

## Assessment Cycle 2018 – 2019

### 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 – under review**

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 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.

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### 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

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### **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 2018-2019: target.** 100% of Cadets (11/11) successfully completed the assignment by scoring 70% or higher.

**Analysis:** This target was met in 2017-2018 and 2018-2019. Focusing on the development of oral communication skills instills in each Cadet confidence and presence, which will serve them throughout their academic and Army careers. While Military Science and Leadership curriculum is provided by US Army Cadet Command, instructors are free to tailor assignments to meet the needs of individuals. By analyzing results of the past two years, we found that tailoring briefing and presentation assignments highlights student needs and provides opportunities to assess military knowledge, practice writing skills, and provide an opportunity for public speaking.

**Decision or Recommendation:** Based on the analysis of the results, we must tailor assignments and incorporate writing and presentation assignments to further develop individual communication skills. In AY 2019-20, we will develop assignments that assess individual needs and focus on the Army writing style and military-style presentations.

### **Measure 1.2. (Direct – Knowledge)**

Cadets demonstrate public speaking skills throughout the first year through short oral presentation assignments. One assignment, "What do you think the Army is?" 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 2018-2019: target met.** 100% of Cadets passed this assignment with a score of 80 and above. Cadets learned how to organize their thoughts and present them in an oral report.

**Analysis:** To compare AY 2017-18 and AY 2018-19, during AY 17-18, this

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introductory assignment had two parts; a paper and an oral presentation. 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 2018-19 results, in 2019-20 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 2018-2019: target met.** 100% of enrolled Cadets scored at least a 70% or higher on the assignment

**Analysis:** In AY 17-18, we saw significant instructor personnel shortfalls. Due to

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unforeseen transition, the MS II class was added to the existing course load of another instructor. In AY 18-19, instructor personnel were filled in strength and the instructor was able to implement both the writing process and group activity.

**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. In 2019-20, 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 2018-2019: target met.** 100% of enrolled Cadets scored at least a 70% or higher on the assignments.

**Analysis:** As we found in AY 2017-2018, the AY 2018-2019 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 from 2018-19 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. In 2019-20, we will assign the written/oral capstone presentation which assesses critical thinking and organizational and communication skills. We will also incorporate additional opportunities for military-style writing and briefing such as completing counseling statements, operations orders, and training meetings for additional practice.

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**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 2018-2019: target:** 100% of enrolled Cadets must score a minimum of 70% or higher on the ALRM and UTM.

**Analysis:** In both AY 2017-2018 and AY 2018-2019, all third-year Cadets successfully demonstrated leadership skills commensurate with ALRM. In AY 2017-2018, the program prepared six (6) Cadets for Advanced Camp at Fort Knox, KY; whereas in AY 2018-2019 only five (5) Cadets are 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 2018 showed significant shortfalls in physical fitness and land navigation. With this feedback, we incorporated significantly more training and review of those competencies in AY 2018-2019. As a result, the cadet's pre-camp scores in these events have achieved 100% "GO" status.

**Decision or Recommendation:** Based on the analysis of the results from 2018-19, in 2019-20, we will do the following: Debrief Cadets through follow-up counseling and self-assessments upon return from camp to gauge their level of competency; Incorporate

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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 2018-2019: target met:** 100% of enrolled Cadets will be able to describe a basic understanding of organizational leadership by scoring 70% or higher on the writing assignment.

**Analysis:** Because of the change in focus for Advanced Camp, the term paper assigned in AY 2017-2018, did not apply for AY 2018-2019. 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 2018-2019, scores were determined using the Synopsis Rubric and the Research Paper Rubric. Although writing skills remain a concern, the evidence shows writing skills have improved. The assignment demonstrated a clear understanding of leadership and a better understanding of the writing process.

**Decision or Recommendation:** NSU offers tutoring assistance for most subjects. Cadets are counseled on grades throughout the semester, and we regularly remind Cadets of the resources available to them. Based on the analysis of the results from 2018-19, in 2019-20, we will Institute a study hall program during lab time and work with Tutoring Office to offer tutoring assistance as needed.

**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

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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 demonstrate learning outcomes through written examinations or oral presentations and/or practical exercises with a minimum passing score of 70%.

### **Findings:**

**AY 2018-2019: target met.** 100% of Cadets successfully demonstrated learning outcomes scoring 70% or higher.

As in AY 2017-2018, in AY 2018-2019, 100% of Cadets were able to describe how “Start with Why and Leaders Eat Last” by Simon Sinek relates to direct level leadership. However, because of the group dynamic, the assignment was changed from a written paper to practical exercises and group discussion, which led to more positive results and a higher level of content understanding.

**Decision or Recommendation:** Based on the results from 2018-19, in 2019-20, we will do the following: Develop creative learning methods and assessment techniques that are Cadet-centered and instructor-guided throughout the lesson, but also use group dynamics to determine the assessment process; While the instructor should define what a Cadet must do in a practical exercise to earn an “A” or a “GO” on the measured performance, change direction when the opportunity is presented; Rework this assignment to allow for more group discussion of this important book and how it relates to direct level leadership.

### **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.

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

### Findings:

**AY 2018-2019: Target met.** 100% of the Cadets enrolled in MSCI 4020 completed the battle analysis assignment and scored above 70%.

**Analysis:** As in AY 2017-2018, in AY 2018-19 we achieved our target objective; however, the instructor restructured the assignments to move the battlefield analysis assignment to the staff ride. Cadets were assigned a specific historical battle that challenged their creative and critical thinking cognitive abilities. The battles were presented chronologically and from the same war at the National WWII museum. The intent of the exercise was to have Cadets understand how to evaluate a historical event to develop lessons learned, reinforcing critical thinking skills. In addition to developing briefing and presentation skills, this exercise honed decision-making skills and offered the opportunity for first-hand research and oral presentations at the museum.

**Decision or Recommendation:** Cadet Command curriculum requires a battle analysis briefing and a staff ride. By incorporating the briefing requirement within the staff ride, Cadets appreciated the autonomy and were more willing to place additional emphasis on both assignments, resulting in a more enjoyable experience for each. Based on analysis of the results from 2018-19, in 2019-20 we will assign battles that challenge their cognitive abilities rather than allow them to analyze subjects of familiarity. Reinforce learning by combining the battle analysis briefings with the staff ride.

### Measure 4.3. (Direct – Knowledge)

Through facilitated discussions administered during the Cadet's last semester in the program, Cadets will demonstrate an understanding of 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 demonstrate an understanding of Army War Fighting Challenges and Army Operating Concepts by scoring 70% or higher.

### Findings:

**AY 2018-2019: target met.** 100% of Cadets successfully demonstrated understanding of future Army War Fighting Challenges.

**Analysis:** In recent past, Cadets were assigned to participate in an oral practicum which resulted in a 25% failure rate. Those who were successful may have simply been more adept at regurgitating facts for the assignment. In AY 2018-2019, the

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instructor changed the assignment to facilitated discussions on current world events that affect the military. 100% of the Cadets were able to relate general information presented throughout the MSCI curriculum to the Army Operating Concept and synthesize the warfighting challenges to questions asked.

**Decision or Recommendation:** In 2018-19, Cadets were instructed to research current topics affecting the Army and lead class discussions. Cadets were able to meet the learning outcomes by group learning and facilitator-led teaching methods. Based on this success, we will rework curriculum to incorporate this model into AY 2019-20 assignments.

### 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 2018-2019: target not met.** Cadets took the diagnostic APFT in the fall and spring semesters. Of the 36 enrolled Cadets, 56% (18 of 32) passed the test. 1% scored above 270; 2% scored 240-269; 1% scored 210-239, and 96% scored below 210 points.

**Analysis:** To remedy falling PT scores, in AY 2018-2019, 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.

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**Decision or Recommendation:** Based on the analysis of the results from 2018-19, in 2019-20, 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 60% in each event on the for-record APFT (passing grade for the Army Physical Fitness Test).

### **Findings:**

**AY 2018-2019:** Cadets took the record APFT in the fall and spring semesters. Of the 36 enrolled Cadets, 78% (28 of 36) passed the test. 19% scored above 270; 20% scored 240-269; 42% scored 210-239, and 19% scored below 210 points.

**Analysis:** As noted in scores from AY 2017-18 and AY 2018-19, our target of 100% passing the Army Physical Fitness Test 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 180-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 2018-2019. By far, the best results the program has seen in over five (5) years. PT was decreased to 4 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 from 2018-19, in 2019-20 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. We will 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 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. Likewise, we will incorporate military-style briefings and

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presentation assignments, especially those that highlight student needs. Development of oral communication skills builds confidence and shapes presence throughout their academic and Army careers.

The evidence identified the drop in Army Physical Fitness Test scores between AY 2016-17 and AY 2017-18 and indicates program improvement in physical training through AY 2018-19. 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 decreased from 5 days per week to 4 days per week to all for better recovery, and our focus is centered on training for the OPAT and APFT.

Advanced Camp is an exceptional, high-impact experiential learning event for third-year Cadets. In AY 2017-2018, Cadets overcame the previous year's significant shortfalls in physical fitness and land navigation. This result is due to analysis of the results between the previous two years and implementation of additional training in those competencies. Cadet's pre-camp scores in these events are now above 80%.

### Plan of Action moving Forward:

This year, we filled the vacant Assistant Professor of Military Science (APMS) position, which had been vacant for two years; the supply tech position, which had been vacant for almost three years, and the MS I/MS II instructor position, which had been filled through doubling duties for instructor-qualified primary staff. While our Senior Military Instructor will rotate out this summer, the inbound SMI will arrive in time for a thorough transition. With a fully onboarded staff, we can – and will – further concentrate on program improvement in 2019-20.

Curriculum Changes: Cadet Command provides our curriculum and updates it annually resulting in courses that are timely and well researched, both of which are necessary for program improvement. Changes to curriculum between AY 2017-2018 and AY 2018-2019 were negligible, so our SLOs have not changed. We expect slight changes to the curriculum before the fall 2019 semester begins.

Funding/Equipment: We participated in the Budget Enhancement Request process this past year and were recently informed our request for a building exterior rehab has been approved. We believe that freshening the exterior through power washing, trim painting, and the application of Army branding will boost Cadet morale and assist with our recruiting efforts.

We have evidence of positive results with the Military Athlete Program and will continue with this program throughout the upcoming 2019-20 year. Additionally, we will ensure physical training remains a priority and add remedial PT as necessary.