basic Soldering Skills Evaluations - Numbers and Percentages of Criteria Rated Falling into Each Level-of-Performance Category**

**Table 1: Mission Accomplishment - Group Performance**

**Table 2: Mission Accomplishment - Individual Ratings**

**Table 3: Specific Skills Testing**

**Table 4: Recipe Conversion**

**Table 5: Field Equipment**

**Table 6: Military Customs and Courtesies**

**Table 7: Guard Duty**

**Table 8: Maintaining Self and Physical Surroundings**

**Table 9: Physical Readiness**

**Table 10: Drill and Ceremony - Individual Movements**

**Table 11: Drill and Ceremony - Squad Movements**

**Table 12: Drill and Ceremony - Platoon Movements**

**Tables 1 through 12 contain one each of the following:**

- o Multivariate Analysis, Overall Effect by Treatment, Education, Sex and Race/Ethnic Group**
- o Univariate Analysis, Identification of Statistically Significant Differences by Treatment, Education, Sex, Race/Ethnic Group, Platoon and Sub-Areas**
- o Number of Observations and Average Scores by Group and Sub-Area**
- o Frequency Count - Number and Percentage of Observations for Each Rating Category for ITP and Comparison Group by Each Rated Criterion**

**DESCRIPTION AND EXPLANATION OF TABLES  
AND RATING SYSTEM**

The tables on the following pages display the results of the ITP cooking and basic soldiering skills evaluations. The basis for the analyses was mean ratings derived from testing and observation (see Appendix B for instruments) using the following rating scale:

<u>RATING</u>	<u>DESCRIPTION</u>	<u>LEVEL OF PERFORMANCE CATEGORY</u>
0	Not present (not done)	NOGO
1	Present (done), but <u>not</u> minimally <u>acceptable</u>	NOGO
2	Present (done), but only at the <u>minimum acceptable</u> level of performance	NALP
3	Present (done) above the minimum acceptable level, but below the desired level of performance	NALP
4	Present (done) at the <u>desired</u> level of performance for given conditions	DLP

Somewhat different descriptions were used when rating Specific Skills, Recipe Conversion and Physical Readiness. However, the basic meaning of each rating remained the same.

Briefly, the tables contain the following information

- o Table I - Distribution of rating scores by level of performance for cooking and basic soldiering skills, number and percentage of criteria rated falling into each level-of-performance category.
- o Tables X.A - Multivariate analyses by treatment, education, sex, race/ethnic group, ITP platoon and other. Degrees of freedom, F value, probability that F has been exceeded, and identification of the group, if any, that demonstrated higher levels of knowledge, skill or confidence.
- o Tables X.B - Univariate analyses by same variables as mentioned

above for each sub-area rated. Identification of statistically significant differences, and where there are differences, degrees of freedom, F value, probability that F is exceeded and identification of group that demonstrated higher levels of knowledge, skill or confidence.

- o Tables X.C - Mean ratings for each sub-area and group and numbers of observations
- o Tables X.D - Frequency counts. Number and percentage of observations for individual criteria at each rating. ITP and comparison group results

The remaining part of this narrative provides a more detailed explanation of each chart and examples where appropriate. Readers familiar with statistics may wish to bypass this part.

#### Table I

This table provides a results overview by level-of-performance category as described above. The number and percentage of ratings in each level-of-performance category for each cooking end basic soldiering skill area are presented. Breakdowns by sub-area are presented when appropriate.

Example: Page D-9 , Under Mission Accomplishment, group, a sub-area identified is "Serving". The ITP results show that, of all the individual criteria rated in that sub-area, 10.8% were at the un-acceptable level of performance, most (74.5%) were at the minimum acceptable level, and 14.7% were viewed as at the desired level of performance.

This table is a direct outgrowth of Tables X.D described below. Therefore, for a detailed look at numbers and percentages of ratings given for each criteria, the reader is referred to those tables.

The remaining tables are arranged by area treated (e.g., mission accomplishment, recipe conversion, drill and ceremony) in the same order as they appear in the RESULTS sections. Within each area, Tables X.A, X.B, X.C and X.D appear in that order.

Table X.A

The first table in each set by area is the multivariate analysis (MANOVA) table. The MANOVA statistic combines the results of all the sub-area ratings and results in the identification of the presence or absence of an overall effect or difference between groups. The column labeled "STATISTICALLY SIGNIFICANT?" indicates whether there was a significant difference. If a "yes" appears in the "STATISTICALLY SIGNIFICANT?" column, then a significant overall effect was found. The descriptor in the parenthesis after the "yes" identifies the groups that received higher ratings. In all cases, if the probability that F was exceeded is less than .0500 (PR > F column), the difference was significant.

Multivariate analyses were conducted by treatment (ITP versus comparison group students) and by another variable, such as level of education. These are noted on the charts by "treatment X (name of other variable considered)". Sometimes sub-groups of students within a treatment outperform other sub-groups in that treatment and/or in the alternate treatment. When this happens, there is an "interaction" effect or a difference (sometimes statistically significant) among these different student sub-groups.

Example: Page D-13, Item L. LOCATION X TREATMENT. A statistically significant difference was found in this "interaction". A look at the mean ratings received by the sub-groups shows what that difference means:

Sub-Area Group	MEAN RATINGS							
	SERVING		PRODUCTS		SANITATION		OVERALL QUALITY	
	Field	Garrison	Field	Garrison	Field	Garrison	Field	Garrison
Comparison Group	2.16	2.53	2.20	2.25	2.15	3.00	2.20	2.40
ITP	2.70	2.36	2.46	2.31	2.60	2.36	2.36	2.04

The circled numbers are the high averages for the column and row. These show that the ITP group had consistently higher average scores for mission accomplishment in the field setting - higher than the comparison group in the field and higher than its own ratings achieved in the garrison setting. Similarly, the comparison group received higher ratings in the garrison setting when compared to ITP group means in the same setting and their own rating in the field.

This type of analysis makes it possible to more finely identify the effects of the treatment and to identify student sub-groups which might benefit more or less from the program. For the above analysis, all other factors being equal (which they were not), one could assume that the ITP treatment had a more positive impact on students' field cooking skills and a less positive effect on students' garrison cooking skills. The opposite would hold true for the comparison group.

The remaining types of analyses on this chart (sex, ethnic, education singly) were run chiefly to determine whether any student characteristic variable had a greater impact than another. In the case of the ITP evaluation, this was of particular importance since the ITP and comparison groups contained different proportions of

students by sex, ethnic group and education. These helped identify the absence or presence of bias by student characteristics. For example, the ITP group consisted of a higher proportion of females than the comparison group, 20% versus 11%. If the females as a group were significantly better at converting recipes, for example, then the results would be biased in favor of the ITP group. The results of all multivariate analyses by sex showed that there was no overall difference in favor of either sex. One can, therefore, rule out any advantage to either group based on higher or lower representations of females.

#### Tables X.B

These tables, 1B, 2B, 3B, etc., contain what is called univariate analysis. These analyses focus on an individual sub-area and identify whether or not there is a statistically significant difference among the groups in that one sub-area.

Example: Page D-14, under Mission Accomplishment, Group. This area is divided into four sub-areas -- serving, products, sanitation and overall effectiveness and quality. The univariate analysis focuses on one of these sub-areas at a time to identify differences. The multivariate analysis focuses on all of them together.

Sometimes, there are statistically significant differences in the multivariate analysis, but the statistical significance is not carried over into the univariate analysis or vice versa. This is not uncommon.

The "B" tables list the sub-areas rated and indicate whether significant differences were found in each. If the differences are significant, then more detailed statistics are provided and the



and the group or groups that were found to be better are identified. Column titles in this section indicate the degrees of freedom (df), the F Value, the probability that F has been exceeded ( $PR > F$ , i.e. if the number is less than .0500, then a statistically significant difference has been found), and the group that was found to be more skilled.

#### Table X.C

These tables identify the number of separate observations that occurred and the mean ratings received by the identified group in each sub-area. These tables serve at least two useful purposes. First, the differences in mean raw scores between groups can be reviewed to determine the magnitude of the difference. Second, the average level of performance can be identified. Statistically significant differences can occur when there is little practical difference or when scores are unacceptably low, so it's important to have a complete picture before making any decisions.

Example: Page D-30, Specific Skills Testing, Time to Complete. Univariate results indicate that ITP students were statistically superior to the comparison group students in time to complete a specific skill. They more often performed the skill within a desirable timeframe. A look at the means on page D-32 shows that the ITP group was given an average rating of 3.00 and the comparison group, 2.86. While both of these means are at an acceptable level of performance, the difference is only fourteen-hundredths (.14) of a point on the 4 point scale. Statistically significant? Yes. Given the same circumstances and population, the ITP group should consistently outperform the comparison group. Meaningful? In this evaluator's judgment, no.

Table X.D

These tables contain frequency counts by rating (0, 1, 2, 3 or 4) for each individual criterion rated. The criteria are the items that were rated and they related directly the items on the Ratings Forms found in Appendix B. Any item or criterion that was given a 0-4 rating appears on these frequency forms.<sup>1</sup> The number of observations and the percentage for that number are indicated under each rating and across each criteria for both the ITP and comparison groups.

<sup>1</sup>Certain items in the original soldiering skills rating forms were deleted for the purposes of analyses. High numbers of missing data were found in the ratings for these criteria.

**Table I: Distribution of Rating Scores by Level of Performance  
for 948 MOS Cooking Skills and Basic Soldiering Skills  
Evaluations - Numbers and Percentages of Criteria  
Rated Falling into Each Level-of-Performance Category**

TABLE 1: Distribution of Rating Scores by Level of Performance for 948 MDS Cooking Skills and Basic Soldering Skills Evaluations - Numbers and Percentages of Criteria Rated Falling into Each Level-of-Performance Category.<sup>1</sup>

AREA/SUB-AREA		NUMBER OF CRITERIA RATED	NOGO	MALP	DLP
<b>1. MISSION, GROUP</b>					
o Serving	ITP	259	28 (10.8%)	194 (74.5%)	38 (14.7%)
	COMP	200	16 (8.0%)	178 (89.0%)	6 (3.0%)
o Products	ITP	414	70 (16.9%)	289 (70.0%)	55 (13.3%)
	COMP	317	51 (16.1%)	238 (75.1%)	28 (8.8%)
o Sanitation	ITP	229	33 (14.4%)	165 (72.1%)	31 (13.5%)
	COMP	175	8 (4.6%)	133 (76.0%)	34 (19.4%)
o Overall Rating	ITP	50	8 (16.0%)	40 (80.0%)	2 (4.0%)
	COMP	40	1 (2.5%)	39 (97.5%)	0 --
Totals	ITP	952	139 (14.6%)	687 (72.2%)	126 (13.2%)
	COMP	732	76 (10.4%)	588 (80.3%)	68 (9.3%)
<b>2. MISSION, INDIVIDUAL</b>					
o Procedures	ITP	1361	289 (21.3%)	917 (67.4%)	155 (11.4%)
	COMP	1515	182 (12.0%)	1128 (75.2%)	205 (13.5%)
o Confidence/Attitude	ITP	687	100 (14.5%)	505 (73.5%)	82 (11.9%)
	COMP	635	39 (6.1%)	500 (78.7%)	96 (15.1%)
o Products	ITP	679	154 (22.6%)	465 (68.5%)	60 (8.8%)
	COMP	713	112 (15.7%)	490 (68.7%)	111 (15.6%)
Totals	ITP	2727	543 (19.9%)	1887 (69.2%)	297 (10.9%)
	COMP	2863	333 (11.6%)	2118 (74.0%)	412 (14.4%)
<b>3. SPECIFIC SKILLS</b>					
o By Skill					
- Sharpen Knife	ITP	72	33 (45.8%)	21 (29.2%)	18 (25.0%)
	COMP	93	32 (34.4%)	40 (43.0%)	21 (22.6%)
- Slice Tomato	ITP	72	36 (50.0%)	24 (33.3%)	12 (16.7%)
	COMP	92	35 (38.0%)	39 (42.4%)	18 (19.6%)
- Dice Onion	ITP	72	39 (54.1%)	28 (39.0%)	5 (6.9%)
	COMP	86	36 (41.9%)	40 (46.5%)	10 (11.6%)

<sup>1</sup>NOGO = Ratings of 0 or 1. Indicates that students performed at an unacceptable level.

MALP = Ratings of 2 or 3. Students performed at or above the minimum acceptable level.

DLP = Rating of 4. Students performed at the desired level of performance.

TABLE I: (continued)

AREA/SUB-AREA		NUMBER OF CRITERIA RATED	NOGO	HALP	DLP
<b>3. SPECIFIC SKILLS (Cont'd)</b>					
- Shred Cabbage	ITP	72	39 (54.16)	19 (26.39)	14 (19.44)
	COMP	91	31 (34.10)	43 (47.40)	17 (18.70)
- Cook Gravy	ITP	70	36 (51.43)	16 (22.86)	18 (25.71)
	COMP	93	29 (30.10)	42 (45.20)	23 (24.70)
- Cook Shrimp	ITP	69	6 ( 8.70)	43 (62.32)	20 (29.00)
	COMP	91	14 (15.40)	60 (66.00)	17 (18.70)
- Prepare Yellow Cake	ITP	70	33 (47.14)	30 (42.86)	7 (10.00)
	COMP	93	45 (48.40)	47 (50.60)	1 ( 1.00)
o By Criteria					
- Procedure	ITP	166	97 (58.43)	65 (39.16)	4 ( 2.40)
	COMP	206	92 (44.70)	111 (53.90)	3 ( 1.50)
- Appearance	ITP	165	93 (56.36)	60 (41.20)	4 ( 2.40)
	COMP	215	79 (36.80)	130 (60.50)	6 ( 2.80)
- Time to completion	ITP	166	32 (19.30)	48 (29.00)	86 (51.80)
	COMP	215	50 (23.30)	67 (31.20)	98 (45.60)
Totals	ITP	497	222 (44.7%)	181 (36.4%)	94 (18.9%)
	COMP	636	221 (34.7%)	305 (48.4%)	107 (16.8%)
<b>4. RECIPE CONVERSION</b>					
o Amounts	ITP	123	60 (49.10)	54 (40.00)	4 ( 3.30)
	COMP	29	18 (62.10)	11 (37.90)	0 --
o Time to Completion	ITP	122	1 ( .80)	2 ( 1.60)	119 (97.50)
	COMP	28	1 ( 3.60)	4 (14.30)	23 (82.10)
Totals	ITP	245	61 (24.9%)	61 (24.9%)	123 (50.2%)
	COMP	57	19 (33.3%)	15 (26.3%)	23 (40.4%)
<b>5. FIELD EQUIPMENT</b>					
o Explained	ITP	361	62 (17.10)	239 (66.20)	60 (16.60)
	COMP	256	63 (24.60)	175 (68.40)	18 ( 7.30)
o Performed	ITP	368	64 (17.40)	245 (66.60)	59 (15.00)
	COMP	244	31 (12.70)	197 (70.70)	16 ( 6.60)

TABLE I: (continued)

AREA/SUB-AREA		NUMBER OF CRITERIA RATED	NOGD	MALP	DLP
<b>5. FIELD EQUIPMENT (Cont'd)</b>					
Totals	ITP	729	126 (17.3%)	484 (66.4%)	119 (16.3%)
	COMP	466	60 (12.9%)	372 (79.9%)	34 (7.3%)
6. MILITARY CUSTOMS AND COURTESIES	ITP	1727	21 (1.2%)	963 (55.8%)	1143 (66.2%)
	COMP	699	6 (.9%)	107 (15.3%)	586 (83.8%)
7. GUARD DUTY	ITP	1170	39 (3.3%)	347 (29.7%)	792 (67.2%)
	COMP	374	16 (4.3%)	124 (33.1%)	234 (62.6%)
<b>8. MAINTAINING SELF AND PHYSICAL SURROUNDINGS</b>					
o Formal Inspection	ITP	1550	3 (.2%)	434 (27.9%)	1121 (72.0%)
	COMP	487	1 (.2%)	122 (25.0%)	364 (74.7%)
o Unannounced Inspection	ITP	1430	19 (1.3%)	372 (26.0%)	1047 (72.8%)
	COMP	572	42 (7.3%)	255 (44.6%)	275 (48.1%)
Totals	ITP	2996	22 (.7%)	806 (26.9%)	2168 (72.4%)
	COMP	1059	43 (4.1%)	377 (35.6%)	639 (60.3%)
9. DRILL AND CEREMONY, INDIVIDUAL	ITP	1275	10 (.8%)	125 (9.8%)	1140 (89.4%)
	COMP	427	3 (.7%)	39 (9.1%)	385 (90.2%)
10. DRILL AND CEREMONY, SQUAD	ITP	296	6 (2.0%)	76 (25.6%)	214 (72.3%)
	COMP	114	0 --	39 (33.8%)	76 (66.7%)
11. DRILL AND CEREMONY, PLATOON	ITP	43	3 (7.0%)	19 (44.2%)	21 (48.8%)
	COMP	15	0 --	6 (40.0%)	9 (60.0%)

**Mission Accomplishment - Group Performance**

**TABLE 1A: Multivariate Analysis, Overall Effect by Treatment and Education, Sex and Race/Ethnic Group for Mission Accomplishment - Group**

**I. AREA: Mission Accomplishment - Group**

**II. MULTIVARIATE ANALYSES (HYPOTHESIS OF NO OVERALL EFFECT)**

	<u>df</u> <sup>1</sup>	<u>F Value</u>	<u>PROB &gt; F</u>	<u>STATISTICALLY SIGNIFICANT?</u>
A. Education & Treatment	--	--	--	--
B. Sex & Treatment	--	--	--	--
C. Race/Ethnic Group & Treatment	--	--	--	--
<b>SPECIAL ANALYSES</b>				
D. Mission & Treatment	1,86	2.73	.0345	yes (comparison group during lunch missions)
E. Location & Treatment	1,86	5.55	.0005	yes (ITP in field and comparison group in garrison)

<sup>1</sup>Degrees of freedom, residual degrees of freedom



**TABLE 18: Univariate Analysis, Identification of Statistically Significant Differences by Treatment, Education, Sex and Race/Ethnic Group, Platoon and sub-areas within Mission Accomplishment - Group**

**I. AREA: MISSION ACCOMPLISHMENT - GROUP**

**II. UNIVARIATE ANALYSES**

**A. STATISTICAL SIGNIFICANCE**

NS = No Significance

• = Statistically Significant Difference ( $P \leq .05$ )

GROUPINGS	SUB-AREAS			
	SERVE	PRODUCT	CLEAN-UP	OVERALL QUALITY
1. Education	--	--	--	--
2. Treatment	NS	NS	NS	NS
3. Ed X Treat	--	--	--	--
4. Sex	--	--	--	--
5. Sex X Treat	--	--	--	--
6. Ethnic	--	--	--	--
7. Eth X Treat	--	--	--	--
8. Platoon (ITP Only)	•	•	•	•
9. Mission	NS	NS	NS	NS
10. Mis X Treat	NS	NS	NS	NS
11. Location	NS	NS	NS	NS
12. Loc X Treat	•	NS	•	NS

df                      F Value                      PR > F                      In Favor Of

**B. DETAIL**

1. Platoon				
- Serve	2, 47	11.79	.0001	PLI
- Product	2, 47	8.49	.0007	PLI
- Clean-up	2, 47	12.21	.0001	PLI
- Overall	2, 47	11.03	.0001	PLI
2. Location X Treat				
- Serve	1, 86	7.16	.0089	ITP - Field
- Clean-up	1, 86	15.90	.0001	Camp - Garrison

TABLE 1C: Number of Observations and Average Scores by Group and Sub-Area  
Within Mission Accomplishment - Group

I. AREA: MISSION ACCOMPLISHMENT - GROUP

II. INDICES AND MEAN SCORES

	N	N E A W S			
		Serving	Products	Cleanup	Overall Quality
<b>A. EDUCATION</b>					
1. Non-High School					
2. High School Grad					
<b>B. TREATMENT</b>					
1. Comparison	40	2.39	2.23	2.73	2.33
2. ITP Group	90	2.53	2.30	2.52	2.20
<b>C. ED X TREAT</b>					
1. Non-MS, Comp.					
2. Non-MS, ITP					
3. MS, Comparison					
4. MS, ITP Group					
<b>D. SEX</b>					
1. Male					
2. Female					
<b>E. SEX X TREAT</b>					
1. Comp, Male					
2. Comp, Female					
3. ITP, Male					
4. ITP, Female					
<b>F. ETHNIC</b>					
1. White					
2. Black					
<b>G. ETH X TREAT</b>					
1. Comp, White					
2. Comp, Black					
3. ITP, White					
4. ITP, Black					

TABLE 1C: (continued)

## I. AREA: MISSION ACCOMPLISHMENT - GROUP

## II. NUMBERS AND MEAN SCORES

	N	M E A N S			
		Serving	Products	Cleanup	Overall Quality
<b>H. PLATOON (ITP ONLY)</b>					
1. Platoon 01	17	3.09	2.83	3.13	2.76
2. Platoon 02	16	2.31	2.22	2.43	2.06
3. Platoon 03	17	2.16	2.09	1.99	1.76
<b>I. SPECIAL ANALYSES</b>					
<b>I. MISSION</b>					
1. Breakfast	43	2.40	2.24	2.57	2.26
2. Lunch/Dinner	47	2.52	2.39	2.66	2.26
<b>J. MISSION X TREAT</b>					
1. Breakfast, Comp.	19	2.34	2.01	2.68	2.26
2. Breakfast, ITP	24	2.46	2.41	2.48	2.25
3. Lunch/Dinner, Comp.	21	2.44	2.43	2.78	2.38
4. Lunch/Dinner, ITP	26	2.59	2.36	2.56	2.15
<b>K. LOCATION</b>					
1. Field	40	2.50	2.36	2.48	2.30
2. Garrison	50	2.44	2.29	2.72	2.22
<b>L. LOCATION X TREATMENT</b>					
1. Field, Comp.	15	2.16	2.20	2.17	2.20
2. Field, ITP	25	2.70	2.46	2.68	2.36
3. Garrison, Comp.	25	2.53	2.25	3.08	2.40
4. Garrison, ITP	25	2.36	2.31	2.36	2.04

**TABLE 19: Frequency Count - Number and Percentage of Observations for each Rating Category for ITP and Comparison Group by Each Item Rated Within Mission Accomplishment - Group**

CRITERION	FREQUENCIES															
	ITP Project								Comparison Group							
	0	1	2	3	4	5	6	7	0	1	2	3	4	5	6	7
<b>1. SERVING - The serving of the food:</b>																
a. Was sanitary throughout the serving period	0	9	18	13	5	0	0	0	2	20	18	0	0	0	0	0
	-	20.00	40.00	28.90	11.10	-	-	-	5.00	50.00	45.00	-	-	-	-	-
b. Was prompt	0	3	16	17	12	0	0	0	3	19	15	3	0	0	0	0
	-	6.30	33.30	35.40	25.00	-	-	-	7.50	47.50	37.50	7.50	-	-	-	-
c. Was cheerful	0	1	16	44	6	0	0	0	1	16	23	0	0	0	0	0
	-	2.10	34.00	51.10	12.00	-	-	-	2.50	40.00	57.50	-	-	-	-	-
d. Gave each soldier a proper size portion	0	5	14	18	11	0	0	0	4	21	14	1	0	0	0	0
	-	10.40	29.20	37.50	22.90	-	-	-	10.00	52.50	35.00	2.50	-	-	-	-
e. Looked good at the beginning	0	10	19	18	4	0	0	0	6	20	12	2	0	0	0	0
	-	19.60	37.30	35.30	7.00	-	-	-	15.00	50.00	30.00	5.00	-	-	-	-
<b>2. PRODUCT - The food that was served:</b>																
a. Had the proper taste	0	10	22	19	1	0	0	0	5	25	9	0	0	0	0	0
	-	19.20	42.30	36.50	1.90	-	-	-	12.00	64.10	23.10	-	-	-	-	-
b. Had the proper appearance	0	9	30	13	0	0	0	0	9	23	8	0	0	0	0	0
	-	17.30	57.70	25.00	-	-	-	-	22.50	57.50	20.00	-	-	-	-	-
c. Had the proper texture	0	12	21	18	1	0	0	0	5	27	6	1	0	0	0	0
	-	23.10	40.40	34.60	1.90	-	-	-	12.00	69.20	15.40	2.00	-	-	-	-
d. Was at the right temperature	0	11	21	17	1	0	0	0	13	21	6	0	0	0	0	0
	-	25.00	40.40	32.70	1.90	-	-	-	32.50	52.50	15.00	-	-	-	-	-
e. Was at the right degree of "doneness"	0	10	22	16	4	0	0	0	7	21	12	0	0	0	0	0
	-	19.20	42.30	30.80	7.70	-	-	-	17.50	52.50	30.00	-	-	-	-	-

TABLE 10: (Continued)

CRITERION	FREQUENCIES																																													
	RATINGS																																													
	ITP Project																																													
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30															
<b>2. PRODUCT (continued)</b>																																														
f. Was ready when needed	0	10	16	14	12	0	0	5	22	7	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
	-	19.20	30.80	26.90	23.10	-	-	12.50	55.00	17.50	15.00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
g. Was in the right amount and portions required by cook's worksheet	0	5	19	15	12	0	0	0	17	10	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
	-	9.80	37.30	29.40	23.50	-	-	-	42.50	25.00	32.50	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
h. Was in the right serving containers	0	1	14	12	24	0	0	7	14	10	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
	-	2.00	27.50	23.50	47.10	-	-	17.50	35.90	25.60	20.50	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>3. SANITATION/CLEAN-UP - When the assignment was finished:</b>																																														
a. All utensils and equipment used by the soldier/cook were clean and sanitary	0	6	14	19	6	0	0	2	17	12	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
	-	13.30	31.10	42.20	13.30	-	-	6.30	53.10	37.50	3.10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
b. All work areas used by the soldier/cook were clean and sanitary	0	9	17	16	9	0	0	4	18	12	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	-	18.00	34.00	32.00	16.00	-	-	10.00	45.00	30.00	15.00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
c. All general work areas and floors used by the shift were clean and sanitary	0	8	14	13	5	0	0	1	16	9	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	-	20.00	35.00	32.50	12.50	-	-	3.10	50.00	28.10	18.80	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
d. All utensils, equipment and supplies were returned to their proper place	0	4	17	23	6	0	0	0	16	10	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	-	8.00	34.00	46.00	12.00	-	-	-	50.00	31.30	18.80	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
e. The entire area was ready for next use	0	6	19	13	6	0	0	1	15	8	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	-	13.60	43.20	29.50	13.60	-	-	2.60	38.50	20.50	38.50	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>4. OVERALL MISSION RATING</b>																																														
	0	8	26	14	2	0	0	1	25	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	-	16.00	52.00	28.00	4.00	-	-	2.50	62.50	35.00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

**Mission Accomplishment - Individual Ratings**

AD-A114 456

ARMY TRAINING DEVELOPMENTS INST FORT MONROE VA  
EVALUATION OF INTEGRATED TRAINING PROTOTYPE 94B10, FORT JACKSON--ETC(U)  
MAR 81 L C AOKI

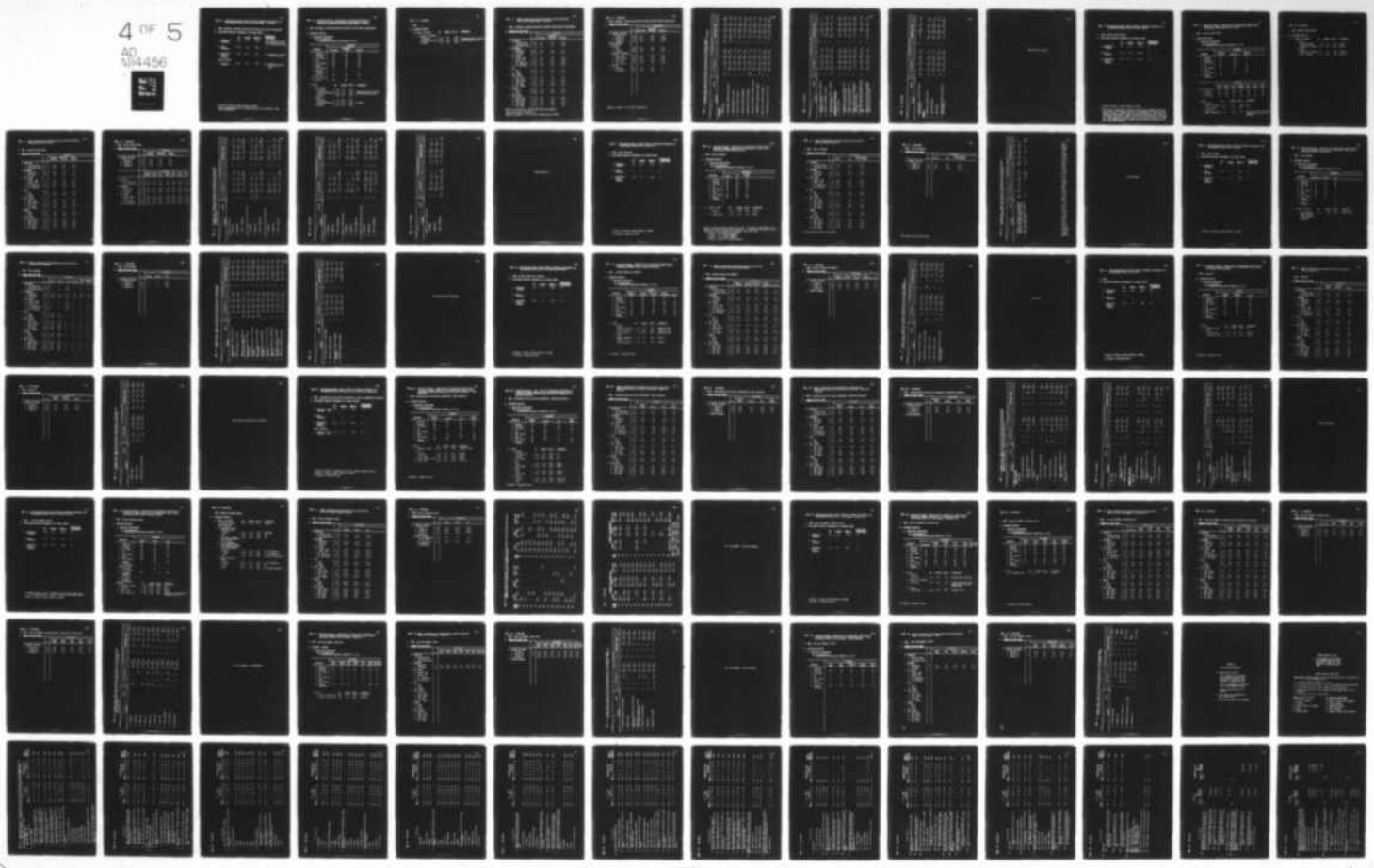
F/G 5/9

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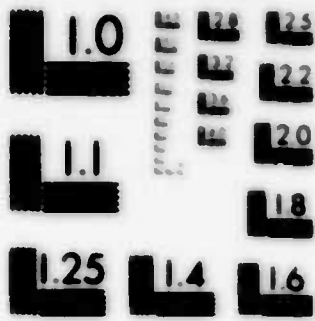
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4 OF 5

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94456



14456



MICROCOPY RESOLUTION TEST CHART  
NATIONAL BUREAU OF STANDARDS-1963-A



**TABLE 2A : Multivariate Analysis, Overall Effect by Treatment and Education, Sex and Race/Ethnic Group for Mission Accomplishment - Individual**

**I. AREA: PROCEDURES, CONFIDENCE/ATTITUDES AND PRODUCTS FOR MISSION ACCOMPLISHMENT**  
**II. MULTIVARIATE ANALYSES (HYPOTHESIS OF NO OVERALL EFFECT)**

	<u>df</u> <sup>1</sup>	<u>F Value</u>	<u>PROB &gt; F</u>	<u>STATISTICALLY SIGNIFICANT?</u>
A. Education & Treatment	1,198	3.23	.0416	yes (Comparison for High School Graduates and ITP for non-High School Grade)
B. Sex & Treatment	1,198	.68	.5671	no
C. Race/Ethnic Group & Treatment	1,186	5.78	.0010	yes (Comparison for Whites and ITP for Blacks)
<b>SPECIAL ANALYSES</b>				
D. Location & Treatment	1,205	3.38	.0192	yes (Comparison for Garrison and ITP for Field)

<sup>1</sup> Degree of freedom, residual degree of freedom

<sup>2</sup> Runs included procedures and confidence/attitude, but not products. These were run separately

**TABLE 20** Univariate Analysis, Identification of Statistically Significant Differences by Treatment, Education, Sex and Race/Ethnic Group, Platoon and Sub-Areas Within Mission Accomplishment - Individual

**I. AREA: PROCEDURES, CONFIDENCE/ATTITUDE AND PRODUCTS DURING MISSION ACCOMPLISHMENT**

**II. UNIVARIATE ANALYSES**

**A. STATISTICAL SIGNIFICANCE**

NS = No Significance

• = Statistically Significant differences ( $P \geq .05$ )

GROUPINGS	SUB-AREAS		
	Procedures	Confidence/ Attitude	Products
1. Education	NS	NS	NS
2. Treatment	NS	NS	NS
3. Ed X Treat	NS	NS	NS
4. Sex	NS	NS	NS
5. Sex X Treat	NS	NS	NS
6. Ethnic	NS	NS	NS
7. Eth X Treat	•	•	•
8. Platoon (ITP Only)	•	•	•
9. Location	NS	NS	NS
10. Loc X Treat	•	•	•
11. Mission	NS	NS	--

**B. DETAIL**

	<u>df</u>	<u>F Value</u>	<u>PR &gt; F</u>	<u>In Favor Of</u>
1. Eth X Treat				
o Procedures	1, 186	9.32	.0026	)
o Confidence/Attitude	1, 186	17.16	.0001	) Comparison Group for Whites
o Products	1, 186	4.16	.0330	) and ITP Group for Blacks
2. Platoon				
o Procedures	2, 112	15.72	.0001	)
o Confidence/Attitude	2, 112	9.56	.0001	) Platoon 1
o Products	2, 169	8.41	.0003	)

TABLE 28 : (continued)

I. AREA:

II. UNIVARIATE ANALYSIS

B. DETAIL (continued)

3. Location X Treatment

	<u>df</u>	<u>F Value</u>	<u>Pr &gt; F</u>	<u>In Power Of</u>
o Procedures	1, 205	4.67	.0318	) Comparison Group in Garrison ) and TSV Group in Field
o Confidence/Attitude	1, 205	9.25	.0027	
o Products	1, 205	4.82	.0293	

TABLE 2C : Number of Observations and Average Scores by Group and Sub-Area  
Within Mission Accomplishment - Individual

I. AREA: PROCEDURES, CONFIDENCE/ATTITUDE AND PRODUCTS DURING MISSION ACCOMPLISHMENT

II. NUMBERS AND MEAN SCORES

	N	M E A N S		
		Procedures	Confidence/ Attitude	Products
<b>A. EDUCATION</b>				
1. Non-High School	49	2.53	2.51	2.27 <sup>1</sup>
2. High School Grad	173	2.32	2.57	2.34 <sup>1</sup>
<b>B. TREATMENT<sup>2</sup></b>				
1. Comparison	102	2.34	2.64	2.44
2. ITP Group	107	2.32	2.47	2.28
<b>C. ED X TREAT</b>				
1. Non-MS, Comp.	10	2.35	2.30	2.17 <sup>3</sup>
2. Non-MS, ITP	39	2.45	2.57	2.28 <sup>3</sup>
3. MS, Comparison	97	2.33	2.66	2.41 <sup>3</sup>
4. MS, ITP Group	76	2.30	2.47	2.28 <sup>3</sup>
<b>D. SEX</b>				
1. Male	168	2.34	2.55	2.34
2. Female	11	2.31	2.53	2.43
<b>E. SEX X TREAT</b>				
1. Comp, Male	84	2.33	2.62	2.41
2. Comp, Female	11	2.48	2.83	2.58
3. ITP, Male	84	2.35	2.49	2.26
4. ITP, Female	23	2.22	2.38	2.25
<b>F. ETHNIC</b>				
1. White	106	2.38	2.56	2.39
2. Black	84	2.28	2.53	2.34
<b>G. ETH X TREAT</b>				
1. Comp, White	47	2.25	2.44	2.36
2. Comp, Black	41	2.41	2.81	2.53
3. ITP, White	59	2.48	2.66	2.41
4. ITP, Black	43	2.15	2.26	2.15

<sup>1</sup>N=68 for Non High School, N=209 for High School for products

<sup>2</sup>Taken from Location X Treatment run

<sup>3</sup>Numbers of students = 9, 59, 96 and 113 respectively for products

TABLE 2C: (continued)

## I. AREA: PROCEDURES, CONFIDENCE/ATTITUDE AND PRODUCTS DURING MISSION ACCOMPLISHMENT

## II. NUMBERS AND MEAN SCORES

	N	M E A N S		
		Procedures	Confidence/ Attitude	Products
<b>H. PLATOON (ITP ONLY)</b>				
1. Platoon 01	41	2.74	2.81	2.57 <sup>1</sup>
2. Platoon 02	38	2.38	2.30	2.38 <sup>1</sup>
3. Platoon 03	36	1.99	2.14	2.01 <sup>1</sup>
<b>SPECIAL ANALYSES</b>				
<b>I. LOCATION</b>				
1. Field	90	2.31	2.48	2.34
2. Garrison	119	2.35	2.70	2.37
<b>J. LOCATION X TREATMENT</b>				
1. Comp, Field	40	2.21	2.40	2.30
2. Comp, Garrison	62	2.43	2.79	2.53
3. ITP, Field	50	2.38	2.54	2.38
4. ITP, Garrison	57	2.26	2.40	2.19
<b>K. MISSION</b>				
1. Breakfast	107	2.35	2.54	--
2. Lunch/Dinner	120	2.34	2.58	--

<sup>1</sup>Numbers of students = 46, 69 and 54 respectively.

TABLE 20: Frequency Count - Number and Percentage of Observations for Each Rating Category for ITP and Comparison Group by Each Item Rated Within Mission Accomplishment - Individuals:

	FREQUENCIES												
	RATINGS						ITP Project						Comparison Group
	0	1	2	3	4	5	0	1	2	3	4	5	
<b>PROCEDURES</b>													
1. Washed hands	9 7.7%	9 7.7%	18 15.4%	29 24.8%	52 44.4%		12 10.7%	13 11.6%	22 19.6%	22 19.6%	43 36.4%		
2. Read complete recipe before beginning	0	21 18.4%	37 32.5%	36 31.6%	20 17.5%		2 1.8%	11 10.0%	54 49.1%	36 32.7%	7 6.4%		
3. Checked equipment to be used	0	17 15.0%	45 39.0%	43 38.1%	8 7.1%		0	10 8.9%	64 57.1%	33 29.5%	5 4.5%		
4. Cook has organized utensils	0	16 13.9%	40 34.0%	51 44.3%	8 7.0%		0	15 13.4%	46 41.1%	43 38.6%	8 7.1%		
5. Cook has organized ingredients	0	22 19.3%	37 32.5%	40 35.1%	15 13.2%		0	10 9.2%	40 36.7%	48 44.0%	11 10.1%		
6. Followed the recipe procedures	2 1.8%	35 31.0%	40 35.4%	31 27.4%	5 4.4%		0	25 22.5%	45 40.5%	33 29.7%	8 7.2%		
7. Used proper procedures to maintain safety	0	19 17.3%	36 32.7%	51 46.4%	4 3.6%		0	6 7.3%	53 48.2%	46 41.8%	3 2.7%		
8. Performed each cooking skill properly	1 .9%	38 33.6%	41 36.3%	30 26.5%	3 2.7%		0	19 17.4%	68 62.4%	21 19.3%	1 0.9%		
9. Used "clean as you go" procedures	0	26 22.6%	44 38.3%	33 28.7%	12 10.4%		0	11 10.2%	44 40.7%	47 43.5%	6 5.6%		
10. Performed necessary cleaning tasks	0	26 22.6%	39 33.9%	38 33.0%	12 10.4%		0	12 11.1%	49 44.3%	103 95.0%	108 100.0%	4.6%	

TABLE 20: (continued)

RATINGS	P R E Q U I R E M E N T S															
	FTF Project						Comparison Group									
	0	1	2	3	4		0	1	2	3	4					
11. Assembled, disassembled and cleaned all equipment correctly	0	12	16	0	1	0	0	1	43	14	0	0	1	43	14	0
	-	32.40	43.20	21.60	2.70		-	1.70	74.10	24.10		-	1.70	74.10	24.10	
12. Operated all equipment correctly	0	15	44	46	7	0	0	10	65	28	1	0	10	65	28	1
	-	13.40	39.30	41.10	6.30		-	9.60	62.50	26.90	1.00	-	9.60	62.50	26.90	1.00
13. Used "progressive cooking" if required by cook's worksheet	1	20	25	19	8	0	0	23	49	12	4	0	23	49	12	4
	1.40	27.40	34.20	26.00	11.00		1.40	26.10	55.70	13.60	4.50	1.40	26.10	55.70	13.60	4.50
<u>CONFIDENCE/ATTITUDE INDICATORS</u>																
1. Started promptly	0	9	34	52	20	0	0	4	43	32	33	0	4	43	32	33
	-	7.00	29.60	45.20	17.40		-	3.60	30.40	20.60	29.50	-	3.60	30.40	20.60	29.50
2. Proceeded with the task without false starts or trial/error activity	0	10	41	49	14	0	0	5	50	32	25	0	5	50	32	25
	-	8.00	36.00	41.00	12.30		-	4.50	44.60	28.60	22.30	-	4.50	44.60	28.60	22.30
3. Attended to sanitation procedures and safety of others as required	0	26	41	35	11	0	0	12	64	48	4	0	12	64	48	4
	-	23.00	36.30	31.00	9.70		-	11.10	60.70	44.40	3.70	-	11.10	60.70	44.40	3.70
4. Stayed focused on the task and did not create or participate in irrelevant conversation or activity	0	7	43	44	20	0	0	5	32	52	23	0	5	32	52	23
	-	6.10	37.70	30.60	17.50		-	4.50	28.60	46.40	20.50	-	4.50	28.60	46.40	20.50
5. When difficulties arose, remained "cool under fire" and took actions to overcome them	0	5	11	18	4	0	0	0	9	8	1	0	0	9	8	1
	-	13.20	20.90	47.40	10.50		-	-	50.00	44.40	5.60	-	-	50.00	44.40	5.60
6. Showed concern for quality by checking results of actions as s/he progressed through the preparation tasks	0	21	36	52	4	0	0	11	51	42	5	0	11	51	42	5
	-	18.60	31.90	46.00	3.50		-	10.10	46.80	30.50	4.60	-	10.10	46.80	30.50	4.60

TABLE 20: (continued)

	FREQUENCIES																
	DIFFICULTY						JTP Project						Comparison Group				
	0	1	2	3	4	5	0	1	2	3	4	5	1	2	3	4	
7. Assisted others to achieve the mission as time permits	1.30	21	21	21	28	9	0	0	0	0	0	0	2	40	9	5	
		1.30	26.30	26.30	35.00	11.30								3.10	75.00	14.10	7.00
<b>PRODUCTS</b>																	
1. Appearance including garnish	1	47	63	58	3	0	0	0	0	0	0	40	84	47	9		
	.60	27.30	36.60	33.70	1.70							22.20	46.70	26.10	5.00		
2. Texture/consistency	1	43	62	63	3	0	0	0	0	0	0	38	82	48	11		
	.60	25.00	36.00	36.60	1.70							21.20	45.00	26.00	6.10		
3. Taste/Flavor	1	36	67	54	11	0	0	0	0	0	0	32	86	50	9		
	.60	21.30	39.50	32.00	6.50							18.10	48.60	28.20	5.10		
4. Item prepared in quantity required by cook's worksheet	2	23	49	49	43	0	0	0	0	0	0	2	63	30	82		
	.20	13.90	29.50	29.50	25.90							1.10	35.60	16.90	46.30		



**Specific Skills Testing**

**TABLE 3A: Multivariate Analysis, Overall Effect by Treatment and Education, Sex and Race/Ethnic Group for Specific Skills Testing**

**I. AREA: SPECIFIC SKILLS TESTING**  
**II. MULTIVARIATE ANALYSES (HYPOTHESIS OF NO OVERALL EFFECT)**

	<u>df</u> <sup>1</sup>	<u>F Value</u>	<u>PROB &gt; F</u>	<u>STATISTICALLY SIGNIFICANT?</u>
A. Education & Treatment	1,51	2.39	.0798	no
B. Sex & Treatment	1,51	.59	.6238	no
C. Race/Ethnic Group & Treatment	1,48	1.14	.3456	no

<sup>1</sup> Degrees of freedom, residual degrees of freedom

<sup>2</sup> Specific Skills Testing was run twice by education and treatment. The first run focused on the dependent variables of a) performance or procedure in demonstrating the skill, b) appearance of the item produced, and c) time taken to complete the demonstration. Statistics from this run appear above. The second run focused on each skill assessed. Statistics from this second run were similar to those presented above, but there was no significant difference by treatment. The comparison group did, however, produce higher mean scores in five of the seven areas assessed

TABLE 3B : Univariate Analysis, Identification of Statistically Significant Differences by Treatment, Education, Sex and Race/Ethnic Group, Platoon and Sub-Areas within Specific Skills Testing

I. AREA: SPECIFIC SKILLS TESTING

II. UNIVARIATE ANALYSES

A. STATISTICAL SIGNIFICANCE

NS = No Significance

• = Statistically Significant difference ( $P \geq .05$ )

GROUPINGS	SUB-AREAS		
	Perform Procedure	Appearance	Time To Complete
1. Education	NS	NS	NS
2. Treatment	NS	NS	•
3. Ed X Treat	NS	NS	•
4. Sex	NS	NS	NS
5. Sex X Treat	NS	NS	NS
6. Ethnic	•	•	NS
7. Eth X Treat	NS	NS	NS
8. Platoon (ITP Only)	NS	•	•

	SUB-TASKS						
	Sharpen Knife	Slice Tomato	Dice Onion	Shred Cabbage	Cook Gravy	Cook Shrimp	Bake Cake
1. Education	NS	NS	NS	NS	NS	NS	NS
2. Treatment	NS	NS	NS	NS	NS	•	NS
3. Ed X Treat	NS	NS	NS	NS	NS	NS	NS

B. DETAIL	<u>df</u>	<u>F Value</u>	<u>PR &gt; F</u>	<u>In Favor Of</u>
1. Treatment				
o Time to complete	1, 51	4.26	.0440	ITP
o Cook Shrimp	1, 50	4.23	.0451	ITP
2. Ed X Treat (Time to Complete)	1, 51	6.84	.0117	ITP non-high school graduates, Comparison Group high school graduates

TABLE 38 : (continued)

## I. AREA: SPECIFIC SKILLS TESTING

## II. UNIVARIATE ANALYSIS

B. DETAIL (continued)	<u>df</u>	<u>F Value</u>	<u>PR &gt; F</u>	<u>In Favor Of</u>
3. Ethnic				
o Perform Procedure	1, 48	6.99	.0110	Whites
o Appearance of Product	1, 48	5.26	.0262	Whites
4. Platoon				
o Appearance of Product	2, 21	3.54	.0472	Platoon 1
o Time to Complete	2, 21	5.46	.0123	Platoon 1

**TABLE 3C : Number of Observations and Average Scores by Group and Sub-Area Within Specific Skills Testing**

**I. AREA: SPECIFIC SKILLS TESTING**

**II. NUMBERS AND MEAN SCORES**

	N	M E A N S		
		Perform Procedure	Appearance of Product	Time to Complete
<b>A. EDUCATION</b>				
1. Non-High School	12	1.64	1.63	2.08
2. High School Grad	43	1.69	1.78	2.87
<b>B. TREATMENT</b>				
1. Comparison	31	1.78	1.85	2.86
2. ITP Group	24	1.55	1.61	3.00
<b>C. ED X TREAT</b>				
1. Non-MS, Comp.	3	1.67	1.63	2.38
2. Non-MS, ITP	9	1.63	1.63	3.32
3. MS, Comparison	28	1.79	1.88	2.91
4. MS, ITP Group	15	1.50	1.60	2.80
<b>D. SEX</b>				
1. Male	48	1.70	1.78	2.97
2. Female	7	1.52	1.56	2.60
<b>E. SEX X TREAT</b>				
1. Comp, Male	30	1.79	1.87	2.87
2. Comp, Female	1	1.29	1.43	2.43
3. ITP, Male	18	1.55	1.62	3.12
4. ITP, Female	6	1.56	1.58	2.62
<b>F. ETHNIC</b>				
1. White	28	1.80	1.87	2.91
2. Black	24	1.55	1.63	2.87
<b>G. ETH X TREAT</b>				
1. Comp, White	15	1.88	1.93	2.77
2. Comp, Black	14	1.70	1.80	2.87
3. ITP, White	13	1.71	1.81	3.08
4. ITP, Black	10	1.33	1.40	2.87

TABLE 3C: (continued)

## I. AREA: SPECIFIC SKILLS TESTING

## II. NUMBERS AND MEAN SCORES

	N	M E A N S						
		Perform Procedure	Appearance of Product	Time to Complete				
<b>B. PLATOON (ITP ONLY)</b>								
1. Platoon 01	8	1.70	1.89	3.45				
2. Platoon 02	8	1.57	1.51	2.98				
3. Platoon 03	8	1.39	1.43	2.54				
	N	M E A N S						
		Sharpen Knife	Slice Tomato	Dice Onion	Shred Cabbage	Cook Gravy	Cook Shrimp	Bake Cake
<b>A. EDUCATION</b>								
1. Non-High School	12	2.33	1.78	1.72	2.17	2.08	2.78	2.00
2. High School Grad	42	2.23	2.10	1.81	2.10	2.37	2.63	1.67
<b>B. TREATMENT</b>								
1. Comparison	31	2.30	2.15	1.90	2.27	2.42	2.54	1.60
2. ITP Group	23	2.87	1.87	1.64	1.90	2.14	2.84	1.92
<b>C. ED X TREAT</b>								
1. Non-MS, Comp	3	2.56	1.44	1.44	2.22	2.00	2.11	1.44
2. Non-MS, ITP	9	2.26	1.89	1.81	2.15	2.11	3.00	2.19
3. MS, Comparison	28	2.27	2.23	1.95	2.27	2.46	2.58	1.62
4. MS, ITP Group	14	2.14	1.86	1.52	1.74	2.17	2.74	1.76

**TABLE 30: Frequency Count - Number and Percentage of Observations for Each Rating Category for ITP and Comparison Group by Each Item Rated Within Specific Skills Tested**

CRITERION	RATING		FREQUENCIES																	
			ITP Project					Comparison Group												
			0	1	2	3	4	0	1	2	3	4								
<b>1. Sharpen a cooks knife</b>																				
a. Procedure	0	16	3	2	1	0	16	7	7	1	-	75.00	12.50	8.30	4.20	0	51.60	22.60	22.60	3.20
b. Appearance	0	13	0	1	2	0	13	12	5	1	-	54.20	33.30	4.20	8.30	0	42.00	38.70	16.20	3.20
c. Time to Completion	0	2	1	6	15	0	3	3	6	19	-	8.30	4.20	25.00	62.50	0	9.70	9.70	19.00	61.30
<b>2. Slice a tomato into 1/8 inch slices</b>																				
a. Procedure	1	14	6	3	0	0	14	13	3	1	-	58.30	25.00	12.50	-	0	45.20	41.90	9.70	3.20
b. Appearance	3	11	9	1	0	0	11	10	0	1	-	45.80	37.50	4.20	-	0	36.70	33.30	26.70	3.30
c. Time to Completion	0	7	3	2	12	0	10	2	3	16	-	29.20	12.50	8.30	50.00	0	32.30	6.50	9.70	51.60
<b>3. Dice an onion into 1/4 inch dice</b>																				
a. Procedure	0	20	4	0	0	0	22	2	0	0	-	83.30	16.70	-	-	0	71.00	29.00	-	-
b. Appearance	0	10	13	1	0	0	7	21	2	1	-	41.70	54.20	4.20	-	0	22.60	67.70	6.50	3.20
c. Time to Completion	0	9	8	2	5	0	7	10	5	9	-	37.50	33.30	8.30	20.00	0	22.60	32.30	16.10	29.00

TABLE 30: (continued)

CRITERION	RATINGS		FREQUENCIES																	
			ITP Project								Comparison Group									
			0	1	2	3	4	0	1	2	3	4	0	1	2	3	4			
<b>4. Finely shred fresh cabbage</b>																				
a. Procedure	0	15	8	1	0	0	0	0	0	0	0	11	12	7	0	0	36.70	40.00	23.30	-
	-	62.50	33.30	4.20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
b. Appearance	0	20	2	2	0	0	0	0	0	0	0	17	10	3	0	0	56.70	33.30	10.00	-
	-	83.30	8.30	8.30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
c. Time to Completion	0	4	4	2	14	0	0	0	0	0	0	3	3	8	17	0	9.70	9.70	25.00	54.00
	-	16.70	16.70	8.30	58.30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>5. Prepare and cook brown gravy</b>																				
a. Procedure	0	15	8	0	0	0	0	0	0	0	0	13	9	8	1	0	41.90	29.00	25.00	3.20
	-	65.20	34.80	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
b. Appearance	0	20	2	1	0	0	0	0	0	0	0	15	8	6	2	0	48.40	25.00	19.00	6.50
	-	87.00	8.70	4.30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
c. Time to Completion	0	1	0	5	18	0	0	0	0	0	0	0	4	7	20	0	-	12.90	22.60	64.50
	-	4.20	-	20.80	75.00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>6. Prepare and cook french fried shrimp</b>																				
a. Procedure	0	2	10	8	3	0	0	0	0	0	0	5	14	12	0	0	16.10	45.20	38.70	-
	-	8.70	43.50	34.80	13.00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
b. Appearance	0	4	5	12	2	0	0	0	0	0	0	5	16	9	1	0	16.10	51.60	29.00	3.20
	-	17.40	21.70	52.20	8.70	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
c. Time to Completion	0	0	4	4	15	0	0	0	0	0	0	4	3	6	16	0	13.00	10.30	20.70	55.20
	-	-	17.40	17.40	65.20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



TABLE 30: (continued)

	RATINGS		FREQUENCIES																	
			ITP Project						Comparison Group											
			0	1	2	3	4	0	1	2	3	4								
7. Prepare and cook a yellow cake																				
a. Procedure	0	12	11	1	0	0	1	10	10	2	0	3.20	32.30	50.10	6.90	-	-	-	-	-
	-	50.00	45.00	4.20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
b. Appearance	0	12	5	6	0	0	1	10	16	4	0	3.20	32.60	51.60	12.90	-	-	-	-	-
	-	52.20	21.70	26.10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
c. Time to Completion	1	6	3	4	7	1	1	22	4	3	1	3.20	71.00	12.90	9.70	3.20	-	-	-	-
	4.30	34.00	13.00	17.40	30.40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

**Recipe Conversion**

**TABLE 4A : Multivariate Analysis, Overall Effect by Treatment and Education, Sex and Race/Ethnic Group for Recipe Conversion**

**I. AREA: RECIPE CONVERSION**

**II. MULTIVARIATE ANALYSES (HYPOTHESIS OF NO OVERALL EFFECT)**

	<u>df</u> <sup>1</sup>	<u>F Value</u>	<u>PROB &gt; F</u>	<u>STATISTICALLY SIGNIFICANT?</u>
A. Education & Treatment	1,147	1.64	.1812	no
B. Sex & Treatment <sup>2</sup>	--	--	--	--
C. Race/Ethnic Group & Treatment	1,136	.16	.9185	no

<sup>1</sup> Degrees of freedom, residual degrees of freedom

<sup>2</sup> No females in comparison group

**TABLE 4B : Univariate Analysis, Identification of Statistically Significant Differences by Treatment, Education, Sex and Race/Ethnic Group, Platoon and Sub-Areas Within Recipe Conversion**

**I. AREA: RECIPE CONVERSION**

**II. UNIVARIATE ANALYSES**

**A. STATISTICAL SIGNIFICANCE**

NS = No Significance

• = Statistically Significant difference ( $P \geq .05$ )

GROUPINGS	SUB-AREAS <sup>1</sup>		
	Amounts	Time	# Items Correct
1. Education	NS	NS	NS
2. Treatment	NS	NS	NS
3. Ed X Treat	NS	NS	NS
4. Sex	NS	NS	NS
5. Sex X Treat	NS	NS	NS
6. Ethnic	•	NS	•
7. Eth X Treat	NS	NS	NS
8. Platoon (ITP Only)	NS	NS	NS

**B. DETAIL - ETHNIC**

	<u>df</u>	<u>F Value</u>	<u>PR &gt; F</u>	<u>In Favor Of</u>
1. Amounts	1, 136	10.79	.0013	Whites
2. Items Correct	1, 136	10.19	.0018	Whites

<sup>1</sup>The only rated variables were "amount" and "time". The number of items correct was an additional analysis conducted using raw scores (i.e. actual number of correctly converted items) and is directly related to the "amount" rating as follows:

- 0 rating = 3 or fewer correct responses
- 2 rating = 4 or 5 correct responses
- 4 rating = 6 or 7 correct responses
- 6 rating = 8 or 9 correct responses
- 8 rating = No errors, 10 correct responses

**TABLE 4C: Number of Observations and Average Scores by Group and Sub-Area Within Recipe Conversion**

**I. AREA: RECIPE CONVERSION**

**II. NUMBERS AND MEAN SCORES**

	N	M E A N S		
		Amount <sup>1</sup>	Time	# Items Correct of 10 Possible
<b>A. EDUCATION</b>				
1. Non-High School	29	3.14	3.92	5.49
2. High School Grad	102	2.47	3.87	4.64
<b>B. TREATMENT</b>				
1. Comparison	29	2.07	3.62	4.28
2. ITP Group	122	2.84	3.95	5.07
<b>C. ED X TREAT</b>				
1. Non-MS, Comp.	5	2.80	4.00	5.00
2. Non-MS, ITP	44	3.18	3.91	5.55
3. MS, Comparison	24	1.92	3.54	4.13
4. MS, ITP Group	78	2.64	3.97	4.79
<b>D. SEX</b>				
1. Male	125	2.70	3.90	4.93
2. Female	26	2.62	3.85	4.85
<b>E. SEX X TREAT</b>				
1. Comp, Male	29	2.07	3.62	4.28
2. Comp, Female	0	--	--	--
3. ITP, Male	29	2.90	3.98	5.13
4. ITP, Female	26	2.62	3.85	4.85
<b>F. ETHNIC</b>				
1. White	84	3.31	3.92	5.68
2. Black	56	1.75	3.93	3.82
<b>G. ETH X TREAT</b>				
1. Comp, White	13	2.92	3.85	5.31
2. Comp, Black	14	1.43	3.79	3.57
3. ITP, White	71	3.30	3.93	5.75
4. ITP, Black	42	1.86	3.98	3.90

<sup>1</sup> See rating scale used on previous page.

TABLE 4C: (continued)

## I. AREA: RECIPE CONVERSION

## II. NUMBERS AND MEAN SCORES

	N	M E A N S		
		Amount <sup>1</sup>	Time	# Items Correct of 10 Possible
<b>B. PLATOON (ITP ONLY)</b>				
1. Platoon 01	37	2.92	3.97	5.11
2. Platoon 02	42	3.19	4.00	5.55
3. Platoon 03	43	2.77	3.88	4.56

<sup>1</sup> See rating scale on previous page.

TABLE 4D: Frequency Count - Number and Percentage of Observations for Each Rating Category for ITP and Comparison, Group by Each Item Rated Within Recipe Conversion

CRITERION	RATINGS <sup>1</sup>										FREQUENCIES										
	ITP Project					Comparison Group					ITP Project					Comparison Group					
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	
1. Amounts - The amount of each ingredient for both conversions was accurate and legible for the given number of people	35	25	43	16	4	12	6	9	2	0	28.50	20.30	35.00	13.00	3.30	41.40	20.70	31.00	6.90	-	-
2. Time - Both conversions were completed within the time allotted	1	0	0	2	119	1	0	4	0	23	.80	-	-	1.60	97.50	3.60	-	14.30	-	82.10	-

<sup>1</sup>The rating scale used for the criterion, "amounts", was somewhat different than that used for the "time" criterion. Please see previous page for that scale. Frequencies identified under the "0" column were "0" ratings. Those identified under the "1" column were "2" ratings, "2" column - "4" ratings, "3" column - "6" ratings and "4" column - "8" ratings.

**Field Equipment**



TABLE 5A : Multivariate Analysis, Overall Effect by Treatment and Education, Sex and Race/Ethnic Group for Field Equipment

I. AREA: FIELD EQUIPMENT

II. MULTIVARIATE ANALYSES (HYPOTHESIS OF NO OVERALL EFFECT)

	<u>df</u> <sup>1</sup>	<u>F Value</u>	<u>PROB &gt; F</u>	<u>STATISTICALLY SIGNIFICANT?</u>
A. Education & Treatment	--	--	--	--
B. Sex & Treatment	1,82	1.27	.2872	no
C. Race/Ethnic Group & Treatment	1,75	.40	.6688	no

<sup>1</sup> Degrees of freedom, residual degrees of freedom

TABLE 5B: Univariate Analysis, Identification of Statistically Significant Differences by Treatment, Education, Sex and Race/Ethnic Group, Platoon and Sub-Areas Within Field Equipment

I. AREA: FIELD EQUIPMENT

II. UNIVARIATE ANALYSES

A. STATISTICAL SIGNIFICANCE

NS = No Significance

\* = Statistically Significant difference ( $P \geq .05$ )

GROUPINGS	SUB-AREAS		
	Explained	Performed	Total
1. Education	--	--	NS
2. Treatment	NS	NS	NS
3. Ed X Treat	--	--	NS
4. Sex	NS	NS	--
5. Sex X Treat	NS	NS	--
6. Ethnic	NS	NS	--
7. Eth X Treat	NS	NS	--
8. Platoon (ITP Only)	--	--	*
9. Equip X Treatment	---	--	NS

B. DETAIL - PLATOON

	<u>df</u>	<u>F Value</u>	<u>PR &gt; F</u>	<u>In Favor Of</u>
1. Total (Average score across all items rated and for all types of equipment)	2, 52	3.99	.0245	Platoons 1 and 3

TABLE 5C: Number of Observations and Average Scores by Group and Sub-Area Within Field Equipment

I. AREA: FIELD EQUIPMENT

II. NUMBERS AND MEAN SCORES

	N	M E A N S					
		Explain	Perform	Total	M2 Burner	Food Cont.	Immersion Heater
<b>A. EDUCATION</b>							
1. Non-High School	26	--	--	2.35	--	--	--
2. High School Grad	61	--	--	2.42	--	--	--
<b>B. TREATMENT</b>							
1. Comparison	32	2.34	2.31	2.33	2.13	2.50	2.45
2. ITP Group	55	2.46	2.42	2.44	2.43	2.51	2.39
<b>C. ED X TREAT</b>							
1. Non-NS, Comp.	4	--	--	2.17	--	--	--
2. Non-NS, ITP	22	--	--	2.39	--	--	--
3. NS, Comparison	28	--	--	2.35	--	--	--
4. NS, ITP Group	33	--	--	2.48	--	--	--
<b>D. SEX</b>							
1. Male	73	2.40	2.37	--	--	--	--
2. Female	13	2.56	2.48	--	--	--	--
<b>E. SEX X TREAT</b>							
1. Comp, Male	28	2.32	2.32	--	--	--	--
2. Comp, Female	3	2.67	2.40	--	--	--	--
3. ITP, Male	45	2.45	2.40	--	--	--	--
4. ITP, Female	10	2.53	2.50	--	--	--	--
<b>F. ETHNIC</b>							
1. White	44	2.53	2.47	--	--	--	--
2. Black	35	2.37	2.33	--	--	--	--
<b>G. ETH X TREAT</b>							
1. Comp, White	12	2.57	2.52	--	--	--	--
2. Comp, Black	16	2.24	2.22	--	--	--	--
3. ITP, White	32	2.51	2.46	--	--	--	--
4. ITP, Black	19	2.49	2.41	--	--	--	--

TABLE 5C: (continued)

I. AREA: FIELD EQUIPMENT

II. NUMBERS AND MEAN SCORES

	N	M E A N S		
		Explain	Perform	Total
<b>H. PLATOON (ITD ONLY)</b>				
1. Platoon 01	23	--	--	2.69
2. Platoon 02	19	--	--	2.05
3. Platoon 03	13	--	--	2.58

TABLE 5D : Frequency Count - Number and Percentage of Observations for Each Rating Category for ITP and Comparison Group by Each Item Rated Within Field Equipment

CRITERION	FREQUENCIES														
	RATINGS					ITP Project						Comparison Group			
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
1. Checked equipment before starting to operate it.	0	12	18	16	8	0	2	21	8	1	0	2	21	8	1
	-	22.20	33.30	29.60	14.00	-	6.30	65.60	25.00	3.10	-	6.30	65.60	25.00	3.10
2. Explained purpose for checking	0	9	21	16	8	0	4	19	6	3	0	4	19	6	3
	-	16.70	38.90	29.60	14.00	-	12.50	59.40	18.00	9.40	-	12.50	59.40	18.00	9.40
3. Observed all necessary safety precautions before operating	4	15	14	15	6	0	9	12	9	2	0	9	12	9	2
	7.40	27.00	25.90	27.00	11.10	-	20.10	37.50	28.10	6.30	-	20.10	37.50	28.10	6.30
4. Explained importance of safety precautions	3	14	17	12	8	0	9	14	6	3	0	9	14	6	3
	5.60	25.90	31.50	22.20	14.00	-	20.10	43.00	18.00	9.40	-	20.10	43.00	18.00	9.40
5. Took the proper actions to start the equipment	2	7	19	12	4	0	4	16	10	2	0	4	16	10	2
	4.50	15.90	43.20	27.30	9.10	-	12.50	62.50	93.00	100.00	-	12.50	62.50	93.00	100.00
6. Took the proper actions to operate the equipment	1	6	20	19	6	0	3	14	11	1	0	3	14	11	1
	1.90	11.50	38.50	36.50	11.50	-	10.30	48.30	38.00	3.40	-	10.30	48.30	38.00	3.40
7. Explained starting and operating procedures	0	9	19	13	6	0	3	16	11	2	0	3	16	11	2
	-	19.10	40.40	27.70	12.00	-	9.40	50.00	34.40	6.30	-	9.40	50.00	34.40	6.30
8. Took the proper actions to stop the operation	0	1	12	16	10	0	3	15	9	2	0	3	15	9	2
	-	2.60	30.80	41.00	25.60	-	10.30	51.00	31.00	6.90	-	10.30	51.00	31.00	6.90
9. Explained procedure for stopping the operation	0	1	14	21	8	0	2	15	12	3	0	2	15	12	3
	-	2.30	31.00	47.70	18.20	-	6.30	46.90	37.50	9.40	-	6.30	46.90	37.50	9.40
10. Took proper actions to disassemble equipment for cleaning	0	3	13	17	10	0	6	15	6	3	0	6	15	6	3
	-	7.00	30.20	39.50	23.30	-	20.00	50.00	20.00	10.00	-	20.00	50.00	20.00	10.00
11. Explained disassembling procedure	0	6	18	19	11	0	6	13	10	2	0	6	13	10	2
	-	11.10	33.30	35.70	20.40	-	19.40	42.00	32.30	6.50	-	19.40	42.00	32.30	6.50

TABLE 50 :

CRITERION	RATINGS	FREQUENCIES														
		ITP Project						Overseas Group								
		0	1	2	3	4	5	0	1	2	3	4	5			
12. Took proper actions to clean equipment	0	6	8	15	8	0	0	4	14	9	3	-	13.30	46.70	30.00	10.00
13. Explained cleaning procedure	0	13	15	16	10	0	0	2	17	9	3	-	6.50	54.00	29.00	9.70
14. Took proper actions to assemble equipment	0	7	16	15	7	0	0	0	16	12	2	-	15.60	35.60	33.30	15.60
15. Explained assembling procedure	0	7	20	18	9	0	0	3	13	14	2	-	13.00	37.00	33.30	16.70

**Military Customs and Courtesies**

**TABLE 6A: Multivariate Analysis, Overall Effect by Treatment and Education, Sex and Race/Ethnic Group for Military Customs and Courtesies**

- I. AREA: MILITARY CUSTOMS AND COURTESIES
- II. MULTIVARIATE ANALYSES (HYPOTHESIS OF NO OVERALL EFFECT)

	<u>df</u> <sup>1</sup>	<u>F Value</u>	<u>PROB &gt; F</u>	<u>STATISTICALLY SIGNIFICANT?</u>
A. Education & Treatment	1,174	.23	.9485	no
B. Sex & Treatment <sup>2</sup>	--	--	--	--
C. Race/Ethnic Group & Treatment	1,158	.42	.8330	no

<sup>1</sup> Degrees of freedom, residual degrees of freedom

<sup>2</sup> No females in comparison group



TABLE 68: Univariate Analysis, Identification of Statistically Significant Differences by Treatment, Education, Sex and Race/Ethnic Group, Platoon and Sub-Areas Within Military Customs and Courtesies

I. AREA: MILITARY CUSTOMS AND COURTESIES

II. UNIVARIATE ANALYSES

A. STATISTICAL SIGNIFICANCE

NS = No Significance

\* = Statistically Significant difference ( $P \geq .05$ )

GROUPINGS	SUB-AREAS				
	Report to Officer	ID Rank Structure	Depart Cdr's Office	Greet Officer/BCO	Overall
1. Education	NS	NS	NS	NS	NS
2. Treatment	*	NS	NS	*	*
3. Ed X Treat	NS	NS	NS	NS	NS
4. Sex	NS	NS	NS	NS	NS
5. Sex X Treat <sup>1</sup>	--	--	--	--	--
6. Ethnic	NS	NS	NS	NS	NS
7. Eth X Treat	NS	NS	NS	NS	NS
8. Platoon (ITP Only)	NS	NS	*	*	NS

B. DETAIL

	<u>df</u>	<u>F Value</u>	<u>PR &gt; F</u>	<u>In Favor Of</u>
1. Treatment				
o Report to Officer	1, 174	9.76	.0021	Comparison Group
o Greet Officer/BCO	1, 174	8.84	.0034	Comparison Group
o Overall Rating	1, 174	12.15	.0006	Comparison Group
2. Platoon				
o Depart Commander's Office	2, 129	5.17	.0069	Platoon 1
o Greet Officer/BCO	2, 129	7.10	.0012	Platoon 1

<sup>1</sup> No females in comparison group

TABLE 6C: Number of Observations and Average Scores by Group and Sub-Area Within Military Customs and Courtesies

I. AREA: MILITARY CUSTOMS AND COURTESIES

II. NUMBERS AND MEAN SCORES

	N	M E A N S				
		Report to Officer	ID Rank Structure	Depart Office	Cdr's Greet Officer/WCO	Overall
<b>A. EDUCATION</b>						
1. Non-High School	61	3.71	3.69	3.91	3.77	3.43
2. High School Grad	117	3.69	3.42	3.80	3.58	3.24
<b>B. TREATMENT</b>						
1. Comparison	47	3.89	3.65	3.93	3.88	3.57
2. ITP Group	132	3.63	3.47	3.81	3.56	3.21
<b>C. ED X TREAT</b>						
1. Non-MS, Comp.	17	3.92	3.81	3.96	3.96	3.67
2. Non-MS, ITP	44	3.63	3.64	3.89	3.70	3.34
3. MS, Comparison	30	3.86	3.53	3.91	3.83	3.52
4. MS, ITP Group	87	3.63	3.40	3.76	3.50	3.14
<b>D. SEX</b>						
1. Male	154	3.69	3.53	3.88	3.69	3.32
2. Female	25	3.75	3.47	3.83	3.51	3.26
<b>E. SEX X TREAT</b>						
1. Comp, Male	47	3.89	3.65	3.93	3.88	3.57
2. Comp, Female	0	--	--	--	--	--
3. ITP, Male	107	2.60	3.48	3.86	3.60	3.21
4. ITP, Female	25	3.75	3.47	3.83	3.51	3.26
<b>F. ETHNIC</b>						
1. White	94	3.71	3.61	3.91	3.70	3.40
2. Black	60	3.69	3.41	3.84	3.64	3.21
<b>G. ETH X TREAT</b>						
1. Comp, White	21	3.94	3.79	3.98	3.82	3.68
2. Comp, Black	20	3.83	3.48	3.87	3.90	3.47
3. ITP, White	73	3.65	3.56	3.89	3.66	3.32
4. ITP, Black	48	3.63	3.38	3.83	3.53	3.11

TABLE 6C : (continued)

## I. AREA: MILITARY CUSTOMS AND COURTESIES

## II. NUMBERS AND MEAN SCORES

	N	M E A N S				Overall
		Report to Officer	ID Rank Structure	Depart Cdr's Office	Greet Officer/MCO	
<b>II. PLATOON (ITP ONLY)</b>						
1. Platoon 01	43	3.71	3.53	3.99	3.86	3.39
2. Platoon 02	44	3.58	3.59	3.83	3.44	3.17
3. Platoon 03	45	3.61	3.31	3.76	3.46	3.12
<b>I. SPECIAL ANALYSES</b>						

**TABLE 60: Frequency Count - Number and Percentage of Observations for Each Rating Category for ITP and Comparison Group by Each Item Rated Within Military Customs and Courtesies**

CRITERION	FREQUENCIES														
	RATINGS						ITP Project						Comparison Group		
	0	1	2	3	4		0	1	2	3	4	1	2	3	4
1. Reporting to an Officer Indoors	0	4	21	71	253		0	0	2	13	124	0	2	13	124
	-	1.10	6.00	20.30	72.50		-	-	1.40	9.40	89.20	-	1.40	9.40	89.20
2. Identifying Grades of Military Rank	4	3	46	61	235		2	1	12	14	111	1	12	14	111
	1.10	.90	13.20	17.50	67.30		1.40	.70	8.60	10.00	79.30	.70	8.60	10.00	79.30
3. Departing Commander's Office	0	1	11	39	206		0	0	3	5	132	0	3	5	132
	-	.30	3.30	11.60	84.90		-	-	2.40	3.60	94.30	-	2.40	3.60	94.30
4. Greeting an Officer or NCO	1	3	22	81	238		0	1	2	12	124	1	2	12	124
	.30	.90	6.40	23.50	69.00		-	.70	1.40	8.60	89.20	.70	1.40	8.60	89.20
5. Overall Rating for Military Customs and Courtesies	1	4	43	168	131		0	2	10	34	95	2	10	34	95
	.30	1.20	12.40	48.40	37.80		-	1.40	7.10	24.10	67.40	1.40	7.10	24.10	67.40

Guard Duty

TABLE 7A : Multivariate Analysis, Overall Effect by Treatment and Education, Sex and Race/Ethnic Group for Guard Duty

I. AREA:

II. MULTIVARIATE ANALYSES (HYPOTHESIS OF NO OVERALL EFFECT)

	<u>df</u> <sup>1</sup>	<u>F Value</u>	<u>PROB &gt; F</u>	<u>STATISTICALLY SIGNIFICANT?</u>
A. Education & Treatment	1,172	1.06	.3677	no
B. Sex & Treatment <sup>2</sup>	—	—	—	—
C. Race/Ethnic Group & Treatment	1,154	.45	.7202	no

<sup>1</sup> Degrees of freedom, residual degrees of freedom

<sup>2</sup> No females in comparison group

TABLE 7B: Univariate Analysis, Identification of Statistically Significant Differences by Treatment, Education, Sex and Race/Ethnic Group, Platoon and Sub-Area Within Guard Duty

I. AREA: GUARD DUTY

II. UNIVARIATE ANALYSES

A. STATISTICAL SIGNIFICANCE

NS = No Significance

• = Statistically significant difference ( $P \geq .05$ )

GROUPINGS	SUB-AREA		
	General Orders	Guarding the Post	Overall
1. Education	NS	NS	NS
2. Treatment	NS	NS	•
3. Ed X Treat	NS	NS	NS
4. Sex	NS	NS	NS
5. Sex X Treat <sup>1</sup>	--	--	--
6. Ethnic	NS	NS	NS
7. Eth X Treat	NS	NS	NS
8. Platoon (ITP Only)	•	•	NS

B. DETAIL	df	F Value	PR > F	In Favor Of
1. Treatment, Overall	1, 172	13.86	.0003	ITP
2. Platoon				
o General Orders	2, 129	5.38	.0057	Platoon 1
o Guarding the Post	2, 129	8.16	.0005	Platoon 1

<sup>1</sup>No females in comparison group.

TABLE 7C : Number of Observations and Average Scores by Group and Sub-Area Within Guard Duty

I. AREA: GUARD DUTY

II. NUMBERS AND MEAN SCORES

	N	M E A N S		
		General Orders	Guarding the Post	Overall
<b>A. EDUCATION</b>				
1. Non-High School	59	3.63	3.71	3.73
2. High School Grad	117	3.60	3.50	3.70
<b>B. TREATMENT</b>				
1. Comparison	44	3.55	3.61	3.39
2. ITP Group	132	3.63	3.56	3.81
<b>C. ED X TREAT</b>				
1. Non-MS, Comp.	15	3.42	3.58	3.38
2. Non-MS, ITP	44	3.70	3.75	3.84
3. MS, Comparison	29	3.61	3.63	3.39
4. MS, ITP Group	88	3.60	3.46	3.80
<b>D. SEX</b>				
1. Male	150	3.63	3.67	3.71
2. Female	26	3.49	3.58	3.69
<b>E. SEX X TREAT</b>				
1. Comp, Male	44	3.55	3.61	3.39
2. Comp, Female	0	--	--	--
3. ITP, Male	106	3.67	3.55	3.85
4. ITP, Female	26	3.49	3.58	3.69
<b>F. ETHNIC</b>				
1. White	93	3.56	3.61	3.65
2. Black	65	3.64	3.54	3.72
<b>G. ETH X TREAT</b>				
1. Comp, White	19	3.37	3.49	3.23
2. Comp, Black	19	3.60	3.61	3.39
3. ITP, White	74	3.61	3.65	3.76
4. ITP, Black	46	3.65	3.50	3.85



TABLE 7C: (continued)

## I. AREA: GUARD DUTY

II. NUMBERS AND MEAN SCORES

	N	M E A N S		
		General Orders	Guarding the Post	Overall
<b>N. PLATOON (ITP ONLY)</b>				
1. Platoon 01	43	3.86	3.85	3.68
2. Platoon 02	44	3.41	3.58	3.94
3. Platoon 03	45	3.63	3.26	3.92

**TABLE 70: Frequency Count - Number and Percentage of Observations for Each Rating Category for ITP and Comparison Group by Each Item Rated Within Guard Duty**

CRITERION	FREQUENCIES																	
	RATINGS						ITP Project						Comparison Group					
	0	1	2	3	4		0	1	2	3	4		0	1	2	3	4	
1. General Orders	6	6	36	80	346		4	2	10	23	88		3.40	1.60	7.90	18.10	69.30	
2. Guarding the Post	5	17	41	92	284		3	3	10	26	74		2.60	2.60	8.60	22.40	63.80	
3. Overall Rating for Guard Duty	0	5	21	77	162		2	2	13	42	72		1.50	1.50	9.90	32.10	55.00	

**Maintaining Self and Physical Surroundings**

**TABLE BA : Multivariate Analysis, Overall Effect by Treatment and Education, Sex and Race/Ethnic Group for Maintaining Self and Physical Surroundings**

- I. AREA: MAINTAINING SELF AND PHYSICAL SURROUNDINGS, FORMAL AND UNANNOUNCED INSPECTIONS  
 II. MULTIVARIATE ANALYSES (HYPOTHESIS OF NO OVERALL EFFECT)<sup>1</sup>

	<u>df<sup>2</sup></u>	<u>F Value</u>	<u>PROB &gt; F</u>	<u>STATISTICALLY SIGNIFICANT?</u>
A. Education & Formal Treatment Insp.	1,165	.67	.6105	no
B. Sex & Treatment <sup>3</sup>	--	--	--	--
C. Race/Ethnic Group & Treatment	1,141	1.21	.3002	no
<b>SPECIAL ANALYSES</b>				
D. Education & Unann. Treatment Insp.	1,170	1.21	.3066	no

<sup>1</sup> Analyses D through H included both formal and informal inspection ratings

<sup>2</sup> Degrees of freedom, residual degrees of freedom

<sup>3</sup> No females in comparison group

TABLE 001: Univariate Analysis, Identification of Statistically Significant Differences by Treatment, Education, Sex and Race/Ethnic Group, Platoon and Sub-Areas Within Maintaining Self and Physical Surroundings - Formal Inspections

I. AREA: MAINTAINING SELF AND PHYSICAL SURROUNDINGS, FORMAL INSPECTION

II. UNIVARIATE ANALYSES

A. STATISTICAL SIGNIFICANCE

NS = No Significance

• = Statistically Significant difference ( $P \geq .05$ )

GROUPINGS	SUB-AREA			
	Physical Self	Uniform	Bed	Wall Locker
1. Education	NS	NS	NS	NS
2. Treatment	NS	•	NS	NS
3. Ed X Treat	NS	NS	NS	NS
4. Sex	NS	•	NS	•
5. Sex X Treat <sup>1</sup>	--	--	--	--
6. Ethnic	•	NS	NS	NS
7. Eth X Treat	NS	NS	NS	NS
8. Platoon (ITP Only)	NS	NS	•	NS

B. DETAIL	df	F Value	PR > F	In Favor Of
1. Treatment, Uniform	1, 165	8.61	.0038	Comparison Group
2. Sex				
o Uniform	1, 150	4.22	.0417	Females
o Wall Locker	1, 150	5.09	.0254	Females
3. Ethnic, Physical Self	1, 141	6.02	.0154	Blacks
4. Platoon, Bed	2, 119	4.05	.0199	Platoon 01

<sup>1</sup> No females in comparison group.

**TABLE 002: Univariate Analysis, Identification of Statistically Significant Differences by Treatment, Education, Sex and Race/Ethnic Group, Platoon and Sub-Areas Within Maintaining Self and Physical Surroundings - Unannounced Inspections**

**I. AREA: MAINTAINING SELF AND PHYSICAL SURROUNDINGS, UNANNOUNCED INSPECTION**

**II. UNIVARIATE ANALYSES**

**A. STATISTICAL SIGNIFICANCE**

NS = No Significance

• = Statistically Significant Difference ( $P \geq .05$ )

GROUPINGS	SUB-AREAS			
	Physical Self	Uniform	Bed	Wall Locker
1. Education	NS	NS	NS	NS
2. Treatment	•	•	NS	•
3. Ed X Treat	NS	NS	NS	NS
4. Sex	NS	NS	•	•
5. Sex X Treat <sup>1</sup>	--	--	--	--
6. Ethnic	NS	NS	•	•
7. Eth X Treat	NS	NS	NS	NS
8. Platoon (ITP Only)	NS	•	•	NS

**B. DETAIL**

	<u>df</u>	<u>F Value</u>	<u>PR &gt; F</u>	<u>In Favor Of</u>
1. Treatment				
o Physical Self	1, 170	13.13	.0004	ITP
o Uniform	1, 170	20.55	.0001	ITP
o Wall Locker	1, 170	59.03	.0001	ITP
2. Sex				
o Bed	1, 158	13.22	.0004	Female
o Wall Locker	1, 158	6.03	.0151	Female
3. Ethnic				
o Bed	1, 141	4.98	.0272	Blacks
o Wall Locker	1, 141	4.82	.0298	Blacks
4. Platoon				
o Uniform	2, 119	9.27	.0002	Platoon 03
o Bed	2, 119	4.46	.0136	Platoon 02

<sup>1</sup>No females in comparison group.

TABLE BC1 : Number of Observations and Average Scores by Group and Sub-Areas Within Maintaining Self and Physical Surroundings - Formal Inspections

I. AREA: MAINTAINING SELF AND PHYSICAL SURROUNDINGS, FORMAL INSPECTION

II. NUMBERS AND MEAN SCORES

	N	M E A N S			
		Physical Self	Uniform	Bed	Wall Locker
<b>A. EDUCATION</b>					
1. Non-High School	53	3.30	3.71	3.51	3.56
2. High School Grad	116	3.89	3.76	3.68	3.64
<b>B. TREATMENT</b>					
1. Comparison	41	3.88	3.87	3.61	3.56
2. ITP Group	128	3.85	3.70	3.63	3.63
<b>C. ED X TREAT</b>					
1. Non-MS, Comp.	11	3.82	3.85	3.64	3.64
2. Non-MS, ITP	42	3.75	3.68	3.48	3.54
3. MS, Comparison	30	3.90	3.88	3.60	3.53
4. MS, ITP Group	86	3.88	3.71	3.71	3.67
<b>D. SEX</b>					
1. Male	137	3.86	3.73	3.59	3.58
2. Female	24	3.90	3.81	3.75	3.83
<b>E. SEX X TREAT</b>					
1. Comp, Male	39	3.88	3.87	3.62	3.54
2. Comp, Female	0	--	--	--	--
3. ITP, Male	98	3.85	3.67	3.58	3.60
4. ITP, Female	24	3.90	3.81	3.75	3.83
<b>F. ETHNIC</b>					
1. White	82	3.82	3.69	3.55	3.60
2. Black	63	3.94	3.79	3.68	3.64
<b>G. ETH X TREAT</b>					
1. Comp, White	15	3.84	3.67	3.53	3.60
2. Comp, Black	18	3.91	3.87	3.61	3.42
3. ITP, White	67	3.81	3.65	3.55	3.60
4. ITP, Black	45	3.96	3.76	3.71	3.73

TABLE DC1 : (continued)

## I. AREA: MAINTAINING SELF AND PHYSICAL SURROUNDINGS, FORMAL INSPECTION

## II. NUMBERS AND MEAN SCORES

	N	M E A N S			
		Physical Self	Uniform	Bed	Wall Locker
<b>II. PLATOON (ITP ONLY)</b>					
1. Platoon 01	35	3.83	3.70	3.83	3.77
2. Platoon 02	42	3.91	3.71	3.52	3.60
3. Platoon 03	45	3.83	3.69	3.53	3.60
<b>I. SPECIAL ANALYSES</b>					



**TABLE BC2: Number of Observations and Average Scores by Group and Sub-Area Within Maintaining Self and Physical Surroundings - Unannounced Inspections**

**I. AREA: MAINTAINING SELF AND PHYSICAL SURROUNDINGS, UNANNOUNCED INSPECTION**

**II. NUMBERS AND MEAN SCORES**

	N	M E A N S			
		Physical Self	Uniform	Bed	Wall Locker
<b>A. EDUCATION</b>					
1. Non-High School	60	3.79	3.63	3.13	2.67
2. High School Grad	114	3.84	3.75	3.26	3.01
<b>B. TREATMENT</b>					
1. Comparison	47	3.70	3.50	3.17	1.94
2. ITP Group	127	3.86	3.78	3.24	3.25
<b>C. ED X TREAT</b>					
1. Non-MS, Comp.	16	3.58	3.44	3.13	1.78
2. Non-MS, ITP	44	3.86	3.70	3.14	2.99
3. MS, Comparison	31	3.76	3.54	3.19	2.01
4. MS, ITP Group	83	3.87	3.82	3.29	3.39
<b>D. SEX</b>					
1. Male	137	3.82	3.69	3.15	2.81
2. Female	24	3.94	3.89	3.75	3.67
<b>E. SEX X TREAT</b>					
1. Comp, Male	39	3.73	3.54	3.26	2.00
2. Comp, Female	0	--	--	--	--
3. ITP, Male	98	3.85	3.76	3.11	3.14
4. ITP, Female	24	3.94	3.89	3.75	3.67
<b>F. ETHNIC</b>					
1. White	82	3.84	3.70	3.10	2.80
2. Black	63	3.89	3.76	3.44	3.13
<b>G. ETH X TREAT</b>					
1. Comp, White	15	3.73	3.63	3.13	1.80
2. Comp, Black	18	3.80	3.52	3.44	2.17
3. ITP, White	67	3.86	3.71	3.09	3.03
4. ITP, Black	45	3.93	3.86	3.44	3.51

TABLE BC2: (continued)

I. AREA: MAINTAINING SELF AND PHYSICAL SURROUNDINGS, UNANNOUNCED INSPECTION

II. NUMBERS AND MEAN SCORES

	N	M E A N S			
		Physical Self	Uniform	Bed	Wall Locker
<b>H. PLATOON (ITP ONLY)</b>					
1. Platoon 01	35	3.90	3.70	3.40	3.31
2. Platoon 02	42	3.85	3.70	2.90	3.02
3. Platoon 03	45	3.86	3.92	3.42	3.39
<b>I. SPECIAL ANALYSES</b>					

**TABLE 2D: Frequency Count - Number and Percentage of Observations for Each Rating Category for ITP and Comparison Group by Each Item Rated Within Maintaining Self and Physical Surroundings - Formal and Informal Inspections**

CRITERION	FREQUENCIES											
	RATINGS						COMPARISON GROUP					
	ITP Project						Comparison Group					
	0	1	2	3	4	0	1	2	3	4		
<b>FORMAL INSPECTION</b>												
<b>1. BODY PARTS</b>												
a. Free of dirt/offensive odor	0	0	0	0	127	0	0	0	0	41	0	41
	-	-	-	-	100.00	-	-	-	-	100.00	-	100.00
b. Hair is cut/worn according to regulations	0	0	8	35	85	0	0	0	0	13	26	26
	-	-	6.30	27.30	66.40	-	-	-	-	31.70	60.30	60.30
c. Posture is erect and free of slouch or sprawl	0	0	0	5	123	0	0	0	0	2	39	39
	-	-	-	3.90	96.10	-	-	-	-	4.90	95.10	95.10
<b>2. UNIFORM</b>												
a. Free of dirt, stains and odor	0	0	2	7	119	0	0	0	0	0	0	41
	-	-	1.60	5.50	93.00	-	-	-	-	-	-	100.00
b. No parts missing	1	0	0	4	123	0	0	0	0	0	0	41
	.80	-	-	3.10	96.10	-	-	-	-	-	-	100.00
c. No parts out of place	1	0	13	37	75	0	0	0	0	4	37	37
	.80	-	10.30	29.40	59.50	-	-	-	-	9.80	90.20	90.20
d. Pressed or free of wrinkles	0	0	1	24	103	0	0	0	0	8	33	33
	-	-	.80	18.00	80.50	-	-	-	-	19.50	80.50	80.50
e. Boots or shoes and/or metal parts highly polished	0	0	9	64	55	0	1	0	0	14	23	23
	-	-	7.00	50.00	43.00	-	2.60	-	-	36.00	60.50	60.50
3. SED is clean and made according to regulations	0	0	2	43	83	0	0	1	14	14	26	26
	-	-	1.60	33.60	64.80	-	-	2.40	34.10	63.40	63.40	63.40

TABLE 80 : (continued)

CRITERION	FREQUENCIES															
	RATINGS						Comparison Group									
	ITP Project															
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	
<b>4. WALL LOCKER</b>																
a. Is clean	0	0	4	42	128	0	0	0	0	17	23	0	0	17	23	
	-	-	3.10	32.80	64.10	-	-	-	-	42.50	57.50	-	-	42.50	57.50	
b. Displayed in accordance with existing SOP	0	0	3	40	84	0	0	0	0	21	19	0	0	21	19	
	-	-	2.40	31.50	66.10	-	-	-	-	52.50	47.50	-	-	52.50	47.50	
5. OVERALL RATING for formal inspection	0	1	8	83	16	0	0	0	0	28	13	0	0	28	13	
	-	.90	7.40	76.90	14.80	-	-	-	-	68.30	31.70	-	-	68.30	31.70	
<b>UNANNOUNCED INSPECTION</b>																
<b>1. BODY PARTS</b>																
a. Free of dirt/offensive odor	0	0	0	0	126	0	0	0	0	2	45	0	0	2	45	
	-	-	-	-	100.00	-	-	-	-	4.30	95.70	-	-	4.30	95.70	
b. Hair is cut/worn according to regulations	1	0	10	23	93	0	0	0	0	10	27	0	0	10	27	
	.80	-	7.90	18.10	73.20	-	-	-	-	21.30	57.40	-	-	21.30	57.40	
c. Posture is erect and free of slouch or spread	0	0	0	5	122	0	0	0	0	0	47	0	0	0	47	
	-	-	-	3.90	96.10	-	-	-	-	-	78.70	-	-	-	78.70	
<b>2. UNIFORM</b>																
a. Free of dirt, stains and odor	0	0	1	13	113	0	0	0	0	2	16	0	2	16	28	
	-	-	.80	10.20	89.00	-	-	-	-	4.30	34.80	60.90	-	4.30	34.80	
b. No parts missing	0	0	0	5	122	0	0	0	0	0	37	0	0	0	37	
	-	-	-	3.90	96.10	-	-	-	-	-	78.70	-	-	-	78.70	

TABLE 80 : (continued)

CRITERION	RATINGS		FREQUENCIES												
			TTP Project						Comparison Group						
			0	1	2	3	4	0	1	2	3	4			
<b>2. UNIFORM (continued)</b>															
c. No parts out of place	0	0	0	7	120	0	0	1	11	35	-	-	-	-	-
				5.50	94.50			2.10	23.40	74.50					
d. Pressed or free of wrinkles	0	0	2	19	106	0	0	5	18	24	-	-	-	-	-
			1.60	15.00	81.50			10.60	38.30	51.10					
e. Boots or shoes and/or metal parts highly polished	0	0	14	60	53	0	3	8	22	14	-	-	-	-	-
			11.00	47.20	41.70		6.40	17.00	46.80	29.80					
3. SED is clean and made according to regulations	3	1	15	52	56	0	0	3	33	11	2.40	.80	11.80	40.90	44.10
4. WALL LOCKER															
a. Is clean	5	0	10	35	76	3	11	18	10	4	4.00	-	7.90	27.80	60.30
b. Displayed in accordance with existing SOP	5	1	25	44	52	3	18	14	10	2	3.90	.80	19.70	34.60	40.90
5. OVERALL RATING for unannounced inspection	2	1	4	28	8	2	2	11	31	1	4.70	2.30	9.30	65.10	18.60
											4.30	4.30	23.40	66.00	2.10

Physical Readiness

TABLE 9A : Multivariate Analysis, Overall Effect by Treatment and Education, Sex and Race/Ethnic Group for Physical Readiness Testing

I. AREA: PHYSICAL READINESS TESTING

II. MULTIVARIATE ANALYSES<sup>1</sup> (HYPOTHESIS OF NO OVERALL EFFECT)

	<u>SS<sup>2</sup></u>	<u>F Value</u>	<u>PROB &gt; F</u>	<u>STATISTICALLY SIGNIFICANT?</u>
A. Education & Treatment	1,198	1.11	.3485	no
B. Sex & Treatment	1,176	1.89	.1317	no
C. Race/Ethnic Group & Treatment	1,159	1.82	.1443	no

<sup>1</sup> All MANOVA, except I. above, include these two groups for comparison: a) Ft. Dix, 94B NDS students, Ft. Jackson, E Company (non-94B NDS) students

<sup>2</sup> Degrees of freedom, residual degrees of freedom

**TABLE 98: Univariate Analysis, Identification of Statistically Significant Differences by Treatment, Education, Sex and Race/Ethnic Group, Platoon and Sub-Areas Within Physical Readiness Testing**

**I. AREA: PHYSICAL READINESS TESTING**

**II. UNIVARIATE ANALYSES**

**A. STATISTICAL SIGNIFICANCE**

NS = No Significance

• = Statistically Significant Difference ( $P \geq .05$ )

GROUPINGS	SUB-AREAS			
	Pushups	Situps	Run	
1. Education	NS	NS	NS	
2. Treatment	NS	•	NS	
3. Ed X Treat	NS	NS	NS	
4. Sex	NS	NS	•	
5. Sex X Treat	NS	NS	NS	
6. Ethnic	NS	NS	•	
7. Eth X Treat	NS	NS	•	
8. Platoon (ITP Only)	•	NS	NS	
<b>SPECIAL ANALYSES</b>				
9. ITP versus Ft. Dix Comp	•	NS	•	
10. ITP versus E Company Comparison	NS	•	NS	
11. Ft. Dix vs. E Company	•	•	•	
12. Three groups	•	•	•	
<b>B. DETAIL</b>	<u>df</u>	<u>F value</u>	<u>PR &gt; F</u>	<u>In Favor Of</u>
1. Treatment, Situps	1, 190	18.16	.0001	ITP
2. Sex, Run	1, 176	12.20	.0006	Males
3. Ethnic, Run	1, 159	16.43	.0001	Blacks
4. Eth X Treat, Run	1, 159	4.06	.0289	Comparison Group for Whites, ITP Project for Blacks



TABLE 98: (continued)

## AREA: PHYSICAL READINESS TESTING

## II. UNIVARIATE ANALYSIS

B. DETAIL (continued)	<u>df</u>	<u>F Value</u>	<u>PR</u> <u>F</u>	<u>In Favor Of</u>
5. Platoon, Pushups	2,118	4.62	.0117	Platoon 1
<b>SPECIAL ANALYSES</b>				
6. ITP versus Ft. Dix Comparison Group				
o Pushups	1,134	14.71	.0002	Comparison
o Run	1,134	4.52	.0353	ITP
7. ITP versus E Company, Ft. Jackson Comparison Group, Situps	1,140	18.34	.0001	ITP
8. Ft. Dix Comparison Group (94B NOS) versus Ft. Jackson Comparison Group (non-94B NOS)				
o Pushups	1, 80	23.05	.0001	Ft. Dix Comparison
o Situps	1, 80	4.00	.0489	Ft. Dix Comparison
o Run	1, 80	13.38	.0005	Ft. Jackson Comparison
9. Each of the three groups				
o Pushups	2,177	13.08	.0001	Ft. Dix Comparison
o Situps	2,177	8.59	.0003	ITP
o Run	2,177	5.86	.0034	Ft. Jackson Comparison

**TABLE 9C: Number of Observations and Average Scores by Group and Sub-Area Within Physical Readiness Testing**

**I. AREA: PHYSICAL READINESS TESTING**

**II. NUMBERS AND MEAN SCORES**

	N	M E A S U R E		
		Pushups	Situps	Run
<b>A. EDUCATION</b>				
1. Non-High School	55	67.98	82.42	80.78
2. High School Grad	147	67.47	82.41	82.22
<b>B. TREATMENT</b>				
1. Comparison	81	68.63	78.46	81.20
2. ITP Group	121	66.93	85.06	82.26
<b>C. ED X TREAT</b>				
1. Non-MS, Comp.	17	66.88	74.94	81.00
2. Non-MS, ITP	38	68.47	85.76	80.68
3. MS, Comparison	64	69.09	79.39	81.25
4. MS, ITP Group	83	66.22	84.73	82.98
<b>D. SEX</b>				
1. Male	136	67.99	82.08	82.03
2. Female	24	64.08	80.17	75.25
<b>E. SEX X TREAT</b>				
1. Comp, Male	78	68.90	78.41	81.81
2. Comp, Female	4	63.75	79.75	65.75
3. ITP, Male	78	67.08	85.76	82.26
4. ITP, Female	20	64.15	80.25	77.15
<b>F. ETHNIC</b>				
1. White	93	68.10	82.67	78.13
2. Black	70	66.19	81.34	85.00
<b>G. ETH X TREAT</b>				
1. Comp, White	40	70.48	79.80	79.35
2. Comp, Black	34	66.18	78.18	82.38
3. ITP, White	53	66.30	84.83	77.21
4. ITP, Black	36	66.19	84.33	87.47

TABLE 9C: (continued)

## I. AREA: PHYSICAL READINESS TESTING

## II. NUMBERS AND MEAN SCORES

	N	M E A N S		
		Pushups	Situps	Run
<b>II. PLATOON (ITP ONLY)</b>				
1. Platoon 01	39	70.97	87.08	82.62
2. Platoon 02	42	66.98	85.07	80.45
3. Platoon 03	40	62.93	83.08	83.80
<b>I. SPECIAL ANALYSES</b>				
I. 1. Ft. Dix Comparison Group (94B MOS)	38	75.82	81.21	76.71
2. Ft. Jackson Comparison Group (non-94B MOS)	44	62.45	76.11	84.75

**TABLE 90: Number and Cumulative Percentage of ITP and Comparison Group Students Earning Each Point Score Value in Pushups, Situps and Two-Mile Run, Physical Readiness Testing**

POINT SCORE	SITUPS		PUSHUPS		TWO-MILE RUN		POINT SCORE	SITUPS		PUSHUPS		TWO-MILE RUN	
	ITP	Comp	ITP	Comp	ITP	Comp		ITP	Comp	ITP	Comp	ITP	Comp
20	1	-	-	-	-	-	60	8	13	1	2	-	2
	1.00	-	-	-	-	-		21.00	28.00	1.00	3.70	-	4.90
24	1	-	-	-	-	-	61	10	2	-	-	-	-
	2.00	-	-	-	-	-		31.70	30.50	-	-	-	-
25	-	1	-	-	-	-	62	6	5	-	4	-	-
	-	1.20	-	-	-	-		37.60	36.60	-	0.50	-	-
42	-	1	-	-	-	-	63	6	3	-	-	2	1
	-	2.40	-	-	-	-		43.60	40.20	-	-	5.10	6.10
45	1	-	-	-	-	-	64	3	5	1	1	1	1
	3.00	-	-	-	-	-		46.50	46.30	2.00	9.00	6.10	7.30
46	-	-	-	-	-	1	65	7	9	1	2	-	1
	-	-	-	-	-	1.20		53.50	57.30	3.00	12.20	-	0.50
50	2	1	-	-	-	-	66	1	3	1	-	3	-
	5.00	3.70	-	-	-	-		54.50	61.00	4.00	-	9.20	-
53	-	3	-	-	-	-	67	5	3	-	1	2	1
	-	7.30	-	-	-	-		59.40	64.60	-	13.40	10.20	9.00
54	1	1	-	-	-	1	68	4	-	-	1	3	1
	5.90	0.50	-	-	-	1.00		63.40	-	-	14.60	13.30	11.00
55	4	2	-	-	-	1	69	7	2	1	4	3	-
	9.90	11.00	-	-	-	2.00		70.30	67.10	5.00	19.50	16.30	-
56	-	2	-	1	-	-	70	7	4	9	5	3	3
	-	11.00	-	1.20	-	-		77.20	72.00	13.90	25.60	19.40	14.60
57	2	-	-	-	-	-	71	2	-	2	9	-	3
	11.90	-	-	-	-	-		79.20	-	15.00	36.60	-	10.60
58	1	-	-	-	-	1	72	-	2	1	2	3	-
	12.90	-	-	-	-	3.10		-	74.40	16.00	39.00	22.40	-
59	1	1	-	-	-	1	73	1	1	-	2	3	2
	13.90	12.20	-	-	-	2.40		80.20	75.60	-	39.00	25.50	20.70

TABLE 2: (continued)

POINT SCORE	PUSHUPS				SITUPS				TWO-MILE RUN			
	ITP	Camp	ITP	Camp	ITP	Camp	ITP	Camp	ITP	Camp	ITP	Camp
74	4	-	5	4	-	-	1	1	22.00			
	64.20		21.00	46.30								
75	1	2	4	5	5	2						
	65.10	70.00	25.70	52.40	30.60	24.40						
76	3	1	1	2	6	3						
	68.10	79.30	26.70	54.90	36.70	28.00						
77	-	-	2	2	3	4						
			28.70	57.30	39.80	32.90						
78	-	1	5	1	2	5						
		80.50	33.70	58.50	41.80	39.00						
79	-	-	2	-	4	6						
			35.60		45.90	46.30						
80	2	1	7	2	5	4						
	90.10	81.70	42.60	61.00	51.00	51.20						
81	-	-	-	-	1	1						
					52.00	52.40						
82	1	1	5	4	4	5						
	91.10	82.90	47.50	65.90	56.10	58.50						
83	-	-	1	-	1	-						
			68.50		57.10							
84	1	1	5	4	4	3						
	92.10	84.10	53.50	70.70	61.20	62.20						
85	-	-	-	-	2	3						
					63.30	65.90						
86	2	-	1	4	4	3						
	94.10		54.50	75.60	67.30	69.50						
87	-	-	1	-	1	3						
			55.40		68.40	73.20						

NUMBER OF DAYS IN COMPANY PRIOR TO TESTING:  
 o ITP - Range = 37 to 93, Median = 49 days  
 o Comparison - Range = 26 to 69, Median = 41 days

**Drill and Ceremony - Individual Movements**

**TABLE 10A: Multivariate Analysis, Overall Effect by Treatment and Education, Sex and Race/Ethnic Group for Drill and Ceremony -Individual Drill**

- I. AREA: DRILL AND CEREMONY, INDIVIDUAL DRILL
- II. MULTIVARIATE ANALYSES (HYPOTHESIS OF NO OVERALL EFFECT)

	<u>df<sup>1</sup></u>	<u>F VALUE</u>	<u>PROB &gt; F</u>	<u>STATISTICALLY SIGNIFICANT?</u>
A. Education & Treatment	1,167	1.36	.2053	no
B. Sex & Treatment <sup>2</sup>	--	--	--	--
C. Race/Ethnic Group & Treatment	1,138	.52	.6741	no

<sup>1</sup> Degrees of freedom, residual degrees of freedom

<sup>2</sup> No females in comparison group

**TABLE 10B : Univariate Analysis, Identification of Statistically Significant Differences by Treatment, Education, Sex and Race/Ethnic Group, Platoon and Sub-Areas Within Drill and Ceremony - Individual Drill**

**I. AREA: DRILL AND CEREMONY, INDIVIDUAL DRILL**

**II. UNIVARIATE ANALYSES**

**A. STATISTICAL SIGNIFICANCE**

NS = No Significance

• = Statistically Significant Difference ( $P \geq .05$ )

GROUPINGS	SUB-AREAS					(continued next page)
	Attention	Parade Post	Right Face	Left Face	About Face	
1. Education	•	NS	NS	NS	NS	
2. Treatment	NS	NS	NS	NS	NS	
3. Ed X Treat	NS	NS	NS	•	NS	
4. Sex	NS	NS	NS	NS	NS	
5. Sex X Treat <sup>1</sup>	--	--	--	--	--	
6. Ethnic	NS	NS	NS	NS	NS	
7. Eth X Treat	NS	NS	NS	NS	NS	
8. Platoon (ITP Only)	NS	•	NS	NS	NS	

8. DETAIL	<u>df</u>	<u>F Value</u>	<u>PR &gt; F</u>	<u>In Favor Of</u>
1. Education				
o Attention	1, 167	4.61	.0332	Non-High School Graduates
2. Education X Treatment				
o Left Face	1, 167	4.41	.0373	ITP for High School Grads, Comparison for non-High School Grads
3. Platoon				
o Parade Post	2, 122	4.44	.0138	Platoons 2 and 3

<sup>1</sup> No females in comparison group



TABLE 106 : (continued)

## I. AREA: DRILL AND CEREMONY, INDIVIDUAL DRILL

## II. UNIVARIATE ANALYSES

## A. STATISTICAL SIGNIFICANCE

NS = No Significance

\* = Statistically Significant difference ( $P \geq .05$ )

GROUPINGS	SUB-TASKS				
	Present Arms	Order Arms	Right Step	Left Step	Forward March
1. Education	NS	NS	NS	NS	NS
2. Treatment	NS	NS	NS	NS	NS
3. Ed X Treat	NS	NS	NS	NS	NS
4. Sex	NS	NS	NS	NS	NS
5. Sex X Treat <sup>1</sup>	--	--	--	--	--
6. Ethnic	NS	NS	NS	NS	NS
7. Eth X Treat	NS	NS	NS	NS	NS
8. Platoon (ITP Only)	*	NS	NS	NS	NS

B. DETAIL	<u>df</u>	<u>F Value</u>	<u>PR</u>	<u>F</u>	<u>In Favor Of</u>
Platoon, Present Arms	2, 122	4.05	.0198		Platoon 1

<sup>1</sup> No females in comparison group.

TABLE 10C : Number of Observations and Average Scores by Group and Sub-Area Within Drill and Ceremony - Individual Drill

I. AREA: DRILL AND CEREMONY, INDIVIDUAL DRILL

II. NUMBERS AND MEAN SCORES

	N	M E A N S				
		Attention	Parade Rest	Right Face	Left Face	About Face
<b>A. EDUCATION</b>						
1. Non-High School	55	3.95	3.76	3.84	3.85	3.80
2. High School Grad	116	3.73	3.89	3.88	3.92	3.78
<b>B. TREATMENT</b>						
1. Comparison	46	3.78	3.89	3.80	3.85	3.80
2. ITP Group	125	3.81	3.83	3.89	3.92	3.78
<b>C. ED X TREAT</b>						
1. Non-MS, Comp.	13	4.00	3.85	3.69	4.00	3.85
2. Non-MS, ITP	42	3.92	3.74	3.88	3.81	3.89
3. MS, Comparison	33	3.70	3.91	3.85	3.79	3.79
4. MS, ITP Group	83	3.75	3.88	3.89	3.98	3.77
<b>D. SEX</b>						
1. Male	143	3.80	3.86	3.87	3.90	3.77
2. Female	28	3.82	3.79	3.82	3.93	3.86
<b>E. SEX X TREAT</b>						
1. Comp, Male	46	3.78	3.89	3.80	3.85	3.80
2. Comp, Female	0	--	--	--	--	--
3. ITP, Male	97	3.80	3.85	3.91	3.92	3.75
4. ITP, Female	28	3.82	3.89	3.82	3.93	3.86
<b>F. ETHNIC</b>						
1. White	82	3.80	3.82	3.90	3.91	3.80
2. Black	60	3.78	3.85	3.78	3.85	3.82
<b>G. ETH X TREAT</b>						
1. Comp, White	16	3.88	3.88	3.94	3.81	3.94
2. Comp, Black	20	3.60	3.90	3.75	3.80	3.60
3. ITP, White	66	3.79	3.80	3.91	3.92	3.77
4. ITP, Black	40	3.88	3.83	3.80	3.88	3.83

TABLE 10C: (continued)

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## I. AREA: DRILL AND CEREMONY, INDIVIDUAL DRILL (continuation of first page)

## II. NUMBERS AND MEAN SCORES

	N	M E A N S				
		Present Arms	Order Arms	Right Step	Left Step	Forward March
<b>A. EDUCATION</b>						
1. Non-High School	55	3.89	4.00	3.91	3.96	3.89
2. High School Grad	116	3.90	3.98	3.95	3.96	3.83
<b>B. TREATMENT</b>						
1. Comparison	46	3.91	4.00	3.93	3.93	3.83
2. ITP Group	125	3.89	3.98	3.94	3.97	3.86
<b>C. ED X TREAT</b>						
1. Non-MS, Comp.	13	3.85	4.00	4.00	4.00	4.00
2. Non-MS, ITP	42	3.90	4.00	3.88	3.95	3.86
3. MS, Comparison	33	3.94	4.00	3.91	3.91	3.76
4. MS, ITP Group	83	3.88	3.98	3.96	3.98	3.86
<b>D. SEX</b>						
1. Male	143	3.89	3.99	3.94	3.96	3.85
2. Female	28	3.93	4.00	3.93	3.96	3.82
<b>E. SEX X TREAT</b>						
1. Comp, Male	46	3.91	4.00	3.93	3.93	3.83
2. Comp, Female	0	--	--	--	--	--
3. ITP, Male	97	3.88	3.98	3.94	3.97	3.87
4. ITP, Female	28	2.93	4.00	3.93	3.96	3.82
<b>F. ETHNIC</b>						
1. White	82	3.93	3.98	3.93	3.98	3.87
2. Black	60	3.86	4.00	3.93	3.93	3.80
<b>G. ETH X TREAT</b>						
1. Comp, White	16	3.88	4.00	3.94	3.94	3.88
2. Comp, Black	20	3.90	4.00	3.90	3.90	3.75
3. ITP, White	66	3.94	3.97	3.92	3.98	3.86
4. ITP, Black	40	3.85	4.00	3.95	3.95	3.83

TABLE 10C : (continued)

I. AREA: DRILL AND CEREMONY, INDIVIDUAL DRILL

## II. NUMBERS AND MEAN SCORES

	N	M E A N S				
		Attention	Parade Rest	Right Face	Left Face	About Face
<b>B. PLATOON (ITP ONLY)</b>						
1. Platoon 01	50	3.88	3.70	3.92	3.90	3.84
2. Platoon 02	34	3.82	3.91	3.74	3.88	3.85
3. Platoon 03	41	3.71	3.93	3.96	3.96	3.63

TABLE 10C : (continued)

I. AREA: DRILL AND CEREMONY, INDIVIDUAL DRILL (continuation of second page)

II. NUMBERS AND MEAN SCORES

	N	M E A N S				
		Present Arms	Order Arms	Right Step	Left Step	Forward March
<b>B. PLATOON (ITP ONLY)</b>						
1. Platoon 01	50	3.98	3.98	3.94	3.96	3.82
2. Platoon 02	34	3.88	4.00	3.97	3.97	3.91
3. Platoon 03	41	3.78	3.98	3.90	3.98	3.85

TABLE 100: Frequency Count - Number and Percentage of Observations for Each Rating Category for ITP and Comparison Group by Each Item Rated Within Drill and Ceremony - Individual Drill

CRITERION	FREQUENCIES														
	RATINGS						COMPARISON GROUP								
	ITP Project						Comparison Group								
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
1. Attention	2	0	0	18	109	0	1	2	3	41	0	1	2	3	41
	1.6%	-	-	14.0%	84.5%	-	2.1%	4.3%	6.4%	87.2%	-	2.1%	4.3%	6.4%	87.2%
2. Parade Post	0	0	2	20	107	0	0	1	3	43	0	0	1	3	43
	-	-	1.6%	15.5%	82.9%	-	-	2.1%	6.4%	91.5%	-	-	2.1%	6.4%	91.5%
3. Right Face	4	0	0	6	119	0	1	1	4	41	0	1	1	4	41
	3.1%	-	-	4.7%	92.2%	-	2.1%	2.1%	8.5%	87.2%	-	2.1%	2.1%	8.5%	87.2%
4. Left Face	2	0	2	2	123	0	1	1	2	43	0	1	1	2	43
	1.6%	-	1.6%	1.6%	95.3%	-	2.1%	2.1%	4.3%	91.5%	-	2.1%	2.1%	4.3%	91.5%
5. About Face	1	0	1	27	100	0	0	1	7	39	0	0	1	7	39
	.8%	-	.8%	20.9%	77.5%	-	-	2.1%	14.9%	83.0%	-	-	2.1%	14.9%	83.0%
6. Present Arms	0	0	1	13	115	0	0	1	2	44	0	0	1	2	44
	-	-	.8%	10.1%	89.1%	-	-	2.1%	4.3%	93.6%	-	-	2.1%	4.3%	93.6%
7. Order Arms	0	0	0	2	113	0	0	0	0	4	0	0	0	0	4
	-	-	-	1.7%	98.3%	-	-	-	-	100.0%	-	-	-	-	100.0%
8. Right Step March	0	1	1	7	120	0	0	1	1	45	0	0	1	1	45
	-	.8%	.8%	5.4%	93.0%	-	-	2.1%	2.1%	95.7%	-	-	2.1%	2.1%	95.7%
9. Left Step March	0	0	0	5	124	0	0	1	1	45	0	0	1	1	45
	-	-	-	3.9%	96.1%	-	-	2.1%	2.1%	95.7%	-	-	2.1%	2.1%	95.7%
10. Forward March	0	0	0	18	110	0	0	1	4	40	0	0	1	4	40
	-	-	-	14.1%	85.9%	-	-	2.1%	12.0%	85.1%	-	-	2.1%	12.0%	85.1%

Drill and Ceremony - Squad Movements

TABLE 11A : Univariate Analysis, Identification of Statistically Significant Differences by Treatment, Education, Sex and Race/Ethnic Group, Platoon and Sub-Areas Within Drill and Ceremony - Squad Drill

I. AREA: DRILL AND CEREMONY, SQUAD DRILL

II. UNIVARIATE ANALYSES

A. STATISTICAL SIGNIFICANCE

NS = No Significance

• = Statistically Significant difference (P  $\geq$  .05)

GROUPINGS	SUB-AREAS						
	Front Squad	Forward March	Align Squad	Column Right	Column Left	Rear March	Right/Left Flank March
1. Education	--	--	--	--	--	--	--
2. Treatment	NS	NS	NS	NS	NS	NS	NS
3. Ed X Treat	--	--	--	--	--	--	--
4. Sex	--	--	--	--	--	--	--
5. Sex X Treat	--	--	--	--	--	--	--
6. Ethnic	--	--	--	--	--	--	--
7. Eth X Treat	--	--	--	--	--	--	--
8. Platoon (ITP Only)	NS	NS	NS	•	•	NS	NS

B. DETAIL	df	F Value	PR $\geq$ F	In Favor Of
1. Platoon, column right	2/31	4.47	$\geq$ .05	Platoon 3
2. Platoon, column left	2/31	3.96	$\geq$ .05	Platoon 3





TABLE 11B: (continued)

## I. AREA: DRILL AND CEREMONY, SQUAD DRILL

## II. NUMBERS AND MEAN SCORES

	N	M E A N S						
		Form Squad	Forward March	Align Squad	Column Right	Column Left	Rear March	Right/Left Flank March
<b>II. PLATOON (ITP ONLY)</b>								
1. Platoon 01	13	3.31	3.04	3.04	3.00	3.69	3.05	2.69
2. Platoon 02	14	3.36	3.06	3.71	3.36	3.36	3.93	3.36
3. Platoon 03	7	3.06	4.00	4.00	4.00	4.00	4.00	3.71
<b>I. SPECIAL ANALYSES</b>								

TABLE 11C: Frequency Count - Number and Percentage of Observations for Each Rating Category for ITP and Comparison Group by Each Item Rated Within Drill and Ceremony - Squad Drill

RATINGS	FREQUENCIES													
	ITP Project							Comparison Group						
	0	1	2	3	4	5	6	0	1	2	3	4	5	6
CAUTION	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1. Forming the squad in a line formation	0	0	3	14	23			0	0	1	7	8		
	-	-	7.50	35.00	57.50			-	-	6.30	43.00	50.00		
2. Forward March	0	0	0	5	34			0	0	1	5	10		
	-	-	-	12.00	87.20			-	-	6.30	31.30	62.50		
3. Aligning the squad dress right dress and ready front	0	0	0	6	34			0	0	0	3	11		
	-	-	-	15.00	85.00			-	-	-	21.40	78.60		
4. Changing the direction of a column while marching column right	0	0	7	9	23			0	0	0	5	9		
	-	-	17.90	23.10	59.00			-	-	-	35.70	64.30		
5. Column left while marching	0	0	1	11	25			0	0	0	0	8		
	-	-	2.70	29.70	67.60			-	-	-	50.00	50.00		
6. Rear march	0	0	0	5	33			0	0	0	4	9		
	-	-	-	13.20	86.80			-	-	-	30.00	69.20		
7. Slight/left flank march	2	2	3	12	19			0	0	0	4	10		
	5.30	5.30	7.90	31.60	50.00			-	-	-	28.60	71.40		

**Drill and Ceremony - Platoon Movements**

**TABLE 12A: Univariate Analysis, Identification of Statistically Significant Differences by Treatment, Education, Sex and Race/Ethnic Group, Platoon and Sub-Area Within Drill and Ceremony - Platoon Movements**

**I. AREA: DRILL AND CEREMONY, PLATOON**

**II. UNIVARIATE ANALYSES**

**A. STATISTICAL SIGNIFICANCE**

NS = No Significance

\* = Statistically Significant difference ( $P \geq .05$ )

GROUPINGS	SUB-AREAS				
	Form Squad	Break Rank	Open/Close Rank	Change Directions	Forward March
1. Education	--	--	--	--	--
2. Treatment	NS	NS	NS	NS	NS
3. Ed X Treat	--	--	--	--	--
4. Sex	--	--	--	--	--
5. Sex X Treat	--	--	--	--	--
6. Ethnic	--	--	--	--	--
7. Eth X Treat	--	--	--	--	--
8. Platoon (ITP Only)	NS	NS	NS	NS	NS

TABLE 12B : Number of Observations and Average Scores by Group and Sub-Area  
Within Drill and Ceremony - Platoon

I. AREA: DRILL AND CEREMONY, PLATOON

II. INDICES AND MEAN SCORES

	N	M E A N S				
		Form Squad	Break Rank	Open/Close Rank	Change Directions	Forward March
A. EDUCATION						
1. Non-High School						
2. High School Grad						
B. TREATMENT						
1. Comparison	3	3.67	4.00	3.33	3.00	3.67
2. ITP Group	9	3.00 <sup>1</sup>	2.89	2.55	3.56	3.89
C. ED X TREAT						
1. Non-MS, Comp.						
2. Non-MS, ITP						
3. MS, Comparison						
4. MS, ITP Group						
D. SEX						
1. Male						
2. Female						
E. SEX X TREAT						
1. Comp, Male						
2. Comp, Female						
3. ITP, Male						
4. ITP, Female						
F. ETHNIC						
1. White						
2. Black						
G. ETH X TREAT						
1. Comp, White						
2. Comp, Black						
3. ITP, White						
4. ITP, Black						

TABLE 12B: (continued)

## I. AREA: DRILL AND CEREMONY, PLATOON

## II. NUMBERS AND MEAN SCORES

	N	M E A N S				
		Form Squad	Break Rank	Open/Close Rank	Change Directions	Forward March
<b>II. PLATOON (TYP ONLY)</b>						
1. Platoon 01	3	2.50 <sup>1</sup>	2.00	1.67	3.33	3.67
2. Platoon 02	4	2.67 <sup>2</sup>	3.00	2.50	3.50	4.00
3. Platoon 03	2	4.00	4.00	4.00	4.00	4.00

<sup>1</sup>  
2  
<sup>2</sup>  
3

**TABLE 12C: Frequency Count - Number and Percentage of Observations for Each Rating Category for ITP and Comparison Group by Each Item Rated Within Drill and Ceremony - Platoon**

CRITERION	RATINGS		FREQUENCIES												
			ITP Project						Comparison Group						
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
1. Forming the platoon	0	0	3	1	3	0	0	0	0	0	0	0	0	0	2
	-	-	42.90	14.30	42.90	-	-	-	-	-	-	-	-	-	100.00
2. Breaking rank	0	1	2	3	3	0	0	0	0	0	0	0	0	0	4
	-	11.10	22.20	33.30	33.30	-	-	-	-	-	-	-	-	-	100.00
3. Opening and closing rank	0	2	2	3	2	0	0	0	0	0	0	0	0	2	1
	-	22.20	22.20	33.30	22.20	-	-	-	-	-	-	-	-	66.70	33.30
4. Changing the direction of a column	0	0	0	4	5	0	0	0	0	0	0	0	0	3	0
	-	-	-	44.40	55.60	-	-	-	-	-	-	-	-	100.00	-
5. Forward, March	0	0	0	1	8	0	0	0	0	0	0	0	0	1	2
	-	-	-	11.10	88.90	-	-	-	-	-	-	-	-	33.30	66.70



## APPENDIX E

### Written Survey Summaries

- o Student Reaction Survey
  - ITP and comparison group means and frequency counts and identification of significant differences in responses by item
  - Tally of open-ended item responses for ITP and comparison groups
  - Selected item analysis by ITP platoon
- o ITP Dining Facility Manager/Shift Leader Questionnaire
- o ITP Instructor/Cadre Final Assessment

### Student Reaction Survey

- A. ITP and Comparison Group Means and Frequency Counts and Identification of Significant Differences in Responses by Rated Items

#### SCALES used with rated items.

Items 5 and 8 (rating of own ability to perform cooking skills and function as and intelligent soldier)

- 0 = If you think that you cannot do it at all
- 1 = If you think that you can do it, but not well enough to be just acceptable
- 2 = If you think you can do it well enough to be just acceptable
- 3 = If you think you can do it well enough to be considered good, but not excellent
- 4 = If you think you can do it excellently

Items 31 to 34 (attitude)

- 0 = Strongly disagree
- 1 = Disagree
- 2 = Neither agree nor disagree
- 3 = Agree
- 4 = Strongly agree

All remaining rated items

- 0 = Never or almost never happened
- 1 = Seldom happened
- 2 = Sometimes happened
- 3 = Often happened
- 4 = Always or almost always happened

TABLE 13A: Student Reaction Survey, ITP and Comparison Group means and Frequency Counts and Identification of Significant Differences in Responses in Responses Between the Two Groups, by Each Rated Item.

Total Number Responding to Each Survey:

ITP Group = 134

Comparison Group = 35

I T P M

1. THE TRAINING PROGRAM

a. Before each lesson, I was told what I was going to learn and why I needed to learn it.

b. Before I learned to do a procedure myself, I was given the chance to develop a clear and complete mental picture of the procedure.

c. My instructors made sure I understood what to do before I actually did it.

d. I was told not only what I needed to correct, but also what I was doing that was right.

e. My instructors had me learn the reasons for doing things in a particular way.

f. I was asked to explain what I was learning.

g. I was encouraged to share my ideas with other students.

h. I was treated with respect by:

o My 948 Instructor

o My Drill Sergeant

o My First Sergeant

o My Company Commander

o Other Officers/NCOs

i. Time was wasted doing nothing or doing things that did not help me learn.\*

\* Data reversed to maintain negative to positive left to right direction of responses of other items

	I T P GROUP				MEAN	Frequency	COMPARISON GROUP				SIGNIF. DIFF IN FAVOR OF		
	0	1	2	3			4	0	1	2		3	4
a.	3.57	1	1	0	33	88	3.49	0	1	3	9	22	none
b.	3.77	1	2	2	20	107	3.31	0	0	6	12	17	ITP
c.	3.70	0	6	4	31	96	3.63	0	0	2	9	24	none
d.	3.58	0	3	9	20	91	3.14	1	1	7	9	17	ITP
e.	3.63	1	0	4	36	90	3.26	0	0	0	10	17	ITP
f.	3.40	1	1	15	41	73	3.71	1	4	0	13	9	ITP
g.	3.33	5	1	14	36	74	2.11	5	4	12	10	4	ITP
h.													
o My 948 Instructor	3.67	1	2	7	14	91	3.51	0	0	2	13	20	ITP
o My Drill Sergeant	3.66	1	0	7	21	85	-	-	-	-	-	-	n/a
o My First Sergeant	3.75	1	0	3	16	91	-	-	-	-	-	-	n/a
o My Company Commander	3.75	2	1	1	15	92	-	-	-	-	-	-	n/a
o Other Officers/NCOs	2.95	1	15	19	30	46	2.14	3	7	13	6	6	ITP
i.	2.27	10	26	40	22	32	2.40	5	4	9	6	11	none

TABLE 13A: (continued)

	I T P GROUP				COMPARISON GROUP				SIGNIF. DIFF IN FAVOR OF:				
	MEAN	Frequency			MEAN	Frequency							
		0	1	2		3	4	0		1	2	3	4
j. When I didn't understand something, someone took the time to help me understand without "putting me down."	3.32	4	0	15	42	69	3.23	0	1	7	10	17	none
k. I was able to read and understand the written materials I was given.	3.65	0	0	6	34	90	3.37	0	0	6	10	19	ITP
l. The instruction was too fast for me to follow what was going on.*	3.38	4	0	14	26	79	2.89	1	0	12	11	11	ITP
m. The instruction was too slow and I got bored.*	1.98	23	24	42	17	25	2.40	3	2	14	10	6	none
2, 3, and 4. (Open-ended response items)													
5. SELF-STARTING ON 9-AB ABILITIES													
a. Read recipe cards and do what they say.	3.56	0	1	4	46	79	3.11	0	0	6	19	10	ITP
b. Prepare standard (not fancy) Army food items as they:													
o have the proper taste and flavor	3.47	0	1	4	58	68	3.06	0	0	5	23	7	ITP
o have the proper consistency and texture	3.39	0	1	8	61	61	2.97	0	0	8	20	7	ITP
o have the proper appearance (including proper garnish)	3.56	0	0	5	48	78	3.00	0	2	7	15	11	ITP
o are in the proper amount for the number being served	3.55	0	1	6	44	79	2.97	0	1	8	17	9	ITP
c. Prepare and maintain a sanitary, well-organized work area.	3.60	0	1	5	39	86	3.37	0	1	3	13	18	none
d. Use proper sanitation and safety procedures.	3.72	0	0	2	33	96	3.60	0	0	4	10	21	none

\* Data reversed to maintain negative to positive left to right direction of responses of other items

TABLE 13 (continued)

	I T E M					I T P GROUP					COMPARISON GROUP					SIGNIF. DIFF IN FAVOR OF:		
	1	2	3	4	M	MEAN	Frequency				MEAN	0	Frequency				none	
							0	1	2	3			4	0	1			2
e. Use "clean as you go" procedures.	3.61	0	0	4	43	84	3.49	0	0	4	10	21	none					
f. Prepare food items without wasting ingredients or supplies.	3.31	1	2	10	60	57	3.14	0	0	6	18	11	none					
g. Use a knife properly to:																		
o Slice	3.50	0	0	9	47	75	3.29	0	0	6	13	16	none					
o Shred	3.33	0	1	13	59	58	3.20	0	0	6	16	13	none					
o Cube	3.32	2	2	12	51	63	3.20	0	0	6	16	13	none					
o Dice	3.50	0	0	8	50	73	3.20	0	0	6	16	13	ITP					
o Chop	3.51	0	0	5	52	74	3.34	0	0	5	13	17	none					
o Mince	3.45	1	0	10	47	72	3.34	0	0	6	11	18	none					
h. Use proper procedure to:																		
o Weigh different kinds and amounts of dry ingredients	3.49	0	2	8	45	76	3.46	0	0	3	13	19	none					
o Measure different kinds and amounts of liquid ingredients	3.63	0	0	3	43	85	3.37	0	0	1	20	14	ITP					
i. Use proper procedure to prepare standard (not fancy) bakery items:																		
o Quick breads	3.32	2	0	9	62	56	3.09	0	0	6	20	9	none					
o Cookies	3.44	1	1	9	47	70	3.44	0	0	3	13	18	none					
o Cakes	3.46	1	0	9	49	70	3.21	0	0	5	17	12	none					

TABLE 13 (continued)

	I T P GROUP				COMPARISON GROUP				SIGNIF. DIFF IN FAVOR OF:				
	Frequency				Frequency								
	MEAN	0	1	2	3	4	MEAN	0		1	2	3	4
1. (continued)													
o Balls	3.45	0	0	10	51	60	3.26	0	0	4	17	13	none
o Pies	3.27	2	0	11	64	52	3.27	0	0	3	10	12	none
j. Use proper procedure to prepare													
o Soups	3.49	0	1	8	47	74	3.17	0	0	6	17	12	ITP
o Salads	3.71	0	2	6	20	103	3.51	0	0	3	11	21	none
o Basic sauces	3.47	0	1	8	51	71	3.03	0	0	9	16	10	ITP
k. Use proper procedure to prepare meats, poultry and fish by:													
o Baking	3.56	0	0	8	42	81	3.31	0	0	2	10	14	none
o Roasting	3.51	0	0	9	46	76	3.11	0	0	6	19	10	ITP
o Frying	3.68	0	1	4	31	95	3.46	0	0	3	13	19	none
o Braising	3.34	2	2	11	50	65	2.94	0	2	8	15	10	ITP
o Steaming or boiling	3.55	0	0	8	43	80	3.14	0	0	6	10	11	ITP
l. Start, operate and maintain the following garrison equipment.													
o Mixer	3.53	1	2	10	31	85	3.46	0	0	3	13	19	none
o Slicer	3.45	3	2	10	31	81	3.31	0	1	4	13	17	none
o Coffee urn	2.95	5	7	25	44	48	2.77	0	2	10	17	6	none
o Milk dispenser	3.34	4	3	10	40	71	3.06	2	0	6	13	14	none

TABLE 13: (continued)

	I T P G R O U P					C O M P A R I S O N G R O U P					S E R I E S D.I.F. IN FAVOR OF:		
	M E A N	F r e q u e n c y				M E A N	F r e q u e n c y						
		0	1	2	3		4	0	1	2		3	4
1. (continued)													
o Oven	3.66	0	0	5	33	89	3.43	0	0	3	14	18	none
o Deep fat fryer	3.69	0	0	5	30	93	3.46	0	0	4	11	20	none
o Steamer	3.38	4	2	11	35	76	3.34	0	0	5	13	17	none
a. Explain the purpose of each piece of garrison equipment													
o Mixer	3.28	2	0	15	50	55	2.94	0	0	11	15	9	ITP
o Slicer	3.24	2	1	15	53	52	3.26	0	0	6	14	15	none
o Coffee urn	2.90	6	4	23	52	37	2.80	0	0	13	16	6	none
o Milk dispenser	3.20	3	1	17	48	53	2.89	2	0	8	15	10	none
o Oven	3.45	0	1	10	44	64	3.09	0	0	7	18	10	ITP
o Deep fat fryer	3.68	0	0	10	64	68	3.37	0	0	4	14	17	none
o Steamer	3.21	3	2	16	46	55	3.09	0	0	9	14	12	none
b. Check, operate, and maintain the following field equipment:													
o M-59 field range	3.49	0	3	9	39	78	3.03	1	1	6	15	12	none
o M-2 burner	3.55	1	1	8	36	84	3.29	0	0	8	9	18	none
o Immersion heater	3.65	0	1	5	32	92	3.57	0	0	3	9	23	none
o Insulated food container	3.73	0	1	2	28	99	3.54	0	0	5	6	24	ITP
o Gas lantern	3.19	3	4	19	42	61	2.76	2	2	10	8	12	none

TABLE 1: (continued)

	I T P GROUP				COMPARISON GROUP				SIGNIF. DIFF IN FAVOR OF:				
	MEAN	0	1	2	3	4	MEAN	0		1	2	3	4
o. Explain the purpose of each piece of field equipment and the function of each major part.													
o M-59 field range	3.42	2	1	10	41	71	2.97	1	1	7	15	11	none
o M-2 burner	3.53	1	2	8	33	81	3.23	0	1	7	10	17	none
o Immersion heater	3.63	1	1	6	28	90	3.46	0	0	4	11	20	none
o Insulated food container	3.71	0	0	6	24	96	3.46	0	0	6	7	22	ITP
o Gas lantern	3.23	3	3	17	42	61	2.76	2	3	8	9	12	none
p. Convert any recipe (without using charts) to the amounts needed to serve different numbers of soldiers.	2.79	2	7	31	68	23	2.49	0	3	17	10	5	ITP
q. Ask the right questions to find out how to prepare/serve a food item.	3.40	0	0	9	61	61	3.00	3	2	5	19	9	ITP
r. Ask the right questions to find out how to operate and maintain a piece of equipment.	3.53	0	2	5	46	78	3.17	0	0	6	17	12	ITP
s. Assume responsibility for preparing and serving any major food item that is regularly served as part of a:													
o Breakfast	3.58	1	1	4	40	85	3.40	0	0	4	13	18	none
o Lunch	3.60	1	0	5	39	86	3.17	0	0	6	17	12	ITP
o Dinner	3.60	0	1	5	39	86	3.20	0	0	6	16	13	ITP

7. (Open-ended response items)



TABLE 13A: (continued)

	I T P GROUP					COMPARISON GROUP					SIGNIF. DIFF IN FAVOR OF:		
	Frequency					Frequency							
	MEAN	0	1	2	3	4	MEAN	0	1	2		3	4
<b>B. SELF-RATING ON SOLDIERING SKILLS</b>													
a. Make/maintain a properly made bunk.	3.42	0	0	0	60	63	3.71	0	0	1	0	26	Comp
b. Establish/maintain a properly organized wall locker.	3.41	0	2	10	51	68	3.66	0	0	1	10	24	none
c. Maintain a properly cleaned room.	3.51	0	0	7	50	74	3.60	0	0	1	12	22	none
d. Help to maintain a properly cleaned general living or work area.	3.55	0	1	4	48	78	3.57	0	0	1	13	21	none
e. Maintain/wear uniforms properly.	3.53	0	1	2	54	74	3.69	0	0	3	5	27	Comp
f. Wear the proper uniform for the proper occasion.	3.77	0	0	4	22	105	3.74	0	0	1	7	27	none
g. Maintain proper physical appearance.	3.72	0	1	2	29	98	3.83	0	0	1	4	30	none
h. Show proper courtesy to an NCO.	3.65	0	0	4	38	88	3.86	0	0	2	1	32	Comp
i. Show proper courtesy to an officer.	3.78	0	0	2	25	104	3.91	0	0	1	1	33	none
j. Report to an officer in the proper manner.	3.69	0	0	6	29	96	3.86	0	0	1	3	31	none
k. Execute the standard drill maneuver indicated in FM 22-5.	3.47	0	0	12	45	72	3.57	0	0	1	13	21	none
l. Use a step-by-step thinking process for coping with problems.	2.89	3	6	24	66	31	3.11	0	3	4	14	14	none
m. Try to stay on focus and not let distractions get in the way.	3.18	2	1	16	65	47	3.09	0	2	3	20	10	none
n. Try to make the best use of time (or money) and not waste it on things that are unimportant.	1.15	0	7	17	55	51	3.06	0	4	3	15	13	none

TABLE 13A (continued)

	I T P GROUP					COMPARISON GROUP					STATUS DIFF IN FAVOR OF:		
	Frequency					Frequency							
	0	1	2	3	4	0	1	2	3	4			
o. Try to use tools, equipment, and other materials so they don't get damaged or lost.	3.68	0	0	3	36	91	3.49	0	0	2	14	19	none
p. Try to take advantage of every opportunity to learn more, improve skills, etc.	3.37	0	2	10	56	63	3.37	0	1	3	13	18	none
q. Try to stick with a task even when things are not going well.	3.47	1	0	12	41	77	3.26	0	1	2	19	13	ITP
r. Try not to say or do things that make it hard for others to do what they need to do.	3.37	2	0	8	58	63	3.03	2	1	3	17	12	none
s. Try to help associates when they say they need help in producing a needed result.	3.56	0	0	4	50	77	3.37	0	0	2	18	15	none
t. Try to stay in good enough physical and mental condition to produce desired results.	3.65	0	1	4	35	90	3.54	0	0	2	12	21	none
u. Try to keep surroundings clean, orderly, and ready for use when needed.	3.71	0	0	3	32	95	3.49	0	0	2	14	19	none
v. Whenever I needed help, my instructor, drill sergeant or other person was there to help me during:													
0.1 Cooking instruction	3.69	0	0	5	31	98	3.23	1	1	4	12	17	ITP
0.2 Basic soldiering activities	3.47	1	0	15	37	80	n/a	-	-	-	-	-	n/a
0.3 Problem solving instruction	3.04	2	10	22	47	53	n/a	-	-	-	-	-	n/a
9. I had just the right amount of time (not too much or too little) to learn something before going on to the next task in each of these areas:													
9.1 Cooking skills	3.37	3	4	11	38	78	2.86	0	3	9	13	10	ITP

TABLE 13A. (continued)

	I T P GROUP				COMPARISON GROUP				SIGNIF. DIFF IN FAVOR OF:					
	Frequency				Frequency									
	MEAN	0	1	2	3	4	MEAN	0		1	2	3	4	
9. (continued)														
9.2 Basic soldiering skills	3.47	4	1	5	41	82	n/a	-	-	-	-	-	n/a	
9.3 Problem solving skills	2.81	6	14	27	40	47	n/a	-	-	-	-	-	n/a	
10. I worked with a pair partner during instruction.	3.69	2	1	3	24	104	n/a	-	-	-	-	-	n/a	
11. When my pair partner was gone, the instructor made sure that I worked with another pair. I wasn't left alone.	3.66	1	0	11	19	103	n/a	-	-	-	-	-	n/a	
12. I helped my pair partner learn faster and better than he/she would have without my help.	3.16	5	3	23	37	65	n/a	-	-	-	-	-	n/a	
13. My pair partner helped me learn faster and better than I would have without his/her help.	3.14	3	8	22	35	66	n/a	-	-	-	-	-	n/a	
14. I felt that I was responsible for how well other members of my team (not just my pair partner) were doing.	2.97	6	4	25	52	47	2.00	5	6	11	10	3	ITP	
15. These people modeled the way I was supposed to act and to do things. They did things the way they expected me to do them and acted the way they expected me to act.														
15.1 Company commander	3.41	4	6	10	24	89	n/a	-	-	-	-	-	n/a	
15.2 1st sergeant	3.52	1	3	13	25	91	n/a	-	-	-	-	-	n/a	
15.3 Platoon sergeant	3.52	1	3	9	33	87	n/a	-	-	-	-	-	n/a	
15.4 94th instructor(s)	3.69	0	0	9	23	101	3.40	0	0	4	13	18	ITP	
15.5 Other NCOs outside of A Company.	2.39	20	15	25	31	37	n/a	-	-	-	-	-	n/a	

TABLE 13: (continued)

	I T P GROUP					COMPARISON GROUP					STATUS. SERV IN POWER CP.		
	MEAN	0	1	2	3	4	MEAN	0	1	2		3	4
16. The order in which cooking skills were taught made sense to me.	3.15	3	3	22	49	57	3.11	0	0	9	13	13	none
17. The instruction or lessons started with easy things and moved to more difficult tasks.	3.41	1	5	11	30	79	2.77	2	1	0	16	0	177
18. The course materials (student manual):													
18.1 were complete (had the information I needed)	3.54	0	0	13	35	84	3.49	0	0	2	14	19	none
18.2 were easy to understand.	3.59	0	1	7	30	80	3.09	0	2	5	16	12	177
18.3 were easy to use (I could find the information I needed when I needed it).	3.58	1	0	10	32	91	3.37	0	1	3	13	10	none
18.4 were available when I needed to study.	3.54	0	1	2	21	110	3.23	0	0	0	11	16	177
18.5 had the same information that was given to me by my instructor/cadre or other superior.	3.51	2	0	11	36	85	3.37	0	0	1	20	14	177
19. If I didn't learn something well or was out for part of the instruction, I had the help I needed to make up for the instruction that I missed.	3.45	3	3	8	37	83	3.03	1	1	6	14	12	177
20. I was able to learn and keep up even when I pulled detail or extra duty. The detail did not affect my learning.	3.34	4	3	13	30	76	2.14	5	7	6	12	5	177
21. I felt that my superiors (instructors, cadre, 1st sergeant, Company commander):													
21.1 Treated me as if they thought I was a basically intelligent person and was capable of learning.	3.56	1	2	7	35	80	2.91	0	2	6	20	7	177
21.2 Cared about the kind of person I am and want to be.	3.26	3	5	20	31	74	2.69	0	3	12	13	7	177

TABLE 13A. (continued)

	I T P GROUP				COMPARISON GROUP				STATUS. DIFF IS PAGES CP.				
	MEAN	0	1	2	3	4	MEAN	0		1	2	3	4
21. (continued)													
21.3 Made me feel proud that I was going to be a cook.	3.27	3	4	18	37	71	2.49	4	4	7	11	9	ITP
21.4 Showed pride toward the 94B MOS.	3.45	0	4	14	33	81	2.74	2	5	6	9	13	ITP
22. My instructor(s) and drill sergeant were:													
22.1 On time whenever I or my team was supposed to work with them.	3.26	1	4	15	52	61	3.00	0	0	10	15	10	none
22.2 Well prepared for each training session and other times when I worked with them.	3.45	1	2	11	40	76	3.17	0	0	8	13	14	none
23. The following people did everything possible to help me learn what I had to learn:													
23.1 94B instructor(s)	3.79	0	0	5	18	110	3.80	0	0	0	7	28	none
23.2 Platoon sergeant	3.53	1	4	6	34	87	n/a	-	-	-	-	-	n/a
23.3 1st sergeant	3.33	2	2	20	35	73	n/a	-	-	-	-	-	n/a
23.4 Company commander	3.18	7	5	18	28	73	n/a	-	-	-	-	-	n/a
24. These questions are about your experience in the field training site and the garrison dining facility:													
24.1 When I was in the field, my time was spent practicing cooking that I had learned during instruction.	3.42	0	3	12	43	74	2.25	2	2	4	6	2	ITP
24.2 When I was in the garrison dining facility, my time was spent practicing cooking skills that I had learned during instruction.	3.57	1	1	5	40	86	3.14	0	2	4	16	13	ITP

TABLE 1A. (continued)

	I T E M				I T P GROUP				COMPARISON GROUP				SIGNIF. DIFF IN FAVOR OF	
	MEAN	0	1	2	3	4	MEAN	0	1	2	3	4		
24. (continued)														
24.3	3.10	0	8	5	13	46	60	2.71	2	3	7	14	7	none
24.4	3.20	3	4	19	45	62		2.69	1	1	5	4	5	none
24.5	3.56	1	1	7	38	86		3.37	0	0	4	14	17	none
25. More is the Five-Step Process that was a part of your instructional program:														
Step 1 - Envision the results														
Step 2 - Plan actions to achieve results														
Step 3 - Execute planned actions														
Step 4 - Monitor/diagnose progress														
Step 5 - Correct deficiencies														
How often did the following people use the Process?														
25.1 948 instructors - when they were teaching you.	3.55	1	0	7	40	82		n/a	-	-	-	-	-	n/a
25.2 Platoon sergeant - when he was teaching you.	3.24	1	5	17	46	62		n/a	-	-	-	-	-	n/a

TABLE 13A (continued)

	I T E M		ITP GROUP		COMPARISON GROUP	
	TOTAL N	N/A Choosing Response	TOTAL N	N/A Choosing Response	TOTAL N	N/A Choosing Response
26.	130					
This question has to do with the way you were paired and teamed with other AIT soldiers. If you had your choice, would you have preferred:						
26.1	89 (68.5%)	-	89 (68.5%)	-	-	-
To be paired and teamed like you were with the same person and team during the course?						
26.2	19 (14.6%)	-	19 (14.6%)	-	-	-
To be paired and teamed, but with different people?						
26.3	12 (9.2%)	-	12 (9.2%)	-	-	-
To be paired and teamed, but with the pairs and teams changing a few times during instruction so you weren't with the same ones all the time.						
26.4	10 (7.7%)	-	10 (7.7%)	-	-	-
Not to be paired or teamed with anyone.						
27.	132				35	
You had the same instructor and drill sergeant all the way through AIT. Sometimes AIT students work with many different instructors and drill sergeants. If you had your choice, would you have preferred:						
27.1	99 (75.0%)	10 (28.6%)	99 (75.0%)	10 (28.6%)	10 (28.6%)	10 (28.6%)
To have the same instructor and drill sergeant all the way through AIT just like you did.						
27.2	18 (13.6%)	18 (51.4%)	18 (13.6%)	18 (51.4%)	18 (51.4%)	18 (51.4%)
To work with more than one instructor and drill sergeant depending on what you were learning or doing.						
27.3	15 (11.4%)	7 (20.0%)	15 (11.4%)	7 (20.0%)	7 (20.0%)	7 (20.0%)
I don't care either way						

TABLE 13A: (continued)

	I T E M		ITP GROUP		COMPARISON GROUP	
	TOTAL N	N/A Choosing Response	TOTAL N	N/A Choosing Response	TOTAL N	N/A Choosing Response
28.	133		34			
Your AIT training was a little different than some others because everyone in your platoon started and finished at the same time. Please read the choices below and choose the one that you would have preferred for your AIT course.						
28.1	59 (44.4%)		2 (5.9%)			
Group-paced instruction.						
28.2	40 (30.1%)		24 (70.6%)			
Self-paced instruction						
28.3	27 (20.0%)		6 (17.6%)			
A combination of both depending on what was to be learned or what the task was.						
28.4	7 (5.3%)		2 (5.9%)			
I don't have a choice.						
29.	133		n/a			
Your 94B AIT course was a part of a special program. At what point did you know that it was different than the regular course?						
29.1	111 (83.5%)		-			
Before it started or at the very beginning (first week).						
29.2	20 (15.0%)		-			
Sometime during the course.						
29.3	2 (1.5%)		-			
Toward the end of the course (last two weeks).						
29.4	0 (0)		-			
Didn't know it was special until right now.						
30.	132		n/a			
Knowing that the course was different or special, how did you react?						
30.1a	47 (35.6%)		-			
I worked a lot harder to make it work.						
30.2a	34 (25.8%)		-			
I worked a little bit harder to make it work.						
30.3a	45 (34.1%)		-			
It didn't make any difference in the way I worked.						



AD-A114 456

ARMY TRAINING DEVELOPMENTS INST FORT MONROE VA  
EVALUATION OF INTEGRATED TRAINING PROTOTYPE 94B10, FORT JACKSON--ETC(U)  
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TABLE 13A (continued)

	<u>I T E M</u>		<u>COMPARISON GROUP</u>	
	<u>TOTAL N</u>	<u>N/A Choosing Response</u>	<u>TOTAL N</u>	<u>N/A Choosing Response</u>
30. (continued)				
30.4a I worked a little <u>less</u> than I might have.	3	( 2.3%)	-	-
30.5a I worked a lot less than I might have.	3	( 2.3%)	-	-
(Second set of responses)	135		n/a	
30.1b I had a more positive attitude toward the program.	70	(51.9%)	-	-
30.2b It didn't make any difference in my attitude.	37	(27.4%)	-	-
30.3b I had a less positive attitude toward the program.	16	(13.3%)	-	-

TABLE 13A: (continued)

	I T P GROUP				COMPARISON GROUP				SIGNIF. DIFF IN PERCENT				
	MEAN	1	2	3	4	MEAN	1	2		3	4		
31. The posters, displays, pins, team guidons (flags) and other things made me feel proud of being a 94th and of being part of my team/platoon.	3.13	1	5	27	44	57	n/a	-	-	-	n/a		
32. I have a positive attitude toward being a cook and a soldier.	3.16	4	4	23	38	64	3.15	0	0	6	17	11	none
33. I feel that my AIT course helped me to develop pride and concern for excellence.	3.30	1	7	14	41	71	3.15	0	0	2	25	7	177
34. I am confident/sure that I will be a good soldier and cook.	3.38	4	1	17	29	61	3.43	0	0	3	14	16	none

**Student Reaction Survey**

- B. Tally of Open-ended Item Responses,  
Number and Percentage of ITP and  
Comparison Group Students for Each  
Response Given, Items 2, 3, 4a, 4b,  
6, 7, 9 and 35**

**TABLE 130: Student Reaction Survey, Tally of Opened Item Responses, Number and Percentage of ITP and Comparison Group Students For Each Item Response Given, Items 2, 3, 4a, 4b, 6, 7, 9 and 35**

2. What four (4) things did you like best about your training. If you did not like anything about it, put N/A on this title \_\_\_\_\_.

I T P (N=115 of 120) N/O		COMPARISON (N=32 of 35) N/O		R E S P O N S E S	
				A.	Performing missions
30/33.00		0/--		1.	General
33/28.70		23/71.90		2.	Garrison
21/18.30		9/28.10		3.	Field
n/a		11/34.40		4.	Small garrison
40/34.60		10/31.30		B.	Instructors
				C.	Cooking skills
15/13.00		16/50.00		1.	General
7/ 6.10		0/--		2.	In pastry lab
7/ 6.10		0 --		3.	In small quantity kitchen
6/ 5.20		1/ 3.10		4.	Read/use recipe cards
3/ 2.60		17/53.10		5.	Baking
3/ 2.60		0/--		6.	Knife skills
3/ 2.60		0/--		7.	Field equipment
1/ .90		0/--		8.	Cooking on grill
1/ .90		1/ 3.10		9.	Garnishing
1/ .90		0/--		10.	Garrison equipment
1/ .90		0/--		11.	Serving
0/--		2/ 6.30		12.	Equipment, general
0/--		1/ 3.10		13.	Cleanliness
37/32.20		0/--		D.	Instructional approach/Type of instruction
27/23.50		0/--		E.	Time off
25/21.70		n/a		F.	Teams/Pairs/Team spirit
				G.	Soldering skills
10/15.70		0/--		1.	PT
3/ 2.60		0/--		2.	Guard duty
3/ 2.60		0/--		3.	Drill and ceremony
1/ .90		0/--		4.	Inspection
17/14.80		0/--		H.	Positive atmosphere/Respectful treatment/Acceptance, etc
11/ 9.60		0/--		I.	Chance to learn/Learned a lot
8/ 6.90		3/ 9.40		J.	Eating what was made
7/ 6.10		1/ 3.10		K.	Meeting others/Making friends
4, 3.50		0/--		L.	Miscellaneous personnel (Platoon sergeant, contractor)

What four (4) things did you like best about your training. If you did not like anything about it, put N/A on this line \_\_\_\_\_.

I T P (N=115 of 120) N/O	COMPARISON (N=32 of 35) N/O	RESPONSES
3/ 2.60	0/--	M. Doing things on my own
3/ 2.60	1/ 3.10	N. Mental discipline/Challenge
3/ 2.60	0/--	O. Facilities
2/ 1.70	n/a	P. Problem solving
2/ 1.70	3/ 9.40	Q. The entire program
2/ 1.70	0/--	R. Opportunity for self-improvement
2/ 1.70	0/--	S. Freedom
2/ 1.70	0/--	T. Schedule
2/ 1.70	0/--	U. Girls
n/a	2/ 6.30	V. Videotapes/films
1 each	n/a	W. - Ability to express own opinions - Experience - Lots of classes - Learning to be a better soldier - Better training than regular method - Job satisfaction - Being squad leader - Modern equipment - Fun - Length of training
n/a	1 each	X. - Self-paced program - Preparing first product - Responsibility - Hands-on training -

3. What four (4) changes would you like to see made in your training? If you do not think anything should be changed, then put N/A on this line\_\_\_\_\_.

I T P (N=63 of 126) N/A	COMPARISON (N=13 of 35) N/A	R E S P O N S E S
		<b>A. Schedule/Pacing/Organization</b>
45/34.20	1/ 7.70	1. Need shorter course/classes/faster pace
13/15.70	-	2. No Saturday classes
8/ 9.60	3/23.10	3. More time off/not enough free time
7/ 8.40	-	4. Eliminate problem solving
7/ 8.40	-	5. Less time in field
5/ 6.00	-	6. Less PT
4/ 4.00	-	7. Later wake-up
4/ 4.00	-	8. Needs to be better organized
3/ 3.60	-	9. Less D & C or don't have at all
2/ 2.40	-	10. Less inspection
-	3/23.10	11. More OJT
-	2/15.40	12. No duty when class scheduled
-	2/15.40	13. Less clean-up
1 each	-	14. - More PT - More pastry lab - More problem solving - Longer inspections - No pastry lab - Too much time spent making burks - Didn't need to learn to boil water - Need more cooking skills - Want more dining facility work
-	1 each	15. - Shorter OJT - Less field work - Spend more time on recipe conversions - Get rid of Mod I, Part I (basic cooking) - More cooking time
		<b>B. Program Quality</b>
4/ 4.00	-	1. Need better problem solving class



3. What four (4) changes would you like to see made in your training? If you do not think anything should be changed, then put N/A on this line \_\_\_\_\_.

I T P <sup>*</sup> (N=83 of 120) N/O	COMPARISON (N=13 of 35) N/O	RESPONSES
3/ 3.60	-	2. Better living atmosphere
2/ 2.40	-	3. More challenging PT
2/ 2.40	-	4. Better living conditions
1 each	-	5. - Don't know MCC - Need better equipment
		C. Instructor
4/ 4.80	-	1. Change instructors
2/ 2.40	-	2. Some instructors didn't like course
-	5/ 30.50	3. Instructor is mean
1 each	-	4. - Have civilian teach all classes
		D. Instruction
6/ 7.20	-	1. Less time reconfirming
4/ 4.80	-	2. Need more practice
4/ 4.80	-	3. Emphasize responsibility, respect, discipline
3/ 3.60	-	4. Drop procedure charts
2/ 2.40	-	5. Didn't want to follow steps
-	4/ 30.80	6. Should have shorter films (boring)
1 each	-	7. - Need more individual training - More classwork
-	1 each	8. - More study time - More training
		E. Miscellaneous
3/ 3.60	-	1. Didn't fully appreciate course
2/ 2.40	-	2. Course was boring
1 each	-	3. - More supplies in latrines - More pair partners - Too much pressure - Less bullshit - More food - Didn't like TDX - Didn't like transportation - Improve quality of students

TABLE 13B: (continued)

What four (4) changes would you like to see made in your training? If you do not think anything should be changed, then put N/A on this line \_\_\_\_\_:

I T P (N=83 of 120) N/O	COMPARISON (N=13 of 35) N/O	RESPONSES
1 each	-	<ul style="list-style-type: none"> <li>- Less uncertainty</li> <li>- Like self-paced program better</li> <li>- Treated unfairly</li> <li>- Too many headgames</li> </ul>
-	1 each	<p>4. - Treated like kids</p> <p>- AITS should be next to BTs</p>

TABLE 13B: (continued)

4a. As a result of your AIT training, in what ways do you think you have changed as a soldier?

I T P (N=114 of 128) M/S	COMPARISON (N=28 of 35) M/S	RESPONSES
		<b>A. General</b>
39/34.2%	6/21.4%	1. Well-rounded, better soldier
10/ 8.8%	-	2. Better knowledge of military standards, soldiering, Army
3/ 2.6%	-	3. Acceptance of military standards
3/ 2.6%	-	4. More military orientation
-	2/ 7.1%	5. Realized how hard cook's job is
-	1/ 3.6%	6. Realized older people sometimes immature
		<b>B. Personal growth</b>
10/ 8.8%	-	1. Better disciplined
2/ 1.8%	3/10.7%	2. More responsible/grew up
1/ .8%	2/ 7.1%	3. Developed pride and concern for excellence
		<b>C. Affective growth</b>
8/ 7.0%	1/ 3.6%	1. Positive or better attitude toward Army
7/ 6.1%	-	2. Positive or better attitude toward job
6/ 5.3%		3. Pride in being soldier
4/ 3.5%	3/10.7%	4. Increased respect for Army, Army personnel
		<b>D. Specific skills growth</b>
2 1.8%	-	1. Learned new skills or have better skills
5/ 4.4%	-	2. Neater
4/ 3.5%	-	3. Better problem solving skills
3/ 2.6%	-	4. Better drill and ceremony skills
1/ .8%	-	5. Learned to obey orders
1/ .8%	-	6. Learned to care for equipment
1/ .8%	-	7. More physically fit
		<b>E. Negative</b>
11/ 9.6%	3/10.7%	1. Didn't change
2/ 1.8%	-	2. Hate Army even more
1/ .8%	-	3. Worse physical fitness
-	2/ 7.1%	4. Less motivated

TABLE 13B: (continued)

1b. As a result of your AIT training, in what ways do you think you have changed as a person?

I T P (N=112 of 128) N/O	COMPARISON (N=27 of 35) N/O	R E S P O N S E S
		<b>A. Interpersonal skills</b>
20/17.9%	-	1. Ability to work and get along with others
3/ 2.7%	4/14.8%	2. Increased respect for and understanding of others
3/ 2.7%	2/ 7.4%	3. More tolerance of self/others
		<b>B. Personal/Affective Growth</b>
21/18.8%	-	1. More self respect/esteem
21/18.8%	4/14.8%	2. Increased self confidence
12/10.7%	-	3. Increased self-control/discipline
9/ 8.0%	-	4. More responsible
7/ 6.3%	4/14.8%	5. Increased maturity
3/ 2.7%	-	6. More patient
2/ 1.8%	-	7. More independent
1 each	n/a	8. - Better understanding of self - More outgoing - Increased honesty - Not a "head" anymore - More pride - More assertive - More courteous
n/a	1 each	9. - More incentive to learn new skills - Better attitude - More at ease - Better person
		<b>C. Cognitive growth</b>
8/ 7.1%	n/a	1. Increased problem solving ability
6/ 5.4%	4	2. Learned new skills/increased knowledge of food
2/ 1.8%	-	3. More critical thinking skills
1 each	n/a	4. - Learned new profession - Learned how to study

TABLE 138: (continued)

4b. As a result of your AIT training, in what ways do you think you have changed as a person?

I	S	P	COMPARISON	R E S P O N S E S
(N=12 of 120)			(N=27 of 35)	
N/A			N/A	
n/a			1 each	5. - Learned to correct own mistakes - Learned to be responsible for equipment/cleanliness
4/ 3.6%			-	D. Physical Self 1. More active/feel better physically
3/ 2.7%			-	2. Neater appearance/look better
3/ 2.7%			-	E. Self management 1. Better organized
2/ 1.8%			-	2. Learned to set goals/priorities for self
1 each			n/a	3. - Increased ability to deal with stress - Manage time better
1 each			n/a	F. Miscellaneous 1. - Appreciate civilian life more now - Job satisfaction
n/a			1 each	2. - Learned about real life
3/ 2.7%			-	G. Negative 1. No change
2/ 1.8%			-	2. Bad temper, got worse
1/ .9%			-	3. Not enough exercise
-			1/ 3.7%	4. More selfish
-			2/ 7.4%	5. Screwed me up

6. For any of the items that you rated 0 or 1, indicated below the reasons for your ratings.

I T P (N=21 of 128) N/A	COMPARISON (N=6 of 35) N/A	R E S P O N S E S
9/42.9%	1/16.6%	A. Coffee Urn - ITP (Never used) - Comparison (Not enough training/unclear instruction)
6/28.6%	2/33.3%	B. Milk dispenser (all - never used)
4/19.0%	2/33.3%	C. Recipe conversion (all- confusing or unclear instruction)
5/23.8%	4/66.7%	D. Gas lantern - ITP (Didn't get a chance to operate it) - Comparison (didn't get a chance to operate it)
2/ 9.5%	-	E. Garrison equipment 1. General (all - instruction too slow)
2/ 9.5%	1/16.6%	2. Slicer (all - never used, no training)
-	1/16.6%	3. Large garrison equipment (all- didn't use)
2/ 9.5%	-	F. Weight dry ingredients/measure liquid (didn't know how to do it, no specific reason given)
2/ 9.5%	-	G. Bakery items (used store-bought, or never made)
2/ 9.5%	2/33.3%	H. Field equipment other than gas lantern (all - didn't remember or not explained well)
1 each	-	I. - Gravy (never made it) - Steamer (didn't use it) - Cube (never cubed) - Salad (deficient cutting skills) - Mixer (didn't use enough)

7 If you had a choice, which 948 tasks would you have liked to have worked with longer?

I T P (N=95 of 128) N/S	COMPARISON (N=32 of 35) N/S	RESPONSES
		<b>A. Equipment</b>
6/ 6.30	-	1. Equipment parts
13/13.70	8/25.00	2. Field equipment - general
9/ 9.50	7/21.90	3. M-59 field range
9/ 9.50	4/12.50	4. M2 burner
5/ 5.30	-	5. Immersion heater
3/ 3.20	-	6. Garrison equipment - general
3/ 3.2	1/ 3.10	7. Meat slicer
2/ 2.10	3/ 9.40	8. Gas lantern
1/ 1.00	1/ 3.10	9. Mixer
1/ 1.00	3/ 9.40	10. Coffee urn
1/ 1.00	3/ 9.40	11. Steamer
1/ 1.00	3/ 9.40	12. Deep-fat fryer
-	3/ 9.40	13. Griddle
-	1/ 3.10	14. Oven
-	1/ 3.10	Milk dispenser
		<b>B. Missions</b>
28/29.50	13/43.00	1. Mission accomplishment
3/ 3.20	-	2. Breakfast
3/ 3.20	-	3. Lunch/dinner
n/a	7/21.90	4. Small garrison missions
		<b>C. Cooking Skills</b>
17/17.90	8/25.00	1. Baking
21/22.10	3/ 9.10	2. Recipe conversion
25/26.30	1/ 3.10	3. Knife skills
24/25.30	1/ 3.10	4. Pastry making skills
7/ 7.40	4/12.50	5. Frying
17/17.90	4/12.50	6. Cooking skills - general
3/ 3.20	3/ 9.40	7. Garnishing
2/ 2.10	1/ 3.10	8. Cake decorating

TABLE 13B: (continued)

If you had a choice, which 900 tasks would you have liked to have worked with longer?

I T P (n=95 of 128) N/O	COMPARISON (n=32 of 35) N/O	RESPONSES
1 each	1 each	9. - Cooking large amounts - Cooking small amounts - None of everything
1 each	1 each	10. - Cleaning - Short orders - IP
4/ 4.20	-	D. Specific food preparation
7/ 7.40	1/ 3.10	1. Eggs
2/ 2.10	-	2. Meats
2/ 2.10	1/ 3.10	3. Soups
2/ 2.10	-	4. Salad
1 each	-	5. Sauces
		6. - Poultry - Candy - Pies - Pancakes - Breads
5/ 5.30	n/a	E. Miscellaneous
5/ 5.30	-	1. Problem solving/self management
3/ 3.20	n/a	2. Soldiering skills
2/ 2.10	-	3. People in my group
2/ 2.1	-	4. Following procedures
1 each	n/a	5. Working by myself
		6. - Psychological skills - More instructors - More field experience



TABLE 12B: (continued)

9. Please write on this page any comments, suggestions, or criticisms you would like to make about your AIT training.

I	T	P	COMPARISON	RESPONSES
(N=89 of 128)			(N=21 of 35)	
N/A			N/A	
24/276			-	<b>A. Time Considerations</b>
6/ 6.70			2/ 9.90	1. Course too long/Want shorter program
3/ 3.40			4/19.00	2. More time off needed
3/ 3.40			-	3. Not enough rest
2/ 2.20			-	4. Too rushed, not enough time to do everything
3/ 3.40			-	5. Too much time on each subject
-			1/ 4.80	6. Need more mission accomplishment
-			5/23.00	7. Shouldn't be pulled from class for duty
				8. Too much duty
				<b>B. Instructors</b>
12/13.50			-	1. Did <u>not</u> like instructors
9/10.10			4/19.00	2. Liked instructors/thought instructor good
1 each			-	3. - Liked civilian instructor
				- Did <u>not</u> like civilian instructor
				- Instructor flirted with girls
-			1 each	4. - Sergeants disrespectful (platoon)
				- Instructor should have prior cooking experience
				<b>C. Problem solving/Saturday classes</b>
7/ 7.90			n/a	1. Didn't need problem solving classes
4/ 4.50			n/a	2. Didn't want Saturday classes
4/ 4.50			n/a	3. Less problem solving
2/ 2.20			n/a	4. Have Saturday classes all day or not at all
1/ 1.10			n/a	5. Self-management class beneficial
				<b>D. Soldiering</b>
2/ 2.20			4/19.00	1. Too much "basic-training-type" training
1 each			-	2. - Didn't know dress code
				- Need more PT
				- Need more drill and ceremony
				- Liked soldiering skills

Please write on this page any comments, suggestions, or criticisms you would like to make about your AIT training.

I T P                      COMPARISON  
 N=09 of 120                (N=21 of 35)  
 N/O                            N/O

**RESPONSES**

I	T	P	COMPARISON	RESPONSES
N=09 of 120			(N=21 of 35)	
N/O			N/O	
				<b>E. Instruction</b>
3/	3.40		n/a	1. Didn't need to learn procedure/eliminate procedure chart
2/	2.20		-	2. Had lots of help
1	each		-	3. Like self-paced program better - Too much reconfirming - Too simple - Didn't like group-paced
				<b>F. Miscellaneous</b>
30/	42.70		-	1. Overall, liked course
3/	3.40		2/ 9.50	2. Course boring
2/	2.20		2/ 9.50	3. Separate experienced from inexperienced soldiers
2/	2.20		-	4. Didn't like field experience
1/	1.10		1/ 4.00	5. Disorganized
2/	2.20		-	6. Very organized
1	each		-	7. - Hard for others to accept special group - Learned a lot - Can't wait to leave - Hard, but stuck it out - Not enough equipment - Don't need TDY - Not treated well away from class - Don't like it - Don't like to cook - Learned to cook - Got what expected - Don't like "false" motivation - Not everyone treated equally - Pair partners good
-			1 each	8. - Good school - Movies boring - OJT good

Please add any comments that you would like to make.

I T P* (N=61 of 128) N/S	COMPARISON (N=5 of 35) N/S	RESPONSES
		<b>A. Instructors/other personnel</b>
4/ 6.60	1/20.00	1. Good instructors
2/ 3.30	-	2. Instructors condescending sometimes
1/ 1.60	1/20.00	3. Eliminate certain instructors
1 each	-	4. Outside NCOs hard on us
-	1 each	5. - Instructors should be more carefully screened - Instructors didn't like program
		<b>B. Time considerations</b>
11/18.00	-	1. Course too long/Shorten course
1 each	-	2. - Too much wasted time on unnecessary classes - Needed more time in mess hall - Needed more time to work by self - Needed more time off - Had to get up too early - More OJT - More PT
-	1 each	3. - Increase time in small garrison
		<b>C. Instruction</b>
4/ 6.60	-	1. Liked this pace versus self-paced
1 each	n/a	2. - Five-step process insulting to intelligence - Too much confirming/reconfirming
-	1/20.00	3. Good training program
		<b>D. Benefit</b>
10/16.40	-	1. Learned a lot/Liked it
7/11.50	-	2. Valuable program
4/ 6.60	-	3. Made me a better cook
3/ 4.90	-	4. Made me a better soldier
2/ 3.30	-	5. Made me a better person
1 each	-	6. - Everyone should take course - Glad to be a soldier - Rated it a "5" on a 10 point scale

Please add any comments that you would like to make.

I T P (N=61 of 120) N/A	COMPARISON (N=5 of 35) N/A	R E S P O N S E S
-	1/20.00	7. Thank you
		E. Other
10/16.40	n/a	1. Didn't like/need problem solving course
4/ 6.60	n/a	2. Didn't like Saturday classes
3/ 4.90	r/a	3. Didn't like/need course
1 each	-	4. - Didn't like head games - Should be better organized - Hated cookin., not a cook - Boring - Should have had a choice - Hated taking orders from civilian

**Student Reaction Survey**

- C. **Selected Items, Means and Significant Differences for Selected Items by ITP Platoon**

TABLE 13C: Selected Items, Means and Significant Differences for Selected Items by ITP Platoons 1, 2 and 3

NOTE: df for all items = 2, 134<sup>1</sup>

I T E M	F Value	PR > F	Stat Sig.	MEANS FOR ITP PLATOONS		
				Plat 01	Plat 02	Plat 03
8. Whenever I needed help, my instructor, drill sergeant or other person was there to help me during:						
8.1 Cooking instruction	5.35	.0059	Yes	3.90	3.54	3.64
8.2 Basic soldiering activities	2.54	.0825	No	3.53	3.20	3.62
8.3 Problem Solving	4.61	.0117	Yes	3.41	2.85	2.87
9. I had just the right amount of time (not too much or too little) to learn something before going on to the next task in:						
9.1 Cooking instruction	3.80	.0268	Yes	3.68	3.30	3.16
9.2 Basic soldiering activities	1.38	.2554	No	3.55	3.30	3.58
9.3 Problem solving	6.40	.0022	Yes	3.17	2.91	2.33
15. These people modeled the way I was supposed to act and to do things. They did things the way they expected me to do them and acted the way they expected me to act.						
15.4 94B instructors	5.21	.0067	Yes	3.88	3.72	3.48
17. The instruction or lessons started with easy things and moved to more difficult tasks.	2.28	.1063	No	3.66	3.35	3.31
18. The course materials (student manual)						
18.1 Were complete (had the information I needed)	2.42	.0925	No	3.73	3.52	3.42
18.2 Were easy to understand	1.09	.3398	No	3.71	3.52	3.62

<sup>1</sup>Residual degrees of freedom vary somewhat, depending on number of students responding to given items.

TABLE (continued)

	I T E M	F Value	PR > P	Stat Sig.	MEANS FOR ITP PLATOONS		
					Plot 01	Plot 02	Plot 03
18.3	Were easy to use (I could find the information I needed when I needed it)	.83	.4400	No	3.71	3.54	3.53
18.4	Were available when I needed to study	1.59	.2079	No	3.90	3.72	3.80
18.5	Had the same information that was given to me by my instructor/cadre or other superior	2.55	.0820	No	3.71	3.50	3.33
19.	If I didn't learn something well or was out for a part of the instruction, I had the help I needed to make up for the instruction that I missed.	1.23	.2951	No	3.61	3.43	3.31
20.	I was able to learn and keep up even when I pulled detail or extra duty. The detail did not affect my learning.	.82	.4408	No	3.41	3.43	3.20
21.	I felt that my superiors (instructors, cadre, 1st sergeant, Company Commander):						
21.1	Treated me as if they thought I was a basically intelligent person and was capable of learning	.66	.5205	No	3.66	3.78	3.55
21.2	Cared about the kind of person I am and want to be	.90	.4100	No	3.37	3.11	3.34
21.3	Made me feel proud that I was going to be a cook	2.62	.0766	No	3.51	3.04	3.25
21.4	Showed pride toward the 94B MOS	2.28	.1064	No	3.66	3.33	3.35
23.	The following people did everything possible to help me learn what I had to learn:						
23.1	94B instructor(s)	1.93	.1488	No	3.90	3.70	3.77

TABLE A: (continued)

	I	T	E	N	F Value	PR > P	Stat Sig.	MEANS FOR ITP PLATOONS		
								Plot #1	Plot #2	Plot #3
23.2	Platoon sergeant				3.21	.0437	Yes	3.78	3.30	3.45
24.	These questions are about your experience in the field training site and the garrison dining facility.									
24.1	When I was in the field, my time was spent practicing cooking skills that I had learned during instruction				.55	.5777	No	3.51	3.44	3.34
24.2	When I was in the garrison dining facility my time was spent practicing cooking skills that I had learned during instruction				1.04	.3561	No	3.61	3.65	3.65
24.3	I was asked only to use skills that I already knew when I worked in the field of garrison dining facility				4.75	.0103	Yes	3.41	3.20	2.70
24.4	I felt that my experiences in the field really helped me learn how to be a good cook				.50	.6099	No	3.24	3.09	3.27
24.5	I felt that my experiences in the garrison dining facility really helped me learn how to be a good cook				1.15	.3200	No	3.71	3.52	3.50
25.	How often did the following people use the Five-Step Process that was a part of your instructional program?									
25.1	94B instructors - when they were teaching you				1.24	.2941	No	3.68	3.68	3.69
25.2	Platoon sergeant - when he was teaching you				4.13	.0163	Yes	3.41	2.95	3.41



TABLE : (continued)

	I	T	E	M	F Value	PR > F	Stat Sig.	MEANS FOR ITP PLATOONS			
								Plat 01	Plat 02	Plat 03	
27. You had the same instructor and drill sergeant all the way through AIT. Sometimes AIT students work with many different instructors and drill sergeants. If you had your choice, would you have preferred:											
27.1 To have the same instructor and drill sergeant all the way through AIT just like you did.					1.18	.3116	No	.78	.67	.80	
27.2 To work with more than one instructor and drill sergeant depending on what you were learning or doing.					.36	.6940	No	.18	.11	.13	
27.3 I don't care either way.					4.03	.0201	Yes	.05	.22	.07	
32. I have a positive attitude toward being a cook and a soldier.					2.98	.0543	No	3.29	2.87	3.33	
33. I feel that my AIT course helped me to develop pride and concern for excellence.					3.58	.0307	Yes	3.51	3.04	3.42	
34. I am confident/sure that I will be a good soldier and cook.					3.31	.0399	Yes	3.56	3.18	3.59	

**ITP Dining Facility Manager/Shift Leader Questionnaire  
Summary of Results**

**TABLE 4: ITP Dining Facility Manager/Shift Leader Questionnaire: Comparison of ITP Students with Other Trained Cooks and With Own Standards/Expectations -- Mean Responses by Facility and by Skill Category.**

MEAN RATINGS  
BY DINING FACILITY<sup>2</sup>

	A (N=4)	B (N=3)	C (N=3)	D (N=3)	AVG. BY RATING CATEGORY
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2. Compare ITP students with recently trained staff (1 - 2 yrs) and/or other 948 MOS students on:

a. Quality of food prepared/served	2.50	2.66	1.66	1.66	2.15
b. Use of proper cooking procedures	3.50	3.66	1.66	1.66	2.69
c. Attitude toward doing job properly	3.33	4.00	1.00	1.33	2.46
d. Practice safety/sanitation procedures	3.00	3.33	1.00	1.00	2.15
e. Maintain proper appearance	3.33	3.66	2.66	2.33	3.00
f. Knowledge of requirements to properly prepare/serve meal	2.33	2.66	1.66	1.33	2.00
Overall Average Rating by Facility:	2.96	3.33	1.61	1.66	

3. Rate ITP student performance in achieving your own standards/expectations for recently trained cooks on:

a. Quality of food prepared/served	3.50	2.66	1.66	2.00	2.54
b. Use of proper cooking procedures	3.50	3.33	1.66	2.00	2.69
c. Attitude toward doing job properly	3.75	3.33	1.67	1.33	2.62
d. Practice safety/sanitation procedures	2.50	3.00	1.00	1.00	2.08
e. Maintain proper appearance	3.25	3.00	2.67	1.00	2.46
f. Knowledge of requirements to properly prepare/serve meal	3.25	3.00	2.67	1.00	2.46
Overall Average Rating by Facility:	3.50	3.11	1.83	1.67	

<sup>2</sup> FREQUENCY OF OBSERVATION BY RATERS: (Question #1)

1 SCALES USED

Question #2	Question #1				Question #2	Question #1
	A	B	C	D		
1 = Worse	1	3	2	2	Almost daily	(one rater from facility A failed to respond to this item)
2 = Same					1 - 2 times/week	
3 = Somewhat better	2	0	1	1		
4 = Much better						

ITP Instructor/Cadre Final Assessment  
Summary of Results

Rating Scale for Adequacy (A)

- 0 - Does not do at all
- 1 - Does not do adequately (well enough to help students achieve a passable result from the training strategy)
- 2 - Does adequately but only when told/supervised
- 3 - Does adequately without being told/supervised
- 4 - Does in a superior way

Rating Scale for Consistency (C)

- 0 - Never
- 1 - Sometimes
- 2 - Often
- 3 - Whenever appropriate

**TABLE 15: ITP Instructor/Cadre Final Assessment, Mean Ratings for Instructors and Platoon Sergeants Rated on Adequacy of Skills and Behavior and Consistency With Which Each is Applied**

ITEM	INSTRUCTORS												PLATOON SERGEANTS (P-2)			
	Plat 1 (N=4)			Plat 2 (N=4)			Plat 3 (N=4)			Total (N=12)			A	C	C	
	A	C	C	A	C	C	A	C	C	A	C	C	A	C	C	
1. Followed schedule	3.00	2.50	2.25	2.25	2.00	2.00	2.00	1.75	2.00	1.75	2.00	2.00	2.42	2.08	3.00	2.50
2. Was well prepared to conduct each activity	2.00	2.00	2.00	2.00	1.75	1.75	1.75	1.50	1.75	1.50	1.75	1.75	1.92	1.75	2.50	2.50
3. Provided students the specific information they needed in a way students could easily understand	3.00	3.00	2.75	2.75	2.00	2.00	2.00	1.50	2.00	1.50	2.00	1.91	2.50	1.91	3.50	2.50
4. Used effective procedures to confirm	3.25	2.25	2.75	2.75	2.00	2.00	2.00	1.75	2.00	1.75	2.00	1.75	2.50	1.75	2.50	2.50
5. Used effective procedures to get students to work together	3.50	2.75	2.75	2.75	2.00	2.00	1.50	1.25	1.50	1.25	2.00	2.00	2.50	2.00	3.50	2.50
6. Assigned students enough practice and closely supervised such practice to get results	3.00	2.25	2.00	2.00	2.00	2.00	1.25	1.00	1.25	1.00	1.75	1.75	2.00	1.75	2.50	2.00
7. Provided effective, timely critiques	2.75	2.75	2.00	2.00	2.25	2.25	1.50	1.25	1.50	1.25	2.00	1.92	2.00	1.92	3.00	2.00
a. Change points	3.00	2.50	2.00	2.00	1.75	1.75	1.75	1.50	1.75	1.50	2.25	1.92	2.25	1.92	3.00	2.50
b. Continue points	2.25	2.00	1.75	1.75	1.00	1.00	1.25	.75	1.25	.75	1.75	1.25	1.75	1.25	2.00	2.00
c. Causes for results	2.25	2.25	1.00	1.00	1.00	1.00	.75	.75	.75	.75	1.33	1.33	1.33	1.33	2.00	1.50
d. Actions for change	2.75	2.75	2.00	2.00	1.50	1.50	1.75	1.50	1.75	1.50	2.17	1.92	2.17	1.92	3.00	2.50
e. Actions to continue	2.25	2.25	1.75	1.75	1.00	1.00	1.25	.75	1.25	.75	1.33	1.33	1.33	1.33	2.00	2.00
8. Exhibited behavior/appearance expected of students (modeling)	3.75	3.00	2.75	2.75	2.75	2.75	1.00	1.00	1.00	1.00	2.50	2.25	2.50	2.25	3.00	2.50
9. Treated students as intelligent human beings	3.75	3.00	2.50	2.50	2.50	2.50	1.50	1.25	1.50	1.25	2.50	2.25	2.50	2.25	3.50	3.00
10. Treated students in ways that showed concern for their immediate and continued	3.75	3.00	2.75	2.75	2.25	2.25	1.50	1.25	1.50	1.25	2.67	2.17	2.67	2.17	2.50	2.00
a. Physical well-being	3.75	3.00	3.00	3.00	2.25	2.25	1.50	1.50	1.50	1.50	2.75	2.25	2.75	2.25	2.00	1.50
c. Psychological well-being	3.75	3.00	7.50	7.50	2.00	2.00	1.25	1.00	1.25	1.00	2.50	2.00	2.50	2.00	2.50	2.00
<b>OVERALL ASSESSMENT</b>	3.75			2.25			1.50			2.50			2.50			

1. Two of three platoon sergeants rated. The third person replaced another Drill Sergeant approximately six weeks into the process and, therefore, did not receive training in the ICI Strategies.

