



United States Naval Academy

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# Academic Assembly

03 OCT 2017



# Lt. Gen. Jay Silveria Address

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- <https://www.youtube.com/watch?v=Mao6e03s0w0>



# ITSD

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\*\*\* New and Improved Business Objects  
Advisor/Advising Reports \*\*\*



## Institutional Assessment

An effective institution of higher learning is one that has a clear vision and mission, measures the effectiveness of programs and support units in achieving their purpose, uses the information gathered to determine if outcome goals have been met or if improvements are needed, makes recommendations for improvement based on a thorough analysis of assessment results, and identifies resources needed to carry out each recommendation.

The Academy Effectiveness Board (AEB) is responsible for developing and maintaining an effective and robust USNA assessment process; monitoring and reporting to the Superintendent and the Senior Leadership Team (SLT) the Academy's overall effectiveness in fulfilling its mission. The AEB is charged with focusing its efforts on assessing USNA's mission accomplishment and obligation to produce leaders of character. This institutional-wide focus requires the AEB to assess the Academy's current Strategic Plan and all three mission areas (mental, moral, and physical) as well as mission-supported functions related to the four-year leadership immersion program.

Included in the AEB's most recent assessments:

- **Annual Institutional Effectiveness Assessment Report:** an Academy-wide effectiveness status report to the Superintendent and SLT. Please review the [AEB's Academic Year 2015-16 Institutional Effectiveness Assessment Report](#).
- **USNA Proportional Outcomes Update:** a disaggregated data analysis, with an effort on controlling key variables such as entering academic aptitude, to better understand attrition patterns and causal factors for historically lower African American Proportional Outcomes Indexes (graduation rates). Please review the [USNA Proportional Outcomes Update](#).

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# ACADEMICS



## Academy Effectiveness Board

The Academy Effectiveness Board (AEB) was established in 2006 to develop momentum in revising USNA assessment processes and improving the institution's overall effectiveness. The AEB is charged with developing and/or continuing the implementation of a variety of assessments and studies, including:

- Projects related to outreach, recruitment, and preparation
- Projects related to the 47-month USNA program
- Projects related to post-commissioning

Academic Dean and Provost Reports to the AEB:

- 2017 Annual Report
- 2016 Annual Report

Coming Soon!!!

See [Institutional Assessment](#) page for additional information.



# Institutional Assessment

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- Stabilizing Faculty Funding
- Equity, Diversity, and Inclusivity
- General Education/Core Curricular Learning Assessment



# Stabilizing faculty development funding

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*Goal was to achieve \$600,000 in direct funding for faculty development.*

- FY17 Direct support totaled \$350,400
- 58% of the goal with direct funding
  
- Gift funding support was \$356,000
- External research grants supported additional faculty development

*Indirect cost recovery progress:*

- FY17 Indirect cost recovery generated \$374,000
- Used to support labor costs for 3 FTE in the research office
  
- Issues being worked to improve the program
  - Ability to charge 5% on DoN funding
  - Ability to “pool funds” to meet needs rather than a “fee for service” accounting model.
  - Updating the fringe benefit rates to cover actual costs.



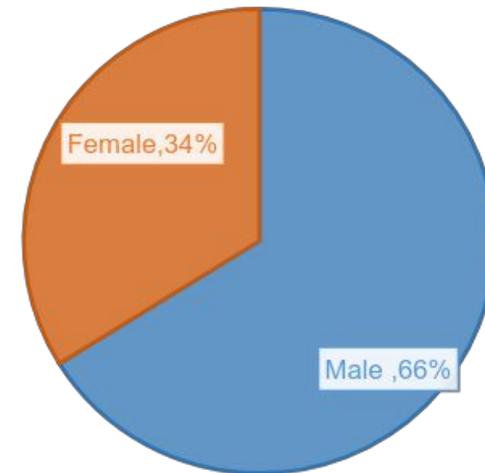
# Equity, Diversity, and Inclusivity Activities

## USNA snap shot of current status, Spring 2017

### Department Demographics Gender

E&W	Numbers		Percentage	
	M	F	M	F
Aerospace Eng.	10	0	100	0
Elec. & Comp. Eng.	12	4	75	25
Mech. Eng	23	5	82	18
NAOE	6	3	67	33
Wpns & Sys Eng.	14	3	82	18
<i>Division</i>	65	15	81	19
<b>HUMSS</b>				
Economics	7	5	58	42
English	11	11	50	50
History	22	5	81	19
Languages & Cult.	6	16	27	73
Poli. Sci.	10	7	59	41
<i>Division</i>	56	44	56	44
<b>M&amp;S</b>				
Chemistry	21	18	54	46
Comp. Sci.	13	1	93	7
Cyber	4	0	100	0
Math	28	16	64	36
Oceanography	6	2	75	25
Physics	22	3	88	12
<i>Division</i>	73	22	77	23

### GENDER DEMOGRAPHICS



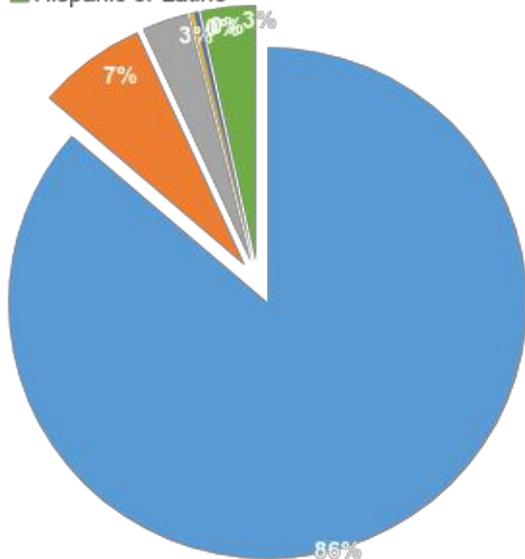


# Equity, Diversity, and Inclusivity Activities

## USNA snap shot of current status, Spring 2017

### Racial Demographics

- White
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- American Indian or Alaska Native
- Hispanic or Latino



### Department Racial Demographics

	Caucasian	OREG	Asian	Black or Afr. Amer.	Nat. Hawaiian	Amer. Indian	Hispanic or Latino
Aerospace Eng.	8	2	2	0	0	0	0
Elec. & Comp. Eng.	12	4	2	0	0	0	2
Mech. Eng	27	1	0	0	0	0	1
NAOE	9	0	0	0	0	0	0
Wpns & Sys Eng.	14	3	0	1	0	0	2
Division	70	10					
Economics	10	2	2	0	0	0	0
English	19	3	1	0	0	1	1
History	24	3	2	1	0	0	0
Languages & Cult.	12	10	6	1	0	0	3
Poli. Sci.	15	2	1	1	0	0	0
Division	80	20					
Chemistry	34	5	3	2	0	0	0
Comp. Sci.	12	2	1	1	0	0	0
Cyber	4	0	0	0	0	0	0
Math	37	7	4	2	0	0	1
Oceanography	6	2	0	0	0	0	2
Physics	23	2	1	1	0	0	0
Division	82	13					



# Equity, Diversity, and Inclusivity Activities

Demographic Information for 2017 Interview Candidates			
<i>Male</i>	<i>Female</i>	<i>Caucasian</i>	<i>OREG</i>
20	7	17	10

Inter view candidates  
 26% Female  
 37% OREG

Demographic Information for 2017 Tenure Track Faculty Hires			
<i>Male</i>	<i>Female</i>	<i>Caucasian</i>	<i>OREG</i>
3	5	6	2

Faculty Hires  
 63% Female  
 25% OREG

Female midshipmen are slightly overrepresented in HUM/SS and M&S compared to brigade totals, 4% in both HUM/SS and M&S, and under-represented by 7% in E&W.

Class of 2017	Preference		Final Major		Preference Percentages		Final Percentages		Delta	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
E&W	336	63	328	61	84%	16%	84%	16%	-8	-2
HUMSS	250	90	256	96	74%	26%	73%	27%	6	6
M&S	232	89	230	85	72%	28%	73%	27%	-2	-4
TOTAL	808	242	808	242	76%	24%	76%	24%		



# Equity, Diversity, and Inclusivity Activities

Relative to the racial make up of the Brigade:

Class of 2017	Preference		Final Major		Preference Percentages		Final Percentages		Delta	
	White	OREG	White	OREG	White	OREG	White	OREG	White	OREG
E&W	300	79	296	76	79%	21%	80%	20%	-4	-3
HUMSS	244	81	255	77	75%	25%	77%	23%	11	-4
M&S	231	77	221	84	75%	25%	72%	28%	-10	7
TOTAL	775	237	775	237	77%	23%	77%	23%		

At graduation underrepresented racial and ethnic groups of midshipmen are slightly underrepresented in E&W by about 3% and overrepresented in M&S by about 5%. Representation in HUMSS is on par with the percentage in the brigade.



# Core Curricular Learning Assessment Timeline

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- 2013/14: CLOTF begins work of articulating learning outcomes across the core.
- 2015: Overarching Core Learning Outcomes adopted. Each department aligns its core courses with the core learning outcomes
- 2016:
  - MSCHE visit (March) – commended for “clearly articulated learning outcomes at all levels, all of which are thoroughly mapped to the core learning outcomes...”
  - MSCHE (final determination June) “...a progress report, due April 1, 2018, documenting further development and implementation of... an organized, systematic process to assess general education student learning outcomes...”
  - Plan priorities and development June Academic Off Site
  - Plan briefed at December Academic Assembly
- 2017:
  - Spring -- Departments receive instruction and template.
  - Summer -- Material aggregated to gain an overview
  - Fall -- Table included in AcDean Institutional Assessment Report
  - Upcoming -- Division inputs October 31.
- 2018: Follow – up report to MSCHE



# Assessment of Core Curricular Learning Outcomes

USNA: Percentage of Mids Meeting or Exceeding Faculty/Departmental Expectations for Core Curricular Learning Outcomes in AY2017

AY 2017 Core Curricular Learning Outcomes Assessment		
Core Learning Outcome	Total Departments / Divisions Contributions for AY17	% Midshipmen Met or Exceeded Department/Faculty Expectations <sup>1</sup>
Apply Leadership Skills	1/1	93%
Reason morally/ethically	1/1	83%
Apply Principles of Naval Science and the Profession of Arms	2/1	85%
Solve Technical Problems	8/2	73%
Communicate Effectively	7/4	78%
Critically Reason	6/4	84%
Understanding American Heritage	--	--
Interpret World Events	1/1	93%
Demonstrate Intellectual Curiosity	2/1	64%



# Indirect Assessment of Core Curricular Learning Outcomes: National Survey of Student Engagement

<i>Indirect Measures of Core Learning Outcomes for Class of 2017</i>			
<b>Core Learning Outcomes (Seven Attributes)</b>	<b>Related National Survey of Student Engagement Items<sup>2</sup></b>	<b>Spring 2014 4/C n=570 (NSSE FY n=151,297)</b>	<b>Spring 2017 1/C n=380 (NSSE SR n=319,561)</b>
Apply Leadership Skills (Selfless/Inspirational/Professional)	Hold a formal leadership role in a student organization/group: <u>Done/In Progress</u>	11% (12%)	84% (35%)
Reason morally/ethically (Selfless/Professional)	Institutional contribution to developing/clarifying personal code of values/ethics: <u>Quite a Bit or Very Much</u>	88% (58%)	89% (65%)
Solve Technical Problems (Proficient)	Current school year course work has emphasized applying facts/theories/methods to practical problems or new situations: <u>Quite a Bit or Very Much</u>	81% (73%)	77% (78%)
	Institutional contribution to solving complex/real world problems: <u>Quite a Bit or Very Much</u>	68% (53%)	76% (63%)
Communicate Effectively (Articulate)	Institutional contribution to writing clearly and effectively: <u>Quite a Bit or Very Much</u>	75% (68%)	79% (72%)
	Estimated number of assigned pages of student writing during the current school year.	55.9 (47.2)	59.6 (80.0)
	Institutional contribution to speaking clearly and effectively: <u>Quite a Bit or Very Much</u>	77% (58%)	86% (68%)
Critically Reason (Innovative)	Institutional contribution to thinking critically and analytically: <u>Quite a Bit or Very Much</u>	83% (77%)	89% (84%)
Interpret World Events (Adaptable)	Institutional emphasis on attending events that address important social, economic, or political issues: <u>Quite a Bit or Very Much</u>	71% (53%)	52% (43%)