

Assessment Cycle 2020 – 2021

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

Division: Gallaspy College of Education and Human Development

Department: Military Science

Prepared by: LTC Wendell Bender

Date: 2 June 2021

Mid-term confirmed by GCEHD Assessment Coordinator Susan Kahn

Approved by: Kimberly McAlister

Date: 15 June 2021

Northwestern Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

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.

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),

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- (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

MSL 1011: Introduction to the Army Laboratory

MSL 1020: Foundations of Leadership

MSL 1021: Foundations of Leadership Laboratory

Measure 1.1. (Direct – Knowledge)

Cadets demonstrate competent writing and public speaking skills during their first year in the program 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.

Analysis. Per Army Regulation 25-50, writing within the Department of the Army 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. We introduce the Army Writing Style during the Military Science and Leadership (MSL) I year. Based on the analysis of the 2019-20 results, we 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 (8/8) successfully completed the activity by scoring 70% or higher.

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Decision or Recommendation. In 2020-21, we 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. In AC 2021-2022, to tailor cadets' firsthand learning in MSL 1011 and 1021, we will move tactical classes from MSL 1020, previously taught in the spring, to our fall course, MSL 1010. Likewise, we will move non-tactical classes from fall to spring.

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. Based on the analysis of the 2019-20 results, in 2020-21 we incorporated briefing and presentation activities, especially those that highlighted student needs. We 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 AC 2021-22, we will implement several presentations that focus on Army Writing Style and military presentations by having the Cadets research Army regulations of assorted topics and present their findings to the class.

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 objectives.

MSL 2010: Leadership and Ethics

MSL 2011: Leadership and Ethics Laboratory

MSL 2020: Army Doctrine and Decision Making

MSL 2021: Army Doctrine and Decision Making 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.

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Finding. Target was met.

Analysis. Based on the analysis of the AC 2019-20 results, in AC 2020-21 faculty developed a more hands-on learning approach to better prepare Cadets for future leadership roles in the program. This allowed Cadets to execute what they have learned from lectures and gave them a better perspective with the ability to retain the lessons.

As a result of these changes, in AC 2020-21, the target was met. 100% of Cadets passed this activity with a score of 80 and above. Cadets gained an understanding of adaptive leadership.

These changes had a direct impact on the student's ability to demonstrate understanding of adaptive leadership, critical thinking, and organizational and communication skills.

Decision or Recommendation. In AC 2020-21, the target was met. Based on information gathered from analysis of this data, in AC 2021-22, faculty will incorporate external guest speakers (current and retired Army Officers), to give inside perspective on active duty officership and real time experience with leadership.

These changes will improve the student's ability to demonstrate leader attributes, values, and core leader skills by spending time with successful officers who will share lessons learned and offer valuable suggestions for their development thereby continuing to push the cycle of improvement forward.

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.

Finding. Target was met.

Analysis. In AC 2019-20, the target was met. Based on the analysis of these results in AC 2020-21, faculty incorporated additional time with upperclass students through a Leadership Development Program which allowed for more one-on-one activity to reinforce specific lessons.

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As a result of these changes, in AC 2020-21, the target was met. 100% of Cadets passed this activity with a score of 80 and above. Through the Leadership Development Program, Cadets became more familiar with the Army writing process, briefing styles, and public speaking due to the frequency of presentations given.

These changes had a direct impact on the student's ability to draft reports and present briefings.

Decision or Recommendation. In AC 2020-21, the target was met. Based on information gathered from analysis of the AC 2020-21 data, faculty will build on the Leadership Development Program to drive the cycle of improvement. In AC 2021-22, faculty will use the mentor/mentee program while incorporating more training opportunities outside the university, such as training briefings, box tours, and branch briefings located at Fort Polk, LA, followed up with classroom writing and presentation assignments.

These changes will improve the student's ability to demonstrate leader attributes, values, and core leader skills by broadening their concept of what the Army is and how it works through leadership analysis.

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: Training Management and the Warfighting Functions

MSL 3011: Training Management and the Warfighting Functions Laboratory

MSL 3020: Applied Leadership in Small Unit Operations

MSL 3021: Applied 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 AC 2019-20, the target was met. Based on the analysis of these results, in AC 2020-21, faculty implemented additional training for Advanced Camp into Lab to give Cadets a better understanding of leadership roles, in turn preparing them to succeed in their individual assessments during Advanced Camp.

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During Advanced Camp, or Operation Agile Leader for AC 2019-20, Cadets are evaluated on their performance based on the ALRM and receive either a did not meet (>70%), met (71-89%), or exceeded standard rating (90-100%). All NSU Cadets received met or exceeded standard ratings.

These changes had a direct impact on the student's ability to demonstrate Troop Leading Procedures; attributes of character, presence, and intellect; and the competencies of leading, developing, and achieving.

Decision or Recommendation. In AC 2020-21, the target was met. Based on information gathered from analysis of the AC 2020-21 data, in AC 2021-22, faculty will increase focus on training management during the fall semester by incorporating Cadet battalion leadership into the training management process and increase focus on the roles and responsibilities of the Squad Leader, Platoon Sergeant, and Platoon leader during the spring semester.

These changes will improve the student's ability to plan, coordinate, navigate, motivate, and lead a squad and platoon in the execution of a mission, thereby continuing to push the cycle of improvement forward.

Measure: 3.2. (Direct – Knowledge)

Cadets will be required to write a term paper, applying the principles of Mission Command to a historical figure in an actual event or events.

Target: 100% of enrolled Cadets will demonstrate critical thinking and analysis by determining the effectiveness or lack thereof in the implementation of the principles of Mission Command and score a 70% or higher on the writing activity.

Finding. Target was not met. Due to a change in program faculty, this term paper was not a course requirement and was not assigned during AC 2020-21.

Analysis. In AC 2019-20, the target was met. Based on the analysis of these results, in AC 2020-21, faculty shifted focus toward Advanced Camp to ensure Cadets understood camp requirements and had increased opportunity to prepare for this leadership challenge.

Decision or Recommendation. In AC 2020-21, the target was not met because with a change in program faculty, rather than assigning a term paper, focus was redirected toward Advanced Camp. As we found more instruction was required, the instructor revised the lab schedule to bridge gaps resulting in all Cadets passing Operation Agile Leader and moving on to accessions. Using this experience and analysis of the AC 2020-21 data, in AC 2021-22, faculty will conduct a series of lectures and After-Action Reviews over fall and spring semesters that demonstrate the effectiveness of correctly applied principles and how they can enhance their individual leadership style.

These changes will improve the student's ability to plan, coordinate, navigate, motivate, and lead a squad and platoon in the execution of a mission, thereby continuing to push the cycle of improvement forward.

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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: The Army Officer

MSL 4011: The Army Officer Laboratory

MSL 4020: Company Grade Leadership

MSL 4021: Company Grade Leadership 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 an 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: 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 AC 2019-20 the target was met. Based on the analysis of these results, in AC 2020-21, faculty increased problem-centered instruction (PCI) within classroom education. Classic PCI is an instructional method in which solving problems was used as a vehicle for acquiring knowledge, improving problem-solving skill, and stimulating collaborative learning. While the term paper activity was used, faculty believed Cadets would more fully grasp the concept of leadership by adding PCI.

As a result of these changes, in AC 2020-21, the target was met. 100% of Cadets passed this activity with a score of 70 or above.

In AY 2020-21, PCI was measured using Problem-Based Learning (PBL). PBL is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem. This problem drives motivation and learning. Cadets were required to research current problems impacting Army Senior Leaders. The learning outcomes (Nilson, 2010) associated with PBL used to measure effectiveness of PCI were critical thinking and analysis, problem solving across agencies/departments, applying course content to real-world examples, and oral and written communication.

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These changes had a direct impact on the student's ability to demonstrate a clear understanding of the writing process on any aspect of leadership.

Decision or Recommendation. In AC 2020-21, the target was met. Based on information gathered from analysis of this data, in AC 2021-22, we will incorporate PBL across all disciplines. Rather than teaching relevant material and subsequently having students apply the knowledge to solve problems, the problem is presented first. PBL assignments can be short, or they can be more involved and take a whole semester. PBL is often group-oriented, so it is beneficial to set aside classroom time allow students to collaborate.

These changes will improve the student's ability 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, as well as demonstrate a deep understanding of the Army and their roles as soon-to-be Army officers, thereby continuing to push the cycle of improvement forward.

Measure 4.2 (Direct – Disposition)

The focus of the second 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. In AC 2019-20, the target was met. Based on the analysis of the AC 2019-20 results, and due to the impact and uncertainty of COVID-19 during AC 2020-21, PCI/PBL became increasingly important. Classroom management activities 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 included specifying outcomes, developing problems, and constructing a problem road map.

As a result of these changes, the target was met in AC 2020-21 with 100% of Cadets passed this activity with a score of 70 or above.

These changes had a direct impact on the student's ability to complete a professional reading, approved by the instructor, and present their interpretation of the battle analysis.

Decision or Recommendation. In AC 2020-21, the target was met. Based on information gathered from analysis of this data, in AC 2021-22 faculty will assign the evaluation of a historical event with the added assignment of developing lessons learned from those

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events. Cadets will then incorporate these lessons into their future decision-making and develop key critical-thinking skills, all the while continuing development of their briefing and presentation skills.

These changes will improve the student's ability to complete a professional reading and present their interpretation of the battle analysis with a strong focus on lessons learned. Through increased self-reflection, Cadets will gain a better understanding of the principles of Army Leadership and how the concept applies to them as future leaders.

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 AC 2019-20 the target was met. Based on the results of using learning facilitation, this model was 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.

As a result of these changes, in AC 2020-21, the target was met. 100% of Cadets passed this activity with a score of 70 or above.

In AY 2020-21, the 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 MSL curriculum to the Army Operating Concept and synthesize the warfighting challenges to questions asked.

These changes had a direct impact on the student's ability to 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.

Decision or Recommendation.

In AC 2020-21, the target was met. Based on information gathered from analysis of this data, in AC 2021-22, faculty will rework curriculum to incorporate more group learning and facilitator-led teaching models for MS IV coursework using research of current topics affecting the Army to lead class discussions.

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

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fitness according to Army regulations.

The Army is redesigning the Army Physical Fitness Test. As such, we have rewritten Measures 5.1 and 5.3 and added Measures 5.2 and 5.4 to better assess physical fitness and student learning.

Course Map: Tied to the course syllabus.

MSL 2030: Intermediate Physical Fitness I

MSL 3040: Advanced Military Physical Fitness I

Measure 5.1. (Direct – Skills) MSL 2030 & MSL 3040

Cadets will take a record Cadet Command Fitness Assessment (CCFA) at the end of the semester. Passing this assessment is a requirement before they can contract with ROTC.

Target: 100% of enrolled Cadets will perform the appropriate number of required repetitions for their respective gender.

Finding. Target was not met.

Analysis. In AC 2020-21, the target was not met as the Army Combat Fitness Test was implemented mid-year due to the Army redesigning the APFT. Faculty expected most physical fitness scores to 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. Based on the analysis of AC 2019-20 results, in AC 2020-21, faculty rebuilt the physical fitness training program by individual to remediate any loss in physical fitness; however, we were not able to complete testing because standards are being recalculated.

Decision or Recommendation. In AC 2020-21, the target was not met due to inability to test while standards are being recalculated. In AC 2021-22, faculty will introduce standards and training for the Cadet Command Fitness Assessment while awaiting new fitness standards.

These changes will allow students to demonstrate comprehensive fitness through competence on the CCFA thereby continuing to push the cycle of improvement forward in the interim.

Measure 5.2. (Direct – Knowledge) MSL 2030

Cadets are required to conduct a 5-minute oral presentation on the performance triad of sleep, nutrition, and exercise.

Target: 100% of enrolled Cadets will score at least a 70% on the presentation.

Finding. Target was not met as we are adding this measure for the 2021-22 assessment cycle.

Analysis. While the Army measures fitness through physical fitness testing, we view health and fitness holistically. In AC 2021-22, the faculty will add instruction on the performance triad of sleep, nutrition, and exercise to show the interconnectedness of each in reaching

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fitness goals. These changes will have a direct impact on the student's understanding of comprehensive fitness and the variables that affect it.

Decision or Recommendation. In AC 2021-22, we will add instruction on the performance triad of sleep, nutrition, and exercise and assign a 5-minute oral presentation to assess student learning. These changes will improve the student's ability to show comprehensive fitness through an understanding of individual requirements to live a healthy, fit lifestyle.

Measure 5.3. (Direct – Knowledge) MSL 3040

Cadets are required to demonstrate proficiency in Army fitness by leading the class through assigned exercises.

Target: 100% of enrolled Cadets will score at least 70% on a practical exam.

Finding. Target was not met as this measure is being added for the 2021-22 assessment cycle.

Analysis. In AC 2020-21, the target was not met as we are adding this measure for the 2021-22 assessment cycle. Officers are required to direct physical fitness training for their units. By describing or demonstrating the proper way to perform the 10 calisthenic exercises of the Preparatory Drill and the 5 exercises of the Recovery Drill, Cadets will gain the knowledge needed (and necessary confidence) to supervise training for their Soldiers once assigned to their individual units.

This requirement will have a direct impact on the student's ability to demonstrate proficiency in physical fitness training.

Decision or Recommendation.

In AC 2021-22, faculty will add the requirement of describing or demonstrating the proper way to perform the 10 calisthenic exercises of the Preparatory Drill and the 5 exercises of the Recovery Drill to assess Cadets' knowledge and confidence in leading training for Soldiers.

These changes will improve the student's ability to demonstrate comprehensive fitness through leadership and prepare them for directing physical training with their subordinates in an Army environment.

Comprehensive Summary of Key Evidence of Improvements Based on the Analysis of the Results:

- We introduced the Army Writing Style during the Military Science and Leadership (MSL) I year and tailored the course to incorporate more 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.
- We incorporated briefing and presentation activities, especially those that highlighted student needs. We focused on the development of oral communication skills to instill

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confidence and presence.

- Faculty developed a more hands-on learning approach to better prepare Cadets for future leadership roles in the program. This allowed Cadets to execute what they have learned from lectures and gave them a better perspective with the ability to retain the lessons.
- Faculty incorporated additional time with upper class students through a Leadership Development Program for more one-on-one activity to reinforce specific lessons.
- Faculty implemented additional training for Advanced Camp into Lab to give Cadets a better understanding of leadership roles, in turn preparing them to succeed in their individual assessments during Advanced Camp.
- Having experienced a change in program faculty, rather than assigning a term paper, focus was shifted toward Advanced Camp. Doing so afforded Cadets the opportunity to meet individually with their new instructor to gain a better understanding of camp requirements. We found more instruction was required, so the instructor revised the lab schedule to bridge gaps resulting in all Cadets passing Operation Agile Leader and moving on to accessions.
- To improve MS IV instruction, faculty measured Problem-Center Instruction against Problem-Based Learning (PBL). By using PBL, students learn about a subject by working in groups to solve an open-ended problem, which drives motivation and learning. The result was increased collaboration, classroom discussion, and practical application.
- Shifting to PCI/PBL classroom management activities 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.
- MSL 4010/20 faculty changed the assignment to facilitated discussions on world events affecting the military. In doing so, students demonstrated an understanding of Army War Fighting Challenges; described and discussed foreseeable challenges and concerns; and displayed identified how the Army of the future will operate.
- For Measure 5.1 (MSL 2030 and MSL 3040), faculty rebuilt the physical fitness training program by individual to remediate any loss in physical fitness.
- To encourage a holistic view of physical fitness and health, faculty added instruction and assessment on the performance triad of sleep, nutrition, and exercise to the curriculum for the Intermediate Physical Fitness Class.
- To build knowledge and confidence in directing physical fitness training, faculty added instruction and assessment of the 10 calisthenics exercises of the Preparatory Drill and the 5 exercises of the Recovery Drill to the curriculum for the Advanced Physical Fitness Class.

Plan of Action for Moving Forward:

- To tailor firsthand experience for MSL 1011 and 1021, we will move tactical classes from MSL 1020, previously taught in the spring, to our fall course, MSL 1010. Likewise, we will move non-tactical classes from fall to spring to better balance curriculum and improve

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student performance.

- Faculty will implement several presentations that focus on Army Writing Style and military presentations by having the Cadets research Army regulations of assorted topics and present their findings to the class.
- We will incorporate external guest speakers to give inside perspective on active duty officership and real time experience with Army leadership. These successful officers will share lessons learned and offer valuable suggestions for Cadet development.
- Faculty will couple the mentor/mentee program and additional training opportunities outside the university, such as training briefings, box tours, and branch briefings located at Fort Polk, LA, with classroom writing and presentation assignments.
- Faculty will increase focus on training management during the fall semester by incorporating Cadet battalion leadership into the training management process with an increased focus on the roles and responsibilities of the Squad Leader, Platoon Sergeant, and Platoon leader during spring 2022.
- To demonstrate critical thinking and analysis and assist Cadets in developing or enhancing their leadership style, faculty will conduct a series of lectures and After-Action Reviews that demonstrate the effectiveness of correctly applied principles of Mission Command.
- Faculty will incorporate PBL across all disciplines rather than teaching relevant material and subsequently having students apply the knowledge to solve problems. As PBL is often group-oriented, syllabi will be adjusted to allow students to collaborate.
- Faculty will assign a project in which Cadets will research and evaluate a historical event and develop lessons learned from those events. Through increased self-reflection, Cadets will gain a greater understanding of the principles of Army Leadership and how the concept applies to them personally.
- Faculty will rework curriculum of Army War Fighting Challenges and Army Operating Concepts by incorporating more group learning and facilitator-led teaching models for MS IV coursework using research of current topics affecting the Army.
- For Measure 5.1 (MSL 2030 and MSL 3040), faculty will introduce standards and training for the Cadet Command Fitness Assessment while awaiting new fitness standards. Doing so will allow students to demonstrate comprehensive fitness through competence on the CCFA thereby continuing to push the cycle of improvement forward in the interim.
- As we view health and fitness holistically, the faculty will add instruction on the performance triad of sleep, nutrition, and exercise and assign a 5-minute oral presentation to assess student learning. These changes will improve the student's ability to show comprehensive fitness by better understanding the requirements to live a healthy, fit lifestyle.
- Officers are required to direct physical fitness training for their units. As such, the faculty will add the requirement of describing or demonstrating the proper way to perform the 10 calisthenic exercises of the Preparatory Drill and the 5 exercises of the Recovery Drill to MSL 3040, so that Cadets will gain the knowledge needed (and necessary confidence) to

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supervise training once assigned to their individual units.