

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

**Division:** Gallaspy College of Education and Human Development

**Department:** Military Science

**Prepared by:** LTC Joshua Drake

**Date:** 5 / 2 9 / 2 5

**Approved by:** Dr. Neeru Deep

**Date:** 6 / 1 2 / 2 5

**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),

## AC 2024 – 2025 Assessment

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 and 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.

MSL1010: 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 2023-2024, the target was met. Based on the analysis of the results, the faculty made the following changes in AC 2024-2025 to drive the cycle of improvement:

The faculty worked on breaking down barriers to create open discussions within the MS I 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 focused on communication while raising the level of stressors. We added

## AC 2024 – 2025 Assessment

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 dedicated one class every three weeks to outdoor instruction. Focusing on team building drew more attention to the importance of communication resulting in improvement.

As a result, the target was met in AC 2024-2025.

### **Decision or Recommendation.**

Based on the analysis of the 2024-2025 results, the faculty will implement the following changes in 2025-2026:

Cadets will be required to complete a written summary after conducting a vulnerability assessment of their daily activities. This assessment will incorporate topics and themes discussed in their anti-terrorism lectures and allow them to integrate critical thinking and analysis into their daily life.

### **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 2023-2024, the target was met. Based on the analysis of these results, the faculty implemented the following changes for AC 2024-2025 to drive improvement:

We displayed leadership attributes and competencies while building from the Army Leadership Requirements Model. Additionally, we assigned an end of year presentation on the students' top three attributes or competencies. This encouraged critical thinking about what is important to them and what they want from a leader.

Discussions of all leadership qualities were conducted throughout the year to build a base. The faculty provided a rubric and broke the class into small groups, which allowed them to work together on a presentation and a written summary of their findings.

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

As a result, the target was met in AC 2024-2025.

### **Decision or Recommendation.**

Based on the analysis of the 2024-2025 results, the faculty will implement the following changes in 2025-2026:

Cadets will build upon previous successes by conducting a tactical brief in a field environment. Whereas before, Cadets were able to develop their briefing in a classroom setting, they will now demonstrate familiarity by receiving a mission and then briefing that information to their squad mates. This will further develop public speaking and communication and introduce critical thinking as they must determine what information is relevant to the mission and their squad.

**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 began each class session with a 10-minute, informal leadership discussion on any aspect of leadership, military or otherwise. Initially, the cadre provided the topics, but as we proceeded through the year, Cadets developed their own topics and acted as leaders and facilitators for the discussions. This broadened the students' knowledge and understanding of leadership and improved their public speaking ability and confidence.

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

**Finding:** Target was met.

**Analysis.** In AC 2023-2024, the target was met. Based on the analysis of the results, the faculty implemented the following changes in AC 2024-2025:

The faculty built on the success of the previous year's informal leadership discussions by requiring Cadets to incorporate a more in-depth analysis of a well-known military leader's strengths and weaknesses. Students were required to explain how that leader's attributes contributed to their success or failure in a particular battle or situation.

This change improved Cadets' research abilities and public speaking skills and aided

them in developing their own leadership style, thereby continuing to push the cycle of improvement forward.

As a result, the target was met in AC 2024-2025.

**Decision or Recommendation.** Based on the analysis of the 2024-2025 results, the faculty will implement the following changes in 2025-2026:

A larger portion of the leadership discussions will be scenario-based, allowing Cadets to see more clearly the challenges they will face as they move into leadership positions. The scenarios will be drawn from the real-world experiences of cadre as well as some historical vignettes. During these scenarios, Cadets will be assigned to opposing sides and will be required to explain the reasons for their decisions. This process will sharpen their analytical skills and prepare them for more responsibility as they are promoted into higher leadership positions.

### **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.**

In AC 2023-2024, the target was met. Based on the analysis of the results, the faculty implemented the following changes in AC 2024-2025 to drive improvement:

MS II faculty took 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, MS II's are under-utilized during labs as the focus is on preparing MS III's for Cadet Summer Training. With a larger class of MS II's, the problem would have been exacerbated without this concurrent training taking place.

These changes improved the Cadets' ability to understand the material being presented during labs by giving them a more in-depth look. The change also

## AC 2024 – 2025 Assessment

placed the information in the broader context of military science, thereby continuing to push the cycle of improvement forward.

As a result, the target was met in AC 2024-2025.

### **Decision or Recommendation.**

Based on the analysis of the 2024-2025 results, the faculty will implement the following changes in 2025-2026:

The faculty will build on and improve tactical class instruction for labs by extending blocks of instruction for particular subjects over multiple class periods. This change will allow students to plan and analyze tactical tasks at a more realistic pace and at the appropriate level of detail, better preparing them for labs, Cadet Summer Training, and real-world missions.

**SLO 3. To prepare to successfully complete Advanced Camp, 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.**

**Course Map:** Tied to course objectives.

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 2023-2024, the target was met. Based on the analysis of the results, the faculty implemented the following changes in AC 2024-2025 to drive improvement:

MS III Cadets were required to lead formations through subordinate leaders to

## AC 2024 – 2025 Assessment

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.

As a result, the target was met in AC 2024-2025.

### **Decision or Recommendation.**

Based on the analysis of the 2024-2025 results, the faculty will implement the following changes in 2025-2026:

Cadets will be required to conduct a terrain analysis from a map and physically on ground at the mission location to demonstrate mastery of the characteristics of the offense and how they will array forces to meet them.

### **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 2023-2024, the target was met. Based on the analysis of the results, the faculty implemented the following changes in AC 2024-2025:

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

These changes better prepared 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.

As a result, the target was met in AC 2024-2025.

## **Decision or Recommendation.**

Based on the analysis of the 2024-2025 results, the faculty will implement the following changes in 2025-2026:

Cadets will be required to develop an individualized “smartbook” for platoon level tactical operations that will allow them to meet or exceed planning horizons. This will afford them the opportunity to conduct detailed rehearsals and ensure the platoon is prepared to the highest standards.

**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 2023-2024, the target was met. Based on the analysis of the results, the faculty implemented the following changes in AC 2024-2025:

Building on the positive results experienced this past year with changes to the term paper and presentation, the faculty dramatically shifted the grading allocation. We placed a

## AC 2024 – 2025 Assessment

much larger weight on the oral presentation rather than the written term paper.

This change placed more emphasis on developing a better outline and using briefing tools such as PowerPoint to deliver more advanced level briefings, as will be expected of them as Army officers, thereby continuing to push the cycle of improvement forward.

As a result, the target was met in AC 2024-2025.

### **Decision or Recommendation.**

Based on the analysis of the 2024-2025 results, the faculty will implement the following changes in 2025-2026:

The faculty will assign a term paper and place more emphasis on the oral portion; however, we will allocate more time for the oral portion so that the Cadets can give a more thorough presentation and not be limited by time. This will give the instructor more data points to assess to give better feedback on their presentation skills since the bulk of the grading weight is placed on the presentation as opposed to the paper itself.

### **Measure 4.2 (Direct – Disposition)**

The focus of the second term project is professional reading incorporating battle analysis. For this activity, Cadets must complete 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 reading and how to apply them as future leaders in the Army.

**Target:** 80% of enrolled Cadets will be able to analyze 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 2023-2024, the target was met. Based on the analysis of the results, the faculty implemented the following changes in AC 2024-2025:

We reestablished our annual battle analysis and staff ride to Vicksburg National Military Park with both MS IV's and MS III's. This change allowed the current MS III's to do a staff ride and another battle analysis during their MS IV year. Doing so helped to improve their written and oral skills while they presented their research on the topic.

As a result, the target was met in AC 2024-2025.

### **Decision or Recommendation.**

Based on the analysis of the 2024-2025 results, the faculty will implement the following changes in 2025-2026:

MS IV Cadets will integrate their battle analysis as well as their staff ride with Cadets from Grambling State University, University of Louisiana Monroe, and Louisiana Tech University to increase the pool of Cadets participating. This change will align with our program's merger as an Extension Unit of GSU's ROTC program. Additionally, the change will give our Cadets different perspectives from Cadets throughout the State as opposed to just at NSU.

#### **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 2023-2024, the target was met. Based on the analysis of the results, the faculty implemented the following changes in AC 2024-2025:

The faculty placed greater emphasis on daily current events, which proved to not only focus on the Cadet's ability to prepare and execute logical oral briefings, but it also made them aware of government/political influences on the military. This change better prepared them for the future of the Army Profession. Instead of making this part of their participation grade, the faculty made it a stand-alone grade within the curriculum.

These changes placed more emphasis on being prepared for class and delivering a well-rehearsed briefing, thereby continuing to push the cycle of improvement forward.

As a result, the target was met in AC 2024-2025.

#### **Decision or Recommendation.**

Based on the analysis of the 2024-2025 results, the faculty will implement the following changes in 2025-2026:

The MS IV lecture will be a combined class with Grambling State University, University of Louisiana Monroe, and Louisiana Tech University Cadets. The Professor of Military Science will conduct in-person lectures at Grambling State once a week and at Northwestern State once a week on a rotating basis with everyone else attending virtually. Thus, current events will rotate between the schools to increase collaboration outside of NSU's program. The current events presentation will be a graded event.

**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 2023-2024, the target was not met. Based on the analysis of the results, the faculty implemented the following changes in AC 2024-2025:

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

By changing to smaller groups, all Cadets performed physical training while maintaining better workout accountability with a more regulated training progression, thereby continuing to push the cycle of improvement forward.

As a result, the target was met in AC 2024-2025.

**Decision or Recommendation.**

Based on the analysis of the 2024-2025 results, the faculty will implement the following changes in 2025-2026:

The Army is changing the test of record from the Army Combat Fitness Test to the Army Fitness Test (AFT) with new standards for age and gender. The goal of AY 25-26 will be to modify the current training plan to meet the respective changes in the scaling for each individual category while adhering to the core principles of military fitness.

### **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 2023-2024, the target was met. Based on the analysis of the results, the faculty implemented the following changes in AC 2024-2025:

To further expand on the scope of the current Measure: Direct – Knowledge, students were required to create an individual running plan that incorporated distance and speed workouts and balanced them with appropriate rest cycles, based on their current fitness level.

These changes allowed all Cadets to better understand the performance triad of sleep, nutrition, and exercise, thereby continuing to push the cycle of improvement forward.

As a result, the target was met in AC 2024-2025.

#### **Decision or Recommendation.**

Based on the analysis of the 2024-2025 results, the faculty will implement the following changes in 2025-2026:

Cadets will be required to analyze the results of their initial AFT and develop a plan to improve on their lowest two categories using the SMART methodology.

### **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 2023-2024, the target was met. Based on the analysis of the results, the faculty implemented the following changes in AC 2024-2025:

Cadets were 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

## AC 2024 – 2025 Assessment

plan incorporated multiple types of fitness training and was re-evaluated during the mid-term and semester final periods.

This change was two-fold. It allowed Cadets the opportunity to supervise others while developing plans, which in turn gave them a better understanding of how to improve their own Army Combat Fitness Test results.

As a result, the target was met in AC 2024-2025.

### **Decision or Recommendation.**

Based on the analysis of the 2024-2025 results, the faculty will implement the following changes in 2025-2026:

Cadets will now be required to lead an entire physical training session and demonstrate their mastery of individual exercises as well as collective fitness, ensuring that all participants are engaged and maintaining the correct movements to prevent injuries.

**Comprehensive Summary of Key evidence of improvement based on analysis of results.** The following reflects all the changes implemented to drive the continuous process of seeking improvement in AC 2024-2025. These changes are based on the knowledge gained through analyzing the AC 2023-2024 results and lessons learned.

The faculty worked on breaking down barriers to create open discussions within the MS I class by focusing on communication while raising the level of stressors. We added more squad level exercises to work on increasing Cadets' ability to successfully communicate with one another to complete the mission. Additionally, the faculty dedicated one class every three weeks to outdoor instruction to focus on team building and communication.

The faculty assigned an end of year presentation on the student's top three attributes or competencies. This encouraged critical thinking about what is important to them and what they want from a leader. Discussions of all leadership qualities were conducted throughout the year to build a base. The faculty provided a rubric and broke the class into small groups, which allowed them to work together on a presentation and a written summary of their findings.

MS II faculty took advantage of lab down time to teach short blocks of instruction in Small Unit Tactics, improving their skills and boosting their confidence for their MS III year.

We required Cadets to incorporate a more in-depth analysis of a well-known military leader's strengths and weaknesses. Students were required to explain how that leader's attributes contributed to their success or failure in a particular battle or situation.

MS III Cadets were required to lead formations through subordinate leaders to determine ideal spans of control and facilitate their mastery of the Core Leader

## AC 2024 – 2025 Assessment

### Competency of “Communicates.”

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

The faculty shifted the grading allocation for the term paper and presentation and placed a much larger weight on the oral presentation rather than the written term paper. This change placed more emphasis on developing a better outline as well as using briefing tools such as PowerPoint to deliver more advanced level briefings.

We reestablished our annual battle analysis and staff ride to Vicksburg National Military Park with both MS IV's and MS III's. This change allowed the current MS III's to do a staff ride and another battle analysis during their MS IV year. Doing so helped to improve their written and oral skills while they presented their research on the topic.

The faculty placed greater emphasis on daily current events, which proved to not only focus on the Cadet's ability to prepare and execute logical oral briefings, but it also made them aware of government/political influences on the military. Instead of making this part of their participation grade, the faculty made it a stand-alone grade within the curriculum placing more emphasis on being prepared for class and delivering a well-rehearsed briefing.

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

Cadets were required to create an individual running plan that incorporated distance and speed workouts and balanced them with appropriate rest cycles, based on their current fitness level. These changes allowed all Cadets to better understand the performance triad of sleep, nutrition, and exercise.

Cadets were 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 incorporated multiple types of fitness training and was re-evaluated during the mid-term and semester final periods. This change allowed Cadets the opportunity to supervise others while developing plans, which in turn gave them a better understanding of how to improve their own Army Combat Fitness Test results.

### Plan of Action for Moving Forward:

Cadets will be required to complete a written summary after conducting a vulnerability assessment of their daily activities. This assessment will incorporate topics and themes discussed in their anti-terrorism lectures and allow them to integrate critical thinking and analysis into their daily life.

## AC 2024 – 2025 Assessment

Cadets will be required to present a tactical brief in a field environment. This assignment will demonstrate familiarity by receiving a mission and briefing that information to their squad mates. This will further develop public speaking and communication and introduce critical thinking as they must determine what information is relevant to the mission and their squad.

The faculty will shift a larger portion of the leadership discussions to scenario-based allowing Cadets to see more clearly the challenges they will face as they move into leadership positions. During these scenarios, Cadets will be assigned to opposing sides and will be required to explain the reasons for their decisions. This process will sharpen their analytical skills and prepare them for more responsibility as they are promoted into higher leadership positions.

The faculty will build on and improve tactical class instruction for labs by extending blocks of instruction for particular subjects over multiple class periods. This change will allow students to plan and analyze tactical tasks at a more realistic pace and at the appropriate level of detail, better preparing them for labs, Cadet Summer Training, and real-world missions.

Cadets will be required to conduct a terrain analysis from a map and physically on ground at the mission location to demonstrate mastery of the characteristics of the offense and how they will array forces to meet them.

Cadets will be required to develop an individualized “smartbook” for platoon level tactical operations that will allow them to meet or exceed planning horizons. This will afford them the opportunity to conduct detailed rehearsals and ensure the platoon is prepared to the highest standards.

The faculty will allocate more time for the oral portion of the term paper so Cadets can give a more thorough presentation. This will give the instructor more data points to assess to give better feedback on their presentation skills since the bulk of the grading weight is placed on the presentation as opposed to the paper itself.

MS IV Cadets will integrate their battle analysis and staff ride with Cadets from Grambling State University, University of Louisiana Monroe, and Louisiana Tech University to increase the pool of Cadets participating. This will align with our program’s merger as an Extension Unit of GSU’s ROTC program. Additionally, this change will give our Cadets different perspectives from Cadets throughout the state as opposed to just those attending NSU.

The MS IV lecture will be a combined class with Grambling State University, University of Louisiana Monroe, and Louisiana Tech University Cadets. The Professor of Military Science will conduct in person lectures at Grambling State once a week and at Northwestern State once a week on a rotating basis with everyone else attending virtually. The graded current events presentation will rotate between the schools to increase collaboration outside of NSU’s program.

## AC 2024 – 2025 Assessment

With the Army's change in the test of record from the Army Combat Fitness Test to the Army Fitness Test (AFT) with new standards for age and gender, the faculty will modify the current training plan to meet the respective changes in the scaling for each category while adhering to the core principles of military fitness.

Cadets will be required to analyze the results of their initial AFT and develop a plan to improve on their lowest two categories using the SMART methodology.

Cadets will be required to lead an entire physical training session and demonstrate their mastery of individual exercises as well as collective fitness, ensuring that all participants are engaged and maintaining the correct movements to prevent injuries