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 exemplary undergraduate programs that prepare candidates for career success across the spectrum of professional roles and settings. The College offers master 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.
Assessment Cycle Plan

Academic Year 2016 – 2017

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 a 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. MS 1010 and MS 1020 Course Maps follow SLO 1 measures.

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.

Cadets demonstrate speaking and writing skills throughout the first year through short writing and presentation assignments. One paper, “Why I joined ROTC,” gives the instructor an idea of the students’ writing ability and a first-hand indication of the Cadet’s commitment to the ROTC program. Rubric attached.

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

**Finding:** Target met.

This paper was assigned during the first week of school and scored using the Communications Practical Exercise Rubric. While 100% passed, 10% were asked to revise their work and resubmit.

**Analysis:** Goals for this assignment were trifold: assess military knowledge while determining level of commitment to the ROTC program and writing skills. Because these are first-year students, some MS I’s have little to no knowledge of the military and the Army Writing Style whereas other Cadets arrive with a military background. We must tailor our lesson plans to accommodate individual levels.

**Action - Decision or Recommendation:** Continue this writing assignment. Instructor will directly observe Cadets’ capability to grasp basic military skills including the fundamentals of leadership and build the groundwork toward becoming an Army leader. Tailor training as necessary for individual students. Use the information gained to partner those new to the military with Cadet mentors to help ease the transition into the program. Ensure those with poor writing skills attend writing lab and are aware of university-provided student support services (tutoring, etc.). Work with any students who are “on the fence” to assist with retention, while keeping quality candidates in mind.
Communications Practical Exercise Rubric

Note: This rubric should be utilized to evaluate the Cadets persuasive oral presentation. Circle the statement that best describes the presentation or written product and tally the score.

Student Name: __________________________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attention and Retention</strong></td>
<td>The introduction is inviting, states the goal or thesis, and provides an overview of the issue. Information is presented in a logical order and maintains the interest of the audience. The conclusion strongly states a personal opinion.</td>
<td>The introduction includes the goal or thesis and provides an overview of the issue. Information is presented in a logical order but does not always maintain the interest of the audience. A conclusion states a personal opinion.</td>
<td>The introduction includes the main goal or thesis. Most information is presented in a logical order. A conclusion is included, but it does not clearly state a personal opinion.</td>
<td>There is no clear introduction, structure, or conclusion.</td>
</tr>
<tr>
<td><strong>Appeals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Appeal to Ethos</strong></td>
<td>Up to three types of appeals are evident in the presentation.</td>
<td>One appeal is clearly evident in the presentation.</td>
<td>One appeal is alluded to in the presentation but lacks coherence.</td>
<td>No type of appeal is evident in the presentation.</td>
</tr>
<tr>
<td><strong>Appeal to Logos</strong></td>
<td>Presenter clearly establishes credibility and presents a compelling reason to comply</td>
<td>Presenter establishes credibility but fails to present a compelling reason to comply</td>
<td>Presenter fails to establishes credibility but presents a compelling reason to comply</td>
<td>Presenter lacks credibility and fails to present a compelling reason to comply</td>
</tr>
<tr>
<td><strong>Appeal to Pathos Acceptance</strong></td>
<td>Three or more excellent reasons are stated with good support. It is evident that a lot of thought and research was put into this assignment.</td>
<td>Three or more reasons are stated, but the arguments are somewhat weak in places.</td>
<td>Two reasons are made but with weak arguments.</td>
<td>Arguments are weak or missing. Less than two reasons are made.</td>
</tr>
<tr>
<td><strong>Word Choice Comprehension</strong></td>
<td>Argument demonstrates a clear understanding of the potential audience and anticipates counterarguments. Some interaction with the audience may be present.</td>
<td>Argument demonstrates a clear understanding of the potential audience.</td>
<td>Argument demonstrates some understanding of the potential audience.</td>
<td>Argument does not seem to target any particular audience. No participation with the audience is present.</td>
</tr>
<tr>
<td></td>
<td>Word choice is creative and enhances the argument.</td>
<td>Word choice enhances the argument.</td>
<td>There is evidence of attention to word choice.</td>
<td>Word choice is limited.</td>
</tr>
</tbody>
</table>
### Assessment Cycle Plan

#### Academic Year 2016 – 2017

<table>
<thead>
<tr>
<th>Speaks Clearly</th>
<th>Speaks clearly and distinctly all (100-95%) the time.</th>
<th>Speaks clearly and distinctly most (94-85%) of the time with some speech disfluency (filler words like uh, um, so, etc.)</th>
<th>Speaks clearly and distinctly some (84-70%) of the time, but is obviously nervous with speech disfluency to the point of distracting.</th>
<th>Often mumbles or cannot be understood.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparedness</td>
<td>Student is completely prepared and has obviously rehearsed.</td>
<td>Student seems pretty prepared but might have needed a couple more rehearsals.</td>
<td>The student is somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>Student does not seem at all prepared to present.</td>
</tr>
<tr>
<td>Visuals</td>
<td>Visuals are appealing, highly relevant, and add support to the argument.</td>
<td>Visuals are appealing and add support to the argument.</td>
<td>Visuals are related to the topic.</td>
<td>Visuals are not directly related to the topic.</td>
</tr>
<tr>
<td>Army Writing Style (Bottom Line up Front, Active Voice, Understood in a Single Rapid Reading)</td>
<td>Written product clearly displays an understanding of the Army writing style.</td>
<td>Written product displays an understanding of the Army writing style with minor errors in organization, passive voice, or clear and concise language.</td>
<td>Written product displays problems with a basic understanding of the Army writing style with numerous errors in organization, passive voice, or clear and concise language.</td>
<td>Written product displays no understanding of the Army writing style.</td>
</tr>
<tr>
<td>Grammar, Mechanics, &amp; Spelling</td>
<td>There are no errors in grammar, mechanics, and/or spelling.</td>
<td>There are few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.</td>
<td>There are several errors in grammar, mechanics, and/or spelling.</td>
<td>There are numerous errors in grammar, mechanics, and/or spelling.</td>
</tr>
</tbody>
</table>

Total (44 points possible):
Assessment Cycle Plan

Academic Year 2016 – 2017

Measure 1.2.

The Army Writing Style is introduced during the MS I year. A one-page paper defending a subject, position or belief is assigned to practice the writing style. The paper is then presented to the class as an oral presentation for the persuasive communications briefing. Rubric attached.

Target: 80% of enrolled Cadets will be able to describe and present the basic knowledge of the introduction, body of paragraphs, and conclusion of a paper by scoring 70% or higher on the writing assignment.

Finding: Target met.

80% of Cadets passed this assignment with a score of 70 and above while 20% were asked to revise and resubmit. Cadets learned how the personal development of life skills such as critical thinking, time management, goal setting, and stress management translate in written and oral reporting.

Analysis: This introductory assignment reinforced that overcoming personal challenges applies to everyday life as it does for effective leadership in a stressful situation or on the battlefield. We focused on developing basic knowledge and comprehension through critical thinking and breaking down larger assignments into manageable parts. Each writing assignment gave Cadets the opportunity to brush up on grammatical skills. These types of assignments are necessary to develop the Army writing style.

Action - Decision or Recommendation: Continue to incorporate writing and briefing assignments and implement written Operations Orders. Doing so will provide practice for the Army writing style while introducing military bearing.
## Assessment Cycle Plan
### Academic Year 2016 – 2017

| Cadet Name _______________________________________________________
|---------------------------------------------------------------|

<table>
<thead>
<tr>
<th></th>
<th>0 - 1</th>
<th>2 - 4</th>
<th>5 - 7</th>
<th>8 - 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Audience cannot understand presentation because there is no sequence of information.</td>
<td>Audience has difficulty following presentation because Cadet jumps around.</td>
<td>Cadet presents information in logical sequence which audience can follow.</td>
<td>Cadet presents information in logical, interesting sequence which audience can follow.</td>
</tr>
<tr>
<td><strong>Subject Knowledge</strong></td>
<td>Cadet does not have grasp of information; Cadet cannot answer questions about subject.</td>
<td>Cadet is uncomfortable with information and is able to answer only rudimentary questions.</td>
<td>Cadet is at ease with expected answers to all questions but fails to elaborate.</td>
<td>Cadet demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.</td>
</tr>
<tr>
<td><strong>Graphics</strong></td>
<td>Cadet uses superfluous graphics or no graphics</td>
<td>Cadet occasionally uses graphics that rarely support text and presentation.</td>
<td>Cadet's graphics relate to text and presentation.</td>
<td>Cadet's graphics explain and reinforce screen text and presentation.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Cadet's presentation has four or more spelling errors and/or grammatical errors.</td>
<td>Presentation has three misspellings and/or grammatical errors.</td>
<td>Presentation has no more than two misspellings and/or grammatical errors.</td>
<td>Presentation has no misspellings or grammatical errors.</td>
</tr>
<tr>
<td><strong>Eye Contact</strong></td>
<td>Cadet reads all of report with no eye contact.</td>
<td>Cadet occasionally uses eye contact, but still, reads most of report.</td>
<td>Cadet maintains eye contact most of the time but frequently returns to notes.</td>
<td>Cadet maintains eye contact with audience, seldom returning to notes.</td>
</tr>
<tr>
<td><strong>Elocution</strong></td>
<td>Cadet mumbles incorrectly pronounces terms and speaks too quietly for Cadets in the back of class to hear.</td>
<td>Cadet’s voice is low. Cadet incorrectly pronounces terms. Audience members have difficulty hearing presentation.</td>
<td>Cadet's voice is clear. Cadet pronounces most words correctly. Most audience members can hear presentation.</td>
<td>Cadet uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.</td>
</tr>
</tbody>
</table>

**Cadet Time _______ / ______ Minutes**

**TOTAL SCORE** / 60
# Assessment Cycle Plan

**Academic Year 2016 – 2017**

## MSL101 Course Map

### MSL 101: Introduction to the Army and Critical Thinking

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Course Overview</th>
<th>U.S. Military Customs and Courtesies</th>
<th>Introduction to STRONG</th>
<th>How to Study &amp; Learn</th>
<th>RDC Comprehensive Soldier &amp; Family Fitness</th>
<th>Mid-term Exam</th>
<th>Goal Setting</th>
<th>Time Management</th>
<th>Health &amp; Fitness</th>
<th>Introduction to Critical Thinking</th>
<th>Apply Critical Thinking</th>
<th>Final Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab 01</td>
<td>Commander’s Time &amp; DIN SOP</td>
<td>Lab 02</td>
<td>Lab 03</td>
<td>Lab 04</td>
<td>Lab 05</td>
<td>Lab 06</td>
<td>Lab 07</td>
<td>Lab 08</td>
<td>Lab 09</td>
<td>Lab 10</td>
<td>Lab 11</td>
<td>Lab 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drill &amp; Ceremonies (Individual)</td>
<td>Drill &amp; Ceremonies (Squad &amp; Platoons)</td>
<td>Antiterrorism (Cadre Lead)</td>
<td>VBS Exercise</td>
<td>Emergency Preparedness</td>
<td>LRC / Ropes Course</td>
<td>Basic Survival Skills</td>
<td>PCC / PCE</td>
<td>Military Communications</td>
<td>VBS Exercise</td>
<td>Counseling</td>
</tr>
</tbody>
</table>

### The Army Profession
- **Professional Competence:** Understands the concept of professionalism and demonstrates proficiency of select individual military skills within the curriculum.
- **Adaptability:** Defines and uses the problem-solving process in military and non-military problems.
- **Teamwork:** Demonstrates the individual’s roles and responsibilities in support of team efforts.
- **Lifelong Learning:** Understands the principles of lifelong learning through an appreciation of learning styles and knowledge of adult learning principles.
- **Comprehensive Fitness:** Comprehends the basic elements of Comprehensive Soldier and Family Fitness and exhibits a functional knowledge of resiliency factors.

### 21 July 2016

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MSL 102: Introduction to the Profession of Arms

Lesson 1: Course Overview
Lesson 2: The US Army
Lesson 3: Seven Army Values & Leader Ethos
Lesson 4: Warrior Ethos Case Study
Lesson 5: Army Leadership
Lesson 6: Profession of Arms
Lesson 7: Mid-term Exam
Lesson 8: Communication Process
Lesson 9: Army Writing Style
Lesson 10: Persuasive Communications
Lesson 11: Communications Practical Exercises
Lesson 12: Final Exam

Lab 13: Equal Opportunity
Lab 14: Profession of Arms
Lab 15: Team Building Exercise
Lab 16: Team Building Exercise 2
Lab 17: VBS Exercise
Lab 18: First Aid 1
Lab 19: First Aid 2
Lab 20: Cultural Property Protection (CPP)
Lab 21: Ethics Problem Solving Process (Case Studies)
Lab 22: Orienting
Lab 23: VBS Exercise
Lab 24: Summer Training Preparation

The Army Profession: Comprehends and accepts the Army as a values-based organization that embraces the Warrior Ethos.

Professional Competence: Understands the concept of professionalism and demonstrates proficiency of select individual military skills (within curriculum).

Adaptability: Defines and uses the problem-solving process in military and non-military problems.

Teamwork: Demonstrates the individual’s roles and responsibilities in support of team efforts.

Lifelong Learning: Appreciates the contributions of different and diverse cultures as they apply in the Army and on the college campuses.

Comprehensive Fitness: Understands the principles of lifelong learning through an appreciation of learning styles and knowledge of adult learning principles.

Comprehensive Fitness: Comprehends the basic elements of Comprehensive Soldier and Family Fitness and exhibits a functional knowledge of resiliency factors.

Overview & Assessment

ETSR 062814
Assessment Cycle Plan

Academic Year 2016 – 2017

SLO 2. Second-year Cadets will demonstrate leader attributes, values, and core leader. Assignments including essays, written operations orders, and information briefings develop successful future officers. MSCI 2010 & 2020 Course Maps follow SLO 2 measures.

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

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. At 60% of this semester's grade, this essay assignment will demonstrate understanding, critical thinking, and organizational and communication skills. Rubric attached.

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

Finding: Target met.

100% of enrolled Cadets scored at least a 70% or higher on the essay. 80% of Cadets scored 90% or above on the assignment with the other 20% falling in the 80-89% range.

Analysis: At 60% of this semester's grade, this essay assignment reinforced the fact that understanding, critical thinking, and organizational and communication skills are important tools for the Army officer. Cadets also benefited from lessons in leadership, history, and self-reflection through this assignment.

Action - Decision or Recommendation: It is key that Cadets learn to follow the writing process. Proper time management and preplanned assignments that address the writing process will ensure Cadets are following the steps properly. Continue to assign this assignment which requires analysis and assesses critical thinking and organizational and communication skills.
Assessment Cycle Plan

Academic Year 2016 – 2017

Assessment Rubric - MS 201, Lesson 06, Adaptive Leadership in History

Cadets will select and analyze the adaptive leadership of a famous world leader in history based on the adaptive leadership characteristics and factors outlined on the MSL 201L05 Adaptive Leadership SH1. The Cadet’s analysis will include two assignments:

- **Written Essay**: Develop a short essay (no more than two pages – 500 words) detailing your adaptive leadership analysis of your selected world leader. Provide specific examples of how this leader exemplifies the characteristics and factors of adaptive leadership. Include all references. The written essay will determine 60% of your grade.

The grading rubric provided below is for both assignments.

<table>
<thead>
<tr>
<th>Areas of Assessment</th>
<th>Absent</th>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrated understanding and critical thinking as it pertains to adaptive leadership characteristics Max value: 40%</td>
<td>Majority of content supporting references is missing or incomplete</td>
<td>Content shows very basic understanding and includes several inaccuracies</td>
<td>Content is mostly accurate and shows a basic understanding of key elements</td>
<td>Content is accurate, thorough, and shows clear understanding of elements</td>
<td>Meets or Exceeds &quot;Good&quot; criteria with rich explanation and application</td>
</tr>
<tr>
<td>2. Demonstrated understanding and critical thinking as it pertains to adaptive leadership factors Max value: 40%</td>
<td>Majority of content supporting references is missing or incomplete</td>
<td>Content shows very basic understanding and includes several inaccuracies</td>
<td>Content is mostly accurate and shows a basic understanding of key elements</td>
<td>Content is accurate, thorough, and shows clear understanding of elements</td>
<td>Meets or Exceeds &quot;Good&quot; criteria with rich explanation and application</td>
</tr>
<tr>
<td>3. Demonstrated organizational &amp; communication skills – analysis is logical and makes sense Max value: 20%</td>
<td>Majority of content supporting references is missing or incomplete</td>
<td>Content shows very basic understanding and includes several inaccuracies</td>
<td>Content is mostly accurate and shows a basic understanding of key elements</td>
<td>Content is accurate, thorough, and shows clear understanding of elements</td>
<td>Meets or Exceeds &quot;Good&quot; criteria with rich explanation and application</td>
</tr>
</tbody>
</table>

Comments

Score | Grade
Assessment Cycle Plan

Academic Year 2016 – 2017

Measure 2.2

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. Rubric attached.

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.

Finding: Target met.

100% of Cadets scored at least a 70% on the Leadership Capstone Presentation. 80% scored 90% or above on the assignment with the other 20% falling in the 80-89% range.

Analysis: The Capstone Leadership presentation allowed for a first-hand look at leadership elements covered in class and promoted self-reflection. The rubric emphasized the use of critical thinking skills. These types of assignments hone in on writing and briefing skills necessary for military officers.

Action - Decision or Recommendation: 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. Continue the written/oral capstone presentation which assesses critical thinking and organizational and communication skills. Incorporate other opportunities for military-style writing such as completing counseling statements and operations orders for additional practice.
Assessment Cycle Plan

Academic Year 2016 – 2017

Homework Assignment - (Cadre Grading Guidance)

Cadets will select and analyze the leadership elements of a famous military leader in history. (NOTE: Cannot be the same leader they select for the MSL201L06 Adaptive Leadership in History class). The military leader they select should provide enough information for them to assess his/her leadership based on leadership elements covered in MSL201L02 thru MSL201L06 Leadership classes.

The Leadership Elements the Cadet should cover are:
- Behavioral Theory (Managerial Grid) (MSL201 L02)
- Transformational / Transactional theory (MSL201 L02 & 03)
- Situational Theory (MSL201 L04)
- Adaptive Leadership (MSL201 L05 and 06)

Cadets’ analysis will include two assignments:  Written Essay:
- Develop a short essay (no more than four pages – 1000 words) detailing your adaptive leadership analysis of your selected world leader
- Provide specific examples of how this leader exemplifies the characteristics and factors of adaptive leadership. Include all references.

The grading rubric provided below is for both assignments.

<table>
<thead>
<tr>
<th>Areas of Assessment</th>
<th>Absent</th>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrated understanding and critical thinking as it pertains to leadership elements</td>
<td>Majority of content supporting references is missing or incomplete</td>
<td>Content shows very basic understanding and includes several inaccuracies</td>
<td>Content is mostly accurate and shows a basic understanding of key elements</td>
<td>Content is accurate, thorough, and shows clear understanding of elements</td>
<td>Meets or Exceeds &quot;Good&quot; criteria with rich explanation and application</td>
</tr>
<tr>
<td>Max value: 40%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstrated understanding and critical thinking as it pertains to historic military leaders</td>
<td>Majority of content supporting references is missing or incomplete</td>
<td>Content shows very basic understanding and includes several inaccuracies</td>
<td>Content is mostly accurate and shows a basic understanding of key elements</td>
<td>Content is accurate, thorough, and shows clear understanding of elements</td>
<td>Meets or Exceeds &quot;Good&quot; criteria with rich explanation and application</td>
</tr>
<tr>
<td>Max value: 40%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Demonstrated organizational &amp; communication skills – analysis is logical and makes sense</td>
<td>Majority of content supporting references is missing or incomplete</td>
<td>Content shows very basic understanding and includes several inaccuracies</td>
<td>Content is mostly accurate and shows a basic understanding of key elements</td>
<td>Content is accurate, thorough, and shows clear understanding of elements</td>
<td>Meets or Exceeds &quot;Good&quot; criteria with rich explanation and application</td>
</tr>
<tr>
<td>Max value: 20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:  

Score  
Grade

13
MSL 201 Course Outcome

MSL201 primarily is drawn from the Adaptability ALA. The outcomes are demonstrated through Critical and Creative Thinking and the ability to apply Troop Leading Procedures (TLP). Comprehension of the officer’s role in Leading Change by applying Innovative Solutions to Problems in concert with the Principles of Mission Command. The Army Profession is also stressed through leadership forum and a leadership self-assessment.
**MSL202**

**Army Doctrine and Team Development**

**MSL 202 Course Outcome**

MSL 202 begins the journey to understand and demonstrate Cross-Cultural Competencies as they relate to Army doctrine and how they apply in a combatant commander’s Engagement Strategies. Army Values, Teamwork, and Warrior Ethos and their relationship to the Law of Land Warfare and philosophy of military service are also stressed. The ability to lead and follow is also covered through Team Building exercises in small units up to squad level.
Assessment Cycle Plan

Academic Year 2016 – 2017

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 adaptive leadership skills. They will be wholly prepared to successfully complete Advanced Camp. MSCI 3010 and MSCI 3020 Course Maps follow SLO 3 measures.

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

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. ALRM and Unit Training Management (UTM) rubrics attached.

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

Finding: Target met.

100% of Cadets scored 70% or higher on the ALRM and UTM.

Analysis: The focus of courses for this military science year was to prepare Cadets for Advanced Camp, which they attend between the junior and senior years. This event is especially important because an order of merit list weights Cadets’ assets for component and branch determination. Camp will continue past this assessment period, but we will consider their scores at the end of the summer to assess our program.

Action - Decision or Recommendation: Follow-up for scores and self-assessments with Cadets when they return from camp to gauge their level of competency. Although US Army Cadet Command provides curriculum, use the available leeway to improve program as Cadets suggest.
## Assessment Cycle Plan

### Academic Year 2016 – 2017

MSCI 3010/3011  
Leadership and Problem Solving/Leadership and Problem Solving Lab  
**Annex D**

<table>
<thead>
<tr>
<th>PERFORMANCE STEPS</th>
<th>GO</th>
<th>NOGO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. RECEIVE THE MISSION (Acknowledge, back brief, and begin analyzing using METI-TC and commander’s intent)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. ISSUE A WARNING ORDER (Mission, task organization, timeline, special instructions, service and support, command and signal)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. MAKE A TENTATIVE PLAN (Determine specified, implied, &amp; essential tasks, develop COAs considering PMESII-PT &amp; OAKOC; select the best GOA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. INITIATE MOVEMENT (Movement to an assembly area, battle position, defense or attack position, and movement of reconnaissance elements.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. CONDUCT RECONNAISSANCE (Walk the ground, map, intelligence, photography, units that have been in the area previously)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. COMPLETE THE PLAN (Review mission as received to ensure plan meets the requirements of the mission and stays within the commander’s intent)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. ISSUE THE OPERATION ORDER (Orally, use five-paragraph format to explain exactly what, when, and how to accomplish the mission within intent)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. SUPERVISE AND REFINE (Conduct a confirmation brief, rehearsals, and inspections (PCCs / PCs, adjust if necessary)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Attributes

- 9. CHARACTER (Army values, empathy, Warrior Ethos, discipline)
- 10. PRESENCE (Military & professional bearing, fitness, confidence, resilience)
- 11. INTELLECT (Mental agility, judgment, innovation, interpersonal tact, expertise)

### Competencies

- 12. LEADS (Leads others, builds trust, extends influence, leads by example, communicates)
- 13. DEVELOPS (Creates a positive environment, prepares self, develops others, stewards the profession)
- 14. ACHIEVES (Gets results)

*Comments:*
Assessment Cycle Plan

Academic Year 2016 – 2017

NSU ROTC Evaluation Report for Unit Training Management

Unit Training Management is outlined in ADRP 7-0. Unit Training Management uses the Operations Process (see figure at the bottom) to Plan, Prepare, Execute, and Assess training in order to ensure unit METL tasks are being met.

<table>
<thead>
<tr>
<th>Plan:</th>
<th>Date Conducted:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations Process Evaluation</td>
<td>Evaluators:</td>
</tr>
<tr>
<td>Troop Leading Procedures: Provides small-unit leaders a framework for planning and preparing for operations</td>
<td>Assessment Criteria</td>
</tr>
<tr>
<td>b. Issue a WINGO: Provide subordinate the unit training mission and collective tasks.</td>
<td>CONOP Briefed at T+3</td>
</tr>
<tr>
<td>c. Make a Tentative Plan: Develop a tentative training plan.</td>
<td>Timeline on CONOP</td>
</tr>
<tr>
<td>d. Initiate Movement: Commander directs subordinate to begin actions to execute.</td>
<td>Plan authorized at T+2</td>
</tr>
<tr>
<td>e. Conduct Reconnaissance: Resources needed (maneuver space or equipment).</td>
<td>Cadre deconflicted</td>
</tr>
<tr>
<td>f. Complete the Plan: Following approval final updates are made.</td>
<td>Cadre Validation</td>
</tr>
<tr>
<td>g. Issue the Order: Company level leaders post plans on training management system (TMS) (outlook calendar)</td>
<td>Training Schedule Posted</td>
</tr>
<tr>
<td>h. Supervise and Refine: Training meeting review.</td>
<td>CONOP Briefed at T+1</td>
</tr>
</tbody>
</table>

Summary of Plan:

Prepare: Quality preparation ensures successful event execution and effective unit training.

| 8 Step Training Model: This can be used as a guide in completing the Prepare Step |
|---|---|
| a. Training Objectives: Desired outcome of the training and grading criteria. | CATS Tasks Verified |
| b. Train the Trainers: Includes trainers, evaluators, OPFOR, and Role Players. | CATS Grading Criteria |
| c. Pre-Execution Checks: PCC/POC, equipment needed is ready and serviceable. | Equipment Verified |
| d. Recon: Site validation and coordination. | Recon Completed |
| e. Rehearsals: Help leaders understand the conduct of the events and responsibilities of trainers. | Rehearsals Completed |

Summary of Prepare:

Execute: Training meetings and recovery operations are key activities that occur as each training event is conducted.

| Use training meeting and deliberate recovery ops to ensure completion of training |
|---|---|
| a. Training Meetings: Integrating function to allow commander, staff and subordinates to manage current and future training events that support UTP. | Concept brief at T+3, T+2, T+1, and T |
| b. Recovery Operations: Recovery enables an organization to be prepared to conduct future training. Includes inspections and maintenance of equipment. | Recovery Execution List Developed and Followed |

Summary of Execute:

Assess: Evaluation of all aspects of training and steps: planning, preparation, execution, and ultimate task proficiency.

| Use of CATS Standards |
|---|---|
| a. Effectiveness: Use CATS Grading Criteria. METL Assessment of Tasks (T/PT) | Overall CATS Score Card |
| b. AAR: Guided analysis of an organization's performance following training. | AAR Conducted as briefed at T1, T1/2, and T2 |

Summary of Assess:

| Record of Observations and Counseling: (Date Conducted) |

OVERALL NET ASSESSMENT (Circle One): E S N
Assessment Cycle Plan

Academic Year 2016 – 2017

Measure: 3.2.

Cadets are required to write a term paper, ten pages or more, comparing and contrasting the organizational leadership between two or more clubs, sports teams, organizations or extracurricular activities actively participated in, of which one must be as a Cadet or Cadre of the ROTC Battalion. Rubric attached.

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.

Finding: Target met.

100% of Cadets scored 70% or higher on the organizational leadership assignment.

Analysis: Scores were determined using the Leadership and Problem Solving rubric. Although writing skills remain a concern, even at this junior level, the assignment demonstrated a clear understanding of organizational leadership and a better understanding of the writing process.

Action - Decision or Recommendation: Continue to assign the term paper. 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. The class consisted of freshmen through seniors, but the instructor used a buddy system to keep all engaged. 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.

We administered a writing lab post-test but neglected to administer a pre-test; however, learning has clearly taken place. Writing skills have improved noticeably. We will request an extension to the contract for this important lab again this year. In the future, we will measure progress by administering pre- and post-tests for the writing lab (attached).
Assessment Cycle Plan
Academic Year 2016 – 2017

ROTC Writing Lab – Pre-/Post-Test

NAME: ___________________________ MS _______

Choose a Topic from the reverse side. Write 1 paragraph and underline the response to each question below. Add the appropriate number above the underlined section. Check off each task once completed.

Topics

1. _____ Write a Topic Sentence for your paragraph above.
2. _____ Develop Thesis Statement
3. _____ Identify evidence of Active Voice in all sentences.
4. _____ Correct Spelling
5. _____ Identify Powerful Verbs
6. _____ Identify Transitions
7. _____ Identify Summation
8. _____ Restated Thesis
9. _____ Identify correct Commas
10. _____ Identify correct Capitalizations

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Army Essay Topics

1. Military Traditions
2. Women in the Military
   a. Roles
   b. History
   c. Gender Integration
3. Mandatory Military Conscription
4. The Future of Drones
5. Military Technology
   a. Weapons
   b. Innovation
   c. Advancement of Technology
6. Military Careers
7. The Military in Other Countries
8. Career as a Military Officer
9. Causes of War
10. Biographical Sketch of any Military Hero
11. Historical Background of Armies & Significance
12. PTSD
13. Racism in the Military
14. What Personality Traits make Successful Army Officers?
15. Choose a different topic and get it approved.
<table>
<thead>
<tr>
<th>Category</th>
<th>Meets Standard</th>
<th>Nearly Meets Standard</th>
<th>Does Not Meet Standard</th>
<th>No Evidence</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page</td>
<td>Evidence of four</td>
<td>Evidence of 3</td>
<td>Evidence of 2 or less</td>
<td>Absent</td>
<td></td>
</tr>
<tr>
<td>Thesis Statement</td>
<td>Clearly states the paper’s purpose in a single sentence, which is engaging and thought provoking.</td>
<td>States the paper’s purpose in a single sentence.</td>
<td>Incomplete and/or unclear.</td>
<td>Absent, no evidence</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>The introduction states the main topic and previews the structure of the paper.</td>
<td>The introduction states the main topic but does not adequately preview the structure of the paper.</td>
<td>There is no clear introduction or main topic and the structure of the paper is missing.</td>
<td>Absent, no evidence</td>
<td></td>
</tr>
<tr>
<td>Body</td>
<td>Each paragraph has thoughtfully supporting detail sentences that develop the main idea.</td>
<td>Each paragraph has sufficient supporting detail sentences that develop the main idea.</td>
<td>Each paragraph lacks supporting detail sentences.</td>
<td>Each paragraph fails to develop the main idea.</td>
<td></td>
</tr>
<tr>
<td>Organization-Structural Development of the Idea</td>
<td>Written demonstrates logical and subtle sequencing of ideas through well-developed paragraphs, transitions are used to enhance organization.</td>
<td>Paragraph development present but not perfected.</td>
<td>Logical organization, organization of ideas not fully developed.</td>
<td>No evidence of structure or organization.</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>The conclusion restates the thesis.</td>
<td>The conclusion does not adequately restate the thesis.</td>
<td>Incomplete and/or unclear.</td>
<td>Absent</td>
<td></td>
</tr>
<tr>
<td>Usage</td>
<td>All cited works, both text and visual, are done in the correct format with no errors.</td>
<td>Almost no errors in sentence structure and word usage.</td>
<td>Many errors in sentence structure and word usage.</td>
<td>Numerous and distracting errors in sentence structure and word usage.</td>
<td></td>
</tr>
<tr>
<td>Citation</td>
<td>Done in the correct format for cited works, with minor errors.</td>
<td>Done in the correct format for citations, with minor errors.</td>
<td>Done in the correct format for citations, with major errors.</td>
<td>Done in the correct format for citations, with major errors.</td>
<td></td>
</tr>
<tr>
<td>Bibliography</td>
<td>Done in the correct format for citing sources, includes over 5 major references (e.g. science journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites).</td>
<td>Done in the correct format for citing sources, includes over 4 major references (e.g. science journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites).</td>
<td>Done in the correct format for citing sources, includes 4 major references (e.g. science journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites).</td>
<td>Done in the correct format for citing sources, includes 3 major references (e.g. science journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites).</td>
<td>Absent or the only sites are internet sites.</td>
</tr>
</tbody>
</table>
**MSL301**

**Training and the Warfighting Functions**

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Lesson 4</th>
<th>Lesson 7</th>
<th>Lesson 10</th>
<th>Lesson 13</th>
<th>Lesson 16</th>
<th>Lesson 19</th>
<th>Lesson 22</th>
<th>Lesson 25</th>
<th>Lesson 28</th>
<th>Lesson 31</th>
<th>Lesson 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Overview</td>
<td>Rehearsal and Pre-Execution Checks</td>
<td>Army Digital Training Overview</td>
<td>Land Navigation</td>
<td>Route Planning Practical Exercise</td>
<td>Mid-term Exam</td>
<td>Movement and Maneuver</td>
<td>Intelligence</td>
<td>Fires</td>
<td>Sustainment</td>
<td>Protection</td>
<td>Leadership Behavior and Peer Evaluations</td>
</tr>
</tbody>
</table>

**LESSON 2**

- **Lesson 5**: After Action Reviews
- **Lesson 6**: Map Reading
- **Lesson 11**: Navigational Methods & Route Planning
- **Lesson 14**: METT-TC
- **Lesson 17**: Mission Command
- **Lesson 20**: Branch Orientation Briefings (N, AR, AV)
- **Lesson 23**: Branch Orientation Briefings (W, OC, CM)
- **Lesson 26**: Branch Orientation Briefings (EC, AO, FL, WZ)
- **Lesson 29**: Branch Orientation Briefings (EN, WP, CM)

**LESSON 3**

- **Lesson 8**: Leadership Lab Practice
- **Lesson 12**: Leadership Lab Practice
- **Lesson 15**: Leadership Lab Practice
- **Lesson 18**: Leadership Lab Practice
- **Lesson 21**: Leadership Lab Practice
- **Lesson 24**: Leadership Lab Practice
- **Lesson 27**: Leadership Lab Practice
- **Lesson 30**: Leadership Lab Practice

**LAB 01**

- Commander's Time & BH SOP
- Lab 05: DPC & Commissioned Officer
- Lab 06: DPC & Team Building Exercises
- Lab 09: VWS Exercise
- Lab 10: Overlanding
- Lab 11: USAR Exercise Course
- Lab 13: Basic Survival Skills
- Lab 15: III (PCC, PCI (DIV LTX))
- Lab 16: III (DIV LTX)
- Lab 17: III (DIV LTX)

**The Army Profession**

<table>
<thead>
<tr>
<th>The Army Profession</th>
<th>Professional Competence</th>
<th>Adaptable</th>
<th>Teamwork</th>
<th>Lifelong Learning</th>
<th>Comprehensive Fitness</th>
<th>Overview &amp; Assessment</th>
</tr>
</thead>
</table>

**MSL 301 Course Outcome**

MSL 301 course is driven by the **Professional Competence ALA**. This includes introduction to squad/platoon tactical operations using troop leading procedures and battle drills to achieve the assigned mission within the commander's intent. Through the introduction of the **Leadership Lab Practicum**, the Cadets learn to plan, resource, and execute training of subordinates within the Leadership Labs. This experience gives the Cadet the opportunity to work on their team work and leadership skills in a hands-on performance-oriented environment.

4/13/2017
MSL 302 Course Outcome

MSL302 balances Adaptability and Professional Competence building on the tactical lessons introduced in MSL301. Various platoon operations are stressed IOT familiarize the Cadet with materials that they can expect to execute during CST. Adaptability concepts introduced include analysis of complex problems, creating solutions that exhibit agile and adaptive thinking, analysis of the situational environment and formulation of solutions to tactical and organizational problems.

4/13/2017
Assessment Cycle Plan

Academic Year 2016 – 2017

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. MSCI 4010 and 4020 Course Maps follow SLO 4 measures.

Course Map: Tied to 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.

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. Rubric attached.

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.

Finding: Target not initially met, as 30% were required to redo their paper.

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.

Analysis: 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.

Action - Decision or Recommendation: We must better prepare the Cadets with familiarization of formatting of sources. We will conduct an overview during the first class period to ensure Cadets have familiarization with proper formatting. Additionally, a review of metacognition and where each Cadet needs to be regarding critical thinking and application.
# Assessment Cycle Plan

## Academic Year 2016 – 2017

### Term Paper Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Above Standards</th>
<th>Meets Standards</th>
<th>Approaching Standards</th>
<th>Below Standards</th>
</tr>
</thead>
</table>
| **Writing Process** | 1. Made a prewriting plan (outline, concept map) dt...  
2. Discussed draft with a partner or small group dt...  
3. Draft complete dt...  
4. Read out loud dt...  
5. Revise draft dt...  
6. Proofread final draft dt... | Completed 4 or more steps of process | Completed less than 4 steps of process | Did not complete the required process |
| **Thesis**          | The thesis statement is clearly identifiable and plainly indicates the topic of the essay. | Thesis statement plainly indicates the topic of the essay OR is identifiable, but is not clear. | Thesis statement does not indicate the topic of the essay AND is not easily identifiable. | |
| **Focus**           | Essay is clearly on topic and stays within length requirements of the assignment. | On topic 85% of the time OR length not appropriate to sufficiently argue the thesis BUT fails to sufficiently argue the thesis AND fails noticeably to meet length requirements. | On topic less than 60% of the time and fails to support thesis OR grossly fails to meet length requirements. | |
| **Organization**    | Information is very organized; logical with well-constructed paragraphs. | Information is organized with well-constructed paragraphs. Could perhaps be more logical. | Information is organized, but paragraphs are not well-constructed. | The information appears to be disorganized. 8) |
| **Sentence Structure** | All sentences are well constructed with varied structure. | Most sentences are well constructed and there is some varied sentences structure in the essay. | Most sentences are well constructed, but there is no variation in structure. | Most sentences are not well constructed or varied. |
| **Grammar and Spelling** | Author makes no errors in spelling or grammar that distract the reader from the content. | Author makes 1-2 errors in grammar or spelling that distract the reader from the content. | Author makes 3-4 errors in grammar or spelling that distract the reader from the content. | Author makes more than 4 errors in grammar and spelling that distract the reader from the content. |
| **Capitalization and Punctuation** | Author makes no errors in capitalization or punctuation - essay exceptionally easy to read. | Author makes 1-2 errors in capitalization or punctuation but the essay is still easy to read. | Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. | Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. |
| **Sources and Documentation** | All sources are appropriate and are properly documented in MLA format with no errors. | All sources are appropriate and documented in MLA format with 1-2 errors. | Most sources are appropriate OR MLA documentation has several errors making it unclear. | Majority of sources are inappropriate OR no recognizable documentation. |

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Measure 4.2

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. Same rubric as Measure 4.1.

**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.

**Finding:** Target met.

100% of the Cadets enrolled in 4020 completed the written book review and scored above 70%.

**Analysis:** The Cadets generally did better on this assignment. There were still issues with the use of proper citations, but overall improvement from the first semester. The outcome for this paper rests in the higher cognitive domains of analysis, synthesis, and evaluation.

**Action - Decision or Recommendation:** The Cadets enjoyed choosing a book that interested them and the result was reflection and analysis that was more thoughtful. Must review of metacognition and where each Cadet needs to be regarding critical thinking and application.
Assessment Cycle Plan

Academic Year 2016 – 2017

MSL 402: Company Grade Leadership
Lesson 07: PTCO in the NORTHCOM AOR
Revision Date: 1 December 2015
Instructor Handout 1

GRADING RUBRIC

Assessment: This assignment will be assessed using the criteria listed below. Each presenting group must submit an outline or a slide deck of their presentation prior to beginning class. Use the outline or slide deck to follow their oral presentation and annotate their progress.

Outline or Slide Deck (40 points):
Consider the following:
• How complete is the outline?
• Were the background summary and four focus areas included?
• Was the outline/slide deck well organized, easy to follow and have a logical flow?
• Did Cadets provide references or a source list with their outline?

Group Presentation (60 points):
Consider the following:
• How well did each Cadet follow the outline?
• Did each Cadet in the group participate in the presentation?
• Did they use solid presentation skills such as eye contact, visual aids that supported the conversation rather than distract from it?
• Were Cadets able to answer questions of the audience?
• Were all key points clear and easy to follow?

NOTE: For grading purposes, the Outline/Slide Deck and Group Presentation are worth a point value of their grade for a total of 100. Apply the total point value of the Outline/Slide Deck to each Cadet in the group. Apply the total point value of the Presentation to each individual Cadet presenting his/her portion. The grading rubric provided below can be used as a criteria for calculating the percentage of points allotted for each area shown above.

<table>
<thead>
<tr>
<th>Cadet Outline/ Slide Deck and Presentation</th>
<th>Poor 0% to 70% of points</th>
<th>Average 70% to 79% of points</th>
<th>Good 80% to 89% of points</th>
<th>Excellent 90% to 100% of points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Organization pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.</td>
<td>Organization pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.</td>
<td>Organization pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.</td>
<td>Organization pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.</td>
</tr>
</tbody>
</table>

1
## Assessment Cycle Plan

### Academic Year 2016 – 2017

<table>
<thead>
<tr>
<th>MSL 402: Company Grade Leadership</th>
<th>Revision Date: 1 December 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 07: PTCO in the NORTHCOM AOR</td>
<td>Instructor Handout 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Delivery</th>
<th>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.</th>
<th>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.</th>
<th>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Message</td>
<td>Central message can be deduced, but is not explicitly stated in the presentation.</td>
<td>Central message is basically understandable but is not often repeated and is not memorable.</td>
<td>Central message is clear and consistent with the supporting material. (precisely stated, appropriately repeated, memorable, and strongly supported.)</td>
</tr>
</tbody>
</table>
Measure 4.3.

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. Rubric attached.

**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.

**Finding:** Target met.

100% of the Cadets enrolled in 4020 completed the oral practicum and scored above 70%.

**Analysis:** Only 30% of the Cadets were able to perform at a high level, scoring over 90%. The other Cadets struggled to recall general information presented throughout the MSCI curriculum. Most 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.

**Action - Decision or Recommendation:** Next year, we will change the oral practicum format to a quarterly training brief.
## Assessment Cycle Plan
### Academic Year 2016 – 2017

<table>
<thead>
<tr>
<th>Areas of Assessment</th>
<th>Absent/Poor</th>
<th>Average</th>
<th>Excellent/Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Max Value: 30%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Areas of Assessment</th>
<th>Absent/Poor</th>
<th>Average</th>
<th>Excellent/Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Described and discussed foreseeable challenges and concerns</td>
<td>The Information presented does not contain a clear, precise, and detailed description of challenges and concerns as related to the AWFCs. Main points were briefed without transitions that caused confusion to audience.</td>
<td>The Information presented contains a clear description of the challenges and concerns related to the AWFCs. Presented main points without support main ideas. Provided transitions between main points but with some confusion to audience.</td>
<td>The Information contains a clear, precise, and detailed description of the challenges and concerns as related to the AWFCs. Ideas are briefed in a logical, sequential order. Provided effective, smooth transitions between main points without confusion to audience.</td>
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<td>3. Clearly supported grasp of subject matter through identification of how the Army of the future will operate</td>
<td>Did not brief lessons learned, the human dimensions of warfare or any applicable AWFC (main points). Did not Address or Answer questions. Delivered Conclusion statement but lacked confidence.</td>
<td>Briefed some lessons learned, human dimensions of warfare and applicable AWFC. Addressed most questions and delivered Conclusion statement but lacked some confidence.</td>
<td>Briefed how the Army will operate in the future applicable AWFC. Answered all questions and delivered Conclusion statement with confidence.</td>
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**Comments**

**Score**

**Battle Analysis Presentation Battle**
Assessment Cycle Plan

Academic Year 2016 – 2017

MSL 401
The Army Officer

The Army Profession
Professional Competence
Adaptability
Teamwork
Lifelong Learning
Comprehensive Fitness
Overview & Assessment

Independent LAB

06/30/2016
**MSL 402**

**Company Grade Leadership**

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<td>PTOO in the AFRICOM AOR (AOR) Cadet Presentations</td>
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<td>Oral Practicum</td>
<td>Commissioning Rehearsal</td>
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**MSL 402 Course Outcome**

MSL 402 is the culmination of a four-year sequential, progressive, challenging developmental leadership experience. It is during this final semester that the Cadet is undergoing final preparation for the duties and responsibilities of a commissioned officer along with their integration into the Army. The emphasis is placed on critical knowledge, skills, abilities and competencies skills newly commissioned officers will need to succeed in their first unit of assignment, and the modern operating environment where they will be expected to plan, prepare, execute, and assess platoon-level training strategies and more to enable mission accomplishment.

- Independent LAB
- PFCO - Partners, Threats, Challenges, and Opportunities

12/15/2015
Assessment Cycle Plan

Academic Year 2016 – 2017

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%; 240-270 will be 90%; 210-240 will be 80%; 180-210 will be 70%. If any events are failed, Cadets receive 0%. APFT rubrics/scorecard attached.

Course Map: Tied to course syllabus.

MSCI 2030: Intermediate Physical Fitness I
MSCI 3040: Advanced Military Physical Fitness I

Measure 5.1.

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

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

Finding: Target met.

Cadets took the diagnostic APFT in the fall and spring semesters. All saw improvement and passed. 100% passed, with 60% scoring 92% and 40% scoring 60-91%.

Analysis: We began the 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 that has three events: sit-ups, pushups, and 2-mile run. While working with HHP assisted with the OPAT, APFT run times suffered.

Action - Decision or Recommendation: Continue working with HHP; however, do so only one day per week to allow additional time to integrate speed intervals and distance running to improve run times.
Assessment Cycle Plan
Academic Year 2016 – 2017

Measure 5.2.

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

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

Finding: 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%.

Analysis: 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, we began the fall semester by administering Army regulation physical training. Mid-way through the semester, we incorporated training with NSU’s HHP staff to assist with the Army Occupational Physical Assessment Test (OPAT). While working with HHP assisted with the OPAT, APFT run times suffered.

Lastly, 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.

Action - Decision or Recommendation: Hold to the current target, working closely with those needing additional time and training. Continue to make PT a priority, and add remedial PT as necessary. Continue working with HHP; however, consider doing so only once weekly to allow additional time to integrate speed intervals and distance running to improve run times.
Assessment Cycle Plan
Academic Year 2016 – 2017

Annex B

[Image of a physical readiness training performance evaluation checklist]

Correctly completed the entire drill without unnecessary pauses between exercises, maintaining the formation.
Performed Preparation Drill (PD) in the appropriate formation.
Conducted appropriate warm-up activity prior to sustained running (if applicable).
Conducted PD for 7-10 minutes.

[Checklist of physical readiness training exercises and evaluations]
## Assessment Cycle Plan

**Academic Year 2016 – 2017**

MSCI 3010/3011

Leadership and Problem Solving/Leadership and Problem Solving Lab

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## Assessment Cycle Plan

### Academic Year 2016 – 2017

MSCI 3010/3011

Leadership and Problem Solving/Leadership and Problem Solving Lab

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Assessment Cycle Plan

Academic Year 2016 – 2017

MSCI 3010/3011
Leadership and Problem Solving/Leadership and Problem Solving Lab
Summary of findings:

SLO 1:

Measure 1.1. – Target met.
Target: 80% will demonstrate satisfactory writing skills by scoring 70% or above.
Finding: 100% passed, but 10% of these were asked to revise and resubmit.

Measure 1.2. – Target met.
Target: 80% will demonstrate satisfactory writing skills by scoring 70% or above.
Finding: 100% passed, but 20% of these were asked to revise and resubmit.

SLO 2:

Measure 2.1. – Target met.
Target: 90% will demonstrate satisfactory writing skills by scoring 70% or above.
Finding: 100% scored 70% or above, 80% scored 90%, 20% scored 80-89%.

Measure 2.2. – Target met.
Target: 90% will demonstrate satisfactory writing skills by scoring 70% or above.
Finding: 100% scored 70% or above, 80% scored 90%, 20% scored 80-89%.

SLO 3:

Measure 3.1. – Target met.
Target: 100% will score 70% or higher on the ALRM and UTM.
Finding: 100% scored 70% or above.

Measure 3.2. – Target met.
Target: 100% will score 70% or above on organizational leadership assignment.
Finding: 100% scored 70% or above.

SLO 4:

Measure 4.1. – Target not initially met.
Target: 100% will score 70% or higher on the written term paper.
Finding: 100% passed, but 30% were required to resubmit their paper to pass.

Measure 4.2. – Target met.
Target: 100% will score 70% or above on written book review.
Finding: 100% scored 70% or above; however, there were issues with citation.

Measure 4.3. – Target met.
Target: 100% will score 70% or above oral practicum.
Finding: 30% scored over 90%, 70% received average scores.
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Summary of Findings (continued):

SLO 5:

Measure 5.1. – Target met.
Target: 100% will score 60% or higher on the diagnostic APFT.
Finding: 60% scored 92% and 40% scored 60-91%.

Measure 5.2. – Target not met.
Target: 100% will score 90% or above on the for-record APFT.
Finding: 100% passed; however, 90% scored 80% and 10% scored 60-79%.

Summary of decisions / recommendations:

While US Army Cadet Command is reviewing the current curriculum, military science instructors have some flexibility in improving their courses and providing additional training opportunities. We will incorporate the new curriculum, which will further address desired leader competencies and attributes outcomes.

We collected outcome data through a variety of tools including grades, rubrics, scorecards, and counseling sessions. For this assessment period, we focused on writing and briefing because these skills are required of Army officers on the outset, and the Army writing style is different from that to which most students are accustomed. We will request an extension to the extra-services contract that provided for the ROTC writing lab. We will continue to ensure those with poor writing skills attend the lab and are aware of university-provided student support services (tutoring, etc.). Focus on following the writing process. Proper time management and preplanned assignments that address the writing process will ensure Cadets follow the steps properly. Continue to assign essays that require analysis and assess critical thinking and organizational and communication skills. Incorporate written Operations Orders, Army counseling statements, etc., to practice writing while instilling military bearing.

We must meet other targets as well. For instance, our first-year instructor strongly recommended that all students interested in pursuing military science attend Basic Camp. This camp is designed to bring those Cadets with no prior service or knowledge of the military to the same level as those with experience. Theories, classroom discussions, and assignments would be more meaningful for these students with the additional experience. When unable to attend camp, continue to team those new to the military with Cadet mentors to help ease the transition into the program. Additionally, tailor classes to meet these individual needs.

Leadership, Soldier skills, and physical training are just as important to Cadets as academics. Integrate well-planned labs that provide hands-on training through events such as land navigation, engagement skills training, and tactics. These labs reinforce
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lessons learned in the classroom. Work closely with those needing additional time and training with physical training. Hold remedial training as necessary. Continue working with HHP; however, consider doing so only once weekly to allow additional time to integrate speed intervals and distance running to improve run times.

Follow-up with Cadets for scores and self-assessments as they return from camp to gauge their level of competency. Incorporate their suggestions. Doing so will foster encouragement and instill a greater sense of ownership. In turn, Cadets will work harder to better the program and themselves.

Assessment considerations for next year: recruiting, retention, camp scores, and US Army Cadet Command administered surveys.