



DEPARTMENT OF THE NAVY
OFFICE OF THE ACADEMIC DEAN AND PROVOST
UNITED STATES NAVAL ACADEMY
589 MCNAIR ROAD
ANNAPOLIS MARYLAND 21402-1323

ACDEANINST 5400.1A
2/ADPA

SEP 08 2014

ACADEMIC DEAN AND PROVOST INSTRUCTION 5400.1A

From: Academic Dean and Provost

Subj: UNITED STATES NAVAL ACADEMY ACADEMIC ASSESSMENT PROCESS

1. Purpose. To establish a comprehensive program of academic assessment at the Naval Academy, intended to provide a systematic, cost-effective, and reasonably accurate basis for on-going examination and improvement of the academy's curriculum. This instruction specifies action to be completed annually by division directors regarding assessment of the core program; by department chairs and program directors regarding assessment of majors, minors, and tracks; and by the Faculty Senate Assessment Committee regarding the overall status of assessment at the United States Naval Academy (USNA).

2. Cancellation. ACDEANINST 5400.1.

3. Background. Assessment represents the shift in higher education from the traditional teaching focused model to a model that is student-centered, learning focused. Key to the focus on student learning is a process of assessment that examines student work to determine if student learning outcomes for the core curriculum and each major, minor, and track are being met, and to what degree. Consistent with the expectations of our regional and specialized accreditors, academic assessment at the Naval Academy promotes the educational mission of the Naval Academy. The fundamental purpose of academic assessment is to support *continuous improvement of USNA academic programs and enhancement of midshipman learning*. In its simplest form, the academy's assessment process addresses the following questions for the core curriculum and for every major, minor, or track offered at the Naval Academy:

a. Relationship to the Mission. What is the relationship of the core course, major, minor, or track to the Naval Academy's mission and the needs of the Naval Service?

b. Learning Outcomes. What are the student learning outcomes: the knowledge, skills, and values that midshipmen are expected to demonstrate at points within and on completion of a core course or courses, or for a major, minor, or track?

c. Program Assessment. To what extent, through the assessment of student work or other educational and training experiences, are midshipmen achieving the stated learning outcomes?

d. Continuous Improvement. How are the results of assessment analyzed and used to develop teaching strategies, improve student learning, and inform planning and decision making?

4. Structure. Detailed guidance is contained in the following subparagraphs.

a. Core Program Assessment by the Divisions. The annual assessment of the core program should involve both within-division and cross-division

interaction. Within divisions, both the overall effectiveness of the core program and the effectiveness of its constituent courses in meeting the learning outcomes should be reported.

b. Academic Majors, Minors, Tracks within a Major, and Interdisciplinary Programs. The annual assessment of academic majors, minors, tracks within a department, or interdisciplinary program should be part of an ongoing program of continuous improvement. The assessment process should be integrated with periodic academic program review, visiting committees, and accreditation, where possible, to avoid duplication of effort. Where appropriate, the Academic Dean and Provost, assessment committee, and division directors will promote the use of internally and externally constructed standardized assessment instruments to collect data in comparable circumstances and facilitate longitudinal assessment of programs. Especially important elements of program reports are the improvements of teaching and learning and of the assessment process itself, based on specific assessment results.

c. Faculty Senate Assessment Committee. The Faculty Senate Assessment Committee will be responsible for maintaining the continuity and momentum of the academy's academic assessment process and informing the academy of innovative approaches to assessment. In particular:

(1) The Faculty Senate Assessment Committee shall create and monitor an overall framework and timetable for academic assessment at the Naval Academy. The Committee shall report annually to the senate on the state of academic assessment at the Naval Academy, and provide recommendations for improvements as appropriate.

(2) The Faculty Senate Assessment Committee shall review and coordinate department, program, and division assessment reports and meet with departmental and divisional leadership and assessment committees to discuss departmental assessment activities and facilitate the communication and sharing of good practices across the academy.

(3) The committee shall establish subcommittees with particular oversight responsibilities with respect to assessment as needed or required; for example, the core curriculum, attributes of a Naval Academy graduate, or innovations in assessment methods.

(4) The Core Curriculum Assessment Subcommittee shall review core program assessment reports and meet with divisional assessment committees, as necessary, to discuss assessment results. In conjunction with the academic divisions, the subcommittee shall promote cross-division discussion and coordination of the core program and its assessment. The subcommittee shall report annually to the senate via the Faculty Senate Assessment Committee on the state of core program assessment at the academy.

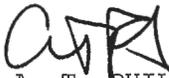
5. Action. The Academic Dean and Provost shall promulgate an annual Academic Dean and Provost Notice (ACDEANNOTE) with specific guidelines for the annual reporting process. Division directors, department chairs, and program directors will ensure that the assessment reports, discussed in paragraph 3, are consistent with the annual ACDEANNOTE and are prepared and submitted annually.

a. Division directors should submit their summary Core Program Assessments to the Faculty Senate Assessment Committee each year at the conclusion of the summer, prior to the beginning of the fall semester.

b. Department chairs and program directors should submit their program assessment reports to the Faculty Senate Assessment Committee, via their respective division director, each year at the end of the spring semester, but not later than 15 June each year.

c. The Faculty Senate Assessment Committee submits their report and recommendations, together with any additional comments, analysis, and/or proposals arising from the Faculty Senate, to the Academic Dean and Provost during the fall semester of each academic year.

6. Assistance. The Assistant Dean for Planning & Assessment and the Faculty Senate Assessment Committee are available to provide advice and assistance to departments and divisions or to other groups seeking support or assistance.


A. T. PHILLIPS

Copy to:
All Non-Mids (electronically)