The Effects of Assignment Structure on Student Motivation, Learning, and Perceptions in Defense and Strategic Studies 455: Comparative Military Systems

by

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Purpose. The purpose of this classroom research project is to determine the effects of changes to assignment structure on student motivation and retention in DS 455: Comparative Military Systems.

Discussion. This classroom research project is born out of my experience, first as an academic instructor, then as the course director for DS 455 during the 2011-2012 Academic Year. DS 455: Comparative Military Systems is a three credit upper level academic elective which seeks the answer the questions of “why” and “how” states and non-state actors structure and utilize their military forces. The Defense and Strategic Studies Program is the second newest academic major offered at the United States Military Academy (USMA) at West Point. As a result the
courses are still in the process of being developed and improved. Similarly, as the course is based on current international and foreign policies, the course is regularly evolving as states and non-state actors update their objectives and strategies.

When I reported to USMA, I was initially assigned as an academic instructor for DS 455, as my predecessor was still the course director. She had made significant improvements in the content of the course structure. When she inherited the course, the content briefly covered twenty states over the course of a forty lesson semester. She modified the course structure to cover five states in greater depth, briefly survey four non-state actors, and introduce the basic frameworks for systematic comparison. This restructuring allowed for a more substantive and deliberate study of each state and non-state actor. The objective of the course is provide Cadets with the academic and professional skill sets required to compare military systems in meaningful way, with individual states and non-state actors being used as vehicles through which to teach the process. This reduces the importance of content coverage for those states that were removed from the course.

While my predecessor made significant improvements to the content of the course, I felt that her assignment structure left much room for improvement. As conceived under my predecessor, DS 455 was a 1000 point course with the following assignments: 1.) Written Partial Review (WPR) 1 (125 points), 2.) WPR 2 (125 points), 3.) In-Class Country Presentation (75 points), 4.) Term Paper (250 points), 5.) Term End Exam (TEE) (300 points), and 6.) Instructor Points (125 points).

Graded Events
WPR 1 125
WPR 2 125
Country Presentation 75
Term Paper 250
Term End Examination 300
Instructor Points & Writs 125
TOTAL 1000

WPR 1 was a traditional WPR. WPR 1 consisted of a short essay response and a long essay response. The short essay required Cadets to respond to one of two or three essay questions dealing with analysis of the military systems of the United Kingdom and France. The long essay required Cadets to respond to one of two or three essay questions dealing with analysis of the military systems of the United Kingdom and France. WPR1 was conducting during a 55 minute class period. WPR 2 was similar in structure and duration to WPR 1, with the essay questions focusing instead on analysis of the military systems of Russia and China. While the WPRs were useful in determining what students had learned, I felt that they did not contribute to the learning process in a meaningful way. One positive aspect of the WPRs that I wanted to preserve was that they did give Cadets an element of choice by allowing them to choose which essay questions to answer.

The In-Class Country Presentation tasked Cadets with giving an 8-10 minute presentation to the class on the military system of a state which was not formally covered in class. The intent of this assignment was to provide Cadets practice articulating the military system of a state, and to mitigate the effects of the decision to reduce the states formally studied in the course from twenty to five. By having each Cadet provide a short in-class presentation on a series of
supplementary states, the class as a whole gains surface exposure to a wider variety of military systems.

The term paper was a 7-10 page assignment where Cadets were directed to choose an aspect of two states’ military systems, compare and contrast those elements, and articulate significant conclusions. For example, a Cadet may choose to compare and contrast the Panamanian Public Forces in Panama with the Carabinieri in Italy, drawing conclusions from the advantages and disadvantages of each military system. The United States, states covered in the course, and the state that each individual Cadet chose for the In-Class Country Presentation were off limits to that Cadet for the term paper, thereby broadening the scope of the Cadet’s comparative study. The term paper must have a clear thesis, arguments, and conclusions.

The TEE was a traditional TEE. The TEE consisted of short essay responses and long essay responses. The short essay required Cadets to respond to two of four essay questions dealing with analysis of the military systems of Israel, Iran, Hezbollah, Jaysh al-Mahdi, and al-Qaeda. The long essay section was comprehensive and required Cadets to respond to two of four essay questions dealing with analysis and comparison of the military systems of the United Kingdom, France, Russia, China, Israel, Iran, Hezbollah, Jaysh al-Mahdi, and al-Qaeda. The TEE was conducted during a normal 3 hour TEE period.

Instructor points were unstructured, and each instructor distributed instructor points in a different manner. My predecessor assigned specific point values to a number of different exercises. For example, she would assign points for quizzes (WRITs) or for choosing a correct answer in a game show style exercise entitled “Are You Smarter Than a Plebe?” I did not like either of these methods for various reasons. I found that WRITs often took away from valuable class time, added unnecessarily to student anxiety, and unevenly penalized students who normally completed the readings if they were unable to complete the readings for a given class. I made a deal with my class at the beginning of the semester, that as long as we continued to have consistent class participation and meaningful discussion, we would have any WRITs. Over the course of two semesters I have not felt the need to use a WRIT to enforce course reading requirements. I feel that exercises like “Are You Smarter Than a Plebe?” trivialize the course content. My objective is to teach a course which prepares Cadets for higher level academic work and professional application of the course content. Accordingly, I believe in maintaining an atmosphere in which the course material is presented, discussed, and assessed in an academic and professional manner. I chose to award all students full instructor points as long as the student was consistently engaged in the learning process. Additionally, by awarding full instructor points, I was also able to mitigate potential negative effects upon Cadets’ grades due to academic experimentation and exploration.

When considered in its totality, I also disagreed with the point distribution. Given the similar formats of WPR 1, WPR 2, and the TEE, 550 points (55%) were awarded based on the students’ ability to effectively answer short essay questions. The term paper accounted for 250 points (25%) awarded based on the students’ ability to effectively craft a longer essay. The In-Class Country Presentation accounted for a mere 75 points (7.5%) based on the students’ ability to present orally, and instructor points accounted for 125 points (12.5%) awarded subjectively. This meant that students who excelled at written (specifically short answer) communication were advantaged, while those who may not have excelled at written communication, but excelled at discussion or oral communication were disadvantaged by the point distribution.

When I took over as course director for DS 455, during the second semester of 2011-2012 Academic Year, I sought to improve the assignment structure of the course to increase
professional as well as academic development, encourage students to move beyond analysis and into strategic problem solving, integrate assessment into the learning process, increase student motivation for assessments, and more equitably distribute points based on varied methods of assessment. Accordingly, I restructured the course so that DS 455 was now a 1000 point course with the following assignments: 1.) Policy Memorandum Exercise (150 points), 2.) Strategic Presentation Exercise (150 points), 3.) In-Class Country Presentation (150 points), 4.) Term Paper (300 points), 5.) Term End Exam (TEE), itself a “Red Team” Policy Memorandum (150 points), and 6.) Instructor Points (100 points).

Graded Events
Policy Memorandum Exercise  150
In-Class Country Presentation 150
Strategic Presentation Exercise 150
Term Paper 300
Term End Examination 150
Instructor Points 100
TOTAL 1000

From an aggregate perspective, this assignment structure rebalances point distributions between disparate assignment types. The Policy Memorandum Exercise and the TEE are both policy memoranda accounting for 150 points (15%) each, for a total of 300 points (30%). The In-Class Presentation and the Strategic Presentation Exercise are both oral and visual presentations and accounts for 150 points (15%) each, for a total of 300 points (30%). The term paper is a longer essay requiring a thesis, arguments, and conclusions accounting for 300 points (30%). This assignment structure and grade distribution results is equal 30% portions of the grade being based on Cadets’ ability to conduct clear and concise short writing in the form of a memorandum, reasoned and logical argumentation in the form of a traditional academic paper, and professional and persuasive oral and visual presentation in the form of briefings. Instructor points were decreased to reduce subjectivity in the overall grade while still allowing the instructor a measure of flexibility.

The Policy Memorandum Exercise replaced WPR 1. The Policy Memorandum Exercise gives the Cadets an option of writing a policy memorandum from the perspective of either the Chairman of the Joint Chiefs of Staff (United States), the Secretary of State for Defence (United Kingdom), or the Chief of the Defense Staff (France). At the time that the Cadets choose their perspective position they do not know the details of the memorandum assignment. Once the Cadets have chosen their perspective position, they are given the memorandum assignment with each assignment tasking the Cadets to write a policy memorandum to solve a different strategic problem from the perspective of their chosen position. The memorandum must be no longer than 1 page, 2-sided, single spaced, and conform to Department of the Army standard memorandum format. The memorandum must define the problem, offer solutions to the problem, weigh “pros” and “cons” for each option, analyze political and economic implications, and make a recommendation. Cadets are given one week to complete the assignment. Cadets are free to collaborate with other students and query the instructor throughout the memorandum writing process; however the final product must be their own work. Two class periods during the intervening period are dedicated to providing an opportunity for Cadets to collaborate with each other and the instructor. Cadets are instructed that the best memoranda often result from
collaboration or the process of “staffing” the memorandum as this process helps to challenge, refine, and strengthen arguments. Cadets are also warned that the worst memoranda are often written in isolation, as they lack the input of this refining process. The intent of the Policy Memorandum Exercise is to integrate assessment into the learning process. Rather than expecting Cadets to regurgitate material in short essay format, the Policy Memorandum Exercise expects Cadets to take extremely complex problems and ideas, and clearly and concisely frame the problem, and offer viable solutions to the problem. The exercise requires very little outside research, and is primarily a thinking exercise focusing on organization and creativity. From a professional perspective, Cadets will be expected to communicate in the United States Army’s chosen form of communication, the memorandum. In my experience, new Lieutenants write particularly poor memoranda in regard to both content and format. Utilizing the memorandum as a vehicle of assessment allows me to develop both academic and professional skills simultaneously. It is also my intent that Cadets become more motivated and retain more of the lessons of the assessment by more closely aligning the assessment with both practical application and the learning process.

The In-Class Country Presentation retains many of its attributes from the previous DS 455 assignment structure. It remains an 8-10 minute presentation to the class on the military system of a state which was not formally covered in class. The assignment continues to mitigate the effects of the decision to reduce the states formally studied in the course. The only change that I made to the assignment is that rather than providing an overview of the given state’s military system, I now ask Cadets to choose and aspect of the given state’s military system which they find interesting or significant, and give a presentation on how that aspect functions, its “pros” and “cons”, and what can be learned from this particular aspect of a military system. This change is intended to stimulate deeper analysis and learning and avoid a presentation which communicates a list of disconnected facts that could have been gleaned from Wikipedia in a matter of minutes.

The Strategic Presentation Exercise replaced WPR 2. The Strategic Presentation Exercise asks Cadets to apply Hegemonic Power Transition Theory to a potential power transition between the United States and either China or India. Cadets are told that they are to assume the role of the Assistant Secretary of State for East Asian and Pacific Affairs and prepare to give a briefing to the Secretary of State on whether the United States should support the rise of China or India as the prospective emerging hegemon. The assignment tells Cadets that they should consider United States interests to include: 1.) the maintenance of international rule sets put in place during the period of United States hegemony; 2.) the preservation of international peace during the transition. Cadets are told to prepare a 12-15 minute presentation that makes a clear recommendation, demonstrates why they are making that recommendation, and what steps the United States should take to support that recommendation. The instructions also tell Cadets to bring a complete hard copy of the slides, bring a one page summary sheet displaying the four most important slides of the presentation, be able to access their slides from any computer, and be prepared to brief without notes. Cadets are given one week to complete the assignment. Cadets are free to collaborate with other students and query the instructor throughout the presentation development process; however the final product must be their own work. Two class periods during the intervening period are dedicated to providing an opportunity for Cadets to collaborate with each other and the instructor. Cadets are instructed that the best presentations often result from collaboration or the process of “staffing” as this process helps to challenge, refine, and strengthen arguments. Cadets are also warned that the worst presentations are often
developed in isolation, as they lack the input of this refining process. When Cadets arrive for the Strategic Presentation Exercise they are informed that the Secretary of State unexpectedly has to be at the White House in 20 minutes, and they will have 5 minutes to give the Secretary an “elevator brief” on the way to a waiting car. The Cadet must then quickly adjust their presentation to the new reality of the brief, ensuring to distill the main points from the 12-15 minute presentation into the compressed 5 minute format. The purpose for prompting Cadets to bring a hard copy of the slides, the one page summary sheet, and to not rely on notes is to facilitate the Cadets’ transition from a traditional brief to an “elevator brief”. The intent of the Strategic Presentation Exercise is once again, to integrate assessment into the learning process. Rather than expecting Cadets to regurgitate material in short essay format, the Strategic Presentation Exercise expects Cadets to take an extremely complex problem, frame the problem, and offer viable solutions to the problem in a professional and persuasive oral and visual format. The exercise requires some outside research, but remains primarily a thinking exercise. From a professional perspective, Cadets will be expected to communicate effectively, even when the parameters and mode of communication suddenly change. In my experience, new Lieutenants often struggle to communicate difficult concepts in a clear and concise manner, and become flustered when conditions change. My goal is to give Cadets experience reacting to potentially stressful changes in conditions in a learning environment so that the first time they have to give an “elevator brief” is not to their commander, when it really matters, and they can draw on previous experience to make the necessary adjustments. Utilizing the “elevator brief” as a vehicle of assessment allows me to develop both academic and professional skills simultaneously. It is once again my intent that Cadets become more motivated and retain more of the lessons of the assessment by more closely aligning the assessment with both practical application and the learning process.

For the term paper, Cadets must read the book *Cooperation Under Fire: Anglo-German Restraint During World War II* by Jeffrey W. Legro which is a study of the effects of Realism, Institutionalism, and Organizational Culture on decision making during the Second World War. The book argues that Organizational Culture was the strongest influence on strategic and operational decision making and action. Cadets are tasked with identifying a case where Organizational culture influenced the military culture of a given state or non-state actor. The assignment calls on the Cadet to define the aspects of this Organizational Culture, identify its sources, describe how it manifests itself in practice, and articulate its significance. The United States and the state that each individual Cadet chose for the In-Class Country Presentation remain off limits to that Cadet for the term paper, thereby broadening the scope of the Cadet’s comparative study. The term paper is a 7 page assignment, extended to 10 pages if the Cadet chooses to write about one of the five states covered in the course. The term paper must have a clear thesis, arguments, and conclusions.

The TEE is a “Red Team” Policy Memorandum, and is similar in format to the Policy Memorandum Exercise with one major twist. The TEE gives the Cadets an option of writing a policy memorandum from the perspective of an official from an adversary or potential adversary state or non-state actor. At the time that the Cadets choose their perspective position they do not know the details of the assignment. Once the Cadets have chosen their perspective position, they are given the assignment which tasks each Cadet to write a policy memorandum to solve a different strategic problem from the perspective of their chosen position. Since this is a “Red Team” exercise, the Cadet will have to understand their “own” adversarial military system, as well as that of their target state. The Cadet will then have to conduct a comparative analysis to
determine asymmetries between the two systems, identify vulnerabilities, and recommend a strategy to exploit those vulnerabilities to achieve their state or non-state actor’s objectives. Through the “Red Team” device, the process forces Cadets to demonstrate a comprehensive understanding of comparative military systems. The memorandum must be no longer than 1 page, 2-sided, single spaced, and conform to Department of the Army standard memorandum format. The memorandum must define the problem, offer solutions to the problem, weigh “pros” and “cons” for each option, analyze political and economic implications, and make a recommendation. Cadets will complete the TEE during a standard 3 hour TEE period. Cadets are free to collaborate with other students and query the instructor throughout the memorandum writing process; however the final product must be their own work. The intent of the TEE is to further integrate assessment into the learning process. This TEE expects Cadets to take extremely complex problems and ideas, consider then from a new perspective, clearly and concisely frame the problem, and offer viable solutions to the problem. The exercise requires very little outside research, and is primarily a thinking exercise. Utilizing the memorandum as a vehicle of assessment allows me to develop both academic and professional skills simultaneously. It is also my intent that Cadets become more motivated and retain more of the lessons of the assessment by more closely aligning the assessment with both practical application and the learning process.

Methodology. The methodology for this classroom research project is based on the use of a series of questionnaires designed to gauge student attitudes between one control, and two variable groups. When I began this project, I gave much thought to what I should, and could, effectively measure about the effect of my proposed changes to assignment structure. I determined that I could properly determine the effect of my changes based upon grades. Not only are the assignments dissimilar, but as the grader for all three groups, I could not reliably ensure that my own preferences would not bias the results. Accordingly I chose to focus on items that could be communicated directly by the Cadets through a series of questionnaires. The questionnaires focus on Cadet motivation levels for the course and each assignment, Cadet perceptions of the value of each assignment, and the Cadet’s ability to retain certain aspects of the assignment. Other questionnaires focused on Cadet perceptions of what their motivation levels, perceptions of assignment value, and retention would have been if they had been given the other set of assignments. By focusing on motivation, I hope to gauge what types of assessments motivate students to engage with the material. By focusing on Cadet perceptions of assignment values, I hope to gain insight into what types of assignments Cadets perceive as useful to their academic and professional development. By focusing on what Cadets retain from assignments, I hope to indirectly gauge the relative contribution of different types of assignments to the learning process. Taken together, I believe that these aspects will help me determine if the changes I have enacted are supporting deep and continuous self-regulated learning, or surface learning that terminates when the assessment is complete.

The control group consists of an 11 Cadet section of DS 455 that I taught the first semester of Academic Year 2011-2012. This section was subjected to the assignment structure as it existed under my predecessor. Normally a classroom research project does not have a control group due to ethical considerations. If a course director believes that one method is more effective than another, they have an ethical responsibility to present their students with the most effective method of instruction. However, in this case I had a ready made control group as I was compelled to follow the course director’s assignment structure during my first semester teaching,
thereby overcoming the most common ethical objective to a control group. The two variable
groups consists of two 17 Cadet sections of DS 455 that I taught the second semester of
Academic Year 2011-2012. These sections were subjected to my preferred assignment structure.
The differences and similarities between the assignment structures also add a measure of
variable and control. The In-Class Country Presentation was only altered marginally and offers
the best control. The term paper is also similar in structure, if not content, providing a small
measure of control. If Cadet responses in relation to the In-Class Country Presentation are
similar between the control group and the variable groups, a measure of calibration can be
inferred between the groups, whereas if Cadet responses to this assignment are radically
different, a measure of variance can be inferred between the groups. The Policy Memorandum
Exercise, the Strategic Presentation Exercise, and the TEE were altered significantly from the
previous WPR 1, WPR 2, and TEE and provide a significant variable.

There are some unavoidable flaws in the methodology that must be acknowledged. First,
as a result to the due dates for the classroom research project associated with timely graduation
from the Master Teacher Program (MTP) at USMA, and the fact that I am completing the MTP
in an accelerated one year program, I had to give the surveys to each group at different points in
the course. The surveys given to the control group were given at the conclusion of the course
after all assignments had been completed and Cadets were aware of their final grades. The
surveys given to the variable groups were given between the thirtieth and thirty-first lesson of the
forty lesson semester. This meant that Cadets had completed the Policy Memorandum Exercise
and the Strategic Presentation Exercise, may or may not have completed the In-Class Country
Presentation, had started but not completed the term paper, and had not taken the TEE. The
general format of the TEE is described in the questionnaire. The variable group was given the
survey immediately upon completion of the Strategic Presentation Exercise and subsequent
feedback. Another methodological flaw was that while the survey is anonymous, the Cadets
submitted the survey directly to the instructor, and this may have influenced their responses in
some small way. Another methodological flaw occurred when Cadets chose to answer numerical
response questions with two adjacent numerical ratings rather than a single numerical rating. In
these cases the mixed answer was averaged into a single numerical input, rather than inputting
both integers, so as to give the Cadet’s rating equal weight with all other Cadet ratings. A final
methodological flaw results from the inflexibility of the USMA assessment model. In the
surveys given to the control group, potential “Red Team” exercise was to replace WPR 2 while
the Strategic Presentation Exercise was to replace the TEE. Due to USMA’s TEE policy that
requires that a TEE be written, and wholly completed within the time constraints of a standard 3
hour TEE period, the Strategic Presentation Exercise became an unfeasible replacement for the
traditional TEE. Accordingly, in the second semester WPR 2 was replaced with the Strategic
Presentation Exercise and the traditional TEE was replaced with the “Red Team” TEE. The
surveys given to the variable groups reflected this change. Given the similarity in content and
structure between WPR 2 and the traditional TEE, I expect that the effects of this methodological
flaw will be limited. As with any experiment which occurs outside of a controlled laboratory
environment, methodological flaws may prove unavoidable, yet should still be acknowledged
and their potential effects recognized.

The Data. The four questionnaires are listed in Annex A (Questionnaire 1), Annex B
(Questionnaire 2), Annex C (Questionnaire 3), Annex D (Questionnaire 4). Questionnaire 1 was
given to the control group, and focuses on their impressions of the assignments which they were
actually assigned. Questionnaire 2 was given to the control group and focuses on their impressions of the proposed assignment structure which they were not assigned. Questionnaire 3 was given to both variable group A and variable group B and focuses on their impressions of the assignments which they were actually assigned. Questionnaire 4 was given to both variable group A and variable group B and focuses on their impressions of the previous assignment structure which they were not assigned. In the annexes, the survey questions are displayed in plain text, numerical Cadet responses are displayed in Bold text, and my observations and commentary is displayed in Italic text. Due to the scope of this project I have chosen to focus primary on the numerical data, although I have chosen to retain the totality of the written data for potential future analysis. Therefore, the written results will not be provided in their totality, although the questions that were asked are still displayed in the annexes. Variable group A and variable group B will be separated by a subtitle delineating each groups’ responses. Questions which ask for a numerical valuation ask Cadets to rate their response on a scale of 1-5 with 1 being a generally negative response, and 5 being a generally positive response. All numerical questions include a mean, median, and mode for the data set.

**Results and Conclusions.** When reporting the results, a statement of comparison will be made. After each assignment name in the statement, a numerical summary of the results will be presented in the following format: (Group/Mean/ Median/ Mode), with decimals rounded to the nearest tenth for readability purposes. The control group will be denoted with a “C”, variable group A with an “A”, and variable group B with a “B”. The intent is to provide the reader with an element of degree to inform their understanding of the valuation given in the statement. If the question asked Cadets to compare the assignments, rather than an individual assessment of each, the numerical summary is given at the end of the statement. In all cases, the distribution of responses was considered and is available in the annexes.

For the control group, Cadet motivation rose marginally from their overall motivation for taking the course (C/3.7/3&4/3) to their level of motivation during the course (C/4/4/4). For the variable groups, Cadet motivation remained relatively constant from their overall motivation for taking the course (A/3.6/4/3) & (B/3.7/4/4) to their level of motivation during the course (A/3.8/4/4) & (B/3.6/4/4), with variable group A’s motivation rising slightly, and variable group B’s decreasing slightly. The variable groups’ motivation for taking the course (A/3.6/4/3) & (B/3.7/4/4) was comparable to the control group’s motivation for taking the course (C/3.7/3&4/3). The variable groups’ motivation during the course (A/3.8/4/4) & (B/3.6/4/4) was slightly lower than the control group’s motivation during the course (C/4/4/4).

Control group Cadets believe their motivation would have been marginally higher for the Policy Memorandum Exercise (C/3.8/4/4) than for WPR 1 (C/3.4/3/3). Cadets believed that the Policy Memorandum Exercise (C/4.1/4/4) would have contributed more to their learning process than WPR 1 (C/3.7/4/3). Cadets believed that the Policy Memorandum Exercise (C/2.6/2/2) would have caused them to research less than WPR 1 (C/2.9/3/2) once the exercise was complete, although in each case ratings for external research were low. Control group Cadets generally believed that they would remember the Policy Memorandum Exercise more than WPR 1 (C/4.1/4/4). Cadets believed that the Policy Memorandum Exercise would be a marginal improvement over WPR 1 (C/3.7/4/4).

Control group Cadets were generally motivated to conduct the In-Class Country Presentation (C/4/4/4). Cadets generally believed that the In-Class Country Presentation (C/3.8/4/4) contributed to their learning process. There were mixed results as to whether the In-
Class Country Presentation (C/2.8/2/2) caused them to conduct external research once the exercise was complete, it did for some, but not for the majority.

Control group Cadets believe that they would have been significantly more motivated for the Strategic Presentation Exercise (C/4.3/4/4) than for WPR 2 (C/3.1/3/3). Cadets believed that the Strategic Presentation Exercise (C/4.4/5/5) would have contributed to their learning process in a significant way compared to WPR 2 (C/3.4/3/3&4). Cadets believed that the Strategic Presentation Exercise (C/2.8/3/2&3) would have sparked marginally more interest in external research less than WPR 2 (C/2.5/2/2) once the exercise was complete, although in each case ratings for external research were low. Control group Cadets generally believed that they would remember the Strategic Presentation Exercise more than WPR 2 (C/4.4/5/5). Cadets generally believed that the Strategic Presentation Exercise would be an improvement over WPR 2 (C/4.4/5/5).

Control group Cadets opinion was generally split when asked about motivation for both the proposed term paper (C/2.8/3/2&4) and for the original term paper (C/3.1/3/3), with marginally higher aggregate motivation for the original term paper. Cadets generally believed that the proposed term paper (C/3.5/3/4) would have contributed less to their learning process than original term paper (C/4.1/4/4). Cadets believed that the proposed term paper (C/2.4/2/2) would have caused them to research less than the original term paper (C/2.9/3/3) once the exercise was complete, although in each case ratings for external research were low. Control group Cadets had mixed opinions as to whether they would remember the proposed term paper more than the original term paper, although generally they rated the rated the proposed term paper lower (C/2.7/3/1). Cadet opinion was decidedly mixed on the question of whether the proposed term paper was an improvement over the original term paper, with Cadet responses nearly evenly distributed (C/2.8/3/3).

Control group Cadets believe that they would have been significantly more motivated for the “Red Team” TEE (C/4.1/4/5) than for the traditional TEE (C/3.1/3/3). Cadets believed that the “Red Team” TEE (C/4.3/4/4&5) would have markedly increased the contribution to their learning process than the traditional TEE (C/3.4/3/3&4). Cadets believed that the “Red Team” TEE (C/2.9/3/3) would have more likely caused them to conduct external research than the traditional TEE (C/2.3/2/2) once the exercise was complete, although in each case ratings for external research were low. Control group Cadets decisively believed that they would remember the “Red Team” TEE more than the traditional TEE (C/4.1/4/4&5). Cadets overwhelmingly believed that the “Red Team” TEE would be an improvement over the traditional TEE (C/4/4/4).

From a comparison of the control group’s responses to Questionnaire 1 and Questionnaire 2, I have drawn the following conclusions. Cadets believed that they would be more motivated for practical application assessments than traditional WPRs and TEEs. Cadets believed that practical application assessments would contribute to their learning processes more than traditional WPRs and TEEs. Cadets were uniformly pessimistic about the ability of an assignment to spark an interest and cause external research after the completion of the assignment. Cadets believed that they would remember practical application assessments more than traditional WPRs and TEEs. Cadets also generally believed that practical application assessments were improvements over traditional WPRs and TEEs. Cadets were generally motivated for the In-Class Country Presentation and found that it contributed to their learning process. Cadets had mixed opinions between the proposed term paper and the original term papers in reference to motivation, retention, and whether Cadets viewed the proposed term paper as an improvement over the original. Cadets believed that the proposed term paper would
contribute less to the learning process and would be less likely to spark post-assignment external research than the original term paper. As a result of these findings I chose to move forward with my proposed changes.

Variable group Cadets were considerably more motivated to conduct the Policy Memorandum Exercise (A/3.6/4/4) & (B/3.5/4/4) than they believe they would have been to take WPR 1 (A/1.6/2/1) & (B/2.1/2/2). Variable group Cadets were slightly more motivated to conduct the Policy Memorandum Exercise (A/3.6/4/4) & (B/3.5/4/4) than the control group was to take WPR 1 (C/3.4/3/3). Variable group Cadets were slightly less motivated to conduct the Policy Memorandum Exercise (A/3.6/4/4) & (B/3.5/4/4) than control group Cadets believed they would have been to conduct the Policy Memorandum Exercise (C/3.8/4/4). Variable group Cadets strongly believed that the Policy Memorandum Exercise (A/4.5/5/5) & (B/4.1/4/4) would contribute more significantly to their learning processes than would WPR 1 (A/2.1/2/2) & (B/1.6/2/2). Variable group Cadets believed that the Policy Memorandum Exercise (A/4.5/5/5) & (B/4.1/4/4) contributed more significantly to their learning than the control group believed WPR 1 contributed to their learning process (C/3.7/4/3). The variable groups’ perceptions of how well the Policy Memorandum Exercise (A/4.5/5/5) & (B/4.1/4/4) contributed to their learning processes were similar to the control group’s perceptions of the potential contribution to the learning process provided by the Policy Memorandum Exercise (C/4.1/4/4). Variable group Cadets opinions were mixed, but more generally negative, when asked whether they believed that the Policy Memorandum Exercise (A/2.8/3/2) & (B/2.8/3/2) would spark any continued interest or external research subsequent to the exercise. Despite this mixed result, variable group Cadets believed they were considerably more likely to become interested and conduct further research as a result of the Policy Memorandum Exercise (A/2.8/3/2) & (B/2.8/3/2) than they would as a result of taking WPR 1 (A/1.6/2/1&2) & (B/1.4/1/1). Although still a low level of interest, given the results from the control group, I consider this rise in aggregate interest, and a significant rise in interest by individual Cadets, to be worthwhile progress in encouraging deep learning. The variable groups’ perceptions of the ability of the Policy Memorandum Exercise (A/2.8/3/2) & (B/2.8/3/2) to spark a continued interest and external research were comparable to the control group’s perceptions of WPR 1’s ability to spark similar interests (C/2.9/3/2).

Variable group Cadets found that the Policy Memorandum Exercise (A/2.8/3/2) & (B/2.8/3/2) sparked slightly more subsequent interest and research than control group Cadets believed would have been sparked by the Policy Memorandum Exercise (C/2.6/2/2). Variable group Cadets overwhelmingly believed that they would remember a standard WPR less than the Policy Memorandum Exercise (A/1.4/1/1) & (B/1.4/1/1). Variable group Cadets uniformly believed that a standard WPR would not be an improvement over the Policy Memorandum Exercise (A/1.2/1/1) & (B/1.3/1/1). Due to these results, I believe that the Policy Memorandum Exercise is a positive addition to the course that supports student motivation and deep learning.

Variable groups Cadets (A/3.5/4/4) & (B/3.4/3/3) were less motivated than the control group Cadets (C/4/4/4) to conduct the In-Class Country Presentation. As the assignment was only marginally altered between semesters, I had expected the motivation levels to be more closely calibrated. I believe that the reason for the variance lies with the In-Class Country Presentation being relatively less attractive as an assignment to student who conducted the practical application assignments, while being relatively more attractive as an assignment when compared to more traditional assignments. Variable group B (B/3.4/3/3) Cadets believed that the In-Country Class Presentation contributed slightly less to their learning process than variable group A (A/3.8/4/4&5) or the control group (C/3.8/4/4). Variable group B Cadets (B/2.1/2/2)
generally believed that the In-Class Country Presentation would spark less continued interest and external research following the presentation than variable group A (A/2.9/2/2) and the control group (C/2.8/2/2). Despite these mixed results, I have chosen to retain the In-Class Country Presentation due to its role of providing surface exposure to a wider variety of military systems for the entire class.

Variable group Cadets were significantly more motivated to conduct the Strategic Presentation Exercise (A/3.4/4/4) & (B/3.4/4/4) than they believe they would have been to take WPR 2 (A/1.5/1/1) & (B/1.7/2/2). Variable group Cadets were slightly more motivated to conduct the Strategic Presentation Exercise (A/3.4/4/4) & (B/3.4/4/4) than the control group was to take WPR 2 (C/3.1/3/3). Variable group Cadets were less motivated to conduct the Strategic Presentation Exercise (A/3.4/4/4) & (B/3.4/4/4) than control group Cadets believed they would have been to conduct the Strategic Presentation Exercise (C/4.3/4/4). Interestingly, Cadet opinion of WPR 2 became more negative after completing the Strategic Presentation Exercise, while positive perceptions of the Strategic Presentation Exercise were dampened if the Cadet had not taken WPR 2. Variable group Cadets decisively felt that the Strategic Presentation Exercise (A/4.5/5/5) & (B/4/4/4) would contribute to their learning processes in a more valuable way than would WPR 2 (A/2/2/1) & (B/1.5/1/1). Variable group Cadets felt that the Strategic Presentation Exercise (A/4.5/5/5) & (B/4/4/4) contributed more significantly to their learning than the control group believed WPR 2 contributed to their learning process (C/3.4/3/3&4). The variable groups’ perceptions of how well the Strategic Presentation Exercise (A/4.5/5/5) & (B/4/4/4) contributed to their learning processes were comparable to the control group’s perceptions of the potential contribution to the learning process provided by the Strategic Presentation Exercise (C/4.4/5/5). Variable group Cadets believed that the Strategic Presentation Exercise (A/3.2/3/4) & (B/3.2/4/4) would spark a moderate amount of continued interest or external research subsequent to the exercise. Variable group Cadets also believed that this level of subsequent interest would be significantly greater than that potentially generated as a result taking WPR 2 (A/1.5/1/1) & (B/1.5/1/1). Although still a moderate level of interest, given the results from the control group, I consider this rise in aggregate interest, and a significant rise in interest by individual Cadets, to be worthwhile progress in encouraging deep learning. The variable groups’ perceptions of the ability of the Strategic Presentation Exercise (A/3.2/3/4) & (B/3.2/4/4) to spark a continued interest and external research were greater than the control group’s perceptions of WPR 2’s ability to spark similar interests (C/2.5/2/2). Variable group Cadets found that the Strategic Presentation Exercise (A/3.2/3/4) & (B/3.2/4/4) sparked greater subsequent interest and research than control group Cadets believed would have been sparked by the Strategic Presentation Exercise (C/2.8/3/2&3). Variable group Cadets uniformly believed that they would remember a standard WPR less than the Strategic Presentation Exercise (A/1.2/1/1) & (B/1.2/1/1). Variable group Cadets uniformly believed that a standard WPR would not be an improvement over the Strategic Presentation Exercise (A/1.1/1/1) & (B/1.2/1/1). Due to these results, I believe that the Strategic Presentation Exercise is a positive addition to the course. If the goal is developing continuous and deep self-regulated learners, then this exercise is a step in the right direction.

Variable group Cadets were generally as motivated for the current term paper (A/2.4/2/3) & (B/2.6/3/2&3) as they feel they would have been for the previous term paper (A/2.8/3/3) & (B/2.6/2/2). In both cases, Cadet motivation for a term paper was low. Variable group Cadets were less motivated for the current term paper (A/2.4/2/3) & (B/2.6/3/2&3) than the control group was for the original term paper (C/3.1/3/3). Variable group Cadets were slightly less motivated for the current term paper (A/2.4/2/3) & (B/2.6/3/2&3) than control group Cadets
believed they would have been to write the current term paper (C/2.8/3/2&4). In both cases, motivation for a term paper was low. There may have been less motivation displayed for a term paper among the variable groups as they are still in the process of writing the term paper, whereas control group Cadets were queried after the completion of all assignments, as previously acknowledged as a methodological flaw. Additionally, the current term paper is more academically challenging, and requires Cadets to purchase and read a book, which may contribute to the lower levels of motivation. Variable group Cadets opinions were divided as to whether the current term paper (A/3.3/3/3) & (B/3.1/3/3) would contribute to their learning processes in a more valuable way than would the original term paper (A/3.2/3/3) & (B/2.9/3/3). On the aggregate, variable group Cadets believe that the current term paper (A/3.3/3/3) & (B/3.1/3/3) will contribute to their learning process less than the control group believed that the original term paper contributed to their learning process (C/4.1/4/4). On the aggregate, the variable groups’ perceptions of how well the current term paper (A/3.3/3/3) & (B/3.1/3/3) contributed slightly less to their learning processes than the control group’s perceptions of the potential contribution to the learning process provided by the current term paper (C/3.5/3/4). Variable group Cadets believed that the current term paper (A/2.6/2/2) & (B/2.6/3/3&5) is marginally more likely to spark a continued interest or external research subsequent to the exercise than the previous term paper (A/2.4/2/2) & (B/2.1/2/2). Although still a moderate level of interest, given the results from the control group, I consider this rise in aggregate interest, and a significant rise in interest by individual Cadets, to be worthwhile progress in encouraging deep learning. Variable group Cadets believe that the current term paper (A/2.6/2/2) & (B/2.6/3/3&5) is slightly less likely to cause further academic exploration than the control group’s perceptions of the original term paper’s ability to spark similar exploration (C/2.9/3/3). Variable group Cadets found that the current term paper (A/2.6/2/2) & (B/2.6/3/3&5) sparked greater subsequent interest and research than control group Cadets believed would have been sparked by the current term paper (C/2.4/2/2). Variable group Cadets had a generally negative response when asked if they believed they would remember the original term paper more than the current term paper (A/2.3/2/2) & (B/2.2/2/2). Variable group Cadets generally did not believe that the previous term paper would be an improvement over the current term paper (A/2.2/2/2) & (B/2.4/2/2). Due to these results, I believe that the Cadets have a negative response to term papers in general, and will continue to require a more academically rigorous term paper, while monitoring the results to ensure that the term paper is not beyond the capabilities of most Cadets. My intent in making the term paper more academically rigorous is to challenge the top third of the class. Accordingly, I must strike a careful balance.

Variable group Cadets are significantly more motivated to take the “Red Team” TEE (A/3.6/4/4) & (B/3.6/4/4) than they believe they would have been to take a traditional TEE (A/1.6/1/1) & (B/1.6/1/1). Variable group Cadets were generally more motivated to take the “Red Team” TEE (A/3.6/4/4) & (B/3.6/4/4) than the control group was to take the traditional TEE (C/3.1/3/3). Variable group Cadets were less motivated to take the “Red Team” TEE (A/3.6/4/4) & (B/3.6/4/4) than control group Cadets believed they would have been to take the “Red Team” TEE (C/4.1/4/5). Interestingly, Cadet opinion of a traditional TEE became more negative after completing the other practical application assignments, while positive perceptions of the “Red Team” TEE were dampened if the Cadet had not been taking traditional WPRs and TEEs. Variable group Cadets decisively felt that the “Red Team” TEE (A/4/4/4&5) & (B/3.9/4/4) would contribute to their learning processes in a more valuable way than would a traditional TEE (A/2/2/2&3) & (B/1.8/2/1). Variable group Cadets felt that the “Red Team”
TEE (A/4/4/4&5) & (B/3.9/4/4) would have contributed more significantly to their learning than
the control group believed a traditional TEE contributed to their learning process (C/3.4/3/3&4). The variable groups’ perceptions of how well the “Red Team” TEE (A/4/4/4&5) & (B/3.9/4/4)
would contribute to their learning processes were comparable to the control group’s perceptions
of the potential contribution to the learning process provided by the “Red Team” TEE
(C/4.3/4/4&5). One difficult drawn from Cadets comments is that being so close to graduation,
it would be very difficult for any assignment to contribute to the learning process of First Class Cadets. Variable group Cadets did not believe that the “Red Team” TEE (A/2.5/2/2) & (B/2.2/2/1) would spark continued interest or external research subsequent to the exercise. However, they did think that it would spark more external learning than a traditional TEE (A/1.6/2/2) & (B/1.5/1/1), for which Cadets had uniformly negative perceptions. Although still a moderate level of interest, given the results from the control group, I consider this rise in aggregate interest to be worthwhile progress in encouraging deep learning. The variable groups’ perceptions of the ability of the “Red Team” TEE (A/2.5/2/2) & (B/2.2/2/1) to spark a continued interest and external research were comparable to the control group’s perceptions of a traditional TEE’s ability to spark similar interests (C/2.3/2/2). Variable group Cadets found that the “Red Team” TEE (A/2.5/2/2) & (B/2.2/2/1) would spark subsequent interest and research at a rate lower than control group Cadets believed would have been sparked by the “Red Team” TEE (C/2.9/3/3). Given how difficult it is to get Cadets to conduct additional academic exploration, any improvement is good. Variable group Cadets overwhelmingly believed that they would remember a standard TEE less than the “Red Team” TEE (A/1.5/1/1) & (B/1.7/1/1). Variable group Cadets believed that a standard TEE would not be an improvement over the “Red Team” TEE (A/1.1/1/1) & (B/1.2/1/1). Due to these results, I believe that the “Red Team” TEE is a positive addition to the course. If the goal is developing continuous and deep self-regulated learners, then this exercise is a step in the right direction.

From a comparison of the data, I have drawn the following conclusions. Cadets are generally more motivated for practical application assessments than traditional WPRs and TEEs. Cadets believe that practical application assessments contribute to their learning processes more than traditional WPRs and TEEs. Cadets are uniformly pessimistic about the ability traditional WPRs and TEEs to spark an interest and cause external research after the completion of the assignment, while some Cadets find that practical application assignments spark such an interest. Cadets remember practical application assessments more than traditional WPRs and TEEs. Cadets also generally believed that practical application assessments were improvements over traditional WPRs and TEEs. Cadets had mixed opinions between the proposed term paper and the original term papers in reference to motivation, retention, and whether Cadets viewed the proposed term paper as an improvement over the original. As a result of these findings I have chosen to continue to implement my changes DS 455: Comparative Military Systems in future semesters.
Annex A

DS 455 Assignment Questionnaire 1

1. What was your motivation for taking this course?

2. How high was your overall motivation for taking this course?

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<th>Extremely Motivated</th>
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MEAN: 3.681
MEDIAN: 3/4
MODE: 3

DISTRIBUTION:
3. Describe your level of motivation during the course:

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**MEAN:** 4  
**MEDIAN:** 4  
**MODE:** 4

**DISTRIBUTION:**

5 = 3  
4 = 5  
3 = 3  
2 = 0  
1 = 0

4. Describe your level of motivation to take WPR 1:

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**MEAN:** 3.409  
**MEDIAN:** 3  
**MODE:** 3

**DISTRIBUTION:**

5 = 2  
4 = 1  
3 = 5  
2 = 2  
1 = 0  
4/5 = 1
5. Did WPR 1 contribute to your learning process in a valuable way?

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**MEAN:** 3.72  
**MEDIAN:** 4  
**MODE:** 3  

**DISTRIBUTION:**  
5 = 2  
4 = 5  
3 = 3  
2 = 1  
1 = 0

6. If you answer 3-5 on Question #5, please state how:

7. Did taking WPR 1 spark any interest that caused you to research or learn more about the material once the WPR was complete?

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**MEAN:** 2.909  
**MEDIAN:** 3  
**MODE:** 2  

**DISTRIBUTION:**  
5 = 1  
4 = 2  
3 = 3  
2 = 5  
1 = 0

8. If you answered 3-5 on Question #7, please state how:

9. Do you remember any of the questions or responses from WPR 1? If so, what do you remember?
10. Do you feel that WPR 1 has better prepared you in terms of knowledge or professional skills for your career as a professional military officer? If so, how?

11. Describe your level of motivation to do the Presentation:

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**MEAN:** 4.045  
**MEDIAN:** 4  
**MODE:** 4

**DISTRIBUTION:**
- 5 = 3  
- 4 = 5  
- 3 = 2  
- 2 = 0  
- 1 = 0  
- 3/4 = 1

12. Did the Presentation contribute to your learning process in a valuable way?

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**MEAN:** 3.818  
**MEDIAN:** 4  
**MODE:** 4

**DISTRIBUTION:**
- 5 = 2  
- 4 = 7  
- 3 = 0  
- 2 = 2  
- 1 = 0

13. If you answer 3-5 on Question #12, please state how:
14. Did the Presentation spark any interest that caused you to research or learn more about the material once the Presentation was complete?

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**MEAN:** 2.81  
**MEDIAN:** 2  
**MODE:** 2

**DISTRIBUTION:**
- 5 = 2
- 4 = 1
- 3 = 1
- 2 = 7
- 1 = 0

*One Cadet who chose a “2” rating also added the following caveat: I like Germany anyway.*

15. If you answered 3-5 on Question #14, please state how:

16. Do you remember any of the major points from your Presentation? If so, what do you remember?

17. Do you feel that the Presentation has better prepared you in terms of knowledge or professional skills for your career as a professional military officer? If so, how?

18. Describe your level of motivation to take WPR 2:

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**MEAN:** 3.136  
**MEDIAN:** 3  
**MODE:** 3

**DISTRIBUTION:**
- 5 = 1
- 4 = 1
- 3 = 7
$2 = 1$
$1 = 0$
$2/3 = 1$

19. Did WPR 2 contribute to your learning process in a valuable way?

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**MEAN:** 3.363  
**MEDIAN:** 3  
**MODE:** 3/4  

**DISTRIBUTION:**
- 5 = 1
- 4 = 4
- 3 = 4
- 2 = 2
- 1 = 0

20. If you answer 3-5 on Question #19, please state how:

21. Did taking WPR 2 spark any interest that caused you to research or learn more about the material once the WPR was complete?

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**MEAN:** 2.454  
**MEDIAN:** 2  
**MODE:** 2  

**DISTRIBUTION:**
- 5 = 0
- 4 = 2
- 3 = 2
- 2 = 6
- 1 = 1

22. If you answered 3-5 on Question #21, please state how:
23. Do you remember any of the questions or responses from WPR 2? If so, what do you remember?

24. Do you feel that WPR 2 has better prepared you in terms of knowledge or professional skills for your career as a professional military officer? If so, how?

25. Describe your level of motivation to write the term paper:

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**MEAN:** 3.091  
**MEDIAN:** 3  
**MODE:** 3

**DISTRIBUTION:**
5 = 1  
4 = 3  
3 = 4  
2 = 2  
1 = 1

26. Did the term paper contribute to your learning process in a valuable way?

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**MEAN:** 4.091  
**MEDIAN:** 4  
**MODE:** 4

**DISTRIBUTION:**
5 = 3  
4 = 6  
3 = 2  
2 = 0  
1 = 0
27. If you answer 3-5 on Question #26, please state how:

28. Did writing the term paper spark any interest that caused you to research or learn more about the material once the term paper was complete?

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**MEAN:** 2.909  
**MEDIAN:** 3  
**MODE:** 3

**DISTRIBUTION:**
- 5 = 1
- 4 = 3
- 3 = 2
- 2 = 4
- 1 = 1

29. If you answered 3-5 on Question #28, please state how:

30. Do you remember any of the main points of your term paper? What were they?

31. Do you feel that the term paper has better prepared you in terms of knowledge or professional skills for your career as a professional military officer? If so, how?

32. Describe your level of motivation to take the TEE:

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**MEAN:** 3.091  
**MEDIAN:** 3  
**MODE:** 3

**DISTRIBUTION:**
- 5 = 2
- 4 = 1
- 3 = 5
33. Did the TEE contribute to your learning process in a valuable way?

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</table>

**MEAN:** 3.363  
**MEDIAN:** 3  
**MODE:** 3/4  

**DISTRIBUTION:**  
5 = 0  
4 = 5  
3 = 5  
2 = 1  
1 = 0

34. If you answer 3-5 on Question #33, please state how:

35. Did taking the TEE spark any interest that caused you to research or learn more about the material once the TEE was complete?

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**MEAN:** 2.272  
**MEDIAN:** 2  
**MODE:** 2  

**DISTRIBUTION:**  
5 = 0  
4 = 2  
3 = 0  
2 = 8  
1 = 1

36. If you answered 3-5 on Question #35, please state how:
37. Do you remember any of the questions or responses from the TEE? If so, what do you remember?

38. Do you feel that the TEE has better prepared you in terms of knowledge or professional skills for your career as a professional military officer? If so, how?

39. How would you improve the assignment structure of DS 455 to increase student motivation?

40. How would you improve the assignment structure of DS 455 to better integrate assessment with the learning process?

Annex B

DS 455 Assignment Questionnaire 2

Assume that WPR 1 had been replaced with a take-home assignment in which you were asked to write a properly formatted, standard policy memorandum. In this exercise you would be permitted to choose the official from whose perspective you would write, from the societies of those nations studied in the course. Once you made your selection, the instructor would give you a strategic problem, and task you with proposing a solution from the perspective of your chosen official. The memorandum would be limited to 2 pages, single spaced, properly formatted. The memorandum must briefly explain the problem, offer mutually supporting solutions to the problem, discuss “pros” and “cons”, weigh political and economic factors, and make a policy recommendation.

1. Describe what your level of motivation would have been to take Alternate WPR 1:
   - Not at All
   - Average
   - Extremely Motivated
1   2   3   4   5
MEAN: 3.772
MEDIAN: 4
MODE: 4

DISTRIBUTION:
5 = 3
4 = 4
3 = 3
2 = 0
1 = 0
1/2 = 1

2. Do you think Alternate WPR 1 would contribute to your learning process in a valuable way?

Not at All     Average              Very Much So
1   2   3   4   5
MEAN: 4.091
MEDIAN: 4
MODE: 4

DISTRIBUTION:
5 = 3
4 = 6
3 = 2
2 = 0
1 = 0

3. If you answer 3-5 on Question #2, please state how:

4. Do you think taking Alternate WPR 1 would spark any interest that would cause you to research or learn more about the material once the Alternate WPR was complete?

Not at All     Average              Very Much So
1   2   3   4   5
MEAN: 2.636
MEDIAN: 2
MODE: 2
One Cadet who selected a “2” rating wrote the caveat: In me, or in a regular Cadet? One Cadet who selected a “2” rating wrote the caveat: I’m not that motivated in general to do extra research.

5. If you answered 3-5 on Question #4, please state how:

6. Do you think you would remember Alternate WPR 1 more than a standard WPR?

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**MEAN:** 4.091  
**MEDIAN:** 4  
**MODE:** 4

**DISTRIBUTION:**

| 5 = 3  |
| 4 = 6  |
| 3 = 2  |
| 2 = 0  |
| 1 = 0  |

7. Do you feel that Alternate WPR 1 would better prepare you in terms of knowledge or professional skills for your career as a professional military officer? If so, how?

8. Do you feel that Alternate WPR 1 is an improvement over a standard WPR?

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**MEAN:** 3.727  
**MEDIAN:** 4
Assume that WPR 2 had been replaced with a take-home assignment in which you were asked to write a properly formatted, standard policy memorandum. In this exercise you would be permitted to choose the official from a list of officials in adversary or rival nation states or non-state actors. This would be a “Red Team” assignment. Once you made your selection, the instructor would give you a strategic problem, and task you with proposing a solution from the perspective of your chosen official. The memorandum would be limited to 2 pages, single spaced, properly formatted. The memorandum must briefly explain the problem, offer mutually supporting solutions to the problem, discuss “pros” and “cons”, weigh political and economic factors, and make a policy recommendation.

9. Describe what your level of motivation would have been to take Alternate WPR 2:

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Extremely Motivated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**MEAN:** 4.091  
**MEDIAN:** 4  
**MODE:** 5

**DISTRIBUTION:**

5 = 5  
4 = 3  
3 = 2  
2 = 1  
1 = 0

10. Do you think Alternate WPR 2 would contribute to your learning process in a valuable way?

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**MEAN:** 4.272  
**MEDIAN:** 4
11. If you answer 3-5 on Question #10, please state how:

12. Do you think taking Alternate WPR 2 would spark any interest that would cause you to research or learn more about the material once the Alternate WPR was complete?

Not at All  Average  Very Much So
1  2  3  4  5

**MEAN:** 2.909  
**MEDIAN:** 3  
**MODE:** 3  

**DISTRIBUTION:**
5 = 1  
4 = 1  
3 = 5  
2 = 4  
1 = 0  

13. If you answered 3-5 on Question #12, please state how:

14. Do you think you would remember Alternate WPR 2 more than a standard WPR?

Not at All  Average  Very Much So
1  2  3  4  5

**MEAN:** 4.091  
**MEDIAN:** 4  
**MODE:** 4/5  

**DISTRIBUTION:**
15. Do you feel that Alternate WPR 2 would better prepare you in terms of knowledge or professional skills for your career as a professional military officer? If so, how?

16. Do you feel that Alternate WPR 2 is an improvement over a standard WPR?

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**MEAN:** 4  
**MEDIAN:** 4  
**MODE:** 4

**DISTRIBUTION:**
- 5 = 3
- 4 = 5
- 3 = 3
- 2 = 0
- 1 = 0

Assume the term paper was based on having first read a book. The book in question would be a study of the effects of Realism, Institutionalism, and Organizational Culture on decision making during the Second World War. The book would argue that Organizational Culture was the strongest influence on strategic and operational decision making and action. The assignment would be to apply to lessons of the book to a nation-state or non-state actor of your choosing. Show how Organizational Culture has effected options available and decisions made within a given state or non-state actor. What are the vulnerabilities and opportunities created by this situation, and how can they be mitigated or exploited?

17. Describe what your level of motivation would have been to write the Alternate Term Paper:

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Extremely Motivated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**MEAN:** 2.818  
**MEDIAN:** 3
18. Do you think the Alternate Term Paper would contribute to your learning process in a valuable way?

<table>
<thead>
<tr>
<th></th>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**MEAN:** 3.45  
**MEDIAN:** 3  
**MODE:** 4  

**DISTRIBUTION:**
- 5 = 2  
- 4 = 3  
- 3 = 4  
- 2 = 2  
- 1 = 0

19. If you answer 3-5 on Question #18, please state how:

20. Do you think writing the Alternate Term Paper would spark any interest that would cause you to research or learn more about the material once the Alternate Term Paper was complete?

<table>
<thead>
<tr>
<th></th>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**MEAN:** 2.409  
**MEDIAN:** 2  
**MODE:** 2  

**DISTRIBUTION:**
- 5 = 0  
- 4 = 2
3 = 1
2 = 6
1 = 1
2/3 = 1

21. If you answered 3-5 on Question #20, please state how:

22. Do you think you would remember the Alternate Term Paper more than a standard Term Paper?

<table>
<thead>
<tr>
<th></th>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEAN:</td>
<td>2.681</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEDIAN:</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MODE:</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DISTRIBUTION:
5 = 1
4 = 2
3 = 2
2 = 1
1 = 4
4/5 = 1

23. Do you feel that the Alternate Term Paper would better prepare you in terms of knowledge or professional skills for your career as a professional military officer? If so, how?

24. Do you feel that the Alternate Term Paper is an improvement over a standard Term Paper?

<table>
<thead>
<tr>
<th></th>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEAN:</td>
<td>2.818</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEDIAN:</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MODE:</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DISTRIBUTION:
5 = 1
4 = 2
3 = 4
2 = 2
1 = 2

One Cadet who chose the rating “3” added the caveat: There is more structure.

Assume the TEE was replaced with a 15 minute presentation on a policy related strategic topic. When the Cadet arrives for the TEE, he is informed that the official who requested the “brief” is late for a meeting, and he will have to give an “elevator brief”. The Cadet will have 5 minutes, while walking with the instructor to make his or her case using whatever materials the Cadet has available. Cadets will be coached prior to the brief to bring handouts, but no further indication will be given that the briefing format will “unexpectedly” change.

25. Describe what your level of motivation would have been to take the Alternate TEE:

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Extremely Motivated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MEAN: 4.3
MEDIAN: 4
MODE: 4

DISTRIBUTION:
5 = 4
4 = 5
3 = 1
2 = 0
1 = 0

One Cadet who did not choose a rating made the caveat: Well I don’t think I could answer due to the surprise involved.

26. Do you think the Alternate TEE would contribute to your learning process in a valuable way?

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

MEAN: 4.363
MEDIAN: 5
MODE: 5
27. If you answer 3-5 on Question #26, please state how:

28. Do you think taking the Alternate TEE would spark any interest that would cause you to research or learn more about the material once the Alternate TEE was complete?

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**MEAN:** 2.818  
**MEDIAN:** 3  
**MODE:** 2/3

29. If you answered 3-5 on Question #28, please state how:

30. Do you think you would remember the Alternate TEE more than a standard TEE?

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**MEAN:** 4.409  
**MEDIAN:** 5  
**MODE:** 5

DISTRIBUTION:

- 5 = 6
- 4 = 4
- 3 = 0
- 2 = 1
- 1 = 0

DISTRIBUTION:

- 5 = 2
- 4 = 1
- 3 = 3
- 2 = 3
- 1 = 2

DISTRIBUTION:

- 5 = 8
- 4 = 0
3 = 1
2 = 0
1 = 1
4/5 = 1

31. Do you feel that Alternate TEE would better prepare you in terms of knowledge or professional skills for your career as a professional military officer? If so, how?

32. Do you feel that the Alternate TEE is an improvement over a standard TEE?

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**MEAN:** 4.363
**MEDIAN:** 5
**MODE:** 5

**DISTRIBUTION:**
5 = 6
4 = 4
3 = 0
2 = 1
1 = 0

33. How would you improve the assignment structure of DS 455 to increase student motivation?

34. How would you improve the assignment structure of DS 455 to better integrate assessment with the learning process?
Annex C

**DS 455 Assignment Questionnaire 3**

1. What was your motivation for taking this course?

2. How high was your overall motivation for taking this course?

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Extremely Motivated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

Overall:
- **MEAN:** 3.706
- **MEDIAN:** 4
- **MODE:** 4
Variable Group A:
MEAN: 3.647
MEDIAN: 4
MODE: 3

Variable Group B:
MEAN: 3.765
MEDIAN: 4
MODE: 4

3. Describe your level of motivation during the course:

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Extremely Motivated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>11</td>
<td>5</td>
</tr>
</tbody>
</table>

Overall:
MEAN: 3.735
MEDIAN: 4
MODE: 4

DISTRIBUTION:
5 = 5
4 = 16
3 = 12
2 = 1
1 = 0

Variable Group A:
MEAN: 3.824
MEDIAN: 4
MODE: 4

DISTRIBUTION:
5 = 3
4 = 8
3 = 6
2 = 0
1 = 0

Variable Group B:
MEAN: 3.647
MEDIAN: 4
MODE: 4

DISTRIBUTION:
5 = 2
4 = 8
3 = 6
2 = 1
1 = 0

4. Describe your level of motivation to do the memorandum exercise:

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Extremely Motivated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Overall:
MEAN: 3.529
MEDIAN: 4
MODE: 4

DISTRIBUTION:
5 = 3
4 = 16
3 = 11
2 = 4
1 = 0
Variable Group A:
MEAN: 3.588
MEDIAN: 4
MODE: 4

DISTRIBUTION:
5 = 1
4 = 9
3 = 6
2 = 1
1 = 0

Variable Group B:
MEAN: 3.471
MEDIAN: 4
MODE: 4

DISTRIBUTION:
5 = 2
4 = 7
3 = 5
2 = 3
1 = 0

5. Did the memorandum exercise contribute to your learning process in a valuable way?

Not at All          Average         Very Much So
1               2               3               4               5

Overall:
MEAN: 4.176
MEDIAN: 4
MODE: 4

DISTRIBUTION:
5 = 14
4 = 15
3 = 4
2 = 0
1 = 0
Variable Group A:
MEAN:  4.47
MEDIAN:  5
MODE:  5

DISTRIBUTION:
5 = 10
4 = 5
3 = 2
2 = 0
1 = 0

Variable Group B:
MEAN:  4.118
MEDIAN:  4
MODE:  4

DISTRIBUTION:
5 = 4
4 = 11
3 = 2
2 = 0
1 = 0

*One Cadet who chose “5” wrote “5+”.*

6. If you answer 3-5 on Question #5, please state how:

7. Did conducting the memorandum exercise spark any interest that caused you to research or learn more about the material once the exercise was complete?

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Overall:
MEAN:  2.794
MEDIAN:  3
MODE:  2

DISTRIBUTION:
5 = 2
4 = 9
3 = 7
2 = 12
1 = 4

Variable Group A:
MEAN: 2.765
MEDIAN: 3
MODE: 2

DISTRIBUTION:
5 = 1
4 = 4
3 = 4
2 = 6
1 = 2

Variable Group B:
MEAN: 2.824
MEDIAN: 3
MODE: 2

DISTRIBUTION:
5 = 1
4 = 5
3 = 3
2 = 6
1 = 2

8. If you answered 3-5 on Question #7, please state how:

9. Do you remember the scenario from the memorandum exercise and your solution? If so, what do you remember?

10. Do you feel that the memorandum exercise has better prepared you in terms of knowledge or professional skills for your career as a professional military officer? If so, how?

11. Describe your level of motivation to do the In-Class Country Presentation:

<table>
<thead>
<tr>
<th></th>
<th>Not at All</th>
<th>Average</th>
<th>Extremely Motivated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Overall:
MEAN: 3.441
MEDIAN: 3
MODE: 3

DISTRIBUTION:
5 = 3
4 = 12
3 = 16
2 = 3
1 = 0

Variable Group A:
MEAN: 3.529
MEDIAN: 4
MODE: 4

DISTRIBUTION:
5 = 2
4 = 7
3 = 6
2 = 2
1 = 0

Variable Group B:
MEAN: 3.353
MEDIAN: 3
MODE: 3

DISTRIBUTION:
5 = 1
4 = 5
3 = 10
2 = 1
1 = 0

12. Did the In-Class Country Presentation contribute to your learning process in a valuable way?

Not at All                  Average                  Very Much So
1                       2                       3                       4                       5

Overall:
MEAN: 3.563
MEDIAN: 4
MODE: 3/4
DISTRIBUTION:
5 = 6
4 = 11
3 = 11
2 = 3
1 = 1

Variable Group A:
MEAN: 3.75
MEDIAN: 4
MODE: 4/5

DISTRIBUTION:
5 = 5
4 = 5
3 = 4
2 = 1
1 = 1

One Cadet did not answer and wrote “Haven’t presented yet”.

Variable Group B:
MEAN: 3.375
MEDIAN: 3
MODE: 3

DISTRIBUTION:
5 = 1
4 = 6
3 = 7
2 = 2
1 = 0

One Cadet did not answer and wrote “Haven’t completed yet”.

13. If you answer 3-5 on Question #12, please state how:

14. Did the In-Class Country Presentation spark any interest that caused you to research or learn more about the material once the Presentation was complete?

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Overall:
MEAN: 2.515
MEDIAN: 2
MODE: 2

DISTRIBUTION:
5 = 1
4 = 7
3 = 4
2 = 16
1 = 6

Variable Group A:
MEAN: 2.882
MEDIAN: 2
MODE: 2

DISTRIBUTION:
5 = 1
4 = 4
3 = 3
2 = 8
1 = 3

Variable Group B:
MEAN: 2.125
MEDIAN: 2
MODE: 2

DISTRIBUTION:
5 = 0
4 = 3
3 = 1
2 = 8
1 = 3

Two Cadets did not answer and wrote “Haven’t completed yet”.

15. If you answered 3-5 on Question #14, please state how:

16. Do you remember any of the major points from your In-Class Country Presentation? If so, what do you remember?
17. Do you feel that the In-Class Country Presentation has better prepared you in terms of knowledge or professional skills for your career as a professional military officer? If so, how?

18. Describe your level of motivation to conduct the Presentation Exercise:

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Extremely Motivated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Overall:
MEAN: 3.382
MEDIAN: 4
MODE: 4

DISTRIBUTION:
5 = 2
4 = 16
3 = 11
2 = 3
1 = 2

Variable Group A:
MEAN: 3.355
MEDIAN: 4
MODE: 4

DISTRIBUTION:
5 = 1
4 = 8
3 = 5
2 = 2
1 = 1

Variable Group B:
MEAN: 3.412
MEDIAN: 4
MODE: 4

DISTRIBUTION:
5 = 1
4 = 8
3 = 6
2 = 1
1 = 1
19. Did the Presentation Exercise contribute to your learning process in a valuable way?

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Overall:
- **MEAN:** 4.242
- **MEDIAN:** 4
- **MODE:** 5

**DISTRIBUTION:**
- 5 = 15
- 4 = 13
- 3 = 3
- 2 = 2
- 1 = 0

Variable Group A:
- **MEAN:** 4.5
- **MEDIAN:** 5
- **MODE:** 5

**DISTRIBUTION:**
- 5 = 9
- 4 = 6
- 3 = 1
- 2 = 0
- 1 = 0

*One Cadet did not answer and wrote “NA”.*

Variable Group B:
- **MEAN:** 4
- **MEDIAN:** 4
- **MODE:** 4

**DISTRIBUTION:**
- 5 = 6
- 4 = 7
- 3 = 2
- 2 = 2
- 1 = 0
20. If you answer 3-5 on Question #19, please state how:

21. Do you think that conducting the Presentation Exercise will spark any interest that will cause you to research or learn more about the material once the exercise is complete?

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Overall:**
MEAN: 3.176  
MEDIAN: 3/4  
MODE: 4  

**DISTRIBUTION:**
5 = 6  
4 = 11  
3 = 5  
2 = 7  
1 = 5

**Variable Group A:**
MEAN: 3.176  
MEDIAN: 3  
MODE: 4  

**DISTRIBUTION:**
5 = 2  
4 = 6  
3 = 4  
2 = 3  
1 = 2

**Variable Group B:**
MEAN: 3.176  
MEDIAN: 4  
MODE: 4  

**DISTRIBUTION:**
5 = 4  
4 = 5  
3 = 1  
2 = 4  
1 = 3
One Cadet who chose “1” underlined about the material.

22. If you answered 3-5 on Question #21, please state how:

23. Do you think you will remember the scenario from the Presentation Exercise and your solution? If so, what do you think you will remember?

24. Do you feel that the Presentation Exercise has better prepared you in terms of knowledge or professional skills for your career as a professional military officer? If so, how?

25. Describe your level of motivation to write the term paper:

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Extremely Motivated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Overall:**
MEAN: 2.529
MEDIAN: 2/3
MODE: 3

**DISTRIBUTION:**
5 = 2
4 = 3
3 = 12
2 = 11
1 = 6

**Variable Group A:**
MEAN: 2.412
MEDIAN: 2
MODE: 3

**DISTRIBUTION:**
5 = 1
4 = 1
3 = 6
2 = 5
1 = 4

**Variable Group B:**
26. Do you think the term paper will contribute to your learning process in a valuable way?

<table>
<thead>
<tr>
<th></th>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Overall:
MEAN: 3.206
MEDIAN: 3
MODE: 3

DISTRIBUTION:
5 = 5
4 = 6
3 = 14
2 = 9
1 = 0

Variable Group A:
MEAN: 3.294
MEDIAN: 3
MODE: 3

DISTRIBUTION:
5 = 3
4 = 3
3 = 7
2 = 4
1 = 0

Variable Group B:
MEAN: 3.118
MEDIAN: 3
MODE: 3
27. If you answer 3-5 on Question #26, please state how:

28. Is writing the term paper sparking any interest that will cause you to research or learn more about the material once the term paper was complete?

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Overall:
MEAN: 2.588
MEDIAN: 2
MODE: 2

DISTRIBUTION:
5 = 4
4 = 3
3 = 8
2 = 13
1 = 6

Variable Group A:
MEAN: 2.588
MEDIAN: 2
MODE: 2

DISTRIBUTION:
5 = 2
4 = 0
3 = 4
2 = 10
1 = 2

Variable Group B:
MEAN: 2.588
MEDIAN: 3
29. If you answered 3-5 on Question #28, please state how:

30. Do you think you will remember any of the main points of your term paper?

31. Do you feel that the term paper has better prepared you in terms of knowledge or professional skills for your career as a professional military officer? If so, how?

Assume that the TEE is an assignment in which you are asked to write a properly formatted, to standard policy memorandum. In this exercise you would be permitted to choose the official from a list of officials in adversary or rival nation states or non-state actors. This would be a “Red Team” assignment. Once you made your selection, the instructor would give you a strategic problem, and task you with proposing a solution from the perspective of your chosen official. The memorandum would be limited to 1 page, two sided, single spaced, properly formatted. The memorandum must briefly explain the problem, offer mutually supporting solutions to the problem, discuss “pros” and “cons”, weigh political and economic factors, and make a policy recommendation. You will be expected to analyze “your” military system, analyze that of your “adversary”, determine asymmetries, and exploit these asymmetries to accomplish your strategic objective. You will be able to collaborate with other students in discussion; however the final product must be your own work.

32. Describe your level of motivation to take the TEE:

Not at All Average Extremely Motivated
1 2 3 4 5

Overall:
MEAN: 3.647
MEDIAN: 4
MODE: 4

DISTRIBUTION:
5 = 9  
4 = 13  
3 = 6  
2 = 3  
1 = 3

Variable Group A:  
MEAN: 3.647  
MEDIAN: 4  
MODE: 4

DISTRIBUTION:  
5 = 5  
4 = 7  
3 = 1  
2 = 2  
1 = 2

Variable Group B:  
MEAN: 3.647  
MEDIAN: 4  
MODE: 4

DISTRIBUTION:  
5 = 4  
4 = 6  
3 = 5  
2 = 1  
1 = 1

33. Do you think the TEE will contribute to your learning process in a valuable way?  

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Overall:  
MEAN: 3.971  
MEDIAN: 4  
MODE: 4

DISTRIBUTION:  
5 = 10  
4 = 14  
3 = 9
2 = 1  
1 = 0

Variable Group A:  
MEAN: 4  
MEDIAN: 4  
MODE: 4

DISTRIBUTION:  
5 = 6  
4 = 6  
3 = 4  
2 = 1  
1 = 0

*One Cadet wrote “It will be too close to graduation to care much about TEEs”.

Variable Group B:  
MEAN: 3.941  
MEDIAN: 4  
MODE: 4

DISTRIBUTION:  
5 = 4  
4 = 8  
3 = 5  
2 = 0  
1 = 0

34. If you answer 3-5 on Question #33, please state how:

35. Do you think that taking the TEE will spark any interest that will cause you to research or learn more about the material once the TEE is complete?

<table>
<thead>
<tr>
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<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Overall:  
MEAN: 2.353  
MEDIAN: 2  
MODE: 2

DISTRIBUTION:
5 = 1
4 = 5
3 = 7
2 = 13
1 = 8

Variable Group A:
MEAN: 2.529
MEDIAN: 2
MODE: 2

DISTRIBUTION:
5 = 0
4 = 4
3 = 3
2 = 8
1 = 2

Variable Group B:
MEAN: 2.176
MEDIAN: 2
MODE: 1

DISTRIBUTION:
5 = 1
4 = 1
3 = 4
2 = 5
1 = 6

36. If you answered 3-5 on Question #35, please state how:

37. Do you think you will remember the scenario from the TEE and your solution? If so, what do you think you will remember?

38. Do you feel that the TEE will better prepare you in terms of knowledge or professional skills for your career as a professional military officer? If so, how?

39. How would you improve the assignment structure of DS 455 to increase student motivation?
40. How would you improve the assignment structure of DS 455 to better integrate assessment with the learning process?

Annex D

**DS 455 Assignment Questionnaire 4**

Assume that the Memorandum Exercise had been replaced by a traditional WPR 1. WPR 1 would consist of a Short Essay response and a Long Essay response. The Short Essay would require you to respond to one of two or three essay questions dealing with analysis of the military systems of the United Kingdom and France. The Long Essay would require you to respond to one of two or three essay questions dealing with analysis of the military systems of the United Kingdom and France. The WPR1 would be conducting during a 55 minute class period.

1. Describe what your level of motivation would have been to take Alternate WPR 1:

Not at All                Average                Extremely Motivated
Overall:
MEAN: 1.853
MEDIAN: 2
MODE: 2

DISTRIBUTION:
5 = 0
4 = 0
3 = 6
2 = 17
1 = 11

Variable Group A:
MEAN: 1.647
MEDIAN: 2
MODE: 1

DISTRIBUTION:
5 = 0
4 = 0
3 = 2
2 = 7
1 = 8

Variable Group B:
MEAN: 2.059
MEDIAN: 2
MODE: 2

DISTRIBUTION:
5 = 0
4 = 0
3 = 4
2 = 10
1 = 3

2. Do you think Alternate WPR 1 would contribute to your learning process in a valuable way?

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Overall:
MEAN:  1.853
MEDIAN:  2
MODE:  2

DISTRIBUTION:
5 = 0
4 = 1
3 = 4
2 = 18
1 = 11

Variable Group A:
MEAN:  2.059
MEDIAN:  2
MODE:  2

DISTRIBUTION:
5 = 0
4 = 1
3 = 3
2 = 9
1 = 4

Variable Group B:
MEAN:  1.647
MEDIAN:  2
MODE:  2

DISTRIBUTION:
5 = 0
4 = 0
3 = 1
2 = 9
1 = 7

One Cadet who chose “2” wrote “It would be memorize, then dump, most likely”.

3. If you answer 3-5 on Question #2, please state how:

4. Do you think taking Alternate WPR 1 would spark any interest that would cause you to research or learn more about the material once the Alternate WPR was complete?

Not at All    Average    Very Much So
Overall:
MEAN: 1.5
MEDIAN: 1
MODE: 1

DISTRIBUTION:
5 = 0
4 = 0
3 = 2
2 = 13
1 = 19

Variable Group A:
MEAN: 1.588
MEDIAN: 2
MODE: 1/2

DISTRIBUTION:
5 = 0
4 = 0
3 = 1
2 = 8
1 = 8

Variable Group B:
MEAN: 1.412
MEDIAN: 1
MODE: 1

DISTRIBUTION:
5 = 0
4 = 0
3 = 1
2 = 5
1 = 11

5. If you answered 3-5 on Question #4, please state how:

6. Do you think you would remember Alternate WPR 1 more than the Memorandum Exercise?

Not at All  Average  Very Much So
Overall:
MEAN: 1.382
MEDIAN: 1
MODE: 1

DISTRIBUTION:
5 = 0
4 = 0
3 = 0
2 = 13
1 = 21

Variable Group A:
MEAN: 1.412
MEDIAN: 1
MODE: 1

DISTRIBUTION:
5 = 0
4 = 0
3 = 0
2 = 7
1 = 10

Variable Group B:
MEAN: 1.353
MEDIAN: 1
MODE: 1

DISTRIBUTION:
5 = 0
4 = 0
3 = 0
2 = 6
1 = 11

7. Do you feel that Alternate WPR 1 would better prepare you in terms of knowledge or professional skills for your career as a professional military officer? If so, how?

8. Do you feel that Alternate WPR 1 is an improvement over the Memorandum Exercise?

Not at All Average Very Much So
Overall:
MEAN: 1.265
MEDIAN: 1
MODE: 1

DISTRIBUTION:
5 = 0
4 = 0
3 = 0
2 = 9
1 = 25

Variable Group A:
MEAN: 1.235
MEDIAN: 1
MODE: 1

DISTRIBUTION:
5 = 0
4 = 0
3 = 0
2 = 4
1 = 13

Variable Group B:
MEAN: 1.294
MEDIAN: 1
MODE: 1

DISTRIBUTION:
5 = 0
4 = 0
3 = 0
2 = 5
1 = 12

Assume that the TEE described in Questionnaire 3 was to be replaced with a traditional TEE. The TEE would consist of a Short Essay responses and a Long Essay responses. The Short Essay would require you to respond to two of four essay questions dealing with analysis of the military systems of Israel, Iran, Hezbollah, Jaysh al-Mahdi, and al-Qaeda. The Long Essay would require you to respond to two of four essay questions dealing with analysis and comparison of the military systems of the United Kingdom, France, Russia, China, Israel, Iran,
Hezbollah, Jaysh al-Mahdi, and al-Qaeda. The TEE would be conducting during a normal TEE period.

9. Describe what your level of motivation would have been to take the Alternate TEE:

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Extremely Motivated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Overall:**
- MEAN: 1.618
- MEDIAN: 1
- MODE: 1

**DISTRIBUTION:**

<table>
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<tbody>
<tr>
<td>4</td>
<td>0</td>
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</tr>
<tr>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>1</td>
<td>19</td>
</tr>
</tbody>
</table>

**Variable Group A:**
- MEAN: 1.647
- MEDIAN: 1
- MODE: 1

**DISTRIBUTION:**

<table>
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<tbody>
<tr>
<td>4</td>
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<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

**Variable Group B:**
- MEAN: 1.588
- MEDIAN: 1
- MODE: 1

**DISTRIBUTION:**

<table>
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<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>
10. Do you think the Alternate TEE would contribute to your learning process in a valuable way?

<table>
<thead>
<tr>
<th></th>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Overall:**
- MEAN: 1.918
- MEDIAN: 2
- MODE: 1

**DISTRIBUTION:**
- 5 = 0
- 4 = 0
- 3 = 11
- 2 = 10
- 1 = 12
- 0 = 1

**Variable Group A:**
- MEAN: 2
- MEDIAN: 2
- MODE: 2/3

**DISTRIBUTION:**
- 5 = 0
- 4 = 0
- 3 = 6
- 2 = 6
- 1 = 4
- 0 = 1

**Variable Group B:**
- MEAN: 1.824
- MEDIAN: 2
- MODE: 1

**DISTRIBUTION:**
- 5 = 0
- 4 = 0
- 3 = 5
- 2 = 4
- 1 = 8
11. If you answer 3-5 on Question #10, please state how.

12. Do you think taking the Alternate TEE would spark any interest that would cause you to research or learn more about the material once the Alternate TEE was complete?

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
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<td>16</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>16</td>
<td>0</td>
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</table>

Overall:
MEAN: 1.588
MEDIAN: 2
MODE: 1/2

DISTRIBUTION:
5 = 0
4 = 0
3 = 2
2 = 16
1 = 16

Variable Group A:
MEAN: 1.647
MEDIAN: 2
MODE: 2

DISTRIBUTION:
5 = 0
4 = 0
3 = 1
2 = 9
1 = 7

One Cadet who chose “1” wrote “I learned significantly more by having to research on my own time.”

Variable Group B:
MEAN: 1.529
MEDIAN: 1
MODE: 1

DISTRIBUTION:
5 = 0
4 = 0
13. If you answered 3-5 on Question #12, please state how:

14. Do you think you would remember the Alternate TEE more than a TEE described in Questionnaire 3?

<table>
<thead>
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<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Overall:**
- **MEAN:** 1.618
- **MEDIAN:** 1
- **MODE:** 1

**DISTRIBUTION:**
- 5 = 1
- 4 = 1
- 3 = 2
- 2 = 11
- 1 = 18

**Variable Group A:**
- **MEAN:** 1.529
- **MEDIAN:** 1
- **MODE:** 1

**DISTRIBUTION:**
- 5 = 0
- 4 = 0
- 3 = 1
- 2 = 7
- 1 = 9

**Variable Group B:**
- **MEAN:** 1.706
- **MEDIAN:** 1
- **MODE:** 1

**DISTRIBUTION:**
- 5 = 1
4 = 1  
3 = 1  
2 = 4  
1 = 9

*One Cadet did not answer*

15. Do you feel that the Alternate TEE would better prepare you in terms of knowledge or professional skills for your career as a professional military officer? If so, how?

16. Do you feel that the Alternate TEE is an improvement over the TEE described in Questionnaire 3?

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Overall:**  
**MEAN:** 1.906  
**MEDIAN:** 1  
**MODE:** 1  

**DISTRIBUTION:**  
5 = 2  
4 = 3  
3 = 3  
2 = 6  
1 = 18

**Variable Group A:**  
**MEAN:** 1.813  
**MEDIAN:** 1  
**MODE:** 1  

**DISTRIBUTION:**  
5 = 0  
4 = 2  
3 = 2  
2 = 3  
1 = 9

*One Cadet did not answer.*  

**Variable Group B:**
Once Cadet did not answer.

Assume the term paper had been an assignment to choose an aspect of two states’ military systems, compare and contrast those elements, and articulate significant conclusions. For example, you may choose to compare and contrast the Panamanian Public Forces in Panama with the Carabinieri in Italy, drawing conclusions from the advantages and disadvantages of each military system.

17. Describe what your level of motivation would have been to write the Alternate Term Paper:

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Extremely Motivated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Overall:
MEAN: 2.706
MEDIAN: 3
MODE: 3

DISTRIBUTION:
5 = 2
4 = 7
3 = 10
2 = 9
1 = 6

Variable Group A:
MEAN: 2.824
MEDIAN: 3
MODE: 3

DISTRIBUTION:
5 = 0
4 = 5
3 = 6
2 = 4
1 = 2

Variable Group B:
MEAN: 2.588
MEDIAN: 2
MODE: 2

DISTRIBUTION:
5 = 2
4 = 2
3 = 4
2 = 5
1 = 4

18. Do you think the Alternate Term Paper would contribute to your learning process in a valuable way?

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Overall:
MEAN: 3.059
MEDIAN: 3
MODE: 3

DISTRIBUTION:
5 = 3
4 = 5
3 = 17
2 = 9
1 = 0

Variable Group A:
MEAN: 3.235
MEDIAN: 3
MODE: 3

DISTRIBUTION:
5 = 2
4 = 3
3 = 9
2 = 3
Variable Group B:
MEAN: 2.882
MEDIAN: 3
MODE: 3

DISTRIBUTION:
5 = 1
4 = 2
3 = 8
2 = 6
1 = 0

19. If you answer 3-5 on Question #18, please state how:

20. Do you think writing the Alternate Term Paper would spark any interest that would cause you to research or learn more about the material once the Alternate Term Paper was complete?

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Overall:
MEAN: 2.235
MEDIAN: 2
MODE: 2

DISTRIBUTION:
5 = 0
4 = 6
3 = 5
2 = 14
1 = 9

Variable Group A:
MEAN: 2.418
MEDIAN: 2
MODE: 2

DISTRIBUTION:
5 = 0
4 = 3
3 = 4
Variable Group B:
MEAN: 2.059
MEDIAN: 2
MODE: 2

DISTRIBUTION:
5 = 0
4 = 3
3 = 1
2 = 7
1 = 6

21. If you answered 3-5 on Question #20, please state how:

22. Do you think you would remember the Alternate Term Paper more than a standard Term Paper?

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
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<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Overall:
MEAN: 2.265
MEDIAN: 2
MODE: 2

DISTRIBUTION:
5 = 1
4 = 3
3 = 8
2 = 14
1 = 8

Variable Group A:
MEAN: 2.294
MEDIAN: 2
MODE: 2

DISTRIBUTION:
5 = 1
4 = 1
3 = 4
2 = 7
1 = 4

Variable Group B:
MEAN: 2.235
MEDIAN: 2
MODE: 2

DISTRIBUTION:
5 = 0
4 = 22
3 = 4
2 = 7
1 = 4

One Cadet who chose “3” wrote “It’s a toss up”.

23. Do you feel that the Alternate Term Paper would better prepare you in terms of knowledge or professional skills for your career as a professional military officer? If so, how?

24. Do you feel that the Alternate Term Paper is an improvement over a standard Term Paper?

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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<td></td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Overall:
MEAN: 2.294
MEDIAN: 2
MODE: 2

DISTRIBUTION:
5 = 0
4 = 6
3 = 7
2 = 12
1 = 9

Variable Group A:
MEAN: 2.235
MEDIAN: 2
MODE: 2
Variable Group B:
MEAN:  2.353
MEDIAN:  2
MODE:  2

DISTRIBUTION:
5 = 0
4 = 3
3 = 3
2 = 6
1 = 5

One Cadet who chose “3” wrote “It’s writing a research paper...”

Assume that the Presentation Exercise had been replaced by a traditional WPR 2. WPR 2 would consist of a Short Essay response and a Long Essay response. The Short Essay would require you to respond to one of two essay questions dealing with analysis of the military systems of the Russia and China. The Long Essay would require you to respond to one of two essay questions dealing with analysis of the military systems of the Russia and China. The WPR 2 would be conducting during a 55 minute class period.

25. Describe what your level of motivation would have been to take the Alternate WPR 2:

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Extremely Motivated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Overall:
MEAN:  1.618
MEDIAN:  1/2
MODE:  1

DISTRIBUTION:
5 = 0
4 = 0
3 = 4
2 = 13
1 = 17
Variable Group A:
MEAN: 1.529
MEDIAN: 1
MODE: 1

DISTRIBUTION:
5 = 0
4 = 0
3 = 2
2 = 5
1 = 10

Variable Group B:
MEAN: 1.706
MEDIAN: 2
MODE: 2

DISTRIBUTION:
5 = 0
4 = 0
3 = 2
2 = 8
1 = 7

26. Do you think the Alternate WPR 2 would contribute to your learning process in a valuable way?

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Overall:
MEAN: 1.735
MEDIAN: 1/2
MODE: 1

DISTRIBUTION:
5 = 0
4 = 1
3 = 6
2 = 10
1 = 17

Variable Group A:
MEAN: 2
MEDIAN: 2
MODE: 1

DISTRIBUTION:
5 = 0
4 = 1
3 = 5
2 = 4
1 = 7

Variable Group B:
MEAN: 1.471
MEDIAN: 1
MODE: 1

DISTRIBUTION:
5 = 0
4 = 0
3 = 1
2 = 6
1 = 10

27. If you answer 3-5 on Question #26, please state how:

28. Do you think taking the Alternate WPR 2 would spark any interest that would cause you to research or learn more about the material once the Alternate WPR 2 was complete?

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Overall:
MEAN: 1.471
MEDIAN: 1
MODE: 1

DISTRIBUTION:
5 = 0
4 = 0
3 = 2
2 = 12
1 = 20
Variable Group A:
MEAN:  1.471
MEDIAN:  1
MODE:  1

DISTRIBUTION:
5 = 0
4 = 0
3 = 1
2 = 6
1 = 10

Variable Group B:
MEAN:  1.471
MEDIAN:  1
MODE:  1

DISTRIBUTION:
5 = 0
4 = 0
3 = 1
2 = 6
1 = 10

29. If you answered 3-5 on Question #28, please state how:

30. Do you think you would remember the Alternate WPR 2 more than the Presentation Exercise?

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Overall:
MEAN:  1.324
MEDIAN:  1
MODE:  1

DISTRIBUTION:
5 = 0
4 = 0
3 = 2
2 = 7
1 = 25
Variable Group A:
MEAN: 1.176
MEDIAN: 1
MODE: 1

DISTRIBUTION:
5 = 0
4 = 0
3 = 1
2 = 3
1 = 13

Variable Group B:
MEAN: 1.235
MEDIAN: 1
MODE: 1

DISTRIBUTION:
5 = 0
4 = 0
3 = 1
2 = 4
1 = 12

31. Do you feel that Alternate WPR 2 would better prepare you in terms of knowledge or professional skills for your career as a professional military officer? If so, how?

32. Do you feel that the Alternate WPR 2 is an improvement over the Presentation Exercise?

<table>
<thead>
<tr>
<th>Not at All</th>
<th>Average</th>
<th>Very Much So</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Overall:
MEAN: 1.118
MEDIAN: 1
MODE: 1

DISTRIBUTION:
5 = 0
4 = 0
3 = 0
2 = 5
Variable Group A:
MEAN: 1.059
MEDIAN: 1
MODE: 1

DISTRIBUTION:
5 = 0
4 = 0
3 = 0
2 = 2
1 = 14
0 = 1

Variable Group B:
MEAN: 1.176
MEDIAN: 1
MODE: 1

DISTRIBUTION:
5 = 0
4 = 0
3 = 0
2 = 3
1 = 14

33. How would you improve the assignment structure of DS 455 to increase student motivation?

34. How would you improve the assignment structure of DS 455 to better integrate assessment with the learning process?