Section 1. Goals and Accomplishments

Goal 1: Access and Diversity: Become the ROTC program of choice in Texas for all qualified students desiring a commission as a United States Army Officer.

- Twelve entering freshman were awarded four year scholarships. An additional three freshman are eligible for scholarships pending criteria achievement. Freshman fall enrollment increased over 20% based on a focused on campus recruiting effort. A 25% increase of minority participation in the ROTC program is positive reflection of our national diversity. Enrollment of eligible nurse candidates doubled in Fall 06 due to concentrated efforts of key leadership personnel. Access into the ROTC program was granted to three junior level students through the scholar-athlete-leader program that allows qualified students to compress course work. Another two juniors were accepted from the Leadership Training Program and offered two year scholarships through their senior year.

Goal 2: Military Excellence: Attain recognition as one of the best ROTC programs in the nation.

- Senior performance at Leader Development and Assessment Course was rated top third in Brigade among thirty other universities. 100% of graduating seniors who requested active duty were selected for active duty and eighty percent received their first choice of occupational specialty. This is a competitive selection process across a national spectrum. All 2008 year group TTU commissioned graduates completed Basic Officer Leadership Course (Phase II).

Goal 3: Engagement: Build quality community connections on campus, in Lubbock, and in West Texas.

- ROTC cadets serves as ushers and student representatives in the general seating section for all TTU home football games. The ROTC Color Guard conducted ten performances outside the university honoring local communities and service organizations.

Goal 4: Technology: Maximize the use of technology in all facets of the department’s mission.

- All department staff and faculty received updated desktop computers and software capable of access to Military Distance Learning Centers and learning program to enhance information technology. Additional outside funding was secured to acquire life cycle replacement computers. A cadet computer lab was updated with outside funding.

Goal 5: Partnerships: Enhance effectiveness through close and cooperative partnerships on campus, in Lubbock, and in West Texas.

- The Department Chair LTC Buscher maintains faculty rights with Lubbock Christian University. This is marks a continuation of an effort to expand ROTC presence in the surrounding community and inclusion of LCU students with TTU ROTC training. The Department conducted joint training with ROTC students from University of Texas, Texas Christian University, Cameron University, and Tarleton University. The Department has continued work with South Plains College including accepting several new students into the ROTC program. This is marks the continuation of an effort to expand ROTC presence in the surrounding community. The Department is completing work on a scholarship agreement with SPC.

Goal 6: Human Resources: Maintain a quality work force and environment in Military Science.

- Hired one new quality staff member

Goal 7: Tradition and Pride: Strengthen current traditions and increase pride in our military and our university within the community.

- A team of ROTC students represented Texas Tech in the Ranger Challenge competition against 9 other school teams finishing second among all competitors. Two Army ROTC cadets earned the German Armed Forces Proficiency Badge and Sports Badge.

Goal 8: Institutional Advancement: Increase scholarship awards and opportunities while maintaining complete accountability.

- TTU ROTC now supports twenty-seven students with academic scholarships that cover tuition and university fees in
additional to a month stipend to offset room and board costs that would otherwise prohibit their participation on campus. In addition, ROTC Human Resources has coordinated with state and federal programs to cover the tuition cost of an additional forty-three students, members of the Guard and Reserve. This creates measurable outside funding source of over $450,000. All faculty and technical personnel salary is funded by federal sources along with major operational activities critical for the development of student leadership.
Section 2. Universal Quantitative Data

There are no Universal Quantitative Data for this area/unit.
### MILITARY SCIENCE

**Area/Unit Specific Information**

#### Section 3a. Quantitative Information

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Section 3b. Qualitative Information.

- All of our faculty participated in access and diversity programs. All of our faculty actively participated in recruiting events.
- All of our faculty include units on ethics in their courses.
- Exit surveys for students reveal very positive assessments of our department and program.
- Students in Military Science have a very high success rate in the Basic Officer Leadership Course; the initial training after graduation for Army Officers.
- Students who earn a military science minor have a 100% employment rate after graduation.
- The department continues to seek ways to use instructional technology in the classrooms and in field environments.
- Assessment data from our advanced level courses reveal that we are accomplishing our intended learning outcomes successfully.
- Students from the Department were consistently recognized nationally and selected for exclusive educational and training opportunities.

Commentary:

Basic Officer Leader Course is a training transformation initiative to develop the foundational values, attributes and skills required of Army officers. Leadership development is achieved through a sequence of experiential environments that become progressively more complex and difficult. The Leadership Development Program (LDP) is an individual-focused assessment process that standardizes oncampus and off-campus leader performance measures. Sixteen leadership attributes and seven organizational values serve as the foundation for evaluation criteria. The performance indicators for each leadership dimension provide both assessors and cadets clear definition and sample performance of the expected leadership behavior. Leader Development Courses are essential in order to foster innovation and critical thinking skills of cadets. This requires effective teaching strategies that introduce cadets to the personal challenges and competencies that are critical for effective leadership. The first stage explores the dimensions of creative and innovative tactical leadership strategies and styles. The objective is to examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. The second stage is a study of the theoretical basis of leadership. Situational exercises are designed to explore the dynamics of adaptive leadership in the context of military operations Cadets are encouraged to synthesize lessons to form broader perspectives, deeper insights, and more robust problem solving abilities. The sequencing of lessons is also designed to meet the immediate needs of cadets by addressing topics needed for success in the performance of cadet responsibilities. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities. The advanced level develops cadet proficiency in planning, executing, and assessing complex operations. Cadets function as a member of a staff to develop systemic approach to essential for the success of juniors preparing for Leader Development and Assessment Course in the summer following the junior year. Faculty to senior mentorship is a model for cadet to cadet mentoring. Senior cadets facilitate after action reviews designed to create a non judgmental learning environment that allows fellow cadets to process the outcome of events and make recommendations for improvement. The terminal learning objective is for cadets to assess risk, make ethical decisions, and lead fellow ROTC cadets.

Implementation Plan:

While the learning outcomes in the Military Science program were attained during the year as demonstrated by students in the Leader Development and Assessment Course while as students and the Basic Officer Leader Course after graduation, several areas needed emphasis or improvement. DEVELOP STUDENTS INCULCATED WITH THE WARRIOR ETHOS AND CULTURAL AWARENESS. As The U.S. Army transitions into an expeditionary force, it is incumbent upon Cadet Command to ensure that newly commissioned lieutenants arrive at their first duty station equipped with the skills, knowledge, and personal attributes necessary to immediately become an integral part of a team. Implementation plan- Enforce Standards Sustaining the high quality of officers in the Army while simultaneously protecting the excellent reputation of Army ROTC requires diligence to enforce commissioning standards. More challenging will be the preparation of junior leaders to ensure that they are self aware, flexible, adaptive, possessing mental agility, and capable of creative thinking. This requires changes to ROTC curriculum as well as the continued use of variables in a variety of training venues. A two-thrust focus will be maintained, providing the theoretical or academic portion within the confines of the classroom and the practical or applied application during labs, field training exercises, and the Leader Development and Assessment Course (LDAC). Critical to cadet success is a clear understanding of the definition and practice of these skills. Implementation plan-The first step is to revise the curriculum to ensure that the qualities and attributes desired are first clearly defined and understood by the target audience. Next is ensuring that cadets understand the concept through review of vignettes where the specific attributes are
demonstrated. Finally, provide cadets opportunities to display these attributes in a wide variety of leadership experiences within the program and across the university. Critical to the success of the program, is the cadre’s clear understanding of the skills and attributes and their dedication and professionalism to counsel, coach, mentor, and guide the cadets as they apply these newly developed skills. OBTAIN QUALITY FACULTY AND STAFF Quality cadre are those that have the ability and the desire to recruit and develop cadets as well as understand the needs of The Army. The onset and continuation of hostilities in Iraq and Afghanistan challenge the ability to maintain fill rates required to support improvements in student learning. Stop loss, stop move, operational rotations, and contractor deployments deplete ROTC faculty numbers and make it increasingly difficult to obtain timely replacements for programmed losses. We must remain creative and actively engaged in efforts to ensure the human resources are available to accomplish the mission. Implementation plan-hire one new faculty members for Fall 2009 semester. INCREASE DIVERSITY AND TARGETED MISSION SUCCESS. Army ROTC continuously seeks to ensure that the cadet population is reflective of the environment we operate in and sensitive to the needs of the Army. Providing the proper mix of quality, gender, and ethnicity requires careful consideration of our capability to contribute. That capability has to be supported and resourced with the right numbers and mix of cadre and with sufficient scholarship and operating funds to enable success. Implementation plan-focus recruiting and offer twelve SY 2009 4 year scholarships with gender and ethnicity in mind. Focus SAL (Student, Athlete, Leader) recruiting to increase student quality. Seek funding for Room/Board supplements to draw high SAL students offered 4 year national ROTC scholarships to Texas Tech.