

February 2014 Academic Assembly



Agenda

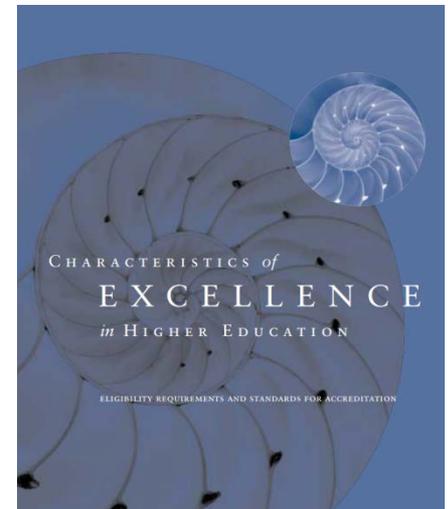
- **MSCHE focus on Standards 7 & 14**

Standard 7: Institutional Assessment

The institution has developed and implemented an **assessment process that evaluates its overall effectiveness in achieving its mission and goals** and its compliance with accreditation standards

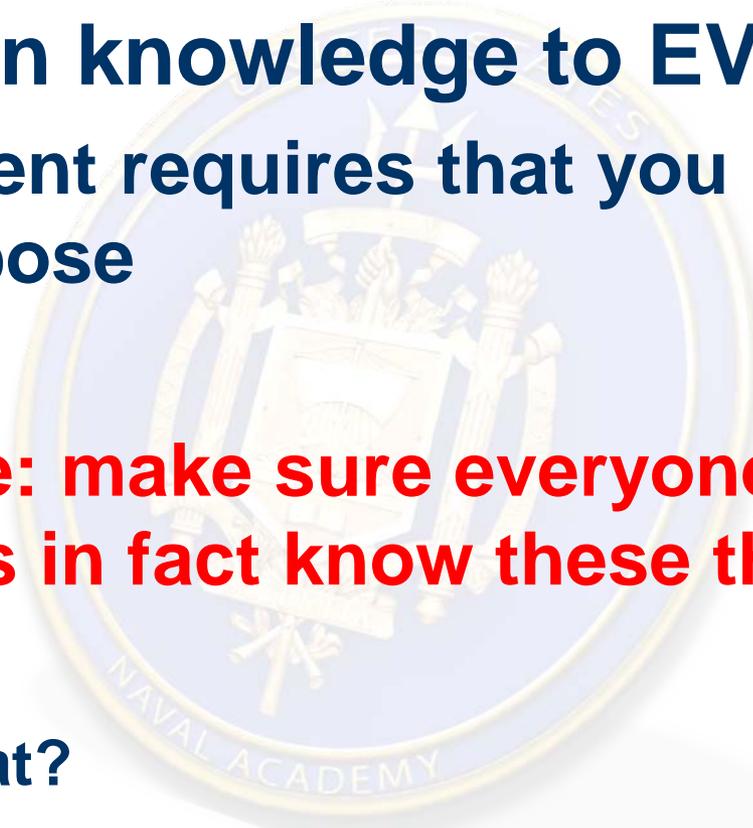
Standard 14: Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's **students have knowledge, skills, and competencies consistent with institutional and appropriate higher level education goals.**





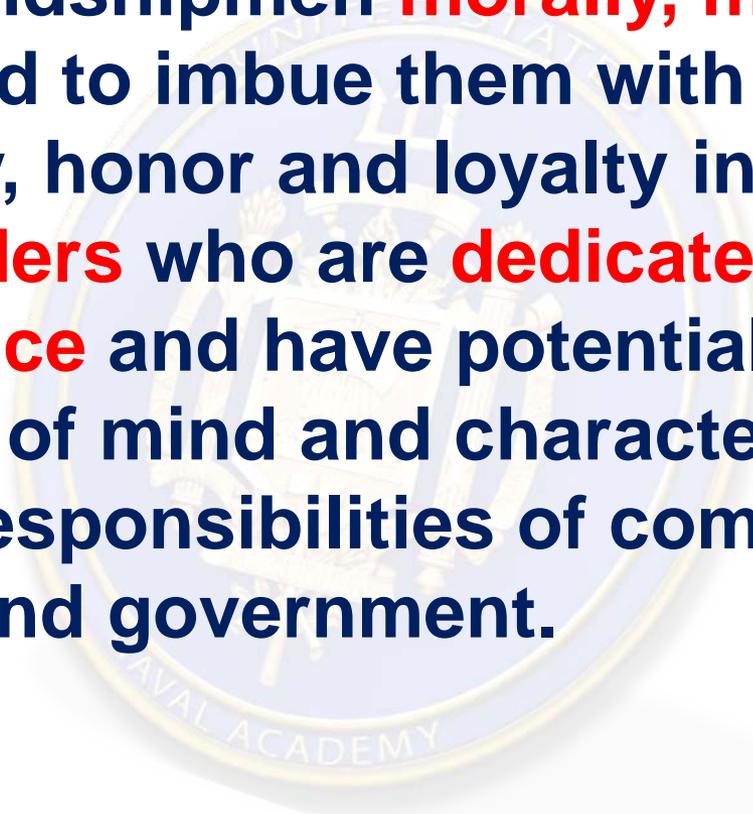
What Everyone Should Know

- Institutional level “themes” that *should* be common knowledge to **EVERYONE**
 - Assessment requires that you **FIRST** know your purpose
 - **Challenge: make sure everyone in your AOR does in fact know these themes**
 - Like what?
- 



Why does USNA exist?

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 of mind and character to assume the highest responsibilities of command, citizenship, and government.





25 Academic Majors

Division of Engineering & Weapons:

Aerospace Engineering
Computer Engineering
Electrical Engineering
General Engineering
Mechanical Engineering
Naval Architecture
Nuclear Engineering
Ocean Engineering
Systems Engineering

Division of Humanities & Social Sciences:

Arabic
Chinese
Economics
English
History
Political Science

Division of Mathematics & Science:

Chemistry
Computer Science
Cyber Operations
General Science
Information Technology
Mathematics
Oceanography
Operations Research
Physics
Quantitative Economics

65:35 Policy → 65% of USN accessions expected to complete a “STEM” Major



Our Top Academic Priority

- **Education of midshipmen is job #1**
 - Teaching and mentoring is primary
 - Develop midshipmen as leaders
 - Engage midshipmen in their studies
 - Emphasize quality and excellence
- Set high standards **AND** provide an environment to enable achieving those standards
 - **High academic standards and a challenging educational program can coexist with a positive and engaging learning environment**

USNA Faculty
Performance
Expectations:

Practical Guidance

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.

Updated 3 October 2012

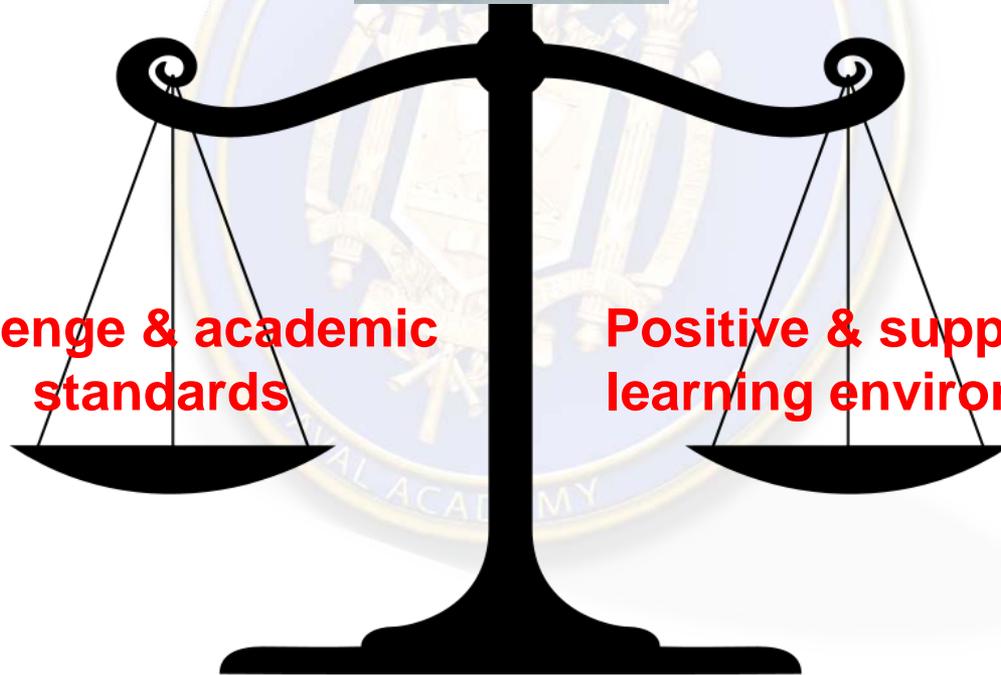
Note: USNA faculty members should also review Academic Dean Instructions and Notices relating to performance expectations

Role of the Faculty



Challenge & academic standards

Positive & supportive learning environment



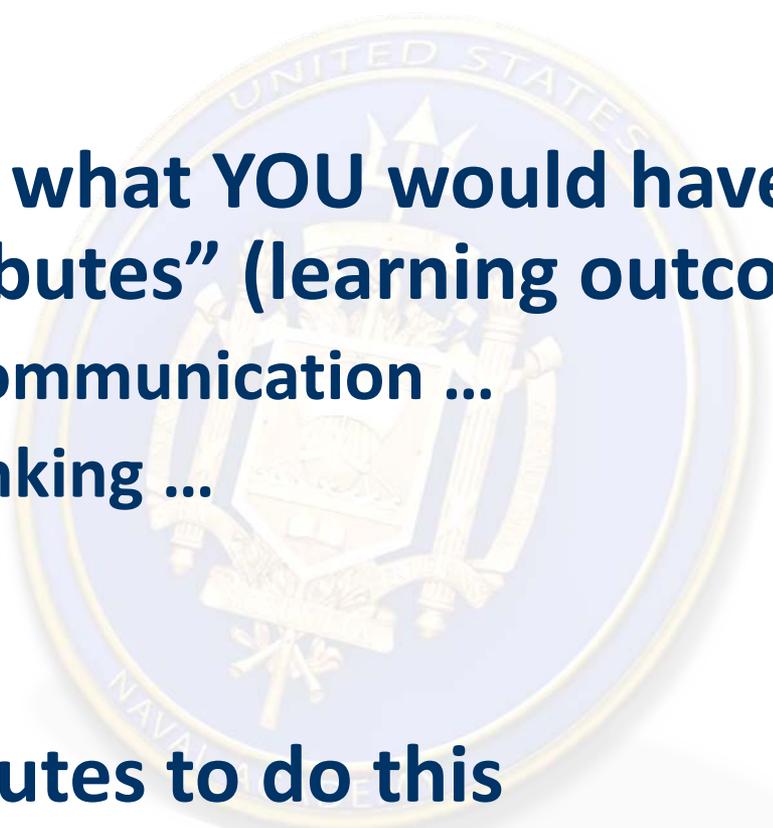
7 Attributes of Graduates



**Selfless • Inspirational • Proficient • Innovative
Articulate • Adaptable • Professional**



Group Activity

- In groups of 5 ...
 - Write down what YOU would have chosen for USNA “Attributes” (learning outcomes)
 - Effective communication ...
 - Critical thinking ...
 - What else?
 - Take 10 minutes to do this
- 



Our Institutional Learning Outcomes

Attributes of Graduates @ USNA = ILOs

- ***Selfless*** – selfless leaders who value diversity and create an ethical command climate through their example of personal integrity and moral courage.
- ***Inspirational*** – mentally resilient and physically fit officers who inspire their team to accomplish the most challenging missions and are prepared to lead in combat.
- ***Proficient*** – technically and academically proficient professionals with a commitment to continual learning.
- ***Innovative*** – critical thinkers and creative decision makers with a bias for action.
- ***Articulate*** – effective communicators.
- ***Adaptable*** – adaptable individuals who understand and appreciate global and cross-cultural dynamics.
- ***Professional*** – role models dedicated to the profession of arms, the traditions and values of the Naval Service and the constitutional foundation of the United States.

The Essential Learning Outcomes



Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

★ Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

★ Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

★ Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

★ Integrative and Applied Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems



Proficient and Adaptable

Inspirational, Proficient, Innovative, and Articulate

Selfless, Adaptable, And Professional

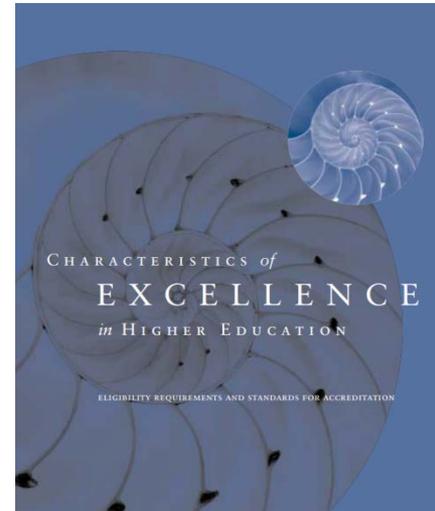
Proficient and Adaptable

MSCHE Standards 7 & 14

“Assessment”

Standard 7: Institutional Assessment

The institution has developed and implemented an **assessment process that evaluates its overall effectiveness in achieving its mission and goals** and its compliance with accreditation standards



Standard 14: Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's **students have knowledge, skills, and competencies consistent with institutional and appropriate higher level education goals.**

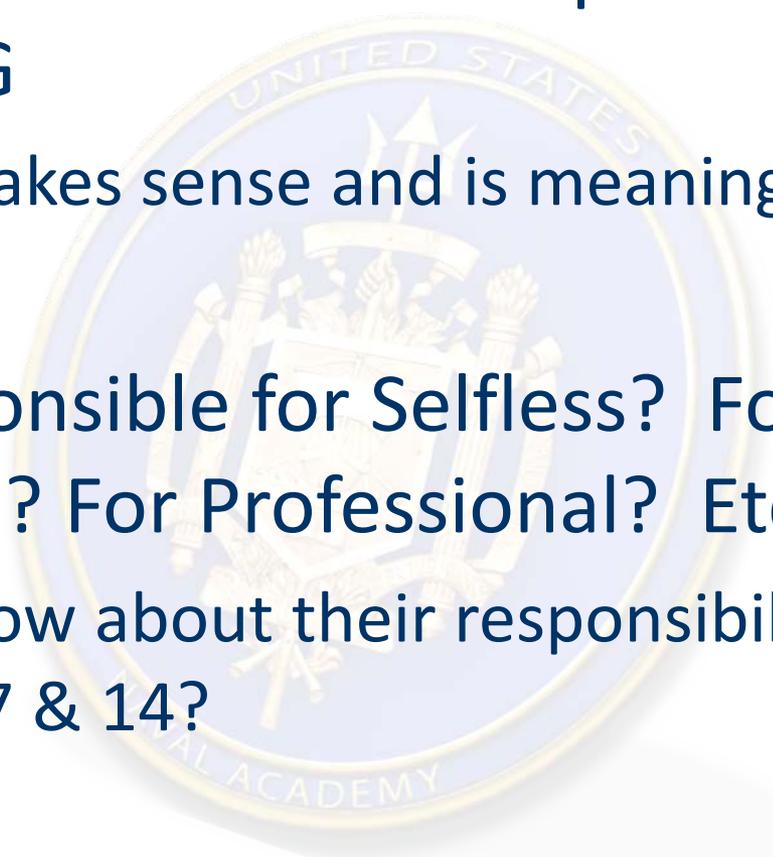


Our Model for Satisfying Standards 7 & 14

- All midshipmen graduate via a major program
 - All 25 major programs have student learning outcomes
 - Assessed, evaluated, and changes documented via departmental procedures
 - Each program's students learning outcomes are mapped to a subset of 7 Attributes
 - 7 Attributes = ILOs
- **Attributes are assessed via departmental processes**
- More challenging to us:
 - What about the more “elusive” Attributes (selfless, inspirational)
 - What's the role of the “core”

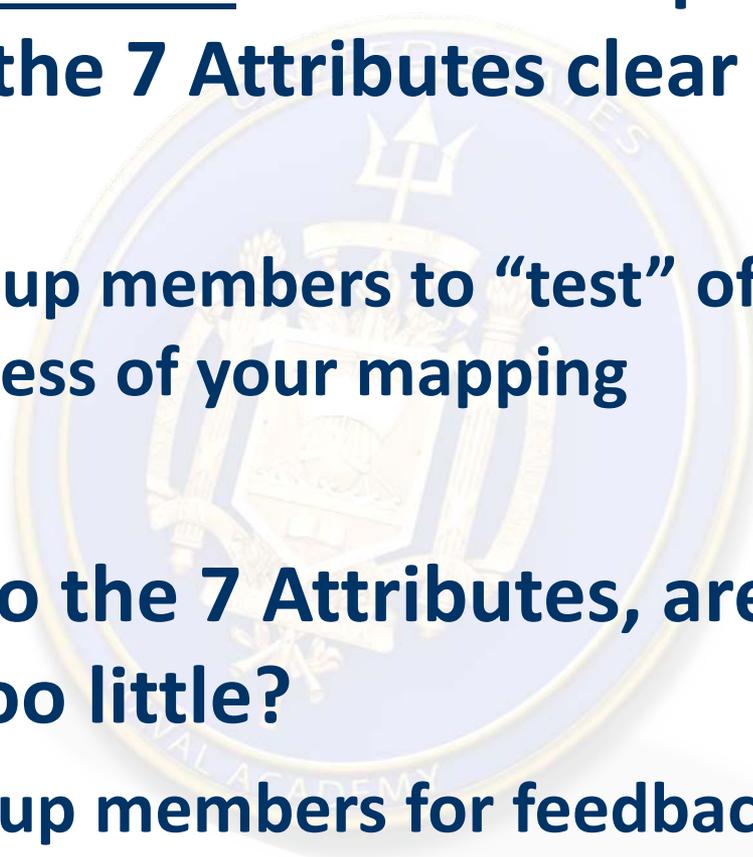


Selfless, Inspirational, ...

- Not EVERYONE should attempt to assess EVERYTHING
 - Do what makes sense and is meaningful to you
 - Who is responsible for Selfless? For Inspirational? For Professional? Etc.
 - Do they know about their responsibility vis a vis Standards 7 & 14?
- 

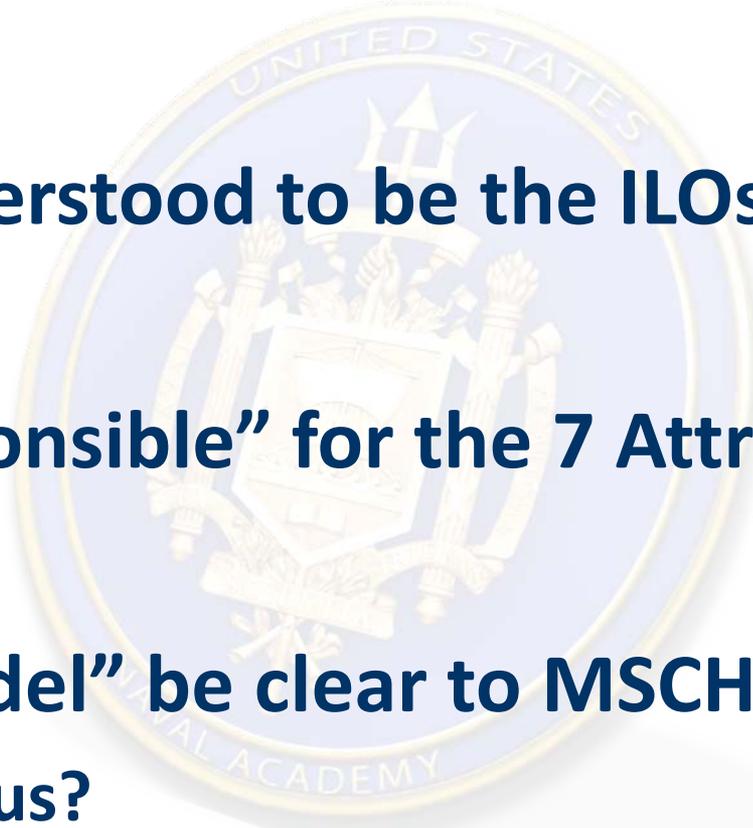


Group Activity

- Are the connections from YOUR program outcomes to the 7 Attributes clear (obvious) and intentional?
 - Use your group members to “test” of the validity / meaningfulness of your mapping
 - With regard to the 7 Attributes, are you doing too much? Too little?
 - Ask your group members for feedback
- 



Questions You Should be Able to Answer

- **Do we/you (everyone) know the 7 Attributes?**
 - **Are they understood to be the ILOs?**
 - **Who is “responsible” for the 7 Attributes?**
 - **Will our “model” be clear to MSCHE?**
 - Is it clear to us?
- 



Assessment a la Standard 14

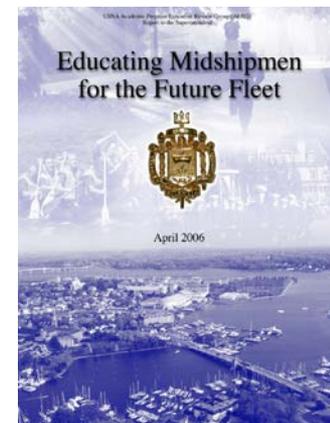
Is your assessment process a good one?

1. Were observable/measurable outcomes of student learning assessed?
2. Did some part of each assessment include the collection and analysis of student work or observation of student performance?
3. Do you indicate minimum expectations and then evaluate the extent to which students are meeting those expectations?
4. Do some of your learning outcomes align with the Attributes of Graduates? Is that explicit?
5. Are the plans to improve student learning, the curriculum, or assessment appropriate given the assessment that was conducted? If there are no changes planned, is this appropriate given the results of the assessment?

The Core

- **Why is there a Core? What is its purpose?**
- **What are the connections from the Core to the Attributes, and who defines those?**
- **A partial answer The 2006 AERG (Academic Program Executive Review Group) was asked:**

“Is the Naval Academy educating its graduates to meet the requirements of the Naval Service and is it doing so in the most effective and efficient way possible?”





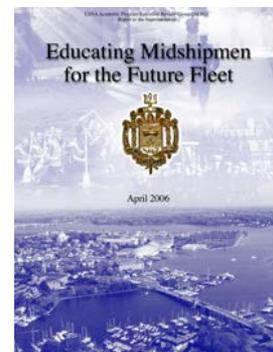
What is the Purpose of the Core?

What **we said** in the 2005-6 MSCHE self-study ...

The core curriculum serves three main functions:

- Provides a broad technical and liberal arts education experience.
- Lays the general foundation for all USNA majors programs.
- Meets the specific mission goals for the Naval Service.

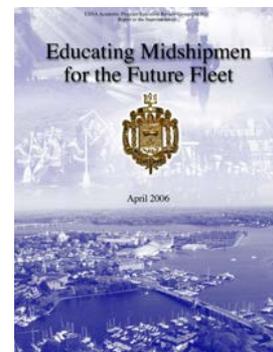
The **2006 AERG Report said** “the AERG believes this definition lacks adequate focus The purpose of the core education at USNA should be *to prepare midshipmen to excel as leaders of the Navy and the Marine Corps in any field and at all stages of their careers.*”





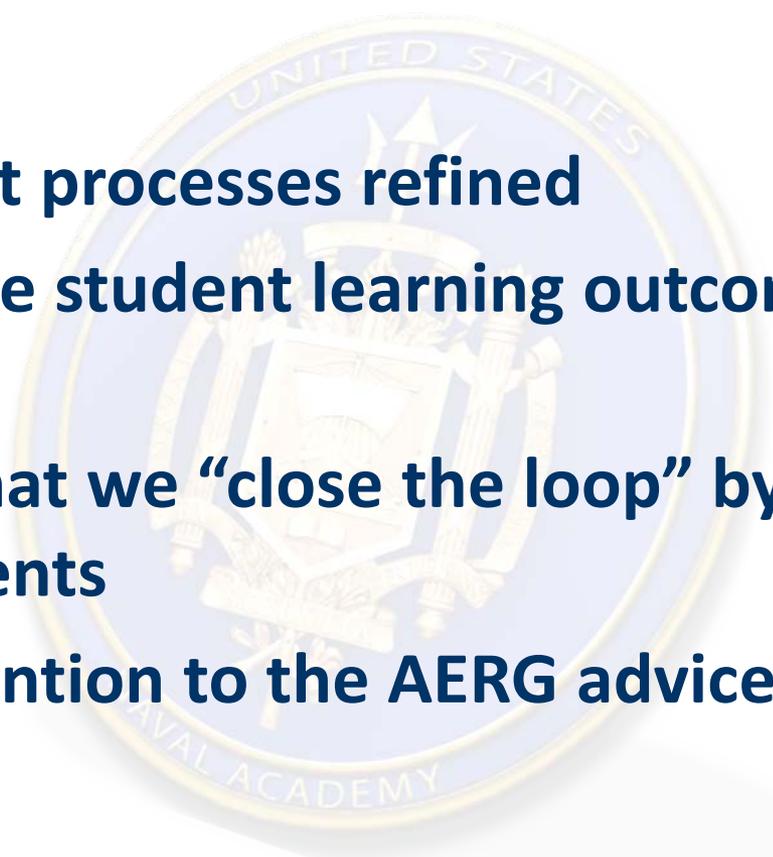
AERG Opinion on Core Content

“The AERG believes that ultimately, core content should be selected and presented with a goal of enabling students to understand how the different disciplines solve problems, how they create knowledge, and why they matter. Conveying why core content matters requires making clear to midshipmen the connection between the material they are exposed to in the core and the experiences they will encounter throughout their career in the Navy or Marine Corps (a concept referred to in this report as ‘Fleet-relevance’).”





Work on the Core Remains ...

- **There is still much work to be done on the Core:**
 - **Assessment processes refined**
 - **Linking Core student learning outcomes to the 7 Attributes**
 - **Ensuring that we “close the loop” by making improvements**
 - **Paying attention to the AERG advice**
- 



Next Time ...

Standard 2: Planning, Resource Allocation, and Institutional Renewal

An **institution conducts ongoing planning** and resource allocation based on its mission and goals, **develops objectives to achieve them**, and utilizes the results of its assessment activities for institutional renewal.

Implementation and subsequent evaluation of the success **of the strategic plan** and resource allocation support the development and change necessary to improve and to **maintain institutional quality**.

