

**ACADEMIC PROGRAM REVIEW at JOHN CARROLL UNIVERSITY  
SELF-STUDY REPORT IN THE COLLEGE OF ARTS & SCIENCES**

**MILITARY SCIENCE DEPARTMENT (ARMY ROTC)**

**PREFACE**

The Department of Military Science is also known as the Reserve Officers Training Corps (ROTC) department. The department was established in April 1950 at the request of John Carroll University and with the approval of the U.S. Department of the Army. This department is both an academic entity of the University and an Instructor Group of the U.S. Army. It is staffed by the Army with the approval of the University president. The Army manages all ROTC programs through Cadet Command. Cadet Command is the headquarters responsible to the Army for administrating all ROTC programs throughout the United States. The instructors are professional Army commissioned and non-commissioned officers whose academic backgrounds meet University standards.

The goal of the department is to help prepare young men and women for service as Army officers—the future leadership of the Army. Through its courses, the department develops leadership and management skills in the cadets so they may be successful leaders in the U.S. Army. The department program also serves the University and local community in general in the role of the military in America and the role of the military in our society by representing the US Army at University, community, and veteran events.

The JCU ROTC program provides both national and campus based scholarship to high quality and deserving college students. The scholarships provide money for tuition, fees, and living stipend for anywhere from two to four years of University studies. In order to receive benefits, a cadet must be contracted with the Army to meet minimum scholastic, physical, performance and ethical standards, but the criteria in each of those areas to earn the scholarship in the first place are extremely high. For example, when coupled with demonstrated leadership within sports, clubs, or other organizations, the average GPA for a scholarship is 3.5. To illustrate this opportunity at JCU, the Army paid JCU \$817,960 directly for 22 scholarship cadets for AY 2015/16, with an additional \$112,350 in stipend money for campus living expenses.

The ROTC program trains and educates Cadets in the classroom, during field exercises, in leadership laboratory, and through leadership position assignments. The program uses a cadet (student) chain of command with assigned positions commensurate with a cadet's academic and experience level. Academically, ROTC separates cadets into the Basic (MS I and MS II Cadets) and Advanced (MS III and IV) programs. Once a cadet enters into the Advanced Course, they will contract with the Army to commission and serve as an officer. In order to commission, a cadet must earn a baccalaureate degree and complete all professional military tasks. Failure to meet requirements results in disenrollment and payback in the form of Army service or a return of all scholarship money.

JCU hosts Army ROTC for the greater Cleveland Area. Students from Case Western Reserve University, Cleveland State University, Baldwin-Wallace College, Hiram College, Notre Dame College, Oberline College, and Ursuline College can all enroll in the program and classes as cross-registered students. The challenge is that by the time cadets are in the Advanced Program, they must commute between locations as all classes, most of the leadership labs, and other training, all normally occur at the JCU campus. Although more challenging, ROTC still provides a great opportunity for many qualified students to receive a college education. As the host school, JCU generously supports college students throughout the greater Cleveland area.

## I. MISSION AND LEARNING OUTCOMES

### A. Mission Statement

The Department of Military Science's mission is to "*educate and train cadets to be adaptive, problem solving, and innovative leaders of character, able to thrive in adversity, with the professional competencies to commission as an officer and for service to the nation.*"

### B. Student Learning Goals

The Department of Military Science (Army ROTC) student learning goals are well integrated with both the JCU Institutional Learning Goals and Cadet Command's (the Army headquarters responsible for all national ROTC programs) Learning Goals. The JCU Department of Military Science (Army ROTC) executes its mission by ensuring that students (cadets) will:

1. *Embrace* their role as an Army officer by living honorably with integrity and building trust within their organization.
2. *Demonstrate* intellectual, military, and physical *competence* including skills required in both tactical and garrison environments.
3. *Think* critically and creatively; *understand* ambiguous situations and *solve* complex problems.
4. Make sound and timely *decisions* with the commander's guidance and intent.
5. *Develop, lead and inspire* their units to accomplish the mission.
6. *Demonstrate respect* for others and the ability to work effectively with people of different cultures.
7. *Communicate* and interact effectively with all audiences.
8. *Pursue* excellence and continue to *grow* personally and professionally; demonstrate broad perspective open to new ideas and experiences.
9. *Seek balance, resilience* and a strong *winning spirit*; demonstrate mental and physical toughness.
10. Assist Cadre to recruit and retain high quality candidates into the ROTC program, thereby fostering their professionalism and growing our program into the future.

### C. Institutional Academic Learning Goals

The nine John Carroll University Learning goals for each graduate are:

1. Demonstrate an integrative knowledge of the human and natural worlds;
2. Develop habits of critical analysis and aesthetic appreciation;
3. Apply creative and innovative thinking;
4. Communicate skillfully in multiple forms of expression;
5. Act competently in a global and diverse world;
6. Understand and promote social justice;
7. Apply a framework for examining ethical dilemmas;
8. Employ leadership and collaborative skills;
9. Understand the religious dimensions of human experience.

The JCU Military Science Department strives to achieve both JCU institutional goals as well as the US Army and Cadet Command goals for ROTC. Several goals and outcomes complement each other greatly as the Jesuit ideals and military profession are both about service to society and our world in an effective and meaningful way through personal leadership. The table below and Annex K depicts the relationship between both institutions' outcomes and how JCU ROTC is integrated.

Annex K.

JCU Graduates will

	1	2	3	4	5	6	7	8	9	10
1. Demonstrate an integrative knowledge of the human and natural worlds;		X		X	X	X	X		X	
2. Develop habits of critical analysis and aesthetic appreciation;		X	X	X				X	X	
3. Apply creative and innovative thinking;		X	X	X				X		X
4. Communicate skillfully in multiple forms of expression;		X			X	X	X			X
5. Act competently in a global and diverse world;		X	X	X		X	X	X		
6. Understand and promote social justice;	X	X		X						
7. Apply a framework for examining ethical dilemmas;	X	X	X	X						
8. Employ leadership and collaborative skills;		X	X	X	X	X	X			
9. Understand the religious dimensions of human experience.		X				X			X	

- Highlighted goals/outcomes identify areas of most influence on each other. Annex K

**D. Contribution to Core Curriculum**

Military Science does not offer core classes.

**E. Other University-wide programs**

Military Science does not directly provide JCU any formal programs.

**II. FACULTY & STAFF**

**A. Faculty Profiles**

Currently, the Military Science Department has eight faculty and staff personnel. Four instructors (active duty military) conduct all classroom instruction, Army training, and student advising and mentoring. The other four personnel staff the program by leading the recruiting and retention operations (Recruiting Operations Officer- ROO), human resources administration (Human Resources Administrator- HRA), logistical and support operations (Logistics Technician), and all academic and office processes (Administrative Assistant). All positions, with the exception of the Administrative Assistant, are selected and funded by the US Army. JCU funds only the Administrative Assistant salary and any student hire pay.

The US Army selects, nominates, and funds the Nation’s 273 ROTC programs to include all faculty and staff. The unique situation of an Army unit operating within academic institutions requires further explanation of the Army, ROTC, and their processes.

Faculty Selection in ROTC (Cadet Command)

All Army personnel teaching at an ROTC unit are part of the US Army Cadet Command, headquartered at Fort Knox, KY. The command oversees 275 ROTC units in all 50 states plus Puerto Rico, Guam and American Samoa. All faculty instructors within Cadet Command are selected from throughout the Army for their experience and their proven ability to develop Soldiers and leaders. The Department of Military Science faculty at JCU are no exception- they are all

experienced and senior officers or non-commissioned officers (NCOs).

A typical instructor has at least 10 years of experience as an officer, or 15 years of military experience if a non-commissioned officer. This is unique to academia as ROTC instructors do not follow a typical progression toward a PhD as a normal university faculty member might. The Army does, however, demand continued formal education of its officers and NCOs in order to maintain the high professional standards required by the Army and society at large.

Any Army officer that instructs within Cadet Command will be a post-command officer. This means that they have successfully completed a key developmental position in the rank of Captain, and all the associated schools needed prior to that assignment. Company grade officers (Second Lieutenant, First Lieutenant, and Captain) must graduate the Basic Officer Leader Course A and B. These courses are their formal education that focuses on their specific branch competencies e.g.: Military Intelligence (MI) would learn all the competencies associated with the jobs a junior officer would have in the MI branch. Throughout a junior officer's career, there are several opportunities to advance their formal education in military specific areas, as well as continuing towards a civilian advanced degree.

The culminating job for a company grade officer happens at the rank of Captain and is command of a company. In this position, a company commander is responsible for 100-200 Soldiers and their families, and all the government equipment, and property associated with that company's mission. A commander holds this position for an average of two years and the position is a crucible that forges the skills of leadership, management, accountability, and responsibility. Only after successfully completing this job, can an officer instruct within ROTC. The demonstrated competencies that result from a successful command is also what is instructed within ROTC, ensuring currency and relevancy within the force at large.

Non-commissioned officers (NCOs) also receive formal education as they progress in rank. An NCO that instructs in ROTC is typically a Sergeant First Class (with a rank of Enlisted 7- E7) or higher. This means they were also a key leader in a company or larger organization working in conjunction with an officer. The technical experience of the NCO is often greater than that of the officer responsible for that same organization. This is the way the Army maintains a check and balance within its ranks. NCOs provide years of experience, while officers brings new perspectives.

Although there is no requirement for an NCO to have a bachelor's degree, like an officer, most do or are close to completing one when they come to ROTC. The Army's formal education for NCOs includes both resident courses as well as distance learning. For an NCO to promote to the next rank, they must complete specified levels of education. By the time they reach the rank of Master Sergeant (E8), an ROTC instructor has completed a Military Education Level (MEL) of approximately 60 credit hours, and a baccalaureate degree by the time of Sergeant Major (E9) within the NCO Education System.

The Professor of Military Science (PMS) must have at least a master's degree before they can take an assignment as a PMS. The Army also convenes a special board (a group of select officers to review personnel files and experience to select best candidates) to review its field grade officers (Major, Lieutenant Colonel, and Colonel) to pick the best suited to develop future leaders within ROTC. Once an officer is selected, the respective University reviews, and must also accept the Army's recommended officer for PMS position. This process ensures that the chair of the Department of Military Science meets all Army and academic, institutional standards necessary to lead the ROTC program.

All Military Science staff and faculty help coach, teach, and mentor cadets to personal and organizational success. We strongly encourage personal development by mentoring/guiding cadets as they mature and progress through their studies at JCU and within ROTC. Primary opportunities occur at volunteer/extra-curricular activities and events. This is where the seasoned instructors can "model" how the Army plans, assesses situations and problems, and then solves problems and

develops solutions (from a military perspective). In this way, the cadet participates in the task and absorbs successful practices and techniques that will serve them as junior officers in the Army.

Current Faculty/Staff resumes and biographies are located in Annex C.

## **B. Faculty Development and Evaluation**

### Faculty Development

Externally to JCU, once faculty is assigned within Cadet Command, the PMS and the Senior Military Instructor (SMI), the senior NCO within the program, attend a 3 week course taught by Army specialists called the School of Cadet Command (SOCC). The first part of the course is the Instructor Training Course and focuses on adult learning and methods of instruction. Each student learns different methods of instruction and how adults learn. This culminates in each student teaching a class they prepare and receiving critique by both peers and instructors. The other two weeks continue to educate on adult learning, but includes ROTC specific topics. Topics cover everything from the structure of the command, interactions on campus, database management, recruiting, and curriculum of courses. An abbreviated version of this course must also be completed for any instructor selected for ROTC. Currently, Cadet Command is increasing the breadth and depth of the course to better improve overall instruction and adult education methods by its instructors and program directors. The new course for all future ROTC instructors is the Cadre Faculty Development Course, which provides over 20 credits towards a masters degree in adult education. Within the next two years, this course is intended to be mandatory for all ROTC instructors. Annex O CFDC Course Description provides a short overview of this new course.

Throughout the year, ROTC instructors further develop professionally by ROTC directed training. This occurs in everything from conference calls to discuss changes and curriculum development, to conferences that discuss best practices from other ROTC programs, to opportunities for Army professional development. For example, once a quarter, all instructors have a conference call, hosted by the Brigade commander, where they discuss best practices for instruction in ROTC, including the 38 other University ROTC programs within the Brigade. Every semester, the PMS and SMI also have a conference with the Brigade Commander and their counterparts at Fort Knox, KY for several days of sharing and collaborating on improving all aspects of our programs. All these external programs and events reinforce continuous improvement.

Internally to the Department of Military Science at JCU, the PMS counsels every instructor on their performance and provides Leader Professional Development (LPD) forums to improve personal performance in ROTC and the profession. These LPDs range from reading articles and discussing during lunch, to attending relevant campus lectures and guest speakers, to attendance at the Association of the United States Army annual conference or other conference/workshop opportunities. The department also conducts internal program after action reviews (AARs) to increase effectiveness throughout the year.

Another resource instructors use is the ROTC Blackboard Leaders Sharepoint. This is a collaborative and shared repository of information to assist ROTC programs. The website is created, managed, and populated by instructors and PMSs within Cadet Command from the 275 school programs nationwide. The site includes everything from classes developed by instructors at both ROTC and the United States Military Academy, counseling examples, designs for special training exercises, to vignettes for ethical decision making. This collaborative tool is greatly beneficial to all instructors within ROTC and provides a mechanism to stay current with the profession and successful instruction practices.

The PMS also briefs both the Brigade Commander and the Cadet Command Commanding General on our yearly training/education plan and any special topics. This allows the leaders within ROTC to validate that our plans and methods are to standard and within their guidance and vision. This also provides an opportunity to hear first person future guidance and receive any new direction

to incorporate into our program both now and in future planning.

#### Faculty Evaluation

Finally, the Army holistically evaluates all of its ROTC programs, and the John Carroll University Department of Military Science is no exception. Every third year, the Brigade Commander conducts the Command Inspection Program (CIP) and sends a team to evaluate all systems within our program (normally in the first year of a PMS tenure). This includes all training, educating, resourcing, recruiting, and special programs. A Subject Matter Expert (SME) from each area spends two days reviewing the program and provides feedback (See Annex I\_ICI Inbrief for sample agenda). The Department's last review was October 7, 2014; the program received generally high ratings from the inspection team. The results are in Annex H\_4\_JCU ICI Outbrief.

The Army also randomly, and as needed, sends the Army's Inspector General to review ROTC programs. This provides another outside look at the Department and its systems and effectiveness. This inspection is done on request of the program itself or as directed at any level within the Chain of Command. Additionally, Cadet Command sends a team to review a program's curriculum and quality of instruction. This is done throughout the nation and typically occurs at every program every three to four years, in a year outside of the CIP mentioned above.

Finally, the Department chair, and other designated reviewers, will observe and evaluate instruction within each Military Science class. The purpose of this is to provide feedback to the instructor on quality of their teaching and methods, as well as observe cadets in the classroom environment. An example of the instructor evaluation form is in Annex H\_5 Teaching Evaluation.

### **C. Professional Service and Community Engagement**

The JCU ROTC program is one of only two Army Active Duty units in the Cleveland area (the other unit is the Cleveland Recruiting Battalion). As a result, we conduct a variety of activities and provide services to the military profession at large, the University, and the local community. This occurs with the Cadet Battalion as well as with the cadre of faculty instructors.

The most common and frequent contribution to the community is our Pershing Rifles Color Guard. We are asked to provide a military Color Guard more times than we can actually support. Our cadets have conducted Color Guards for everything from Notre Dame College's Presidential inauguration, to Veteran's Day Ceremonies, to college and professional football & basketball games, and community parades, to name just a few. This is identified, approved, and coordinated by faculty, then executed by the Cadet Battalion. This helps build both the Army and JCU brands, as well as foster a sense of service with all involved.

The second most common event is to provide guest speakers for various events. As the PMS, for example, I often get asked to speak on campus, speak to alumni, or at other local organizations to talk either about ROTC or the Army experience in general. These engagements happen throughout the year, but are more frequent around Veterans Day and Memorial Day. The requests are numerous and nearly every faculty member speaks at special events within a year. These opportunities also build the connection between the citizens we serve in the community, the Army and JCU.

We also co-sponsor a Veterans Day event on campus with the Student Veterans Organization every November. This involves both cadets and instructors, and focuses on honoring the service of military members, with special focus on veterans on campus in the faculty and staff and those in the local community. Additionally, we join with the American Red Cross to co-sponsor a blood drive each semester here on campus.

As other local schools are partnered with JCU in ROTC, such as Case Western Reserve University and Cleveland State, we also participate in Veterans or Military Appreciation events they have as well. Our cadets and faculty integrate into those Universities as representatives of the ROTC and the Army at large. To help recognize contributions beyond ROTC, cadets receive extra

credit and instructors add to their final evaluation when volunteering and participating in the campus and community.

In general, the ROTC program is very active beyond the classroom and specified requirements of ROTC within the program itself. Service to the Nation is best instilled into the cadet's character and the organization's culture by actually "doing" service on campus and within the community. Participation in campus events as a cadet, volunteering for the Recruiting Command or local National Guard unit, assisting the American Legion or Veterans of Foreign Wars (VFW), or other professional organizations are only a few of the ways cadets and faculty serve. The concept of Selfless Service is inculcated into the Cadet from the beginning, is one of the Army's core values and part of our professional ethic. This is encouraged at JCU ROTC, and integrates extremely well with both Jesuit and JCU core values.

### **III. CURRICULUM**

#### **A. Curriculum**

The Military Science curriculum's purpose is to prepare all cadets for military service as a leader and as an officer. The curriculum prepares students by focusing on six general topic areas: The Army Profession, Professional Competence, Adaptability, Teamwork, Lifelong Learning, and Comprehensive Fitness. The curriculum is progressive and builds in depth in each of these six areas as a student advances through the program in the Basic and Advanced Programs. The Department of Military Science also offers courses and credit in physical training, Army skills training, internships, and independent study. See Annex B (Course Catalog) and Annex D (Course Catalog Courses) for detailed information. Annex G (Curriculum Map) also provides examples of the current courses and laboratories for Military Science classes.

All of these courses support both Cadet Command's and JCU's learning goals. The crosswalk in Annex K illustrates how both institutions goals achieve similar outcomes. As an example, the JCU goal of "demonstrate an integrative knowledge of the human and natural worlds" correlates with several ROTC goals, to include "demonstrate intellectual, military, and physical competence including skills required in both tactical and garrison environments." This is evidenced as they execute their cadet chain of command responsibilities (influencing others shows knowledge of the human dimension) within a tactical context during an overnight field exercise where they make tactical decisions, under pressure, while considering the weather, vegetation, and the behavior of other people (all three are variables within the natural world).

#### **Basic Program (MS I, MS II)**

The Basic Program studies the basics of Army service, ensuring a student comprehends and demonstrates basic Army values and skills. Students normally take the basic courses during the freshman and sophomore years. Students taking any or all of the basic courses incur no military obligation and are not members of the armed forces. Completion of the basic courses is one means of meeting the prerequisite for acceptance into the advanced courses. Prior active military service, prior or current Reserve or National Guard service, or attendance at the summer ROTC Cadet Initial Entry Training may also fulfill the basic course requirements. A total of 6 credit hours may be awarded for equivalency credit for MS 101, 102, 201, and 202. These credits may be awarded to any veteran student, even if they are not a participating or contracted ROTC cadet.

#### **Advanced Program (MS III, MS IV)**

The Advanced program progresses a student's understanding of Military Service by having them analyze, apply, and synthesize Army values and leadership skills. Students normally take the advanced courses during their junior and senior years. These heavily involve applying tactics, leadership, and management instruction to prepare students for the leadership role of an Army officer at the rank of Second Lieutenant. Students must be accepted by the chair of the military science department before they can enroll in the advanced courses.

Once accepted, each student enters into a contract with the Army to complete the courses and to accept a commission as an Army officer. While taking the advanced courses, each student is paid a subsistence allowance of \$450-\$500 a month during the school year, paid for by the Army. All students enrolled in the advanced courses are required to attend a Cadet Leaders Course of four weeks' duration. Students are paid at one-half the pay of a Second Lieutenant and normally attend this camp during the summer between their junior and senior years.

Upon satisfactory completion of the advanced courses and conferral of the baccalaureate degree, students are commissioned Second Lieutenants and serve out a military obligation, depending on their active duty or reserve force assignment. Students may request either Active Duty or Reserve Force Duty (Army Reserve/National Guard). Under certain conditions, students who have completed the baccalaureate program and their military science studies may request delayed entry into the active Army in order to pursue graduate study in a variety of areas, including medical and law school. Other options available to students in Military Science are opportunities to attend Airborne, Air Assault, Northern Warfare, and Mountain Warfare training courses, and Cadet Troop Leadership Training, spending a few weeks working with a Lieutenant in an active Army unit. There is also the option to receive course credit for these opportunities as well.

## **B. Course Profile**

The Military Science Department offers both Basic and Advanced Military Science Courses. The Basic Courses occur as a freshman or sophomore (MS I and MS II respectively) and includes MS 101, MS 102, MS 201, and MS 202. The Advanced Courses occur as a junior and senior (MS III and MS IV) and include MS 301, MS 302, MS 401, and MS 402. One must complete the Basic Course, or its equivalent, to take the Advanced Course. Course credit hours increase each year as the demands and expectations increase. A cadet must also attend the Leadership Laboratory that is associated with each class. All courses are instructed by full time faculty, an officer or NCO assigned to the program.

Course size remains relatively small with an excellent student to teacher ratio. Although the MS 101 to MS 202 overall course cohort may be large by enrollment number, the actual course is broke into sections taught at JCU, Case Western Reserve University, and Cleveland State University. Therefore, the section size may actual be as small as 3:1 at the minimum, and average 15:1 at the largest. For the Advanced Course, the ratio is as large as 17:1. These student to teacher ratios enable more attentive teaching by the instructor and encourages productive teamwork and collaboration within the cohort and peer group.

Another course requirement is the Military History course, and accompanying Battle Analysis and Staff Ride. This is a professional requirement to ensure a cadet understands and appreciates not just the importance of the profession's history, but how that informs their decision making and shapes understanding now and in the future. The Staff Ride is conducted on a historical battlefield, to understand the tactics and decision making of leaders in something close to the actual original operating environment.

There are several other opportunities for cadets or other students to gain credit for their physical training or other military training that occurs outside of the classroom or normal academic year. This may include credit for an internship with an Army unit, or for attending a special Army



school, such as Airborne School, or for cultural training during an immersion trip on another continent. Allocated credit depends on the depth of instruction and demands on the cadet. More detail on all the courses is found in the course catalog and Annex D.

For the past several years, overall enrollment trends have been consistent for each Military Science class. The MS I level class enrollment is largest at the beginning of the fall semester, then reduces as the semester and the year progresses. By the MS II year, those that do not return are generally replaced by transfer students, so the enrollment overall number remains consistent. By the MS III and MS IV year, the numbers reduce typically due to failing to meet academic standards. But this averages at only about 8% and either extends their studies a semester or in a few occasions causes disenrollment. The next chapter explains in further detail.

### C. Enrollment Trends

Enrollment in ROTC classes fluctuates greatly over the span of the 4-year program. All full-time college students may enroll in the first 2 years of the program without obligation, to allow them the “trial period” option to see if they like the course and if they want to then commit (contract) to the Army and become an officer. This option is successful as a sizeable number of prospective cadets that try the program realize the considerable benefits and professional career opportunities, along with financial benefits while a student, translate into a solid and viable path to a promising future after college graduation.

Beginning in the sophomore year, we start the process to select those students (cadets) that will be offered contracts to serve in the Army after graduation and in so doing, decrease the enrollment in the class to our maximum allowed. Last year was the first year we started limiting the number of cadets we could have under contract with the Army. The Army expects us to commission 15 graduates of our program as Second Lieutenants each year. Using an attrition model that calculates enrollment numbers over the 4-year span from freshman through senior – and some “extended” seniors, we are funded to have a maximum of 17 Cadets on contract in the sophomore through senior classes. As we don’t contract freshman cadets (except for National Scholarship Cadets- and we average only 3 or 4 of those each year), we are not constrained by how many we recruit into the freshman class. Our recruiting goal is 25-28 freshman students to start, while retaining about 20 by the end of the year. We then contract 17 Cadets in the sophomore year and go forward into the junior and senior years with 17 or 16, and concentrating on retention so that we hit our commission mission of 15.

Thus, our classes are always at full-enrollment in the normal academic sense. All ROTC cadets in the program must take our classes so they stay fully enrolled in Military Science. We do have some independent study courses that do not have set enrollment and are utilized when specific situations warrant their judicious use for cadets in good standing at John Carroll.

Enrollment stabilizes in the sophomore year, continuing through the senior year as only those cadets under contract will stay in the Military Science class. They are the only ones eligible to commission at the end of our program and that becomes a natural limiting factor in our classes.

Another factor to analyze in our class enrollment has been the requirements of the Army selection process. As in any other profession, the Army has entrance requirements that aspiring soldiers must meet and maintain in order to be recognized as a *bona fide* soldier. For the past decade, qualifying the students that join ROTC to ensure we retained the highest quality candidate for Officership had been a somewhat undefined, subjective process that heavily relied on the experience and judgment of the ROTC Cadre. Programs across the country have produced officers of differing abilities and quality. The current Commanding General of Cadet Command is striving to standardize this selection process by placing objective criteria on the retention of students who become cadets, with the goal of recruiting and training only the cadets with the highest potential for success as an officer. Using a “backwards planning” process where Cadet Command looked at the

qualities of a successful officer (i.e. the finished product) and projecting backwards to how that officer attained those successful characteristics (fitness, moral standards, decisive decision-making, knowledge, etc.) Cadet Command is implementing standards for future cadet retention based on the desired qualities that engender success as a commissioned officer. By using a “gold, silver, bronze” approach to levels of quality of a candidate for contracting/retention, we can fairly set requirements for the future Officer Corps and shape the Army Force based on the needs of the Nation. The “gold, silver, and bronze” approach is still conceptual and its criteria should be finalized within next year.

Enrolled cadets seeking a contract or scholarship (enter into the Advanced Course), must also meet minimum physical and health standards, as well as physical fitness minimums (reach a certain amount of push-ups, sit-ups in two minutes and then run 2 miles under a time limit). As the youth of society changes in weight, health, and level of fitness, this impacts the number of physically qualified citizens able to serve in the military. Social trends therefore also have an impact on those able to qualify.

#### **D. Contribution to Core Curriculum**

The Military Science Department does not offer any core curriculum classes.

### **IV. STUDENT LEARNING**

#### **A. Pedagogy**

The Army ROTC program uses a combination of training and education to prepare cadets for commissioning and military service by developing along a student’s behavioral, cognitive, and affective domains. We must train essential Army tasks, while educating our officers on how to “think” given complex problems. It is essential that future leaders have the respect of those they lead, and that respect is earned by an officer’s competency and demonstrated leadership. This ROTC program therefore takes a comprehensive approach in developing both the tangible and intangible aspects of leadership and officership.

This section discusses our pedagogy within the realm of both training and education. Training and education are separated as ROTC programs in general are modeled as an apprenticeship because each commissioned officer upon graduation must be ready to execute their Army mission. Both training and education are essential to effective leadership; the difference in our view is that *training* prepares for the “expected” and achieves behavioral outcomes, whereas *education* prepares for the “unexpected” and focuses on affective and cognitive outcomes. Annex J (Outcomes Army to ROTC) provides outcome statements for each Military Science year in relation to our 10 overall JCU ROTC program outcomes. This section discusses each in turn.

#### **Training (Behavioral) Outcomes.**

Army service demands certain skills and the ability to execute specific warrior tasks. Training outcomes are objective, and we measure those through successful completion or not. Some Army tasks include: first aid, basic drill and ceremony, counseling, tactics, troop leading procedures, problem solving, navigation, physical exercise, and training development, to name only a few. This is where we train skills to respond to the generally “expected” situations a junior officer in the military will experience.

The Army ROTC program trains and evaluates these competencies in several ways- in the classroom, during the leadership laboratory, and during specified, focused training events. Each training event includes a final outcome for the students, allowing the faculty the freedom to develop and design the effective training. The method of training is flexible and changes in order to best meet the overall outcome- it may vary from conducting exercises in the field (outdoors at a park, for

example, executing a platoon ambush), observing action in the classroom (group work on building a training plan), or physically performing a task in a replicated future operating environment. The variety of experiential opportunities greatly fosters the ability for most students to practice needed competencies.

#### Faculty Effectiveness in Training.

The ROTC faculty is selected throughout the Army at large for assignment as ROTC instructors based off their previously demonstrated success in teaching and training Soldiers. Our instructors are experienced military professionals, with a minimum time in service of about 12 years and go through an Army selection board before assignment.

The ROTC program's faculty also includes a variety of instructors with different Army specialties. This provides the program with a diversity of experience, ensuring that a Subject Matter Expert (SME) is available to help design and execute training. As an example, our current Senior Military Instructor (SMI) is an Infantry Master Sergeant with 18 years of service and numerous operational deployments. His specialty is teaching younger soldiers tactics, first aid, and even how to develop and execute training. He is an SME in basic soldier and cadet skills and competencies. He is the primary training developer, ensuring our training outcomes are achievable, feasible, and resourced. In another example, as an officer with 18 years of service, the Professor of Military Science (PMS) is familiar with developing, managing, and supervising organizational systems and teams. The PMS, therefore, ensures that the training for the Junior and Senior classes meet all training standards necessary for managing the Cadet Battalion and supporting organizations.

Throughout all the training events in the program and throughout the year, Military Science faculty observes and evaluates cadets according to expectations associated with their year group. By their junior and senior years, students must demonstrate competencies on campus as observed by faculty. The program conducts monthly reviews and a final board in the spring to provide a final competency assessment of each cadet. This board is chaired by the PMS who makes final determination. There is an independent evaluation of basic competencies as well at the Cadet Leader Course (CLC) during the summer between their Junior and Senior years. At the CLC, a team of evaluators comprised of experienced Army faculty from other ROTC programs objectively assesses their performance in a variety of environments. At the conclusion of CLC, a final evaluation report of each cadet is provided to their home program.

As illustrated above, the faculty in the program brings their personal and professional experience to help train cadets. Faculty effectiveness in doing this is evaluated in several ways. The PMS observes faculty in all aspects of executing their responsibilities. This occurs at the weekly synchronization meeting where the PMS gets briefed by the faculty on the training plan. This also occurs for the entire program when the training plan and results are briefed to the Brigade Commander once a year. These two methods allow a quality check on the training design and system. On an individual basis, the PMS also evaluates each instructor once a semester in the classroom. Finally, the PMS also counsels each instructor quarterly on overall performance in their ROTC responsibilities. The PMS considers whether the program achieved its goals and results, as well as the method and system in which we operate.

#### Training Assessment and Reflection.

Determining whether our program meets John Carroll's institutional goals, Cadet Command's objectives, and the Military Science Department's outcomes occurs in several ways. With the linkage between JCU's goals and ROTC's outcomes as indicated in the outcome crosswalk (Annex K), resources are allocated to support those with most correlation, with the assumption that success in one outcome means success in the related JCU goal.

Cadet Command assigns an Outcome Metric Score (OMS) for each graduating cadet. Comparing our department average to the national average or similar schools provides an indication of our strengths and weaknesses. Within the OMS, are several other areas that can be measured and compared nationally along academic, leadership, and physical aspects. This feedback can focus our efforts and prioritize our resources.

As cadets are commissioned, they learn what branch or job area they are assigned. In theory, their assignment will match their desire. The assignment though is based off their OMS as well as the individual attributes of the cadet. Comparing branch selection satisfaction data may also provide insight in how self-aware our cadets are in their preparation for commission.

Throughout training, cadets are counseled by peers and instructors, with respect to both formative and summative training. In this way, cadets must reflect on their own behavioral development and identify needed changes. This also provides instructors insight on how effective training is and if changes are needed. At the end of a cadets experience that year or in the program, course and program surveys are given to identify strengths and weaknesses. This is an informal process and is an identified weakness that the program overall must improve.

### **Education (Affective/Cognitive) Outcomes.**

The other significant, and more important, aspect of the ROTC program is its effectiveness in educating each cadet in leadership and officership. The intent of ROTC education is to build capacity in each graduate to respond to the “unexpected” in their future as a junior officer. It is essential that our officers make sound decisions within a future operating environment full of unknowns and changing variables. ROTC focuses our education on developing leader attributes such as their character, intellect, and leadership presence, to perform in the unknown future and operational environment. Measuring the intangibles associated with each of these higher level cognitive processes is challenging, but the holistic ROTC approach provides opportunities to assess a cadet’s ability to critically and creatively think within an environment of complex problems.

The first method of developing a cadet’s cognitive abilities is through education in the classroom. The Military Science Department offers classes for all four years of the college experience, with each year getting progressively more challenging intellectually. During MS 300 and 400 level courses, we educate through a variety of lectures, presentations, group and individual work, and reading assignments. Class topics include: military tactics ethical decision making, personal resiliency, sexual assault and harassment, inclusively collaborating while capitalizing on diversity, and others.

The other aspect to a cadet’s education is the necessity to critically think and problem solve. We accomplish this by making them responsible for establishing and executing a chain of command that plans, develops, executes, identifies resources, supervises, and assesses all functions of the Cadet Battalion organization. As a junior and senior leader in the organization, cadets quickly learn to frame problems and develop solutions, both individually as well as collaborating within a team. This process also forces the individual cadet to seek self-development and education in order to perform duties. Success as a student and as a Cadet Battalion depends entirely on their ability to think through problems and develop solutions and plans of action. Cadets executing their leadership responsibilities is the ultimate experiential learning event, greatly contributing to a cadet’s education.

The education within ROTC complements the education earned within their degree program, as well as the “on the job training” they receive within Military Science. ROTC must create leaders that can think through problems of the future, even when those problems are unknown. We stay focused on “how” to think and not “what” to think. Cadets are commissioned as soon as they graduate, and must perform at this professional standard as soon as they assume their rank and office.

Cadets are evaluated on their critical thinking and leadership skills in what we call a “270 degree” process. This means that they receive feedback from their instructors, from their peers, and from their subordinates. Instructor feedback occurs through class grades and both formal and informal counseling of their performance in complex situations. Their peers provide anonymous peer evaluations to inform how well they do within the team and within known leader attributes. Subordinate’s level of success in multiple areas also measures a cadet leader’s cognitive and affective abilities when given complicated tasks and missions.

Character and integrity are also essential affective outcomes for good leadership and are critical to the program. This is developed throughout time in the program as cadets knowledge of the professional ethic evolves to their living the values and becoming responsible for nurturing culture of the ROTC organization within the program. Minimum standards of behavior in terms of obeying the law, Army regulations, and terms of the ROTC contract ensure compliance, but the program objective is to expand a cadet’s character beyond simple compliance. Although challenging to measure, instructors counsel and teach the professional ethic and value based culture throughout the ROTC training and education experience. By the end of the program, Army values and the warrior ethos are internalized by every graduate. This ethic and focus on character coincides with the JCU goals and outcomes.

#### Faculty Effectiveness in Education.

As described above in the training portion, ROTC instructors have years of real experience in the Profession of Arms as well as military specific education that broadens in depth as one promotes in rank and progresses in the Army structure. At John Carroll, the three faculty positions in the Military Science department have master’s degrees and oversee all the instruction of the department. We utilize instructional assistants to expand the cadets’ awareness of the opportunities available to them in our Army today.

Faculty effectiveness is evaluated through observation in the classroom by the PMS as well as suggestions from cadets through informal surveys at the end of each semester. Additionally, we conduct quarterly instructor classes to better educate faculty on methods of instruction. Cadet Command also provides formal instructor education at the School of Cadet command, as well as periodic development seminars focused on improving instruction.

#### Education Assessment and Effectiveness.

Many of the same methods of assessment and effectiveness for both cadet and faculty as described in the Training section above apply here as well. Outside of classroom performance, quarterly counseling and annual evaluation reports incorporate progress in personal education and development. The Cadet Officer Evaluation Report Support Form (COERSF) and counseling process, when used correctly, also forces the cadet to think critically and deeply. The cadet initiates it, and the process itself demands self-reflection and a personal assessment. This supports one of the overall outcomes of the ROTC program which is to nurture a lifelong learner.

The quality of the education can be assessed in several ways. Going forward, we can compare junior year education performance nationally. Part of their summer training requires the Collegiate Level Assessment (CLA), the Miller’s Analogy Test (MAT), and the Cadet Development Assessment (exam based off standard Military Science curriculum). This is a relatively new requirement, but these objective measures will allow us to compare our program nationally, as well as identify areas where our education (and training) may not be sufficient.

Another method is to compare a graduating Cadet’s Order of Merit Score (OMS) to others both internally and nationally. This score is an externally generated listing of all cadets projected to graduate/commission in the current fiscal year (Oct-Sep). It incorporates all the measured factors of a cadets’ performance over their entire time in both college and ROTC. Each cadet holds a distinct

position on the list – no ties. It assigns points to cadet/student performance in several areas (GPA, sports, activities, class rank, etc) on a possible 100-point scale. The resulting score is as fair a way to distinguish a performance listing of the 5700+ cadets commissioned in each year, nationally. This allows the PMS to correlate success/failure to other variables (instructors and other factors), allowing better control over those variables.

This is described in more detail in Section VI (Student Learning Assessment) below and in Annex L (Outcome to Measurements Crosswalk) and Annex M (Assessment Measures).

## **B. Advising**

The ROTC program does not “officially” advise students according to established institutional standards, but does so by Cadet Command standards. This is executed during each instructors counseling process at the beginning, middle, and end of the semester. Academic plan and progress, and any personal issues are discussed. The counseling process is described in more detail in other portions of this document.

## **C. Student Scholarship, Internships, Experiential Learning, Creative Work Volunteerism**

ROTC Cadets are more than students that take Military Science courses. The ROTC program demands that cadets develop not just intellectually, but also physically, spiritually, and emotionally. Our output and end product must be someone capable of leading a team in combat, possibly the most difficult physical and mental challenges on earth. As a result, the ROTC program is comprehensive in that we embrace and engage in opportunities that can develop within these realms.

Experiential Learning. A significant portion of our program depends on experiential learning as the preferred method to develop leadership skills. This is formally done during the Leadership Laboratory every week. This Lab focuses on specific skill sets and competencies essential to Army service, but also challenges every cadet.

An example would be a Leadership Laboratory on conducting an ambush, a basic Army tactic. During that Leadership Laboratory, the freshmen cadet learns what an ambush is and why it is used, as well as the roles and responsibilities of every member of the team. The sophomore cadet is learning the structure and how to actually execute it. The junior cadet develops the plan for the ambush, assigns responsibilities, and supervises the ambush. The senior cadet, identified the need to conduct training on the ambush, provided guidance to the junior cadet to plan the ambush and the training event, coordinated the resources needed to conduct the training (buses to move cadets, the local park to occupy, the equipment needed as training aides, etc.), and then gained approval from the instructor cadre through a formal brief on the training plan.

Cadets also experientially learn by planning and conducting a series of mandatory and extra-curricular events. Mandatory events include the semester Leadership Development Exercise (LDX in field environment), the Dining-In formal dinner, the Military Ball, and the Staff Ride. Extra-curricular events include the Pershing Rifles, Tactics Club, Hymers Challenge, and the German Armed Forces Proficiency Badge Competition, to name only a few. Each one of these develops the cadets in different ways. Some are physically challenging and develops them physically and mentally. Some are stressful events and deepens their emotional strength and resiliency. All are extremely involved, complex, and demand mental agility and intelligence.

Internships. Cadets also have the opportunity to attend the Cadet Troop Leadership Training (CTLT) during the summer of their junior to senior year. This is a three to four week internship where the cadet serves in an internship with a regular Army unit, anywhere in the world, and works

as a Platoon Leader or other Second Lieutenant job. This is an excellent program and greatly develops an individual's leadership ability as well as their understanding of the Army after ROTC. Cadets also have the opportunity to attend Army schools such as Airborne School, Air Assault School, or the Cadet Summer Training at West Point during the summer.

Seminars/Workshops. Select cadets also attend a variety of national special events throughout the year. In the Fall Semester, an alumnus sponsors four cadets to attend the annual Association of the United States Army conference in Washington, D.C. This conference focuses on the professional ethic as well as current issues within the Army. We also send cadets to the Professional Ethic Workshop sponsored by the United States Military Academy in the spring. The top ROTC senior cadet also attends the George C. Marshall seminar at Ft. Leavenworth, KS in the Spring Semester. This is a gathering of every ROTC program's top cadet to discuss their future profession and how they can influence their programs. In all these cases, attendees must return and share their experience with the rest of the program, sharing lessons learned with both cadets and instructor cadre.

Special Events. Cadets also participate in several seminars that deepen professional understanding and ethical decision making. Every senior attends a weekend seminar that explores officership, the profession of arms, and professionalism, as sponsored by the ROTC Brigade at Fort Knox, KY. Cadets actively participate in small group sessions given special topics, listen to panels of Army senior leaders, and attend lectures by guest speakers. We are also fortunate enough to have guest speakers at the University, or in the area, of special leadership or military expertise. As an example, retired General Carter Ham is an alumnus of the program and recently retired four-star General. He has held nearly every junior and senior level leadership position in the Army and is very generous in his willingness to address cadets in any forum to impart his knowledge. Another example is a guest speaker from the State Department presenting on the importance of cultural awareness and sensitivities.

Service. Congruent with the Jesuit and JCU core value of service, is the Army value of Selfless Service. ROTC encourages and demands this throughout the program. Formally in class, vignettes and teamwork collaboration reinforce the importance of service. Within the execution of leader duties in the Cadet Battalion, cadets serve the organization at large, their fellow cadets, and often the community, by volunteering their time and energy toward a multitude of activities. Everything from performing a Color Guard at a football game, to spending hours developing a training plan on how to execute an ambush, planning a Veterans Day event, to preparing for the weekend overnight field exercises. This is all done with little impact on their class grade, but because it is part of the ROTC and Army culture and rooted into their budding professionalism.

Achievements. One of the results of all the above is the success of our cadets. JCU Cadets have performed exceptionally well at the annual Cadet Summer Training (CST) courses (CLC and CIET) that occur every year for junior level Cadets at Ft. Knox. In 2014, 66% of JCU Cadets had an "Excellent" rating whereas the national average was 20%. This made us one of the top programs in the nation. We also had 25% recognized as Distinguished Military Graduates, another accolade well earned. In informal surveys of previous graduates and commissioned officers, nearly all say they were better prepared than their peers in their ability to perform as an officer. We continue to strive to achieve these high standards, although Cadet Command is changing the method in how they assess and judge success in future years. Cadet Command no longer singularly identifies top programs, so individual programs must pull the information and data themselves. Going forward, Cadet Command is adjusting their metrics for judging Cadet success, and will have to adjust how

programs are measured as well. The JCU Military Science Department is agile enough to quickly respond and grow with future Cadet Command changes.

#### **D. Professional Development, Post-Graduation, and Alumni Outcomes**

The ROTC program is essentially an on-campus internship program, focused on the post-graduation utilization of the student/cadet as a commissioned officer in the US Army. We primarily concentrate on an officer's first 4 years in the Army – their entry into the profession of arms, establishing their professional reputation and laying the groundwork for future professional development. All of our graduates leave JCU with a job! For a few, it's part-time work in the U.S. Army Reserves or Army National Guard, but most of our graduates are selected for active duty, full-time jobs. The benefit of knowing they have a guaranteed job immediately after graduating from ROTC, brings an energizing dynamic to all we do while the cadets are training on campus. They know the importance of learning what's being taught as they will have to demonstrate knowledge/proficiency in those subjects/tasks within a year of commissioning.

Our ability to assess success and job satisfaction once they leave the program after graduation becomes more challenging. Unfortunately, feedback from the Army at large on Second Lieutenant success and job satisfaction is typically in the form of meta data, meaning it applies across the entire Army and several cohort (year) groups. This does not provide the necessary detail to inform the JCU Army ROTC program, but rather larger trends within the Army and its commissioning sources. This is valuable to Cadet Command as they refocus and reprioritize based off the information, but that change is outside of the typical 3-4 years of influence within a PMS's tenure at a school.

Currently, the best, and most likely way for feedback, is through informal surveys from the cadre. Recent alumni will email, call, or visit the program and the cadre will pull information from them on how well the ROTC program prepared them, as well as how they are enjoying the Army. Even less observable, but possibly more important, is the feedback alumni provide straight to current cadets. Friendships that form in the program continue after graduation with underclassmen, as does a desire to improve their alma mater. This also informs, encourages, and inspires current cadets to learn and work hard.

In the future, we are developing methods to solicit and receive feedback from recent graduates. The information we need are from graduates that have left the program within the past year up to four or five years ago. It is during these first years that a young officer will likely hold several positions and have served with at least two or more units. That variety of experience and how well this program prepared them is important as we are developing leaders who are "generalists" within the profession. Besides continuing to encourage the informal feedback, we send out an unscientific survey via email and our informal network. More formally, we will institute a Facebook social media group for each class. This will be active during class as a method to share articles and other information, but can then provide an easy way to share information in the future as each officer has a "lesson learned" to share.

#### **V. UNIVERSITY SUPPORT AND RESOURCES**

JCU, as a host school to the Army ROTC program, strongly supports our detachment. Three years ago, our offices were moved to a renovated duplex off-campus. We are directly across from the main entrance to the campus, in a "future growth" area of JCU when it expands beyond the present borders. Having an entire building for exclusive use gives us freedoms that greatly benefit the program.

JCU also provides access to almost all facilities that support ROTC training and education



both in and out of the classroom. Morning physical training occurs either in the gym, pool, or track. Leadership Labs occur anywhere in the open space on campus without impact to other sports teams or student activities. Meeting and social space is also available for our use throughout the year. Scheduling the use of all the above is relatively simple and support requests are nearly always approved. JCU normally finds a way to support all of our operations.

The Cadre of the department are all Army employees (not counting the university administrative assistant) but are treated like full university members, having full access to university resources. The Military Science Department has three faculty positions within the university (one PMS and two APMS).

Financially, the University provides support enabling a thriving and active program. The Army funds the basics, to include uniforms, supplies, training aides, ammunition, limited food when training, and transportation to/from our semester training events. JCU supplements that in resourcing our Staff Ride (trip to Gettysburg battlefield), military ball, and several other mandatory, but unfunded, ROTC events.

JCU provides an operational budget that supplements our training, but also many of our office and basic operational costs. This is currently adequate to meet our needs. What is important to note, though, is that there are several endowed funds dedicated to JCU ROTC that funds much of the extra-curricular activities that cadets enjoy and learn from. One of the strengths of this program is how active it is outside of the minimum ROTC standards. That activity is only possible through the resources of endowed funds that allow our cadets and Cadre to pursue leadership development opportunities with little “overhead cost” in terms of time and energy spent in fundraising. Good management of these funds and responsible planning allows for these events to continue each year.

Unfortunately, our immediate financial future will continue in a downward trend in terms of money available. As the Army receives less federal budget resources, Cadet Command also receives a smaller and tighter budget. As the consequences of the Federal budget squeeze trickles down, ROTC experiences less support in terms of equipping and training dollars. This program will respond in a combination of ways- gaining efficiency wherever we can, shrinking the number of cadets in the program, limiting our training events to a more select few, and/or adjusting our training expectations for the program. More financial resources are the desire, but its reduction has also forced the program to prioritize and get “smarter” in how we conduct business, as well as force us to focus in on what is important and find better, alternate ways to accomplish the mission. As a department, we have operated at or under budget for the past several years, and will continue to do so despite fluctuating economic times.

## **VI. STUDENT LEARNING ASSESSMENT**

As discussed in much of the above sections, the Military Science Department is constantly reviewing our processes to improve output. That output is the effectiveness of the program in creating leaders and commissioning officers along the 10 program outcomes within the 9 institutional goals and general ROTC and Army guidance. The program’s effectiveness still depends largely on how a student’s success is measured. We measure a cadet’s performance in and out of the classroom, as a good leader must “Be, Know, and Do” (affective, cognitive, and behavioral outcomes). We have developed several assessment measures that occur throughout the years participating in the program as well as discreetly within the standard academic year.

One key element to how we developed our Assessment Measures is the Cadet Command Outcome Measurement List system (previously known as the Order of Merit List). Cadet Command uses this model to assess every cadet nationally and essentially rank order them to better match a cadet’s desire to needs of the Army. “Needs of the Army” means that the Army will assign

individuals according to identified personnel priorities within the Army organization at large. Generally, the OML model assesses cadets on 50% Academic Outcomes, 35% Leadership Outcomes, and 15% Physical Outcomes. Each of these three areas is further broken down into sub criteria and outcomes. Annex N shows the OML.

The JCU Military Science Department uses these prescribed metrics as our internal assessment measures as well. The relation between the Assessment Measure and the overall ROTC outcomes is shown in Annex L. The program is structured to prepare cadets for success and maximize scores according to the OML, while being flexible enough to develop and evolve according to the discretion of JCU ROTC cadre.

Below is a summary of the key Assessment Measures:

GPA. Cumulative GPA through spring semester of junior year makes up 25% of Cadet Command's OML. We measure this both cumulatively as well as for only MS classes.

Collegiate Level Assessment (CLA) and the Miller's Analogy Test (MAT). The CLA is essentially the college equivalent to the High School SAT exam. The intent of measuring this is to account for the differences among various Universities and colleges in the quality of their education. The MAT provides the same insight, although this test measures one's ability to relate analogies and critically think. Each test counts for 5% of the overall Academic OMS.

Cadet Development Assessment (CDA). The CDA assesses Military Science specific knowledge. This is a comprehensive exam that covers information that should be learned in both the Basic Course and MS III level courses. This is a bit subjective as each program will potentially provide different instruction based off that PMS's guidance, but nonetheless, is worth 6% on the overall OMS.

Leadership Development Program (LDP) (MS III). The LDP for MS IIIs measures overall leadership performance and potential. The PMS and cadre assess the junior class cadet on their performance throughout the year in several leadership positions. Leadership is further broken down into functions of: Character, Presence, Intellect, Leads, Develops, and Achieves. This is reflected in the final COER at the end of the MS III year. The PMS rates and ranks each MS III cadet. Combined, this provides 25% of a cadet's OMS. See Annex H (COER).

The LDP is the most important method for assessing cadets. This is assessed in three different measurements at JCU and a short explanation on how this is executed is necessary:

Determining whether cadets met our training outcomes is determined in several ways. At the end of the semester and AY, a cadet's instructor or cadet leader writes a final assessment (Cadet Officer Evaluation Report- COER) for each cadet. This is further reviewed by the PMS with added comments in regard to their performance. In order to complete the COER, each cadet, with faculty coaching, must also monitor their own progress using a Cadet Officer Evaluation Report Support Form (COER SF). The COERSF provides an assessment of each cadet's competencies, as well as provides a feedback tool for each cadet to identify areas to improve. This is another tool that forces the cadet to develop their personal training objectives and outcomes at the beginning of the year. Every quarter, the cadet and faculty instructor (in a role equivalent to an Academic Advisor) sit down and review their progress toward their personal developmental goals. The COERSF process demands a cadet's self-reflection, and it can be coached directly by a faculty member. This helps institutionalize a reflective practice with each cadet. (See Annex H).

Army Physical Fitness Test (APFT). The APFT measures a cadet's physical fitness level, another important aspect of being capable and resilient while executing the duties of a Soldier and officer. This is measured each semester and makes up a total of 13% of the OML.

Outcome Metric Score (OMS). The OMS is the cumulative score of the above metrics, and more. Academic discipline (major) and other command interest items such as public speaking and publication, and extra-curricular events and athletics provide additional points. For purposes of

JCU ROTC, these other attributes are generally yes/no criteria and are measured and accounted for within the PMS's observations as well. The OMS does provide a comparison across national programs, internally among cadets, as well as separate Universities within the JCU ROTC program.

The above measurements are all accounted for on a national OMS.

The below measurements all inform the PMS evaluation above, but focus more on individual and personal development.

Contracts. Every cadet seeking scholarship and advancement to the Advanced Program, must contract. There are a limited number of contracts allocated to the ROTC program, so the process is competitive. Each candidate is assessed on their leadership potential (closely resembling the OMS criteria) and classified as a Gold, Silver, or Bronze candidate. Gold is the highest standard and provides the best likelihood for a contract. This provides insight into quality of our recruiting efforts and success of individuals already within the program.

Leadership Development Program (LDP) (General). The LDP (General) assesses performance throughout the entire ROTC experience, at any experience level. This includes performance at the Cadet Leader Course (CLC) and Cadet Initial Entry Course (CIET), at Military skills schools (Airborne, etc.) and internships (CTLT, etc.). This also occurs throughout the year for MS I and MS II cadets.

Peer Evaluation. The Peer Evaluation provides insight to each cadet on how they perform and are perceived by their peers. This greatly enhances the self-awareness of a cadet and forces self-reflection as well. Instructors solicit, collect, and counsel each cadet on the results of peer evaluation, and can provide the necessary context as well. This is done every semester.

After Action Review (AAR). The Army is a learning organization and generally approaches every event as something that can be done better. This culture of continuous improvement is critical to inculcate in our cadets and future leaders. The AAR provides a method to ensure reflection occurs and results in improvement. This occurs quickly after any daily training event and more formally for larger exercises, to include the end of the semester and year. This is done both orally and in written form.

LDP (MS IV). The MS IV and senior class is the priority for the program and is the most critical year of a cadet's development. LDP (MS IV) is split apart from the other LDP measurements to emphasize its importance. The process and tools are the same as described above, but the PMS now takes direct responsibility for each senior cadet's developmental plan. This measurement is used as a tool to provide final feedback to an MS IV cadet that is about to commission.

The above Assessment Measures evaluate success/failure along the 10 Department Outcomes. The most important measurements are the LDP measurements (MS 3, General, and MS 4) and the GPA as they affect the outcomes most frequently. The Crosswalk in Annex L (Outcomes to Measurements Crosswalk) shows the relationship between the measurements and our Department Outcomes.

Comparing past performance with the measurements is nuanced. Much of the subjective assessments apply, but some of the quantitative measurements such as the OMS cannot be compared. Cadet Command created a new model for overall OMS assessment so comparing scores would not be accurate, but will going forward from this point in time. LDP scores are subjective and inform each individual cadet, but are not good for overall program assessment. Eventually, comparing the OMS program average to the national average will indicate internal success.

## VII. COMPARATIVE POSITION

### A. Comparison with Direct Competitors

The Army ROTC program within the JCU Department of Military Science is positioned where several important comparisons can be made. The ROTC program builds leaders, and therefore competes for student time and commitment. This occurs in three different areas—internally on campus, externally between military branches, and externally with neighboring institutions in the state of Ohio.

JCU Army ROTC competes on campus with other Departments and athletics for a student's commitment. A student has limited time and energy, and must focus it based on their interests and career/education goals. The similarities between JCU Academic departments and sports programs include the shared institutional emphasis on service beyond self and leadership development. The differences occur in that ROTC provides a guaranteed job within the military profession upon graduation, whereas the Departments and athletics cannot make that kind of guarantee. Another difference is that ROTC demands adherence to a military regimen that includes military traditions, protocol, life-long military and civilian education, demands lifestyle changes, physical fitness standards and following Army values requiring strict legal obedience and respect for others.

Army ROTC also competes externally with other military service branch ROTC programs. Both the Navy and Air Force also commission through their ROTC programs, following much the same model of leader development, and also requiring military service upon commissioning. The differences between the branches, though, are important in the type of students recruited. In very general terms, the tool of the Army trade is its ability to influence and lead people within its own organization and another nation's populace. Army officers must be very adept at negotiating the human terrain. Both the Navy and Air Force officer depend more on technical aspects to execute their national mission (ships, aircraft, etc.).

The JCU ROTC program also externally competes with neighboring Army ROTC programs in the area, such as Kent State or the University of Akron, as examples. We also compete with the other religious schools in Ohio that host Army ROTC programs – Xavier University and the University of Dayton. The programs are similar in that the ROTC curriculum and program design is essentially the same, producing the same result: commissioned officers. The differences in the programs reside in the diversity of the JCU program and that in Cleveland, Ohio, only Army ROTC is offered. Students in our geographic area that want to pursue options in the Air Force or Navy must go to Kent State or Ohio State – enough of a geographical obstacle to encourage students to reconsider Army ROTC. Almost half of our unit is comprised of students from Case Western Reserve University, Cleveland State University and Baldwin Wallace University. These schools generally attract a different demographic than JCU in terms of experience, background, ethnicity, academic discipline, education background, social and economic backgrounds, etc. Another unique aspect is the Jesuit ideal and heavy emphasis on “service” as a value. This value coincides with the Army ethic and contributes to a strong and integrated relationship between ROTC and the institution. Other schools certainly have diversity and operate under an ethic, but the schools associated with the JCU program amplify those strengths because of these more pronounced characteristics.

All these similarities and differences form who we are as a program and our influence within the various systems. We attempt to capitalize on our perceived strengths, while minimizing the impact of weaknesses. All of this also contributes to how we recruit and retain cadets, ultimately trying to recruit and retain the “right” *cadet* for the Army, not necessarily the “best” *student* in regard to the various areas we compare. The Army and JCU seek out the potential for success within our view and prism of what success is as a student and graduate.

## **B. Best Practices in Field**

There are several challenges that the Military Science Department wrestles with throughout the year, and all of them are largely external to JCU. The three most significant ones come from within the Army and Cadet Command, and deal with the changes in training focus, shrinking resources, and recruiting priorities. We will discuss each one in turn.

### Changes in Training Focus

Cadet Command continues to focus on overall leader development, but has recently shifted its focus from the junior to senior level cadet, as well as how it defines success as a cadet. Previously, a culminating event for all cadets was the Leadership Development and Assessment Course (LDAC) where cadets, between their junior and senior years, were tested on Army skills and evaluated on their performance. The results largely influenced their Order of Merit Score and eventual component and branch assignment. The perceived result was that programs were training to that test (LDAC), and that test was not indicative of creating real leaders. The emphasis has now changed to less import on the summer training by changing how cadets are accessed. Cadets are now accessed largely on GPA and other exhibited leadership attributes throughout their entire cadet and student career, not just a 29 day training event (see Annex N- Outcomes Metric List).

This has resulted in new guidance for training and education from Cadet Command. Our challenge is to understand and implement that guidance, as it has been given verbally and has evolved throughout the past year. PMS's throughout the country are challenged in understanding some of the specific and direct changes in terms of priorities and curriculum. Most of us understand the intent, but have been confused in its method of implementation. The past year was one of educating the force on the changes, and the next year will be one of implementing the changes.

Large organizational change like this is understandably frustrating, but the JCU ROTC program better understands it now than before- and embraces it. Our challenge now is actually implementing and operationalizing the guidance- changing structure, curriculum, and mindsets. JCU ROTC will meet this challenge as we remain a flexible and learning organization, already with cadre "buy-in" in the new direction from Cadet Command. Initial changes in structure and mindset were made last year, and will continue in the upcoming years.

One important and initial change we made was to increase the responsibility within each Military Science cohort group. We increased the demands on the MS IVs to better prepare them as junior officers by actually assigning them officer duties within the program. We did the same on the expectation of the MS III class and expect them to perform as senior NCOs. Elevating expectations better develops each cadet with new challenges, and reduces some of the stress the department cadre experienced.

Another important advancement is that this department has learned to stay in frequent communication with Cadet Command and fellow PMSs to ensure accurate and mutual understanding. Vertically, we communicate with our higher (Brigade) headquarters frequently- daily by staff function, and every two weeks to the brigade commander and leadership. The Military Science staff shares information, guidance, and tasks with their counterparts along functional lines, while the PMS communicates monthly with his supervisor. Horizontally, the Military Science staff communicates with neighbor programs and counterparts to compare information and validate accuracy. We also share best practices, as well as new opportunities that may arise that mutually benefit.

This information is routinely shared within the department through our weekly Department meeting, normally held on Wednesdays. This meeting reviews all guidance from higher, while reviewing curriculum, cadet issues, training calendar, resources, and several other housekeeping items. The Department invites a cadet representative to participate as well. This facilitates a shared understanding and increased communication within the program.

Another best practice that gains efficiency is utilizing existing JCU faculty, staff, and programs to contribute to cadet development. We use the counseling service to prepare cadets for taking their standardized tests (CLA and MAT), history instructor for the Staff Ride, and cultural representatives to create more cultural awareness, to name only a few examples.

### Shrinking Resources

The past decade has seen tightening budgets across the nation as a result of the economic downturn and tightening of the federal budget. One result is a reduction in the size of the US Army in personnel and in resources. Cadet Command, and the JCU ROTC program are also affected by this general squeeze. Within the program, we are resourced with fewer personnel and less money to operate. Last year, as an example, the Army contract funding one of our APMS instructors was not renewed. As a result, we had a 20% reduction in instructor capability. It is possible that we may lose yet another instructor in the next year as the Army drawdown and budgets shrink. This will leave us with three instructors to cover all MS classes and courses.

The challenge here is that our instructors also conduct the ROTC program's business outside of the classroom. Instructors plan, resource, execute, and supervise all training and leader development outside of the classroom. They coordinate with the various Universities' administration, respond to Cadet Command's tasks and directives, supervise all extra-curricular activities that a cadet is involved in, as well as run the mechanisms of an Army unit and University Department. The Department must execute all of this, while providing quality instruction in teaching, coaching, and mentoring. It is also important that faculty have a quality home life and opportunities to pursue both personal and professional development. Over the course of the semester, cadre typically spend 11 of the 16 weekends instructing or involved in an ROTC training event, and this does not include recruiting or community military events. Most cadre members also support Cadet Summer Training at Ft. Knox, KY during the summer, serving at a minimum of 6 weeks and up to 13 weeks, nearly the entire summer. So in addition to working during the school year, unlike many other faculty members, we are also working on weekends and during the summer.

The only way to accomplish all this is to find balance. As the Department Chair and PMS, I must prioritize and provide the culture and structure that allows real balance. Prioritizing allows the organization to focus our limited resources (time, energy, and money). I must also potentially cancel events, acknowledging it reduces student/cadet leadership opportunities, when the cost is too high in terms of cadre man hours or funding. Budget constraints may force cancellation or force new methods of approaching a training requirement or desire.

To minimize this impact, I leverage the elevated expectations of the cadets in executing more program responsibilities. We also use the existing JCU systems, programs, faculty and staff, to replace and/or complement what ROTC used in the past. As a department, we systemically look for better ways of doing things and encourage a culture of collaboration.

### Changes in Recruiting Priorities

The Officer Corps within the US Army is not ethnically reflective of American Society, nor is it of the US Army at large. The US Army serves society, and many believe the Officer Corps should better reflect the same ethnic proportions as the society and Army it serves. The result of this is a new emphasis on recruiting more ethnic diversity to better resemble America as a whole. The challenge to JCU ROTC is in meeting this guidance given our pool of potential students at JCU, CWRU, CSU, and this part of Northeastern Ohio. If the University demographics are not the same as the Nation's, then we are already in a position of disadvantage. Additionally, other organizations are likewise competing within this pool of diverse students.

One way we attempt to improve our small portion of a larger, social problem, is influence at the High School Junior ROTC programs. Many of JROTC programs are at schools that are much more ethnically diverse than the local Universities or private schools. JCU ROTC mentors five regional High School JROTC programs, building relationships and educating on the opportunity ROTC provides. The potential for a University education, coupled with military service, increases opportunities for the qualified talent found within a JROTC program.

The Army, and as a result Cadet Command, also believe that the Officer Corps does not have enough STEM educated leaders. The need for more STEM degrees within the profession also changes our recruiting priorities. ROTC now incentives OMS points and scholarship awards to cadets with a STEM academic discipline. To meet this guidance, JCU ROTC provides extra consideration to a STEM major's academic needs, as well as provides some extra resources toward recruiting in STEM Departments or schools, such as CWRU.

In all the above challenges, the prevailing attitude and approach by the JCU Military Science department is to turn them into opportunities. Changes in training forces us to re-look at *what* and *why* we do things, providing better clarity and sense of purpose. Reduced resources force us to find efficiency and a problem-solving mindset. Changes in recruiting priorities opens new doors, creates opportunities for others, and forces new relationships outside of our comfort zone. Success in meeting all these challenges resides in our positive organizational culture and the intelligence and ability of the Department's faculty and staff.

### **C. Unique Features**

As said above, we seek out the "right" cadet for the Army, not necessarily the "best" academic student or athlete. Character, commitment, and competence for the mission of the Army are requirements for commissioning and for success within the program. The JCU ROTC program leverages its diversity (as explained in Section VII. A above) to enhance our cadets' leadership development with real experience in diversity. The three big Universities that make up the program (JCU, CWRU, and CSU) not only provide differing perspectives among cadets and even supporting faculty, they also propose unique challenges inherent in the geographic location. Coordinating and executing collective tasks among a dispersed organization presents its own challenges for young organizational leaders to grapple with.

Another unique aspect of the JCU ROTC program is that its "extra-curricular" opportunities are plentiful and resourced. Many cadets enjoy the program because it provides organized adventure that is both mentally and physically challenging. Daily physical training gives cadets real satisfaction and confidence when many do not have a physically competitive background. Our program conducts internal competitions, such as the Hymers Challenge and the Mountain Man Memorial March, to provide an achievable and challenging goal towards which many cadets can work. The weekly tactics club provides opportunities for cadets to discuss and learn about Army operations and how to conduct them. Many ROTC programs conduct the minimum training as directed by Cadet Command, but our program provides opportunities for cadets to seek out self-improvement through very challenging events, in diverse forums, that require individual planning and commitment. Competing and participating in these events build camaraderie as they are part of a team with vision, within a fraternity of professionals.

These opportunities, within a relatively small program, foster self-awareness, teamwork, and builds confidence. They are all essential to the maturing of a college aged student, as well as essential to a young leader responsible for an Army Platoon. As a junior officer, our cadets will find themselves leading a team of everything from young, impressionable teenagers to senior, professionally established non-commissioned officers. A successful young officer is confident in who and what they are, and works adeptly within a team. A JCU cadet grows in this way with real

mentoring from cadre and other cadets as the program size supports real teaching, coaching, and mentoring for the individual.

## **VIII. CONCLUSION**

### **A. Summary of Program Strengths and Weaknesses.**

Our program strength lies in its laser focus on leader development. The program provides several opportunities outside of the standard ROTC curricula that challenge cadets intellectually, physically, and emotionally. This fosters a healthy competitiveness, self-discovery, and sense of team. These opportunities are only possible through both the endowed financial support of dedicated ROTC alumni, department budget, and the quality and dedication of the Department faculty and staff. Without this financial support, we could not afford to travel, participate, or execute the various leader events throughout the year that serve not only as forums to learn, but also incentive for all cadets. Participation in all these things is also dependent on cadre, who execute these events and put them into context for cadets. The Department cadre is committed and give beyond their expertise as demonstrated through their extra hours spent coaching and mentoring cadets outside of regular office hours. The treasure spent and cadre sacrifice made is founded in the desire to create better leaders for tomorrow by impacting our cadets today.

Our biggest weakness is the potential diminishing ability to thrive in all essential areas of cadet development (Class Education, Army training, Leadership Development, Extra-Curricular Activities, and recruiting) due to shrinking resources (personnel, time, and money). We have identified these areas as essential to a cadet's personal and leadership development, as well as the program's health, but our resources in cadre time and financial support is shrinking. Prioritizing our efforts mitigates the impact, but at some point something will have to stop in order to bring the program into balance. The cadre and their families are essential to our success and we must avoid burnout and the potential for a reduction in performance standards.

The most critical issues facing the Department are the lack of resources in cadre time and money as mentioned above. Also critical is ensuring that we stay integrated and aligned with both guidance and direction from JCU and Cadet Command. JCU provides immediate impact and influence on our students, cadets, and program and we must stay in tune with JCU to stay effective in all areas. Cadet Command is responsible to the Nation in providing our next generation of military leaders and we must also find a way to meet their demands as they define and direct them. The Military Science Department must stay integrated through continuous interaction and communication with both institutions to ensure we stay current and relevant.

### **B. Action Plan**

#### **1. Vision Statement**

*The JCU Military Science Department builds leaders of character who serve the common defense and our nation. We will educate and train cadets to be adaptive, problem solving, and innovative leaders of character, able to thrive in adversity, with the professional competencies to commission as an officer and for service to the nation. We will demonstrate this by our example-knowing and enforcing standards, demanding teamwork, and through inspired leadership.*

#### **2. Improvements Using Current Resources**

The ROTC program will continue to gain efficiency in time, money, and resources, through better synchronization of our department functional responsibilities as a program and with the Cadet Chain of Command. We will improve our internal systems by re-structuring our cadre/cadet weekly synch meeting; re-structuring the Cadet Chain of Command; advancing expectations for each



Military Science year; and better defining the roles and responsibilities, and training methodology to the junior and senior classes earlier in the semester.

The above changes will meet the new Cadet Command guidance, as well as reduce the training and coaching time from the cadre. It also implements a training and management system earlier in the Cadet Chain of Command life cycle that buys both cadets and cadre alike more time later in the semester, allowing focus on GPA and other events to keep balance in the program. The program conducts cadre and cadet workshops in the summer prior to the start of the academic year to take advantage of the slower tempo to identify needed changes, develop an implementation plan, and then initiate changes before the semester begins.

### **3. Improvements Requiring New Resources**

The most significant anticipated assistance needed from the University would be some financial assistance in conducting training events (transportation, food, etc.), where the Army may cut funding. This is unknown at this point, but always possible until the new FY budget for Cadet Command is finalized. Encouraging additional alumni financial support to an endowed fund would significantly offset potential reductions and allow continued standard of training.

If Cadet Command reduces manning, modifying the job description of the Administrative Assistant or even creating a position to fill the gap would greatly help. Another area of assistance is in constructing more supply storage space in the garage at the Military Science house. This would move some frequently used supply items and equipment from the current location on main campus for easier access to cadre and cadets, gaining time during the work day.

## **IX. DISCUSSION QUESTIONS**

1. During a time when military budgets are decreasing and so is the size of the U.S. Army officer corps, how can Military Science best weather these challenges at JCU? What changes does Military Science anticipate over the next five years, and how can the university best support in addressing those challenges?

2. Military Science has recently coded field experiences to reflect their experiential and sometimes global nature. Beyond that, how can Military Science/ROTC connect better with JCU and its core academic and other programs?

3. Is the ROTC program integrated with Cadet Command's and JCU's goals and guidance? Are there adequate systems in place to account for identifying and adjusting to new goals/guidance?

4. Where can JCU and Army ROTC better collaborate and synergize for improved efficiency and student development? What can the department change in structure, processes, systems, or practices to gain efficiency and execute outcomes?

## **REQUIRED ATTACHMENTS (Annexes)**

- A. Program governance documents
- B. Entry for program in Undergraduate Catalog
- C. CV's / Resumes of full-time faculty
- D. List of courses offered in each of the past three years
- E. Syllabi for required courses in major
- ~~F. Syllabi for courses offered as part of the Core Curriculum NA~~
- G. Curriculum map
- H. Assessment Reports (1-COER Support Form, 2- COER, 3- Counseling)
- I. Assessment Plan
- J. Army Outcomes for ROTC
- K. JCU to MS Outcome Crosswalk
- L. Army Outcome to Assessment Crosswalk
- M. MS Outcome to Measurements Crosswalk
- N. Outcomes Metric List (OML)
- O. CFDC (Cadre & Faculty Development Course) Course Description