

Assessment Cycle 2019 – 2020

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

Division: Gallaspy College of Education and Human Development

Department: Military Science

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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.

Division Mission. The Gallaspy Family College of Education and Human Development is committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

Department Mission: Military Science. The Northwestern State University Reserve Officers' Training Corps (NSU ROTC) program recruits, develops, retains, and commissions highly qualified 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 Cadets; develop Cadets to be 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 ROTC assessment process follows:

- (1) Instructors will collect data from assessment tools (both direct and indirect, quantitative, and qualitative) and submit it to the Program Manager for assembly for the Professor of Military Science (PMS),
- (2) The 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) Using the comprehensive summary, the PMS will propose changes to measurable outcomes and/or assessment tools for the next assessment period and build the plan of action moving forward.

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. Faculty will measure competency through testing and essays.

Course Map: Tied to course syllabus objectives.

MSL 1010: Introduction to the Army and Critical Thinking

MSL 1011: Introduction to the Army and Critical Thinking Laboratory

MSL 1020: Adaptive Leadership and Professional Competence

MSL 1021: Adaptive Leadership and Professional Competence Laboratory

Measure 1.1. (Direct – Knowledge)

Cadets demonstrate competent writing and public speaking skills throughout the first year through short writing and presentation activities. These activities provide an early indication of students' writing and oral presentation skills and inform course instructors on lesson planning and instructional needs.

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

Finding: Target was met.

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Analysis. Per Army Regulation 25-50, Department of the Army writing will be clear, concise, and effective. Army correspondence must aid effective communication and decision-making. The reader must be able to understand the writer's ideas in a single reading, and the correspondence must be free of errors in substance, organization, style, and correctness. The Army Writing Style is introduced during the Military Science and Leadership (MSL) I year. In 2018-2019 the target was met. Based on the analysis of the 2018-2019 results, in 2019-2020 faculty tailored this course to incorporate additional writing and presentation activities to further develop individual communication skills. These activities assessed individual needs and focused on the Army Writing Style and military-style presentations, and 100% of Cadets (11/11) successfully completed the activity by scoring 70% or higher.

Decision or Recommendation. In 2019-2020 the target was met. Faculty tailored activities including changing several class periods to allow for more hands-on experience, such as demonstrating a military assault then allowing Cadets to de-brief the activity on the ground. To further develop individual map reading and communication skills, in 2020-2021, faculty will incorporate a series of Symbology sessions, which will better prepare Cadets for second year instruction and military-style presentations.

Measure 1.2. (Direct – Knowledge)

Cadets demonstrate public speaking skills throughout the first year through a series of oral presentations.

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

Finding. Target was met.

Analysis. In 2018-2019 the target was met. Based on the analysis of the 2018-19 results, in 2019-20 faculty incorporated briefing and presentation activities, especially those that highlighted student needs. Faculty focused on the development of oral communication skills to instill confidence and presence. 100% of Cadets passed this activity with a score of 80 and above. Cadets learned how to organize their thoughts and present them in an oral report.

Decision or Recommendation. In AY 2020-21, faculty will develop an Army Operational Terms and Graphics class and associated activities, like those used in military schools, that will assess individual needs and focus on the Army Writing Style and military-style presentations.

SLO 2. Second-year Cadets will demonstrate leader attributes, values, and core leader skills through a series of essays, written operations orders, and information briefings to develop successful future officers.

Course Map: Tied to course syllabus objectives.

MSL 2010: Leadership and Decision Making

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MSL 2011: Leadership and Decision-Making Laboratory

MSL 2020: Army Doctrine and Team Development

MSL 2021: Army Doctrine and Team Development Laboratory

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 previous semester. They will develop an essay detailing their own adaptive leadership analysis of the selected world leader. They will provide specific examples of how this leader exemplifies the characteristics and factors of adaptive leadership and cite references properly. This essay activity will demonstrate understanding adaptive leadership, critical thinking, and organizational and communication skills.

Target: 80% of enrolled Cadets will describe an understanding of adaptive leadership by scoring 80% or higher on the writing activity.

Finding. Target was met.

Analysis. In 2018-2019 the target was met. 100% of cadets passed this activity with 80% or above. Based on analysis of the results, in 2019-20, faculty found the individual writing activity to be more effective for this class than the group activity used in 2018-19. While it was productive, it is key that Cadets demonstrate competencies in following the writing process. Instruction including proper time management and preplanned activities addressing the writing process ensured Cadets follow the steps properly. Faculty assigned specific projects to assess critical thinking and organizational and communication skills. Cadets learned character traits that every leader should have, and the activity allowed them to pick which traits they were strong in and which traits they need to work on.

Decision or Recommendation. Based on the analysis of the AC 2019-2020 results, in 2020-2021, faculty will develop a more hands-on learning approach to better prepare Cadets for future leadership roles in the program. This will allow Cadets to execute what they have learned from lectures and give them a better perspective with the ability to retain the lessons.

Measure 2.2 (Direct – Knowledge)

Army officers are required to draft reports and present briefings. To prepare Cadets for future requirements and assist with public speaking skills, a leadership presentation encompassing two activities (written and oral) is given using the Army's 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, 10 minutes in length, analyzing the leadership elements of a famous military leader approved by the instructor.

Target: 80% of enrolled Cadets will be able to demonstrate leadership competencies by 80% or higher on the writing and briefing activity.

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Finding. Target was met.

Analysis. In 2018-2019 the target was met. The evidence from 2018-19 showed that requiring military-style writing and briefings in this second year of military science courses developed adaptive leaders and reinforced lessons from the first year. Based on the analysis of these results, in 2019-20, faculty assigned the written/oral presentation to assess critical thinking and organizational and communication skills. Faculty also incorporated additional opportunities for military-style writing and briefing such as completing counseling statements, operations orders, and training meetings for additional practice. With this activity, Cadets became more familiar with the Army writing process, briefing styles, and public speaking due to the frequency of presentations given.

Decision or Recommendation. In AC 2019-2020 the target was met. Based on the analysis of these results in AC 2020-21, faculty will incorporate additional time with upper class students through a Leadership Development Program to allow for more one-on-one activity to reinforce specific lessons.

SLO 3. Third-year Cadets will plan, coordinate, navigate, motivate, and lead a squad and platoon in the execution of a mission. They will demonstrate the ability to think critically, exercise sound decision making and demonstrate adaptive leadership skills. They will be prepared to successfully complete Advanced Camp.

Course Map: Tied to course syllabus below.

MSL 3010: Initial Training Management and the Warfighting Functions

MSL 3011: Initial Training Management and the Warfighting Functions Laboratory

MSL 3020: Leadership in Small Unit Operations

MSL 3021: Leadership in Small Unit Operations Laboratory

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 pursued during the summer between junior and senior years.

Target: 100% of Cadets must score a minimum of 70% or higher on the ALRM to proceed to Advanced Camp.

Finding. Target was met.

Analysis. In 2018-2019 the target was met. Based on the analysis of the results from 2018-19, in 2019-20, faculty debriefed Cadets through follow-up counseling and self-assessments upon return from camp to gauge their level of competency. Faculty incorporated additional training for those competencies in which they felt deficient and encouraged Cadets to discuss with their younger peers their failures alongside their camp success stories to drive home the need to prepare physically

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and mentally.

Decision or Recommendation. In 2019-2020, faculty incorporated lessons learned from Advanced Camp, which was to dedicate more time and training for Camp. Based on the analysis of these results, in 2020- 2021, faculty will implement additional training for Advanced Camp into Lab to give Cadets a better understanding of leadership roles, better preparing them to succeed in their individual activities during Advanced Camp.

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 competently compare organizational leadership of two or more clubs by scoring 70% or higher on the writing activity.

Finding. Target was met.

Analysis. Because a change in Cadet Command leadership resulted in a change in focus for Advanced Camp, the term paper originally assigned for this measure no longer applies. 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. The activity allowed students to demonstrate a clear understanding of leadership and a better understanding of the writing process.

Decision or Recommendation. In 2020-2021, faculty will zero our focus toward Advanced Camp to ensure Cadets understand what will be required of them and have increased opportunity to prepare for this leadership challenge.

SLO 4. Fourth-year Cadets will be prepared to face the complex demands required of US Army officers including strong reading, writing, and communication skills. 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 activity.

Course Map: Tied to the course syllabus

MSL 4010: Mission Command and the Army Profession

MSL 4011: Mission Command and the Army Profession Laboratory

MSL 4020: Mission Command and the Company Grade Officer

MSL 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 to have 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.

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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: 80% of enrolled Cadets will demonstrate learning outcomes through written examinations or oral presentations and/or practical exercises with a minimum passing score of 70%.

Finding. Target was met.

Analysis. In 2018-2019 the target was met. Based on the analysis of these results, in 2019-2020 faculty developed creative learning methods and assessment techniques that are Cadet centered and instructor guided throughout the lesson and added group dynamics to the classroom. Faculty changed the direction when the opportunity was presented and reworked the lesson to allow for more group discussion of Sinek's *Start with Why* and how it relates to direct level leadership, which lead to better outcomes on the term paper activity.

Decision or Recommendation. In 2019-2020 the target was met. Based on the analysis of these results, in 2020-21, faculty will increase problem-centered instruction (PCI) within classroom education. Classic PCI is an instructional method in which solving problems is used as a vehicle for acquiring knowledge, improving problem-solving skill, and stimulating collaborative learning. While the term paper activity will be used, faculty believe Cadets will more fully grasp the concept of leadership by adding PCI.

Measure 4.2 (Direct – Disposition)

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

Target: 80% of enrolled Cadets will be able to analyze a professional reading and clearly link concepts of the reading activity to Army leadership concepts by scoring 70% or higher on the activity.

Finding. Target was met.

Analysis. As in AC 2018-19, faculty achieved our target objective; however, the instructor restructured the activities to move the battlefield analysis activity to virtually due to the COVID-19 pandemic. Cadet Command curriculum requires a battle analysis briefing and a staff ride. Faculty were not able to gain the experience unique to a staff ride. However, based on the analysis of these results in 2019-2020 faculty assigned battles to challenge their cognitive abilities of current events rather than allow them to analyze subjects of familiarity. Doing so reinforced learning by

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comparing the battle analysis briefings with current military campaigns and strategies.

Decision or Recommendation. Based on the analysis of the 2019-2020 results, and due to the impact and uncertainty of COVID-19 during AC 2020-21, PCI will become increasingly important. Classroom management activities will set the stage for productive problem-based learning by requiring the instructor to prioritize learning objectives, structure problems and assessment activities, and anticipate most likely or most damaging areas (to future learning) of student difficulty. Facilitator competencies associated with effective classroom management include specifying outcomes, developing problems, and constructing a problem road map.

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: 80% of enrolled Cadets will demonstrate an understanding of Army War Fighting Challenges and Army Operating Concepts by scoring 70% or higher.

Finding. Target was met.

Analysis. In 2018-2019 the target was met. In 2018-2019 cadets were instructed to research current topics affecting the Army and lead class discussions. Cadets met the learning outcomes by group learning and facilitator-led teaching methods. Based on the impact of COVID-19, in 2019-2020 faculty reworked the curriculum to incorporate current events that illustrated Army War Fighting Challenges in real time by using the "Learning Facilitation" methodology.

Decision or Recommendation. Based on the successful results of using learning facilitation during the AC 2019-20 spring semester, this model will be incorporated throughout AC 2020-21. Learning facilitation is what facilitators do in real time to ensure students remain active and in charge of their learning and that learning stays on track to meet course requirements and outcomes.

SLO 5.

The goal of Army comprehensive fitness is to "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. A score range of 270-300 will equal 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.

MSL 2030: Intermediate Physical Fitness I

MSL 3040: Advanced Military Physical Fitness I

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Measure 5.1. (Direct – Skills)

Cadets 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.

Finding. Target was not met.

Analysis. Based on the impact of COVID-19, all Cadets were placed an individual physical fitness plan. Cadets were contacted weekly to encourage the use of previous learned exercise techniques.

Decision or Recommendation. Faculty expect most APFT scores will drop during school breaks due to COVID-19 and the lack of access to university training facilities. Also, summer break tends to lead to more apathy toward physical fitness. In AY 2020-21, faculty will rebuild the APFT program by individual to remediate any loss in physical fitness. Faculty will introduce training for the new Army Combat Fitness Test (ACFT).

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).

Finding. Target was not met.

Analysis. Due to the impact of COVID-19, the spring semester APFT was not conducted.

Decision or Recommendation. Cadets will be given a 30-day acclimation period at the beginning of AY 2020-21. During this period, Cadets will be on a rigorous physical fitness regimen that emphasis nutrition and safety. After 30-days, Cadets will be accessed and provided a for-record APFT. Cadets will also be trained on the Army Combat Fitness Test (ACFT). Failures will be placed into the remedial training program.

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

- Faculty tailored this course to incorporate additional writing and presentation activities to further develop individual communication skills.
- Faculty incorporated briefing and presentation activities, especially those that highlighted student needs. Faculty focused on the development of oral communication skills to instill confidence and presence.
- Faculty debriefed Cadets through follow-up counseling and self-assessments

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upon return from camp to gauge their level of competency. Faculty incorporated additional training for those competencies in which they felt deficient and encouraged Cadets to discuss with their younger peers their failures alongside their camp success stories to drive home the need to prepare physically and mentally.

- 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.
- Faculty developed creative learning methods and assessment techniques that are Cadet centered and instructor guided throughout the lesson and added group dynamics to the classroom.
- Faculty assigned battles to challenge their cognitive abilities of current events rather than allow them to analyze subjects of familiarity. Doing so reinforced learning by comparing the battle analysis briefings with current military campaigns and strategies.
- Faculty reworked the curriculum to incorporate current events that illustrated Army War Fighting Challenges in real time by using the “Learning Facilitation” methodology.
- Faculty tailored MSL 1010 to incorporate additional writing and presentation activities to further develop individual communication skills.
- Faculty assigned specific projects to assess critical thinking and organizational and communication skills. Cadets learned character traits that every leader should have, and the activity allowed them to pick which traits they were strong in and which traits they need to work on.
- Faculty assigned the written/oral presentation to assess critical thinking and organizational and communication skills. Faculty also incorporated additional opportunities for military-style writing and briefing such as completing counseling statements, operations orders, and training meetings for additional practice.
- Faculty debriefed MSL III Cadets through follow-up counseling and self-assessments upon return from camp to gauge their level of competency. Faculty then incorporated additional training for those competencies in which they felt deficient and encouraged Cadets to discuss with their younger peers their failures alongside their camp success stories to drive home the need to prepare physically and mentally.
- Faculty reworked the curriculum to incorporate current events illustrating Army War Fighting Challenges in real time by using the “Learning Facilitation” methodology during the spring semester COVID pause.
- Faculty added group dynamics to the classroom and reworked the lesson to allow for more group discussion of Sinek’s *Start with Why* and how it relates to direct level leadership, which lead to better outcomes on the term paper

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activity.

- To overcome the impact of the COVID-19 pause, faculty placed all Cadets on an individual physical fitness plan and contacted them weekly to encourage them to maintain physical fitness.

Plan of Action moving Forward:

The Military Science Department will analyze student achievement data to inform decision making. Faculty will monitor student progress as an essential competency of PCI instruction and student activity via formal and informal assessment.

The department encountered significant challenges implementing student-centered teaching and PCI during COVID-19. Changing a course designed for face-to-face, hands-on training in the classroom environment to online interaction decreased the likelihood that any one instructor would have comprehensive subject matter expertise as our program utilizes collaboration between instructors. Faculty will better prepare instructors in case of a repeat scenario to enhance student achievement.

The key events for spring training that were not conducted due to COVID will resume in spring 2021. These include spring field training exercise (SFTX), Cadet Summer Training (CST), staff-ride, spring APFT, and the military ball. Cancelling those events inhibited our ability to assess Cadets' ability to demonstrate leadership, course objectives and outcomes. Although, these were missed opportunities, faculty will conduct a regional CST at the beginning of AY 2020-21 to assess the progress of our incoming MSL IV Cadets.

Additionally, faculty will:

- develop a more hands-on learning approach to better prepare Cadets for future leadership roles in the program. For instance, to further develop individual map reading and communication skills, faculty will incorporate a series of Symbology sessions, which will better prepare Cadets for second year instruction and military-style presentations.
- develop an Army Operational terms and graphics class and associated activities that will assess individual needs and focus on the Army Writing Style and military-style presentations.
- incorporate additional time with upper class students through a Leadership Development Program to allow for more one-on-one activity to reinforce specific lessons.
- implement additional training for Advanced Camp into Lab to give Cadets a better understanding of leadership roles, better preparing them to succeed in their individual activities during Advanced Camp.
- zero our focus toward Advanced Camp to ensure Cadets understand what will be required of them and have increased opportunity to prepare for this leadership challenge.

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- increase problem-centered instruction (PCI) within classroom education. Classic PCI is an instructional method in which solving problems is used as a vehicle for acquiring knowledge, improving problem-solving skill, and stimulating collaborative learning to assist Cadets in more fully grasping the concept of leadership.
- rebuild the APFT program by individual to remediate any loss in physical fitness during the COVID shutdown and summer break. Faculty will introduce training for the new Army Combat Fitness Test (ACFT)

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