

OFFICE OF THE DEAN  
UNITED STATES MILITARY ACADEMY  
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MADN-AAD

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Memorandum No. 5-07

DEAN'S POLICY AND OPERATING MEMORANDUM  
ASSESSING AND IMPROVING STUDENT LEARNING IN THE ACADEMIC PROGRAM

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1. Purpose. This DPOM establishes policies, procedures, and responsibilities for conducting and reporting on the assessment and improvement of student learning in the Academic Program.

2. Applicability. This DPOM applies to the Office of the Dean, goal teams, academic departments, and all organizations sponsoring academic majors, courses, and enrichment activities in support of the Academic Program at the U.S. Military Academy.

3. Background and Intent. AR 210-26 assigns to the Superintendent responsibility for establishing and maintaining procedures and programs for the intellectual, military, physical, and character development of cadets. It further charges the Academic Board with “reviewing and making recommendations to the Superintendent concerning the Academic, Military, Physical, and Character Programs.” When those recommendations come from comprehensive and well-organized assessment processes, they are likely to result in well-justified improvements to the curriculum and developmental experiences relative to desired student learning outcomes (SLO).

The Dean of the Academic Board is responsible for supervising the activities and personnel in organizations contributing to achievement of the Academic Program Goals (APG). To ensure that the Academic Program provides all cadets relevant and high-quality educational opportunities, the Dean must rely on the comprehensive assessments across the Academic Program.

Acknowledging that assessment takes place at multiple levels, the intent of this DPOM is to provide general guidelines and standardized, but not unduly restrictive, procedures that allow the faculty and staff to apply their disciplinary expertise to the assessment and continual improvement of pedagogy, the curriculum, and academic enrichment experiences. These procedures provide a framework through which the faculty and staff can continue to apply their disciplinary expertise in the management, administration, and refinement of pedagogy, curriculum, and academic enrichment experiences. This policy will help to ensure that faculty members, directors, department heads, the Dean, and, ultimately, the Superintendent can effectively fulfill their shared responsibility for ensuring that future graduates are equipped with the skills, knowledge, behaviors, and attitudes necessary for success as Army officers.

The following are objectives to those across the Directorate responsible for assessing and improving learning:

- a. Establish, support, and sustain an institutional culture of meaningful assessment and improvement that promotes conversations about and continual improvement of cadet learning.
- b. Provide structure and policies that allow for the arrangement of assessment processes in a way that both support efforts to improve individual core courses, programs, and other elements of the Academic Program and effectively contribute to assessment at higher levels.
- c. Support assessment activities at all levels and ensure that meaningful assessment is accomplished in ways that tell us how well cadets are achieving the goals we expect them to achieve and how we might improve their achievement of these goals.
- d. Ensure that assessment results inform pedagogical, curricular change, and enrichment activities changes, and the impact of these changes is assessed bringing the process full-circle to “close the loop.”

#### 4. Definitions, Abbreviations, and Terms.

a. **Assessment.** The term *assessment* encompasses all aspects of the teaching-learning-assessment-refinement cycle. Assessment includes: formally articulating cadet learning goals or SLOs; examining evidence relative to achievement of those goals; engaging in conversations with stakeholders and reflection about that evidence to identify strengths and areas for improvement regarding cadet attainment of the goals; formulating recommended actions to improve pedagogy, curriculum, enrichment activities, the goals themselves, or the assessment process; deciding which recommendations to implement and assigning responsibility where appropriate; and eventually assessing again to measure the impact of any changes relative to goal achievement. Assessment can also support the use of experiments to determine whether they achieved the purposes they were intended to achieve and whether they should be permanently implemented.

b. **Student Learning Outcomes (SLO).** For the purpose of this DPOM, SLOs are our learning goals that describe the knowledge, skills, behaviors, and/or attitudes that cadets should attain by the time they complete core courses, majors, and all parts of the Academic Program. SLOs should be consistent with the academic discipline and should support cadet achievement of the APGs (which support achievement of the West Point Leader Development System Outcomes). A SLO may have an associated set of supporting objectives (SO) (defined below) that collectively imply achievement of the SLO. Throughout this DPOM, SLOs are considered to be the broadest level of knowledge, skills, behaviors, and attitudes relative to a particular course, major, or enrichment activity. Some examples

include: the APGs, SLOs for majors and core courses, and Academic Individual Advanced Development (AIAD) goals.

c. Supporting Objectives (SO). When employed, SOs are more specific and measurable statements of the knowledge, skills, behaviors, and/or attitudes that cadets should attain by completing a particular course, major, or enrichment activity. SOs can also be thought of as performance criteria or performance indicators.

d. Curriculum Map. A *curriculum map* is a table that indicates contributions of courses or other elements of the curriculum to the achievement of each SLO. In the case of a major, the curriculum map would link the major's courses to the major's SLOs.

e. Academic Program Development Framework. The *Academic Program Development Framework* (APDF) is a curriculum map that identifies core course and major responsibilities for promoting cadet attainment of the APGs. The APGs identify the knowledge, skills, and attributes that we expect cadets to possess at the time of graduation due to their completion of the Academic Program's requirements. Each APG has multiple What Graduates Can Do (WGCD) statements, which further define specific skills expected of cadets at the time of graduation. More on APGs and What Graduate Can Do statements can be found in Educating Army Leaders, pages 7-12. In addition to the APDF, core course directors, program directors, and leaders of enrichment activities may also identify additional contributions that support attainment of the APGs not identified on the APDF. It is the combination of the APDF and these supplemental curriculum maps that collectively describes the overall contributions of majors, courses, and enrichment opportunities to APG achievement. The APDF can be found at Annex A.

f. Rubric. A *rubric* is a set of criteria or standards applied to assessment data to categorize cadet performance with respect to a specific SLO, SO, or other goal.

g. Evidence. *Evidence* is relevant information that allows informed conclusions to be made about cadet attainment of a SLO and/or SO. Evidence can be either quantitative or qualitative in nature, can be about cadet or recent (3-5 years) graduate experience, and is captured through either direct or indirect indicators. Multiple sources and different types (direct and indirect) of evidence should be collected so they can be triangulated (compared and evaluated) to better determine the level of cadet attainment of SLOs and SOs. It is helpful to employ longitudinal results to demonstrate the impact of changes over time. Faculty examination of and conversations enable for consensus to be reached about the meaning of the evidence related to a SLO or SO and what, if any, actions should be taken to improve.

(1) *Direct indicators*. Performance on direct indicators clearly demonstrates that learning has occurred. This performance provides clear, convincing, and compelling evidence regarding whether cadets have demonstrated specific knowledge or skills related to a particular SLO or SO. A direct indicator is primarily cadet work or performance and associated products. A direct indicator allows determination of the degree to which the SO or SLO has been achieved. In general terms, a course grade is not a direct indicator because it lacks the specificity required to determine cadet achievement relative to a specific SLO or SO. In many cases it is helpful to use a rubric when examining direct indicators. Some examples of acceptable direct indicators include, but are not limited to, the following:

- (a) Individual questions on WPRs and TEEs
- (b) Appropriate portions of course assignments
- (c) Oral presentations

- (d) Appropriate aspects of capstone project deliverables, senior theses, Projects Day exhibits
- (e) Appropriate components of standardized disciplinary examinations and certifications, as well as pass rates on examinations and certifications that assess specific areas related to SLOs or SOs
- (f) Relevant portions of portfolios of cadet work
- (g) Program award committee observations of cadet performance (relative to SLOs or SOs)
- (h) Supervisor ratings of recent graduate's skills and/or accomplishments
- (i) Group projects

(2) *Indirect indicators* only imply that learning has occurred. They are often less clear and less convincing than direct indicators as they are usually derived from perceptions of cadet learning. In the case of attitudes, indirect indicators may be inferences drawn based on observations of cadet behaviors. Indirect indicators are important to complement and reinforce direct indicators; however, they are usually inadequate without direct evidence. They include, but are not limited to:

- (a) Cadet and graduate reflections as reported through:
  - Course-end surveys
  - Department- and program-level exit surveys
  - Fourth Class and First Class surveys
  - The National Survey of Student Engagement (NSSE)
  - Other internal or external sources that capture cadet or graduate perceptions of abilities
- (b) Formally documented faculty reflections
- (c) Supervisor perceptions as gathered through various surveys and sensing sessions
- (d) Voluntary participation in other certification programs
- (e) Scholarship award rates
- (f) Acceptance rates for graduate school
- (g) Other accolades or holistic indicators of accomplishment

(3) *Embedded*: An *embedded indicator* is a direct or indirect indicator that is already contained within a course or program. Embedded indicators are more efficient than other types of indicators because embedded indicators are already being used within a course or program.

h. Evaluation. *Evaluation* is the judicious application of a rubric, criteria, or standard to evidence related to an indicator to infer the degree to which cadets are attaining an SLO or SO.

i. Closing the Loop. *Closing the loop* is taking action based upon recommendations formulated during the assessment process as well as assessing the effectiveness of implemented changes. These actions may involve refinement to teaching practices, curricula, faculty development, and the assessment process itself, or the (re)allocation of resources. Closing the loop is a vital aspect of continual improvement and is one of the best signs of an effective assessment process.

j. Major. A *major* is the portion of a cadet's curriculum that provides cadets study-in-depth in academic disciplines of their choosing. This study-in-depth experience complements and reinforces the knowledge, skills, behaviors, and attitudes that cadets acquire through their engagement with the core curriculum and enrichment activities.

k. Academic Core Courses. The academic core consists of 24 - 27 (depending on the major) courses considered essential to the broad base of knowledge necessary for all graduates. The academic core, along with majors, is designed to promote cadet attainment of the APGs.

l. Threads, sequences, and minors. Threads and sequences foster integrative connections across core courses and, in the case of threads, bring together knowledge and skills from multiple disciplines. Minors allow cadets to pursue additional disciplinary depth or examine a topic in depth by considering it from different disciplinary perspectives.

m. Enrichment Activities. Enrichment activities augment academic work and provide cadets opportunities to engage with scholarship and the world in new ways while strengthening and inspiring lifelong learning. Examples of enrichment activities include: Academic Individual Advanced Development (AIAD), the Scholarship Program, conferences, academic clubs, and Dean's teams.

n. Continual improvement. *Continual improvement* is the ongoing use of organized, systematic, and documented processes for assessing and evaluating the extent to which cadets are attaining SLOs, SOs, or other learning goals. The results of these evaluations, along with other inputs such as benchmarking, are systematically used as input for continual improvement of core courses majors, minors, sequences, threads, and enrichment opportunities. Directors charged with overseeing core courses, majors, minors, sequences, threads, and enrichment opportunities are responsible for determining how well cadets are achieving learning goals and pursuing continual improvement.

o. Academic Leaders. *Academic Leaders* refer to faculty members and staff responsible for overseeing the Academic Program to include:

- (1) Dean of the Academic Board
- (2) Department Heads
- (3) Vice Deans
- (4) Directors. (refers to those leading majors and core courses)

5. Assessment Requirements and Procedures. To set the conditions for continual improvement, directors (with the support of faculty members) will maintain assessment processes that are structured to ensure the ongoing collection and analysis of evidence related to SLO and/or SO attainment. At a minimum, an assessment process will include a clearly articulated set of SLOs, an up-to-date curriculum map, a description of the assessment process, and annual assessment documentation. These four specific requirements are further explained below. These requirements do not apply to minors, threads, sequences, and enrichment opportunities. Leaders of these components of the Academic Program will create after action reviews (AAR) that document: the specific APGs they are designed to support, strengths and areas for improvement related to cadet achievement of the specific APGs, evidence used to identify strengths and areas for improvement, and any recommendations for improvement. These AARs will be maintained at department level. The International Intellectual Development Division, the Academic Affairs Division, or other Office of the Dean Staff Divisions may, periodically, request these AARs for use in Academic Program assessment efforts. Annex B shows the annual timeline for assessment efforts across the Directorate, and Annex C shows the timeline for reviewing the Academic Program.

a. Student Learning Outcomes. Refer to the definition provided in Paragraph 4.b. Directors, with approval of their appropriate oversight authority and concurrence of stakeholders, may modify or

refine the SLOs associated with a given core course or major. Changes to SLOs must be forwarded to the Academic Affairs Division.

b. Assessment Process Descriptions. Processes for assessing achievement of SLOs should include:

- (1) A cyclic schedule for assessment of SLOs and, if applicable, SOs. Each SLO will be evaluated at least once every three years.
- (2) A methodology, including collecting multiple direct and indirect indicators for each SLO or SO, as well as, when appropriate, rubrics to evaluate the extent to which SLOs or SOs are being achieved.
- (3) Targets for direct and indirect indicators to differentiate satisfactory from unsatisfactory achievement. Targets indicate when directors and faculty members should consider taking action or at least closely monitoring cadet performance related to a particular SLO or indicator.
- (4) Methodology for socialization and discussion of assessment results with the faculty; determination of levels of cadet goal attainment; development of recommendations based on those discussions; and a general process for reviewing and approving recommended changes, implementing approved changes, and assessing the impact of these changes (closing the loop).
- (5) Assignment of assessment responsibilities by position.
- (6) Process to periodically validate the effectiveness of and update program assessment processes. Assessment processes should be validated at least once every three years. This process should seek to address the following questions:
  - (a) Has the assessment process been validated since the last significant curricular change?
  - (b) Has the assessment process enabled meaningful changes to the program or core course?
  - (c) Does the program or core course consistently make curricular and pedagogical changes that are unconnected to the assessment process?
  - (d) Are the sources of evidence identified in the current assessment process still available?
  - (e) Does the assessment process identify how well cadets are achieving relevant student learning outcomes and areas for improvement?
  - (f) Does the assessment process provide opportunities for the faculty to discuss and interpret assessment results?
  - (g) Does the assessment process employ effective techniques and avoid using ineffective techniques (e.g. averages, course grades)?

c. Curriculum Map as described in paragraph 4.d.

d. Annual Assessment Documentation. This documentation will vary based on the needs of core courses and programs, but will include the following items:

- (1) Internal Assessment Records.
  - (a) Documentation of the evidence that identifies the extent to which cadets are achieving the SLOs or SOs.

- (b) Documentation that provides evidence that assessment results were communicated to stakeholders (e.g. minutes of meetings).
  - (c) Documentation of the consideration and use of assessment results for the improvement of teaching and learning and follow up assessment such as action plans.
- (2) Annual Executive Summaries. Annual executive summary reports should be routed from the program or core course director through the department head to the Dean of the Academic Board and submitted to Academic Affairs NLT 15 September of each year. Department heads should include a cover memorandum with their department executive summaries that identifies and briefly discusses their perspective regarding strengths and opportunities for improvement related to cadet attainment of the APGs. Executive summaries should convey meaningful information about the course or program without the support of annexes or appendices and should be useful to current and future faculty members, directors, and department heads as well as goal teams and the Dean's staff. These summaries must not be more than three pages (not including appendices) in length and will include the following information. If this information is contained in another document (e.g. disciplinary accreditation report or department report), then that document may be submitted to meet the executive summary requirement.
- (a) Status of significant changes related to pedagogy, curriculum, cadet support, faculty development, processes for sharing assessment results, or planning and budgeting completed during the current or previous academic year and results of any follow-up assessment.
  - (b) Summary of results of SLO evaluations conducted during the year. This should include an overall evaluation of SLO attainment compared to target SLO achievement levels. Results should also include key findings, evidence used for each finding, and recommendations for improvement (e.g. curricular, pedagogical, support, faculty development, processes for sharing assessment results, or planning and budgeting) in ways that are meaningful without the support of annexes or appendices. When applicable, identify events related to assessment such as off-sites or end-of-semester meetings.
  - (c) Summary of results of APG-What Graduates Can Do (WGCD) responsibility assessments conducted during the year (if any). See annex A (Academic Program Development Framework) for core course and major WGCD responsibilities. This section should address what the major or core course assessment results for a particular mean in terms of attainment of assigned APGs/WGCD statements.
  - (d) Significant planned or continuing-into-the-next-academic-year changes, initiatives, and pilots. For each provide:
    - Concise description of the change, initiative, or pilot (the change, initiative, or pilot itself and specific SLOs or SOs it is focused on improving cadet attainment of).
    - Change justification (e.g., linkage to SLO or SO assessment results, benchmarking, program advisory board recommendations).
    - Approval authority for change (department or curriculum committee) and status (e.g., proposal being developed, under review, or approved).
    - Timeline for the change.
    - Year of anticipated follow-up assessment. When possible, employ longitudinal results to demonstrate the impact of changes over time.
  - (e) Proposed changes to the SLOs and/or SOs and the justification for doing so (if any).

- (f) Significant planned or implemented assessment process changes (if any).
- (g) Updated current assessment schedule/timeline.

6. Responsibilities. See Educating Army Leaders, pages 26-31. Charters for the Assessment Steering Committee and Assessment Mentor Advisory Council are located at Annex D.

7. Proponent. The proponent for this Dean's Policy and Operating Memorandum is the Academic Affairs Division, Office of the Dean (MADN-AAD), x6314.

FOR THE DEAN OF THE ACADEMIC BOARD:

Encl

MICHAEL YANKOVICH  
COL, EN  
VICE DEAN FOR OPERATIONS

DISTRIBUTION:  
Electronic and Public Folders



As of 20 Sep 2018	Overarching		Communication					Critical/Creative Think					Life Long Learn				Ethical Reason				Sci/Tech/Eng/Math					Hum and Soc Sci					Disciplinary Depth					Total							
Course	Int	Ant&Resp	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4	5.5	6.1	6.2	6.3	6.4	6.5	7.1	7.2	7.3	7.4	7.5	I	R					
Chemistry I - CH101									I		I			I		I						I	I														6	0	6				
Physics I - PH205									I		I			I								R	R	R														3	3	6			
Science Depth (CH102, PH206 or CH275)				I			I							R		R						R	R	R														2	5	7			
Physical Geography - EV203									I					I								I	I	I				I											7	0	7		
Math (Modeling) - MA103/153							I				I			I								I		I															5	0	5		
Math (Calculus I) - MA104/255											I			I								R																	2	1	3		
Math (Statistics) - MA206				I			R				I											R		R	I														3	3	6		
IT,Comp,Cyber I - IT105																						I		I	I														3	0	3		
STEM Depth - Mostly CY305											R											R		R	R															0	4	4	
History I (American) - HI105				I	I		I	I		I	I			I														I	I											9	0	9	
Composition - EN101				I	I	I	I						I																											5	0	5	
Literature - EN102				R	R	R							I	I	R		R	I											I											4	5	9	
Philosophy and Ethical Reasoning - PY201							R	IR										IR	IR	IR	IR																			0	6	6	
Psychology - PL100										I			I			I				I				I			I													7	0	7	
Economics - SS201														R								R								I		I								2	2	4	
Political Science - SS202				I		I	I						R	R													R		I		I										5	3	8
Foreign Language I - LX203						I								R		R												I		I											3	2	5
Foreign Language II - LX204						R								R														I		R											1	4	5
History 2 (Region) - HI108				I	I		I	I		I				I			</																										

**Annex B: Academic Program Assessment and Improvement Annual Timeline**

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Core Programs	Identify assessment evidence (direct and indirect indicators) Collect assessment evidence and evaluate effectiveness of past changes				Directors and faculty members analyze evidence, develop recommendations, and prepare internal report, then prepare executive summary				Submit executive summaries	Proposed changes to CC		
									Identify assessment evidence (direct and indirect indicators) Collect assessment evidence and evaluate effectiveness of past changes			
Threads/Integrative Experiences/ Sequences	Identify assessment evidence (direct and indirect indicators) Collect assessment evidence and evaluate effectiveness of past changes				Directors and faculty members analyze evidence, develop recommendations, and prepare internal report, then prepare executive summary				Submit executive summaries	Proposed changes to CC		
									Identify assessment evidence (direct and indirect indicators) Collect assessment evidence and evaluate effectiveness of past changes			
Majors	Identify assessment evidence (direct and indirect indicators) Collect assessment evidence and evaluate effectiveness of past changes				Directors and faculty members analyze evidence, develop recommendations, and prepare internal report				Submit executive summaries	Proposed changes to CC		
									Identify assessment evidence (direct and indirect indicators) Collect assessment evidence and evaluate effectiveness of past			
Other Developmental Experiences	Identify assessment evidence (direct and indirect indicators) Collect assessment evidence and evaluate effectiveness of past changes				Directors and faculty members analyze evidence, develop recommendations, and prepare internal report				Internal After Action Reviews	Proposed changes to CC		
									Identify assessment evidence (direct and indirect indicators) Collect assessment evidence and evaluate effectiveness of past			
AMAC	Annual report on quality of assessment efforts	AMAC consultations with directors <hr/> Workshops (as needed)		New Director Workshop	AMAC consultations with directors				Workshops (as needed)			
									Review executive summaries (core course and major executive summaries)			
ASC	Produce draft report and share it with faculty and staff		Report with proposed recommendations to department heads	Report to WPLDS Committee	Continue to collect assessment evidence and evaluate effectiveness of past changes				Goals Teams work w/directors to identify data		Review executive summaries (core course and major executive summaries) and other evidence	
				Determine APG attainment.								
Curriculum Committee (CC)				AARS edits Redbook entries	Academic Board approves/ disapproves curricular change requests			Submit annual CC Report		Proposed curricular changes staffed and submitted to CC	CC reviews curricular change proposals	
	CC reviews proposals					Departments develop curricular change proposals						

## **Annex C**

### **Academic Program Review Cycle**

The Academic Program Review Cycle (APRC) presents the timeline for reviewing and improving the Academic Program's curriculum and Directorate effectiveness. This timeline is flexible and presents approximate dates for major curriculum reviews, annual assessments of APGs and strategic plan goals, and the revision of the academic strategic plan.

#### **Assessment and Review of the Academic Program**

The APRC provides two three-year cycles of curricular assessment after the first graduating class has completed all four years of a revised curriculum before a comprehensive review is conducted. This allows for a longitudinal evaluation of the curriculum's effectiveness through assessment of cadet performance at West Point and graduate performance as Army officers.

These assessments, along with Army needs, best practices in higher education, and anticipated future challenges and opportunities, provide a foundation for comprehensive reviews of the Academic Program. These comprehensive reviews begin with the development of lines of inquiry that serve as focal points for the second cycle of assessment and inform guidance given to the external review panel that is tasked with reviewing the APGs and curriculum. The external review panel's report serves as the starting point for faculty working group revision of the APGs. Once the APGs are revised, faculty working groups will examine the components of the Academic Program to determine how well they support attainment of the revised APGs, reflect needs of the Army and best practices in higher education, and address opportunities for improvement identified during annual assessments, exploration of the lines of inquiry, and external review. Although the working groups will focus on the curriculum, they may also develop recommendations related to pedagogy, academic time, and the organizational structure of the Directorate. Lines of inquiry should be developed in 2023 and the next external review panel should be commissioned in 2026 to review the APGs and the curriculum. The Class of 2033 will be the first class to complete all four years of the new curriculum allowing for the next comprehensive review to be initiated in 2040.

#### **Comprehensive Reviews of Majors**

Majors will also conduct periodic comprehensive reviews to identify their strengths and opportunities for improvement related to academic quality and how well they support attainment of the APGs and program SLOs. ABET Inc., American Chemical Society, and the United States Geospatial-Intelligence Foundation reaccreditation efforts will serve as reviews for majors accredited by those organizations. Majors without disciplinary accreditation will conduct their reviews on the cycle described below. Review of majors without disciplinary accreditation should focus, at a minimum, on addressing the following questions:

- How well does the major support the goals of the Academic Program?
- How does the major's current curriculum and pedagogy compare to other majors considered peers?
- Are cadets attaining the major's learning outcomes at an appropriate level?
- Does the major have adequate resources to ensure effective educational quality?
- Are the major's faculty members adequately prepared and do they have the right educational backgrounds?
- What are cadet enrollment trends in the major over the past decade? What are the reasons for these trends?
- What experiments and pilots have been conducted to improve the major? What were the results?

- What changes are recommended for improvement? What resources are required to implement these recommendations?

Major comprehensive reviews must be conducted at least once every eight years and documented in a self-study that addresses the questions above as well as other questions of interest to the major's faculty. Self-studies should be routed from the program director through the department head to the Dean of the Academic Board and submitted to Academic Affairs. An external review team should be employed during the review to provide another perspective of the major's strengths and opportunities for improvement. If they are not planning to use an external review team as part of their comprehensive reviews, program directors must submit a memorandum to Academic Affairs explaining why. Departments should be prepared to fund expenses associated with the external review team; however, Academic Affairs may provide funding if it is available. Program directors are not required to submit executive summaries during the year of their self-study. Workshops for program directors will be conducted one year prior to the start of their comprehensive reviews.

### **Assessing Academic Strategic Goals and Revising the Academic Strategic Plan**

Assessment of how well the Dean's Directorate is achieving the goals of the academic strategic plan will be conducted annually and will inform continual improvement related to the plan's goals.

Academic strategic plans will be revised during their last year. The assessment focus for the academic strategic plan is as follows:

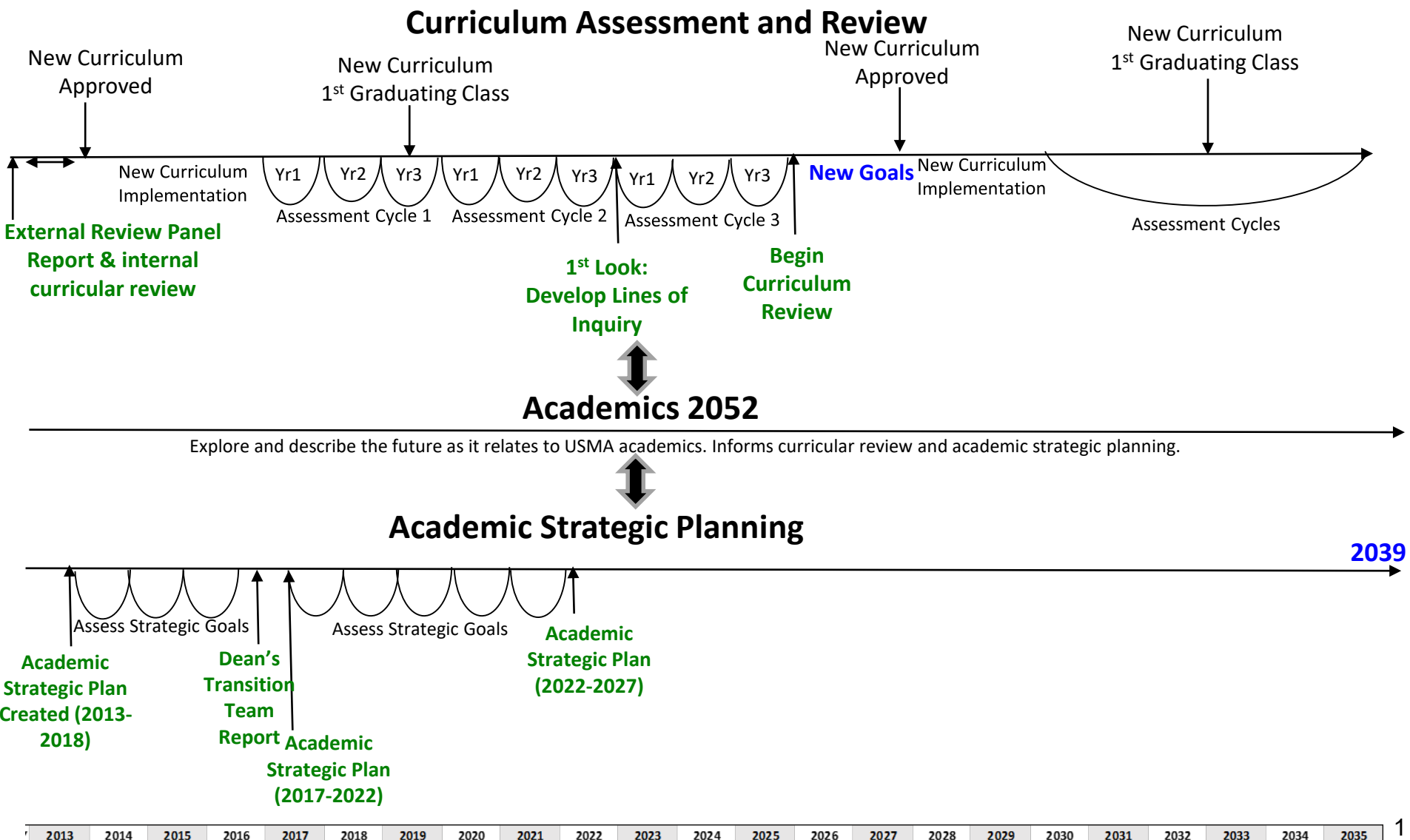
- AY18: Goal 1 (Educate, train, and inspire cadets to become commissioned leaders of character)
- AY19: Goal 1 and 2 (Develop and advance faculty and staff excellence)
- AY20: Goal 1 and 3 (Provide intellectual capital to the Army and the nation)
- AY21: Goal 1 and 4 (Provide resources that enable long-term continual improvement)
- AY22: Assess selected areas and revise academic strategic plan

### **Academics 2052**

Academics 2052 is a process to investigate and describe the future as it relates to USMA academics (curriculum, pedagogy, academic time, and organizational structure). It focuses on asking how the USMA academic program should evolve and transform to best prepare our graduates to become leaders who are able to think critically, internalize their professional identity, and employ their education to help build the Army and the nation's future. This process will run concurrently with annual assessments of the Academic Program, core courses, majors, and academic strategic plan goals. While our annual assessment processes typically produce incremental improvements (especially at the Academic Program level), Academics 2052 seeks to strategically situate incremental improvements and experiments and enable transformational improvements during comprehensive curricular reviews and revisions of the academic strategic plan. Academics 2052 does this by identifying trends relevant to the USMA and Directorate missions, supporting a conversation about the future of academics at USMA, and sharing current innovative practices and experiments across the Directorate.



Improvement is continuous and may occur out of cycle



## **Annex D**

### **Assessment Steering Committee Charter**

1. **Purpose.** The Assessment Steering Committee (ASC) oversees the process of collecting, mapping, and evaluating cadet achievement of the Academic Program Goals (APG) and determining the applicability of these measures to the West Point Leader Development System (WPLDS) outcome assessment effort.

2. **Authority.** The ASC operates under the direction and authority of the Dean.

3. **Background.** N/A

4. **Proponent.** The Dean is the proponent for the ASC. Specifically, the ASC is governed by the Dean's Policy and Operating Memorandum (DPOM) 5-07: Assessment of Student Learning in the Academic Program.

#### **5. Functions.**

a. Provides annual guidance to goal teams regarding focus areas for their calendar year evaluation of their respective APG.

b. Monitors and supports assessment activities throughout the Academic Program to ensure they provide information useful for evaluating cadets' achievement of the APGs and improving the academic Program.

c. Analyzes goal team reports across multiple years and across goals to identify trends and to determine the overall effectiveness of the Academic Program.

d. Identifies strengths and areas for improvement related to the effectiveness of the Academic Program as well as the issues that should be collectively addressed by leaders of the Academic Program.

e. Prepares an annual Academic Program assessment report for the Dean that presents key findings and recommendations. This report is also given to the WPLDS Committee for its assessment efforts.

f. Facilitates a discussion focused on the executive summary's findings and recommendations among the Academic Program leadership to enable continual improvement of the Academic Program.

#### **6. Membership.**

a. The Vice Dean for Academic Affairs serves as the chair of the ASC.

b. The Associate Dean for Academic Affairs serves as the vice chair of the ASC.

c. The Assistant Dean for Academic Assessment serves as the executive secretary of the ASC.

d. Goal team leaders serve as members of the ASC.

e. The Assessment Mentor Advisory Council (AMAC) vice chair serves as a member of the committee.

f. See enclosure to the ASC Goal Team membership assignments approved by the General Committee in 2014.

g. The Chair of the ASC may add other members of the Dean's staff when appropriate (e.g., Center for Teaching Excellence).

## **7. Responsibilities.**

### **a. Chair.**

1) Identifies academic year priorities for and presents guidance to the ASC based on conversations with the Dean and department heads.

2) Approves meeting agendas.

3) Approves the annual Academic Program assessment report.

4) Facilitates a discussion with other Academic Program leaders on the annual Academic Program assessment report's findings and recommendations.

### **b. Vice Chair.**

1) Identifies potential goal team leaders for the seven goal teams and solicits membership on the goal teams.

2) Schedules meetings and prepares meeting agendas.

3) Leads the ASC effort to bring together goal team reports into an annual Academic Program assessment report.

4) Assists the chair in facilitating discussions with Academic Program leaders on the annual report's findings and recommendations.

5) Maintains minutes for each ASC meeting with the assistance of the ASC executive secretary.

### **c. Goal Team Leaders.**

1) Conduct assessment of Academic Program Goals in accordance with guidelines found in DPOM 5-7.

2) Work with goal team members to identify strengths and opportunities for improvement related to cadet achievement of the team's assigned APG and develop recommendations for improvement.

3) Assist the vice chair with incorporating strengths, opportunities for improvement, and recommendations into the annual Academic Program assessment report.

4) Participate in professional development opportunities to strengthen their expertise related to their particular APG.

### **d. Director or Associate Director, Center for Teaching Excellence (CTE).**

1) Contribute insights gained from Master Teaching Program and other CTE events to ASC discussions about cadet achievement of APGs.

2) Work with ASC members to determine how the CTE can address ASC findings and recommendations.

## **8. Operating Procedures.**

### **a. Executive Summaries.**

- 1) Goal team leaders complete their APG reports NLT 31 December each year.

- 2) ASC members review all goal team reports and work together to identify the findings and recommendations for the annual Academic Program assessment report.

- b. Meetings.

- 1) The ASC usually meets every other week during the academic year, either Monday or Tuesday from 1500 to 1630 in the Dean's Conference Room.

- c. Guidance.

- 1) The ASC receives its annual guidance from the Vice Dean for Academic Affairs.

- 2) The ASC adheres to the assessment guidelines discussed in DPOM 5-7.

## 9. **Facilitating a Shared Understanding.**

- a. The executive secretary will draft minutes for each meeting.

- b. ASC members approve minutes at the next meeting.

10. **Continuous Improvement.** The vice chair will conduct an assessment of ASC operations and activities. The assessment will include: annual discussions with department heads and biennial core course director and program director surveys.



## **Assessment Mentor Advisory Council Charter**

**1. Purpose.** The Assessment Mentor Advisory Council (AMAC) supports a culture of continual improvement by helping faculty at all levels engage in feasible, meaningful, and sustainable assessment processes and advising Academic Program leaders on the quality of assessment efforts across the Academic Program and how these efforts might be improved.

**2. Authority.** The AMAC operates under the direction and authority of the Dean.

**3. Background.** N/A

**4. Proponent.** The Dean is the proponent for the AMAC. Specifically, the AMAC is governed by the Dean's Policy and Operating Memorandum (DPOM) 5-07: Assessment of Student Learning in the Academic Program.

### **5. Functions.**

a. Provides advice and assistance to and builds habitual relationships with those leading core course, major, and goal team assessment efforts.

b. Reviews all major, core course, and goal team executive summaries and produces an annual report for Academic Program leaders that addresses the quality of assessment efforts across the Academic Program and offers recommendations for improvement.

c. Organizes workshops for faculty members responsible for core course, major, and Academic Program Goal assessment. The content of these workshops is informed by opportunities for improvement identified during the AMAC's annual review of executive summaries.

d. Builds department assessment capacity by strengthening course director, program director, and AMAC member assessment expertise.

e. Serves as the proponent for DPOM 5-07, ensuring that it promotes feasible, sustainable, and meaningful assessment throughout the Academic Program.

f. Maintains currency in assessment best practices and methods of research design in higher education. When appropriate, AMAC shares those practices across USMA.

### **6. Membership.**

a. The Vice Dean for Academic Affairs serves as the chair of the AMAC.

b. The Associate Dean for Strategy and Initiatives or the Assistant Dean for Assessment and Curriculum serves as the vice chair of the AMAC.

c. The Associate Dean for Academic Affairs serves as a member of the AMAC.

d. Faculty members from the Academic Program serve as members and mentors. Faculty members are volunteers from STEM and HSS disciplines.

## **7. Responsibilities.**

### **a. Chair.**

- 1) Identifies academic year priorities for and presents guidance to the AMAC.
- 2) Approves meeting agendas.
- 3) Ensures AMAC is supporting Academic Program policies and the Dean's guidance.
- 4) Approves AMAC memorandum describing the state of assessment efforts across the Academic Program and recommendations for improvement.
- 5) Presents AMAC findings regarding the state of assessment efforts across the Academic Program and recommendations for improvement during department head huddles and General Committee meetings.

### **b. Vice Chair.**

- 1) Identifies potential members and assigns them to mentor teams for specific core courses, programs, and goal teams.
- 2) Schedules meetings and prepares meeting agendas.
- 3) Leads the AMAC effort to design and run AMAC workshops.
- 4) Drafts AMAC memorandum describing the state of assessment efforts across the Academic Program and recommendations for improvements.
- 5) Maintains minutes for each AMAC meeting.

### **c. Members.**

- 1) Review assigned core courses, program, and goal team executive summaries to ensure they reflect DPOM 5-7 and Educating Army Leaders guidance.
- 2) Serve as mentors by assisting core course directors, program directors, and goal team leaders improve their assessment efforts.
- 3) Support the design and execution of AMAC workshops.
- 4) Participate in professional development opportunities to keep abreast of best assessment practices and methods of research design in higher education.
- 5) Identify trends related to assessment efforts across the Academic Program and develop recommendations for improvement.

## **8. Operating Procedures.**

### **a. Review of Executive Summaries**

1) AMAC members begin reviewing executive summaries on 15 September of each year and will typically complete the review NLT 15 November of each year.

2) After the review of executive summaries is complete, AMAC members begin meeting with some or all of the core course directors, program directors, and goal team leaders they mentor to discuss their assessment efforts.

3) After meeting with core course directors, program directors, and goal team leaders, AMAC members meet to identify assessment effort trends and develop recommendations for improvement. This informs the content of the annual AMAC memorandum.

**b. Meetings.**

1) The AMAC meets as needed. This typically involves meeting at the beginning of the academic year and meeting throughout the academic year to discuss reviews of executive summaries and planning of workshops.

2) Meetings are typically held in the Dean's Conference Room (Taylor Hall).

**c. Guidance.**

1) The AMAC receives its initial guidance from the Dean's annual academic year guidance and from the Vice Dean for Academic Affairs.

2) The AMAC may request additional guidance from the Dean after reviewing core course, program, and goal team executive summaries.

**9. Facilitating a Shared Understanding.**

a. The vice/associate chair will draft minutes for each meeting.

b. AMAC members approve minutes at the next meeting.

**10. Continuous Improvement.** The vice chair will conduct an assessment of AMAC operations and activities. The assessment will include: workshop participant surveys, AMAC member end-of-year discussions on AMAC operations, and biennial core course director, program director, and goal team surveys.