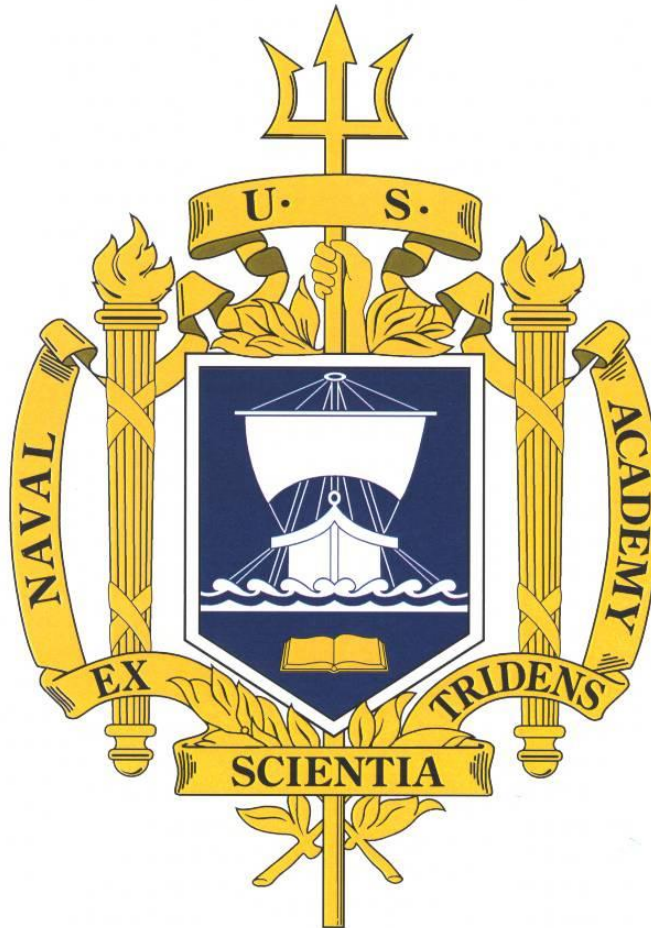


Middle States: Self-Study Design Plan

Institutional Self-Study Design



United States Naval Academy

Submitted to the

Commission on Higher Education

Middle States Association of Colleges and Schools

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Institutional Self-Study Design

Submitted to:
Middle States Association of Colleges and Schools
Commission on Higher Education

Prepared by:
Self-Study Steering Committee

Dr. Boyd Waite co-chair
Dr. Katherine Cermak co-chair
CAPT Hank Adams
CAPT Matt Carr
Mr. Larry Clemens
Dr. Christine Copper
Dr. Rae Jean Goodman
CDR Wes Huey
CDR Kevin Klein
CAPT Ann Kubera
Mr. Joe Rubino
Dr. Ralph Volino
CDR Owens Walker
CAPT Pat Williams
Dr. Priscilla Zotti

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I. Brief Description of the Institution

History

Through the efforts of Secretary of the Navy George Bancroft, the Naval School was established at a 10-acre Army post named Fort Severn in Annapolis, Maryland, on October 10, 1845, with a class of 50 midshipmen and seven professors. The curriculum included mathematics and navigation, gunnery and steam, chemistry, English, natural philosophy, and French.

In 1850 the Naval School became the United States Naval Academy. A new curriculum went into effect requiring midshipmen to study at the Academy for four years and to train aboard ships each summer. That format is the basis of a far more advanced and sophisticated curriculum at the Naval Academy today. As the U.S. Navy grew over the years, the Academy expanded. The campus of 10 acres increased to 338. The original student body of 50 midshipmen grew to a brigade size of approximately 4,500. Modern granite buildings replaced the old wooden structures of Fort Severn.

Congress authorized the Naval Academy to begin awarding bachelor of science degrees in 1933. The Academy later replaced a fixed curriculum taken by all midshipmen with the present core curriculum plus 25 disciplines to study, a wide variety of elective courses and advanced study and research opportunities.

Since then, the development of the United States Naval Academy has reflected the history of the country. As America has changed culturally and technologically so has the Naval Academy. In just a few decades, the Navy moved from a fleet of sail and steam-powered ships to a high-tech fleet with nuclear-powered submarines and surface ships and supersonic aircraft. The academy has changed, too, giving midshipmen state-of-the-art academic and professional training they need to be effective naval officers in their future careers.

Mission

The Naval Academy has a unique clarity of purpose, expressed in our mission:

“To develop Midshipmen morally, mentally and physically and to imbue them with the highest ideals of duty, honor and loyalty in order to graduate leaders who are dedicated to a career of naval service and have potential for future development in mind and character to assume the highest responsibilities of command, citizenship and government.”

The plan for fulfilling the mission is encompassed in the Academy’s strategic plan, titled “Strategic Plan 2020,” which includes the 2020 Vision statement:

“To be the premier educational institution for developing future officers across the nation to serve and lead in an increasingly interdependent and volatile world”

Background

The Naval Academy is a unique institution in several ways. The students represent a broad cross section of the United States, coming from every state and territory. All are United States citizens, with the exception of about a dozen international students in each graduating class. All must be between the ages of 17 and 23 and meet a set of stringent medical requirements when entering the Academy. All live on campus in a single dormitory, Bancroft Hall. They pay no tuition or fees, and their room and board is provided to the student at no cost. All students are employees of the U. S. Navy. They are paid a salary which is sufficient to cover the cost of their textbooks and other necessary expenses with a small amount remaining to use at their own discretion. They may not have outside employment. Issues such as the support of commuter students, married students, part time students, etc. are not relevant at USNA, as these situations are not allowed.

Students are expected to graduate in four years. Exceptions can be made under unusual circumstances, such as serious illness, but these are rare. Virtually all graduates finish in four years. The workload is demanding. In addition to the typical academic course load, the students must complete additional professional courses in areas such as navigation, ethics, leadership and naval law. They also have military and athletic responsibilities. All must maintain acceptable academic and physical standards to remain at USNA. To help the students succeed and graduate on time, they are provided an exceptional amount of personal support by the faculty and staff. Organizations such as the Class of 1963 Center for Academic Excellence provide help to all who request it and are particularly targeted towards those who are struggling. Classes are small with a typical size of about 20 students. The Naval Academy has no graduate students, so faculty teach all classes and grade all student work. They therefore know all of their students and know which of them are struggling. They provide extra instruction (office hours and additional tutoring of midshipmen) as needed. The Midshipman Development Center, chaplains, and others provide additional support and counseling outside of academics. Midshipmen are organized into companies in their living quarters and are monitored there by Navy and Marine Corp officers. These officers are instrumental in their military training and also in position to intervene and direct a midshipman to extra help if they are struggling academically, physically, personally or otherwise. In summary, the midshipmen are required to complete a very rigorous program within four years and are provided tremendous support to help them achieve this goal.

With the exception of the handful of foreign nationals and a similar number of other exceptions, all graduates of the Naval Academy are commissioned as officers in the naval service. For each graduating class of about 1000, approximately $\frac{3}{4}$ are commissioned as ensigns in the Navy, and $\frac{1}{4}$ are commissioned as 2nd lieutenants in the Marine Corps. All graduates are eligible to serve in a variety of assignments (e.g. as Navy or Marine pilots, submarine officers, surface warfare officers, Marine Corps officers, etc.), regardless of their academic major. Academic majors include the humanities and social sciences, foreign languages, physical sciences, and engineering. All graduates of all majors are required to complete courses in

English, history, political science, chemistry, physics, mathematics (including three semesters of calculus), electrical engineering, thermodynamics, fluid mechanics, and cyber security. Because of the strong technical content, all receive a Bachelor of Science degree, even those with non-technical majors. In addition to Middle States accreditation, several majors are accredited in their field. Chemistry is accredited by the American Chemical Society, and all eligible engineering, computer science, and information technology programs are ABET accredited.

To achieve the mission of developing midshipmen morally, mentally, and physically, the Naval Academy is organized under the Superintendent, who is a Vice Admiral appointed by Congress. The Superintendent serves in what might be considered the combined role of commanding officer of a military installation and university president. Many of the policies and practices at USNA are set externally by law or other "regulatory" instructions and guidelines (e.g. the size of the student body, 47 month residency for all midshipmen, etc.), but for all decisions made locally, the Superintendent has ultimate responsibility. Serving directly under the Superintendent are the Academic Dean and Provost, the Commandant of Midshipmen, and the Director of Athletics. They are most directly responsible for the mental, moral, and physical components of the mission respectively, although there is overlap between each of their roles and the three aspects of the mission. The Superintendent, Academic Dean, Commandant, Director of Athletics, and other members of the administration form the Senior Leadership Team (SLT). The Academy Effectiveness Board (AEB), which is chaired by the Vice Academic Dean, Deputy Commandant, and Senior Associate Athletic Director, provides data and recommendations to the SLT.

There are six divisions within the Naval Academy: (1) Engineering and Weapons, (2) Mathematics and Science, (3) Humanities and Social Sciences, (4) Professional Development, (5) Leadership Education and Development, and (6) Character Development and Training. The Division Directors for divisions 1 – 3 (equivalent to a Dean of a college or school at peer institutions) report to the Academic Dean and Provost. The Division Directors for divisions 4-6 report to the Commandant for Midshipmen (similar to a Dean of Students). The academic department chairs report to the Division Director. Another position, entitled Senior Professor, is an experienced faculty member of one of the departments in the division who advises the Division Director on all matters relating to the execution of the programs within the division including but not limited to staffing, budgeting and space utilization issues. The Division Director is a senior rotational military officer assigned to the Academy for typically three years. While the Division Director has had significant leadership and command experience in the military, their academic experience may be a little more limited. The Senior Professor provides the long term understanding of the academic programs that bridges the tenures of the Division Directors.

The Academic Assembly consists of the academic deans, division directors, senior professors, chairs of the academic departments, and other Academic Dean staff members and serves as an advisory board as well as a conduit for communicating information to the faculty. The Faculty Senate is composed of elected representatives from the military and civilian faculty

of all departments. It provides advice and recommendations to the Academic Dean. Its committees work on issues generated both by the faculty and requested by the administration.

The faculty has historically been about 50% civilian and 50% military since the founding of the Academy. This mix of military and civilian faculty makes USNA somewhat different than the nation's other military academies, which have a higher percentage of military faculty. The civilian faculty are professional educators who provide expertise in their field and continuity. They have doctorates in their field and most remain at the Naval Academy for their careers. The permanent civilian faculty have a tenure process similar to other institutions. Rotating military faculty are typically assigned to the Academy for two to three years. All faculty teaching in degree granting programs have master's degrees in their field. Rotating military faculty provide recent operational experience which they bring to the classroom and provide examples for the midshipmen of Navy and Marine Corps officers using their education. Permanent military professors (PMP) are officers with doctorates in their field who are assigned to the Academy for the remainder of their military careers (typically six to ten years).

Recent developments

To respond to the changing needs for the Navy and the nation, the Naval Academy is continually in a process of transformation and improvement. This includes updates to courses and changes in the required curriculum. Some of the more significant recent changes are highlighted next.

A new major was added in Cyber Operations. The first classes of students are enrolled, and the initial courses are being offered, and the curriculum continues to be developed. In addition, two cyber courses have been added to the core curriculum for students in all majors. The first of these courses is a new course taught under the Center for Cyber Security Studies. The second course in the sequence is taught by the Electrical and Computer Engineering Department, and was developed by transforming another core Electrical Engineering course.

New majors have also been added in the critical languages of Arabic and Chinese. The Naval Academy has offered minors in several languages for many years, but these are the first language majors. Related to the Navy and Marine Corps need for more expertise in languages and cultures, the opportunities for a semester of study abroad has been greatly increased for students of all majors, and many are participating.

In engineering, Computer Engineering was added as a major administered by the Electrical and Computer Engineering Department (accredited by ABET effective 2011). Nuclear Engineering was added just this year as a major administered by the Mechanical Engineering Department. The General Engineering major, also administered by Mechanical Engineering, was accredited by ABET for the first time in 2011.

Opportunities for summer internships, many at Navy, other government, and national laboratories, have increased significantly in recent years, and many more midshipmen are participating. This has been done both because of the value of these opportunities to the students and because of budgetary restrictions which have made some other summer training more

difficult. The Navy and USNA are using the midshipmen's available time to provide the best experience possible with the resources available.

Finally, as in all institutions of higher education, the Naval Academy has placed increased emphasis on assessment and improvement in recent years, from the core course level to the institutional level, as will be demonstrated in the Middle States self-study.

Steps taken to date for the self-study

Preparations for the Naval Academy's self-study began in summer 2013, when Vice Academic Dean Boyd Waite and Assistant Dean for Planning and Assessment, Katherine Cermak, were appointed to co-chair the Middle States Steering Committee. At this time a call was put out to the entire Naval Academy soliciting recommendations for participants and volunteers via email. Department chairs were also asked for recommendations of participants. A list of approximately 100 volunteers was gathered that included both military and civilian faculty from nearly all academic departments and cost centers across the Academy. The number of volunteers was far more than were needed to fill out the steering committee and working groups. This serves as a testament to the willingness of faculty and staff members of the Naval Academy to engage in service and process improvement projects.

Drs. Waite and Cermak attended the Self-Study Institute held in Philadelphia in November 2013, and following this meeting recommended that the Naval Academy adopt the comprehensive review model. As the Naval Academy provides a four-year educational and training experience culminating in a degree and a commission as an officer in the Naval Service, it was imperative that the process include all aspects of our mission (moral, mental, and physical) and stakeholders from across the Yard (military and civilian; academic and training; faculty, staff, and midshipmen). The comprehensive review process was the best fit for reinforcing that all members of the Naval Academy are members of the same team striving to fulfill the institution's mission and goals. Drs. Waite and Cermak presented the comprehensive model to the Chief of Staff (second to the Superintendent of the Naval Academy). The approval was given to proceed with support from senior leadership.

The first step was to determine the Steering Committee from the list of volunteers and others solicited from the faculty and staff. The Steering Committee consists of 15 members and includes military and civilian faculty, administrators, and members of various support organizations around the Academy.

In December 2013 the co-chairs, two members of the nascent Steering Committee, and one member from the Working Group for Standard 7 and 14 attended the Annual MSCHE conference (no small feat given federal travel guidance and approval processes). The Steering Committee formally met for the first time December 19, 2013 and has met an average of every two weeks since then. Prior to the first meeting every member of the Steering Committee received copies of *Self Study: Creating a Useful Process and Report and Characteristics of Excellence in Higher Education* to review.

At the inaugural meeting, the co-chairs proposed a Working Group structure to address all 14 Standards of Excellence and a timeline to the Steering Committee. The Steering Committee confirmed this structure and determined liaisons from the Steering Committee to each of the Working Groups. During the winter break, co-chairs for each of the six working groups were selected (one civilian and one military) and asked to serve on the Working Groups. Care was used to ensure representation from across the Yard. Each Working Group has been fully staffed with individuals from organizations across the Naval Academy with the experience and access to resources best suited to addressing the standards assigned to that committee for study.

Town hall meetings were held during January and February 2014 to further introduce the Middle States self-study process to the USNA community. A general meeting was held for all interested, and additional meetings were held for the faculty, the Commandant's staff, the Senior Leadership Team, the Academic Assembly, and the Naval Academy Athletics Association. During these meetings and also through email to all faculty, staff, and students, a request was made for research questions for the self-study. Suggestions were collected via an online questionnaire, resulting in 80 potential research questions. These questions were then provided to the Working Groups.

The Working Groups met multiple times to study the suggested questions and generate additional questions of their own. Based on their analysis, they then wrote a small number of questions for each of their assigned standards. These were provided to the Steering Committee who in collaboration with the Working Groups refined the lists of research questions provided later in this report.

In parallel with the writing of the research questions, supporting documents have been gathered and made available to the working groups. The compilation of documents continues. Finally, this self-study design report has been written by the Steering Committee.

II. Evolution, Nature and Scope of the Self-Study

Following the Self-Study Institute held in Philadelphia in November 2013, Drs. Waite and Cermak recommended that the Naval Academy adopt the comprehensive review model. The comprehensive review process was the best fit for reinforcing that all members of the Naval Academy are members of the same team striving to fulfill the institution's mission and goals.

Accordingly, the Comprehensive Report model will be used with reordered standards to reflect the institution. Six working groups have been organized to address the standards. These are listed later in this report along with the standards covered by each group and the names of the group members. Since the report will be comprehensive, by definition it will consider all aspects of the institution. It will, therefore, be useful, attuned to future needs and priorities, and focused on the teaching and learning process.

III. Intended Outcomes of the Self-Study

The self-study will deepen institutional understanding and advance institution self-improvement. It will demonstrate that the institution possesses the characteristics of excellence (including the fundamental elements) identified in the Commission’s 14 accreditation standards.

IV. Organizational Structure of the Steering Committee and Working Groups

The Steering Committee is composed of administrators, and senior faculty and staff who bring expertise from a range of areas within the institution and who have a long record of service and institutional knowledge. The members along with their roles on the Steering Committee and their current roles at USNA are as follows:

Name	Current Position at USNA	Role on Steering Committee
Dr. Katherine Cermak	Assistant Dean for Planning and Assessment	Co-Chair
Dr. Boyd Waite	Vice Academic Dean	Co-Chair
CAPT Henry Adams	Director, Division of Professional Development	Member
CAPT Matthew Carr, Ph. D.	PMP, Mechanical Engineering	Liaison to Working Group F
Mr. Larry Clemens	Director, Multimedia Support Center and Library Collections	Liaison to Working Group B
Dr. Christine Copper	Professor, Chemistry, NCAA Institutional Athletics Rep.	Liaison to Working Group E
Dr. Rae Jean Goodman	Professor, Economics, Director, Teaching and Learning	Liaison to Working Group D
CDR Wesley Huey, Ph. D.	PMP, Director, Division of Leadership Education and Development	Liaison to Working Group A
CDR Kevin Klein	Deputy Director of Athletics (military)	Member
CAPT Ann Kubera	Director of Admissions	Member
Mr. Joseph Rubino	USNA Chief Financial Officer	Member
Dr. Ralph Volino	Professor, Mechanical Engineering	Writer/Editor
CDR Owens Walker, Ph.D.	PMP, Associate Chair, Electrical and Computer Engineering	Writer/Editor
CAPT Pat Williams	USNA Chief Diversity Officer	Member
Dr. Priscilla Zotti	Professor, Chair, Political Science, Chair of Chairs	Liaison to Working Group C

The liaisons are the link between the Steering Committee and the Working Groups. Each Working Group is led by two co-chairs. The co-chairs worked with the liaisons to recruit their

membership to provide the expertise to address the standards in question. Lists of the Working Groups, the standards addressed by each, and their membership follow.

Working Group A: Standard 1: Mission and Goals; Standard 6: Integrity

Name	Current Position at USNA
LtCol William Kohmuench (Co-Chair)	5th Battalion Officer
Dr. Joseph Thomas (Co-Chair)	Class of '61 Distinguished Professor of Leadership Education, Division of Leadership Education and Development
LCDR Dominic Antenucci	Legal Advisor to the Commandant of Midshipmen
CAPT James Campbell (ret.)	Distinguished Military Professor for Character, Division of Character Development and Training
CAPT Michael Gore, CHC	USNA Command Chaplain
Dr. Robert Niewoehner	David F. Rogers Professor of Aeronautics, Aerospace Engineering
CAPT Rick Rubel (Ret.)	Distinguished Military Professor for Ethics, Leadership Ethics and Law
Mr. Eric Ruden	Deputy Director of Athletics
CAPT Paul Tortora	Director, Center for Cyber Security Studies
Mr. Albert Wardlaw	Aptitude for Commission Program Administrator, Office of the Commandant of Midshipmen
Dr. Pamela Schmitt	Professor, Economics, Director of Academic Counseling

Working Group B: Standard 2: Planning, Resource Allocation, and Institutional Renewal; Standard 3: Institutional Resources

Name	Current Position at USNA
CDR Robert Calhoun, Ph.D. (Co-Chair)	PMP, Associate Chair, Chemistry Department
Dr. Brendan Cunningham (Co-Chair)	Professor, Chair, Economics Department
CDR Stu Blair, Ph.D.	PMP, Mechanical Engineering Department
Dr. Brendan Doherty	Associate Professor, Political Science Department
Mr. Herb Elkin	Deputy Director (Finance), Information Technology Services Division
Ms. Jamie Karbacka	Deputy Comptroller
CDR Glen Quast	Chair, Seamanship and Navigation Department
CDR David Ruth, Ph.D.	PMP, Associate Chair, Mathematics Department
CAPT Hank Sanford (Ret.)	CFO/Treasurer, USNA Foundation/Alumni Association
Dr. Cecily Steppe	Associate Professor, Oceanography Department

Working Group C: Standard 4: Leadership and Governance; Standard 5: Administration;

Standard 10: Faculty

Name	Current Position at USNA
Dr. Mark Elert (Co-Chair)	Professor, Chemistry Department
CDR David Smith, Ph.D. (Co-Chair)	PMP, Chair, Leadership Ethics and Law Department
Dr. Judith Hartmann	Professor Chemistry Department
CAPT Michael Brady (Ret)	Public Affairs Office
Dr. Jim D'Archangelo	Senior Professor Math/Science Division
CAPT Robert J. Brennan (Ret)	Deputy Director, Information Technology Services Division
Dr. Rich O'Brien	Professor, Former Chair Promotion and Tenure Committee
Dr. Chris Davis	Registrar
Mr. Gary Bloesel	Associate Director, International Programs
CAPT Anthony Lesperance	Battalion Officer

Working Group D: Standard 7: Institutional Assessment; Standard 14: Assessment of Student Learning

Name	Current Position at USNA
Dr. Stephen Graham (Co-Chair)	Professor, Mechanical Engineering Department
CAPT Mark Larabee, Ph.D. (Co-Chair)	PMP, English Department
Dr. Michelle Allen-Emerson	Associate Professor, English Department
Dr. Cody Brownell	Associate Professor, Mechanical Engineering Department
CDR Joseph McInerney, Ph.D.	PMP, Leadership Ethics and Law Department
Dr. Shirley Lin	Associate Professor, Chemistry Department
Dr. Jenelle Piepmeier	Associate Professor, Weapons and Systems Engineering Department
Dr. Katherine Smith	Associate Professor, Economics Department

Working Group E: Standard 8: Student Admission and Retention; Standard 9: Student Support Services

Name	Current Position at USNA
Dr. Anne Marie Drew (Co-Chair)	Professor, English Department
CDR Andrew Gish, Ph.D. (Co-Chair)	PMP, Naval Architecture and Ocean Engineering Department
Dr. Nancy Mace	Professor, English Department
CDR Carey Cash	Chaplain
Dr. Craig Whitaker	Professor, Chemistry Department
CDR DeDe Duncan-White (Ret.)	Assistant Athletics Director/Academic Support Services
Ms. Stephanie Pemper	Head Coach, Women's Basketball
Dr. Rebecca Shepherd	Mathematics Learning Specialist, Extra Help Program Coordinator and Tutorial Programs

	Coordinator, Center for Academic Excellence
Mr. Jim Hanley	Director, Candidate Guidance

Working Group F: Standard 11: Educational Offerings; Standard 12: General Education;
Standard 13: Related Educational Offerings

Name	Current Position at USNA
Dr. Daryl Hartley (Co-Chair)	Professor, Physics Department
CDR Paul Ling, Ph.D. (Co-Chair)	PMP, Associate Chair, Political Science Department
CDR Joseph Dantone	Faculty Member, Character Development and Training
CAPT Tim Disher (Ret)	Director, International Programs
Dr. Donna Goda	Librarian
Prof. John Officer	Professor, Physical Education Department
CAPT Emil Petruncio, Ph.D.	Special Assistant to the Director of Research and Scholarship, PMP, Oceanography
Dr. Joan Shifflett	Writing Specialist, Class of 1963 Center for Academic Excellence
Dr. Andrew Smith	Associate Professor, Mechanical Engineering Department

V. Charges to the Working Groups and Guidelines for their Reporting

Each working group was assigned the standards it was to address, as indicated above. First and foremost, the working groups were charged with the responsibility of gathering and presenting the evidence that demonstrates institutional compliance with the fundamental elements identified by the *Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation* for their respective standards.

The groups were then charged with developing research questions pertinent to their standards based on their own ideas and suggestions from the USNA community. A small number of questions were developed for each standard. These were submitted to the Steering Committee for review, and, after discussion, were modified as needed and finalized. The working groups will prioritize these questions and, following their examination of the fundamental elements, address these questions as time and workload permit. A listing of these research questions follows later in this section.

As part of their efforts, the working groups have been charged to actively solicit both student and faculty engagement in the study through focus groups, interviews, etc. The working groups will leverage existing student and faculty organizational structures which may include, but are not limited to, the midshipmen (student) brigade and its associated student-run activities as well as the faculty senate and town hall forums.

Working Group A

Standard 1: Mission and Goals

1. How does the Naval Academy fulfill its mission as defined in the Mission Statement and Strategic Plan 2020? How does the Naval Academy operationalize Strategic Plan 2020 across the enterprise? How does the Naval Academy ensure the Strategic Plan has enterprise-wide buy-in? How is the Strategic Plan kept current? How does the Academy Effectiveness Board support Strategic Plan 2020? How does the Naval Academy's 47-month program achieve the Department of the Navy's requirements?

Standard 6: Integrity

1. How does the Naval Academy pursue a climate of integrity? How does the Naval Academy promote academic and intellectual freedom? How do the Naval Academy written policies promote ethical practice across all functional areas? How do Naval Academy practices align with policies in these areas?

Working Group B

Standard 2: Planning, Resource Allocation, and Institutional Renewal; Standard 3: Institutional Resources

1. To what extent do internal and external stakeholders understand the principles and processes by which development of annual and long-term budgets support the Naval Academy's strategic plan? How effective is the implementation of budgeting in support of the strategic plan and are there opportunities for improvement? What is the evidence that budget planning and execution support the Academy's commitment to its renewal?
2. Over the next five years what are the anticipated complexities facing the Naval Academy with respect to its staffing, technological resources, and infrastructure? What are the procedures for identifying these challenges? What process will best support the development of detailed and thorough plans to address future challenges in a manner which supports the Academy's overall planning?
3. What procedures are followed to evaluate the effectiveness of resource allocation in support of the Academy's mission? How has evidence from this evaluation been used to adjust resource allocation in pursuit of institutional renewal?
4. How do non-governmental sources or resources, such as private philanthropy, further the accomplishment of the Academy's mission and how well understood are these sources among various constituencies? In what way are these sources incorporated into the Academy's strategic planning process?

Working Group C

Standard 4: Leadership and Governance

1. How well does the Academy leadership and administration communicate between constituent groups of the institution? To what extent are the distinct roles and responsibilities of each constituent group within areas of shared governance understood and accepted by those involved? How can all parts of the institution work together more effectively to accomplish goals?

Standard 5: Administration

1. Do the business practices of the institution, such as hiring, procurement, technology and travel procedures, support the mission in an optimum fashion? What are the implications for faculty productivity and student learning?
2. How do we allocate resources in an uncertain fiscal climate?

Standard 10: Faculty

1. How has the balance between military, tenure-track civilian, and adjunct faculty changed over the past five years? How does the institution know that its policies and practices, including promotion and tenure, enable it to recruit, develop and retain the best faculty who support the teacher/scholar model? What has been the impact on faculty workload, morale, collegiality, and student learning?
2. What is the priority of faculty development – travel, research money – in the larger budgetary picture? What is the appropriate level of institutional support in developing faculty?

Working Group D

Standard 7: Institutional Assessment

1. How is assessment data used to demonstrate meeting institutional goals, applied in shaping institutional change, integrated into an ongoing cycle of planning, disseminated throughout the Academy, and recorded for future use?

Standard 14: Assessment of Student Learning

1. What learning environments and practices (not exclusively academic) are most and least successful in supporting student learning and long-term retention of student learning? How and under what conditions do students at USNA learn best? How are high-quality assessment practices (such as completion of the teaching-learning-assessment cycle) being employed to address this question?
2. Now that USNA has developed learning outcomes for general education (i.e., the core), how adequate are institutional plans to assess those outcomes across department and divisions, and how will the institution move forward?
3. How are effective communication skills (for example, writing competency) developed in the core and major programs? How are communication skills assessed as students

progress through the institution?

Working Group E

Standard 8: Student Admission and Retention; Standard 9: Student Support Services

1. How effective are USNA's admissions policies and practices in identifying candidates who will be successful in the Academy's program thus commissioned as officers?
2. Have we optimized our student support services to help graduate students with USNA's stated attributes?

Working Group F

Standard 11: Educational Offerings; Standard 12: General Education; Standard 13: Related Educational Offerings

1. How effective is the USNA academic program at producing officers with the educational background that Navy and Marine junior officers require? Is the current curriculum compliant with existing USN/USMC guidance on preparing officers for commissioning? If not, what changes are needed? Can USNA suggest/request changes to the guidance to make it more useful in the curriculum assessment and development process? Are adequate numbers of graduates prepared for technically-demanding specialties? Is it realistic to qualify every graduate for every warfare specialty? Depending on the answer to these questions, what are the implications for the structure of the core curriculum and majors offerings?
2. How effectively are teaching and assessment of general education competencies (analytical thinking, effective oral and written communication, and technological proficiency) integrated into the core and majors curricula? How are general educational competency objectives identified and integrated into the curriculum? Do they belong primarily in the core, in majors courses, or both? What is the appropriate distribution of these objectives within the curriculum?
3. How effective is the integration of non-core/major educational offerings and programs into the USNA's educational and character development program? What is the current alignment of special programs with major and core curricula? Is resourcing/scale of these programs consistent with their role in the curriculum and character development objectives? Viewed holistically, are these programs effective contributions to the core and majors curricula in preparing midshipmen for service as officers?
4. How effective is the process for identifying and supporting academically under-prepared midshipmen for academic success given the other (military, athletic, personal) commitments they face? How can/should it be improved?

The working groups have been directed to produce outlines, preliminary drafts, and a final draft report as products of their collection and analysis of the evidence to show compliance with the Middle States fundamental elements and to answer the prioritized research questions that they have had the opportunity to address. The template for the Working Group Report is

taken directly from Figure 8 of the Middle States publication *Self-Study: Creating a Useful Process and Report*.

Template for a Working Group Report

- An overview of the group's charge and the questions it addressed
- An analytical discussion of the inquiry undertaken and the outcomes of that inquiry, including strengths and challenges
- An explanation of how the group's findings and conclusions relate to the Commission's standards
- Discussion of the connection of the group's topic with those of other groups, and of any collaboration between groups that took place
- Recommendations for improvement

Working groups are not expected to find definitive answers to every problem. They are to identify critical issues for the institution and propose courses of action that might lead to improvements. The timeline for Working Group action is included below in the timeline for the entire self-study.

VI. Inventory of Supporting Documents

The following list of supporting documents has been generated and provided to the working groups for reference. The working groups are also updating this inventory as they find additional documents of interest to them in their work. Amplifying information for a number of these documents can be found in Appendix A. Copies of all of these documents are or will be stored on a shared Google Drive that is accessible to all working groups and steering committee members.

Working Group A

Standard 1: Mission and Goals

- DOD Directive 1322.22 Service Academies
- USNA Mission Statement
- Leaders to Serve a Nation: USNA Strategic Plan 2020
- Officer Professional Core Competency Manual 2011
- Academic Assembly Slides: Provides Academic Dean's guidance for Academic Dean and Provost Cost Center.
- United States Naval Academy Periodic Review Report June 2011
- Superintendents Strategic Priorities Memo October 2011
- Academy Effectiveness Board Outputs/Deliverables
- Title X Law regarding Service Academies
- CJCSI 1800.01D Officer Professional Military Education Policy (OPMEP)
- Superintendent's Annual Report

- Command History
- Command Evaluation Program Reports
- USNAINST 5420.38 – United States Naval Academy Leadership Excellence Council
- USNAINST 5420.36 – Establishment of the Academy Effectiveness Board

Standard 6: Integrity

- Faculty Handbook
- Faculty Performance Expectations: Practical Guidance
- Dean’s Annual Epistle 2013
- USNA Fraud, Waste, and Abuse Instruction
- Academic Dean and Provost Instruction 5420.2 Establishment of a Committee on Gender Equity and Academic Issues
- Academic Dean and Provost Instruction 5420.20F Curriculum Review Process
- DON Civilian Resource Manual
- USNA Instruction 5510.8B Information and Personnel Security Program
- NCAA Certification Report
- Periodic Patriot League Review
- USNA Instruction 1610.3H 2010 Honor Concept of the Brigade of Midshipmen
- USNA Instruction 1610.4B Honor Remediation Program
- Academic Dean and Provost Instruction 3920.3 Integrity in Research and Scholarly Activity
- USNA Instruction 3900.2B: USNA Human Research Protection Program (HRPP) and Department of the Navy (DON) Assurance
- SECNAV Instruction 1531.2C United States Naval Academy Curriculum and Admissions Policy
- SECNAV Instruction 1730.7D Religious Ministry Within the Department of the Navy.
- SECNAV Instruction 1730.8B CH1 Accommodation of Religious Practices
- SECNAV Instruction 1730.9 Confidential Communications to Chaplains
- SECNAV Instruction 1730.10 Chaplain Advisement and Liaison
- SECNAV Instruction 5351.1 Professional Naval Chaplaincy
- OPNAV Instruction 1730.1E Religious Ministry in the Navy
- Commandant Instruction 1600.4D Midshipmen Training Program
- Commandant Instruction 1610.2F Administrative Performance and Conduct Manual
- Manual for Courts-Martial
- USNA Instruction 5420.24G Policies and Procedures Governing the Academic Board
- Commandant Instruction 1600.2F Midshipmen Aptitude For Commission System
- Director of Athletics Instruction 6110.2B Midshipmen Physical Readiness Test (PRT) Procedures
- Commandant Instruction 6110.1W Midshipman Body Composition Standards Program
- USNA Instruction 1531.51 Class Standings and Merit Lists
- Academic Dean and Provost Instruction 1531.80A Midshipman Academic Performance Reports
- USNA Instruction 1531.33F Midshipmen Academic Performance Reports
- Plebe Summer Standing Operating Procedures
- Academic Dean Instruction 5370.3 Conflicts of Interest at the Naval Academy

- OPNAV Instruction 3120.32D Standard Organization and Regulations of the U. S. Navy
- USNA Instruction 5200.5B Command Evaluation Program
- USNA Instruction 5200.4C Manager's Internal Control Program

Working Group B

Standard 2: Planning, Resource Allocation, and Institutional Renewal

- Leaders to Serve a Nation: USNA Strategic Plan 2020
- Program Objective and Milestone documents / Navy Military Construction (MILCON) plan (5Y)
- Historical and future FYDP/POM submissions to OPNAV N1
- IPEDS records
- Data Book updates
- Manning documents cross referenced to MIDS and other cost center data
- ASDP/LCM instructions
- Strategic Plan
- Faculty Senate studies / reports
- AEB / AERB reports
- Alumni Association and Foundation current and future financial plans (Capital Campaign)
- Naval Academy Athletics (NAA) current and future financial plans
- Cost Center Spending Reports

Standard 3: Institutional Resources

- Reimbursable / Gift Fund Reports
- U.S. Navy Program Budget Information System (PBIS) data for USNA
- Analytical Narrative that (1) provides information on the financial plan's underlying assumptions, (2) provides evidence of the viability of those assumptions, (3) reconciles the financial plan to the institution's strategic, operating, and other plans, and (4) assesses the institution's financial capacity and risk factors.
- Naval Facilities Assets Data Base (NFADB) data for USNA
- USNA master plan

Working Group C

Standard 4: Leadership and Governance

- USC › Title 10 › Subtitle C › Part III › Chapter 603 › § 6968
- Board of Visitors (BOV) Membership
- BOV Bylaws
- Annual BOV Charter
- Annual Federal Register Charter Renewal
- Annual USNA BOV Letter to President
- Annual USNA BOV Annual Report
- OPNAV Instruction 1520.42 May 2009 Advanced Education Governance (providing for the establishment of the Advanced Education Review Board AERB and the Education Coordination Council ECC)

- AERB Meeting agenda, minutes, and action-items 2009-present

Standard 5: Administration

- Biography of the Superintendent
- USNA Instruction 5450.3F: United States Naval Academy (USNA) Organization Manual

Standard 10: Faculty

- Faculty Profile
- Faculty Data
- Department of Navy Civilian Human Resource Manual
- Faculty Handbook
- Faculty Performance Expectations: Practical Guidance
- Faculty Resources

Working Group D

Standard 7: Institutional Assessment

- Establishment of Academy Effectiveness Board: 5420.36
- Academy Effectiveness Board Note: 5420
- Academy Effectiveness Board Documentation
- Periodic Review Report 2011
- Strategic Plan
- Board of Visitors reports

Standard 14: Assessment of Student Learning

- Assessment of Student Learning -- Departmental Reports AY 08-13
- Assessment of Student Learning --Division Reports
- ABET Accreditation Reports
- Institutional Learning Outcomes: Attributes of a Naval Academy Graduate
- Core Learning Outcomes -- by course and for the institution (currently in draft form)
- Student Learning Outcomes -- Department/Program
- Assessment Instruction
- Assessment Memos
- Graduation rate profile
- VGEP/IGEP selection notices (ACDEANNOTE 1560)
- Department Command Histories

Working Group E

Standard 8: Student Admissions and Retention

- Admissions Philosophy and Practices
- Admissions Profile
- Enrollment Profile
- Enrollment Projections
- Retention and Graduation Rates

- Complete course catalog
- Online resource containing information about many aspects, including admissions, of USNA
- Freshman (plebe) academic handbook
- Purpose of and policies of Midshipman Academic Performance Reports (i.e. midterm grading)
- Policies and Procedures of the Academic Board (i.e. retention or dismissal based on academic and/or military performance)
- Naval Academy Preparatory School Guidance
- USNA Foundation Preparatory School Scholarship Program
- USNA Freshman (plebe) Sponsor Program
- Midshipman Aptitude Evaluation and Counseling System

Standard 9: Student Support Services

- Grades and Reports Instruction
- Policies Governing the Operation of the Class of 1963 Center for Academic Excellence
- Visiting Committee Report , Class of 1963 Center for Academic Excellence Review
- USNA Plebe Advising Handbook
- Midshipmen Development Center
- Naval Academy Chapel Advisory Councils
- Policies for Food Services Provided by the Midshipmen Food Service Division
- Sexual Assault Prevention and Response (SAPR) Program
- Company Wardroom Program
- Extracurricular Activities (ECA)
- Equal Opportunity (EO) Program for the Brigade of Midshipmen
- Midshipman Activity Center
- Student Athlete Handbook

Working Group F

Standard 11: Educational Offerings

- Course Catalog
- Cyber Operations Program
- Library Resources:
- Verification of Compliance re: Course Hours/ABET and ACS accreditations
- Administration of Academic Programs ACDEANINST 1531.58
- Administration of Interdisciplinary Cyber Ops Major ACDEANINST 1531.81
- Administration of Interdisciplinary Quantitative Economics Major ACDEANINST 1531.65
- Course Enrollment Policy ACDEANINST 1531.13B
- Continuous Improvement Projects ACDEANINST 1553.1I
- Curriculum Review Process ACDEANINST 5420.20
- Honors Programs ACDEANINST 5420.4D
- Policies Governing Operation of Nimitz Library ACDEANINST 5070.1D
- Humanities and Social Science Electives ACDEANINST 1531.10
- Midshipmen Research Project Courses ACDEANINST 1531.79

- Trident Scholar Program ACDEANINST 1531.68
- Graduate Education Programs for Midshipmen USNAINST 1520.2Z

Standard 12: General Education

- Core Philosophy/Vision
- Core Learning Outcomes -- by course and for the institution (currently in draft form)
- Attributes of a Naval Academy Graduate
- The Academic Core 2013 06 21
- Acceptable Standards of Written Communication ACDEANINST 1531.6E
- Humanities and Social Science Electives ACDEANINST 1531.10
- Graduation and Degree Requirements USNAINST 1531.49B
- Officer Professional Core Competencies Manual

Standard 13: Related Educational Activities

- Language Study and Acquisition Program ACDEANINST 5700.1B
- Faculty-led Cultural Programs Abroad Guidelines ACDEANINST 5700.3C
- Midshipmen Academic Progress Report (MAPR) ACDEANINST 1531.80A
- Naval Academy Preparatory School Curriculum Advisory Committee ACDEANINST 1531.67
- Plebe Academic Handbook ACDEANINST1531.111
- Plebe Advising Handbook ACDEANINST 1531.65S
- Policies for Center for Academic Excellence ACDEANINST 1531.34
- Semester Study Abroad Program Guidelines ACDEANINST 570.2B
- USNA Midshipmen Summer Training Program USNAINST 1530.1B
- USNA Sail Training Programs USNAINST 1500.4
- Service Academy Exchange Program USNAINST 1531.34C
- Academic Advising System USNAINST 1531.39
- NAPS Guidance USNAINST 1531.56
- Midshipman Development System USNAINST 1734.1C
- Midshipmen Training Manual COMDTMIDNINST 1600.4D
- Officer Professional Core Competencies Manual

VII. Organization of Self-Study Report

Our Self Study submission will be a comprehensive report that has been ordered as follows to reflect our institutional context:

- A. Mission, Goals, and Integrity
 - Standard 1: Mission and Goals
 - Standard 6: Integrity

- B. Planning, Resources and Institutional Renewal
 - Standard 2: Planning, Resource Allocation, and Institutional Renewal
 - Standard 3: Institutional Resources

- C. Leadership, Governance, Administration, and Faculty
 - Standard 4: Leadership and Governance

Standard 5: Administration
Standard 10: Faculty

D. Institutional Assessment and Student Learning Assessment
Standard 7: Institutional Assessment
Standard 14: Assessment of Student Learning

E. Student Admissions and Support Services
Standard 8: Student Admissions and Retention
Standard 9: Student Support Services

F. Educational Offerings, General Education, and Related Educational Activities
Standard 11: Educational Offerings
Standard 12: General Education
Standard 13: Related Educational Activities

VIII. Format of Working Groups Reports and Role of Writers/Editors

The style and format of all reports provided by the working groups shall include the following guidelines:

- Times New Roman, 12 pt, Double-spaced
- 1" margins

The editors/writers of our Self Study are Dr. Ralph Volino (Mechanical Engineering Department) and CDR Owens Walker, Ph.D. (Electrical and Computer Engineering Department). Both are members of our USNA faculty, have extensive technical writing experience, and serve on our Steering Committee.

IX. Timeline for the Institutional Self-Study

The following timetable has been developed following recommendations and guidelines provided by MSCHE:

- Fall 2013
 - Attend Self-Study Institute
 - Organize Steering Committee/Begin Self-Study Design
- Winter 2014
 - Working Groups Determined
- January 28, 2014
 - Orientation meeting for Steering Committee and Working Group Co-Chairs
- January 28, 2014 – March 17, 2014

- Open call to USNA Community for Research Question inputs
 - Town halls with USNA Community
- March 10, 2014 – April 1, 2014
 - Working Groups create research questions/areas of focus
 - March 17, 2014 – April 12, 2014
 - Steering Committee creates Self-Study Design
 - April 10, 2014
 - Self-Study Design Submitted to USNA Senior Leadership
 - April 16, 2014
 - Self-Study Design Submitted to MSCHE Staff Liaison
 - April 16, 2014 – April 30, 2014
 - Preparation for Visit with MSCHE Staff Liaison
 - Approval of Self-Study Design
 - April 30, 2014
 - MSCHE Liaison Visit (Dr. Christy Faison visit April 30th)
 - Fall 2014
 - Working Group members collect information, document standards, and involve USNA community.
 - Steering Committee liaisons with Working Groups, maintains progress, and assists.
 - Winter 2015
 - MSCHE selects the Evaluation Team Chair, sends to USNA for approval.
 - Working Groups continue developing chapters and communicating with Steering Committee.
 - Spring 2015
 - Working Groups send drafts to Steering Committee.
 - Steering Committee provides feedback.
 - June 1, 2015
 - Working Groups provide final versions
 - Summer 2015
 - MSCHE selects evaluation team and notifies USNA.
 - Steering Committee and Writer draft the comprehensive Self-Study Report and Share with Superintendent.
 - August 2015 – September 2015
 - Draft of Self-Study shared Yard-Wide for comment period
 - Evaluation Team Chair receives draft.

- Evaluation Team Chair Visit
 - Feedback used to prepare final version which is sent to the Evaluating Team.
- ☐ October 15, 2015 – December 15, 2015
 - USNA leadership reviews draft self-study report
 - USNA prepares final version of the self-study report
 - ☐ January 2016
 - USNA sends final report to evaluation team and to MSCHE at least six weeks prior to team visit
 - ☐ January, 2016 – March, 2016
 - Team visit
 - Team report
 - ☐ April 15, 2016
 - USNA response to team report
 - ☐ June/July 2016
 - Committee on Evaluation Reports meets
 - Commission action

X. Profile of the Visiting Evaluation Team

With respect to the evaluation team, we believe that it would be beneficial to have a Team Chair that is the president or former president of a public institution that has a similar range of offerings, emphasizes a strong (preferably technical) core education program, and has an undergraduate focus.

We would also suggest that members of the team represent and meet the following additional criteria:

- At least one member with experience at a military service academy
- At least one member with active duty military experience (preferably Navy or Marine Corps)
- At least some members from institutions with strong (and largely prescribed) core education program
- At least some members with strong assessment experience with core education programs
- At least one member with public institution finance experience (federal preferred)
- At least some members from Division I athletic institutions
- At least one member with college/university library management/development
- At least one member with college/university IT management/development experience

APPENDIX A: Amplifying Information on Supporting Documents

Working Group A

Standard 1: Mission and Goals

- DOD Directive 1322.22 Service Academies: Establishes policy, assigns responsibilities, and prescribes procedures for DOD oversight of the Service academies.
- USNA Mission Statement: Defines a unique clarity of purpose for the institution.
- Leaders to Serve a Nation: USNA Strategic Plan 2020: Sets a vision for institutional goals.
- Officer Professional Core Competency Manual 2011
- Academic Assembly Graduate Attribute Presentation by the Academic Dean: Provides Academic Dean's guidance on the use of graduate attributes as institutional learning objectives.
- United States Naval Academy/MSCHE Periodic Review Report June 2011. Summary of USNA efforts to implement the 2005 MSCHE and Self-Study recommendations.
- Superintendents Strategic Priorities - USNA Memo October 2011: Memorandum from the Superintendent establishing his strategic priorities.
- Academy Effectiveness Board Outputs/Deliverables
- Title X Law regarding Service Academies: Title 10 U.S. Code Chapter 603 governs USNA admission, composition, and various operations and programs.
- CJCSI 1800.01D Officer Professional Military Education Policy (OPMEP)
- Superintendent's Annual Report
- Command History
- Command Evaluation Program Reports as outputs from the Command Evaluation Schedule. Schedule is published via USNA Notice 5200: 2014 Command Evaluation Schedule.
- USNAINST 5420.38 – United States Naval Academy Leadership Excellence Council. Purpose: To establish the Leadership Excellence Council responsible for operating cross-functionally and collaboratively on the USNA mission with a common goal of leadership development.
- USNAINST 5420.36 – Establishment of the Academy Effectiveness Board. Purpose: To establish the Academy Effectiveness Board to coordinate the development, maintenance, and execution of the naval Academy's Effectiveness Plan and its associated assessment process with a focus on the mission of the Naval Academy and its obligation to provide combat leaders of character.

Standard 6: Integrity

- Faculty Handbook: ([http://www.usna.edu/Academics/_files/documents/faculty/faculty-handbook.pdf#search=faculty handbook](http://www.usna.edu/Academics/_files/documents/faculty/faculty-handbook.pdf#search=faculty%20handbook)): Publishes a code of ethics for government service on the faculty as USNA. Describes processes for faculty appointment, re-appointment, pay, tenure, and promotion. Explains USNA academic program.
- Faculty Performance Expectations: Practical Guidance (<http://www.usna.edu/Academics/Faculty-Information/Faculty-Performance-Expectations.php>): This guidance was derived from an Academic Dean and Provost-hosted off-site held 7 August 2012. Discussion participants included members of the

USNA Promotion and Tenure Committee and senior academic leaders, including department chairs and Faculty Senate leaders.

- Deans Annual Epistle 2013: Publishes the Academic Dean and Provost's Annual Performance Review Expectations.
- USNA Fraud, Waste, and Abuse Instruction
- Academic Dean and Provost Instruction 5420.2 Establishment of a Committee on Gender Equity and Academic Issues: Establishes a standing committee which serves as an advisory group to the Academic Dean and Provost to explore the climate of gender equity and academic issues.
- Academic Dean and Provost Instruction 5420.20F Curriculum Review Process: Describes the process for modification of the curriculum and the roles played by several curricular committees.
- DON Civilian Resource Manual
- USNA Instruction 5510.8B Information and Personnel Security Program: Provides supplemental regulations to Navy regulations concerning USNA information and personnel security policies and procedures.
- NCAA Certification Report (<http://www.ncaa.com/news/ncaa/2011-03-10/certification-decisions-announced>)
- Periodic Patriot League Review.
- USNA Instruction 1610.3H 2010 Honor Concept of the Brigade of Midshipmen: Outlines the expectations for honorable behavior within the Brigade. Defines the ethical and moral guidelines for officers in training and to promote trust and confidence within the Brigade of Midshipmen.
- USNA Instruction 1610.4B Honor Remediation Program: Defines an honor remediation process that provides mentorship by Senior Officer Remediators to Midshipmen found in violation of the Honor Concept and subsequently retained in the Brigade of Midshipmen in an Honor Probation status.
- Academic Dean and Provost Instruction 3920.3 Integrity in Research and Scholarly Activity: Publishes policy concerning integrity in faculty research and scholarly activity.
- USNA Instruction 3900.2B: USNA Human Research Protection Program (HRPP) and Department of the Navy (DON) Assurance: Establishes policies and procedures for the USNA HRPP. This instruction establishes the Institutional Review Board (IRB) process which independently reviews and makes recommendations on proposed human subject research projects.
- SECNAV Instruction 1531.2C United States Naval Academy Curriculum and Admissions Policy: Promulgates regulations authorized by the Secretary of the Navy regarding the Naval Academy curriculum and admissions policy under Title X provisions.
- SECNAV Instruction 1730.7D Religious Ministry Within the Department of the Navy. Implements policy and procedures for religious ministry in the DON.
- SECNAV Instruction 1730.8B CH1 Accommodation of Religious Practices. Provides policy and guidance for the accommodation of religious practices within the DON.
- SECNAV Instruction 1730.9 Confidential Communications to Chaplains: Provides policy on confidential communications to Navy chaplains.
- SECNAV Instruction 1730.10 Chaplain Advisement and Liaison: Provides policy on the role of chaplains as advisors to commands and their derivative tasks of command liaison.

- SECNAV Instruction 5351.1 Professional Naval Chaplaincy: Establishes both the requirements and the principles for policy associated with Professional Naval Chaplaincy (PNC) to include professional standards for PNC, professional expectations for PNC, and Chaplain Corps Guiding Principles.
- OPNAV Instruction 1730.1E Religious Ministry in the Navy: Implements delivery of religious ministry in the Navy.
- Commandant Instruction 1600.4D Midshipmen Training Program: Promulgates policy for Academic Year Training and to unify training efforts across the United States Naval Academy (USNA) enterprise in order to achieve the Professional Core Competencies (PCC) promulgated in the Officer Professional Core Competencies Manual.
- Commandant Instruction 1610.2F Administrative Performance and Conduct Manual: Provides guidance for Midshipmen conduct counseling, remediation, and adjudication.
- Manual for Courts-Martial: Provides guidance for conduct adjudication for persons in the Armed Services.
- USNA Instruction 5420.24G Policies and Procedures Governing the Academic Board: Provides information concerning policies which pertain to the administration of the Academic Board.
- Commandant Instruction 1600.2F Midshipmen Aptitude For Commission System: Publishes instructions for the administration and operation of the Midshipmen Aptitude for Commission System.
- Director of Athletics Instruction 6110.2B Midshipmen Physical Readiness Test (PRT) Procedures: Provides policy and guidance for the PRT programs directed and supported by various Navy and Commandant of Midshipmen instructions.
- Commandant Instruction 6110.1W Midshipman Body Composition Standards Program: Provides weight control procedures for Midshipmen in accordance with established DON and USNA height/weight and body composition standards.
- USNA Instruction 1531.51 Class Standings and Merit Lists: Publishes instructions regarding the overall, academic, and military standing of Midshipmen to the Superintendent's and Dean's Honor Lists.
- Academic Dean and Provost Instruction 1531.80A Midshipman Academic Performance Reports: Publishes guidance for the submission of Midshipman Academic Performance Reports (MAPRs).
- USNA Instruction 1531.33F Midshipmen Academic Performance Reports: Publishes guidance for the submission of Midshipmen Academic Performance Reports (MAPR).
- Plebe Summer Standing Operating Procedures: Publishes instructions for the conduct of personnel assigned to the Plebe Summer Detail who are charged with the indoctrination and socialization of behavior to lay the foundation for the Naval Officer identity.
- Academic Dean Instruction 5370.3 Conflicts of Interest at the Naval Academy: Provides guidance for administration, faculty, and staff concerning ethical conduct and the avoidance of conflicts of interest.
- OPNAV Instruction 3120.32D Standard Organization and Regulations of the U. S. Navy: Publishes regulations and guidance governing the conduct of all members of the U.S. Navy. Chapter 5.1.57 provides REQUEST MAST guidance.
- USNA Instruction 5200.5B Command Evaluation Program: The Program provides the Superintendent with the means to ensure resources are used effectively, securely, economically, and within legal and administrative constraints.

- USNA Instruction 5200.4C Manager's Internal Control Program: Assigns management responsibility for the development, documentation, maintenance, review, testing, and improvement of managers' internal controls per DOD and Navy directives.

Working Group B

Standard 2: Planning, Resource Allocation, and Institutional Renewal

- Leaders to Serve a Nation: USNA Strategic Plan 2020
- Program Objective and Milestone documents / Navy Military Construction (MILCON) plan (5Y)
- Historical and future FYDP/POM submissions to OPNAV N1
- IPEDS records
- Data Book updates: http://intranet.usna.edu/IR/restricted/data_book/htmls/databook.html
- Manning documents cross referenced to MIDS and other cost center data
- ASDP/LCM instructions
- Strategic Plan
- Faculty Senate studies / reports
- AEB / AERB reports
- Alumni Association and Foundation current and future financial plans (Capital Campaign)
- Naval Academy Athletics (NAA) current and future financial plans
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Standard 3: Institutional Resources

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- Analytical Narrative that (1) provides information on the financial plan's underlying assumptions, (2) provides evidence of the viability of those assumptions, (3) reconciles the financial plan to the institution's strategic, operating, and other plans, and (4) assesses the institution's financial capacity and risk factors.
- Naval Facilities Assets Data Base (NFADB) data for USNA
- USNA master plan

Working Group C

Standard 4: Leadership and Governance

- USC › Title 10 › Subtitle C › Part III › Chapter 603 › § 6968
- Board of Visitors (BOV) Membership
- BOV Bylaws
- Annual BOV Charter
- Annual Federal Register Charter Renewal
- Annual USNA BOV Letter to President
- Annual USNA BOV Annual Report
- OPNAV Instruction 1520.42 May 2009 Advanced Education Governance (providing for the establishment of the Advanced Education Review Board AERB and the Education Coordination Council ECC)

- AERB Meeting agenda, minutes, and action-items 2009-present

Standard 5: Administration

- Biography of the Superintendent
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Standard 10: Faculty

- Faculty Profile
- Faculty Data
- Department of Navy Civilian Human Resource Manual
- Faculty Handbook
- Faculty Performance Expectations: Practical Guidance
- Faculty Resources

Working Group D

Standard 7: Institutional Assessment

- Establishment of Academy Effectiveness Board: 5420.36
- Academy Effectiveness Board Note: 5420
- Academy Effectiveness Board Documentation
- Periodic Review Report 2011
- Strategic Plan
- Board of Visitors reports

Standard 14: Assessment of Student Learning

- Assessment of Student Learning -- Departmental Reports AY 08-13
- Assessment of Student Learning --Division Reports
- ABET Accreditation Reports
- Institutional Learning Outcomes: Attributes of a Naval Academy Graduate
- Core Learning Outcomes -- by course and for the institution (currently in draft form)
- Student Learning Outcomes -- Department/Program
- Assessment Instruction
- Assessment Memos
- Graduation rate profile
- VGEP/IGEP selection notices (ACDEANNOTE 1560)
- Department Command Histories

Working Group E

Standard 8: Student Admissions and Retention

- Admissions Philosophy and Practices (<http://www.usna.edu/Admissions/>)
- Admissions Profile ([http://www.usna.edu/Admissions/_files/documents/ClassPortrait.pdf#search=class portrait](http://www.usna.edu/Admissions/_files/documents/ClassPortrait.pdf#search=class%20portrait))
- Enrollment Profile: Current enrollment profile, with distributions by program or major, age, gender, racial/ethnic status, geographic origin, full-time/part-time status, and

eligibility for financial aid. (available from Institutional Research, Planning and Assessment Department)

- Enrollment Projections Five-year enrollment projections, with distribution by program or major, and the assumptions upon which these projections are based (available from Institutional Research, Planning and Assessment Department)
- Retention and Graduation Rates (available from Institutional Research, Planning and Assessment Department)
- Complete course catalog (<http://www.usna.edu/Academics/Majors-and-Courses/Course-Catalog.php>)
- Online resource containing information about many aspects, including admissions, of USNA (<http://www.usna.edu/Viewbook/>)
- Freshman (plebe) academic handbook (ACDEANINST 1531.111)
- Purpose of and policies of Midshipman Academic Performance Reports (i.e. midterm grading) (ACDEANINST 1531.80A and USNAINST 1531.33F)
- Policies and Procedures of the Academic Board (i.e. retention or dismissal based on academic and/or military performance) (USNAINST 5420.24G)
- Naval Academy Preparatory School Guidance (USNAINST 1531.56)
- USNA Foundation Preparatory School Scholarship Program (<http://www.usna.com/page.aspx?pid=251>)
- USNA Freshman (plebe) Sponsor Program (COMDTMIDNINST 1531.5R)
- Midshipman Aptitude Evaluation and Counseling System (COMDTMIDNINST 1610.3C)

Standard 9: Student Support Services

- Policies Governing the Operation of the Class of 1963 Center for Academic Excellence (ACDEANINST 1531.34B)
- Visiting Committee Report , Class of 1963 Center for Academic Excellence Review (Oct. 2010)
- USNA Plebe Advising Handbook (ACDEANINST 1531.56S)
- Grades and Reports (ACDEANINST 1531.60)
- Midshipmen Development Center (USNAINST 1734.1C)
- Naval Academy Chapel Advisory Councils (USNAINST 1730.2E)
- Policies for Food Services Provided by the Midshipmen Food Service Division (USNAINST 1746.1A, CH1)
- Sexual Assault Prevention and Response (SAPR) Program (USNAINST 1752.2E)
- Company Wardroom Program (COMDTMIDNINST 1500.1M)
- Extracurricular Activities (ECA) (COMDTMIDNINST 1710.14J)
- Equal Opportunity (EO) Program for the Brigade of Midshipmen (COMDTMIDNINST 5354.1A)
- Midshipman Activity Center (COMDTMIDNINST 11100.6)
- Student Athlete Handbook (http://grfx.cstv.com/photos/schools/navy/genrel/auto_pdf/2013-14/misc_non_event/sa-handbook.pdf)

Working Group F

Standard 11: Educational Offerings

- Course Catalog
- Cyber Operations Program
- Library Resources:
- Verification of Compliance re: Course Hours/ABET and ACS accreditations
- Administration of Academic Programs ACDEANINST 1531.58
- Administration of Interdisciplinary Cyber Ops Major ACDEANINST 1531.81
- Administration of Interdisciplinary Quantitative Economics Major ACDEANINST 1531.65
- Course Enrollment Policy ACDEANINST 1531.13B
- Continuous Improvement Projects ACDEANINST 1553.1I
- Curriculum Review Process ACDEANINST 5420.20
- Honors Programs ACDEANINST 5420.4D
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- Humanities and Social Science Electives ACDEANINST 1531.10
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- Officer Professional Core Competencies Manual

Standard 13: Related Educational Activities

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- Plebe Academic Handbook ACDEANINST1531.111
- Plebe Advising Handbook ACDEANINST 1531.65S
- Policies for Center for Academic Excellence ACDEANINST 1531.34
- Semester Study Abroad Program Guidelines ACDEANINST 570.2B
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- USNA Sail Training Programs USNAINST 1500.4
- Service Academy Exchange Program USNAINST 1531.34C
- Academic Advising System USNAINST 1531.39
- NAPS Guidance USNAINST 1531.56
- Midshipman Development System USNAINST 1734.1C
- Midshipmen Training Manual COMDTMIDNINST 1600.4D

- Officer Professional Core Competencies Manual