

Assessment Cycle 2021-2022

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 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 including Active, Reserve, and National Guard.

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, 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, and style. We introduce the Army Writing Style during the Military Science and Leadership (MSL) I year. Based on the analysis of the 2020-2021 results, faculty added extra 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 (9/9) successfully completed the activity by scoring 70% or higher.

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Decision or Recommendation. In 2021-2022, we tailored activities including changing several class periods to allow for more firsthand experience, such as demonstrating a military assault then allowing Cadets to de-brief the activity on the ground. 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. Doing so will allow more time, more continuity across the semester, to work on writing projects. We will also incorporate various designed learning strategies (For example: Discussion Method with Think-Pair-Share and Metacognitive reflection using self and group reflections) to better measure the Cadets understanding of the Army writing and correspondence.

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 AC 2020-2021 results, in AC 2021-2022 we incorporated briefing and presentation activities, especially those that highlighted student needs. To drive the cycle of improvement forward, 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. Additionally, the Cadets critiqued each other's presentations in an open forum to further develop oral communication skills.

Decision or Recommendation. In AC 2022-2023, we will add additional opportunities to improve public speaking by including open-forum, Cadet-led debates. A focus on student-centric learning activities will be the main source of delivery. Structured diagrams and graphic organizers will aid student led discussion and other reciprocal peer teaching activities in preparation for sophomore year continuing to push the cycle of improvement forward.

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

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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. Based on information gathered from analysis of the AC 2020-2021 data, and to broaden our scope, faculty incorporated external guest speakers (current and retired Army officers), to give inside perspective on active duty officership and real time experience with leadership. These changes improved Cadets' ability to demonstrate leader attributes, values, and core leader skills by spending time with successful officers who shared lessons learned and offered valuable suggestions for their development thereby continuing to push the cycle of improvement forward.

Decision or Recommendation. In AY 2022-2023, we will develop a more direct 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 scoring 80% or higher on the writing and briefing activity.

Finding: Target was met.

Analysis. To drive the cycle of improvement, faculty built on the Leadership Development Program by using the mentor/mentee program while incorporating more training opportunities outside the university. These opportunities included training briefings, box tours, and branch briefings located at Fort Polk, LA, followed by classroom writing and presentation assignments. These changes improved the student's ability to demonstrate leader attributes, values, and core leader skills by broadening their concept of what the

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Army is and how it works through leadership analysis.

Decision or Recommendation. Incorporating the third-year cadets in additional practical exercises will help the second-year cadets gain knowledge from both Cadre and upper classmen. We will also create a Leadership Development Program lead by the Cadre and fourth-year cadets for a more in-depth study of 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: 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. Based on information gathered from analysis of the AC 2020-2021 data, faculty increased focus on training management during the fall semester by incorporating Cadet battalion leadership into the training management process and increased focus on the roles and responsibilities of the Squad Leader, Platoon Sergeant, and Platoon Leader during the spring semester. These changes improved 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.

Decision or Recommendation. While overall successful, the changes from previous years still limited Cadet development in the areas of tactical operation leadership, which is the focus for evaluation at Cadet Summer Training (Advanced Camp). Moving forward, an increased emphasis will shift from leadership competencies towards training management to competencies aligned with operational planning and resourcing at the squad level for Fall 2022 and platoon level Spring 2022.

Measure: 3.2. (Direct – Knowledge)

Mission execution requires Cadets to plan, coordinate, navigate, motivate, and lead a

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squad and platoon. Advanced Camp tests their ability in all areas of leadership. To be better prepared for this leadership challenge, Cadets will demonstrate the ability to think critically, exercise sound decision making, and show adaptive leadership skills through lab participation.

Target: 100% of enrolled Cadets will demonstrate leadership skills while operating as platoon leaders, platoon sergeants and squad leaders during the execution of labs.

Finding: Target was met.

Analysis. By revising the lab schedule, the faculty bridged curriculum gaps to better test Cadet preparedness for Advanced Camp. Further, faculty conducted a series of lectures and After-Action Reviews over fall and spring semesters to demonstrate the effectiveness of correctly applied principles and how they can enhance individual leadership style. These changes resulted in Cadet's being better prepared to execute small unit tactical operations with other ROTC programs and while participating in Advanced Camp summer training.

Decision or Recommendation. Faculty will adjust the curriculum to incorporate more situations during labs that require Cadets to critically analyze the situation in a semi-stressful environment and determine acceptable courses of action and then lead their platoon or squad through the dilemma.

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 3-5 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: 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%.

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Finding: Target was met.

Analysis. Based on information gathered from analysis of the 2020-21 data, we incorporated Problem-Based Learning across all disciplines in 2021-2022 rather than teaching relevant material and later having students apply the knowledge to solve problems, faculty will present the problem first. This change improved 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 show a deep understanding of the Army and their roles as soon-to-be Army officers.

Decision or Recommendation. In AC 2022-23, we will incorporate more student-led instruction. The instructor will brief a block of instruction on a certain subject to discuss the overall concept of the information and then assign group projects to brief more details on the subject matter with input from the instructor. This will place more emphasis on briefing techniques and confidence in front of an audience while still learning the required curriculum. This is important because commissioned officers are required to be experts in their field and communicate this expertise to subordinates, peers, and superiors with confidence and clarity. The term paper will still be required in addition to the student-led instruction.

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. Based on analysis of the 2020-2021 results, in 2021-22 the faculty assigned the evaluation of a historical event with the added assignment of developing lessons learned from those events. Cadets then incorporated these lessons into their future decision-making and developed key critical-thinking skills, while continuing development of their briefing and presentation skills. These changes resulted in an improvement of the student's ability to complete a professional reading and present their interpretation of battle analysis with a strong focus on lessons learned. Through increased self-reflection, Cadets gained a better understanding of the principles of Army Leadership and how the concept applies to them as future leaders.

Decision or Recommendation. In AC 2022-23, we will continue to assign the evaluation of a historical event; however, we will tie this historical event into our annual staff ride which consists of a 1-day tour of a battlefield, museum, or memorial. The readings and battle

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analysis will be focused on the chosen staff ride location. Cadets will be assigned groups and different portions of the staff ride to conduct their analysis and incorporate lessons learned into their future decision making as an Army officer. The battle analysis will incorporate a written portion, an in-class briefing portion, and a briefing during the staff ride as we walk through the sequence of events for the chosen staff ride location (typically a civil war battlefield.)

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. Analysis of the AY 2020-21 results led to assignment changes in 2021-2022 to facilitate discussions on current world events that affect the military. Faculty reworked 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. These changes resulted in students conducting self-study on current events and applying the information presented in class to those current events. It allowed them to fully understand the ongoing impact of operations executed by current leaders in the military and the impact on politics, partnerships, and military strategy. This also helped inform their understanding of the expectations required of them as they commission as officers in the United States Army.

Decision or Recommendation. In AC 2022-23, we will build on what was learned through the success of integrating current topics affecting the Army to lead class discussion. Assignments will be added to the curriculum that not only promote self-study on current events but also require them to research current events based on instructor designated student briefings. This will not only give them more experience of conducting research but also allow them the opportunity to present the information to the class for awareness and practice in communicating ideas. Doing so will also create an open dialogue with other students to provide feedback on the current event and the way in which it was presented to the group.

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.

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) 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 met for fully qualified Cadets.

Analysis. While awaiting Cadet Command's recalculation of fitness standards, faculty introduced standards and training for the Cadet Command Fitness Assessment (CCFA). This allowed students to demonstrate comprehensive fitness through competence on the CCFA thereby continuing to push the cycle of improvement forward in the interim. We have since incorporated additional program management and data analysis for those in MSL 3040 which requires them periodically throughout the semester to identify trends in areas of their assigned Cadets that need improvement and to recommend a training plan that will correct those deficiencies.

Decision or Recommendation. As of 01 April 2023, the CCFA will no longer be used by US Army Cadet Command and the only physical assessment will be the Army Combat Fitness Test (ACFT). This will require a modest restructuring of MSL 2030 focusing on the fitness areas targeted by the ACFT which differ from those assessed by the CCFA.

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 met.

Analysis. To better gauge cadet knowledge of the performance triad, we added this measure for the 2021-22 assessment cycle. Faculty added instruction on the performance triad and assigned a 5-minute oral presentation to assess student learning. The change benefitted students by offering the opportunity to demonstrate comprehensive fitness through an understanding of individual requirements to live a healthy, fit lifestyle.

Decision or Recommendation. To increase the effectiveness of comprehensive fitness, instructors will require Cadets to maintain a food journal for a 30-day period during the fall semester to help determine their maintenance level of calories.

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.

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Finding: Target was met.

Analysis. Analysis of past assessments revealed we lacked the ability to measure cadet proficiency in leading physical fitness training, so we added this measure for the 2021-22 assessment cycle.

Faculty added the requirement of describing or demonstrating the proper way to perform the ten calisthenic exercises of the Preparatory Drill and the five exercises of the Recovery Drill to assess Cadets' knowledge and confidence in leading training for Soldiers. This change improved the student's ability to demonstrate comprehensive fitness through leadership and prepared them for directing physical training with their subordinates in an Army environment.

Decision or Recommendation. MSL 3040 Cadets will be required to use their personal and assigned MSL 3020 caloric results to create a meal plan (macro & micro-nutrient based) to assist Cadets in meeting their physical fitness goals, and to ensure that contracted Cadets maintain their body fat requirements to meet Army standards in accordance with Army Regulation 600-9 Army Body Composition Program.

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

Faculty added extra 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 confidence and presence. Cadets learned how to organize their thoughts and present them in an oral report. Additionally, the Cadets critiqued each other's presentations in an open forum to further develop oral communication skills.

Faculty incorporated external guest speakers (current and retired Army officers), to give inside perspective on active duty officership and real time experience with leadership. These changes improved Cadets' ability to demonstrate leader attributes, values, and core leader skills by spending time with successful officers who shared lessons learned and offered valuable suggestions for their development.

Faculty built on the Leadership Development Program by using the mentor/mentee program while incorporating more training opportunities outside the university. These opportunities included training briefings, box tours, and branch briefings located at Fort Polk, LA, followed by classroom writing and presentation assignments. These changes improved 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.

Faculty increased focus on training management during the fall semester by incorporating Cadet battalion leadership into the training management process and increased focus on

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the roles and responsibilities of the Squad Leader, Platoon Sergeant, and Platoon Leader during the spring semester. These changes improved the student's ability to plan, coordinate, navigate, motivate, and lead a squad and platoon in the execution of a mission.

By revising the lab schedule, the faculty bridged curriculum gaps to better test Cadet preparedness for Advanced Camp. Further, faculty conducted a series of lectures and After-Action Reviews over fall and spring semesters to demonstrate the effectiveness of correctly applied principles and how they can enhance individual leadership style. These changes resulted in Cadet's being better prepared to execute small unit tactical operations with other ROTC programs and while participating in Advanced Camp summer training.

We incorporated Problem-Based Learning across all disciplines rather than teaching relevant material and later having students apply the knowledge to solve problems, faculty will present the problem first. This change improved 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 show a deep understanding of the Army and their roles as soon-to-be Army officers.

The faculty assigned the evaluation of a historical event with the added assignment of developing lessons learned from those events. Cadets then incorporated these lessons into their future decision-making and developed key critical-thinking skills, while continuing development of their briefing and presentation skills. These changes resulted in an improvement of the student's ability to complete a professional reading and present their interpretation of battle analysis with a strong focus on lessons learned. Through increased self-reflection, Cadets gained a better understanding of the principles of Army Leadership and how the concept applies to them as future leaders.

Faculty reworked 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. These changes resulted in students conducting self-study on current events and applying the information presented in class to those current events. It allowed them to fully understand the ongoing impact of operations executed by current leaders in the military and the impact on politics, partnerships, and military strategy. This also helped inform their understanding of the expectations required of them as they commission as officers in the United States Army.

While awaiting Cadet Command's recalculation of fitness standards, faculty introduced standards and training for the Cadet Command Fitness Assessment (CCFA). This allowed students to demonstrate comprehensive fitness through competence on the CCFA thereby continuing to push the cycle of improvement forward in the interim. We have since incorporated additional program management and data analysis for those in MSL 3040 which requires them periodically throughout the semester to identify trends in areas of their assigned Cadets that need improvement and to recommend a training plan that will correct those deficiencies.

Faculty added instruction on the performance triad and assigned a 5-minute oral presentation to assess student learning. The change benefitted students by offering the

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opportunity to demonstrate comprehensive fitness through an understanding of individual requirements to live a healthy, fit lifestyle.

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Plan of Action for Moving Forward:

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. Doing so will allow more time, more continuity across the semester, to work on writing projects. We will also incorporate various designed learning strategies (For example: Discussion Method with Think-Pair-Share and Metacognitive reflection using self and group reflections) to better measure the Cadets understanding of the Army writing and correspondence.

We will add additional opportunities to improve public speaking by including open-forum, Cadet-led debates. A focus on student-centric learning activities will be the main source of delivery. Structured diagrams and graphic organizers will aid student led discussion and other reciprocal peer teaching activities in preparation for sophomore year.

We will develop a more direct 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.

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We will shift emphasis from leadership competencies toward training management to competencies aligned with operational planning and resourcing at the squad level for Fall 2022 and platoon level Spring 2022.

Faculty will adjust the curriculum to incorporate more situations during labs that require Cadets to critically analyze the situation in a semi-stressful environment and determine acceptable courses of action and then lead their platoon or squad through the dilemma.

We will incorporate more student-led instruction. The instructor will brief a block of instruction on a certain subject to discuss the overall concept of the information and then assign group projects to brief more details on the subject matter with input from the instructor. This will place more emphasis on briefing techniques and confidence in front of an audience while still learning the required curriculum. This is important because

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commissioned officers are required to be experts in their field and communicate this expertise to subordinates, peers, and superiors with confidence and clarity. The term paper will still be required in addition to the student-led instruction.

We will continue to assign the evaluation of a historical event; however, we will tie this historical event into our annual staff ride which consists of a 1-day tour of a battlefield, museum, or memorial. The readings and battle analysis will be focused on the chosen staff ride location. Cadets will be assigned groups and different portions of the staff ride to conduct their analysis and incorporate lessons learned into their future decision making as an Army officer. The battle analysis will incorporate a written portion, an in-class briefing portion, and a briefing during the staff ride as we walk through the sequence of events for the chosen staff ride location (typically a civil war battlefield.)

We will build on what was learned through the success of integrating current topics affecting the Army to lead class discussion. Assignments will be added to the curriculum that not only promote self-study on current events but also require them to research current events based on instructor designated student briefings. This will not only give them more experience of conducting research but also allow them the opportunity to present the information to the class for awareness and practice in communicating ideas. Doing so will also create an open dialogue with other students to provide feedback on the current event and the way in which it was presented to the group.

As of 01 April 2023, the CCFA will no longer be used by US Army Cadet Command and the only physical assessment will be the Army Combat Fitness Test (ACFT). This will require a modest restructuring of MSL 2030 focusing on the fitness areas targeted by the ACFT which differ from those assessed by the CCFA.

To increase the effectiveness of comprehensive fitness, instructors will require Cadets to maintain a food journal for a 30-day period during the fall semester to help determine their maintenance level of calories.

MSL 3040 Cadets will be required to use their personal and assigned MSL 3020 caloric results to create a meal plan (macro & micro-nutrient based) to assist Cadets in meeting their physical fitness goals, and to ensure that contracted Cadets maintain their body fat requirements to meet Army standards in accordance with Army Regulation 600-9 Army Body Composition Program.