

Assessment Cycle
Academic Year 2017 – 2018

Program: U.S. Army Reserve Officers' Training Program (ROTC)

College: Gallaspy College of Education and Human Development

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Northwestern Mission

Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

College of Education and Human Development

The College of Education and Human Development is a committed and diverse community of scholars, educators, students and future leaders, working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College produces graduates with the capabilities and confidence to be productive members of society equipped with the skill sets necessary to promote economic and social development thereby improving the overall quality of life in the region. Through programs in education, psychology, social work, addiction studies, health and human performance, music, and military science and leadership, the college offers a wide variety of excellent undergraduate programs that prepare candidates for career success across the spectrum of professional roles and settings. The College offers master's degrees in early childhood and secondary education. As caring, competent, reflective practitioners, our graduates become positive role models in their communities and leaders in the nation's military. Academic programs are based on theory, research, and experiential learning practices. Graduates become adaptive critical thinkers and problem solvers who will be successful in diverse scenarios capable of leveraging new technologies to enrich lifelong learning and enhance any professional endeavor.

Department of Military Science

The Northwestern State University Reserve Officers' Training Corps (NSU ROTC) program recruits, develops, retains, and commissions highly qualified NSU students to be officers and leaders of character in the total Army.

Purpose

The purpose of ROTC is to provide credible, rigorous, and relevant training and education to our Cadets; develop Cadets who are adaptive leaders capable of meeting challenges in an era of persistent conflict and produce Cadets who embrace the Army profession and a life of selfless service to our nation.

Methodology

The assessment process for the ROTC program is as follows:

- (1) Instructors will collect data from assessment tools (both direct and indirect, quantitative and qualitative) and submit it to the Program Manager,
- (2) The Program Manager, in concert with the Professor of Military Science (PMS), will analyze the data to determine whether Cadets have met measurable outcomes,
- (3) The PMS will discuss the assessment with the program faculty,
- (4) The PMS will hold individual meetings with faculty as required,
- (5) In consultation with the Program Manager and faculty, the PMS will propose changes to measurable outcomes and/or assessment tools for the next assessment period and program changes, where needed.

Student Learning Outcomes:

SLO 1. First-year Cadets will develop basic knowledge and comprehension of Army leadership dimensions, attributes, and core leader competencies; gain an understanding of the ROTC program and the Army; explore the Seven Army Values and the Warrior Ethos, and gain practical experience using critical communication skills. We will measure competency through a series of lesson assessments and essays.

Course Map: Tied to course syllabus objectives.

MSCI 1010: Introduction to the Army and Critical Thinking

MSCI 1011: Introduction to the Army and Critical Thinking Laboratory

MSCI 1020: Adaptive Leadership and Professional Competence

MSCI 1021: Adaptive Leadership and Professional Competence Laboratory

Measure 1.1. (Direct – Knowledge)

The Army Writing Style is introduced during the MS I year. Cadets demonstrate speaking and writing skills throughout the first year through short writing and presentation assignments. These assignments provide an early assessment of students' writing and oral presentation levels.

Target: 80% of Cadets will demonstrate satisfactory writing skills by scoring 70% or above on the writing assignment.

Findings:

AY 2016-2017: Target met. 80% of Cadets demonstrated satisfactory writing skills by scoring 70% or above

AY 2017-2018: Target met. 100% of Cadets (25/25) successfully completed the assignment by scoring 70% or higher.

Analysis: During AY 16-17, one of the first assignments was a paper entitled "Why I Joined ROTC." Because these are first-year students, some MS I's have little to no understanding of the military and the Army Writing Style whereas other Cadets arrive with a military background. We found lessons must be tailored to meet individual levels of military experience or knowledge. Cadets were then asked to present the paper orally. This assignment acts as an ice-breaker and allows students to learn about their peers, and it identifies students who are uncomfortable with public speaking. For AY 17-18, the first written assignment with a presentation was the "Medal of Honor Recipient." Goals for this assignment were trifold: assess military knowledge, practice writing skills, and provide an opportunity for public speaking.

Based on the analysis of the results, both assignments were successful, yielding a 100% success rate; however, the Medal of Honor Recipient assignment provided an opportunity to assess the Cadets' ability to research a topic, develop a thesis, organize and write a paper, and provide sources. The previous years' assignment was anecdotal and did not challenge Cadets to move outside of personal reflection.

Decision or Recommendation: The evidence shows we must tailor assignments and incorporate writing and presentation assignments to develop communication skills. Each writing assignment provides the opportunity to develop the Army writing style.

Measure 1.2. (Direct – Knowledge)

Cadets demonstrate public speaking skills throughout the first year through short oral presentation assignments. One assignment, "Why I Joined ROTC," gives the instructor an idea of the students' level of comfort and ability to speak in public.

Target: 80% of enrolled Cadets will be able to introduce themselves and present their personal reasons for joining ROTC by scoring 70% or higher on the presentation assignment.

Findings:

AY 2016-2017: target met. 80% of the Cadets passed this assignment with a score of 70% and above while 20% were asked to revise and resubmit.

AY 2017-2018: target met. 100% of Cadets passed this assignment with a score of 70 and above. Cadets learned how to organize their thoughts and present them in an oral report.

Analysis: To compare AY 2016-17 and AY 2017-18, during AY 16-17, this introductory assignment had two parts; a paper and an oral presentation. For 17-18, the decision was made to use this as an initial in-class presentation and “ice-breaker” and remove the written portion. This allowed Cadets introduced themselves and presented their personal reasons for enrolling in the program. By giving this assignment in class, Cadets were required to formulate a response quickly without prior rehearsal. The instructor was then able to identify those Cadets who were comfortable speaking on their feet and those who needed development. Oral communication is a critical skill in the Army and must be incorporated throughout their academic career.

Decision or Recommendation: Based on the analysis of the results, we will incorporate briefing and presentation assignments, especially those that highlight student needs. Development of oral communication skills will provide each Cadet with confidence and presence throughout their academic and Army career.

SLO 2. Second-year Cadets will demonstrate leader attributes, values, and core leader skills. Assignments including essays, written operations orders, and information briefings develop successful future officers.

Course Map: Tied to course syllabus objectives.

MSCI 2010: Leadership and Decision Making

MSCI 2011: Leadership and Decision Making Laboratory

MSCI 2020: Army Doctrine and Team Development

MSCI 2021: Army Doctrine and Team Development Laboratory

MSCI 2080: Cadet Initial Entry Training (CIET)

MSCI 2030: Intermediate Military Physical Fitness I

Measure 2.1 (Direct – Knowledge)

Cadets will select and analyze the adaptive leadership of a famous world leader in history based on the adaptive leadership characteristics and factors discussed during the fall semester. They will develop an essay detailing their own adaptive leadership analysis of the selected world leader. They must provide specific examples of how this leader exemplifies the characteristics and factors of adaptive leadership and cite references properly. This essay assignment will demonstrate understanding, critical thinking, and organizational and communication skills.

Target: 90% of enrolled Cadets will be able to describe a basic understanding by scoring 70% or higher on the writing assignment.

Findings:

AY 2016-2017: target met. 100% of enrolled Cadets scored at least a 70% or higher; 80% of Cadets scored 90% or above and 20% scored 80-89%.

AY 2017-2018: target met. 100% of enrolled Cadets scored at least a 70% or higher on the assignment.

Analysis: While we met this target in AY 2016-2017, in AY 17-18 we saw significant instructor personnel shortfalls. Due to unforeseen transition, the MS II class was added to the existing course load of another instructor. Because of the timing, he changed the format from an essay to a group assignment. While the assignment reinforced self-reflection, critical thinking, and organizational and communication skills, the writing process was lost.

Decision or Recommendation: Based on analysis of the results, we found that the written assignment is more beneficial for this class. While the group assignment was productive, it is key that Cadets learn to follow the writing process. Proper time management and preplanned assignments addressing the writing process ensure Cadets are following the steps properly. We will assign appropriate projects to assess critical thinking and organizational and communication skills.

Measure 2.2 (Direct – Knowledge)

Army officers are required to write reports and present briefings. To prepare Cadets for future requirements and assist with public speaking skills, a Leadership Capstone Presentation encompassing two assignments (written and oral) is given using the plan, prepare, and execute format. Writing Skills: Develop an essay, no more than four pages, detailing your adaptive leadership analysis of your selected military leader. Briefing Skills: Present an information brief, approximately 10 minutes, analyzing the leadership elements of a famous military leader approved by the instructor.

Target: 90% of enrolled Cadets will be able to describe a basic understanding by scoring 70% or higher on the writing and briefing assignment.

Findings:

AY 2016-2017: target met. 100% of Cadets scored at least a 70% on the Leadership Capstone Presentation.

AY 2017-2018: target met. 100% of enrolled Cadets scored at least a 70% or higher on the assignment.

Analysis: As we found in AY 2016-2017, the AY 2017-2018 Capstone Leadership presentation allows for a first-hand look at leadership elements covered in class and promotes self-reflection. The rubric emphasizes the use of critical thinking skills. We added military-style writing and briefing opportunities through the weekly training meeting to prepare for the presentation. Cadets are required to plan an event for a lab class and report weekly on the planning progress. These types of assignments hone writing and briefing skills necessary for military officers.

Decision or Recommendation: The evidence shows that requiring military-style writing and briefings in this second year of military science courses develops adaptive leaders and reinforces lessons learned in their first year. Assign the written/oral capstone presentation which assesses critical thinking and organizational and communication skills. Incorporate additional opportunities for military-style writing and briefing such as completing counseling statements, operations orders, and training meetings for additional practice.

SLO 3. Third-year Cadets will be capable of planning, coordinating, navigating, motivating, and leading a squad and platoon in the execution of a mission. They will utilize the ability to think critically, exercise sound decision making and demonstrate adaptive leadership skills. They will be wholly prepared to successfully complete Advanced Camp.

Course Map: Tied to course syllabus below.

MSCI 3010: Initial Training Management and the Warfighting Functions

MSCI 3011: Initial Training Management and the Warfighting Functions Laboratory

MSCI 3020: Leadership in Small Unit Operations

MSCI 3021: Leadership in Small Unit Operations Laboratory

MSCI 3030: Applied Cadet Leadership Course (CLC)

MSCI 3040: Advanced Military Physical Fitness I

Measure: 3.1 (Direct – Skills)

The Army Leadership Requirement Model (ALRM) assesses leadership skills. The model encompasses Troop Leading Procedures; Attributes of character, presence, and intellect; and the Competencies of leading, developing, and achieving. At this level,

leadership counts for 25% of the grade because Cadets must demonstrate their leadership abilities during Advanced Camp, normally taken during the summer between junior and senior years.

Target: 100% of enrolled Cadets must score a minimum of 70% or higher on the ALRM and UTM.

Findings:

AY 2016-2017: target met. 100% of Cadets scored 70% or higher on the ALRM and UTM.

AY 2017-2018: target met. 100% of Cadets scored a 70% or higher on the ALRM and UTM.

Analysis: In both AY 2016-2017 and AY 2017-2018, all third-year Cadets successfully demonstrated leadership skills commensurate with ALRM. In AY 2016-2017, the program prepared the largest group in three years for Advanced Camp, sending twelve (12) Cadets to Fort Knox, KY; whereas in AY 2017-2018 only six (6) Cadets were eligible to attend camp. Advanced Camp is an exceptional, high-impact experiential learning event, which we gear training toward, but scores at the end of summer 2017 showed significant shortfalls in physical fitness and land navigation. With this feedback, we incorporated significantly more training and review of those competencies in AY 2017-2018. As a result, the cadet's pre-camp scores in these events are above 80%.

Decision or Recommendation: Debrief Cadets through follow-up counseling and self-assessments upon return from camp to gauge their level of competency. Incorporate additional training for those competencies in which they feel deficient. Encourage Cadets to discuss with their younger peers their failures alongside their camp success stories to drive home the need to prepare physically and mentally.

Measure: 3.2. (Direct – Knowledge)

Cadets are required to write a term paper, comparing the organizational leadership between two or more clubs, sports teams, organizations or extracurricular activities in which they actively participate. One of these activities must be as a member of the corps or cadre of the Demon Battalion.

Target: 100% of enrolled Cadets will be able to describe a basic understanding of organizational leadership by scoring 70% or higher on the writing assignment.

Findings:

AY 2016-2017: target not met. 80% of Cadets demonstrated satisfactory writing skills by scoring 70% or above

AY 2017-2018: target met. 100% of Cadets successfully completed the assignment by scoring 90% or above.

Analysis: Because of the change in focus for Advanced Camp, the term paper assigned in AY 2016-2017, did not apply for AY 2017-2018. Instead, Cadets were assigned to read Simon Sinek's *Start with Why* and use peer evaluation as the basis for a self-reflective paper on their own leadership style. In AY 2017-2018, scores were determined using the Synopsis Rubric and the Research Paper Rubric. Although writing skills remain a concern, the assignment demonstrated a clear understanding of leadership and a better understanding of the writing process.

Evidence shows writing skills have improved. Because Cadets were struggling with writing, two years ago we requested assistance in establishing an ROTC-dedicated writing lab. Using an extra-services contract, the Dean, Gallaspy College of Education and Human Development, hired an NSU English instructor to teach the monthly lab. Rather than requiring additional writing exercises, the class reworked previously assigned ROTC essays. Doing so prevented overloading Cadets, who were then more apt to focus on the lab and the learning process.

Decision or Recommendation: We will request an extension to the contract for the writing lab again this year. If necessary, we will work with the Tutoring Center to bring tutors to the Armory for individual instruction.

SLO 4. Fourth-year Cadets will be prepared to face the complex demands required of US Army officers. Strong reading, writing, and verbal skills are the expectation. Through reflective writing, collaboration, classroom discussion, and practical application, they will demonstrate a deep understanding of the Army and their roles as soon-to-be second lieutenants. Cadets will be prepared for the Basic Officer Leader Course and their first unit of assignment.

Course Map: Tied to the course syllabus

MSCI 4010: Mission Command and the Army Profession

MSCI 4011: Mission Command and the Army Profession Laboratory

MSCI 4020: Mission Command and the Company Grade Officer

MSCI 4021: Mission Command and the Company Grade Officer Laboratory

Measure 4.1. (Direct – Knowledge)

The Army Writing Style uses clear and concise writing, and the Army expects writers with a clear understanding of the writing process. A term paper, of eight to ten pages on any aspect of leadership, is required. Use and properly cite credible sources. Incorporate concepts and frameworks learned through the ROTC experience. Findings on how leadership will apply to the Cadet as a lieutenant and a leader in the Army will also be included.

Target: 100% of enrolled Cadets will be able to describe concepts and frameworks and apply them in their written term paper; all must score 70% or higher on the writing assignment.

Findings:

AY 2016-2017: target met. 70% of the Cadets enrolled in 4010 completed the written term paper and scored above 70%. 30% of the Cadets struggled and were required to redo their original submission.

AY 2017-2018: target met. 100% of Cadets successfully completed an assignment by scoring 70% or higher.

Analysis: AY 2016-2017 showed a generally low level of writing skills. Students struggled with the length of the paper. Over 50% of the Cadets had issues with correct citation of sources and correctly formatting of their papers. APA formatting was required, and students were generally unaware of how to apply the format. All students struggled with grammar, punctuation, and organization of their papers. The outcome for this paper rests in the higher cognitive domains of analysis, synthesis, and evaluation, and only one Cadet was able to achieve them.

For AY 2017-2018, the term paper was modified to a book report because of the Commanding General's requirement to read the book, "Leaders Eat Last" by Simon Sinek. While this decision yielded better results, Cadets still had issues with grammar, punctuation, organization, and citations in the paper.

Decision or Recommendation: Cadets must work on their written communication skills. They must be challenged and forced to apply higher level learning. We must better prepare the Cadets with familiarization of formatting of sources. To do so, we will conduct an overview during the first-class periods to ensure Cadets have familiarization with the proper format. We will also review metacognition and where each Cadet needs to be regarding critical thinking and application.

Measure 4.2 (Direct – Disposition)

The focus of the second-semester term project is professional reading incorporating battle analysis. For this assignment, Cadets must complete a professional reading, approved by the instructor, and present their interpretation of the battle analysis. The assignment will include principles of Army Leadership and concepts taught throughout the senior year. Cadets should also discuss how the concepts apply to the reading and how to apply them as future leaders in the Army.

Target: 100% of enrolled Cadets will be able to analyze a professional reading and clearly link concepts of the book to Army leadership concepts by scoring 70% or higher on the assignment.

Findings:

AY 2016-2017: Target met. 100% of the Cadets enrolled in MSCI 4020 completed the battle analysis assignment and scored above 70%.

AY 2017-2018: Target not met. 83% of the Cadets enrolled in MSCI 4020 completed the battle analysis assignment and scored above 70%; 17% scored below 70%.

Analysis: While we did not meet our target, the evidence AY 2016-2017 and AY 2017-2018 shows positive results. In AY 2017-18, Cadets were given the option to choose which battle to research. We found they can apply the four steps of battle analysis: Define the Subject, Review the Setting, Describe the Action, and Assess the Significance and present a clear and concise presentation. The two AY 2017-18 Cadets who did not meet the target were counseled on the issues with their respective presentations. We found that in both cases, they procrastinated and did not apply themselves. Their responses were vague and lacked detail resulting in poor scores. There were still issues with the use of proper citations, but an overall improvement from the first semester. The outcome of this presentation rests in the higher cognitive domains of analysis, synthesis, and evaluation.

Decision or Recommendation: Based on the analysis of the results, we will continue to allow Cadets to choose which battle to research rather than assigning one. We found this method allowed for more self-reflection and better results. We will also review metacognition and where each Cadet needs to be regarding critical thinking and application.

Measure 4.3. (Direct – Knowledge)

The Military Science capstone exercise is the Oral Practicum administered during the Cadet's last semester in the program. Cadets will demonstrate an understanding of 20 Army War Fighting Challenges; describe and discuss foreseeable challenges and concerns; and clearly display a grasp of subject matter through identification of how the Army of the future will operate.

Target: 100% of enrolled Cadets will be able to verbally answer questions from a panel of senior leaders and display a clear understanding of the Army Operating Concept and the 20 Army War Fighting Challenges by scoring 70% or higher.

Findings:

AY 2016-2017: target met. 100% of the Cadets enrolled in MSCI 4020 completed the oral practicum and scored above 70%.

AY 2017-2018: target not met. 75% of Cadets successfully completed the oral practicum and scored 70% or higher; 25% received lower than 70% and one failed with

a score of 12%. The instructor allowed this individual to retake the oral practicum and scored 21.5% on the retake.

Analysis: In AY 2016-2017, 30% of the Cadets were able to perform at a high level of over 90%; whereas in AY 2017-2018, only 8% of the Cadets scored above 90%. We found that individual accountability played the biggest role in the decrease of top performing Cadets. Those that did well studied, read the material, and reached out to peers. The Cadets who did not do well simply did not prepare. These Cadets struggled to recall general information presented throughout the MSC I curriculum and struggled with using doctrine to support their statements. Most of the Cadets were able to make tentative connections to the Army Operating Concept but struggled with connecting the warfighting challenges to questions asked.

Decision or Recommendation: The evidence shows we must reinforce early on the challenge of the oral practicum. We will add more emphasis in the formative MS I-III courses on the significance of the intended outcomes.

SLO 5.

The goal of Army comprehensive fitness is “seek balance, be resilient and demonstrate a strong and winning spirit.” As such, peak physical fitness is paramount to a successful Army career. Cadets will set the example for physical fitness according to Army regulations. The Army Physical Fitness Test (APFT) will be assessed at the end of the semester. 270-300 will be the full 100%; 240-269 will be 90%; 210-239 will be 80%; 180-209 will be 70%. If any events are failed, Cadets receive 0%.

Course Map: Tied to the course syllabus.

MSCI 2030: Intermediate Physical Fitness I

MSCI 3040: Advanced Military Physical Fitness I

Measure 5.1. (Direct – Skills)

Cadets are required to take a diagnostic APFT at the beginning of the spring semester.

Target: 100% of enrolled Cadets will score at least 60% (180 points) on the diagnostic APFT.

Findings:

AY 2016-2017: target met. Cadets took the diagnostic APFT in the fall and spring semesters. All saw personal improvement and passed. 100% passed, with 60% scoring 92% and 40% scoring 60-91%.

AY 2017-2018: target not met. Cadets took the diagnostic APFT in the fall and spring semesters. Of the 40 enrolled Cadets, only 55% (22 of 40) passed the test. 10% scored above 270; 40% scored 240-269; 22 scored 210-239, and 7.5% scored below 210 points.

Analysis: Our analysis of the evidence posed several reasons for the declining scores between AY 2016-17 and AY 2017-18. We began the 2016 fall semester by administering Army regulation physical training. Mid-way through the semester, we incorporated training with NSU's Health and Human Performance (HHP) staff to assist with the Army Occupational Physical Assessment Test (OPAT). The OPAT has four events: standing long jump, seated power throw, strength deadlift, and interval aerobic run. These events are entirely different from the Army Physical Fitness Test, which has three events: sit-ups, pushups, and 2-mile run. While working with HHP assisted with the OPAT, APFT run times suffered.

To remedy falling PT scores, in AY 2017-2018, the SMI counseled Cadets individually and used APFT Advanced Camp results and diagnostic test statistics to create the Military Athlete Program (MAP). MAP integrates strength, endurance, cardiovascular, and stamina training. PT sessions were increased from 3 days a week to 5 days per week and the HHP training was eliminated to allow for APFT training.

Decision or Recommendation: Based on the analysis of the results, we will utilize MAP; however, we will lessen the requirement from 5 days per week to 4 days per week to allow for more recovery time.

Measure 5.2. (Direct – Skills)

Cadets are required to take a for-record APFT at the end of the spring semester.

Target: 100% of enrolled Cadets will score at least a 90% (270 points) on the for-record APFT.

Findings:

AY 2016-2017: target not met. Cadets took the APFT at the end of the spring semester. 100% passed; however, 90% scored 80% and 10% scored 60-80%.

AY 2017-2018: target not met. 30 out of 40 (75%) passed the APFT at the end of the spring semester with 25% excelling by scoring 270 and above. Another 10% failed the test, down from 18% from the diagnostic test.

Analysis: As noted in scores from AY 2016-17 and AY 2017-18, our target of 90% scoring 270 points is a lofty goal. It does not allow leeway for Cadets joining the program in the spring semester – some of which are out of shape and require time and training to build toward the 270-point goal. Additionally, the spring semester has an increased operations tempo and interruptions (Field Training Exercise, spring break, etc.). These factors yielded a lower PT average than the first semester.

We found the general trend with the newly implemented MAP (AY 2017-2018) has raised scores over AY 2016-2017. PT was increased to 5 days per week with one day

set aside for the foot march. We have achieved program improvement in physical fitness, but we see mild physical ailments (plantar fasciitis, shin splints, blisters, etc.).

Decision or Recommendation: Based on analysis of the results, we will pursue the current target, working closely with those needing additional time and training. Ensure PT remains a priority and add remedial PT as necessary. Incorporate the Military Athlete Program instituted in AY 2017-2018. We will decrease PT to full MAP Monday through Wednesday, reserve Thursday for foot marches, and pursue opportunity training only on Friday through Sunday. Doing so will allow additional time for recovery.

Comprehensive summary of key evidence of improvements based on the analysis of the results:

- Based on the analysis of the results, we found most writing assignments were successful. Some assignments, such as the Medal of Honor Recipient assignment, enhanced student learning by providing an opportunity to assess the Cadets' ability to research a topic, develop a thesis, organize and write a paper, and provide sources. The previous years' assignment was anecdotal and did not challenge Cadets to move outside of personal reflection.
- Likewise, we will incorporate military-style briefings and presentation assignments, especially those that highlight student needs. Development of oral communication skills builds confidence and shapes presence throughout their academic and Army careers.
- As we found in AY 2016-2017, the AY 2017-2018 Capstone Leadership presentation and Oral Practicum require a first-hand look at leadership elements covered in class and promotes self-reflection and critical thinking skills. To prepare for these projects, we added military-style writing and briefing opportunities through the weekly training meeting. These exercises replicate unit training meetings, which help Cadets to feel more comfortable in the military environment, and hone writing and briefing skills.
- The evidence clarifies the drop in Army Physical Fitness Test scores between AY 2016-17 and AY 2017-18 and indicates program improvement in physical training since. To remedy falling PT scores, the Senior Military Instructor counseled Cadets individually and used APFT Advanced Camp results and diagnostic test statistics to create the Military Athlete Program (MAP). MAP integrates strength, endurance, cardiovascular, and stamina training resulting in higher PT scores. PT sessions were increased from 3 days a week to 5 days per week and the HHP training was eliminated to allow for APFT training.
- Advanced Camp is an exceptional, high-impact experiential learning event for third-year Cadets. In AY 2016-2017 and AY 2017-2018, Cadets successfully demonstrated leadership skills commensurate with ALRM. In AY 2016-2017, the program prepared the largest group in three years for Advanced Camp. However, scores at the end of summer 2017 showed significant shortfalls in physical fitness and land navigation. This

analysis led us to incorporate significantly more training and review of those competencies in AY 2017-2018. As a result, Cadet's pre-camp scores in these events are above 80%.

Additional items of note:

1. Personnel Changes: One of the most significant challenges encountered during the AY 2017-2018 was the transition of half of the primary instructor staff. The Senior Military Instructor (SMI) position and the Assistant Professor of Military Science (APMS) were vacant for a large portion of the year. The program leveraged the skills and experience of two instructor-qualified staff members who have prior military experience and placed them in instructor roles to ensure all SLO's were covered. Flexibility and commitment of our staff and faculty remain central to the program's success.

We have since received the new Senior Military Instructor and his positive impact was immediate. During summer 2018, the Professor of Military Science (PMS) position will change personnel. We expect overall program improvement once new personnel are on board and settled in their assignments.

2. Funding/Equipment: During AY 2017-2018, we participated in the Budget Enhancement Request process and were allocated university funds for the purchase of drill and ceremony equipment and the installation of new filtered water dispensers, which boosted Cadet morale. Additionally, the university installed new IT equipment for each classroom. The high definition monitors and Apple TV nodes improved the delivery of course content and enhanced student learning.

3. Curriculum Changes: Cadet Command updates our curriculum annually, resulting in courses that are timely and well researched, both of which are necessary for program improvement. Changes to curriculum between AY 2016-2017 and AY 2017-2018 were negligible. Slight modification to lesson plans was quickly transferred to the classroom, and the SLOs did not change. We expect additional changes to the curriculum before the fall 2018 semester begins.

Plan of Action moving Forward:

- Communication is a cornerstone skill for Army officers. We will incorporate writing and presentation assignments to develop communication skills and ensure Cadets are aware of student support services available to meet their individual needs. If funded, we will continue the Writing Lab provided by the Gallaspy College of Education and Human Performance. If necessary, we will work with the Tutoring Center to bring tutors to the Armory to work with students one-on-one.

- Add more emphasis on the need for preparation for the oral practicum and the significance of the outcome during Cadets' formative years. To assist with this preparation, we will assign written/oral capstone presentations which assess critical

thinking and organizational and communication skills and incorporate opportunities for military-style writing and briefing such as completing counseling statements, operations orders, and training meetings for additional practice.

- Obtain feedback through counseling and self-assessments with Cadets when they return from Advanced Camp to gauge their level of competency. Incorporate additional training for any competencies in which they feel deficient to help the next year's attendees better prepare for this experiential learning event.

- We will ensure physical training remains a priority and add remedial PT as necessary. We have evidence of positive results with the Military Athlete Program and will continue with this program.

- To meet our Cadet Command requirements, we will tailor NSU ROTC Student Learning Objectives to better nest with Army General Learning Outcomes for Assessment Cycle 2018-2019.

The SROTC Course Outcomes are derived from the four Army Learning Areas (ALA) and General Learning Outcomes, as established by the Army Learning Coordination Council. These outcomes are designed to prepare the newly commissioned second lieutenant for success at the Basic Officer Leader Course B and as a junior officer at their first unit of assignment.

The four ALAs and General Learning Outcomes are:

1. The Army Leadership and Profession
 - Proficient in leader attributes and competencies
 - Proficient in character, competence, and commitment as Trusted Army Professionals Professional Competence
 - Demonstrate intellectual, military and physical competence
2. Mission Command
 - Demonstrate proficiency in mission command philosophy
 - Demonstrate proficiency in Mission Command Leader and Commander Tasks
 - Demonstrate proficiency in mission command staff tasks
 - Demonstrate proficiency in mission command systems
3. Human Dimension
 - Demonstrate capacity in creative – critical thinking
 - Demonstrate proficiency in communications skills
 - Demonstrate proficiency in cultural awareness, cross-cultural competencies in the strategic environment of 2025 and beyond
 - Pursue Comprehensive Fitness / Resiliency Skills and Performance Enhancement Skills
 - Pursue lifelong learning, self-assessment, and goal setting. Comprehensive Fitness

- Seek balance, be resilient and demonstrate a healthy and winning spirit

4. Professional Competence

- Demonstrate proficiency in Army and Joint doctrine
- Support Army policies, programs, and processes
- Technically and tactically competent

Cadets will be evaluated, and their progress managed throughout the course. In addition to monitoring the student's understanding of the course content, instructors will ensure students comprehend the student learning objectives and retain the lesson content.