



NDU INSTRUCTION 9020.01

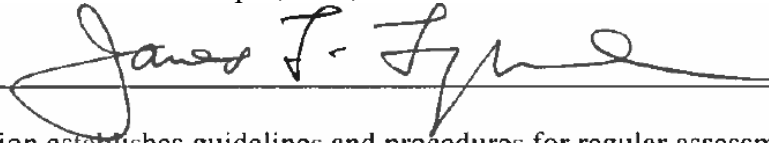
EDUCATIONAL ASSESSMENTS

Originating Directorate: Office of Academic Affairs (AA)

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Approved by: James L. Lapse, PhD, Provost and Vice President for Academic Affairs

A handwritten signature in black ink, appearing to read 'James L. Lapse', is written over a horizontal line.

Purpose: This instruction establishes guidelines and procedures for regular assessment of NDU educational programs to demonstrate that students have accomplished educational goals consistent with their program of study and to improve and enhance program quality and effectiveness. This policy is deemed to be consistent with NDU's commitment to the principles, values, and ideals described in the NDU Strategic Plan.

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SECTION 1: GENERAL ISSUANCE INFORMATION

1.1. PURPOSE. This instruction establishes guidelines and procedures for regular assessment of NDU educational programs to demonstrate that students have accomplished educational goals consistent with their program of study and to improve and enhance program quality and effectiveness. This policy is deemed to be consistent with NDU's commitment to the principles, values, and ideals described in the NDU Strategic Plan.

1.2. APPLICABILITY. This issuance applies to all credit bearing academic programs, including certificates and other non-degree-granting academic programs, across the National Defense University (NDU).

1.3. BACKGROUND. NDU's mission is to educate "joint warfighters and other national security leaders in critical thinking and the creative application of military power to inform national strategy and globally integrated operations, under conditions of disruptive change, in order to prevail in war, peace, and competition." This mission is challenged by the rapidly shifting geopolitical environment and emergence of new and disruptive technologies. As stated in the NDU Strategic Plan, "We must anticipate these changes and adapt our curricula, educational delivery methodologies, research foci, and support services to ensure we continue to attract, develop, and graduate the highest quality leaders who can think and act strategically, enabling them to prevail in this increasingly complex, dynamic, and uncertain security setting." To do this, NDU must fully embrace its value of Academic Excellence and fortify a culture of continuous academic review, reflection, and improvement across the institution. This effort ensures NDU meets the high standards and rigor demanded not only by our students and stakeholders, but also by law (see Title 10 U.S.C. § 2163) and its primary accrediting bodies: the Joint Staff and the Middle States Commission on Higher Education (MSCHE).

Joint Staff. The Joint Staff accredits NDU's Joint Professional Military Education programs using the standards and process outlined in CJCSI 1800.01, Officer Professional Military Education Policy and CJCSM 1810.01, Outcomes-Based Military Education Procedures for Officer Professional Military Education.

MSCHE. MSCHE is recognized by the U.S. Department of Education as a regional authority on the quality of higher education. It accredits the University using a rigorous peer review process that ensures accountability, self-appraisal, improvement, and innovation in the application of its standards within the context of institutional mission (MSCHE.org).

These accrediting bodies require the regular and deliberate review and assessment of student learning related to specific programmatic and institutional outcomes. Such systematic assessment provides NDU and its colleges the evidence to improve educational effectiveness, student learning, and achieve institution and program learning outcomes.

1.4. POLICY. This instruction outlines the NDU process for assessing educational effectiveness and outcomes. In so doing, NDU ensures students receive a relevant curriculum delivered in meaningful ways that contributes to the continuous improvement of student learning and

achievement. This process, outlined in Section 2, meets the rigor prescribed by NDU's accrediting bodies while providing appropriate flexibility to each college, allowing them to execute their academic programs as appropriate. The guidance within this instruction is intended to amplify the policy and guidance contained in CJCSM 1810.01, which serves as the overarching policy governing NDU assessment programs (see especially CJCSM 1810.01, Enclosure D). Where conflicts exist between this policy and CJCSM 1810.01, the latter takes precedence.

SECTION 2: PROCEDURES

2.1. ASSESSMENT PHILOSOPHY.

NDU programs are created with a specific mission or purpose in mind. Based on stakeholder requirements, program learning outcomes are created which identify what a student should know and be able to do upon completion of their program. Assessments are used as a measure to determine the extent to which the student has met those outcomes. Results are aggregated as a method to determine and improve program effectiveness.

a. Definitions. Assessment determines progress towards accomplishing a task, standard, or objective. In the context of student learning, assessments involve “the systematic collection, review, and use of information about the achievement of student learning outcomes and learning objectives to improve student learning and/or demonstrate the effectiveness of an educational program” (see CJCSM 1810.01, Part II). There are two broad categories of student assessment data, direct and indirect data:

1. Direct assessment methods are measures of learning based on student performance or demonstrations of the learning itself. These include observed performance, tests, writing, student presentations, research papers, and other forms of assessment that are observable. Direct assessments are either formative, summative, or key (see Glossary).
2. Indirect assessment methods are measures of learning based on perceptions, reflections, or secondary evidence to make inferences about student learning. These include self-reported or third-party responses to surveys or focus groups, alumni surveys, after action reports, and other forms of assessment that are self-reported or removed from direct observation.

Per CJCSM 1810.01, Enclosure D, NDU prioritizes direct assessments as evidence of student learning. NDU also uses indirect assessments to help provide a more holistic understanding of student knowledge, for triangulation purposes to gain additional insights, and/or when direct assessments are not feasible. Beyond the focus on direct assessment, and when appropriate and possible, NDU prefers the use of authentic assessments. Authentic assessments mirror, or anticipate, actual workplace expectations students will face upon graduation.

b. Philosophy. An effective assessment program is sustainable. This occurs by grounding assessments plans in the institutional culture, educating all stakeholders, building faculty and staff support, collecting and analyzing feedback, and continuously improving processes. Sustainability occurs when everyone in the institution is aware of the assessment program, understands its intent, and supports its processes and goals. Additionally:

1. Assessment is a critical phase of curriculum development.
2. An effective assessment program is planned and deliberate; assessments should be carefully determined and documented within assessment plans.

3. Assessments shall align to and measure student attainment of specific/assigned learning outcomes.
4. Assessments shall be embedded into the course/program to the greatest extent possible in a logical and intentional manner.
5. Assessments shall be authentic/realistic to the greatest extent possible.
6. Data gathered through assessment activities should be meaningful, aid in the decision-making process, and shared with all relevant stakeholders.

c. Assessment Model. Effective assessment programs include regular and sustained assessment activities that occur across the institution, contribute to program improvements, and inform decision-making throughout the organization. NDU implements effective assessment programs by employing a continuous and closed loop cycle to analyze, design, develop, implement, and evaluate learning (ADDIE; Figure 2.1.). General definitions for each stage are provided below:

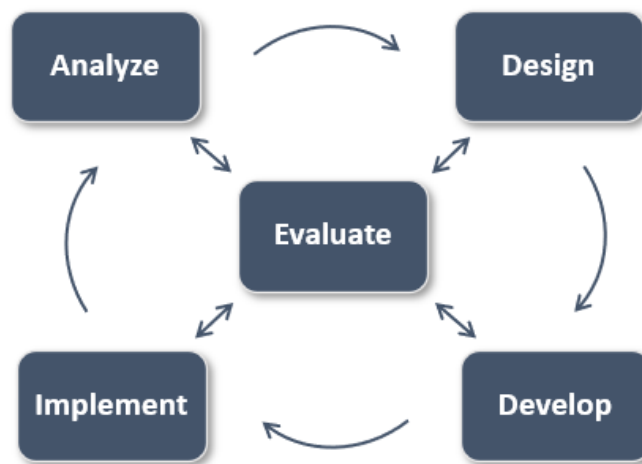


Figure 2.1.. ADDIE Assessment Model

Analyze. The goal of this stage is to clearly understand the current situation and need, relying heavily on quantitative and qualitative data and other information (such as higher-level guidance). Analysis should be careful and comprehensive.

Design. This stage sets learning outcomes/objectives, assessment plans, and instructional strategies to address issues or gaps identified in the analysis stage as well as higher level outcomes.

Develop. In this stage, course or program content is generated, curated, and sequenced. This includes any readings, lecture materials, assessment instruments, and learning exercises to meet outcomes/objectives.

Implement. This is where the learning experience takes place and where course curriculum or program content is executed.

Evaluation. This stage is about assessing the extent to which the curriculum effectively meets student learning needs and desired outcomes. Assessment is a continuous activity; results from the evaluation phase should be carefully considered throughout the ADDIE cycle.

This cycle has been, and will continue to be, employed across NDU to improve programs, curricula, the learning experience, and the overall effectiveness of the educational institution. Assessment operates at several levels concurrently at NDU. Student learning is assessed within individual learning activities aligned to outcomes at the course and/or program levels. Given the institutional diversity of NDU, educational activities span not only formal classroom instruction, but informal learning, distance learning, and experiential opportunities.

For assessment to be effective, there must be strong linkage and alignment from NDU's mission, institutional learning outcomes (ILOs), and program learning outcomes (PLOs) to appropriate assessment instruments. As a nested effort, each level of assessment informs the next. Results from each assessment feed back into higher level cycles to scale learning and improvements across NDU (for example, aggregate performance at the course or activity-level combines with other indicators to facilitate program/unit assessment; outputs from program-level assessments, in turn, feed into NDU institutional-level assessment and contribute to institution-level improvements). Institutional learning outcomes are assessed through PLO attainment, based on strong mapping and nesting of learning outcomes. See Table 2.1. for exemplary assessment mechanisms across each level. See paragraph 2.2. below for further explanation on specific processes.

	Course / Course Learning Outcome (CLO)	Program / Program Learning Outcome (PLO)	Institution / Institution Learning Outcome (ILO)
Assessment Mechanisms (examples)	<ul style="list-style-type: none"> • Surveys (students) • Surveys (faculty) • Student Performance Measures (papers, tests, presentations, table-top exercises) • After action reports • Course content review committees 	<ul style="list-style-type: none"> • Curriculum Guidance Review • Multi-year Program Review • Annual Audits of Student Learning Outcome Assessments • Alumni Focus Groups • Stakeholder Feedback • Course Curriculum Briefs • Curriculum Mapping • Assessment Plan 	<ul style="list-style-type: none"> • Curriculum Review • Strategic Plan Review • Program Review • Working Groups • College Program Curriculum Briefs • Stakeholder Feedback • NDU-wide Exercise • Alumni Focus Groups • Assessment Plans
Areas of Consideration (examples)	<ul style="list-style-type: none"> • Content/Level of Difficulty • Refining CLOs • Assignments 	<ul style="list-style-type: none"> • Program Effectiveness • Refining PLOs • Course Alignment / Curriculum Mapping 	<ul style="list-style-type: none"> • Refining ILOs • Quality of Classroom Experiences

	Course / Course Learning Outcome (CLO)	Program / Program Learning Outcome (PLO)	Institution / Institution Learning Outcome (ILO)
	<ul style="list-style-type: none"> • Course Materials • Delivery Methods • Student Experiences • Course Design • Assessment Methods • Student Learning Experience 	<ul style="list-style-type: none"> • Program Design • Key Assessments • Intellectual and Practical Approaches to Learning • Technological Improvements • Student Learning Experience 	<ul style="list-style-type: none"> • Innovative Teaching and Learning Methodology • Innovative Assessment Practices • Learning Environment • Student Learning Experience • Student Support • Institutional Policies • Resource Distribution • Decision-Making
Timing	Ongoing / Constant	Systematic Updates (based on program schedules)	Scheduled / Deliberate
Authority	Deans of Faculty and Curriculum Committees	Commandant / Chancellor, Deans of Faculty, and Curriculum Committees	NDU-P and Provost
Primary stakeholders	Students & Faculty	Students, Faculty, & Staff	Students, Faculty, Staff, Joint Staff, & Board of Visitors

Table 2.1. Levels of Assessment

d. Stakeholder Involvement. To the fullest extent possible, stakeholders should be included in the assessments process. Stakeholders include:

1. **Students.** Student performance measures, voice, and feedback are important for assessing relevancy and effectiveness of curriculum and overall educational experiences. Once students depart NDU, their voices as alumni continue to inform institutional program and curriculum improvements based on how effectively the education prepared them for work post NDU.
2. **Faculty.** Faculty members design and deliver course content, serve as subject matter experts on course curriculum, and work with assessment experts to develop, implement, and analyze assessments that produce tangible evidence of student achievement and ILO and PLO attainment.
3. **Staff.** The staff serve as a vital resource to facilitate execution of each program and measure effectiveness. This includes both academic and business support staff.
4. **NDU Leadership.** Senior leaders within NDU serve a critical role in directing, informing, and approving assessments processes and programs.
5. **Joint Staff.** The Chairman of the Joint Chiefs of Staff (CJCS) is responsible for JPME curriculum and ensuring the mandated learning areas are covered (per legislation

from Congress). Therefore, the Joint Staff is a key stakeholder in shaping institution and program level outcomes.

6. Board of Visitors (BoV). The BoV serves as an independent body that offers advice on governance, effectiveness, and institutional processes.
7. External Stakeholders. In accordance with CJCSM 1810.01, Enclosure A, Joint Staff J7 will periodically query additional external stakeholders (e.g., Combatant Commands, etc.) on the effectiveness of NDU's JPME programs in preparing graduates for joint duty assignments.

2.2. INSTITUTIONAL-LEVEL ASSESSMENT PROCESSES.

a. Assessment Process. All NDU assessments should be enacted routinely, rigorous in approach to data collection and reporting, and systematically stored as a part of each college's institutional history. Assessments processes can be both internal and external.

(a) Internal assessments are those conducted by NDU and its colleges targeting internal stakeholders such as students and faculty. These focus on the continuous improvement of student learning.

(b) External assessments collect feedback from external stakeholders (i.e., the Joint Staff and the Board of Visitors) and alumni.

b. Curriculum Guidance and Policy Review. At the institution-level, the ADDIE model is implemented through the annual Curriculum Guidance and Review process, outlined below (see Figure 2.2.). This process facilitates a deliberate review of curriculum and policies each academic year (AY), utilizing assessments of students and faculty (see 2.2.a. above), as well as the latest guidance from outside stakeholders (i.e., Joint Staff and the Board of Visitors) to improve curriculum and education delivery. This process repeats every year such that curriculum for the upcoming AY is always under review or development, while executing the current AY and learning from the previous AY (see Table 2.2.).

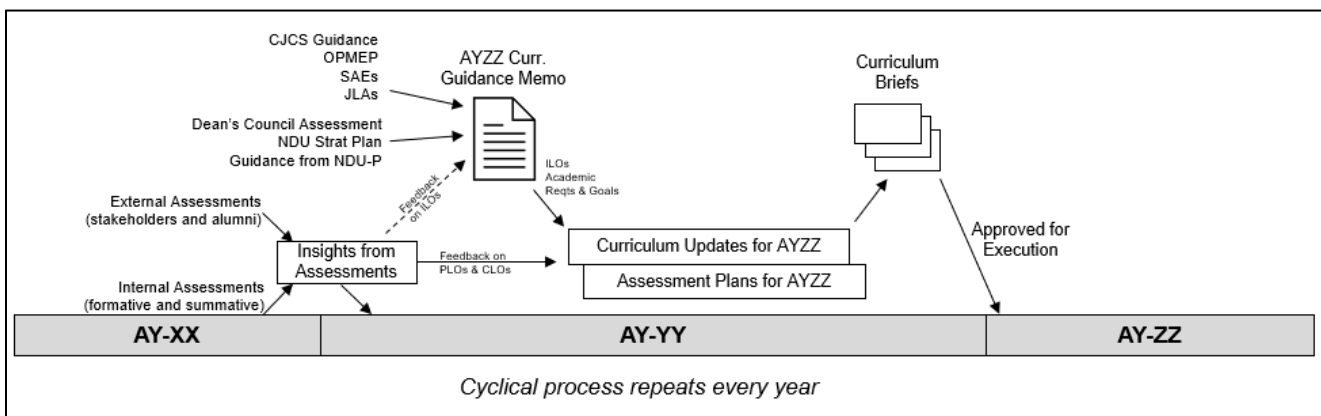


Figure 2.2. NDU Curriculum Guidance and Review Process

Following the ADDIE model, the university-level curriculum review process integrates college-specific and cross-component inputs into the design, development, and evaluation of academic programs. This process is detailed in Figure 2.3 and step-by-step in the discussion below:

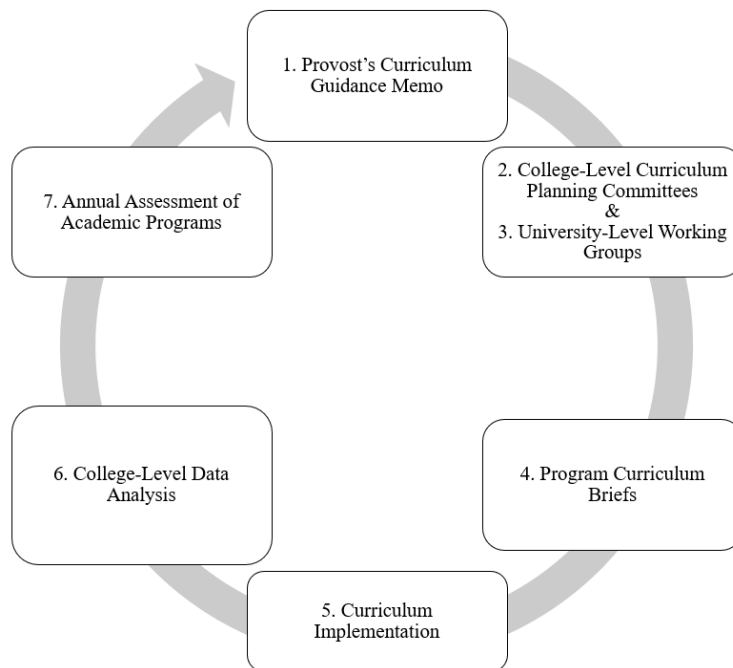


Figure 2.3. NDU Curriculum Review Process

1. Provost's Curriculum Guidance Memo. Kicking off the program review process, the NDU Provost's annual Curriculum Guidance Memorandum (CGM) draws on insights from internal/external assessments, guidance from the Joint Staff (to include OPMEP, Special Areas of Emphasis (SAE), Joint Learning Areas (JLA), and other guidance), the NDU Strategic Plan, and the Dean's Council assessment of academic programs (see paragraph 2.3.c. below). This memorandum provides curriculum guidance to the colleges for the next (i.e., not current) AY.

2. College-level Curriculum Planning Committees. The colleges use curriculum guidance from the Provost and component Deans, annual student assessment data, and any relevant multi-year program reviews to revise, if necessary, their curriculum content and assessment plans for the upcoming AY.

(a) Each college establishes their own internal review process to ensure curriculum updates and assessment plans are developed/updated to meet and assess ILOs and PLOs, while remaining in compliance with applicable laws, regulations, and higher headquarters guidance.

(b) An example for a college-level review process is at Appendix A.

3. University-Level Working Groups. The CGM may establish one or more temporary working groups for issues that affect more than one academic program or college (e.g., review of institutional learning outcomes). The intent is to find common solutions to shared problems, maximizing use of resources and expertise across the university. These groups will be tasked with providing recommendations and draft implementation plans, as appropriate.

4. Program Curriculum Briefs. Prior to executing a curriculum for any given AY, the Dean of each college will provide a Curriculum Brief to the NDU Provost. This briefing includes all items listed in Appendix B and other items as directed in the annual Provost CGM. This level of detail ensures improvements are being made based on assessment of student achievement and stakeholder input. It also ensures accreditation standards are attended to and met (i.e., closing the loop).

5. Curriculum Implementation. Once the Provost approves each college's curriculum plan, they are approved to begin implementation of their curriculum and assessment plans.

Academic Year (AY)	Learning From	Executing	Planning For
AY-WW	AY-VV	AY-WW	AY-XX
AY-XX	AY-WW	AY-XX	AY-YY
AY-YY	AY-XX	AY-YY	AY-ZZ
AY-ZZ	AY-YY	AY-ZZ	AY-AA

Table 2.2. Multi-year Process for Curriculum Guidance and Assessment

6. College-Level Data Analysis. Each AY, assessment data are analyzed and reviewed for insights to improve programs and the institution. Institutional Research (IR) reports provide insights from direct and indirect assessments to inform the ongoing execution of the curriculum and the development of curriculum guidance, curriculum updates, assessment plans, and improvements to NDU's academic services for the upcoming academic year (see 2.1. above). Additionally, review at the course-level is documented in accordance with each school's internal review process in a Course Director Assessment and Feedback Analysis Memorandum (See section 2.4 below).

7. Annual Assessment of Academic Programs. In accordance with NDUR 5100.01A, *National Defense University Governance and Organization*, the Dean's Council will produce an Annual Assessment of NDU's Academic Programs for presentation to the NDU Executive Council. This assessment builds on and uses data collected during the curriculum guidance and assessment process (described above) to develop an evidence-based assessment and recommendations for improving NDU's academic programs. See NDUR 5100.01A for additional information.

c. Strategic Plan Review.

In accordance with NDU Regulation (NDUR) 5100.01A, *National Defense University Organization and Functions*, NDU uses external inputs from primary stakeholders, the BOV and the Joint Staff, as well as internal inputs from NDU components and advisory boards to

iteratively assess, review, and revise processes, policies, strategies, and plans. The strategic planning process outlined in NDUR 5100.01A plays an important role in developing the annual CGM, leveraging inputs from the NDU President and appropriate internal and external stakeholders. Procedures outlined in this regulation should be implemented as a part of the institution's assessment processes.

d. NDU Issuances Reviews.

All issuances and policies are updated in accordance with procedures outlined in NDUI 5025.02, *NDU Issuance Program*. Additionally, each academic year, all academic policies listed in Appendix C should be reviewed for currency and continued effectiveness by the NDU Dean's Council. Any academic policy found out of date or noncurrent is updated and coordinated in accordance with prescribed procedures. To the fullest extent possible, when policies are updated, they are to be reviewed and revised by a committee that includes both faculty and staff. Once the updated policies are approved, the review committee will assess the need for implementation guidance and, if required, provide the Dean's Council with draft implementation guidance.

2.3. PROGRAM-LEVEL ASSESSMENTS PROCESSES.

a. JPME II Accredited Program Reviews.

The primary method for accomplishing assessments of NDU's education programs offering JPME II credit, is through the Joint Staff OBME framework (See Appendix D) and certification Milestones/process described in CJCSM 1810.01. All colleges are expected to adhere to the guidance within CJCSM 1810.01, which provides extensive guidance on:

- Steps required to achieve JPME certification on a 6-year OBME timeline (Enclosures A and B).
- Guidelines for developing PLOs (Enclosure C).
- Guidelines for OBME assessments (Enclosure D).
- Guidelines for reporting learning achievement of predefined common educational standards (Enclosure E).
- Guidelines for reporting progress to the Joint Staff (Enclosure F).
- Guidelines for external assessments and stakeholder feedback (Enclosure G).

By adhering to the guidelines within the CJCSM, all PLOs will undergo a rigorous update and review process within a six-year certification/recertification period, as prescribed and overseen by the Joint Staff. This helps ensure outcomes-based education focuses on outputs, emphasizing evidence collected from direct and indirect assessments of student performance from internal and external sources. The Dean's Council will monitor adherence to the OBME framework. A review of OBME program status for all JPME II programs at NDU will be presented to the Executive Council each year by the respective program's leadership.

b. Other PME Programs.

To the fullest extent possible, NDU programs not part of the JPME process strive to meet the intent of the rigorous process captured in CJCSM 1810.01 and review all PLOs on a similar six-year cycle. This ensures quality academic programming while continuously improving the effectiveness of these programs. Like JPME programs, non-JPME programs report on PLO assessment and revision to the Provost as part of their annual curriculum review.

2.4. COURSE-LEVEL ASSESSMENT PROCESSES.

a. Course Updates. Course review and updates should occur on a continuous timeline using all forms of feedback and assessments available, follow guidelines in NDUI 5760.01B, and nest under the ADDIE model and curriculum design processes described above and at Appendix E. At the conclusion of a course, course directors, Offices of Institutional Research, Deans of Faculty, and college leadership will review the results of direct and indirect assessments. Curriculum committees and course directors use that assessment data to determine if the course should be modified/improved or retired. Course directors should submit a Course Director's Assessment and Feedback Analysis Memorandum to their respective Deans of Faculty and Academic Programs at least annually. These memorandums can take the form preferred by each college; however, an example is provided for reference at Appendix F. Any substantial course modifications progress through each college's formalized curricular process (department chair, curriculum committee, etc.). All changes requiring alterations in catalog copy are signed off by the college Commandant/Chancellor and moved forward to the university Provost. (i.e., credit hour changes, name changes, or course number changes). Such changes are usually put in place the following AY. When assessment mechanisms prove ineffective, course directors, along with other interested persons (i.e., Deans, department chairs, IR) may revisit the assessment methodology to improve future assessments.

b. Curriculum Planning Committees. Each college has a curriculum planning committee that reviews and makes recommendations to program curriculum on at least an annual basis. Where a college has multiple schools, each school will have a curriculum planning committee to serve this function.

c. Closing the Loop on Data Collection and Improving Student Learning. Closing the loop encompasses analyzing results from outcome assessments, using results to make changes to improve student learning, and re-assessing outcomes in order to determine the effect those changes had on student learning. Data collected from the annual assessment of student learning belongs broadly to each college and the university as a whole. Data remaining in the hands of a few Course Directors, administrators, and staff does not effectively put the university on the path of continuous improvement of student learning. Therefore, information derived from the assessments of PLOs, ILOs, and CLOs must move into the wider community to facilitate best practices related to improving student learning. Colleges should meet regularly, both internally and across NDU, to discuss the totality of their assessment processes across PLOs and across time. Annual assessments of PLOs should be compared over time, as the data are collected to do so. Workshops, Faculty Development meetings, and white papers examining how this data may improve student learning at NDU should be a regular part of the assessment process. All faculty

should be aware of the assessment processes, major findings based on systematic data collection, and the changes put in place because of those findings.

2.5. ASSESSMENT EFFECTIVENESS. The assessment model and processes described above will ensure NDU maintains a culture of continuous improvement and continues to deliver a high-quality education to its stakeholders. However, they are not enough to ensure NDU's assessment methods are effective. Assessment methods and policies must be regularly reviewed to ensure they continue to effectively measure what they intend to and provide meaningful insights to NDU stakeholders. A primary means for reviewing these assessments is through the Joint Staff's periodic reviews, the University's Program and Strategic Plan Implementation Reviews, and through regular review of NDU's academic policies.

a. Committee on Educational Effectiveness Assessment. This committee meets quarterly to share assessment approaches, discuss best practices, identify areas needing improvement, and evaluate the University's overall effectiveness in assessing learning outcomes. This committee consists of appointed members from each college and representatives from the Faculty Advisory Council, and is chaired by the Associate Provost for Educational Innovation and Institutional Effectiveness. The committee will provide an annual update to the Provost that outlines significant findings and present any challenges to continued effective assessment practices.

b. Assessment Best Practices. Colleges must employ current best practices of the broader higher education assessment community as they relate to a college's mission and vision. Each level of the organization is expected to implement internal quality and process controls to ensure assessment methods employed are as accurate and effective as possible. The NDU Director of Institutional Research will ensure best practices in assessment are promulgated widely across the University.

SECTION 3: RESPONSIBILITIES

3.1. NDU PRESIDENT.

- a. Sets strategic priorities for NDU and publishes NDU Strategic Plan.
- b. Approves all Institutional Learning Outcomes (ILOs).

3.2. PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS.

- a. Serves as principal overseer of curriculum development processes and ensures a rigorous curriculum that meets accreditation requirements, all required curriculum content, and NDU ILOs.
- b. Publishes annual curriculum guidance memorandum, clarifying:
 - (1) Curriculum development guidance
 - (2) NDU's ILOs
 - (3) Academic program timelines and calendar
 - (4) Academic requirements for the Colleges
 - (5) Academic goals for the Academic Year
 - (6) Additional requirements for Dean of Faculty Curriculum Briefs
 - (7) Other academic guidance as required
- c. Approves college curriculum with a signed memorandum, following Dean of Faculty Curriculum Briefs.
- d. Reviews and updates ILOs, as required, using input from stakeholder feedback and higher headquarters guidance.
- e. Identifies trends across colleges and implement improvements or corrective measures as soon as practicable.
- f. Establishes working groups, as necessary, to address specific focus areas, trends, and / or emerging issues. Working groups will be comprised of relevant and appropriate stakeholders and should, where possible, include faculty.
- g. Ensures academic culture emphasizes continuous assessment and improvement.

3.3. COMMANDANTS AND CHANCELLORS.

- a. Align internal policies and procedures to ensure their college delivers an academic program that complies with all NDU curriculum guidance.
- b. Responsible for the review and oversight of the assessment methods and policies within their respective colleges to ensure they continue to effectively measure what they intend to, align with NDU and DoD policy, and provide meaningful insights to NDU stakeholders.
- c. Capture lessons learned from student feedback, faculty and staff after action reports, and/or stakeholder engagement and identifies issues of concern or opportunities for improvement to Deans of Faculty and Provost.
- d. Ensure colleges employ best practices of the broader higher education assessment community (as they relate to a college's mission and vision).
- e. Seek to continuously improve assigned mission elements using evidence-based approaches and clear measures of performance.

3.4. COLLEGE DEANS OF FACULTY AND ACADEMIC PROGRAMS.

- a. Update program curriculum in accordance with Curriculum Guidance Memorandum and the procedures identified above. Course updates should follow guidelines in NDUI 5760.01B and as specified in this instruction.
- b. Incorporate insights from internal and external assessments to improve curriculum and assessment plans.
- c. Ensure each academic program reviews PLOs and CLOs in accordance with this guidance and CJCSM 1800.01.
- d. Provide the Provost with a Curriculum Brief, for curriculum approval each year, in accordance with published timelines.
- e. Enable and support faculty participation in assessment and curriculum-related working groups for NDU-wide initiatives.

3.5. DEANS COUNCIL.

- a. In accordance with NDUI 5100.01A, conduct an annual systematic, evidence-based assessment of NDU academic programs across the enterprise, for submission to the NDU Executive Council.
- b. Track progress and monitor adherence to the OBME framework and provide update annually to the NDU Executive Council.

3.6. COLLEGE CURRICULUM PLANNING COMMITTEES.

- a. Coordinate course content and flow, work to decrease perceived redundancies, and increase integration and synergy in the curriculum.
- b. Assess the current curriculum and ensures it meets the demands of the authorities as prescribed in the OPMEP, responds to any changes to JPME requirements, fulfills the requirements in the Provost curriculum guidance memorandum, and the intent of additional guidance of NDU leadership.
- c. Consider changes to and refinements of the following year's curriculum, inform annual curriculum planning guidance (college-level), and incorporate NDU guidance into curriculum redesigns/updates.
- d. With oversight from the appropriate Dean of Faculty, present curriculum revisions for review by the Commandant/Chancellor.

3.7. NDU OFFICE OF INSTITUTIONAL RESEARCH, PLANNING, AND ASSESSMENT.

- a. Creates an institution and ILO assessment plan for the Provost's annual Curriculum Guidance Memorandum.
- b. Holds responsibility for planning, oversight, management, and reporting of institutional effectiveness.
- c. In coordination with College Deans of Faculty, collects data related to many subject areas; includes student, faculty, alumni, supervisor, stakeholder, and other external surveys.
- d. In coordination with the Associate Provost of Educational Innovation and Institutional Effectiveness, conducts program reviews of university educational programs and assists in assessing implementation of the NDU Strategic Plan.
- e. Analyzes and interprets data to identify trends, issues, shortfalls, and areas for improvement.
- f. Reports findings to Provost and/or Executive Council in order to improve University effectiveness.
- g. In coordination with elective course instructors, identifies course curriculum mapping to ILOs and PLOs, if applicable, for university elective courses that are not managed by a college. Prepares and manages the courses, assessments (direct and indirect), and rubrics in appropriate assessment systems.
- h. Seeks out best practices in assessments of higher education (i.e., conference attendance, networking, research, etc.) and promulgates them across the University.
- i. Ensures assessment processes, as outlined in this instruction, are implemented across NDU.

3.8. COLLEGE-LEVEL OFFICE OF INSTITUTIONAL RESEARCH.

- a. In coordination with college leadership, holds responsibility for planning, oversight, management, and reporting of program assessment and program effectiveness at the college-level.
- b. Analyzes and reports to Dean of Faculty and OIRPA on results from program assessment plans.
- c. Maps assessments/rubrics to learning outcomes and tracks student assessments to report student achievement.
- d. Collects data related to relevant subject areas; includes surveys of student, faculty, alumni, supervisor, and other stakeholders.
- e. Analyzes and interprets course and program findings, and reports proposed changes to Course Directors and Dean for review and approval.
- f. Identifies course curriculum mapping to ILO/PLOs and prepares the courses, assessments, and rubrics in appropriate assessment systems.
- g. Manages direct and indirect assessments in appropriate assessment systems.
- h. Provides workshops, brown-bags and other forms of educational events to keep faculty, administration, and staff up to date on the current best practices in the field.
- i. Ensures assessment processes, as outlined in this instruction, are implemented within their college.

3.9. COMMITTEE ON EDUCATIONAL EFFECTIVENESS ASSESSMENT.

- a. Meets quarterly to share assessment approaches, discuss best practices, identify areas needing improvement, and evaluate the University's overall effectiveness in assessing learning outcomes.
- b. Provides an annual update to the Provost.
- c. Works across the University to implement best practices and improvement plans, as required, in the areas of educational assessment.

3.10. COURSE DIRECTORS.

- a. Monitor assessment and feedback data to identify areas for course improvement. Use assessment data to determine if the course should be modified/improved or retired.

b. Submit the Course Director Assessment and Feedback Analysis Memorandum (see Appendix F for template) to their respective Deans of Faculty and Academic Programs at least annually.

GLOSSARY

G.1. ACRONYMS.

ACRONYM	MEANING
ADDIE AY	Analyze, Design, Develop, Implement, Evaluate Academic Year
BoV	Board of Visitors
CJCS CJCSM CLO	Chairman of the Joint Chiefs of Staff Chairman of the Joint Chiefs of Staff Manual Course Learning Outcome
DoD	Department of Defense
ILO IR	Institutional Learning Outcome Institutional Research
JLA JPME	Joint Learning Area Joint Professional Military Education
MSCHE	Middle States Commission on Higher Education
NDU	National Defense University
OBME OPMEP	Outcomes-Based Military Education Officer Professional Military Education Policy
PLO	Program Learning Outcome
SAE	Special Area of Emphasis

G.2. DEFINITIONS. These terms and their definitions are for the purpose of this issuance.

Assessment. A measure of progress towards accomplishing a task, standard, objective, or outcome. In the context of student learning, assessments involve “the systematic collection, review, and use of information about the achievement of student learning outcomes and learning objectives to improve student learning and/or demonstrate the effectiveness of an educational program” (see CJCSM 1810.01, Part II).

Authentic Assessment. An assessment that “approximate conditions under which the graduate would be expected to achieve the same outcomes in the operational environment” (see CJSCI 1800.01F, p. A-5).

Formative Assessment. Measures of learning collected during the progression of a course or program that are used to guide improvements in teaching and student learning. Focus is on the documentation of student development over time. Formative assessments may take the form of direct or indirect assessments.

Key Assessment. The point in the program where the student has been taught to “mastery” level and is expected to demonstrate outcome achievement at the defined level of the PLO.

Stakeholder. Those entities that have a vested interest in the mission and outcomes of NDU. NDU’s primary stakeholders are students, faculty, and staff (all internal); Joint Staff and NDU’s BoV (both external).

Summative Assessment. Measures of learning collected at the conclusion of a course or program to evaluate and document student mastery of outcomes. Summative assessments may take the form of direct or indirect assessments and can also be a Key Assessment.

REFERENCES

CJCS Instruction 1800.01F, “Officer Professional Military Education Policy,” May 15, 2020

CJCS Manual 1810.01, “Outcomes-Based Military Education Procedures for Officer Professional Military Education,” April 1, 2022

Middle States Commission on Higher Education, “Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition)”

National Defense University Instruction 5100.01, “NDU Operations and Functions,” July 20, 2017

National Defense University Instruction 5760.01B, “Course Curriculum and Credit Hour Approval,” October 3, 2016

National Defense University Strategic Plan, “Realizing the Vision 2022-2027”

APPENDIX A: COLLEGE-LEVEL CURRICULUM AND ASSESSMENT REVIEW PROCESS

The below graphics (Figure A1.1. and A1.2.) represent examples of college-level curriculum and assessment review processes. These examples are not intended to be prescriptive but are provided to assist colleges in developing their own internal processes.

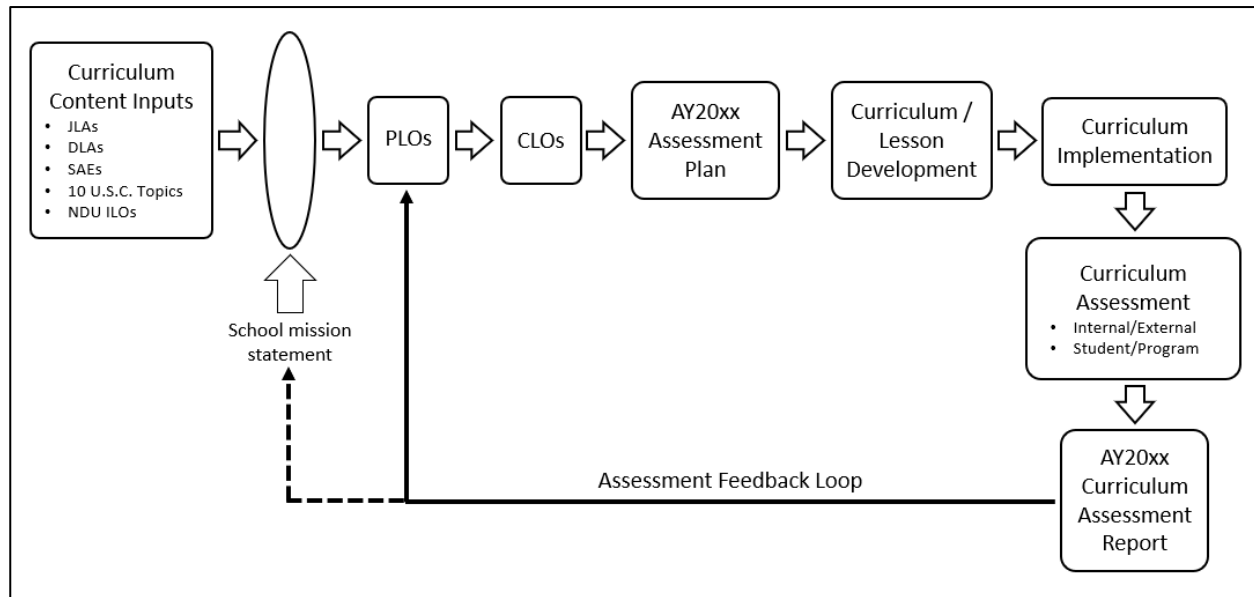


Figure 1.1. Example of Simple Curriculum and Assessment Review Process

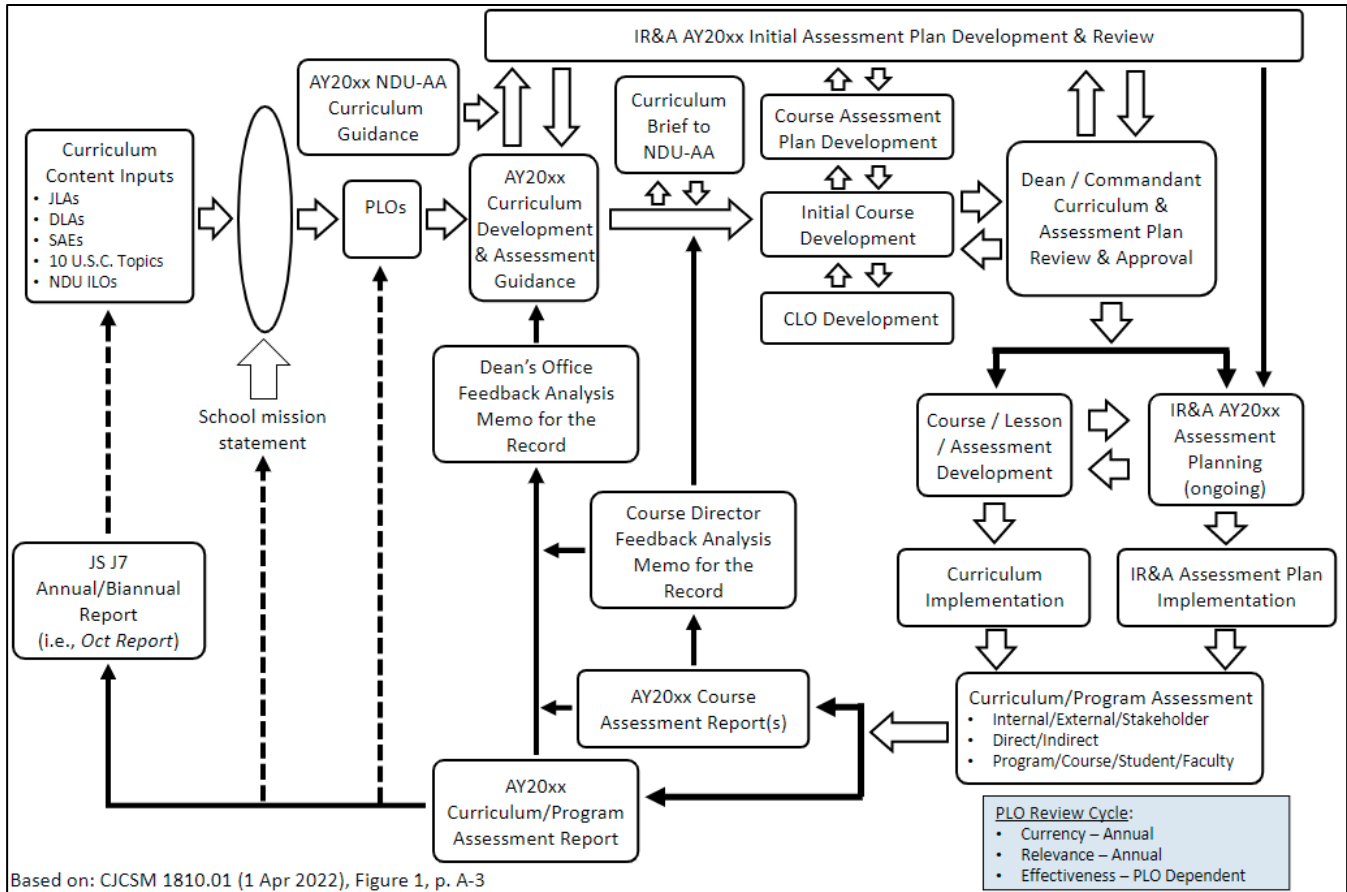


Figure 1.2. Example of Detailed Curriculum and Assessment Review Process

APPENDIX B: CURRICULUM BRIEF REQUIRED ITEMS

1. Academic degree plan which includes course numbers, titles, and credit hours.
2. Academic calendar with dates (graphical display).
3. Evidence that courses are compliant with credit hours calculations per latest NDU guidance.
4. Mission statement. Identify any changes made from previous AY.
5. Program Learning Outcomes. Identify any changes made from previous AY and how PLOs were determined.
6. Draft Outcome Map for AYXX (Introduce, Reinforce, Formative Assessment Key Assessment, or similar model, identified by course,).
7. Draft Key Assessment Map for AYXX showing key assessments that measure each PLO (or parsed PLO). Explain how the program defines the term key assessments.
8. Describe the relationship between PLOs and CLOs. How are CLOs devised?
9. Provide “targets” for each PLO and explain how derived (reference OPMEP Manual p. D-3).
10. Describe how ILOs will be assessed.
11. Describe how the program interprets “authentic assessments” and how they are incorporated.
12. Provide the program’s grade distribution, by course, for AYXX (year-to-date). This will be used to check on adherence to the AYXX NDU Grading Policy.
13. Assessment results by ILO/PLO (i.e., the assessment map with rubric scores and other results added), interpretation of those results with regards to the targets established (item 9 above), and how assessment results were/will be used.
14. Provide Title 10 JPME II topics coverage for AYXX and draft AYXX: Course identified where each topic is predominately covered and indicate highest Bloom’s level. (Also include coverage of SAEs, Strategic Competition, and PRC outcomes.)
15. Describe how the program protects “white space” in the curriculum.
16. Describe faculty development program to create/maintain currency applicable to PLOs (activities and budget).
17. Describe the program’s capstone event (distinct from NDU directed event).
18. Describe anticipated student practicum/field studies for AYXX based on AYXX budget.

APPENDIX C: CORE ACADEMIC POLICIES

Memorandum to NDU Faculty and Students on Academic Freedom

National Defense University Instruction 1000.02, “Student Disenrollment Policy”

National Defense University Instruction 1025.07C, “Policy on Grades and Grading”

National Defense University Instruction 1322.02, “NDU Scholars Program,” July 30, 2023

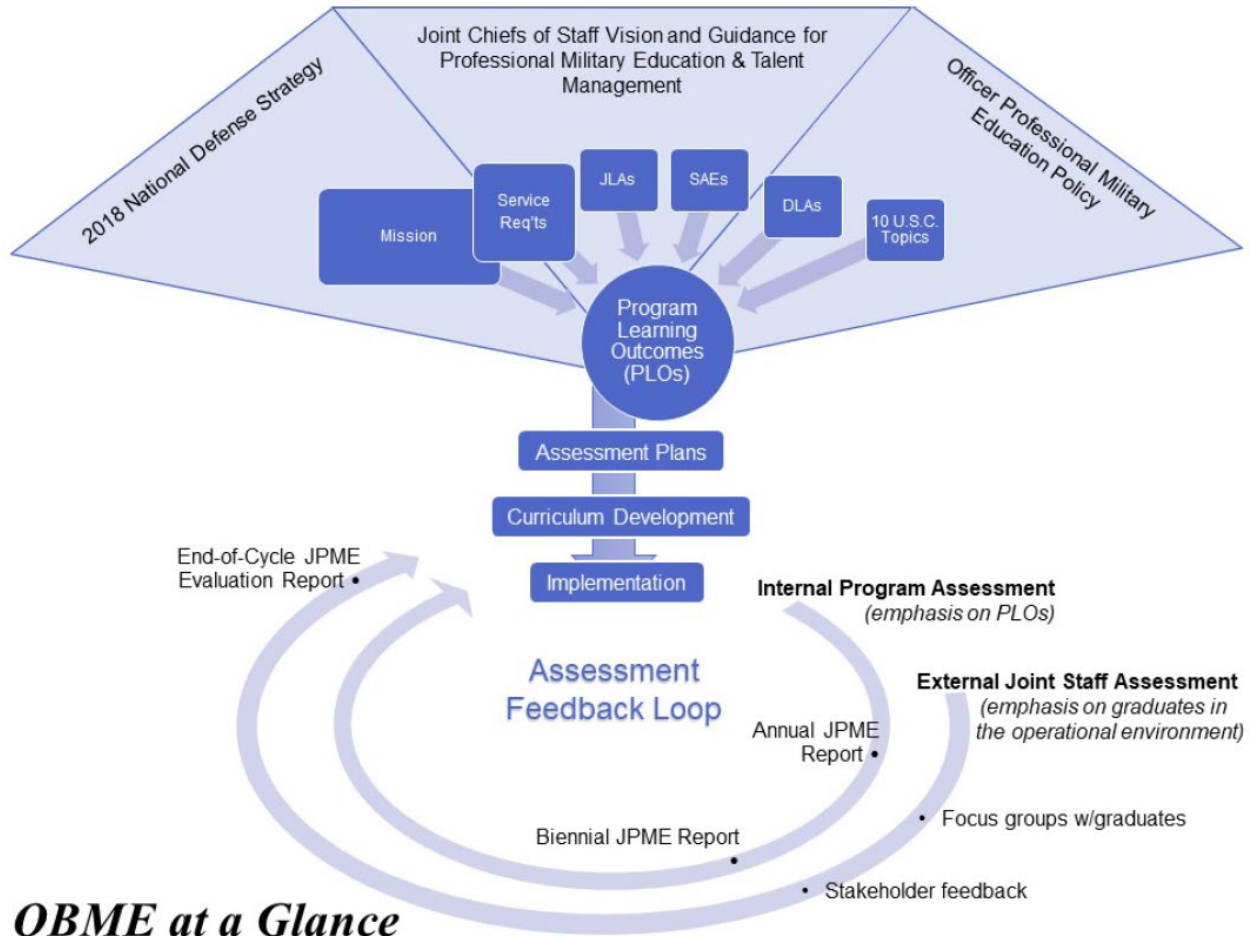
National Defense University Instruction 1416.02, “NDU Sabbatical Program”

National Defense University Instruction 5760.01B, “Course Curriculum and Credit Hour
Approval”

National Defense University Regulation 5.75, “National Defense University Electives Program”

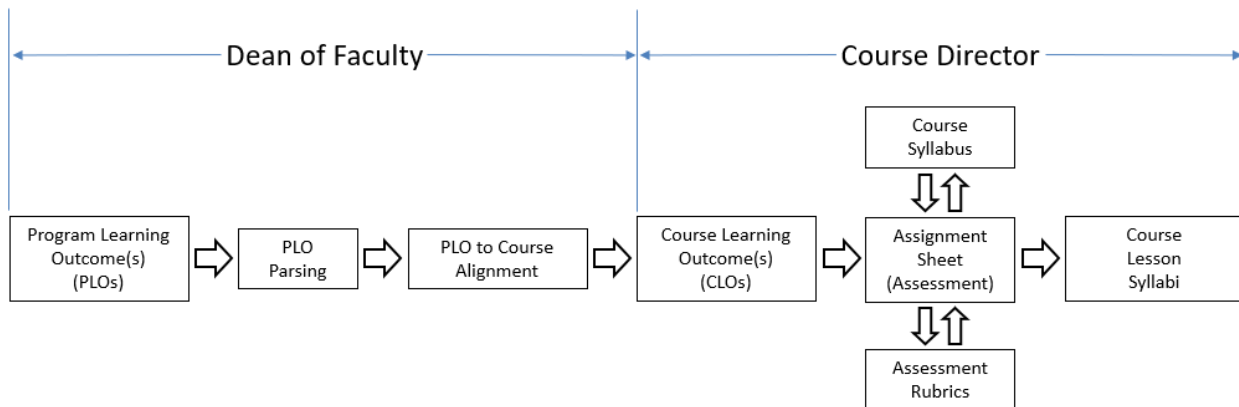
Statement on Academic Integrity

APPENDIX D: OUTCOMES-BASED MILITARY EDUCATION FRAMEWORK



OBME Framework from CJCSM 1810.01

APPENDIX E: CURRICULUM DEVELOPMENT FRAMEWORK



The process outlined above ensures the CLOs remain connected to the PLOs and provides a framework for sequencing course development under the OBME principles of backward design.

1. Develop program learning outcomes (PLOs) students are expected to achieve.
2. Parse PLOs/SLOs, as appropriate, and identify courses to deliver the content and skills necessary to attain the PLOs.
3. Develop CLOs students are expected to achieve to show achievement of PLOs [CLO(s) aligned to PLO(s)].
4. Develop assessments and rubrics to evaluate student achievement of PLOs.
5. Develop lessons to deliver the content and skills necessary to attain the desired outcomes.
6. Assess outcomes and use data to inform future course and program updates/improvements.

APPENDIX F: COURSE DIRECTOR ASSESSMENT AND FEEDBACK ANALYSIS MEMORANDUM TEMPLATE (SAMPLE)

dd Month yyyy

MEMORANDUM

From: [Course Director]

To: Dean of Faculty and Academic Programs

Via: Associate Dean of Faculty and Academic Planning

Subj: AY20xx Curriculum Review and Assessment Feedback Analysis – [Course Name]

Ref: (a) AY20xx Student End-of-Course Survey Data
(b) AY20xx Faculty End-of-Course Survey Data
(c) AY20xx Student End-of-Course Focus Group Data
(d) AY20xx Faculty End-of-Course Focus Group Data
(e) TBD [as needed]

Encl: (1) TBD [as needed]
(2) TBD [as needed]

1. AY20xx Course Feedback – Direct Assessment.
 - a. Themes – Positive.
 - b. Themes – Negative.
2. AY20xx Course Feedback – Indirect Assessment: Students.
 - a. Student End-of-Course Survey
 - 1) Themes – Positive.
 - 2) Themes – Negative.
 - b. Student Focus Group
 - 1) Themes – Positive.
 - 2) Themes – Negative.
3. AY20xx Course Feedback – Indirect Assessment: Faculty.
 - a. Faculty End-of-Course Survey

- 1) Themes – Positive.
- 2) Themes – Negative.
- b. Faculty Focus Group
 - 1) Themes – Positive.
 - 2) Themes – Negative.
4. Proposed Curriculum Changes and Justification.
 - a. Proposed Changes to Course Learning Outcomes (CLOs).
 - b. Proposed Changes to Student Assessments.
 - c. Proposed Changes to Lesson Content.
 - d. Proposed Changes to Lessons (i.e., lessons added / lessons deleted for AY20XX).
 - e. Disposition of Feedback not Resulting in Curriculum Changes and Rationale.
5. Use of Authentic Assessments.
 - a. Identify Where Authentic Assessments are Used
 - b. Discuss How Authentic Assessments Were Validated
6. Recommendations for Program Level Changes.