

GAO

Report to the Subcommittee on Defense,
Committee on Appropriations, House of
Representatives

September 2003

MILITARY EDUCATION

Student and Faculty Perceptions of Student Life at the Military Academies





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Highlights of [GAO-03-1001](#), a report to the Subcommittee on Defense, Committee on Appropriations, House of Representatives

Why GAO Did This Study

The Army, Navy, and Air Force each operate an academy to educate and train young men and women to become leaders and effective junior officers in the military services. The approximately 4,000 students who attend each academy undergo a challenging 4-year program of academic, physical, and military education that culminates in a bachelor's degree and a commission as a military officer. In addition to completing academic course work, students must participate in rigorous military training and in mandatory athletic activities. In return for their free education, these students must serve on active duty for 5 years after graduation. In two reports, GAO reviewed all three service academies and their preparatory schools. In this report, GAO surveyed students and faculty to obtain their perceptions of various aspects of student life at the academies.

GAO conducted a Web-based survey of 12,264 students and 2,065 faculty members at the three service academies on questions related to such student life issues as academic and military programs; gender- and race-/ethnicity-based discrimination and harassment; and preferential treatment. GAO's survey did not query students and faculty on specific incidents of alleged sexual assault at the academies. We are making no recommendations in this report. DOD reviewed a draft of this report and had no comments.

www.gao.gov/cgi-bin/getrpt?GAO-03-1001.

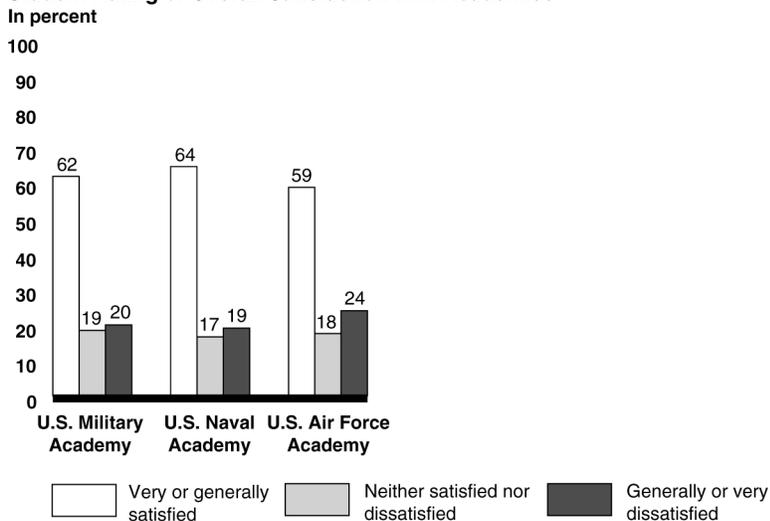
To view the full product, including the scope and methodology, click on the link above. For more information, contact Derek Stewart at (202) 512-5559 or stewartd@gao.gov.

What GAO Found

The majority of students who responded to GAO's survey expressed overall satisfaction with their academy, although students gave wide-ranging responses to a variety of quality-of-life questions. About 59 percent of students at the Military and Naval Academies and 71 percent at the Air Force Academy reported that quality-of-life problems are openly confronted and/or solved to some, little, or no extent. Over 90 percent of students rated their academic programs as good or excellent. About a quarter to a third of students rated their academy's performance standards for developing military officers as too low. Most differences in student responses on academy emphasis on prevention of gender- and race-/ethnicity-based discrimination and harassment were generally between male and female students and minorities and nonminority students. Over 80 percent of students who were not recruited as athletes responded that recruited athletes receive preferential treatment during the admissions process.

The faculty members who responded to the survey generally agreed with the students' perceptions of student life at the academies, but they were less likely than students to say that quality-of-life problems are seldom openly confronted and/or solved. About a quarter to a third of faculty agreed with student perceptions that performance standards for developing military officers were too low. Faculty perceptions varied on issues associated with gender- and race-/ethnicity-based discrimination and harassment and preferential treatment. More than 90 percent of faculty who participated in the admissions process in the past 4 years at the Military and Naval Academies and 72 percent at the Air Force Academy responded that recruited athletes receive preferential treatment during the admissions process.

Student Rating of Overall Satisfaction with Academies



Source: GAO.

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Abbreviations

DOD	Department of Defense
USAFA	U.S. Air Force Academy
USMA	U.S. Military Academy
USNA	U.S. Naval Academy

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United States General Accounting Office
Washington, D.C. 20548

September 12, 2003

The Honorable Jerry Lewis
Chairman
The Honorable John P. Murtha
Ranking Minority Member
Subcommittee on Defense
Committee on Appropriations
House of Representatives

The Army, the Navy, and the Air Force each operate an academy to educate and train young men and women to be leaders and effective junior officers in the military services. Student life at the military service academies is demanding and, in many ways, differs from student life at other colleges and universities. The approximately 4,000 students¹ who attend each academy at any one time undergo a challenging 4-year program of academic, physical, and military education that culminates in a bachelor's degree and a commission as a military officer. In addition to completing the academic course work at the service academies, students must participate in rigorous military training activities and in mandatory athletic activities. In return for their free education, these students must serve on active duty for 5 years after graduation.

The House of Representatives report on defense appropriations for fiscal year 2003² directed that we perform reviews of all three service academies and their respective preparatory schools. In September 2003, we issued two reports on these topics. In our report on the three service academies, we recommended that the Secretary of Defense, in concert with the services, enhance performance goals and measures to improve oversight of the academies' operations and performance.³ In our report on the three service academy preparatory schools, we recommended that the Secretary of Defense, together with the services and service academies, clarify the

¹ Students attending the U.S. Military Academy at West Point, New York, and the U.S. Air Force Academy in Colorado Springs, Colorado, are called "cadets," while those attending the U.S. Naval Academy, in Annapolis, Maryland, are called "midshipmen." We refer to cadets and midshipmen collectively as "students."

² H.R. Rept. 107-532, at 14-15 (2002).

³ U.S. General Accounting Office, *Military Education: DOD Needs to Enhance Performance Goals and Measures to Improve Oversight of Military Academies*, [GAO-03-1000](#) (Washington, D.C.: Sept. 10, 2003).

schools' mission statements, establish quantified performance goals and measures, and enhance the existing oversight framework by using quantified performance goals and measures to objectively evaluate the performance of the schools.⁴ As part of our review of the service academies, the House report also directed us to survey students and faculty to obtain their perceptions of various aspects of student life at the academies. As agreed with your offices, this report presents the results of the student and faculty surveys.

We conducted Web-based surveys of all students and faculty at the three service academies—the U.S. Military Academy (Military Academy) at West Point, New York; the U.S. Naval Academy (Naval Academy) in Annapolis, Maryland, and the U.S. Air Force Academy (Air Force Academy), in Colorado Springs, Colorado. In total, we surveyed 12,264 students and 2,065 faculty members⁵ between February 5 and March 7, 2003. We obtained responses from 9,238 students (an overall response rate of 75 percent) and 1,586 faculty members (an overall response rate of 77 percent) to questions related to such student life issues as academic and military programs, the honor code/concept,⁶ social life and campus services, gender- and race-/ethnicity-based discrimination⁷ and harassment,⁸ and preferential treatment for various student groups. We also asked students about their career intentions. Our surveys did not query students and faculty on specific incidents of alleged sexual assault at the academies.

⁴ U.S. General Accounting Office, *Military Education: DOD Needs to Align Academy Preparatory Schools' Mission Statements with Overall Guidance and Establish Performance Goals*, GAO-03-1017 (Washington, D.C.: Sept. 10, 2003). These schools exist to prepare selected students who are not ready academically to attend one of the academies.

⁵ This number includes instructors and other academy staff who have contact with students.

⁶ Students pledge not to lie, cheat, or steal as a fundamental guide to their conduct at the academies. This pledge is the basis for honor systems to investigate violations that are run by students and overseen by academy officials.

⁷ Academy policies or practices that lead to unfair adverse treatment of a person or group based on race, ethnicity, gender, or religion.

⁸ Derogatory comments, gestures, or other actions aimed at race, gender, religion, or ethnicity that interfere with an individual's performance or create an intimidating, offensive, or hostile environment, including unwanted sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

The individual academy response rates for the student survey were 83 percent at the Military Academy; 82 percent at the Naval Academy; and 60 percent at the Air Force Academy. The individual academy response rates for the faculty survey were 90 percent at the Military Academy; 73 percent at the Naval Academy; and 69 percent at the Air Force Academy. We were unable to determine the reason for the lower overall response rates from students and faculty at the Air Force Academy. There were initial difficulties in resolving inaccuracies in the list of student and faculty E-mail addresses provided to us by the Air Force Academy, resulting in delays in notifying all students and faculty of the surveys' availability. Additionally, during the survey period, issues associated with alleged sexual assaults at the Air Force Academy became widely reported in the press, and several Air Force and Department of Defense (DOD) investigations commenced. Due to concerns about the overall lower Air Force Academy survey response rates, we extended the survey period by a week to March 7, 2003, at all academies. We received full cooperation from Air Force Academy officials, who sent additional notices to students and faculty encouraging them to respond to our surveys. Although overall response rates at the Air Force Academy were lower, our analysis shows that the survey responses for various groups at each academy (e.g., women and minorities) appear generally representative of their respective academy populations. Further details of our scope and methodology are in appendix I. Student and faculty surveys and responses are available in appendixes II and III, respectively. We performed our work between November 2002 and July 2003 in accordance with generally accepted government auditing standards.

Results in Brief

The majority of the 9,238 students who responded to our survey at the three military academies expressed overall satisfaction with their academy, although the students gave wide-ranging responses to a variety of questions about quality-of-life issues. A majority of students at each academy reported that quality-of-life problems are openly confronted and/or solved at the academies to some, little, or no extent. For example, about 59 percent of students at the Military and Naval Academies and 71 percent at the Air Force Academy held this view. Overall satisfaction with academic training was high, with 90 percent of students rating their academic programs as good or excellent. However, students reported somewhat less satisfaction with various aspects of their military training. For example, one-quarter to one-third of the students at each academy rated their school's performance standards for developing military officers from much too low to generally too low. Students had mixed views about the practice

of the honor code/concept at their academies, with 15 percent at the Military Academy, 31 percent at the Naval Academy, and 28 percent at the Air Force Academy reporting that it is practiced as taught only to some, a little, or no extent. Students reported varying levels of satisfaction or dissatisfaction with their social life and with such campus services as the quality of mess hall food, laundry services, medical care, and computer equipment. Most differences in student responses on the emphasis the academies give to the prevention of gender- and race-/ethnicity-based discrimination and harassment were generally between male and female students and between minority and nonminority students. For example, about half the students at each academy responded that their academy's emphasis on preventing sexual harassment was about right. However, 25 percent of female students at the Military Academy, 21 percent at the Naval Academy, and 37 percent at the Air Force Academy reported that prevention of sexual harassment was generally or greatly underemphasized. Minority students were also more likely than nonminority students to report the prevention of race-/ethnicity-based discrimination and harassment as underemphasized. There were similar differences in perceptions of the degree to which various groups, such as females, minorities, and recruited athletes, received preferential treatment during the admissions process or at the academies in general. For example, 58 percent of male students at the Military Academy, 63 percent at the Naval Academy, and 53 percent at the Air Force Academy responded that female students received preferential treatment during the admissions process, while about one quarter of female students at each academy reported the same perception. In addition, 86 percent of students who were not recruited athletes at the Military Academy, 83 percent at the Naval Academy, and 87 percent at the Air Force Academy reported that recruited athletes received preferential treatment during the admissions process, while over 60 percent of recruited athletes reported the same perception.

The 1,586 faculty members who responded to our survey at the three military academies generally agreed with the students' perceptions of aspects of student life at the academies, but they were less likely than students to say that quality-of-life problems are seldom openly confronted and/or solved. A large majority of faculty rated the overall academic program at the academies as good or excellent. However, 26 percent of faculty at the Military Academy, 22 percent at the Naval Academy, and 32 percent at the Air Force Academy rated their academy's performance standards for developing military officers as generally too low or much too low. Faculty perceptions varied on the practice of the honor code/concept. While 51 percent of faculty at the Military Academy, 41 percent at the Naval

Academy, and 34 percent at the Air Force Academy reported that the honor code/concept was practiced as taught to a great or very great extent, 22 percent of faculty at the Military Academy, 32 percent at the Naval Academy, and 36 percent at the Air Force Academy indicated that it was practiced as taught to some, a little, or no extent. Faculty perceptions varied on issues associated with gender- and race-/ethnicity-based discrimination and harassment and preferential treatment of various groups of students during the admissions process or at the academies in general. Seventy-five percent of faculty at the Military and Naval Academies and 65 percent at the Air Force Academy reported that the level of emphasis given to the prevention of sexual harassment was about right. However, about half of faculty at each academy reported that the overall atmosphere for women at the academies was good or excellent. About 80 percent of the faculty reported that the level of emphasis placed on the prevention of race-/ethnicity-based harassment is about right. Finally, more than 90 percent of faculty who had participated in the admissions process in the past 4 years at the Military and Naval Academies and 72 percent at the Air Force Academy responded that recruited athletes received preferential treatment during the admissions process.

We are making no recommendations in this report. DOD reviewed a draft of this report and had no comments.

Background

The Departments of the Army, Navy, and Air Force each have their own educational institutions (academies) to produce a portion of each branch's officer corps:⁹

- U.S. Military Academy, established in 1802,
- U.S. Naval Academy, established in 1845, and
- U.S. Air Force Academy, established in 1954.

The academies are structured to provide a curriculum critical to the development of successful future officers in the areas of academic, military, and physical achievement. Additionally, the academies emphasize

⁹ Other sources for commissioned officers include Reserve Officer Training Corps programs at colleges and universities and Officer Candidate/Training Schools for individuals who already have college degrees.

the moral and ethical development of students through their respective honor codes and concepts.

Approximately 4,000 students are enrolled at each of the three service academies at any one time, though in December 2002 Congress authorized an annual increase of up to 100 students until the total number reaches 4,400 for each academy.¹⁰ Each academy's student population consists of about 15 percent women and 19 to 24 percent racial/ethnic minorities. Table 1 shows the numbers of females and racial/ethnic minorities at each academy during the time our survey was taken.

Table 1: Female and Racial/Ethnic Minorities at the Service Academies at Time of Survey (February-March 2003)

Service academy	Total number of students	Total number of women (percent of student body)	Total number of racial/ethnic minorities (percent of student body)
U.S. Military Academy	3,957	616 (16%)	947 (24%)
U.S. Naval Academy	4,229	648 (15%)	851 (20%)
U.S. Air Force Academy	4,073	669 (16%)	776 (19%)
Total	12,259	1,933 (16%)	2,574 (21%)

Source: DOD.

Note: Demographic information is based on a snapshot of each academy. Therefore, there may be differences between our survey population and the demographic figures.

¹⁰ Pub. L. 107-314, *Bob Stump National Defense Authorization Act for Fiscal Year 2003*, § 532, December 2, 2002.

The academies employ both civilian and military faculty. Faculty at the Military Academy and the Air Force Academy are comprised predominantly of military officers (79 and 75 percent, respectively), while at the Naval Academy 59 percent of the faculty are civilians. Table 2 shows the distribution of civilian and military faculty members at each academy during the time our survey was taken. Additionally, the academies' staffs include others who have regular contact with students, such as military officers who serve as commanders to students at each academy (tactical officers at the Military Academy, company commanders at the Naval Academy, and air officers commanding at the Air Force Academy). About 398 of these other staff were also given the faculty survey.

Table 2: Civilian and Military Faculty at the Service Academies, as of February 2003

Service academy	Total number of faculty	Total number of civilian faculty (percent of faculty)	Total number of military faculty (percent of faculty)
U.S. Military Academy	622	131 (21%)	491 (79%)
U.S. Naval Academy	555	326 (59%)	229 (41%)
U.S. Air Force Academy	490	123 (25%)	367 (75%)
Total	1,667	580 (35%)	1,087 (65%)

Source: DOD.

Note: Demographic information is based on a snapshot of each academy. Therefore, there may be differences between our survey population and the demographic figures.

Between 1993 and 1995, we issued a series of reports¹¹ on student treatment at the three service academies. At the core of our reviews were surveys of academy students and faculty on a range of student-related subjects, including sexual harassment and the treatment of women and minorities. In the reports, we concluded that more actions were needed to eliminate sexual harassment and that disparities in the treatment of women and minorities existed at the academies. We made recommendations to

¹¹ U.S. General Accounting Office, *DOD Service Academies: More Actions Needed to Eliminate Sexual Harassment*, GAO/NSIAD-94-6 (Washington, D.C.: Jan. 31, 1994); *DOD Service Academies: Update on Extent of Sexual Harassment*, GAO/NSIAD-95-58 (Washington, D.C.: Mar. 31, 1994); *Naval Academy: Gender and Racial Disparities*, GAO/NSIAD-93-54 (Washington, D.C.: April 30, 1993); *Air Force Academy: Gender and Racial Disparities*, GAO/NSIAD-93-244 (Washington, D.C.: Sept. 24, 1993); and *Military Academy: Gender and Racial Disparities*, GAO/NSIAD-94-95 (Washington, D.C.: Mar. 17, 1994).

help DOD achieve its goal of a sexual harassment-free environment and to improve the monitoring and evaluation of gender and racial disparities.

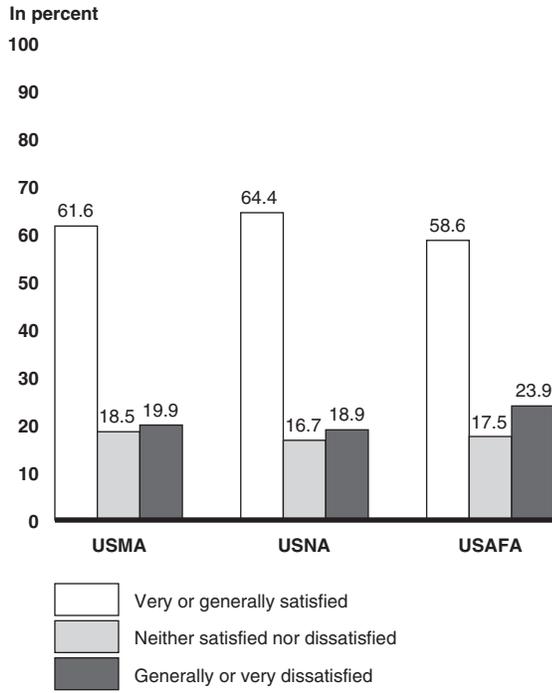
Students Express Overall Satisfaction with Academies, but Perceptions Vary on Some Quality-of-Life Issues

Although a majority of the 9,238 students who responded to our survey at the three military service academies expressed overall satisfaction with their academy, the students gave wide-ranging responses to a variety of questions about quality-of-life issues. A majority responded that quality-of-life problems are openly confronted and/or solved at their academies to some, little, or no extent. Most students responded they were satisfied overall with their academic and military training, but they expressed mixed views on the practice of the honor code/concept on their campuses. They reported varying levels of satisfaction with their social life and certain campus services. Their perceptions of discrimination and harassment prevention and preferential treatment issues often varied according to gender and race/ethnicity. Finally, many students indicated that they planned long military careers.

Overall Satisfaction with Academies Is High

The majority of students at all three academies reported that, overall, they were satisfied with their academy, while about one-fifth of the students at each school responded that they were dissatisfied. As figure 1 shows, 62 percent at the Military Academy (USMA), 64 percent at the Naval Academy (USNA), and 59 percent at the Air Force Academy (USFAA) reported their overall satisfaction with their academy.

Figure 1: Student Rating of Overall Satisfaction with the Academies

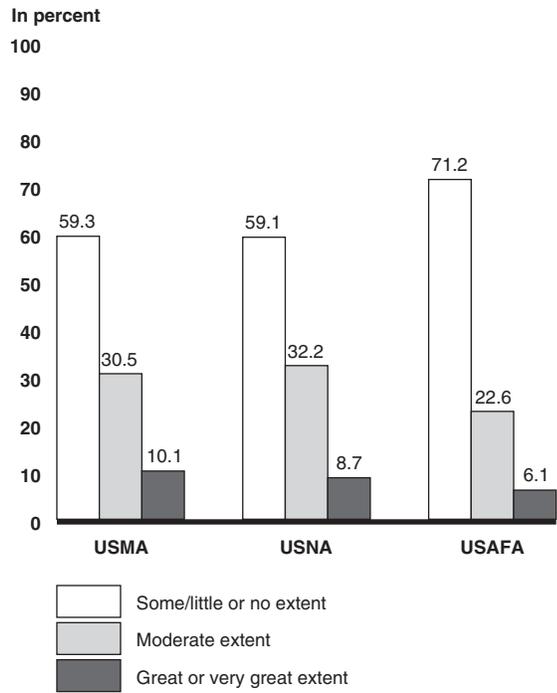


Source: GAO.

Note: Percentages may not add to 100 due to rounding.

At the same time, some 59 to 71 percent of students at each academy reported that quality-of-life problems are being openly confronted and/or solved at the academies to some, little, or no extent.

Figure 2: Student Perceptions of the Extent to Which Quality-of-Life Issues Are Openly Confronted and/or Solved at the Academies



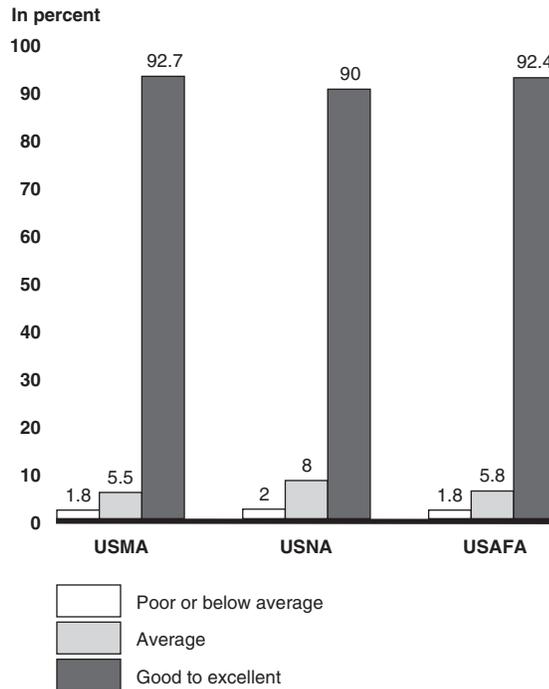
Source: GAO.

Note: Percentages may not add to 100 due to rounding.

Students' Rating of Academic and Military Training Is High

As figure 3 shows, between 90 and 93 percent of the students at each academy rated the overall academic program as good or excellent. At the same time, a majority of them reported that they thought their academic workload was definitely or probably too heavy (see fig. 4). This response ranged from 63 percent at the Military Academy, 56 percent at the Naval Academy, to 69 percent at the Air Force Academy.

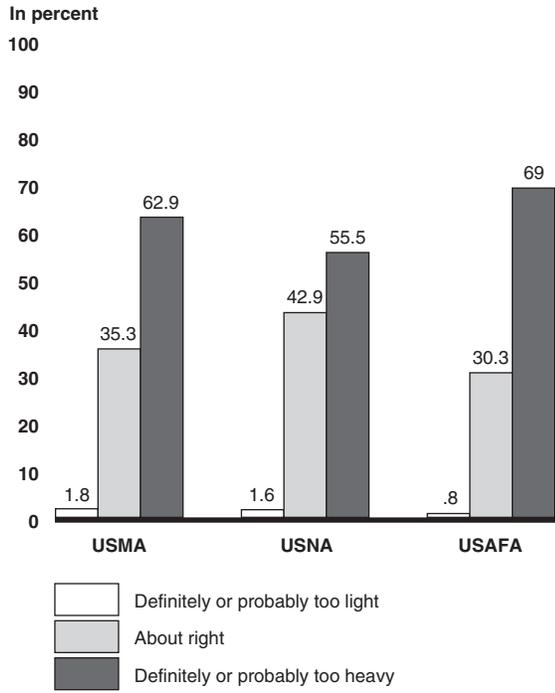
Figure 3: Student Ratings of the Overall Academic Program at the Academies



Source: GAO.

Note: Percentages may not add to 100 due to rounding.

Figure 4: Student Perceptions of Their Academic Workload

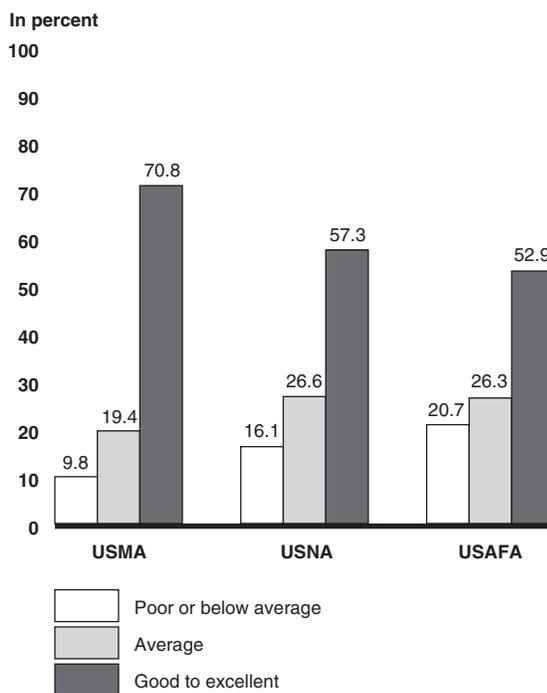


Source: GAO.

Note: Percentages may not add to 100 due to rounding.

In terms of military training, the majority of students at each academy evaluated their overall military development program as good or excellent. As figure 5 shows, the percentages ranged from 53 percent at the Air Force Academy to 71 percent at the Military Academy. However, about one-quarter to one-third of the students rated their academy’s performance standards for developing military officers as generally or much too low (see question 8, app. II). Moreover, about 40 percent of the students at the Air Force and Naval Academies and 27 percent at the Military Academy evaluated the 4-year class system for developing military officers as very or generally ineffective (see question 9, app. II).

Figure 5: Student Perceptions of the Military Development Programs at the Academies



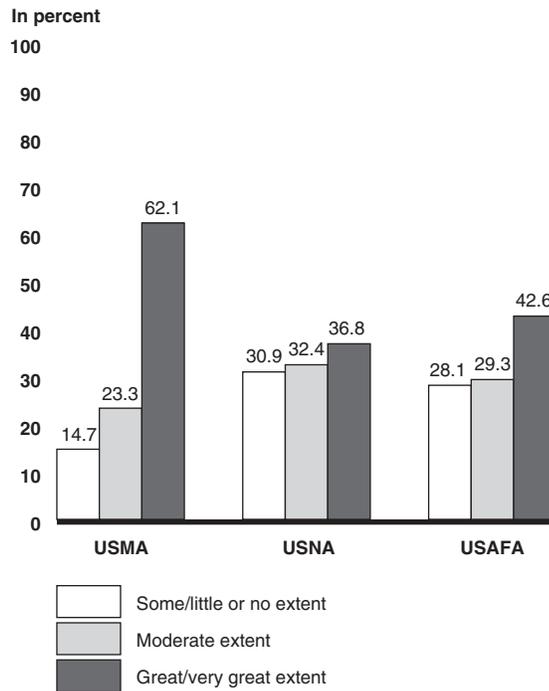
Source: GAO.

Note: Percentages may not add to 100 due to rounding.

Students Have Mixed Views on the Practice of the Honor Code/Concept at Their Academy

Students gave varied responses regarding the practice of the honor code/concept at their academy. Whereas 62 percent of students at the Military Academy believed the honor code/concept is practiced as taught to a great or very great extent, 37 percent of students at the Naval Academy and 43 percent at the Air Force Academy held the same view (see fig. 6).

Figure 6: Student Perceptions of Whether the Honor Code/Concept Is Practiced As Taught

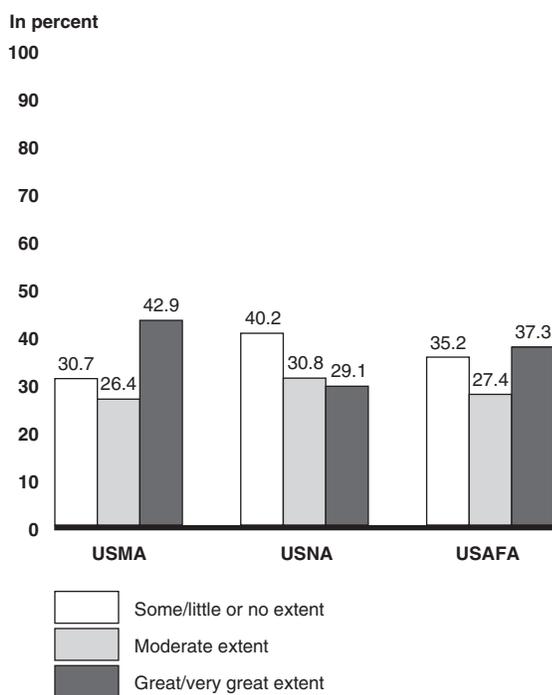


Source: GAO.

Note: Percentages may not add to 100 due to rounding.

Students also expressed varied impressions of how fairly the honor code/concept is applied at the academies with respect to students who have been accused of similar violations. As figure 7 shows, about 40 percent of students at the Military and Air Force Academies and 30 percent at the Naval Academy reported that they thought the honor code/concept was fairly applied to students with similar violations to a great or very great extent.

Figure 7: Student Perceptions of How Fairly the Honor Code/Concept Is Applied at Their Academy



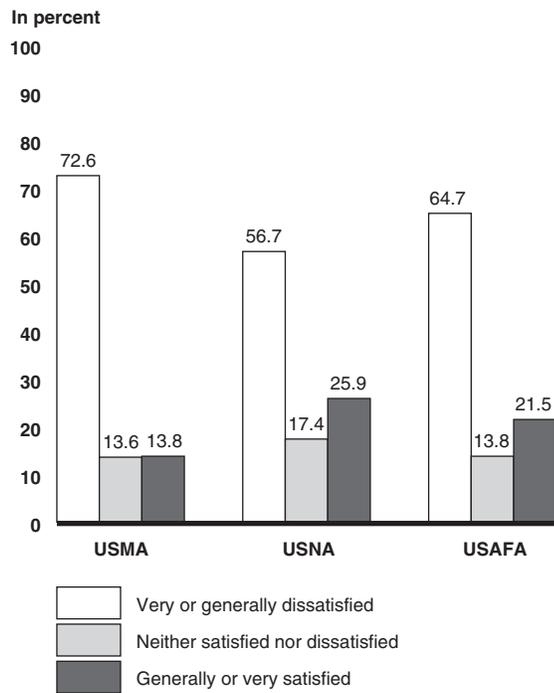
Source: GAO.

Note: Percentages may not add to 100 due to rounding.

Students Report Various Levels of Dissatisfaction with Social Life and Certain Campus Services

A majority of students at each academy expressed dissatisfaction with the social life on their campus. As figure 8 indicates, the percentages ranged from a high of 73 percent at the Military Academy to a low of 57 percent at the Naval Academy.

Figure 8: Student Perceptions of Social Life at the Academies



Source: GAO.

Note: Percentages may not add to 100 due to rounding.

Male students were more likely to be dissatisfied with their social life than female students. As table 3 shows, between 60 and 74 percent of males across the three academies expressed dissatisfaction with their social life while between 42 and 63 percent of females across the academies had a similar response.

Table 3: Satisfaction or Dissatisfaction of Male and Female Students with Social Life at the Academies

Numbers in percent

Level of satisfaction	USMA		USNA		USAFA	
	Males	Females	Males	Females	Males	Females
Generally or very satisfied	12	23	23	41	18	39
Neither satisfied nor dissatisfied	14	14	17	18	14	14
Generally or very dissatisfied	74	63	60	42	68	47

Source: GAO.

Note: Percentages may not add to 100 due to rounding.

Students also expressed varying levels of satisfaction or dissatisfaction with certain campus services. As tables 4, 5, and 6 indicate, the majority of students at the three academies were generally satisfied with medical care (except for the Air Force Academy), updating of school computer equipment, condition of athletic facilities (except for the Military Academy), and personal safety. At the same time, some 40 to 50 percent of students at each academy indicated that they were dissatisfied with the quality of mess hall food and laundry service on campus.

Table 4: Student Perceptions of Campus Services at the Military Academy

Numbers in percent

Level of satisfaction	Medical care	Updating of computer equipment	Quality of mess hall food	Laundry service	Condition of athletic facilities	Personal safety
Generally or very satisfied	58	57	40	31	27	89
Neither satisfied nor dissatisfied	21	25	21	20	14	9
Generally or very dissatisfied	21	18	39	49	59	3

Source: GAO.

Note: Percentages may not add to 100 due to rounding.

Table 5: Student Perceptions of Campus Services at the Naval Academy

Numbers in percent

Level of satisfaction	Medical care	Updating of computer equipment	Quality of mess hall food	Laundry service	Condition of athletic facilities	Personal safety
Generally or very satisfied	56	53	39	30	72	85
Neither satisfied nor dissatisfied	24	25	24	24	14	12
Generally or very dissatisfied	21	22	38	47	14	3

Source: GAO.

Note: Percentages may not add to 100 due to rounding.

Table 6: Student Perceptions of Campus Services at the Air Force Academy

Numbers in percent

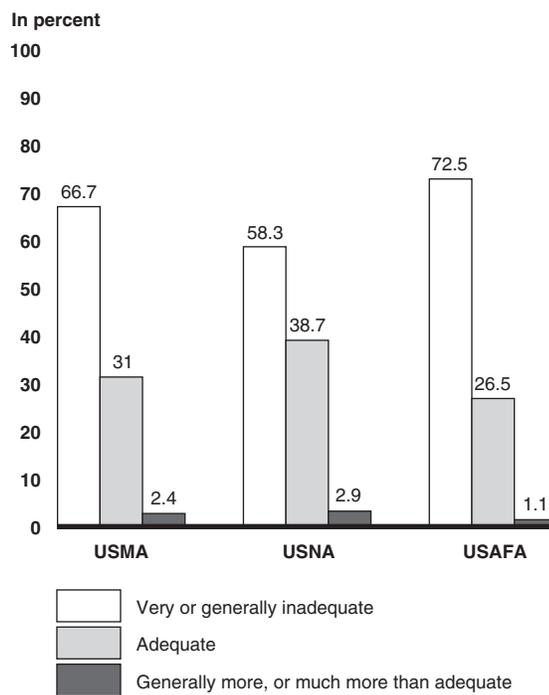
Level of satisfaction	Medical care	Updating of computer equipment	Quality of mess hall food	Laundry service	Condition of athletic facilities	Personal safety
Generally or very satisfied	36	60	24	18	57	84
Neither satisfied nor dissatisfied	21	26	19	25	15	13
Generally or very dissatisfied	43	14	57	56	29	4

Source: GAO.

Note: Percentages may not add to 100 due to rounding.

A majority of students, with higher percentages at the Military and Air Force Academies, reported that they did not have adequate time to handle their personal affairs. As figure 9 indicates, 58 percent at the Naval Academy, 67 percent at the Military Academy, and 73 percent at the Air Force Academy reported that the time they had was generally or very inadequate.

Figure 9: Student Perceptions of Adequacy or Inadequacy of Time to Handle Personal Affairs



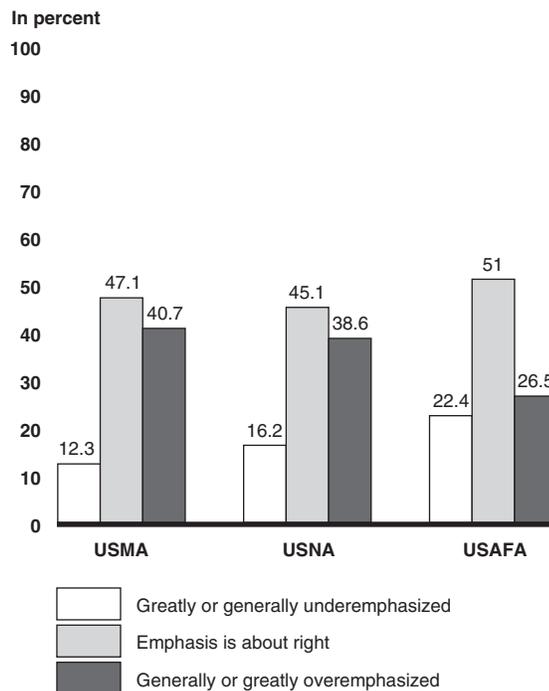
Source: GAO.

Note: Percentages may not add to 100 due to rounding.

Student Perceptions of Prevention of Discrimination and Harassment Varied

Student responses on a range of discrimination and harassment issues often varied according to gender or race/ethnicity. As figure 10 shows, 47 percent of students at the Military Academy, 45 percent at the Naval Academy, and 51 percent at the Air Force Academy responded that their academy's emphasis on preventing gender-based discrimination was about right. However, as table 7 indicates, these responses varied according to the respondents' gender, with female students more likely to say that prevention was underemphasized. Between 34 and 47 percent of female students at each academy believed that prevention was underemphasized while between 8 and 17 percent of male students had a similar response.

Figure 10: Student Perceptions of the Emphasis Academies Place on Prevention of Gender-based Discrimination



Source: GAO.

Note: Percentages may not add to 100 due to rounding.

Table 7: Perceptions of Male and Female Students of the Emphasis Placed on Prevention of Gender-based Discrimination

Numbers in percent

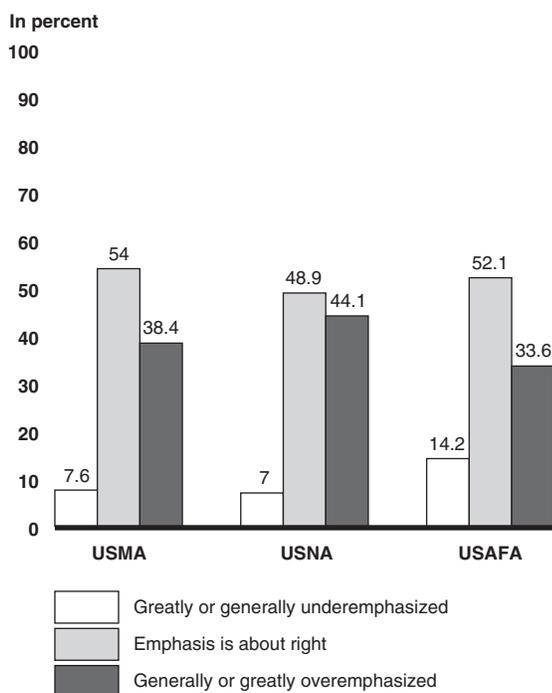
Level of emphasis	USMA		USNA		USAFA	
	Males	Females	Males	Females	Males	Females
Greatly or generally underemphasized	8	34	13	35	17	47
Emphasis is about right	47	51	45	51	52	46
Generally or greatly overemphasized	45	15	43	14	31	7

Source: GAO.

Note: Percentages may not add to 100 due to rounding.

As figure 11 shows, in terms of sexual harassment, about one half of the students at each academy responded that their academy’s emphasis on the prevention of sexual harassment was about right. However, female students were more likely than male students to report that the prevention of sexual harassment was generally or greatly underemphasized. Twenty-five percent of female students at the Military Academy, 21 percent at the Naval Academy, and 37 percent at the Air Force Academy responded that the prevention of sexual harassment was generally or greatly underemphasized (table 8).

Figure 11: Student Perceptions of the Emphasis Academies Place on Prevention of Sexual Harassment



Source: GAO.

Note: Percentages may not add to 100 due to rounding.

Table 8: Perceptions of Male and Female Students of the Emphasis Placed on Prevention of Sexual Harassment

Numbers in percent

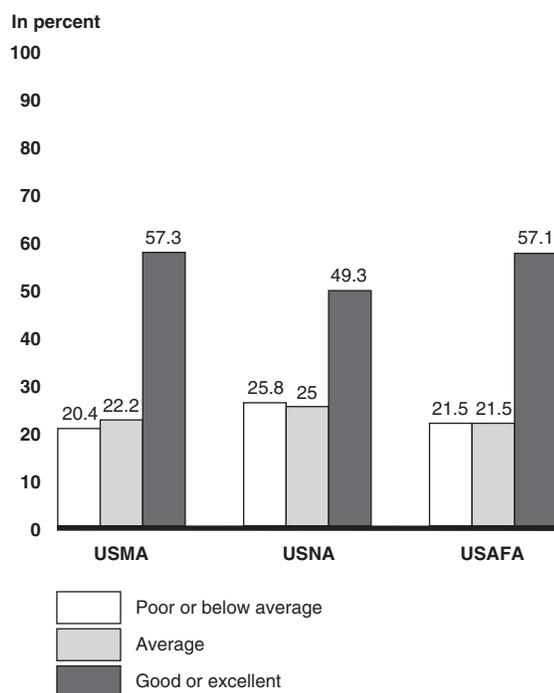
Level of emphasis	USMA		USNA		USAFA	
	Males	Females	Males	Females	Males	Females
Greatly or generally underemphasized	4	25	4	21	10	37
Emphasis is about right	54	60	48	55	54	46
Generally or greatly overemphasized	42	15	48	24	37	18

Source: GAO.

Note: Percentages may not add to 100 due to rounding.

As figure 12 shows, about one half of all students at each of the three academies rated the overall atmosphere for women as good or excellent. The percentages ranged from 57 percent at the Military and Air Force Academies to 49 percent at the Naval Academy. However, female students were more likely to view the atmosphere for women as poor or below average than were male students. As table 9 indicates, between 36 and 43 percent of female students at the three academies expressed this view compared with between 17 and 22 percent of the males. The results of our 1994 survey of students on sexual harassment issues showed that the majority of women students experienced some form of gender-based harassment that interfered with their performance or created an intimidating, hostile, or offensive environment.

Figure 12: Student Perceptions of the Overall Atmosphere for Women at the Academies



Source: GAO.

Note: Percentages may not add to 100 due to rounding.

Table 9: Perceptions of Male and Female Students of the Overall Atmosphere for Women at the Academies

Numbers in percent

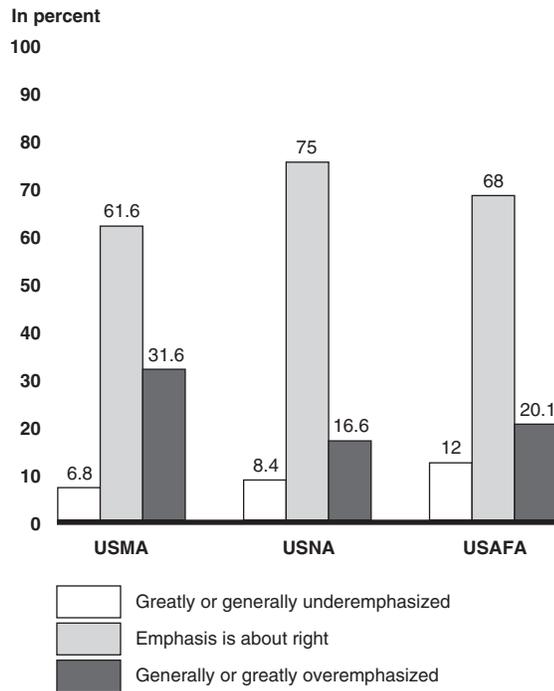
Level of emphasis	USMA		USNA		USAFA	
	Males	Females	Males	Females	Males	Females
Poor or below average	17	39	22	43	18	36
Average	21	30	24	30	20	29
Good or excellent	63	31	54	27	62	36

Source: GAO.

Note: Percentages may not add to 100 due to rounding.

The perceptions of students on the emphasis the academies place on preventing race-/ethnicity-based discrimination also varied according to group membership. As figure 13 shows, a large majority of students at each academy reported that the emphasis was about right. The percentages ranged from 75 percent at the Naval Academy to 68 and 62 percent, respectively, at the Air Force and Military Academies.

Figure 13: Student Perceptions of the Emphasis Academies Place on Prevention of Race-/Ethnicity-based Discrimination

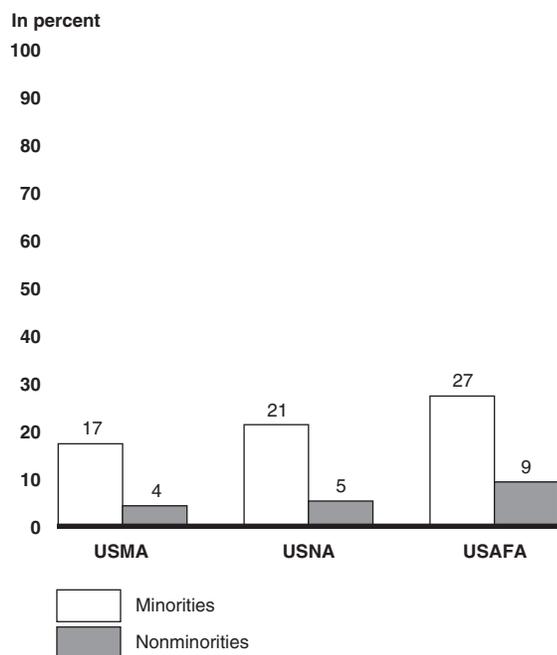


Source: GAO.

Note: Percentages may not add to 100 due to rounding.

However, minority students were more likely than nonminority students to report that the prevention of race-/ethnicity-based discrimination was generally or greatly underemphasized. As figure 14 shows, 4 percent of nonminority students at the Military Academy, 5 percent at the Naval Academy, and 9 percent at the Air Force Academy responded that their academy underemphasized this prevention. By comparison, 17 percent of minority students at the Military Academy, 21 percent at the Naval Academy, and 27 percent at the Air Force Academy responded in this way.

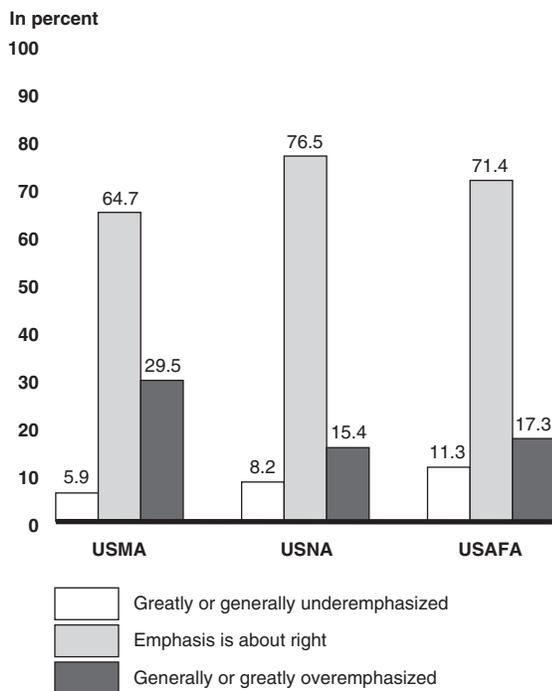
Figure 14: Percentage of Minorities and Nonminorities Reporting Underemphasis of Academies' Prevention of Race-/Ethnicity-based Discrimination



Source: GAO.

In terms of race-/ethnicity-based harassment, a large majority of all students responded that their academy’s emphasis on preventing such harassment was about right. For example, as figure 15 shows, 77 percent of all students at the Naval Academy, 71 percent at the Air Force Academy, and 65 percent at the Military Academy reported this view. However, as figure 16 indicates, minority students were more likely to report that the prevention of race-/ethnicity-based harassment was generally or greatly underemphasized.

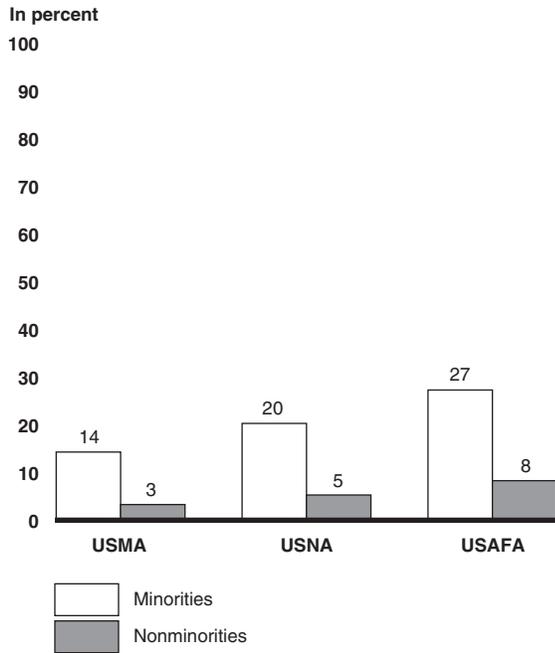
Figure 15: Student Perceptions of the Emphasis Academies Place on Prevention of Race-/Ethnicity-based Harassment



Source: GAO.

Note: Percentages may not add to 100 due to rounding.

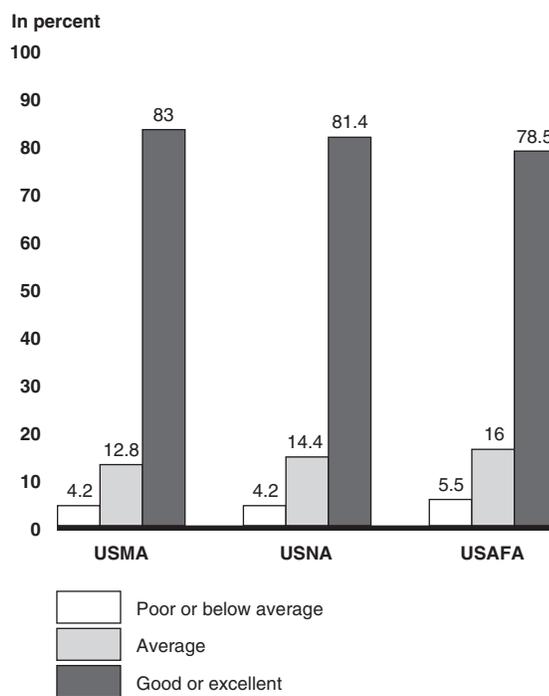
Figure 16: Percentage of Minorities and Nonminorities Reporting Underemphasis of Academies' Prevention of Race-/Ethnicity-based Harassment



Source: GAO.

A large majority of all students rated the overall atmosphere for racial/ethnic minorities as good or excellent. As figure 17 shows, 83 percent of students at the Military Academy, 81 percent at the Naval Academy, and 79 percent at the Air Force Academy expressed this view. However, these views varied within groups. As table 10 shows, minority students were more likely than nonminority students to evaluate the overall atmosphere for minorities as poor or below average. Some 10 to 17 percent of minority students expressed this view while about 2 percent of nonminority students had a similar view.

Figure 17: Perceptions of Students of the Overall Atmosphere for Racial/Ethnic Minorities at the Academies



Source: GAO.

Note: Percentages may not add to 100 due to rounding.

Table 10: Perceptions of Minority and Nonminority Students of the Overall Atmosphere for Racial/Ethnic Minorities at the Academies

Numbers in percent

Rating	USMA		USNA		USAFA	
	Nonminorities	Minorities	Nonminorities	Minorities	Nonminorities	Minorities
Poor or below average	2	10	2	11	2	17
Average	10	23	12	22	14	22
Good or excellent	88	67	86	67	83	60

Source: GAO.

Note: Percentages may not add to 100 due to rounding.

Student Perceptions of Preferential Treatment Varied

Student perceptions varied as to whether various groups of students, such as women, recruited athletes, and minorities, receive preferential treatment during the admissions process and in general at the academies. The differences varied most between members of a particular group and those who were not part of that group. As table 11 shows, 58 percent of male students at the Military Academy, 63 percent at the Naval Academy, and 53 percent at the Air Force Academy believed that women received preferential treatment during the admissions process. By comparison, 25 percent of female students at the Military Academy, 27 percent at the Naval Academy, and 24 percent at the Air Force Academy expressed the same view. Additionally, between 83 and 87 percent of students who were not recruited athletes believed that recruited athletes received preferential treatment during the admissions process. Between 64 and 68 percent of recruited athletes held the same view.

Table 11: Percentage of Student Group and Nongroup Members Perceiving Preferential Treatment of Student Groups

Numbers in percent

Group	USMA		USNA		USAFA	
	Nonmembers of group	Members of group	Nonmembers of group	Members of group	Nonmembers of group	Members of group
Preferential treatment during the admissions process						
Women	58	25	63	27	53	24
Recruited athletes	86	68	83	67	87	64

(Continued From Previous Page)

Numbers in percent

Group	USMA		USNA		USAFA	
	Nonmembers of group	Members of group	Nonmembers of group	Members of group	Nonmembers of group	Members of group
African-American	46	20	43	14	41	17
Hispanic	34	35	32	22	29	24
Asian	26	14	22	9	22	11
Native Hawaiian/other Pacific Islander	23	27	20	11	19	6
American-Indian/Alaska Native	26	31	22	36	22	15
Preferential treatment in general at the academies						
Women	47	5	50	6	49	8
Varsity athletes	74	33	69	37	80	34
African-American	18	3	16	0	22	3
Hispanic	8	5	7	4	8	10
Asian	8	4	5	2	2	8
Native Hawaiian/other Pacific Islander	5	6	4	4	5	0
American-Indian/Alaska Native	5	7	4	9	5	6

Source: GAO.

Student perceptions also varied as to whether the same groups of students receive discriminatory treatment (unfair, adverse treatment) during the admissions process and in general at the academies. Table 12 shows the differences between groups of students and those who are outside those groups in perceptions of discriminatory treatment during the admissions process and at the academies in general. For example, between 37 and 42 percent of female respondents at the three academies reported that they perceived discriminatory treatment in general at the academy while 8 to 14 percent of male respondents held the same view.

Table 12: Percentage of Student Group and Nongroup Members Perceiving Discriminatory Treatment of Student Groups

Numbers in percent

Group	USMA		USNA		USAFA	
	Nonmembers of group	Members of group	Nonmembers of group	Members of group	Nonmembers of group	Members of group
During the admissions process						
Women	3	14	2	6	2	11
Recruited athletes	1	5	1	6	2	10
African-American	1	18	1	18	2	17
Hispanic	2	4	1	6	2	8
Asian	2	7	1	8	1	8
Native Hawaiian/other Pacific Islander	1	12	1	11	1	18
American-Indian/Alaska Native	2	2	2	2	2	2
In general at the academy						
Women	10	42	14	42	8	37
Varsity athletes	3	24	7	31	5	33
African-American	2	23	2	31	2	29
Hispanic	2	4	2	6	2	8
Asian	1	9	1	7	1	14
Native Hawaiian/other Pacific Islander	1	9	1	4	1	18
American-Indian/Alaska Native	1	4	1	3	1	4

Source: GAO.

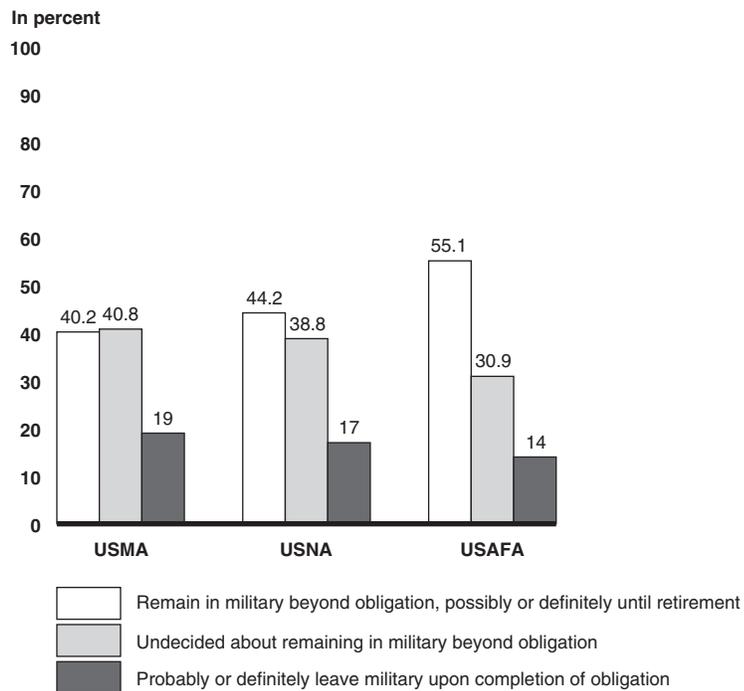
A majority of students at the Military Academy and the Air Force Academy (54 percent and 64 percent, respectively) indicated that varsity intercollegiate athletics were generally or greatly overemphasized, while at the Naval Academy 39 percent of the students reported the same overemphasis (see question 29, app. II).

In our prior surveys on student treatment, we asked respondents whether they believed women and minorities were treated better than, the same as, or worse than men by various academy systems such as faculty members. Students perceived that women and minorities generally received treatment equal to that of men and whites. However, differences in student perceptions were generally between male and female students and minorities and nonminority students.

Many Students Plan Long Military Careers

Many students at the three academies reported that they plan to stay in the military beyond their initial obligation or until retirement (40 percent at the Military Academy, 44 percent at the Naval Academy, and 55 percent at the Air Force Academy), while between 14 and 19 percent across all academies responded that they would probably or definitely leave at the end of their obligation. Figure 18 shows the student responses of their career intentions.

Figure 18: Student Responses on Career Intentions



Source: GAO.

Note: Percentages may not add to 100 due to rounding.

Faculty Generally Agree with Student Perceptions on Some Quality-of-Life Issues

The 1,586 faculty members who responded to our survey generally agreed with student perceptions of aspects of student life at the academies, but they were less likely than students to report that quality-of-life problems at the academies are seldom openly confronted and/or solved. Faculty perceptions varied on the practice of the honor code/concept and gender and race-/ethnicity-based discrimination and harassment and preferential treatment issues.

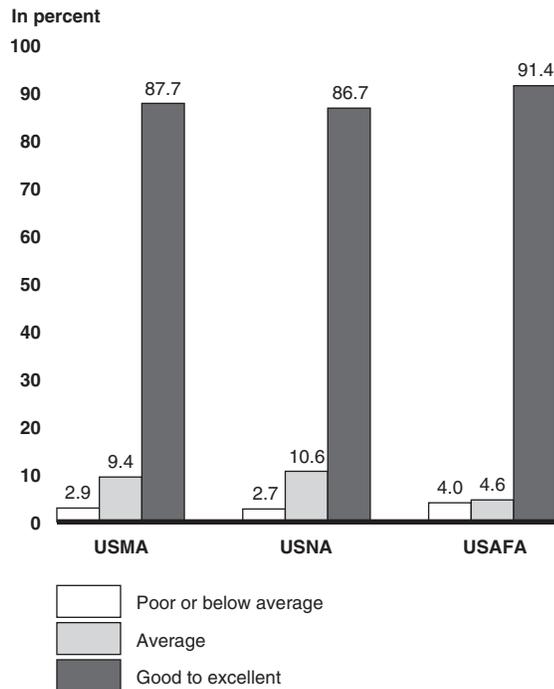
Faculty Perceptions Varied on the Extent to Which Quality-of-Life Problems Are Addressed

Thirty-eight percent of the faculty at the Military Academy, 45 percent at the Naval Academy, and 46 percent at the Air Force Academy reported that quality-of-life problems are openly confronted and/or solved to some, little, or no extent at the academies. By comparison, 59 percent of students at the Military and Naval Academies and 71 percent of students at the Air Force Academy held the same views. About one third of faculty at each academy indicated that these problems are openly confronted and/or solved to a moderate extent (see question 29, app. III).

Overall Satisfaction with Academic and Military Training Is High

Overall faculty satisfaction with academic and military training is high. As figure 19 shows, a large majority of faculty members at each academy rated the overall academic program as good or excellent (88 percent at the Military Academy, 87 percent at the Naval Academy, and 91 percent at the Air Force Academy).

Figure 19: Faculty Perceptions of the Overall Academic Program at the Academies

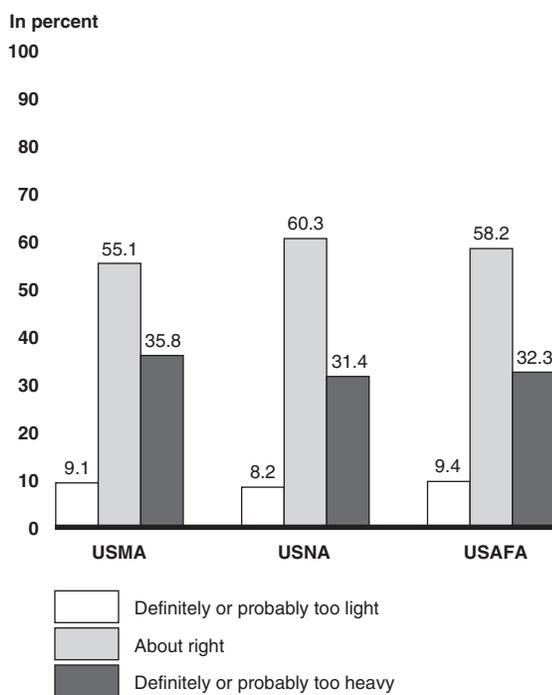


Source: GAO.

Note: Percentages may not add to 100 due to rounding.

With regard to the students' academic workload, figure 20 shows that 55 percent of faculty at the Military Academy, 60 percent at the Naval Academy, and 58 percent at the Air Force Academy responded that the workload was about right.

Figure 20: Faculty Perceptions of the Academic Workload at the Academies

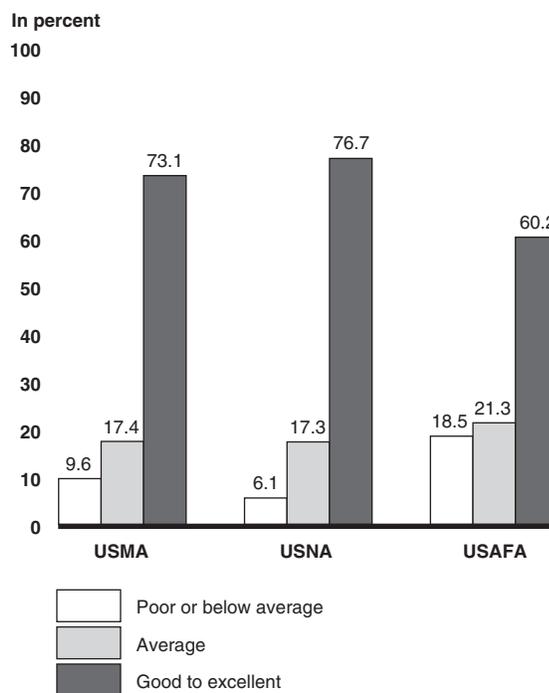


Source: GAO.

Note: Percentages may not add to 100 due to rounding.

Figure 21 shows the faculty perceptions of the overall military development program. Seventy-three percent at the Military Academy, 77 percent at the Naval Academy, and 60 percent at the Air Force Academy reported that the overall military development program was good or excellent. However, 26 percent of faculty at the Military Academy, 22 percent at the Naval Academy, and 32 percent at the Air Force Academy rated their academy's performance standards for developing military officers as generally too low or much too low (see question 10, app. III).

Figure 21: Faculty Perceptions of the Overall Military Development Program at the Academies



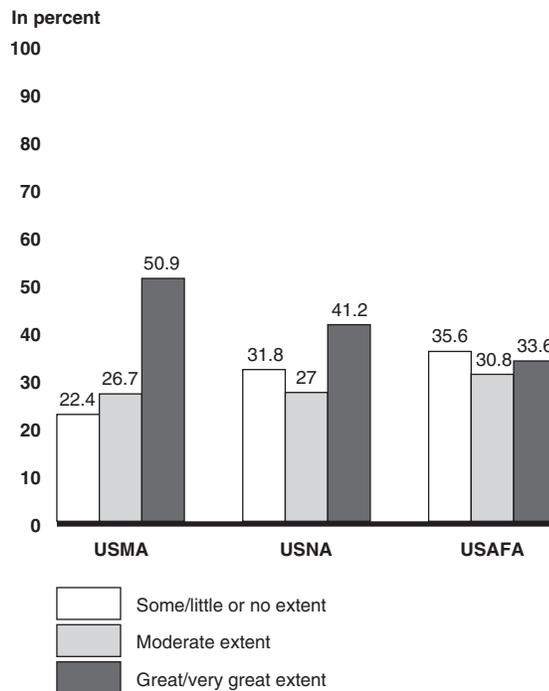
Source: GAO.

Note: Percentages may not add to 100 due to rounding.

Faculty Perceptions Varied on Practice of the Honor Code/Concept

Faculty perceptions varied on the practice of the honor code/concept. Figure 22 shows that while 51 percent of faculty at the Military Academy, 41 percent at the Naval Academy, and 34 percent at the Air Force Academy reported that the honor code/concept was practiced as taught to a great or very great extent. Twenty-two percent of faculty at the Military Academy, 32 percent at the Naval Academy, and 36 percent at the Air Force Academy indicated that it was practiced as taught to some, a little, or no extent.

Figure 22: Faculty Perceptions of the Extent to Which the Honor Code/Concept Is Practiced as Taught

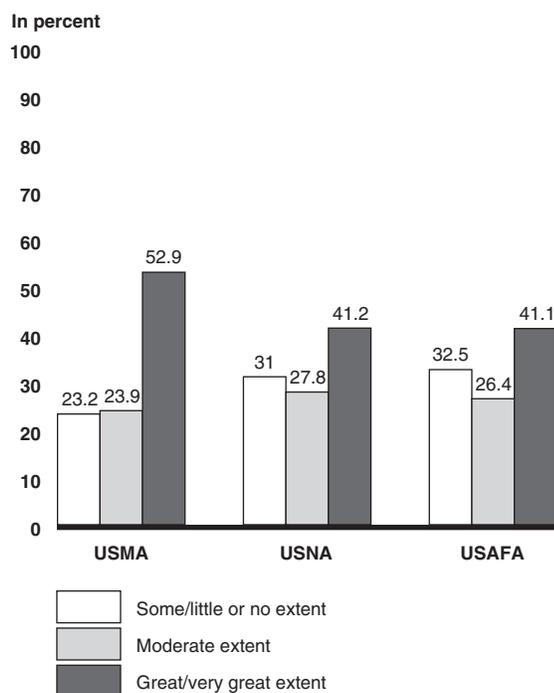


Source: GAO.

Note: Percentages may not add to 100 due to rounding.

As figure 23 shows, 53 percent of faculty at the Military Academy and 41 percent at the Naval and Air Force Academies reported that the honor code/concept was applied fairly with respect to students who have been accused of similar violations.

Figure 23: Faculty Perceptions of the Extent to Which the Honor Code/Concept Is Fairly Applied



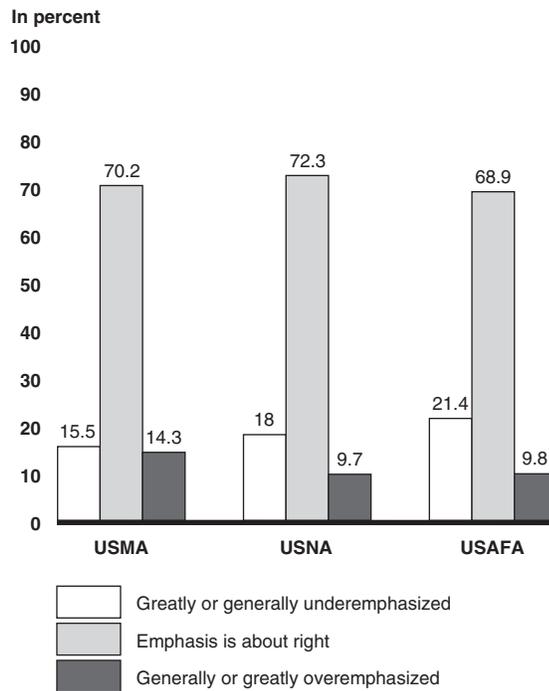
Source: GAO.

Note: Percentages may not add to 100 due to rounding.

Faculty Perceptions of Prevention of Discrimination and Harassment Varied

Faculty were asked for their perceptions on the same gender-based and race-/ethnicity-based discrimination and harassment issues as were students. The same definitions of discrimination and harassment were used. Figure 24 shows that about 70 percent of the faculty at each academy reported that the level of emphasis given to the prevention of gender-based discrimination was about right.

Figure 24: Faculty Perceptions of the Emphasis Placed on the Prevention of Gender-based Discrimination

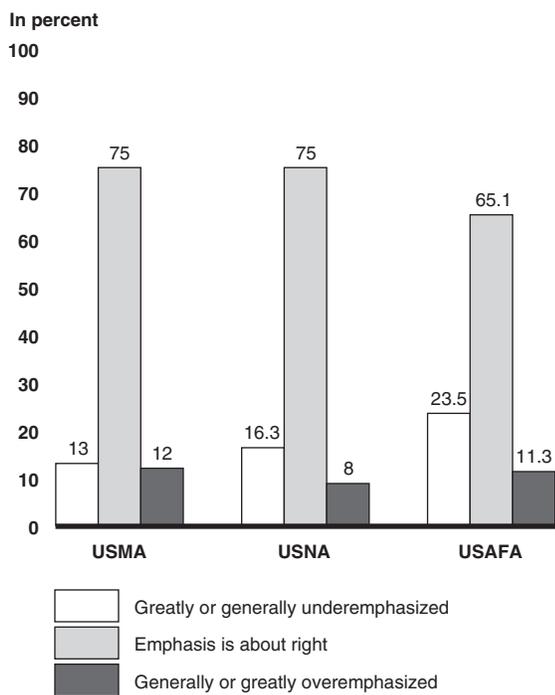


Source: GAO.

Note: Percentages may not add to 100 due to rounding.

Figure 25 shows that 75 percent of the faculty at the Military and Naval Academies and 65 percent at the Air Force Academy reported that the level of emphasis given to the prevention of sexual harassment was about right. Figure 26 shows that just over one half of the faculty at each academy assessed the overall atmosphere for women at the academies as good or excellent.

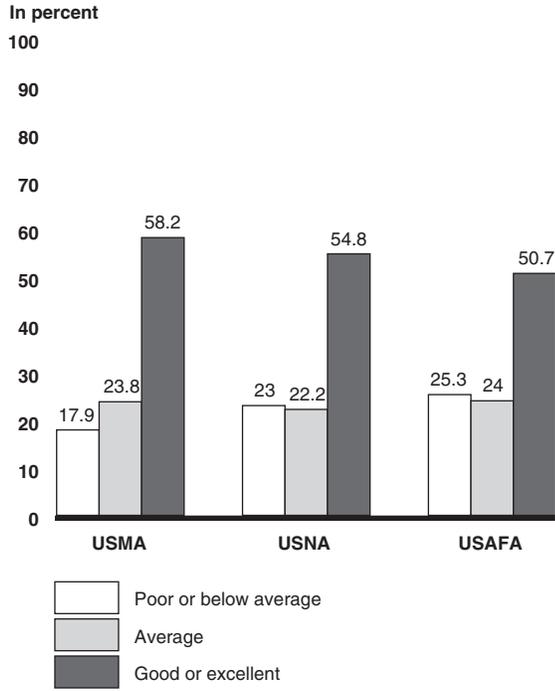
Figure 25: Faculty Perceptions of the Emphasis Placed on the Prevention of Sexual Harassment



Source: GAO.

Note: Percentages may not add to 100 due to rounding.

Figure 26: Faculty Perceptions of the Overall Atmosphere for Women at the Academies

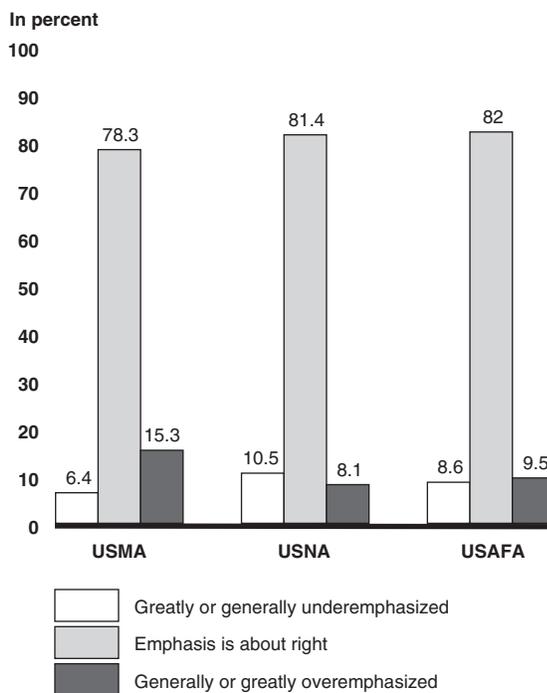


Source: GAO.

Note: Percentages may not add to 100 due to rounding.

With regard to the emphasis the academies place on the prevention of race-/ethnicity-based discrimination, figure 27 shows that about 80 percent of faculty at each academy reported that the emphasis was about right.

Figure 27: Faculty Perceptions of the Emphasis on the Prevention of Race-/Ethnicity-based Discrimination at the Academies

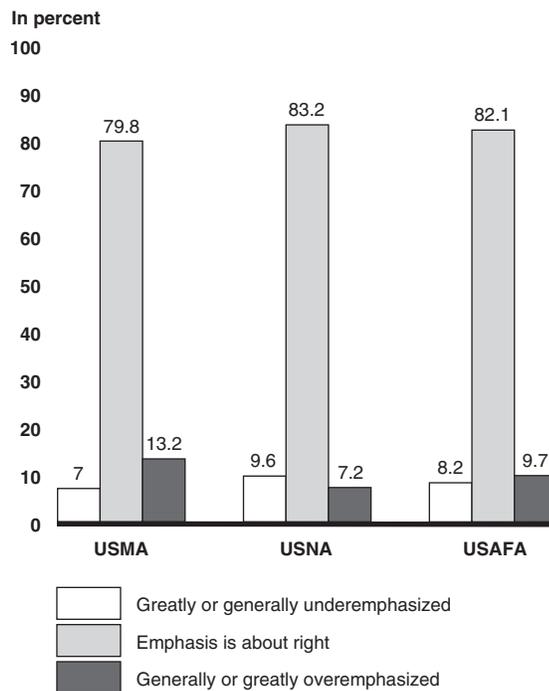


Source: GAO.

Note: Percentages may not add to 100 due to rounding.

A similar majority of faculty at each academy reported that the emphasis placed on the prevention of race-/ethnicity-based harassment is about right and that the overall atmosphere for racial/ethnic minority students at the academies is good or excellent. Figures 28 and 29 show these perceptions.

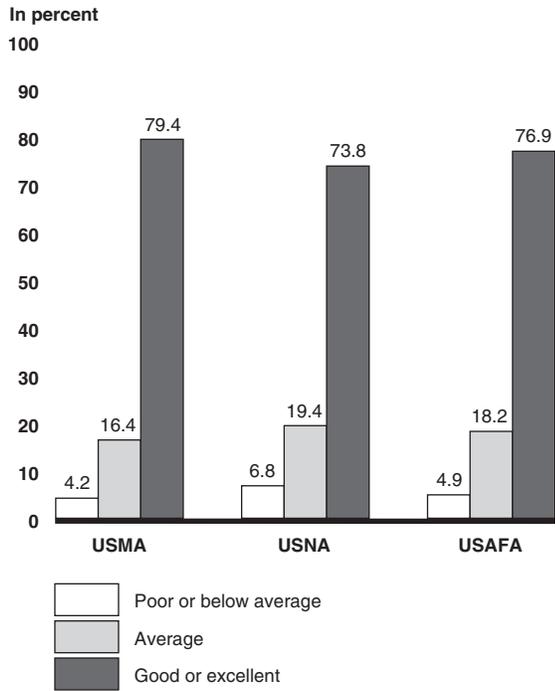
Figure 28: Faculty Perceptions of the Emphasis on the Prevention of Race-/Ethnicity-based Harassment



Source: GAO.

Note: Percentages may not add to 100 due to rounding.

Figure 29: Faculty Perceptions of the Overall Atmosphere for Racial/Ethnic Minorities at the Academies



Source: GAO.

Note: Percentages may not add to 100 due to rounding.

Faculty Perceptions of Preferential Treatment Varied

Faculty perceptions varied as to whether different groups of students, such as women, recruited athletes, and minorities, receive preferential treatment during the admissions process and in general at the academies. Table 13 shows the differences between faculty who had been involved in the admissions process in the last 4 years and those who had not in perceptions of preferential treatment during the admissions process. More than 90 percent of the faculty who had participated in the admissions process in the last 4 years at the Military and Naval Academies and 72 percent at the Air Force Academy responded that they perceived recruited athletes as receiving preferential treatment during the admissions process. While 75 percent of the faculty who had participated in the admissions process at the Military Academy and 81 percent at the Naval Academy reported that they perceived African-Americans as receiving preferential treatment during the admissions process, only 29 percent of faculty at the Air Force Academy who had participated in the process gave the same assessment.

Table 13: Percentage of Faculty Perceiving Preferential Treatment of Student Groups in the Admissions Process

Numbers in percent

Group	USMA		USNA		USAFA	
	Participated in the process	Had not participated in the process	Participated in the process	Had not participated in the process	Participated in the process	Had not participated in the process
Women	14	36	16	32	13	24
Recruited athletes	93	88	92	86	72	84
African-American	75	71	81	68	29	37
Hispanic	65	52	75	56	24	26
Asian	13	22	15	17	2	10
Native Hawaiian/other Pacific Islander	29	33	52	32	11	13
American-Indian/Alaska Native	45	40	63	46	18	19

Source: GAO.

With the exception of perceptions regarding varsity athletes, faculty across the academies were less likely to perceive preferential treatment of various student groups while at the academies, as shown by table 14.

Table 14: Percentage of Faculty Perceiving Preferential Treatment of Student Groups While at the Academies

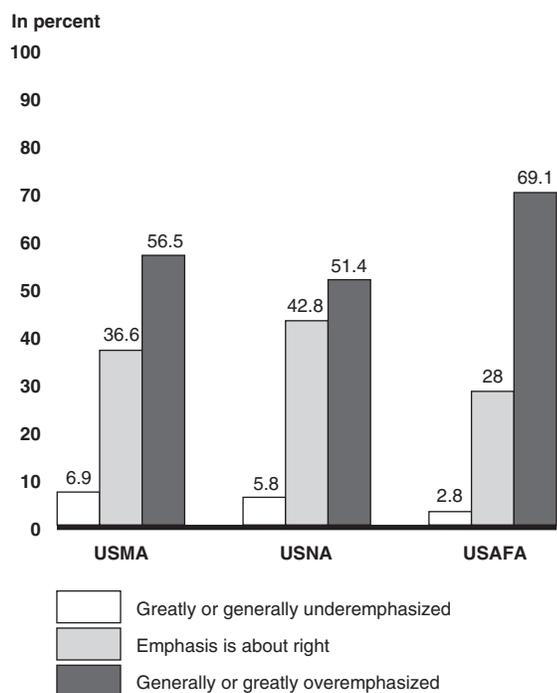
Numbers in percent

Group	USMA	USNA	USAFA
Women	11	10	10
Varsity athletes	56	55	63
African-American	12	10	6
Hispanic	4	5	3
Asian	1	2	1
Native Hawaiian/other Pacific Islander	1	2	1
American-Indian/Alaska Native	2	3	2

Source: GAO.

As figure 30 shows, about one-half the faculty at the Military and Naval Academies and 70 percent of the faculty at the Air Force Academy reported that the relative emphasis given to varsity intercollegiate athletics was generally or greatly overemphasized.

Figure 30: Faculty Perceptions of the Emphasis on Varsity Intercollegiate Athletics at the Academies



Source: GAO.

Note: Percentages may not add to 100 due to rounding.

Conclusion

The results of the student and faculty surveys presented in this report highlight several areas that may warrant further study. For example, the percentage of students and faculty that rated their academy's performance standards for developing military officers as being generally or much too low suggests that this may be an area of concern. Likewise, similar responses from students and faculty related to the conduct of the honor code/concept underscore another area of potential concern. In addition, the high percentage of student responses indicating dissatisfaction with their social life at the academies and with certain campus services may also suggest cause for concern.

In our report on oversight and admissions issues at the service academies,¹² we concluded that DOD conducts considerable oversight of the academies' operations and performance, but they lack a complete oversight framework. To develop a more complete oversight framework, we recommended that DOD improve its oversight by enhancing its performance goals and measures. The academies' climate surveys are conducted periodically and can inform decision makers about areas that may warrant further attention. The results of our surveys, especially those areas mentioned above, may be of use to DOD in enhancing the quality of its oversight.

Agency Comments

DOD reviewed a draft of this report and had no comments.

We are sending copies of this report to the appropriate congressional committees; the Secretaries of Defense, the Army, the Navy, and the Air Force; and the Director, Office of Management and Budget. We will also make copies available to others upon request. In addition, the report will be available at no charge on the GAO Web site at <http://www.gao.gov>.

¹² [GAO-03-1000](http://www.gao.gov).

Please contact me on (202) 512-5559 if you or your staff have any questions concerning this report. Key contributors are listed in appendix IV.

A handwritten signature in black ink that reads "Derek B. Stewart". The signature is written in a cursive style with a large initial 'D' and 'S'.

Derek B. Stewart
Director
Defense Capabilities and Management

Scope and Methodology

To obtain student and faculty perceptions of aspects of student life at the U.S. Military Academy, the U.S. Naval Academy, and the U.S. Air Force Academy, we took the following initial steps:

- To design two separate surveys (one for students and one for faculty), we reviewed our surveys used to query academy students in 1993 and 1994 and prior service academy instruments to develop general topics and questions that were appropriate indicators of student life issues. Specifically, we reviewed student and faculty surveys on quality-of-life issues administered by the Military, Naval, and Air Force Academies within the last 2 years.¹ We also reviewed the student and faculty surveys on various aspects of student life that we administered during our 1994 review of the Air Force Academy.² For the student survey, we developed questions for nine general topics: (1) academic climate; (2) military/professional development; (3) social and cultural climate; (4) harassment, discrimination (gender- and race-/ethnicity-based), and preferential treatment for various groups of students; (5) moral climate and honor code/concept; (6) intercollegiate and intramural athletics; (7) campus services; (8) personal affairs; and (9) career intentions. For the faculty survey, we developed five student-related topics: (1) academic climate; (2) military/professional development; (3) harassment, discrimination (gender- and race-/ethnicity-based), and preferential treatment for various groups of students; (4) moral climate and honor code/concept; and (5) intercollegiate and intramural athletics.
- To ensure the relevance and appropriateness of the survey questions, we sought outside comments on our survey approach and questions from officials in the Office of the Under Secretary of Defense for Personnel and Readiness; the Army, Navy, and Air Force headquarters; and the Military, Naval, and Air Force academies. The purpose of seeking outside consultation was twofold. First, to determine whether the questions and the manner in which we planned to ask them were adequate for addressing the larger questions posed by our evaluation. Second, to find out whether academy students and faculty had the

¹ Each of the service academies periodically surveys its students and faculty on topics including academic workload, perceptions of discrimination and harassment, application of the honor code/concept, and the quality of campus services.

² U.S. General Accounting Office, *Air Force Academy: Gender and Racial Disparities*, GAO/NSIAD-93-244 (Washington, D.C.: Sept. 24, 1993).

knowledge to answer our survey questions. The reviewing officials did not act as pretest interviewees; they provided critiques. Based on the comments received, we modified the survey terminology to apply to the respective academies, eliminated and/or changed questions or response items that did not apply, and added questions or response items to address issues germane to all three service academies.

- To test the survey questions before they were administered, we pretested the surveys in focus groups of students and faculty at the Naval and Air Force Academies. At both academies, we held two student focus groups, one for junior and senior students and one for freshmen and sophomore students, and two faculty focus groups, one each for military and civilian faculty. Each focus group consisted of approximately 10 participants, was racially diverse, and included males and females. We refined the survey questions based on the comments made during these sessions. Time constraints prevented pretesting at the Military Academy, although we discussed some of the survey topics with one student focus group during our site visit.
- To identify all students and faculty that would be included in the survey, we requested and obtained E-mail addresses for all students and faculty. For the faculty population, we asked the academies to include both teaching faculty and other staff who have regular contact with students, particularly the officers who serve as commanders of student units (companies or squadrons). Since we left it to the discretion of the academies which of these other staff they included (about 398 total), the numbers of total faculty vary among academies. There were initial difficulties in resolving inaccuracies in the E-mail addresses provided to us by the Air Force Academy, but Air Force Academy officials worked with us to resolve those issues.

To administer the surveys, we built six Web-based survey sites, two for each academy (one for students and one for faculty). Before administering the surveys, the superintendent of each academy notified all students and faculty of our upcoming surveys and encouraged participation in them. This notification was followed by our E-mail to all students and faculty, containing the Web link to the appropriate survey as well as the individual's unique user name and password. The previously discussed inaccurate E-mail addresses resulted in delays in notifying all students and faculty at the Air Force Academy of the surveys' availability. The Web-based surveys were initially operational from February 5 to February 28, 2003. During this time, students and faculty completed the

surveys and contacted designated GAO personnel, via telephone or E-mail, regarding any difficulties. Each week, we sent follow-up E-mail to all respondents, requesting that they complete the surveys if they had not done so. At the end of the survey period, we extended the survey at all academies by 1 week to March 7, 2003, to allow respondents at the Air Force Academy additional time to complete the surveys. Each academy's superintendent sent out an additional notification E-mail, announcing that we were extending the deadline for the surveys and once again encouraging participation. Table 15 shows that the response rates for the surveys were generally high.

Table 15: Number of Student and Faculty Survey Responses and Corresponding Response Rates

	Total number of students and faculty surveyed	Number of students and faculty responding to survey	Response rate (percent)
U.S. Military Academy			
Students	3,987	3,323	83
Faculty	665	597	90
U.S. Naval Academy			
Students	4,224	3,473	82
Faculty	663	484	73
U.S. Air Force Academy			
Students	4,053	2,442	60
Faculty	737	505	69

Source: GAO.

To analyze the response rates for possible errors due to some groups responding out of proportion to the population as a whole, we compared the rates for certain demographic subgroups to the relevant academy student populations. We found comparable distributions of students for these subgroups and concluded that the survey results for each academy appeared to be generally representative of the academy populations. Although overall response rates for the Air Force Academy were lower than those of the other two academies, the pattern of responses across demographic groups is much the same as for the other academies. Table 16 shows the percentage of groups who completed the student survey compared to the percentage of identified groups in the entire student population.

Table 16: Characteristics of Survey Respondents Compared to Academy Student Populations

Numbers in percent

Identified student group	USMA		USNA		USAFA	
	Survey response rate (percent)	Group as percentage of total population	Survey response rate (percent)	Group as percentage of total population	Survey response rate (percent)	Group as percentage of total population
Males	84.7	84.4	84.4	84.7	82	83.6
Females	15.3	15.6	15.6	15.3	18	16.4
Minorities ^a	22.9	23.9	20.2	20.1	20	19
Varsity athletes	19.6	18.3	Not tested ^b	Not tested ^b	18.2	17.1
Prior enlisted	Not tested ^b	Not tested ^b	10.1	9.1	1.6	1.0
Prep school graduates	13.8	14.7	15.9	16.8	11.6	12.6

Source: GAO.

^aOur definition of “minority” differed somewhat from that used by the academies. Differences in response rates may be attributed to the differences in definition. For example, we did not specify an “other” category for race/ethnicity and included a category for Hawaiian or other Pacific Islander.

^bWe were unable to test these groups because of apparent measurement differences between our survey and the academies’ demographic profiles. In our survey more students responded that they were in these groups than the academies reported in their population.

To analyze survey results, we noted responses for all questions and highlighted those where a significant response occurred in a particular category, such as an unfavorable opinion. We also compared responses by groups for questions addressing those groups (e.g., male and female student responses and minority and nonminority student responses). Since we surveyed the entire student and faculty populations at all three academies and not a statistical sample, achieved high response rates, and found minimal occurrences of some groups responding out of proportion to the population as a whole, the responses can be considered representative of those populations.

We performed our work between November 2002 and July 2003 in accordance with generally accepted government auditing standards.

Aspects of Student Life at the Academies: Student Survey and Responses

Academic Climate

1. Considering all your responsibilities, how would you characterize your academic workload?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Definitely too light	.3	.3	.2
Probably too light	1.5	1.3	.6
About right	35.3	42.9	30.3
Probably too heavy	48.1	45.1	50.5
Definitely too heavy	14.8	10.4	18.5

2. How much emphasis does the Academy place on academics, relative to what you think it should be?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Greatly underemphasized	1.7	1.1	2.8
Generally underemphasized	15.7	9.7	26.1
Emphasis is about right	50.6	49.9	54.1
Generally overemphasized	25.3	29.8	14.3
Greatly overemphasized	6.7	9.4	2.7

3. How would you characterize the level of academic competition among Academy students?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Definitely too little	.7	.5	.6
Probably too little	9.1	7.0	7.2
About right	48.6	41.9	46.6
Probably too much	30.3	36.2	33.6
Definitely too much	11.2	14.4	12.0

4. How effective or ineffective is additional instruction available outside the normal class meeting time for students who need it?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Very ineffective	2.4	2.0	1.2
Generally ineffective	3.3	2.2	2.0
Neither effective nor ineffective	4.0	2.9	1.6
Generally effective	38.7	37.4	31.6

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	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Very effective	51.7	55.5	63.6

5. Overall, how effective or ineffective are your Academy instructors as teachers?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Very ineffective	1.4	.8	.7
Generally ineffective	3.3	4.6	3.3
Neither effective nor ineffective	5.2	8.7	4.8
Generally effective	56.1	66.8	62.0
Very effective	34.0	19.1	29.3

6. Based on your experiences, how would you rate the overall academic program at the Academy?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Poor	.4	.4	.3
Below average	1.4	1.6	1.5
Average	5.5	8.0	5.8
Good	33.4	36.7	32.5
Excellent	59.3	53.3	59.9

Military/Professional Development

7. Considering all your responsibilities, how would you characterize your military development workload during the academic year?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Definitely too light	8.5	6.4	1.4
Probably too light	33.5	26.6	8.8
About right	40.7	50.7	40.4
Probably too heavy	13.8	13.7	33.6
Definitely too heavy	3.5	2.7	15.7

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8. How would you rate the Academy's performance standards for developing you as an officer?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Much too low	2.2	4.5	4.9
Generally too low	21.0	28.2	22.1
About right	64.5	57.4	46.0
Generally too high	10.3	8.3	19.7
Much too high	2.0	1.5	7.3

9. How effective or ineffective is the four-year class system for developing students as officers?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Very ineffective	8.2	11.6	17.0
Generally ineffective	18.7	27.1	23.6
Neither effective nor ineffective	19.7	19.2	18.9
Generally effective	45.9	38.1	32.2
Very effective	7.5	4.0	8.3

10. How effective or ineffective are the summer military development activities (not including initial entry summer training) for providing you with the skills needed to be an officer?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Very ineffective	1.5	2.9	3.1
Generally ineffective	3.3	7.9	6.9
Neither effective nor ineffective	4.8	8.7	7.5
Generally effective	46.9	45.7	41.2
Very effective	43.4	34.9	41.3

11. Based on your experiences, how would you rate the overall military development program at the Academy?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Poor	2.0	4.1	6.6
Below average	7.8	12.0	14.1
Average	19.4	26.6	26.3
Good	49.0	43.5	39.5
Excellent	21.8	13.8	13.4

Social and Cultural Climate

12. How satisfied or dissatisfied are you with your social life at the Academy?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Very dissatisfied	33.0	22.6	30.3
Generally dissatisfied	39.6	34.1	34.4
Neither satisfied nor dissatisfied	13.6	17.4	13.8
Generally satisfied	12.1	22.5	18.2
Very satisfied	1.7	3.4	3.3

13. How satisfied or dissatisfied are you with the types of cultural opportunities (e.g., courses related to the arts, opportunities to participate in the arts, and attending such events) available to Academy students on or off Academy grounds?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Very dissatisfied	14.6	9.9	18.8
Generally dissatisfied	29.4	23.5	34.2
Neither satisfied nor dissatisfied	31.0	30.4	28.9
Generally satisfied	20.8	28.3	15.1
Very satisfied	4.2	7.9	2.9

14. How satisfied or dissatisfied are you with opportunities to participate in religious services and activities?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Very dissatisfied	2.2	1.4	1.9
Generally dissatisfied	3.9	2.9	5.5
Neither satisfied nor dissatisfied	17.5	17.3	17.9
Generally satisfied	38.5	40.2	39.4
Very satisfied	38.0	38.2	35.4

Harassment, Discrimination, and Preferential Treatment

Discrimination: Academy policies or practices that lead to unfair adverse treatment of a person or group based on race, ethnicity, gender or religion.

Harassment: Derogatory comments, gestures or other actions aimed at race, gender, religion, or ethnicity that interfere with an individual's performance or create an intimidating, offensive or hostile environment, including unwanted sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature.

15. How much emphasis does the Academy place on the prevention of sexual harassment, relative to what you think it should be?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Greatly underemphasized	1.2	.7	2.7
Generally underemphasized	6.4	6.3	11.5
Emphasis is about right	54.0	48.9	52.1
Generally overemphasized	26.3	29.8	23.3
Greatly overemphasized	12.1	14.3	10.3

16. How much emphasis does the Academy place on the prevention of gender-based discrimination, relative to what you think it should be?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Greatly underemphasized	2.0	2.5	4.3
Generally underemphasized	10.3	13.7	18.1
Emphasis is about right	47.1	45.1	51.0
Generally overemphasized	26.5	23.2	17.2
Greatly overemphasized	14.2	15.4	9.3

17. Based on your experiences, how would you rate the overall Academy atmosphere for women?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Poor	3.9	6.6	4.9
Below average	16.5	19.2	16.6
Average	22.2	25.0	21.5
Good	39.9	32.6	38.5
Excellent	17.4	16.7	18.6

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18. How much emphasis does the Academy place on the prevention of race-/ethnicity-based harassment, relative to what you think it should be?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Greatly underemphasized	.9	.9	1.7
Generally underemphasized	5.0	7.3	9.6
Emphasis is about right	64.7	76.5	71.4
Generally overemphasized	19.6	10.4	11.9
Greatly overemphasized	9.9	5.0	5.4

19. How much emphasis does the Academy place on the prevention of race-/ethnicity-based discrimination, relative to what you think it should be?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Greatly underemphasized	.9	1.1	1.6
Generally underemphasized	5.9	7.3	10.4
Emphasis is about right	61.6	75.0	68.0
Generally overemphasized	21.3	11.8	13.5
Greatly overemphasized	10.3	4.8	6.6

20. Based on your experiences, how would you rate the overall Academy atmosphere for members of racial/ethnic minorities?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Poor	.8	.6	1.2
Below average	3.4	3.6	4.3
Average	12.8	14.4	16.0
Good	44.6	45.0	44.6
Excellent	38.4	36.4	33.9

21. Based on your perception, how were your classmates in the following groups treated during the admissions process relative to other applicants?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Males			
Preferential treatment	5.0	3.2	3.0
Same treatment	71.4	75.6	78.8
Discriminatory treatment	7.2	8.3	7.1
Do not know	16.4	13.0	11.1

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		U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Females	Preferential treatment	44.5	50.4	43.3
	Same treatment	34.9	34.7	42.7
	Discriminatory treatment	3.7	2.2	3.3
	Do not know	16.8	12.8	10.8
Whites/Caucasians	Preferential treatment	4.4	3.6	3.1
	Same treatment	68.8	73.2	76.2
	Discriminatory treatment	10.1	9.8	9.5
	Do not know	16.7	13.3	11.2
Blacks/African-Americans	Preferential treatment	35.7	34.4	34.4
	Same treatment	43.4	47.5	48.8
	Discriminatory treatment	1.9	1.6	2.0
	Do not know	19.0	16.5	14.8
Spanish/Hispanics/Latinos	Preferential treatment	27.1	25.3	23.5
	Same treatment	49.6	53.3	57.4
	Discriminatory treatment	1.6	1.4	1.9
	Do not know	21.7	19.9	17.3
Asians	Preferential treatment	19.1	16.9	17.8
	Same treatment	57.0	59.3	62.6
	Discriminatory treatment	1.5	1.3	1.3
	Do not know	22.4	22.5	18.3
American Indians/Alaska Natives	Preferential treatment	18.2	15.7	16.5
	Same treatment	49.9	53.2	58.3
	Discriminatory treatment	1.2	1.0	1.3
	Do not know	30.6	30.0	23.8
Native Hawaiians/Other Pacific Islanders	Preferential treatment	16.0	14.4	14.7
	Same treatment	52.3	56.6	62.3
	Discriminatory treatment	1.1	1.0	1.0
	Do not know	30.6	27.9	22.0
Recruited Intercollegiate Athletes	Preferential treatment	73.5	72.5	76.8
	Same treatment	15.3	17.4	14.3
	Discriminatory treatment	1.6	2.4	4.1

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	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
	9.6	7.8	4.8
Prior Enlisted	32.1	21.4	16.4
	47.2	59.9	66.1
	1.8	2.6	3.2
	18.9	16.2	14.3
Students with Military Parents	48.4	49.2	41.1
	36.8	38.4	49.1
	.5	.3	.5
	14.2	12.1	9.2
Preparatory School Graduates	40.8	32.1	35.3
	42.4	53.3	52.4
	1.6	1.9	2.0
	15.3	12.8	10.3

22. To your knowledge, how are members of the following groups treated at the Academy in general, relative to other students?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Males	8.7	8.2	5.7
	84.3	84.6	87.1
	4.4	6.0	5.4
	2.7	1.2	1.8
Females	39.9	42.6	40.9
	42.5	37.8	44.5
	14.2	17.9	12.4
	3.4	1.7	2.1
Whites/Caucasians	4.8	3.8	3.6
	87.6	90.7	89.0
	4.3	3.4	4.8
	3.4	2.1	2.6
Blacks/African-Americans	16.3	14.8	20.1
	76.1	78.6	73.2
	3.2	3.4	2.8
	4.3	3.2	3.9

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		U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Spanish/Hispanics/ Latinos	Preferential treatment	7.4	6.8	8.2
	Same treatment	84.6	86.0	84.3
	Discriminatory treatment	1.9	1.9	2.3
	Do not know	6.1	5.3	5.2
Asians	Preferential treatment	6.9	4.7	6.2
	Same treatment	85.4	88.1	86.1
	Discriminatory treatment	1.8	1.3	1.9
	Do not know	6.0	6.0	5.8
American Indians/Alaska Natives	Preferential treatment	4.5	3.7	4.4
	Same treatment	83.3	85.1	84.5
	Discriminatory treatment	.9	.9	1.3
	Do not know	11.3	10.3	9.7
Native Hawaiians/ Other Pacific Islanders	Preferential treatment	4.0	3.7	4.3
	Same treatment	84.1	86.4	86.2
	Discriminatory treatment	1.0	.9	1.1
	Do not know	10.9	9.0	8.4
Varsity Athletes	Preferential treatment	64.2	59.5	70.4
	Same treatment	26.4	25.9	18.2
	Discriminatory treatment	7.1	13.3	10.1
	Do not know	2.2	1.3	1.3
Non-Varsity Athletes	Preferential treatment	4.6	3.1	20.0
	Same treatment	77.8	84.8	61.5
	Discriminatory treatment	14.2	10.2	16.1
	Do not know	3.4	1.9	2.4
Prior Enlisted	Preferential treatment	32.2	18.6	9.3
	Same treatment	62.3	75.3	84.9
	Discriminatory treatment	2.0	3.2	2.5
	Do not know	3.6	2.9	3.3
Students with Military Parents	Preferential treatment	25.2	25.5	19.2
	Same treatment	70.3	71.0	77.0
	Discriminatory treatment	.6	.6	.7

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	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Do not know	3.9	2.8	3.2
Preparatory School Graduates			
Preferential treatment	18.2	9.2	10.4
Same treatment	75.1	84.9	84.4
Discriminatory treatment	2.9	3.0	2.1
Do not know	3.8	3.0	3.0
Foreign Students			
Preferential treatment	21.3	11.0	20.3
Same treatment	70.4	78.6	70.4
Discriminatory treatment	2.0	3.1	3.5
Do not know	6.3	7.3	5.9

Moral Climate and Honor Code/Concept

23. How much emphasis does the Academy place on the moral/ethical development of students, relative to what you think it should be?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Greatly underemphasized	1.0	1.6	3.5
Generally underemphasized	5.9	9.7	15.4
Emphasis is about right	61.5	59.7	61.3
Generally overemphasized	22.4	21.6	14.9
Greatly overemphasized	9.2	7.4	4.9

24. To what extent is the Honor Code/Concept practiced as it is taught?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
To little or no extent	2.2	6.1	6.0
To some extent	12.5	24.8	22.1
To a moderate extent	23.3	32.4	29.3
To a great extent	40.1	28.9	32.2
To a very great extent	22.0	7.9	10.4

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25. To what extent is the Honor Code/Concept fairly applied to students with similar violations?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
To little or no extent	9.5	13.7	12.2
To some extent	21.2	26.5	23.0
To a moderate extent	26.4	30.8	27.4
To a great extent	29.6	22.8	26.9
To a very great extent	13.3	6.3	10.4

26. How frequently have you witnessed academic cheating at the Academy?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Seldom or never	89.1	76.1	69.0
On occasion	8.0	18.8	20.7
Often	2.1	3.1	5.9
Very often	.7	1.6	3.4
All or almost all the time	.2	.4	1.1

Intercollegiate and Intramural Athletics

27. When you were applying to the Academy, were you recruited to be an athlete for one of the Academy's varsity intercollegiate athletic teams?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
No	75.9	73.3	74.9
Yes	24.1	26.7	25.1

28. Are you an athlete on one of the Academy's varsity intercollegiate teams?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
No	80.4	71.9	81.8
Yes	19.6	28.1	18.2

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29. How much emphasis does the Academy place on *varsity intercollegiate athletics*?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Greatly underemphasized	5.8	4.9	3.5
Generally underemphasized	14.5	15.0	10.6
Emphasis is about right	25.8	41.3	22.0
Generally overemphasized	28.7	26.1	29.5
Greatly overemphasized	25.2	12.7	34.3

30. How much emphasis does the Academy place on *intramural athletics*?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Greatly underemphasized	5.7	3.6	2.1
Generally underemphasized	23.0	19.6	10.0
Emphasis is about right	52.3	59.2	35.8
Generally overemphasized	13.5	13.6	28.8
Greatly overemphasized	5.5	4.0	23.2

31. How much emphasis does the Academy place on *club athletics*?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Greatly underemphasized	11.5	11.6	44.4
Generally underemphasized	36.8	37.7	39.6
Emphasis is about right	45.2	48.1	13.5
Generally overemphasized	5.4	2.1	1.9
Greatly overemphasized	1.2	.5	.7

Services

32. How satisfied or dissatisfied are you with the following housing conditions, food services and other services/facilities at the Academy?

		U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Physical condition of housing	Very dissatisfied	4.5	1.6	1.0
	Generally dissatisfied	16.2	7.9	8.8

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	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
	20.3	14.6	15.5
	50.0	57.3	55.9
	9.0	18.6	18.7
Maintenance of housing	5.4	3.3	2.8
	19.6	16.9	13.6
	20.0	17.6	17.1
	46.3	48.9	49.6
	8.7	13.2	16.9
Total amount of living area	5.8	6.4	4.8
	17.8	22.8	18.6
	17.2	21.9	18.1
	45.9	39.2	43.5
	13.3	9.6	15.0
Study conditions	2.9	2.4	3.7
	10.5	11.9	12.9
	19.1	22.5	21.0
	54.5	51.1	48.9
	13.1	12.2	13.5
Personal storage area	12.2	13.8	11.4
	35.2	37.3	33.1
	17.8	18.9	20.1
	29.8	25.2	29.2
	5.0	4.8	6.2
Restrooms	7.1	5.6	5.3
	18.8	14.8	17.3
	21.4	23.2	25.6
	44.3	45.8	42.6
	8.4	10.6	9.2
Available technology	1.8	8.1	1.1

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	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)	
	Generally dissatisfied	5.9	11.8	4.3
	Neither satisfied nor dissatisfied	11.1	11.2	11.4
	Generally satisfied	49.6	41.8	48.0
	Very satisfied	31.5	27.2	35.3
Security of personal effects	Very dissatisfied	4.3	15.1	3.3
	Generally dissatisfied	8.4	23.6	9.6
	Neither satisfied nor dissatisfied	15.4	21.0	18.4
	Generally satisfied	45.8	31.2	48.7
	Very satisfied	26.1	9.2	20.0
Personal safety	Very dissatisfied	1.3	1.1	1.2
	Generally dissatisfied	1.6	1.8	2.3
	Neither satisfied nor dissatisfied	8.5	12.2	12.5
	Generally satisfied	36.0	40.8	44.9
	Very satisfied	52.6	44.1	39.0
Quality of mess hall food	Very dissatisfied	12.4	11.2	22.8
	Generally dissatisfied	26.3	26.4	34.2
	Neither satisfied nor dissatisfied	21.1	23.7	18.9
	Generally satisfied	35.7	34.4	21.6
	Very satisfied	4.5	4.3	2.4
Laundry service	Very dissatisfied	18.2	19.6	24.9
	Generally dissatisfied	31.1	27.0	31.2
	Neither satisfied nor dissatisfied	19.9	23.8	25.4
	Generally satisfied	27.1	26.4	16.4
	Very satisfied	3.6	3.2	2.0
Medical care	Very dissatisfied	6.8	4.8	15.0
	Generally dissatisfied	14.2	15.9	28.0
	Neither satisfied nor dissatisfied	21.4	23.6	20.8
	Generally satisfied	44.2	42.4	28.3
	Very satisfied	13.4	13.3	7.9
Shopping facilities	Very dissatisfied	11.0	3.4	7.9
	Generally dissatisfied	27.5	9.4	19.8

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Aspects of Student Life at the Academies:
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	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
	24.4	22.5	30.3
	32.7	52.2	37.6
	4.4	12.5	4.4
Off-installation transportation	35.3	26.3	41.8
	34.2	36.0	31.0
	16.8	23.7	19.6
	12.0	12.0	6.6
	1.8	2.0	1.1
Phone service	10.5	6.7	20.7
	17.0	12.6	24.5
	24.1	24.0	35.4
	40.5	46.2	17.1
	7.8	10.5	2.3
Cable service	17.2	25.3	29.1
	24.0	19.8	27.0
	21.6	30.6	29.8
	31.1	20.5	12.0
	6.1	3.7	2.0
Updating of school computer equipment	6.2	9.4	4.1
	11.7	12.8	9.7
	25.3	24.6	25.9
	42.6	40.0	43.5
	14.2	13.2	16.8
Condition of athletic facilities that all students can use	34.4	3.5	9.5
	24.1	10.2	19.2
	14.1	14.0	14.8
	22.2	50.6	38.4
	5.2	21.7	18.1

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		U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Club sports (number, diversity, participation, etc.)	Very dissatisfied	5.8	3.3	18.7
	Generally dissatisfied	11.5	8.7	23.4
	Neither satisfied nor dissatisfied	32.2	30.9	27.3
	Generally satisfied	40.0	45.4	24.4
	Very satisfied	10.5	11.8	6.2
Personal privacy	Very dissatisfied	23.2	16.5	16.0
	Generally dissatisfied	30.7	29.6	26.5
	Neither satisfied nor dissatisfied	22.0	27.8	27.4
	Generally satisfied	20.6	23.2	25.4
	Very satisfied	3.5	2.9	4.7

Personal Affairs

33. How adequate or inadequate is the amount of time you have to handle your personal affairs?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Very inadequate	18.5	12.3	20.8
Generally inadequate	48.2	46.0	51.7
Adequate	31.0	38.7	26.5
Generally more than adequate	2.1	2.8	1.1
Much more than adequate	.3	.1	0.0

34. How satisfied or dissatisfied are you with opportunities to use personal time as you would like to use it?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Very dissatisfied	28.5	14.9	27.0
Generally dissatisfied	42.1	37.8	42.3
Neither satisfied nor dissatisfied	17.7	23.1	17.3
Generally satisfied	11.2	22.8	12.7
Very satisfied	.5	1.4	.7

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General

35. Considering everything, how would you rate your overall satisfaction with the Academy?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Very dissatisfied	4.0	4.2	5.8
Generally dissatisfied	15.9	14.7	18.1
Neither satisfied nor dissatisfied	18.5	16.7	17.5
Generally satisfied	49.0	50.1	47.1
Very satisfied	12.6	14.3	11.5

36. To what extent are quality of life problems at the Academy openly confronted and/or solved?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
To little or no extent	24.3	25.3	39.0
To some extent	35.0	33.8	32.2
To a moderate extent	30.5	32.2	22.6
To a great extent	8.8	7.5	5.3
To a very great extent	1.3	1.2	.8

37. Which of the following best describes your career intentions at the present time?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
I plan to stay in the military until retirement.	15.4	15.3	25.6
I plan to stay in the military beyond my obligation, but am undecided about staying until retirement.	24.8	28.9	29.5
I am undecided whether I will stay in the military beyond my obligation.	40.8	38.8	30.9
I will probably leave the military upon completion of my obligation.	12.6	11.9	10.0
I will definitely leave the military upon completion of my obligation.	6.4	5.1	4.0

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Background Information

38. Which Academy do you attend?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
U.S. Military Academy	100.0	0.0	0.0
U.S. Naval Academy	0.0	100.0	0.0
U.S. Air Force Academy	0.0	0.0	100.0

39. What is your year class?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
First Class (class of 2003)	21.4	22.2	25.6
Second Class (class of 2004)	24.4	24.7	23.9
Third Class (class of 2005)	26.0	26.1	27.0
Fourth Class (class of 2006)	28.2	27.1	23.5

40. What is your gender?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Male	84.7	84.4	82.0
Female	15.3	15.6	18.0

41. Are you either Spanish, Hispanic, or Latino?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
No	91.1	90.3	92.1
Yes	8.9	9.7	7.9

42. What is your race?

		U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
White/Caucasian	Not checked	22.4	18.7	17.8
	Checked	77.6	81.3	82.2
Black/African-American	Not checked	93.8	94.9	95.4

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		U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
	Checked	6.2	5.1	4.6
Asian	Not checked	92.4	95.6	95.6
	Checked	7.6	4.4	4.4
American Indian/Alaska Native	Not checked	98.1	97.8	97.7
	Checked	1.9	2.2	2.3
Native Hawaiian/Pacific Islander	Not checked	98.9	98.5	99.1
	Checked	1.1	1.5	.9
No response	Not checked	90.6	90.4	91.1
	Checked	9.4	9.6	8.9

43. Were you prior enlisted before enrolling in the Academy?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
No	90.1	89.9	95.4
Yes	9.9	10.1	4.6

44. Did you attend the Academy's preparatory school before enrolling in the Academy?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
No	86.2	84.1	88.4
Yes	13.8	15.9	11.6

45. Is either of your parents a graduate of a military academy?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
No	93.4	93.4	91.4
Yes	6.6	6.6	8.6

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46. Is either of your parents currently serving in the active services or Guard/Reserves?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
No	92.1	93.7	91.1
Yes	7.9	6.3	8.9

Note: Percentages may not add to 100 due to rounding.

Aspects of Student Life at the Academies: Faculty Survey and Responses

Academic Climate

1. Considering all the students' responsibilities, how would you characterize their academic workload at the Academy?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Definitely too light	1.5	.6	1.6
Probably too light	7.6	7.6	7.8
About right	55.1	60.3	58.2
Probably too heavy	29.2	22.9	25.1
Definitely too heavy	6.6	8.5	7.2

2. How much emphasis does the Academy place on academics, relative to what you think it should be?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Greatly underemphasized	2.5	2.1	5.8
Generally underemphasized	30.4	32.4	37.1
Emphasis is about right	54.8	55.4	50.0
Generally overemphasized	10.3	7.7	5.2
Greatly overemphasized	2.0	2.3	1.8

3. How would you characterize the level of academic competition among Academy students?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Definitely too little	3.5	4.3	3.9
Probably too little	28.7	27.0	21.1
About right	54.5	56.4	60.7
Probably too much	10.3	10.9	12.1
Definitely too much	3.0	1.3	2.2

4. How effective or ineffective is additional instruction available outside the normal class meeting time for students who need it?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Very ineffective	4.1	3.8	3.1
Generally ineffective	2.2	1.9	4.1
Neither effective nor ineffective	1.2	1.7	2.5
Generally effective	35.5	38.3	33.1

**Appendix III
Aspects of Student Life at the Academies:
Faculty Survey and Responses**

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	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Very effective	57.0	54.2	57.3

5. How would you rate the academic preparedness of students who attended the Academy Preparatory School relative to their classmates at the Academy?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Much more prepared	1.3	1.6	1.9
Somewhat more prepared	14.6	16.8	20.3
About the same	40.3	40.5	42.0
Somewhat less prepared	35.4	33.7	28.3
Much less prepared	8.4	7.4	7.4

6. Overall, how effective or ineffective are Academy instructors as teachers?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Very ineffective	2.4	1.9	2.3
Generally ineffective	2.4	1.7	1.0
Neither effective nor ineffective	1.2	2.8	1.9
Generally effective	45.2	45.8	41.8
Very effective	48.7	47.7	52.9

7. Who among the following have ever tried to improperly influence you to modify the grades in any of your Academy courses?

		U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Fellow faculty	Not checked	97.8	97.9	97.8
	Checked	2.2	2.1	2.2
Course director	Not checked	96.0	99.4	96.0
	Checked	4.0	.6	4.0
Department head or deputy department head	Not checked	94.0	96.9	96.0
	Checked	6.0	3.1	4.0
Dean or someone on his/her staff	Not checked	100.0	99.2	98.6
	Checked	0.0	.8	1.4

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		U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Coach or other athletic department or association official	Not checked	98.8	97.7	98.0
	Checked	1.2	2.3	2.0
Someone on Commandant's staff	Not checked	100.0	98.1	99.6
	Checked	0.0	1.9	.4
Someone on Superintendent's staff	Not checked	99.8	99.8	99.6
	Checked	.2	.2	.4
Other	Not checked	99.3	97.1	98.8
	Checked	.7	2.9	1.2
No one at the Academy has ever tried to improperly influence me to modify grades	Not checked	14.1	12.6	18.0
	Checked	85.9	87.4	82.0
No basis to judge	Not checked	96.8	97.7	91.9
	Checked	3.2	2.3	8.1

8. Based on your experiences, how would you rate the overall academic program at the Academy?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Poor	.5	0.0	.6
Below average	2.4	2.7	3.4
Average	9.4	10.6	4.6
Good	30.3	32.9	33.3
Excellent	57.4	53.8	58.1

Military/Professional Development

9. Considering all the students' responsibilities, how would you characterize their military development workload during the academic year?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Definitely too light	13.0	2.4	2.8
Probably too light	27.1	12.5	11.2
About right	28.6	53.3	36.1
Probably too heavy	22.1	26.2	34.3
Definitely too heavy	9.1	5.7	15.6

10. How would you rate the Academy's performance standards for developing students as officers?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Much too low	2.8	2.1	3.9
Generally too low	23.4	20.2	27.9
About right	70.3	74.2	60.5
Generally too high	3.5	2.8	6.0
Much too high	0.0	.7	1.7

11. How effective or ineffective is the four-year class system for developing students as officers?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Very ineffective	3.4	4.4	9.5
Generally ineffective	10.7	15.1	21.9
Neither effective nor ineffective	7.9	11.4	12.7
Generally effective	66.9	56.9	49.2
Very effective	11.1	12.2	6.7

12. How effective or ineffective are the summer military development activities (not including initial entry summer training) for providing students with the skills needed to be an officer?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Very ineffective	1.6	1.8	1.7
Generally ineffective	5.5	9.3	8.0
Neither effective nor ineffective	2.0	9.9	7.5

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Aspects of Student Life at the Academies:
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	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Generally effective	53.9	52.8	52.3
Very effective	36.9	26.3	30.5

13. Based on your experiences, how would you rate the overall military development program at the Academy?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Poor	.9	1.0	4.5
Below average	8.7	5.1	14.0
Average	17.4	17.3	21.3
Good	49.5	47.0	41.3
Excellent	23.6	29.7	18.9

Harassment, Discrimination, and Preferential Treatment

Discrimination: Academy policies or practices that lead to unfair adverse treatment of a person or group based on race, ethnicity, gender or religion.

Harassment: Derogatory comments, gestures or other actions aimed at race, gender, religion, or ethnicity that interfere with an individual's performance or create an intimidating, offensive or hostile environment, including unwanted sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature.

14. How much emphasis does the Academy place on the prevention of sexual harassment of students, relative to what you think it should be?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Greatly underemphasized	3.2	1.9	4.8
Generally underemphasized	9.8	14.4	18.7
Emphasis is about right	75.0	75.0	65.1
Generally overemphasized	9.2	6.3	8.6
Greatly overemphasized	2.8	2.5	2.7

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15. How much emphasis does the Academy place on the prevention of gender-based *discrimination* of students, relative to what you think it should be?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Greatly underemphasized	2.1	2.4	3.0
Generally underemphasized	13.4	15.6	18.4
Emphasis is about right	70.2	72.3	68.9
Generally overemphasized	11.1	7.3	6.4
Greatly overemphasized	3.2	2.4	3.4

16. Based on your experiences, how would you rate the overall Academy atmosphere for women students?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Poor	3.6	3.0	6.2
Below average	14.3	20.0	19.1
Average	23.8	22.2	24.0
Good	39.8	37.8	34.3
Excellent	18.4	17.0	16.4

17. How much emphasis does the Academy place on the prevention of race-/ethnicity-based *harassment* of students, relative to what you think it should be?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Greatly underemphasized	1.1	1.2	0.0
Generally underemphasized	5.9	8.4	8.2
Emphasis is about right	79.8	83.2	82.1
Generally overemphasized	10.0	4.8	8.0
Greatly overemphasized	3.2	2.4	1.7

18. How much emphasis does the Academy place on the prevention of race-/ethnicity-based *discrimination* of students, relative to what you think it should be?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Greatly underemphasized	1.1	1.2	.4
Generally underemphasized	5.3	9.3	8.2
Emphasis is about right	78.3	81.4	82.0
Generally overemphasized	11.7	5.7	8.2
Greatly overemphasized	3.6	2.4	1.3

**Appendix III
Aspects of Student Life at the Academies:
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19. Based on your experiences, how would you rate the overall Academy atmosphere for members of racial/ethnic minorities?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Poor	.9	1.3	0.0
Below average	3.3	5.5	4.9
Average	16.4	19.4	18.2
Good	43.0	42.4	41.4
Excellent	36.4	31.4	35.5

20. Based on your perception, how were students in the following groups treated during the admissions process relative to other applicants?

		U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Males	Preferential treatment	2.2	2.8	3.7
	Same treatment	49.5	48.2	48.3
	Discriminatory treatment	4.3	3.7	1.3
	Do not know	44.0	45.4	46.7
Females	Preferential treatment	17.2	17.0	11.8
	Same treatment	37.7	36.1	39.2
	Discriminatory treatment	2.5	3.6	2.6
	Do not know	42.5	43.3	46.4
Whites/Caucasians	Preferential treatment	1.8	1.2	2.8
	Same treatment	46.9	46.3	46.3
	Discriminatory treatment	8.0	7.2	4.1
	Do not know	43.3	45.4	46.7
Blacks/African-Americans	Preferential treatment	42.0	40.5	19.1
	Same treatment	16.5	17.0	33.4
	Discriminatory treatment	.5	.9	.9
	Do not know	40.9	41.6	46.6

**Appendix III
Aspects of Student Life at the Academies:
Faculty Survey and Responses**

(Continued From Previous Page)

		U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Spanish/Hispanics/ Latinos	Preferential treatment	30.3	32.2	13.6
	Same treatment	25.0	22.3	37.2
	Discriminatory treatment	.4	.5	1.1
	Do not know	44.3	45.1	48.1
Asians	Preferential treatment	10.3	8.8	4.4
	Same treatment	42.0	41.9	45.0
	Discriminatory treatment	1.1	.9	1.3
	Do not know	46.6	48.4	49.3
American Indians/Alaska Natives	Preferential treatment	18.8	22.0	8.8
	Same treatment	26.8	22.2	37.4
	Discriminatory treatment	.5	.7	.9
	Do not know	53.8	55.1	52.9
Native Hawaiians/ Other Pacific Islanders	Preferential treatment	13.9	15.3	5.7
	Same treatment	30.3	27.2	38.9
	Discriminatory treatment	.4	.5	.4
	Do not know	55.4	57.0	54.9
Recruited Intercollegiate Athletes	Preferential treatment	55.9	54.7	56.3
	Same treatment	7.5	7.9	11.2
	Discriminatory treatment	.2	.2	.9
	Do not know	36.5	37.2	31.6
Prior Enlisted	Preferential treatment	12.4	24.8	7.7
	Same treatment	40.6	29.0	43.0

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Aspects of Student Life at the Academies:
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(Continued From Previous Page)

		U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
	Discriminatory treatment	.7	1.1	.4
	Do not know	46.3	45.1	48.9
Students with Military Parents	Preferential treatment	20.0	30.0	18.7
	Same treatment	34.7	24.8	35.7
	Discriminatory treatment	0.0	.2	.4
	Do not know	45.3	45.0	45.1
	Preferential treatment	23.4	35.7	24.6
Preparatory School Graduates	Same treatment	31.7	21.9	31.5
	Discriminatory treatment	.4	.2	.2
	Do not know	44.5	42.1	43.7

21. To your knowledge, how are members of the following groups treated at the Academy in general, relative to other students?

		U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Males	Preferential treatment	4.9	7.1	9.5
	Same treatment	87.3	82.9	81.5
	Discriminatory treatment	1.0	1.3	1.2
	Do not know	6.8	8.7	7.8
Females	Preferential treatment	11.3	9.8	9.7
	Same treatment	70.9	67.1	68.2
	Discriminatory treatment	10.3	13.8	14.4
	Do not know	7.5	9.3	7.6
Whites/Caucasians	Preferential treatment	3.5	3.1	4.1
	Same treatment	87.8	85.9	84.6
	Discriminatory treatment	1.4	2.0	1.7

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(Continued From Previous Page)

		U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
	Do not know	7.3	8.9	9.5
Blacks/African-Americans	Preferential treatment	11.7	9.6	6.2
	Same treatment	77.2	76.7	81.4
	Discriminatory treatment	3.0	3.8	3.1
	Do not know	8.2	10.0	9.3
Spanish/Hispanics/Latinos	Preferential treatment	4.0	5.1	3.3
	Same treatment	85.4	81.3	83.9
	Discriminatory treatment	1.4	2.9	1.7
	Do not know	9.1	10.7	11.1
Asians	Preferential treatment	1.1	1.8	1.3
	Same treatment	88.1	84.7	86.4
	Discriminatory treatment	1.4	1.8	.6
	Do not know	9.5	11.7	11.7
American Indians/Alaska Natives	Preferential treatment	1.6	3.2	2.1
	Same treatment	82.4	75.5	81.9
	Discriminatory treatment	1.1	1.6	1.1
	Do not know	14.9	19.8	14.9
Native Hawaiians/Other Pacific Islanders	Preferential treatment	1.2	2.3	1.3
	Same treatment	82.9	76.1	82.8
	Discriminatory treatment	.9	1.4	.6
	Do not know	14.9	20.2	15.3
Varsity Athletes	Preferential treatment	56.4	55.2	62.9
	Same treatment	34.8	32.3	27.7

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Aspects of Student Life at the Academies:
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	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
	1.7	3.3	3.5
	7.1	9.2	5.9
Non-Varsity Athletes	2.5	1.3	5.6
	83.7	84.1	77.0
	5.8	4.0	9.1
	8.1	10.5	8.3
Prior Enlisted	6.5	2.4	.2
	82.8	83.6	84.6
	1.1	1.8	2.1
	9.7	12.2	13.1
Students with Military Parents	10.7	7.2	8.7
	79.1	79.5	78.0
	0.0	.2	.2
	10.2	13.1	13.1
Preparatory School Graduates	4.4	2.7	3.1
	85.1	84.3	82.9
	.5	.7	.6
	10.0	12.3	13.3
Foreign Students	18.4	9.0	19.5
	67.3	73.6	66.5
	2.1	1.4	2.1
	12.3	16.0	11.9

Moral Climate and Honor Code/Concept

22. How much emphasis does the Academy place on the moral/ethical development of students, relative to what you think it should be?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Greatly underemphasized	.7	.8	2.6
Generally underemphasized	8.6	8.6	14.5
Emphasis is about right	78.8	72.7	72.5
Generally overemphasized	9.8	13.2	8.1
Greatly overemphasized	2.2	4.6	2.2

23. To what extent is the Honor Code/Concept practiced as it is taught?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
To little or no extent	2.6	7.3	6.5
To some extent	19.8	24.5	29.1
To a moderate extent	26.7	27.0	30.8
To a great extent	39.0	36.9	27.9
To a very great extent	11.9	4.3	5.7

24. To what extent is the Honor Code/Concept fairly applied to students with similar violations?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
To little or no extent	4.2	7.9	8.9
To some extent	19.0	23.1	23.6
To a moderate extent	23.9	27.8	26.4
To a great extent	40.8	34.5	34.8
To a very great extent	12.1	6.7	6.3

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25. How frequently have you witnessed academic cheating at the Academy?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Seldom or never	82.7	65.9	61.8
On occasion	16.4	30.1	34.6
Often	.7	3.4	2.7
Very often	.2	.6	.8
All or almost all the time	0.0	0.0	0.0

Intercollegiate and Intramural Athletics

26. How much emphasis does the Academy place on *varsity intercollegiate athletics*, relative to what you think it should be?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Greatly underemphasized	.5	.6	.6
Generally underemphasized	6.4	5.2	2.2
Emphasis is about right	36.6	42.8	28.0
Generally overemphasized	33.6	35.1	36.4
Greatly overemphasized	22.9	16.3	32.7

27. How much emphasis does the Academy place on *intramural athletics*, relative to what you think it should be?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Greatly underemphasized	1.8	2.0	2.3
Generally underemphasized	18.5	14.6	17.8
Emphasis is about right	66.1	73.0	60.4
Generally overemphasized	9.8	8.5	13.6
Greatly overemphasized	3.9	1.8	5.9

28. How much emphasis does the Academy place on *club athletics*, relative to what you think it should be?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Greatly underemphasized	5.7	3.2	15.8
Generally underemphasized	22.0	20.6	28.4
Emphasis is about right	59.1	66.6	45.9

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(Continued From Previous Page)

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Generally overemphasized	9.6	7.4	7.9
Greatly overemphasized	3.6	2.1	2.0

General

29. To what extent are quality of life problems at the Academy openly confronted and/or solved?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
To little or no extent	10.8	10.4	18.7
To some extent	27.5	34.9	27.2
To a moderate extent	33.1	31.9	31.3
To a great extent	24.1	19.6	18.3
To a very great extent	4.5	3.2	4.6

Background Information

30. At which Academy do you teach?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
U.S. Military Academy	100.0	0.0	0.0
U.S. Naval Academy	0.0	100.0	0.0
U.S. Air Force Academy	0.0	0.0	100.0

31. Are you a military or civilian member of the Academy faculty?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
Military	79.0	43.1	71.6
Civilian	15.4	44.0	13.9
Civilian with prior military service	5.6	12.9	14.5

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32. Are you a graduate of one of the military academies?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
No	51.5	70.5	64.4
Yes	48.5	29.5	35.6

33. Are you a tactical officer (USMA), company officer (USNA), or air officer commanding (USAFA)?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
No	93.9	93.5	90.4
Yes	6.1	6.5	9.6

34. In the past 4 years, have you participated in the admissions process?

	U.S. Military Academy (percent)	U.S. Naval Academy (percent)	U.S. Air Force Academy (percent)
No	85.6	91.4	89.8
Yes	14.4	8.6	10.2

35. How many years of full-time college teaching have you completed total and at the Academy specifically? Do not count teaching as a graduate student. Write the numbers of years in the space provided.

_____ Total years of full-time college teaching

_____ Years of full-time college teaching at the Academy

Note: Percentages may not add to 100 due to rounding.

GAO Contact and Staff Acknowledgments

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