

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 (GCEHD) 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, The PMS will hold individual meetings with faculty as required,
4. 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 2022-2023, the target was met. Based on the analysis of the results, the faculty made the following changes in AC 2023-2024 to drive the cycle of improvement:

While the criteria for metrics were met according to the analysis, the faculty worked toward being more deliberate in incorporating the Army Writing Style throughout the year rather than the curriculum-required one or two classes.

We used the reciprocal peer teaching method of a Jigsaw lesson to scaffold the instruction to better realize 'the why' of Army Writing. We assigned a monthly self-assessment memorandum in which the students wrote to the instructor noting their progress throughout each semester. We achieved 70% proficiency overall in accordance with Army Regulation 25-50.

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

Decision or Recommendation. The faculty will work on breaking down barriers to create open discussions within the MS1 class. The success for those who began the fall semester without communicating and ended with being the first ones to answer was above the 70% threshold.

The faculty will focus on communication while raising the level of stressors. We will add more squad level exercises to work on increasing Cadets’ ability to successfully communicate with one another to complete the mission. To add more physicality, and step away from computer screens, the faculty will dedicate one class every three weeks to outdoor instruction. Focusing on team building will draw more attention to the importance of communication resulting in improvement.

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 2022-2023, the target was met. Based on the analysis of these results, the faculty implemented the following changes for AC 2023-2024:

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

We also instituted a class evaluation at the end of each month for reflection purposes. Students ranked themselves in various leadership competencies and attributes and then again at the end of the semester. The target was to see an increase of at least one level in 80% of the attributes and competencies by semester's end.

These changes improved 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.

Decision or Recommendation. In AC 24-25, we will display leadership attributes and competencies while building from the Army Leadership Requirements Model. We will assign an end of year presentation on the student’s top three attributes or competencies. This will encourage critical thinking about what is important to them and what they want from a leader.

Discussions of all leadership qualities will be conducted throughout the year to build a

base. The faculty will provide a rubric and break the class (dependent on size) into small groups, allowing them to work together on a presentation and a written summary of their findings.

These changes will increase Cadets' knowledge of Army regulations and interpersonal tact when conflicting or communicating with other individuals. This skill will be most important as they will need to be able to brief and talk in front of people as Army officers.

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 2022-2023, the target was met. Based on the analysis of the results, the faculty implemented the following changes in AC 2023-2024:

In addition to the leadership essay, second-year Cadets began each class with a 10-minute, informal classroom discussion on an aspect of leadership. Initially, cadre provided the topic, but as we proceeded through the year, each Cadet developed a topic and led one or two discussion sessions. Doing so broadened students' knowledge and understanding of leadership while working to improve their public speaking ability and confidence, thereby continuing to push the cycle of improvement forward.

Decision or Recommendation. In AC 2023-2024 the target was met. Based on the analysis of the AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025:

We will build on the success of last year's informal leadership discussions by requiring one of the cadet's sessions to incorporate a more in-depth analysis of a well-known military leader's strengths and weaknesses. Students will be required to explain how that leader's attributes contributed to their success or failure in a particular battle or situation.

This change will improve Cadets' research abilities, public speaking skills, and aid them in developing their own leadership style, thereby continuing to push the cycle of improvement forward.

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.

Finding: Target was met.

Analysis. Due to a curriculum change, and as we recommended in the MSL AC 2022-2023 assessment, the MS II faculty changed Measure 2.2 to meet the new requirement of better preparing Cadets for weekly tactical labs by synchronizing class and lab instruction.

Decision or Recommendation. In AC 2023-2024 the target was met. Based on the analysis of the AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025:

MS II faculty will take advantage of the down time during labs to teach MS II Cadets short blocks of instruction in Small Unit Tactics, improving their skills and boosting their confidence for their MS III year. Historically the MS II's are underutilized during labs as the focus is on preparing the MS III's for Cadet Summer Training. With a larger class of MS II's next year, the problem would be exacerbated without this concurrent training taking place.

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.

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 2022-2023 the target was met. Based on the analysis of these results, the faculty implemented the following changes to further expand on the scope of the current Measure: Direct – Skills:

The faculty worked collectively toward providing a more direct, experiential approach, specifically during labs, to create and execute the training plan whilst individually instructing first and second year students on the intermediate leadership levels as team leaders.

These changes were beneficial in improving individuals' abilities in interpersonal tact, communication, and empathy (Core Leader Competencies), as they engaged with other students on multiple levels, all from various backgrounds and experiences as in a real military unit, thereby continuing to drive the cycle of improvement forward.

Decision or Recommendation. In AC 2023-2024 the target was met. Based on the analysis of the AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025:

Based on the success of the previous years' change, MSIII Cadets will be required to lead formations through subordinate leaders to determine ideal spans of control and facilitate their mastery of the Core Leader Competency of Communicates. Communication is vital to the success of military operations and their ability to communicate complex plans to a diverse variety of subordinates continues to challenge and develop their overall leadership ability.

These changes will further improve the Cadet's ability to communicate complex plans to a diverse variety of subordinates continue to challenge and develop their overall leadership ability.

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 2022-2023, the target was met. Based on the analysis of the results, the faculty implemented the following change in AC 2023-2024:

To better prepare students for Cadet Summer Training, the faculty emphasized contingency planning throughout the curriculum and required Cadets to brief multiple contingencies during Operation Order presentations. These changes improved the student's ability to be more adaptive and adjust to factors outside their ability to control.

Decision or Recommendation. In AC 2023-2024 the target was met. Based on the analysis of the AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025:

The planning time allocated to students on lab days will be increased to replicate conditions at Cadet Summer Training, which will increase their overall time to plan, rehearse, and execute tactical operations in a field environment.

These changes will better prepare students for evaluated leadership evolutions by enhancing their environment and allowing them to take large conceptual operational plans down to the minutiae, furthering their Core Leader Competency of Expertise, 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 2022-2023, the target was met. Based on the analysis of the results, the faculty implemented the following changes in AC 2023-2024:

In previous years, the faculty assigned a term paper covering the same topic for all Cadets. This year, we allowed each Cadet to pick from diverse topics so they would put forth more effort based on their interest in the topic picked. We also recommended changes on the first assignment and returned it to them to adjust and resubmit for a second grade. Doing so allowed for a better understanding of the requirements and expectations while providing an opportunity to achieve a better score. Finally, Cadets were required to brief the class on their term paper findings.

These changes improved students' ability to conduct research and do analysis on a topic of personal interest, which motivated them to put forth more effort. Additionally, having them brief the class on their findings allowed 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.

Decision or Recommendation. In AC 2023-2024 the target was met. Based on the analysis of the AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025:

Building on the positive results experienced this past year with changes to the term paper and presentation, in AC 2024-25, the faculty will dramatically shift the grading allocation. We will place a much larger weight on the oral presentation rather than the written term paper.

This change will place more emphasis on developing a better outline as well as using briefing tools such as PowerPoint to deliver a more advanced level briefing which will be expected of them as an Army office, 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 2022-2023, the target was met. Based on the analysis of the results, the faculty implemented the following change in AC 2023-2024:

Because current MS IV Cadets toured Vicksburg National Military Park while they were MS III's, we did not conduct a staff ride this school year. We did, however, conduct a battle analysis of a battle of the Cadet's choice. This change of setting improved the student's ability to conduct analyses 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.

Decision or Recommendation. In AC 2023-2024 the target was met. Based on the analysis of the AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025:

We will reestablish our annual battle analysis and staff ride to Vicksburg National Military Park with both the MS IV's and MS III's.

This change will allow for the current MS III's to do a staff ride and another battle analysis during their MS IV year. Doing so will further improve their written and oral skills while they present their research on the topic, 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 2022-2023, the target was met. Based on the analysis of the results, the faculty implemented the following changes in AC 2023-2024:

Rather than holding a weekly class discussion as in previous years, the faculty graded current events briefings as part of each student's class participation grade. If a Cadet arrived at class unprepared to brief, their participation grade received a deduction.

Additionally, Cadets were no longer allowed to use personal electronic devices during this briefing time. However, they could use handwritten notes, the whiteboard, personally developed slides, or nothing.

These changes improved the student's ability to properly prepare for class. They learned the information prior to briefing, rehearsed briefings without relying on electronic devices and written articles, as well as forced each Cadet to become familiar with the information they presented, thereby continuing to push the cycle of improvement forward.

Decision or Recommendation. In AC 2023-2024 the target was met. Based on the analysis of the AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025:

We will continue to focus on current events daily as this proved to not only focus on the cadet's ability to prepare and execute logical oral briefings, but also made them aware of government/political influences on the military to prepare them for the future of the Army Profession. Instead of making this part of their participation grade, it will be a stand-alone grade within the curriculum.

These changes will place more emphasis on being prepared for class and delivering a well-rehearsed briefing; 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 an 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 2022-2023, the target was not met. Based on the analysis of the results, the faculty implemented the following change in AC 2023-2024:

Cadets were required to incorporate some form of endurance training in each workout to ensure they were given the necessary opportunity to improve their cardiovascular endurance. This change resulted in an overall average increase in individual scores, enabling Cadets to meet the standard more easily for the 2-mile run and 12-mile foot march.

Decision or Recommendation. In AC 2023-2024 the target was met. Based on the analysis of the AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025:

Cadets will be required to perform physical training in small groups to maintain workout accountability and allow for a more regulated training progression. The larger groups have been unable to accommodate for all levels of fitness and creating small groups based on their average fitness level should allow for more specificity within the groups.

These changes will allow all cadets to perform physical training in small groups to maintain workout accountability and allow for a more regulated training progression, 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 2022-2023 the target was met. Based on the analysis of the results, the faculty implemented the following change in AC 2023-2024:

The faculty required each Cadet to calculate the number of calories needed to meet personal weight-loss or weight-gain goals over a specific period. This requirement improved the student's ability to better manage their body composition through a more thorough understanding of nutritional needs and exercise requirements to meet personal goals and the Army's height and weight standards, thereby continuing to push the cycle of improvement forward.

Decision or Recommendation. In AC 2023-2024 the target was met. Based on the analysis of the AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025:

To further expand on the scope of the current Measure: Direct – Knowledge, students will

be required to create an individual running plan that incorporates distance and speed workouts and balances them with appropriate rest cycles, based on their current fitness level.

These changes will allow all cadets to understand the performance triad of sleep, nutrition, and exercise, 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 2022-2023, the target was met. Based on the analysis of the results, the faculty implemented the following change in AC 2023-2024:

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

This change improved the student's ability to manage their personal body composition and allowed them to create goals and plans to help subordinates or peers, thereby continuing to push the cycle of improvement forward.

Decision or Recommendation. In AC 2023-2024 the target was met. Based on the analysis of the AC 2023-2024 results, the faculty will implement the following changes in AC 2024-2025:

Cadets will be required to track the progress of Army Combat Fitness Test results for their assigned MSL 2030 Cadet(s) and develop a plan to increase their overall score. This plan will incorporate multiple types of fitness training and be re-evaluated during the mid-term and semester final periods.

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

The MS I faculty worked toward being more deliberate in incorporating the Army Writing Style throughout the year rather than the curriculum-required one or two classes. We used the reciprocal peer teaching method of a Jigsaw lesson to scaffold the instruction to better realize 'the why' of Army Writing. We assigned a monthly self-assessment memorandum in which the students wrote to the instructor noting their progress throughout each semester. We achieved 70% proficiency overall in accordance with Army Regulation 25-50. These changes improved the student's ability to communicate more effectively as well as self-reflect on their progress and put "experiencing" into "understanding," thereby continuing to push the cycle of improvement forward.

The MS I faculty instituted leadership positions for the first-year class (Attendance,

Class Leader, SL, Team Leaders, Liaison) to allow first-year students to become more comfortable in various settings with different roles each month. We also instituted a class evaluation at the end of each month for reflection purposes. Students ranked themselves in various leadership competencies and attributes and then again at the end of the semester. The target was to see an increase of at least one level in 80% of the attributes and competencies by semester's end. These changes improved 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.

In addition to the leadership essay, second-year Cadets began each class with a 10-minute, informal classroom discussion on an aspect of leadership. Initially, cadre provided the topic, but as we proceeded through the year, each Cadet developed a topic and led one or two discussion sessions. Doing so broadened students' knowledge and understanding of leadership while working to improve their public speaking ability and confidence, thereby continuing to push the cycle of improvement forward.

Due to a curriculum change, and as we recommended in the MSL AC 2022-2023 assessment, the MS II faculty changed Measure 2.2 to meet the new requirement of better preparing Cadets for weekly tactical labs by synchronizing class and lab instruction.

The MS III faculty worked collectively toward providing a more direct, experiential approach, specifically during labs, to create and execute the training plan whilst individually instructing first and second year students on the intermediate leadership levels as team leaders. These changes were beneficial in improving individuals' abilities in interpersonal tact, communication, and empathy (Core Leader Competencies), as they engaged with other students on multiple levels, all from various backgrounds and experiences as in a real military unit, thereby continuing to drive the cycle of improvement forward.

To better prepare students for Cadet Summer Training, the MS III faculty emphasized contingency planning throughout the curriculum and required Cadets to brief multiple contingencies during Operation Order presentations. These changes improved 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.

In previous years, the MS IV faculty assigned a term paper covering the same topic for all Cadets. This year, we allowed each Cadet to pick from diverse topics so they would put forth more effort based on their interest in the topic picked. We also recommended changes on the first assignment and returned it to them to adjust and resubmit for a second grade. Doing so allowed for a better understanding of the requirements and expectations while providing an opportunity to achieve a better score. Finally, Cadets were required to brief the class on their term paper findings. These changes improved students' ability to conduct research and do analysis on a topic of personal interest, which motivated them to put forth more effort. Additionally, having them brief the class on their findings allowed 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.

Because current MS IV's toured Vicksburg National Military Park while they were MS III's, we did not conduct a staff ride this school year. We did, however, conduct a battle analysis of a battle of the Cadet's choice. This change of setting improved the student's ability to conduct analyses 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.

Rather than holding a weekly class discussion as in previous years, the MS IV faculty graded current events briefings as part of each student's class participation grade. If a Cadet arrived at class unprepared to brief, their participation grade received a deduction. Additionally, Cadets were no longer allowed to use personal electronic devices during this briefing time. However, they could use handwritten notes, the whiteboard, personally developed slides, or nothing. These changes improved the student's ability to properly prepare for class. They learned the information prior to briefing, rehearsed briefings without relying on electronic devices and written articles, as well as forced each Cadet to become familiar with the information they presented, thereby continuing to push the cycle of improvement forward.

For physical training, Cadets were required to incorporate some form of endurance training in each workout to ensure they were given the necessary opportunity to improve their cardiovascular endurance. This change resulted in an overall average increase in individual scores, enabling Cadets to meet the standard more easily for the 2-mile run and 12-mile foot march, thereby continuing to push the cycle of improvement forward.

The physical training faculty required each Cadet to calculate the number of calories needed to meet personal weight-loss or weight-gain goals over a specific period. This requirement improved the student's ability to better manage their body composition through a more thorough understanding of nutritional needs and exercise requirements to meet personal goals and the Army's height and weight standards, thereby continuing to push the cycle of improvement forward.

Once Cadets set personal weight-loss/weight-gain goals, they were measured every other month to track progress and see the results of their efforts. This change improved the student's ability to manage their personal body composition and allowed them to create goals and plans to help subordinates or peers, thereby continuing to push the cycle of improvement forward.

Plan of Action for Moving Forward:

MS I faculty will work on breaking down barriers to create open discussions within the MS1 class. The success for those who began the fall semester without communicating and ended with being the first ones to answer was above the 70% threshold. The faculty will focus on communication while raising the level of stressors. We will add more squad level exercises to work on increasing Cadets' ability to successfully communicate with one another to complete the mission. To add more physicality, and step away from computer screens, the faculty will dedicate one class every three weeks to outdoor instruction. Focusing on team building will draw more attention to the

importance of communication resulting in improvement.

MS I faculty will display leadership attributes and competencies while building from the Army Leadership Requirements Model. We will assign an end of year presentation on the student's top three attributes or competencies. This will encourage critical thinking about what is important to them and what they want from a leader. Discussions of all leadership qualities will be conducted throughout the year to build a base. The faculty will provide a rubric and break the class (dependent on size) into small groups, allowing them to work together on a presentation and a written summary of their findings. These changes will increase Cadets' knowledge of Army regulations and interpersonal tact when conflicting or communicating with other individuals.

MS II faculty will build on the success of last year's informal leadership discussions by requiring one of the cadet's sessions to incorporate a more in-depth analysis of a well-known military leader's strengths and weaknesses. Students will be required to explain how that leader's attributes contributed to their success or failure in a particular battle or situation. This change will improve Cadets' research abilities, public speaking skills, and aid them in developing their own leadership style.

MS II faculty will take advantage of the down time during labs to teach MS II Cadets short blocks of instruction in Small Unit Tactics, improving their skills and boosting their confidence for their MS III year. Historically the MS II's are underutilized during labs as the focus is on preparing the MSIII's for Cadet Summer Training. With a larger class of MS II's next year, the problem would be exacerbated without this concurrent training taking place.

Based on the success of the previous years' change, MS III Cadets will be required to lead formations through subordinate leaders to determine ideal spans of control and facilitate their mastery of the Core Leader Competency of Communicates. Communication is vital to the success of military operations and their ability to communicate complex plans to a diverse variety of subordinates continues to challenge and develop their overall leadership ability.

The planning time allocated to students on lab days will be increased to replicate conditions at Cadet Summer Training, which will increase their overall time to plan, rehearse, and execute tactical operations in a field environment. These changes will better prepare students for evaluated leadership evolutions by enhancing their environment and allowing them to take large conceptual operational plans down to the minutiae, furthering their Core Leader Competency of Expertise.

Building on the positive results experienced this past year with changes to the term paper and presentation, in AC 2024-25, the MS IV faculty will dramatically shift the grading allocation. We will place a much larger weight on the oral presentation rather than the written term paper. This will place more emphasis on developing a better outline as well as using briefing tools such as PowerPoint to deliver a more advanced level briefing which will be expected of them as an Army Officer.

The MS IV faculty will reestablish our annual battle analysis and staff ride to Vicksburg

National Military Park with both the MS IV's and MS III's. This will allow for the current MS III's to do a staff ride and another battle analysis during their MS IV year. Doing so will further improve their written and oral skills while they present their research on the topic.

The MS IV faculty will continue to focus on current events daily as this proved to not only focus on the cadet's ability to prepare and execute logical oral briefings, but also made them aware of government/political influences on the military to prepare them for the future of the Army Profession. Instead of making this part of their participation grade, it will be a stand-alone grade within the curriculum. This will place more emphasis on being prepared for class and delivering a well-rehearsed briefing.

For physical training, Cadets will be required to perform physical training in small groups to maintain workout accountability and allow for a more regulated training progression. The larger groups have been unable to accommodate for all levels of fitness and creating small groups based on their average fitness level should allow for more specificity within the groups.

Students will be required to create an individual running plan that incorporates distance and speed workouts and balances them with appropriate rest cycles, based on their current fitness level.

Cadets will be required to track the progress of Army Combat Fitness Test results for their assigned MSL 2030 Cadet(s) and develop a plan to increase their overall score. This plan will incorporate multiple types of fitness training and be re-evaluated during the mid-term and semester final periods.