FORWARD

This document is designed as a working document to provide direction and guidance for Detachment 595’s daily activities. Specifically, it is structured in such a way as to enable outside agencies a look into the key processes and outcomes, as measured by detachment and AFROTC standards. Each year, these key processes and outcomes are revisited to ensure the detachment is meeting the ever-changing and dynamic needs of both the university and Air Force environments.
MISSION STATEMENTS

The mission of an organization describes its reason for existence. Mission statements are broad and expected to remain in effect for an extended period of time. The mission statement of Detachment 595 directly supports the AFROTC and NC State mission statements, and clearly defines Detachment 595’s reason for existence.

NCSU MISSION STATEMENT

The mission of North Carolina State University is to serve its students and the people of North Carolina as a doctoral/research-extensive, land-grant university. Through the active integration of teaching, research, extension, and engagement, North Carolina State University creates an innovative learning environment that stresses mastery of fundamentals, intellectual discipline, creativity, problem solving, and responsibility. Enhancing its historic strengths in agriculture, science, and engineering with a commitment to excellence in a comprehensive range of academic disciplines, North Carolina State University provides leadership for intellectual, cultural, social, economic, and technological development within the state, the nation, and the world.

AFROTC MISSION STATEMENT

Produce leaders for the Air Force and build better citizens for America.

AFROTC DETACHMENT 595 MISSION STATEMENT

To commission into the USAF the highest quality (academically and physically), best prepared young men and women of any AFROTC detachment in the nation.
The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

1. **Describe how your unit’s mission, services and activities are consistent with the mission of the University.**

Just as NC State University strives to “[create] an innovative learning environment that stresses mastery of fundamentals, intellectual discipline, creativity, problem solving, and responsibility,” so too does this detachment in its effort to produce the highest caliber, best prepared leaders of tomorrow’s America. Detachment 595 provides for its students, in addition to a rigorous and comprehensive Aerospace Studies curriculum, an opportunity to develop leadership skills through a variety of established programs. For example, the structure of the Cadet Wing, a cadet-run organization with oversight by the Air Force officer cadre, mirrors that existing in the operational Air Force, thereby providing a chain-of-command and organizational structure conducive to practicing and honing leadership skills. Additionally, each cadet must attend a field training encampment during the summer for 4-5 weeks that also develops and instills intellectual discipline, problem-solving, and personal responsibility—critical leadership skills necessary to function in today’s dynamic civilian and military environments.

2. **Describe how your unit promotes student learning and enhances the development of our students.**

This unit promotes learning in all facets of its program. In addition to the weekly Aerospace Studies classes, during the weekly cadet-run Leadership Laboratory, several activities such as problem-solving scenarios, conflict management exercises, and guided discussions are conducted in order to allow the students to weigh-in on various topics relating to leadership while stimulating their intellectual thought processes. Each student, during their academic studies, has the opportunity to prepare written official Air Force correspondence and present formal briefings. All such activities are designed with the goal of fostering and enhancing leadership skills to support the university, AFROTC, and Detachment 595 missions.

3. **Provide the web address for your unit.**

http://www.ncsu.edu/airforce_rotc/intro.html
The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analyses of those results.

1. Have you identified and articulated outcomes for your unit?

Yes. The detachment has developed outcomes in order to assess our success in achieving or supporting our mission. Support documentation is maintained within the detachment’s records.

2. If you have developed outcomes, please list them.

   a. Viability – We are responsible to produce 15 commissioned second lieutenants per fiscal year in support of HQ AFROTC’s overall commissioning goal nation-wide.
   
   b. Physical Fitness – A standardized physical fitness test (PFT) is administered nation-wide for all AFROTC cadets. While the AFROTC standard to pass is currently a score of 140 points out of a possible 500, we have established an internal goal of 300.
   
   c. Field Training Preparation – One function of the junior/senior cadets within the cadet corps is to prepare all current-year sophomores and juniors that have not attended Air Force ROTC Field Training (FT) for this 4-5 week summer program.
   
   d. Retention – The detachment strives to retain 200% of viability (30 cadets) from their freshmen to sophomore years in the AFROTC program.
   
   e. Professional Development Training (PDT) – Each year, freshman and junior AFROTC cadets compete nationally with other cadets to attend summer PDT. This detachment’s goal is to have 10 total cadets selected for such training.
   
   f. Guest Speakers – In order to provide dynamic and fresh insight into the operational Air Force, this detachment seeks to have a minimum of two guest speakers attend Leadership Laboratory throughout the academic year.
   
   g. Base Visits – In an effort to keep cadets focused on operational Air Force issues, this detachment strives to achieve two operational Air Force base visits each academic year.

3. If you have developed outcomes, are you measuring them?

Yes.
4. *If you are measuring your outcomes, what assessment methods are you using?*

This unit measures each possible outcome based on its unique requirements. Data gathered for each possible outcome, as well as semester and academic year reviews, assist the detachment’s effort in developing and maintaining viable programs and meet the overall objective of producing the best newly commissioned second lieutenants in the Air Force.

5. *If you are using assessment to measure your outcomes, provide a brief summary of the results for each outcome listed in #2.*

   a. Viability – This outcome is measured at the end of each fiscal year. Our detachment must commission 15 cadets per fiscal year to meet our AFROTC headquarters-directed goal.

   b. Physical Fitness – Each semester, the PFT is administered to the entire cadet corps. Those cadets achieving 300 points of a possible 500 are exempt from the Enhanced (Extra) Physical Training (EPT) until the following semester. Those scoring less than 300 are placed in the EPT program until they achieve a 300 PFT score.

   c. Field Training Preparation – The detachment goal is for 20% of those cadets attending FT to return as either Distinguished Graduates (DGs) or Superior Performers (SPs), as indicated on their FT report.

   d. Retention – This outcome is measured at the start of the Fall semester. The unit’s goal is to retain 200% of viability (30 cadets) from the previous year’s freshman class.

   e. Professional Development Training – This outcome is measured as met/not met. Our detachment must receive 10 allocations for its cadets to attend such training to meet our locally determined goal.

   f. Guest Speakers – This outcome is measured as met/not met. The unit’s goal is to provide the cadets two guest speakers annually.

   g. Base Visits – This outcome is measured as met/not met. The unit’s goal is to sponsor two operational Air Force base visits annually.
6. **If you are measuring your outcomes, how is this information/data used to improve programs and services within your unit?**

   a. Viability – Since viability is measured as a result of recruiting/retention, emphasis is placed on these areas 2-4 years ahead of schedule to ensure the detachment’s commissioning numbers are achieved.

   b. Physical Fitness – In order to surpass the AFROTC standard of 140 our detachment has instituted a cadet managed EPT program to assist each cadet’s shortcomings in this area. Cadets remain on EPT until they pass the PFT by scoring 300 points.

   c. Field Training Preparation – Based on the number of cadets attending FT and the percentage returning with a DG or SP designation, FT preparation is analyzed to highlight areas for improvement for the coming year. Trends are checked by reviewing FT reports from all cadets returning from field training as possible indicators for improvement areas.

   d. Retention – Based on the total number of freshmen retained into their sophomore year, an analysis is conducted to determine why a cadet decided to leave the AFROTC program.

   e. Professional Development Training – Based on the total number of allocations, our detachment determines how it can best help its cadets become more competitive relative to other units’ cadets nationally.

   f. Guest Speakers – Data gleaned from the success in obtaining guest speakers is used for succeeding years in order to keep the program viable.

   g. Base Visits – Each year, a continuity folder is compiled to highlight successes and problem areas with respect to each organized base visit.

7. **Does your unit assess satisfaction with services offered?**

   Yes.

8. **If you are assessing satisfaction, provide a brief summary of the results.**

   Satisfaction varies by class year of the cadets. Cadets are asked 13 questions on an End-of-Course (EOC) survey to rate between 1 and 5, with 1 indicating the least satisfaction, and 5 indicating the most. Overall, cadets became more satisfied with the AFROTC program as they progressed through the program. One notable exception occurred in the area of the Cadet Corps Library. The cadet freshmen indicated a 3.52 level of satisfaction, while cadet seniors indicated a level of satisfaction of 1. The sophomore and
junior cadets also indicated a decreasing level of satisfaction from the freshmen. Additionally, the question regarding Leadership Laboratory indicated a trend of decreasing satisfaction, but with only a 0.09 differential between freshmen and seniors. Individual comments were also provided by each class and are listed in the compiled EOC results.

9. **If so, how are you assessing satisfaction?**

Every student completes an on-line End-of-Course (EOC) survey following each semester.

10. **If you are assessing satisfaction, how is this information/data used to improve services within your unit?**

Occasionally, concerns are voiced that fall within the purview of this unit and its ability to affect change. For example, cadets voiced their dissatisfaction with an extensive, yet unused Air Force history library as it related to consuming too much space within an already confined room. The library was subsequently removed and donated to the NCSU library.

11. **If you are conducting any other type of assessment, in addition to measuring outcomes and satisfaction, please describe the assessment, the results, and how the data are used.**

This unit conducts no other type of assessment of measured outcomes, goals, or satisfaction.

12. **How do you use your Compact Plan with regards to improving services offered by your unit?**

This unit seeks to meet Compact Plan objectives as they relate to the unique Air Force guidelines. For example, this detachment is committed to achieving diversity within its cadet corps at or above the university average by reaching out and expanding its recruiting efforts at the HBCUs and cross-town institutions in the area.
13. If you are not where you would like to be with regards to assessment, what is affecting your progress? What is your schedule for developing and/or implementing an assessment plan for your unit?

This unit strives to meet its desired outcomes, as listed herein. In addition to university requirements, this detachment has placed upon it unique requirements from Air Force agencies outside the university environment. For example, the Air Education and Training Command, and Headquarters, AFROTC, have strict guidelines for measuring success concerning this unit’s mission objectives.

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement and (b) demonstrates that the institution is effectively accomplishing its mission.

1. To the extent that the above responses do not adequately address your unit’s planning and evaluation processes, please provide a brief description of your unit’s planning and evaluation process.

This unit is satisfied with the above listed responses and feels they adequately represent its planning and evaluation processes as they relate to supporting the mission of the university, AFROTC, and Detachment 595.