

Army ROTC Assessment Plan
2012-2013

Colorado State University at Pueblo Army ROTC

Created by the Assistant Professor of Military Science Jesse L. DeWitt 15/May/2012

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I. Mission Statement: To commission the future officer leadership of the United States Army and provide the nation with professionally developed leaders capable of providing leadership within America's ever changing and expanding economic, global, and strategic requirements.

II. Mission Goals: The Army ROTC Department of Military Science is a unique program within the university system in that it is regulated and controlled by an established federal program vetted and approved by and through the United States Army. ROTC is one of three sources that commissions US Army Officers for service in the United States Army (West Point and the Officer Candidate School being the other two). Our goal is to recruit, train, and commission high caliber individuals that meet federally mandated requirements as well as display physical, mental, and leadership aptitude above the average individual. This is done through a rigorous assessment program that focuses primarily on the evaluation of interpersonal, conceptual, technical, and tactical skills; required mental, physical, and emotional attributes; and understanding/adherence to the Army values of loyalty, duty, respect, selfless service, honor, integrity, and personal courage. Students must be academically enriched, develop a fitness ethos, advance in the arts and science of leadership, and acquire and demonstrate superior oral and written communication skills. Our students must learn the true meaning of character and ethical leadership and become responsible leaders in order to lead the sons and daughters of America in potentially life threatening and hazardous missions in support of America's political and strategic endeavors.

III. Assessment Methods and Course Objectives:

A. Recruitment:

1. Plan, develop, and execute an active recruiting effort focused on high school seniors posting a 3.3 GPA or above, top 10% of class, and scoring 1200+ on the SAT or 27+ on the ACT (Cadet Command scoring criteria).
2. Plan, develop, and execute a recruiting effort focused on varsity athletic letter winners, members of city/state competitive leagues, or individual athletic competition.
3. Plan, develop, and execute recruiting efforts focused on elected members of student government, eagle/gold star scout, or service organizations.
4. Determine attrition/academic migration factors to determine and enroll target number necessary to meet commissioning mission in four years (required mission numbers are determined by Cadet Command).
5. Plan, develop, and execute recruiting efforts focused on the university-based population eligible to laterally enter the program, including "Green to Gold" applicants (members on active duty desiring to obtain a degree/commission) or students.

B. Course Objectives and Corresponding Assessment Methods

1. Students will demonstrate proficiency in small unit leadership by applying the seventeen leadership dimensions (developed by Cadet Command) and tactical and technical knowledge.
 - a) Students will be assigned different leadership positions that mimic actual rank-based positions within the United States Army based off their year group. These positions are either assessed by cadre or seniors using Cadet Command Form 156-4A-R (Individual Evaluation Card). Each student will rotate throughout numerous leadership positions of varying degrees of responsibility and pressure.
 - b) Students will be tested on Soldier technical and tactical skills throughout the year (either in written or demonstrative form) corresponding with course material taught in class. Examples include such topics/skills as land navigation, basic rifle marksmanship, squad tactics, patrolling tactics, and first aid.

2. Meet the standard of the Army Physical Fitness Test (APFT) and make a commitment to optimal health and physical well being as a way of life. Students must also meet and adhere to the Army height/weight standards and authorized body fat percentages.

a) The current APFT includes a two minute push-up event, a two minute sit-up event, and a timed two mile run. Each event is scored on a 100 point scale system with points adjusted to age and gender (180 points with 60 points in each event is the minimum requirement).

b) APFT results are incorporated into performance evaluations as well as part of the overall grade criteria. All juniors must pass the APFT prior to attending the Leadership Development and Assessment Course (LDAC). Maintaining a passing score is also required during a student's senior year or they could face disenrollment and fail to commission as an officer.

c) Students will attend a minimum of three days of physical fitness weekly led by cadre and seniors. Students will be tested monthly to ensure they are maintaining and/or improving their results. Students that fail to meet APFT requirements or are deemed in danger of possibly falling below the mark attend an additional day of physical fitness. All students are expected to conduct physical exercise on their personal time in addition to required ROTC physical fitness.

3) Demonstrate the ability to lead and act consistent with the seven Army values of loyalty, duty, respect, selfless-service, honor, integrity, and personal courage.

a) Student's actions are in both professional and personal life consistent with defined Army values.

b) Army Values are observed and recorded on performance evaluations. Codes of Conduct are laid out in all initial counseling statements and addressed in follow up counseling throughout each semester. The Army Values are graded pass/fail. Those who receive a failing grade do not commission into the Army as an officer.

4) Demonstrate the understanding of customs and courtesies of the U.S. Army and the Army's role in supporting the orders of superiors culminating with the Commander-in-chief of the United States Army.

a) All students receive performance counseling on their progress to learning customs and courtesies (Freshmen) to demonstrating the customs and courtesies (Sophomores) to teaching the customs and courtesies (Juniors) to mentoring and programmatic assessment of the customs and courtesies (Seniors)

b) Students receive assessment in written and private counseling conducted during one-on-one sessions with their respective Military Science Instructor or assigned cadet mentor.

4) All students will demonstrate various understanding of leadership and management skills in correlation to their academic year progression. Assessment is conducted through classroom discussions/participation, written and hands-on exams, and graded written assignments.

5) Qualifying Juniors will attend the Leadership Assessment and Development Course (LDAC) to be tested, assessed, and compared to all ROTC cadets in the nation. LDAC is a 32 day fully immersed assessment process that covers everything that was learned and evaluated since the cadet's freshmen year. Students are subjected to high stress scenarios and placed in critical leadership roles that will fully display an individual's ability to lead and serve as an officer in the United States Army. A Junior must pass LDAC, failure to do so may result in disenrollment from the program.

IV. Additional Requirements

1) Remain a full time student (12 credit hours or greater) in good academic standing.

2) Initiate a security clearance investigation within 60 days from signing a ROTC contract to meet pre-commissioning requirements. Immediately report any incidents that occur during ROTC service that impact security clearance issuance.

3) Must complete an endorsed military history course on the CSU-P campus (HIST 468 Military History) or online with Barton Community College: HIST 1461 American Military Experience

4) Must achieve a minimum cumulative GPA of 2.0 on a 4.0 scale and earn a baccalaureate degree.

5) Must pass the Combat Water Survival Test, which evaluates ability to swim with equipment and demonstrates swim confidence through three separate tasks, and the Army Swim Test. Students are provided with multiple opportunities to train and execute this task.

V. Results

1) ROTC follows the Army doctrine in determining how to improve and interpret results produced during every facet of military training. The Army conducts what is known as an After Action Review (AAR) after every event, training module, class etc. Everyone who participated as well as observed an event has the opportunity to voice their

concern in terms of sustains and improves. Ideas or critiques produced from the AAR are annotated and formally recorded in pass on books. The next time a similar event or class is taught the instructor(s) will review and adjust the class/training in accordance with the AAR comments. Both cadets and instructors use this process to continually improve the program.

2) ROTC cadets at the Junior level will attend LDAC where they will compete and be compared to every cadet within the Nation. Based on their national rankings and comparative placement it gives instructors a very accurate look at where the CSU-P ROTC program stands in terms of meeting the goals of the ROTC program and the Army. To date, both in 2010 and 2011 CSU-P has produced cadets that were ranked in the top 10% nationally and in 2010 produced the number one cadet in the nation.

////Original Signed////

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