PART ONE:

WHAT ARE THE LEARNING OBJECTIVES? HOW, WHERE, & WHEN ARE THEY ASSESSED? WHAT ARE THE EXPECTATIONS? WHAT ARE THE RESULTS? HOW WILL THE RESULTS BE USED

| MSII level cadets will learn oral and written communication skills and leadership fundamentals in the classroom then apply them at weekly Leadership Labs. The goal of the curriculum and training is to enhance supervisory skills that can be applied in a management position in a civilian or military career. The focus will be on individual leadership development and small group leadership techniques used to train and motivate teams. Cadets will test on the Enhanced Skills Testing Program as required by U.S. Cadet Command policy. Leadership begins here | Each class meets twice weekly in which instruction focuses mainly on the functions of the Army, roles it has played in the past and will play in the future, each cadet will learn how to run a briefing, be graded on oral presentation on a specific military branch. Each will receive a midterm and final for the course, they will receive one to one counseling from instructor each semester, take a more active leadership role in all Leadership Labs and be required to instruct at one. The midterm and final focuses on the learning objectives taught in the classroom and the leadership labs. A 48-hour BDE Field Training Exercise is executed in the spring. They are evaluated on a GO/NOGO basis by there ability to lead a team of unknown cadets through various physically and mentally challenging scenarios. | For second year cadets to become apply the roles and functions of Army operations learned from the first year and to take this information to present an oral presentation that specific relates to the military. They will apply Army training and incorporate a plan from the initial stage until the operational phase at a Leadership Lab where they will be evaluated. The midterm and final exams are maintained in an individual cadet folder to track the cadets progression thought their four years and it is expected that they maintain at least a 3.5 GPA. Determining if a cadet has met our expectations is primarily determined by grades, attendance, participation in ROTC events, and a writing program. | 25 initially enrolled in course 9 withdraws 12 exceeded expectations 4 met expectations 0 failed expectations 5 have verbally committed to contracting in Fall 04 1 Federal Scholarship holder | Course material will be reviewed and refine to meet the needs of a changing Army environment. The true results will be measured by the number of MSII cadets who will sign a contract and progress into the Advance courses. Success will be by making contracting mission by the next term. |

COMMITTEE RESPONSIBLE: ROTC Cadre along with CC145-3

COMMITTEE/PERSON RESPONSIBLE: Professor of Military Science along with Senior Instructor
PART TWO:
DESCRIBE WHAT YOUR PROGRAM’S ASSESSMENT ACCOMPLISHMENTS SINCE YOUR LAST REPORT WAS SUBMITTED. DISCUSS WAYS IN WHICH YOU HAVE RESPONDED TO THE CASA DIRECTOR’S COMMENTS ON LAST YEAR’S REPORT OR SIMPLY DESCRIBE WHAT ASSESSMENT WORK WAS INITIATED, CONTINUED, OR COMPLETED.

The ROTC Department is always looking for constructive criticism and we will always looking for way in which to better things for our students. The accomplishments made since last year would be minor in comparison what we would like to accomplish solely for the reason that we do not have much flexibility in changing our program. Cadet Command strictly enforces that we follow a specific curriculum and to deviate from it or change it would take approval from Department of the Army. In light of the CASA Directors comments we have tried to better differentiate the evaluation process to explain to the students the difference between their evaluation in the classroom environment and the field environment. Additionally, we have addressed the comments made about how we are using the counseling session information in a productive way to better the program. We have looked for common complaints/suggestions by the students that would make this a better learning environment and have tried to implement a few of those suggestions into next year’s leadership lab lesson plans.

PART THREE:
SUMMARIZE CHANGES AND IMPROVEMENTS IN CURRICULUM, INSTRUCTION, AND LEARNING THAT HAVE RESULTED FROM THE IMPLEMENTATION OF YOUR ASSESSMENT PROGRAM. HOW HAVE YOU USED THE DATA? WHAT HAVE YOU LEARNED? IN LIGHT OF WHAT YOU HAVE LEARNED THROUGH YOUR ASSESSMENT EFFORTS THIS YEAR AND IN PAST YEARS, WHAT ARE YOUR PLANS FOR THE FUTURE?

The ROTC Department has incorporated a new course syllabus established by Cadet Command that provides a standardized curriculum for all colleges and universities. This curriculum is geared to enhance a cadet’s leadership attributes and character in the basic course. At the conclusion of the MSII year each individual cadet must make the decision to contract in the United States Army and to continue on in the Advanced Course. Cadets have been taught the basic leadership skills to succeed in any field they desire and through Leadership labs they have also developed techniques in teaching and improving on their communication skills. ROTC instills the 16 Leadership Dimensions and bases a cadet’s skills on their potential to lead as an Officer in the future. As in all ROTC course offered all cadets are provided one on one counseling that stresses the strength and weakness of each cadet and the steps to improve themselves. Through the latest curriculum changes and a new direction provided by the Professor of Military Science have provided this course to the opportunity to achieve set goals and involve the MSII cadet as a follower, leader, instructor and an active member of the program which carries over to the campus as well.