

AD-A192 340

DTIC FILED

2

STUDY PROJECT

The views expressed in this paper are those of the author and do not necessarily reflect the views of the Department of Defense or any of its agencies. This document may not be released for open publication until it has been cleared by the appropriate military service or government agency.

DTIC
ELECTE
MAY 03 1988
S C D

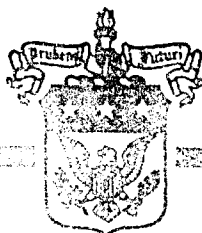
THE FOLLOWING REPORTS GRADUATES

BY

LIEUTENANT COLONEL DANIEL J. PETROSKY, AV

DISTRIBUTION STATEMENT A: Approved for public release; distribution is unlimited.

15 March 1988



U.S. ARMY WAR COLLEGE, CARLISLE BARRACKS, PA 17013-5050

88 4 28 042

UNCLASSIFIED

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER	2. GOVT ACCESSION NO. A192340	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) REGULAR ARMY COMMISSIONS FOR ROTC GRADUATES		5. TYPE OF REPORT & PERIOD COVERED Study Project
		6. PERFORMING ORG. REPORT NUMBER
7. AUTHOR(s) LTC Daniel J. Petrosky		8. CONTRACT OR GRANT NUMBER(s)
9. PERFORMING ORGANIZATION NAME AND ADDRESS US Army War College Carlisle Barracks, PA 17013		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS
11. CONTROLLING OFFICE NAME AND ADDRESS		12. REPORT DATE March 1988
		13. NUMBER OF PAGES
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office)		15. SECURITY CLASS. (of this report) Unclassified
		15a. DECLASSIFICATION DOWNGRADING SCHEDULE
16. DISTRIBUTION STATEMENT (of this Report) Approved for public release; distribution is unlimited.		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		
18. SUPPLEMENTARY NOTES		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number)		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This study will examine the number of Regular Army (RA) Commissions that should be given to ROTC graduates each year. Army policy authorizes RA Commissions for ROTC but does not specify how many. Currently, most ROTC graduates selected for Active Duty are Commissioned OTRA (Other Than Regular Army). The Defense Officer Personnel Management Act (DOMPA) integrates OTRA officers into the RA force upon promotion to Major. The reality is that we do not		

UNCLASSIFIED

SECURITY CLASSIFICATION OF THIS PAGE(When Data Entered)

give the majority of ROTC graduates a RA Commission until they are promoted to Major. This bases the selection for RA on proven Active Duty performance. However, the facts identified in this study show that ROTC graduates are already commissioned, branched, and selected for Active Duty based on their proven performance. And, the quality of ROTC graduates compares favorably to graduates of the U.S. Military Academy (USMA) who all receive a RA Commission. Also, an examination of ROTC graduates' career progression shows high promotion and selection rates. Therefore, this study concludes that we should commission no fewer than 2.5 and no more than 3.75 ROTC graduates RA for every USMA graduate.

UNCLASSIFIED

SECURITY CLASSIFICATION OF THIS PAGE(When Data Entered)

USAWC MILITARY STUDIES PROGRAM PAPER

RA COMMISSIONS FOR ROTC GRADUATES

AN INDIVIDUAL STUDY PROJECT

By

Lieutenant Colonel Daniel J. Petrosky, AV

Colonel Jim Schoonover
Project Adviser

**DISTRIBUTION STATEMENT A: Approved for public
release; distribution is unlimited.**

U.S. Army War College
Carlisle Barracks, Pennsylvania 17013
15 March 1988

The views expressed in this paper are those of the author and do not necessarily reflect the views of the Department of Defense or any of its agencies. This document may not be released for open publication until it has been cleared by the appropriate military service or government agency.

ABSTRACT

AUTHOR: Daniel J. Petrosky, LTC, AV

TITLE: Regular Army Commissions For ROTC Graduates

Format: Individual Study Project

Date: 15 March 1988 PAGES: 37 CLASSIFICATION: UNCLASSIFIED

↙
This study will examine the number of Regular Army (RA) Commissions that should be given to ROTC graduates each year. Army policy authorizes RA Commissions for ROTC but does not specify how many. Currently, most ROTC graduates selected for Active Duty are Commissioned OTRA (Other Than Regular Army). The Defense Officer Personnel Management Act (DOMPA) integrates OTRA officers into the RA force upon promotion to Major. The reality is that we do not give the majority of ROTC graduates a RA Commission until they are promoted to Major. This bases the selection for RA on proven Active Duty performance. However, the facts identified in this study show that ROTC graduates are already commissioned, branched, and selected for Active Duty based on their proven performance. And, the quality of ROTC graduates compares favorably to graduates of the U.S. Military Academy (USMA) who all receive a RA Commission. Also, an examination of ROTC graduates' career progression shows high promotion and selection rates. Therefore, this study concludes that we should commission no fewer than 2.5 and no more than 3.75 ROTC graduates RA for every USMA graduate.

✓

TABLE OF CONTENTS

	Page
ABSTRACT.....	ii
LIST OF ILLUSTRATIONS.....	iv
CHAPTER I. HOW WE ACQUIRE OFFICERS.....	1
Army ROTC Background.....	3
Army ROTC Programs.....	4
Army ROTC Scholarships.....	7
Army ROTC Quality.....	9
II. ACCESSIONS.....	13
Branch Detail Program.....	14
Army ROTC Accessions.....	15
Department of the Army Accessions.....	16
III. OFFICER SOURCES AND CAREERS.....	20
Career Progression.....	21
Preliminary Number of RA Commissions.....	24
IV. QUALITY ASSESSMENT.....	27
Grade Point Average Evaluation.....	29
Preliminary Number of RA Commissions.....	31
V. CONCLUSIONS AND RECOMMENDATIONS.....	33
BIBLIOGRAPHY.....	36

iii

Accession For	
NTIS CRA&I	☒
DTIC TAB	☐
Unannounced	☐
Justification	
By	
Distribution/	
Availability Codes	
Dist	Avail and/or Special
A-1	



LIST OF ILLUSTRATIONS

FIGURE		PAGE
1	Active Duty Accessions FY 80-86	20
2	Active Duty Accessions FY 61-65	21
3	Male Officers By Grade 1970	22
4	Army War College Officers By Source Of Commission Resident Courses SY 81-88	23
5	Captains From 1970 That Attended War College	23
6	Year Group 61-65 That Attended War College	24
7	Profile 4-Year ROTC Scholarship Cadet	27
8	Profile USMA Class Of 1990	28
9	Profile 4-Year ROTC Scholarship Reserves	28
10	Profile On Campus ROTC Scholarship Winners	29
11	Grade Point Average	29

REGULAR ARMY COMMISSIONS FOR ARMY ROTC GRADUATES

CHAPTER I

HOW WE ACQUIRE OFFICERS

This study will examine the number of Regular Army (RA) Commissions that should be given to ROTC graduates each year. The number of RA commissions issued each year directly affect the management of our officer force now and in the future. For example, if we increase the number of lieutenants we commission RA we will limit our Force management options because there will be fewer Other Than RA (OTRA) lieutenants. Traditionally, we manage the Company Grade force structure by limiting the number of RA accessions and the number of OTRA officers that receive Conditional Voluntary indefinite (CVI) status. The issue is to find a balance whereby we can use the RA commission to attract and retain high quality ROTC officers and still manage our Force.

We already commission 100% of the Military Academy graduates which gives the Army high quality officers.

However, recently we have been commissioning another 6000 officers (six times the graduating class of West Point) just to meet our Active Duty needs each year. We must also ensure these officers are high quality. ROTC provides the majority of these officers. This study will attempt to measure ROTC effectiveness by identifying how many ROTC graduates make it to the Army War College and how many become General Officers. Then by comparing the quality of today's ROTC graduate with that of the West Point graduate forecast how many RA commissions should be awarded ROTC.

We must focus on quality. Our Army needs to commission and promote the type of officer who is a strong leader with the academic background to field and fight the weapons systems of the future. Our largest source for this type of officer is ROTC. The ROTC Cadet Command feels that the Regular Army Commission is a major ROTC incentive on campus. The Army has to compete with society for the educated talent of technologists, scientists, gifted teachers, and professionals.¹ To get our share of these students to enroll in ROTC we must maintain a credible and attractive image on campus. These graduates will take our Army into the 21st Century.

ARMY ROTC BACKGROUND

Army ROTC (Reserve Officers' Training Corps) is the concept of offering military instruction at civilian colleges and universities to earn an officer commission. ROTC provides a means to incorporate higher education into the Army. ROTC is not the military in the university it is the university in the military.² The earliest predecessor of this concept started in 1819 at what is now known as Norwich University.³ The North's lack of trained officers during the Civil War was responsible for the Morrill Act of 1862 which required land grant colleges to provide military instruction as part of their curriculum.⁴ The term ROTC appeared as part of the 1916 National Defense Act. The ROTC program was initially designed to create an officer reserve. Many of these officer reserves saw action in World Wars I and II. The current ROTC program took shape in 1964 when Congress passed the ROTC Vitalization Act. ROTC still provides officers to the Reserve Components. However, today the majority of active duty officers are provided by ROTC.

Army ROTC Programs

Today's Army ROTC is really a system that offers college students a variety of entry points and programs that lead to a commission in the Army. This system benefits the university by expanding its curriculum and providing an additional source of revenue. ROTC experience provides university students with ethical professional development courses applicable to military or civilian careers. The greatest benefit is to the Army who gains officers from our society who possess the critical spectrum of knowledge and skills required in a modern Army.

All ROTC cadets must complete either the Four-Year or the Two-Year program to qualify for a commission. The Four-Year program consists of a Basic Course which coincides with a student's Freshman and Sophomore years and an Advanced Course which is designed to match a student's last two full years of study.

The Basic course allows the Army to accomplish two important functions. It provides a full four-year program for those students who have a ROTC Scholarship or for some other reason are committed to seeking a commission. The

Basic Course also provides an excellent way to introduce on campus students to Army ROTC with no obligation to the student. It is through the Basic Course the Professor of Military Science can conduct an effective on campus recruiting program, as well as offer interesting courses for personal development to university students.

Students who enroll in the Advanced Course sign a contract with the Army and incur a military obligation. These are students who have made their commitment to the Army and themselves to seek a commission. They also have been tested and evaluated for officer potential. Each potential Advanced Course cadet must pass the Officer Selection Battery(OSB)⁵ test as part of the Pre-commissioning Assessment System. The OSB was developed over a four year period and is a reliable, state-of-the-art assessment to identify individuals who would serve well as Army officers.⁶ The Advanced Course is designed to coincide with the last two full years of schooling. It includes a six-week summer Advanced Camp between the two years. The Advanced Camp is a significant quality assessment of a cadet's potential. It includes all the disciplines you would expect of a pre-commissioning activity. An Advanced

Course cadet's future hinges on his or her performance there. The on campus portion of the Advanced Course includes courses that cover the core issues of the officer profession. Its here that the cadet receives instruction in ethics and professionalism, leadership, and other courses that prepare him to take charge.

Not all incoming Freshman are willing or capable of considering a military commitment the day they step on campus. Their focus has been on college not on the Army. It is fair to say the majority of the new students do not even know what ROTC is. The Two-Year program provides an entry point for those students who make a later decision to enroll in ROTC. This Two-Year program becomes the Professor of Military Science's most effective recruiting tool. By law, students must have at least two full years of on campus study remaining to enroll in the Advanced Course. This allows students seeking post graduate study to participate also. Two-Year program students must attend a six week Basic Camp at Fort Knox Kentucky, usually the summer prior to enrolling. This Basic Camp gives the student those basic military skills, discipline, and challenge he or she missed by not taking the Basic Course.

Army ROTC Scholarships

The Army ROTC Scholarship program may be the most complete college financial assistance program available to outstanding students today. ROTC scholarships are one of the few based on merit, not need. This brings in students who would otherwise not qualify for a scholarship because their parents make too much money.⁷ ROTC Scholarship students have significantly higher academic scores and they are more intelligent than the average university student. They also have a higher rate of completing ROTC.⁸ The Army has four, three, and two-year scholarships. Each scholarship is awarded on a highly competitive basis and corresponds to the number of years a student has left to complete an undergraduate degree.

The four-year scholarship is the backbone of the Army ROTC scholarship program. Like the other two scholarships it pays college tuition, laboratory fees, on campus educational fees, a flat-rate textbook/supplies fee, and a tax free subsistence allowance of \$1000 a year. Four-year scholarship applicants pass through several rigorous gates to qualify for a scholarship. The profile of a Four-year

scholarship winner matches that of a national merit scholarship winner or a West Point finalist. For example one indicator of quality is that the 1986-87 scholarship winners had an average SAT score of 1230.⁹ Compare that to our national average of 906 and you begin to see the highly competitive nature of scholarship winners. The entire profile of a scholarship winner will be addressed in another section of this paper. The Army requires most scholarship winners to major in a hard science discipline. This ensures that we have the type of officer that can take us into the 21st Century.

The Three and Two-year scholarship winners are selected from on-campus students. The most popular scholarship is the Two-year. This scholarship is awarded to the most outstanding cadets graduating from the summer Basic Camp at Port Knox. The Two-year winner has proven his leadership ability over this demanding six-week evaluation. His collegiate academic ability is also a known factor because his Freshman and Sophomore transcripts are part of his scholarship application. The Two-year scholarship is a great on campus recruiting tool and gives the Army proven performers in return.

Army ROTC Quality

Major General Robert E. Wagner brought a vision of quality to the Fourth ROTC Region when he took command in the summer of 1983. General Wagner wanted to significantly improve the quality and ability of graduating cadets. He called his vision "Operation Goldstrike". It made sweeping changes in the entire Fourth Region.

One of the first changes was a landmark concept he called Goldminer. General Wagner began Goldminer by taking a Lieutenant Colonel and a Captain off campus and assigning them as ROTC's first full-time recruiters. He placed this first team in one of our nation's most populated regions, Los Angeles. The Los Angeles basin has over 400 high schools, 33 community colleges, and 13 four-year universities. Yet this academic rich environment was producing the lowest percentage of ROTC graduates in the nation. ROTC was unknown to the biggest majority of these students. The Goldminers mission was to fill the void. They recruited on every college and university campus not served by a host ROTC unit. They identified 75 high schools that had over 70% of their students go on to college. The

Goldminers participated in college night functions at these high schools. The Goldminer program was an unequivocal success. Currently there are 14 Goldminer Teams Nation-wide.

The majority of changes brought about by Goldstrike addressed the techniques of on campus ROTC management and leadership. General Wagner wanted to reduce the number of waivers for cadets, the number of academically unaligned cadets, as well as many other quality distracters. He was looking for the "All American Freshman" who had great grades, played a sport or actively participated in other extracurricular activities. He was not looking for the genius who could only be responsible for himself, or an older student seeking a job. He was looking for the young leaders who could take the Army into tomorrow. General Wagner ensured Professors of Military Science(PMS) were enrolling this type of quality Cadet by challenging them to prove it. Cadet quality indicators were established to help the Professor of Military Science understand his intent. Additionally, the Professor of Military Science was held responsible for his graduate's performance at the Officer Basis Course(OBC). This placed the responsibility for

producing quality lieutenants where it should be. Operation Goldstrike is the cornerstone of today's ROTC.

MG Wagner is now the Commanding General of all Army ROTC. On 2 May 1986 General Wagner activated the U.S. Army Reserve Officers' Training Corps Cadet Command. His vision is to have a Command that is the primary proponent for all cadet matters. Because it is a Command rather than a staff agency the programs are more responsive and can be executed in a manner that builds on unit cohesion.¹⁰ Active Duty cadre can focus on standardized tough training, and educating our potential officers rather than responding to staff actions.

ENDNOTES

1. Gene M. Lyons and John W. Masland, Education and Military Leadership (Princeton: Princeton University Press, 1959), p. 13.
2. Headquarters, Department Of The Army, Office, Chief of Staff, Army, ROTC Study Volume I (Washington: GPO, May 1986), p. 3-4-3.
3. Lyons and Masland, p. 28.
4. Lyons and Masland, p. 30.
5. U.S. Army Research Institute for the Behavioral and Social Sciences, Development of Officer Selection Battery Forms 3 and 4, Technical Report 603 (Washington: GPO, March 1986), p. viii.
6. Ibid., p. 31.
7. ROTC Study Volume I, p. 4-1-31.
8. Headquarters U.S. Army Training and Doctrine Command, PAR FY 90-94 (Fort Monroe: 1987).
9. Department Of The Army, Army Reserve Officers Training Corps Scholarship Application 1988-1989 (Fort Monroe: GPO, 1 January, 1987), p. 5.
10. Jim Tice, "ROTC Organized as TRADOC Subordinate Command," Army Times, 12 May 1986.

CHAPTER II

ACCESSIONS

The requirements to produce new officers are based on the need for officers in the projected Force matched with what we think the future officer inventory will be.¹¹ To meet these needs we have a variety of officer acquisition training such as the United States Military Academy, Officer Candidate School, and Army ROTC. This paper, of course, is discussing Army ROTC, which, like the Military Academy, is classified as a long lead-time program.¹² ROTC supports the Total Force by providing Active and Reserve Component officers. The Accessions program must facilitate the management of the level of our officer corps now and in the future. Some of the methods used to look to the future are the Regular Army Commission and the Branch Detail Program.

BRANCH DETAIL PROGRAM

The best explanation I have found for the Branch Detail Program comes from the "Cadet Command Gold Bar Accessions Bulletin" number 1-87, April 1987.¹³

The Department of the Army has eliminated the "Voluntary Branch Detail (VBD) Program" and initiated the "Branch Detail Program". This program was designed to minimize the effects of the Force Alignment Plan. The Force Alignment Plan causes the rebranching of officers primarily from Combat Arms branches to Combat Support and Service Support branches. Oftentimes, this rebranching is voluntary. This year, Cadet Command and USMA cadets are being offered the option to serve their lieutenant years in Infantry, Armor, Field Artillery, Air Defense, and Chemical branches. They will be transferred to the Combat Support or Service Support branch of their choice once selected for promotion to Captain. The Voluntary Branch Detail Program has been fine-tuned and renamed the "Branch Detail Program". Approximately 700 officers will be affected by the Branch Detail Program starting with year group 1986. Some have already been designated from ranks yet to be commissioned. Others, currently serving on active duty, will receive a letter soliciting their participation. Still others will receive invitational letters while attending their Officer Basic Course. It will be 1990 before these officers are rebranched.

Army ROTC Accessions

The ROTC Accessions Cycle has a new feature. A ROTC Pre-Accessions Board made up of Commanders from the Cadet Command determine the Order Of Merit List (OML) to be presented to the Total Army Personnel Agency (TAPA) Branching Board.¹⁴ The Pre-Accessions Board considers all quality indicators to determine its OML. A cadet's Advanced Camp performance, his PMS evaluation, and his academic standing are the most important variables considered.

The benefits of Cadet Command presenting an OML to the MILPERCEN Board are two fold. First, the Cadet Command Board consists of a ROTC Brigade Commander and Professors of Military Science. They are intimately familiar with the processes they have put the cadets through. They understand the summer camp and the PMS evaluations. They also understand how grade point averages can vary from school to school and discipline to discipline. They are better equipped to sort through these issues to ensure the right cadets are recognized. The second major benefit realized from this process is that the ROTC campus cadre are placed in a more credible position. They can better counsel their

cadets about what happened to their branch and duty desires and why. The campus cadre have been responsible for motivating and preparing cadets for transition to officers. The Pre-Accession Board provides the cadre with a more predictive system than past years. The cadets will be even more motivated to excel.

Department of the Army Accessions

The Total Army Personnel Agency Branching Board consists of an independent President, members representing the various Branches, and a representative from Cadet Command.¹⁵ This Board validates the OML they received from Cadet Command's Pre-Accessions Board. They select the ROTC graduates that will go on Active Duty and those to be offered a Regular Army Commission. This Board also Branches Cadets and assigns detail Branches where appropriate. The Branch Detail Program is where a new lieutenant serves in a lieutenant intensive Branch and reverts to his Basic Branch as a Captain. The Board also ensures that Cadets with highly technical degrees are properly distributed. The Board operates under the guidance the President receives from the Department of the Army.¹⁶ The number of

Lieutenants to be brought on Active Duty each year is a budget decision.¹⁷

The FY 88 Board selected the Regular Army officers before they Branched the Active Duty officers.¹⁸ This was done to ensure the Army awarded the Regular Army Commissions to the most deserving and best qualified Cadets. In other years when Branching was done first some Cadets who were lower on the OML received a Regular Army Commission when others higher on the list did not. This was a result of a Cadet lower on the OML receiving an under-requested Branch.¹⁹ By selecting Regular Army Officers first some Cadets will have to be given a Branch that was not their first choice. However, this system does ensure that every Branch receives their fair share of the quality graduates.

ROTC provides officers to the Total Force. As a result, ROTC Cadets, to include scholarship Cadets, can request Reserve Forces Duty. The past few years we have had more Cadets requesting Active Duty than we need. Therefore, all the non-scholarship Cadets requesting Reserve Forces Duty have had their records given to the Reserve Components for Branching. The scholarship Cadets have had their records screened to ensure their academic discipline was not

needed on Active Duty.²⁰ If the Army does not require more officers with their type of degree the scholarship students records are also turned over to the Reserve Component.

ENDNOTES

11. Department Of Defense, Military Manpower Training Report FY 1938, (Washington: GPO, February 1987)p. IV-4.

12. Ibid., p. IV-4.

13. U.S. Department of the Army, "Cadet Command Gold Bar Accessions Bulletin" 1-87 (Fort Monroe: April 1987), p. 13.

14. Ibid., p. 3.

15. Ibid., p.3.

16. Interview with LTC Jim Artis, Department of the Army DCSPER, by LTC Roger Brown, 4 December, 1987.

17. Interview with LTC Steve Shupack, TAPA, Officer Management/Accessions, by LTC Roger Brown, 4 December, 1987.

18. Interview with Artis.

19. Ibid.

20. Gold Bar Accessions Bulletin, p. 4.

CHAPTER III

OFFICER SOURCES AND CAREERS

Our officer corps represents the National population because they come from several commissioning sources. The Army commissioning programs are designed to provide a stable, yet flexible input to meet the Active Duty and Reserve Component needs. Because of the complexities of our international commitments and the impact of technology the Armed Forces have been looking more to the civilian universities as a primary source of career officers.²¹ The chart below shows the Active Duty accessions since Fiscal Year (FY) 80.²²

ACTIVE DUTY ACCESSIONS

SOURCE	FY80	FY81	FY82	FY83	FY84	FY85	FY86	%
USMA	903	952	885	882	965	1067	1023	11.0
ROTC	4077	3981	3647	4770	5389	4745	4669	51.5
OCS	709	573	757	830	736	769	750	8.7
DIRECT APPT	2317	2370	2088	2228	1909	106	687	20.6
OTHER	989	1221	407	256	295	948	824	8.2
TOTAL	8995	9277	7784	8966	9294	8593	7953	100.0

FIGURE 1

The data depicting the source of commission for officers over the years has been difficult to secure. However, I have come across random sources that have looked into various years. I will include them here as an attempt to visualize ROTC's role. The next chart also shows the increase in OCS production required by the Vietnam War. OCS is capable of producing officers in a much shorter period of time. It compliments our long lead-time programs of ROTC and the Military Academy. I will use this chart as a data base to look at these officers in 1987 to measure career success by source of commission.

ACTIVE DUTY ACCESSIONS²³

SOURCE	FY61	FY62	FY63	FY64	FY65	%
USMA	487	537	465	494	524	3.5
ROTC	6901	11992	10578	10837	9886	70.0
OCS	565	608	781	1688	2277	8.2
DIRECT APPT	356	682	797	720	541	4.3
OTHER	1406	2713	1778	2473	1664	14.0
TOTAL	9715	16532	14399	16212	14892	100.0

FIGURE 2

CAREER PROGRESSION

The ROTC Study Final Volume I states "The only ROTC-wide external measure of effectiveness on the quality

of the ROTC graduate is the OBC failure rate."²⁴ However, I feel a valid assessment of ROTC effectiveness is the number of ROTC graduates passing through the tough gates such as attendance at the US Army War College, and promotion to the senior ranks.

To correlate this I have selected War College Resident Classes from 1981 to 1987. I have also included a chart showing the source of commission for officers on active duty in 1970.²⁵ These War College Classes were filled mostly from the Captains on Active Duty in 1970 and those from year Group 1961-1965 (Figure 2). I am using data for the Army War College because of its high concentration of Army officers. I assume that the number of Army officers attending the other Senior Service Colleges would approximate, by percentage, the Army War College sample.

TOTAL MALE COMMISSIONED OFFICERS BY GRADE FEB 1970

SOURCE	COL	LTC	MAJ	CPT	1LT	2LT
USMA	21.3%	11.3%	5.9%	4.2%	2.0%	2.2%
ROTC	18.4%	36.0%	52.7	29.3%	54.5%	49.3%
OCS	38.0%	29.9%	16.9%	39.7%	25.8%	42.1%
OTHER	22.3%	22.8%	24.5%	26.8%	17.7%	6.4%

FIGURE 3

US ARMY WAR COLLEGE ARMY OFFICER
SOURCE OF COMMISSION RESIDENT COURSE²⁶

SOURCE	1981	1982	1983	1984
USMA	40 (23.3%)	32 (17.8%)	20 (11.2%)	26 (14.6%)
ROTC	97 (56.4%)	110 (61.1%)	122 (68.5%)	98 (55.1%)
OCS	19 (11.0%)	23 (12.8%)	16 (9.0%)	34 (19.1%)
OTHER	16 (9.3%)	15 (8.3%)	20 (11.2%)	20 (11.2%)
TOTAL	172	180	178	178

SOURCE	1985	1986	1987	1988
USMA	30 (15.2%)	31 (15.9%)	27 (13.4%)	15 (7.5%)
ROTC	121 (61.1%)	100 (51.5%)	91 (45.1%)	90 (44.8%)
OCS	30 (15.1%)	46 (23.8%)	73 (36.1%)	75 (37.3%)
OTHER	17 (8.6%)	17 (8.8%)	11 (5.4%)	21 (10.4%)
TOTAL	198	194	202	201

FIGURE 4

If we assume that the Captains on Active Duty in Figure 3 attended the Army War College Resident Course in School Years 1985 through 1988 we get the following comparison.

CAPTAINS FROM 1970 THAT LATER ATTENDED WAR COLLEGE

SOURCE	CPTS	USAWC RESIDENT COURSE			
	1970	1985	1986	1987	1988
USMA	4.2%	15.2%	15.9%	13.4%	7.5%
ROTC	29.3%	61.1%	51.5%	45.1%	44.8%
OCS	39.7%	15.1%	23.8%	36.1%	37.3%
OTHER	26.8%	8.6%	8.8%	5.4%	10.4%

FIGURE 5

The comparison in Figure 5 shows that the Military Academy and ROTC graduates had the most effective careers and still possess further potential. OCS graduates began to be represented in more numbers in school years 1987 and 1988 which may be a reflection of the Vietnam production years. I submit that this is a viable way to measure the quality, effectiveness, and retention of our commissioning sources.

If we assume that the Year Groups 1961 through 1965 (Figure 2) went to the War College in School Years 1981 through 1984 we get the following comparison.

SOURCE	YG 61-65	USAWC RESIDENT COURSE			
		1981	1982	1983	1984
USMA	3.5%	23.3%	17.8%	11.2%	14.6%
ROTC	70.0%	56.4%	61.1%	68.5%	55.1%
OCS	8.2%	11.0%	12.8%	9.0%	19.1%
OTHER	18.3%	9.3%	8.3%	11.2%	11.2%

FIGURE 6

Figure 6 shows us that all sources of commission had effective careers with the ROTC having the largest percentage of graduates attending the the Army War College.

PRELIMINARY NUMBER OF RA COMMISSIONS

If we use the figures just presented to begin to answer the question of how many RA commissions should be given to ROTC we would see the following. In the first example, ROTC had an average of 50% of the officers attending the war college, West Point had an average of 13%. This gives us a ratio of 3.9 ROTC graduates to every USMA graduate attending the Army War College School Years 1985 through 1988.

However, West Point was more successful than ROTC because they had base of only 4.2% of the Captains in 1970. Means West Point sent 3.09 times their base. ROTC had with a base of 29.3% and sent 50% or 1.7 times their base. Using the second example USMA again was more

successful because they sent 4.8 times their base compared to ROTC's 86%.

In the second example ROTC had an average of 60.4% attending the War College compared to West Point's 16.7%. This gives us a ratio of 3.75:1.

We could decide now on how many RA commissions to give ROTC graduates based on the ratio of ROTC to USMA graduates that make it to the Army War College. Using this analysis therefore, it is apparent that we should give ROTC 3.75 RA commissions to every 1 we give USMA.

ENDNOTES

21. Lyons and Masland, p. xi.
22. U.S. Department of Defense, Defense Almanac, 1980 through 1987 (Washington D.C.:GPO, 1980-1987).
23. U.S. Department Of The Army, Report Of The Department Of The Army Board To Review Army Officer Schools Volume I(Washington D.C.: GPO, February 1966), p. 157.
24. ROTC Study Volume I, p. 10-1.
25. Headquarters Department Of The Army, DCSPER-RUO, An In-depth Study Of The Senior ROTC Program (Washington D.C. : GPO, Circa 1971),p. 98.
26. U.S. Department Of The Army, United States Army War College Statistical Data (Carlisle Barracks: 1981-1987).

CHAPTER IV

QUALITY ASSESSMENT

The quality of the ROTC Cadet has increased as a result of "Operation Goldstrike". Goldstrike uses several quality indicators such as academic alignment, median age, Grade Point Average(GPA), and the Officer Selection Board (OSB).²⁷ These indicators show what type of officer will be fielded. Using this criteria we can compare the quality of ROTC and USMA cadets.

USMA AND THE 4-YEAR ROTC SCHOLARSHIP CADET

The most equitable way to compare Military Academy cadets with ROTC cadets is to use Contracted ROTC cadets. This way we will be looking at cadets from both institutions who have made the major decision to seek a commission. If we tried to include non-scholarship cadets from ROTC Basic Course we would be including university students whose motivation is unknown. A Basic Course cadet you will recall has made no commitment and is under no obligation unless he or she is on a ROTC scholarship. Lets compare the cadets at the entry level to both programs.

PROFILE 4-YEAR ROTC SCHOLARSHIP WINNER SY 86/87²⁸

President of student bodies or senior classes	12%
Top 25% of class	97%
Varsity letter winners	77%
Varsity team captains	31%
Average SAT	1230

FIGURE 7

PROFILE USMA CLASS OF 1990²⁹

President of student bodies or senior classes	20%
Top 20% of class	88%
Varsity letter winners	86%
Varsity team captains	55%
Average SAT	1208

FIGURE 8

The 2 and 3-year scholarship winners have their actual college GPA's established. They have also been evaluated by Army Cadre on campus or at Basic Camp. Their officer potential is easier to assess than a student just graduating from high school. Let's look at the biggest source of 3-year scholarship winners, the reserves from the 4-year scholarship competition. These are students who may win a 3-year scholarship if they take ROTC as a freshman and remain competitive.

PROFILE 4-YEAR SCHOLARSHIP RESERVES SY87/88³⁰

President of student body or senior class	11%
Top 25% of class	93%
Varsity letter winners	68%
Varsity team captains	34%
Average SAT	1206

FIGURE 9

PROFILE ON CAMPUS SCHOLARSHIP WINNERS SY 87/88³¹

	2-YEAR	3-YEAR
Average college GPA	3.0	3.2
Average ROTC GPA	3.8	3.9

FIGURE 10

It is worth looking at the quality of all graduating ROTC cadets. The chart below does that and compares it to the National GPA average of all graduating students.

GRADE POINT AVERAGE³²

CATEGORY	MISSION SET	
	1986	1987
4-YEAR SCHOLARSHIP	3.05	3.00
3-YEAR SCHOLARSHIP	2.98	2.94
2-YEAR SCHOLARSHIP	2.89	2.97
NON-SCHOLARSHIP	2.67	2.77
NATIONAL AVERAGE	2.41	2.48

FIGURE 11

GRADE POINT AVERAGE EVALUATION

Not all Grade Point Averages(GPA) are created equal. They are dependent upon the quality of the institution. Each university establishes its own vision. This vision coupled with its financial ability will determine how the

university will meet the needs of its community. It will also determine in some cases if it should have a regional, national, or international focus. Some of our great institutions serve the world. All of this culminates in a school's reputation and ranking. This usually determines the cost a student will pay in terms of dollars and academic effort. For instance, almost every one would have a higher opinion of a degree earned from Harvard or MIT than they would of one obtained at an obscure public college. It is more difficult to be successful at Harvard than the other school. The result will show up in graduating GPA's. Therefore, a lower GPA from Harvard would carry more weight in the job market than a higher GPA from the other school.

Another variable that affects GPA's is the academic discipline. For example, an engineering student is required to take a more demanding course load than a social science student. Additionally, the hard science courses required to become an engineer are not known for passing out high grades. Therefore, engineering students will usually have lower GPA's than their university counterparts. Industry recognizes this and their hiring policies reflect it. Engineers starting salary is usually based on their

graduating GPA. Therefore, when the Army compares GPA's we should consider the factors of type of degree and institution attended.

PRELIMINARY NUMBER OF RA COMMISSIONS

If we just compare the total number of ROTC scholarship cadets with Military Academy cadets we would arrive at 12,000 ROTC scholarship cadets to approximately 4,800 Academy cadets. Given that both cadets are high quality and have the necessary technical and leadership skills we need this may be an adequate basis to use to issue RA commissions. Using recent accessions levels this would mean giving ROTC graduates 2600 RA Commissions and West Point 1000 or the ratio of 2.5:1.

ENDNOTES

27. U.S. Department Of The Army, ROTC Cadet Command PAM 145-1, Operation Goldstrike (Port Monroe: Appendix A, August 1986).

28. ROTC Scholarship Application 1988-1989.

29. U.S. Military Academy, The Annual Report Of The Superintendent USMA, 1986 (West Point: 12 August 1987), p.

29. U.S. Military Academy, The Annual Report Of The Superintendent USMA, 1986 (West Point: 12 August 1987), p.

30. U.S. Department Of The Army, ROTC Cadet Command, ROTC 4 Year Scholarship System Statistical Summary, Regular Cycle Winners (Port Monroe: 3 June 1987).

31. U.S. Department Of The Army, ROTC Cadet Command, ROTC On Campus Scholarship Winners SY 87/88 (Port Monroe: CG's Statistical Data, November 1987).

32. Ibid.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

We should commission no less than 2.5 and no more than 3.75 ROTC graduates RA for every USMA graduate.

Using the data in Chapter III which addressed officers attending the Army War College we arrived at a ratio of 3.75 ROTC to 1 USMA graduate. Using the quality assessment from Chapter IV we decided to use the number of ROTC scholarships enforce compared to the number of USMA cadets in residence. This gave us a ratio of 2.5 ROTC scholarship cadets to every 1 USMA cadet.

These two comparisons focused only on our known high quality performers. From this analysis it is apparent that we should commission at least 2.5 but no more than 3.75 ROTC graduates RA for every USMA graduate commissioned. However, I am not saying all ROTC scholarship students should be given a RA commission. This formula would provide spaces for those highly successful non scholarship ROTC graduates to receive a RA commission. They would be identified during the Accessions Board process as will any scholarship

graduates who should not be commissioned RA. Using the Year Group 87 accessions plan and these recommended ratios we should have commissioned at least 2562 ROTC graduates RA because we commissioned 1025 USMA graduates RA. However, we commissioned only 1818 ROTC cadets RA³³. Therefore, this study is calling for an increase.

The theme throughout this study has been a focus on quality and the demands our new officers will face during their military careers. With a shrinking college population ROTC's recruiting challenge increases. The RA commission is critical to the credibility of ROTC on campus. It helps bring quality students into the program. These same students are making an informed early career decision. They understand what a RA commission offers.

In an age where we ask our officers to be warriors, scholars, and technicians, quality counts. The United States Military Academy is attracting students of that quality because of its heritage, tradition, and reputation. ROTC is currently attracting the quality students that the Army needs. We must actively support the Cadet Command by providing an adequate share of RA commissions. ROTC cadre, on campus, are making the biggest impact on tomorrow's Army.

51% of our General Officers on Active Duty came from ROTC.³⁴ Our officers must have the vision of the technology needed on tomorrow's battlefield. The type of officer we commission today will determine the capability of our future Army.

ENDNOTES

33. Interview with LTC Shupack.

34. U.S. Department of the Army, Pamphlet 360-10, Army Executive Biographies (Washington: 21 February, 1986).

BIBLIOGRAPHY

1. Department Of Defense. Military Manpower Training Report FY 1988. Washington D.C.: Government Printing Office, February 1987.
2. Department Of The Army. Army Reserve Officers Training Corps Scholarship Application 1988-1989. Fort Monroe, Va.: Government Printing Office, 1 January, 1987.
3. Headquarters Department Of The Army, Office, Chief Of Staff. ROTC Study Volume I. Washington D.C.: Government Printing Office, May 1986.
4. Tice, Jim. "ROTC Organized as TRADOC Subordinate Command." Army Times, 12 May 1986.
5. Tyson, W. S. Headquarters Department Of The Army, DCSPER-RUO. An In Depth Study Of The Senior ROTC Program. Washington D.C.: Government Printing Office, 1971.
6. Headquarters U.S. Army Training And Doctrine Command. PAR FY 90-94. Fort Monroe, Va. 1987.
7. Interview with LTC Jim Artis, Department Of The Army DCSPER, by LTC Roger Brown, U.S. Army War College. 4 December, 1987.
8. Interview with LTC Steve Shupack, Total Army Personnel Agency, by LTC Roger Brown U.S. Army War College. 4 December, 1987.
9. Lyons, Gene M. and Masland John W. Education and Military Leadership. Princeton University: 1959.
10. The Annual Report Of The Superintendent United States Military Academy, 1986. West Point, New York.: 12 August, 1987.
11. U.S. Army Research Institute for the Behavioral and Social Sciences. Development of Officer Selection Battery Forms 3 and 4. Washington D.C.: Technical Report 603, March, 1986.

12. U.S. Department Of The Army. Cadet Command Gold Bar Accessions Bulletin 1-87. Fort Monroe, Va., April, 1987.

13. U.S. Department of the Army, Army Pamphlet 360-10: Army Executive Biographies. Washington D.C.: 21 February 1986.

14. U.S. Department Of The Army. Report Of The Department Of The Army Board To Review Army Officer Schools Volume I. Washington D.C.: Government Printing Office. February, 1966.

15. U.S. Department Of The Army. ROTC Cadet Command PAM 145-1: Operation Goldstrike. Fort Monroe, Va.: August, 1986.

16. U.S. Department Of The Army ROTC Cadet Command. ROTC 4 Year Scholarship System Statistical Summary, Regular Cycle Winners. Fort Monroe, Va.: 3 June, 1987.

17. U.S. Department Of The Army ROTC Cadet Command. ROTC On Campus Scholarship Winners SY 87/88. Fort Monroe, Va.: CG's Statistical Data, November, 1987.

18. U.S. Department Of The Army. United States Army War College Statistical Data. Carlisle Barracks, Pa.: U.S. Army War College, 1981-1987.

19. U.S. Department Of Defense. Defense Almanac. Washington D.C.: Government Printing Office, 1980-1987.