

The Employability of University of Wisconsin-Stout

Senior Reserve Officers' Training Corps

Graduates

by


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Abstract

The University of Wisconsin-Stout Army Senior Reserve Officers' Training Corps (SROTC) graduates achieved employment outcomes very comparable to the general population of UW-Stout graduates. On some key measures, such as mean and median salary, SROTC graduates significantly outperformed the general population. The measure of employment related to major concluded that SROTC graduate outcomes were very similar to the general population at 67.9% and 66.2% respectively. Percent employed values were very similar with 96% for the general population and 100% for SROTC graduates. Although 100% of SROTC graduates were employed, the fact that 42.9% of traditional National Guard and U.S. Army

Reservists were searching for employment pointed to a situation of widespread underemployment for SROTC graduates.

Input from prospective employers suggests that the SROTC experience enhanced individual employability. However, many of the employers surveyed possessed almost no knowledge of existing national-level programs designed to enhance employment opportunities for SROTC graduates. Additional communication among the SROTC graduate, UW-Stout Career Services, the SROTC program, and prospective employers was determined to be necessary to enhance employment outcomes for part-time National Guard and U.S. Army Reserve officers. Prospective employers provided a total of 48 recommendations pertaining to the improvement of communication between the SROTC graduate, elements at the University of Wisconsin-Stout, and employers.

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Table of Contents

	Page
.....	
Abstract	ii
List of Tables	vii
List of Figures	viii
Chapter I: Introduction	1
Background of the Problem	5
Statement of the Problem	5
Purpose of the Study	6
Research Questions	7
Definition of Terms	7
Methodology	9
Chapter II: Literature Review	11
Study of Recently Separated Servicemembers	12
The Synthesis Analysis Report	14
The Branding Interviews Report	14
Discussion	17
The Branding Interviews Report	14
Employment Outcome Studies Based on Education Level	18
Summary	19
Chapter III: Methodology	21
Purpose	21
Subject Selection and Description	22
Instrumentation	24
Tool 1: UW-Stout Career Services Annual Employment Report	25
Tool 2: Senior Reserve Officers' Training Corps Graduate Survey	25
Tool 3: Employer Survey	26
Strategy for Addressing Research Questions	28
Data Collection Procedures	30
Limitations	31
Summary	32

Chapter IV: Results	34
Analysis Preview	34
Results for Research Question 1	34
Percent Employed and Percent Seeking Employment	35
Employment Related to Major	38
Mean and Median Salary	38
Results for Research Question 2	39
Results for Research Question 3	42
Results for Research Question 4	43
Summary	46
Chapter V: Conclusions, Limitations, Recommendations	47
Conclusions	47
Research Question 1	47
Research Question 2	49
Research Question 3	49
Research Question 4	49
Limitations	50
Recommendations	51
References	53
Appendix A. UW-Stout Senior Reserve Officers' Training Corps Course Descriptions and Objectives	56
Appendix B. Requirements for the Military Leadership Minor	66
Appendix C. Active Duty Annual Compensation for Officers with Less Than 20 Years of Service, U.S. Army 2009	67
Appendix D. Annual Drill Pay for Army Reserve Officers	68
Appendix E. Consent to Participate In UW-Stout Approved Research	69
Appendix F. Employability of University of Wisconsin-Stout Senior Reserve Officers' Training Corps Graduates Employment Survey	71
Appendix G. Employability of University of Wisconsin-Stout Senior Reserve Officers' Training Corps Graduates - Employer Survey	74

List of Tables

Table 1. UW-Stout SROTC Courses	4
Table 2. Population of SROTC Graduates	22
Table 3. UW-Stout Senior Reserve Officers' Training Corps Graduates by Major	24
Table 4. Employment Outcome Statistics	35
Table 5. Employability Linked to SROTC Curriculum (Employer Respondents)	40
Table 6. Most Desired Skills/Qualities for Employers (Employer Respondents)	41
Table 7. Recommendations by Employers for Enhancing Employment Opportunities for SROTC Graduates.....	45

List of Figures

Figure 1. Army Leadership Requirements Model (U.S. Army Cadet Command, 2010).....	3
Figure 2. Employment Status Question (Percent Employed).....	36
Figure 3. Search time for employment and career satisfaction (Percent Searching for Employment)	37
Figure 4. Impact of the SROTC Curriculum on Employability (Student Perspective)	39
Figure 5. Level of Preparation for Current Employment (SROTC, Major, and General Education Requirements) (SROTC Graduates).....	42
Figure 6. Familiarization with Existing Employment Programs (Employer Survey)	44

Chapter I: Introduction

The Senior Reserve Officers' Training Corps (SROTC) became formally organized when President Woodrow Wilson signed the National Defense Act of 1916. Since that time, the SROTC has produced over one-half million commissioned officers for service in the U.S. Army Reserves, the National Guard, and the Regular Army (U.S. Army Cadet Command, 2008). In 2011, the SROTC carried a nationwide enrollment of more than 34,000 students (U.S. Army Cadet Command, 2010) and annually commissioned in excess of 5,000 entry level officers per year at 273 programs across the nation (Shacklett, Jack; Zeiter, Craig, 2011).

The University of Wisconsin (UW)-Stout SROTC program began offering classes in the 2005-2006 academic year and commissioned its first cohort in the spring semester of 2007. Over the past six years, the SROTC program at UW-Stout experienced significant growth and in 2011 enrolled approximately 60 cadets. Serving as the headquarters element for SROTC detachments at UW-River Falls and UW-Eau Claire, the combined enrollment totaled more than 140 cadets. Program enrollment numbers rivaled the number of cadets at much larger institutions and more mature programs such as those in operation at UW-Madison, UW-Oshkosh, UW-Stevens Point, and UW-LaCrosse.

Over its short period of existence, the SROTC program at UW-Stout earned a reputation for excellent cadet performance and production of commissioned officers. In 2011, the combined universities commissioned 24 officers for a total of 53 for service in the armed forces. The UW-Stout SROTC program received the mission from U.S. Army Cadet Command to commission 26 officers annually by 2013, the third largest mission in the region spanning from North Dakota to Missouri. In spring 2011, the program received recognition for producing more National Guard officers than any other program in a nine-state region and subsequently

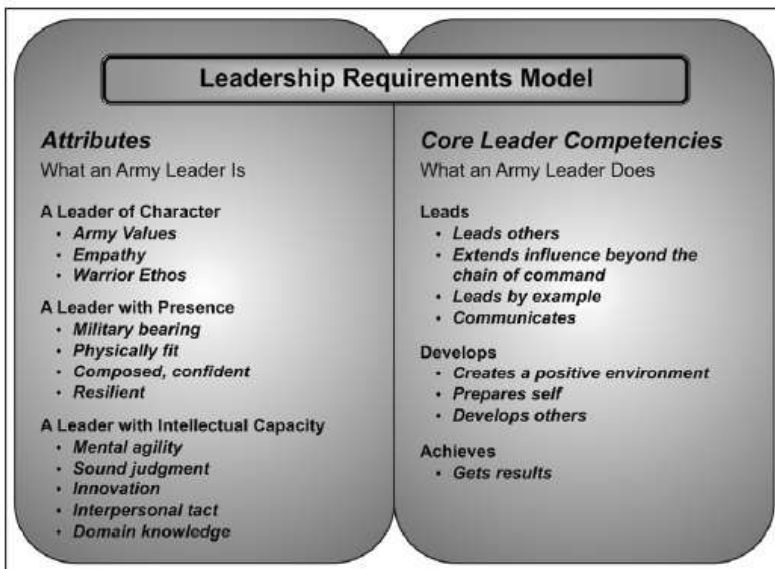
commissioned more officers for the Wisconsin National Guard than any other institution in the state.

UW-Stout alone has produced a total of 29 commissioned officers since SROTC was first offered at the institution in 2005. Of those commissioned specifically from UW-Stout, six served on active duty in the Regular Army. The remainder served in various U.S. Army Reserve (USAR) or National Guard (NG) units, primarily in Minnesota and Wisconsin.

U.S. Army Cadet Command, the organization responsible for the SROTC effort, designed the program of study to produce entry-level leaders for the Army who:

- embody all dimensions of the Army Leadership Requirements Model (See Figure 1);
- make sound and timely decisions;
- develop and motivate subordinates, teams, and units;
- derive lessons learned from military history and apply insights to the operating environment; and
- analyze, manage, and adapt to change in complex environments. (U.S. Army Cadet Command, 2010)

Figure 1. Army Leadership Requirements Model (U.S. Army Cadet Command, 2010).



The SROTC curriculum provided three main components for cadet development: (1) an on-campus module, (2) an off-campus module, and (3) the Cadet Leadership Development Program. The on-campus module consisted of a series of undergraduate-level courses combined with physical training and field training experience in addition to hands on leadership opportunities. The off-campus module centered on a month-long internship and evaluation known as the Leader Development and Assessment Course (LDAC) and provided optional training that includes Airborne (parachutist) and Air Assault (helicopter operations) training along with a myriad of foreign travel and internship opportunities. These components linked with and supported the Cadet Leadership Development Program. They provided frequent leadership experiences in conjunction with one-on-one evaluation and developmental counseling.

The on-campus module course offerings at UW-Stout consisted of those listed in Table 1. Course descriptions are provided in Appendix A. The associated field experience and hands-on leadership training for the module included a combination of field training exercises (FTXs) and leadership laboratory sessions. FTXs provided training in field craft such as land navigation,

rappelling, and tactical scenarios, and were held once or twice a semester at Fort McCoy, WI. FTXs also provided basic, common military experiences such as the opportunities to eat in a military dining facility and sleep in barracks. Leadership laboratories were tactical training sessions conducted locally that solidified concepts learned in the classroom. UW-Stout also provided the option for contracted cadets as well as the general student population to complete an undergraduate minor in Military Leadership. Requirement for the Military Leadership minor are listed in Appendix B.

Table 1. UW-Stout SROTC Courses. (Bolstad, Status of Army Senior Reserve Officers' Training Corps, 2009)

UW-Stout Senior Reserve Officers' Training Corps Courses

Course	Title	Credits
MSL 101	Introduction to Officership	1
MSL 102	Basic Leadership	1
MSL 201	Innovative Team Leadership	2
MSL 202	Foundations of Tactical Leadership	2
MSL 301	Adaptive Team Leadership	3
MSL 302	Leadership Under Fire	3
MSL 350	Leader Development and Assessment Course Field Experience	2
MSL 399	Independent Study	1-3
MSL 401	Developing Adaptive Leaders	3
MSL 402	Leadership in a Complex World	3

Those who earned a commission through the SROTC program had the option to serve in either the USAR or NG as part-time, entry-level leaders. They also had the opportunity to compete nationally for one of approximately 2800 positions (Shacklett, Jack; Zeiter, Craig, 2011) serving in the Regular Army on active duty. Those who opted for and attained approval to serve in an active-duty status filled full-time employment positions in the United States Army

with a salary and benefit package outlined in Appendix C. Only approximately 25% of those who completed the program of study at UW-Stout and received commissions, however, ever served in the active Army. The remainder, who entered the U.S. Army Reserve or National Guard served for one weekend per month and two weeks during each summer (between 36 and 40 days per year) and generally required additional full-time employment to fulfill monetary needs. U.S. Army components provided a part-time salary and benefits package for USAR and NG officers as outlined in Appendix D.

Background of the Problem

SROTC graduates who chose to serve as part-time officers and worked one weekend a month and two weeks in the summer as members of the National Guard or the U.S. Army Reserve earned approximately \$10,000 annually as newly commissioned Second Lieutenants. Consequently, traditional USAR and NG officers sought additional civilian employment to provide a primary means of subsistence.

Newly commissioned USAR and NG officers faced challenges above and beyond those of the general population of graduates. First, they had to find employment that would enable them to be away from their civilian workplace over the 6 to 12 months required for Basic Officer Leadership Course B training; the initial, functionally specific training immediately following commissioning. Second, they had to find employment flexible enough to afford them the opportunity to complete all requisite military responsibilities. Although the Uniformed Services Employment and Reemployment Rights Act protected military personnel from open discrimination (Employer Support of the Guard and Reserve, 2009), the initial decision to hire Reserve force officers was possibly a tough sell for employers. Third, Reservists optimally

found employment in the same geographic region as their military unit of assignment or vice versa.

Statement of the Problem

Problem Statement 1. The University of Wisconsin-Stout to date has not conducted employment follow-up studies of SROTC graduates. Consequently, the administration and the university's Senior Reserve Officer Training Corps (SROTC) program leadership lack an understanding of the employability of SROTC program graduates relative to those of the general graduate population.

Problem Statement 2. There is currently no proactive plan of action for enhancing employment opportunities of SROTC graduates, especially for those serving in part-time positions in the Wisconsin National Guard and the U.S. Army Reserves. Neither the program nor the university has taken action to promote the differentiation of SROTC graduates from the general population.

Purpose of the Study

The purpose of this field study was to assess the employability of UW-Stout SROTC graduates who received commissions to serve in the U.S. Army relative to the general population of UW-Stout graduates. Ultimately the information provided the university and the SROTC program an understanding of those characteristics that made SROTC graduates either more employable or less employable than their non-SROTC counterparts. The study also sought to establish a path forward for increased employability of newly commissioned SROTC graduates.

Because such a large percentage of SROTC graduates served in the National Guard or U.S. Army Reserves, the SROTC program and the institution possessed a vested interest in understanding potentially distinctive stumbling blocks associated with newly commissioned

officers finding primary means of employment. If satisfactory employment was sought and not obtained, long-term retention rates for part-time officers would suffer. Recruiting efforts and the mission might have possibly been impacted as well. Therefore, the need existed to understand the employment trends of recent SROTC graduates and, if necessary, identify ways of enhancing employment opportunities for UW-Stout SROTC graduates.

Research Questions

1. Is the employment of recent SROTC graduates, 2007 through 2011, comparable with the employment acquired by the general population of UW-Stout graduates over the same timeframe?
2. In addition to supporting the needs of the Army, does the SROTC curriculum support the needs of potential employers of SROTC graduates?
3. Does the SROTC curriculum provide a foundation of skills that improves private sector employability relative to non-SROTC curricula?
4. What methods of communication between private sector employers, the SROTC program, and recent SROTC graduates may improve employment opportunities for recently commissioned National Guardsmen and Reservists?

Definition of Terms

Basic Officer Leadership Course B (BOLC-B): Post-SROTC, post-commissioning training intended to prepare a newly commissioned officer to function in one of seventeen various career fields. Each career field maintains its own BOLC-B training course at a designated Army installation within the United States.

Cadet Battalion: The university-level organization of U.S. Army Cadet Command that includes a Professor of Military Science, a number of subordinate staff members, and cadets. Across the country there are 273 host institutions with cadet battalions, many of which contain subordinate organizations referred to as partnership or affiliate universities.

Commission: A certificate of appointment from the President of the United States or the Secretary of Defense through the United States Congress that provides authorization for an individual to serve as an officer in the Armed Forces of the United States.

Employability: The ability to gain and retain fulfilling work (Hillage & Pollard, 1998).

National Guard (NG): A reserve military force composed of state militia members or units under federally recognized active or inactive armed force service for the United States (Army National Guard, 2011). National Guard members are citizen soldiers who primarily serve one weekend per month and two weeks each summer for annual training requirements. State governors have the right to call up members of the National Guard in time of state emergency. State National Guard units may also be activated and placed under Federal control for specified periods of time.

Reserve Officers' Training Corps (ROTC): A college-based, officer commissioning program designed as a series of college electives that focuses on leadership development, problem solving, tactical planning and professional ethics. The term may be used as a general term to encompass Junior Reserve Officers' Training Corps (JROTC), a high school program, and the more common college program.

Senior Reserve Officers' Training Corps (SROTC): The more specific form of the term Reserve Officers' Training Corps that specifically refers to the college-level military commissioning program.

U.S. Army Reserve (USAR): The federal reserve force of the United States Army consisting primarily of part-time soldiers serving traditionally in combat support roles. "The Army Reserve's mission, under Title 10 of the U.S. Code, is to provide trained, equipped, and ready Soldiers and cohesive units to meet the global requirements across the full spectrum of operations." (U.S. Army Reserve, 2010)

Methodology

The research plan incorporated a mixed methodology to address the research questions. Analysis previously performed at UW-Stout and survey questions distributed to two separate populations formed the primary research instruments.

The first research tool provided baseline data resulting from a series of surveys conducted annually by the UW-Stout Career Services Center. Data mined from the UW-Stout Career Services Annual Employment Reports from 2006 through 2010 provided the employment outcome statistics for a matched comparison group (MCG). The MCG statistics were compared to employment outcomes of SROTC graduates for the same corresponding years, 2006-2010. The fact that the UW-Stout Department of Military Science commissioned its first cohort in May 2007 limited data collection to no earlier than the 2006-2007 timeframe.

The second instrument, entitled "Employability of University of Wisconsin-Stout Senior Reserve Officers' Training Corps Graduates: Employment Survey," consisted of a survey of the entire population of SROTC graduates. Ultimately, questions provided the data that were

compared to the MGC to form the basis of the answer to Research Question 1. Questions about preparedness to enter the civilian work force drove the responses that answered Research Question 3. Due to the limited size of the population and a desire to maximize participation, surveys were conducted through telephone contact.

The third instrument provided a series of survey questions to potential employers of UW-Stout graduates. The instrument comprised three sections that focused separately on general employment questions, the employment and employability of UW-Stout graduates, and the employment and employability of SROTC graduates. Data gathered from this instrument provided the majority of information required to answer Research Questions 2 through 4. The population consisted of those companies that participated in the UW-Stout Career Fair in October 2011.

Chapter II: Literature Review

The UW-Stout Army SROTC program recruits, develops, and commissions officers for service to the Army and the nation. It motivates young people to be better citizens for life-long service to the community. Because the program invests significant resources through the recruiting and developing processes, it possesses a vested interest in the professional success of each graduate.

This literature review sought to gain an understanding of existing studies and documentation of employment outcomes for SROTC graduates, military Reservists, and recently separated servicemembers. The review gathered information in the context of the following research questions:

1. Is the employment of recent SROTC graduates, 2007 through 2011, comparable with the employment acquired by the general population of UW-Stout graduates over the same timeframe?
2. In addition to supporting the needs of the Army, does the SROTC curriculum support the needs of potential employers of SROTC graduates?
3. Does the SROTC curriculum provide a foundation of skills that improves private sector employability relative to non-SROTC curricula?
4. What methods of communication between private sector employers, the SROTC program, and recent SROTC graduates may improve employment opportunities for recently commissioned National Guardsmen and Reservists?

An understanding of the employment statistics for National Guard and Reserve officers and enlisted soldiers was necessary to establish background knowledge and ballpark expectations for the employability of SROTC graduates at the local level. The post-deployment physical and psychological condition of military personnel reached the forefront of public interest at the end of the first Gulf War. Subsequently, studies provided a plethora of information about the physiological effects of war on Gulf War veterans. Few studies, however, provided documentation related to employment trends of Reservists and newly commissioned servicemembers.

Study of Recently Separated Servicemembers

Military actions since the Persian Gulf War in 1990 produced over 4.4 million veterans (Abt Associates Inc., 2008) who carried with them considerable experience and advanced skills as they reentered the U.S. job market. For most veterans, the transition back to the civilian workforce was relatively unproblematic. However, the shift from military service to civilian life proved to be difficult for certain subsets of the veteran population. Situational awareness of veteran employment conditions was critical for the joint efforts of the U.S. Department of Veterans Affairs (VA), the Department of Defense, and the Department of Labor as they worked closely to enable the success of the returning veteran.

In 2008, the Department of Veterans Affairs published a landmark study of recently separated servicemembers (RSS). At the time, Congress and the Department of Veterans Affairs (VA) lacked an understanding of the current employment histories and outcomes for RSS relative to matched comparison groups from the non-military population. The VA also lacked knowledge of the effectiveness of programs intended to train and facilitate employment for the growing numbers of veterans returning to the civilian workforce.

Driven by congressional mandate and a desire to better facilitate the successful transition of large numbers of service men and women back into the civilian labor force, the VA conducted a series of three studies to address a number of unknowns raised by Congress. Specifically, Congress directed that the overarching effort should:

(1) determine whether the employment obtained by [RSS] is commensurate with training and education of those servicemembers; (2) determine whether [RSS] received educational assistance or training and rehabilitation under programs administered by the Secretary of Veterans Affairs...; (3) determine whether transition assistance services provided to [RSS] assisted those servicemembers in obtaining civilian employment; (4) analyze trends in hiring of veterans by the private sector; and (5) identify [RSS] who have reached senior level management positions. (Abt Associates Inc., 2008)

In addition to achieving situational awareness with regard to the employment of RSS, Congress directed that the report should provide recommendations to increase communication links between private sector employers and veterans' service organizations with the ultimate goal of improving post-military service opportunities for the growing numbers of veterans.

Research Design:

The VA effort utilized three different studies that incorporated multiple methods, both qualitative and quantitative, to address the constraints identified by Congress. The studies included a Synthesis Analysis Report, a Branding Interviews Report on employer perspectives, and an Employment Histories Survey. The studies took place over a seven-year time span and used differing techniques described in the following paragraphs.

The Synthesis Analysis Report

The Synthesis Analysis Report was an analytic exercise that “examined four national data sets, providing a baseline of employment experience and outcomes, and highlighting information gaps that need to be filled.” (Abt Associates Inc., 2008) Analysts examined data from the four surveys taken at different times with differing sample populations and compared the data to employment outcomes of a matched comparison group (MCG). The MCG was linked to the RSS based on the characteristics of age, sex, race, education level, geographic region, and marital status.

Sample: Selected samples were of veterans who ranged in age from 18 to 65. The dollars figures used in the different reports were normalized to a specific year based on the Consumer Price Index.

The Branding Interviews Report

The Branding Interviews Report utilized corporate interviews and moderated group discussions to “examine the procedures and processes private sector organizations use to implement networking and hiring programs. The purpose was to investigate specific activities to determine if they are feasible for improving the employment prospects of RSS.” (Abt Associates Inc., 2008).

Sample: Corporate interviews were conducted with leaders from seven companies spanning sectors of the U.S. marketplace that included customer service, insurance, banking, industrial manufacturing, food service, entertainment, and consumer products. The companies maintained anonymity and the smallest corporation employed over ten thousand people. A separate series of group discussions included representatives from six organizations and higher education

institutions chosen to represent the spectrum of traditional and non-traditional education programs.

The Employment Histories Survey

The Employment Histories Survey employed a survey team using web-based surveys, paper surveys, and telephone interviews to gather data from reservists, national guardsmen, and active duty personnel who were separated from the service over a four month period in 2007. They surveys were used to generalize results for all veterans in the context of the other two reports. Because of the limited timeframe and sample set associated with the study, sample weights were utilized to estimate totals for specific populations.

Sample: The Employment Histories Survey surveyed 1,941 individuals with the following characteristics:

- Age range: 17-61 with 37.6% between 21 and 27
- Sex: 86.4% male, 13.6% female
- Race: 79.6% White, 11.8% Black, 3.5% Asian/Pacific Islander, 0.7% American Indian
- Service: 56.8% Army, 16.9% Air Force, 12.9% Marines, 11.0% Navy, 2.5% Coast Guard
- Rank Structure: 2.9% Senior Officer, 9.3% Junior/Warrant Officer, 53.1% Non-Commissioned Officer, 34.4% Enlisted

Results:

The following is a summary of the key findings of the report:

- The unemployment rates of RSS were generally much higher when compared to related MCG.
- Wages earned by the RSS were relatively lower than the MCG, especially among those with college degrees (\$5,700+ in 2001 and \$3000+ in 2000). However, when taking into consideration additional Federal entitlements, the gap closed significantly and in one comparison group, the RSS earned slightly more than the MCG.
Regardless of accounting method, individuals with four-year and post-graduate degrees earned significantly less than their counterparts.
- The two key factors that seemed to be indicative of lower wages were “living in a rural or remote community and having received the GI Bill.” (Abt Associates Inc., 2008) GI Bill use is common among lower wage RSS due to the fact that most of the sample lacked post-high school education.
- A strong link existed between the level of education and responsibility in the civilian work environment. Those with graduate degrees were three times more likely to have the same or increased levels of responsibility in their civilian jobs than those without graduate degrees (Abt Associates Inc., 2008).
- The two most highly utilized education and training programs offered by the Federal government for RSS are the Montgomery GI Bill and the Transition Assistance Program (run by the Department of Labor). 48.4% and 28.7% of the 4.4 million RSS population used those two programs respectively. All other programs captured only single-digit percentages for use rates.

- RSS are about 10% more likely (Abt Associates Inc., 2008) to work for the Federal government than their civilian counterparts. Officers with college degrees had a much greater tendency to work in the public sector.

The remainder of the findings involved recommendations to the improve relations between companies, federal agencies, and employment seeking RSS. The end state of the research provided a path forward to improve employment opportunities for RSS.

Discussion

Review of the previously described studies provided significant assistance for establishing the framework of this field study. Though the populations of RSS and UW-Stout SROTC graduates varied significantly, the following observations provided critical insight:

- The study successfully generalized results and responsibly focused on relative numerical trends and not on the specific numerical results.
- Of those that were able to find employment as RSS, the vast majority (51.2%) were found using the internet and 39.0% of job seekers found employment through personal contacts (Abt Associates Inc., 2008). Relatively few found employment through Federal and state programs designed to aid the RSS. There was no discussion about the inefficient use of government resources dedicated to employment assistance for the RSS.
- The study applied results from several other unrelated studies over different periods of time. The data were selected and weighted to fit the needs of the study.

- The study assumed that individuals entering and eventually separating from the military possess the same earning potential as their civilian counterparts. Preceding studies showed that specific attributes linked to RSS may or may not be conducive to gainful, comparable employment in the civilian sector.

The unemployment of RSS increased to 12.1% compared to 9.0% of the U.S. population in the fall of 2011 and overall causes for this disparity remained uncertain (Beucke, 2011). The unemployment statistics for the youngest veterans ages 18-24 was even worse with the unemployment rate reaching 30.4% in October 2011 (Beucke, 2011) and numerous studies have sought to explain the inequity. A study of 2800 employers performed by Harris Interactive for CareerBuilder found that 41% of companies had difficulty determining how military experience translated to the civilian work environment (Moore, 2011). Another report found correlation between longer deployments, decreased health among veterans, and an increase in unemployment benefits for ex-military members (Loughran & Klerman, 2011).

While numerous studies provided insight to employment statistics for RSS, nationwide employment data for SROTC graduates who served in the USAR or the NG proved to be almost nonexistent. The Active-Reserve Compensation Assessment (ARCA) webpage located on the U.S. Army Accessions Command website provided relative data at the national level for employment of SROTC and United States Military Graduates for the years between 2007 and 2009. The data were not available outside military networks.

Employment Outcome Studies Based on Education Level

Employment outcome studies showed significant disparities among groups with bachelor's degrees, those who did not complete high school, and those with a high school diploma. The U.S. Department of Commerce Census Bureau determined that in 2009 the

median annual earning of full-time workers 25 years old and over with a bachelor's degree was \$62,440 while those with only a high school diploma and non-high school graduates had median annual earnings of only \$39,480 and \$28,020 respectively (U.S. Department of Commerce, 2009). Unemployment rates provided further information with regard to the differences among education levels. Unpublished data from the U.S. Department of Labor's Bureau of Labor Statistics showed a 14.6% unemployment rate for those with less than a high school diploma, a 9.7% rate for those who completed high school, and only a 4.6% unemployment rate for those with a bachelor's degree or higher (U.S. Department of Labor, Bureau of Labor Statistics, 2009). Compared to the overall 2009 unemployment rate of 7.9% (U.S. Department of Labor, Bureau of Labor Statistics, 2009), college graduates performed very well.

Summary

In summary, existing information concerning RSS and reservists indicated that employment outcomes lagged national averages in almost all categories. The situation possibly existed due to prolonged deployments, a general decrease in health of the population, and an inability to translate military experience to the civilian sector. Nationwide employment outcomes for the general population who completed at least a bachelor's degree resulted in much lower unemployment rates and much higher median incomes than those without degrees.

This literature review provided relevant background information for addressing the answers to the research questions previously identified. Although lacking data specific to military personnel with bachelor's degrees, the review addressed Research Question 1 by providing a general baseline of employment outcomes for both populations of military personnel and those possessing undergraduate degrees. The review addressed Research Questions 2 and 3 and identified possible reasons why employment outcomes for military personnel generally

lagged those of the civilian population. It identified potential disconnects between military related skills and those skills sought by prospective employers. Finally, the literature review supported Research Question 4 by culling out the primary venues for military servicemembers attaining employment; personal contacts and electronic media. It identified the ineffectiveness of large-scale programs in support of veteran employment opportunities.

Chapter III: Methodology

Purpose

The primary purpose of this study was to assess employment outcomes and identify ways to enhance employability of UW-Stout SROTC graduates. The study specifically attempted to answer the following research questions:

1. Is the employment of recent SROTC graduates, 2007 through 2011, comparable with the employment acquired by the general population of UW-Stout graduates over the same timeframe?
2. In addition to supporting the needs of the Army, does the SROTC curriculum support the needs of potential employers of SROTC graduates?
3. Does the SROTC curriculum provide a foundation of skills that improves private sector employability relative to non-SROTC curricula?
4. What methods of communication between private sector employers, the SROTC program, and recent SROTC graduates may improve employment opportunities for recently commissioned National Guardsmen and Reservists?

Because the SROTC program was relatively new to the campus at the time of the study, employment outcomes and trends had yet to be assessed. Due to the fact that data supporting an understanding of the employment statistics of the nationwide population of SROTC graduates was limited, this study intended to provide the groundwork for situational awareness linked to employability of SROTC graduates specifically at UW-Stout.

Previously conducted studies lacked context and failed to provide the fidelity for a clear understanding of the related causes and effects of employment outcomes for newly

commissioned Army officers. Consequently, a corollary purpose was to provide a qualitative assessment of the preparedness and employability of SROTC graduates as they entered the workforce. Additional input by prospective employers provided a qualitative determination of the added value that the SROTC curriculum provided to individual employability.

Due to known employment difficulties by some graduates, the study also sought to identify ways that employment opportunities for UW-Stout SROTC graduates might be enhanced. The intent was not to detract from employment options of non-SROTC graduates but to determine ways to establish additional links to prospective employers by a subset of the overall population.

Subject Selection and Description

Subjects for the SROTC graduate survey consisted of the entire population of commissioned officers completing the program of study and entering military service. Since the first commissioning class in May 2007, the Department of Military Science at UW-Stout produced 29 commissioned officers corresponding with the commissioning class in the following table (Table 2).

Table 2. Population of SROTC Graduates

Year	Number of SROTC Graduates	Number Surveyed
2006-2007	4	4
2007-2008	5	5
2008-2009	6	5
2009-2010	9	9
2010-2011	5	5
<i>Total</i>	29	28 (96.6%)

The population of SROTC graduates represented 0.46% of the degrees awarded to UW-Stout undergraduates over the time span of the study. This percentage was similar to other universities across the country (Bolstad, Status of Army Senior Reserve Officers' Training Corps, 2009). The SROTC graduate population consisted of five females representing 17.2% of the overall population compared to female representation of 51.2% for the general population of UW-Stout graduates over the same timeframe.

U.S. Army policy allowed individuals to select their own major fields of study. Consequently, the UW-Stout SROTC commissionees represented a wide variety of majors. Table 3 summarized the breakdown of majors for the population of SROTC graduates. A relatively large percentage of SROTC graduates majored in Business Administration (42.9%) mostly selecting Military Leadership as their area of concentration. Over the same timeframe, the number of Business Administration majors for UW-Stout as a whole comprised 14.8% of the overall undergraduate degrees or 765 of the 5163 degrees awarded.

Due to the fact that the first commissioning class graduated in the spring of 2007, the population of SROTC graduates consisted of relatively junior military personnel. At the time the survey was conducted only two had attained the rank of captain, a rank normally attained within 48 months after entering active duty. The remainder held the rank of either second or first lieutenant and no members of the population had completed their initial service obligations.

Table 3. UW-Stout Senior Reserve Officers' Training Corps Graduates by Major

Major	Number Within SROTC Graduate Population	Percent of Total Population
Applied Social Science	1	3.6
Business Administration	12	42.9
Construction	2	7.1
Engineering Technology	3	10.7
Hotel, Restaurant and Tourism Management	1	3.6
Information Technology Management	2	7.1
Manufacturing Engineering	2	7.1
Multimedia Design	1	3.6
Packaging	2	7.1
Psychology	1	3.6
Retail Merchandising and Management	1	3.6
Vocational Rehabilitation	<u>1</u>	<u>3.6</u>
<i>Total</i>	29	103.6 ¹

Instrumentation

The instrument utilized a mixed methodology including data mining of previously conducted surveys and a series of two new surveys. Data mining was conducted to provide the requisite matched comparison group for performing comparative statistical analysis between the general population of UW-Stout graduates and graduates from the UW-Stout SROTC program. Surveys incorporated phone interviews and drop-off questionnaire strategies with the overall intention of maximizing participation of the small population and controlling data collection costs. Fowler stated that oral surveys, specifically telephone strategies, produced response rates similar to those attained through personal interview strategies (Fowler, 2002). Oral surveys were also easy to conduct, provided a great deal of flexibility, and offered an opportunity for those

¹ One individual double majored in Psychology and Packaging

being interviewed to ask questions about specific components of the survey that might not have been immediately understood (Colorado State University). Drop-off questionnaires benefited efforts by allowing respondents to answer questions at their own convenience and helped maximize participation by providing the interviewer face-to-face interaction with prospective respondents (Colorado State University).

Tool 1: UW-Stout Career Services Annual Employment Report

This field study utilized the UW-Stout Career Services Annual Employment Report inclusive of years from 2006-2007 to the latest surveys completed in 2010. Information was gleaned from the reports that solicited data from all who completed undergraduate degrees in a given year. Data were collected through the utilization of telephone surveys, face-to-face interviews, and mailings. The cutoff for the collection of survey information was no later than January 31 following the year of graduation. Respondents were categorized by major and further divided into demographic sub-groups that included minority status and gender. Key metrics included current employment percentages, percent seeking employment, percent of graduates continuing education, salary range (low, high, and mean), and whether or not employment is related to the field of study. The Annual Employment Reports provided a matched comparison group from which qualitative conclusions would be drawn from quantitative comparisons. Tools 2 and 3 were developed in part to take advantage of the data in these reports.

Tool 2: SROTC Graduate Survey

A telephone survey was conducted on UW-Stout SROTC graduates (Appendix F). Historical records maintained by the UW-Stout Department of Military Science provided the

contact information for the sample set. The questionnaire was designed to compare employment outcome statistics from Tool 1 to the population of interest.

The tool consisted primarily of closed-ended questions that required respondents to select from a limited number of responses predetermined by the researcher (Ipathia Inc., 2005). Several categorical questions (Ipathia Inc., 2005) solicited information regarding gender, type of degree, current employment status, time to attain employment, industry of primary employment, and present military status. Likert-scale questions, utilized to determine a respondent's feelings on a one-dimensional scale (Trochim, 2006), sought data pertaining to satisfaction with current employment and feelings about how well the SROTC and UW-Stout curricula helped prepare respondents for their current employment. Three open-ended questions gathered data about specific majors of the graduates and solicited earned income from first military sources and then non-military income.

Tool 3: Employer Survey

The Employer Survey (Appendix E) consisted of three categories: general questions related to the employment statistics of the company, questions specific to the hiring of UW-Stout graduates, and questions related to the hiring of military and/or SROTC graduates. The survey was designed to take into consideration the objectives of the study, the likely knowledge of human resources personnel, and increased probability of participation by the respondents given a survey completion time of only three to five minutes.

The sample set consisted of randomly selected companies from a population of companies identified by UW-Stout Career Services that traditionally hire UW-Stout graduates. The collection strategy incorporated a drop-off questionnaire at a UW-Stout Career Fair.

The Employer Survey began by asking general questions that sought to identify the market sector of the respondent and the salary range of new hires who completed undergraduate degrees using closed-ended categorical questions. An ordinal scale, used to rank order a list of responses (Ipathia Inc., 2005), was utilized to capture the most applicable venues for recruiting new employees. The final question provided a list of top skills and/or qualities compiled by the National Association of Colleges and Employers to identify those skills that were most important from the perspective of the hiring company.

The portion of the Employer Survey specific to UW-Stout attempted to gather insight about the perceived importance of the objectives of the general education requirements at the university and identify the primary reasons why the company potentially sought to hire UW-Stout graduates. Open-ended, multiple choice questions gathered responses to identify any unique skills generally possessed by the population of UW-Stout graduates. Finally, a Likert-scale was used to assess the relative importance of the major field of study of a prospective employee.

The questions specific to military and post-SROTC graduate employment were designed to gain an understanding of the attitudes about employment of military personnel and the level of knowledge of existing employment partnership programs between the U.S. Army and large employers. The first, a multiple choice question, asked whether or not the respondent company employed members of the National Guard or the U.S. Army Reserves. A series of Likert-scale

questions sought to capture the feelings of respondent human resources associates about the employability of military personnel and SROTC graduates. The last several questions asked respondents about their knowledge of U.S. military and civilian employment partnership programs and their feelings about partnership program success. The last question, an open-ended, multiple choice question sought input with regard to the improvement of employment opportunities for recently commissioned SROTC graduates.

Strategy for Addressing Research Questions

The tools were designed to support the following research questions:

Research Question 1 - Is the employment of recent SROTC graduates, 2007 through 2011, comparable with the employment acquired by the general population of UW-Stout graduates over the same timeframe?

The formulation of the answer to Question 1 utilized a matched comparison group (MCG) and contrasted MCG employment statistics to those of UW-Stout SROTC graduates from 2007 through 2011. The MCG consisted of non-SROTC graduates from corresponding graduation years 2006-2007, 2007-2008, 2008-2009, and 2009-2010. It included all those who responded to the Career Services Annual Employment Survey: 93%, 85%, 72%, and 86% of the total population respectively.

In addition to data integration from follow-up studies, data collection from SROTC graduates included telephone interview surveys. Due to the limited number of graduates from the SROTC program since inception, the sample set included all SROTC graduates from UW-Stout – including nine graduates from 2011. A sample set of SROTC graduates including those

from 2010 may have comparable information from the general population by the time of publication.

Data Analysis. For the purposes of this survey, the key measures included mean salary, median salary, employment percentage, percent seeking employment, and employment related/unrelated to major. A side-by-side comparison was performed to determine if employment data for SROTC graduates was on par with non-SROTC graduates. The comparison established the baseline facts and assumptions for the remainder of the study questions.

Research Question 2: In addition to supporting the needs of the Army, does the SROTC curriculum support the needs of potential employers of SROTC graduates?

Research Question 3: Does the SROTC curriculum provide a foundation of skills that improves private sector employability relative to non-SROTC curricula?

Questions 2 and 3 related to SROTC curriculum. Objectives for the SROTC curriculum were outlined in Appendix A. Data collection came from the two aforementioned surveys. One survey was an employer survey consisting of a sample size of at least forty employers who provided internships for or hired UW-Stout graduates. The second survey utilized the entire population of SROTC graduates.

Data Analysis. Results were analyzed from a qualitative perspective. Key metrics included feasibility, relevance, and overall effectiveness.

Research Question 4: What methods of communication between private sector employers, the SROTC program, and recent SROTC graduates may improve employment opportunities for recently commissioned National Guardsmen and Reservists?

This study question was independent of the results of the other three study questions and sought to explore employment opportunities for SROTC graduates regardless of whether or not their current employment data was on par with the university at large or if the curriculum aligned with employer needs. It was intentionally left as an open-ended question for potential employers. Secondary research about various segments of the population, including studies of veterans groups, provided additional direction related to improved communication between private industry and the SROTC graduate population.

Data Collection Procedures

Because the procedures used to conduct a survey have a major effect on the resulting outcomes (Fowler, 2002), great care was taken to establish standardized measurement for both survey instruments.

The census of SROTC graduates utilized the telephone interview as the sole collection method. Telephone surveys presented two separate problems that had to be addressed to achieve the desired response rate: gaining access to the individual and enlisting their cooperation (Fowler, 2002). These difficulties were overcome primarily by completing survey calls during nights and on weekends and by thoroughly explaining the overall purpose of the study.

Following a personal introduction, the interviewer read the participation consent statement (Appendix E) that was highlighted by the objectives of the study, the survey time of less than five minutes, and the fact that the study had been reviewed and approved by The University of Wisconsin-Stout's Institutional Review Board. The facts that the call list was pre-determined and that each respondent had some familiarity with the interviewer served to improve the response rate.

Once complete, the survey results were numbered in the order administered. The names of the respondents were not linked in any way to the survey form.

A drop-off survey was utilized to gather data for Tool 3, the Employer Survey. The researcher obtained prior approval from UW-Stout Career Services to survey employers at a career fair. A random sample of 42 employers at the career fair was taken from a population of approximately 100 employers. The survey achieved full participation due to face-to-face interpersonal contact and the limited time required for the survey. Following initial contact by the researcher, individual surveys were left with company representatives and collected a short time later.

Limitations

1. Conclusions drawn from the survey cannot be used to make generalizations about SROTC graduates at other institutions or as a national body. The survey was not a representative sample of all those graduating from SROTC programs across the nation, but was specific to UW-Stout SROTC graduates.
2. The population of the study was exceptionally small. Morris states that for very small populations of less than 50 that it is necessary to survey almost the entire population to achieve accuracy. For small populations, the normal approximation to the hypergeometric distribution is used to apply the following equation to determine the necessary sample size (Morris, 2004):

$$n = \frac{NZ^2pq}{(E^2(N - 1) + Z^2pq)}$$

In this case, n is the required sample size, N is the population size, Z is the value that specifies confidence level, E is the accuracy of sample proportions, and p and q are population

proportions. Given that $N=29$, $E=0.03$, $Z=1.645$ for a 90% confidence level, and p and $q=0.5$, it was necessary to sample 28 to achieve a 90% confidence level. Though not optimal, the sample size of 28 out of a population of 29 UW-Stout SROTC graduates achieved the 90% confidence level.

3. The survey method relied on self-reported data. Intentional deception, poor memory, or misunderstanding of the question can contribute to inaccuracies in data (Maricopa Center for Learning and Instruction, Unk). Responses to surveys were neither questioned nor verified by outside sources. Lack of verification was due in part to the anonymity guaranteed to the respondents.

4. Respondents of the Employer Survey were randomly selected among a population of employers who were known to provide internships and employment opportunities to UW-Stout graduates. The results of analysis cannot be generalized across the entire population of prospective employers.

Summary

SROTC program graduates from UW-Stout were surveyed to establish employment outcome statistics for the population and gain insight concerning how well the UW-Stout experience prepared them to function in the commercial environment. Employment outcomes were then compared to those provided by UW-Stout Career Services in the Annual Employment Report spanning 2006 to 2010. Responses were analyzed using common statistical measures with Microsoft Excel.

A survey of employers who hire UW-Stout graduates was conducted to gain an understanding of general hiring practices, priorities for desired worker traits, and to link curriculum at UW-Stout and the SROTC program to employment outcomes. The survey also sought to attain an awareness of employer attitudes with regard to hiring military personnel and recent SROTC graduates. Responses were analyzed using common statistical measures with Microsoft Excel.

Chapter IV: Results

Analysis Preview

Data collected from the UW-Stout SROTC Graduate survey, the Employer Survey, and the UW-Stout Career Services Annual Employment Report were analyzed in the context of the following research questions.

1. Is the employment of recent SROTC graduates, 2007 through 2011, comparable with the employment acquired by the general population of UW-Stout graduates over the same timeframe?
2. In addition to supporting the needs of the Army, does the SROTC curriculum support the needs of potential employers of SROTC graduates?
3. Does the SROTC curriculum provide a foundation of skills that improves private sector employability relative to non-SROTC curricula?
4. What methods of communication between private sector employers, the SROTC program, and recent SROTC graduates may improve employment opportunities for recently commissioned National Guardsmen and Reservists?

Results for Research Question 1:

Is the employment of recent SROTC graduates, 2007 through 2011, comparable with the employment acquired by the general population of UW-Stout graduates over the same timeframe?

Statistical analysis of the key measures provided in Table 4 revealed that the employment outcomes of SROTC graduates as a whole largely exceeded the outcome averages of the general population of UW-Stout graduates. The only measure that the general population significantly outperformed those of the SROTC graduates was Percent Seeking Employment in the traditional NG and Reserve subcategory. Using the normal approximation to the hypergeometric

distribution, a 90% confidence level was achieved with 28 of 29 SROTC graduates completing the survey for a 96.5% response rate.

Table 4. Employment Outcome Statistics for UW-Stout SROTC Graduates and the General Population of UW-Stout Graduates

Measure	SROTC Graduates			UW-Stout General Population
	All	Active Duty	Traditional National Guard/Reserve	
Percent Employed	100%	100%	100%	96.6%
Percent Seeking Employment	32.1%	0.0%	42.9%	3.4%
Employment Related to Major	67.9%	50.0%	76.2%	66.2%
Mean Salary	\$58,000	\$55,300	\$74,500	\$35,300 ²
Median Salary	\$53,300	\$54,500	\$50,000	\$35,300

Percent Employed and Percent Seeking Employment

SROTC graduates were asked a categorical question to describe their current employment status and provided four choices as shown in Figure 2. Of those surveyed, 100% of the SROTC graduates were either currently employed and not searching for different employment or currently employed and searching for different employment. This compared to 96.6% employment for the general UW-Stout graduate population (UW-Stout Career Services, 2006-2010) and displayed in Table 4. The high employment percentage for SROTC graduates can be explained by the fact that every individual who successfully completed the SROTC

² Mean Salary of UW-Stout General Population was calculated only for Business Administration (BA) majors to draw the most relevant comparison to UW-Stout SROTC graduates, 42.9% of whom were BA majors.

program and received a commission was either employed full-time on active duty (20.1%) or part-time (79.9%) in the Reserve forces.

Figure 2. Employment Status Question (Percent Employed)

<p>6. Describe your current employment status.</p> <ul style="list-style-type: none"><input type="checkbox"/> Currently employed and not searching for different employment<input type="checkbox"/> Currently employed and searching for different employment<input type="checkbox"/> Not employed and looking for employment<input type="checkbox"/> Not employed and not looking for employment
--

A relatively high percentage of SROTC graduates, 42.9%, currently serving in the Reserve forces reported that they were currently seeking employment, as shown in Table 4. In comparison, only 3.4% of the general population of UW-Stout graduates reported that they were seeking employment. Driving this statistic is the fact that 4 of 22 (18.2%) Reserve force SROTC graduates indicated that military compensation from part-time employment in the U.S. Army Reserves or the National Guard was their only means of income. Two additional questions concerning the time involved in finding suitable employment and employment satisfaction, Figure 3, provided clarity to reasons for the high percentage of SROTC graduates seeking employment.

Figure 3. Search time for employment and career satisfaction (Percent Searching for Employment)

12. How quickly were you able to find suitable employment after graduation?

- 0-3 months
- 4-6 months
- 6 months – one year
- More than one year
- I have not found suitable employment

13. In terms of career growth opportunities, how satisfied are you with your current employment?

- Very satisfied
- Moderately satisfied
- Somewhat satisfied
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Moderately dissatisfied
- Very dissatisfied

Results of responses from questions in Figure 3 and displayed in Table 5 showed that 17.9% had yet to find suitable employment since graduation and 14.2 % of SROTC graduates were either moderately dissatisfied or very dissatisfied with their current job growth opportunities.

Table 5. Time for UW-Stout SROTC Graduates to Find Suitable Employment After Degree Completion

Time Period After Graduation	Number of Respondents	Percent of Respondents
0-3 months	16	57.1
4-6 months	4	14.3
6 months - 1 year	3	10.7
> 1 year	0	0.0
I have not found suitable employment	<u>5</u>	<u>17.9</u>
<i>Total</i>	28	100

Another small subset of individuals contributing to the Percentage Seeking Employment was a group of Reserve and National Guard officers who were on active duty only until the completion of their initial training requirements and had yet to obtain civilian employment.

Employment Related to Major

Between the 2006-2007 and the 2009-2010 academic years, UW-Stout Career Services reported that 66.2% or 2845 of the 4295 graduates attained employment related to their major (UW-Stout Career Services, 2006-2010). This compares favorably with the overall SROTC graduate figure of 67.9%. As shown in Table 4, SROTC graduates in the Reserve forces fared much better in this category with 76.2% compared to their active duty counterparts at 50.0%.

Mean and Median Salary

The measure of the mean salary of the SROTC graduates compared to that of the general population of UW-Stout graduates exhibited a large disparity in favor of the SROTC graduates. With a mean salary of \$58,000, SROTC graduates attained positions with salaries 164% of their non-SROTC counterparts. Salaries provided on page 34 in Table 4 for the UW-Stout general population were averaged for Business Administration majors between the 2006-2007 and the 2009-2010 academic years. This arguably provided the best comparison due to the fact that over the same timeframe, 42.9% of the SROTC graduates majored in Business Administration as shown in Table 3 on page 24. The remainder of majors represented by SROTC graduates was statistically insignificant.

The median salary provided a viable measure in this study because the median is not influenced by outliers at the extremes of the data set (Internet Center for Management and BA,

Incorporated, 2009). In this particular study, due to the small population, several large salaries had potential to skew the mean. The median salary across all SROTC graduates was \$53,300 compared to \$35,300 for the general population.

Results for Research Question 2:

In addition to supporting the needs of the Army, does the SROTC curriculum support the needs of potential employers of SROTC graduates?

Results of the study confirmed that the skills needed by most employers matched very closely with objectives identified as part of the SROTC curriculum. The Army designed the SROTC curriculum to produce flexible, adaptive leaders capable of planning and conducting operations under austere conditions. Many of the skills identified as objectives for newly commissioned officers in the areas of communication, problem solving, leadership, and flexibility/adaptability were also identified by prospective employers in Table 7.

Because the SROTC curriculum outlined in Appendix A provided a large number of objectives, a few, non-detailed Likert-scale questions were posed to both SROTC graduates and potential employers to qualitatively address the issue. The questions posed to SROTC graduates sought to capture feelings about how well the SROTC curriculum helped them prepare for their current position. See Figure 4, question 9. Forty-two employer representatives with a 100% response rate were asked the impact on employability of “18 to 26 credits of physical fitness and hands-on leadership training beyond the curriculum of the average college graduate.”

Figure 4. Impact of the SROTC Curriculum on Employability (Student Perspective)

9. To what extent did your **ROTC experience** (including classes, field training, physical training, additional schooling, etc.) help prepare you for your current employment?
- Significantly helped prepare me
 - Moderately helped prepare me
 - ROTC did not help prepare me

Results from SROTC graduate respondents showed that 82.1% felt that the SROTC curriculum significantly helped prepare them for their current employment. An additional 7.1% reported that the SROTC experience moderately helped prepare them for their current employment. Only 3 respondents, 10.8%, reported that the SROTC did not help prepare them for the positions that they held.

Similar results were provided by employer respondents and are detailed in Table 5. Overwhelmingly, employers felt that the additional skill training improved an individual's employability from the perspective of their company. None of the respondents thought that the SROTC curriculum detracted from employability with only 4.8% having no opinion or not knowing.

Table 6. Employability Linked to SROTC Curriculum (Employer Respondents)

The Reserve Officers' Training Corps curriculum provides 18 to 26 credits of physical fitness and hands-on leadership training beyond the curriculum of the average college graduate. In your opinion, would the additional leadership training and experience add to, detract from, or not impact and individual's employability at your company?		
Response	Number of Respondents	Percent Respondents
Add to employability	37	88.1
Detract from employability	0	0.0
Neither adds to or detracts from employability	3	7.1
No opinion or I don't know	2	4.8
Not applicable	<u>0</u>	<u>0.0</u>
<i>Total</i>	42	100.0

Employers were also provided a list of skills/qualities drawn from the National Association of Colleges and Employers and were asked to identify the top four skills that they

sought in college graduate-level hires. The results from 40 respondents showed a strong connection between the top skills/qualities identified by employers and objectives of the SROTC curriculum identified in Appendix A and cross referenced with survey results in Table 6. Three of the top five and six of the top 10 skills were specifically identified as objectives in the SROTC curriculum.

Table 7. Most Desired Skills/Qualities for Employers (Employer Respondents)

Identify the top skills/qualities your company seeks in college graduate hires			
Number of Respondents = 40			
Skill/Quality	Number in the Top 4	% in Top 4	Goals Identified in the SROTC Curriculum (Appendix A)
Analytical Skills	2	5	
Communication Skills	34	85	X
Creativity	2	5	
Entrepreneurial/Risk-taker	3	7.5	
Flexibility/Adaptability	9	22.5	X
Friendly/Outgoing	5	12.5	
Initiative	11	27.5	
Interpersonal Skills	8	20	X
Leadership Skills	12	30	X
Organizational Skills	6	15	X
Problem-solving Skills	21	52.5	X
Self-Confidence	7	17.5	
Sense of Humor	0	0	
Strategic Planning Skills	1	2.5	X
Strong Work Ethic	18	45	
Tactfulness	0	0	
Teamwork Skills	7	17.5	X
Technical Skills	14	35	
Other	0	0	

Results for Research Question 3:

Does the SROTC curriculum provide a foundation of skills that improves private sector employability relative to non-SROTC curricula?

As follow-on queries to the question posed in Figure 4, UW-Stout SROTC graduates were asked to rate the preparation gained from completing the requirements of their respective majors and the UW-Stout general education requirements. See Figure 5. Responses were analyzed to draw comparisons between perceived employability benefits of the SROTC experience and non-SROTC coursework. The SROTC experience provided the most significant preparation for the largest number of respondents. The majority of respondents felt that fulfilling requirements for respective majors provided help while most felt that general education requirements provided a moderate amount of preparation.

Figure 5. Level of Preparation for Current Employment (SROTC, Major, and General Education Requirements) (SROTC Graduates)

10. To what extent did your **ROTC experience** (including classes, field training, physical training, additional schooling, etc.) help prepare you for your current employment?

- Significantly helped prepare me
- Moderately helped prepare me
- ROTC did not help prepare me

11. To what extent did the completion of requirements for **your major** at UW-Stout help prepare you for your current employment?

- Significantly helped prepare me
- Moderately helped prepare me
- Completing requirements for my major did not help prepare me

12. To what extent did your **General Education** classes at UW-Stout help prepare you for your current employment?

- Significantly helped prepare me
- Moderately helped prepare me
- General Education classes did not help prepare me

Table 7. Level of Preparation from Various Experiences (SROTC Graduates)

To what extent did the completion of (SROTC Experience, requirements for your major, and the General Education requirements) at UW-Stout help prepare you for your current employment?			
Response	SROTC Experience	Requirements for Major	General Education Requirements
Significantly helped prepare me	82.1% (23)	53.6% (15)	28.6%(8)
Moderately helped prepare me	7.1% (2)	35.7% (10)	57.1%(16)
Did not help prepare me	10.7% (3)	10.7% (3)	14.3%(4)
<i>Total</i>	100% (28)	100% (28)	100% (28)

Results for Research Question 4:**What methods of communication between private sector employers, the SROTC program, and recent SROTC graduates may improve employment opportunities for recently commissioned National Guardsmen and Reservists?**

A drop-off questionnaire was provided to a randomly selected group of prospective employers at a 2011 UW-Stout career fair. The survey resulted in an understanding of employment practices with regard to members of the National Guard and the U.S. Army Reserve. The majority of those surveyed employed military personnel. See Table 8. However, 23.8% of the respondents either did not hire military personnel or did not know whether or not their company employed them.

Knowledge about existing employment programs for SROTC graduates at the national was then assessed through the conditional questions outlined in Figure 6. The large majority of the 42 respondents, 88.1% (37), lacked knowledge about existing programs intended to enhance employment opportunities at the national level. Of those who lacked knowledge of existing

Table 8. Employment of Military Personnel (Employers)

Do you currently employ members of the National Guard or U.S. Army Reserves?		
Response	Number Selected Response	Percent Selected
Yes	32	76.2
No	3	7.1
I don't know	7	16.7
Not applicable	0	0.0
<i>Total</i>	42	100.0

programs, less than half expressed interest in gathering additional information. A total of 14 representing 37.8% of the population expressed interest in exploring partnerships while the remainder either did not or stated that the question was not applicable.

Figure 6. Familiarization with Existing Employment Programs (Employer Survey)

4. Are you familiar with partnership programs between the between the U.S. military and civilian employers such as the Partnership for Youth Success (PaYS)?

Yes

If yes, how successful do you feel the partnership programs have been?

Very successful

Moderately successful

Somewhat successful

Not successful

No

If no, would you be interested in finding out more about the partnerships between employers and the National Guard and Reserves?

Yes

No

Not applicable

The final question provided an open-ended query that asked respondents to identify ways that communication might be improved to increase employment opportunities for newly commissioned SROTC graduates. The respondents provided a total of 48 inputs. Almost 60%

answered that they did not know or that the question was not applicable. Three (7%) responded that nothing more could be done. A number of the responses centered around three key recommendations; better application of social media platforms, direct contact with respective human resources departments, and a general increase in awareness with regard to the skills and availability of SROTC graduates. Other responses included increased relations with the UW-Stout Career Services office, additional marketing and advertising, better and earlier communication, and working with individual professors with specific majors.

Table 8. Recommendations by Employers for Enhancing Employment Opportunities for SROTC Graduates

How might communication between recent ROTC graduates and UW-Stout, the ROTC program, and your company be improved to facilitate increased employment opportunities for newly commissioned ROTC graduates?		
Response	Number Selected Response	Percent Selected
Contact HR department directly	3	7.1
Increase company awareness with regard to skills and availability	4	9.5
Additional marketing/advertising	2	4.8
Better/Earlier communication	2	4.8
Career Services	3	7.1
Electronic/Social media	5	11.9
Work with professors	1	2.4
Nothing more can be done	3	7.1
I don't know	22	52.4
Not applicable	<u>3</u>	7.1
<i>Total</i>	48	

Summary

Chapter IV of this study presented analysis resulting from two previously described surveys and several pre-existing studies performed by the UW-Stout Career Services office. Results were presented in the context of four research questions. Chapter V will address conclusions based on the results of this chapter.

Chapter V: Conclusions, Limitations, and Recommendations

Conclusions

The purpose of this field study was to assess the employment outcomes of UW-Stout SROTC graduates who received commissions to serve in the U.S. Army relative to the general population of UW-Stout graduates. Ultimately the information provided the university and SROTC program leadership an understanding of those characteristics that made SROTC graduates either more employable or less employable than their non-SROTC cohorts. The study also sought to establish a path forward to increase the employability of newly commissioned SROTC graduates.

A series of four research questions provided the framework for the development of instrumentation. The instrumentation consisted of two surveys; one providing a census of the entire population of UW-Stout SROTC graduates and the other providing input from potential employers who have a history of providing internships and hiring UW-Stout graduates.

Research Question 1:

Is the employment of recent SROTC graduates, 2007 through 2011, comparable with the employment acquired by the general population of UW-Stout graduates over the same timeframe?

Analysis showed that SROTC graduates fared very well compared to the general population in the measures of Percent Employed and Mean and Median Salaries. Mean and median salaries for SROTC program graduates, \$58,000 and \$53,000 respectively, proved to be significantly higher than Business Administration majors at \$35,300 over corresponding years. Active duty officers had the highest median salary of \$54,000 and had a range of \$44,000 to \$64,000 per year. The large disparity for mean and median salaries between the two populations was due largely to the fact that the total earnings for SROTC graduates serving in the Reserve

forces included both military and civilian employment compensation. A newly commissioned officer in the Reserve forces earned between \$8,000 and \$11,000 per year in 2010. A similar active duty officer earns approximately \$50,000 in monetary compensation. Tax benefits, which would have significantly increased the disparity, were not considered in the analysis. Data with regard to employment bonuses were not collected for either population.

The Employment Related to Major measure provided mixed results. The study concluded that SROTC program graduates and the general population of UW-Stout graduates compared very closely, 67.9% and 66.2% respectively, when it came to working in occupations for which they studied at UW-Stout. There was, however, a great deal of disparity between segments of the SROTC program graduate population. Results showed that those SROTC graduates entering active duty were 100% employed but only 50% worked in a field related to their major. This figure is substantially less than the 76.2% of traditional reservists who worked in a major-related field. The disparity is due to the fact that National Guard and Reserve officers have the opportunity to select their occupational specialties and active duty officers receive specialties based on a nationwide order of merit.

Percent Seeking Employment stood out as a measure of concern from the perspective of the SROTC graduate; specifically for those who served in the National Guard or U.S. Army Reserve. Almost half (42.9%) reported that they were seeking employment. Although analysis reported 100% employment, a large number were underemployed. The majority of those underemployed either earned only approximately \$10,000 per year as a part-time reservist and/or combined their part-time military pay with other part-time work to earn less than \$23,000 per year.

Research Question 2:

In addition to supporting the needs of the Army, does the SROTC curriculum support the needs of potential employers of SROTC graduates?

Both the UW-Stout SROTC program graduates and prospective employers believed that the SROTC curriculum enhanced individual employability. Results of the study confirmed that the skills needed by most employers matched very closely with objectives identified as part of the SROTC curriculum. Results from SROTC graduate respondents showed that 82.1% felt that the SROTC curriculum significantly helped prepare them for their current employment.

Research Question 3:

Does the SROTC curriculum provide a foundation of skills that improves private sector employability relative to non-SROTC curricula?

Analysis of input provided by SROTC graduates determined that the SROTC experience, including classes, field training, physical training, additional schooling, etc. provided significant help in preparing them for their current employment. Almost 30% more of the respondents felt that SROTC experiences provided significant assistance in preparing for their jobs than either completing requirements for their major or UW-Stout's general education requirements. General education requirements were felt to provide the least relative preparation for current employment.

Research Question 4:

What methods of communication between private sector employers, the SROTC program, and recent SROTC graduates may improve employment opportunities for recently commissioned National Guardsmen and Reservists?

Analysis suggested that there was room for enhancement of communication between SROTC program graduates and prospective employers. Input from employer representatives included the need for improvement in the amount of relevant information available to potential

employers and increased direct contact with human resources offices at individual companies. Although the greatest venue for hiring employees was predominantly through word of mouth and social connections, company representatives felt that individual SROTC graduates should utilize electronic means and social media to better market themselves. A large number of employers did not know how communication could be improved and a significant minority felt that nothing more could be done and that SROTC students should utilize existing, traditional programs to seek employment.

Limitations

1. Conclusions drawn from the survey should not be used to make generalizations about SROTC graduates at other institutions or as a national body. The survey was not a representative sample of all those graduating from SROTC programs across the nation, but was specific to UW-Stout SROTC graduates.
2. The population of the study was exceptionally small. Morris states that for very small populations of less than 50 that it is necessary to survey almost the entire population to achieve accuracy. For small populations, the normal approximation to the hypergeometric distribution is used to apply the following equation to determine the necessary sample size (Morris, 2004):

$$n = \frac{NZ^2pq}{(E^2(N - 1) + Z^2pq)}$$

In this case, n is the required sample size, N is the population size, Z is the value that specifies confidence level, E is the accuracy of sample proportions, and p and q are population proportions. Given that N=29, E=0.03, Z=1.645 for a 90% confidence level, and p and q=0.5, it was necessary to sample 28 to achieve a 90% confidence level. Though not optimal, the sample

size of 28 out of a population of 29 UW-Stout SROTC graduates achieved the 90% confidence level.

3. The survey method relied on self-reported data. Intentional deception, poor memory, or misunderstanding of the question can contribute to inaccuracies in data (Maricopa Center for Learning and Instruction, Unk). Responses to surveys were neither questioned nor verified by outside sources. Lack of verification was due in part to the anonymity guaranteed to the respondents.

4. Respondents of the Employer Survey were randomly selected among a population of employers who were known to provide internships and employment opportunities to UW-Stout graduates. The results of analysis cannot be generalized across the entire population of prospective employers.

Recommendations

This field study provided a snap shot of the employment outcomes of SROTC program graduates relative to the general population. It captured the feelings of former students and prospective employers about the added employability that an SROTC graduate possesses. Finally, the study obtained ideas from employers about how communication might be enhanced to improve employment opportunities for SROTC graduates.

As follow-up activities to this study, the seven following actions are recommended to either directly or indirectly improve employment opportunities for SROTC graduates:

- Encourage UW-Stout Career Services to begin tracking employment outcomes for SROTC program graduates as part of their Annual Survey of Graduates. This would

assist program leadership and Career Services in attaining situational awareness and identifying and addressing any negative disparities.

- Within the next two years, a five-year post-graduation survey should be conducted of the SROTC graduates in conjunction with the survey performed by UW-Stout Career Services.
- The SROTC program should contact underemployed SROTC graduates directly and encourage them to work with UW-Stout Career Services representatives for gaining better employment outcomes.
- The SROTC program should incorporate employment search skill training in its curriculum such as resume building and interviewing techniques for its graduates.
- The SROTC program should identify one staff member to work directly with individuals going into the Reserve forces to ensure that individuals are prepared to compete in the non-military job market.
- The SROTC program should seek to build personal relationships with major employers within the footprint of its geographic boundaries to enhance employment opportunities for its graduates.
- Individuals completing the SROTC program should be encouraged to enroll in the Partnership for Youth Success (PaYS) program run by the federal government for enhancing employment opportunities for newly commissioned junior officers.

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Appendix A. UW-Stout Senior Reserve Officers' Training Corps Course Descriptions and Objectives

MSL 101. Introduction to Officership

Description

Introduces students to issues and competencies that are central to a commissioned officer's responsibilities. Establishes framework for understanding officership, leadership, and Army values and "life skills" such as physical fitness and time management. The lab provides instruction on squad movement techniques, map reading, first aid, physical fitness and military formations.

Course Objectives

- Specify the actions required for individual and section leaders to ensure compliance with the Army's Equal Opportunity and Equal Employment Opportunity policies
- Understand basic knowledge of consideration of others and human diversity
- Understand and live Army values
- Apply communication theory
- Apply communication skills
- Summarize and prioritize information succinctly
- Use standard Army briefing formats
- Implement an individual total fitness program
- Display professional military bearing and appearance
- Apply U.S. Army branch information to career decisions
- Understand the Army's organization and how the Army operates
- Understand the roles and organization of the Department of Defense and joint operations

- Relate the characteristics of a profession to military service as an officer
- Identify duties, responsibilities, and authority of commissioned officers, warrant officers, noncommissioned officers, and DA civilians
- Identify National and Army values and obligations
- Identify ways National, Army, and individual values and professional obligations relate to each other
- Apply customs, courtesies, and traditions of the service
- Integrate military history into education of officers

MSL 102. Basic Leadership

Description

Establishes foundation of basic leadership fundamentals such as problem solving, communication, goal setting, and techniques for improving listening and speaking skills. Life skills are reinforced as well as an introduction to counseling and operations orders. The lab provides instruction on squad movement techniques, map reading, physical fitness and marching techniques.

Course Objectives

- Apply leadership theory and principles
- Institute change in an organization
- Apply critical thinking skills
- Solve problems
- Explain how values impact leadership
- Describe the importance of credibility for effective leadership

- Demonstrate an understanding of Army leadership doctrine
- Describe the components of a fire team and squad
- Describe the three individual movement techniques
- Identify symbols and colors on a military map
- Conduct troop leading procedures

MSL 201. Innovative Team Leadership

Description

MSL 201 explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Aspects of personal motivation and team building are practiced planning, executing and assessing team exercises and participating in leadership labs.

The focus continues to build on developing knowledge of the leadership values and attributes through understanding Army rank, structure, and duties as well as broadening knowledge of land navigation and squad tactics. Case studies will provide a tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the contemporary operating environment

Objectives

- Describe the four basic phases of team building
- Illustrate significant traits and behaviors of historical military leaders
- Recognize the historical basis of Army values
- Illustrate the four tenets of the Warrior Ethos
- Deliver a formal information briefing
- List the types and elements of interpersonal communication

- Describe rank, structure, duties, and traditions
- Explain the Principles of War
- Practice land navigation techniques
- List the seven steps of problem solving
- List the eight troop leading procedures

MSL 202. Foundations of Tactical Leadership

Description

MSL 202 examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). This course highlights dimensions of terrain analysis, patrolling, and operation orders. Continued study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations.

MSL 202 provides a smooth transition into MSL 301. Cadets develop greater self-awareness as they assess their own leadership styles and practice communication and team building skills.

COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios.

Objectives

- Illustrate dimensions of transformational and situational leadership
- Explain your personal approach to leadership
- Identify the goals of the Army Consideration of Others (CO2) program
- Analyze the relationship between Army values, leadership, and CO2
- Develop team mission statement and goals
- Explain ways to establish priorities and avoid distracters
- Practice effective writing techniques

- Explain the relationship between leadership, values, and officership
- List the five aspects of military terrain (OCOKA)
- Interpret an operation order

Overview of the Army ROTC Advanced Course

The Army Reserve Officer Training Course (ROTC) Advanced Course is an academically rigorous two-year college program comprised of four college classes (Military Science and Leadership [MSL] 301, MSL 302, MSL 401, and MSL 402), physical training, weekly Leadership Laboratory sessions, and the 33-day Leadership Development and Assessment Course (LDAC) conducted at Fort Lewis, WA.

The Advanced Course is designed to produce a junior officer who:

- Demonstrates knowledge of core leadership attributes and competencies and applies fundamentals of leadership at team and squad level
- Embraces the concept of officership and gains a perspective of the Army Officer Corps
- Knows and understands Army Values and Warrior Ethos and begins to demonstrate the courage, character, physical and mental toughness and values required to succeed as an Army Officer
- Exhibits the characteristics of an officer for personal development (physical, mental, spiritual and emotional) and leadership outside the institutional organization domains
- Demonstrates initial/basic proficiency as a junior leader capable of conducting troop leading procedures, small unit tactics, and fundamentals of Army operations.

Meeting these five core outcomes of the Advanced Course will prepare the newly commissioned second lieutenant for success as a junior officer at their first unit of assignment.

Advanced Course lessons are carefully sequenced, linked, and progressive in their treatment of key officer knowledge and competencies. Students are encouraged to synthesize lessons to form broader perspectives, deeper insights, and more robust problem solving abilities, by the use of case studies and simulations that require the use of skills and knowledge learned in a wide variety of earlier lessons. 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 early in the MSL 301 term, and at LDAC, and topics designed to facilitate entry into active military service during the MSL 402 term.

MSL 301. Adaptive Team Leadership

Description

This is an academically challenging course where you will study, practice, and apply the fundamentals of Army leadership, officership, Army values and ethics, personal development, and small unit tactics at the team and squad level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating and leading a team or squad in the execution of a tactical mission during a classroom PE, a leadership lab, or during a Situational Training Exercise (STX) in a field environment. Successful completion of this course will help prepare you for success at the ROTC Leader Development and Assessment Course (LDAC) that you will attend next summer at Fort Lewis, WA. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, and practical exercises, a mid-term exam, and a final exam. You will receive systematic and specific feedback on your leader attributes values and core leader competencies from your instructor and other ROTC cadre

and MS IV cadets who will evaluate you using the ROTC Leader Development Program (LDP) model.

Objectives

- Explain the Leadership Development Program (LDP) evaluation cycle (blue card)
- Write a self-evaluation of leader actions taken during leadership labs (yellow card)
- Observe the Warrior Ethos in fellow cadets/cadre or when presented with a current or historical vignette or case study
- Embody the Warrior Ethos in leadership labs and cadet interactions
- Define standards for the Army Physical Fitness Test (APFT)
- Develop SMART goals to prepare for APFT
- Deliver one or more of the four types of military briefings
- Apply the Composite Risk Management (CRM) process to the orders process
- Apply the fundamentals of drill and ceremony (D & C) to squad formations
- Apply troop leading procedures (TLPs) to accomplish team and squad operations
- Apply map reading, land navigation and terrain analysis to team and squad operations
- Apply military decision making (MDMP) to solve problems
- Apply fundamentals of Army operations to small unit operations
- Pass the Combat Water Swim Test

MSL 302. Leadership Under Fire

Description

This is an academically challenging course where you will study, practice, and apply the fundamentals of Army leadership, officership, Army values and ethics, personal development, and small unit tactics at the team and squad level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating and leading a team or squad in the execution of a tactical mission during a classroom PE, a leadership lab, or during a Situational Training Exercise (STX) in a field environment. Successful completion of this course will help prepare you for success at the ROTC Leader Development and Assessment Course (LDAC) that you will attend this summer at Fort Lewis, WA. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, and practical exercises, a mid-term exam, and a final exam. You will receive systematic and specific feedback on your leader attributes values and core leader competencies from your instructor and other ROTC cadre and MS IV cadets who will evaluate you using the ROTC Leader Development Program (LDP) model.

Objectives

- Apply situational leadership actions in leading a small unit
- Analyze the factors that motivate Soldiers
- Explain the Rules of Engagement and the Law of Land Warfare
- Apply the Warrior Ethos
- Apply principles of time management, effective writing and communications
- Present effective briefings
- Describe the Brigade Combat Team

- Explain Army Full Spectrum Operations
- Apply the Operations Orders Process
- Demonstrate knowledge of platoon tactical operations
- Explain FOB Operations

MSL 401. Developing Adaptive Leaders

Description

MSL 401 develops cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. Cadets assess risk, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare cadets to make the transition to Army officers. Senior cadets analyze, evaluate, and instruct cadets at lower levels. Both their classroom and battalion leadership experiences are designed to prepare MSL 401 cadets for their first unit of assignment. They identify responsibilities of key staff, coordinate staff roles, and use situational opportunities to teach, train, and develop subordinates.

Objectives

- Apply Army leadership dimensions as cadet battalion leaders
- Evaluate fellow cadets using the Leadership Development Program (LDP)
- Apply military professional ethics and ethical decision making
- Relate the Law of Land Warfare and rules of engagement to Army operations
- Mentor the personal development of other cadets
- Write and brief effectively
- Plan, conduct, and evaluate all ROTC training and other activities as a member of the battalion staff

- Explain Army personnel management
- Direct and evaluate leaders of squad and platoon tactical operations
- Use the military decision making process (MDMP)

MSL 402. Leadership in a Complex World

Description

The final semester of the Advanced Course focuses on completing the transition from cadet to lieutenant. The semester focuses on four areas: first, the course gives cadets a basic foundation in values and ethics; next, skills and information on leadership and military science are pulled together in a series of case studies where cadets apply what they have learned from earlier courses; third, administrative aspects of Army leadership are introduced; and fourth, tactics and techniques using battle analysis methods facilitate the transition from cadet to officer.

The overall organization of MSL 402 is somewhat different from that of previous years. Whereas MSL 301, MSL 302, and MSL 401 tend to have larger blocks of lesson plans focused on specific subject areas such as Values and Ethics or Leadership, in MSL 402 the lessons tend to be interwoven and in smaller sets of lesson plans. With the exception of the series of lessons on terrorism, MSL 402 is designed to have the cadet apply targeted skills, knowledge, and expertise in ways that build on previous lessons.

In addition, Leadership Labs that provide practical experience for cadets are scheduled during each semester. Leadership Labs meet two hours per week. The actual lab sequencing that is used at a given battalion is left up to the Professor of Military Science (PMS) to decide. The PMS must ensure that labs are structured to address all of the required individual soldier skills and small unit tactics tasks adequately.

Appendix B. Requirements for the Military Leadership Minor

Military Science Area of Emphasis (6 Credits)						
Prerequisite	Course #	Course Name	Credits	Grade	Semester & Year Taken	Initials
None	MLS 101	Foundations of Officership	1			
None	MLS 102	Basic Leadership	1			
MLS 101 & 102	MLS 201	Individual Leadership Studies	2			
MLS 101 & 102	MLS 202	Leadership and Team Work	2			
For students who have completed Basic Military Training or the Leaders Training Course						
	MLS 301	Adaptive Team Leadership	3			
	MLS 302	Leadership Under Fire	3			
History Area of Emphasis (6 Credits 3 of this six credits must come from at least a 300 level course)						
Prerequisite	Course #	Course Name	Credits	Grade	Semester & Year Taken	Initials
None	HIST 120	Early United States History	3			
None	HIST 121	Modern United States History	3			
None	HIST 210	Modern World	3			
None	HIST 320	History of World War II	3			
None	HIST 350	History of Viet Nam War	3			
None	HIST 380	Latin America History	3			
Human Society Area of Emphasis (6-8 Credits)						
Prerequisite	Course #	Course Name	Credits	Grade	Semester & Year Taken	Initials
None	ANTH 220	Cultural Anthropology	3			
FREN 102 or Equiv	FREN 201	Intermediate French I	4			
None	PHIL 235	General Ethics	3			
None	POLS 210	American Government	3			
None	POLS 260	Problems of U.S. Foreign Policy	3			
None	POLS 270	Introduction to Comparative Government	3			
None	POLS 340	International Relations	3			
None	PSYC 110	General Psychology	3			
None	PSYC 120	Psychology of Adjustment	3			
None	SOC 110	Introductory Sociology	3			
None	SOC 225	Social Problems	3			
SPAN 104 or Equiv	SPAN 201	Intermediate Spanish I	4			
Leadership and Management Area of Emphasis (3 Credits)						
Prerequisite	Course #	Course Name	Credits	Grade	Semester & Year Taken	Initials
None	BUMGT 304	Principles of Management	3			
BUMKG 330	BUMKG 438	Principles of Logistics	3			
None	COUN 405	Introduction to Basic Counseling Skills	3			
None	INMGT 400	Organizational Leadership	3			
None	LOG 250	Critical Thinking	3			
None	LOG 301	Introduction to Logical Thinking	3			
None	PYSC 382	Human Resource Management	3			

Appendix C. Active Duty Annual Compensation for Officers with Less Than 20 Years of Service, U.S. Army 2009. (Powers, 2009)

Annual Salary

Paygrade	<2	2	3	4	6	8
O-6	100,726.27	108,181.76	108,181.76	113,641.27	113,978.17	117,793.74
O-5	88,365.97	95,764.67	100,578.60	101,492.10	104,552.16	106,392.98
O-4	78,561.43	86,183.11	89,985.58	90,853.31	94,497.84	98,561.25
O-3	69,633.19	75,376.08	79,203.69	83,894.49	86,608.83	89,691.09
O-2	60,757.82	66,260.03	72,725.39	74,354.20	75,376.82	75,376.82
O-1	52,801.87	54,243.45	61,858.31	61,858.31	61,858.31	61,858.31
O-3E	-	-	-	85,215.86	87,977.28	91,076.99
O-2E	-	-	-	76,515.03	77,537.65	79,157.65
O-1E	-	-	-	65,031.33	68,010.34	69,637.15
Paygrade	10	12	14	16	18	20
O-6	118,297.07	118,297.07	123,582.96	132,548.17	137,521.21	142,404.77
O-5	110,431.44	113,391.36	117,218.97	123,063.43	125,806.56	128,476.72
O-4	103,715.29	107,758.74	110,570.17	112,181.89	113,115.00	113,115.00
O-3	91,715.46	95,117.41	96,915.65	96,915.65	96,915.65	96,915.65
O-2	75,376.82	75,376.82	75,376.82	-	-	-
O-1	61,858.31	61,858.31	61,858.31	-	-	-
O-3E	93,123.51	96,561.58	99,488.85	101,178.05	103,484.76	103,484.76
O-2E	81,886.45	83,996.05	85,565.65	85,565.65	85,565.65	85,565.65
O-1E	71,260.83	72,850.12	75,029.72	75,029.72	75,029.72	75,029.72

Appendix D. Annual Drill Pay for Army Reserve Officers. (U.S. Army, 2010)

DRILL PAY FOR ARMY RESERVE OFFICERS*

Pay is based on two weeks of training each year and one weekend each month. Chart reflects Drill Pay only and does not include [bonuses](#), [allowances](#) and other benefits.

Rank	Years of Army Experience		
	<2 Years	4 Years	6 Years
Second Lieutenant (O1)	\$5,674.24	\$7,138.68	\$7,138.68
First Lieutenant (O2)	\$6,536.66	\$8,864.14	\$9,046.42
Captain (O3)	\$7,565.24	\$10,092.36	\$11,390.64
Major (O4)	\$8,604.98	\$10,773.74	\$12,643.66

* Based on 2010 pay tables.

Appendix E. Consent to Participate In UW-Stout Approved Research

Title: Employability of University of Wisconsin-Stout Senior Reserve Officers' Training Corps Graduates

Investigator:

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Description:

The objective of this field study will be to assess the employability of UW-Stout Senior Reserve Officers' Training Corps (SROTC) graduates who receive a commission to serve in the U.S. Army relative to the general population of UW-Stout graduates. Ultimately the information will be used to provide the university and the SROTC program an understanding of those characteristics that make SROTC graduates either more employable or less employable than their non-SROTC counterparts. The study will also seek to establish a path forward for increased employability of newly commissioned SROTC graduates.

Risks and Benefits:

Although employers could potentially take adverse action based on your input, neither your name nor the name of your employer will be utilized in analysis or in the final report. The name of your employer will not be collected and your name will not be linked to the information you provide.

Time Commitment and Payment:

The survey will take less than five minutes to complete and you will not be compensated for your time.

Confidentiality:

Any information that you provide will be utilized in establishing employment outcome statistics and your name will not be included on any supporting documentation. This informed consent will not be kept with any of the other documents completed with this project.

Right to Withdraw:

Participation in this research effort is completely voluntary. You may choose not to participate without any adverse consequences to you. Should you choose to participate, you may withdraw at any time without any adverse consequences.

IRB Approval:

This study has been reviewed and approved by The University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies. If you have questions or concerns regarding this study please contact the Investigator or Advisor. If you have any questions, concerns, or reports regarding your rights as a research subject, please contact the IRB Administrator.

Investigator: Brian M. Stout,
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Sue Foxwell, Director, Research Services
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Advisor: Dr. Carol Mooney,
715-232-1444, mooneyc@uwstout.edu

Statement of Consent:

By completing the following survey you agree to participate in the project entitled, "Employability of University of Wisconsin-Stout Senior Reserve Officer Training Corps Graduates."

Appendix F. Employability of University of Wisconsin-Stout Senior Reserve Officers' Training Corps Graduates Employment Survey

1. Gender:
 - Male
 - Female
 - Other: _____

2. What year and month did you graduate from UW-Stout? Year_____ Month_____

3. What was your major at UW-Stout? _____

4. Degree(s) completed at UW-Stout (Check all that apply):
 - Undergraduate (B.F.A., B.S.)
 - Graduate (M.S., M.B.A, M.F.A, Ed.S.)
 - Other: _____

5. Since graduating from UW-Stout, have you had at least one paid job, either full- or part-time?
 - Yes
 - No

6. Describe your current employment status.
 - Currently employed and not searching for different employment
 - Currently employed and searching for different employment
 - Not employed and looking for employment
 - Not employed and not looking for employment

7. Select the category that best describes the sector associated with your primary source of income.

<ul style="list-style-type: none"> <input type="checkbox"/> Mining <input type="checkbox"/> Utilities <input type="checkbox"/> Construction <input type="checkbox"/> Manufacturing <input type="checkbox"/> Wholesale trade <input type="checkbox"/> Retail trade <input type="checkbox"/> Transportation and Warehousing <input type="checkbox"/> Information <input type="checkbox"/> Finance and insurance <input type="checkbox"/> Real estate and rental and leasing 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional, scientific, and technical services <input type="checkbox"/> Management of companies and enterprises <input type="checkbox"/> Administrative and support and waste management & remediation service <input type="checkbox"/> Educational services <input type="checkbox"/> Health care & social assistance <input type="checkbox"/> Arts, entertainment, & recreation <input type="checkbox"/> Accommodation & food services
---	--

- Government/Military Other: _____
8. Are you currently working in a position related to your major field of study at UW-Stout?
- Yes
 - No
 - Not Applicable
9. To what extent did your **ROTC experience** (including classes, field training, physical training, additional schooling, etc.) help prepare you for your current employment?
- Significantly helped prepare me
 - Moderately helped prepare me
 - ROTC did not help prepare me
10. To what extent did the completion of requirements for **your major** at UW-Stout help prepare you for your current employment?
- Significantly helped prepare me
 - Moderately helped prepare me
 - Completing requirements for my major did not help prepare me
11. To what extent did your **General Education** classes at UW-Stout help prepare you for your current employment?
- Significantly helped prepare me
 - Moderately helped prepare me
 - General Education classes did not help prepare me
12. How quickly were you able to find suitable employment after graduation:
- | | |
|--|---|
| <input type="checkbox"/> 0-3 months | <input type="checkbox"/> More than one year |
| <input type="checkbox"/> 4-6 months | <input type="checkbox"/> I have not found suitable employment |
| <input type="checkbox"/> 6 months – one year | |
13. In terms of career growth opportunities, how satisfied are you with your current employment?
- Very satisfied
 - Moderately satisfied
 - Somewhat satisfied
 - Neither satisfied nor dissatisfied
 - Somewhat dissatisfied
 - Moderately dissatisfied
 - Very dissatisfied

14. What is your present military status? (Select all that apply.)

- Active Duty (Regular Army or Active Guard/Reserve)
- Active Duty (for training purposes only)
- Drilling U.S. Army Reservist or National Guardsman
- Individual Ready Reserve (non-drilling U.S. Army Reservist or National Guardsman)
- Retired (medically or other)
- Other: _____

15. Current military rank:

- Second/First Lieutenant (O1/O2)
- Captain (O3)
- Major (O4)
- Warrant Officer (any grade)
- Non-Commissioned Officer (any grade)
- Other: _____
- Not Applicable

16. What is your current **ANNUAL MILITARY** compensation? (include only paid benefits)

17. What is your current **CIVILIAN ANNUAL SALARY**? (include any bonus incentives but DO NOT INCLUDE MILITARY PAY)_____

Appendix G. Employability of University of Wisconsin-Stout Senior Reserve Officers' Training Corps Graduates
Employer Survey
General

1. How would you best describe your market sector? (Check only one.)

- | | |
|---|--|
| <input type="checkbox"/> Mining | <input type="checkbox"/> Management of companies and enterprises |
| <input type="checkbox"/> Utilities | <input type="checkbox"/> Administrative and support and waste management & remediation service |
| <input type="checkbox"/> Construction | <input type="checkbox"/> Educational services |
| <input type="checkbox"/> Manufacturing | <input type="checkbox"/> Health care & social assistance |
| <input type="checkbox"/> Wholesale trade | <input type="checkbox"/> Arts, entertainment, & recreation |
| <input type="checkbox"/> Retail trade | <input type="checkbox"/> Accommodation & food services |
| <input type="checkbox"/> Transportation and Warehousing | <input type="checkbox"/> Government/Military |
| <input type="checkbox"/> Information | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Finance and insurance | |
| <input type="checkbox"/> Real estate and rental and leasing | |
| <input type="checkbox"/> Professional, scientific, and technical services | |

2. Rank order your venues for recruiting new employees with **most** effecting being "1" and **least** effective being "5".

- Employment services
- Job listings (Trade magazines, periodicals, on-line websites, etc.)
- Career fairs
- Word of mouth/social connections
- Other: _____

3. What is the salary range for new hire with a college degree in your company?

- \$0-24,999
- \$25,000-34,999
- \$35,000-44,999
- \$45,000-54,999
- \$55,000-64,999
- \$65,000-74,999
- \$75,000-84,999
- \$85,000-94,999

Other: _____

4. Identify the top skills/qualities your company seeks in college graduate hires?

(Check only the top 4)

- a. Communication skills
- b. Strong work ethic
- c. Initiative
- d. Interpersonal skills
- e. Problem-solving skills
- f. Teamwork skills
- g. Analytical skills
- h. Flexibility/adaptability
- i. Leadership skills
- j. Technical skills
- k. Organizational skills
- l. Self-confidence
- m. Tactfulness
- n. Friendly/outgoing
- o. Creativity
- p. Strategic planning skills
- q. Entrepreneurial/risk-taker
- r. Sense of humor
- s. Other: _____

Source: NACE (National Association of Colleges & Employers) 2010 Job Outlook

UW-Stout Related

1. The UW-Stout General Education goals and objectives are intended to establish a framework for the broad foundation of skills and knowledge needed, among other things, to attain a successful professional life. Rank the General Education goals and objectives at the UW-Stout according to their importance to your company from 1 to 10 with 1 having the greatest importance.

- Think creatively, analyze critically, and synthesize clearly
- Develop and apply effective reading, writing, speaking and listening skills
- Utilize contemporary information and communication systems; to recognize and value the interrelationships, between the ideological, sociological and technological adaptive systems and the impact of these systems on the human experience and the environment
- Understand, formulate, and apply mathematical and logical principles; be able to communicate quantitative information effectively, and value the social and personal consequences of quantitative methods and measurements
- Understand and value the historical, economic, political and psychological forces that shape the development and consequences of the behavior of individuals, groups, and institutions
- Understand and value the relationships between creativity, imagination, and problem solving and the linguistic, artistic, ethical, literary, and philosophical traditions that shape human cultures
- Understand, apply, and value methods in the life and physical sciences and the impacts of science on society
- Recognize and value the collective heritage, ideas and values of a multicultural world and demonstrate sensitivity to sociocultural diversity and the interdependence of groups in a global society
- Develop ethical reasoning skills and act responsibly, including one's physical and mental well being
- Understand the interdisciplinary nature of knowledge and apply an interdisciplinary approach to problem solving

2. What are your primary reasons for recruiting UW-Stout graduates? (Check all that apply)

- Availability of labor
- Cost effectiveness
- Linkage to internship programs
- Quality of the graduates
- Programs and degrees offered
- Personal connection with the school
- Geographic location
- No particular reason
- Other: _____

Not applicable

3. What, if anything, in terms of job skills do you find unique to UW-Stout graduates? (List up to 3 or check the appropriate box)

1. _____

2. _____

3. _____

Nothing is notably unique in terms of job skills about UW-Stout graduates

I don't know

Not applicable

4. To what extent is a UW-Stout graduate's major field of study important in their selection as an employee for your company?

Very important

Moderately important

Somewhat important

Not important

Military Related

1. Do you currently employ members of the National Guard or U.S. Army Reserves?

Yes

No

I don't know

Not applicable

2. Based on your experience in dealing with Reservists, recently separated service men and women, do you find their military training and experience enhances, detracts from, or is neutral in terms of their employability within your company?

Enhances employability

Detracts from employability

Neither adds to or detracts from employability

No opinion or I don't know

Not applicable

3. The Reserve Officer Training Corps curriculum provides 18 to 26 credits of physical fitness and hands-on leadership training beyond the curriculum of the average college graduate. In your opinion, would the additional leadership training and experience add to, detract from, or not impact an individual's employability at your company?
- Add to employability
 - Detract from employability
 - If detracts, how does the additional training detract from employability at your company?

 - Neither adds to or detracts from employability
 - No opinion or I don't know
 - Not applicable
4. Are you familiar with partnership programs between the between the U.S. military and civilian employers such as the Partnership for Youth Success (PaYS)?
- Yes

If yes, how successful do you feel the partnership programs have been?

 - Very successful
 - Moderately successful
 - Somewhat successful
 - Not successful
 - No

If no, would you be interested in finding out more about the partnerships between employers and the National Guard and Reserves?

 - Yes
 - No
 - Not applicable
5. How might communication between recent ROTC graduates at UW-Stout, the ROTC program, and your company be improved to facilitate increased employment opportunities for newly commissioned ROTC graduates?
1. _____
 2. _____
 3. _____
- Nothing more can be done
 - I don't know
 - Not applicable