



A Milestone Model for Faculty Involvement in Outcome Based Education

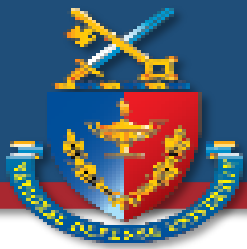
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Definitions of Key Terms



- **OPMEP: Officer Professional Military Education Policy** – establishes the policy guidance for PME with emphasis on JPME (Current is OPMEP-F)
- **OBME: Outcome Based Military Education** – Output-based approach to student learning based on collected evidence (first outlined in OPMEP-F)
- **JPME: “Joint Professional Military Education”** – defined in Federal Law (reference b) as -
“consisting of the rigorous and thorough institutions of officers in an environment designed to promote a theoretical and practical in-depth understanding of joint matters and specifically, of the subject matter covered” (CJCSI 1800.01F, A-1)
- **PAJE: Process for Accreditation of Joint Education** –
how a program becomes certified or recertified to award JPME credit



Traditional vs Outcomes Based



OPMEP-E Version

- Unawareness of higher-level outcomes
- Assignments not linked to outcomes
- Mixed use of “objectives” and “outcomes”
- Students were not partners in their learning
- No “assess-feedback-improve” loop

OPMEP-F Version-Outcomes Based

- Curriculum designed to support achieving PLOs
- Assessments & assignments measure student progress towards achievement of PLOs
- Students responsible for their learning; they need to know the PLOs and the linkage of curriculum and assessments to PLOs
- “Assess-feedback-improve” loop formalized and documented



Certification Requirement from OPMEP-F Reference Manual



Certification Milestones. Certification under OBME requires JPME programs to submit PLOs and assessment plans for JS J7 review and to provide evidence of compliance and effectiveness at critical milestones over a six-year OBME certification period.



Programs are eligible for *conditional certification* under OBME after PLOs and assessment plans are refined and presented to the JS J7 and briefed to the Military Education Coordinating Committee Working Group (MECC-WG) at Milestone 3



Accreditation Requirement from OPMEP-F Reference Manual

Standard 3 - Student Achievement. JPME programs should measure student knowledge and understanding through the use of course and program assessments. Course and program outcomes should clearly state what performance students are expected to demonstrate by the end of a course and program. Direct assessment of student learning is essential and foundational to the success of OBME. Indirect assessments may be used to supplement direct assessment results. Indirect assessments may be useful to evaluate attainment of learning outcomes such as when the outcome is in the affective domain and to provide program leaders with enhanced understanding of the program's effectiveness in fostering student performance.

Standard 4- Program Review. JPME curricula should reflect a regular, rigorous, and documented review process that leverages evidence, directly involves the faculty, and reflects the program's mission. The PAJE review should be a check on the integrity of the review process. In addition, JPME stakeholders should be queried periodically to validate the quality, relevancy,



Review of OBME

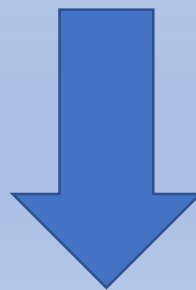
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Outcome-Based Military Education

Focus shift from an *input-based* (descriptive process) to an *output-based* (evidence, result-based) process

2

Measures student's ability to demonstrate achievement of *Program Learning Outcomes* (PLOs) and replicate that knowledge upon graduation in an operational environment



Authentic Assessments



OPMEP-F Manual Guidance on PLOs

3

- ✓ Refine understanding of PLOs = Feasible and measurable PLOs focused on the intended knowledge (*cognition*), values (*attitudinal/affective*), and skills (*behavior/psychomotor*) to be attained by JPME graduates in preparation for Joint duty assignments.
- ✓ Introduction of *Subordinate Learning Outcomes*



Value of Faculty Involvement in Assessment

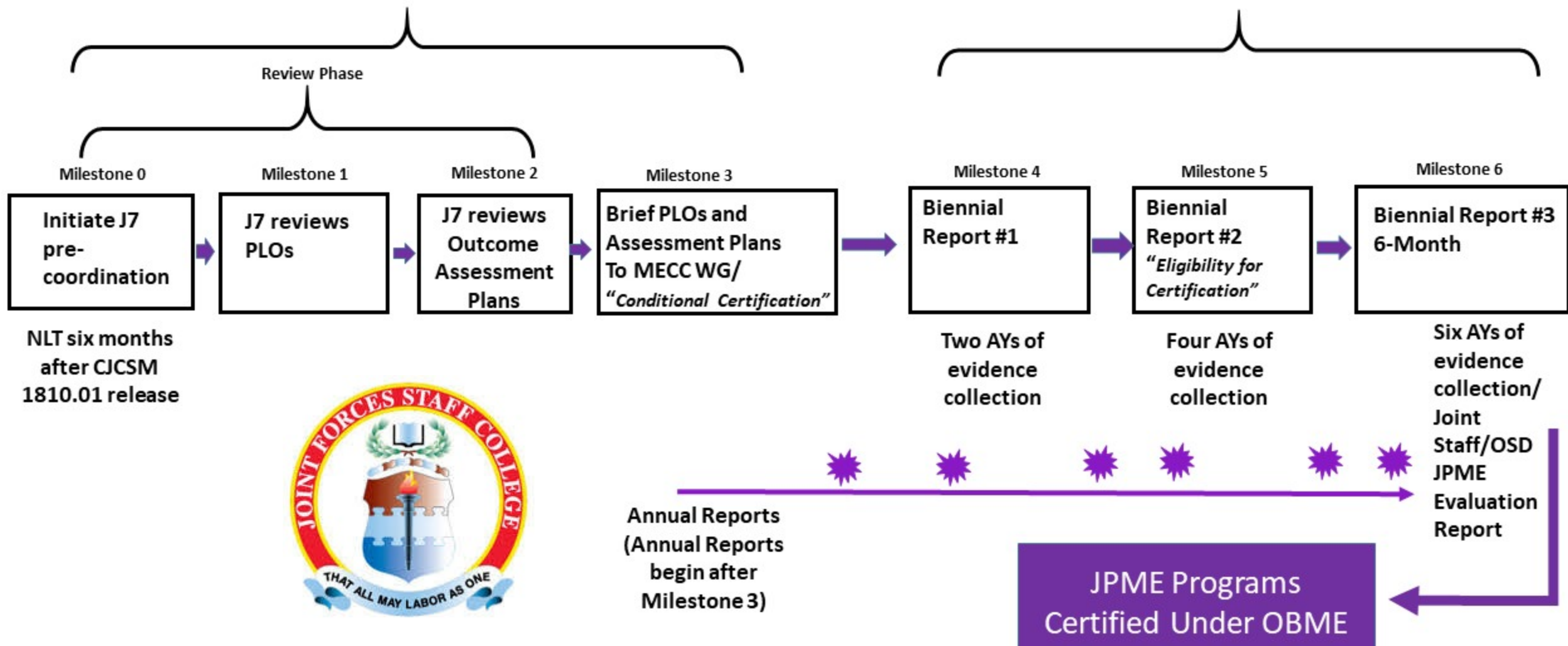


- Faculty are integral to the process of identifying learning goals and outcomes and determining whether students in their courses have achieved them.
- Obligation to engage with learning assessment as it promotes a learning-centered course. Faculty are on the scene, living in the context. The data produced by their assessments is fresh and gives us evidence of learning in your courses (Driven by the new approach prescribed in the OPMEP-F).
- Providing information on teaching excellence (e.g. professional dossier) and student course evaluation are not enough to prove teaching excellence. We need faculty collaboration on assessment.

OUTCOMES-BASED MILITARY EDUCATION (OBME) IMPLEMENTATION CYCLE

Fine-tune/Finalize PLOs and Assessment Planning

Commence OBME Program Effectiveness Evaluations



Preparations

Faculty Preparation

- Identify faculty responsibilities and roles
- Identify Topics for FACDEV

FACDEV Topics

- OPMEP Manual/OBME & CES 1-2-3-4-5-6
- PLO Development
- Assessment Design with Linkage to Outcomes

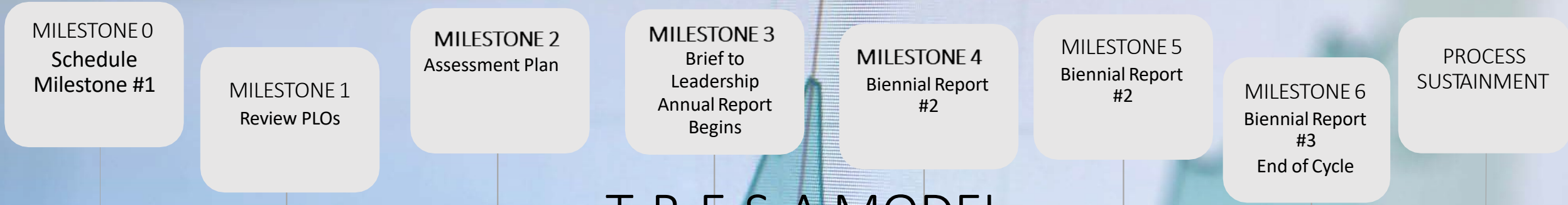
Fac/Staff Taskers

- Identify the knowledgeable faculty/staff
- Identify School POCs
- Rubric Design/Authentic Assessments; Mapping curriculum and assessment plan



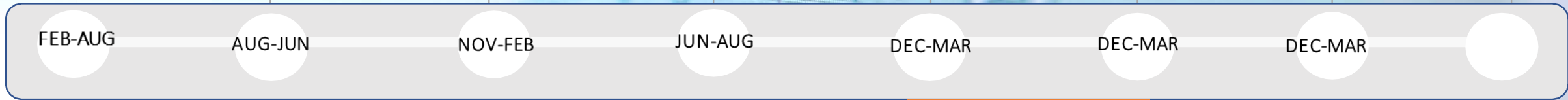
Facilitating Faculty Involvement While Implementing Outcomes Based (Military) Education

Background: 75% of faculty are military, resulting in regular turnover. This factor drives instructor education 3-4 times/year.



T-R-E-S-A MODEL

Teaching-Research-Engagement-Service-Faculty model drives faculty involvement and ongoing education: Educate all faculty on the new process, establish an OBME faculty development module for new faculty, integrate faculty into all aspects of the process.



PROJECT START (AY) 2021-2022

FAC DEV

Baseline education for all for faculty:
Developing outcomes and assessments

FAC DEV & ENGAGEMENT

Faculty orientation to and participation in PLO design and implementation
Begin aligning assessments to outcomes



FAC DEV & REPORTING

Design and use of rubrics
Use of Data for Assessment Improvement
Annual Reporting on Compliance

ENGAGED FACULTY

Faculty design of course assessments
Participation in focus groups; hotwash, round robin
Biennial Reporting on Effectiveness

OPMEP-F Milestone Process

Milestone 0

Schedule Milestone #1
(Oct 15, 2020)

- ✓ Prepare for Milestone 1
- ✓ Verify status of PLOs/CLOs

Milestone 1

Review
(Jan 2021/Feb 2021)

- ✓ Holistic Approach to OBME
- ✓ Faculty Involvement
- ✓ Milestone #1 → PLO Linkage (Mapping)
- ✓ Draft of PLO Assessment Narrative/Evidence

Milestone 2

Assessment Plan
(Aug 2021)

- ✓ Receive Update on Milestone 1
- ✓ Detailed Version of Outcomes/Mapping
- ✓ Verify Linkages to Assessments
- ✓ Compare to higher guidance documents

Milestone 3

Brief MEACC WG

(Nov 2021)
Annual Report
(Dec. 2021)

- ✓ Brief Senior Leaders

PLO Development Process

PLOs/CLOs Mapping

- FACDEV Session #1: OBME and PLO Emphasis
- FACDEV Session #2: Assessment Design/Linkage to Outcomes



OPMEP-F Milestone Process

Milestone 4

Biennial Report #1

(Jan 2022*)

(*One calendar year from last annual report and assessment plan)

- ✓ Review Progress in Achieving PLOs
- ✓ Submit Annual Report (Dec 2022)

Milestone 5

Biennial Report #2

(Jan 2024)

Two AYs of evidence collection

- ✓ Review PLO Achievement Progress
- ✓ Submit Annual Report (Dec 2023)

Milestone 6

Biennial Report #3

(Jan 2026)

Two AYs of evidence collection

- ✓ Review PLO Achievement Progress
- ✓ Submit Annual Report (Dec 2023)

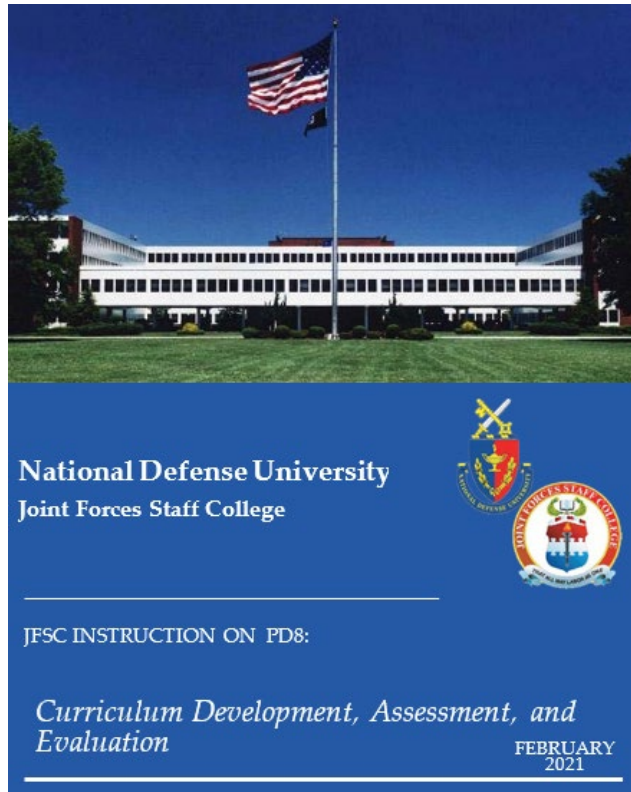
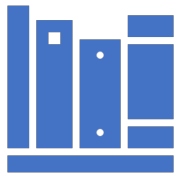
- ✓ Verify Status of PLOs/CLOs (Mapping, Alignment, Quant./Qual. Data Retrieval)
- ✓ Review Annual and Biennial Report Results
- ✓ Complete Reports and Compare to Higher Guidance Documents

- FACDEV Session #1: TBD
- FACDEV Session #2: TBD





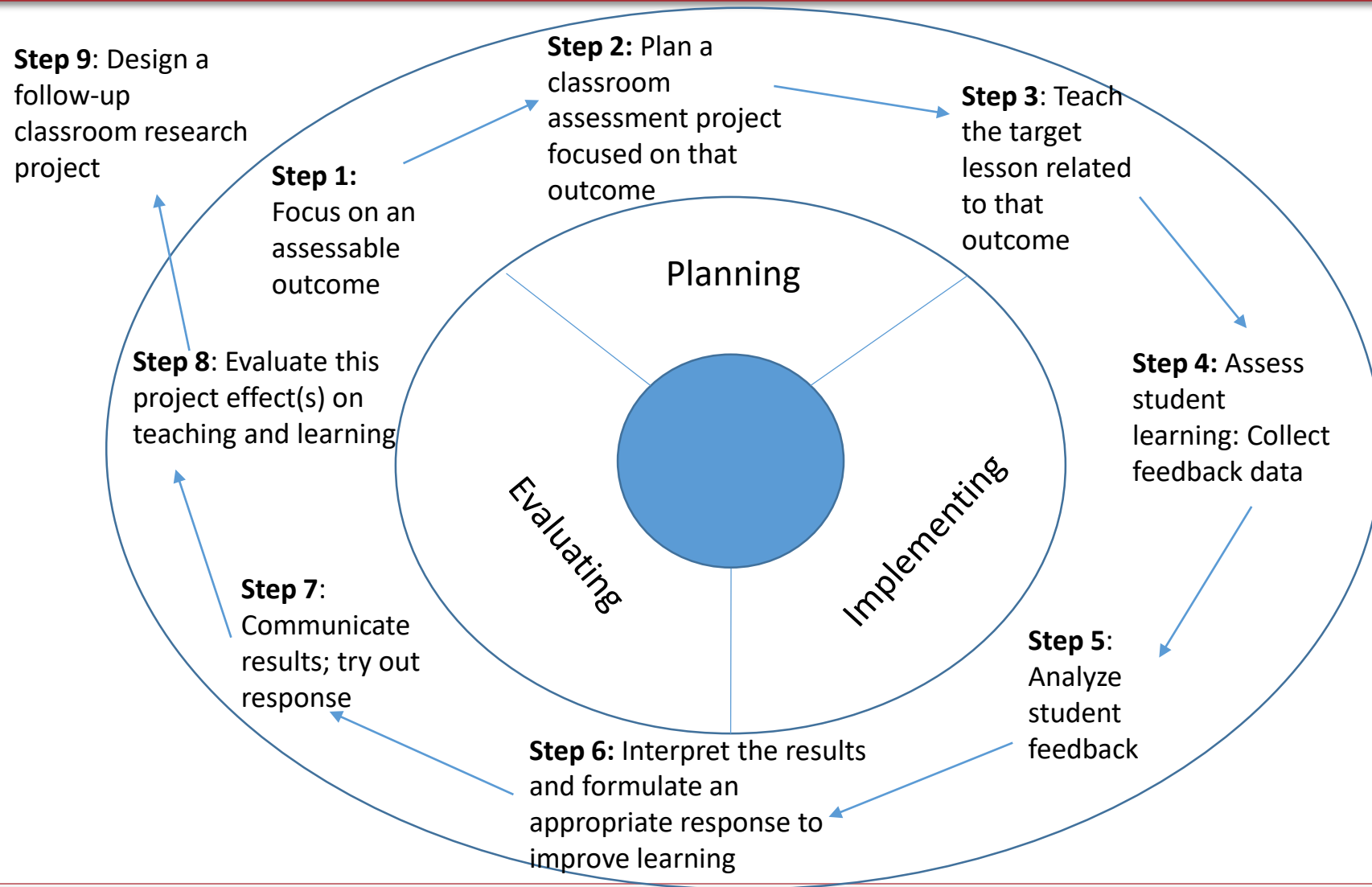
Curriculum and Assessment Policy



- ✓ Faculty performances will be evaluated under the TRESA model, to include active involvement in all aspects of the assessment process.
- ✓ Align curriculum to PLOs in a coherent approach
- ✓ Map how curriculum aligns to guidance inputs
- ✓ Map indirect/direct assessments to PLOs
- ✓ Data results from curriculum and assessment maps must be used as evidence to improve and make changes to instructional practices.



Map of a Classroom Assessment Project Cycle



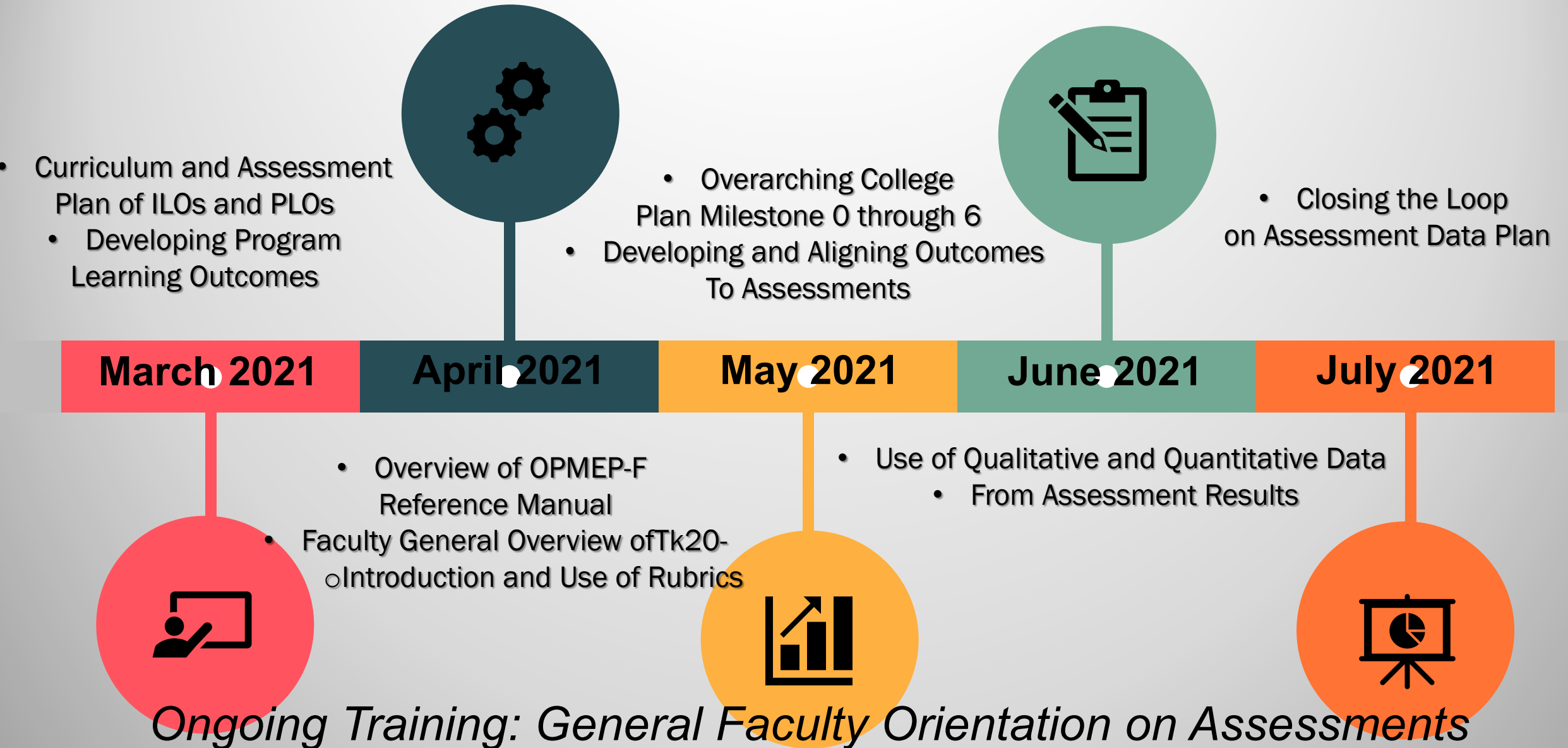


Sample Assessment Involvement Technique



1. Select one or more program level outcomes
 2. Design the assessment with a step-by-step procedure
 3. Turn the data collected into useful information
 4. Analyze strengths and weaknesses from assessment results
- Exercise (Use Chrome and create account to access the board): <https://trello.com/b/lyIjyew1/analytic-memos>

Faculty Training Sessions on Assessment and Evaluation



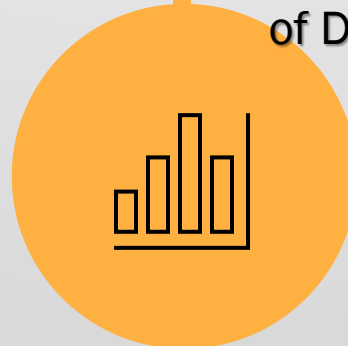
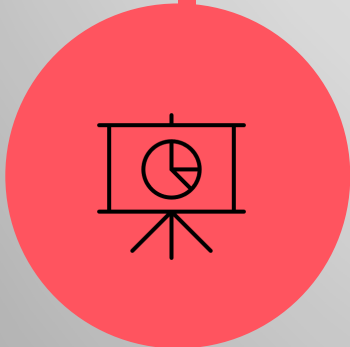
Technical Training from IR Office to Instructional Designers, Course Directors, Curriculum Directors

- Using Data for Informed Decisions



September-October 2021

- Interpretation of Data Results, Dissemination of Data Results, Use of Data Results for Improvements





META-ASSESSMENT RUBRIC
ACADEMIC PROGRAM ASSESSMENT REPORT

EVALUATE THE ASSESSMENT PROCESS

Faculty are invited to periodically evaluate their own assessment system by examining each process, support function, and major factor to determine improvements to the system that will ensure evolution and sustainability in outcome and assessment practices.



Share your questions!

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