

**UCC Program Review Committee
Department of Military Science (aka Army ROTC)
Summary of Review**

Year of Last Review: 2016

Date of this Review: January, 22nd, 2024

Program under Review:

This program has no terminal degrees; however, upon completion of the Military Science curriculum, graduates earn a Presidential commission as a 2nd Lieutenant in the Active Duty (AD) Army, the United States Army Reserves (USAR), or the Ohio Army National Guard (OHARNG). Students who complete the ROTC program also earn a Minor in Military Science from Ohio University.

Site Reviewers:

Dr. Harsha Chenji, Associate Professor of Computer Science, Ohio University

Dr. Elizabeth Godke Koonce, Associate Professor of Instruction in English, Ohio University

LTC Michael R. Kelvington, Professor of Military Science, Ohio State University

Recommendation:

The reviewers find this program to be both exemplary and viable, with no concerns that put the program in jeopardy.

See the following fuller report for commendations, concerns, and recommendations.

**UCC Program Review Committee
Department of Military Science
7-Year Review Report 2024**

1.1 OVERALL JUDGEMENT:

The reviewers find this program to be both exemplary and viable, with no concerns that put the program in jeopardy.

1.2 EXECUTIVE SUMMARY:

The Ohio University Military Science Department consistently achieves the assigned mission and the Cadets in the program routinely exceed standards established by Cadet Command. Some examples where students have surpassed their peers are the Cadet Leaders Course (CLC), Physical Fitness Test Scores, Leadership evaluations, and academic achievement. The Cadets also participate in numerous service projects throughout the year and represent the program and the University in a positive light. The University also provides outstanding resources to the program that greatly contribute to their overall success. The athletic training centers and especially the use of the Ridges give the Cadets a resource that many other programs are not fortunate to have.

The Ohio University Military Science program benefits greatly from a positive relationship with its host university.

1.3 COMMENDATIONS:

- The curriculum is designed to ensure cadets meet both academic and military competencies, with a structure that supports timely completion and prepares students for future roles in the military.
- The program employs a rigorous assessment mechanism to measure and improve learning outcomes, ensuring that students achieve the intended educational goals.
- Faculty members are well-qualified, with a mix of academic credentials and military experience, contributing to a rich learning environment for students.
- The department provides comprehensive support services, including counseling, advising, and extracurricular activities, enhancing the overall student experience.
- Graduation and commissioning rates are high (85% scoring Excellent or Outstanding on the CST), reflecting the program's effectiveness in preparing students for successful careers in the military and beyond.
- The program has adequate facilities and resources, including classrooms, technology, and training equipment, supporting the program's educational activities.
- The program continually seeks to improve the curriculum and student services, demonstrating a commitment to excellence and responsiveness to feedback.
- The program provides a combined dormitory and scholastic experience (meaning that Cadets live together in a cohort, while also studying in this program [not something all campuses have]). These shared living and academic arrangements enhance student performance and success, as the students then have out-of-classroom time to mentor each other.
- One commendation of special note is the highly successful (and endowed) scholarship incentives program; it grants all OU Cadets who meet certain academic and physical fitness requirements scholarship monies they can put towards their campus room and board costs. Cadets in this program can get nearly all room and board costs covered if they perform well on the incentive metrics. Ohio University's incentives program draws students from around the nation, providing an absolute competitive advantage when compared to other public Military Science programs (since most can't offer these incentives). The incentives program has resulted in the following 2-

year increase in student metrics: the program's GPA average grew from 3.10 to 3.33 and its average Physical Fitness scores grew from 525 to 542.

- Other metrics of note from the last 5 years:
 - 114 Total Graduates / 23/Year Average
 - 61% of Graduates have Commissioned onto Active Duty, 35% National Guard, 4% Army Reserves
 - 26% of Graduates have been Distinguished Military Graduates (Top 20% on National OML – out of ~6300 Cadets)
 - 3 x Cadets ranked in top 10 of National OML in last 5 years

1.4 AREAS OF CONCERN:

None

1.5 RECOMMENDATIONS:

- Specific areas for program development & improvement have been identified in the self-study report, indicating a balanced view of the program's performance. All metrics mentioned here are aspirational, as the program is already in excellent shape overall.
- Our only additional recommendation for the program and university would be to petition the OU Bursar's office to support students with high number of credit hours be alleviated of having to pay extra fees to take more than 20 credit hours, specifically because it is usually the enrollment in the Army ROTC program that puts them 1-2 credit hours over the limit. Cadets should not be charged extra to take minor courses in order to fulfill their academic requirements to commission and serve in the military.

DETAILED OBSERVATIONS

1.1 Curriculum:

a. Is the program able to deliver the required courses and electives for students to complete program requirements in a timely manner?

Yes, the course offerings and times support the Cadets within the program. The program makes reasonable accommodations to support their students to ensure they complete their major requirements as well as fulfill their requirements to the Army ROTC program and receive their minor with their degrees.

b. Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?

Yes, this was not a topic that even came up with the students we interviewed. Again, because of the offerings and time/schedules, the major of the student is immaterial and not in conflict with the program's activities and requirements.

c. Are the financial resources sufficient to support the program? Is the distribution of faculty sufficient to support the program?

Yes, this program specifically has some incredible resources available to support their Cadets. The incentives they are able to offer based on their endowments and financial assets make it a great place for Cadets to thrive fiscally and be able to focus more on academics and ROTC opportunities.

1.2 Assurance of Learning:

a. Are pedagogical practices appropriate for students to meet the program learning outcomes?

Yes.

b. Are the assessment policies and procedures appropriate? Are the assessment data used for program improvement?

Yes, the OU Army ROTC program follows not just the university grading rubrics but also the assessment data from the U.S. Army Cadet Command and the instructor validation processes from the Army's instructor training pipeline.

1.3 Faculty:

a. Is the number and distribution of faculty sufficient to carry out the mission of the program? How are the faculty workloads distributed to support delivering the curriculum?

Yes, despite the current shortfall in Non-Commissioned Officers, the program has a healthy mix of Army Officers to provide quality instruction at all MS levels 1-4 to ensure the Cadets receive quality instruction from a diverse cadre with varying backgrounds and experience across the Total Army.

b. Do the faculty have the appropriate minimal credentials to deliver the curriculum?

Yes, the cadre go through a validation process to be classroom instructors. Aside from OU hiring processes, every Army cadre member is required to go through a screening process on the Army side as well to be an ROTC instructor. Additionally, they must attend the Army's Common Faculty Development Instructor Course, a two-week course to help them learn how to teach in front of a room of college students, access and teach relevant curriculum, and cover techniques and teaching methods such as the adult learning model. Additionally, the faculty of the department serve not just as instructors, but also as leaders and mentors for these students and future Army officers, an invaluable asset to the Cadets.

1.4 Student Services:

a. Does the Program have an appropriate level of administrative services to support students?

Yes, there were no concerns with this topic.

b. Does the Program have an appropriate level of student academic services to support students?

Yes, the students have the resources available to them they would need to succeed both academically and in the ROTC program. Feedback from the students included their satisfaction with being able to achieve a healthy work/life balance.

1.5 Student Success:

a. Is the program using current and historic metrics to evaluate student success in the program?

Yes.

b. Is the program using current and historic metrics to evaluate student outcomes (i.e., employment data, licensure data)?

Yes. In addition to university metrics, they also utilize grading rubrics and student feedback through the Army's feedback assessment for Cadets known as the Army's Leadership Requirements Model. This is utilized for evaluations and grading for the Cadets outside of the classroom and academic setting to holistically give them candid and developmental feedback.

c. Are students able to move into discipline-related careers and/or pursue further academic work?

Yes, and their living situation facilitates access to mentors, tutors, and upper-class students to assist them with any type of struggles they may be having both in and outside the classroom.

1.6 Resources and Facilities

a. Does the unit have appropriate program-specific resources to support student learning outcomes?

Yes, the office space, classroom, lounges, living arrangements, and work out facilities are sufficient, in excellent condition functionally; the program provides the proper support from the university and Army.

b. Does the unit have appropriate program-specific facilities to support student learning outcomes?

Yes, the program has sufficient classroom space, a computer lab, lounges, living arrangements that provide students access to proper resources to thrive academically and otherwise in the program. The program also has excellent physical training facilities and grounds out at the Ridges.

1.7 Program Development/Improvement

a. Does the program identify areas of short-term development/improvement?

Within the faculty, there's currently a manning shortfall of Military Science Instructors (Army Non-Commissioned Officers). These 2 vacancies are being addressed by the program on the Army side, which provides the personnel to fill these positions. We expect this to work itself out within the next 6-12 months; however, it is not an issue requiring university attention or resources and is supplemented with the program's full strength of Assistant Professors of Military Science (mid-career officers).

b. Does the program identify areas of long-term development/improvement?

Nothing significant stood out beyond the focus of continuing to reinforce success and viability.

c. Are the identified areas of short- and long-term development/improvement appropriate to support enhanced student success and/or assurance of student learning?

The leaders within the program are constantly interested in seeking feedback and applying lessons learned to make the program better. The reviewers found no weaknesses or issues that require significant improvement, contributing to its overall finding that the program is healthy and viable.



**DEPARTMENT OF THE ARMY
ARMY ROTC, OHIO UNIVERSITY
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ATCC-GGZ

08 February 2024

MEMORANDUM FOR University Curriculum Committee

SUBJECT: Response to program review

1. I want to thank Professor Elizabeth Koonce, Professor Harsha Chenji, and Lieutenant Colonel Michael Kelvington for their careful examination of our department. This process provides a valuable perspective to ensure the continuation of a high-quality leader development and academic program and I appreciate the opportunity to respond to the recommendations. The following provides an update as well as future actions regarding this valuable program.
2. I concur with the recommendation regarding the waiver of fees for ROTC Cadets exceeding the 20-credit hour limit. I will work closely with UC and the Bursar's office to propose an exception for the ROTC Cadets that are enrolled in the Advanced Course. This will ensure Cadets aren't incurring additional costs in order to fulfill their academic requirements as they prepare to commission and serve in the military.
3. Since the program review, we have had 2 x Non-Commissioned Officers (NCOs) receive assignment orders to serve at Ohio University. By September of 2024, we will be at 2 of 3 authorized for our Enlisted personnel, and 98% total strength for required Military Personnel at Ohio University.
4. I appreciate the time and thorough feedback provided by the reviewers. This affords us the opportunity to ensure that Military Science continues to be a viable program that provides a first-class experience for our Cadets. Please feel free to direct any questions to the undersigned at troy.a.lovely.mil@army.mil or (740) 597-1313.

TROY A. LOVELY
LTC, MI
Professor of Military Science

Military Science Program Review Response

March 5, 2024

From: David J. Nguyen, Dean of University College

Dear Dr. Yang,

Thank you to the external and internal reviewers for taking the time to review Military Science Minor. I appreciate that the committee noted this program as “exemplary” and concur with its viability.

The Military Science program prepares students for a career with United States Military. The Program Faculty actively support their cadets in the development of proficiency across a wide range of areas, such as teamwork, leadership, and physical fitness.

I am pleased to see the continued success of the Military Science program meeting its commissioning targets. I firmly believe that the Program and the College have a strong bond that’s committed to student success. I also wanted to commend our Program Faculty for working with designing specific incentives for cadets to earn monies towards their college education while also supporting the overall increase in Grade Point Average (GPA). Each year, this program produces cadets who are the best or among the best in the country.

In the one recommendation suggested, LTC Lovely and I will reach out to the Registrar’s Office to explore ways to reduce financial burdens on a cadet needing to exceed 20 hours per semester due to their involvement with this program. Thank you for your review.

Sincerely,
David J. Nguyen, Ph.D.
Dean, University College