

# **MILITARY SCIENCE MINOR AS PART OF ROTC ANNUAL PROGRAM REVIEW**

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# **MILITARY SCIENCE MINOR AS PART OF THE ROTC PROGRAM**

## **Section 1: Program Overview**

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## **Section 1:**

### **A. Program Goals.**

#### **1) State the goals of the program.**

The goal of the Reserve Officer Training Corps program is to produce quality future leaders by providing general guidelines of leadership in every facet of today's modern society. ROTC is a commissioning source, unlike direct commission, Officer Candidate School and military Academies. The major difference in commissioning sources is that ROTC is sponsored by the university offering students a more rounded perspective to leadership. Students actively take classes while minoring in Military Science allowing them flexibility and social interaction similar to other college students. This commissioning source allows students to minor in military science and upon achievement of a four year degree receive a commission as an officer in the U.S. Army. The similar end result of all commissioning sources is the production of Army Second Lieutenants (entry level commissioned officer). The description military science defines the scientific and academic aspect of the ROTC program, which is used to identify the physical class students enroll for university credit. The two terms will be used interchangeably throughout this report.

The Military Science Minor is offered to all students without regard to commissioning/contracting status and is available through the Criminal Justice department, while the instruction is sponsored by the Reserve Officer's Training Corps (ROTC) program. This minor in leadership is housed in the School of Criminal Justice. "Leadership Development" best describe the MSCI program goals, which include the following:

- Program graduate will possess strong leadership skills desired for leaders of the future.

- Program graduate will display ability to work within a multicultural environment employing proper attitude and respect for all.
- Program graduate will have ability to communicate effectively using verbal and written instructions techniques.
- Graduate will acquire and demonstrate management skills for success in a variety of career fields with emphasis on strengthening values and ethical leadership.
- Leadership potential will be developed through formal leadership assessment, feedback, mentorship and whole-student counseling.
- Program graduate will possess ability to develop, design and apply effective instructional and management techniques while in a leadership position.

**2) Explain how and by whom the goals were established.**

The goals were established as part of the process to ensure standardized, sequential and progressive leadership training experience for all Military Science/ROTC classes taught at all universities across the country. Army ROTC Cadet Command at Fort Knox, KY is the national external accrediting organization for the ROTC/Military Science program. The curriculum stresses Leadership Development for future leaders. Although the basis for this curriculum is to prepare students for officership in the Army, students taking the Military Science Minor without seeking a commission can also benefit from this “leadership development” as they pursue civilian careers.

**3) How do the goals apply to preparing students for careers in and meeting employer needs in the community/region/marketplace?**

The goals above emphasize student leadership, developing their mental, physical, emotional capabilities and their conceptual / interpersonal skills. They learn how to communicate

effectively, make sound decisions, motivate others, as well as plan, execute and assess operations at several levels.

The goals directly relate to the preparation of students for leadership in both the military and civilian sectors of our global community. Those students pursuing commissioning are assured of a position when they graduate. Those who pursue only the Military Science minor acquire leadership and management skills which can enhance their resume and make them a sought after commodity in the civilian market.

**4) Have the goals changed since the last program review? If so, why and how? If not, why not?**

This is the third program review for the Military Science Minor since its inception. Currently the Military Science course content is being updated placing emphasis on leadership rather than science and history. This past year (Fall 2012) the department has not merited the need for any significant changes to our goals. The curriculum is established by Cadet Command, Ft Knox, KY and the only change is heavier emphasis on personal character development, values, and leadership. The current curriculum can be found in Appendix A.

The goal of Military Science is to develop confident, competent, and adaptive leaders who have the opportunity to excel in positions in either the military or civilian organizations. The program has sustained a more hands on approach to instruction, featuring a two-hour lab where multiple opportunities exist for students to apply leadership concepts learned in the classroom during practical exercises. The curriculum is focused on student learning, rather than any specific subject matter. For effective instruction students need the opportunity to work with what has been taught; this is accomplished through experiential or participatory learning. Students are exposed to many levels of authority and gain experience in working in a multi-

cultural environment. Another opportunity not mentioned is travel to foreign countries such as Cambodia, China, and Latvia to name a few. This provides cultural diversity by way of Cadet Command to students who apply, and are selected nationally at no cost to the student. Students also have opportunities to attend military schools and intern at Army units providing development, confidence, and experience.

**5) Describe the relationship of the program goals to the University's mission, and the departmental, college and divisional strategic plans.**

The mission statement for the university indicates that "Ferris State University will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological, and professional education."

The Military Science Program goals directly relate to the university mission statement, in that the program:

- 1) Will prepare students utilizing innovative and effective instruction techniques.
- 2) Will provide learning centered educational opportunities to create a sustainable organization.
- 3) Will develop problem solving skills to include effective communications through active learning.

**B. Program Visibility and Distinctiveness**

**1) Describe any unique features or components of the program.**

Several unique features distinguish the Military Science Minor and its classes. Among these are curriculum, delivery methods, and use of practical experience/participatory learning. Students in the program are referred to as cadets, but this does not reflect any obligation to the military.

Curriculum: The courses are specifically designed to develop a progressive approach to leadership development. The lower level courses lay the basic foundation and each subsequent course build's on this base. The focus of the curriculum is leadership development with the emphasis on both lecture and practical hand-on experience.

Methods of Delivery: The Military Science lecture classes are taught by active, reserve duty and contractor personnel who lecture from personal experience and knowledge of the skills and abilities they are trying to develop in their students. The hands-on training aspect is accomplished in a two hour Leadership Lab each week. Students apply what they have learned in the classroom by filling positions as leaders and followers while performing a variety of scenarios.

Practical Experience/Field Training: The practical experience aspect of the course is highlighted during a three-day field-training event where the students participate and demonstrate what they have learned in the classroom and lab. Upper level courses include a leadership practicum where students apply their leadership abilities to real life situations. This hand's on approach validates lessons learned in the classroom to real life through exercising leadership positions within the program.

## **2) Describe and assess the program's ability to attract quality students.**

The Military Science classes are open to any full time student enrolled at Ferris State University pursuing a baccalaureate degree. Military Science offers a minor that is designed to provide students with an interdisciplinary approach to the study of leadership. Since the minor stresses leadership development, it might also appeal to students pursuing other careers. This program's ability to attract students has increased by improved visibility during orientations, execution of color guard at hockey and football games and additionally membership of a national

military fraternity, Pershing Rifles, which is also a RSO (Registered Student Organization).

The implementation of this organization has allowed ROTC to become more involved in the campus by reserving their own location sites and having **privileges** accustomed to student organizations. One such event this year was a 5K run planned and hosted completely by the cadets, which also had the support of several local businesses as corporate sponsors. Proceeds were given to the Wounded Warrior Project in support of Soldiers wounded in combat.

**3) Identify the institutions that are the main competitors for prospective students in this program.**

The institutions listed below are just those within Michigan. Actually a list of over 240 universities across the country could be compiled. The rationale for that statement takes into account the fact that recipients of an ROTC scholarship can take that scholarship to any 4-year degree granting school which offers an ROTC/Military Science program. The ROTC program will be referenced as the Military Science Department in this Annual Program Review.

Competitors include Western Michigan, Eastern Michigan, Michigan State, University of Michigan, Northern Michigan University and Michigan Tech. Each of these universities has an on campus ROTC program and several of them are Host schools for local colleges for example CMU hosts guest students from SVSU, Alma, and Northwood. A Host school allows students to attend the military science/ROTC classes as a guest student, while retaining their status as a student at their university. Scholarships can be used at these “participating” schools also. This increases the list of competitors. Furthermore, Central Michigan University is the host school for Army ROTC and Ferris State University is a satellite/affiliate of Central Michigan University ROTC.



**a) How are these programs similar and different from the FSU program?**

They are similar in the military science curriculum that is offered, but the difference lies in that each university recognized for their distinct and specific degree programs for which they are historically known. All universities within the ROTC/Military Science program have the same standardized curriculum as we have at Ferris. Our courses have gone to curricular bodies to be updated as required by the national external accreditation agency at U.S. Army ROTC Cadet Command routinely. Although standardized, the program allows for flexibility to meet the needs of the students and the university. Because of this standardization, the student seeking both a commission and a degree has the ability to choose any school that meets his or her other academic needs. FSU draws students bent on a technical, medical, business or educational field among others. The ROTC program can influence a student's choice to come to FSU especially if they are attracted by other programs offered at FSU

FSU has the advantage of having this program with instruction available on campus. This is more amenable to students who do not want to have to go to a nearby ROTC university as a guest while remaining at their school of choice. Those wishing to study at FSU do not have to register as guests at a host school. FSU has the advantage of being hosted by CMU, but all the courses are taught at FSU and as a result these credits (and the financial monies) stay with FSU. Thus, allowing students to continue their path toward a chosen academic career, in any field, from education, to optometrist, to a business major.

**b) What can be learned from them that would improve the program at Ferris?**

The major improvement in the Military Science Minor program would rest on the ability of FSU to make the department and minor more visible. Although the program is growing and limited in the number of graduates, the quality of these graduates is above average. Other

universities have allowed more visibility for ROTC and access to incoming students during orientations.

### **C. Program Relevance.**

**1) Provide a labor market demand analysis:** This activity is designed to assess the marketability of future graduates. Reports from the Department of Labor and from industry are excellent sources for forecasting demand on graduates. Request information from your Library Liaison.

The marketability of our graduates, especially those who commission is obviously without question. They are assured of a position in the military upon graduating and commissioning as a 2LT. The contracted student is branched before graduation and most know their first duty position before they graduate. Those who pursue the minor but do not commission know that their resume is enhanced by the fact of this military science leadership minor.

**2) Describe and assess how the program responds to emerging issues in the discipline, changes in the labor force, changes in employer needs, changes in student needs, and other forces of change.**

To refer back to Section I, A4 the revision of the curriculum is the paramount example of responding to changes in the discipline and the labor force. Reflecting the need for an interdisciplinary, well-educated, well-rounded leader, the program has updated the focus of the classes to reflect the new trends.

**3) Assess why students come to FSU for the program. Summarize the results of the graduate exit survey and the student program evaluation.**

**a) How well does the program meet student expectations?**

Student expectations are being met based on responses from Command Climate Surveys given each year. Students choose Ferris State University for two reasons: 1) FSU has a reputation for its ROTC program through the relationship with the Criminal Justice program and 2) Flexibility of the curriculum and the support of the faculty members that have one common goal to assist students in reaching their educational goals.

Once students discover that there is an ROTC program on campus and decide to take military science classes, they have several courses of action. They can pursue the courses with no obligation to the military and still complete a Minor or they may decide to complete the program as a contracted cadet and receive a commission as a Second Lieutenant in the U.S. Army. The department is flexible with either track the students choose. Student opinion responses are positive about the experiential learning opportunities in the labs, as well as at off-campus field training exercises. The students are taught by actual military personnel who have the common goal of assisting students to reach their educational best.

**b) How is student sentiment measured?**

Student sentiment is measured through peer evaluations, faculty counseling and some course surveys. The department has students participate in on-line “Command Climate surveys” which are posted by the ROTC Cadet Command Headquarters. These surveys are evaluated and student input at times has been instrumental in revisions to some aspects of the program. This “Command Climate Survey” measures satisfaction or dissatisfaction with areas from academics to availability for counseling to perceptions of students being treated with respect by instructors. In addition students are counseled at least once per semester to judge their progress and their satisfaction with the program, allowing them to voice positive or negative views on the program.

**D. Program Value.**

**1) Describe the benefit of the program, facilities, and personnel to the University.**

This program is beneficial in that it offers interested students the option to pursue their academic degree at the same time they prepare for officer ship in the Army. Having an ROTC program on campus which is operated by military personnel gives the university the ability to meet the needs of those students wishing to pursue this career path along with their academic fields of endeavor. ROTC offers full tuition and fees scholarships to students to attend a university of their choice that “has the ROTC program on campus”. Those who choose to attend FSU will bring the scholarship monies with them. Also veterans, National Guard and Reserve students who choose to attend FSU as they complete their education utilize their financial benefits at FSU. Another benefit to the University is the fact that the military teaching personnel are not paid by the University, but by the U.S. government, therefore again providing the University the financial advantage of not paying, yet still receiving the benefit of qualified, experienced instructors who teach the military science courses.

**2) Describe the benefit of the program facilities, and personnel to the students enrolled in the program.**

Students taking Military science classes have a distinct advantage over fellow college students in the civilian world. The leadership training is at the highest level, the training and experience they receive as students are assets—whether pursuing an Army or a civilian career. To emphasize the above, the student receives instruction from military personnel who are experienced in the areas they teach. The program prepares students both mentally and physically for leadership with both classroom work and adventure/leadership experiential training that is not normally found in other academic programs. A Military Science minor enhances a graduate’s resume, since many civilian employers place high regard on the management and leadership

skills that the Military Science/ROTC classes stress. In addition to scholarship opportunities to new students, the program also offers those veterans and national guard/reserve component students an option of returning to the military as officers, while completing their education at FSU.

**3) What is the assessment of program personnel of the value of the program to employers? Explain how this value is determined.**

The program is invaluable to potential employers both in military and private organizations. The whole program is built around the core courses to develop the leadership abilities and skills of students. Completion of the courses usually ensures a competent, capable graduate with inherent leadership abilities to aid him in whatever job capacity.

Since this program curriculum is established by the “employer”, by the completion of the commissioning program the prospective 2LT will have met those requirements necessary to be a member of the prospective employer, the U.S. Army. Upon completing the program the prospective 2LT is “evaluated” by the military science faculty and placed on an order of merit list. This list is compiled nationwide and the results of this Order of Merit List (OML) will help define the commissioning student’s prospects for assignment to branches of their choice. The National OML uses the following criteria: Academic (40%) includes overall GPA; Leadership (45%) includes leadership attributes/skills/actions and performance in leadership positions as well as the “experience based observations” of the department faculty, and Physical Fitness (15%). This assessment is based on the performance of the student over the period of his/her military science classes. The ROTC program at Ferris has provided outstanding students who have ranked high on the OML and as a result often have received one of their top choices in branch assignments.

**4) Describe the benefit of the program, faculty, staff and facilities to entities external to the University (services that faculty have provided to accreditation bodies, and regional, state, and national professional associations; manuscript reviewing; service on editorial boards; use of facilities for meetings, etc.).**

The benefit of this program and staff to external entities is best illustrated in the fact that upon completion of the program a student enters the field as a capable leader.

Without question the largest benefactor of this program is the U.S. Army as it is staffed with quality officers. For those who pursued the minor without the commission, the civilian sector receives a high quality, competent leader, with the ability to operate at various levels of the organization chain of leadership. The education they receive at FSU prepares them for their positions.

**5) What services for extra-University general public groups (e.g., presentations in schools or to community organizations) have faculty, staff or students provided? Describe how these services benefit students, program, and community.**

The students in the Military Science program have offered such services as “Color Guard Flag support” (Posting the U.S. Flag) at local community events. When called upon by community organizations in the past students have presented classes in map reading, field crafts and other areas of interest to these youth groups. This benefits the community, but also the student who has yet another chance to demonstrate and improve their leadership capability through teaching/training techniques. Several military science students are members of fraternal and sorority organizations and have gained a wealth of experience managing, planning events and conducting community service in the community. Area service organizations such as the American Legion in Morley have held special award ceremonies and dinners for military science

students. The students are recognized for their leadership and academic abilities and FSU and the community benefit from these ceremonies by the exposure that FSU receives because of their outstanding students.

## Section 2: Collection of Perceptions

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## **Section 2:**

### **Collection of Perceptions.**

The survey sections must include, among others, a discussion of techniques used in collecting the information, difficulties encountered during the surveying process, number and percent of respondents, and analysis of data in accordance with established methodologies. The survey instruments must be designed and distributed, in consultation with Institutional Research and Testing, to reflect general aspects of program review as well as the specific nature of the program itself. All comments should be included, but the names of individuals mentioned should be deleted.

**A. Graduate follow-up survey:** The purpose of this activity is to learn from the graduates their perceptions and experiences regarding employment based on program outcomes. The goal is to assess the effectiveness of the program in terms of job placement and preparedness of the graduate for the marketplace. A mailed or e-mailed questionnaire is most preferred; however, under certain conditions telephone or personal interviews can be used to gather the data.

Graduate follow-up surveys were emailed to 11 graduates of the Military Science ROTC program and 9 graduates responded. A complete copy all questions on the survey and the results can be found at Appendix C. Listed below are specific questions from the survey, with results.

1. In general, how satisfied were you with your overall experience in the Military Science program?

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
<b>60%</b>	<b>38%</b>	<b>2%</b>	<b>0%</b>

2. When you reflect upon your time in the program, how frequently were you challenged to do the very best you could do?

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
<b>45%</b>	<b>55%</b>	<b>0%</b>	<b>0%</b>

3. Thinking back to when you **first** left the Military Science program, how did you rate the following?

a. Your academic experience	Excellent	Good	Fair	Poor
	<b>32%</b>	<b>45%</b>	<b>23%</b>	<b>0%</b>
b. Your social experience	Excellent	Good	Fair	Poor
	<b>23%</b>	<b>60%</b>	<b>17%</b>	<b>0%</b>
c. Your overall experience	Excellent	Good	Fair	Poor
	<b>60%</b>	<b>25%</b>	<b>15%</b>	<b>0%</b>

4. **Now**, how do you rate the following aspects of your Military Science program experience?

a. Your academic experience	Excellent	Good	Fair	Poor
	<b>40%</b>	<b>50%</b>	<b>5%</b>	<b>5%</b>
b. Your social experience	Excellent	Good	Fair	Poor
	<b>70%</b>	<b>20%</b>	<b>10%</b>	<b>0%</b>
c. Your overall experience	Excellent	Good	Fair	Poor
	<b>80%</b>	<b>10%</b>	<b>10%</b>	<b>0%</b>

5. Please indicate the response that best reflects the way you feel about each item using the following scale:

a. My undergraduate education gave me the practical skill to obtain employment in my field.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>45%</b>	<b>23%</b>	<b>23%</b>	<b>9%</b>	<b>0%</b>

b. My general education gave me the skill to understand all types of people.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>68%</b>	<b>30%</b>	<b>0%</b>	<b>2%</b>	<b>0%</b>

c. My social experience gave me the skills to get along with all types of people.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>62%</b>	<b>30%</b>	<b>8%</b>	<b>0%</b>	<b>0%</b>

d. My education gave me the skills to grow and learn as a person.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>62%</b>	<b>18%</b>	<b>20%</b>	<b>0%</b>	<b>0%</b>

e. My undergraduate education gave me the skills to adjust to new job demands.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>29%</b>	<b>31%</b>	<b>35%</b>	<b>5%</b>	<b>0%</b>

f. The most important thing I received was the practical learning in my major (or minor)

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>78%</b>	<b>2%</b>	<b>20%</b>	<b>9%</b>	<b>0%</b>

g. Most of the electives I took outside my major were valuable to me.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>12%</b>	<b>38%</b>	<b>50%</b>	<b>0%</b>	<b>0%</b>

h. I often think back to what I learned in particular classes.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>27%</b>	<b>53%</b>	<b>20%</b>	<b>0%</b>	<b>0%</b>

i. My education gave me self-confidence in expressing my ideas.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>32%</b>	<b>44%</b>	<b>24%</b>	<b>0%</b>	<b>0%</b>

6. Which of the following best represents how you feel about your degree from Ferris State University?

1. It is a degree of high quality. **60%**
2. It is a degree of average quality. **30%**
3. It is a degree of low quality. **10%**

7. Which of the following best represents how you think others feel about your degree from Ferris?

1. It is a degree of high quality. **43%**
2. It is a degree of average quality. **56%**
3. It is a degree of low quality. **1%**

8. Do you wish you had received your degree from another university?

1. No **(87%)**
2. Yes **(13%)** Why? (responses can be found in results in appendix).

9. What was your major? (responses can be found in results in appendix).

10. Did you have a Military Science minor? (responses can be found in results in appendix).

Please respond to the choice that best reflects the way you feel for the following questions in reference to the ROTC/Military Science program.

a. I chose this because I was interested in the subject matter.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>10%</b>	<b>80%</b>	<b>5%</b>	<b>5%</b>	<b>0%</b>

b. I chose this because it offered me career opportunities.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>14%</b>	<b>76%</b>	<b>10%</b>	<b>0%</b>	<b>0%</b>

c. I chose this because of the outstanding faculty.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>58%</b>	<b>42%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>

d. I chose this because I wanted to make money.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>5%</b>	<b>5%</b>	<b>17%</b>	<b>53%</b>	<b>20%</b>

11. What is your current employment status?

- |  |            |
|--|------------|
| 1. Working full time                             | <b>83%</b> |
| 2. Working part time (more than 20 hrs per week) | <b>10%</b> |
| 3. Working 20 hours a week or less               | <b>2%</b>  |
| 4. Not working                                   | <b>5%</b>  |

12. Are you looking for another job?

- |                   |   |
|-------------------|---|
| 1. No             | <b>(61%)</b>  |
| 2. Yes            | <b>(25%)</b> Why (responses can be found in results in appendix). |
| 3. Not applicable | <b>(14%)</b>  |

13. If you began your search for a position right after graduating from FSU, how long did it take to secure employment?

- |   |            |
|---|------------|
| 1. I had a position secured prior to leaving Ferris.<br>(First duty assignment was known to me as a commissionee) | <b>52%</b> |
| 2. Less than two months.  | <b>10%</b> |
| 3. Two-six months   | <b>20%</b> |
| 4. Seven-twelve months  | <b>10%</b> |
| 5. More than a year.  | <b>8%</b>  |
| 6. I still have not found a position.   | <b>0%</b>  |
| 7. I did not look for a position.   | <b>0%</b>  |
| 8. Not applicable/can't remember  | <b>0%</b>  |
| 9. I enrolled in a graduate program   | <b>0%</b>  |

14. How many times have you changed positions since taking your first job after graduation?

- |  |            |
|--|------------|
| 1. I still have the same position (still in Active Army)           | <b>45%</b> |
| 2. One or two times. (National Guard/Reserve and Civilian careers) | <b>40%</b> |
| 3. Three or four times.  | <b>0%</b>  |
| 4. More than four times.   | <b>15%</b> |
| 5. Not applicable/can't remember                                   | <b>0%</b>  |

15. How many of these job changes (if any) involved a change in your career?

1. None, I still have the same job. **62%**
2. None, I have the same career, but a different job. **25%**
3. Once or twice. **0%**
4. More than twice **5%**
5. Not applicable/can't remember **8%**
16. How did you become aware of the opening, which became your first job after graduation?
1. I was already working in the field. **33%**
2. Through the Military Science department **40%**
3. University Placement Office **0%**
4. Direct contact with the employer **7%**
5. Newspaper advertisement **20%**
6. Other: Please specify (responses can be found in results in appendix).
17. What was the starting salary for your first position?
1. Less than \$20,000 **0%**
2. \$20,001-\$25,000 **20%**
3. \$25,001-\$30,000 **15%**
4. \$30,001-\$35,000 **3%**
5. \$35,001-\$40,000 **12%**
6. Over 40,001 **20%**
18. How do you feel about the pay in your current job?
- | Very satisfied | Satisfied  | Dissatisfied | Very Dissatisfied | Not applicable |
|----------------|------------|--------------|-------------------|----------------|
| <b>41%</b>     | <b>55%</b> | <b>0%</b>    | <b>0%</b>         | <b>4%</b>      |
19. How do you feel about the type of work you do in your job?
- | Very satisfied | Satisfied  | Dissatisfied | Very Dissatisfied |
|----------------|------------|--------------|-------------------|
| <b>45%</b>     | <b>50%</b> | <b>5%</b>    | <b>0%</b>         |
20. If your first job was not in your major field, why did you accept it?
1. I could not find a job in my field. **10%**
2. I had developed new career interests since leaving FSU. **15%**
3. There was insufficient pay and limited opportunities for advancement **0%**
4. I was (am) employed in my major field. **2%**
5. Not applicable / can't remember **73%**
21. If your present job is not in your major field, why did you accept it?

1. I could not find a job in my field. **10%**
2. I had developed new career interests since leaving FSU. **10%**
3. There was insufficient pay and limited opportunities for advancement **0%**
4. I was (am) employed in my major field. **2%**
5. Not applicable / can't remember **78%**
22. What is your current salary?
- |                     |                    |                    |                    |
|---------------------|--------------------|--------------------|--------------------|
| Less than \$20,000; | \$20,001-\$25,000; | \$25,001-\$30,000; | \$30,001-\$40,000; |
| <b>0%</b>           | <b>10%</b>         | <b>5%</b>          | <b>5%</b>          |
| \$40,001-\$50,000;  | \$50,001-\$55,000; | \$55,001-\$60,000; | Over \$60,001      |
| <b>8%</b>           | <b>15%</b>         | <b>2%</b>          | <b>55%</b>         |
23. What type of work do you currently do? (responses can be found in results in appendix).
24. What type of organization do you work for? Please note if self-employed. (responses can be found in results in appendix).
25. What is your marital status?
- |            |           |           |           |
|------------|-----------|-----------|-----------|
| Single     | Married   | Divorced  | Widowed   |
| <b>95%</b> | <b>5%</b> | <b>0%</b> | <b>0%</b> |
26. What is your race?
- |                     |            |
|---------------------|------------|
| 1. Asian            | <b>0%</b>  |
| 2. African American | <b>0%</b>  |
| 3. Caucasian        | <b>99%</b> |
| 4. Hispanic         | <b>1%</b>  |
| 5. Native American  | <b>0%</b>  |
| 6. Other            | <b>0%</b>  |
27. What is the size of the community where you now live?
- |  |            |
|--|------------|
| 1. Agricultural area                       | <b>30%</b> |
| 2. Rural area but not an agricultural area | <b>5%</b>  |
| 3. Town (less than 2,500)                  | <b>5%</b>  |
| 4. Town (2,500-24,999)                     | <b>37%</b> |
| 5. Small City (25,000-100,000)             | <b>13%</b> |
| 6. Large City (over 100,000)               | <b>10%</b> |
28. What is your sex?
- |           |            |
|-----------|------------|
| 1. Male   | <b>85%</b> |
| 2. Female | <b>15%</b> |

29. Please enter your year of graduation and commissioning. (responses can be found in results in appendix).

30. Please indicate any advanced degrees you have earned.

Master's	Law Degree	Ph.D.	Other
1%	0%	0%	0%

31. What is your current rank if you are still in the military?

2LT	1LT	CPT	MAJ	LTC	COL
100%	0%	0%	0%	0%	0%

32. Overall how would you characterize the preparation you received at FSU for your subsequent employment.

Excellent	Good	Fair	Poor
36%	44%	20%	0%

33. Did you take ROTC classes on FSU campus?

Yes	No, traveled to CMU	Other
100%	0%	0%

34. Please comment on any suggestions for changes in the program that you feel would benefit our future graduates.

Results from the survey suggest Students are satisfied with the program and prepared for future challenges, both as a civilian and as a Soldier. Leadership development is more defined, because graduates had opportunities to plan events and manage projects, allowing them to be more marketable than most college students without these opportunities.

**B. Employer follow-up survey: This activity is intended to aid in assessing the employers' experiences with graduates and their perceptions of the program itself. A mailed or e-mailed instrument should be used to conduct the survey; however, if justified, telephone or personal interviews may suffice.** This survey was not initiated due to the nature of the employer (U.S. Army). Graduates entering the Army will encounter additional branch specific training prior to reaching their initial assignments. Therefore, employer surveys were

are not feasible and Army will provide evaluation reports on the Soldiers, which will be private and confidential to that individual.

**C. Graduating student exit survey:** Not applicable this time. This has not been done in the past; however, in the future surveys can be administered as part of the military science minor program for use in future program reviews.

**D. Student program evaluation:** Current students are surveyed to obtain information regarding quality of instruction, relevance of courses, and satisfaction with program outcomes based on their own expectations. The survey must seek student suggestions on ways to improve the effectiveness of the program and to enhance the fulfillment of their expectations.

Twenty-four students currently in the program were given program evaluation surveys. Surveys gathered information on student background, current academics and satisfaction with program. There are seventeen males and four females that are Caucasian, one Hispanic female and two mixed males currently participating in the program. Respondents' age ranges from 18-28 with a mean age of 21 and all are full time students taking on-campus classes. Twenty-two of these students are residents of Michigan and two are out-of-state residents. Their grade point average (GPA) ranges from 2.1 – 3.83 with a mean GPA of 3.2.

- Fourteen students plan to take the Military Science minor and three are undecided.

Eighteen are interested in pursuing a commission through the Reserve Officers' Training Corps (ROTC) program. Other reasons for taking the Military Science class was students desire for learning about the military and to gain leadership experience. Ten students hold outside jobs in addition to taking classes.

- Responses to the question on what program or degree presently/or planning to be enrolled in were varied.



The largest group density responding is enrolled in Criminal Justice (9). Additional responses are as follows: HVACR had (2), Pre-professionals included Radiology, Pre-Pharmacy, Nursing and Medical Technology. Other programs included Biology, Mechanical Engineering, Business Administration, History Education (2), Television and Digital Media production, Integrated Studies and Automotive Management.

- Ten students have met with their advisors several times and rated the availability of instructors as being fair to good.
- When asked “If you could start college again would you choose Ferris State University (FSU)?”, eighteen students replied with “yes”, three said “no” and three were undecided.
- Overall satisfaction with the program was shown in the question “If you could start college again would you take Military Science?”. Twenty-one replied “yes”, two said “no” and one was undecided. These responses show a high level of satisfaction with both FSU and the Military Science program.

- When asked “What is most important reason for attending FSU and taking Military Science classes?” a high percentage of students listed being interested in the ROTC commissioning program. Results of the 24 surveys are as follows:

Eleven (11) listed the reason as to obtain a degree and a commission;

Four (4) remarked on quality of FSU education and Military Science classes;

Five (5) listed career enhancement with commissioning as main reason;

Three (3) favored high quality of hands on training as being important

One (1) took classes just for fun.

The data reported above indicates that the military science program obviously meets the needs of students seeking quality education and career enhancement.

Other significant survey results showed that:

- Eighteen respondents have plans to pursue a master's degree or other post graduate education.
- Six have no plans to pursue post graduate work.
- Of those planning to pursue post graduate work: Eight plan to continue graduate work in the Criminal Justice field; while four plan to work in the medical field; two in teaching field; one will seek an MBA; and *one* each in history, and computer science fields of study.

**E. Faculty perceptions:** The purpose of this activity is to assess faculty perceptions regarding the following aspects of the program: curriculum, resources, admissions standards, degree of commitment by the administration, processes and procedures used, and their overall feelings. Additional items that may be unique to the program can be incorporated in this survey.

Six military science faculty who have taught courses at FSU were surveyed. Complete survey results can be found in Appendix. All of the responses rated the overall quality of the military science program as “good”. When considering overall ability of the program to provide practical job knowledge, 60% chose “very good”; 10% said “good” and 30% said “fair”. Quality of instruction provided by faculty was listed as 12% “very good”; 58% “good” and 30% “acceptable”. The majority of the responses on resources and facilities support including quality and size of classrooms and available technology were listed as “good” to “very good”. Mentoring/advising for the freshman and sophomore students was shown as 50% “good” and 50% “very good”; while advising listed for junior and seniors was ranked as 30% “very good”; 60% “good”, and 10% as “fair”. Comments from faculty on the strengths of the program included: Curriculum provided by Cadet Command; instructor to student mentoring interaction;

superb experiential learning; great capstone learning assessment between junior and senior year; and instructors and field training exercises. The comments on weaknesses in the program included: visibility and recruiting; low enrollment hinders student diversity interaction.

**F. Advisory committee perceptions:** The Military Science minor has a unique situation in that it is heavily focused on learning and experience which is weighed heavily. Curriculum is provided by the School of Cadet Command at Ft. Knox, KY. Students who complete the program are guaranteed employment as a commissioned officer should they choose to pursue a career with the U.S. Army, which results in consistent job placement allowing little variance. Additionally, students elect to participate in ROTC, because they are pursuing a career in the military and are currently interested or already a member of the armed forces. This base of students will provide a consistent trend of interest in the program with no unusual increases or decreases in the program. Recruiting is historically the most important factor in growth by communicating to the more than 800 veterans on campus who may be unaware of the presence of a ROTC program at Ferris State University. Advisory panel members consists of MAJ Bron, CPT Carey Jackson, SFC Bonila, SFC Fries, and SGT Pelak who serve in this capacity.

## **Section 3: Program Profile**

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### Section 3:

**Program Profile:** Include Administrative Program Review document in this section. Provide the number and percentage for the variable addressed for each of the years since inception (for new programs) or the last program review.

**A. Profile of Students.** No actual administrative program review documents are available for this program. The following chart includes a “total enrollment” line for *all* Military Science classes since 2012, but the chart only has profile information for actual graduates who have commissioned through the Military Science/ROTC program.

**1) Student Demographic Profile.** (for graduates only)

**a) Gender, race/ethnicity, age**

Demographics	Year									
	09	%	10	%	11	%	12	%	13	%
<b>Gender</b>										
Male	4	100	7	70	3	100	5	83	1	33
Female	0	0	3	30	0	0	1	17	2	67
Mean Age	23		23		25		23		23	
<b>Ethnicity</b>										
African American	0		0		0		0		0	
Hispanic	0		0		0		0		0	
Caucasian	4		10		3		6		3	
<b>Total Graduates</b>	2		10		3		0		1	
<b>Total Enrollment*</b>	35		47		72		68		77	

\*NOTE: Only numerical data was available for Total Enrollment.

Total Enrollment is the total student enrollment for all classes as reflected in the Spring each year.

Demographics	Year									
	04	%	05	%	06	%	07	%	08	%
<b>Gender</b>										
Male	2	100	0	0	2	100	3	100	0	
Female	0	0	0	0	0	0	0	0	1	
Mean Age	26		0		25		26		29	
<b>Ethnicity</b>										
African American	0		0		0		0		0	
Hispanic	0		0		0		0		0	
Caucasian	2		0		2		3		1	
<b>Total Graduates</b>	<b>2</b>		<b>0</b>		<b>2</b>		<b>3</b>		<b>1</b>	
<b>Total Enrollment*</b>	<b>16</b>		<b>16</b>		<b>10</b>		<b>15</b>		<b>27</b>	
*NOTE: Only numerical data was available for Total Enrollment.										
Total Enrollment is the total student enrollment for all classes as reflected in the Spring each year.										

**b) In-state and out-of-state.** Since 2011 all graduations have been within the state of Michigan.

**c) Full-time and part-time.** All students attended the program while full time students pursuing a degree.

**d) Attend classes during the day, in the evenings, and on weekends.** The Military Science courses were offered at various time periods. Students enrolled have taken courses offered at multiple time periods throughout the day.

**e) Enrolled in classes on- and off-campus.** All Students participating in the program were enrolled in courses taught on campus.

**f) Enrolled in 100% on-line and/or mixed delivery courses.** Classes are taught using lecture and lab methods. The only exception is on-line military history courses provided by Ferris, which is accepted as credit for the history requirement of the Military Science minor.

**g) Discuss how the information presented in (a) through (f) impacts the curriculum, scheduling, and/or delivery methods in the program.** Course offerings in the program are flexible and scheduled to meet the needs of the student. Leadership labs are required for all students to reinforce learning and are scheduled in late afternoon to accommodate all classes. Flexibility is allowed for scheduling conflicts, which are addressed as needed.

## **2) Quality of Students.**

**a) What is the range and average GPA of all students currently enrolled in the program? ACT? Comment on this data.**

Survey was administered to 10 currently enrolled students. The GPA range for 8 students enrolled in the program ranges from 2.1 – 3.62 with the mean GPA of 2.8. Data on ACT scores was unavailable for this report.

**b) What are the range and average GPA's of students graduating from the program? ACT? Comment on this data.** ACT data was not available for graduates who commissioned through the Military Science ROTC program. GPA data for 11 graduates was reviewed for this report. Eight male and three female graduates were evaluated. The males GPA ranged from 2.18 to 3.96 with a mean of 3.05. The females GPA ranged from 2.8 to 3.72 with a mean of 3.29. When combined the 11 graduates mean GPA is 3.09. It should be understood that all these graduates had a variety of majors and degrees in addition to their commission.

**c) In addition to ACT and GPA, identify and evaluate measures that are used to assess the quality of students entering the program.** The program has the same requirements

for course enrollment as the standards for admission to FSU. However, students choosing to pursue a commission must meet Army physical fitness and weight control standards.

**d) Identify academic awards (e.g., scholarships or fellowships) students in the program have earned. Comment on the significance of these awards to the program and students.** Over the past ten years Army ROTC scholarships were awarded to 5 of the 19 graduates in A. above. The ROTC scholarship allowed students to pursue their chosen academic area while at the same time obtaining a commission. The program and FSU benefited by gaining high quality, dedicated students.

**e) What scholarly/creative activities (e.g., symposium presentations, other presentations or awards) have students in the program participated in? Comment on the significance of these activities to the program and students.** Each spring students are honored at an awards ceremony where local organizations provide ribbons or medals recognizing academic and leadership excellence. The Veterans of Foreign Wars, Military Officers of America Association and Sons of American Revolution are some of the organizations supporting the program. Cadet Command also has forty ribbons which the cadets can earn for various reasons to wear on their dress uniforms. These forty ribbons focus on the following areas Academics, Athletic Awards and Group Activity awards such as: Fraternity / Sorority groups, Color Guards, Cannon Clubs etc.

**f) What are other accomplishments of students in the program? Comment on the significance of these accomplishments to the program and students.**

Students are assigned leadership positions during their Junior / Senior year within this program. These duty assignments are designed to teach them military leadership responsibilities mirroring the Army. Furthermore, they are evaluated on how they utilize lecture and lab



teaching as they perform leadership roles and responsibilities to manage the ROTC program. Students who successfully complete the program may commission and pursue Army career, whereas, students who do not wish to commission can still gain experience in leadership which can be utilized within the civilian sector of employment.

### **3) Employability of students.**

**a) How many graduates have become employed full-time in the field within one year of receiving their degree? Comment on this data.**

Evaluation of the twenty-one respondents showed nineteen of the twenty-two respondents were employed within one year of receiving their degree. Two claim more than one year to find employment and one respondent went directly to graduate school. These respondents were commissioned as second lieutenants in the Army and fifteen knew their first duty assignment prior to graduation.

**b) What is the average starting salary of graduates who became employed full-time in the field since inception (for new programs) or the last program review? Compare with regional and national trends.** Salary data in this report spans a fourteen year period. The results of data showed four respondents reported starting annual salaries over \$30,000, three reported salaries ranging \$20,000-\$30,000 and six reported salaries between \$20,000-\$35,000 dollars. Variance in amounts may be as a result of a graduate's career path. It should be noted, for example, that commissioned officers' salaries are set and do not change until they are promoted to next military rank or receive annual cost of living increases. However, those graduates who commission and are assigned duty in the Army National Guard (NG) or Army Reserve (AR) will most likely have a dual income. Example of dual income: Graduate is gainfully employed within the civilian sector in their career path (i.e. Engineering, Nursing etc.)

while also being an officer in the NG or AR and receiving military pay which supplements their civilian salaries.

**c) How many graduates have become employed as part-time or temporary workers in the field within one year of receiving their degree? Comment on this data.** All graduates reported employment within their first year following graduation. Those who followed the ROTC commissioning program and were assigned Active Duty were guaranteed full time employment for their first three to four years following graduation. Those who followed the ROTC commissioning program and entered the National Guard or Army Reserve may have had some delay in employment but would eventually be recipients of the dual income mentioned in b above. Surveys returned for this report did not have any replies specifically identifying part-time or temporary employment.

**d) Describe the career assistance available to the students. What is student perception of career assistance?** Students are provided information and career opportunities available to them. The commissioning program is explained early in the program as students are made aware of career options available to them in the military. Those students who pursue the commission track are assisted by faculty advisors. The application process includes selections for branching (specific career area of interest) options which is done at the beginning of the senior year. Students who ask for active duty appointments may not always receive their first choice branch selection. Active duty option students branching desires are managed through Department of the Army (DA) based on demand and needs of the Army at the time. Therefore, these students will select their three top choices for a branch they would like to receive and apply knowing that DA will place them using the following criteria to determine their branch

assignment: Academic GPA, Leadership evaluations throughout the ROTC years, performance at leadership development assessment course (LDAC) and their physical fitness scores.

**e) How many graduates continue to be employed in the field? Comment on this data.** Sixteen respondents are still employed in the military field performing duties in the following areas: Aviation (2), Operations and Training (0), Infantry (0), Transportation (1), Medical (3) Engineer (0), Recruiting (0) and retired (0). Five are employed in the civilian sector following their career paths of Automotive (1), Design Engineering (1), Law Enforcement (5) and Research and Development (2).

**f) Describe and comment on the geographic distribution of employed graduates.** The geographic distribution of employed graduates is world wide. Graduates may be assigned to duty at various military bases, National Guard / Army Reserve units anywhere inside (USA) or outside (Overseas) of the United States. No specific geographic information was provided by civilian employees.

**g) How many students and/or graduates go on for additional educational training?** All newly commissioned officers are required to complete additional training in their specific branch upon graduation from the ROTC. Training consists of two levels, first being basic officer training followed by branch specific training. This training and education is part of their career track. Many of these new officers may also receive specialty training prior to or during their initial assignments.

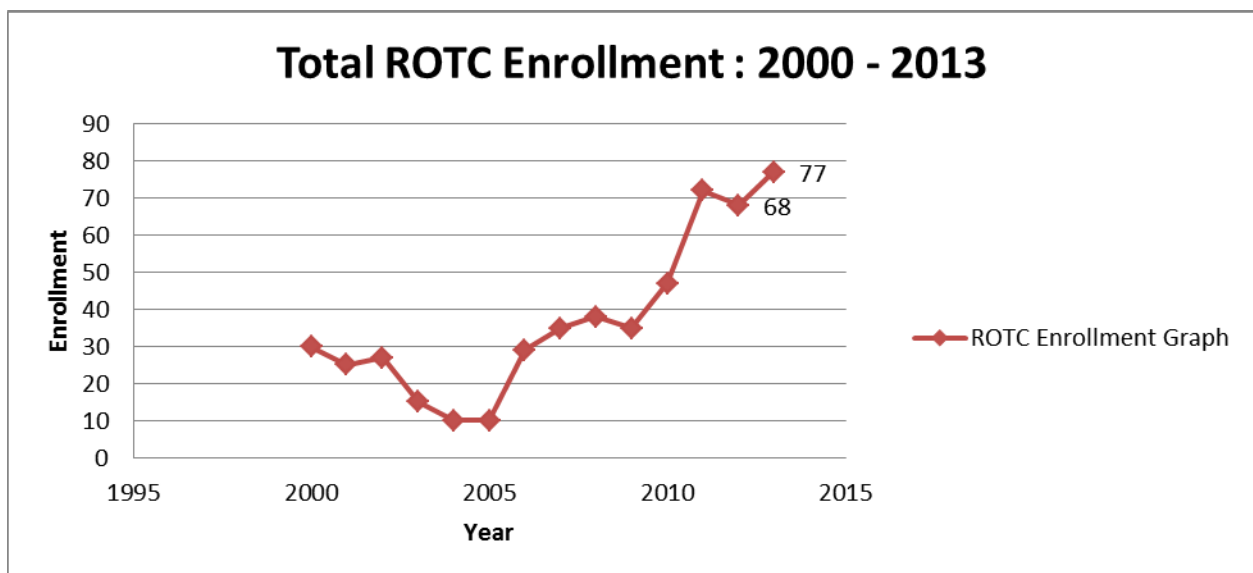
**h) Where do most students and/or graduates obtain their additional educational training?** Graduates / Officers obtain their officer basic courses and advanced training at various military bases throughout the United States contingent on their branching. Some graduates

attend additional courses at colleges or universities near their duty assignment, or may pursue areas of interest with on-line correspondence courses.

## B. Enrollment.

1) **What is the anticipated fall enrollment for the program?** Based on the trends, an anticipated enrollment of 77 to 80 is forecast. Anticipated enrollment is 80 students by Fall 2013.

2) **Have enrollment and student credit hour production (SCH) increased or decreased since the last program review?**



The chart above addresses Fall Enrollments since 2000. Data shows a significant growth trend in 2000 from 30 students taking military science courses to 77 students in fall of 2013. This dynamic spike in enrollment is attributed to the increased recruiting the summer of 2012, the increased visibility by way of more desired locations for student orientations presented our cadre with the opportunity to engage more families than in the past events. Additionally, cadets organized their own RSO, (Pershing Rifles) which has also contributed to advertising of the program resulting in enrollment interest. Enrollment declined slightly from 72 students in Fall 2011 to 68 students in Fall 2012. This is largely, because of the contracting restriction set by

Cadet Command preventing ROTC programs nationally to only contract a very specific number of cadets within each degree program (academic degree mix). Such restriction details that students desiring to become commissioned officers will compete with each other aggressively to secure a contract with ROTC and commission as a Second Lieutenant. Competition is based largely on academics. Academics will be weighed on GPA and the level of difficulty of the program. One such example would be that Cadet Command would allow for five cadets to contract from a general major and would provide perhaps four opportunities for Business Administration or Engineering majors. Students with general majors have to compete more because the majority of the program consists of general and criminal justice majors. The other area of competition is athletic ability evaluated by performance on the standardized Army Physical Fitness Test. Students who were not as competitive decided to pursue other options for their career goals.

**3) Since the last program review, how many students apply to the program annually?**

Students may sign up for Military Science Course Instruction (MSCI) courses just like registering for any other course.

**4) Of those who apply, how many and what percentage are admitted?** Any student may take military science courses, therefore 100% of the students who register for courses meeting basic academic and university requirements are admitted.

**5) Of those who are admitted, how many and what percentage enroll?** Everyone meeting requirements for class may register and attend military science classes and pursue the minor. However when any of those students choose to pursue an officer's commission through the military science/ROTC program, there are additional requirements of meeting contracting and

physical fitness standards. Information on graduating commission track students is addressed in Part A of this section.

**6) What are the program's current enrollment goals, strategy, and efforts to maintain/increase/decrease the number of students in the program? Please explain.** Current enrollment goals, call for increase in student numbers but with "quality" being an important discriminator with more attention to retention of those quality students. The use of faculty advisors as mentors has benefited student learning and contributes to higher retention. Also, students enjoy learning when they train with real life experiences, receive immediate feedback and have a good ratio of student to mentor numbers. The goal for FSU cadre is to increase the number of students graduating with a commission to five quality officers annually.

### **C. Program Capacity**

**1) What is the appropriate program enrollment capacity, given the available faculty, physical resources, funding, accreditation requirements, state and federal regulations, and other factors? Which of these items limits program enrollment capacity? Please explain any difference between capacity and current enrollment.**

It is difficult to state an enrollment capacity. Depending on enrollments and class sizes, the option to offer multiple sections of the same class is always available (given facilities and space). We try to maintain a limit of 25-30 per section. The program presently operates efficiently with a ratio of 30 students supported with 1 full time and 3 part time faculty. Not all students in the military science classes will pursue a minor in military science, but the knowledge gained is useful in any degree field. Also, for the program to be feasible, there must be sufficient students to enable efficient operation and teaching in the leadership lab portion of the courses. Since textbooks as well as faculty are provided by the ROTC Program, resources are sufficient to

support the current enrollment. Physical resources (space limited) and equipment (again provided by the ROTC) are sufficient to operate the current level of enrollment. Concerning accreditation requirements up to the national level, the on-going curricular revision is a direct result of our external academic regulatory advisors continuing to meet federal regulations.

**Limits and Difference** in capacity and present enrollment. Capacity and enrollment are stable at this time and will be addressed as needed in the future.

## **D. Retention and Graduation**

### **1) Give the annual attrition rate (number and percent of students) in the program.**

Attrition is difficult to address when applied to retention and graduation. When looking at the actual figures of overall enrollment compared to actual graduates (see chart in A. 1 a), we must take into account uniqueness of this program and that we are only looking at students who graduate with a commission as well as their academic degree. Other students who attend the military science courses and pursue the minor without the commission will still graduate from FSU with their chosen degree. In the past data on those students has not been gathered or maintained.

This trend and data could best be summarized on the table located on page 28 of this report. The largest reason for any attrition is the fact that students participate in the program for several reasons. Some students attend, because of interest in the Army, but lacking the commitment to complete the program or serve an obligation. The aforementioned students comprise a very small percentage of the program. Others are determined to become commissioned officers and this group of students usually complete the program through graduation.

**2) What are the program's current goals, strategy and efforts to retain students in the program?** The program's current goals are concentrating on creating an interesting program

with a variety of experiences, continuing mentorship of students, building esprit de corps among the classes (especially in labs, which enables team building), and the production of confident, quality leaders. Current goals are to emphasize to students the importance of a leader with competent, qualified skills. Strategy is to develop a program to assist students in identification and improvement of leadership skills needed in all areas of employment.

**3) Describe and assess trends in number of degrees awarded in the program.** This is a difficult question to answer, since those taking the military science minor come from a wide variety of degree fields.

**4) How many students who enroll in the program graduate from it within the prescribed time? Comment on any trends.** Ninety-eight percent of those who pursue the actual commissioning track graduate in the prescribed time and begin their careers. An exception is that student who may need an “extension” of the normal time period to finish an academic “internship” to complete that degree. These students are considered “completion cadets” and are not actually commissioned until they graduate. This may help to explain some of the anomalies that appear when considering enrolled seniors and actual number of graduates commissioning that year.

**5) On average how long does it take a student to graduate from the program? Please comment.** On average a normal four year progressing student completes this minor along with his/her major degree requirements without difficulty. However, this minor can be accomplished in two or three years, depending on when a student decides to pursue the minor. It is feasible for students entering the program during their sophomore or junior year to complete the minor in two or three years, since the requirements for the minor consist of the four upper level military



science core courses with a military history class plus nine hours of electives, chosen from a variety of courses and areas. The average remains at four years for normal progressing students.

## **E. Access**

**1) Describe and assess the program's actions to make itself accessible to students. Use examples such as off-site courses, accelerated courses or other types of flexible learning, use of summer courses, multiple program entry points, e-learning, mixed delivery courses, scheduling.**

The military science courses are not approved to be advertised at off-campus locations at this time. The department does offer a variety of sections at each academic level on campus each semester. Because of improvements on participating in yearly “new student orientations”, the department has a much higher visibility. They do attempt to make the program more visible by setting up information tables when appropriate during orientations. There is also a four week summer program at a military installation which some students may attend. This program incorporates the subject areas and information that reflects what is taught on campus in the freshman or sophomore student courses. Attendance at this summer leadership program can allow the student to enter the Junior level courses on campus without having to enroll in the MSCI freshman and sophomore courses. Another method of being accessible to students is our “lateral entry” program, where prior service/ veterans can enter the program at an accelerated level. They are given credit for their military experience, therefore meeting requirements to enter the upper level courses without having to take the freshman and sophomore courses. The Leadership Lab, a requirement for all courses, is held during late afternoon hours to accommodate more of the students’ schedules. All military science students meet together once a week for this Lab. Another type of flexible learning is apparent during a semester “field

training exercise” when students train off campus. This event lets the students practice what they have been learning in the classroom and labs.

**2) Discuss what effects the actions described in (1) have on the program. Use examples such as program visibility, market share, enrollment, faculty load, computer and other resources.** At present the department has sufficient computer support for a small office.

Military Science students in leadership positions have some access to computers. The military science program can be found at over 280 universities across the nation. Students receiving an ROTC scholarship can take that scholarship to any of those schools and we are attempting to attract some of these “scholarship” students to FSU. The department is making an intense effort to maintain full time military science faculty on campus. The faculty load is ideal, since current class sizes are small, more face to face contact time with the instructor is possible. At present the department has sufficient computer support for a small office. Of course, as the program grows we envision the need for additional space. Improving visibility would be location at a high traffic facility with additional space allowing for students to have a conference room for social and ROTC events. The program is high in quality students. As the program becomes more visible on campus it will continue to grow. This will be addressed as needed in the future. Most of the equipment and supplies used in the Leadership Labs and the faculty office is provided by the federal government and is a minimal expense to the university.

**3) How do the actions described in (1) advance (students interested in new exciting type experiences and in financial help when entering program at various entry levels....or hinder program goals and priorities?** Space, though sufficient for classes is scattered and space for Leadership Lab is often at a premium with the Lab being held in areas not-easily accessible to all. The program goals are advanced when we enroll those students interested in

different, interesting areas of study and have a desire for leadership experience. Scholarship students who chose to attend FSU are another source of quality students. The lateral entry process helps us to gain quality, committed students whose past military experience also enriches the program. One hindrance is the lack of access to new students during summer orientation which does affect department's visibility.

**F. Curriculum.** The military science minor check sheets and example syllabi are attached at appendix A. This data consists of the current curriculum changes that are undergoing revision and the approval processes through the university's curricular authority. Note that in the following discussion all references to the course requirements for the minor incorporate the new course designators.

**1) Program requirements for Military Science Minor.**

a) Required courses are the four 4-credit hour core courses in the advanced (Junior-Senior) level classes (MSCI 311, 312, 411, and 412) and a three credit military history course (HST 385, 320 or an equivalent history course approved by the department). Plus six credits of electives. The minor's elective courses are drawn from a variety of classes with emphasis on computer skills and written and oral communication. These electives are beneficial in any major or minor field.

b) Students may also take MSCI 211 or 212 class as an elective in place of an elective listed on the check sheet. These MSCI basic level leadership courses can also prove useful in a variety of other career fields.

**2) Has the program been significantly revised since the last review, and if so, how?** This is our first program review. See discussion in number 3 below.

**3) Are there any curricular or program changes currently in the review process? If so, what are they?** An overall revision of the military science curriculum is currently going through the university curricular review process. This is the first major revision of the courses. This revision was necessary to meet the requirements of our national external accrediting organization to update our courses by placing more emphasis on “leadership development.” As stated above, this curricular revision is now undergoing the university’s curricular review process. Please note that all courses referred to in this report reflect the new MSCI designators, credits, and titles.

**4) Are there plans to revise the current program within the next 3-5 years? If so, what plans are envisioned and why?** After this revision, there are no plans to change the program within the next three to five years.

## **G. Quality of Instruction**

### **1) Discuss student and alumni perceptions of the quality of instruction.**

If we refer to the graduate surveys for alumni perceptions we find that in the question on overall experience in the Military Science program 32% claimed “Very Satisfied” and 64% claimed they were “Satisfied.” In question 4 they rated their academic experience in the Military Science program. Data results showed “Excellent”-- 36%; “Good”-- 36%; “Fair” -- 23%; with only 5% as “Poor”. Graduates perception of whether their education gave them the skills to grow and learn as a person was very positive with 55% saying they “Strongly Agreed”; while 41% said they “Agree.” When asked if their education gave them self-confidence in expressing their ideas, 27% said they “Strongly Agreed”, 45% said “Agree” and 27% were “Neutral” on the question. None “Disagreed” with either of the last two skills just covered. If job satisfaction is used as a criterion for quality of education, it can be reported that 41% are “Very Satisfied” with their current job, while another 45% report they are “Satisfied.” When examining another

question on overall perception of how graduates would “characterize the preparation they received at FSU for their subsequent employment”, we find positive results in the responses of “Excellent” -- 36% and Good -- 41% . Written comments from the graduates (which are included in the survey results in Appendix C) include very positive attitudes and feelings for the program at FSU. A few of these comments follow: “Keep the program at Ferris. The program was and is an essential part of FSU. Ferris has traditionally been a “non-traditional” program for non-traditional students. Ferris attracts these individuals.” “The FSU program suffered during my time (2002-2004) due to the fact that FSU did not have any dedicated instructors and the cadets had to travel to CMU for class and labs. This was a burden to students. I truly believe that the FSU program will be successful if it has dedicated staff and resources.” “FSU has a great program.” “Great program, don’t change.” “I thought it was an excellent program and would do it all over again if given the chance. My experience and training seemed above average of other programs I have talked to people about.” “The only worthwhile courses at FSU were the ROTC classes, they were the most formative.”

The current student perceptions of quality of instruction can best be addressed by looking at results of several questions on the student survey. The question on “if you could start college again, would you take Military Science” showed a high level of satisfaction with the program in the number of those who responded “Yes”—21 of the 24 respondents said yes. Two said, “no” while one was undecided. Also, 18 of the 24 say they plan to stay in the Military Science program and 14 of these plan to take the military science minor. The above results indicate support of a perception of “quality instruction”.

## **2) Discuss advisory committee and employer perceptions of the quality of instruction.**

Not applicable, there was no advisory committee set up since this program is standardized across

the nation. Again, there were no employer surveys sent, because of the nature of the program. Students finishing the program and commissioning as Second Lieutenants are placed in leadership positions in the U.S. Army at various levels and sites. Employer Surveys are not feasible in this situation.

**3) What departmental and individual efforts have been made to improve the learning environment, add and use appropriate technology, train and increase the number of undergraduate and graduate assistants, etc.?** As stated in the Access Section above, the addition of more permanent on-campus faculty has improved the learning atmosphere; mentorship and advising is more accessible to the students. Curriculum is being updated to reflect today's standards. The department does not use graduate assistants; however, military provided computers and minimal office/meeting space is available to student leaders, as well as a system of video teleconferencing with the CMU Military Science student leaders. The use of the webcam system makes possible combined staff and training meetings without involving travel time.

**4) Describe the types of professional development faculty have participated in, in efforts to enhance the learning environment (e.g. Writing Across the Curriculum; Center for Teaching and Learning, etc.).** Military Science instructors continue to attend courses at both the university and military level. Instructors are required to meet both military and civilian education levels as they progress through their careers. Therefore, attendance at "military" schools is ongoing and keeps them updated on current tactics, techniques and procedures. This also allows instructors to share trends and improve training experiences with the students based on current areas of expertise. The faculty also attempts to continue taking university level courses to improve their abilities.

**5) What efforts have been made to increase the interaction of students with faculty and peers? Include such items as developmental activities, seminars, workshops, guest lectures, special events, and student participation in the Honors Program Symposium.** The Leadership Lab is the main vehicle for all military science students to interact. The Labs range from training sessions led by upper class students to competitions among the structured groups. Hands-on exercise of subjects taught in lecture involves the students at many levels. Special events consist of Awards Ceremonies (fall and spring); Drill Team participation at events; Military Ball (Spring); Commissioning Ceremonies (May & December) where students participate in the program, learning some of the customs and courtesies of the military, as well as experiencing esprit de corps.

**6) Discuss the extent to which current research and practice regarding inclusive pedagogy and curriculum infuse teaching and learning in this program.** The Military Science curriculum is designed to focus on student learning, rather than on any specific subject matter. Focusing on the student requires student-centered objectives and conscious attention to how students react to the instruction received. For effective instruction, students need the opportunity to work with what has been taught. Too often, instruction is limited to the delivery of information, either through reading assignments, lectures or slide presentations. Active, student-centered learning, in contrast, is founded on the belief that interaction is central to the learning process. Learning occurs during class in the same way it does outside the classroom: through unstructured and structured experiences in which the student interacts with faculty, with the instructional material, and with other students. This student-centered approach which could be called experiential learning, direct experience, discovery learning, or participatory learning is the pedagogical cornerstone of the Leadership Lab concept.

**7) What effects have actions described in (5) and (6) had on the quality of teaching and learning in the program?** The faculty responsible for teaching the courses each year come directly out of the Army active duty or reserve components. Their experience and up to date knowledge in teaching and training enhances student learning with time sensitive techniques, tactics and procedures. The approaches above center on five basic steps: (1) Readiness for and openness to the experience; (2) the experience itself; (3) reflection upon the experience; (4) analysis, application of theory, or additional explanation of information to clarify the relationship between theory and actions, with an understanding of lessons learned regarding needed changes; (5) the opportunity to re-experience (practice in new situations/practical exercises). In addition to classroom instruction, these steps enhance student learning by providing multiple opportunities for them to apply military science and leadership concepts in field environments.

**H. Composition and Quality of Faculty. Describe and assess the composition of the faculty teaching courses in the program.** Annex B contains faculty biographies or official records of accomplishments for your review.

**1) List the names of all tenured and tenure-track faculty by rank.**

**a) Identify their rank and qualifications.** Teaching faculty in the Military Science courses are not on a tenure track. FSU Military Science department is staffed by Active Duty and National Guard military personnel and the staff is as follows:

Professor of Military Science: LTC Greg Thayer (Battalion Commander/Department Chair)

Assistant Professor of Military Science: MAJ Charles Bron (Company Commander/Recruiter)

Freshman MSCI course: Instructor SGT Stanley Pelak, Army National Guard

Sophomore MSCI courses: Instructor CPT Carey Jackson, IV, Contractor

Junior MSCI courses: Instructor SFC Jose Bonilla, Contractor



Senior MSCI courses: Instructor MAJ Charles Bron, Army National Guard

**b) Indicate the number of promotions or merit awards received by program faculty since the last program review.** Academic promotions are not applicable for military science faculty.

**c) Summarize the professional activities of program faculty since inception or the last program review (attendance at professional meetings, poster or platform presentations, responsibilities in professional organizations, etc.).** Not applicable to unique faculty in military science. However, military science faculty have participated in university meetings and committees on occasion. During the summer some military science faculty are assigned to teach at the national Leadership Development Assessment Course (LDAC) at Fort Lewis, Washington.

## **2) Workload**

**a) What is the normal, annualized teaching load in the program or department?** Indicate the basis of what determines a “normal” load. On a semester-by-semester basis, how many faculty have accepted an overload assignment? In respect to the “normal” faculty load the military science faculty may be unique. The usual procedure is one faculty member for each class level (we have freshman, sophomore, junior and senior level courses). Each faculty normally teaches both the fall and spring semester (i.e. MSCI 111-112; 211-212; 311-312; 411-412). In addition to the lecture contact time for each section, faculty are responsible for the following: a weekly 2-hour Leadership Lab; early morning PT (physical training); advising student clubs (ranger club; color guard); advising/mentoring their students; attending the 2-3 day field training exercises twice a year with the classes; and attendance and/or organizing other events as assigned.

**b) List the activities for which faculty receive release time.** Generally not applicable; however, faculty instructors are federal employees, thus are entitled to all nationally recognized federal holidays. Faculty instructors are required to support the university class schedules which may conflict with some federal holidays, therefore, compensation time can be arranged through program manager.

### **3) Recruitment**

**a) What is the normal recruiting process for new faculty?** Faculty positions are filled by one of three entities: COMTek or Engility which are civilian contracting agencies, U.S. Army Cadet Command, and Reserve Components whether pulling from Michigan Army National Guard or U.S. Army Reserve agencies. All agencies will post vacancies on their networks advertising positions. Position vacancies are posted, applicants are screened by all agencies and interviews conducted with military science/ROTC department chair acting as a member. All agencies conduct interviews, and decision is made after all associated agencies and Chair provide input on applicants. Assignments may be requested by active duty officers and Noncommissioned Officers (NCO) and considered, however, if it becomes necessary Department of the Army may direct Active duty assignments as needed to meet the needs of the Army.

**b) What qualifications (academic and experiential) are typically required for new faculty?** COMTek requires officers to have a master's degree or equivalent and NCO's to have Associates degree or equivalent, as well as to belong to the specialty branch position being filled. Active Duty and Reserve positions are dependent on the individuals' civilian and military school requirements. Presently, FSU Officer positions require civilian education of having a bachelor degree and/or working on a master's degree. Military education should be Combined Arms

Exercise level completed and pursuing Intermediate Level Education. NCO's civilian education requirement is to hold an associate degree and/or working on a bachelor. NCO Military education is also dependent on the rank they hold.

**c) What are the program's diversity goals for both gender and race/ethnicity in the faculty?** Diversity is a key component of the military system and the department strives to meet the standard. At present we are requesting a female to fill our next vacancy.

**d) Describe and assess the efforts being made to attain goals in (c).** ROTC department has submitted request, however, we can only request, and hope that applicant is available. Assignments depend on who is available and applies within the system.

**4) Orientation. Describe and assess the orientation process for new faculty.** New faculty members receive orientation with staff and are provided a sponsor to assist transition to new assignment. The ideal situation for new faculty is for them to be assigned and arrive prior to predecessor's departure. Overlapping duty would allow mentoring, on-the-job training, university contact introductions for incoming faculty, thus enhancing program sustainment abilities.

**5) Reward Structure: e.g., salary, professional development funds, travel funds, UCEL and FSUGR incentive money.** ROTC faculty is not paid by the university; therefore, questions a) through d) are not addressed.

**a) Describe the reward structure in the program/department/college as it relates to program faculty. Indicate the type of reward and eligibility criteria.** Not applicable.

**b) Does the existing salary structure have an impact on the program's ability to recruit and retain quality faculty?** Not applicable

**c) Is the reward structure currently in place adequate to support faculty productivity in teaching, research, and service? If not, what recommendations would you make to correct the situation?** Not applicable

**d) Is enhancing diversity and inclusion a component of the reward structure? Please explain.** Not applicable

**6) Graduate Instruction: (if applicable).** Not applicable. Questions a) through d) are not addressed.

**a) List all faculty teaching graduate courses.**

**b) What percentage of graduate courses is taught by non-tenure-track faculty?**  
Please comment.

**c) What are the program's (or department's) criteria for graduate faculty?**

**d) Have all graduate faculty (including non-tenure-track faculty) met the criteria?**  
Please comment.

**7) Non-Tenure-Track and Adjunct Faculty.**

**a) Please provide a list for the last academic year of full-time non-tenure-track and adjunct faculty who taught courses in the program. For full-time non-tenure track faculty, indicate the length of their appointments and the number of years of service at the University. Comment on the program's ability to retain non-tenure-track faculty.** Basically this is not applicable to our department program. However, our faculty has the benefit of being considered full time military science faculty and instructors although not paid by FSU.

**b) What percentage of program courses is taught by the faculty in (a)? What courses are they teaching? Please comment.** All military science courses are taught by the military faculty. The military science minor has several electives outside the military science

department and a military history requirement which are taught by regular FSU tenure-track faculty.

**c) Describe the required qualifications (academic and experiential) for faculty listed in (a). Indicate if all the faculty have met the criteria, and if not, what is being done to resolve the situation?** Military personnel are screened before being assigned and do meet both academic and experiential qualifications.

**d) Does the program consider the current use of non-tenure-track faculty to be appropriate? Why or why not?** In our unique situation, we feel it appropriate to have non-tenure track.

**e) If the program is accredited, what position if any does the accrediting body have regarding the use of non-tenured and adjunct faculty?** Not Applicable

**I. Service to Non-Majors. Describe and assess the impact that delivery of service courses offered by the program or the department has on the program.** Not Applicable.

Questions a through d are not addressed.

**a) Identify and describe the General Education service courses provided by the program faculty for other departments at FSU.**

**b) Identify and describe any non-General Education service courses or courses required for other programs. Comment on your interaction with the departments or programs for which the courses are provided.**

**c) Discuss the impact of the provision of General Education and non-General Education courses has on the program.**

**d) Does the program plan to increase, decrease, or keep constant its level of service courses? Explain.**

**J. Degree Program Cost and Productivity Data. Submit Institutional Research and**

**Testing data. Comment on the data.** Data not available at this time.

**K. Assessment and Evaluation. Describe and evaluate the program's assessment mechanisms.**

**1) List and describe what variables are tracked and why when assessing the effectiveness of the program (e.g. mastery of essentials of subject area, graduation rates, employment rates, pass rates on professional exams). See below.**

**2) Provide trend data for the variables listed in (1). Compare the data to accreditation benchmark standards if applicable, or provide some other type of assessment of the data.** See below.

**3) Describe how the trend data in (2) is used to assess the rigor, breadth, and currency of the degree requirements and curriculum.** See below.

**4) Describe how the trend data in (2) is used to assess the extent to which program goals are being met.** See below.

Due to the uniqueness of the program the following is offered in place of questions 1 through 4. FSU Military Science /ROTC program receives feedback from a myriad of sources, both internal and external. Military Science faculty provides feedback to students through a number of mechanisms. This feedback is used to improve their performance and streamline operations in the program. In addition to the normal classroom tests used for academic assessment, the following assessment tools are used:

\*Note that the student is referred to as cadet and the faculty as cadre as participants in a Battalion format.

**1. Field Exercises** Twice a year contracted CMU cadets participate in field training exercises at Camp Grayling and Fort Custer. These events usually include land navigation, infantry tactics (squad and platoon level), and leadership reaction course training. Field exercises usually begin on a Friday and end Sunday. Third year cadets also conduct one-day, weekend training exercises four to five times a year. Cadet performance is captured using leadership development program assessments

## **2. After Action Review Comments**

Following every training event, both cadre and cadets conduct an After Action Review. These reports are placed in a continuity file maintained for each staff function. The general format is as follows: (1) Identify the task and standards; (2) Discuss what was supposed to happen; (3) Discuss what actually happened; (4) Make any recommendations for improvement. Based upon feedback from cadre and cadets, adjustments can be made for future training schedules.

## **3. Performance Counseling**

At the beginning and ending of each semester, instructors counsel contracted cadets regarding performance on the Army Physical Fitness Test, assigned duty responsibilities, and academics. Cadets are also counseled on a case-by-case basis throughout the year, when they significantly exceed or fail to meet performance standards. This counseling has proven to be most effective to inform cadets of expectations, current performance level and recommended actions to follow optimizing their performance.

## **4. Equal Opportunity**

Cadets receive a standardized brief regarding the Army Equal Opportunity Program twice a year. Throughout the year instructors discuss issues with their students and solicit feedback

regarding the ROTC Battalion climate. As issues arise they can be handled formally or informally.

## **5. Army Values Instruction**

Cadets are taught Army Values in the classroom during lecture. Beyond knowledge of Army values, cadets are also taught ethical reasoning using several different models. The seven Army Values (Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage) are specifically addressed in their leadership development courses.

## **6. Cadet Troop Leader Training (CTLT) Feedback**

CTLT is a three to four week leadership program. Ideally, cadets serve as platoon leaders, but they sometimes serve in other positions. This gives them an opportunity to conduct on-the-job training. Cadets attend CTLT at Army units in the United States and abroad. At the end of training, the commander of each cadet's unit prepares an Officer Evaluation Report (similar to a Cadet Evaluation Report), that is sent back to the ROTC Battalion.

## **7. Leadership Evaluations**

Cadets receive leadership evaluations for assigned tasks, field exercises, and duty positions held within the cadet battalion. Prior to counseling by an evaluator, each cadet prepares a self-assessment. To standardize the system, ROTC cadre members participate in a "calibration" at the beginning of each school year. During a workshop, cadre members evaluate scenarios, which constitute various levels of performance. The most experienced evaluator presents the instruction. This helps ensure performance assessment is equitable between cadre. Evaluations are tracked on a Cadet Evaluation Sheet and a Cadet Evaluation Report, which are used to provide feedback for the entire MS III year.

## **8. Leadership Development Assessment Course (LDAC)**



The MS-IIIs (3rd year cadets) attend advanced camp at Fort Lewis, Washington. Evaluators assess each cadet's leadership performance according to the Leadership Development Assessment Course. At the completion of advanced camp, each cadet is counseled and receives a Cadet Evaluation Report. Each ROTC Battalion gets a copy of their cadets' performance. After LDAC, each cadet also completes an After Action Review to assist instructors in preparing the next year's students. LDAC is thirty-five days long and cadets are evaluated in the following areas: Physical fitness; Rifle marksmanship; Leadership positions-garrison: Cadets must ensure their assigned units (ranging between ten and 120 cadets) accomplish various administrative tasks; Field Leadership Reaction Course: Cadets must lead a squad through a number of different obstacles; Leadership positions-field: Using Situational Training Exercises (STXs), cadets are evaluated on their ability to accomplish a variety of tactical missions; and Peer evaluations.

## **L. Administration Effectiveness**

**1) Discuss the adequacy of administrative and clerical support for the program.** The department operates under the School of Criminal Justice as part of the College of Education and Human Services. The military science department at FSU does not have dedicated clerical support. Faculty of the Military Science is responsible for conducting their own administrative and class needs. However, the College of Education and Human Services staff and the School of Criminal Justice are very supportive of the Military Science program and provide administrative help when requested.

**2) Are the program and/or department run in an efficient manner? Please explain.** The military science department has an office in Bishop Hall. This office is covered by one of the military science instructors during business hours. An answering machine provides coverage

when office is closed. Advisors for the military science minor are available to students for consultation.

**3) Are class and teaching schedules effectively and efficiently prepared? Please comment.** Scheduling is done through the School of Criminal Justice administrative offices with consultation with teaching faculty.

**4) Are students able to take the courses they need in a timely manner? Please comment.** Courses are scheduled to meet needs of the majority of students. There is some flexibility in the order of taking freshman and sophomore courses. Most students can take the courses in a timely manner. Military Science Advisors work with students to ensure their classes are available and assist in alignment of the classes to ensure smooth progressive transition through the program.

## **Section 4: Facilities and Equipment**

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## **Section 4:**

### **Facilities and equipment**

#### **A. Instructional Environment**

**1) Are current classrooms, labs, and technology (both on-campus and at off-site locations) adequate? Explain.** Current classrooms meet the instructional and technological needs of the course. Classroom space is adequate for the lecture classes, with projection or computer access available if needed. The Lab space is adequate, although current location is somewhat inconvenient. It should be noted here, that if the department's goals to increase enrollment in the military science program should come to fruition, additional classroom and lab space will need to be requested.

**2) How does the condition of current facilities impact program delivery? Explain.** The condition of the current facilities is acceptable. There is no significant impact on program delivery that can be attributed to the current facilities. Under special circumstances accommodations and special arrangements are made for instruction of a specific area of study; i.e. a course may have a "special technology" requirement or space requirement for adequate delivery of that subject matter.

**3) Describe the program's projected needs with respect to instructional facilities.** No significant projected needs at this time. Significant increases in class size might necessitate requesting larger classrooms which is just a normal scheduling procedure. Although "storage space" may not be considered part of the instructional facilities, it is an important aspect of the military science program. Storage space is required for equipment and materials provided by Cadet Command for operation of the program. This includes instructional training aids for class and lab use. At the present time only a small "caged" area is available for storage of small items.

A small “closet” in the department office is available to store office supplies and equipment. Another item for consideration is storage of cadet “uniforms and accessories.” Students are issued uniforms for wear in Leadership Labs. Presently all uniforms and accessories must be transported from CMU to FSU. Occasionally students are transported to CMU for fitting and issue. Either method is inconvenient for all concerned--faculty/staff/student. Proper storage facilities would allow all issue and return of items to take place at FSU.

**4) Describe current plans for facilities improvements and indicate their status.** There are no current plans for facilities improvement at this time. However, Cadet Command will occasionally update computer technology. This is minimal cost to the university (cost for power source). As noted in 3 above, as the numbers increase in the program, more effort will be made to find additional space.

**5) Describe how proposed changes or improvements to facilities would enhance program delivery.** Greater storage space would enhance availability of resources to support classroom instruction and hands-on-training in the Leadership Labs. Currently, all uniforms, clothing issue and large equipment items are stored on FSU campus, however, as the program is growing space to accommodate the storage is becoming increasingly difficult though not a deterrent to productivity. Sufficient storage space would enhance program delivery. The largest advantage would be in the more efficient use of time and energy by the faculty/staff. As the program continues to grow, time and energy can be concentrated on teaching, retention, and recruiting efforts.

## **B. Computer Access and Availability.**

**1) Outside of computers in faculty and staff offices, identify the computing resources (hardware and software) that are allocated to the program.** The university provides no

specific computer resources to the program. Students use computer labs available to other programs (perhaps in their Major area). The military does provide two computers in the Military Science office for use by those students who are in leadership positions in the classes.

**2) Discuss how these resources are used.** Students use the computers to access internet resources as needed for class (including databases, military Blackboard, videos, support materials for class), word processing, and email to communicate with faculty and other students in the class at FSU and CMU.

**3) Discuss the adequacy of these resources and identify needed additional resources.** Presently the technological resources meet the needs of the program and no additional resources are needed at this time. However, with new upgrades in software packages, systems will require updates for compatibility purposes. Computers are all updated and imaged allowing students to conduct operations and class work.

**4) Does an acquisition plan to address these needs currently exist? Describe the plan. Has it been included in the department or college's planning documents?** No plan exists at this time.

**5) Discuss the efficacy of online services (including WebCT) available to the program.** The ROTC does not conduct online classes as part of the curriculum. However, many of the students are currently members of the reserve units within Michigan and occasionally may use online services to sustain training requirements external to the ROTC program. These training requirements are important to students simply because, they gain valuable experience performing duties that are directly related to the program and it affords students additional income. Additionally, ROTC uses the Blackboard program to support administrative actions such as posting assignments, grades, etc. in which the student body may access whether from the office or any other site. This affords students flexibility to move around the state and still manage their curricular responsibilities.

**6) Discuss the adequacy of computer support, including the support for on-line instruction if applicable.** The Technology Assistance Center (TAC) helpline and staff has been useful in support of the Military Science department. Current computer systems in the Military Science department are Army property, which is not necessarily compatible to the FSU system. Therefore, FSU TAC has loaded necessary software required to allow the Military Science program to function and communicate within the university environment.

### **C. Other Instructional Technology.**

**1) Identify other types of instructional technology resources that are allocated or available to the program.** Program has not been allocated other resources. Cadet Command funds provided a webcam to be used for leadership conferencing and training.

**2) Discuss how these resources are used.** Military provided webcam is used by student leaders for teleconferencing and staff meetings with students at Central Michigan University. Special combined training is also accomplished occasionally. The webcam is often used for weekly meetings between FSU and CMU faculty/staff.

**3) Discuss the adequacy of these resources and identify needed additional resources.** Current resources are adequate for the purpose they serve.

**4) Does an acquisition plan to address these needs currently exist? Describe the plan. Has it been included in the department or college's planning documents?** Not applicable.

**5) Discuss the impact of adequacy of other types of instructional technology resources and support of these resources on the program.** Not applicable.

### **D. Library Resources.**

**1) Discuss the adequacy of the print and electronic and other resources available through FLITE for the program.** The FLITE print and electronic data resources are and have been adequate for the needs

of the program. In addition to the FLITE program, if needed, students can make use of the interlibrary loan process.

**2) Discuss the service and instruction availability provided by the Library faculty and staff with respect to the needs of the program.** Not enough information is available for what use our students actually make of the Library resources. Most of the resources used for the classes are programmed and available on the Military Blackboard System. Students needing more in-depth or full-text materials are encouraged to use the Library.

**3) Discuss the impact of the budget allocation provided by FLITE to your program. Is the budget allocation adequate? Explain.** We are not aware of any budget allocation to the program from FLITE. In fact, currently the program is not in any need of additional resources from FLITE than that which it already has access to.



# CONCLUSIONS

## Section 5: Conclusions

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## **A. Relationship to FSU Mission**

The program relates directly with the FSU mission: “Ferris State University will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological, and professional education.” The Military Science program and minor embraces the mastery of leadership and technical skills to produce quality leaders. The program is active in adopting innovative methods of teaching including experiential and participatory learning techniques in both classroom and laboratory settings. The minor is directly career-oriented as students have the opportunity and choice to pursue a degree and a career as an officer.

## **B. Program visibility and Distinctiveness**

Visibility: Students can make informed career choices when they are aware of the choices that exist. Their career choices are made for a variety of reasons from personal interest, from wanting to make some contribution to society, to employment potential. However, the military science program and minor have limited visibility on campus and many are not aware of the program or it’s potential.

Distinctiveness: The military science program and minor is distinct and unique in the aspect of allowing students to pursue an academic or professional degree while concurrently taking courses leading to a commission as an officer in the United States Army upon graduation. In addition, a student may choose to take the military science minor without any commitment or obligation to the military and thus gain leadership training and skills which can be adapted and used to enhance chances for success in their chosen civilian career field.

## **C. Program Value**

The military science program minor offers quality students an opportunity to choose a career that can be a life-time or a dual position. A commissioned officer, after serving his commitment, may decide to make the military his career, or may leave the Army and pursue his academic civilian career. His prior service and

leadership skills will prove very valuable to him as these skills are highly regarded and sought after in civilian business and industry fields.

#### **D. Enrollment**

Enrollment in the military science program has fluctuated over the years since 1993. Although limited in numbers at times, it has consistently had quality students. A review of trends addressed in Section 3 has shown a consistent upward swing in enrollment numbers over the past three years. Concentrated efforts to allow more visibility, effective promotional activities, and targeted recruiting by the faculty, indicates that FSU definitely has the potential for increasing enrollment in the future.

#### **E. Characteristics, Quality and Employability of Students**

The current student population and the graduates of the program who were surveyed all possess strong academic and leadership skills and abilities. The largest percentage of the population has been male, Caucasian, living in Michigan. However, the two most recent graduates were both Caucasian females. Graduates do not have a difficult time finding employment, since those who graduate with an officer's commission are assured employment within the military. The current student population is again primarily Caucasian, male and Michigan residents. Those who stated a desire to pursue the military commission will also have the advantage of being assured a military position upon graduation.

#### **F. Quality of Curriculum and Instruction**

The military science curriculum is specifically designed to develop a progressive approach to leadership development. The courses are taught by experienced, knowledgeable military personnel with delivery to students using lecture, hands-on-experience and participatory learning. Upper level courses provide actual leadership opportunities for students in real life situations. Mentorship is a strong part of the learning process. The structure of the military science course enhances and develops leadership skills at all levels.

#### **G. Composition and Quality of the Faculty**

Faculty array is comprised of active duty or national guard/reserve officers and/or non-commissioned officers (NCO). FSU has one full-time Army National Guard Officer, one Army National Guard officer, one Army Reserve NCO, and two full-time Army National Guard NCO's. This military science faculty consists of one African American male, three Caucasian males, and one Hispanic male. All Officers and NCO's are experienced, knowledgeable in their respective specialties and have had training as instructors/teachers.

# **Annex A: Course Syllabi & Checksheets**

**A. Program Checksheets**

**B. Course Syllabi**

**C. Articulation Documents**

**Note: This is a sample syllabus. It can certainly be used as the course syllabus since it follows the flow of the updated textbook and curriculum; however, it is recommended you check your university or college for any specific requirements and format.**

## **MSL 202**

### **Foundations of Tactical Leadership**

**Spring 2013**

**[NOTE: This is a sample syllabus – check your University for specific requirements and format.]**

#### **Instructor**

[instructor contact information]

#### **Course Description**

MSL 202 examines the challenges of leading teams in the complex operational environment. The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army Leadership Requirements Model explores the dynamics of adaptive leadership in the context of military operations.

MSL 202 prepares Cadets for MSL 301. Cadets develop greater self awareness as they assess their own leadership styles and practice communication and team building skills. Case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios.

#### **Learning Objectives**

The key learning objective of this semester is to explore leadership incorporating terrain analysis, tactical strategies, and team development.

#### **Leadership**

- Explain the situational, transformational, and adaptive leadership theories and their relationship to the Army Leadership Requirements Model
- Illustrate dimensions of transformational and situational leadership
- Describe methods of assessing leadership styles
- Explain your personal approach to leadership
- Describe the LDP process of evaluating behavior

#### **Values and Ethics**

- Explain the relationship Army Values and the Army's Equal Opportunity program

#### **Personal Development**

- Practice effective writing techniques in accordance with the Army standard for effective writing

#### **Officership**

- Describe the Army Threat Awareness and Reporting Program, Threat Levels and Force Protection Conditions, and the National Terrorism Advisory System
- Describe the Army's approach to Protection and Emergency Management
- Identify various sources of information about terrorism and to help you make informed decisions in an emergency

### **Tactics and Techniques**

- Explain the five-paragraph format for an operations order
- Interpret an operation order
- Demonstrate terrain analysis and route planning skills
- List and describe the five aspects of military terrain using (OAKOC)
- Explain how squads and platoons plan for and conduct patrols
- Describe the characteristics of the defense

### **Requirements**

#### Reading

Student Text: MSL II, Foundations of Leadership, Pearson Custom Publishing, 2006

ADP/ADRP 3-0	Unified Land Operations
ADP/ADRP 3-90	Offense and Defense
ADP/ADRP 6-22	Army Leadership
AR 25-50	Preparing and Managing Correspondence
AR 381-12	Threat Awareness and Reporting Program
AR 525-13	Antiterrorism
AR 600-20	Army Command Policy
ATTP 5-0.1	The Commander and Staff Officer Guide
DA PAM 600-67	Effective Writing for Military Leaders
FM 2-01.3	Intelligence Preparation of the Battlefield
FM 3-21.8	The Infantry Rifle Platoon and Squad
FM 3-25.26	Map Reading and Land Navigation
FM 90-7	Combined Arms Obstacle Integration
FM 7-22	Army Physical Readiness Training
TC 26-6	Commander's Equal Opportunity Handbook

## Class participation

You are expected to participate actively in learning through critical reflection, inquiry, dialogue, and group interactions. This includes participating in class discussion, sharing personal perspectives and experiences related to principles discussed in class or reading, and working with fellow students to engage in class and lab exercises.

### Required documents and activities

In addition to graded activities, all cadets must complete Online Sexual Assault Prevention Training at Nformd.net (See Student Handout) and the Cadet Command Form 139R. If you already completed this form you must verify it for completeness. All Contracted cadets must review their Cadet Command Form 104R to ensure it is still contract. Any changes must be verified by the Cadet's Academic Advisor. Non Scholarship Cadets are highly encouraged to use the 104R as a tool to help understand what they need to graduate.

## Quizzes

The class is interactive and uses homework and in-class assignments to evaluate learning. You will be given quizzes to assess your learning.

### Mid-Term Exam

A mid-term exam will be given to test the levels of learning achieved by students in the first half of the course.

### Final Exam

A cumulative final exam will be given to test the levels of learning achieved by students throughout the course of the semester.

## Homework/Project Assignments

In addition to reading assignments, you have the following key homework assignments that are graded.

- 1) Operations Order Practical Exercise – Following Lesson 02a, you will complete a five paragraph operations order based on a scenario provided by the instructor. You will provide an oral operations order briefing to the rest of the class.
- 2) Navigation Methods and Route Planning – Following Lesson 03a, you will be given specific grid coordinates asked to plan two routes from start to finish plotting all given grids along the route and using land navigational methods with an explanation of why particular methods were chosen.**
- 3) Terrain Analysis Practical Exercise – During Lesson 04b, you will complete a terrain analysis assuming either an offensive or defensive role. An analysis of the effects of



terrain, weather, and light on each element of OCOKA will be completed from the attacker and defender perspective. An analysis will also be completed on friendly and enemy troops, weapons, and equipment. You will then brief the rest of their class. This project will be completed individually or as a group exercise, depending on class format.

**4) Informational Brief – For Lesson 10b, you will prepare an informational brief on your analysis of leadership qualities and characteristics of a famous military leader. The brief will be supplemented with a slide presentation and a detailed essay.**

**Evaluation and Grading**

Class Participation	10%
Operations Order Practical Exercise	10%
Navigation and Route Planning	10%
Terrain Analysis Practical Exercise	10%
Mid-Term Exam	25%
Information Brief	10%
Final Exam	25%

Solid performance in each area of evaluation is necessary. The following grading scale will be used based on 100 points possible:

**[NOTE: Check your university for a specific grading scale.]**

90-100	A
80-89	B
70-79	C

Every attempt will be made to offer adequate written assessments in explaining evaluations.

***All late papers and assignments will receive a 10% reduction in grade.***

## **Course Design**

This class is conducted in an interactive manner. Everyone is responsible for contributing to the success of the learning experience. Lectures will be brief and interactive. You will have extensive small group discussions and exercises scattered throughout the class. Time will be given in class to discuss and work on projects and papers.

## **Collaboration**

You are encouraged to work together with the instructor in modifying assignments, suggesting agenda, and raising questions for discussion.

## **Special Needs**

The American with Disabilities Act of 1990 requires universities to provide a “reasonable accommodation” to any individual who advises us of a physical or mental disability. If you have a physical or mental limitation that requires an accommodation or an academic adjustment, please arrange a meeting with me at your earliest convenience.

## **Office Hours and Appointments**

Office Hours are [*insert times available*]

I will meet with any of you to discuss assignments, issues, or concerns. My schedule is generally flexible and I will schedule a specific time to meet with you beyond office hours, if necessary.

Cadre availability to interact with students is one of the most significant factors that contribute to cadet recruitment and retention.

## **Overview of Sessions**

Session 1	Lesson 01a: ROTC & Course Overview
Session 2	Lesson 01b: Army Values & the Army Equal Opportunity Program
Session 3	Lesson 02a: Operations Orders

Session 4	Lesson 02b: OPORD Practical Exercise
Session 5	Lesson 03a: Navigational Methods & Route Planning
Session 6	Lesson 03b: Land Navigation Practical Exercise
Session 7	Lesson 04a: Introduction to Terrain Analysis
Session 8	Lesson 04b: Terrain Analysis Practical Exercise
Session 9	Lesson 05a: Introduction to Patrolling
Session 10	Lesson 05b: Patrol Base Operations
Session 11	Lesson 06a: Threat Awareness and Reporting
Session 12	Lesson 06b: Introduction to Protection and Emergency Management
Session 13	Lesson 07a: The Defense
Session 14	Lesson 07b: <b>Mid-Term Exam</b>
Session 15	Lesson 08a: Effective Writing
Session 16	Lesson 08b: Transformational Leadership
Session 17	Lesson 09a: Situational Leadership
Session 18	Lesson 09b: Adaptive Leadership
Session 19	Lesson 10a: Leadership Analysis
Session 20	Lesson 10b: Leadership Capstone Presentations
Session 21	Lesson 11a: Assessing Your Own Leadership
Session 22	Lesson 11b: Leadership Forum Lecture
Session 23	Lesson 12a: Leadership Development Program
Session 24	Lesson 12b: <b>Final Exam</b>

### **ROTC Course Labs**

*[Insert statement here regarding your battalion's policy on lab participation for Basic Course cadets. Labs are mandatory for contracted cadets and may be mandatory for non-contracted cadets to receive MSL course credit.]*

<b>LAB 13</b>	<b><i>Commander's Time</i></b>
<b>LAB 14</b>	<b><i>First Aid</i></b>
<b>LAB 15</b>	<b><i>Leader Reaction Course</i></b>
<b>LAB 16</b>	<b><i>Squad Tactics IV (Practical Exercise)</i></b>
<b>LAB 17</b>	<b><i>Platoon Movement</i></b>
<b>LAB 18</b>	<b><i>Platoon Tactics – Patrolling I</i></b>

<b>LAB 19</b>	<b><i>Platoon Tactics – Patrolling II</i></b>
<b>LAB 20</b>	<b><i>Land Navigation III</i></b>
<b>LAB 21</b>	<b><i>Land Navigation IV</i></b>
<b>LAB 22</b>	<b><i>Weapons – Pre-Marksmanship Instruction</i></b>
<b>LAB 23</b>	<b><i>Tactical Communication, Reporting, &amp; Call for Fire</i></b>
<b>LAB 24</b>	<b><i>First Aid - Casualty Evacuation (CASEVAC)</i></b>

## **Appendix B – Faculty Staff Vitae’s**

Lieutenant Colonel Gregg Thayer - Professor of Military Science (ROTC program Director, CMU)

Major Charles Bron – Associate Professor Military Science

CPT Carey Jackson, IV– Senior Military Instructor

Sergeant First Class Jose Bonilla – Senior Military Instructor

Sergeant Shawn Fries – Senior Military Instructor / Recruiter

Sergeant Stanley Pelak – Senior Military Instructor / Recruiter

## BIOGRAPHICAL SKETCH

Name: Jackson IV, Carey J.

Date: 27 February 2013

SSN:

Primary MOS: 13A

Duty MOS: 13A

Present Rank: CPT

Date of Rank: 22 March 2012

Years of active service and BASD: 12 years

Total years of service and PEBD: 12 years, 11 February 2002

Date of Birth: 06 July 1982

Place of birth: Detroit, MI

Marital Status: Married

Home address: Big Rapids, MI 49307

Home telephone number:

Business telephone number: 231-591-5319

Civilian education: Masters of Business Administration degree, University of Phoenix  
Microsoft Office Intermediate Course, Signal University, Camp Arifjan, Kuwait, July 2011.  
Bachelor of Science Degree, Wayne State University, 2007

Military education:

Captain's Career Course, 2013

Commander's Safety Course, 2011

USAR Unit Movement Officer Course, 2010

Army Training Requirements and Resources System Course, 2010

Deployment Visibility Course, 2010

Combat Life Saver Course, 2010

FDC Individual Teachers Course School of Cadet Command, 2009

Transportation Coordinator's Automated Information for Movements System II, 2009

Transportation Coordinator's Automated Information for Movements System, 2009

Force XXI Battle Command Brigade and Below Course, 2009

Additional Duty Safety Course, 2009

Field Artillery Officer Basic Course, 2007

FEDLOG Supply System, 2006

Primary Leadership Development Course, Commandant's List, 2005

Chaplain Assistant School 56M10, 2002

Basic Training Course, 2002

Decorations, awards and citations (spelled out in order of precedence):

Army Commendation Medal, 1-Bronze Oak Leaf

Joint Service Achievement Medal

National Defense Service Medal, 1-Bronze Star

Global War on Terrorism Expeditionary Medal

Global War on Terrorism Service Medal

Armed Forces Reserve Medal

Army Service Ribbon

Overseas Service Ribbon

Reserve Component Overseas Training Ribbon

Civilian affiliations: United States Field Artillery Officer Association, Farmers Insurance, American Family Life Assurance Company of Columbus, Delta Sigma Pi Professional Fraternity Inc, Kappa Alpha Psi Fraternity Inc

Significant experience (include duty status and primary civilian occupation or AGR):

Intelligence Officer, S2, HHB, 119<sup>th</sup> Field Artillery

Battery Commander, HHB, 1-182<sup>nd</sup> Field Artillery, SECFOR South, Aug 2011-Jun 13

Assistant S3, HHB, 1-182<sup>nd</sup> Field Artillery, SECFOR South

Base Defense Liaison Team/Force Protection Officer, TF 1-182<sup>nd</sup> Field Artillery

Company XO, A Battery, 1-182<sup>nd</sup> Field Artillery

Unit Movement Officer, Alpha Battery, 1-182<sup>nd</sup> Field Artillery

Senior Military Science Instructor, WMU Reserve Officer Training Corps

Platoon Leader, Alpha Battery, 1-182<sup>nd</sup> Field Artillery

Safety Officer, Alpha Battery, 1-182<sup>nd</sup> Field Artillery

Government Civilian Supply Clerk, USCG, Barbara's Point Air Station, HI