

1 Dec 2017

From: Academy Effectiveness Board  
To: Superintendent and Senior Leadership Team

Subj: Academic Year 2016-17 Institutional Effectiveness Assessment Report

Ref: (a) USNA 5420.36A – Responsibilities and Duties of the Academy Effectiveness Board  
(b) DOD 1322.22 – Service Academies

Encl: (1) USNA Academic Year 2016-17 Dashboard  
(2) USNA Institutional Assessment Plan  
(3) USNA Cost Center Annual Assessment Report Roll-up

1. Reference (a) charges the Academy Effectiveness Board (AEB) with providing an annual Academy-wide institutional effectiveness status report to the Superintendent and the SLT. Enclosure (1), the USNA Academic Year 2016-17 Dashboard, provides an update of key metrics for the past academic year. A summary of the highlights of the Dashboard follows.

A. Graduation Rates. The Class of 2017 achieved a graduation rate of 89.4%, well above reference (b) requirements (75%), and equaling the Class of 2016's record high graduate rate for any of the service academies. More specific observations:

- Both male and female graduation rates exceeded 89%.
- The difference between Caucasian and Other Racial/Ethnic Groups (OREG) graduation rates was less than 2%, the narrowest on record, with OREG midshipmen graduating at a record 87.9%.
- Each of the major OREG groups graduated at rates exceeding 83%.
- Varsity athletes graduated at a record high 92.4%, over 4% higher than non-varsity athletes.
- Midshipmen who had matriculated from NAPS graduated within 6% of Direct Entry midshipmen, slightly outside of the 5% requirement delineated in reference (b), but at the second highest rate (85%) in the last 10 years.
- The Class of 2017's low attrition was largely attributable to very low rates of academic attrition (16 midshipmen, 1.3%) and attrition due to conduct or honor (15 midshipmen, 1.2%)
- Overall attrition across the academic year for all four classes was the highest in five years, but below the previous five-year average (AY08-12).
- Current projections indicate the Class of 2018 will graduate at a slightly lower rate than the Class of 2017 and the Class of 2019 will graduate at a roughly equal rate.

- The matriculation rate of NAPS midshipman candidates to the Naval Academy declined for the second year to 80%, but remains well above the 70% requirement delineated in reference (b).

The AEB assesses these graduation trends as positive and attributes them to effective programs and processes from Admissions through the 47-month experience at USNA.

B. Admissions. While the overall number of applications for the Class of 2021 dropped approximately 4% from the prior year, the total was within 8% of the all-time high under consistent measuring metrics and well above USMA and USAFA. The quality and diversity of the applicant pool and those selected for admissions continues to be strong. Specific observations:

- The number of USNA applications for the Class of 2021 (16,299) was 25% higher than USMA (12,973) and 60% higher than USAFA (10,202).
- The number of fully qualified applicants (3105) represents a gradual decline but was within 7% of all-time high and afforded a healthy 2.25:1 ratio of fully qualified applicants to offers of appointment.
- Female representation in the Class of 2021 was at 27.1%, the third successive year above 27% and closely matched the percentage of female applicants (26.2%).
- OREG representation (37%) was an all-time high and closely matched the percentage of OREG applicants (36.5%).
- Academically, the Class of 2021 appears to be another strong class with the highest combined SAT/ACT scores in USNA history and core course validations (1361, 1.12/midn) consistent with the last five years.
- USNA and the admissions process appears to continue to attract and select highly motivated candidates for offers of appointment, as evidenced by another record setting, and Nation's highest overall yield rate (88%).

The AEB assesses USNA Admissions' programs and practices as very effective in attracting, selecting and admitting highly qualified midshipmen candidates.

C. Professional and Moral Development. Metrics assessing the Academy's effectiveness in the professional and moral development of midshipmen show mixed results, though in general positive trends.

- Results of the 2/C and 3/C Professional Competency (both pass rate and average score) increased significantly in AY17.
- As a result of effective information, education, and screening programs, the percentage of midshipmen receiving their top choice for Service Assignment continues to increase (85.6% for the Class of 2017).
- The number of honor cases and those midshipmen found in violation continues to trend downward.

- The number of major conduct offenses and alcohol related offenses has remained relatively steady over the last seven years. The AEB understands that a renewed emphasis has been placed on responsible alcohol use through a task force approach.

The AEB assesses USNA's efforts to improve the professional development of the Brigade of Midshipmen as effective. Continued assessment regarding major conduct offenses should help determine the effectiveness of recent program changes.

D. Academics. The Academy continued to produce strong academic results, meeting most goals associated with the mental mission over the past academic year.

- The percentage of the Brigade that was AcBoard eligible (Fall: 2.1%, Spring: 2.0%) and the academic attrition for the Class of 2017 (1.33%) were at record lows.
- 69.7% of the Class of 2017's newly commissioned Ensigns graduated with STEM degrees, exceeding CNO(N1) requirements (65%).
- While the number of midshipmen completing semester study abroad (92) was at an all-time high and close to USNA's goal of 100 per year, the total number of midshipmen benefitting from International LREC experiences (322) dropped significantly and is well below USNA's 500 goal. This shortfall is driven by a lack of appropriated funding to support this program, and is projected to decline further in AY18.
- Civilian and military faculty manning, while below goal, have improved since AY12. While diversity within the civilian faculty continues to increase, racial and ethnic diversity growth lags that of the Brigade.

The AEB assesses USNA's strong academic success to the quality of the incoming students, devoted faculty, superb academic advising, and the exceptional support of the Academic Center.

E. Physical Mission. While the Brigade of Midshipmen continued to perform well, there were some slight drop offs in physical mission achievement. Specific observations:

- PE attrition for the Class of 2017 (0.6%) showed an uptick from the last couple years, but is not deemed problematic at this time by the AEB.
- The Plebe Summer PRT pass rate for the Class of 2021 was the highest in recent history at 97.4%.
- Brigade PRT performance was strong and consistent with past years, the BCA failure rate was the lowest in recent history.
- Navy's Varsity Sports performance was slightly off (winning percentage of 62% the lowest in the last 10 years), though Navy won the Patriot League Presidents' Cup for the fourth consecutive year and was victorious over Army West Point in the majority (14 of 23) Star competitions.

The AEB continues to assess USNA's Physical Mission programs as effective and balanced.

F. Resources and Manning. USNA continues to experience a reduction in resources to meet its mission and many programs are beginning to show the negative impacts of manning and budget cuts.

- USNA's cost per graduate has increased at a very modest 1.6% annual rate over the past six years, well below that of Navy programmed inflation rates, and currently 88% that of USMA and 79% of USAFA.
- Factoring in conservative (1.5%) inflation rates, USNA's OM,N budget for FY17 was effectively \$10M (7%) below that of FY10. The result has been a significantly reduced material budget; among the negative impacts:
  - Reduced midshipmen, faculty and staff professional development opportunities.
  - Lifecycle replacement of technology and furnishings well below long-term sustainable levels.
  - 40% reduction in library subscriptions.
- Despite an increase in requirements (e.g., cyber program, SAPR, STEM requirements), authorized and executed civilian manning levels have decreased ~7% since FY10 and are forecast to decline further over the next two years. The resultant manpower shortfall is negatively impacting USNA's overall program, ranging from reduced library hours to understaffed labs to delayed information technology development.
- The continued reduction in Sustainment funds (~55% of Flagship) is creating a significant backlog of required sustainment actions with resultant negative mission impact. FY17 Renovation and Modernization funding for Rickover Hall will have a very positive impact on the learning environment. Projected reinstatement of increased SRM levels starting in FY19 is needed and promising.

The AEB is concerned that future OM,N forecasts will negatively impact USNA's ability to meet its mission effectively.

2. During AY16-17 the AEB developed, and with the SLT and Superintendent's concurrence, implemented a formalized USNA Institutional Assessment Plan (IAP) (enclosure (2)). As part of the IAP, Cost Centers are charged with implementing an annual assessment plan that includes Cost Center goals, measurable desired outcomes, and an assessment on progress toward achieving these outcomes. Enclosure (3) represents a roll-up of the individual Cost Center Annual Assessments for AY16-17. The AEB appreciates the initial efforts of the Cost Centers in implementing the IAP and projects increased institutional benefits with further program maturity.

3. Additional AEB efforts during AY16-17 included completion of the USNA Proportional Outcomes Update. Through a disaggregated data analysis, with an effort on controlling key variables such as entering academic aptitude, the Proportional Outcomes Update examined attrition patterns for potential causal factors leading to past lower graduation rates for African American Midshipmen at USNA. A summary of the AEB's findings:

- African American Midshipmen succeeded at similar rates as their peers, except for those with the weakest entering aptitude.
- The cause of the inequity for African American Midshipmen with the weakest entering aptitude as compared to their peers is unknown.
- Recently graduated classes (2015-17) have shown much more equity in success across all demographics. The AEB assesses the improved entering aptitude of midshipman candidates, improved academic counseling, the increasingly effective Academic Center and NAPS preparation as major drivers to this increased equity.

The summary of the USNA Proportional Outcomes Update can be found at:

[https://www.usna.edu/StrategicPlan/\\_files/docs/AEB-Proportional-Outcomes-Update-Jan-17.pdf](https://www.usna.edu/StrategicPlan/_files/docs/AEB-Proportional-Outcomes-Update-Jan-17.pdf)

4. In summary, the AEB assesses that USNA is currently meeting its mission of developing midshipmen morally, mentally and physically for future service as naval officers. While there are areas for continued improvement, Cost Centers and institution-wide efforts are focused on maximizing the 47-month experience for the Brigade of Midshipmen. The AEB is increasingly concerned, however, with available resources to complete the mission...specifically the OM,N budget. Current and forecast resource levels have resulted in staff reductions, strained programs, and a recent reduction in the quality of the Academy's immersive, developmental program. The excellence that USNA has achieved over the past decade in cyber, STEM fields, and experiential leadership development are in jeopardy in the coming years without more robust resourcing.

D. W. O'SULLIVAN  
AEB Co-Chair

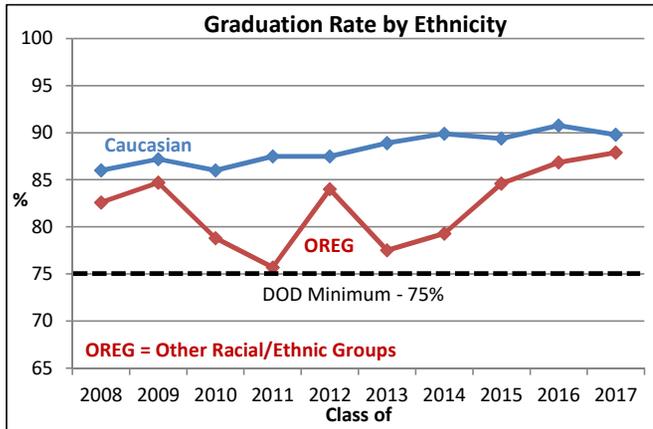
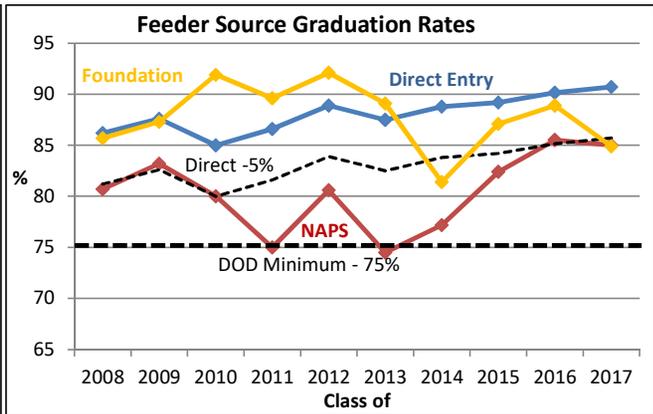
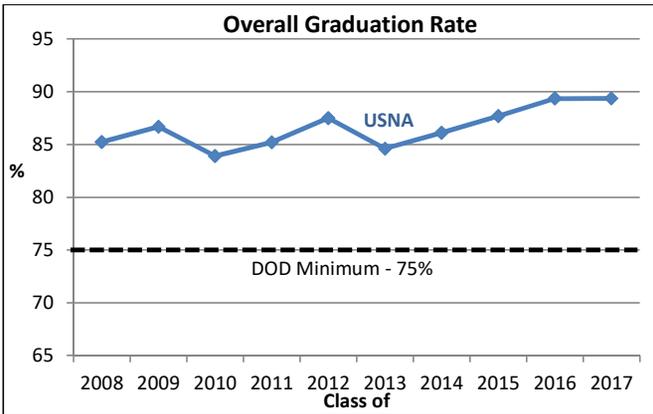
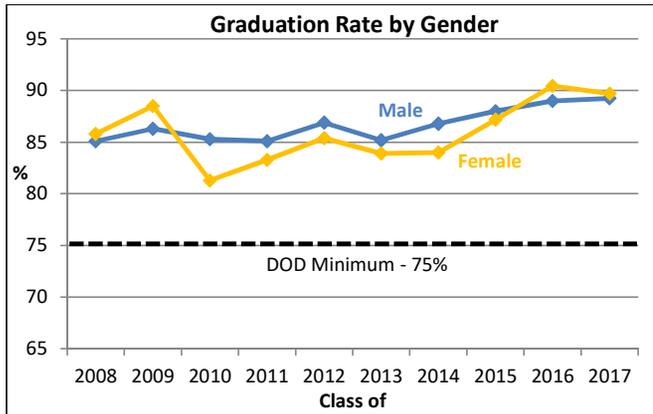
T. J. GRADY  
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J. S. O'NEILL  
AEB Co-Chair



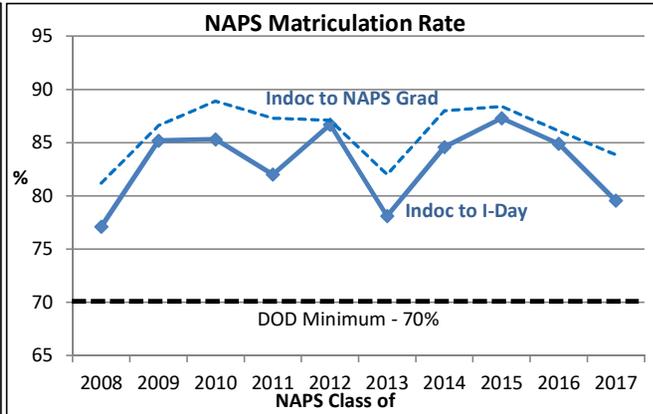
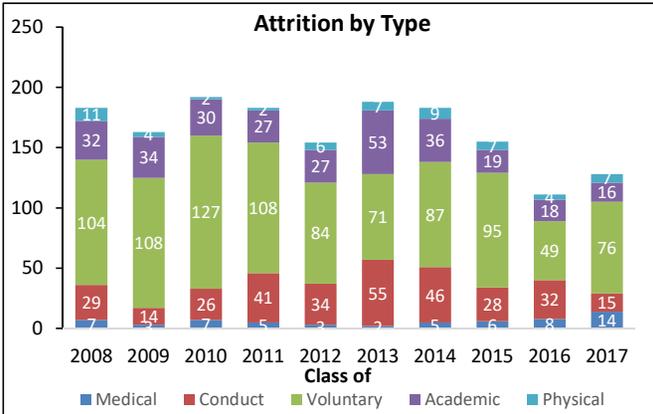
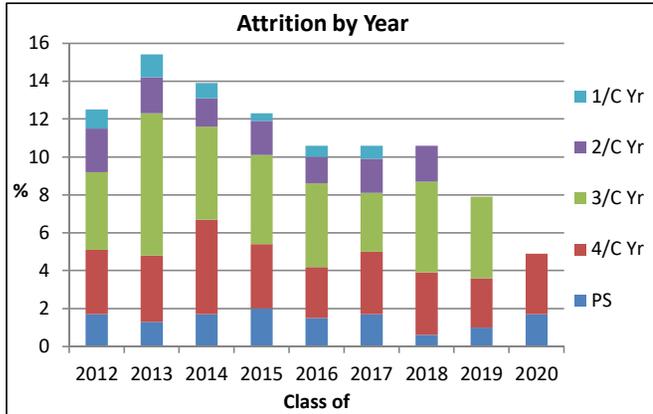
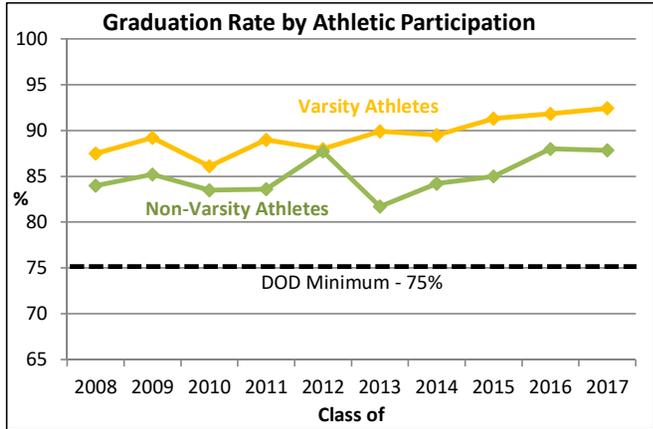
**USNA Dashboard**  
**Academic Year 2016-17**

Enclosure (1)

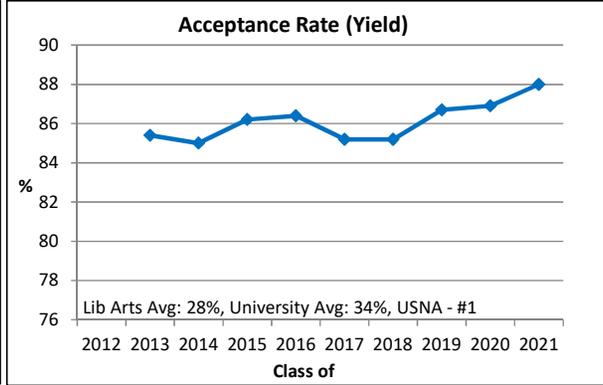
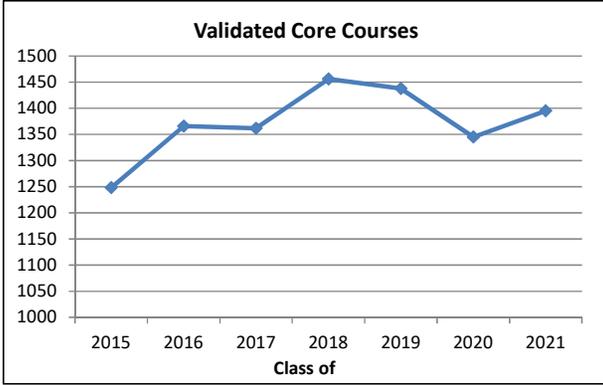
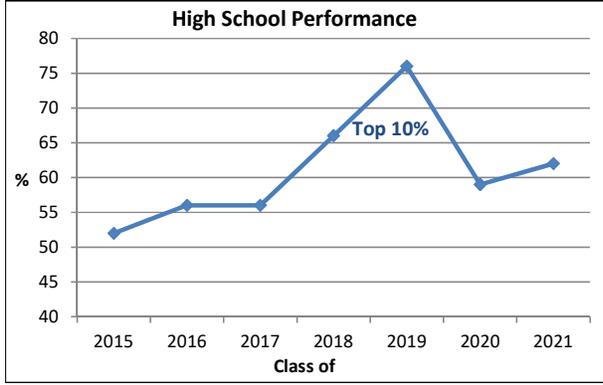
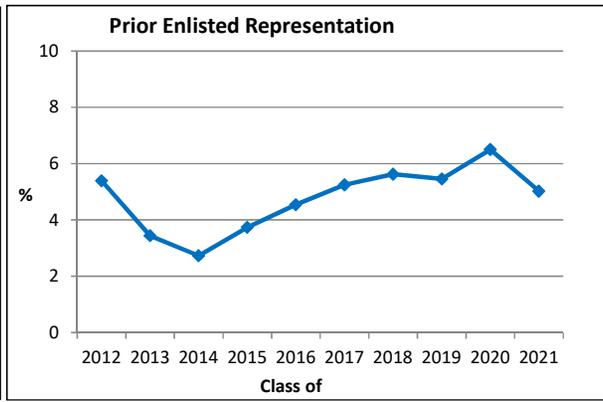
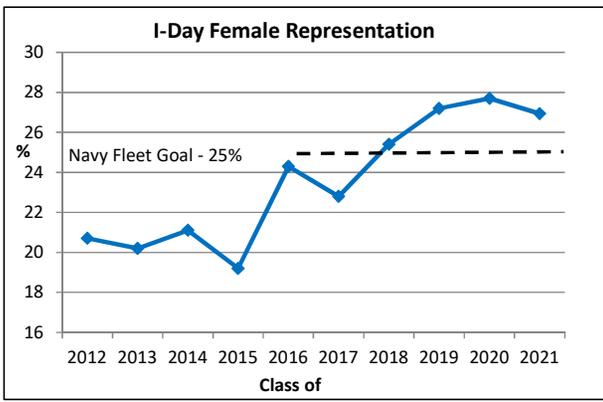
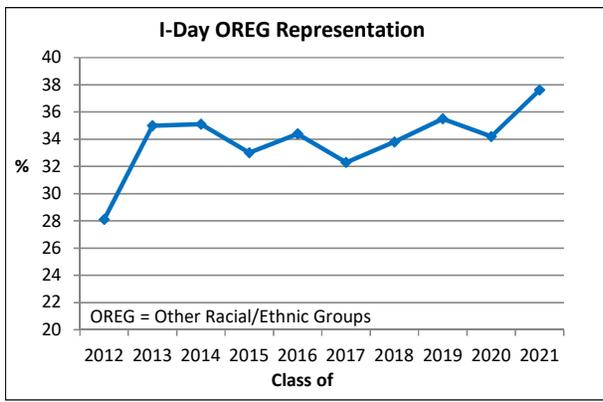
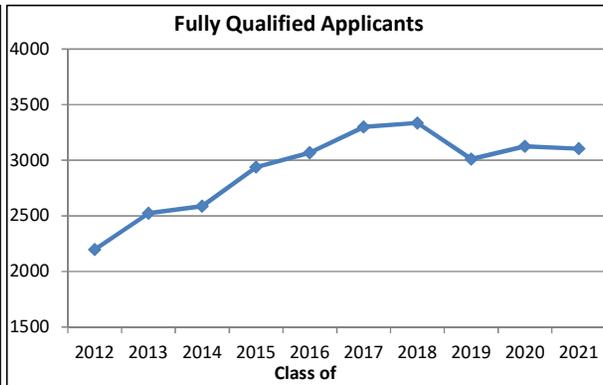
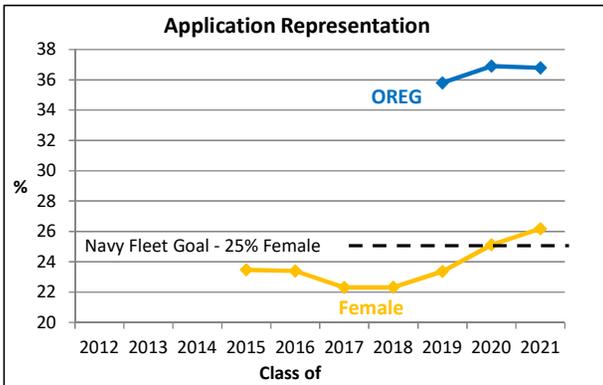
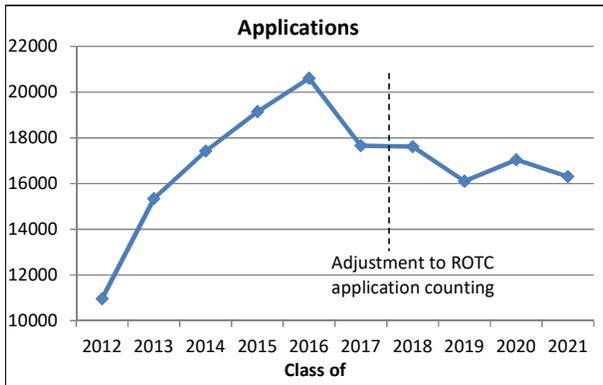


# GRADUATION & ATTRITION

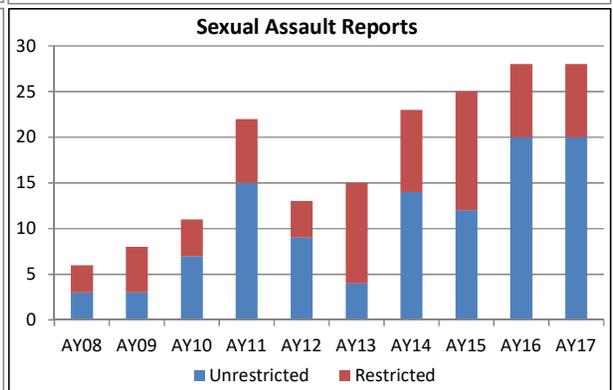
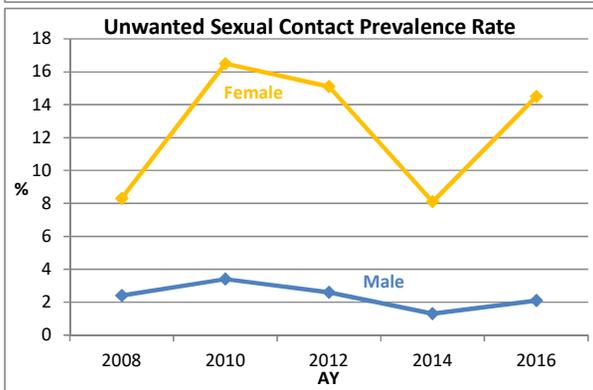
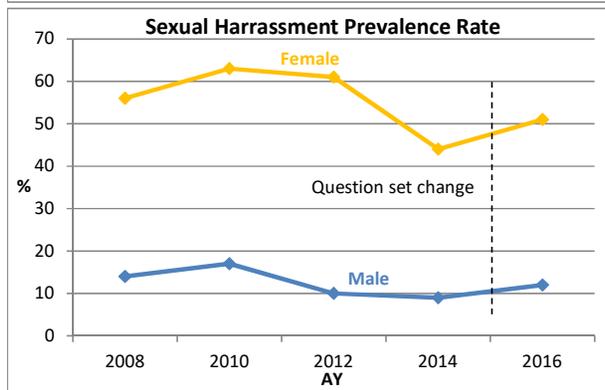
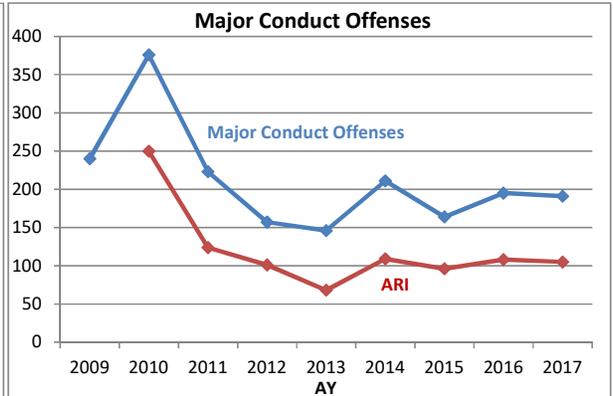
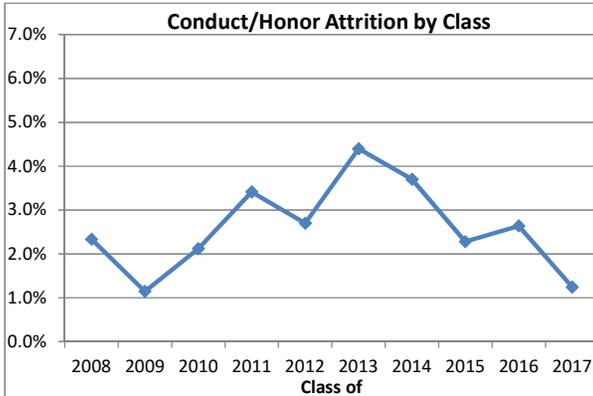
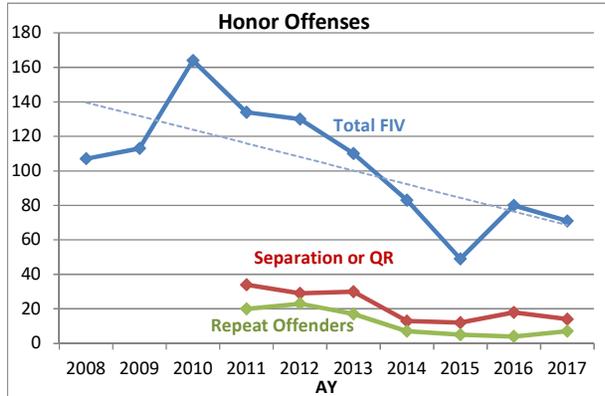
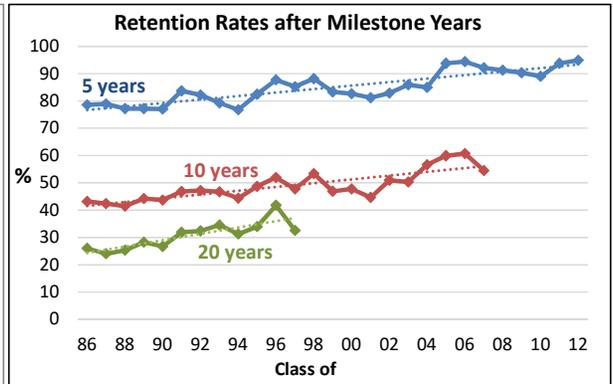
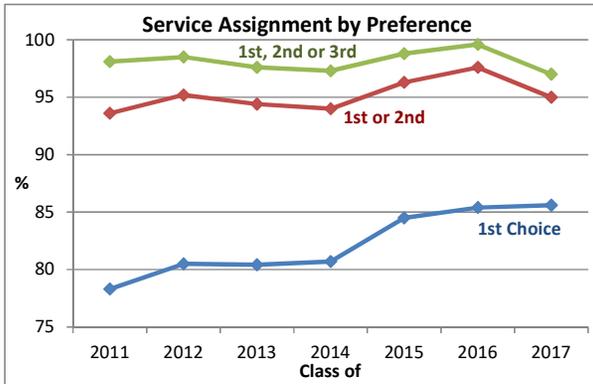
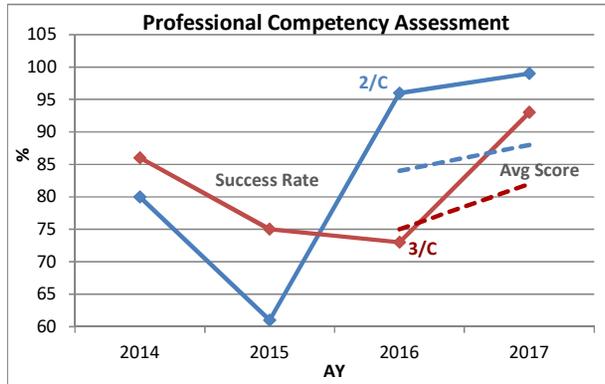
Note: All graduation statistics from I-Day on



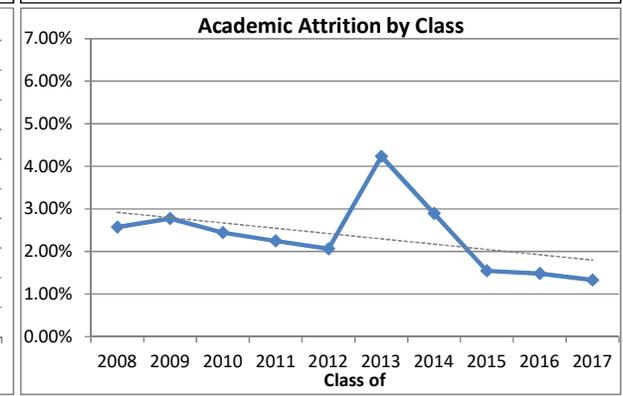
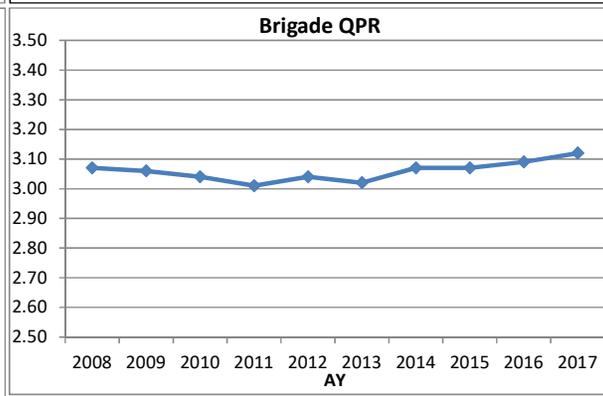
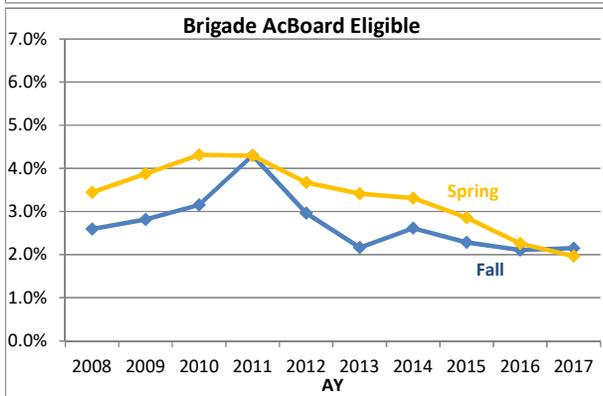
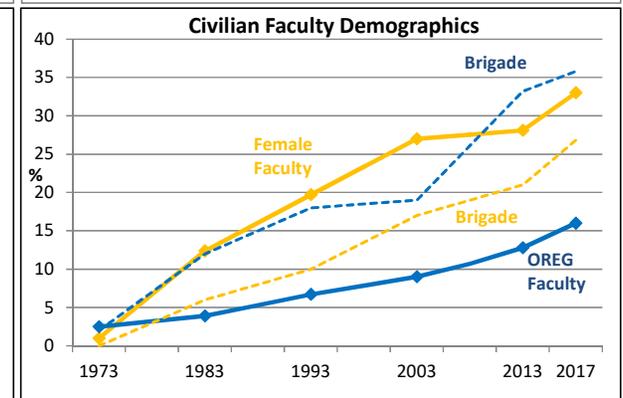
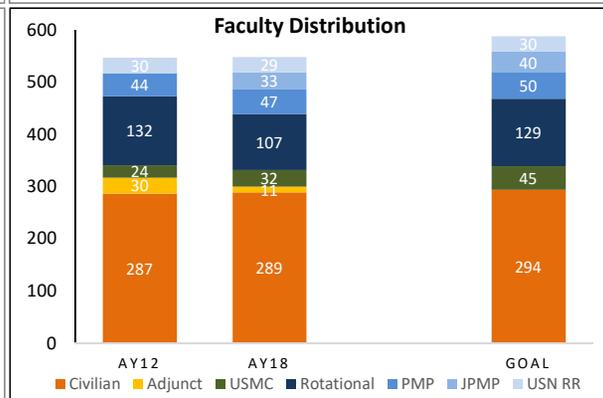
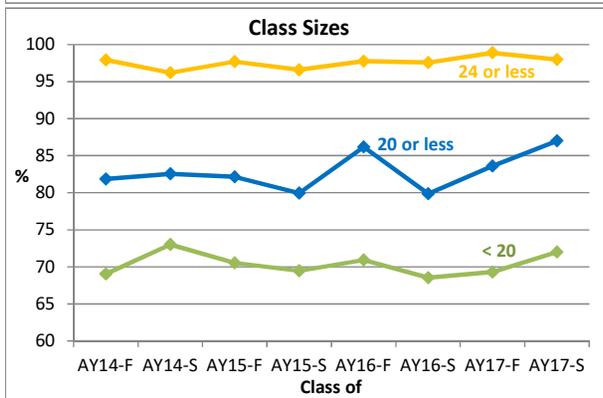
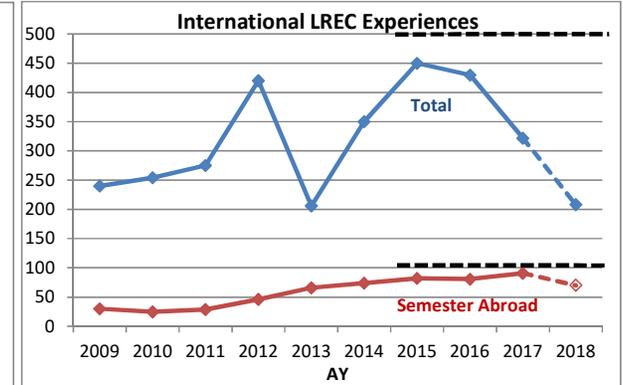
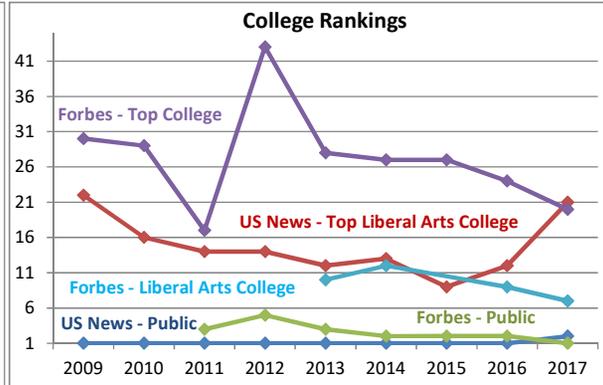
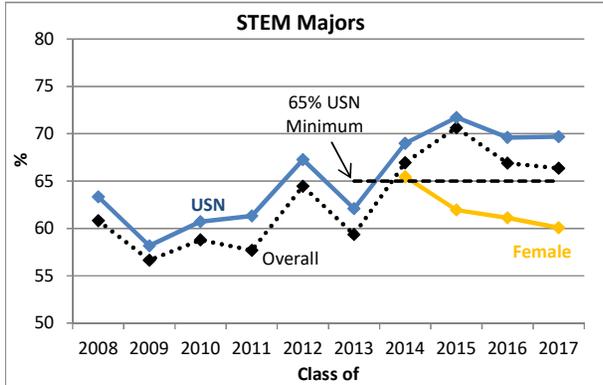
# ADMISSIONS

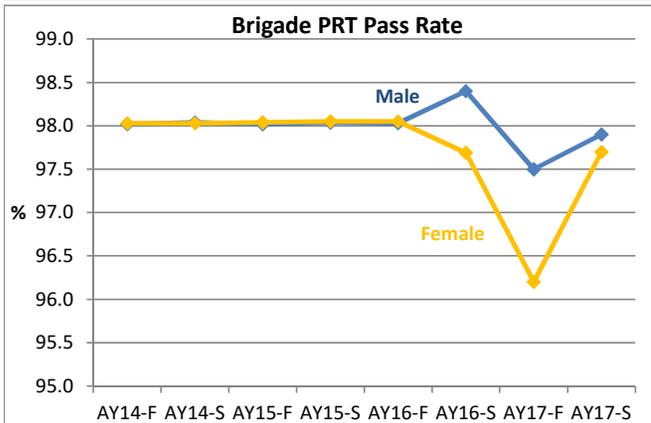
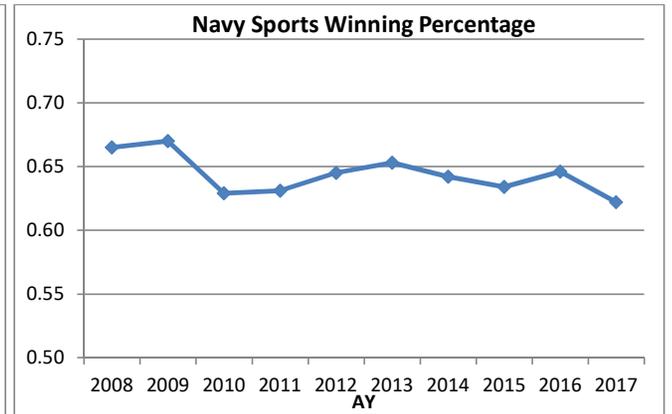
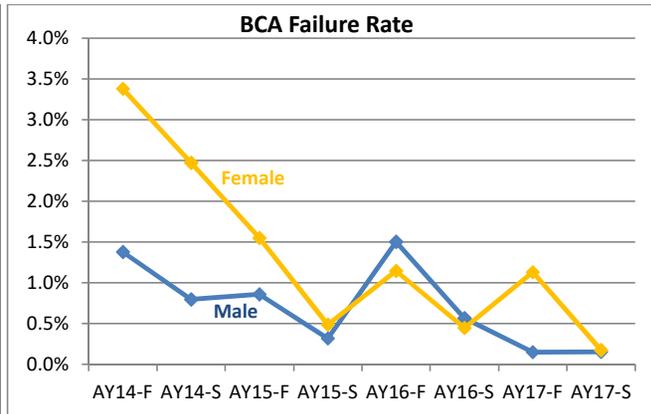
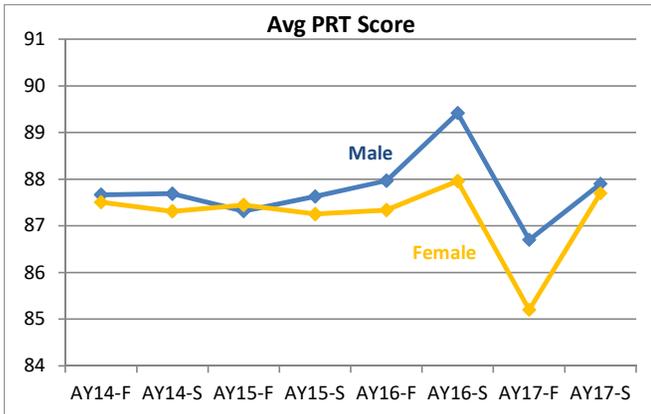


# PROFESSIONAL & MORAL DEVELOPMENT

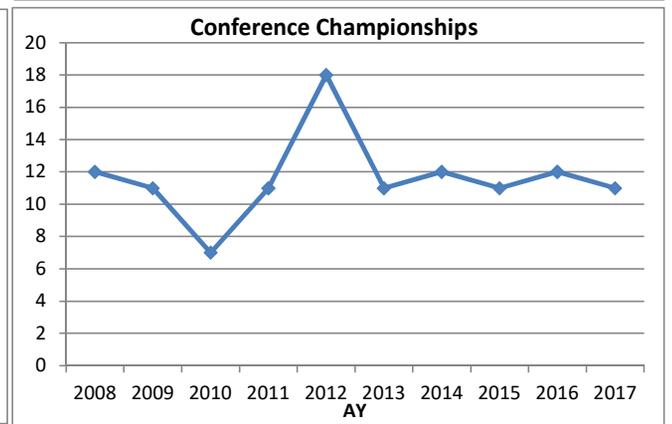
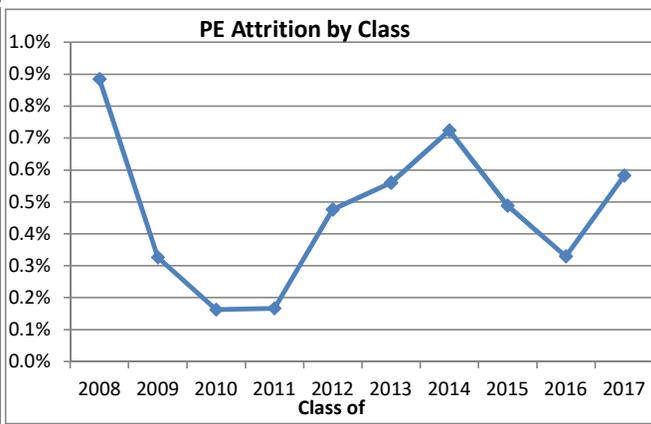
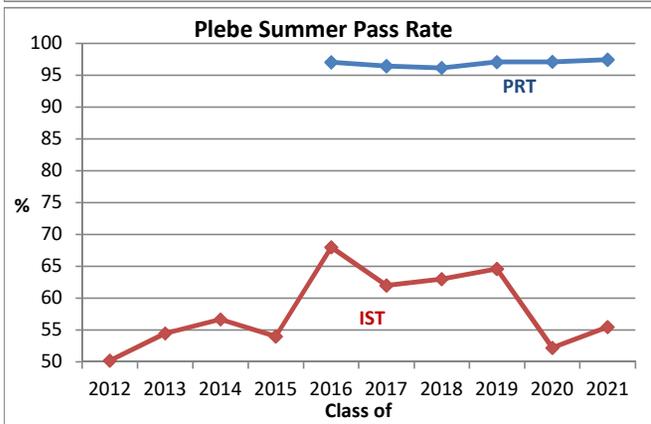
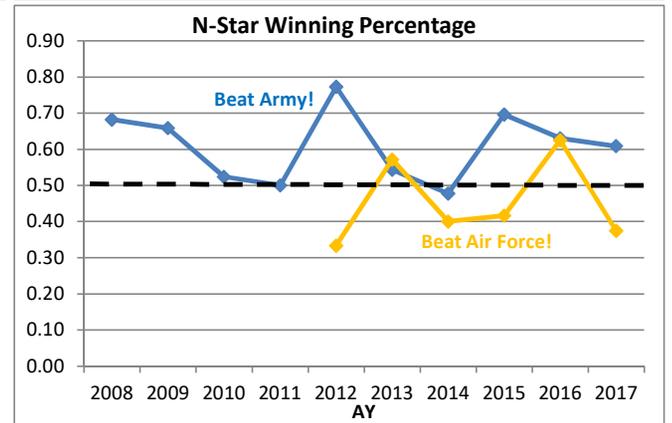


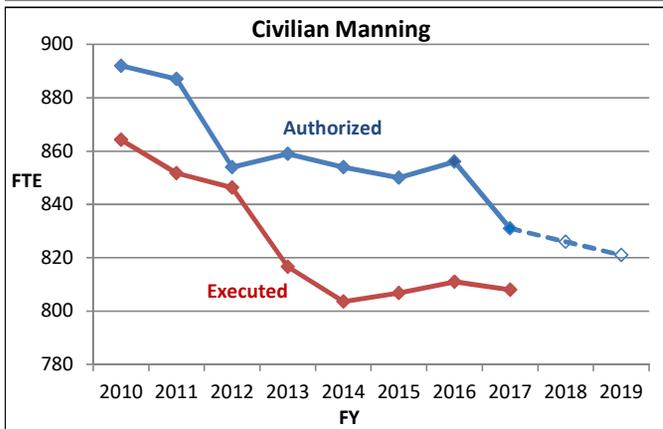
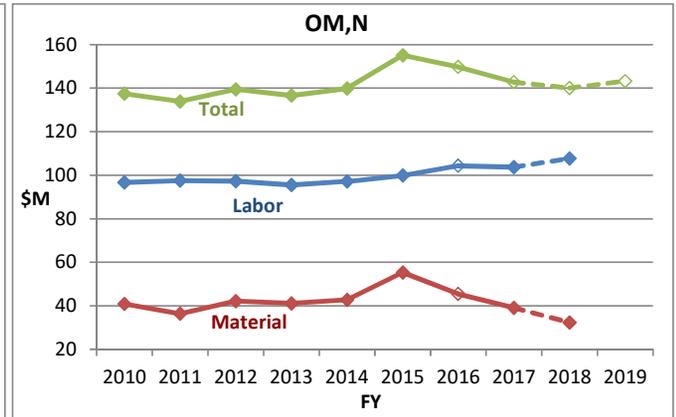
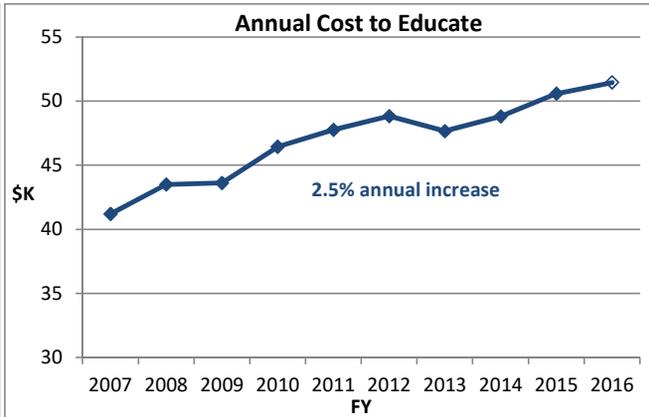
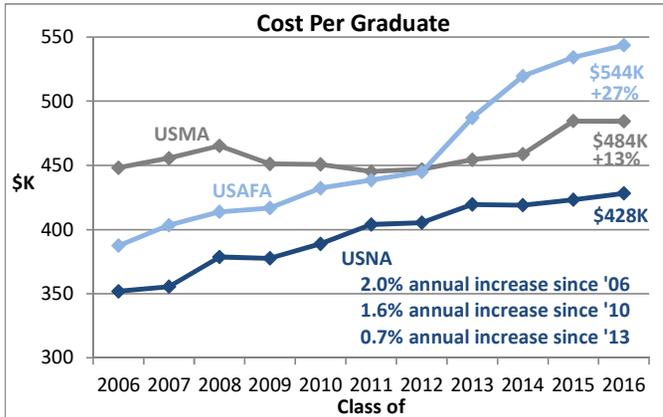
# MENTAL MISSION



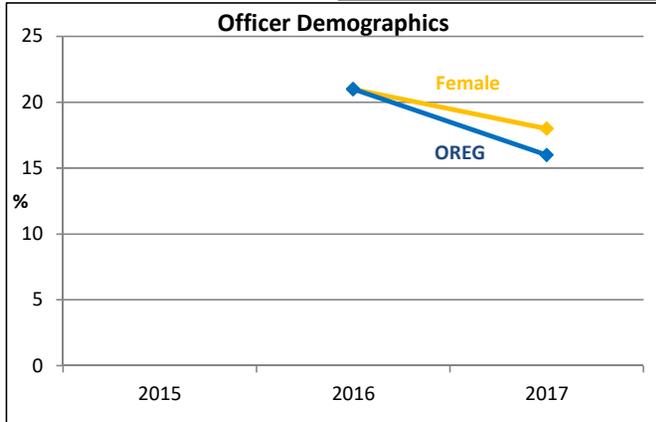
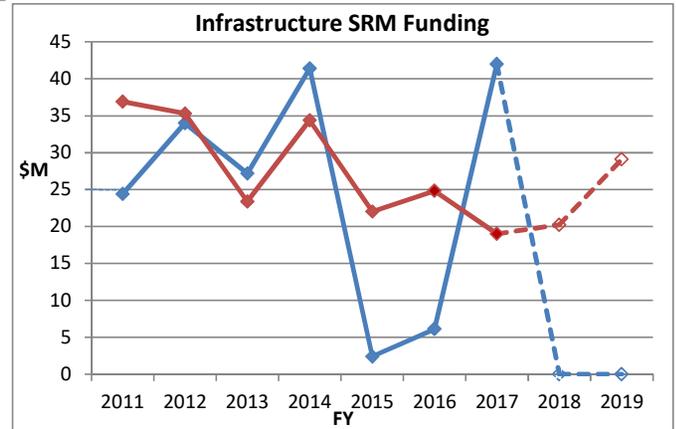


# PHYSICAL MISSION





# RESOURCES & MANNING



# USNA Institutional Assessment Plan

## I. Introduction

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 (including root cause analysis), and identifies resources needed to carry out each recommendation.

Assessment at USNA begins with the Academy's strategic plan. From this starting point, all programs, Cost Centers and functional units align their midshipmen development and operational goals or objectives with the strategic imperatives and objectives. This institutional assessment plan describes the various processes by which USNA assesses the institution as a whole and its component programs, courses and services to achieve the following assessment goals:

- To assess the Academy's overall effectiveness and the effectiveness of different component programs and support services using outcome data related to their goals and objectives.
- To interpret the assessment results and as appropriate, implement action plans for improvement based on those results.

## II. U.S. Naval Academy Strategic Plan

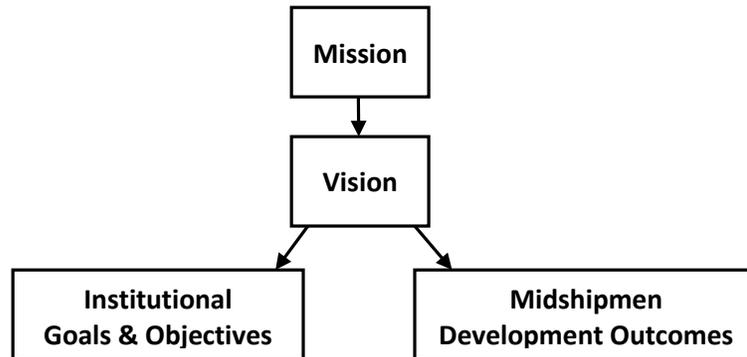
Founded in 1845, USNA is charged with providing, each year, newly commissioned officers to the Navy and Marine Corps that have been immersed in the history, traditions, and professional values of the Naval Service and developed to be leaders of character, dedicated to a career of professional excellence in service to the Nation. The accession of these officers generates a core group of innovative leaders capable of thinking critically who will exert positive peer influence to convey and sustain these traditions, attitudes, values, and beliefs essential to the long-term readiness and success of the Naval Service. In executing this charge, USNA is guided by the following mission statement and vision.

**Naval Academy 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.*

**Vision:** *To be the premier educational institution for developing future naval officers from across the Nation to serve and lead in an increasingly interdependent and volatile world.*

In executing our mission and vision, USNA is guided by the same values as our Navy and Marine Corps: honor, courage and commitment.

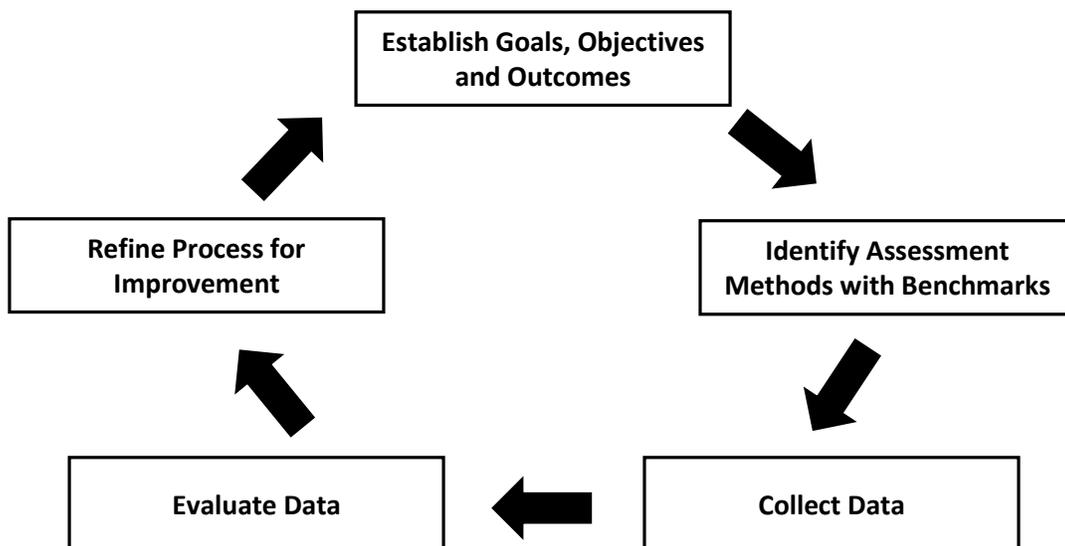
The Academy strives to meet this mission and vision through both institutional strategic goals and objectives as well as midshipmen development outcomes (graduate attributes).



USNA’s institutional goals and objectives and midshipmen development outcomes are further defined in enclosure (1).

### III. Principles of Institutional Assessment

With a clear mission and vision established, the continuous improvement of the quality and effectiveness of USNA is best accomplished through institutional assessment. This includes a systematic process, depicted below, undertaken with the support and collaboration of administration, faculty, staff and other key stakeholders to measure and evaluate intended mission outcomes and subsequently make appropriate adjustments to programs, practices and resource allocation.



This recurring periodic assessment feedback loop can and should be used at all levels of the Naval Academy to improve institutional, program and support unit effectiveness. In order to facilitate USNA's assessment process, there must be a commitment to:

- Completing full-cycles of assessment. The assessment process is not complete until measures of effectiveness are considered by leadership, discussions of options with appropriate stakeholders take place, and decisions are made and implemented as appropriate. Following implementation, assessment continues with determining the effectiveness of changes.
- The iterative nature of assessment. Institutional assessment is an iterative process requiring sustained energy and attention as the cycle repeats itself with necessary adjustments and monitoring before effectiveness is ascertained.
- Transparency of activities. Communication of the activities and results of direction, guidance, and decisions to constituents is essential.

#### **IV. Organization and Responsibilities for Institutional Assessment**

##### **A. Academy Effectiveness Board (AEB)**

The AEB serves as the Superintendent's agent 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 to produce combat leaders of character. The institution-wide focus requires the AEB to assess the Academy's current Strategic Plan and all three mission areas (moral, mental and physical) as well as mission-supported functions related to the four-year leadership immersion program and compliance with higher level directives (enclosure (2)). Comprised of members representing all areas of the Naval Academy, the AEB is charged with:

- Executing institution-wide assessment that crosses individual cost centers.
- Collaborating in planning and implementing effectiveness assessment within and among the Academy's three mission areas.
- Providing models and support for the development and implementation of effectiveness assessment within the USNA mission-support functions.
- Monitoring the Academy-wide institution assessment plan; including receiving and documenting Cost Center assessment plans, activities and results.

- Advising the Superintendent and SLT on actions that may be taken as a result of the assessment process.
- Providing reports of results and decisions to appropriate constituencies including faculty, staff, and midshipmen.

Further delineation of the composition, responsibilities and duties of the Academy Effectiveness Board is delineated in USNAINST 5420.36.

## **B. Cost Centers**

Each Cost Center is responsible for creating and implementing an annual assessment plan. These plans should not only assess Cost Center as a whole, but also the major programs and/or functional units within the Cost Center. Depending on the Cost Center, the assessment plans may include up to three main areas of focus: (1) institutional effectiveness, (2) midshipman development outcomes assessment, and (3) service assessment.

1. Institutional effectiveness assessment includes progress on the goals and/or objectives highlighted in USNA's Strategic Plan, or Cost Center goals established that support the Strategic Plan.
2. Midshipmen Development Outcomes (graduate attributes) assessment will primarily be done by the respective leaders of USNA's mission areas (Commandant, Academic Dean, and Athletic Director).
3. Service assessment should be completed on programs and functional units that deliver a service to employees and/or midshipmen.

Each Cost Center should complete an annual assessment report and forward to the AEB for review and documentation. The report should include the following:

- Goals of the Cost Center (functional unit/program assessments may be included as desired) and where appropriate, how they align to USNA's Strategic Plan.
- Specific, measureable desired outcomes
- Assessment process and results
- Results of Cost Center analysis
- Recommendations/improvements
- Resource implications

A sample template is included in enclosure (3).

## V. Overview of the Assessment Year

The annual cycle of institutional assessment is shown in the following table:

<b>Date</b>	<b>Assessment and Planning</b>	<b>Responsible Party</b>
July	Submission of Functional Unit annual reports	Unit Directors
August	Review of Functional Unit reports	Cost Center Heads
August	Submission of Cost Center annual reports	Cost Center Heads
September	Review of Cost Center annual reports	AEB
September	Conduct cross Cost Center, institution-wide assessment.	AEB
October	Presentation of findings to Superintendent, SLT	AEB
November	Presentation of findings to faculty, staff, AERB and BOV	Superintendent, AEB

## VI. Communication Plan

Instrumental to the success of an effective assessment plan is communicating findings and decisions to key constituents. For USNA, this includes both internal (SLT, faculty, staff) and external (Advanced Education Review Board, Board of Visitors) stakeholders. The AEB is charged with producing annual assessment results which will include:

- An annual Academy-wide institutional effectiveness assessment status report for the Superintendent and the SLT in guiding overall USNA improvement efforts. This report, as well as the latest status of all ongoing AEB level assessments, will be made available to stakeholders (including but not limited to faculty, staff, and midshipmen).
- “Dashboard” charts of USNA execution in key areas including graduation and attrition rates; admissions; Brigade performance in the moral, mental and physical missions; resources (including manning); and post-commissioning performance of USNA graduates.

## **USNA Strategic Imperatives, Objectives and Midshipmen Development Outcomes**

As delineated in the USNA Strategic Plan, we strive to meet our mission and vision through the following institutional strategic imperatives and objectives and Midshipmen Development Outcomes (graduate attributes).

### **Midshipmen Development Outcomes – Attributes of a Naval Graduate**

USNA strives to graduate midshipmen who are ready to meet the demands of a country at war or peace. USNA graduates must be:

- **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.

### **Strategic Imperatives and Objectives**

These are our highest priority imperatives and associated objectives that will enable us to remain faithful to the mission while achieving our vision.

1. Recruit, admit and graduate a talented and diverse Brigade of Midshipmen.
  - Strengthen the Academy's outreach and recruiting efforts to attract and admit individuals of diverse backgrounds with potential for success at USNA and in the Fleet and Marine Corps.
  - Transform NAPS into an exemplary model of an academy preparatory program.
  - Enhance academic support and skills development programs at the Naval Academy to provide every midshipman with the assistance needed to succeed.
2. Graduate officers whose attributes and educational and experiential preparation meet the Navy and Marine Corps' current and future requirements.
  - Graduate the appropriate number of technical and non-technical majors to meet the Navy and Marine Corps' requirements.

Enclosure (1)

- Expand and periodically assess opportunities for midshipmen to develop language skills, cultural awareness and regional expertise.
  - Employ traditional educational and training methods, as well as innovative technologies and strategies, to prepare midshipmen for the challenges of 21<sup>st</sup> century warfare.
  - Obtain and assess feedback from the Fleet and Fleet Marine Force on the performance of recent Academy graduates.
3. Attract, develop, and retain faculty, staff and coaches who model the highest professional standards and who educate, enrich and inspire a diverse and talented Brigade.
- Return to an appropriate balance between professional educators and operationally current naval officers.
  - Refine recruiting and retention strategies to ensure diversity among faculty, staff and coaches.
  - Expand opportunities for faculty members to learn and apply best practices in pedagogy and remain leaders in their respective disciplines.
4. Align all midshipmen's moral, mental, and physical core experiences to prepare them for future service in naval warfare community.
- Periodically assess the core curriculum and its resource requirements, in each of the three mission areas to best meet the needs of the Naval Service.
  - Develop the professional and academic venues to provide midshipmen with the knowledge and skills to operate effectively as officers in a cyber environment.
  - Identify and offer opportunities for midshipmen to develop language skills, regional expertise, and cultural awareness (LREC) in accordance with direction from senior Navy leadership.
5. Integrate ethical leadership and character development efforts across all academic, professional, athletic and extracurricular programs.
- Implement an organizational structure to ensure alignment between all ethical leadership and character development programs.
  - Strengthen the Stockdale Center for Ethical Leadership's support of Academy ethics, leadership, and character programs.
  - Develop, articulate, and systematically embed common ethical leadership themes in the Academy's three mission areas.
6. Leverage internal and external collaborations to engage midshipmen in relevant learning opportunities that develop the broad range of competencies required by the 21<sup>st</sup> century Naval Service.
- Enhance moral, mental and physical project-based learning opportunities throughout the curriculum.

- Foster an educational environment that supports and encourages innovative and critical thinking, lifelong learning, and persuasive communications.
- Intensify efforts to establish partnerships with international naval academies.

7. Establish and maintain state-of-the-art facilities that inspire and support the pursuit of academic, professional and athletic excellence.

- Provide academic facilities consistent with the growing needs of the faculty and midshipmen and the technological advances of the 21<sup>st</sup> century.
- Provide professional development facilities that prepare midshipmen to face the challenges of present and future warfare.
- Provide athletic facilities consistent with the need to offer a dynamic and challenging physical preparation program and compete in intercollegiate athletics in keeping with the Naval Service traditions of teamwork, persistence, and victory.
- Provide expanded spaces for midshipmen study areas and extra-curricular, recreational and social activities.

8. Apply exemplary business and assessment practices that ensure the sound stewardship of all resources and result in continual process and program improvement.

- Expand the Academy's institutional research and assessment capabilities.
- Use the Academy Effectiveness Board to provide systematic analysis of the Strategic Plan's execution.
- Examine the budget development and execution process to ensure the Academy optimizes its resource allocation decisions in support of the Naval Academy's priority mission areas.
- Strengthen information technology support to resource allocation, strategic plan implementation, and enterprise management processes.
- Develop and adhere to a ten year Academy-wide master facilities plan that includes the requirement to address deferred maintenance and ongoing preventive maintenance activities.

9. Develop strategic relationships with alumni, friends, and national institutions of influence that contribute to the Naval Academy's success and America's security and prosperity.

- Assess, in partnership with the Naval Academy Foundation, the feasibility of a comprehensive private gifts fundraising campaign to support the USNA Strategic Plan.
- Provide a facility that enables the Alumni Association and Foundation to co-locate on the Academy grounds and enhances the ongoing relationship between the Academy and Alumni Association and Foundation.
- Promote collaboration in the field of ethical leadership with alumni and private and public sector organizations.

- Strengthen the engagement with and stewardship of all donors who support the Naval Academy.
- Connect alumni with one another, the Brigade, and the Naval Academy by offering relevant programs and engagement opportunities.

10. Maintain institutional flexibility and achieve a margin of excellence by working collaboratively with the Naval Academy Foundation to emphasize the strategic importance of unrestricted gifts and prudently steward these essential resources.

- Communicate the importance of unrestricted gifts in providing institutional flexibility to meet emergent strategic priorities, while developing long-range funding plans for these programs.
- Communicate the importance of restricted gifts in establishing innovative programs that provide a margin of excellence to the Academy.
- Identify the Academy's priority requirements where gift funds can be most appropriately and usefully applied.
- Ensure strategic alignment between the Academy and the Foundation in cultivating and stewarding private gifts.

## USNA Higher Level Governing Directives

USNA is charged with executing its mission in compliance with numerous Department of Defense (DoD) and Department of the Navy (DON) directives. While not all inclusive, the following list includes many goals and objectives complimentary to those delineated in our strategic plan.

**DOD Instruction 1322.22: Service Academies** – establishes policy, assigns responsibilities, and prescribes procedures for DoD oversight of Service Academies. Included in its direction:

- USNA provide, each year, newly commissioned officers that have been immersed in the history, traditions, and professional values of the Military Services and developed to be leaders of character, dedicated to a career of professional excellence in service to the Nation.
- USNA graduation rates should be at least 75 percent.
- The ratio of the number of NAPS students entering the Academy to the number entering NAPS should be 70 percent or greater.
- NAPS academy graduation rate should not drop more than 5 percent below the direct appointees' graduation rate.

**SECNAV Instruction 1531.2: United States Naval Academy Curriculum and Admissions Policy** – publishes regulations regarding the Naval Academy curriculum and admissions policy.

**OPNAV Instruction 5450.330: Mission, Functions and Tasks of the United States Naval Academy** – publishes functions and tasks of USNA. Included in its direction:

- Commission officers to meet the annually mandated officer recruiting goals established by CNO (N1).
- Commission no less than 95 percent of those midshipmen being appointed in the Navy as unrestricted line officers.

**OPNAV Instruction 1530.8 – Midshipman Summer Training Program** – issues general guidelines on the Midshipmen Summer Training Program in USNA. Included in its direction:

- Execute summer training program that includes an enlisted fleet cruise (3/C), PROTRAMID (2/C), and fleet cruise or Leatherneck (1/C).
- Ensure midshipmen participate in at least one fleet cruise prior to commissioning; midshipmen should be assigned to ships with 10 or more days scheduled underway, if possible
- For midshipmen seeking a commission in the Marine Corps, attendance at Leatherneck is mandated (MAGTF waiver possible).

**CNO (N1) Memo of 19 Oct 2007** – directs USNA to ensure a minimum of 65 percent of Navy-option graduates complete a technical degree program before commissioning.

## Sample Annual Assessment Report Template

An effective institution of higher learning measures the effectiveness of programs and support units in achieving their purpose, makes recommendations for improvement based on a thorough analysis of assessment results (including root cause analysis), and identifies resources needed to carry out each recommendation. Both the Department of the Navy and our accrediting body, the Middle States Commission on Higher Education, expect that we self-assess in an ongoing way and that we make decisions based on shared information among our Cost Centers, functional units and programs. The following format for annual assessment reporting is designed to help each Cost Center, functional unit or program participate in the practice of *institutional effectiveness*. Each entity should produce an annual report that demonstrates the effectiveness of their program during the previous year and the goals of the program for the coming year. While not intended to be prescriptive in nature, the following guidelines are designed to aid in the completion of this important annual activity.

### PART ONE

1. **Executive Summary of Findings**, which should be prepared after all other work on the report is completed. Recommend highlighting one or two program goals that the unit has worked deliberately to improve over the past year. For each of these, briefly describe the assessment tools used, the assessment results, the intended next steps to improve results or how the unit has “closed the loop” for the goal or outcome, and how budgetary resources may be affected by proposed decisions/decisions made.
2. **Progress report on Cost Center/functional unit/program outcomes from the past academic year.** Use the results of both quantitative and qualitative measurements, and discuss how those results have been used to design and/or implement programmatic improvements. Include brief narratives about specific initiatives as desired. Where appropriate, indicate how the assessment supports the following:
  - A. Institutional effectiveness, including progress on the goals and/or objectives highlighted in USNA’s Strategic Plan (at enclosure (1)), or Cost Center goals established that support the Strategic Plan.
  - B. Midshipmen Development Outcomes (graduate attributes) highlighted in enclosure (1).
3. **Progress report on recent graduates.** Where applicable, report on the most recent graduating classes (e.g. success in graduate school or initial training commands). Note that this section may not be applicable to many Cost Centers, functional units and programs.
4. **Self-assessment of Annual Report.** Cost Centers are encouraged to use the rubric found in enclosure (4), which is based on the SUNY Council on Assessment Institutional Assessment Rubric, to evaluate the quality of the annual report prepared, and consider submitting a copy of the rubric highlighted with a self-assessment of their annual report.

Enclosure (3)

## **PART TWO: Goals and Outcomes for the Coming Year**

Present a list Cost Center/functional unit/program goals for the coming year and discuss those goals in terms of expected assessment plans. Where applicable, at least one goal should be related to the strategic goals and objectives highlighted in enclosure (1) and at least one goal should be related to Midshipmen Development Outcomes. For each goal, units should have one or more stated measurable outcomes. Functional units/programs below the Cost Center level will likely only have one or two goals. Where applicable, all goals should have clearly defined cost implications, to the degree that they can be determined.

## USNA Institutional Effectiveness Rubric

Aspect	Element	Goal	Level 0: Not Evident	Level 1: Emerging	Level 2: Proficient	Level 3: Excelling
<b>Design</b>	<b>Plan</b>	USNA/Cost Centers have a formal assessment plan that documents an organized, sustained assessment process covering all major administrative units, support services, and midshipmen development programs.	There is no overall USNA/Cost Center plan for assessment. Assessment may be conducted, but when it occurs, it is completed on an ad hoc basis, perhaps in response to specific challenges.	Some Cost Centers conduct assessment systematically and have policies and plans that pertain to assessment within the unit; there is no coordination of or standards for assessment set by USNA/Cost Centers.	All Cost Centers conduct assessment systematically and may have policies to guide the process. There is no overall USNA/Cost Center plan that services to coordinate use of assessment data to improve effectiveness.	There is a written plan that specifies responsibility for conducting assessment at both USNA and Cost Centers that identifies reporting timelines and procedures. The plan also indicates how assessment data is channeled into the strategic planning and budgeting process.
	<b>Outcomes</b>	Measurable outcomes have been articulated for USNA and within Cost Centers, including for functional units and programs.	Outcomes either have not been written, or where they exist, they are not stated in ways that directly suggest how to measure them.	Some but not all Cost Centers have their own outcome statements.	All Cost Centers have outcome statements, but not all of these are stated in terms that link to measurable operations.	All Cost Centers and USNA as a whole have clearly stated and measurable outcomes.
	<b>Alignment</b>	Specific subordinate outcomes are aligned with broader, higher-level outcomes within Cost Centers and these are aligned with USNA's mission, goals and values.	Cost Center or more specific program outcomes are not aligned with higher level outcomes nor are they shown to be related to USNA's mission, goals and values.	Alignment of outcomes has been achieved in some but not all Cost Centers/functional units.	Alignment of lower level outcomes to higher level outcomes within Cost Centers is mostly complete.	All Cost Centers indicate how their outcomes are aligned with USNA mission, goals and values. Alignment within Cost Centers is appropriate, and alignment of outcomes indicates a strong sense of shared purpose within USNA.
<b>Implementation</b>	<b>Resources</b>	Financial, human, technical, and/or physical resources are adequate to support assessment.	No resources are available to support assessment.	Resources to support assessment are handled on an ad hoc basis.	There is budgetary support of assessment activities within Cost Centers, but there is no overall USNA plan for providing the full range of resources to support assessment.	USNA and each Cost Center have made a commitment to assessment and provide all necessary resources for assessment.
	<b>Culture</b>	All members of the faculty and staff are involved in assessment activities	Assessment, if occurring, is done by lone individuals charged with assessment responsibilities	Some Cost Centers involve faculty/staff in assessment planning, collection and review of data.	All Cost Centers involve faculty/staff in some aspect of assessment planning, collection and/or review of data.	All USNA faculty/staff are involved in assessment activities within their Cost Centers. USNA leaders frequently articulate importance of assessment.

Aspect	Element	Goal	Level 0: Not Evident	Level 1: Emerging	Level 2: Proficient	Level 3: Excelling
Implementation	Data Focus	Data from multiple sources and measures are considered in assessment	Assessment data are not collected.	Assessment data are collected in one or more units but consists primarily of survey results.	All Cost Centers collect some combination of direct and indirect evidence to assess performance.	Assessment is based on multiple measures of performance including direct/indirect measures and quantitative/qualitative data.
	Sustainability	Assessment is conducted regularly, and in a manner that is sustainable over the long term	USNA cannot document that there is sustainable assessment activity occurring within any Cost Center.	USNA can document sustainable assessment activity is occurring within several Cost Centers, but practices are either not universal or not sustainable.	Assessment is routinely conducted in most Cost Centers. Sustainability varies in terms of how regularly it occurs or in how systematically outcomes/goals are assessed.	Assessment is routinely conducted in all Cost Centers and is part of their functioning. Sustainability of assessment is evident, occurring regularly and systemically and has been ongoing for years.
	Monitoring	Mechanisms are in place to systematically monitor the implementation of the assessment plan.	There is little or no evidence that USNA has in place or is developing effective systematic monitoring of the quality and implementation of assessment activities within and across Cost Centers.	Assessment plans are in place. Systematic monitoring of the implementation of quality assessment activities is occurring within some Cost Centers, but not others. There is little evidence of USNA-level monitoring of assessment activities.	Systemic monitoring of the quality and implementation of assessment activities is occurring within most Cost Centers. USNA has begun establishing a means for ensuring that all Cost Centers regularly conduct and report assessment activities.	There is evidence of systematic monitoring of the quality and implementation of assessment activities within all Cost Centers. USNA has an established mechanism for monitoring Cost Center compliance with USNA assessment policies.
Impact	Communication	Assessment results are readily available to all parties with an interest in them.	Assessment results, if they exist, "live in the individual unit and are not broadly communicated.	Assessment results are owned by the Cost Centers and are shared with others on an as-needed basis.	Cost Centers share assessment results routinely with each other or make them accessible to others at USNA. Public disclosure of appropriate assessment data is limited.	Assessment results are disseminated to appropriate audiences at appropriate times; data appropriate to external audiences are easily accessible; data needed for internal decision making are readily accessible.
	Strategic Planning and Budgeting	Assessment data are routinely considered in strategic planning and budgeting.	Assessment data stay within the area in which they were collected. They do not factor into USNA's strategic planning and budgeting.	One or more Cost Centers use assessment results in budgetary requests or to inform strategic planning.	Assessment data are used in strategic planning & budgeting, but there is no clear mechanism in place to ensure routine use.	USNA is able to demonstrate that strategic planning and budgeting processes have routinely used assessment data in decision making.
	Closing the Loop	Assessment data have been used for institutional improvement.	There is little or no evidence that assessment results are used to improve USNA.	Assessment results are occasionally used to improve USNA.	All Cost Centers regularly use assessment results to inform improvements.	USNA is committed to using assessment results to inform decisions; all Cost Centers regularly use assessment data.



**USNA Cost Center Annual Assessment Report Roll-up**  
**Academic Year 2016-17**

**AcDean**

<b>1. Overarching assessment of core learning outcomes</b>			
<b>Goal</b>	<b>Metrics</b>	<b>EOY Assessment - Partially Complete</b>	
Development of an overarching assessment plan of USNA's Core Learning Outcomes that align with the developmental outcomes of midshipmen and the implementation of a pilot assessment for selected outcomes.	Develop plan for direct assessment of overarching core learning outcomes	C	Systematically assessed 8 of 9 core curricular outcomes across 4 of 5 divisions and 13 of 15 departments. Plan to continue goal during AY17-18.
	Evaluate results of the pilot	PC	
	Determine next steps to ensure a sustainable process	PC	
<b>2. Stabilize faculty development funding</b>			
<b>Goal</b>	<b>Metrics</b>	<b>EOY Assessment - Partially Complete</b>	
Stabilize faculty development funding	Status of the indirect cost recovery model, including an assessment of funding	PC	\$374K collected and used for labor. Awaiting final governing model and instruction.
	Tracking technical and library staff levels articulated in POM18 budget submission	PC	Submitted and recognized, but no additional funds allocated.
	Number of staff funded through indirect costs	PC	3 of 8 targeted positions funded.
	Accurate, predictive modeling of fringe benefits rates	PC	Study awaiting completion.
	Travel and professional development funding	PC	61% of faculty professional funding goal met with appropriated sources.
<b>3. Equity, Diversity, and Inclusivity</b>			
<b>Goal</b>	<b>Metrics</b>	<b>EOY Assessment - Partially Complete</b>	
Assess equity, diversity and inclusivity in terms of fostering a climate that is supportive of this goal; recruitment of faculty and staff from underrepresented groups, and percentage of midshipmen from underrepresented groups majoring in STEM fields.	Command Climate Survey (CCS) results	PC	CCS does not parse data by Cost Center
	Reports on faculty/staff recruitment strategies from departments with searches	C	Included targeted ads to diverse society subgroups
	Representation of candidates who apply, are interviewed, receive offers, are hired, and retention milestones	PC	Interim challenge with obtaining complete data. Available data indicates increase in gender & ethnic diversity applications and hiring.
	Demographic breakdown of midshipmen interest, major selection, and majors at time of graduation	C	Demographic breakdowns collected

Admissions			
<b>1. Increase total applications by 10% annually</b>			
Goal	Metrics	EOY Assessment - Not Complete	
Increase total applications by 10% annually while also ensuring the goal of 10% is applied within identified subsets (majority, minority, gender, etc.)	Total applications initiated	NC	Total Class of '21 applications declined slightly
	Number of applications by subset	NC	Some demographics increased, some decreased
<b>2. Increase completed applications by 10% annually</b>			
Goal	Metrics	EOY Assessment - Not Complete	
Increase completed applications by 10% annually, while aiming to achieve a 35% application completion rate across all applicant pools.	Total applications completed	NC	Completed applications decreased slightly
	Completed application rate by subset	NC	Some demographics increased, some decreased
<b>3. Receive nominations from every Congressional District</b>			
Goal	Metrics	EOY Assessment - Partially Complete	
Receive nominations from every Congressional District	Congressional nominations per district	PC	99.8% of Congressional Districts submitted nominations...only one district failed to submit.
<b>4. Increase diversity of the Brigade to better reflect demographics of the United States</b>			
Goal	Metrics	EOY Assessment - Complete	
Increase diversity of the Brigade to better reflect demographics of the United States	Diversity of incoming Class of 2021	C	Class of 2021 included 37% diversity representation...highest ever
	Diversity application rate	C	Class of 2021's applicants included 36.5% diversity representation

**Athletic Director - Physical Mission**

**1. Support Midshipmen student-athletes graduation and commissioning success**

<b>Goal</b>	<b>Metrics</b>	<b>EOY Assessment - Complete</b>	
Provide academic, personal, and professional mentoring to midshipmen student-athletes that supports academic success, graduation and commissioning.	Academic Progress Report (APR)	C	23 of 25 NCAA sports programs were above the national NCAA APR average.
	Graduation Rate	C	92.4%...highest ever and above non-varsity athlete rate.
	Graduation Success Rate	C	90%...consistent and above national rate (86%)

**2. Produce graduates who are physical fit and committed to lifelong physical fitness**

<b>Goal</b>	<b>Metrics</b>	<b>EOY Assessment - Complete</b>	
Support the physical mission in a time of reduced resources to meet the needs of the Naval Services and produce graduates who are physically fit and committed to lifelong physical fitness.	Attrition rates due to Physical Mission (BCA, PRT)	C	Slight uptick in PE attrition (.58%), BCA failure rate at lowest level in recent history.
	Average PRT scores	C	Consistent with past years
	End-of-Plebe Summer PRT scores compared to IST	C	97.4%...highest in recorded history

**3. Beat Army and Air Force**

<b>Goal</b>	<b>Metrics</b>	<b>EOY Assessment - Not Complete</b>	
Beat Army and Air Force	Overall record vs. other Military Service Academies	NC	While beat Army in majority of competitions, win rate (61%) below last year (63%). Lost 5 of 8 competitions with USAFA.

**4. Develop student-athletes in leadership & character**

<b>Goal</b>	<b>Metrics</b>	<b>EOY Assessment - Complete</b>	
Develop student-athletes in leadership and character such that they are recognized as leaders within the Brigade of Midshipmen and throughout the NCAA	Number of varsity athletes assigned to hold Brigade leadership positions (striper billets)	C	29% of 3-striper assignments held by varsity athletes, representative of athletes in Brigade.
	Institutional and external awards received by varsity athletes	C	41 external awards, #1 OOM graduate of Class of 2017

Commandant			
<b>1. Improve emphasis on Professional Core Competencies</b>			
Goal	Metrics	EOY Assessment - Complete	
Improve emphasis on Professional Core Competencies by improving Midshipmen Qualifications Standards and the Professional Competency Assessment.	Opportunities created by placing training into the midshipmen daily battle rhythm	C	Added required morning meal twice/week with company leadership
	Improved messaging to emphasize MQS as a preparation for Fleet accession and service assignment	C	Training brief addressing MQS was executed during Fall and Summer Reform
	Average score and/or pass rate on the PCA by Class	C	Periodic assessments instituted to stimulate consistent focus/study. Failure rate down 20%
	Tie PCCs and PCA to service assignment process vis-à-vis aptitude for commissioning	C	PCA "retake" failure now results in "D" in Aptitude
<b>2. Create and implement a Moral Development Plan</b>			
Goal	Metrics	EOY Assessment - Not Complete	
Build, staff and gain Superintendent approval for a Midshipman Moral Development Plan. In conjunction with the Stockdale Center and Executive Director for Strategy, implement new Plan	Approved Moral Development Plan	PC	Moral Development Team stood up and analysis conducted. Functional plan not developed.
	Progress of Moral Development Plan implementation	NC	Moral Development Plan not developed.
<b>3. Evaluate and refine the Service Assignment Process</b>			
Goal	Metrics	EOY Assessment - Partially Complete	
Evaluate and refine the Service Assignment Process, paying particular attention to schoolhouse feedback, midshipmen choice, and traditions! "hard to fill" warfare communities.	Schoolhouse and Fleet feedback	PC	Fleet success evaluation completed, but follow-up discussions may indicate data compromise
	Confirm with N1 that 95% URL fill rate remains optimal USNA tasking	PC	Ongoing discussions with N1 over URL/RL requirements and 95% URL requirement
	Improve process and results for assigning Nuclear Accessions pipeling and Naval Flight Officers	C	Process adjustments and information campaigns produced positive results with Nuc/NFO requests exceeding USNA goal
<b>4. Improve BMU and MDC processes that help inform the Service Assignment process</b>			
Goal	Metrics	EOY Assessment - Partially Complete	
Improve Brigade Medical Unit and Midshipmen Development Center processes to better inform the service assignment process, with particular attention to reducing the number of Graduates, Non-Commission by identifying early those with non-commissionable conditions that are not responsive to treatment.	Identify as early as Fourth Class year those midshipmen with non-commissionable conditions, track treatment responsiveness, and identify earlier in process those that are non-commissionable.	C	Increased focus on early identification and evaluation of potential non-commissioning conditions. Improved communication/battle rhythm changes with positive results.
	Review MEDBOARD process and determine USNA's authority to medically separate midshipmen earlier	NC	Process remains unchanged
	Improved communication and intent of non-medical assessment to the Physical Evaluation Board.	C	Commissioning decision making & disability process detailed in new USNAINST 6230.1B
	Effects of midshipman battle rhythm changes to midshipman resiliency	NC	Increased manpower and time required.
	Number of GNCs	C	Positive trend: AY16: 9; AY17: 7

IT - Chief Information Officer			
<b>1. Develop a Secure Advanced Networked Data, Voice, and Video Communications Infrastructure</b>			
Goal	Metrics	EOY Assessment - Partially Complete	
Develop a Secure Advanced Networked Data, Voice, and Video Communications Infrastructure	Create core network infrastructure to support unclassified wired and wireless technologies	C	
	Build-out distributed cellular antenna systems to support smart device technologies	C	Phase 1, 2 and 2A completed. Planning for additional phases in progress with OPN funding.
	Install SIPRNet for classified network capability	C	2 seats in Ward Hall
	Offer role based network services to include both mission and QOL	C	
	Develop distributed virtualization technologies such as Virtual Desktop Infrastructure (VDI)	PC	VDI prototype hardware/software acquisition in progress. Once proof-of-concept complete, will expand to become part of enterprise solution.
<b>2. Modernize Enterprise Applications, Tool Suites, and Services to support mission requirements</b>			
Goal	Metrics	EOY Assessment - Partially Complete	
Modernize Enterprise Applications, Tool Suites, and Services to support mission requirements	Modernize back-end technologies and tools	C	
	Modernize front-end information system applications (AIS, MIDS, etc.)	PC	#1 ITSD priority project
	Modernize the Public-Private Web presence	PC	
	Identify and migrate strategic enterprise services to the cloud	PC	
<b>3. Develop, validate and implement Enterprise IT plans, programs and processes</b>			
Goal	Metrics	EOY Assessment - Partially Complete	
Develop, validate and implement Enterprise IT plans, programs and processes	Validate business plan and financial models	C	Used to calculate plant value and LCM reqmts
	Augment appropriated financial controls with fees and non-appropriated funding	NC	POM 20 issues for RDTE and increased OPN funding.
	Validate enterprise IT Plant Value	C	
	Acquire contracting authority	NC	Initiative approved in concept, working way ahead.
	Introduce legislation proposition for 2-year ED,N education fund to replace current OM,N funding limitations	NC	Larger USNA-wide decision to move forward on this initiative has not yet been adopted
	Streamline the Security Program	PC	
	Validate and implement "new normal" processes resulting from recent CSI and IG visits	PC	Most of 13 actions implemented
	Complete "zero-base" personnel and KSA requirements review to ensure ITSD is staffed appropriately	NC	

NAPS			
<b>1. Improve Confidential Counseling Availability</b>			
Goal	Metrics	EOY Assessment - Partially Complete	
Improve confidential counseling availability to ensure same day access as needed. Implement Life Skills Instructor/Counselor position or establish a FFS part-time satellite office.	Implement Life Skills Instructor/Counselor position	NC	USNA budget did not support
	Establish Fleet & Family Services part-time satellite office within a classroom building	C	Implemented and fully utilized at 1/2 day per week. Agreement to increase to 2 half days/wk for AY18.
	Number of midshipman candidates not afforded same-day counseling when needed	NC	While services significantly increased, data on unmet needs was not tracked.
<b>2. Improve Midshipman Candidate PRT success</b>			
Goal	Metrics	EOY Assessment - Partially Complete	
Improve Midshipman Candidate PRT success; including 100% PRT pass rate for all Midshipman Candidates prior to the Admissions Board and average MP3 PRT score above 80.	M/C PRT Pass rate	PC	98.7% pass rate...probably an overly aggressive goal (100%)
	Average MP3 PRT score	PC	Average MP3 PRT score: 79.8
<b>3. Ensure graduating Midshipman Candidates are prepared for college level course of study</b>			
Goal	Metrics	EOY Assessment - Complete	
Ensure graduating Midshipman Candidates are prepared for college level course of study at USNA	USNA graduation rates for NAPS graduates	C	Grad rates at or above 85% for last two classes
<b>4. Evaluate accuracy of initial placement of students in academic tracks</b>			
Goal	Metrics	EOY Assessment - Complete	
Evaluate accuracy of initial placement of students in academic tracks by instilling a more disciplined analysis of our effectiveness	Completion of initial placement accuracy assessment	C	Assessed required track changes & potential grade imbalances. Info reveals solid process w/only slight concerns in intermediate math track.
<b>5. Assess effectiveness of current student schedules</b>			
Goal	Metrics	EOY Assessment - Complete	
Assess student scheduling, to include class length, balance among mission elements, and sleep are realistic, consistent with performance expectations and effectively used.	Completion of student schedule assessment	C	Adjustments in schedule for increased sleep and military training produced positive results both in & out of classroom.

Deputy for Finance			
<b>1. Improve Strategic Workforce Planning and Execution(HR)</b>			
<b>Goal</b>	<b>Metrics</b>	<b>EOY Assessment - Partially Complete</b>	
Improve Strategic Workforce planning to reduce lapse rates and implement FTE reductions for FY17 & FY18 across all cost centers.	Improve coordination with OCHR Stennis to reduce lapse rates.	PC	Provided Stennis w/USNA Strategic Hiring Plan to plan for future hirings. Significant lapse rates continued in part due to hiring freeze.
	Use workforce shaping tools (VERA/VSIP) to ensure critical rqmts met and FTE reductions achieved.	PC	FTE reductions achieved through hiring freeze; VERA/VSIP proved impractical during FY17.
<b>2. Promote internal consistency for hiring and pay policies (HR)</b>			
<b>Goal</b>	<b>Metrics</b>	<b>EOY Assessment - Partially Complete</b>	
Promote/maintain internal consistency for hiring and pay policy across all Cost Centers	Finalize Collective Bargaining Agreement	PC	Major CBA issues agreed on, only minor issues to resolve.
	Implement "New Beginnings" Performance Management program on 1 July 2017	C	Implemented on 1 Aug at AcDean's request
	Continue HR business partner relationship with academia.	C	AcDean HR satellite office continues to provide excellent service. Several on-site NAPS visits.
<b>3. Provide fiscal program oversight and customer assistance (Comptroller)</b>			
<b>Goal</b>	<b>Metrics</b>	<b>EOY Assessment - Complete</b>	
Provide program oversight and customer assistance to planning and execution of USNA financial resources. Promote USNA Cost Center requirements to Navy leadership.	Fully executed FY17 budget	C	FY17 budget fully executed; USNA positioned to take advantage of \$500K+ EOY plus-up.
	Cost Center requirement articulation to Navy leadership	C	POM19 submitted. Ongoing advocacy assisted in at least \$2-3M plus-up for FY18
	Implement conversion from STARS to SABRS	C	Financial staffs trained, execution occurring.
	Average number and/or percentage of outstanding travel vouchers	C	Facilitated DTS contract and travel support to significantly reduce outstanding vouchers.
<b>4. Expand NABSD patronage and enhance customer experience</b>			
<b>Goal</b>	<b>Metrics</b>	<b>EOY Assessment - Complete</b>	
Expand NABSD patronage & marketing and enhance customer experience	Customer experience and satisfaction feedback	C	Positive feedback on changes to Midstore, Steerage, Nimitz Coffee & Club
	Patronage and marketing statistics	C	Club membership up 23%; MOA with NEXCOM will help with uniforms, vending & coffee
<b>5. Improve NABSD efficiency and effectiveness</b>			
<b>Goal</b>	<b>Metrics</b>	<b>EOY Assessment - Complete</b>	
Improve NABSD efficiency and effectiveness through improved analysis capability and through centralization of core retail functions	Analysis capability assesement	C	Key leadership move to strategy & assessment; dashboard refined with ongoing trend analysis
	Complete centralization of warehouse functions and incorporate into POS system	C	Will enhance purchasing efficiency
	Establish Deputy Director for Retail	C	Purchasing consolidated under one director
<b>6. Improve NAF HR processes and practices</b>			
<b>Goal</b>	<b>Metrics</b>	<b>EOY Assessment - Complete</b>	
Improve NAF HR processes and practices	Complete database and on-going biweekly data reporting retirement program processes with CNIC	C	Complete; smooth recurring process implemented with CNIC
	Outstanding discrepancies within HRM shared drive and hierarchical organization & archive	C	HRM shared drive functional and outstanding discrepancies corrected.
	Comp time/pay discrepancy tracking	C	Implemented comp time/pay tracking mechanism.
<b>7. Complete outstanding NAF employee background investigations (NAF HR)</b>			
<b>Goal</b>	<b>Metrics</b>	<b>EOY Assessment - Partially Complete</b>	
Increase completion rate of background investigations on current NAF employees from 50% (current) to 80%.	Background investigation completion rate	PC	NAF HR completed all required paperwork, experiencing OPM processing backlog. Currently 65% BI complete.
<b>8. Transportation</b>			
<b>Goal</b>	<b>Metrics</b>	<b>EOY Assessment - Partially Complete</b>	
Provide safe, efficient and cost effective transportation resources to support the Brigade of Midshipment	Number of transportations safety incidents	PC	Better metrics needed
	Overtime expenses	PC	Striving to optimal mix of 5 FT and 7PT drivers (current: 5/6)
	Bus maintenance record and availability	C	Assessment w/GSA complete; repair issues of D bus engine resolved, 3 new buses ordered.