

Assessment Cycle

Academic Year 2016 – 2017

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

College: Gallaspy College of Education and Human Development

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Approved by: LTC Katherine Carlson

Date: 13 April 2017

Northwestern Mission

Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

College of Education and Human Development

The College of Education and Human Development is a committed and diverse community of scholars, educators, students and future leaders, working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College produces graduates with the capabilities and confidence to be productive members of society equipped with the skill sets necessary to promote economic and social development thereby improving the overall quality of life in the region. Through programs in education, psychology, social work, addiction studies, health and human performance, music, and military science and leadership, the college offers a wide variety of exemplary undergraduate programs that prepare candidates for career success across the spectrum of professional roles and settings. The College offers master degrees in early childhood and secondary education. As caring, competent, reflective practitioners, our graduates become positive role models in their communities and leaders in the nation's military. Academic programs are based on theory, research, and experiential learning practices. Graduates become adaptive critical thinkers and problem solvers who will be successful in diverse scenarios capable of leveraging new technologies to enrich lifelong learning and enhance any professional endeavor.

Department of Military Science

The Northwestern State University Reserve Officers' Training Corps (NSU ROTC) program recruits, develops, retains, and commissions highly qualified NSU students to be officers and leaders of character in the total Army.

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Purpose

The purpose of ROTC is to provide credible, rigorous, and relevant training and education to our Cadets; develop Cadets who are adaptive leaders capable of meeting challenges in an era of persistent conflict, and produce Cadets who embrace the Army profession and a life of selfless service to our nation.

Methodology

The assessment process for the ROTC program is as follows:

- (1) Instructors will collect data from assessment tools (both direct and indirect, quantitative and qualitative) and submit it to the Program Manager,
- (2) The Program Manager, in concert with the Professor of Military Science (PMS), will analyze the data to determine whether Cadets have met measurable outcomes,
- (3) The PMS will discuss the assessment with the program faculty,
- (4) The PMS will hold individual meetings with faculty as required,
- (5) In consultation with the Program Manager and faculty, the PMS will propose changes to measurable outcomes and/or assessment tools for the next assessment period and program changes, where needed.

Student Learning Outcomes

SLO 1. First-year Cadets will develop a basic knowledge and comprehension of Army leadership dimensions, attributes, and core leader competencies; gain an understanding of the ROTC program and the Army; explore the Seven Army Values and the Warrior Ethos, and gain practical experience using critical communication skills. We will measure competency through a series of lesson assessments and essays. MS 1010 and MS 1020 Course Maps follow SLO 1 measures.

Course Map: Tied to course syllabus objectives.

MSCI 1010: Introduction to the Army and Critical Thinking

MSCI 1011: Introduction to the Army and Critical Thinking Laboratory

MSCI 1020: Adaptive Leadership and Professional Competence

MSCI 1021: Adaptive Leadership and Professional Competence Laboratory

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Measure 1.1.

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

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

Finding: Target met.

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

Analysis: Goals for this assignment were trifold: assess military knowledge while determining level of commitment to the ROTC program and writing skills. Because these are first-year students, some MS 1’s have little to no knowledge of the military and the Army Writing Style whereas other Cadets arrive with a military background. We must tailor our lesson plans to accommodate individual levels.

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

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Communications Practical Exercise Rubric

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

Student Name: _____

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

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

Total (44 points possible):	
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Measure 1.2.

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

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

Finding: Target met.

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

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

Action - Decision or Recommendation: Continue to incorporate writing and briefing assignments and implement written Operations Orders. Doing so will provide practice for the Army writing style while introducing military bearing.

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Cadet Name _____					
Scoring Rubric for Oral Presentations					
	0 - 1	2 - 4	5 - 7	8 - 10	Score
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because Cadet jumps around.	Cadet presents information in logical sequence which audience can follow.	Cadet presents information in logical, interesting sequence which audience can follow.	
Subject Knowledge	Cadet does not have grasp of information; Cadet cannot answer questions about subject.	Cadet is uncomfortable with information and is able to answer only rudimentary questions.	Cadet is at ease with expected answers to all questions but fails to elaborate.	Cadet demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics	Cadet uses superfluous graphics or no graphics	Cadet occasionally uses graphics that rarely support text and presentation.	Cadet's graphics relate to text and presentation.	Cadet's graphics explain and reinforce screen text and presentation.	
Mechanics	Cadet's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Cadet reads all of report with no eye contact.	Cadet occasionally uses eye contact, but still, reads most of report.	Cadet maintains eye contact most of the time but frequently returns to notes.	Cadet maintains eye contact with audience, seldom returning to notes.	
Elocution	Cadet mumbles incorrectly pronounces terms and speaks too quietly for Cadets in the back of class to hear.	Cadet's voice is low. Cadet incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Cadet's voice is clear. Cadet pronounces most words correctly. Most audience members can hear presentation.	Cadet uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
Cadet Time _____ / _____ Minutes				TOTAL SCORE	/ 60

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MSL101 Course Map



MSL 101: Introduction to the Army and Critical Thinking

Lesson 1 Course Overview	Lesson 2 US Military Customs and Courtesies	Lesson 3 Introduction to I AM STRONG	Lesson 4 How to Study & Learn	Lesson 5 R2C Comprehensive Soldier & Family Fitness	Lesson 6 Mid-term Exam	Lesson 7 Goal Setting	Lesson 8 Time Management	Lesson 9 Health & Fitness	Lesson 10 Introduction to Critical Thinking	Lesson 11 Apply Critical Thinking	Lesson 12 Final Exam
Lab 01 Commander's Time & BN SOP	Lab 02 Drill & Ceremonies (Individual)	Lab 03 Drill & Ceremonies (Squad & Platoon)	Lab 04 Anti-terrorism (Cadre Lead)	Lab 05 VBS Exercise	Lab 06 Emergency Preparedness	Lab 07 LRC / Ropes Course	Lab 08 Basic Survival Skills	Lab 09 POC / PCI	Lab 10 Military Communications	Lab 11 VBS Exercise	Lab 12 Counseling

The Army Profession	Comprehends and accepts the Army as a values based organization that embraces the Warrior Ethos.
Professional Competence	Understands the concept of professionalism and demonstrates proficiency of select individual military skills (within curriculum).
Adaptability	Defines and uses the problem solving process in military and non-military problems.
Teamwork	Demonstrates the individual's roles and responsibilities in support of team efforts.
	Appreciates and values the contributions of different and diverse cultures as they apply in the Army and on the college campuses.
	Demonstrates an introductory level of writing and speaking proficiency and basic negotiation strategies required for effective leadership.
Lifelong Learning	Understands the principles of lifelong learning through an appreciation of learning styles and knowledge of adult learning principles.
Comprehensive Fitness	Comprehends the basic elements of Comprehensive Soldier and Family Fitness and exhibits a functional knowledge of resiliency factors.

The Army Profession	Professional Competence	Adaptability	Teamwork	Lifelong Learning	Comprehensive Fitness	Overview & Assessment
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31 July 2014

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MSL102 Course Map

MSL 102: Introduction to the Profession of Arms

Lesson 1 Course Overview	Lesson 2 The US Army	Lesson 3 Seven Army Values & Warrior Ethos	Lesson 4 Warrior Ethos Case Study	Lesson 5 Army Leadership	Lesson 6 Profession of Arms	Lesson 7 Mid-term Exam	Lesson 8 Communication Process	Lesson 9 Army Writing Style	Lesson 10 Persuasive Communication	Lesson 11 Communications Practical Exercise	Lesson 12 Final Exam
Lab 13 Equal Opportunity	Lab 14 Profession of Arms	Lab 15 Team Building Exercise	Lab 16 Team Building Exercise	Lab 17 VBS Exercise	Lab 18 First Aid I	Lab 19 First Aid II	Lab 20 Cultural Property Protection (CPP)	Lab 21 Ethics Problem Solving Process (Case Studies)	Lab 22 Orienteering	Lab 23 VBS Exercise	Lab 24 Summer Training Preparation

The Army Profession	Comprehends and accepts the Army as a values based organization that embraces the Warrior Ethos.
Professional Competence	Understands the concept of professionalism and demonstrates proficiency of a select individual military skills (within curriculum).
Adaptability	Defines and uses the problem-solving process in military and non-military problems.
Teamwork	Demonstrates the individual's roles and responsibilities in support of team efforts.
	Appreciates and values the contributions of different and diverse cultures as they apply in the Army and on the college campuses.
Lifelong Learning	Demonstrates an introductory level of writing and speaking proficiency and basic negotiation strategies required for effective leadership.
	Understands the principles of lifelong learning through an appreciation of learning styles and knowledge of adult learning principles.
Comprehensive Fitness	Comprehends the basic elements of Comprehensive Soldier and Family Fitness and exhibits a functional knowledge of resiliency factors.

The Army Profession	Professional Competence	Adaptability	Teamwork	Lifelong Learning	Comprehensive Fitness	Overview & Assessment
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ETSR 060114

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

Course Map: Tied to course syllabus objectives.

MSCI 2010: Leadership and Decision Making

MSCI 2011: Leadership and Decision Making Laboratory

MSCI 2020: Army Doctrine and Team Development

MSCI 2021: Army Doctrine and Team Development Laboratory

MSCI 2080: Cadet Initial Entry Training (CIET)

MSCI 2030: Intermediate Military Physical Fitness I

Measure 2.1

Cadets will select and analyze the adaptive leadership of a famous world leader in history based on the adaptive leadership characteristics and factors discussed during the fall semester. They will develop an essay detailing their own adaptive leadership analysis of the selected world leader. They must provide specific examples of how this leader exemplifies the characteristics and factors of adaptive leadership and cite references properly. At 60% of this semester's grade, this essay assignment will demonstrate understanding, critical thinking, and organizational and communication skills. Rubric attached.

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

Finding: Target met.

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

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

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

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

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

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

The grading rubric provided below is for both assignments.

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

Comments

Score

Grade

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Measure 2.2

Army officers are required to write reports and present briefings. To prepare Cadets for future requirements and assist with public speaking skills, a Leadership Capstone Presentation encompassing two assignments (written and oral) is given using the plan, prepare, and execute format. Rubric attached.

Writing Skills: Develop an essay, no more than four pages, detailing your adaptive leadership analysis of your selected military leader.

Briefing Skills: Present an information brief, approximately 10 minutes, analyzing the leadership elements of a famous military leader approved by the instructor.

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

Finding: Target met.

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

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

Action - Decision or Recommendation: Requiring military-style writing and briefings in this second year of military science courses develops adaptive leaders and reinforces lessons learned in their first year. Continue the written/oral capstone presentation which assesses critical thinking and organizational and communication skills. Incorporate other opportunities for military-style writing such as completing counseling statements and operations orders for additional practice.

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Homework Assignment - (Cadre Grading Guidance)

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

The Leadership Elements the Cadet should cover are:

- Behavioral Theory (Managerial Grid) (MSL201 L02)
- Transformational / Transactional theory (MSL201 L02 & 03)
- Situational Theory (MSL201 L04)
- Adaptive Leadership (MSL201 L05 and 06)

Cadets' analysis will include two assignments: **Written Essay:**

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

The grading rubric provided below is for both assignments.

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

Comments:

Score

Grade

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MSL201



Leadership and Decision Making

Lesson 01 Course Overview	Lesson 03 Transactional & Transformational Leadership	Lesson 05 Adaptive Leadership	Lesson 07 Leadership Forum Lecture	Lesson 09 Assessing Your Own Leadership	Lesson 11 Mid-Term Exam	Lesson 13 Systematic Processes in Measuring Critical Thinking	Lesson 15 Fallacies in Critical Thinking	Lesson 17 Troop Leading Procedures	Lesson 19 OPORD Practical Exercise	Lesson 21 How to Detect Media Bias & Propaganda	Lesson 23 Apply the Army Values to a Tactical Problem
Lesson 02 Theories of Leadership	Lesson 04 Situational Leadership	Lesson 06 Adaptive Leaders in History	Lesson 08 Leadership Analysis	Lesson 10 Leadership Capstone Presentations	Lesson 12 Inductive and Deductive Reasoning	Lesson 14 Decision Making Using Critical Thinking Skills	Lesson 16 Army Problem Solving Process	Lesson 18 Operational Orders	Lesson 20 Moral Dimensions of Conflict	Lesson 22 Ethical Reasoning	Lesson 24 Final Exam
Lab 01 Commander's Time & BN SOP	Lab 02 Drill & Ceremonies (Individual)	Lab 03 Drill & Ceremonies (Squad & Platoon)	Lab 04 Team Building Exercise	Lab 05 VBS Exercise	Lab 06 Orienteering	Lab 07 LRC Ropes Course	Lab 08 Basic Survival Skills	Lab 09 POC / PCI (ICW LTX)	Lab 10 Military Communications	Lab 11 VBS Exercise	Lab 12 Counseling
The Army Profession	Professional Competence	Adaptability	Teamwork	Lifelong Learning	Comprehensive Fitness	Overview & Assessment					

MSL 201 Course Outcome

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

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MSL202



Army Doctrine and Team Development

Lesson 01 Course Overview	Lesson 03 Army Doctrine and Symbolology	Lesson 05 The Offense	Lesson 07 The Defense	Lesson 09 Philosophy of Ethics and Military Service	Lesson 11 Law of Land Warfare Case Study	Lesson 13 Apply the Army Values to a Tactical Problem	Lesson 15 Cultural Awareness	Lesson 17 Threat Awareness and Reporting	Lesson 19 Team Building	Lesson 21 Leadership Development Program	Lesson 23 Suicide Prevention	
Lesson 02 Principles of Joint Operations	Lesson 04 Unified Land Operations & Warfighting Functions	Lesson 06 Tactical Decision Exercise – The Offense	Lesson 08 Tactical Decision Exercise – The Defense	Lesson 10 Law of Land Warfare	Lesson 12 Stratagical Ethics	Lesson 14 Mid-Term Exam	Lesson 16 Army Briefings	Lesson 18 Emergency Management	Lesson 20 Team Building Tactical Decision Exercise	Lesson 22 Counseling & Coaching Methods	Lesson 24 Final Exam	
Lab 13 Equal Opportunity (SHARP)	Lab 14 Profession of Arms	Lab 15 Team Building Exercise	Lab 16 VBS Exercise	Lab 17 Ethics Problem Solving Process	Lab 18 First Aid I	Lab 19 First Aid II	Lab 20 Antiterrorism (Cadre Lead)	Lab 21 Emergency Preparedness	Lab 22 Cultural Property Protection Exercise	Lab 23 VBS Exercise	Lab 24 Summer Training Orientation	
The Army Profession		Professional Competence		Adaptability		Teamwork		Lifelong Learning		Comprehensive Fitness		Overview & Assessment

MSL 202 Course Outcome

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

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SLO 3. Third-year Cadets will be capable of planning, coordinating, navigating, motivating, and leading a squad and platoon in the execution of a mission. They will utilize the ability to think critically, exercise sound decision making and adaptive leadership skills. They will be wholly prepared to successfully complete Advanced Camp. MSCI 3010 and MSCI 3020 Course Maps follow SLO 3 measures.

Course Map: Tied to course syllabus below.

MSCI 3010: Initial Training Management and the Warfighting Functions

MSCI 3011: Initial Training Management and the Warfighting Functions Laboratory

MSCI 3020: Leadership in Small Unit Operations

MSCI 3021: Leadership in Small Unit Operations Laboratory

MSCI 3030: Applied Cadet Leadership Course (CLC)

MSCI 3040: Advanced Military Physical Fitness I

Measure: 3.1

The Army Leadership Requirement Model (ALRM) assesses leadership skills. The model encompasses Troop Leading Procedures; Attributes of character, presence, and intellect; and the Competencies of leading, developing, and achieving. At this level, leadership counts for 25% of the grade because Cadets must demonstrate their leadership abilities during Advanced Camp. ALRM and Unit Training Management (UTM) rubrics attached.

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

Finding: Target met.

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

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

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

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MSCI 3010/3011

Leadership and Problem Solving/Leadership and Problem Solving
Lab

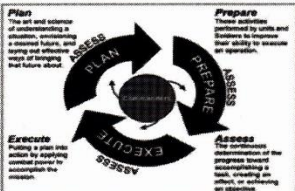
Annex D

PERFORMANCE STEPS	GO	NOGO
TROOPLEADING PROCEDURES		
1. RECEIVE THE MISSION (Acknowledge, back brief, and begin analyzing using METI-TC and commander's intent)		
2. ISSUE A WARNING ORDER (Mission, task organization, timeline, special instructions, service and support, command and signal)		
3. MAKE A TENTATIVE PLAN (Determine specified, implied, & essential tasks; develop COAs considering PMESII-PT & OAKOC; select the best GOA)		
4. INITIATE MOVEMENT (Movement to an assembly area, battle position, defense or attack position; and movement of reconnaissance elements.)		
5. CONDUCT RECONNAISSANCE (Walk the ground, map, intelligence, photography, units that have been in the area previously)		
6. COMPLETE THE PLAN (Review mission as received to ensure plan meets the requirements of the mission and stays within the commander's intent)		
7. ISSUE THE OPERATION ORDER (Orally, use five-paragraph format to explain exactly what, when, and how to accomplish the mission within intent)		
8. SUPERVISE AND REFINE (Conduct a confirmation brief, rehearsals, and inspections (PCCs / PCIs, adjust if necessary)		
Comments:		
ATTRIBUTES		
9. CHARACTER (Army values, empathy, Warrior Ethos, discipline)		
10. PRESENCE (Military & professional bearing, fitness, confidence, resilience)		
11. INTELLECT (Mental agility, judgment, innovation, interpersonal tact, expertise)		
Comments:		
COMPETENCIES		
12. LEADS (Leads others, builds trust, extends influence, leads by example, communicates)		
13. DEVELOPS (Creates a positive environment, prepares self, develops others, stewards the profession)		
14. ACHIEVES (Gets results)		
Comments:		

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NSU ROTC Evaluation Report for Unit Training Management

Unit Training Management is outlined in ADRP 7-0. Unit Training Management uses the Operations Process (see figure at the bottom) to Plan, Prepare, Execute, and Assess training in order to ensure unit METL tasks are being met.		Event:	
Operations Process Evaluation		CIC:	
Plan- Company-level and below use Troop Leading Procedure (TLP) as a framework for planning and preparing operations/training.		MSIV:	
		Date Conducted:	
		Evaluator:	
		Assesment Criteria	
Troop Leading Procedures: Provides small-unit leaders a framework for planning and preparing for operations	a. Receive the Mission: Initial assessment of the mission and determine collective tasks.	Collective tasks in CONOP	E S N
	b. Issue a WARNO: Provide subordinates the unit training mission and collective tasks.	CONOP Briefed @ T+3	E S N
	c. Make a Tentative Plan: Develop a tentative training plan.	Timeline on CONOP	E S N
	d. Initiate Movement: Commander directs subordinates to begin actions to execute.	Plan authorized @ T+2	E S N
	e. Conduct Reconnaissance: Resources needed (maneuver space or equipment).	Calendar deconflicted	E S N
	f. Complete the Plan: Following approval final updates are made.	Cadre Validation	E S N
	g. Issue the Order: Company level: leaders post plans on Training management System (BN Outlook Calendar).	Training Schedule Posted	E S N
	h. Supervise and Refine: Training meeting review.	CONOP Briefed @ T+1	E S N
Summary of Plan:			
Prepare- Quality preparation ensures successful event execution and effective unit training .			
8 Step Training Model: This can be used as a guide in completing the Prepare Step	a. Training Objectives: Desired outcome of the training and grading criteria.	CATS Tasks Verified	E S N
	b. Train the Trainers: Includes trainers, evaluators, OPFOR, and Role Players.	CATS Grading Criteria	E S N
	c. Pre-Execution Checks: PCC/PCI, equipment needed is ready and serviceable.	Equipment Verified	E S N
	d. Recon: Site visitation and coordination.	Recon Completed	E S N
	e. Rehearsals: Help leaders understand the conduct of the events and responsibilities of trainers.	Rehearsals Completed	E S N
Summary of Prepare:			
Execute- Training meetings and recovery operations are key activities that occur as each training event is conducted.			
Use training meeting and deliberate recovery ops to ensure completion of training.	a. Training Meetings: Integrating function to allow commander, staff and subordinates to manage current and future training events that support UTP.	Concept briefed at T+3, T+2, T+1, and T	E S N
	b. Recovery Operations: Recovery enables an organization to be prepared to conduct future training. Includes inspections and maintenance of equipment.	Recovery Execution List Developed and Followed	E S N
Summary of Execute:			
Assess- Evaluation of all aspects of training and steps- planning, preparation, execution, and ultimate task proficiency.			
Use of CATS Standards	a. Effectiveness: Use CATS Grading Criteria. METL Assessment of Tasks (T/P/U).	Overall CATS Score Card	E S N
	b. AAR: Guided analysis of a organization's performance following training.	AAR Conducted and briefed at TM, T Week	E S N
Summary of Assess:			
		Record of Observations and Counseling: (Date Conducted _____)	
		OVERALL NET ASSESSMENT (Circle One): E S N	

Assessment Cycle Plan

Academic Year 2016 – 2017

Measure: 3.2.

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

Target: 100% of enrolled Cadets will be able to describe a basic understanding of organizational leadership by scoring 70% or higher on the writing assignment.

Finding: Target met.

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

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

Action - Decision or Recommendation: Continue to assign the term paper. Because Cadets were struggling with writing, two years ago we requested assistance in establishing an ROTC-dedicated writing lab. Using an extra-services contract, the Dean, Gallaspy College of Education and Human Development, hired an NSU English instructor to teach the monthly lab. The class consisted of freshmen through seniors, but the instructor used a buddy system to keep all engaged. Rather than requiring additional writing exercises, the class reworked previously assigned ROTC essays. Doing so prevented overloading Cadets, who were then more apt to focus on the lab and the learning process.

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

Assessment Cycle Plan
Academic Year 2016 – 2017

Army Essay Topics

1. Military Traditions
2. Woman in the Military
 - a. Roles
 - b. History
 - c. Gender Integration
3. Mandatory Military Conscription
4. The Future of Drones
5. Military Technology
 - a. Weapons
 - b. Innovation
 - c. Advancement of Technology
6. Military Careers
7. The Military in Other Countries
8. Career as a Military Officer
9. Causes of War
10. Biographical Sketch of any Military Hero
11. Historical Background of Armies & Significance
12. PTSD
13. Racism in the Military
14. What Personality Traits make Successful Army Officers?
15. Choose a different topic and get it approved.

Assessment Cycle Plan

Academic Year 2016 – 2017

MSCI 3010/3011
 Leadership and Problem Solving/Leadership and Problem Solving
 Lab

Research Paper Rubric Name: _____ Date: _____ Score: _____

Category	Exceeds Standard	Meets Standard	Nearly Meets Standard	Does Not Meet Standard	No Evidence	Score
Title Page	Title Your Name, Teacher's Name, Course Period, Date, Neatly finished-no errors	Evidence of four	Evidence of 3	Evidence of 2 or less	Absent	
Thesis Statement	Clearly and concisely states the paper's purpose in a single sentence, which is engaging, and thought provoking.	Clearly states the paper's purpose in a single sentence.	States the paper's purpose in a single sentence.	Incomplete and/or unfocused.	Absent, no evidence	
Introduction	The introduction is engaging, states the main topic and previews the structure of the paper.	The introduction states the main topic and previews the structure of the paper.	The introduction states the main topic but does not adequately preview the structure of the paper.	There is no clear introduction or main topic and the structure of the paper is missing.	Absent, no evidence	
Body	Each paragraph has thoughtful supporting detail sentences that develop the main idea.	Each paragraph has sufficient supporting detail sentences that develop the main idea.	Each paragraph lacks supporting detail sentences.	Each paragraph fails to develop the main idea.	Not applicable	
Organization- Structural Development of the Idea	Writer demonstrates logical and subtle sequencing of ideas through well-developed paragraphs, transitions are used to enhance organization.	Paragraph development present but not perfected.	Logical organization; organization of ideas not fully developed.	No evidence of structure or organization.	Not applicable	
Conclusion	The conclusion is engaging and restates the thesis.	The conclusion restates the thesis.	The conclusion does not adequately restate the thesis.	Incomplete and/or unfocused.	Absent	
Mechanics	No errors in punctuation, capitalization and spelling.	Almost no errors in punctuation, capitalization and spelling.	Many errors in punctuation, capitalization and spelling.	Numerous and distracting errors in punctuation, capitalization and spelling.	Not applicable	
Usage	No errors sentence structure and word usage.	Almost no errors in sentence structure and word usage.	Many errors in sentence structure and word usage.	Numerous and distracting errors in sentence structure and word usage.	Not applicable	
Citation	All cited works, both text and visual, are done in the correct format with no errors.	Some cited works, both text and visual, are done in the correct format. Inconsistencies evident.	Few cited works, both text and visual, are done in the correct format.	Absent	Not applicable	
Bibliography	Done in the correct format with no errors. Includes more than 5 major references (e.g. science journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites).	Done in the correct format with few errors. Includes 5 major references (e.g. science journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet).	Done in the correct format with some errors. Includes 4 major references (e.g. science journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet).	Done in the correct format with many errors. Includes 3 major references (e.g. science journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites.)	Absent or the only sites are internet sites.	

Assessment Cycle Plan

Academic Year 2016 – 2017



MSL301



Training Management and the Warfighting Functions

Lesson 1 Course Overview	Lesson 4 Rehearsals and Pre-Execution Checks	Lesson 7 Army Digital Training Overview	Lesson 10 Land Navigation	Lesson 13 Route Planning Practical Exercise	Lesson 16 Mid-term Exam	Lesson 19 Movement and Maneuver	Lesson 22 Intelligence	Lesson 25 Fire	Lesson 28 Sustainment	Lesson 31 Protection	Lesson 34 Leadership Behavior And Peer Evaluations
Lesson 2 DML & Standardized Testing Overview	Lesson 5 After Action Reviews	Lesson 8 Map Reading	Lesson 11 Navigational Methods & Route Planning	Lesson 14 METT-TC	Lesson 17 Mission Command	Lesson 20 Branch Orientation Briefings (N, AR, AV)	Lesson 23 Branch Orientation Briefings (M, BC, CEM)	Lesson 26 Branch Orientation Briefings (FA, AD)	Lesson 29 Branch Orientation Briefings (DD, TC, GM, AO, FI, HS)	Lesson 32 Branch Orientation Briefings (EN, HP, CM)	Lesson 35 Peer Leadership PE
Lesson 3 Training Management Process	Lesson 6 Leadership Lab Practicum	Lesson 9 Leadership Lab Practicum	Lesson 12 Leadership Lab Practicum	Lesson 15 Leadership Lab Practicum	Lesson 18 Leadership Lab Practicum	Lesson 21 Leadership Lab Practicum	Lesson 24 Leadership Lab Practicum	Lesson 27 Leadership Lab Practicum	Lesson 30 Leadership Lab Practicum	Lesson 33 Leadership Lab Practicum	Lesson 36 Final Exam
Lab 01 Commander's Time & BN SOP	Lab 02 Drill & Ceremonies (Individual)	Lab 03 Drill & Ceremonies (Squad & Platoon)	Lab 04 Team Building Exercise	Lab 05 VBS Exercise	Lab 06 Orientation	Lab 07 LRD/Ropes Course	Lab 08 Basic Survival Skills	Lab 09 POC / PCI (KOW LTX)	Lab 10 Military Communications	Lab 11 VBS Exercise	Lab 12 Counseling
The Army Profession	Professional Competence	Adaptability	Teamwork	Lifelong Learning	Comprehensive Fitness	Overview & Assessment					

MSL 301 Course Outcome

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

Assessment Cycle Plan

Academic Year 2016 – 2017



MSL302



Applied Leadership in Small Unit Operations

Lesson 1	Lesson 4	Lesson 7	Lesson 10	Lesson 13	Lesson 16	Lesson 19	Lesson 22	Lesson 25	Lesson 28	Lesson 31	Lesson 34
Course Overview	Direct Level Leadership	Emotional Intelligence	Managing Conflict / Negotiations	Leadership Self Assessment/ Inventory	Ethics Case Studies	Platoon Operations: Movement Formations and Techniques	Platoon Offensive Operations: Attack & HTC	Platoon Defensive Operations: Techniques and Preparation	Reconnaissance	Call for Fire Simulation	Counseling – Ethic Lab
Lesson 2	Lesson 5	Lesson 8	Lesson 11	Lesson 14	Lesson 17	Lesson 20	Lesson 23	Lesson 26	Lesson 29	Lesson 32	Lesson 35
Army Publications and Professional Reading	Bases of Power and Influencing Others	Motivating Soldiers	Negotiations Practical Exercise	The Army Professional Ethic – Honorable Living	Mid-Term Exam	Patrolling and Patrol Base Operations	Platoon Offensive Operations: Ambush, Raid	Platoon Defensive Operations: Engagement Area Development	Fire Support to Platoon Operations	Platoon Sustainment Convoy Operations	Peer Evaluations
Lesson 3	Lesson 6	Lesson 9	Lesson 12	Lesson 15	Lesson 18	Lesson 21	Lesson 24	Lesson 27	Lesson 30	Lesson 33	Lesson 36
Leadership Lab Practicum	Leadership Lab Practicum	Leadership Lab Practicum	Leadership Lab Practicum	Leadership Lab Practicum	Leadership Lab Practicum	Leadership Lab Practicum	Leadership Lab Practicum	Leadership Lab Practicum	Leadership Lab Practicum	Leadership Lab Practicum	Final Exam
Lab 13	Lab 14	Lab 15	Lab 16	Lab 17	Lab 18	Lab 19	Lab 20	Lab 21	Lab 22	Lab 23	Lab 24
Equal Opportunity/ SHARP	Profession of Arms	Team Building Exercise	VBS Exercise	Ethics Problem Solving Process	First Aid I	First Aid II	Antiterrorism (Cadre Lead)	Emergency Preparedness	Cultural Property Protection Exercise	VBS Exercise	Summer Training Orientation
The Army Profession		Professional Competence		Adaptability	Teamwork		Lifelong Learning	Comprehensive Fitness		Overview & Assessment	

MSL 302 Course Outcome

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

Assessment Cycle Plan

Academic Year 2016 – 2017

SLO 4. Fourth-year Cadets will be prepared to face the complex demands required of US Army officers. Strong reading, writing, and verbal skills are the expectation. Through reflective writing, collaboration, classroom discussion, and practical application, they will demonstrate a deep understanding of the Army and their roles as soon-to-be second lieutenants. Cadets will be prepared for the Basic Officer Leader Course and their first unit of assignment. MSC1 4010 and 4020 Course Maps follow SLO 4 measures.

Course Map: Tied to course syllabus

MSCI 4010: Mission Command and the Army Profession

MSCI 4011: Mission Command and the Army Profession Laboratory

MSCI 4020: Mission Command and the Company Grade Officer

MSCI 4021: Mission Command and the Company Grade Officer Laboratory

Measure 4.1.

The Army Writing Style uses clear and concise writing, and the Army expects writers with a clear understanding of the writing process. A term paper, of eight to ten pages on any aspect of leadership, is required. Use and properly cite credible sources. Incorporate concepts and frameworks learned through the ROTC experience. Findings on how leadership will apply to the Cadet as a lieutenant and a leader in the Army will also be included. Rubric attached.

Target: 100% of enrolled Cadets will be able to describe concepts and frameworks and apply them in their written term paper; all must score 70% or higher on the writing assignment.

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

70% of the Cadets enrolled in 4010 completed the written term paper and scored above 70%. 30% of the Cadets struggled and were required to redo their original submission.

Analysis: Over 50% of the Cadets had issues with correct citation of sources and correctly formatting of their papers. APA formatting was required and students were generally unaware of how to apply the format. All students struggled with grammar, punctuation, and organization of their papers. The outcome for this paper rests in the higher cognitive domains of analysis, synthesis, and evaluation, and only one Cadet was able to achieve them.

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

Assessment Cycle Plan

Academic Year 2016 – 2017

Term Paper Rubric

CATEGORY	Above Standards	Meets Standards	Approaching Standards	Below Standards
Writing Process	1. Made a prewriting plan (outline, concept map) dt _____ 2. Discussed draft with a partner or small group dt _____ 3. Draft complete dt _____ 4. Read out loud dt _____ 5. Revise draft dt _____ 6. Proofread final draft dt _____	Completed 4 or more steps of process	Completed less than 4 steps of process	Did not complete the required process
Thesis	The thesis statement is clearly identifiable and plainly indicates the topic of the essay.	Thesis statement plainly indicates the topic of the essay	Thesis statement indicates the topic of the essay OR is identifiable, but is not clear.	Thesis statement does not indicate the topic of the essay AND is not easily identifiable.
Focus	Essay is clearly on topic and stays within length requirements of the assignment.	On topic 85% of the time OR length not appropriate to sufficiently argue the thesis OR fails noticeably to meet length requirements	On topic 60% of the time BUT fails to sufficiently argue the thesis AND fails noticeable to meet length requirements.	On topic less than 50% of the time and fails to support thesis OR grossly fails to meet length requirements
Organization	Information is very organized: logical with well-constructed paragraphs.	Information is organized with well-constructed paragraphs. Could perhaps be more logical.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)
Sentence Structure	All sentences are well constructed with varied structure.	Most sentences are well constructed and there is some varied sentences structure in the essay.	Most sentences are well constructed, but there is no variation in structure.	Most sentences are not well constructed or varied.
Grammar and Spelling	Author makes no errors in spelling or grammar that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar and spelling that distract the reader from the content.

Capitalization and Punctuation	Author makes no errors in capitalization or punctuation - essay exceptionally easy to read.	Author makes 1-2 errors in capitalization or punctuation but the essay is still easy to read.	Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.
Sources and Documentation	All sources are appropriate and are properly documented in MLA format with no errors.	All sources are appropriate and documented in MLA format with 1-2 errors.	Most sources are appropriate OR MLA documentation has several errors making it unclear.	Majority of sources are inappropriate OR no recognizable documentaion.

Assessment Cycle Plan

Academic Year 2016 – 2017

Measure 4.2

The focus of the second-semester term project is professional reading incorporating battle analysis. For this assignment, Cadets must complete a professional reading, approved by the instructor, and present their interpretation of the battle analysis. The assignment will include principles of Army Leadership and concepts taught throughout the senior year. Cadets should also discuss how the concepts apply to the reading and how to apply them as future leaders in the Army. Same rubric as Measure 4.1.

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

Finding: Target met.

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

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

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

Assessment Cycle Plan

Academic Year 2016 – 2017

MSL 402: Company Grade Leadership
Lesson 07: PTCO in the NORTHCOM AOR

Revision Date: 1 December 2015
Instructor Handout 1

GRADING RUBRIC

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

Outline or Slide Deck (40 points):

Consider the following:

- How complete is the outline?
- Were the background summary and four focus areas included?
- Was the outline/slide deck well organized, easy to follow and have a logical flow?
- Did Cadets provide references or a source list with their outline?

Group Presentation (60 points):

Consider the following:

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

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

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

Assessment Cycle Plan

Academic Year 2016 – 2017

MSL 402: Company Grade Leadership
Lesson 07: PTCO in the NORTHCOM AOR

Revision Date: 1 December 2015
Instructor Handout 1

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

Assessment Cycle Plan

Academic Year 2016 – 2017

Measure 4.3.

The Military Science capstone exercise is the Oral Practicum administered during the Cadet's last semester in the program. Cadets will demonstrate an understanding of 20 Army War Fighting Challenges; describe and discuss foreseeable challenges and concerns, and clearly, display a grasp of subject matter through identification of how the Army of the future will operate. Rubric attached.

Target: 100% of enrolled Cadets will be able to verbally answer questions from a panel of senior leaders and display a clear understanding of the Army Operating Concept and the 20 Army War Fighting Challenges by scoring 70% or higher.

Finding: Target met.

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

Analysis: Only 30% of the Cadets were able to perform at a high level, scoring over 90%. The other Cadets struggled to recall general information presented throughout the MSCI curriculum. Most struggled with using doctrine to support their statements. Most of the Cadets were able to make tentative connections to the Army Operating Concept but struggled with connecting the warfighting challenges to questions asked.

Action - Decision or Recommendation: Next year, we will change the oral practicum format to a quarterly training brief.

Assessment Cycle Plan

Academic Year 2016 – 2017

4

MSL 402, Company Grade Leadership
Oral Practicum

Date: 11 April 2016
LTC Carlson

Oral Practicum Grading Rubric

Areas of Assessment	Absent/Poor	Average	Excellent/Good
<p>1. 1. Demonstrated an understanding of AWFCs</p> <p>Max Value: 30%</p>	<p>Materials and references <u>did not support</u> briefing. <u>Did not complete briefing outline</u>. <u>Did not maintain eye contact</u> with audience. Displayed <u>inappropriate movements</u> during briefing. <u>Did not speak clearly</u> or display much <u>confidence</u>.</p>	<p>Materials and references supported briefing. Did not complete briefing outline Maintained <u>eye contact</u> with audience. <u>Appropriate movements</u> during briefing (not excessive). Spoke <u>clearly</u>. Displayed <u>confidence through most of the briefing</u>.</p>	<p>Materials and references <u>supported</u> briefing. <u>Completed briefing outline</u> Maintained <u>eye contact</u> with audience. <u>Appropriate movements</u> during briefing (not excessive). Spoke <u>clearly</u> and <u>enunciated</u>. Displayed <u>confidence</u>.</p>
<p>2. Described and discussed foreseeable challenges and concerns</p> <p>Max Value: 30%</p>	<p>The Information presented <u>does not</u> contain a clear, precise, and detailed description of challenges and concerns as related to the AWFCs. Main points were briefed <u>without transitions</u> that caused <u>confusion</u> to audience.</p>	<p>The Information presented contains a <u>clear description</u> of the challenges and concerns related to the AWFCs. Presented main points <u>without support</u> main ideas. Provided <u>transitions</u> between main points <u>but with some confusion</u> to audience.</p>	<p>The Information contains a <u>clear, precise, and detailed description</u> of the challenges and concerns as related to the AWFCs. Ideas are <u>briefed in a logical, sequential order</u>. Provided <u>effective, smooth transitions</u> between main points <u>without confusion</u> to audience.</p>
<p>3. Clearly supported grasp of subject matter through identification of how the Army of the future will operate</p> <p>Max value:40%</p>	<p><u>Did not brief</u> lessons learned, the human dimensions of warfare or any applicable AWFC (main points). <u>Did not Address</u> or Answer questions. Delivered Conclusion statement but <u>lacked confidence</u>.</p>	<p><u>Briefed</u> some lessons learned, human dimensions of warfare and applicable AWFC. <u>Addressed</u> most questions and delivered Conclusion statement but <u>lacked some confidence</u>.</p>	<p><u>Briefed</u> how the Army will operate in the future applicable AWFC. <u>Answered</u> all questions and delivered Conclusion statement <u>with confidence</u>.</p>

Comments

Score

Battle Analysis Presentation Battle

Assessment Cycle Plan

Academic Year 2016 – 2017



MSL 401

The Army Officer



Lesson 1 Course Overview	Lesson 4 Training Units & Developing Leaders	Lesson 7 Risk Management	Lesson 10 Mission Command	Lesson 13 Developing Others (Counseling)	Lesson 16 Equal Opportunity	Lesson 19 The Army as a Profession	Lesson 22 Being Ready & Resilient Campaign (RCC)	Lesson 25 Officer Career Planning	Lesson 28 Cultural Awareness	Lesson 31 Law of Land Warfare & Rules of Engagement (ROE)	Lesson 34 The Uniform Code of Military Justice (UCMJ)
Lesson 2 Commander & Staff Organization and Operations	Lesson 5 Unit Training Management	Lesson 8 Assessing Unit Training	Lesson 11 Mission Command Case Study 1	Lesson 14 Officer Evaluation Report (OER)	Lesson 17 SHARP	Lesson 20 The Officer as a Moral Exemplar	Lesson 23 Comprehensive Soldier & Family Fitness (CSFF2)	Lesson 26 Leader Self-Development	Lesson 29 Cultural Property Protection (CPP)	Lesson 32 Civil/Military Relations	Lesson 35 Administrative Discipline & Separation
Lesson 3 Military Decision Making Process	Lesson 6 Training Meeting	Lesson 9 Decisive Action Training Environment	Lesson 12 Mission Command Case Study 2	Lesson 15 MCD Evaluation Report (MCDER)	Lesson 18 Mid-Term Exam	Lesson 21 Army Leader Ethics	Lesson 24 Individual & Family Readiness	Lesson 27 Personal Financial Management	Lesson 30 Cultural Property Protection PE	Lesson 33 Media Relations	Lesson 36 Final Exam
LAR01 Commander's Time & BN SOP	LAR02 Drill & Ceremonies (Individual)	LAR03 Drill & Ceremonies (Squad & Platoon)	LAR04 Mission Command Forum (Guest Speaker) ★	LAR05 DER Support Form / MCDER Counseling ★	LAR06 Orientation	LAR07 LRC/Ropes Course	LAR08 Basic Survival Skills	LAR09 Financial Planning Brief (Guest Speaker) ★	LAR10 Military Communications	LAR11 VBS Exercise	LAR12 Counseling
The Army Profession	Professional Competence	Adaptability	Teamwork	Lifelong Learning	Comprehensive Fitness	Overview & Assessment					

★ Independent LAB

06/30/2016

Assessment Cycle Plan

Academic Year 2016 – 2017



MSL 402 Company Grade Leadership



Lesson 1	Lesson 4	Lesson 7	Lesson 10	Lesson 13	Lesson 16	Lesson 19	Lesson 22	Lesson 25	Lesson 28	Lesson 31	Lesson 34
Course Overview Oral Practicum Assignment	The Operational Environment (PMESD-PT)	PTCO in the NORTHCOM AOR (Cadet Presentations)	PTCO in the AFRCOM AOR (Cadet Presentations)	Unified Land Operations I (Offense)	Battle Analysis Presentations	Platoon Leadership	Taking Charge I (Initial Expectations and Responsibilities)	Supply	Secondary Responsibilities Additional Duties	Oral Practicum	Oral Practicum
Lesson 2	Lesson 5	Lesson 8	Lesson 11	Lesson 14	Lesson 17	Lesson 20	Lesson 23	Lesson 26	Lesson 29	Lesson 32	Lesson 35
Introduction to Battle Analysis	Unified Command Plan (UCP)	PTCO in the SOUTHCOM AOR (Cadet Presentations)	PTCO in the CENTCOM AOR (Cadet Presentations)	Unified Land Operations II (Defense)	Battle Analysis Presentations	Expanding your Sphere of Influence	Taking Charge II (Your NCO Leadership)	Maintenance	Army Installation Resources	Oral Practicum	BOLC B Overview
Lesson 3	Lesson 6	Lesson 9	Lesson 12	Lesson 15	Lesson 18	Lesson 21	Lesson 24	Lesson 27	Lesson 30	Lesson 33	Lesson 36
Army Operating Concept	Introduction to ARSOF	PTCO in the EUCOM AOR (Cadet Presentations)	PTCO in the PACOM AOR (Cadet Presentations)	Unified Land Operations III (Stability & DCSA)	Mid-Term Exam	Toxic Leadership	Taking Charge III (Your Relationship with Your PLT)	Financing the Force	Staff Ride Presentation	Oral Practicum	Army ROTC Program Survey (AAR)
Lab 13	Lab 14	Lab 15	Lab 16	Lab 17	Lab 18	Lab 19	Lab 20	Lab 21	Lab 22	Lab 23	Lab 24
Equal Opportunity / SHARP	ARSOF PE ★	Team Building Exercise	VBS Exercise	Ethics Problem Solving Process	First Aid I	First Aid II	Antiterrorism (Cadre Lead)	Inventories and Accountability PE ★	Cultural Property Protection Exercise	Oral Practicum ★	Commissioning Rehearsal ★
The Army Profession		Professional Competence		Adaptability		Teamwork		Lifelong Learning		Comprehensive Fitness	
										Overview & Assessment	

MSL 402 Course Outcome

MSL402 is the culmination of a four-year sequential, progressive, challenging developmental leadership experience. It is during this final semester that the Cadet is undergoing final preparation for the duties and responsibilities of a commissioned officer along with their integration into the Army. The emphasis is placed on critical knowledge, skills, abilities and competencies skills newly commissioned officers will need to succeed in their first unit of assignment, and the modern operating environment where they will be expected to plan, prepare, execute, and assess platoon-level training strategies and more to enable mission accomplishment.



★ - Independent LAB

PTCO - Partners, Threats, Challenges, and Opportunities

12/15/2015

Assessment Cycle Plan

Academic Year 2016 – 2017

SLO 5.

The goal of Army comprehensive fitness is “seek balance, be resilient and demonstrate a strong and winning spirit.” As such, peak physical fitness is paramount to a successful Army career. Cadets will set the example for physical fitness according to Army regulations. The Army Physical Fitness Test (APFT) will be assessed at the end of the semester. 270-300 will be the full 100%; 240-270 will be 90%; 210-240 will be 80%; 180-210 will be 70%. If any events are failed, Cadets receive 0%. APFT rubrics/scorecard attached.

Course Map: Tied to course syllabus.

MSCI 2030: Intermediate Physical Fitness I

MSCI 3040: Advanced Military Physical Fitness I

Measure 5.1.

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

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

Finding: Target met.

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

Analysis: We began the fall semester by administering Army regulation physical training. Mid-way through the semester, we incorporated training with NSU’s Health and Human Performance (HHP) staff to assist with the Army Occupational Physical Assessment Test (OPAT). The OPAT has four events: standing long jump, seated power throw, strength deadlift, and interval aerobic run. These events are entirely different from the Army Physical Fitness Test that has three events: sit-ups, pushups, and 2-mile run. While working with HHP assisted with the OPAT, APFT run times suffered.

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

Assessment Cycle Plan

Academic Year 2016 – 2017

Measure 5.2.

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

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

Finding: Target not met.

Cadets took the APFT at the end of the spring semester. 100% passed; however, 90% scored 80% and 10% scored 60-80%.

Analysis: Our target of 90% scoring 270 points is a lofty goal. It does not allow leeway for Cadets joining the program in the spring semester – some of which are out of shape and require time and training to build toward the 270-point goal.

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

Lastly, the spring semester has an increased operations tempo and interruptions (Field Training Exercise, spring break, etc.). These factors yielded a lower PT average than the first semester.

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

Assessment Cycle Plan

Academic Year 2016 – 2017

Annex B

PHYSICAL READINESS TRAINING PERFORMANCE EVALUATION CHECKLIST				15 Feb 16
CADET'S NAME:				MS LEVEL:
EVALUATOR'S NAME:				DATE:
PERFORMANCE MEASURES (SECTION 1) PLANNING (Must accomplish 3 out of 3)	INITIAL		RETEST	
	GO	NO-GO	GO	NO-GO
Turned in PRT plan within prescribed time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accompanied PRT plan with DRAW worksheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Properly identified possible risks associated with conduct of PRT (SECTION 2) INTRODUCTION AND EXTENDED RECTANGULAR FORMATION (Must accomplish 11 out of 11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Introduced Purpose, Objectives, and Outcomes of PRT session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Covered Safety Considerations outlined in DRAW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commanded Extend to the left, MARCH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commanded Arms downward, MOVE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commanded Left, FACE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commanded Extend to the left, MARCH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commanded Arms downward, MOVE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commanded Right, FACE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commanded From front to rear, COUNT OFF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commanded Even numbers to the left, UNCOVER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commanded Assemble to the right, MARCH (SECTION 3) PREPARATION (Must accomplish 11 out of 14)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Properly Conducted Bend and Reach 5-10 repetitions, slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Properly Conducted Rear Lunge 5-10 repetitions, slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Properly Conducted High Jumper 5-10 repetitions, moderate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Properly Conducted Rower 5-10 repetitions, slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Properly Conducted Squat Bender 5-10 repetitions, slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Properly Conducted Windmill 5-10 repetitions, slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Properly Conducted Forward Lunge 5-10 repetitions, slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Properly Conducted Prone Row 5-10 repetitions, slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Properly Conducted Bent-leg Body Twist 5-10 repetitions, slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Properly Conducted Push-up 5-10 repetitions, moderate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Correctly completed the entire drill without unnecessary pauses between exercises, intensifying the workload	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performed Preparation Drill (PD) in the appropriate sequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducted appropriate warm-up activity prior to sustained running (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducted PD for 7-10 minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(SECTION 4) ACTIVITY (Must accomplish 3 out of 5)	GO	NO-GO	GO	NO-GO
Properly maintained command and control over assigned element throughout the training session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducted appropriate Drill or Run to attain the desired training goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided sufficient training intensity throughout Activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Properly conducted Activity IAW FM 7-22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRT Leader showed knowledge of tasks assigned and trained AI and Spotters (if applicable) to correctly perform Activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(SECTION 5) RECOVERY (Must accomplish 6 out of 9)	GO	NO-GO	GO	NO-GO
Properly Conducted Overhead arm pull, held 20-30 seconds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Properly Conducted Rear Lunge, held 20-30 seconds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Properly Conducted Extend and flex, held 20-30 seconds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Properly Conducted Thigh stretch, held 20-30 seconds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Properly Conducted Single-leg over, held 20-30 seconds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performed Recovery Drill (RD) in the appropriate sequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brought group to attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Returned group to Company Formation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducted RD within 5-10 minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(SECTION 6) MISCELLANEOUS (Must accomplish 4 out of 6)	GO	NO-GO	GO	NO-GO
Seeks, recognizes, and takes advantage of opportunities to improve performance through AAR (Achieves)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instilled enthusiasm and motivation during session (Character)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Projected a professional image of authority (Presence)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made on the spot corrections as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Properly named and performed all exercises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilized proper cadence (moderate = 80 counts & slow = 50 counts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL EVALUATION				

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MSCI 3010/3011

Leadership and Problem Solving/Leadership and Problem Solving Lab

PUSH-UP STANDARDS																						
Age Group	17-21		22-26		27-31		32-36		37-41		Age Group	42-46		47-51		52-56		57-61		62+	Age Group	
Repetitions	M	F	M	F	M	F	M	F	M	F	Repetitions	M	F	M	F	M	F	M	F	M	F	
77					100						77										77	
76					99						76											76
75			100		96		100				75											75
74			99		97		99				74											74
73			98		96		98		100		73											73
72			97		95		97		99		72											72
71	100		95		94		96		98		71											71
70	99		94		93		95		97		70											70
69	97		93		92		94		95		69											69
68	96		92		91		93		95		68											68
67	94		91		89		92		94		67											67
66	93		90		88		91		93		66	100										66
65	92		89		87		90		92		65	99										65
64	90		87		86		89		91		64	98										64
63	89		86		85		88		90		63	97										63
62	88		85		84		87		89		62	96										62
61	86		84		83		86		88		61	94										61
60	85		83		82		85		87		60	93										60
59	83		82		81		84		86		59	92	100									59
58	82		81		80		83		85		58	91	99									58
57	81		79		79		82		84		57	90	98									57
56	79		78		78		81		83		56	89	96	100								56
55	78		77		77		79		82		55	88	95	99								55
54	77		76		76		78		81		54	87	94	98								54
53	75		75		75		77		79		53	86	93	97	100							53
52	74		74		74		76		78		52	84	92	96	99							52
51	72		73		73		75		77		51	83	91	94	98							51
50	71		71		72	100	74		76		50	82	89	93	97	100						50
49	70		70		71	99	73		75		49	81	88	92	96	99						49
48	68		68		69	98	72		74		48	80	87	91	94	98						48
47	67		68		68	96	71		73		47	79	86	90	93	96						47
46	66		67	100	67	95	70		72		46	78	85	89	92	95						46
45	64		66	99	66	94	69	100	71		45	77	84	88	91	94						45
44	63		65	97	65	93	68	99	70		44	76	82	87	90	93						44
43	61		63	96	64	92	67	97	69		43	74	81	86	89	92						43
42	60	100	62	94	63	90	66	96	68		42	73	80	84	87	91						42
41	59	98	61	93	62	89	65	95	67		41	72	79	83	86	89						41
40	57	97	60	92	61	88	64	93	66	100	40	71	78	82	85	88						40
39	56	95	59	90	60	87	63	92	65	99	39	70	76	81	84	87						39
38	54	93	58	89	59	85	62	91	64	97	38	69	75	80	83	86						38
37	53	91	57	88	58	84	61	89	63	96	37	68	74	79	82	85						37
36	52	90	56	86	57	83	60	88	62	94	36	67	73	78	81	84						36
35	50	89	54	85	56	82	59	87	61	93	35	66	72	77	79	82						35
34	49	88	53	83	55	81	58	85	60	91	34	64	71	76	78	81						34
33	48	84	52	82	54	79	57	84	59	90	33	63	69	74	77	80						33
32	46	83	51	81	53	78	56	83	58	88	32	62	68	73	76	79						32
31	45	81	50	79	52	77	55	81	57	87	31	61	67	72	75	78						31
30	43	79	49	78	50	76	54	80	56	85	30	60	66	71	74	77						30
29	42	77	47	77	49	75	53	79	55	84	29	59	65	70	73	76						29
28	41	76	46	76	48	73	52	77	54	82	28	58	64	69	72	75	78			100		28
27	39	74	45	74	47	72	51	76	53	81	27	57	63	68	71	74	77					27
26	38	72	44	72	46	71	50	75	52	79	26	56	62	67	70	73	76					26
25	37	70	43	71	45	70	49	73	51	78	25	54	61	66	69	72	75					25
24	35	69	42	70	44	68	48	72	50	76	24	53	59	63	66	69	72					24
23	34	67	41	68	43	67	47	71	49	75	23	52	58	62	65	68	71					23
22	32	65	39	67	42	66	46	69	48	73	22	51	56	60	63	66	69					22
21	31	63	38	66	41	65	45	68	47	72	21	50	55	59	62	65	68					21
20	30	62	37	64	40	64	44	67	46	70	20	49	54	58	61	64	67					20
19	28	60	36	63	39	62	43	65	45	69	19	48	53	57	60	63	66					19
18	27	58	35	61	38	61	42	64	44	67	18	47	52	56	59	62	65					18
17	26	57	34	60	37	60	41	63	43	66	17	46	51	55	58	61	64					17
16	24	55	33	58	36	59	39	61	42	64	16	44	49	53	56	59	62					16

Assessment Cycle Plan

Academic Year 2016 – 2017

MSCI 3010/3011

Leadership and Problem Solving/Leadership and Problem Solving Lab

SIT-UP STANDARDS												
AGE GROUP	17-21	22-26	27-31	32-36	37-41	AGE GROUP	42-46	47-51	52-56	57-61	62+	AGE GROUP
Repetitions	MP	MP	MP	MP	MP	Repetitions	MP	MP	MP	MP	MP	Repetitions
82			100			82						82
81			99			81						81
80		100	98			80						80
79		99	97			79						79
78	100	97	96			78						78
77	96	96	95			77						77
76	97	94	94	100	100	76						76
75	95	93	92	99	99	75						75
74	94	92	91	98	98	74						74
73	92	91	90	96	97	73						73
72	90	89	89	95	96	72	100					72
71	89	88	88	94	95	71	99					71
70	87	87	87	93	94	70	98					70
69	86	85	86	92	93	69	97					69
68	84	84	85	91	92	68	96					68
67	82	83	84	89	91	67	95					67
66	81	81	83	88	89	66	94	100	100			66
65	79	80	82	87	88	65	93	99	99			65
64	78	79	81	86	87	64	92	98	98	100		64
63	76	77	79	85	86	63	91	97	97	99	100	63
62	74	76	78	84	85	62	90	96	96	98	99	62
61	73	75	77	82	84	61	89	94	95	97	98	61
60	71	73	76	81	83	60	88	93	94	96	97	60
59	70	72	75	80	82	59	87	92	93	95	96	59
58	68	71	74	79	81	58	86	91	92	94	95	58
57	66	69	73	78	80	57	85	90	91	92	94	57
56	65	68	72	76	79	56	84	89	89	91	92	56
55	63	67	71	75	78	55	83	88	88	90	91	55
54	62	65	70	74	77	54	82	87	87	89	90	54
53	60	64	69	73	76	53	81	86	86	88	89	53
52	58	63	68	72	75	52	80	84	85	87	88	52
51	57	61	66	71	74	51	79	83	84	86	87	51
50	55	60	65	69	73	50	78	82	83	85	86	50
49	54	59	64	68	72	49	77	81	82	84	85	49
48	52	57	63	67	71	48	76	80	81	83	84	48
47	50	56	62	66	69	47	75	79	80	82	83	47
46	49	55	61	65	68	46	74	78	79	81	82	46
45	47	53	60	64	67	45	73	77	78	79	81	45
44	46	52	59	62	66	44	72	76	77	78	79	44
43	44	50	56	61	65	43	71	74	76	77	78	43
42	42	49	57	60	64	42	70	73	75	76	77	42
41	41	48	56	59	63	41	69	72	74	75	76	41
40	39	47	55	58	62	40	68	71	73	74	75	40
39	38	45	54	56	61	39	67	70	72	73	74	39
38	36	44	52	55	60	38	66	69	71	72	73	38
37	34	43	51	54	59	37	65	68	69	71	72	37
36	33	41	50	53	58	36	64	67	68	70	71	36
35	31	40	49	52	57	35	63	66	67	69	70	35
34	30	39	48	50	56	34	62	64	66	68	69	34
33	28	37	47	49	55	33	61	63	64	66	68	33
32	26	36	46	48	54	32	60	62	64	65	66	32
31	25	35	45	47	53	31	59	61	63	64	65	31
30	23	33	44	46	52	30	58	60	62	63	64	30
29	22	32	43	45	50	29	57	59	61	62	63	29
28	20	31	42	44	49	28	56	58	60	61	62	28
27	18	29	41	42	48	27	55	57	59	60	61	27
26	17	28	39	41	47	26	54	56	58	59	60	26
25	15	27	38	40	46	25	53	54	57	58	59	25
24	14	25	37	39	45	24	52	53	56	57	58	24
23	12	24	36	38	44	23	51	52	55	56	57	23
22	10	23	35	36	43	22	50	51	54	55	56	22
21	9	21	34	35	42	21	49	50	53	54	55	21
Repetitions	MP	MP	MP	MP	MP	Repetitions	MP	MP	MP	MP	MP	Repetitions
AGE GROUP	17-21	22-26	27-31	32-36	37-41	AGE GROUP	42-46	47-51	52-56	57-61	62+	AGE GROUP

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Summary of findings:

SLO 1:

Measure 1.1. – Target met.

Target: 80% will demonstrate satisfactory writing skills by scoring 70% or above.

Finding: 100% passed, but 10% of these were asked to revise and resubmit.

Measure 1.2. – Target met.

Target: 80% will demonstrate satisfactory writing skills by scoring 70% or above.

Finding: 100% passed, but 20% of these were asked to revise and resubmit.

SLO 2:

Measure 2.1. – Target met.

Target: 90% will demonstrate satisfactory writing skills by scoring 70% or above.

Finding: 100% scored 70% or above, 80% scored 90%, 20% scored 80-89%.

Measure 2.2. – Target met.

Target: 90% will demonstrate satisfactory writing skills by scoring 70% or above.

Finding: 100% scored 70% or above, 80% scored 90%, 20% scored 80-89%.

SLO 3:

Measure 3.1. – Target met.

Target: 100% will score 70% or higher on the ALRM and UTM.

Finding: 100% scored 70% or above.

Measure 3.2. – Target met.

Target: 100% will score 70% or above on organizational leadership assignment.

Finding: 100% scored 70% or above.

SLO 4:

Measure 4.1. – Target not initially met.

Target: 100% will score 70% or higher on the written term paper.

Finding: 100% passed, but 30% were required to resubmit their paper to pass.

Measure 4.2. – Target met.

Target: 100% will score 70% or above on written book review.

Finding: 100% scored 70% or above; however, there were issues with citation.

Measure 4.3. – Target met.

Target: 100% will score 70% or above oral practicum.

Finding: 30% scored over 90%, 70% received average scores.

Assessment Cycle Plan

Academic Year 2016 – 2017

Summary of Findings (continued):

SLO 5:

Measure 5.1. – Target met.

Target: 100% will score 60% or higher on the diagnostic APFT.

Finding: 60% scored 92% and 40% scored 60-91%.

Measure 5.2. – Target not met.

Target: 100% will score 90% or above on the for-record APFT.

Finding: 100% passed; however, 90% scored 80% and 10% scored 60-79%.

Summary of decisions / recommendations:

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

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

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

Leadership, Soldier skills, and physical training are just as important to Cadets as academics. Integrate well-planned labs that provide hands-on training through events such as land navigation, engagement skills training, and tactics. These labs reinforce

Assessment Cycle Plan

Academic Year 2016 – 2017

lessons learned in the classroom. Work closely with those needing additional time and training with physical training. Hold remedial training as necessary. Continue working with HHP; however, consider doing so only once weekly to allow additional time to integrate speed intervals and distance running to improve run times.

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

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