

**STUDENT LEARNING ASSESSMENT PROGRAM
SUMMARY FORM AY 2004-2005**

Degree and
Program Name:

**Name: ROTC Military Science 1001, 1002
Commission into the Reserve Officers
Training Corps**

Submitted By:

MSG Charles Schwab

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 1**. Worksheets should be sent electronically to cskjs@eiu.edu and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

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**

Initial Entry MSI Cadets will be introduced to:
 1. Define and describe various leadership concepts and skills.
 2. Discuss Army culture and lifestyle, giving each student a better understanding of the Army officer profession.
 3. Define and discuss the Army's core values and the ethical application of those values.
 4. Explain the basics of the Army leadership doctrine and its application.
 5. Identify basic physical well-being concepts to begin in the development of a personal fitness ethos.
 6. Explain special topics and skills particular to those serving in the Army.

Each class meets 1 hour per week in which hands on instruction and participation is strongly encouraged, each receives a midterm and final exam in addition to semester counseling by the instructor. The midterm and final focuses on the learning objectives taught in the classroom and the leadership labs. All cadets attend a semesterly 48-hour Field Training Exercise where they incorporate classroom instruction into hands on training negotiating obstacle and confidence courses to build inner strength and character traits. They are evaluated on a GO/NOGO basis by their ability to lead a team of unknown cadets through various physically and mentally challenging scenarios.

For all initial entry cadets to become familiar with the structure and make up of the United States Army and to build a framework for understanding officership, leadership and the Army Values. To develop their abilities to lead. The midterm and final exams are maintained in an individual cadet folder to track the cadets progression through 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.

COMMITTEE/PERSON RESPONSIBLE:
Professor of Military Science along with Senior Instructor

88 initially enrolled in course
 9 withdrew
 25 progressed into MSII
 42 exceeded expectations
 2 met expectations
 0 failed expectations
 25 have registered for MSC course in Fall 2005

COMMITTEE RESPONSIBLE:
ROTC Cadre along with CC145-3

Cadre will review test results and survey taken by cadets to determine strengths and weaknesses of course material and provide feedback to Cadet Command for changes. Results are normally measured by the cadet's personal growth in the program and their ability to lead a small group of their peers.

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 continuously updates and analyzes course materials yearly. At the conclusion of the school year, the cadre follow the strict guidelines of Cadet Command training standards establish and incorporate new instruction material that satisfy these guidelines but also provide the student with adequate hands on training in the Leadership Labs to draw out their leadership abilities and to use these in a group setting. ROTC stands alone on the university with its one on one approach. When a cadet enters the MSI level class they receive personal counseling once a semester geared to their progress and goals not only in the military but academic as well. Emphasis is placed on maintaining academic standards and ensuring each student maps out an individual plan to reach commissioning and graduation requirements. ROTC provides a hands on approach to teaching and allows the cadet to participate in the planning process to give them a sense of accomplishment and their importance in the program. ROTC has incorporated a new course syllabus that has broadened the learning base of the initial entry cadet Army wide. These new lessons are designed to maximize cadet participation, inspire intellectual curiosity, stimulate self-study, but most importantly it addresses life skills of personal fitness and time management to make them a more productive member not only of the Military but also as a member of the society. All data is used to determine how to retain cadets within the program. We have learned that the experiences gained in the out of classroom lessons are the lesson students retain more of the information and they are the lesson the students enjoy the most. We plan to continue to focus our leadership labs outside of the classroom and to focus those labs on skills that can be used both in and out of the military life.