

Part I. General Information

Program Discussed: Military Science
Current Semester: Spring 2020
Date of Assessment Meeting(s): August 30, 2019; October 11, 2019; January 13, 2020
Participants in Assessment Meeting(s): Brian Ferguson, Andrew Bischoff, J. Joseph McCluskey, Janet Hendlin, Gary Woods, Timothy Jenkins, and Matt McGraw

All Annual Assessment Reports are available to the appropriate Associate Dean, Dean, and the Provost, as well as to other administrators for institutional effectiveness and accreditation purposes. Please indicate the degree to which your program would like this information more widely shared.

On-Campus Users

- Freely available
 Available upon request
 Unavailable

Off-Campus Users

- Freely available
 Available upon request
 Unavailable

Part II. Assessment Process

Prompt: In one or two paragraphs, describe your assessment process. Did you gather data on all of your program's student learning goals? If not, which student learning goals did you measure in this assessment cycle? What tools did you use to attempt to measure student learning? Where and how were they administered? Who scored them?

The assessment process utilized by the Department of Military Science is a tiered program which addresses each participant differently depending on academic status determined by the university. Cadets are assessed by cohort aligned with their anticipated year of graduation determined by the university. Each assessment process is explained further.

The Department of Military Science receives direct guidance for commissioning from the US Army Cadet Command (USACC), who also provides general guidance in terms of academics and training for all ROTC programs; this is detailed in Appendix 4 (ROTC Course Map). At JCU ROTC, we adhere to both the Army guidance, as well as JCU's guidance and mission. To ensure we are graduating/commissioning in accordance with both mission statements, we measure our success against several metrics both *within* the Academic Year and *between* Academic Years. Our current mission issued by USACC is to commission 15 Second Lieutenants (2LT) during the mission set 2019. This mission set has not changed in the past 5 years and is expected to remain the same in the future.

Program assessment occurs both in several key ways that are both formative and summative in nature. First, we have After Action Reviews (AAR) at the conclusion of each semester and at the conclusion of the academic year. We formally sit down with faculty/staff, as well as students, and survey the good/bad of the program while developing plans on how to improve the program for the upcoming semester. These AARs address all aspects of the program including the classroom environment as well as the leadership labs.

We also look at the senior class Outcome Metric Score (OMS), and their component (active duty, US Army Reserves, or National Guard) and job placement into the Army to assess program success in comparison with national averages. The other significant assessment of success is through observation of each cadet's individual performance during their third, which is then qualified and quantified on a Cadet Officer Evaluation Report (COER). Overtime, this allows performance trends to be identified to assess adjustments required for the program.

Each cohort year group is also assessed as a group. Each Military Science cohort, and its respective instruction in Military Science class, is assessed in a variety of ways, some of which were discussed above. During the end of term/year AARs, the faculty/staff and students provide analysis on course instruction, on the program at large, and other aspects of their development. Each cohort class will have unique strengths/weaknesses that allow us to cater their instruction and experiential development to account for differences between cohorts and changes in resources. Course grades and averages are also informative, as well as individual counseling which is done regularly throughout the academic year for every cadet. This occurs through observation, and is then validated through counseling by the cadet chain of command and cadre. It is also done informally throughout the Cadet Chain of Command (student leadership) and the execution of the Leadership Development Program (LDP). Within the LDP, cadets observe and counsel subordinate cadets on all aspects of student and ROTC functions. Instructors do this as well for their individual classes, but is complimented with other faculty who consistently coach and mentor all cadets in the program.

Finally, the cadre and government employees are evaluated through the Army Evaluation System. The Officer Evaluation Report (OER), the Non Commissioned Officer Report (NCOER) and Civilian Performance Appraisal provide an annual evaluation that stays in the service member's/civilian employee's file for their entire career. These reports are designed to have the immediate supervisor (known as the "Rater") evaluate the person's *performance* over the rated period, with a section for the supervisor's supervisor (known as the "Senior Rater") to comment on the person's *potential* for the future. I rate each one of my instructors and staff members on one of these evaluation forms once a year. I also counsel them quarterly. As the Department Chair, I receive counseling and an evaluation from my Army chain of command as well as the Dean of the College of Arts and Sciences. Examples of the Army evaluations are found in Appendix 10.

Part III. Findings

Prompt: Along with this report, please submit the data charts the program used during the assessment meeting. Describe, in words, what your program learned about student learning during this assessment cycle. What were your strengths? In what ways did students fail to meet the goals you set for them?

This program produces 2LTs that prove to be successful during their first years in the Army. Tracking our graduates of the program is a strong indicator that these officers are appropriately prepared to serve as company grade officers. For mission set 2019, the program had a 100% rate of cadets being assessed into their component of choice (8 of 8), while having a 75% rate (6 of 8) receiving their first choice of branch (job or career field in the Army); also, the remaining 2 cadets received their second choice. Another factor that supports the program's success is that 3 of 8 (37.5%) were Distinguished Military Graduates, top 20% nationally; one of which finished in the top 10%. These factors indicate high OMS scores putting the program above the national average as our graduates are very likely to be assessed into their component and job choices. Additionally, this is an indicator that our cadets are self-aware through mentorship and counseling from the cadre on their strengths and weaknesses which leads to congruence between their desires and skills in terms of job placement within the Army. The OMS score is the most obvious qualitative measure we have that encompasses most aspects of student success (Appendix 1). That said, the remainder of this report will focus more on our internal processes.

As the mission set for 2019 was 15, our program only commissioned 8 2LTs. The greatest factor for missing the mark was due to academics as most cadets who did not commission during this mission set (and were scheduled to) failed to meet academic requirements to graduate. Several of these cadets are no longer attending a 4 year university or delayed graduation to Fall 2019 or Spring 2020.

Another indicator of the program's success is the graduation rate at Cadet Summer Training which includes Basic Camp (between 2nd and 3rd year) and Advanced Camp (between 3rd and 4th year). For both CST 2018 and CST 2019, JCU ROTC graduated 100% of cadets who attended either Basic Camp or Advanced Camp.

In regards to overall cadet participation, the program increased total cadet enrollment. The total number of cadets enrolled in military science has increased from under 60 in 2018 up to over 75 at the end of Spring 2019. Expected commissioned 2LTs for mission set 2020 is 18, which would be the first time the program met the USACC goal of 15 in over 5 years.

At the conclusion of every semester, the cadets/students conduct their own AAR, with faculty monitoring and guiding when needed. In conjunction with the cadet/student AAR, the cadre execute separate AAR in order to support their findings. These two events are more summative and deliberate than those that happen throughout the semester, which provide details for systemic and procedural issues that require addressing.

The cadet AAR for academic year 18/19 was conducted during the leadership lab on April 18, 2019 and included all cadets in the battalion. The Fall 2019 AAR was conducted on December 5, 2018 in the same manner as the spring AAR. The AARs were conducted in accordance with Army AAR regulations (ADRP 7-0 and The Leader's Guide to After-Action Reviews). These AARs were cadet led with cadre input and guidance as needed. Overarching themes from cadet AARs which were supported by cadre fell into the category of communications between the cadre, cadet chain of command down to the cadets. Cadets expressed interest in planning and executing physical training with guidance from cadre as opposed to an all cadre-led physical training plan. Additionally, cadets requested an increase of mentoring and counseling from senior or upperclassman cadets on a regular basis. Lastly, the AAR brought to light the desire for increased training opportunities on specific Army tasks such as night land navigation and weapons familiarization.

The cadre and staff conducted planning sessions prior to each semester for Fall 2018 and Spring 2019. These sessions included preparations for all leadership labs (conducted weekly) as well as specific events, such as our military balls or field training exercises (FTX). Previous AARs were consulted to incorporate positive aspects of the program while looking to improve those areas that required improvement. Cadre responsibilities and areas of focus were solidified based on strengths and weaknesses of personnel. Priorities were discussed and identified for the curriculum, operations, training, and extracurricular activities (i.e. retention and recruiting efforts).

Conclusions regarding success during AY 18/19 are generally very positive however there is always room for improvement. Every 2LT who commissions through our program meet and typically exceed the minimum standards outlined by USACC. The Mission Set 19 Cohort graduated 5 of 8 in the top half of the national average, with 3 Distinguished Military Graduates (top 20% nationwide). Additionally, every cadet in the cohort received either their either the first or second branch choice (75% receiving their first option). With a 100% pass rate during cadet training, which includes CST and Cadet Advanced Individual Training (CAIT), JCU ROTC adequately prepares our cadets for the challenging training required of our Army's future leaders. See Appendix 6 (ROTC CAIT Course

Descriptions) for details on the training opportunities for ROTC cadets. For each of the past 3 years, JCU ROTC had at least one cadet graduate Basic Airborne Course and Air Assault Training, with a 100% graduation rate. Lastly, the program has grown nearly 25% overall with a total enrollment of over 80 cadets due to recruiting and retention efforts of both cadre/staff and cadets.

Part IV. Planned Changes to the Assessment System

Prompt: What changes, if any, do you need to make to your assessment system? (Questions to consider include: 1) Do your measures and processes provide useful data with a reasonable amount of effort? and 2) Are your measures reliable, valid, and sufficient?) On which student learning goals do you plan to focus your attention during the next assessment cycle? Do you need to implement additional formative assessment tools to better understand some of your findings? If so, describe those here.

The assessment process is sufficient, however it can be honed to better assess potential for cadet success in the Army as well in school. The level and frequency is sufficient to gather information needed for quick change, as well as potential systemic change. Weekly cadet and cadre meetings, end of course surveys, end of semester AARs provide opportunity for accurate feedback. The information is reliable and valid because it is first hand and timely.

At the program level, cadre and the cadet chain of command need to develop standard operating procedures to improve counseling and feedback to subordinates. The program utilizes a Leadership Assessment Report (aka. "Blue Card") to deliver feedback while cadets are in leadership positions. The process for utilizing blue cards lacked structure and must be addressed in the future.

The Recruiting Operations Officer will begin to track cadet data from the start of their ROTC career in order to address friction points that affect both retention and recruiting. This will help identify areas where cadre and staff can assist cadets that lead to dropping out of ROTC. Also, providing cadets who drop out an opportunity to give feedback in an exit survey will allow the cadre and staff to identify unforeseen issues.

Part V. Planned Changes to the Program in Response to Data

Prompt: What changes, if any, do you need to make to your program in response to what you now know about student learning? (Possibilities include changes to learning goals, pedagogy, assignments in particular classes, activities, and curricular requirements and/or structure.) What is your anticipated timeline for both implementation and assessment of the planned changes?

Given the assessments gathered throughout Academic year 2016/2017, we will make several program changes. Cadet and cadre identified program changes with respect to curriculum, method of instruction, After Action Review quality, cadre responsibility alignment, and counseling process. Our five changes follow:

Curriculum. Each year, USACC refines and updates the ROTC curriculum used by the cadre for instruction. Cadre will continue to adhere to the fundamental curriculum provided while utilizing their personal experiences from their careers. Additionally, the cadre will incorporate lessons learned from their experiences gained as platoon training officers at CST in order to prepare cadets. There has been no change to the ROTC Outcomes outlined by USACC, however cadre will continue to use creative and engaging instruction to meet the Army intent. This is detailed for each lesson in Appendix 3 (ROTC Curriculum Outcomes and Objectives).

In terms of improving instruction within each Military Science course, this is largely dependent on the instructor. First, cadre continue to work together by sharing best practices and lesson learned in order to provide top notch instruction. Second, cadre continue to communicate in regards to the strengths and weaknesses for each cohort as they progress through the program. This open communication allows the instructor to tailor the delivery of the instruction based on the specific needs of every cohort.

Training/Operations/Extra-Curricular Events. Just like every semester, the cadre will spend a great deal on the training process that aims to meet training requirements outlined by USACC. As resources change or are eliminated, cadre must be creative in planning events in a challenging financial situation. There is a delicate balance between meeting no-fail commissioning requirements (i.e. military staff ride or combat water survival training) and nonessential training that still provides benefit to cadets (i.e. weapons qualification or Army competitions).

Lastly, improving the system of retaining knowledge will be a focus, commonly referred to in the Army as knowledge management. AARs and other key information are great resources for understanding successes and failures overtime. The program's knowledge management will be restructured to ensure cadre and the cadet chain of command (which changes every year) have important information to ensure progress from semester to semester. This is especially important as cadre rotate, a challenge in every Army organization. The program currently uses Google Drive but it needs to be updated and streamlined to reduce redundancies and frustration.

The final, but certainly not least important, adjustment we will make is in improving the counseling process. Cadets counsel subordinate cadets, cadre counsel cadets, for both overall semester performance as well as event and task oriented counseling. Not only is the feedback essential for each cadet's personal development, it is also an Army standard and a professional responsibility that is taken very seriously in the Army organization. We will provide more frequent oversight on the quality of the counseling and evaluation reports when written by supervising cadets. Cadre must provide better feedback to those doing the counseling.

Recruiting and Retention. Recruiting and retention are a concern for every organization. ROTC is no different. This upcoming year we will take a different approach by leveraging current cadets as they can be our greatest asset. Our cadets are the best recruiters as they can share experiences and promote the benefits of the program. Additionally, we will take advantage of recently promoted 2LTs from our program in a program called Gold Bar Recruiters (GBR). This is a unique opportunity for those success stories from our program to sell our product.

In conclusion, the program has made great strides over the past year and the future looks bright. The overall size of the program has increased substantially and will continue to grow if we stick to the plan. Providing new and unique opportunities coupled with high quality cadre/instructors will be key in our ability to remain successful in the future.

Attachments:

- Appendix 1: Accessions OMS Tracker 2019
- Appendix 2: Cadet AAR Comments
- Appendix 3: ROTC Curriculum Outcomes and Objectives
- Appendix 4: ROTC Course Map
- Appendix 5: Evaluation Example
- Appendix 6: ROTC CAIT Course Descriptions