United States Naval Academy Periodic Review Report

June 2011

Chapter Two

Summary of USNA Responses to Recommendations

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Summary of USNA responses to recommendations from the previous team report and 2005 institutional self-study

The United States Naval Academy last underwent a full Institutional Self-Study and visiting accreditation team review in 2005-2006. The result of a two-year effort by Academy faculty and staff, the Self-Study was candid in its assessment and aggressive in its self-recommendations. These attributes grow out of the fundamental commitment by USNA faculty, staff and leadership to learn from experience, and to constantly seek out new avenues of improvement. This commitment has persisted and is embodied in this Periodic Review Report (PRR). This chapter in particular illustrates the commitment of USNA to take the accreditation self-study process seriously and to use the resulting self-recommendations and those of the Visiting Team to continually improve every aspect of the Academy.

Responses to the 2005 Visiting Team recommendations and USNA self-recommendations comprise the two sections of this chapter. The Visiting Team recommendations focused on four Standards. The first, Institutional Resources (Standard 3), concerned the use of MSCHE guidelines regarding outcomes assessment as a means of addressing USNA's funding challenges. The use of student learning outcomes assessment to inform both external funding requirements and internal budget allocations occurs at the highest level since our mission "to prepare midshipmen morally, mentally, and physically" guides all our decisions. In addition, a structure has been established to guide departmental resource allocation decisions based on learning outcome assessment results. There are, however, much larger issues related to external funding and internal budgeting and accounting that must be addressed in order for USNA to have a stable financial base moving forward. These are briefly described in response to the Standard 3 recommendation in this chapter and are more extensively discussed in other parts of the PRR.

The second Visiting Team recommendation concerned Standard 7 and required follow-up action. The recommendation was to establish an institutional assessment plan and then report progress in developing and implementing that plan. This recommendation has been rigorously followed, demonstrated by the materials delivered to the Commission by 1 April 2007 as required and by subsequent activities of US Naval Academy Effectiveness Board (AEB) that are described in the response to this recommendation below.

The third and fourth recommendations concern staffing (Standard 10) and facilities (Standard 11) issues that are being addressed to the extent possible given the budget constraints that have arisen over the last several years. A thorough assessment of staffing and facility needs has been conducted and a number of changes in procedures have been proposed and action plans developed as described in the responses to these recommendations in this section.

In a process similar to that undertaken to produce the 2005 Self-Study and its list of self-recommendations, a committee of faculty and staff was formed to investigate the extent to which the numerous self-recommendations have subsequently been addressed. In Section Two of this chapter, the approximately 60 self-recommendations are considered either individually or in related groups. In addition, the other chapters address the recommendations specific to their content areas. The numbering convention from the 2005 Self-Study is preserved in responding to the self-recommendations.

Essentially all of the self-recommendations have been attended to, although not all of the recommendations have been fully implemented nor have the issues they raised necessarily been completely resolved. Never-the-less, the initial self-study process and this PRR review of the self-recommendations clearly demonstrate that USNA is making a good faith effort at continuous improvement.

Section 1: MSCHE Visiting Team Recommendations

While work has not been completed on all items, substantial progress has been made relative to the Visiting Team recommendations regarding Standards 3, 7, 10, and 11. Detailed documents that support the following discussion may be found in the relevant enclosures.

MSCHE RECOMMENDATION FOR STANDARD 3: INSTITUTIONAL RESOURCES
Frame the funding problems using the MSCHE guidelines for outcomes assessment and other requirements to clearly outline the issues to the DON so that short and long term accreditation requirements and issues are clear.

Standard 3 focuses on the availability of human, financial, technical, facilities, and other resources necessary to achieve the institution's mission and goals as well as their effective and efficient use. As discussed at length in Chapter Four of the PRR, the United States Naval Academy has a very different funding structure than almost any other higher education institution. There are two key elements to the finance issues; first, the sources of external funds and the constraints placed upon them, and, second, the internal allocation policies and procedures.

Detailed responses to the Standard 3 recommendation may be found in Chapters Four and Six. Chapter Four discusses Academy finances within the context of the unique circumstances of a federally funded higher education institution. Chapter Six cites a growing body of evidence linking institutional strategic planning and budgeting processes.

MSCHE RECOMMENDATION FOR STANDARD 7: INSTITUTIONAL ASSESSMENT
2006 MSCHE Visiting Team Recommendation Requiring Follow-Up Action: Establish a comprehensive, integrated, and institution-wide written institutional assessment plan as both a framework and goal for the current Strategic Plan to meet the criteria of MSCHE Standard 7 (and 14) and report progress in developing and implementing that plan to MSCHE no later than 1 April 2007.

The response to this recommendation is embodied in the 2006 Follow-up Action that created the Effectiveness Assessment Plan and the activities of the Academy Effectiveness Board over the last five years. The response letter, The United States Naval Academy Effectiveness Assessment Plan and related attachments are in **Enclosure 2.01**. The Academy Effectiveness Board (AEB) was chartered in keeping with the Effectiveness Assessment Plan (**Enclosure 2.01**, Appendix 1, pp. 11-13). The charge to the AEB was: "To coordinate the development, maintenance, and evaluation of the Naval Academy's Effectiveness Plan and its associated assessment process." The Academy Effectiveness Board is a standing committee of the USNA Senior Leadership Team (SLT), which is chaired by Superintendent. The SLT is responsible for Academy-wide policy formation and resource allocation. The AEB itself is co-chaired by the Vice Academic Dean, Deputy Commandant, Deputy Athletic Director (a committee of deputies), and has representatives from all areas of the Academy.

As indicated in the Five-year Effectiveness Assessment Implementation Plan in **Enclosure 2.01** (pp. 2-8), during the 2007-2008 academic year, the initial task of the AEB was to facilitate the revision of the Attributes of Graduates. This process and the resulting list of attributes are described in the *Superintendent's Call* article (*Leaders to Serve the Nation: Attributes of USNA Graduates*) in the August 2008 issue of *SHIPMATE*, **Enclosure 2.02** (pp. 5-6). In addition, the AEB spent much of the 2007-2008 academic year clarifying its role related to such Academy-wide issues as the appropriate balance of technical and non-technical majors; the diversity of the Brigade of Midshipmen; and language, regional expertise, and culture (LREC) initiatives.

The revision of the Attributes of Graduates was part of the most recent strategic planning process completed during the 2008-2009 academic year. At its May 2009 offsite, the SLT began to organize its current *USNA Strategic Plan 2020: Leaders to Serve the Nation* around a discrete set of strategic imperatives and objectives intended to foster the Attributes of Graduates. The AEB members worked with their respective constituencies to identify and clarify appropriate strategic imperatives and objectives as well as build a consensus around the Attributes of Graduates. Academy leadership, with help from the

AEB, made numerous revisions to this Plan during the summer and fall of 2009, leading to official promulgation in early 2010, **Enclosure 2.03**. The process is more thoroughly described in Chapter Six.

In accordance with *Strategic Plan 2020*, the AEB members assisted during academic year 2009-2010 in the development of case statements to be used to guide the fund raising efforts of the USNA Foundation related to the Imperatives and Objectives in the Plan. The AEB continues to monitor and assess the accomplishment of the strategic imperatives and their related objectives on a periodic basis at the SLT's direction as per **Enclosure 2.04**.

As the work of the AEB focused on supporting the Strategic Plan, it became apparent that a comprehensive model was needed to provide a framework for monitoring and evaluating the accomplishment of the strategic imperatives and objectives. Therefore, the AEB developed the USNA Commissioning Continuum-Implementation and Assessment Model (**Enclosure 2.05**) depicting the entire period from outreach and recruitment (Phase I), through the 47-months of the USNA program (Phase II), to post-graduate/commissioning achievement (Phase III). This model provides a context for designing and conducting assessment studies related to the strategic plan.

The Commissioning Continuum assessment is organized around four perspectives, namely, access, retention, excellence, and institutional receptivity that cut across all three phases of the continuum. This has guided five main areas of inquiry: the Preparatory School Baseline Study, Strategic Initiatives Monitoring and Assessment, the 47-month program, Post Graduate Achievement, and Evaluation of Majors Offerings.

The AEB began using this model to guide a study of Naval Academy Prep School (NAPS) graduates, the first phase of the continuum. In this regard, the AEB worked throughout the spring and into the summer of 2009 to assist NAPS in shaping its expectations, schedule, and process for monitoring midshipman candidates. The NAPS Baseline Analysis Study was intended to provide information related to the policy and resources required to meet the needs of an increasingly diverse Brigade of Midshipmen. The success of NAPS graduates during 2008-2009 and 2009-2010 was examined using baseline data from the USNA classes of 2009 to 2013. The SLT was briefed on the initial results of this study in April 2010. This study was updated to include the performance of NAPS graduates in the Class of 2013 during their Plebe year and the SLT was briefed again in September 2010. Analysis of the results was used to reshape classes entering NAPS for the 2010–2011 academic years and is being used for future classes.

The AEB is also beginning to monitor and assess the Strategic Plan Initiatives. This process is intended to help the USNA to "fully implement Academy effectiveness assessment" which in turn will result "in the full integration of goal-based assessment into resource allocation decisions as part of the strategic planning process" by the Senior Leadership Team (**Enclosure 2.01**, Academy Effectiveness Assessment Plan, p. 7).

Another area of AEB study concerns issues related to the 47-month USNA program. An investigation of equity questions has been initiated at the request of SLT members. This assessment is described in terms of the USNA Equity Study, **Enclosure 2.06**. The first initiative in this regard is intended to examine data and issues related to the retention/attrition of various midshipman demographic sub-groups including male/female, race/ethnicity, accession source (Direct Entry, NAPS, Foundation, Nuclear School, Prior Enlisted), and recruited and non-recruited athletes. The SLT has been briefed on data to date. This remains an ongoing study with more to learn.

The fourth area of study concerns post-graduate/commissioning achievement. This area has two components. The first component involved getting a commitment from the follow-on commands who receive our graduates (Surface Warfare, USMC, Naval Aviation, Nuclear Reactors, etc.) to share data on their performance. The goal is to develop a consistent and comparable data gathering process so that over time we will have a stable set of data for determining the success of USNA graduates in each respective warfare community. In addition, the attributes that the follow-on commands describe for their officers will be compared to the USNA Attributes of Graduates to help us to better understand their compatibility. The second component is a survey of USNA graduates. A pilot test is being planned involving Engineering and Weapons Division graduates over the last five years. Not only will this survey provide information about graduates' self-assessment of their attainment of the USNA attributes, but it will also provide

information needed to respond to ABET accreditation expectations for our engineering majors, which is periodic in nature.

A final assessment study currently being developed by the AEB addresses all three phases of the Commissioning Continuum and is an update to the Chief of Naval Personnel (CNP) October 2007 letter regarding the Academic Major Policy which is discussed in detail later in this chapter. This study will gather data and make recommendations related to the USNA Academic Major Implementation Plan. This Plan describes the ongoing effort to achieve the mix of STEM and Humanities and Social Science (HUM/SS) majors required by the Navy.

The two major Academy Effectiveness Board projects over the next several years will be, first, to further refine the Equity Study to include an ongoing process for assessing the accomplishment of the Attributes of Graduates; and, second, to monitor and assess the *Strategic Plan 2020* initiatives.

Institutional Effectiveness Assessment is an ongoing process at USNA and while some projects may be periodic in nature, such as the National Survey of Student Engagement (NSSE), most AEB initiatives are executed continuously to provide needed information on a regular basis for policy and procedures formation and resource allocation.

In summary, over the last five years, USNA has made considerable progress in institutionalizing both Institutional Effectiveness Assessment as well as Academic Assessment (i.e., the assessment of student learning), which is described in Chapter Five. While it is acknowledged that regular changes in the SLT have significant benefits, a successful assessment regimen over the long term requires the corporate memory resident in the AEB.

MSCHE RECOMMENDATION FOR STANDARD 10: FACULTY

It is recommended that the Academy study the current situation for the library and other support staff, particularly for technicians in the engineering and science laboratories, and develop a long-range plan for adequate staffing into the future, including replacements resulting from retirements and resignations.

In 2007, a thorough, zero-based assessment of the requirement for technical staff in support of engineering and science laboratories was conducted, providing a documented foundation for future requests for augmentation of technical staff support. While there was a small increase (+6) in technical support staff in the 2007 timeframe, budgetary circumstances since then have led to further erosion of technical support. A line-item now under consideration in the Navy's long-term budgetary planning process, couched in the context of the Naval Academy's objective to increase the percentage of STEM majors and the implementation of Project-Based Learning, includes a significant increase in technical support levels that would, if implemented, alleviate the technical and support staffing concerns. This is discussed further in Chapter Four.

The Director of the Nimitz Library has also conducted zero-based studies of staffing levels, with similar results as those cited above for technical support staff. After a small increase in staffing levels in 2007, overall budgetary circumstances erased those advances to the point where library hours and other services were reduced in AY 2010-2011. They have since been restored. Efforts are underway to fill other key positions, though the processes within the federal hiring system often result in significant time lags, especially for lower graded positions.

Active discussions are currently underway, in collaboration with the Academy's Director of Human Resources, to develop a more robust structure for administrative support at the Naval Academy, to accomplish several purposes: (1) to provide a more robust career path, including promotion potential, for administrative support personnel, (2) to include enhanced skills in support of current academic department needs, and (3) to offload some administrative tasks from faculty, allowing more focus on faculty matters and student needs.

While various actions have been identified as a result of the staffing requirements assessment, it has not been possible to accomplish them due to the budget constraints described in Chapter Four.

MSCHE RECOMMENDATION for Standard 11: Educational Offerings
The library, which was constructed in 1973, is in need of extensive renovation. A facility plan to upgrade the facility must be undertaken soon or USNA risks undermining its strong educational offerings.

In spring 2009 the then Superintendent signed out the Naval Academy Master Plan that included whole-building renovation of the Nimitz Library and Rickover Hall, the Academy's primary engineering building, in the period FY13-FY19. This plan was reconfirmed in December 2010 by the current Superintendent, **Enclosure 2.07**. Despite budget constraints, this plan remains on track.

Section 2: 2005 USNA Self-Study Recommendations

The 2005 Institutional Self-Study included recommendations related to all 14 MSCHE Standards. The over 60 recommendations were seriously considered and most were addressed as outlined below. Recommendation numbers correspond directly to those in the 2005 Institutional Self-Study document. Some responses cross Standard boundaries, in which case the sub-headings list all recommendations covered by the response. Responses to each recommendation are kept brief for ease of reading. In cases where more detail is needed, specific enclosures are provided in the Chapter Two Appendix**.**

MSCHE STANDARD 1: MISSION AND GOALS

Recommendation 1-1 Dissemination and implementation. Recommendations regarding the dissemination and implementation of the USNA Strategic Plan are addressed in Chapter Six.

Recommendation 1-2 Linkage of mission to institutional improvement. While inclusion of this linkage in a Secretary of the Navy Instruction (e.g., SECNAV 1531.2A) may be desirable, it is best that it is addressed internally through the AEB as is currently the case.

MSCHE Standard 2: Planning, Resource Allocation, and Institutional Renewal

Recommendation 2-1 Better Communication. Recommendations regarding communication about the USNA Strategic Plan are addressed in Chapter Six and those related to communication about USNA finances are addressed in Chapter Four.

MSCHE STANDARD 3: INSTITUTIONAL RESOURCES

Recommendation 3-1 Appropriate Controls and 3-2 USNA Placement in DOD Facilities Sustainment and Recapitalization Model. Recommendations regarding the controls over the USNA budget and facilities enhancement are addressed in Chapter Four.

Recommendation 3-3 Space Allocation and Classroom Scheduling While the recommendation to review the process for space allocation and classroom scheduling was completed, there is continued pressure for efficient classroom use due to ever-changing requirements. In 2005, the Basic Facilities Requirement (BFR) report showed that USNA classroom utilization (74%) was above the national average. However, there are now two new demands that did not exist in 2005 that will require more space than we have at present. First, the move toward increased project-based learning (PBL) requires more space to build, use, and store the equipment that is essential to PBL. Second, we are about to add a whole new aspect to our curriculum—cyber security studies. It will require space for teaching, research, and additional faculty. Planning has begun for a new building for this purpose.

After the ground deck of Nimitz was renovated, there was more and better space for the offices of faculty resident in the departments of Economics, Languages and Cultures, and Political Science. There was also more classroom space closer to those faculty members than in the past. This obviated the need to

borrow space outside the Academic Dean's cost center (PE, Alumni Hall) to conduct classes. This did not remove the need for faculty resident in Nimitz to teach some classes elsewhere around the Yard. However, for the past several years, we have met all our teaching needs within our cost center's footprint.

MSCHE STANDARD 4: LEADERSHIP AND GOVERNANCE

Recommendation 4-1 Announcement of Board Of Visitors (BOV) Meetings. The USNA BOV is appointed by the President of the United States and acts as our Board of Trustees. Along with the SLT, various members of the Academic Dean and Provost's Office and the President of the Faculty Senate regularly attend the BOV meetings. Occasionally, wide-spread dissemination of the time and location of the meeting has been inadvertently overlooked. The Faculty Senate President has remedied this issue by announcing BOV meetings to the Faculty Senate.

Recommendation 4-2 Faculty Senate Membership Turnover. No action was deemed necessary for this item. All Faculty Senate terms are two years in length and senators wishing continued service must run for election again. About half of 34 senators are tenured faculty; the rest are either assistant professors or rotational military. No one has ever brought forward a motion to discuss term limits.

Recommendation 4-3 Consideration of Faculty Senate Resolutions. The USNA administration continues to show its willingness to seriously consider the Senate's voice. An excellent example is the multi-million dollar child care facility outlined in Recommendation 10-26 now under construction and scheduled to open in fall 2011. Additionally, the current Superintendent has spoken to the full Senate twice in his first year at the Academy (including time for questions) and has called on numerous academic departments for lunch-time "Brown Bag" discussions.

Recommendation 4-4 Involvement of students in decision-making. The Senate maintains a Faculty-Midshipman Relations committee to ensure both groups come together outside the classroom. Additionally, all students are required to submit written course and instructor evaluations. Course coordinators collate and report the results as part of the larger assessment process at the department level. On the military side, all programs active in the Fleet that offer command members the opportunity to give feedback up the chain of command are present here at USNA.

MSCHE STANDARD 5: ADMINISTRATION

Recommendation 5-1 Civilian Associate Division Directors. The three Academic Divisions have civilian Associate Directors (termed Senior Professors) who have the qualifications noted in this recommendation.

Recommendation 5-2 Chair Training. All incoming chairs receive initial training before assuming their duties. Additional, less formal training is received via discussions held at the annual Dean's Retreat and regular meetings of the Chairs and Division Directors.

Recommendation 5-3, 5-4 Ongoing Institutional Assessment Implementation and Institutional Assessment Evaluation Cycles. These recommendations have been implemented by the Academic Effectiveness Board (AEB). The AEB is supported by several professionals who provide expertise in study design, implementation, and data analysis and interpretation. They are ideally suited to communicate the results of monitoring and evaluation activities to the SLT. In addition, they and the entire AEB provide resources that complement those of the Office of Institutional Research. For more information, see the response to the Visiting Team's recommendation for Standard 7 in section one of this chapter.

MSCHE STANDARD 6: INTEGRITY

Recommendation 6-1 Sustaining a diverse faculty and staff. The response to this recommendation is a work in progress. There have been a total of 57 tenure track hires in the last five years. Almost 37% have been female and just over a quarter have been minorities. Recently, lower than usual retirement rates decreased the need and resources for new hires. However, in the renamed Languages and Cultures department, 14 new faculty members have been added in order to teach four additional languages and offer two new majors, Mandarin Chinese and Arabic. Sixteen searches have or are being conducted this academic year for faculty members and staff across the academic divisions, which will provide an opportunity to sustain and potentially increase the diversity of faculty and staff.

Recommendation 6-2, 6-3, 6-4, 6-5 Training on Fair Use. According to library staff, librarians regularly provide instruction in fair use of copyrighted material to new faculty and the Faculty Handbook reflects the current accepted standard. This information is also available on the Library's web site. Instruction is provided to midshipmen about properly citing sources and a web site is provided on plagiarism. The Library's audiovisual materials contain copyright infringement warnings on the media, and signs are posted in strategic locations warning patrons about unauthorized copying and use. Additionally, warnings are posted on copy machines and the Superintendent and Academic Dean and Provost have sent numerous messages to the Brigade regarding plagiarism.

MSCHE STANDARD 7: INSTITUTIONAL ASSESSMENT

Recommendation 7-1 The Office of Institutional Research, Planning and Assessment is not presently constituted to adequately oversee an institution-wide assessment function. As noted above in response to Recommendation 5-3, 5-4, the AEB is supported by several professionals in addition to the Director of Institutional Research who provide expertise in study design, implementation, and data analysis and interpretation. They and the entire AEB provide resources that complement those of the Office of Institutional Research. In addition, a statistician and a data base specialist have been added to the Office of Institutional Research staff. For more information about the institution-wide assessment function, see the response to the Visiting Team's recommendation for Standard 7 in section one of this chapter.

MSCHE STANDARD 8: STUDENT ADMISSIONS

The admissions process was completely overhauled based on the 2005 recommendations. No area was left untouched and progress has been significant and measurable as described in relation to the following recommendations.

Recommendation 8-1 through 8-5 Assessment of Recruiting Programs. USNA utilizes five major recruiting tools, all of which were evaluated and improved based on recommendations from the 2005 Self-Study. They are: Blue and Gold Officers (B&G), Operation Information (OPINFO), Summer Seminar, Candidate Weekends, and Admissions Forums. Each of these underwent major revisions in light of the 2005 report and the results are noteworthy.

Briefly, the B&G interview process was formalized and officers are now evaluated by Area Coordinators to ensure effectiveness. OPINFO was improved by having local B&G officer submit an itinerary, reviewed in Annapolis prior to departure, with the stated goal of visiting three high schools. Additionally, OPINFO, STEM Camp and the Information Forums are now coordinated to target congressional districts that have traditionally had poor representation. Significant increases in applications from these areas have been evident. Candidate Weekend activities have been expanded to include Q&A sessions for parents and a full day of class time and Saturday training for the candidates. This change

gives a fuller picture of the entire program to families to aid in their decision-making. Finally, Summer Seminar support has been added to help insure that prospective candidates who live far from Annapolis or who may not have the financial means to support a visit receive adequate exposure to USNA. For more on these recommendations see **Enclosure 2.08**.

Recommendation 8.6 Evaluation of the new Whole Person Multiple every five years. The Whole Person Multiple determines a candidates qualification for admission to the Academy. It is a "score" based on a statistical process that weights various elements of a candidates background and experience including high school record, leadership activities, recommendations, and academic preparation (e.g., SAT Math and Verbal scores). In 2008, Dr. Norm Abrams, one of the original designers of the Whole Person Multiple (WPM) and licensed psychometrist, conducted an analysis based on the Class of 2008, the most recent graduating class at that time. The analysis was later expanded to include the Classes of 2005-2007. Using the Pearson product-moment correlation method, his overall analysis revealed positive results for the WPM in predicting success at USNA. He did note some areas where improvements could be made, particularly in the weighting of some extra-curricular activities and the individual components of the teacher recommendations. These changes were incorporated into the Whole Person Multiple for the classes of 2014 and beyond.

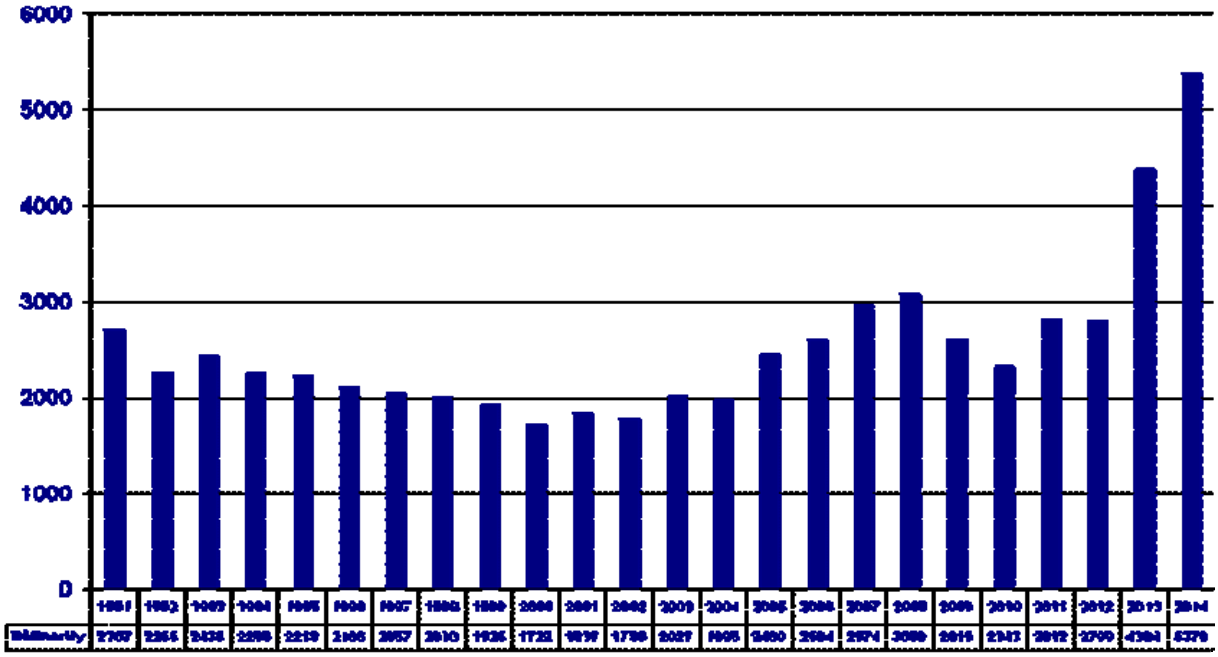
Dr. Abrams conducted additional analyses regarding the majors preferences of candidates in the admissions process and their SAT scores in relation to final major enrollment at graduation. His analysis indicated correlations with both preferences in the admissions process and Math SAT scores. Equally important, his research revealed published studies concerning the selection of technical majors of students in college based on indicators in high school. For example, females who take calculus in high school and who perform well in mathematics have a higher propensity to select a technical major in college than those who do not. His recommendations were used to develop a methodology for use by the Admissions Board for the Class of 2013.

Recommendation 8-7 and 8-8 Assessment of Diversity Recruiting. In 2007, the Office of Admissions began developing a comprehensive marketing strategy designed to improve representation of underrepresented groups and regions of the country. This strategy focused on targeting underrepresented congressional districts and specific cities. In many cases, large cities such as New York City contain many underrepresented congressional districts. A multi-pronged approach was developed in each of these areas that included targeting specific schools with large, diverse populations and strong track records of graduates attending four-year colleges and universities, particularly the Ivy League and STEM oriented schools. The staff was encouraged to use creative, non-traditional strategies to increase awareness in each school.

The result of these efforts has been a dramatic increase in diversity applications for admission over the last four years. While the overall number of applications for admission has increased nearly 64%, minority applications have increased nearly 93% (see the Minority Application Trends graph below). Equally significant, the student success rate measured by retention and graduation continues to be robust, as evidenced in our 2011 IPEDS data for the USNA class of 2008.

The marketing strategy continues to evolve with refinements and improvements each year. New software, called the Candidate Resource Management (CRM), will help greatly in tracking these candidates through the application process.

Minority Application Trends



Recommendation 8-9 and 8-10 Admission of high quality athletes and sustaining USNA admissions standards. USNA conducts an annual review and assessment of the admission of high quality athletes in relation to the USNA admissions standards. The Naval Academy Preparatory School (NAPS) in Newport, RI is used as an academic preparation program for a broad range of candidates including athletes who the Admissions Board feels need academic support in order to be successful at USNA. NAPS administrators are currently investigating multiple factors in an effort to determine a baseline for predicting USNA success of NAPS graduates.

Recommendation 8-11, 8-12 Assessment of the Admission of Women. There is no specific policy regarding the admission of females, and women compete for appointments along with their male counterparts in accordance with Title 10 USC. However, commencing with the Class of 2010, a concerted effort was begun to increase awareness of the opportunity of a Naval Academy education to females. This was done primarily by ensuring adequate representation of female candidates who are competitive for an offer of appointment, in the pool of candidates who attend USNA Summer Seminar and Candidate Visit weekends at the Academy. Additional efforts, not specifically targeted toward females, included increasing marketing events such as admissions forums/blitzes in underrepresented regions of the country and visiting competitive candidates at home early in the admission cycle in order to answer questions about the Academy and review admission requirements. These efforts are believed to have led to a nearly 200% increase in female applications over the last four years as compared to a 64% increase in applications overall. The increase in applications has contributed toward female representation of at least 20% in recent incoming classes.

Recommendation 8-13 Assessment of the NAPS and Foundation school curriculum. Along with the Preparatory School (NAPS), the Naval Academy Foundation provides prep school opportunities to promising candidates. Both curricula are very successful. Data show that Foundation students' USNA graduation rate has exceeded the Brigade average almost every year since 1985. This coincides with the time the Foundation shifted away from sending students to four-year colleges for a year and started sending them to military junior colleges and Ivy League prep schools. The advantage of this decision was lower student-to-faculty ratios and, as a result, more *hands-on* observation of the students. In addition,

students were not tempted to remain at the host four-year colleges after their Foundation experience. The success rates of NAPS graduates at USNA are slightly lower than Foundation graduates but the NAPS curriculum underwent a major overhaul in 2009 to identify those students most in need of help. In 2009, the USNA Senior Leadership Team (SLT) directed the AEB to conduct a NAPS Baseline Study to assess the impact of the NAPS experience on midshipman success, semester by semester, and course by course. This study is providing a firm basis for examining policies and procedures related to NAPS and the Foundation program.

Recommendation 8-14 Monitoring of the VSAT and MSAT scores below 600. In 2009, the recommended analysis was conducted on the graduation rates of the Classes of 2006-2009, with comparable graduation rates observed across the spectrum of SAT scores of the classes examined. Results showed very wide-ranging outcomes that were difficult to correlate beyond the basic conclusion that if students are good enough overall to be admitted to USNA based on their Whole Person Multiple, then they stand a good chance of graduating. College Board scores continue to be monitored closely in reviewing the academic information submitted by each candidate for admission.

Recommendation 8-15 Clarification of criteria for admission via Foundation schools. A review of the Foundation program was conducted in 2004. That review resulted in refocusing the program solely on candidates with high athletic, leadership abilities and/or high motivation to attend USNA, but who also required an additional year of academic preparation prior to admission. The change in focus was accompanied by a decrease in the size of the program from 80 students per year to approximately 50 students currently.

To assist in meeting the 65% STEM graduation target set by the Chief of Navy Personnel, the Admissions process, including admission to both NAPS and the Foundation program, was altered to consider potential for majoring in a STEM discipline as a factor when considering each candidate. This factor was incorporated in the Superintendent's 2007-2008 Guidance to the Admissions Board for the Class of 2012 that entered as freshman (Plebes) in 2008.

During the 2010 academic year, a legal review of the admissions process was conducted. The outcome of this review resulted in the inclusion of additional guidance for considering candidates for the Foundation program to include those with exceptional life experiences and other factors, but also requiring a year of additional preparation. This guidance was included in the consideration of midshipmen candidates applying for admission to the Class of 2015.

Recommendation 8-16, 8-17 Assessment of the Whole Person Multiple for Prior College Applicants. The assessment of prior college applicants was completed in a 2006 study. The study included prior college applicants who attended the Naval Academy in the Classes of 2001- 2003 to determine (1) if the scoring of prior college applicants for admission was appropriate; and (2) if a better methodology could be developed to assess prior college candidates in the admissions process. The study revealed that prior college applicants, particularly those that attended four-year colleges/universities, tended to perform better at the Naval Academy. Attrition, particularly involuntary attrition, was much lower than the Brigade average and prior college applicants tended to graduate in the top half of their class. Additionally, the study revealed that development of a Whole Person Multiple accounting for college performance could be accomplished not only as a predictor for future performance, but also to allow prior college applicants to be compared and compete on congressional slates with other applicants for admission.

Starting with the Classes of 2013, additional record screening has been conducted regarding those candidates for USNA admission who are prior college STEM majors whose acceptance to the Academy might contribute to the objective of graduating at least 65% STEM majors. A detailed analysis of the WPM for prior college applicants will be conducted on the Classes of 2010 and 2011.

MSCHE STANDARD 9: STUDENT SUPPORT SERVICES

Recommendation 9-1 Athletic Facilities. Adequate athletic facility use continues to be a challenge during the designated late afternoon physical mission training period. USNA conducted athletic facility studies in 2001 and again in 2007 to determine the facility requirements for operating the Academy's Varsity Athletic, Club, Extracurricular Activity (ECA) and Intramural programs. The 2007 study resulted in a decrease in the number of Club and ECA opportunities, and an increase in women's varsity athletic offerings. Space to adequately support these activities is being addressed by the recent additions of the Wesley Brown Field House and the Brigade Sports Complex, the upcoming renovation of Halsey Field House, and ongoing modifications to Rip Miller Field to provide more and better facilities. Another option is staggering the evening academic study period to allow for night time intramural programming, which is under review by the Physical Education department.

Recommendation 9-2 Extracurricular Activity (ECA) Meeting Space. In order to address this recommendation, an ECA review was conducted in 2007 and a new instruction was approved by the Superintendent. ECAs were separated into categories based upon the nature of the activity and the population served. Activities that did not meet the new instruction requirements were eliminated. New ECA programs must meet all requirements, which include availability of space to support the program.

Recommendation 9-3 Mentorship. All the programs discussed in the 2005 Self-Study are still in place with the goal of increasing midshipmen success whenever possible.

Recommendation 9-4 Dormitory. USNA has implemented a Sustainment Availability Program (SAP) which annually sets aside dollars for sustainment and upkeep of the eight (8) wings of the Academy's dormitory, Bancroft Hall. The SAP program provides dollars for Life Cycle Management of all living quarters of the facility on a rotating basis. In addition, the Academy has instituted a "self-help" program that allows midshipmen to perform minor painting and repairs in their company areas.

MSCHE STANDARD 10: FACULTY

Recommendation 10-1 Collect and tabulate data on faculty and support staff more methodically. The staff of the Office of Institutional Research is working with staff from the Information Technology Services Division (ITSD) and the AEB technical support members under the direction of the Associate Dean for Faculty and Finance to develop an interface which collects and tabulates data on faculty and support staff more methodically. The goal is to create an interface to make data on hiring, promotion, sabbaticals, leaves of absence, resignations, retirements, etc. more accessible. In an effort to meet this directive, an initial step to track adjunct faculty has been prototyped and is interfacing with Midshipman Information Data System (MIDS). Its success in collecting data and making it available to decision makers indicates broader applications will be developed. More time is needed to develop new applications that can support more extensive data. Progress has yet to be made on improving the Faculty Activity Form.

Recommendation 10-2, 10-3 Finish the PMP Instruction. The Navy has finished a comprehensive, service-wide instruction on the Permanent Military Professor (PMP) program (OPNAV 1520.40A). The instruction is currently being updated (OPNAV 1520.40B) to include the establishment of a separate formal community of Permanent Military Professor officers (1230 designator) as well as the establishment of the Junior-PMP program. The revised version is expected to be approved by the end of 2011. The PMP program has been fully implemented at 50 officers.

Recommendation 10-4, 10-5, 13-7 Work closely with the Commander, Navy Personnel Command to fill all Navy officer-instructor billets. Progress has been made in an attempt to fill more Navy officer-

instructor billets. The Superintendent has reached agreement with the Chief of Naval Personnel regarding the filling of PMP's, Junior PMP's, and recalled reservists billets which will improve the number of Navy officers in the classroom (**Enclosure 2.09**). These three programs have helped address the Naval Academy's chronic lack of rotational officers. The creation of the PMP and Junior PMP programs is important as it makes coming to USNA a *bona fide* career path.

Funding for Naval Reservists to supplement the Academy officer faculty was addressed in the 2005 National Defense Authorization Act and nearly all of the 30 allocated reserve officer billets are filled each year. As discussed in Chapter Four, there is an effort to rebalance the number of civilian and military instructors to 301:301. Other efforts are being made to reach the full complement of officers including increasing the percentage of Marine Corps officers to be commensurate with that of the midshipmen quota in each graduating class. Currently, 21 of the additional 50 requested Marine Corps officers have been promised. Chapter Four has additional details on these issues.

Recommendation 10-6 Evaluate any increase in the participation of foreign exchange officers on the faculty. Because USNA has no say in the required qualifications of prospective exchange officers, USNA involvement is limited to evaluating the officer upon arrival and finding a fit. While this can be problematic based on the exchange officer's training and education, exchange officers make many valuable contributions to midshipman education and development and the program should be continued.

Recommandation 10-7 Audit support positions. Efforts have been made to undertake an audit of all clerical, technical, and professional staff positions to ensure that they are classified at grades comparable to those in other local Federal agencies. Three years ago, a study was initiated to evaluate whether the current 'grading' of secretarial positions at the GS-5 level was addressing needs. After 18 months of work, the study group presented ideas which included a promotion/career path capability to better compete with other local government employers. The current Human Resources Director is exploring options for yard-wide implementation.

Recommendation 10-8, 13-4 Fully implement the GE+T Program and continue the LEAD program. Along with the Leadership Education and Development (LEAD) program, the Graduate Education and Teaching (GE+T) program is now fully implemented and provides junior officers the opportunity for graduate education prior to service as a company officer (LEAD) or instructor (GE+T). These programs involve one year of graduate school in the local area followed by a two-year assignment at USNA. The Navy has designated 15 Individuals Account (IA) billets to cover the pay and allowances for these lieutenants while they are in graduate school. The Naval Academy has budgeted for the tuition of these officers at graduate schools within commuting range of USNA. The program remains undersubscribed. The Associate Dean for Faculty has worked closely with Navy Personnel Command and Chief of Naval Personnel staff to ensure wider awareness of the program and the more timely release of the GE+T announcement.

Recommendation 10-9 Secure monies for more privately funded fellowship opportunities. Rather than trying to secure outside funding for faculty fellowships, the Academy's approach has been to seek support for large educational program innovations such as project-based learning and STEM. This approach will likely continue for the foreseeable future; faculty will indirectly benefit through increased instructional resources and facilities.

Recommendation 10-10 Step up the time frame of Naval Academy Research Council (NARC) grant notification. Junior NARC summer research grants are announced in March. Unfortunately, there have been no Senior NARC summer research grants during the last five years due to budget constraints. This has been especially difficult for Humanities and Social Science faculty, who do not have the same extent of research funding sources or opportunities as STEM faculty. The Academic Dean is working closely with the Deputy of Finance and Superintendent to stabilize NARC grants funding.

Recommendation 10-11 Increase summer salary funding. An increase in summer funding per professor (at the cost of fewer awards) was rejected by the Faculty Senate. An alternate proposal of $3K/$5K/$7K awards based on research merit was similarly rejected. However, faculty development for both research and pedagogy has been added to the Strategic Plan with a goal to increase overall funding with support from the Naval Academy Foundation, the independent development organization that supports USNA excellence.

Recommendation 10-12 and 10-13 Consider alternative schemes for increasing research support particularly for Group III faculty. USNA is considering hiring an Associate Director of Research and Scholarship to help Humanities and Social Science faculty identify funding opportunities, write grant proposals and manage grant funds. If permitted by government regulations, this position would be funded by *indirect costs* from grants and contracts. USNA is still working on gaining authority to charge indirect costs on reimbursable research grants.

Recommendation 10-14 Explore measures to expand sabbatical opportunities. For a variety of reasons, only about half of the eligible USNA faculty members choose to exercise their sabbatical option. This is particularly true among the STEM Faculty. The Academy continues to ensure that all faculty are aware of sabbatical opportunities.

Recommendation 10-15 Increase department budgets to support faculty travel to conferences. The Superintendent has added $400K for this purpose in the current fiscal year. More permanent changes in the USNA budget that are described in Chapter Four may address this issue in the long term.

Recommendation 10-16 Revisit and possibly revise expectations for promotion to Associate and Full Professor. The Promotion and Tenure Committee reviewed and found no change was required. However, they did gain a sense that junior faculty are confused over the differences in expectations between promotion and tenure decisions (P&T) and pay step decisions. To address this confusion, P&T committee members hold Townhall meetings to explain expectations, the Academic Dean and Provost (ACDEAN) issues a letter each year outlining P&T guidance, the P&T committee issues a report to each faculty member not promoted with suggested areas for improvement, and the Academic Dean has lunch weekly with small groups of junior faculty members to discuss P&T and other issues.

Recommendation 10-17 Seek to reduce the reliance on adjunct faculty. In evaluating the actual numbers, USNA needs to reduce the use of adjuncts by approximately 5 percentage points. The Naval Academy currently depends on adjuncts to cover about 10%-12% of its classes, but analysis of potential sabbaticals indicates 5% will always be needed. The Academic Dean and Provost's office has worked hard in recent years to diminish our dependency on adjuncts and to appropriately compensate them. The senior Navy leadership, as represented by the Advanced Education Review Board, has concurred with the Naval Academy's proposal of 301 full time civilian and 301 full time military faculty members that would help to reduce our dependency on adjunct faculty above those needed to replace faculty on sabbatical. See **Enclosure 2.09** for more detail. Other staffing challenges and related financial implications are discussed in Chapters Three and Four.

Recommendation 10-18, 10-19 Continue efforts to make faculty salary and compensation packages more competitive, particularly at the level of full professor. The Naval Academy leadership has worked closely with the Navy Personnel (N1) staff to make faculty salary and compensation packages competitive. The salient aspects of those efforts are contained in **Enclosure 2.10**, a brief reviewed by senior USNA leadership and prepared for the Chief of Naval Personnel in December 2010. The Fiscal Year 2012 budget, as originally approved by Navy Staff in summer 2010, contained stabilization funds for USNA salaries as a result of fewer faculty retirements in the wake of a weakened economy. The

competitive level of pay steps targeted for year-on-year stabilization is closer to 1.0 per faculty member. Considering discipline differences and the higher Annapolis cost of living area, USNA faculty salaries are very competitive for the ranks of assistant and associate professor. Because of the Executive Level IV pay cap for civil servants in the Department of Defense, salaries for USNA full professors remain less competitive. This issue is also discussed in Chapter Three related to staffing challenges and Chapter Four on USNA finances.

Recommendation 10-20, 10-21 Provide release time for more demanding committee assignments and/or seek to reduce unnecessary or redundant administrative duties. Providing greater release time has not been realistic in light of the increased budgetary pressures on the Academy and the need to reduce the command's dependency on part-time adjunct faculty. Providing appropriate administrative & technical support staff is the main course of action presently being pursued by the academic leadership for relief of duties that are costly and distracting faculty from their teaching and scholarship**.**

Recommendation 10-22 and 10-23 Improve building conditions. As noted above in the response to MSCHE Standard 11 Recommendation, the Naval Academy Master Plan envisions whole-building renovation of the Nimitz Library and Rickover Hall in Fiscal Years 2013-2019, including the first comprehensive Heating Ventilation and Air Conditioning (HVAC) upgrade since these buildings opened in the early 1970s. As buildings get renovated, improvements in HVAC are being included. Where heavy sun loading exists, more effective shades are being installed. Public Works has collaborated closely with USNA cost centers to apply Sustainment Availability Plan (SAP) and Maintenance Action Plan (MAP) funds to target maintenance problems in academic (and other) USNA buildings. In cold weather, Public Works has developed a priority clearing plan for sidewalks, lots and roads and has actively solicited feedback on specific snow and ice events. Rather than relying on a website, Public Works has enhanced communication largely through closer face-to-face coordination and annual solicitation of cost center facilities requirements.

Recommendation 10-24, 10-25 Develop long-term parking plan. The Faculty Senate has worked closely with the multiple parking authorities at the Naval Academy to improve allocation, signage and enforcement of parking, with positive, tangible outcomes. Temporary handicap stickers are now available to those who need them for a limited term. A cyber securities facility is the top priority for the next major building at USNA and conversations are ongoing about integrating this with off-setting parking arrangements.

Recommendation 10-26 Investigate Faculty Senate recommendations on childcare. This recommendation has been implemented. Before 2008, the facility for childcare had capacity for 87 children. As a result of requests, two mobile units were added to the center providing space for 20 additional children while an entirely new building is being built. The new childcare center will be finished by fall 2011, doubling the capacity to 200 children.

Recommendation 10-27 Clarify and validate the consistent application of family-leave policy. The Associate Dean for Faculty meets annually with all department chairs to review the available options for faculty family leave. This has improved considerably the faculty awareness of available family leave options. Notwithstanding the variations in individual family circumstances and requirements, this improved communication has also enhanced a more consistent application of the available options for family-leave.

MSCHE STANDARD 11: EDUCATIONAL OFFERINGS

Recommendation 11-1 Consider whether the similar but separate offerings in computer science and electrical engineering are redundant. One of the recent measures in this regard has been for the

Electrical Engineering Department to offer a specific version of EE302 (Electronic Communications Systems and Digital Communications) to Computer Science majors. The tailored course is numbered EE303 and has one less credit in recognition of the coverage of certain material within the CS and IT major courses.

Recommendation 11-2, 11-3 Consider whether there is the right mix of majors, Consider whether there should be more minors. The Navy and Marine Corps continue to consider new majors (and decommission others) based on relevance, cost-effectiveness, and how compelling they are to midshipmen who might enroll in these courses of study. Recently, new majors in Arabic, Chinese, and Operations Research have been approved and a major in Engineering Management has been considered. No new minors have recently been proposed. In 2007, the Chief of Naval Personnel required the Naval Academy to ensure that 65% of those midshipmen commissioned into the Navy have academic majors in Science, Technology, Engineering or Mathematics (STEM) majors (**Enclosure 2.11)**. These initiatives are intended to ensure the right mix of majors at USNA and whether new minors should be offered.

Recommendation 11-4 Evaluate program development within a constrained number of credit hours for graduation. Specific guidance is provided for evaluating program development at USNA including the Superintendent's Academic Program Review Decision Directive Serial 004, "Academic Major and Minor Programs and Credit Requirements," dated 22 Jan 2007. This directive lays out the specific requirements and limits for academic majors and minors at the Naval Academy. Serial 005, "Establishment of Academic Minors," dated 11 May 2007, lays out the specific requirement for the establishment of academic minors.

Recommendation 11-5 Track and evaluate the capstone experience. The evaluation of capstone experiences is the responsibility of the academic departments and is monitored by the Faculty Senate Assessment Committee in reviewing annual assessment reports. Faculty and other resources are allocated to this task as appropriate. It is recommended that the division core curriculum assessment plans include capstone experiences as a source of information used to evaluate the impact of the core curriculum, as is the case at the department level.

Recommendation 11-6, 11-7, 12-18 Seek more consistent integration and self-assessment of information literacy throughout the Academic Curriculum. The library provides tailored training to midshipmen almost 250 times per year, but assessment of the training is difficult as it requires feedback from the departments. The only formalized feedback comes from Political Science for their FP130 freshmen course. In a meeting of Service Academy Library Directors in July of 2010, they jointly requested the respective academic deans assist with efforts to engage the departments for assessment. Dialogue is ongoing between the Academic Dean and Library Director on engaging the academic departments in this regard.

Recommendation 11-9 Encourage Curriculum Discussions Informed by Data. The discussion in Chapter Five regarding academic assessment indicates that this is a main criterion for determining the success of department assessment efforts. Examples are provided in Chapter Five of the use of data to inform curricular decisions based on the 2010 Annual Assessment Status Reports submitted by academic departments.

MSCHE STANDARD 12: GENERAL EDUCATION

Recommendation 12-1, 12-2, 12-3 Consider variations in the Core Curriculum. The USNA Academic Program Executive Review Group (AERG)), chaired by ADM Dennis Blair, USN, retired, and Ms. Bonnie Newman, President, University of New Hampshire and former Chair, USNA Board of Visitors, addressed at length the issues associated with common core content in April 2006 (**Enclosure 2.12**). Because midshipmen are not assigned to their service until relatively late in their Naval Academy career—during their senior year—the curriculum must presently support all service options. As previously noted, the Naval Academy has been directed to ensure that 65% of those midshipmen commissioned into the Navy have academic majors in Science, Technology, Engineering or Mathematics (STEM) majors (**Enclosure 2.11**). Within these overall constraints, the Naval Academy has developed a number of core courses that are adapted to specific majors and midshipman interests. The fourth semester of required mathematics and the first core history courses in civilization are excellent, recent examples of this practice. In addition, the engineering course formerly known as "Boats" now comes in three variations (aviation oriented, ship oriented, and ground warfare oriented) to support a midshipman's future service assignment.

Recommendation 12-4. Consider whether or not to introduce more vertical integration of the curriculum (e.g., more prerequisites) into the core curriculum. The Academy has moved only very cautiously in this area because greater vertical integration removes commensurate horizontal flexibility in moving from major to major—especially in cases of midshipman in academic difficulty.

Recommendation 12-5 Consider the appropriateness of the requirement to complete USNA in four years. This is a congressional mandate, and applies to West Point, Air Force, Coast Guard, and the US Naval Academy. It has not been reconsidered by the Congress.

Recommendation 12-6 Consider whether to adjust the preparation requirements for entering students. There has been considerable additional interest in foreign language preparation, particularly as evinced by heritage foreign language speakers. More broadly, the Naval Academy continues an extensive testing and evaluation program to ensure midshipmen are appropriately placed into USNA courses. For midshipmen with weaker academic skills, the Naval Academy Preparatory School and the Class of 1963 Center for Academic Excellence (the "Academic Center") tailor their offerings to ensure that entering midshipmen are able to flourish in the Academy's demanding four year program.

Recommendation 12-7 Consider whether to prescribe a minimum academic performance level in the core curriculum. There has been no consideration of this since 2005 and none is expected in the future.

Recommendation 12-8 Consider whether to introduce a Plebe Year Engineering Course. This course was prototyped on a limited basis but a more urgent need has been identified. A two-course cyber security sequence (one course in the first year and one in the third year), taught in the Computer Science and Electrical Engineering Departments, will be placed in the core curriculum for the class entering in summer 2011 (USNA class of '15).

Recommendation 12-9 Consider whether there is enough study of regional, cultural and religion in the core curriculum. The Naval Academy has strengthened its faculty and curricular offerings considerably in this regard. In addition to new faculty with strong backgrounds in the history, politics, language and economies of key global regions, the core history course in civilization has been adapted by examining the interfaces between the Western tradition and other world cultures. The Naval Academy's five regional forums (Middle East, Africa, South America, East Asia, and Eurasia) offer rich extracurricular lecture, film and panel presentations.

Recommendation 12-10 With respect to the Professional Core Competencies (PCC), consider whether USNA is in complete compliance. The Navy's PCC document prescribes required professional courses for officer preparation prior to commissioning. It was last reviewed in the late 1990s and is currently under review to ensure the alignment of the Academy's curriculum with the Navy's requirements embodied in the Professional Core Competencies (PCC).

Recommendation 12-11 Consider whether to generate closer links in the social science and character development core. Many links exist already. On average, the Leadership Ethics and Law (LEL) Department offers some 20 sections of electives in LEL that count as Humanities and Social Science (HUM/SS) electives. The increase in HUM/SS electives over the past few years was enabled by an increase in LEL faculty with advanced/terminal degrees (from 0 to 4 PMPs, the hiring of a civilian sociologist and gift funded faculty) and motivated by a heightened interest from midshipmen in human behavior and leadership as well as philosophy and ethics.

Recommendation 12-12 Consider the adoption of closer links among departments in the validation (credit and placement) of core courses. Departments will continue a robust program that tests for and awards validation credit based on midshipman preparation in particular disciplines.

Recommendation 12-13 Consider closer coordination of the Role of General Education at NAPS and USNA. The four gaining USNA departments for work done at NAPS (Chemistry, Mathematics, Physics, and English) continue to maintain intimate contact on the coordination of curricula and the clear understanding of entry level USNA requirements in our core courses. The four NAPS and four USNA department heads meet in person to review these matters of curricular requirement and alignment.

Recommendation 12-14 Evaluate the Physical Education Curriculum. In 2007, a complete review of the USNA Physical Mission Program was commissioned by the Superintendent. Both Yard-wide internal committees and subject matter expert external committees were formed to review the Physical Mission, including a thorough study of the Physical Education Curriculum. As a result of this study, changes were made to the swimming curriculum and the physical education requirements for graduation.

Recommendation 12-15 Consideration of the Role of Technology in the Education Process. Technology greatly facilitates and enriches the teaching and learning process at USNA. Over the past five years, the Academy has experimented with a wide variety of educational technologies such as lecture capture systems, Web conferencing, e-learning systems, student response systems, etc.
These technologies have been adopted by faculty members as meets their needs. Wireless internet access is available in the Library and a number of other buildings around the Yard as well. We will continue to introduce educational technologies as they emerge in an effort to constantly improve teaching and learning at USNA.

Recommendation 12-16 Consider Lab Course Comparability with Civilian Institutions. After the post-hurricane Isabel rehabilitation (2001-2002), lab facilities were brought up to standards on par with any doctoral level university. The curriculum is also up to these standards. For example, chemistry majors graduate with an American Chemical Society accredited degree. This accreditation is bestowed only after review of the entire program by the ACS. Similarly, the engineering division and the computer science and information technology departments are ABET-accredited.

Recommendation 12-17 Consider Formal Instruction in Software Development. No action on this item is under consideration.

Recommendation 12-21 Pursue a Yard-wide Core Program Assessment Process. Chapter Five describes the Academic Assessment Process as it applies to both, the Core Program and academic majors, minors and themes.

MSCHE STANDARD 13: RELATED EDUCATIONAL ACTIVITIES

Recommendation 13-1 WAYPOINTS. WAYPOINTS no longer exists as a document provided to midshipmen. However, elements from Waypoints were incorporated into the Midshipman Training Program instruction (COMDTMIDNINST 1600.4B), as well as the Midshipmen Leadership Development Guide, to provide standardized training across the four-year continuum at USNA.

Recommendation 13-2, 13-6 Maritime Training Continuum. The YP-703 (Yard Patrol) class patrol craft and Navy 44 Mark II *Defiance* class sailboats began arriving in 2009. However, utility powercraft (e.g. Zodiacs) continue to degrade. Unfortunately, maintenance funding to extend operational readiness of legacy watercraft has been reduced from $950K in FY08 to $200K in FY11 and Life Cycle Management for the new craft has not been attained. USNA management personnel are engaging Navy Staff level decision-makers in an effort to resolve these issues.

Recommendation 13-3 Improved Career Information Program. While Title 10 (USNA's authorizing legislation) only requires a single Fleet cruise, the Professional Training of Midshipmen (PROTRAMID) program remains essential to the mission. 90% of the class of 2012 attends this training.

Recommendation 13-5 Lack of coordination among related activities. Since the reorganization that occurred in December 2009, the Character Development & Training (CD&T) Division coordinates all midshipmen training, from Induction (I-Day) to graduation–organizing and aligning efforts among every other training entity on the Yard. In addition, the Honor Concept and several character development programs (including Etiquette & Protocol and the First Class Character Capstone Seminars) are also run by CD&T. This effort standardizes and integrates every aspect of midshipmen development that occurs in Bancroft Hall, setting USNA apart from any purely academic institution. The CD&T Division maintains a close professional relationship with the Career Development Division in Luce Hall, which oversees the academic aspects of midshipmen leadership and character development. Strategic review by Career Development Division academic professionals of Midshipman Training Program instructions (COMDTMIDINS) is recommended to ensure unity of effort between the two "training" and "education" centers of character development.

MSCHE STANDARD 14: ASSESSMENT OF STUDENT LEARNING

The following are brief responses to the recommendations related to Standard 14. More detailed discussions are provided in Chapter Five and in the response to MSCHE Standard 7 Recommendation in Section One of this chapter.

Recommendation 14-1 Assessment in the academic program should serve as a model for assessment activities in other programs, as well as for an Academy-wide assessment effort. The Office of Academic Assessment and the Faculty Senate Assessment Committee (FSAC) oversee the academic assessment program. This process extends from the traditional academic departments to the Professional Development Division and the Officer Development Divisions. Since 2005, the Naval Academy has made considerable progress in establishing institution-wide assessment by applying the Academic Assessment model to the Institutional Effectiveness Assessment process, guided by the USNA Commissioning Continuum-Implementation and Assessment Model, **Enclosure 2.05**. The Institutional Effectiveness Assessment process is overseen by the Academic Effectiveness Board as previously described.

Recommendation 14-2 The Academy has begun to employ a meaningful national instrument, the National Survey of Student Engagement, and this use should continue. The NSSE and its counterpart, the Faculty Survey of Student Engagement (FSSE), were administered to freshmen and seniors and to faculty in 2005 and 2008. The NSSE is being administered again during spring 2011, but only to midshipmen. The results of the previous administrations have been reviewed and interpreted by the Faculty Senate Assessment Committee and then disseminated via the Faculty Senate.

Recommendation 14-3 An active role for the FSAC. The Faculty Senate Assessment Committee (FSAC) plays an active role in drafting the Academic Dean and Provost's annual assessment status report notice and providing advice regarding assessment via face-to-face meetings with all academic departments and divisions based on its thorough review of annual assessment reports. Meetings are held with departments and divisions where best practices are shared and suggested improvements to their academic assessment process are communicated. In addition, the FSAC provides an annual report of assessment status to the Faculty Senate and Academic Dean and Provost.

Recommendation 14.4, Prototype Department and Division Assessment Reports. Working under the guidance of the 2005 Academic Dean (Academic Dean Instruction, ACDEANINST 5400.1, **Enclosure 5.02**) which directed the establishment of the Faculty Senate Assessment Committee (FSAC), an annual notice has been provided to all divisions and departments that directs them to summarize assessment activities based upon their learning goals. In addition, prototype department and division annual assessment reports have been provided as part of the annual assessment status report notice from the Academic Dean and Provost since academic year 2009.

Recommendation 14.5 Assessment of the Professional and Officer Development Curriculum. The Professional and Officer Development departments have representatives on the FSAC and provide annual assessment reports based on the Academic Dean and Provost's annual assessment status report notice.

Chapter Two Appendix
Enclosures

Enclosure 2.01
USNA Response to MSCHE Std. 7 Recommendation 06MAR07: Letter, Plan (Enc. 1), and Appendices

Enclosure 2.02
Superintendent's Call article (*Leaders to Serve the Nation: Attributes of USNA Graduates*) in *SHIPMATE* August 2008

Enclosure 2.03
USNA Strategic Plan 2020: Leaders to Serve the Nation

Enclosure 2.04
Academy Effectiveness Board Strategic Plan Monitoring and Assessment Responsibilities

Enclosure 2.05
USNA Commissioning Continuum-Implementation and Assessment Model

Enclosure 2.06
USNA Equity Study Briefing Slides

Enclosure 2.07
Nimitz Library and Rickover Hall Facilities Plan-Revised December 2010

Enclosure 2.08
Further information on USNA 2006 Self-study Recommendations 8-1 to 8-5

Enclosure 2.09
Superintendent and Chief of Naval Personnel Letters re. Billet Filling Policy

Enclosure 2.10
Chief of Naval Personnel Brief re. Faculty Compensation Model (December 2010)

Enclosure 2.11
Documents related to the Chief of Naval Personnel Direction for 65% /35% Technical/Non-technical Majors: Executive Summary-Update of USNA Implementation Plan to achieve 65% of USNA Graduates in STEM Majors with Attachments

Enclosure 2.12
USNA Academic Program Executive Review Group (AERG) Report to the Superintendent: *Educating Midshipmen for the Future Fleet*