

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

Division: Gallaspy College of Education and Human Development

Department: Military Science

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

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

Department Mission: Military Science. The Northwestern State University Reserve Officers' Training Corps (NSU ROTC) program recruits, develops, retains, and commissions highly qualified students to be officers and leaders of character in the total Army including Active, Reserve, and National Guard.

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

Methodology

The ROTC assessment process follows:

1. Instructors will collect data from assessment tools (both direct and indirect, quantitative, and qualitative) and submit it to the Program Manager for assembly for the Professor of Military Science (PMS),
2. The PMS will analyze the data to determine whether Cadets have met measurable outcomes,
3. The PMS will discuss the assessment with the program faculty,

4. The PMS will hold individual meetings with faculty as required,
5. Using the comprehensive summary, the PMS will propose changes to measurable outcomes and/or assessment tools for the next assessment period and build the plan of action moving forward.

Student Learning Outcomes:

SLO 1. First-year Cadets will develop basic knowledge and comprehension of Army leadership dimensions, attributes, and core leader competencies; gain an understanding of the ROTC program and the Army; explore the Seven Army Values and the Warrior Ethos and gain practical experience using critical communication skills. Faculty will measure competency through testing and essays.

Course Map: Tied to course syllabus objectives.

MSL 1010: Introduction to the Army
MSL 1011: Introduction to the Army Laboratory
MSL 1020: Foundations of Leadership
MSL 1021: Foundations of Leadership Laboratory

Measure 1.1. (Direct – Knowledge)

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

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

Finding: Target was met.

Analysis. In AC 2021-2022, the target was met. Based on the analysis of the AC 2021-2022 results, the faculty made the following changes in AC 2022-2023 to drive the cycle of improvement:

We tailored activities including changing several class periods to allow for more firsthand experience such as demonstrating a military assault then allowing Cadets to de-brief the activity on the ground. To tailor Cadets' firsthand learning in MSL 1011 and 1021, we moved tactical classes from MSL 1020, previously taught in the spring, to our fall course, MSL 1010. Likewise, we moved non-tactical classes from fall to spring. Doing so allowed more time, more continuity across the semester, to work on writing projects resulting in students getting exposure to the orders process and tactical sooner to better aid them during lab.

We also incorporated various designed learning strategies (For example: Discussion Method with Think-Pair-Share and Metacognitive reflection using self and group reflections) to better measure the Cadets understanding of the Army writing style and correspondence. Think-Pair-Share provides students with a brief opportunity to think about an issue, discuss with a paired

partner, and then share thoughts with the class. This strategy was used during the critical thinking instruction where students had 30 seconds to write their thoughts, come together to choose between two different crates, then decide which ten items are needed to survive.

Cadets also needed to prepare to give reasoning on those choices. 87% grasped this concept as it requires students to develop an understanding of course content, draw conclusions, and critically consider the view of others. The summative assessment was a paragraph on the choice of two scenarios where 75% of the class scored an 80% or higher demonstrating proficiency on the concept. The Army Writing portion of the assignment still needs improvement as most points taken off were writing errors.

Decision or Recommendation. In AC 2022-2023 the target was met. Based on the analysis of the AC 2022-2023 results, the faculty will implement the following changes in AC 2023-2024:

While the criteria for metrics were met according to the analysis, the improvement of being more deliberate in incorporating the Army Writing Style throughout the year rather than one or two classes will be beneficial.

The recommendation of using the reciprocal peer teaching method of a Jigsaw lesson will scaffold the instruction to better realize the why of Army Writing. We will assign a monthly self-assessment memorandum in which the students will write to the instructor on their progress throughout each semester with 70% proficiency overall in accordance with AR 25-50.

These changes will improve the student's ability to communicate effectively as well as self-reflect on their progress and put “experiencing” into “understanding,” thereby continuing to push the cycle of improvement forward.

Measure 1.2. (Direct – Knowledge)

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

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

Finding: Target was met.

Analysis. In AC 2021-2022, the target was met. Based on the analysis of the AC 2021-2022 results, we:

Added additional opportunities to improve public speaking by including open-forum, Cadet-led debates. A focus on student-centric learning activities was the main source of delivery. Structured diagrams and graphic organizers aided student-led discussion and other reciprocal peer teaching activities resulting in 90% of the students successfully introducing themselves, with everyone scoring a 75% or higher on their presentations and reasoning with a 100-point rubric on confidence(50pt), reasoning(15pt), and body language(35pt).

The largest factor observed as needing improvement is confidence. Students felt comfortable in a classroom setting with their peers, but when with other classes (SO, JR, SR), the faculty observed a decline in all aspects except reasoning.

Decision or Recommendation. In AC 2022-2023, the target was met. Based on the analysis of the AC 2022-2023 results, the faculty will implement the following changes in AC 2023-2024:

We will institute leadership positions within the first-year class (Attendance, Class Leader, SL, Team Leaders, Liaison) to allow for first-year students to become more comfortable in various settings with different roles each month.

We will have a class evaluation at the end of each month for reflection purposes. Students will rank themselves in various leadership competencies and attributes and then rate themselves again at the end of the semester. The target is that there be an increase of at least one level in 80% of the attributes and competencies by semester's end.

These changes will improve the student's ability to identify their strengths and weaknesses when put in leadership positions in and outside of a tactical environment, thereby continuing to push the cycle of improvement forward.

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

Course Map: Tied to course objectives.

MSL 2010: Leadership and Ethics

MSL 2011: Leadership and Ethics Laboratory

MSL 2020: Army Doctrine and Decision Making

MSL 2021: Army Doctrine and Decision-Making Laboratory

Measure 2.1 (Direct – Knowledge)

Cadets will select and analyze the adaptive leadership of a famous world leader in history based on the adaptive leadership characteristics and factors discussed during the previous semester. They will develop an essay detailing their own adaptive leadership analysis of the selected world leader. They will provide specific examples of how this leader exemplifies the characteristics and factors of adaptive leadership and cite references properly. This essay activity will demonstrate understanding adaptive leadership, critical thinking, and organizational and communication skills.

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

Finding: Target was met.

Analysis. In AC 2021-2022, the target was met. Based on the analysis of the AC 2021-2022 results, in AY 2022-2023, we:

Developed a more direct learning approach to better prepare Cadets for future leadership roles in the program. This allowed Cadets to execute what they learned from the lectures, resulting in a clearer perspective and an improved ability to retain the lessons.

Decision or Recommendation. In AC 2022-2023, the target was met. Based on the analysis of the AC 2022-2023 results, the faculty will implement the following changes in AC 2023-2024:

In addition to the leadership essay, second-year Cadets will begin each class with a 10- minute, informal classroom discussion on an aspect of leadership. Initially, the cadre will provide the topic, but throughout the semester each Cadet will develop a topic and lead 1-2 of the discussions.

These changes will broaden the student's knowledge and understanding of leadership as well as improving their public speaking ability and confidence, thereby continuing to push the cycle of improvement forward.

Measure 2.2 (Direct – Knowledge)

Army officers are required to draft reports and present briefings. To prepare Cadets for future requirements and assist with public speaking skills, a leadership presentation encompassing two activities (written and oral) is given using the Army's plan, prepare, and execute format.

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

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

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

Finding: Target was met.

Analysis. In AC 2021-2022, the target was met. Based on the analysis of the AC 2021-2022 results, in AY 2022-2023, we:

Incorporated the third-year Cadets in additional practical exercises to help the second-year Cadets gain knowledge from both Cadre and upper classmen. We also created a Leadership Development Program led by the Cadre and fourth-year Cadets for a more in-depth study of specific lessons.

Decision or Recommendation. In AC 2022-2023, the target was met. Based on the analysis of the AC 2022-2023 results, the faculty will implement the following changes in AC 2023-2024 to drive the cycle of improvement:

Writing and briefing skills will continue to be learned through the procedure outlined in Measure 2.1 above. Additionally, due to a curriculum change, Measure 2.2 will be changed as follows:

Measure 2.2 (Direct – Knowledge)

Army officers are required to plan and lead tactical operations. To better prepare second-year Cadets for this task, they will receive prior classroom instruction on the subject matter being

covered in the tactical labs to improve their understanding and participation in the labs. Second year classes will be synchronized with tactical labs to accomplish this goal.

These changes will improve the Cadet's ability to understand the material being presented during labs by giving them a more in depth look as well as by placing the information into the broader context of military science, thereby continuing to push the cycle of improvement forward.

Target: 80% of enrolled Cadets will be able to demonstrate tactical leadership competencies by receiving an 80% score on graded leadership positions during labs.

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

Course Map: Tied to course syllabus below.

MSL 3010: Training Management and the Warfighting Functions

MSL 3011: Training Management and the Warfighting Functions Laboratory

MSL 3020: Applied Leadership in Small Unit Operations

MSL 3021: Applied Leadership in Small Unit Operations Laboratory

Measure: 3.1 (Direct – Skills)

The Army Leadership Requirement Model (ALRM) assesses leadership skills. The model encompasses Troop Leading Procedures; attributes of character, presence, and intellect; and the competencies of leading, developing, and achieving. At this level, leadership counts for 25% of the grade because Cadets must demonstrate their leadership abilities during Advanced Camp, normally pursued during the summer between junior and senior years.

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

Finding: Target was met.

Analysis. In AC 2021-2022 the target was met. Five students completed the course in AC 2021-2022 with a score of over 70% on the ALRM and proceeded to Advanced Camp. No students scored less than 70%.

Based on the analysis of the AC 2021-2022 results, in AY 2022-2023 to develop Cadet knowledge of tactical operation leadership, we shifted from leadership competencies toward training management to competencies aligned with operational planning and resourcing for the squad level to better prepare Cadets for evaluation at Cadet Summer Training (Advanced Camp).

As a result of these changes, in AC 2022-2023 the target was met. The results of these changes have increased the overall proficiency of the organization and increased the ability of the student staff, holistically, to plan more effectively within a constrained timeline with extensive

resource constraints and still meet or exceed expectations. Cadets successfully planned and executed 12 battalion level events and 8 company level or below events.

Decision or Recommendation. In AC 2022-2023 the target was met. Based on the analysis of the AC 2022-2023 results, the faculty will implement the following changes in AC 2023-2024:

The faculty will implement the following changes in AC 2023-2024 to further expand on the scope of the current Measure: Direct – Skills. Students will have a more direct, experiential approach, specifically during labs, to create and execute the training plan whilst individually instructing Freshmen and Sophomores on the intermediate leadership levels as team leaders.

These changes will improve the student's abilities in interpersonal tact, communication, and empathy (Core leader competencies), as they will have to engage with other students on multiple levels from various backgrounds and experiences, as in a real military unit, thereby continuing to drive the cycle of improvement forward.

Measure: 3.2. (Direct – Knowledge)

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

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

Finding: Target was met.

Analysis. In AC 2021-2022, the target was met. Cadets are evaluated by NSU Cadre during 20 lab exercises and Cadre from other Army ROTC programs at two different Field Training Exercises (FTX's) prior to attending Advanced Camp, to ensure as fair and impartial an evaluation as can be. All Cadets (5x) were evaluated as successful for their demonstrations as Platoon Leaders, Platoon Sergeants, and Squad Leaders.

Based on the analysis of the AC 2021-2022 results, in AY 2022-2023 faculty adjusted the curriculum to incorporate more situations during labs that required Cadets to critically analyze the situation in a semi-stressful environment and determine acceptable courses of action and then lead their platoon or squad through the dilemma.

As a result of these changes, in AC 2022-2023 the target was met. Cadets were placed in more stressful situations that required them to maintain composure and be decisive. All Cadets were again evaluated during 20 lab exercises and two FTXs and all Cadets were evaluated as successful.

Decision or Recommendation. In AC 2022-2023, the target was met. Based on the analysis of the AC 2022-2023 results, the faculty will implement the following changes in AC 2023-2024:

Contingency planning will be more emphasized throughout the curriculum, and Cadets will be required to brief multiple contingencies during Operation Order presentations.

These changes will improve the student's ability to be more adaptive and adjust to factors outside their ability to control, thereby continuing to push the cycle of improvement forward.

SLO 4. Fourth-year Cadets will be prepared to face the complex demands required of US Army officers including strong reading, writing, and communication skills. Through reflective writing, collaboration, classroom discussion, and practical application, they will demonstrate a deep understanding of the Army and their roles as soon-to-be second lieutenants. Cadets will be prepared for the Basic Officer Leader Course and their first unit of activity.

Course Map: Tied to the course syllabus

MSL 4010: The Army Officer

MSL 4011: The Army Officer Laboratory

MSL 4020: Company Grade Leadership

MSL 4021: Company Grade Leadership Laboratory

Measure 4.1. (Direct – Knowledge)

The Army Writing Style uses clear and concise writing, and the Army expects writers to have a clear understanding of the writing process. A term paper of 3-5 pages on any aspect of leadership is required. Use and properly cite credible sources. Incorporate concepts and frameworks learned through the ROTC experience. Findings on how leadership will apply to the Cadet as a lieutenant and a leader in the Army will also be included.

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

Finding: Target was met.

Analysis. In AC 2021-2022, the target was met. Based on the analysis of the AC 2021-2022 results, in AY 2022-2023 faculty incorporated more student-led instruction. We did so by having the instructor brief a block of instruction on a certain subject to discuss the overall concept and then assigned group projects to brief more details on the subject matter with input from the instructor. This change placed more emphasis on briefing techniques and confidence in front of an audience while still learning the required curriculum. This is important because commissioned officers are required to be experts in their field and communicate this expertise to subordinates, peers, and superiors with confidence and clarity.

The Cadets very well received these student-led instruction opportunities. Each Cadet was graded on multiple occasions throughout. Initially, their performance was low due to not properly preparing for class but in time, we saw ownership and motivation to properly prepare which led to 4 out of 4 Cadets passing this graded portion with an A average. The term paper was still required in addition to the student-led instruction. We did not see any improvement in the term papers this year because of the change of briefing techniques so we will need to focus next year on improving the methodology.

Decision or Recommendation. In AC 2022-2023, the target was met. Based on the analysis of the AC 2022-2023 results, the faculty will implement the following change in AC 2023-2024:

There will no longer be a term paper covering the same topic for all Cadets. Instead, the faculty will allow each Cadet to pick from diverse topics so that they put forth more effort based on their interest in the topic picked. We will also recommend changes on the first assignment turned in and return it to them to adjust and resubmit for a second grade. Finally, they will brief the class on their term paper findings.

This change will improve the students' ability to conduct research and do analysis on a topic of interest, which should motivate them to put forth more effort. Additionally, having them brief the class on their findings will allow other Cadets to gain more in-depth knowledge of multiple topics as opposed to just one, thereby continuing to push the cycle of improvement forward.

Measure 4.2 (Direct – Disposition)

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

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

Finding: Target was met.

Analysis. In AC 2021-2022, the target was met. Based on the analysis of the AC 2021-2022 results, in AY 2022-2023 faculty assigned the evaluation of a historical event and tied it to our annual staff ride, which consisted of a 1-day tour of Vicksburg National Military Park, Vicksburg, MS. The readings and battle analysis were focused on the Battle of Vicksburg. Cadets were assigned groups and different portions of the staff ride to conduct their analysis and incorporated lessons learned into their future decision making as an Army officer.

The battle analysis incorporated a written portion, an in-class briefing portion, and a briefing during the staff ride as we walked through the Battle's sequence of events. Each Cadet received a grade for their preparation and briefing of their portion of the staff ride resulting in 3 out of 4 receiving an A and 1 out of 4 receiving a B. We also made a last-minute change to allow for the MS3 Cadets to attend the staff ride to Vicksburg. This gave them two opportunities to attend a staff ride during their time as a Cadet.

Decision or Recommendation. In AC 2022-2023, the target was met. Based on the analysis of the AC 2022-2023 results, the faculty will implement the following changes in AC 2023-2024:

We will change the location of next year's staff ride since the MS3's will have already toured the Vicksburg National Military Park. Some options include the Battle of New Orleans or the Battle of Sabine Crossroads in Mansfield. Requirements will be like what was required at Vicksburg but through a different sequence of events.

These changes will improve the student's ability to conduct an analysis of multiple historical events during their time as an ROTC Cadet as opposed to just one, thereby continuing to push the cycle of improvement forward.

Measure 4.3. (Direct – Knowledge)

Through facilitated discussions administered during the Cadet's last semester in the program, Cadets will demonstrate an understanding of Army War Fighting Challenges; describe and discuss foreseeable challenges and concerns; and clearly display a grasp of subject matter through identification of how the Army of the future will operate.

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

Finding: Target was met.

Analysis. In AC 2021-2022, the target was met. Based on the analysis of the AC 2021-2022 results, in AY 2022-2023 faculty built on what was learned through the success of integrating current topics affecting the Army to lead class discussion. Assignments were added to the curriculum that not only promoted self-study on current events but also required them to research current events based on instructor designated student briefings. This change resulted in additional experience in conducting research and allowed them the opportunity to present the information to the class for awareness and practice in communicating ideas. By doing so, we created an open dialogue with other students to provide feedback on the current event and the way in which it was presented to the group.

Although the current event briefings were not graded, it did encourage more in class discussion on topics related to our ongoing efforts in Ukraine as well as changes occurring throughout the military that will directly affect them as a future Army Officer. Because the daily current event assignments were not graded, often Cadets did not come to class prepared to brief. The faculty constantly saw them doing their research just prior to class and using their electronic devices to read directly from the article as opposed to doing their research prior to class and being prepared to brief effectively.

Decision or Recommendation. In AC 2022-2023, the target was met. Based on the analysis of the AC 2022-2023 results, the faculty will implement the following changes in AC 2023-2024:

Current event briefings will be graded as a part of their class participation grade. If a Cadet does not come to class prepared to brief, they will receive a deduction on their participation grade. Additionally, they will not be allowed to use personal electronic devices during their briefing. They will be required to use handwritten notes, the whiteboard, slides they have developed, or nothing at all.

These changes will improve the student's ability to properly prepare for class, learn the information prior to briefing, rehearse the briefing without relying on electronic devices and written articles, as well as force the Cadet to become familiar with the information they are presenting, thereby continuing to push the cycle of improvement forward.

SLO 5. The goal of Army comprehensive fitness is to “seek balance, be resilient and demonstrate a strong and winning spirit.” As such, peak physical fitness is paramount to a successful Army career. Cadets will set the example for physical fitness according to Army regulations.

Course Map: Tied to the course syllabus.

MSL 2030: Intermediate Physical Fitness I

MSL 3040: Advanced Military Physical Fitness I

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

Cadets will take a record Army Combat Fitness Test (ACFT) at the end of the semester. Passing this assessment is a requirement before they can contract with ROTC.

Target: 100% of enrolled Cadets will meet minimum standards (60 percentile) in each category for their respective age and gender.

Finding: Target was not met.

Analysis. In AC 2021-2022, the target was not met. Only 80% (4/5) successfully passed the ACFT. Cadets continued to struggle with overall cardiovascular endurance and, while most were able to successfully complete strength-related events, all failures were directly linked to the 2-mile run event.

Based on the analysis of the AC 2021-2022 results, in AY 2022-2023 the faculty changed the program to specifically address the testable categories for the ACFT. As of 01 April 2023, the Cadet Command Fitness Assessment was no longer used by US Army Cadet Command and the only testable physical assessment was the Army Combat Fitness Test (ACFT).

This required a modest restructuring of MSL 2030 focusing on the fitness areas targeted by the ACFT which differ from those assessed by the CCFA.

Decision or Recommendation. In AC 2022-2023, the target was not met. Based on the analysis of the AC 2022-2023 results, the faculty will implement the following changes in AC 2023-2024:

Cadets will be required to incorporate some form of endurance training in each workout, to ensure all Cadets are given enough opportunities to improve their cardiovascular endurance.

These changes will improve the Cadet’s abilities to meet the standard for 2-mile run and 12-mile foot march, thereby continuing to push the cycle of improvement forward.

Measure 5.2. (Direct – Knowledge) MSL 2030

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

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

Finding: Target was met.

Analysis. In AC 2021-2022, the target was met. 100% (1/1) of Cadets successfully achieved a 70% or higher on their oral presentation.

Based on the analysis of the AC 2021-2022 results, and to increase the effectiveness of comprehensive fitness in AY 2022-2023, instructors required Cadets to maintain a food journal for a 30-day period during the fall semester to help determine their maintenance level of calories.

As a result of these changes, in AC 2022-2023 the target was met. 100% of Cadets (1/1) completed the 30-day journal and although the Cadet was more aware of their food intake for that period, it did not necessarily lead to an increase in comprehensive fitness for that individual.

Decision or Recommendation. In AC 2022-2023 the target was met. Based on the analysis of the AC 2022-2023 results, the faculty will implement the following changes in AC 2023-2024:

Cadets will have the additional requirement of calculating the number of calories needed to meet weight-loss or weight-gain goals over a specific period. These changes will improve the student's ability to manage their body composition, thereby continuing to push the cycle of improvement forward.

Measure 5.3. (Direct – Knowledge) MSL 3040

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

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

Finding: Target was met.

Analysis. In AC 2021-2022, the target was met. 100% (5/5) of Cadets successfully achieved a score of 70% or higher on their practical exam.

Based on the analysis of the AC 2021-2022 results, MSL 3040 Cadets were required to use their personal and assigned MSL 3020 caloric results to create a meal plan (macro & micro-nutrient based) to assist them in meeting their physical fitness goals. Additionally, the requirement was added to ensure contracted Cadets maintained their body fat requirements to meet Army standards in accordance with Army Regulation 600-9 Army Body Composition Program.

As a result of these changes, in AC 2022-2023 the target was met. Although Cadets successfully completed the assignment and were able to create meal plans, it was up to individual Cadet discipline to reach those body composition goals and only 55% of Cadets did so.

Decision or Recommendation. In AC 2022-2023, the target was met. Based on the analysis of the AC 2022-2023 results, the faculty will implement the following changes in AC 2023-2024:

Once Cadets set personal weight-loss/weight-gain goals, they will be measured every other month to track progress and see the results of their efforts.

These changes will improve the student's ability to manage their personal body composition and allow them to create goals and plans to help subordinates or peers, thereby continuing to push the cycle of improvement forward.

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

We tailored activities including changing several class periods to allow for more firsthand experience such as demonstrating a military assault then allowing Cadets to de-brief the activity on the ground. To tailor Cadets' firsthand learning in MSL 1011 and 1021, we moved tactical classes from MSL 1020, previously taught in the spring, to our fall course, MSL 1010. Likewise, we moved non-tactical classes from fall to spring.

We incorporated various designed learning strategies (For example: Discussion Method with Think-Pair-Share and Metacognitive reflection using self and group reflections) to better measure the Cadets understanding of the Army writing style and correspondence.

We added additional opportunities to improve public speaking by including open-forum, Cadet-led debates.

We developed a more direct learning approach to better prepare Cadets for future leadership roles in the program. This allowed Cadets to execute what they learned from the lectures, resulting in a clearer perspective and an improved ability to retain the lessons.

We incorporated the third-year Cadets in additional practical exercises to help the second-year Cadets gain knowledge from both Cadre and upper classmen. We also created a Leadership Development Program led by the Cadre and fourth-year Cadets for a more in-depth study of specific lessons.

To develop Cadet knowledge of tactical operation leadership, we shifted from leadership competencies toward training management to competencies aligned with operational planning and resourcing for the squad level to better prepare Cadets for evaluation at Cadet Summer Training (Advanced Camp).

The faculty adjusted the curriculum to incorporate more situations during labs that required Cadets to critically analyze the situation in a semi-stressful environment and determine acceptable courses of action and then lead their platoon or squad through the dilemma. Cadets were placed in more stressful situations that required them to maintain composure and be decisive.

Faculty incorporated more student-led instruction. We did so by having the instructor brief a block of instruction on a certain subject to discuss the overall concept and then assigned group projects to brief more details on the subject matter with input from the instructor. This change placed more emphasis on briefing techniques and confidence in front of an audience while still learning the required curriculum.

Faculty assigned the evaluation of a historical event and tied it to our annual staff ride, which consisted of a 1-day tour of Vicksburg National Military Park, Vicksburg, MS. The readings and battle analysis were focused on the Battle of Vicksburg. Cadets were assigned groups and different portions of the staff ride to conduct their analysis and incorporated lessons learned into their future decision making as an Army officer.

We made a last-minute change to allow for the MS3 Cadets to attend the staff ride to Vicksburg. This gave them two opportunities to attend a staff ride during their time as a Cadet.

Faculty built on what was learned through the success of integrating current topics affecting the Army to lead class discussion. Assignments were added to the curriculum that not only promoted self-study on current events but also required them to research current events based on instructor designated student briefings.

The faculty changed the program to specifically address the testable categories for the ACFT. As of 01 April 2023, the Cadet Command Fitness Assessment was no longer used by US Army Cadet Command and the only testable physical assessment was the Army Combat Fitness Test (ACFT). This required a modest restructuring of MSL 2030 focusing on the fitness areas targeted by the ACFT which differ from those assessed by the CCFA.

Instructors required Cadets to maintain a food journal for a 30-day period during the fall semester to help determine their maintenance level of calories.

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

Plan of Action for Moving Forward:

We will assign a monthly self-assessment memorandum in which the students will write to the instructor on their progress throughout each semester with 70% proficiency overall in accordance with AR 25-50.

The faculty will institute leadership positions within the first-year class (Attendance, Class Leader, SL, Team Leaders, Liaison) to allow for first-year students to become more comfortable in various settings with different roles each month. We will have a class evaluation at the end of each month for reflection purposes.

In addition to the leadership essay, second-year Cadets will begin each class with a 10- minute, informal classroom discussion on an aspect of leadership. Initially, the cadre will provide the topic, but throughout the semester each Cadet will develop a topic and lead 1-2 of the discussions.

Writing and briefing skills will continue to be learned through the procedure outlined in Measure 2.1; however, the faculty will change Measure 2.2 to better capture changes in Cadet Command curriculum.

The faculty will assign a more hands-on, experiential approach, specifically during labs, to create and execute the training plan whilst individually instructing Freshmen and Sophomores on the intermediate leadership levels as team leaders.

Contingency planning will be more emphasized throughout the curriculum, and Cadets will be required to brief multiple contingencies during Operation Order presentations.

The faculty will change from one assigned topic to allowing each Cadet to pick from diverse topics so that they put forth more effort based on their interest in the topic picked. We will also recommend changes on the first assignment turned in and return it to them to adjust and resubmit for a second grade. Additionally, we will assign a briefing on their term paper findings.

We will change the location of next year's staff ride since the MS3's will have already toured the Vicksburg National Military Park. Some options include the Battle of New Orleans or the Battle of Sabine Crossroads in Mansfield. Requirements will be like what was required at Vicksburg but through a different sequence of events.

Current event briefings will be graded as a part of class participation grades. If a Cadet does not come to class prepared to brief, they will receive a deduction on their participation grade. Additionally, the faculty will not allow Cadets to use personal electronic devices during their briefing. They will be required to use handwritten notes, the whiteboard, slides they have developed, or nothing at all.

Cadets will be required to incorporate some form of endurance training in each workout, to ensure all Cadets are given enough opportunities to improve their cardiovascular endurance. These changes will improve the Cadet's abilities to meet the standard for the 2-mile run and 12-mile foot march.

Cadets will have the additional requirement of calculating the number of calories needed to meet weight-loss or weight-gain goals over a specific period.

Once Cadets set personal weight-loss/weight-gain goals, the faculty will measure Cadets every other month to track progress and see the results of their efforts.