West Point Leader Development System

Executive Committee Presentation to the Outcome Teams
21 February 2013
• WPLDS Committee Structure

• Key Lines of Effort

• Assessment
  ➢ The Outcomes
  ➢ Purpose, Assumptions, and Guiding Principles
  ➢ The Annual WPLDS Assessment Cycle
  ➢ Outcome Assessment Cycle
  ➢ WPLDS Assessment Overview
  ➢ Outcome Group Teams
  ➢ WPLDS Assessment Committee Role
  ➢ Outcome Team Mission
  ➢ Assignment of Outcomes

• Road Ahead
  • WPLDS Key Milestones
Committee Structure

Chairmen
- BG Trainor
- BG Clarke
- Mr. Corrigan

Executive Committee (EXCOM)

Committees
- Athletic Director
  Chair – Assessments (O/DEAN)
  Chair – Operations (USCC)
  Chair – Policy & Products (ODIA)
  Cadet Brad Schaufert (Cadet Rep)

Operations
- COL Germain (USCC), Chair
  ODIA Rep, V/Chair
  Dean Rep, A/Chair
  USCC Rep
  DEAN Rep
  ODIA Rep

Policy and Products
- LTC McElrath (ODIA), Chair
  Dean Rep, V/Chair
  USCC Rep, A/Chair
  USCC Rep
  DEAN Rep
  ODIA Rep

Assessments
- COL Shannon (DEAN), Chair
  COL Kobylski (DEAN)
  COL Ryan (DEAN)
  USCC Rep, V/Chair
  ODIA Rep, A/Chair
  USCC Rep
  DEAN Rep
  ODIA Rep

★ All committees will contribute members to Outcome Teams
Key Lines of Effort

• Integrate WPLDS information and assessments into operational & strategic planning and resource allocation processes (e.g., link strategic planning/resource allocation and institutional assessments)
  [Operations Subcommittee – Lead: Commandant]

• Execute assessment of the outcomes, to include the management of assessments (e.g., link student and institutional assessment)
  [Assessment Subcommittee – Lead: Dean]

• Continue documenting WPLDS (e.g., Handbook, Tri-fold, Training Support Items & Building Capacity to Lead)
  [Policy and Products Subcommittee – Lead: Director of Athletics]

• Orient and educate staff, faculty and cadets on WPLDS
  [Policy and Products Subcommittee – Lead: Director of Athletics]
• Lead and inspire their units to accomplish the mission
• Embrace their roles as United States Army officers
• Demonstrate a broad perspective that is open to new ideas and experiences
• Understand ambiguous situations and solve complex problems
• Make sound and timely decisions under stress
• Communicate effectively with all audiences
• Demonstrate proficiency in military and physical skills required to succeed in combat
• Demonstrate mental and physical toughness with the strength of spirit to win
• Demonstrate respect for others and work effectively with different cultures and people
• Live the Army Values
• Improve Military, Academic, and Physical Programs

• Improve cadet development

• Support institutional level assessment (strategic plan)
• Institution’s statements of outcomes clearly articulate what cadets should be able to do, achieve, demonstrate, or know upon graduation

• Program level goals (military, academic, physical) are aligned with outcomes

• Institutional practices (e.g., Program level review) are in place to ensure that Program goals are met

• Programs can identify places in the curriculum and training experiences where cadets encounter, are developed toward, and/or are expected to demonstrate achievement of the WPLDS outcomes

• The institution, cadets, staff and faculty, and the community are aware of the WPLDS learning outcomes, and they understand what it means for cadets to achieve them
• Keep it simple; evidence gathering must be ongoing, sustainable, and integrated into the battle rhythm of Academy life

• Look to leverage already existing assessments

• Keep it to only a few assessments per outcome

• Use existing committees and structures to the greatest extent possible

• Evidence must provide opportunities to see where the institution is succeeding and where it is not

• Need to codify WPLDS assessment process for future success; consider using Assessment Day as an element of overall assessment strategy
Present WPLDS to the West Point Community during Newcomer Orientation (Aug)

Superintendent Outbrief (Jul)

General Committee Outbrief (Jun)

Executive Committee Outbrief (May)

Conduct Term 1 Assessments (Jun - Dec) Implement assessment-driven change

Executive Committee IPR (Feb)

General Committee IPR (Mar)

Conduct Term 2 Assessments (Jan - May) Implement assessment-driven change

Institutional Assessment Process for Strategic Plan (Feb-Mar)

Integrated developmental experiences assessed throughout the year

FACULTY COACHES COMMUNITY

STAFF CADETS FAMILY MEMBERS
### Outcome Assessment Cycle: Rapid Assessment With One Semester Initial Design Phase

#### Advantages
1. Provides rapid assessment of outcomes using current data
2. Provides preliminary assessment of all ten outcomes prior to initiating long term cycle – allows for in-stride adjustments
3. Provides two semesters for implementation
4. Completes assessment cycle in time to support Middle States Periodic Review Report

#### Disadvantages
1. Requires Outcome teams to simultaneously conduct a rapid assessment while engaged in design phase for all ten outcomes
2. Provides limited time for design and preparation phase
3. Will create challenging workload for teams and place additional requirements on the Military, Academic, and Physical Programs above and beyond current levels

#### Outcome Assessment Cycle

<table>
<thead>
<tr>
<th>Teams</th>
<th>Outcomes</th>
<th>F12</th>
<th>S13</th>
<th>F14</th>
<th>S15</th>
<th>F16</th>
<th>S17</th>
<th>F18</th>
<th>S19</th>
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<tr>
<td></td>
<td>Communicate effectively</td>
<td>D</td>
<td>I</td>
<td>A/R</td>
<td>P/S</td>
<td>D</td>
<td>I</td>
<td>A/R</td>
<td>P/S</td>
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<td></td>
<td>Possess mental and physical toughness</td>
<td>D</td>
<td>I</td>
<td>A/R</td>
<td>P/S</td>
<td>D</td>
<td>I</td>
<td>A/R</td>
<td>P/S</td>
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<tr>
<td></td>
<td>Demonstrate respect for others</td>
<td>D</td>
<td>I</td>
<td>A/R</td>
<td>P/S</td>
<td>D</td>
<td>I</td>
<td>A/R</td>
<td>P/S</td>
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<tr>
<td></td>
<td>Demonstrate proficiency in military and physical skills</td>
<td>D</td>
<td>I</td>
<td>A/R</td>
<td>P/S</td>
<td>D</td>
<td>I</td>
<td>A/R</td>
<td>P/S</td>
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<tr>
<td></td>
<td>Understand and solve complex problems</td>
<td>D</td>
<td>I</td>
<td>A/R</td>
<td>P/S</td>
<td>D</td>
<td>I</td>
<td>A/R</td>
<td>P/S</td>
</tr>
<tr>
<td></td>
<td>Live the Army Values</td>
<td>D</td>
<td>I</td>
<td>A/R</td>
<td>P/S</td>
<td>D</td>
<td>I</td>
<td>A/R</td>
<td>P/S</td>
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<tr>
<td></td>
<td>Make sound and timely decisions under stress</td>
<td>D</td>
<td>I</td>
<td>A/R</td>
<td>P/S</td>
<td>D</td>
<td>I</td>
<td>A/R</td>
<td>P/S</td>
</tr>
<tr>
<td></td>
<td>Lead and inspire</td>
<td>D</td>
<td>I</td>
<td>A/R</td>
<td>P/S</td>
<td>D</td>
<td>I</td>
<td>A/R</td>
<td>P/S</td>
</tr>
<tr>
<td></td>
<td>Embrace role as Army officer</td>
<td>D</td>
<td>I</td>
<td>A/R</td>
<td>P/S</td>
<td>D</td>
<td>I</td>
<td>A/R</td>
<td>P/S</td>
</tr>
<tr>
<td></td>
<td>Demonstrate a broad perspective</td>
<td>D</td>
<td>I</td>
<td>A/R</td>
<td>P/S</td>
<td>D</td>
<td>I</td>
<td>A/R</td>
<td>P/S</td>
</tr>
</tbody>
</table>

#### Rapid Assessment Brief to Superintendent to establish baseline assessment of ten outcomes (August 2013)

Outcome teams design assessments while simultaneously conducting rapid assessment of ten outcomes utilizing already existing assessments and data.
Present the WPLDS Assessment to the Superintendent and/or Institutional Assessment Team, receive input, and write a full assessment (5 – 7 pages, with supporting data/inputs in appendices). The plan/guidance/changes are revised and resourced, and execution begins.

WPLDS Assessment Committee forms institutional assessment input from data analysis based on Outcome Group Team assessment inputs/executive summaries, and prioritizes issues/topics/recommendations for the GC+ and EXCOM.

Outcome Group Teams collect assessments and provide analysis. Teams will produce a full report including a 1-2 page executive summary of strengths, weaknesses, threats, and opportunities, and a list (3 – 5) of Superintendent-level issues supported by assessment that require his consideration, his action, a decision, or LTG-level resource allocation.
WPLDS Assessment Committee enables and coordinates cross-talk between Outcome Teams with embedded WPLDS Assessment Committee members.

Need to bring SMEs into the assessment process as needed to inform the effort.

**EXCOM**

**WPLDS ASSESSMENT COMMITTEE**

**OUTCOME GROUP TEAM 1**
LTC Chris Mayer (DEAN) (*ASC)
CSM Eric Usbeck (USMA Staff)
Mr. Charles Peddy (DPTMS)
Ms. Janet Wolff (OIR)
LTC Gaylord Greene (ODIA)
LTC (R) Dave Jones (SCPME)
LTC Doug McInvale (WPLDS)
LTC Bret P. Van Poppel (DEAN)
Cadet Rep
Subject Matter Experts as Needed

**OUTCOME GROUP TEAM 2**
COL Fred Meyer (DEAN)
COL Dan Miller (USMA Staff)
COL Dane Rideout (GC )
Dr. Thomas Judd (*ASC)
Mr. Vincent Lan (OIR)
LTC Chad Davis (ODIA)
LTC (R) Rick Metro (DMI)
COL Joe Shannon (WPLDS)
Cadet Rep
Subject Matter Experts as Needed

**OUTCOME GROUP TEAM 3**
COL Ed Sobiesk (DEAN)
CSM Eric Usbeck (USMA Staff)
MSG(R) Smoke Jones (Training)
LTC Jeffrey Starke (*ASC)
Dr. Dennis Kelly (OIR)
LTC Kim Kawamoto (ODIA)
LTC (R) Jon Liba (DPE)
LtCol Ron Whittle (WPLDS)
Cadet Rep
Subject Matter Experts as Needed

- Economy of Force/Effort
- Significant Reduction from Domain Teams (28 versus 60 for Domain Teams)
- Close coordination with Programs throughout Assessment Cycle from Design-Implementation-Analysis-Closing the Loop
WPLDS Assessment Committee
Role

- ICW the Outcomes Teams, plans and coordinates the effective, efficient, and integrative assessment of the ten outcomes across the Military, Physical and Academic programs IAW the Assessment Cycle. Interfaces with and integrates program-level assessment efforts.

- Enables and coordinates cross-talk between Outcome Teams with embedded WPLDS Assessment Committee members.

- ICW the Outcome Teams, forms institutional assessment input from data analysis based on Outcome Team assessment inputs/executive summaries, and prioritizes issues/topics/recommendations for the GC+, EXCOM, Institutional Effectiveness Committee and Superintendent.

- Presents the WPLDS Assessment to the Superintendent and/or Institutional Assessment Team; receives input and writes a full assessment (5 – 7 pages, with supporting data/inputs in appendices). The plan/guidance/changes are revised and resourced, and execution begins, ensuring the loop is closed on all required actions.

- Interfaces with the General Committee, the Strategic Planning Working Group and the WPLDS Executive Committee consisting of the Dean, the Commandant and the Director of Intercollegiate Athletics regarding issues related to assessment of the West Point Leader Development System.
Outcome Teams are responsible for working directly with key leadership within the Academic, Physical, and Military Programs as well as other agencies to include the Office of Institutional Research (OIR) to identify and select or, if necessary, design or adjust those assessment opportunities that provide the most effective evidence that our cadets are achieving the stated outcomes.

Rapid Assessment

- Outcome Group Teams collect assessments and provide analysis utilizing already existing data to conduct initial baseline assessment of WPLDS Outcomes
- Assessment Steering Committee (ASC) and Academic Major Assessment Council (AMAC) as well as OIR provide excellent sources of assessment data
- Provide an executive summary of strengths, weaknesses, threats, and opportunities, and a list (3 – 5) of Superintendent-level issues supported by assessment that require his consideration, his action, a decision, or LTG-level resource allocation
- Based on Rapid Assessment experience provide recommendations on any adjustments to Outcomes. Provide a draft plan for future assessment leveraging the lessons learned during Rapid Assessment
- Provide findings to WPLDS Assessment Committee NLT 30 APR 13

Initial Effort

One Semester Initial Design Phase

- Outcome Teams will, ICW Academic, Physical and Military Programs and other agencies, identify the best assessment instruments that provide evidence cadets are meeting the outcomes during Design Phase
- Utilize an optimum mix of direct and indirect evidence for assessing how well cadets are achieving the outcomes
- If necessary, work with the Programs to adjust current assessments to ensure they are truly measuring the outcomes (i.e., developing rubric for already existing assessments to draw out evidence) or design a new assessment that can adequately be utilized
Assignment of Outcomes

Outcome Team 1
• Communicate effectively with all audiences
• Possess mental and physical toughness with the strength of spirit to win
• Demonstrate respect for others and work effectively with different cultures and people

Outcome Team 2
• Demonstrate proficiency in military and physical skills required to succeed in combat
• Understand ambiguous situations and solve complex problems
• Live the Army Values
• Make sound and timely decisions under stress

Outcome Team 3
• Lead and inspire their units to accomplish the mission
• Embrace their roles as United States Army officers
• Demonstrate a broad perspective that is open to new ideas and experiences
Existing Assessments

- Pre- & Post-SAP Language, Culture, & Regional Assessments
  Semester 2012-1
- Cadet Leadership Development System
  Report of the Physical Domain
  September 2010
- The Cardinal Leadership Inventory
- A Summary of the Process
  Review and Analysis of Competitive Club Athletics
  Department of Physical Education
  United States Military Academy
  April 2011
- WPLDS Assessment Matrix
- Talent/Outcome Crosswalk
- OIR External Reports and Surveys
- Summary Report of the Fourteenth Annual Senior Leader/Battalion Commander Focus Group at the Army War College
<table>
<thead>
<tr>
<th>Desired Outcomes and MOEs</th>
<th>Developmental Activities and Experiences Targeted</th>
<th>Assessment Type</th>
<th>Assessment Source</th>
<th>Type Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate effectively with all audiences.</td>
<td>Currently Practiced in Curriculum (Core and/or Majors)</td>
<td>Non-Curricular, High Impact Activities: Clubs, AIADS, Project Day, Research, Internal/External Surveys, etc</td>
<td>Evidence Already Collected - relevant sources of data regularly available</td>
<td>Agency Providing Assessment</td>
</tr>
<tr>
<td>6A</td>
<td>Academic Program</td>
<td>PL100, MX400, MA103/104, CH102, PH201/202, MA205/6, EN302 Composition TEE CES</td>
<td>MD400</td>
<td>UHD Goal Team (WGCD 1), MS Goal Team (WGCD 4), MS Goal Team (WGCD 4), COMM Goal Team (WGCD 1), COMM Goal Team (WGCD 9)</td>
</tr>
<tr>
<td></td>
<td>REAL Club</td>
<td>Observations; Event Evaluations</td>
<td>SCPME, Press Releases</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Honor Committee</td>
<td>Observations; Sensing Sessions</td>
<td>SCPME, CORs</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Respect Committee</td>
<td>Observations; Sensing Sessions</td>
<td>SCPME, CORs</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>PME2</td>
<td>Observations; Sensing Sessions</td>
<td>SCPME</td>
<td>X</td>
</tr>
<tr>
<td>6A</td>
<td>MX400</td>
<td>Course observation</td>
<td>SCPME</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>CST (CBT 1,2,4; CFT 1,2,3; CLDT 1,2)</td>
<td>Observations; Superior Evals; Sensing Sessions</td>
<td>DMI</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Competitive Sport Participation</td>
<td>Playoffs/Championship/Bowl Game</td>
<td>Grades/MAJ or MIN A/Grade</td>
<td>ODIA/BTD</td>
</tr>
<tr>
<td></td>
<td>BOLC</td>
<td>BOLC Survey (Q5, Q13, Q14)</td>
<td>OIR</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>AWC Focus Grps</td>
<td>AWC protocol Outcome 5 &amp; 6 Qs</td>
<td>OIR</td>
<td>X</td>
</tr>
<tr>
<td>Assessment Notes</td>
<td>Success Criteria</td>
<td>Results</td>
<td>Criteria Met</td>
<td>Comments</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------------------</td>
<td>---------</td>
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</tr>
<tr>
<td>Key Information Necessary to Elaborate on Activity, Assessment, or Assessment Methodology</td>
<td>Define Criteria for Success</td>
<td>Actual Results of Assessment</td>
<td>Yes/No</td>
<td>Additional Information to Illuminate Assessment (Reasons for Success or Reasons why Success was not met)</td>
</tr>
<tr>
<td>Conclusion: Meets/Exceeds Expectations</td>
<td>≥ 80%</td>
<td>6/6 (100%)</td>
<td>Yes</td>
<td>The current XO of the Club is a former HS student that received instruction from a REAL Club visit.</td>
</tr>
<tr>
<td>Confidence In Evidence: Adequate</td>
<td>≥ 80%</td>
<td>5/6 (83%)</td>
<td>Yes</td>
<td>More CORs should be used to give feedback for training.</td>
</tr>
<tr>
<td>Confidence In Evidence: Needs Improvement</td>
<td>≤ 20%</td>
<td>1/6 (17%)</td>
<td>No Assessment</td>
<td>More CORs should be used to give feedback for training.</td>
</tr>
<tr>
<td>Real Club Members visit to High Schools around country to provide “Respect, Ethics and Leadership” workshops</td>
<td>Engaging Students. Positive Feedback from West Point Societies and H.S. Students and request for return visit.</td>
<td>Very positive and effective</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>From BDE Committee reps to Company Reps</td>
<td>Honor message consistent throughout the Corps.</td>
<td>90%</td>
<td>Yes</td>
<td>More CORs should be used to give feedback for training.</td>
</tr>
<tr>
<td>From BDE Committee reps to Company Reps</td>
<td>Respect message consistent throughout the Corps.</td>
<td></td>
<td>No Assessment</td>
<td>More CORs should be used to give feedback for training.</td>
</tr>
<tr>
<td>First Class and Second Class Instructors</td>
<td></td>
<td></td>
<td>No Assessment</td>
<td>Personnel resources not available to conduct this analysis. Capstone course not properly manned.</td>
</tr>
<tr>
<td>First Class Cadets in Capstone Course</td>
<td>Positive feedback from MX400 mentors</td>
<td></td>
<td>No Assessment</td>
<td></td>
</tr>
<tr>
<td>See Worksheet “DMI Notes”</td>
<td>See Worksheet “DMI Notes”, Obser (5f) = B : Superior (5f) = D : SS(2) = B</td>
<td></td>
<td>Marginal</td>
<td>Three data sources: two B’s and one D. Question S5 = “Cadet X in very effective in communicating to me and other subordinates.” Only 67% agreed or strongly agreed.</td>
</tr>
<tr>
<td>CSI Grade for Corps Squad/Club/Company Athletics</td>
<td>≥ 80%</td>
<td>95.20%</td>
<td>Yes</td>
<td>Majority of BOLC cadre members rated grads performance good/very good.</td>
</tr>
<tr>
<td>Conclusion: Exceeds Expectations</td>
<td>N/A</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Confidence in Evident: Adequate</td>
<td></td>
<td></td>
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<tr>
<td>Retrospective commander observations of WP Officers</td>
<td>Cmdr Consensus on level of effectiveness</td>
<td>Increased emphasis suggested on interaction with NCOs and junior soldiers</td>
<td>Marginal</td>
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</tbody>
</table>
WPLDS Key Milestones

**Education**
- Development of Training Material & Curriculum (Entire Month)
  - 3-5 minute Overview Video
  - Training Package
  - Interactive Scenarios
- Dist of WPLDS Handbook (Date TBD)

**Assessment**
- Outcome Teams Design Phase for Assessment of WPLDS Outcomes in AY14

**Outreach**
- BYU-Idaho Educator Visit (31 JAN 13)
- Northwestern University’s Center for Leadership (CFL) - Leadership Portal MTG (7-8 FEB 13)
- Engaging Faculty in Student Learning Assessment CONFERENCE (27 JAN-1 FEB)
• Educate the West Point community on the new WPLDS

• Outcome Teams initiate rapid assessment process and long-term assessment design

• Complete work on the Building Capacity to Lead revision

• Reflect, revise, and continue with effective institutional assessment
Questions ?