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12 February 2026

OUTCOMES-BASED MILITARY EDUCATION PROCEDURES FOR OFFICER JOINT PROFESSIONAL MILITARY EDUCATION

JOINT STAFF
WASHINGTON, D.C. 20318

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CHAIRMAN OF THE JOINT CHIEFS OF STAFF MANUAL

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OUTCOMES-BASED MILITARY EDUCATION PROCEDURES FOR OFFICER JOINT PROFESSIONAL MILITARY EDUCATION

References:
   See Enclosure I

1. <u>Purpose</u>. This manual supplements Officer Professional Military Education Policy (OPMEP) (reference (a)) and provides policies and procedures for joint professional military education (JPME) certification and reaffirmation of accreditation under outcomes-based military education (OBME). The OPMEP requires integration of the Process for Accreditation of Joint Education (PAJE) and OBME certification. OBME shifts emphasis from focusing on compliance with mandated topics in the JPME curriculum to focusing on students achieving approved program learning outcomes (PLOs). Joint and Service school leadership responsible for JPME program accreditation and certification submit Common Education Standards (CESs) and PLO Effectiveness Reports to the Joint Staff Directorate for Joint Force Development, J-7 using the guidelines presented in this manual. JPME programs receive full certification under OBME based on evidence of compliance with OPMEP standards for quality delivery of joint education and effectiveness in achieving program learning outcomes. Section 153, paragraph a.6 (C) of reference (f) establishes Chairman of the Joint Chiefs of Staff (CJCS) authority for review, coordination, and certification of JPME programs.

2. <u>Superseded/Cancellation</u>. CJCS Manual 1810.01, 22 April 2022, "Outcomes-Based Military Education Procedures for Officer Professional Military Education" is hereby superseded.

3. <u>Applicability</u>. This manual applies to the CJCS, Service Chiefs, Combatant Commanders (CCDRs), and President of the National Intelligence University (NIU); their staff and components; and Joint and Service school leadership responsible for JPME program certification. Distribution to other agencies is for information only.

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4. <u>Procedures</u>. The CJCS will certify JPME programs in accordance with (IAW) reference (a) and certification guidance described in this manual. OBME full certification requires JPME programs to complete four milestones to show evidence of maturing OBME processes. Following full certification, programs retain certification by submitting biennial PLO effectiveness reports as part of a 6-year PLO evaluation period and reaffirming accreditation annually under PAJE. The CJCS may delegate certification approval authority; if so, the actions approved by his delegate are binding.

5. <u>Responsibilities</u>. Reference (a) describes roles and responsibilities for organizations and leaders regarding governance and execution of the OPMEP. Regarding OBME governance, the OPMEP assigns OBME management to the Joint Staff J-7, including responsibilities to maintain an OBME manual and an assessment advisory committee. The manual assigns responsibilities to Joint and Service school leadership not listed in the OPMEP, namely Joint and Service college and university presidents, vice presidents, provosts, and deans of JPME institutions. Specifically, the manual uses the terms "Joint and Service school leadership" and "JPME program(s)" to assign responsibilities to these leaders for meeting JPME certification requirements under OBME. Accordingly, whenever the manual assigns an action to "Joint and Service school leadership," and "JPME program," the manual implies the appropriate leaders are responsible for the action and meeting that action's standard and expectation.

6. <u>Organization</u>

    a. Enclosure A provides an overview of OBME and describes the OBME Implementation Plan (I-Plan).

    b. Enclosure B describes guidelines for OBME milestones and requirements for JPME certification under OBME.

    c. Enclosure C provides guidelines for developing CJCS-informed and mission-driven PLOs under OBME.

    d. Enclosure D describes guidelines for developing OBME assessment plans for program-level assessments of student achievement.

    e. Enclosure E describes the six CESs and provides PAJE guidelines for reaffirmation of accreditation under OBME.

    f. Enclosure F provides reporting procedures, including templates for annual and biennial JPME reports.

g. Enclosure G provides the Master Plan for External Assessments (MPEA) and guidelines for using external assessments and stakeholder feedback to improve program reviews and evaluations.

h. Enclosure H provides guidelines for nominating Special Areas of Emphasis (SAEs) for CJCS approval.

i. Enclosure I provides a list of references.

j. The Glossary provides key definitions associated with OBME.

7. <u>Summary of Changes</u>

a. Updates criteria for achieving OBME Certification.

b. Restructures PAJE under OBME.

c. Adds the Master Plan for Post-Graduation External Assessments.

d. Updates the questionnaire for stakeholder surveys and focus group interviews.

e. Replaces the "October Report" with "The Common Educational Standards Report."

f. Replaces the JPME Biennial Report with "The PLO Effectiveness Report."

g. Adds guidance from reference (g).

h. Updates roles and responsibilities of Military Education Assessment Advisory Committee (MEAAC).

8. <u>Releasability</u>. UNRESTRICTED. This directive is approved for public release; distribution is unlimited on the Non-classified Internet Protocol Router Network (NIPRNET). Department of War (DoW) components (to include the Combatant Commands (CCMDs)) and other Federal agencies may obtain copies of this directive through the Internet from the CJCS Directives Electronic Library at <https://dod365.sharepoint-mil.us/sites/JS-Matrix-DEL/SitePages/Home.aspx>. Joint Staff activities may also obtain access via the SECRET Internet Protocol Router Network (SIPRNET) Electronic Library web sites.
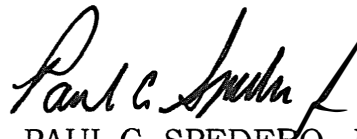
9. <u>Effective Date</u>. This MANUAL is effective upon signature.

For the Chairman of the Joint Chiefs of Staff:

PAUL C. SPEDERO, Jr., RADM, USN
Vice Director, Joint Staff

Enclosures
    A – Overview of Outcomes-Based Military Education
    B – Guidelines for JPME Certification Under Outcomes-Based Military
        Education
    C – Guidelines for Program Learning Outcomes Development
    D – Guidelines for Outcomes-Based Military Education Assessments
    E – Guidelines for JPME Common Educational Standards
    F – Outcomes-Based Military Education Reports
    G – Master Plan for External Assessments
    H – Guidelines for Nomination of Special Areas of Emphasis
    I – References

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ENCLOSURE A

OVERVIEW OF OUTCOMES-BASED MILITARY EDUCATION

1. <u>Background</u>. Reference (b) clarifies professional military education (PME) and the challenge of educating and developing officers to deal with future uncertainty and complexity. OBME emerged in response to this challenge to shift JPME from an input-based system focused on teaching specific topics to an output-based system focused on student and program learning outcomes and results. Under OBME, the emphasis changes to joint warfighter development and effectiveness in student achievement of intended learning outcomes and program effectiveness evaluation.

2. <u>Overview.</u> This manual describes and explains OBME processes and guidelines for JPME program certification, reaffirmation of accreditation, and evaluation of effectiveness. Certification and reaffirmation of accreditation requires JPME faculty to develop PLOs—the desired results, supportable by evidence, of the program's efforts. JPME programs establish educational methods for student achievement of PLOs. Described in written statements, PLOs define what students are to know, value, and do upon completing the program. PLOs apply to each of the learning domains: cognitive (what students know), affective (what they value—also called attitudinal, or value-based, outcomes), or psychomotor (what they can do—sometimes also called behavioral/performance outcomes). Unlike traditional education, which is largely input-based, outcomes-based education emphasizes evidence collected from direct and indirect assessments of student performance both within and external to the learning environment. Table 1 highlights the differences between traditional education and outcomes-based education.

    a. <u>Student Mastery</u>. OBME requires formative and summative assessments. It emphasizes formative assessments designed to demonstrate a granular understanding of student learning in support of PLO achievement. This assessment allows a corrective feedback loop to ensure learners achieve mastery of the materials before graduating and are fluent and creative in using their knowledge and skills in key performance challenges and contexts. Whenever possible, the assessments are authentic to aid students in using their mastery when they return to their professional assignments. Given the focus of OBME, JPME programs ensure graduates possess and wield the knowledge and skills necessary to succeed in joint duty assignments. Faculty use formative assessments to identify when their students are straying from the path of PLO mastery and intervene appropriately.

Traditional Education	Outcomes-Based Education
• Grades/Rank-based assessment. • Grades are a function of points on activities, assignments, exams, etc. • Previous results shape judgment methods. • Relies primarily on summative assessment. • Absence of an assessment–feedback–improvement loop.	• Desired outcomes-based assessment. • Completion of education is evidence that the learner has achieved sufficient levels of mastery in the program learning outcomes. • Continuous evaluation shapes judgment methods. • Leverages both formative and summative assessments. • Presence of a robust assessment–feedback–improvement loop.

Table 1. Comparing Traditional to Outcomes-Based Education

b. <u>Instructional Methodology</u>. OBME does not rely on any single, specific methodology. Instead, it relies on relating teaching to student needs specific to achieving learning outcomes. This shift in approach empowers learners to demonstrate mastery through performance, trial and error, and frequent assessments. OBME requires remediation for students who have difficulty achieving learning outcomes. Students who graduate from a program demonstrate PLO achievement during the academic period. The ultimate demonstration of PLO mastery—the desired result of the entire OBME approach—occurs when the graduate demonstrates that mastery in follow-on work.

3. <u>OBME Framework</u>. Figure 1 describes the elements of the OBME Framework, to include PLO development informed by high-level guidance, mission statements, compliance with OPMEP standards, outcomes assessments of student achievement, and feedback from graduates and stakeholders. Certification under OBME requires leaders of JPME programs to provide evidence of compliance with statutes and policy and the effectiveness of education in student achievement of PLOs. Full certification requires JPME programs to progress through four critical milestones described in Enclosure B.
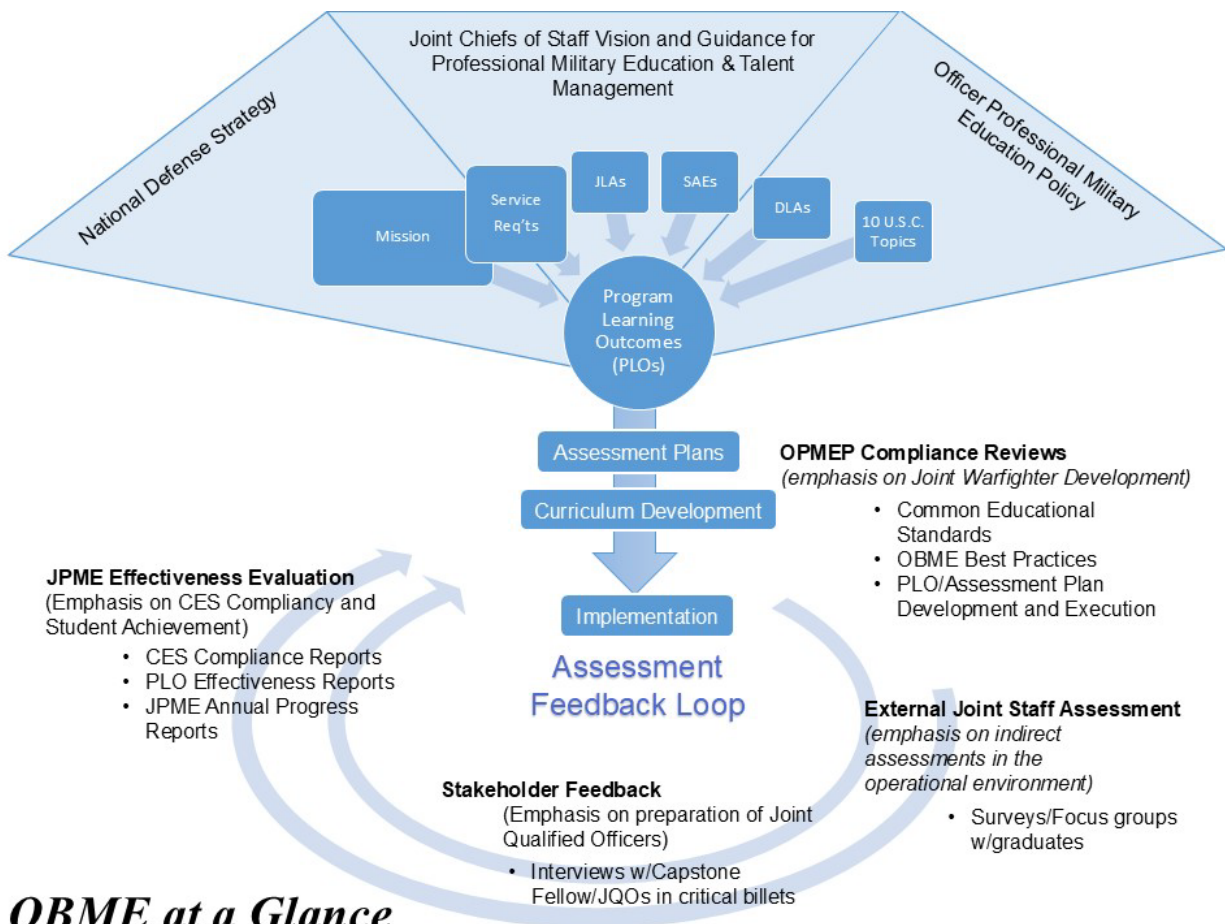
OBME at a Glance

Figure 1. OBME Framework

a. <u>Program Learning Outcomes</u>. PLO development is important to OBME. PLOs focus on the intended knowledge, values, and skills JPME graduates attain in preparation for follow-on assignments. PLO achievement can inform talent management decisions. Enclosure C provides guidance on PLO development.

b. <u>Assessments</u>. Assessments are foundational to OBME effectiveness and a critical element of certification. The goal is to employ authentic assessment mechanisms that, to the maximum extent possible, mirror how students apply learning within their professional work in general, but especially within joint duty assignments. Therefore, leaders of JPME faculty develop authentic assessments aligning with the types of tasks and products graduates encounter in their follow-on assignments. Enclosure D guides OBME assessments and assessment plan development.

c. <u>Joint Learning Areas</u>. The Joint Learning Areas (JLAs) are categories of knowledge and capabilities officers acquire over their careers through joint

education, training, and experience. JLAs inform PLO development based on high-level guidance from authoritative sources, to include references (c) and (d). Table 2 shows the current list of JLAs.

Joint Learning Areas
1. Strategic Thinking and Communication.
2. The Profession of Arms.
3. The Continuum of Competition, Conflict, and War.
4. The Security Environment.
5. Strategy and Joint Planning.
6. Globally Integrated Operations.

Table 2. Joint Learning Areas

d. <u>Desired Leader Attributes</u>. Desired Leader Attributes (DLAs) represent CJCS guidance for long-term leader development encompassing training, education, experience, and self-development (reference (e)). Accordingly, DLAs are not achievable through education alone, nor during a single learning event or academic program. However, JPME programs use DLAs to influence their PLOs pertaining to joint leader development. Table 3 presents the current set of DLAs.

Desired Leader Attributes
1. Understand the security environment and contributions of all instruments of national power.
2. Respond to surprise and uncertainty.
3. Recognize change and lead transitions.
4. Operate on intent through trust, empowerment, and understanding.
5. Make ethical decisions based on shared values of the profession of arms.
6. Think critically and strategically in applying joint warfighting principles and concepts to joint operations.

Table 3. Desired Leader Attributes

e. <u>Knowledge, Skills, and Abilities</u>. Appendix D to Enclosure G translates OPMEP instruction guidance associated with JLAs, DLAs, and reference (b) into a common lexicon of capabilities in cognitive and affective learning domains. JPME programs and talent managers use these capabilities as the knowledge, skills, and abilities (KSAs) a Joint Qualified Officer (JQO) acquires over a career of learning.

f. <u>Joint Subject Matter</u>. Chapter 107, sections 2151–2155 of reference (f) direct JPME to promote a theoretical and practical in-depth understanding of joint matters—specifically, the subject matter in Table 4.

```
Joint Learning Areas
    1.  National Military Strategy.
    2.  Joint planning at all levels of war.
    3.  Joint doctrine.
    4.  Joint command and control.
    5.  Joint force and joint requirements development.
    6.  Operational contract support.

JPME Phase II (plus All JPME topics)
    1.  National Security Strategy.
    2.  Theater strategy and campaigning.
    3.  Joint planning processes and systems.
    4.  Joint, interagency, and multinational capabilities and the integration of those capabilities.
```
Table 4. Topics in Joint Matters Mandated by Law

g. Special Areas of Emphasis. The OPMEP instruction requires JPME programs to incorporate SAEs into the curriculum and to account for student achievement of SAE course learning outcomes (CLOs). SAEs fall into two categories: enduring and periodic.

(1) SAE-Enduring. SAE-Enduring (SAE-E) reflect long-term national security interests based on Secretary of War (SecWar) direction for PME. SAE-Es inform PLO development and remain in policy pending SecWar direction. The OPMEP instruction establishes the following SAE-Es for PLO development:

(a) Irregular Warfare.

(b) Strategic Deterrence and Countering Weapons of Mass Destruction.

(2) SAE-Periodic. SAE-Periodic (SAE-P) reflect stakeholder nominations of JPME topics needed to expand or maintain currency and relevancy of JPME curricula. The Joint Staff J-7 manages receiving, vetting, and approving stakeholder nominations. The Joint Electronic Library (JEL) provides the list of SAE-Ps. Enclosure H provides guidelines for nominating and sponsoring SAE-Ps for CJCS approval.

h. Common Educational Standards. CES describe conditions for rigorous and thorough instruction of joint education. Table 5 lists the six JPME CESs. The guidelines in Enclosure D address OBME requirements for reporting CES compliance effectiveness using the annual JPME report.

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Common Educational Standards
    1. Joint Acculturation.
    2. The Academic Experience.
    3. Student Achievement.
    4. Program Review.
    5. Faculty Selection, Development, and Performance Assessment Program.
    6. Infrastructure and Financial Capabilities.
```

Table 5. Common Educational Standards

4. <u>OBME Certification</u>. Certification identifies a military educational institution (MEI) as a JPME provider. All MEIs must adopt and mature OBME processes (see reference (g)). JPME programs begin a transition process to, first, certify under OBME, then reestablish periodic reaffirmation of JPME accreditation as described in the OPMEP instruction. Enclosure B describes current OBME certification and accreditation guidelines for JPME programs.

    a. <u>Certification Milestones</u>. JPME programs achieve OBME certification by completing four critical milestones, culminating with full certification at the conclusion of Milestone 4. Enclosure B describes the entrance and exit criteria governing each of the milestones.

       (1) <u>Milestone 1</u>. Milestone 1 focuses on PLO development. It may include pre-coordination (Milestone 0) with new or previously unaccredited programs to determine how they develop OBME processes and meet educational standards.

       (2) <u>Milestone 2</u>. Milestone 2 focuses on PLO Assessment Plan development, including development of authentic assessments and coherent alignment of assessments and outcomes.

       (3) <u>Milestone 3</u>. Milestone 3 focuses on initial evaluation of program-level achievement data from an executed plan. See paragraph 4 of Appendix A to Enclosure B for a description of Milestone 3 conditional certification procedures.

       (4) <u>Milestone 4</u>. Milestone 4 focuses on evaluation of PLO effectiveness across two or more consecutive academic cohorts, including closing the loop to program and curricular refinement. See paragraph 5 of Appendix A to Enclosure B for a description of Milestone 4 conditional certification procedures.

    b. <u>OBME Conditional Certification</u>. The Joint Staff Director for Joint Force Development, J-7 (DJ-7) grants OBME Conditional Certification at the conclusion of Milestone 3 based on the program's demonstration of mature processes for PLO and assessment plan development and program-level evaluations.

   c. <u>OBME Full Certification</u>. DJ-7 grants OBME Full Certification at the conclusion of Milestone 4 based on demonstration of both mature OBME processes and successful reporting of program outcomes and refinement.

5. <u>JPME Accreditation</u>. Accreditation refers specifically to the processes of periodic review JPME programs undertake to reaffirm delivery of high-quality joint education. Reaffirmation of JPME program accreditation is based on demonstration of compliance with statutory requirements and OPMEP instruction, to include program outcome effectiveness.

   a. <u>Compliance</u>. Compliance refers primarily to the inputs of joint education—those factors that set conditions for high quality joint education. They include meeting requirements of CESs, instructional requirements (including statutory topics and SAEs), and experiential learning requirements through wargaming and interactive planning exercises.

   b. <u>Effectiveness</u>. Effectiveness primarily refers to directly and indirectly measured outcomes of joint education—those factors that demonstrate graduates can perform effectively as joint warfighting leaders in Service and Joint assignments at the operational and strategic levels of war. Effectiveness reporting includes:

      (1) <u>Program-Level Assessments of Student Achievement</u>. Programs directly assess that graduates demonstrate the KSAs called out in program outcomes. Programs authentically assess these outcomes where possible (i.e., assessment approximates the conditions and seeks to measure or observe performance at the level expected in a joint operational or staff environment).

      (2) <u>Stakeholder/Graduate Feedback</u>. Effectiveness evaluation also requires conducting both internal and external assessments of student achievement of PLOs. JPME programs conduct graduate surveys and seek stakeholder feedback to meet requirements for external assessments. Joint Staff J-7 periodically conducts independent surveys and focus group interviews with JPME graduates, supervisors of JPME graduates, and senior leaders across the Joint Staff, the Office of the Secretary of War (OSW), Defense Agencies, and CCMDs to gather additional feedback and insights on JPME effectiveness in preparing graduates for joint duty assignments. Joint Staff J-7 shares stakeholder feedback and assessment data where appropriate to enhance program and Joint Staff analyses. Enclosure G provides the MPEA and survey instruments for four lines of effort (LOEs) used to gather feedback on the preparation of JPME II graduates and JQOs for joint duty assignments.

c. Process of Accreditation for Joint Education. JPME accreditation is a continuous review process managed via the PAJE, aimed at assuring the delivery of high-quality joint education. Appendix B of Enclosure B of this manual describes the PAJE.

6. Reports. Under previous CJCS policy, reaffirmation of accreditation required JPME programs to provide a formal self-study report. Under OBME, JPME programs no longer submit a self-study report, but will submit compliance data and supporting documentation to the Joint Accreditation Management Information System (JAMIS).

a. Annual CES Report. Enclosure F provides a template and guidelines for using JAMIS to generate the annual CES report. JPME program leaders submit annual CES reports to verify compliance and effectiveness in delivering high quality joint education. The reports notify Joint Staff J-7 of any substantive changes affecting accreditation and provide evidence to ensure JPME programs meet statutory and policy requirements.

b. Biennial PLO Report. every 2 years, JPME programs submit a PLO report showing assessment results for two consecutive graduating classes. Programs submit the first PLO report at Milestone 4 and continue to submit this report biennially as part of Joint Staff J-7's evaluation of JPME effectiveness. Upon completion of Milestone 3, program administrators inform Joint Staff J-7 of their plan to stagger PLO evaluations while ensuring each PLO's evaluation at least once during the 6-year evaluation phase following Milestone 3. Enclosure F provides a template and guidelines for developing the PLO report.

c. OBME Progress Report for JPME. Reference (g) establishes DoW policy for data collection and reporting under OBME. The policy requires JPME accredited institutions to report OBME metrics annually to the Joint Staff J-7. Joint Staff J-7 collects OBME metrics from JPME programs and produce a consolidated report to apprise OSW of JPME compliance and the progress made across JPME programs in achieving OBME outcomes. Data sources for the reports include JPME programs' CES and PLO Reports, focus group reports, and external assessments and feedback provided by JPME stakeholders, including graduates and supervisors. At the end of the 6-year evaluation period, Joint Staff J-7 reports findings as part of the self-evaluation of JPME effectiveness under OBME. Joint Staff J-7 will submit its first full OBME progress report to OSW not later than (NLT) 15 January 2027. See Appendix C to Enclosure F for the Joint Staff J-7 evaluation report template.

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ENCLOSURE B

GUIDELINES FOR JPME CERTIFICATION AND ACCREDITATION
UNDER OUTCOMES-BASED MILITARY EDUCATION

1. Introduction. This enclosure describes certification and program evaluation milestones under OBME. OBME certification requires programs to complete milestone reviews of program compliance with OPMEP standards and OBME procedures presented in this manual. Appendix A to this enclosure describes the criteria used to grant entrance into and exit from milestones. Appendix B describes PAJE reaffirmation of accreditation procedures.

2. JPME Accreditation Implementation Plan. Figure 2 describes the JPME Accreditation Implementation Plan. The plan includes the four milestones JPME programs must complete for OBME certification, as well as a post-certification phase that reinstitutes PAJE. The plan includes an evaluation report at the end of a 6-year Joint Staff study of program effectiveness. JPME programs established and accredited prior to 1 April 2022 apply for full OBME certification NLT 1 April 2027. New programs or programs applying for initial JPME accreditation after 1 April 2022 complete certification requirements NLT 4 years from Joint Staff J-7 acceptance of application (Milestone 0/1).
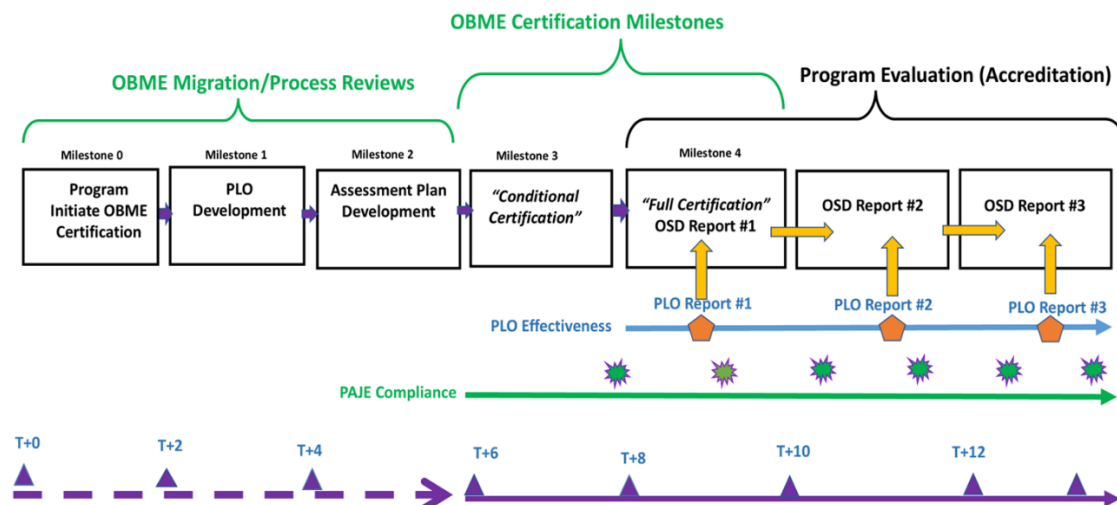
Figure 2. Outcomes-Based Military Education Implementation

3. Assessment Advisory Committee. The OPMEP establishes the requirement for an assessment advisory committee, the MEAAC, to advise Joint Staff J-7

and JPME programs on outcomes assessments, to include OBME certification and accreditation recommendations. See reference (h) for the MEAAC Charter.

4. <u>Military Education Assessment Advisory Committee</u>. The MEAAC advises the Joint Staff J-7 and JPME programs on OBME best practices in PLO and assessment plan development and outcomes assessments. The Joint Staff J-7, in coordination with the MECC working group (WG), reviews the MEAAC's performance every 2 years. The MEAAC comprises three groups, each with a distinct primary focus: the Assessment Advisory Group (AAG), the Joint Education Assessment Advisory Group (JEAAG), and executive committees (EXCOMs).

a. <u>Assessment Advisory Group</u>. The AAG members represent civilian and military education, the science and technology community, OSW, and the Services' advisors on OBME assessment methodology and military education policy. The AAG advises the Joint Staff J-7 on the development and execution of the MPEA and preparation of annual reports required by OSW. Joint Staff J-7 solicits subject matter area experts from across the DoW and academia to serve as AAG members.

b. <u>Joint Education Assessment Advisory Group</u>. The JEAAG, with members nominated by the MECC WG, advises Joint Staff J-7 on education standards and best practices for internal OBME assessments. The JEAAG develops guidance on how to evaluate OBME outcomes and on the degree of JPME program compliance with OBME policy guidelines.

c. <u>Executive Committees</u>

(1) The Joint Staff J-7 constitutes EXCOMs from subject matter experts from the JEEAG and within the JPME enterprise to advise Joint Staff J-7 on matters specific to a JPME program's certification and accreditation. EXCOMs operate as peer teams that review available program compliance and assessment information to determine level of success in meeting program outcomes and JPME requirements. They also provide specific feedback and recommendations to the program and Joint Staff J-7. EXCOMs replace legacy PAJE and OBME review teams.

(2) The Joint Staff J-7 tailors the composition of EXCOMs for the specific purposes of their assigned review. The team is generally composed as follows:

(a) The team lead is an executive from the JEAAG and a member of a JPME program's academic staff (dean's office or equivalent).

(b) One-to-two peer representatives who are course directors or assessment experts, or who possess other subject matter expertise relative to purpose of the review.

(c) A member of the Joint Staff J-7 Joint Education and Doctrine Division (JEDD), to referee and interpret JPME policy and requirements.

5. <u>PAJE Migration</u>. OBME certification and JPME accreditation become fully integrated under PAJE beginning with Milestone 4. Programs are fully certified after completion of all Milestone 4 requirements. Programs then retain certification as a JPME program indefinitely, and reaffirm accreditation annually by meeting the requirements for OPMEP compliance and PLO effectiveness under the PAJE.

6. <u>Master Plan for External Assessments</u>. As a majority of JPME programs approach full OBME certification, the Joint Staff J-7 executes the MPEA. The MPEA evaluates program effectiveness across the JPME enterprise through an integration of JPME program-level effectiveness reporting (PLO reports) and Joint Staff J-7 independently led assessments, including graduate and stakeholder surveys and focus groups. Joint Staff J-7 includes MPEA products as part of reporting to OSW through the OBME Progress Report on JPME. Enclosure G of this manual describes the MPEA.

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APPENDIX A TO ENCLOSURE B

MILESTONE GUIDELINES

1. <u>New or Previously Unaccredited Programs (Milestone 0)</u>. All new or previously unaccredited JPME programs (as of 1 April 2022) begin the certification and accreditation process at Milestone 0. JPME programs send a memo to Joint Staff J-7 to begin pre-coordination for a preliminary review of JPME statutory and CES compliance. This review can also occur concurrently with a Milestone 1 review, which also includes reviews of initial PLOs and assessment plans. The purpose of Milestone 0 is to determine that new or transitioning JPME programs have sufficiently set initial conditions to allow the program's graduates to receive JPME credit while the program progresses toward full OBME certification and accreditation.

    a. <u>Documentation</u>. At Milestone 0, JPME programs provide documentation to substantiate compliance with JPME statutory requirements, CESs, and initial drafts of PLOs and assessment plans. The Milestone 0 request may include the program's preference for a fast-track review of Milestone 1. In this case, program submissions should also include all requested Milestone 1 documentation.

        (1) The program submits data and work products demonstrating OPMEP compliance with mandated instructional topics, SAEs, applicable student and faculty mix, and quality faculty standards. See Enclosure E for guidelines on student and faculty mix and quality faculty standards. Joint Staff J-7 provides programs with access to JAMIS, and programs submit data and documentation in appropriate sections of JAMIS. JPME programs also attach draft PLOs and assessment plans to support any requests for Milestone 1 fast-track reviews.

        (2) Joint Staff J-7 responds with a Milestone 0 confirmation memo establishing the date of an on-site staff advisory visit (SAV) or a virtual review.

        (3) Joint Staff J-7 responses include a list of clarifying questions and require JPME program leaders to address each question during the scheduled review.

        (4) The program hosts the review to address questions and plans for Milestone 1 and 2 reviews.

(5) Joint Staff J-7 requires leaders of JPME programs to complete all Milestone 0 pre-coordination tasks to qualify for a Milestone 0 change of status memo.

(6) Figure 3 shows the Milestone 0 briefing agenda.

Milestone 0 Briefing Agenda
- Introductions – Provost-Level and above.
- Opening Remarks – Joint Staff J-7 Joint Education Doctrine Division Chief
- Part I – Institutional-level briefing highlighting history of program transition to OBME; climate of faculty, successes, and concerns.
- Part II – Program leads (Dean/Directors) present overall status and plan to achieve each milestone).
- Part III – Discussion of concerns.

Figure 3. Milestone 0 Briefing Agenda

b. <u>Milestone 0 Change of Status</u>. Upon successful completion of Milestone 0 (which may also incorporate Milestone 1), Joint Staff J-7 issues a change of status memo. This memo identifies the completed milestone requirements and required follow-up actions for the next review. Change of status grants temporary authorization for program graduates to receive JPME credit as the program progresses to full certification and accreditation.

2. <u>Milestone 1 Review</u>. Milestone 1 reviews ensure a mature PLO development process based on the guidance established in reference (a). Milestone 1 reviews also provide the Joint Staff J-7 with a means to understand how PLO processes will impact changes in JPME curricula under OBME. Programs will use the questions shown in Annex A to this Appendix to prepare for Milestone 1 Reviews. Programs submit answers to the questions and supporting documentation as read-aheads (RAHs) to Joint Staff J-7 at least 30 days prior to the scheduled Milestone 1 review.

a. The following procedures, along with Enclosure C, provide JPME programs with the guidelines needed to prepare for Milestone 1 reviews.

(1) JPME programs receive a change of status memo from Joint Staff J-7 after Milestone 0 review. The memo approves JPME program leaders to move to Milestone 1.

(2) JPME programs provide a memo requesting Joint Staff J-7 conduct a Milestone 1 review, either on-site or virtual. Joint Staff J-7 coordinates dates for the Milestone 1 review upon receipt of the request.

(3) An EXCOM review team conducts the review and provides formal feedback to the program and Joint Staff J-7 via a memo describing the team's findings and including a recommendation on the program's milestone status.

(4) Joint Staff J-7 determines if the program meets the Milestone 1 requirements based on the recommendations of the EXCOM review team. JPME programs remain in Milestone 1 status until programs resolve all issues. Once a JPME program meets the requirements, Joint Staff J-7 provides a change of status memo transitioning the program to Milestone 2.

b. The EXCOM review team examines each of the elements below during Milestone 1 reviews.

(1) The PLOs align with the institution's mission. Under OBME, PLOs must drive curriculum development and execution and align with the institution's mission so an outside reviewer would see an obvious relationship between mission and PLOs. Accordingly, it is important for faculty and members of the review team to understand the uniqueness and significance of the program's mission statement in PLO development.

(2) The documentation demonstrates the program's process to create or revise PLOs is sound. PLO statements amplify the most important program content, considering the inputs listed in Enclosure C. Program reviews establish that the PLOs are meaningful, manageable, and measurable; and that students can demonstrate achievement of PLOs before graduation.

(3) Leaders of JPME programs provide evidence of OBME implementation in the form of documentation showing the relationship between program guidance, PLOs, and any subordinate learning outcomes. If the program contains PLOs and subordinate learning outcomes (SLOs), leaders use mapping to show the associations using clarifying information.

3. <u>Milestone 2 Review</u>. Milestone 2 reviews ensure each JPME program uses the guidance from the OPMEP and this manual when developing the assessment plan. Programs will use the questions in Annex B to this Appendix to prepare for Milestone 2 reviews. Programs submit answers to the questions and supporting documentation as RAHs to Joint Staff J-7 at least 30 days prior to the scheduled Milestone 2 review.

a. The following procedures, along with Enclosure D, provide JPME programs with the guidelines needed to prepare for Milestone 2 reviews.

(1) The program receives a change of status memo from Joint Staff J-7 approving the move to Milestone 2.

(2) The program sends a memo requesting Joint Staff J-7 conduct the Milestone 2 review on-site or virtual. Upon receipt of the request, Joint Staff J-7 coordinates dates for the review.

(3) An EXCOM review team conducts the review and provides formal feedback to the program via a memo including a recommendation on program status.

(4) Joint Staff J-7 determines if the program meets the Milestone 2 requirements based on the recommendations of the EXCOM review team. JPME programs remain in Milestone 2 status until resolution of all issues. Joint Staff J-7 uses a change of status memo to transition programs to Milestone 3 after completing all requirements and resolving all issues.

   b. The EXCOM review team examines each of the elements below during Milestone 2.

(1) Review teams inquire into how a program creates the assessment plan, how the program uses the plan, and how school leaders incorporate findings back into the program for continuous improvement.

(2) An assessment plan documents how JPME faculty assess each PLO. Assessment plans indicate how and how often the faculty measures each PLO and whether the faculty measures the PLO directly or through one or more subordinate learning objectives.

(3) Leaders of JPME programs highlight authentic assessment results in updates to the assessment plan and incorporate these results into program improvement efforts.

4. <u>Milestone 3 Review (OBME Conditional Certification)</u>. Milestone 3 grants conditional certification under OBME based on demonstration of assessment plan execution and collection of program-level student achievement data. Joint Staff J-7 reaffirms JPME accreditation based on evidence of compliance with JPME CESs. Milestone 3 provides JPME program leaders with an opportunity for peer review and stakeholder feedback of their PLOs and assessment plan execution. Once approved, Joint Staff J-7 schedules a stakeholders' briefing in which the program leaders brief selected senior leaders from across the JPME enterprise about their program, its status, and their plans for external assessments following full certification at Milestone 4.

a. <u>Reaffirmation of Accreditation Review</u>

(1) Programs reaffirm accreditation by submitting or updating current CES Report data and supporting documentation. Enclosure F of this manual describes how to complete this report.

(2) Joint Staff J-7 completes a reaffirmation of accreditation review and notifies the program to take corrective action or advances it to a PLO assessment review.

b. <u>PLO Assessment Review</u>. Upon completing the reaffirmation review, Joint Staff J-7 coordinates an EXCOM review of the JPME program's execution of their assessment plan for enduring PLOs.

(1) To be eligible for a PLO Assessment review, programs must:

(a) Provide evidence of plan execution for one post-Milestone 2 academic cohort.

(b) Provide a detailed description of key assessment data collected for at least one PLO.

(c) Submit answers to the questions shown in Annex C to this appendix and supporting documentation as RAHs to Joint Staff J-7 at least 30 days prior to the scheduled Milestone 3 review.

(2) DJ-7 issues a change of status memo granting conditional certification under OBME and reaffirmation of JPME accreditation. Programs retain full accreditation by complying with all required OPMEP reporting requirements.

c. <u>Stakeholder's Briefing</u>. At the conclusion of a Milestone 3 review, JPME programs schedule a stakeholder's briefing to inform senior leaders of program plans for external assessments following full certification at Milestone 4.

(1) JPME programs invite stakeholders—senior leaders internal and external to the institution, to include presidents, commandants, chancellors, faculty, graduates, graduate supervisors, administrators, and faculty—to review program plans for Milestone 4 evaluations.

(2) Programs will use the questions shown in Annex C to this appendix to prepare the stakeholder brief.

(3) Program provides Joint Staff J-7 with a summary of changes and recommendations from the stakeholders briefing.

5. <u>Milestone 4 Review (Full OBME Certification)</u>. DJ-7 grants full certification at Milestone 4 to JPME programs based on PAJE reaffirmation of accreditation and evidence of mature OBME processes. At Milestone 4, JPME programs submit the first biennial PLO Report showing direct and indirect evidence of PLO achievement for the most recent academic cohorts.

    a. To qualify for full certification at Milestone 4, programs must:

        (1) Submit a PLO report NLT 1 November of the current annual reaffirmation cycle. This report must provide evidence of PLO evaluation completion for at least one PLO against two or more consecutive cohorts post-Milestone 3.

        (2) Submit an updated CES Report not later than 1 November of the current annual reaffirmation cycle and maintain uninterrupted OPMEP compliance under each of the six CESs.

    b. Joint Staff J-7 assembles an EXCOM team to conduct a PAJE review and advise the program and Joint Staff J-7 on PLO achievement.

    c. Refer to Appendix B to Enclosure F of this manual for guidelines for preparing the PLO Report for Milestone 4 reviews.

    d. After resolving all issues, DJ-7 issues a memo granting full certification under OBME. The memo includes PAJE guidance for maintaining certification post Milestone 4.

6. <u>CAPSTONE Certification</u>. The CAPSTONE program is a title 10-required experiential executive leadership program at National Defense University (NDU) that conducts the third phase of JPME for newly selected O-7s. CAPSTONE fellows receive 5 weeks of instruction designed to strengthen senior officers' joint knowledge and leadership skills. CAPSTONE certification uses CJCS-informed evaluation procedures—with emphasis on indirect assessments from pre- and post-course surveys and observations from Senior Fellows or highly qualified experts—to evaluate program outcomes. Joint Staff J-7 will use the certification procedures below to certify CAPSTONE as an executive leadership program under OBME.

a. For Milestone 0, CAPSTONE leadership presents an executive-level briefing summarizing CAPSTONE PLOs and plans for meeting OBME certification Milestones 1, 2, and 3.

b. For Milestone 1, CAPSTONE leadership presents PLOs developed from statute, policy, and CJCS guidance.

c. For Milestone 2, CAPSTONE leadership presents survey instruments used to inform indirect assessments of the CAPSTONE course.

d. For Milestone 3, CAPSTONE leadership provides Joint Staff J-7 with an annual CAPSTONE Report with survey results and recommendations, if any, from the NDU-President (NDU-P) and CJCS for program improvements.

e. For Milestone 4, CAPSTONE leadership provides Joint Staff J-7 with two reports from alumni surveys showing CAPSTONE Fellow feedback on how well the CAPSTONE course instills the JLAs.

f. See Enclosure Appendix C of Enclosure G for Joint Staff J-7 plans to interview CAPSTONE Fellows as part of LOE 3 under the Joint Staff J-7 MPEA.

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ANNEX A TO APPENDIX A TO ENCLOSURE B

GUIDELINES FOR MILESTONE 1 REVIEWS

1. <u>Purpose</u>. Joint Staff J-7 requires OBME teams and JPME programs to address the following questions at Milestone 1.

2. <u>Milestone 1 Review Questions</u>

    a. Provide details on how the program has transitioned to OBME in their thinking and processes. Include steps taken to transition faculty, students, and leadership from the mindset of inputs-based to outcomes-based education.

    b. Did the program follow the PLO development process described in the manual? Describe the process. Use charts and tables as needed.

    c. Does the program clearly explain or show the relationship between program guidance documents (inputs) to PLOs and, if used, the relationship between any related SLOs to PLO?

    d. Who was involved in the PLO development process? Are faculty aware of the process their program used to develop PLOs?

    e. Does the program have a plan for soliciting feedback from stakeholders (alumni/alumni supervisors/executives plus any other appropriate external parties) as part of the PLO development and/or refinement process?

    f. Do the PLOs reflect the program's unique mission? Is there an obvious relationship between the mission and PLOs? Do PLOs amplify the most important program content?

    g. Are the PLOs describing specific and measurable KSAs achievable during the program? Do PLOs reflect specific and measurable KSAs a graduate must demonstrate?

    h. Are complex PLOs written in a way where it takes multiple different assessments to demonstrate achievement? If multiple, how does the program ensure measurement of the entire PLO?

    i. Are the PLOs written in a manner where the meaning is clear and interpreted uniformly by internal and external stakeholders?

j. How does the program plan to address joint acculturation as an outcome in support of CES 1? Describe the conditions (i.e., inputs) and strategy for documenting joint acculturation achievement.

k. How are students made aware of the requirement to demonstrate achievement of PLOs prior to graduation?

l. What is the frequency of PLO reviews for effectiveness, currency, and relevancy?

m. Describe the process for review and approval of PLOs.

n. Is the program on track to meet Milestone 2, as stated during Milestone 0?

ANNEX B TO APPENDIX A TO ENCLOSURE B

GUIDELINES FOR MILESTONE 2 REVIEWS

1. Purpose. Joint Staff J-7 requires OBME team and JPME programs to address the following questions at Milestone 2.

2. Milestone Continuity. Provide the program's mission statement and PLOs. Discuss any changes to PLOs, to include how the program incorporated "joint warfighting" into at least one PLO.

3. Assessment Plan Development and Curriculum Linkage

   a. Overview. Provide an overview of your assessment plan and the assessment plan development process. What are the key guidance documents, components, and definitions (i.e., formative, summative, key, and authentic assessments) used to shape the assessment plan?

   b. Curriculum Linkage. What is the process for communicating to the course directors and faculty where to cover PLOs throughout the curriculum?

4. Outcomes

   a. Coverage. Describe how and where the program measures each PLO directly and indirectly. If the program uses SLOs, how are PLOs connected to SLOs/CLOs?

      (1) Outcomes Map. Provide an outcomes map showing where the program fully assesses each PLOs (each aspect of each complex PLO).

      (2) Assessment Map. Provide an assessment map showing the program measures student achievement of each PLO (each aspect of each complex PLO and the assessment events used).

   b. Measurement and Rubrics

      (1) Provide examples of rubrics—and, as appropriate, measurement tools (e.g., multiple-choice tests)—that clearly show linkage to one or more PLO(s) (the program must fully measure all PLOs). Consider assignments that measure a single PLO, as well as those that measure multiple PLOs, or multiple PLO elements, in a single assignment. For Milestone 2, Joint Staff J-7 does not require rubrics for all PLOs.

(2) How does the program ensure the rubric criteria align to both the assignment and the PLOs?

(3) Include the processes for ensuring the validity, reliability, and inter-rater reliability of your assessment tool and rubric.

c. <u>Institutional Learning Outcomes/Service Outcomes</u>. If applicable, show how the program incorporates any required institutional learning outcomes and/or Service outcomes (not submitted for Joint Staff J-7's consideration) into the holistic assessment plan.

5. <u>Performance Targets and Program Improvement</u>

a. <u>Targets</u>. Provide a table of PLO targets for assessments (see Enclosure D) for direct (student achievement) and indirect (student and stakeholder opinions) assessments. How did the program determine these targets?

b. <u>Program Improvement</u>. How did the program intend to use outcomes data and PLO achievement targets data to support the program's curriculum review and analysis processes for program improvement?

6. <u>Reporting</u>

a. <u>PLO Schedule</u>. Provide the tentative PLO reporting schedule for the biennial reports (post-Milestone 3)?

b. <u>Data Aggregation</u>. How does the program collect, aggregate, analyze, and report PLO data in a format appropriate for program review and improvement?

ANNEX C TO APPENDIX A TO ENCLOSURE B

GUIDELINES FOR MILESTONE 3 REVIEWS

1. <u>Purpose</u>. During Milestone 3, DJ-7 grants conditional certification to programs following the completion of a reaffirmation of accreditation and PLO assessment review. Programs are also required to conduct a stakeholder briefing at the conclusion of a PLO assessment review and prior to a Milestone 4 review.

2. <u>Review Requirements</u>. Joint Staff J-7 requires OBME team and JPME programs to address the following questions at Milestone 3.

   a. <u>CES Report (Reaffirmation of Accreditation)</u>. See Appendix B to Enclosure F of this manual for instructions on completing a CES Report. Joint Staff J-7 reviews report and determines eligibility for reaffirmation of accreditation.

   b. <u>PLO Assessment Review</u>. Joint Staff J-7 provides JAMIS access to templates for PLO assessment reviews. At a minimum, the presentation should include:

      (1) Program overview, including curriculum overview and student and faculty mixes.

      (2) Mission statement.

      (3) Description of any remediation actions since Milestone 2.

      (4) Statement that the assessment plan was executed and program data collected.

      (5) Description of academic cohort(s) represented in the data.

      (6) Crosswalk of JLA and PLOs.

      (7) Discussion of any PLO or assessment changes since Milestone 2.

      (8) Current outcomes map (see Enclosure D) for PLO development.

      (9) Identification of all key assessments and authentic assessments and describe how they align to learning outcomes.

(10) PLO targets, including subordinate and parsed outcomes, for both direct and indirect assessments linked to outcomes.

(11) A data walk-through of one PLO. This walk-through entails showing the process for how to collect, aggregate, and interpret data relative to achievement targets.

(12) A sample rubric associated with a key assessment of the walked-through PLO.

(13) Discussion of any lessons learned or best practices identified.

c. <u>Stakeholder Briefing</u>. As part of the OBME Milestone 3 review, JPME programs host a stakeholder briefing organized around the following topics:

(1) <u>Program Learning Outcomes</u>

(a) Statement of the PLOs.

(b) Explain the enduring nature.

(c) Include rationale if changed since Milestones 1 or 2.

(2) <u>Assessment Plan</u>

(a) PLO assessment strategy.

(b) Changes (if any) to measurement instrument(s) for PLOs.

(c) Description indicating the assessment is authentic.

(d) Metric used to assess PLO, such as use of a rubric.

(3) Examples of assessment results, describing the level of outcome achievement.

(4) Assessment priorities showing PLO evaluation dates.

(5) Description of how stakeholder feedback of PLOs and assessment strategies is collected and incorporated.

(6) Proposed timeline for achieving Full Certification.

APPENDIX B TO ENCLOSURE B

PROCESS FOR ACCREDITATION OF JOINT EDUCATION GUIDELINES

1. <u>Overview</u>. The PAJE is the enduring process through which JPME programs demonstrate high-quality joint education delivery processes, both in terms of inputs or setting conditions (compliance) and outputs or, more precisely, outcomes (effectiveness). Through the PAJE, Joint Staff J-7 complies with responsibilities to provide oversight and assure quality of joint education and provides JPME programs guidance for further improvement.

2. <u>Applicability and Full Certification Under OBME</u>. Joint Staff J-7 has integrated OBME principles into the PAJE process. For JPME programs established or accredited prior to 1 April 2022, Conditional Certification (Milestone 3) under OBME recognizes a successful transition to OBME processes. The certification process culminates at Milestone 4 with a program's inaugural PLO report and migration to the integrated PAJE described herein. For programs established or seeking initial accreditation after the publication of this manual, the integrated PAJE applies at inception.

3. <u>Annual Reaffirmation of Accreditation</u>. JPME institutions demonstrate continuous adaptation and improvement of their programs and curriculum through annual reaffirmation of accreditation. Accreditation is maintained through submission and review of:

   a. <u>Common Educational Standard Reports</u>. Programs submit CES reports NLT 1 November using guidelines in Appendix A to Enclosure F.

      (1) Programs complete CES reports inclusive of data current as of the report date.

      (2) Joint Staff J-7 reviews CES reports and notifies programs of any discrepancies impacting reaffirmation NLT 15 January of the following year, allowing sufficient time for programs to address issues prior to finalizing curriculum for the next academic cycle.

         (a) Joint Staff J-7 regularly reviews student and faculty mix information for each academic cohort.

         (b) Joint Staff J-7 reviews substantive changes that potentially impact—positively or negatively—reaffirmation of accreditation (see Glossary for definition of substantive changes).

(c) Information submitted in CES reports is considered current as of the report date and is the authoritative source for reaffirmation of accreditation. Joint Staff J-7 may reference CES data to support accreditation reviews or respond to official requests for information. Joint Staff J-7 will coordinate with programs before any use of CES data outside these purposes.

(3) Joint Staff J-7 reaffirms accreditation on 1 June of the year following the CES report date.

b. <u>Program Learning Outcome Reports</u>. Appendix B to Enclosure F describes PLO reports.

(1) Programs submit biennial PLO reports NLT 1 November of the reporting year. Reports include PLO effectiveness data and analyses of two or more of the most recently graduated cohorts.

(2) Joint Staff J-7 conducts an initial review NLT 1 March of the year following the PLO report submission and either notifies programs of any discrepancies impacting reaffirmation or schedules an EXCOM peer review for the next accreditation cycle. The EXCOM review occurs NLT 1 November of the year following the PLO report.

(3) The EXCOM provides feedback to programs and Joint Staff J-7 regarding the quality of PLO effectiveness assessment.

(4) JPME programs are not required to submit PLO reports until achieving Conditional Certification (Milestone 3) under OBME.

4. <u>Contingency-based Staff Advisory Visits</u>. The Joint Staff may initiate an SAV, either virtually or on-site, when outcome-based indicators—such as CES report findings (compliance), PLO effectiveness data (outcomes), or formal stakeholder feedback—suggest a need for further review. Joint Staff J-7 will provide programs advance written rationale and the evidentiary basis for an SAV prior to conducting it. Programs may submit a formal response if they believe an SAV is not warranted.

a. Contingencies warranting an SAV may include:

(1) <u>New JPME Program or Substantive Program Changes</u>. New JPME programs or previously accredited programs that make substantive changes to their mission, curriculum, or delivery methodologies may require a more thorough review to confirm or reconfirm the program meets statutory requirements and policy standards.

(2) External Assessments. Joint Staff J-7 will occasionally conduct targeted external surveys and focus groups with a program's students, faculty, or stakeholders IAW OPMEP instruction as part of the Joint Staff J-7 external assessment program. These are intended to supplement the program's internal reviews as well as inform independent Joint Staff J-7 studies.

(3) Joint Education Inquiries. Joint Staff may examine specific concerns potentially impacting the delivery of quality joint education and graduate achievement. For example, Joint Staff may review a program's joint wargaming, interactive exercises, or other joint matters concern to verify robustness or provide guidance for further development.

(4) Program Request. Programs should consider inviting Joint Staff to observe and review their best practices, with an eye toward sharing insights with sister programs.

b. The general purpose of a PAJE SAV is to gather detailed information on program practices and processes and provide enhanced actionable guidance regarding compliance or effectiveness outcomes impacting reaffirmation.

(1) An EXCOM team conducts the SAV with a composition tailored to the specific issue driving it.

(2) EXCOMs provide peer review and feedback, not audits. The EXCOM works collaboratively with programs and provides recommendations for implementing corrective actions where necessary.

c. In cases where programs have sufficient agency to take corrective actions in areas of statute or policy non-compliance, Joint Staff J-7 may direct corrective actions be taken.

(1) Joint Staff J-7 allows programs at least one accreditation cycle to implement corrective action.

(2) Joint Staff J-7 uses progress made in implementing corrective actions as a consideration in the next cycle's reaffirmation decision.

(3) Joint Staff J-7 will issue a "Not Accredited" status to programs that fail to implement corrective actions within the allotted accreditation cycle (see paragraph 6.d. for "Not Accredited" status and Joint Staff J-7 actions).

5. Accreditation Cycles (PAJE Sequence). The JPME accreditation cycle is depicted in Figure 4. Accreditation cycles begin on 1 June of the year for which a reaffirmation of accreditation determination applies and extends to 31 May of the following year.

a. Programs submit all required reporting for the reaffirmation year NLT 1 November of the previous year.

b. Upon completion of all reviews—but NLT 1 March of the reaffirmation year—Joint Staff J-7 informs programs of reaffirmation determinations.

c. Accreditation and authorization to grant JPME credit for the cycle takes effect 1 June and continues through 31 May of the following year.
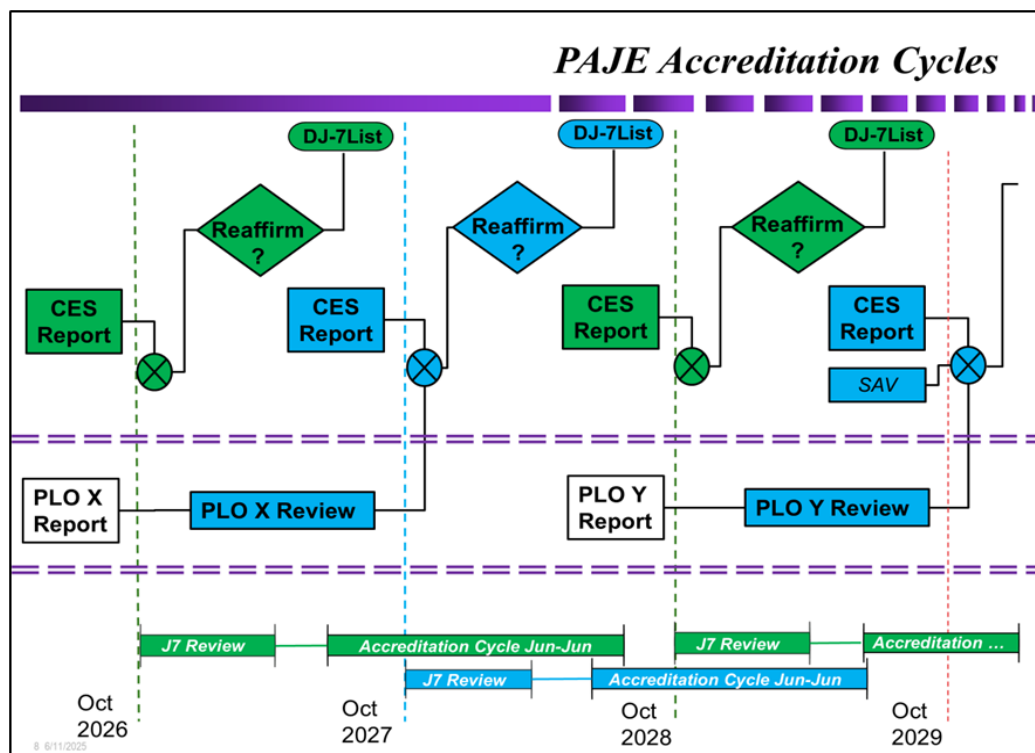
Figure 4. PAJE Accreditation Cycles

d. Example. The following example demonstrates how the accreditation cycle flows.

(1) A JPME program submits a CES Report (2026) and PLO Effectiveness Report (2026) on 1 November 2026. Both reports contain information current as of that same date.

(2) Joint Staff J-7 completes review of the 2026 CES Report NLT 1 March 2027, and uses the report to reaffirm the JPME program beginning 1 June 2027.

(3) Joint Staff J-7 concurrently schedules an EXCOM review for the submitted 2026 PLO Report and receives the EXCOM feedback and recommendations NLT 1 November 2027, the cutoff date for next reaffirmation period.

(4) For the next period, the JPME program updates its 2027 CES Report NLT 1 November 2027 (Note: The program submitted a PLO Report last cycle to meet the requirement).

(5) Joint Staff J-7 completes review of 2027 CES Report and reviews EXCOM recommendations regarding review of 2026 PLO Report last cycle and makes a reaffirmation determination NLT 1 March 2028, to take effect 1 June 2028.

(6) Repeat Step (1) for next cycle.

6. <u>PAJE-EXCOM Teams (Peer Reviews)</u>. Under the integrated PAJE, EXCOMs may conduct peer reviews as part of a routine process, as in a PLO Effectiveness Review, or some other contingent programmatic concern—i.e., a Joint Staff J-7–directed SAV. In either case, the review is best accomplished with team members who have in-depth understanding of JPME subject matters as well as intermediate developmental education and senior developmental education environments. Whenever possible, EXCOM teams should comprise members from sister programs providing the same phase of JPME education and having in-depth subject matter expertise related to the PLO or SAV issue. Highly qualified members include deans and associate deans, course directors, institutional effectiveness leads, and possibly higher-ranking academic staff members. Reviewers should be of at least O-5 military officers or civilian equivalents, and preferably hold a terminal degree.

7. <u>JPME Reaffirmation of Accreditation Status</u>. Upon Joint Staff J-7 review of CES reports and any applicable EXCOM reviews, DJ-7 reaffirms accreditation status in three ways.

a. <u>Accredited</u>. The JPME program maintains compliance with all statutory and policy requirements. Program graduates receive JPME credit.

b. <u>Accreditation Pending</u>. The JPME program requires some form of review and acceptance before awarding full JPME accreditation. These reviews are typically OBME milestone reviews up to and including Milestone 3 for new and established JPME programs. A pending status may also result in conjunction

with a Joint Staff J-7–directed SAV. Graduates receive JPME credit while required reviews are pending.

    c. <u>Not Accredited</u>. Program does not currently meet statutory or policy requirements or has not been initially accredited. Graduates do not receive JPME credit. A program that has not been initially accredited or a program in "Not Accredited" status must apply for JPME accreditation beginning with a SAV to determine whether the program qualifies for accreditation. A program "Not Accredited" due to failure to take corrective actions must resolve all corrective actions prior to requesting a SAV for re-accreditation.

    d. DJ-7 provides a change of status memo for all pending and non-accredited programs detailing review requirements and defining the period (if any) program graduates may still receive JPME credit.

ENCLOSURE C

GUIDELINES FOR PROGRAM LEARNING OUTCOMES DEVELOPMENT

1. Introduction. The following guidelines provide JPME programs with a common OBME lexicon for PLO development. The guidelines cover processes for faculty coordination, Milestone 1 reviews, and best practices pertaining to the development of PLOs.

2. Guidelines for PLO Development. Figure 5 outlines the conceptual process for PLO development. As shown, the JPME program uses its stated mission as a lens to view high-level guidance inputs from OPMEP. The JPME program develops PLOs describing what graduates know, value, and perform upon program completion. The list of PLOs derived from this process may provide the starting point for a new curriculum or focus on a curriculum review.
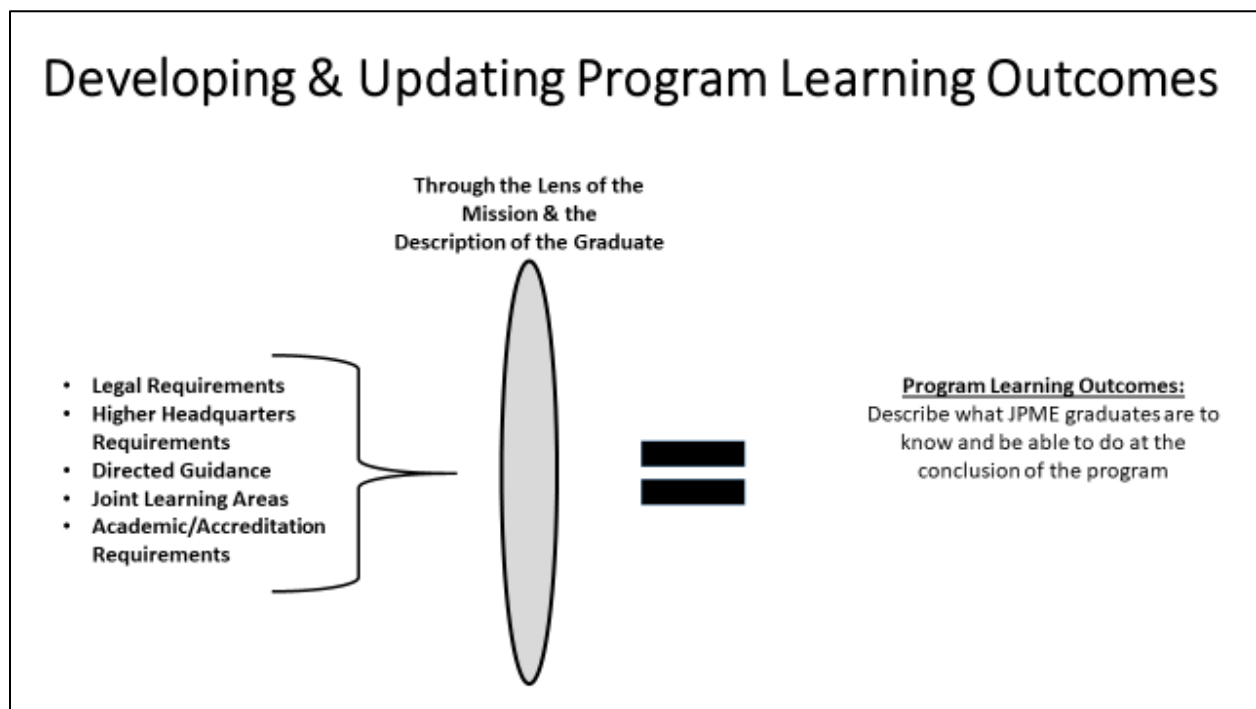
Figure 5. PLO Development Framework

   a. Process. PLO development is an iterative process. JPME program faculty develop PLOs using earlier efforts to develop learning outcomes and adapt as necessary to meet this JPME requirement. The development of PLOs explores subjects and students from a variety of perspectives. The more the faculty delves into the process, the more they will discover about their program and considerations for PLO development. While not prescriptive, keeping the

number of PLOs reasonable (e.g., 3–6) is a best practice for programs to follow. Too few PLOs make it burdensome and nearly impossible to identify the topics and guidance programs used to develop them. Too many PLOs make it difficult to link subordinate learning outcomes to PLOs effectively and to assess PLOs in a rigorous manner using authentic assessments. Moreover, having too many may lead programs to write PLOs narrowly and constrain the flexibility needed for programs to adapt to changing guidance and emergent conditions. The following seven steps are useful in PLO development:

   (1) Examine the Mission Statement. The mission is a crucial component of PLO development, as it provides a foundation or a frame of reference through which, and by which, faculty and program leadership interpret PLOs. Stakeholders need to see the linkage between mission and PLOs. Each program's mission reflects institutional objectives at the appropriate point—intermediate (JPME I) or senior (JPME II)—in the officer's career. The mission operationalizes the substantive, ever-evolving guidance provided to programs. The mission statement can accommodate inclusion of high-level guidance into the curriculum by senior leaders or in response to emergent situations in the domestic context or international security environment. Accordingly, the program begins by examining its mission. Is it clear and understandable? Do members of the faculty and program leadership interpret it similarly? Leaders of JPME programs conduct a pre-assessment (determining where students are when they arrive), a benchmark assessment (determining student level of achievement when they graduate), and a gap analysis (determining the delta between the pre-assessment and the benchmark assessment).

   (2) Write Initial Outcomes Statements. Ideally, programs rely on the mission to synthesize high-level guidance and OPMEP requirements. The intent is to write statements describing what a graduate will know, value, and perform at program completion. Several sentences describing a graduate's specific expectations can provide the initial drafts of the PLOs. As programs form PLO sentences, leaders and faculty consider how to verify the student has mastered the ability described. In most cases, the intended outcome is in the cognitive domain, and the simplest way to define this action is through action verbs from Bloom's Revised Taxonomy. However, the verb must reflect the true scope of the academic effort. The goal is a statement documenting the level of student learning required. These statements provide the foundation for the demonstrated scaffolding of learning in the curriculum and for assessment at the appropriate level. Faculty need to clearly understand the intended level of learning and the demonstrable skills associated with a particular action verb. The goal is not to debate the meaning of the verb but rather to come to a common understanding of what is meant and implied by selecting a given term. As with joint doctrine, the goal is a common lexicon and understanding. This lexicon is particularly important since various verbs appear more than once in

Bloom's Revised Taxonomy, sometimes as levels of learning and other times as specific activities that might demonstrate achievement level.

      (3) <u>Identify Guidance</u>. Using the mission statement representative of the program objectives and the initial description of what a graduate is to know, value, and perform, the next step is to consider the guidance that drives the development of PLOs. Guidance, or input, is any source material either directing or suggesting topics, subjects, or approaches to learning for the program. Guidance includes directives from law, Service or joint policy, and key strategic documents, such as the *National Defense Strategy*. In some cases, these inputs might be in the form of institutional learning outcomes of the higher headquarters. The key is to gather them all and understand the specifics. It is important to become familiar with these varied sources and have at least a basic understanding of them before starting the actual writing of PLOs or reviewing current PLOs for potential modification. One approach is preparing summaries listing the guidance requirements and applying them to the program.

      (4) <u>Review Guidance</u>. There are many sources of guidance or inputs for military education organizations. No institution can incorporate all of them across multiple potential levels of analysis, domains of action, and technical details. The mission is appropriate to align guidance and inputs with JPME outcomes for various levels and institutions. Through the mission and description of the graduates, the program begins to focus on directly linking the educational program to the eventual PLOs. Program faculty consider both the program's mission and relevant guidance when crafting PLOs and calibrating expected learning levels associated with them.

      (5) <u>Prioritize a List of Guidance</u>. PLO development results from a list of guidance organized in order of importance and relevance. First, programs use JLA capabilities from the OPMEP to begin the development of PLOs. Second, programs include implicit or supportive guidance. This guidance does not need to link to the PLOs directly. Third, programs consider including optional topics for familiarization with the PLOs. These topics would not require OBME assessment. For internal purposes, programs may need to reorganize their list of topics into groups of related concepts. However, programs coordinate or validate these internal lists with the Joint Staff J-7, given JPME institutions have multiple sources of inputs. It is up to the individual programs to cluster and organize these lists into intellectually coherent categories. These categories provide a key step in developing PLOs, since translating these groups into desired student learning outcomes is the core of PLO development. This prioritization of guidance facilitates focusing efforts on achievement of PLOs.

(6) <u>Write PLOs</u>. The writing and review of PLOs eventually includes an assessment analysis. PLO development focuses on what is meaningful for students to learn and how to assess that learning accurately. Appropriate measurement is critical to providing evidence of effectiveness. However, programs must not to allow concerns for what is measurable to override the focus on what students need to learn. The following questions may be useful in drafting PLOs:

(a) What depth of knowledge, concern, or abilities are students required to have, based on the input topics and the program's mission? Can leaders and faculty express the desired outcomes using discreet verbs, such as recognize, recall, recite, define, explain, apply, compare and contrast, synthesize, or critique?

(b) Will students and stakeholders outside the program clearly understand the linkage of the program mission with the description of graduate skills and their relationship to the PLOs?

(7) <u>Prepare Curriculum and Assessment Maps</u>. PLOs provide the framework for either developing a new curriculum or updating the curriculum transitioning to OBME. Accordingly, curriculum and assessment maps show how PLOs map to the curriculum and learning activities provided by the program. Many programs use a hierarchy of nested learning outcomes flowing from PLOs to SLOs. There are many approaches to structuring curriculum and deriving SLOs from PLOs. In some cases, programs may assign specific PLOs to individual courses and CLOs. In other cases, programs may deconstruct PLOs into SLOs without embedding SLOs into a particular course. Such subordinate outcomes might demonstrate a build model where multiple courses contribute to a single PLO across the academic program either by increasing the level of learning or breaking PLOs down into component intellectual ability and practical skills. There is no one model for aligning curriculum to PLOs, but the ideal process reflects a considered and coherent approach. It is imperative that faculty fully understand the logic of nested outcomes. JPME programs may subsequently reconsider instruction not directly contributing to PLOs. In some cases, programs may develop outcomes to meet command-directed topics outside the PLOs. In other cases, programs will eliminate topics if they negatively affect the ability of the program to ensure all students can achieve the PLOs.

b. <u>PLO Examples</u>. Figure 6 and the two following examples provide guidelines for writing PLOs in the cognitive domain using Bloom's Revised Taxonomy.
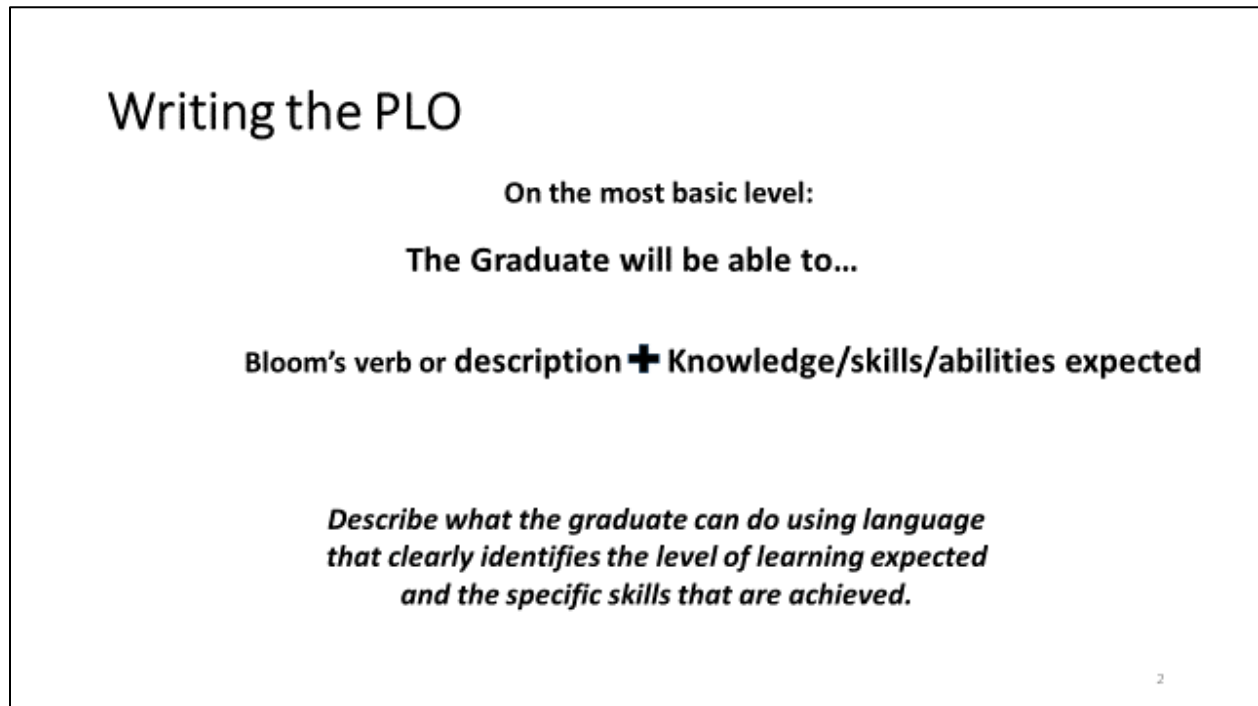
Figure 6. PLO Development Process

    (1) Example 1: Senior Level Education/JPME II

       (a) Mission. The program educates joint, interagency, and international leaders and warfighters by conducting a senior-level course of study in national strategy, preparing graduates to function at the highest levels of strategic leadership in a complex, competitive, and rapidly evolving strategic environment.

       (b) PLO. The graduate can create an I-Plan for select national strategies.

       (c) CLO. This first example articulates a high-level requirement to demonstrate creativity while implementing types of strategy on a national level. This proficiency is at the highest level of Bloom's Revised Taxonomy. For PLO assessments, programs would design CLOs and a series of CLO assessments focusing on critical thinking, strategic thinking, and communication skills to describe the knowledge and assessments required to achieve this outcome.

    (2) Example 2: Senior Level Education/JPME II

       (a) Mission. The program produces joint operational artists prepared to serve as senior planners, joint leaders, and advisors at OSW, the Joint Staff,

or a four-star CCMD/sub-unified command. The graduates are historically informed, strategically minded, and skilled joint warfighters. They are critical and creative thinkers who expertly translate strategic decisions to operational and tactical actions through design-informed operational planning.

(b) <u>PLO</u>. As a leader and a team member, the graduate can employ joint planning and processes to develop campaigns, contingency, crisis plans, or strategies.

(c) <u>Action</u>. In this example, the **employ** action is at the application level of Bloom's Taxonomy, focusing on the ability of the learner to solve new types of problems by using acquired knowledge, skills, and techniques. So, in this situation, the graduate demonstrates mastery of that skill in the various joint planning processes and an ability to use them in preparing a variety of plans and strategies.

ENCLOSURE D

GUIDELINES FOR OUTCOMES-BASED MILITARY EDUCATION
ASSESSMENTS

1. <u>Introduction</u>. The purpose of this enclosure is to provide JPME programs with a common framework for developing an OBME assessment strategy. This task is challenging because there are as many approaches to assessment as there are assessment methods. Likewise, the lexicon of assessment varies widely. Leaders and faculty need to establish a common understanding of assessment in general as well as OBME assessment.

2. <u>OBME Assessments</u>. Assessments are not an end but a means to a more capable graduate. Enhancing assessments does not make a program better. Rather, having graduates who can improve their future performance, in part due to authentic assessments, makes a program better. Ensuring linkages between what programs want students to know, value, and do is critical to this process, with assessments influencing changes to the instructional program. This assessment closes the loop between program design, instruction, assessment, and redesign. The following guidelines apply to OBME assessments.

   a. JPME programs provide evidence of student learning using direct measures of student learning. JPME programs use indirect assessments, such as surveys and focus groups, to supplement and validate the veracity of direct assessments.

   b. Student achievement in the OBME context requires authentic assessments to the greatest extent possible. JPME faculty enhance confidence in student program-level achievement through authentic direct assessments approximating the conditions the graduate face in the operational environment. Relevancy of outcome and application to practice facilitates the transfer of skills to real-world environments.

   c. JPME faculty direct all assessments toward student learning and, ultimately, achievement of PLOs supporting officer performance after program completion. Just as curriculum aligns to facilitate these outcomes, assessments adapt to provide improved utility for learners and decision-makers who meet the demands of war's changing character and conduct.

   d. School leaders and faculty, as subject matter experts, develop and maintain processes governing OBME assessments. JPME faculty, as subject matter experts, work with assessment experts to develop assessments that produce tangible evidence of student achievement and PLO attainment.

3. <u>Best Practices</u>. The challenge in transitioning to OBME is that OBME requires assessment planning alongside outcome development so the entire education process becomes more focused and aligned, whereas in traditional education much of the emphasis on assessments has been summative, occurring at the end of a course, and is often the last curriculum element developed.

    a. <u>Authentic Assessments</u>. It is important for leaders of JPME programs to build authentic assessments into the curriculum from the outset. Authentic assessments link student mastery of curriculum content to applications in the operational environment. Accordingly, authentic assessments are central components of the instructional systems design and curriculum development process under OBME. When stakeholder feedback informs authentic assessments, programs can better identify critical, creative, and strategic thinkers for future assignments.

    b. <u>Formative and Summative Assessments</u>. Formative assessments of student performance enable faculty to gather feedback from students regarding progress toward outcome achievement and vital inputs to process improvement. When student progress does not meet expectations, leaders of JPME programs use control measures (e.g., changes in course content, method of instruction, student engagement) to adjust the curriculum so assessment methods and student performance rise to the desired standard. Formative assessments can be course assignments and/or an ungraded evaluation method. Summative assessments can show if the student has mastered an SLO and/or PLO at its highest level of learning. JPME faculty label summative assessments as key assessments when placed toward the end of the learning experience for one or more PLOs.

    c. <u>The OBME Assessment Plan</u>. An effective assessment plan provides a holistic program linking PLOs to courses and assessment instruments. It captures the data collection and reporting framework of student achievement and program effectiveness. It also serves as the evidence for program review, evaluation, and certification processes. Considering that curriculum development is an ongoing process throughout an academic year (AY), the assessment plan plays an important role. Specifically, the plan provides the framework for showing where and how programs measure PLOs with specificity filled in over several months of curriculum development. JPME faculty update assessment plans as courses and metrics change to enable programs to address student achievement over time. OBME requires JPME programs to save assessment plans and outcomes reports to inform process improvement and program evaluations. The content of an OBME assessment plan typically includes the following elements:

(1) <u>Program Mission</u>. State the program's mission.

(2) <u>Program Learning Outcomes</u>. List and align all PLOs and SLOs (if a program uses SLOs).

(3) <u>Course Listing</u>. Course number, title, and a short description of all courses in the program.

(4) <u>Outcomes to Assessments Map</u>. Tables aligning courses to PLOs/ SLOs, along with direct and indirect assessment measures and targets for achievement (see Table 7).

(a) Matrix showing where programs introduce, reinforce, master, and assess (IRMA) PLOs/SLOs. This matrix is typically an overview/big picture of the entire program in matrix form. Programs may use a similar continuum to the IRMA model at their discretion.

(b) Matrix showing where programs measure PLOs/SLOs indirectly through surveys, focus groups, etc.

(5) <u>Targets for Achievement</u>. JPME programs determine appropriate goals or targets for each PLO reflecting the acceptable level of student achievement. The performance level could be a minimum threshold of performance or a minimum indirect measure of achievement. Minimum in this context does not imply a low standard. Not all PLOs need to have the same target level. Building blocks may be appropriate; targets become higher as students progress through the program. Targets for any direct assessment data (student performance) usually come from rubrics; targets from indirect assessment data normally come from survey results.

d. <u>Rubrics/Assessment Instruments</u>. JPME faculty develop rubrics for subjective evaluation of student learning under OBME. Rubrics provide a consistent basis for assessing performance, especially across multiple faculty and students, and allow for the collection of assessment results for evaluation and applied for continuous improvement.

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APPENDIX A TO ENCLOSURE D

OBME ASSESSMENT PLAN EXAMPLES

1. Introduction. The following tables provide illustrative examples (i.e., they are not mandated) to conceptually assist in developing assessment plans.

2. Outcomes Map. An outcomes map shows the relationship of PLOs and SLOs to courses, and links student progress to mastery across the curriculum. Table 6 provides an example of how programs use an Outcomes Map for OBME assessments. As shown, the example lists courses chronologically from left to right and PLOs in the first column. JPME faculty may use their notation to show how they introduce learning (I), reinforce (R) and measure through formative (F) assessments, and make summative (K) assessments.

PLOs	Courses and Associated Direct Assessments					
	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
PLO 1: Text	IF	RF		R	K	
PLO 2: Text		IF		RF		K
PLO 3: Text			I	RF		K
PLO 4: Text				I	RF	K

Table 6. Outcomes Map Example

3. Alignment of PLOs, Assessment Measures, and Standards for Achievement. There are numerous methods to display the alignment of PLOs, SLOs, course content, assignments, measures, and standards. Likewise, there are many ways to display the results of the measures in the outcomes report. The goal is for programs to align the assessment plan closely and the outcomes report to maximize understanding and minimize administrative work for planning assessment and reporting results. Tables 7 and 8 show examples aligning processes in the assessment plan with results in the outcomes report. The percentages in the outcomes report table are the totals meeting the standards listed in the third column of the Assessment Plan Table.

PLO 1: Description of PLO #n		
Method of Measuring Outcome Achievement	**Link from Measure to Outcome**	**Target for Achievement**
Direct Assessments—Formative		
Course Assignment	Short description of how it links to PLO	Percentage at or above a stated performance level.
Student Activity	Short description of how it links to PLO	Percentage at or above a stated performance level.
Direct Assessments—Summative		
Course Assignment	Short description of how it links to PLO	Percentage at or above a stated performance level.
Course Assignment	Short description of how it links to PLO	Percentage at or above a stated performance level.
Indirect Assessments		
End-of-Course (EOC) surveys: (List of courses linked to PLO)	Students indicate their level of agreement that completing the course increased their abilities to perform the learning outcome	Percentage of total agreement
Exit Survey (As linked to PLO)	Students indicate their level of agreement that completing the program increased their abilities to perform the learning outcome	Percentage of total agreement
Alumni Survey (As linked to PLO)	Students indicate their level of agreement that completing the program increased their abilities to perform the learning outcome	Percentage of total agreement
Alumni Supervisor Survey (As linked to PLO)	Supervisors indicate their level of agreement how well their subordinate's abilities to perform the learning outcome	Percentage of total agreement

Table 7. PLO Target Map Example

	PLO 1: Text of PLO 1								Indirect Data
	Direct Data								
	SLO1*	SLO2	SLO3	SLO4	Content	Critical Think	Comm Skills (Style)	Comm Skills (Mechanics)	
Course ID 1	%	%	%	%	%	%	%	%	
Course ID 2	%	%	%	%	%	%	%	%	
EOC Survey									%
Exit Survey									%
Alumni Survey									%
Supervisor Survey									%

Table 8. Outcomes Assessment Results Aligned with Assessment
Plan Input Example

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APPENDIX B TO ENCLOSURE D

RUBRIC GUIDELINES AND EXAMPLES

1. Introduction. A rubric is an assessment tool indicating achievement criteria across all the components of student work, from written to oral to visual. There are three types of rubrics: holistic, analytic, and point-by-point (see discussion of each type below). Authentic assessments orient toward the subjective end of the assessment scale and require programs to develop and employ rubrics to define the criteria on which JPME leaders judge the performance or achievement. OBME adoption requires JPME faculty to use authentic assessments and rubrics to ensure PLOs are meaningful and measurable. Accordingly, JPME faculty use the following guidelines based on best practices in higher education to develop rubrics to make subjective measurements as objective, clear, consistent, and defensible as possible.

    a. Performance Levels. Performance levels show the spectrum from the highest achievement to the lowest. The key to defining performance levels is to make them distinct and easy to use. As appropriate, programs use the same performance levels across assessments to allow aggregation.

    b. Criteria or Element. The rubric often lists the assessment criteria in the first column of each row. Each rubric criterion is distinct to preclude assessing the same thing twice.

    c. Performance Descriptors. A performance descriptor refers to the clear, descriptive text defining each performance level.

2. Types and Usage of Rubrics. The common types of rubrics are holistic, analytic, and point-by-point. The most common ways to use rubrics in higher education fall into two broad categories: student assignment rubrics and program level rubrics.

    a. Assignment Rubrics. Assignment rubrics document each student's achievement for a specific assignment or deliverable within a course of study. One or more criteria on a rubric often measure an SLO or PLO.

    b. Program-level Rubrics. Experienced faculty use a program-level rubric to assess program effectiveness by examining student artifacts (samples of student work) to determine the effectiveness of a program in meeting its PLOs. Program-level rubrics do not grade student artifacts; rather, they assess them for PLO attainment. These rubrics can be very effective in program-level

assessment, but they require development at the program level and a second assessment process involving the aggregation of student artifact data.

3. Rubric Validity, Reliability, and Calibration. Regardless of the rubric type, effective rubrics provide reliable and valid instruments to measure student achievement. In addition, programs maintain professional development programs to train faculty to use them effectively. This training is essential for establishing faculty consensus, setting student expectations, and providing meaning when reviewing faculty feedback. Table 9 lays out a sample rubric used to assess student achievement on a written assignment.

a. Validity. Validity is measuring the right things and ensuring the accuracy of a measure and the extent to which the assessment measures represent the domain of interest. Rubric criterion aligns with the assignment and supports subordinate learning outcomes and PLOs.

b. Reliability. Reliability is measuring the same thing. Reliability is the consistency of a measure of ratings over time, across the criteria within a rubric, and ratings across different raters.

c. Calibration. Calibration of rubrics with the faculty builds inter-rater reliability, so every faculty member interprets each criterion correctly (validity) and rates student achievement on a given assignment consistently across the faculty (reliability). A program achieves rubric calibration when the faculty across the program rate the same specific assignment from a single student in the same fashion, or nearly so—they all measure the right thing for each criterion (validity) and do so consistently (reliability) amongst each other and within their teaching sections.

Written Assignment Rubric Criteria	Outstanding	Excellent	Satisfactory	Marginal	Unsatisfactory
Content: CLO-based criterion	Performance descriptor	Performance descriptor	Performance descriptor	Performance descriptor	Performance descriptor
Critical Thinking: Level of analysis or higher cognitive thinking	Performance descriptor	Performance descriptor	Performance descriptor	Performance descriptor	Performance descriptor
Communication Skills: Writing Style (Logic, Evidence, Organization, Effectiveness, etc.)	Performance descriptor	Performance descriptor	Performance descriptor	Performance descriptor	Performance descriptor
Communication Skills: Writing Mechanics (Spelling, grammar, transitions, etc.)	Performance descriptor	Performance descriptor	Performance descriptor	Performance descriptor	Performance descriptor

Table 9. Rubric to Assess Student Achievement (Written Assignment)

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ENCLOSURE E

GUIDELINES FOR JPME COMMON EDUCATIONAL STANDARDS

1. <u>Overview</u>. Appendices A–F to this enclosure provide guidelines for achieving compliance and effectiveness with the six JPME CESs.

    a. CES 1 – Joint Acculturation.

    b. CES 2 – The Academic Experience.

    c. CES 3 – Student Achievement.

    d. CES 4 – Program Review.

    e. CES 5 – Faculty Selection, Development, and Performance Assessment.

    f. CES 6 – Infrastructure and Financial Capabilities.

2. <u>Requirement</u>. This enclosure and the templates of Enclosure F provide guidelines for reporting compliance and effectiveness for each CES and PLO. Certification under OBME requires evidence of both compliance and effectiveness based on conditions for learning achievement and evidence of learning achievement data.

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APPENDIX A TO ENCLOSURE E

COMMON EDUCATIONAL STANDARD 1 – JOINT ACCULTURATION

1. <u>Overview</u>. Joint acculturation is fundamental to JPME and a core learning outcome for all JPME programs. Joint acculturation spans both the affective and cognitive learning domains. It is based on cross-cultural understanding and trust between members of different Services and other organizations, developed through recurrent, direct interaction, who share a common knowledge of joint matters and are working together toward common operational and strategic objectives. Joint acculturation is a process culminating in joint duty assignments. Certification under OBME requires all JPME programs to prove their respective curricula and learning environments enhance joint acculturation.

2. <u>Joint Acculturation</u>. JPME resident and non-resident programs will meet joint educational requirements described in the OPMEP, encourage critical analyses of current and emerging national strategies from a joint perspective, and nurture a commitment to joint, interagency, and multinational cooperation. Resident programs will seek to maintain a mix of students and faculty including sister Services, interagency civilians, and international allied partners to foster a joint learning experience. Non-resident programs will seek to maintain a mix of students and faculty to foster a joint learning experience.

3. <u>Policy</u>. CES 1 integrates OBME best practices with historic OPMEP requirements for joint acculturation. It retains the intent of the 1989 Skelton Panel Report to prepare officers to lead and employ joint combat forces in the conduct of war and incorporates best practices of assessing acculturation related outcomes.

4. <u>Joint Acculturation Requirements</u>. Joint acculturation accumulates throughout a career of education, training, and experience. All JPME programs share the goal of providing essential joint curriculum, creating a joint learning environment, and cultivating joint perspectives that prepare officers to perform as warfighters and leaders in key joint duty assignments. JPME programs tailor their acculturation approach and outcomes contingent upon their mission, JPME phase level, and delivery mode, noting that effective joint acculturation and joint accreditation include sufficient elements of dynamic in-person or synchronous peer-to-peer engagement related to joint matters. All JPME programs provide evidence demonstrating that they set conditions that foster effective joint acculturation.

a. <u>Joint Content and Curriculum</u>. Joint awareness increases when students study joint topics in the curricula. While there are no specifically prescribed levels of learning or learning outcomes, programs should ensure that levels of learning—in terms of the balance of operational and strategic focus as well as taxonomical levels (i.e., Blooms Revised Taxonomy) and learning outcomes—are appropriate to the phase of joint learning. Joint content is inclusive of title 10 topics relative to their JPME level, the JLAs articulated in OPMEP instruction, and current SAEs.

b. <u>Joint Learning Environment</u>. A joint learning environment includes the particular Military Service and functional specialization mix of the JPME student and faculty body as well as the opportunities for group engagement with regard to joint matters. In short, the learning environment consists of maintaining an appropriate joint context where students and faculty engaging with each other through different learning modalities (e.g., seminar discussion, wargames, and group activities) on joint matters.

(1) <u>U.S. Military Student Cohort Mix</u>. JPME programs comply with the following U.S. military student mix requirements:

(a) Service and joint intermediate-level (O-4) educational programs have a proportional U.S. military officer student-body mix from each non-host Military Department.

(b) Service senior-level (O-5/O-6) educational programs have a U.S. military officer mix of no more than 60 percent of the total student body representing host Military Department (officer) students with the remaining non-host Military Departments proportionately represented (reference (a)). The student body consists of U.S. military officers, civilian, and international officer students.

(c) There are no student mix requirements for non-resident programs. However, non-resident programs report on efforts to attain and maintain a diverse student mix from the U.S. military to the greatest extent possible.

(2) <u>Student Seminar Mix</u>. JPME programs report compliance with seminar mix requirements. JPME programs describe the process for assigning students to core course seminars. In addition to Service background, programs will describe considerations for other variables—such as military occupational specialty, joint experience, and demographics—when creating these seminars.

(a) For Service Intermediate-Level Education (ILE), Senior-Level Education (SLE), and NIU JPME seminars, maintain the seminar-student mix of at least one U.S. military officer from each of the three Military Departments.

(b) For NDU seminars, ensure U.S. military student mix is one-third for each Military Department.

(c) Non-resident programs do not have mix requirements. However, non-resident programs will describe processes for achieving effective joint acculturation.

(3) <u>Counting Military Faculty</u>. Faculty counts for joint acculturation purposes according to the full-time equivalent (FTE) or part-time equivalent (PTE) the faculty member provides relative to teaching duties within JPME. Faculty also counts for acculturation purposes in relation to the host Military Service relative to other Military Departments, where a Military Department refers to the Secretary-level oversight of a Military Service (i.e., Department of Navy refers to U.S. Navy (USN) and U.S. Marine Corps (USMC) and Department of Air Force refers to U.S. Air Force (USAF) and U.S. Space Force (USSF)). See Appendix E to Enclosure E for correct faculty counting procedures.

(4) <u>U.S. Military Faculty Cohort Mix</u>. JPME programs must maintain a mix of military faculty members with the operational experience and academic qualifications to deliver graduate-level joint education effectively. Military faculty mix relates directly to the proportion of U.S. military faculty from each Military Department serving in a JPME program. Faculty mix standards serve both acculturation purposes (CES 1) and quality faculty selection, development, and performance standards (CES 5). JPME programs comply with the following U.S. military faculty mix requirements:

(a) <u>Service Intermediate-Level Education (O-4) Programs</u>. Military faculty have diverse skills and backgrounds to ensure a rigorous joint learning experience. The program has a proportional U.S. military officer faculty mix that includes not less than 5 percent from each non-host Military Department.

(b) <u>Service Senior-Level Educational (O-5/-6) Programs</u>. Military faculty have diverse skills and backgrounds to ensure a rigorous joint learning experience. The program has a U.S. military officer mix of no more than 60 percent of the total military faculty representing host Military Service with the remaining non-host Military Departments proportionately represented (reference (a)).

(c) <u>Single Faculty</u>. A single faculty member may be responsible for both ILE and SLE curricula. The total host-Service military faculty shall be no more than 60 percent of the total U.S. military faculty. Single faculty programs will maintain proportional representation for the two Military Departments not affiliated with the host Service.

(d) <u>Joint Schools</u>. U.S. military faculty representation at NDU JPME colleges and NIU is proportional among the three Military Departments. Due to normal assignment lags, the percentage may be as low as 30 percent and still be in compliance.

(e) <u>The Joint and Combined Warfighting School Satellite Program</u>. The Joint Forces Staff College (JFSC) Dean will aggregate the U.S. military faculty mix for the Joint and Combined Warfighting School (JCWS) satellite program with the JCWS resident program in all calculations for this standard.

(f) <u>Military Faculty Proportion</u>. A significant portion of the JPME program faculty are military officers. Although every program is different, each should strive to ensure no less than 30 percent of the faculty are U.S. Military officers.

(g) <u>Non-Resident Programs</u>. There are no faculty mix requirements for non-resident programs. However, non-resident programs report on efforts to attain and maintain a diverse faculty mix from the U.S. military to the greatest extent possible.

(h) <u>Hybrid Programs</u>. Hybrid programs should seek to meet the same military faculty mix requirements—excluding student-to-faculty ratios during the non-residence phases—as the associated resident program.

(5) <u>Joint Active and Experiential Learning</u>. JPME programs must incorporate both active and experiential learning methodologies in a manner that supports student achievement of PLOs. Although Joint Staff J-7 does not prescribe fixed thresholds, programs must demonstrate how their curriculum achieves a deliberate and mission-aligned balance of learning modalities. This includes peer-to-peer and instructor-led engagement, wargaming, seminar-level group exercises, and other performance-based activities that reflect joint operational contexts. The incorporation of active and experiential learning methodologies is essential to achieving authenticity and rigor in the JPME academic experience. See also Appendix B (CES 2) to Enclosure E.

5. <u>Best Practices.</u> JPME programs describe their strategy for documenting achievement of joint acculturation outcomes as part of OBME certification and JPME accreditation requirements.

a. <u>Set Conditions</u>. All JPME programs set conditions to facilitate the achievement of joint acculturation learning outcomes based on their unique learning environments. Statute and the OPMEP instruction set certain conditions for assessing joint acculturation for in-resident JPME based on student and faculty Service mixes and joint curriculum topics. Programs determine other conditions (e.g., field trips, social gatherings, seminar reshuffling) to maximize opportunities for students to engage different Military Service and functional perspectives.

b. <u>Plan Assessments</u>. OBME emphasizes using direct and authentic assessments in providing evidence of student learning and outcomes achievement. However, OPMEP acknowledges indirect assessments may be useful to evaluate the attainment of learning outcomes in the affective domain, which may be the case with joint acculturation. Moreover, indirect assessments can provide program leaders with an enhanced understanding of the program's effectiveness in fostering student performance. Table 10 provides examples of both indirect and direct evidence of a program's contribution to joint acculturation.

c. <u>Perform Assessments</u>. JPME programs provide evidence from student and faculty mix strategies and assessment efforts showing how results inform future directions on joint acculturation and continual improvement efforts. Joint Staff J-7 uses results from assessments to make determinations regarding how JPME is contributing to the attainment of joint acculturation outcomes. The following guidelines apply to the use of best practices to assess joint acculturation outcomes.

(1) Consult appropriate research-based learning taxonomies and write joint acculturation outcomes in measurable terms.

(2) Use an objective direct assessment tool and create opportunities for instructors to observe the identified behaviors in students. For example, faculty assess students during a simulation using a checklist or rubric that contains observable behaviors aligned to the joint acculturation outcomes.

(3) Consider a pre- and post-indirect assessment tool, such as the Joint Acculturation Survey Instrument (JASI), to measure changes in students' perspectives and attitudes. Analysis of data, including pre-to-post deltas, can

provide evidence of effectiveness in achieving joint acculturation outcomes by examining changes in common beliefs and joint attitudes.

Data Source	Data Type	Finding
1) Joint Acculturation Survey	☐ Direct ■ Indirect	<u>Conducted discriminant analyses</u> using pre- and post-data to predict Service classification based on responses to Section 1 (*General Service Values*). An 11 percent reduction in the percentage of cases correctly classified from pre to post indicates students exhibit more common/ joint views upon JPME completion (i.e., Services are no longer as distinct).
2) Joint Acculturation Survey	☐ Direct ■ Indirect	<u>Visual inspection</u> of post radar graphs depicting *General Service Values* become less distinct and more rounded, reflective of a more common or joint view.
3) Joint Acculturation Survey	☐ Direct ■ Indirect	Performed T-tests on data from Section 2 (Joint Attributes). Pre-to-post comparisons were statistically significant, indicating that upon JPME completion, students have a more positive view of how each Service and organization: • Values joint operations, • and able to contribute to joint operations. Significant increases in students' abilities to: • Work with each Service and organization, and • Substantially and effectively contribute to a joint team.
4) Written assignment on joint matters	■ Direct ☐ Indirect	Results show 93 percent of students can analyze a contemporary problem from a joint perspective (based on students who met or exceeded rubric standards).
5) War-game/ Exercise	■ Direct ☐ Indirect	Students displayed inter-Service trust and cooperation in developing a joint plan (using a checklist, faculty observed and checked off student behaviors during the culminating exercise).
6) Faculty Feedback	☐ Direct ■ Indirect	At program completion, faculty agreed 95 percent (strongly agreed 70 percent) of students can effectively and substantially contribute to a joint team.
7) End of Class Survey	☐ Direct ■ Indirect	Qualitative feedback from students at program completion indicates interactions with other students, particularly those from other Services, had the greatest contribution to the learning process.
8) Graduate Survey	☐ Direct ■ Indirect	90 percent of U.S. military graduates reported increased awareness of other Services as a result of program attendance.
9) Supervisor Survey	☐ Direct ■ Indirect	Supervisors reported: -93 percent of graduates worked well with officers from other Services. -95 percent of graduates substantially and effectively contribute in a joint environment.

Table 10. Output Data Example for Reporting Effectiveness Under CES 1

6. <u>Reporting</u>. JPME programs will use the annual CES Report to show how their program meets conditions and contributes to the joint acculturation of its graduates. Specific CES 1 reporting requirements and preferred supporting documentation are detailed in Appendix A to Enclosure F. Reporting requirements for CES 1 include:

    a. Identify significant touchpoints and expected learning levels in the program's curriculum of all statutory topics, SAEs, and significant wargaming or joint related group-based activities.

    b. Identify, via student and faculty mix reporting and other reporting (e.g., as part of a PLO measurement), how the program assesses and meets its joint acculturation outcomes.

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APPENDIX B TO ENCLOSURE E

COMMON EDUCATIONAL STANDARD 2 – THE ACADEMIC EXPERIENCE

1. <u>Overview</u>. Academic standards address the intellectual environment JPME programs must maintain to meet statutory requirements for rigor and emerging DoW requirements for academic excellence, warfighting, and leader development. This CES combines guidance under references (a) and (b) and requires JPME programs to set high academic standards while adapting to the strengths of individual students. This CES further asserts a greater student responsibility to synthesize divergent controversial perspectives from faculty and their peers while achieving program outcomes.

2. <u>The Academic Experience</u>. Legislation and policy require JPME programs to be academically rigorous and intellectually challenging, dictating that students engage with faculty and other students to ascertain and analyze diverse perspectives. CES 2 requires JPME faculty to use instructional methods appropriate to the subject matter and desired levels of learning and employ active student learning strategies where feasible.

3. <u>Policy</u>. In keeping with prior PAJE requirements, the OPMEP requires JPME programs to maintain a predominantly active learning environment at the appropriate levels of learning. Under OBME, JPME programs no longer report under CES 2 percentages of time students are engaged in active learning or on specific content (i.e., input). Rather, PAJE requires programs to provide evidence of student achievement of learning at higher cognitive levels.

4. <u>Requirements</u>. The primary intent of CES 2 is for JPME programs to be academically rigorous and intellectually challenging. OBME requirements for CES 2 focus on learning methods appropriate for teaching and assessments. The following guidelines apply to compliance under CES 2.

   a. <u>Provide an Academically Rigorous Learning Experience in an Intellectually Challenging Environment</u>. The term academically rigorous focuses on the process of learning instead of the product of learning and shifts emphasis from teaching to learning—setting and enforcing high expectations and standards for academic performance. Intellectually challenging programs create an environment where students can think and understand difficult concepts achievable only through great effort and determination. Rigorous programs hold students to an overall standard, thus making them accountable for their learning. Faculty identify top students with the potential to perform at high cognitive levels, using direct assessments of student achievement and differentiating between levels of performance among program graduates.

Programs identify students who fail to meet assessment targets. Accordingly, programs effectively use rubrics and a grading system to differentiate between high and lower performers.

b. <u>Establish Effective Assessment and Feedback Mechanisms</u>. Rigorous programs have a mechanism to systematically design, collect, and discuss feedback on the appropriateness and rigor of the course content as part of the curricular development and review process. This includes the development of curricular maps and assessment maps, and the design of authentic assessments wherever possible to measure student performance for operational or joint staff environments. Additionally, curriculum developers and faculty have sufficient flexibility to encourage intellectual development for students with different academic backgrounds, skill sets, and abilities. Programs base assessments on reasonable standards consistent with their mission.

c. <u>Create Opportunities for Peer-to-Peer Collaboration in an Active Learning and Experiential Learning Environment</u>. A rigorous JPME program curriculum provides opportunities for students to learn from both faculty and peers. In addition, the faculty delivers instruction in a collaborative learning environment using a blend of passive and active instruction enhanced with wargaming and other seminar-level group activities (e.g., exercises) as the program leadership and faculty may deem appropriate.

d. <u>Provide Instruction on Research and Analysis Skill Development</u>. An advanced program curriculum includes extensive instruction (i.e., topics and coverage) on analyzing points of controversy. JPME leaders can achieve this development by amassing diverse and often conflicting perspectives, identifying the available options, and reaching an evidence-based conclusion.

5. <u>Best Practices</u>. Among the many best practices in maintaining academic rigor and academic excellence, the ones identified below are noteworthy for OBME.

a. <u>Assessing an Intellectually Challenging Environment</u>. Accreditation guidelines give wide latitude to programs to ensure success in achieving OPMEP objectives for rigor. JPME faculty exercise judgment regarding using any single method continually for curriculum updates. If a particular assessment tool is sufficiently informative, programs should consider one or more of the following:

(1) <u>Conduct Student Surveys of Program/Course Material</u>. Student surveys provide one method of assessing the curriculum as intellectually demanding. Survey questions centered on the overall coursework can provide a useful overview of the intellectual demands of the program. However, to get a

more detailed picture of the intellectual demands of the curriculum, a program may find it useful to have students and graduates provide feedback on rigor and the intellectually challenging environment after each course.

(2) Conduct Student Focus Groups of Program/Course Material. The Joint Staff J-7 and leaders of JPME programs use the feedback from focus groups to determine the relevance of the program and course material. Conducting focus groups provides another useful method to determine whether a program's material is intellectually challenging. Focus groups allow for a more fluid conversation not possible in a survey. Ideally, leaders of JPME programs conduct focus groups with a random sample of students rather than a subset of the best or worst student performers. Leaders of JPME programs conduct interviews to solicit meaningful feedback on the difficulty of the curriculum rather than merely to prove the material is challenging.

(3) Review Student Performance Data. JPME programs may assess the intellectual challenge of a curriculum by conducting periodic reviews of aggregate student performance data at the course and program levels. JPME programs include in the CES report instances where the faculty consistently issues exceptional grades to a majority of students. In such instances, programs will analyze college-wide grading policies and alterations planned in the curriculum to make the material more challenging.

(4) Conduct a Comparative Curriculum Review. A program may choose to conduct a curriculum review comparing its instructional strategies with military and civilian institutions. This type of analysis can help ascertain whether the material is intellectually challenging compared to comparable institutions, either within or outside of PME programs.

(5) Employ Diagnostic Tests for Incoming Students. Diagnostic testing for some or all incoming students can provide a baseline of student KSAs related to program outcomes. Providing supplemental instruction to students identified as lacking requisite knowledge could help raise their level of achievement of PLOs and maximize their learning.

(6) Provide Opportunities for Advanced or Specialized Studies. Students with exceptionally strong academic backgrounds or professional experience may find a program's core curriculum less challenging than the typical student. There are various ways faculty could provide a student with additional challenges. Under OBME, programs may identify intellectually stronger students and provide them with increased or additional learning opportunities. JPME programs could place intellectually stronger students into an advanced seminar or require them to participate in specialized programming, events, or electives. Flexibility for

faculty as they work with a diverse student mix and range of skill levels is also important in facilitating more individualized learning opportunities.

    b. <u>Assessing Rigor</u>. OBME requires JPME programs to present policies and practices for assessing rigor. To ensure rigor and effectively educate students, programs maintain an intellectually challenging curriculum including assessments identifying top performers and reward academic achievement. While some students are sufficiently self-motivated to learn absent mechanisms to check on their progress, most individuals benefit from an incentives structure that rewards achievement and, when necessary, denotes failure or areas for improvement. The following examples show how programs can demonstrate academic rigor.

      (1) <u>Provide Guidelines on Faculty Grading</u>. The principle of shared responsibility between students and faculty for achieving program outcomes is foundational for OBME. This shared responsibility means leaders of JPME programs ultimately hold students and faculty responsible for meeting standards. Assigning students grades presumes varying levels of achievement, including levels of achievement at or below the minimum academic standards. Accordingly, programs empower faculty to issue unsatisfactory grades to students who do not meet minimum academic standards.

      (2) <u>Provide Evidence of Variations in Student Achievement Based on Performance</u>. Under OBME, programs differentiate between performance levels beyond a pass/fail standard and provide evidence of rigor based on performance. Faculty provide students with information on how the program differentiates between exceptional and satisfactory performance. Evaluation rubrics clearly defining assessment criteria and identify varying levels of student achievement provide an effective means of collecting evidence to meet this requirement.

      (3) <u>Provide Documentation for Cohorts that Fail to Meet Standards</u>. OBME requires programs to develop standards for outcomes assessments and to conduct evaluations against the standard. While OBME reports focus on the program level, JPME programs use the annual CES report to document cases where the cohorts fall below the minimum academic standards.

    c. <u>Assessing Peer-to-Peer Learning</u>. JPME programs rely on seminar discussion as their primary mode of delivery to satisfy the CES 2 peer-to-peer requirement. Under CES 2, programs maintain documentation on the effectiveness of peer-to-peer learning both inside and outside of the seminar format. Here are some examples of other peer-to-peer learning activities:

(1) <u>Group Exercises or Simulations</u>. Group exercises, wargames, and simulations provide additional opportunities for experiential learning required for joint warfighting development. A curriculum frequently incorporating group learning opportunities provides additional evidence a program complies with this portion of CES 2. Group exercises and simulations allow students to apply concepts and frameworks addressed during the program.

(2) <u>Learning Through Group-based Travel</u>. JPME programs can employ mechanisms as part of site visits and field-study travel to provide students with opportunities to assess the quality of engagements with practitioners in the field, observe first-hand specific experiences related to their study, and conduct research. When applicable, these visits provide opportunities by which students can evaluate their assumptions and further apply concepts discussed in the classroom.

d. <u>Provide Instruction in Research and Analysis Skill Development</u>. JPME programs provide opportunities where students can learn to critically analyze and evaluate credible sources, including academic literature and research findings that reach conflicting conclusions. Under CES 2, programs provide evidence that the curriculum provides instruction to enhance skill development in research and analysis as follows:

(1) <u>Provide a Curricular Map</u>. Provide a recent overview of the curriculum identifying places where students review conflicting conclusions on controversial topics.

(2) <u>Offer a Research Methodology Course</u>. Identify a research methods course or part of a course covering ways to examine and criticize scholarly claims.

(3) <u>Require Students to Conduct Original Research</u>. Identify research projects conducted by the student that the creation of original scholarship.

6. <u>Reporting</u>. Leaders of JPME programs use the annual CES report to provide evidence of compliance and report substantive changes affecting compliance under CES 2. Specific reporting requirements and preferred supporting documentation detailed in Appendix A to Enclosure F. Reporting requirements under CES 2 include:

a. Identify student handbooks or other policy documents that describe:

(1) How programs evaluate and assess students, award grades, and provide feedback and remediation.

(2) Any specialty programs offered within or alongside the core curriculum that provide students enhanced research or learning opportunities.

(3) Current academic freedom, integrity, and (non)attribution policies.

b. Describe significant active and experiential learning activities in the program. These include wargames, exercises, staff rides, and other methodologies that foster peer-to-peer and professional engagement.

c. Provide a curricular overview and curricular maps depicting how programs rigorously develop program-level and subordinate outcomes throughout the student's JPME experience. Joint Staff J-7 encourages programs to provide details of underlying outcomes or lessons at the course level. Although Joint Staff J-7 does not evaluate programs at a course level for accreditation purposes, senior-level requests for information related to JPME often reference course details. Providing and updating that information routinely can reduce short-notice data calls or taskers referencing this data.

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APPENDIX C TO ENCLOSURE E

COMMON EDUCATIONAL STANDARD 3 – STUDENT ACHIEVEMENT

1. Overview. CES 3 focuses on student achievement, which encompasses how a student accomplishes learning outcomes at the established performance level by the end of an academic program. Under OBME, JPME programs assess student achievement under each PLOs by the end of the academic program. OBME certification requires evidence of student achievement based on assessments of student performance both internal and external to the classroom. When aggregated across a joint or Service school's JPME program, performance metrics provide Joint Staff J-7 with a useful indicator of overall JPME effectiveness based on student achievement.

2. Student Achievement. JPME programs measure student achievement through the use of course- and program-level assessments. Under OBME, the emphasis is on program-level assessments of what students know 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 useful to supplement direct assessment results and evaluate the attainment of learning outcomes. In cases of external assessments and where the outcome is in the affective domain, indirect assessments may be necessary.

3. Policy. The OPMEP focuses CES 3 on program-level assessments of student learning and necessitates a clear alignment between assessments and intended learning outcomes. Conditional certification at Milestone 3 requires programs to provide program-level evidence of student learning, with greater emphasis on direct assessments of graduate potential to perform at higher levels of responsibility.

4. Student Achievement Requirements. The following requirements apply to CES 3 compliance under OBME:

    a. Clearly State Performance Expectations for Students. Students need to know what faculty expects them to learn from their JPME experience (i.e., PLOs). Program expectations and performance results must be transparent to students under OBME. All JPME programs publish grading, remediation, and failure policies in handbooks. Faculty provides students with timely, substantive feedback from faculty as part of the assessment and learning process.

    b. Tie Assessments and Assessment Instruments to Outcomes. OBME requires faculty to use assessment mapping to identify and connect key

assessments in the curriculum to learning outcomes. Additionally, programs use rubrics for authentic assessments, typically subjective evaluations of student learning.

c. <u>Employ Authentic Assessments and Gather Feedback</u>. Leaders of JPME programs ensure OBME assessments are authentic and informed by stakeholder feedback to the greatest extent possible. At Milestone 3, programs present plans for collecting stakeholder feedback regarding skill requirements and using that information to improve the design of authentic assessments.

d. <u>Clearly State Performance Metrics for the Overall Program</u>. JPME programs clearly define target benchmarks for evaluating student achievement and ensure that metrics are consistent with the program's mission.

e. <u>Measure Student Achievement of PLOs</u>. OBME requires programs to measure student achievement at the program (i.e., PLO) level. JPME programs collect student achievement metrics at the course level and aggregate CLO achievement results to inform PLO-level assessments of student achievement.

f. <u>Reporting to Talent Managers</u>. IAW reference (b), OBME provides a mechanism for informing talent-management decisions. Specifically, Service and joint schools will use their Officer Academic Evaluation Reports to: highlight student achievements, such as "distinguished" or "honor graduate"; report any academic awards earned; report the student's class ranking; and provide insights into those outcomes where the student demonstrated exceptionally high levels of mastery (in "communication," "planning," or "strategic thinking," for instance), to aid talent managers in identifying graduates for strategic-level assignments that leverage their unique capabilities.

5. <u>Best Practices</u>. Paragraph 3 to Enclosure D describes several best practices associated with OBME assessments that apply to CES 3. JPME programs use best practices identified in Enclosure D as a basis for reporting effectiveness under CES 3.

6. <u>Reporting</u>. JPME program leaders primarily use the biennial PLO report to share outcomes pertaining to paragraphs 4.a.–f. In addition, programs use the annual CES report to explain substantive changes to PLOs and assessment plans that could impact certification. Modifications to PLO language and an assessment plan do not automatically trigger a substantive change when such changes do not significantly diminish or expand the nature and scope of assessments. Specific reporting requirements and preferred supporting documentation detailed in Appendix A to Enclosure F. Reporting requirements under CES 3 include:

a. At least biennially, submitting a PLO report that includes two or more current and consecutive cohorts of program-level student achievement assessment data. Programs revisit PLOs on a 4–6-year cycle.

b. Maintaining current program-level curricular and assessment mapping.

c. Notifying Joint Staff J-7 of any substantive changes to PLOs, assessments, or policy and procedural changes that potentially impact CES 3.

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APPENDIX D TO ENCLOSURE E

COMMON EDUCATIONAL STANDARD 4 – PROGRAM REVIEW

1. <u>Overview</u>. Continuous improvement requires programs to examine evidence about student achievement and performance of graduates. CES 3 addresses the need to collect evidence of student achievement. CES 4 uses that data to evaluate whether changes in the curriculum had the anticipated impacts on learning outcomes and the learner experience. CES 4 focuses on the details (who, what, when, where, why, and how) of program review. JPME programs conduct program reviews in a systematic and routine way leveraging feedback from internal and external stakeholders to understand what is and is not working well and ensure quality, relevancy, and currency.

2. <u>Program Review</u>. OBME requires JPME curricula to reflect a regular, rigorous, and documented review process leveraging evidence that directly involves the faculty and aligns with the program's mission. The annual JPME report of compliance under OBME provides the means for Joint Staff J-7 to validate the integrity of the program review process. JPME stakeholders provide invaluable input to ensure quality, relevancy, and currency of JPME curricula.

3. <u>Policy</u>. The OPMEP emphasizes the importance of CES 4 in maintaining a systematic and documented review process that ensures curriculum currency and relevancy. Under OBME, JPME program leaders view outcome development and achievement as the core drivers of curriculum and program-level reviews. Accordingly, CES 4 emphasizes collecting feedback from students, graduates, and supervisors in order to include JPME stakeholders in program reviews. As part of program reviews, leaders of JPME programs include surveys and focus group interviews with students, graduates, and stakeholders.

4. <u>Requirements for Program Review</u>

   a. <u>Conduct a Regular, Rigorous, and Documented Program Review Process</u>. JPME programs use the evidence of PLO achievement to inform planning, documentation, and sustainment of the curriculum review process. Accordingly, JPME programs ensure rigor in academic program reviews by examining evidence of student achievement (as defined in CES 2 and CES 3) and using that evidence to improve the program's overall quality. Curriculum review focuses on alignment of learning outcomes, content, instruction, and assessment. Sustainability occurs when a process is properly resourced and used routinely and when faculty and program leadership express awareness of the existence and importance of the assessment program, understand its intent, and support

its processes and goals. JPME programs record curriculum and program-related changes and maintain documentation to show implementation of the curriculum review process/policy.

   b. <u>Leverage Evidence</u>. JPME programs demonstrate quality in their review process by leveraging evidence from internal and external stakeholders about student achievement, graduate performance, program quality, relevancy, and currency. Holistic program review processes use best practices to examine evidence from various direct and indirect assessment tools. JPME programs incorporate feedback from the Joint Staff and OSW regarding JPME graduates' performance gaps.

   c. <u>Directly Involve the Faculty in Review Processes</u>. JPME program reviews provide formal opportunities for faculty to provide feedback on curricular effectiveness and impact curriculum refinements. As the primary assessors within a program, faculty are central to the observation and evaluation of student outcome achievement and the effectiveness of the teaching and learning environment. JPME programs use faculty end-of-course surveys, curriculum meetings, workshops, and hot washes to collect and document faculty feedback. In addition, programs use external faculty reviewers and subject matter experts to evaluate curriculum and programs.

   d. <u>Emerging Joint Warfighting Topics</u>. CES 4 requires JPME programs to include emerging topics related to joint warfighting in the curriculum review. Typically, programs incorporate emerging topics through the SAE process. Programs also consider feedback from Joint Staff and other stakeholders through other forums (e.g., the Military Education Coordination Council (MECC)) and, where appropriate, integrate these emerging topics and concepts into learning outcomes.

5. <u>Best Practices</u>

   a. <u>Curriculum Alignment</u>. Curriculum development under OBME is most effective if it follows the principles of **backward design**. Backward design structures an OBME program to create courses and lessons delivering the content and skills necessary to attain those desired outcomes. Backward design includes rubrics created to measure the desired learning and program evaluation metrics. During annual curriculum reviews, programs document how changes at different levels of the curriculum potentially affect achievement of PLOs. JPME programs accomplish this by mapping and documenting faculty discussions about the curriculum.

b. <u>Data Aggregation and Reporting System</u>. CES 4 uses aggregated student achievement data to determine differences in cohort performance across time and whether changes in the curriculum impact PLOs and the learner experience as expected. CES 4 does not require programs to maintain an assessment management system. CES 4 does require programs to develop and employ a sustainable data aggregation and reporting system to meet OBME reporting requirements for certification.

c. <u>Documentation</u>. Documentation is a critical component in compliance reporting and provides institutional memory about changes to program outcomes and assessment plans. Documentation of changes made at any level of the curriculum is important. CES 4 requires JPME programs to build recordkeeping or documentation of decisions and actions into their assessment discussions encompassing faculty "hot washes" or retreats, stakeholder engagements, or more formal curriculum decision briefs. Programs may implement changes with either a well-articulated rationale or sufficient supporting evidence. Explanation of these changes and rationale are a required component of PLO Reports. Appendix B to Enclosure F addresses PLO reporting requirements. Programs may also notify Joint Staff J-7 of small or moderate programmatic changes by submitting any of the above supporting documentation as a "change notification" in their next annual CES report.

6. <u>Reporting</u>. JPME programs report CES 4 compliance and effectiveness in the PLO report. Appendix B to Enclosure F provides the requirements for the PLO report. Programs also report any substantive changes concerning their program review processes by describing how and why they made adjustments in a CES report. Appendix A to Enclosure F details specific reporting requirements and preferred supporting documentation. Reporting requirements of CES 4 include:

a. At least biennially, submitting a PLO report that includes two or more current and consecutive cohorts of program-level student achievement assessment data. Programs revisit their PLOs on a 4–6-year cycle.

b. Notifying Joint Staff J-7 of any substantive programmatic changes occurring after the program achieves OBME conditional or full certification. Joint Staff J-7 will review changes as part of conditional certification. **Note**: Substantive changes include restructuring of the procedures, timelines, or composition of various program review echelons after the award of OBME conditional certification. Anticipated one-off problems incurred completing planned curriculum or program reviews, including causes, potential impacts, and planned mitigations for the disruption.

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APPENDIX E TO ENCLOSURE E

COMMON EDUCATIONAL STANDARD 5 – FACULTY SELECTION,
DEVELOPMENT, AND PERFORMANCE ASSESSMENT

1. <u>Overview</u>. Faculty plays a critical role in ensuring the success of OBME.
Faculty creates the conditions to ensure JPME students know, value, and
demonstrate performance of the program learning outcomes. The selection,
development, and management of faculty are at the core of successful OBME
programs.

2. <u>Faculty Selection, Development, and Performance Assessment</u>. JPME
institutions will recruit and maintain a high-quality faculty with appropriate
academic credentials, teaching abilities and skills, and experience in joint and
professional matters. Given the nature of JPME, recruiting and training faculty
is often a continuous process. However, as a top priority, CES 5 requires
JPME programs to recruit and hire the best faculty available—both military
and civilian.

3. <u>Policy</u>. CES 5, under OPMEP, covers all faculty matters, to include
qualifications, selection, development, performance criteria, assessment,
staffing requirements, and management.

4. <u>Counting Military Faculty</u>. The focus is on faculty whose full-time role is to
have direct academic interactions with students and their JPME program as it
supports OBME. Therefore, programs will only count faculty whose duties
primarily concern teaching, preparing, designing JPME curricula, or conducting
research relevant to JPME, or directly supervising faculty who do the above.
JPME programs will count military faculty members to be either FTE or PTE
based upon the proportion of their duties primarily concerning direct academic
interactions. That same percentage is for each individual when calculating all
other faculty ratios and qualifications.

   a. <u>Full-time Equivalency</u>. A numerical designator of 1.0 for an appointment
based on 100 percent of the faculty member's time performing the duties specified
above or supervising faculty whose primary responsibility is to perform those
duties relating to JPME. An FTE for a full-time faculty member cannot exceed
1.0. JPME programs will not count these faculty members towards another
academic program. FTEs are faculty whose appointments are for a full AY.

   b. <u>Part-time Equivalency</u>. JPME leaders can grant partial counting of PTE
for part-time faculty. Part-time faculty include adjunct, administrative, and
supervisors who teach, prepare, design curricula, or conduct research relevant

to parts of the curriculum. A PTE equals some fraction less than 1.0. Joint Staff J-7 expects each institution to determine what constitutes a PTE for their programs. JPME programs will be prepared to provide comments on the full duties of each PTE faculty and how JPME programs derived the percentages devoted to JPME.

    c. <u>Administrative Duties</u>. JPME programs will not count personnel performing strictly administrative functions or research unrelated or unused by a JPME program. Faculty counted must support student learning related to program instruction.

    d. <u>Military Department Counts</u>. USSF officers count toward the USAF faculty requirements. USN and USMC count toward Sea Service military faculty requirements. U.S. Coast Guard officers may count toward either Sea Service or interagency faculty requirements, at the program's discretion. Counting is also based on the FTE either teaching or directly administrating (e.g., deans and course directors) JPME curriculum.

5. <u>Faculty Selection, Development, and Assessment Requirements</u>. Selection, development, and management of faculty are at the core of successful JPME programs. JPME military and civilian faculty members are highly qualified instructors based on academic preparation and recent operational experience. Military officers and interagency representatives bring invaluable operational currency and expertise to the JPME faculty, while civilian faculty bring the necessary depth of experience, continuity, and academic credentials. Accordingly, Military Services' (and, ideally, other agencies') responsibilities under OBME include implementing the full array of talent management programs to incentivize faculty assignments (i.e., competitive, career-enhancing, and professionally rewarding assignments meeting JPME requirements for diversity of skills and Service cultures).

    a. <u>Faculty Mix.</u> Faculty-mix standards support joint acculturation standards and reinforce selection, development, and assessment standards. Appendix A of this enclosure highlights faculty mix standards under CES 1.

    b. <u>Faculty Qualifications</u>. U.S. military and civilian faculty members are the bedrock of JPME programs. The OPMEP lists the following guidelines to ensure JPME faculty are highly qualified and current in their assigned fields.

    (1) <u>Military Faculty</u>. Services are responsible for ensuring the process of assigning military faculty to JPME institutions is competitive, career-enhancing, and professionally rewarding for all JPME programs, regardless of delivery method. JPME deans coordinate with the Services to ensure Service

personnel managers provide JPME programs with officers who have the proper academic preparation and joint experience at a level and rank preferably higher than the preponderance of the students.

(a) <u>Officer Rank</u>. Military officers make up a significant portion of the JPME program faculty. Although every program is different, each should strive to ensure no less than 30 percent of the faculty are U.S. military officers, and those officers are of ranks equal to or greater than the preponderance of students.

(b) <u>ILE Academic and JPME Credentials</u>.   At least 75 percent of the U.S. military faculty members teaching in a resident ILE JPME program should be graduates of a resident ILE or resident SLE JPME program or JQOs. In addition, ILE military faculty should possess a master's degree or higher from a regionally accredited educational institution or equivalent.

(c) <u>JFSC Academic and JPME Credentials</u>. The JFSC leadership coordinates with the Services to maintain a military faculty who are graduates of a JPME II program and possess a master's degree or higher from a regionally accredited educational institution (or equivalent).

(d) <u>SLE Academic and JPME Credentials</u>. Seventy-five percent of the U.S. military faculty teaching in a resident or hybrid SLE JPME II program should be graduates of a JPME II program or resident SLE. In addition, SLE faculty should possess a master's degree or higher from a regionally accredited educational institution (or equivalent).

(e) <u>Single Faculty Academic and JPME Credentials</u>. In JPME institutions where a single faculty is indistinguishably responsible for both ILE and SLE curriculum, 75 percent of the U.S. military faculty should be graduates of a JPME in-resident program at or above the phase level they are teaching. In addition, military faculty should possess a master's degree or higher from a regionally accredited educational institution (or equivalent).

(2) <u>Civilian Faculty</u>. Leaders of JPME programs maintain civilian academic faculty comprising educators who possess strong academic backgrounds and extensive relevant professional experience. Faculty include interagency representatives who bring whole-of-government insight to the intellectual development of joint officers. The requirements below apply to civilian qualifications under CES 5.

(a) Academic credentials of civilian faculty members meet or exceed the standards imposed by the program's regional accrediting body.

(b) Academic credentials of representatives from other agencies include a master's degree.

c. <u>Student-to-Faculty Ratios</u>. Student-to-faculty-ratios (STFRs) serve as a proxy measure of educational quality in relation to student throughput. The focus is on faculty whose full-time role is to have direct academic interactions with students or their JPME program as it supports OBME. Therefore, in computing STFR programs, programs will only count faculty whose duties primarily concern teaching, preparing, designing JPME curricula, or conducting research relevant to JPME, or directly supervising faculty who do the above. JPME programs will not count personnel performing strictly administrative functions or research unrelated to or unused by a JPME program. Faculty counted in the STFR must support student learning related to program instruction.

 (1) <u>STFR Ratio Requirements</u>

 (a) <u>Resident JPME I programs</u>. 4.0 to 1.

 (b) <u>JCWS</u>

  <u>1</u>. Resident (includes satellite) program: 4.0 to 1.

  <u>2</u>. Hybrid program: No specified STFR.

 (c) <u>Services</u>

  <u>1</u>. Resident JPME II programs: 3.5 to 1.

  <u>2</u>. Hybrid JPME II programs: 3.5 to 1 while in-residence.

 (d) <u>NDU resident JPME II programs</u>: 3.5 to 1.

 (e) <u>Non-resident programs</u>: No specified STFR.

 (f) <u>Single-Faculty</u>. In JPME institutions where a single faculty is responsible for both ILE and SLE curricula, there must be sufficient faculty to meet both the ILE and SLE STFRs. The total number of faculty needed to meet the STFR is calculated as total students in ILE divided by 4.0, plus total students in SLE divided by 3.5 (round fractions to the integer).

d. <u>New Faculty Orientation and Development Program</u>. Due to the nature of rotating faculty, programs should have a robust system to orient, train, and

educate new faculty. For programs using teaching teams to deliver curriculum, JPME programs describe the formal program used to prepare faculty for team teaching under OBME.

    e. <u>Faculty Performance Criteria under OBME</u>. OBME requires a substantial alteration to faculty performance criteria considering how faculty will educate military members and their civilian and international counterparts. OBME requires JPME faculty to broaden its focus from course-level joint learning objectives to a larger military education focus on outcomes. Outcomes reflect the KSAs graduates need in the operational environments—those things graduates are to know, value, and perform in those assignments. Faculty performance criteria under OBME include:

    (1) <u>Primary Focus</u>. Programs establish specific expectations, performance standards, and criteria for faculty performance. However, all JPME faculty have a primary focus on the development, implementation, execution, and assessment of student learning.

    (2) <u>Faculty Orientation</u>. OBME requires all JPME institutions to establish a faculty orientation program to ensure faculty members understand the difference between traditional and outcomes-based education (OBE) approaches. OBME is a particular instance of OBE. In OBME, the outcome is the minimum acceptable performance standard for JPME graduates as stipulated by the program. Before graduation, students demonstrate performance of the assigned PLO as an indicator of JPME graduates' potential to perform successfully in future positions.

    (3) <u>Identification of Top Performers and Students</u>. JPME faculty must be aware of performance expectations beyond the classroom and identify graduates who possess the potential to succeed at the strategic level in their follow-on assignments. Programs rely on faculty observations that the graduate **knows, values, and demonstrates** KSAs described in the PLOs. Under reference (g), OSW requires MEIs to report student performance through grading and evaluation to ensure the most capable graduates can serve in the most critical assignments. Programs report individual student performance and grading directly to OSW. Joint Staff J-7 does not require to include individual student performance data in OBME reports.

6. <u>Best Practices</u>. The following best practices are guidelines to meeting CES 5 requirements:

    a. <u>Resident and Non-Resident Program Evaluations</u>. Establish mechanisms to evaluate and compare student outcomes.

b. <u>Faculty Senate or Faculty Council</u>. Maintain a faculty senate or faculty council as an independent forum for voicing faculty opinions and ideas on policy, processes and procedures, administration, curriculum, teaching, faculty selection and development criteria, and other subjects of concern.

c. <u>Faculty Handbook</u>. Maintain a handbook to clarify actualizing the mission in the development of PLOs. The handbook outlines the faculty's role in student achievement of the PLOs, describes how to adapt OBME, and establishes standards for student learning and PLO assessments.

d. <u>Hiring Criteria for Civilian Faculty</u>. Publish standards for hiring civilian faculty (title 5, title 10, and contract faculty) for transparency, consistency, and documentation.

e. <u>Civilian Contract Lengths</u>. Define standards for initial and renewal of contracts for title 10 faculty.

f. <u>Faculty Stability</u>. Institute and maintain procedures to assess faculty turnover, including steps to mitigate potential gaps in faculty numbers.

g. <u>Faculty Performance Domains and Workload</u>. Publish clear, obtainable criteria for faculty performance. to include expectations and tracking mechanisms for faculty workload.

h. <u>Oversight of Faculty Performance</u>. Document how faculty participate in the design, development, and implementation of assessments of student learning to meet OBME needs. Outline performance expectations for title 5, title 10, contract, and rotating faculty.

i. <u>Career Tracks and Academic Ranks</u>. Define career tracks for faculty. Common ranks include Instructor, Assistant Professor, Associate Professor, Full Professor, and Professor of Practice. Include documentation for the advancement to each level in the Faculty Handbook.

j. <u>Joint Doctrine Point of Contact</u>. Identify individuals designated to monitor changes in Joint Doctrine, including tracking updates published in the Joint Staff J-7 JEL Plus (JEL+).

k. <u>External Faculty Development</u>. Support external faculty development (e.g., sabbaticals, pursuing advanced degrees, conference attendance, workshop attendance, and research initiatives). Ensure the policy includes expectations, timing, payback requirements, and funding allowances.

1. Faculty Activity Tracker. Faculty members are often very active in their academic fields. It is helpful to maintain an ongoing activity tracker to capture intellectual contributions and outreach activities.

7. Reporting. JPME programs report CES 5 compliance and effectiveness in the CES report. Appendix A to Enclosure F provides specific details for reporting requirements and preferred supporting documentation. Required reporting for CES 5 includes:

   a. Faculty Mix. Report faculty mix and student-to-faculty ratio for current academic cohort in the Faculty Mix section of JAMIS.

   b. Faculty Handbook. Provide current faculty handbook or equivalent policies identifying hiring, performance, and promotion criteria.

   c. Faculty Matrix. Provide an updated faculty matrix (or roster) describing faculty academic credentials, military rank, academic rank, and specializations (especially specializations related to joint matters).

   d. Faculty Exchange Agreements. Provide a description of any faculty exchange agreements with other JPME programs to include whether the program is the lender or receiver and the academic attributes (e.g., Service, rank, credentials, and specialization) of the faculty member lent or received.

   e. Faculty Hiring Initiatives/Concerns. Programs should notify Joint Staff J-7 of any faculty hiring initiatives, and must notify Joint Staff J-7 of any substantive issues with faculty qualification, retention, or turnover that impact CES 5.

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APPENDIX F TO ENCLOSURE E

COMMON EDUCATIONAL STANDARD 6 – INFRASTRUCTURE AND
FINANCIAL CAPABILITIES

1. <u>Overview</u>. Maintaining the proper infrastructure and technological resources profoundly impacts achieving student outcomes. Without adequate facilities and resources, it is extremely difficult for JPME programs to serve the diverse needs of resident and non-resident faculty and student populations. CES 6 encompasses facilities, infrastructure, and resourcing requirements under OBME.

2. <u>Infrastructure and Financial Capabilities</u>. Each JPME program must have facilities and infrastructure sufficient to support its mission. These facilities require a reliable information technology (IT) network, access to a library capable of supporting the program's breadth of topics and research requirements, and learning resources necessary to support and maintain an active-learning, seminar-based educational environment. Furthermore, each JPME institution must ensure its programs are sufficiently resourced in terms of finance, personnel, and technology to support the program's ability to achieve and assess its outcomes.

3. <u>Policy</u>. OPMEP compliance under this standard focuses on evidence of an effective JPME learning environment, to include maintaining an effective infrastructure and financial capabilities to sustain the migration to OBME.

4. <u>Infrastructure and Financial Capabilities Requirements</u>. JPME programs require resources—to include investments in infrastructure, personnel, and faculty development—to support OBME. OBME requirements for CES 6 require resources and financial investments to meet OBME demands for data collection and evidence reporting. JPME programs cannot afford to be complacent, nor can leadership afford to shortchange institutions and their students with barriers to effective learning or inadequate resources. As warfare, geopolitics, technology, and instructional methods change, the JPME systems must change to keep pace through investments and adaptations in both infrastructure and technology. Compliance with CES 6 under OBME require resourcing plans across institutions and programs to meet the following minimum requirements:

   a. <u>Academic Funding and Infrastructure</u>

      (1) Adequate funding available to support the current budget requirements.

(2) Adequate funding to support future requirements.

(3) Identify, procure, fund, and evaluate learning resources for continued use.

(4) Support faculty with faculty development and research funding.

(5) Appropriate means (i.e., staffing) in place to support the increase in focus on outcomes, assessment, and annual and biennial reporting.

b. Infrastructure Supporting Classified Instruction. The OPMEP instruction directs JPME programs to use classified instruction as appropriate to deliver JPME, especially in areas of threat doctrine, ways of war, technology, and the *Joint Warfighting Concept*. While there are some limitations imposed on classified instruction due to international presence and clearance limitations of specific U.S. students (both military and civilian), programs must provide appropriate infrastructure and facilities that enable classified instruction in preparation for key joint and Service operational and staff assignments.

c. Educational Facilities. CES 6 requires programs to ensure all facilities are appropriate for learning in all delivery modes, adequate, safe, comfortable, and well-maintained. JPME programs use the annual report to address the following requirements to show compliance with CES 6 regarding facilities:

(1) There is adequate classroom and collaboration space.

(2) There is ample individual workspace.

(3) The physical environment is conducive for learning.

(4) Students and faculty have a method to provide feedback on facility issues.

d. IT Infrastructure. A major emphasis of CES 6 compliance focuses on the degree to which JPME programs maintain a reliable IT capability to support both resident and non-resident delivery of JPME.

(1) IT is appropriate for effective student learning.

(2) IT infrastructure is effective for multimedia access and use.

(3) IT network is reliable.

(4) Timely IT assistance is available for students and faculty.

(5) Current technology solution for tracking student achievement sufficiently meets OBME requirements for collection, analysis, and reporting.

(6) A crisis plan is in place for situations such as pandemics or natural disasters.

e. <u>Library Facilities</u>. JPME programs provide access to a library capable of supporting the program's breadth of topics and research requirements.

(1) Library resources align to and fully support the curriculum and modality of the JPME program.

(2) The institution has adequate personnel to provide service to students, faculty, and staff both physically and virtually.

(3) The JEL+ is easy to locate on your library or program website.

f. <u>Learning Resources</u>. JPME programs follow the guidelines below to report compliance under CES 6 regarding learning resources.

(1) Learning resources necessary to support and maintain an active-learning, seminar-based educational environment are in place.

(2) The institution provides students (both resident and non-resident) with access to a learning management system (LMS).

(3) Faculty and students receive adequate training for appropriate use of learning resources.

(4) The institution has an appropriate student information system.

5. <u>Best Practices</u>. Programs may consider approaches outlined in **Universal Design for Learning (UDL) Framework** (see reference (j) and Glossary), focus groups, and faculty surveys when measuring and assessing the quality of their infrastructure. Programs should include any major findings as part of their supporting documentation for CES 6.

a. <u>Universal Design for Learning Framework</u>. The UDL Framework is a well-known best practice prioritizing accessibility and engagement for all learners. Assessments under CES 6 of this requirement should demonstrate learning resources meet the following requirements:

(1) Stimulate adult learners' affect for learning.

(2) Present and reinforce information in a variety of ways.

(3) Enable specific, observable, and measurable learning outcomes, both formative and summative.

b. <u>Focus Groups and Faculty Surveys</u>. Data gathering and assessments of learning resources under CES 6 is most effective using surveys and focus groups to address the following questions.

(1) Is the LMS adequate in terms of functionality and reliability?

(2) How are learning resources identified, procured, funded, and evaluated for continued use?

(3) What training and support do both faculty and students receive for appropriate use of learning resources?

(4) How does the institution prioritize accessibility and engagement of all learners through learning resources?

(5) How do learning resources allow faculty to present and reinforce information in a variety of ways?

(6) How do learning resources allow students to demonstrate learning outcome attainment in various ways?

(7) Is the student information system sufficiently robust to provide automated processing of student data and effective reporting? Is it adequate in terms of functionality and reliability?

6. <u>Reporting</u>. JPME programs report CES 6 compliance and effectiveness in the CES report. Appendix A to Enclosure F provides details on specific reporting requirements and preferred supporting documentation. Required reporting includes:

a. Description of current capabilities and planned initiatives to deliver classified instruction.

b. Whenever applicable, a narrative report or memo describing any substantive issues related to paragraphs 4.a.–f. above and any plans or current steps the program is taking to address any issues.

    c. Whenever available, a summary report of any survey or focus group findings related to 4.a.–f. above.

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ENCLOSURE F

OUTCOMES-BASED MILITARY EDUCATION REPORTS

1. Introduction. JPME reports support and inform JPME program evaluations, accreditation decisions, and OPMEP policy revisions. Annual CES reports and biennial PLO reports inform senior leaders and stakeholders of JPME programs' effectiveness under OBME. JPME programs submit compliance and effectiveness data to Joint Staff J-7 using JAMIS, an online tool for OBME data collection, reporting, and report generation. Annual CES reports focus on compliance and effectiveness in achieving the six CESs described in Enclosure E of this manual. Biennial PLO reports focus on program effectiveness in achieving PLOs. Annual JPME reports provide OSW with OBME data and program metrics collected and reported annually IAW reference (g).

2. Overview. Appendices A–C to this enclosure provide reporting templates used to prepare reports required under OBME. The intent is to provide programs with an efficient and systematic approach for data reporting and report generation using JAMIS.

3. October Reports. Effective as of this publication, CES reports replace October Reports.

4. CAPSTONE Annual Report. The CAPSTONE Director provides the NDU-P and CJCS with the CAPSTONE Annual Report, which includes survey data and feedback from CAPSTONE Fellows and Senior Mentors describing the effectiveness of the CAPSTONE course. Joint Staff J-7 uses CAPSTONE Annual Reports to grant OBME certification and reaffirm JPME accreditation based on evidence of sustained statutory and OPMEP compliance.

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APPENDIX A TO ENCLOSURE F

ANNUAL COMMON EDUCATIONAL STANDARDS REPORT GUIDELINES

1. <u>Policy</u>. JPME programs reaffirm accreditation based in part on submitting annual CES reports to show compliance with legislative and OPMEP requirements for high-quality delivery of joint education. CES reports are submitted online using JAMIS. Reports are due on 1 November and correspond to the most current academic cohorts. For example, in most resident programs the submission on 1 November 2026 corresponds to AY 2026–27. For the NDU/JCWS, which has multiple cohorts in a single AY, it reflects cohort data for that year up to and including the current (e.g., 26-1 for AY 2026, Class 1; 26-2 for AY 2026, Class 2). For non-resident programs, the report corresponds to all program-related compliance updates in the 12-month period since the last report.

2. <u>Requirements</u>

    a. Joint Staff J-7 develops the JAMIS, which provides capabilities to report CES data and automate processes associated with OBME oversight and execution. Programs submit CES reports by completing and verifying that information in the JAMIS system is current and accurate. CES reports include up-to-date program information regarding:

        (1) <u>Program and Curricular Data</u>. This section includes information about a JPME program's core courses, mission description, and other top-line program attributes.

        (2) <u>Joint Requirements</u>. This section maps key joint requirements— such as statutory topics and SAEs—to a program's core courses and identifies expected learning level.

        (3) <u>Student Data</u>. This section records and performs calculations on student mix to determine policy compliance.

        (4) <u>Faculty Data</u>. This section records and performs calculations on faculty mix and qualifications to determine policy compliance.

        (5) <u>Program Learning Outcomes</u>. This section tracks program's current learning outcomes and associated authentic and key assessments.

        (6) <u>Supporting Documentation</u>. This section tracks supporting documentation as a component of CES reports. Supporting documents are work products created through a JPME program's regular business practice that

demonstrate or provide substantive evidence of compliance. Documentation includes policies, process descriptions, curricular maps, assessment maps, and others that provide substantive details showing CES compliance or evidence of effectiveness.

    b. JAMIS tracks when information is entered, verified, and marked "complete" to confirm the data is ready for review (see Figure 7). Data marked complete is subject to review by Joint Staff J-7 and duly-appointed EXCOM members.

    c. Joint Staff J-7 routinely reviews joint requirements and student and faculty data for compliance. Joint Staff J-7 also reviews any significant program changes reported for potential impacts to compliance.

    d. Joint Staff J-7 uses data provided in JAMIS to respond to Joint Staff or OSW requests for information.

    e. Student handbooks provide students with student performance information that programs will be report to the student's talent management organization.

Figure 7. CES Report in JAMIS

3. <u>Preferred Documentation</u>. Joint Staff J-7 provides JPME programs with up-to-date descriptions of preferred documentation providing evidence of CES compliance. Programs submit or reverify this documentation as part of CES reporting. There are no prescribed formats or templates. Rather, Joint Staff J-7 encourages programs to provide work products generated through normal business processes that are closely aligned to preferred documentation. In some cases, programs should mirror adaptations to meet evidentiary goals, but the Joint Staff J-7 does not intend that programs create new products for the sole purpose of reporting compliance. See Annex A to Appendix A to this enclosure for a checklist of preferred documentation. See also Appendices A–F to Enclosure E for best practices and explanations of reporting requirements.

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ANNEX A TO APPENDIX A TO ENCLOSURE F

CES REPORT CHECKLIST AND PREFERRED DOCUMENTATION

1. JPME programs use JAMIS to provide updates to CES data/documentation required for annual reaffirmation of accreditation.

2. In addition to completing the Compliance Data sections in the database for each program year, programs upload or verify accuracy of work products aligned to CES preferred documentation (see Table 11).

Standard	Compliance Data Entry (JAMIS)	Completed
ALL	Program and Core Curricular Data	
ALL	Joint Education Requirements	
ALL	Student Data	
ALL	Faculty Data	
ALL	Learning Outcomes	
Standard	**Preferred Supporting Documentation**	**Completed**
ALL	(if applicable) Memo describing substantive challenges or concerns related to compliance with any of the CESs along with current strategies implemented to address it. OR Significant lessons learned and best practices delivering joint education that other JPME programs may leverage advantageously.	
CES 1	Provide a crosswalk of curriculum showing where title 10 and SAE topics have touchpoints in the curriculum.	
CES 1	(if applicable) Reports or findings of direct or indirect assessments related to joint acculturation (e.g., results from JASI or similar surveys).	
CES 1/ CES 2	Description of major experiential learning activities such as role-based wargaming or interactive group activities that engage joint planning process, doctrine, or peer-to-peer professional interactions and where they occur in curriculum.	
CES 2	Student handbook or current policies that explain: • how students are evaluated, provided feedback, and remediated, if necessary. • academic freedom and integrity policies. • Specialized programs, concentrations, or research opportunities.	
CES 2/ CES 3	Curriculum overview work products (e.g., course maps, curricular maps) detailing rigor of curriculum development including sequencing of core courses, credit hours and key outcomes/concepts covered.	
CES 4	PLO Effectiveness Report submitted biennially.	
CES 5	Current Faculty Handbook or policies describing hiring, performance, and promotion criteria for faculty.	
CES 5	Current faculty matrix or roster describing civilian and military faculty academic credentials, specializations, and academic or military rank.	
CES 5	(if applicable) Description of any faculty exchange agreements with other JPME institutions (i.e., are any of your faculty on loan at other institutions or are you "borrowing" from other schools?).	
CES 5	(if applicable) Description of any current or recent faculty hiring initiatives.	
CES 6	Description of current capabilities and planned initiatives to deliver classified instruction to a preponderance of program students.	

Table 11. Preferred Documentation Checklist

APPENDIX B TO ENCLOSURE F

BIENNIAL PROGRAM LEARNING OUTCOME REPORT GUIDELINES

1. Policy. JPME programs submit biennial PLO reports providing evidence of assessments of student achievement of PLOs and continuous program improvement under OBME. Paragraph 3 of this appendix describes requirements for each section of the report. Annex A to this appendix provides a suggested template.

2. Requirement. At the completion of Milestone 3, JPME programs commence a cycle of biennial reporting under OBME. Following conditional certification at Milestone 3 and two consecutive periods of cohort assessments, JPME programs submit the first in a series of PLO reports on 1 November of the biennial report year. JPME programs submit PLO reports to Joint Staff J-7 directly or via the Supporting Documents feature of JAMIS.

3. Structure

    a. Statement of Progress. Provide a narrative statement summarizing progress regarding program effectiveness and continuous program improvement.

        (1) Evidence of a PLO chain of custody. In other words, the narrative must demonstrate coherent linkage of curriculum to outcomes. See Figure 8 for an illustration of PLO chain of custody review criteria.

        (2) Evidence of "backward design" with KSAs driving curriculum development.

        (3) Evidence of how assessment results inform process improvement (i.e., "close the loop" or PLO refinement loop).

        (4) Revisit rate targeted for PLO assessments (the recommended revisit rate is every 4–6 years, depending on the number and complexity of PLOs).

    b. PLO Reporting. Provide analysis of two or more consecutive cohorts of data that include:

        (1) Statement of the PLO.
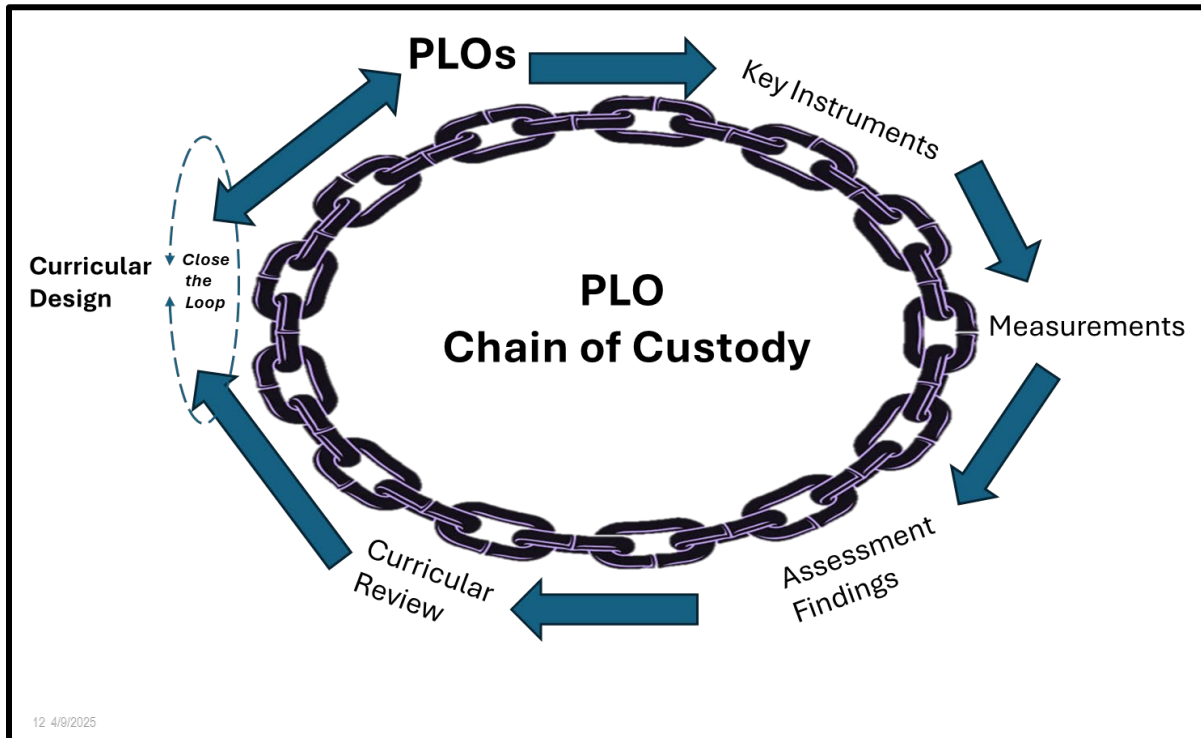
Figure 8. PLO Chain of Custody Review Criteria

(2) Measurement instruments for the PLO, along with assignment title and short description indicating whether the assessment is authentic. Explain how the assignment validly measures the assessed outcome.

(3) Metric used to assess the PLO, such as a rubric. Include a brief description for how the program determined levels of performance. For instance, if a program assesses outcomes against five levels of performance (e.g., Excellent, Outstanding, Satisfactory, Marginal, and Unsatisfactory), describe how assessment measures or observations correspond to each category.

(4) Target for the PLO.

(5) Assessment results for the PLO.

(6) Analysis of PLO results, trends, and patterns and indications of whether the program achieved the outcome.

(7) Evaluation of PLO effectiveness in terms of reliability and validity of the results.

(8) How results informed curriculum change.

c. <u>Substantive Changes</u>. Report changes at the program and institutional level that could impact accreditation of your program.

d. <u>Signatures</u>. JPME program commandant, chancellor, or director or institution president, commandant, chancellor, or director.

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ANNEX A TO APPENDIX B TO ENCLOSURE F

PROGRAM LEARNING OUTCOME REPORT TEMPLATE

1. The PLO report demonstrates a clear and logical progression of program review process from curriculum design to outcome measurement, outcome assessment, and outcome-driven refinements.

2. The PLO report template below (Figure 9) is non-prescriptive. Programs should adopt formats that meet their specific program review needs as well as address essential Joint Staff reporting requirements.

3. JPME program leaders should keep in mind that PLO reports also serve as self-study reports that facilitate peer review (EXCOM) of outcome achievement. Report structure should facilitate outside review.

I. Executive Summary (Statement of Progress)

– Begin with a description of the PLO(s) assessed as part of this report.

– Provide a brief narrative walk-through that demonstrates the end-to-end linkage of curricular content to outcome assessment, including identifying key objectives, themes, and doctrinal concepts related to the PLO and where they are part of the curriculum; how those ideas inherent to key assessments; results of the assessments themselves; and how that data provides feedback to inform program improvement.

– Include a paragraph to summarize progress e.g., _____ College has a target benchmark of _____% "Satisfactory" for all direct assessments and _____% positive agreement for all indirect assessments. _____College met these goals across both cohorts assessed. Though we met all benchmarks we note [**flesh out any noteworthy trends**]. Based on this the program intends to [**explain any program refinements**]. We will reassess this PLO in [AY XX].

II. PLO Target Map

There is no strict format for PLO Target Map. However, Table 7 of Appendix A to Enclosure D provides a format for a PLO Target Map that describes program level student achievement measures relative to target for all direct key assessments and indirect assessments including subordinate outcomes.

– Using Table 7, for each PLO report the following:

PLO (Example): *Assess joint warfighting plans ...across the spectrum of…*

Direct - Key Assessments				
Learning Outcome	Instrument	Target	Measure AY -1	Measure AY-2
Example	Exercise	>=( ) % Satisfactory	( )	( )
Indirect Assessments				
Example	End Of Course Survey	>=( ) % pos. agreement	( )	( )

III. Key Assessments Description

– Include the following in a description of each key direct and indirect assessment related to each PLO, namely:

- Student tasks and assignments that are part of the assessment.
- Specific KSAs measured.
- Is the assessment authentic with respect to demonstrating realistic performance in operational and staff environments.
- Findings based on the collected data.
- Distribution of assessed scores for the cohorts that are part of the review (See Performance Distribution example below).

Performance Category (from rubric)	Cohort-1	Cohort-2
Outstanding	-	-
Excellent	-	-
Satisfactory	-	-
Marginal	-	-
Unsatisfactory	-	-

– Include PLO indirect assessment data (internal and external assessments).

IV. Conclusion

– Summarize progress to date in completing PLO evaluations.
– Provide appendices (optional) to reinforce reviews. Suggested appendices include:

- Select bibliography of core readings/activities related to PLOs.
- Rubrics associated with key assessments.
- Sample survey instruments for indirect assessments related to PLOs.
- Other amplifying information likely to facilitate a review.

Figure 9. PLO Report Template

APPENDIX C TO ENCLOSURE F

JOINT STAFF ANNUAL JOINT PROFESSIONAL
MILITARY EDUCATION REPORT

1. Introduction. The Joint Staff OBME Effectiveness Report is an annual report apprising stakeholders of progress made to certify JPME programs under OBME, report JPME compliance and effectiveness issues, and identify current JPME accreditation status. This appendix provides a template for the Joint Staff to use to prepare reports.

2. Template

  a. Part I. Compliance with Mandatory Topics

   (1) Title 10, U.S. Code, Chapter 107 Requirements

      (a) Requirement. JPME programs maintain a curriculum incorporating the appropriate coverage of joint topics required by chapter 107 of reference (f).

      (b) Judgment. Compliant, Partial Compliance, or Non-Compliance.

      (c) Compliance.   Summary of overall JPME program compliance with statutory requirements in chapter 107 of reference (f).

      (d) Evidence of Substantive Change Affecting Compliance. References to documentation and/or evidence reported by JPME programs.

   (2) Special Areas of Emphasis Requirements

      (a) Requirement. JPME programs maintain a curriculum incorporating SAE topics delivered at the appropriate level of learning, as required by reference (a).

      (b) Judgment. Compliant, Partial Compliance, or Non-Compliance.

      (c) Compliance. Summary of overall JPME program compliance with CJCS policy mandates.

      (d) Evidence of Substantive Change affecting Compliance. References cited to documentation and/or evidence provided by JPME programs.

b. Part II. Compliance with Common Educational Standards

(1) CES 1. Joint Acculturation

(a) Requirement. JPME programs meet the requirements of CES 1.

(b) Judgment. Compliant, Partial Compliance, or Non-Compliance.

(c) Compliance Statement. Narrative statements in support of compliance reporting under CES 1.

(d) Evidence of Substantive Change affecting Compliance. Reference documentation and evidence provided by JPME programs.

(2) CES 2. The Academic Experience

(a) Requirement. JPME programs meet the requirements of CES 2.

(b) Judgment. Compliant, Partial Compliance, or Non-Compliance.

(c) Compliance Statement. Narrative statements in support of compliance reporting all the elements of CES 2 with emphasis on academic rigor, active learning, etc.

(d) Evidence of Substantive Change affecting Compliance. Documentation and evidence provided by JPME programs.

(3) CES 3. Student Achievement

(a) Requirement. JPME programs meet the requirements of CES 3.

(b) Judgment. Compliant, Partial Compliance, or Non-Compliance.

(c) Compliance Statement. Narrative statements in support of compliance reporting all the elements of CES 3, to include PLO achievement, assessment of student achievement, and reporting to students' servicing talent management organizations.

(d) Evidence of Substantive Change affecting Compliance. Reference documentation and/or evidence provided by JPME programs, to include assessment plan, curriculum map, and assessment of student achievement.

(4) <u>CES 4. Program Review</u>

    (a) <u>Requirement</u>. JPME programs meet the requirements of CES 4.

    (b) <u>Judgment</u>. Compliant, Partial Compliance, or Non-Compliance.

    (c) <u>Compliance Statement</u>. Narrative statements in support of compliance reporting all the elements of CES 4, to include assessment planning, outcomes mapping, and assessment of student achievement.

    (d) <u>Evidence of Substantive Change affecting Compliance</u>. Reference documentation and evidence include faculty input and stakeholder feedback into the program review process.

(5) <u>CES 5. Faculty Selection, Assignment, and Performance Assessment</u>

    (a) <u>Requirement</u>. JPME programs meet the requirements of CES 5.

    (b) <u>Judgment</u>. Compliant, Partial Compliance, or Non-Compliance.

    (c) <u>Compliance Statement</u>. Narrative statements in support of compliance reporting all the elements of CES 5, to include faculty selection, assignment, and performance assessment and conditions required for compliance.

    (d) <u>Evidence of Substantive Change affecting Compliance</u>. Reference documentation and/or evidence provided by JPME programs, to include changes in faculty mix and qualifications affecting certification.

(6) <u>CES 6. Resources and Facilities</u>

    (a) <u>Requirement</u>. JPME programs meet the requirements of CES 6.

    (b) <u>Judgment</u>. Compliant, Partial Compliance, or Non-Compliance.

    (c) <u>Compliance Statement</u>. Narrative statements in support of compliance reporting on all the elements of CES 6, to include infrastructure plans for delivery of both classified and unclassified joint education; IT; education technology; library, learning, and fiscal resources; and conditions for compliance under this standard.

    (d) <u>Evidence of Substantive Change affecting Compliance</u>. Reference documentation and evidence provided by JPME programs, to include changes in infrastructure and budget projections with resourcing implications.

c. <u>Part III. Effectiveness in Achieving Program Learning Outcomes</u>

(1) <u>Program Level Assessments</u>

(a) <u>Requirement</u>. JPME programs meet or exceed the requirements established in their assessment plans.

(b) <u>Judgment</u>. Exceeded, Met, Did Not Meet, or Incomplete.

(c) <u>Effectiveness</u>. Evidence provided in biennial PLO reports.

(d) <u>Evidence of Substantive Changes to PLOs and Assessment Plans</u>. Provide documentation and evidence of changes in PLOs, program mission statements, and assessment plans.

(2) <u>External Assessments Feedback Based on Focus Group Interviews with Stakeholders</u>

(a) <u>Requirement</u>. JPME graduates possess knowledge and skills associated with JLAs to perform successfully in joint duty assignments.

(b) <u>Judgment</u>. Exceeded, Met, Did Not Meet, or Incomplete.

(c) <u>Effectiveness</u>. Qualitative statements from stakeholders highlighting JPME graduate performance in key assignments.

(d) <u>Evidence</u>. Focus group documentation, stakeholder, and graduate surveys.

d. <u>Part IV. OBME Certification and JPME Accreditation Status</u>. Joint Staff J-7 provides documentation identifying the JPME accreditation and OBME certification status of each program (see Table 12).

e. <u>Part V. Signatures</u>

(1) Report prepared by Chief, Joint Staff J-7 JEDD.

(2) Approved and signed by the DJ-7.

ENCLOSURE G

MASTER PLAN FOR EXTERNAL ASSESSMENTS

1. Overview. The MPEA envisions a 6-year, four distinct LOE approach to assess graduate performance and stakeholder perspectives regarding the JLAs of JPME. The base year for the MPEA begins calendar year (CY) 2025 with a presumption that Joint Staff J-7 **Conditionally Certifies** JPME programs under OBME by 31 December 2026, and Joint Staff J-7 **Fully Certifies** JPME programs by 31 December 2028. Evaluating JPME effectiveness under OBME requires both internal (direct) and external (indirect) performance assessments.

2. Policy. All JPME programs present plans for both internal and external assessments as part of Milestone 3 requirements for conditional certification. At the completion of Milestone 3 reviews of assessment plans, Joint Staff J-7 integrates program plans for assessments with Joint Staff J-7's MPEA. Appendix A to this enclosure describes the elements of the Joint Staff J-7 MPEA.

3. Lines of Effort. The MPEA calls for a systematic and coordinated approach among Joint Staff J-7, OSW, the Services, and CCMDs involving four LOEs for capturing stakeholder feedback using surveys and focus groups. Programs conduct student, alumni, and stakeholder assessments IAW their Program Assessment Plans. Joint Staff J-7 integrates stakeholder feedback and reports with its own independent (external) assessments of stakeholder feedback from the four LOEs to inform the overall evaluation of JPME effectiveness under OBME. Figure 10 summarizes the four LOEs.

		Base 2025	Yr 1 2026	Yr 2 2027	Yr 3 2028	Yr 4 2029	Yr 5 2030	Yr 6 2031
LOE 1	JPME Programs Post Graduation Alumi/Supervisor Surveys (JPME Program PLO Reports)	Biennial Rpts -odd year	Biennial Rpts -even year	Biennial Rpts -odd year	Biennial Rpts -even year	Biennial Rpts -odd year	Biennial Rpts -even year	Biennial Rpts -odd year
LOE 2	JPME II Graduates in JDAL Billets in NCR and CCMDs (J-7 External Assessment: Graduates)			Survey/ Focus Group		Survey/ Focus Group		Survey/ Focus Group
LOE 3	Capstone Alumni Surveys and Focus Groups (J-7 External Assessment: Graduate Supervisors / Stakeholders)	Survey/ Focus Group	GOFO Survey	Survey/ Focus Group	GOFO Survey	Survey/ Focus Group	GOFO Survey	Survey/ Focus Group
LOE 4	Joint Qualified Officers in Critical Billets (J-7 External Assessment: Combatant CCmd Perspectives)		Survey/ Focus Group		Survey/ Focus Group		Survey/ Focus Group	
		Eval Period 1			**Eval Period 2**		**Final Eval Period**	

Figure 10. Master Plan for External Assessments Lines of Effort

a. <u>LOE 1</u>. LOE 1 uses alumni surveys administered periodically by JPME institutions to capture feedback from JPME II graduates and graduate supervisors on JPME graduates' proficiency in JLA knowledge and skills.

(1) <u>Survey Questions</u>. LOE 1 alumni surveys incorporate the JLA-centric questions approved by the MECC for OBME external assessments. JPME programs report survey findings to Joint Staff J-7 as part of biennial PLO report. Appendix A shows the JLA-centric questions used by all JPME II programs for indirect assessments of JPME II graduates' proficiency in JLA capabilities.

(2) <u>Timeline</u>. Following Milestone 3 conditional certification, JPME II programs submit alumni survey instruments to Joint Staff J-7 for review by the AAG. Joint Staff J-7, in coordination with the AAG, reviews the instruments and the timelines for survey execution, analysis, and reporting. While alumni survey timelines vary widely among institutions, programs submit a total of three alumni survey reports under LOE 1 over the MPEA 6-year evaluation period. Each report, submitted biennially, summarizes survey results obtained from graduates and supervisors over the preceding AYs. For example, a program that achieves Milestone 3 conditional certification in AY 0 will submit the LOE 1 Biennial Survey Report #1 following AY 2 summarizing survey results captured from JPME II graduates for AY 0 through AY 2. See Figure 11 for the LOE 1 execution timeline.
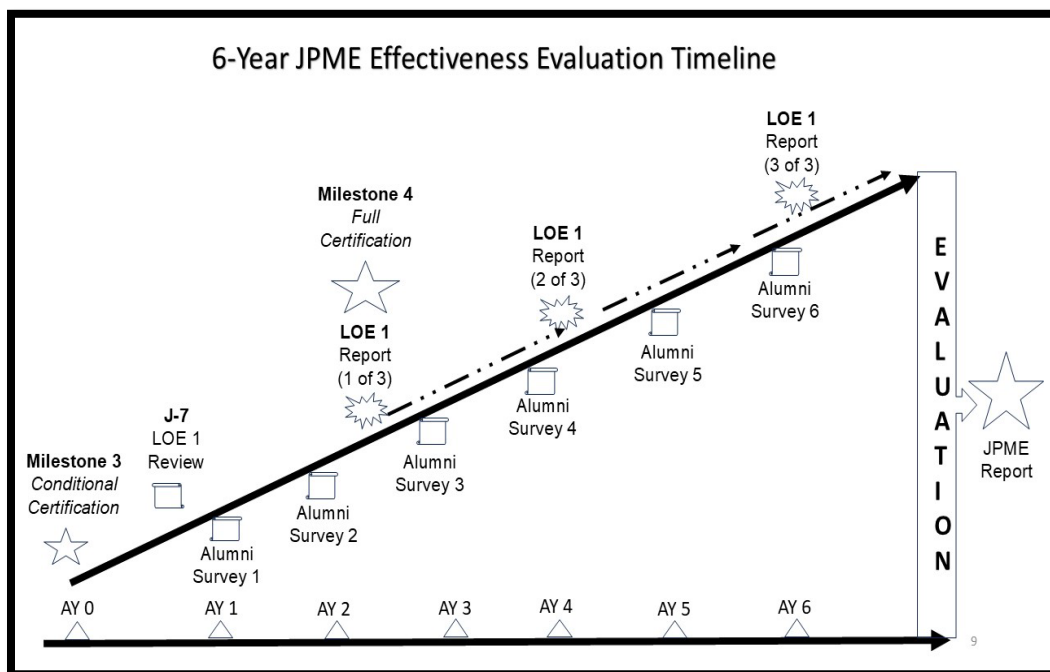
Figure 11. Line of Effort 1 Execution Timeline

b. <u>LOE 2</u>. Under LOE 2, Joint Staff J-7 conducts surveys and focus group interviews with JPME II graduates assigned to Joint Duty Assignment List (JDAL) billets in the National Capital Region (NCR) and CCMDs.

(1) <u>Survey Questions</u>. LOE 2 complements LOE 1 by addressing the six JLA-centric survey questions shown in Appendix A in greater detail. In addition, LOE 2 incorporates congressional questions raised in reference (i) regarding the effectiveness of JPME in preparing officers for joint duty. See Appendix B for LOE 2 survey questions.

(2) <u>Timeline</u>. Joint Staff J-7 executes LOE 2 surveys and focus groups on the odd numbered years of the 6-year JPME evaluation period beginning in CY 2025. On 1 June of the survey year, Joint Staff J-7 executes a Joint Staff Action Process tasker requesting assistance from talent managers across the Military Services and Military Departments to notify JPME II graduates assigned to JDAL billets in the NCR of Joint Staff J-7 plans to execute LOE 2 surveys and focus groups during July–October. Joint Staff J-7 analyzes the results of the surveys and focus group and prepares a report of the findings as part of the 6-year evaluation of JPME effectiveness under OBME. Joint Staff J-7 will share the results with and provide the report to the MECC WG to be included in process improvement decisions. Figure G-3 shows the LOE 2 timeline.
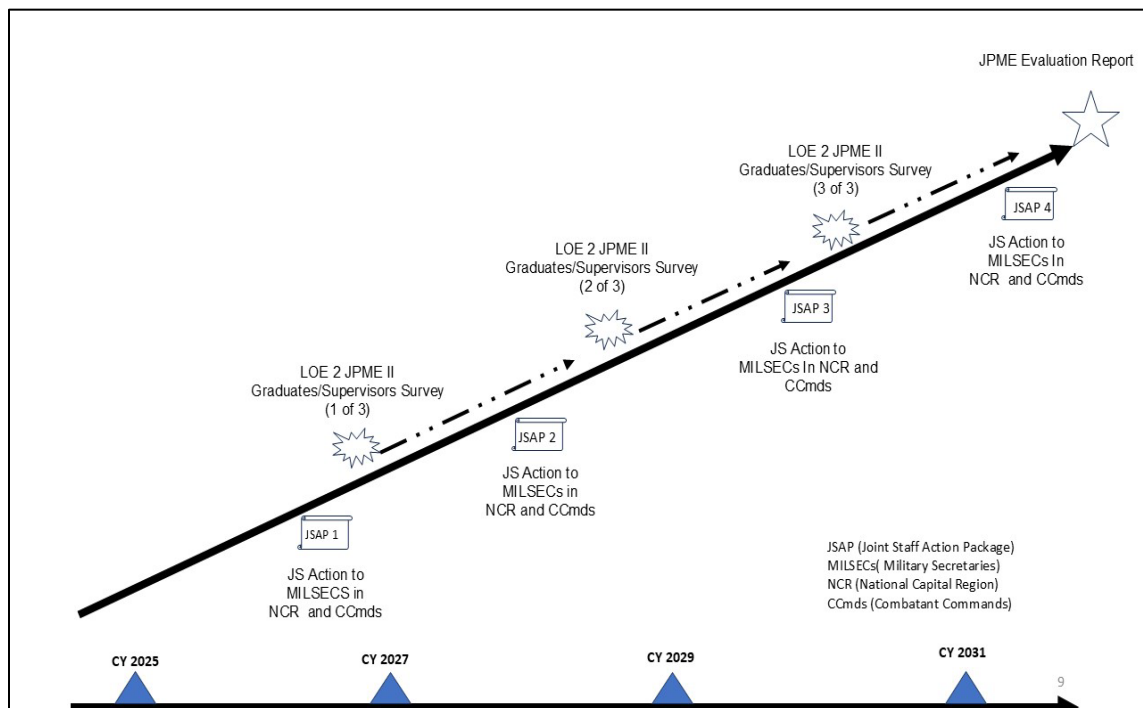
Figure 12. Line of Effort 2 Execution Timeline

c. <u>LOE 3</u>. LOE 3 requires general officer/flag officer (GO/FO) feedback on JPME effectiveness in preparing graduates for joint duty assignments. LOE 3 leverages CAPSTONE assessments in the form of pre-course, post-course, and alumni surveys to assess how well JLAs are covered in CAPSTONE. In addition, Joint Staff J-7 schedules focus group interviews with a select group of CAPSTONE Fellows 6 months after graduation to meet OBME requirements for GO/FO indirect assessments of JPME effectiveness.

(1) <u>Focus Group Interviews</u>. Joint Staff J-7, in coordination with the CAPSTONE Director, will identify CAPSTONE Fellows for focus group interviews scheduled 6-months after CAPSTONE graduation. Appendix C describes LOE 3 questions for CAPSTONE Fellows and GO/FO focus group interviews.

(2) <u>Timeline</u>. Figure 13 shows the LOE 3 execution timeline. Joint Staff J-7 will use the year following CAPSTONE conditional certification as the base year for LOE 3 execution. Using the Joint Duty Assignment Management Information System, Joint Staff J-7 schedules a total of four focus group interviews over a 2-year period with CAPSTONE Fellows from each of the four CAPSTONE courses delivered in the base year. Joint Staff J-7 will analyze the results of the focus groups and prepare a report for the CAPSTONE Director to include in the CAPSTONE Annual Report.
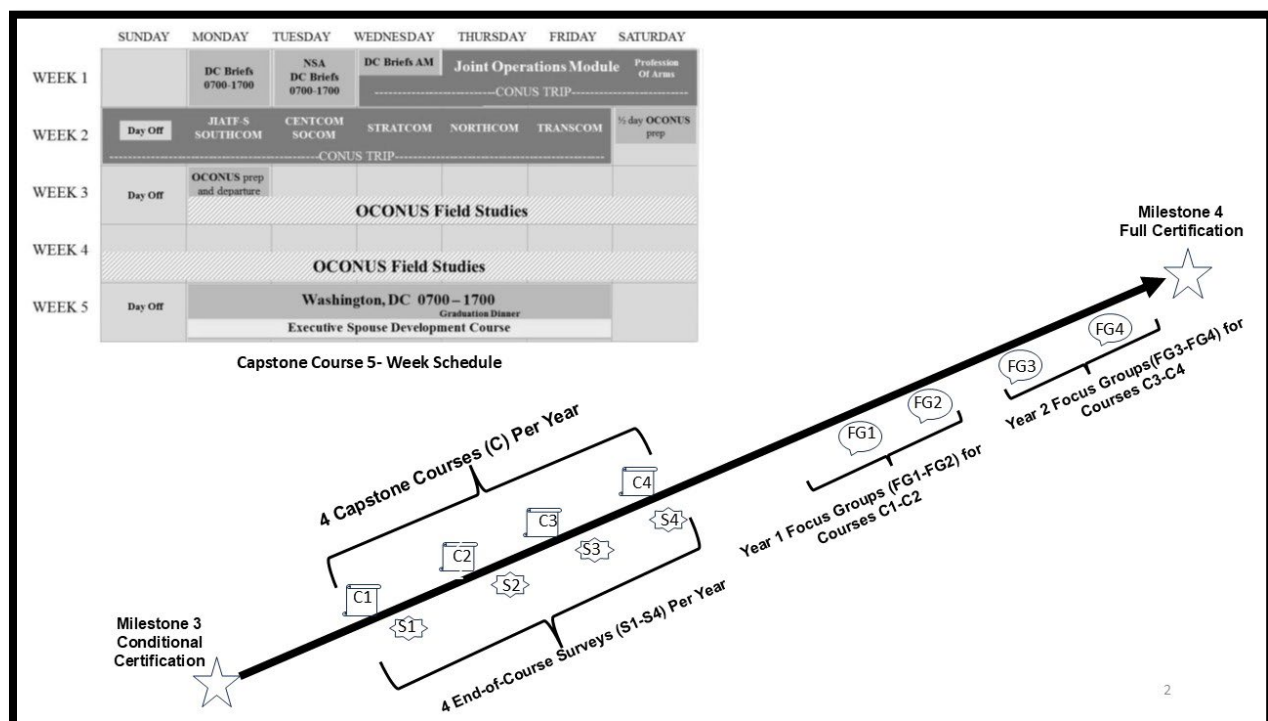
Figure 13. LOE 3 Execution Timeline

d. <u>LOE 4</u>. LOE 4 focuses on JQOs in critical billets who have completed JPME I/II and have experience as supervisors of JPME graduates. Under LOE 4, Joint Staff J-7 will conduct surveys and focus groups involving JQOs assigned to critical billets across the CCMDs.

(1) <u>Survey Questions</u>. LOE 4 questions complement LOE 3 questions shown in Appendix C with more emphasis on implementation in focus groups planned across the CCMDs. Focus group interviews are largely summative in scope and informed by findings from LOE 2 execution. Prior to execution of LOE 4, Joint Staff J-7 will use the *Annual Joint Assessment* (AJA) to determine opportunities to observe the performance of JPME II graduates in exercises and wargames. Appendices A, B, and C of this enclosure describe the AJA survey questions that guide Joint Staff J-7 observers during wargame observation periods.

(2) <u>Timeline</u>. Figure 14 shows the LOE 4 timeline for observer team and focus group engagements across the CCMDs over the 6-year evaluation period. Joint Staff J-7 will use the AJA to share observer team results with CCMDs and provide a report to the MECC WG to be included in process improvement decisions.

Combatant Commands	CY 25-26	CY 27-28	CY 29 -30
NORTHCOM	1		
CYBERCOM	2		
INDOPACOM	3		
CENTCOM	4		
STRATCOM		5	
SPACECOM		6	
EUCOM		7	
AFRICOM		8	
TRANSCOM			9
USSOCOM			10
SOUTHCOM			11

Figure 14. LOE 4 Engagement Timeline

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Enclosure G

CJCSM 1810.01A
12 February 2026

APPENDIX A TO ENCLOSURE G

LINE OF EFFORT 1 – JPME PROGRAM ALUMNI/SUPERVISOR SURVEYS

PART A - Capabilities

1. <u>Purpose</u>. LOE 1 surveys gather feedback on JPME II graduates' proficiency and perspectives in JLA capabilities. JPME programs include this set of questions as part of their graduate/alumni survey program and provide data and feedback to Joint Staff Joint Staff J-7.

2. Please assess your program's proficiency in preparing graduates to:

   a. **Demonstrate** advanced cognitive and communications skills employing critical, creative, and systematic thought (JLA 1 – Strategic Thinking and Communication).

No Proficiency	Below Average Levels of Proficiency	Above Average Levels of Proficiency	Superior Levels of Proficiency
1	2	3	4

   Comments: _____

   b. **Demonstrate** joint mindedness and possess a common understanding of the values of their chosen profession demonstrated through the exercise of sound moral judgment and the embodiment and enforcement of professional ethics, norms, and laws (JLA 2 – The Profession of Arms).

No Proficiency	Below Average Levels of Proficiency	Above Average Levels of Proficiency	Superior Levels of Proficiency
1	2	3	4

   Comments: _____

c. **Demonstrate** expertise and apply knowledge in the theory, principles, concepts, and history specific to instruments of national power and the art and science of warfighting (JLA 3 – The Continuum of Competition, Conflict, and War).

No Proficiency	Below Average Levels of Proficiency	Above Average Levels of Proficiency	Superior Levels of Proficiency
1	2	3	4

Comments: _____

d. **Assess** the security implications of the current and future operational environment (JLA 4 – The Security Environment).

No Proficiency	Below Average Levels of Proficiency	Above Average Levels of Proficiency	Superior Levels of Proficiency
1	2	3	4

Comments: _____

e. **Apply** knowledge of law, policy, doctrine, concepts, processes, and systems to design, assess, and revise or sustain risk- and resource-informed strategies and globally integrated, all-domain joint plans (JLA 5 – Strategy and Joint Planning).

No Proficiency	Below Average Levels of Proficiency	Above Average Levels of Proficiency	Superior Levels of Proficiency
1	2	3	4

Comments: _____

f. **Apply** U.S., allied, and partner military power to conduct globally integrated, all-domain operations and campaigns (JLA 6 – Globally Integrated Operations).

No Proficiency	Below Average Levels of Proficiency	Above Average Levels of Proficiency	Superior Levels of Proficiency
1	2	3	4

Comments: _____

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APPENDIX B TO ENCLOSURE G

LINE OF EFFORT 2 – JDAL SURVEYS/FOCUS GROUPS

1. Purpose. LOE 2 surveys and focus groups gather graduate perspectives and feedback on the JPME effectiveness under OBME in preparing officers for joint duty assignments. JPME consists of rigorous and thorough instruction and examination of officers in an environment designed to promote a theoretical and practical in-depth understanding of joint matters (section 2151 of reference (f)). Joint matters relate to the development or achievement of strategic objectives through the synchronization, coordination, and organization of integrated forces in operations conducted across domains such as land, sea, or air; in space; or in the information environment (section 668 of reference (f)).

2. Using the scale below, rate the degree to which you agree or disagree with the following statements:

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

    a. The JPME II program I attended effectively promoted a **theoretical understanding of joint matters.**

    b. The JPME II program I attended effectively promoted a **practical in-depth understanding of joint matters.**

    c. (If applicable) What changes to JPME II would you recommend to more effectively promote students' **understanding of joint matters?**

3. Using the scale below, rate the degree to which you agree or disagree with the following statements:

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

    a. The curriculum in the JPME II program I attended:

      (1) Was relevant to the current environment.

      (2) Was responsive to changing global threats.

(3) Was sufficiently focused on lethality and strategic influence.

(4) Assessed students' capabilities for strategic influence.

(5) Enabled students to sufficiently understand National Defense Security priorities.

b. (If applicable) What updates to JPME II curricula would you recommend to increase relevance to the current environment and respond to changing global threats?

c. The JPME II program I attended provided sufficient preparation on:

(1) Adaptive thinking.

(2) Design thinking.

(3) Applied design for innovation, including disruptive change.

(4) Cyber security.

(5) Artificial intelligence.

d. (If applicable) What changes to JPME II would you recommend to improve officer preparation in these areas?

4. Using the scale below, rate the degree to which you agree or disagree with the following statements:

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

a. The JPME institution I attended instilled in me the capabilities to:

(1) Demonstrate advanced cognitive and communications skills employing critical, creative, and systematic thought (JLA 1).

(2) Demonstrate joint mindedness and possess a common understanding of the values of our chosen profession, as demonstrated through the exercise of sound moral judgment and the embodiment and enforcement of professional ethics, norms, and laws (JLA 2).

(3) Demonstrate expertise and apply knowledge in the theory, principles, concepts, and history specific to instruments of national power and the art and science of warfighting (JLA 3).

(4) Assess the security implications of the current and future operational environment (JLA 4).

(5) Apply knowledge of law, policy, doctrine, concepts, processes, and systems to design, assess, and revise or sustain risk- and resource-informed strategies and globally integrated, all-domain joint plans (JLA 5).

(6) Apply U.S., allied, and partner military power to conduct globally integrated, all-domain operations and campaigns (JLA 6).

5. In your opinion, which of these areas (if any) should have been **emphasized more** in your JPME II program (**check all that apply**)?

JLA 1	Communication skills	
JLA 1	Critical thinking	
JLA 1	Creative thinking	
JLA 1	Systematic thinking	
JLA 2	Joint mindedness	
JLA 2	Sound moral judgment	
JLA 2	Embodiment of professional ethics	
JLA 2	Enforcement of professional ethics, norms, and laws	
JLA 3	Knowledge of the history of warfighting	
JLA 3	Knowledge of theory, principles, and concepts of warfighting	
JLA 3	Knowledge of historic use of non-military instruments of national power	
JLA 3	Knowledge of theory, principles, and concepts of non-military instruments of national power	
JLA 4	Assess the security implications of the current operational environment	
JLA 4	Assess the security implications of the future operational environment	
JLA 5	Design strategies in land domain	
JLA 5	Design strategies in maritime domain	
JLA 5	Design strategies in air domain	
JLA 5	Design strategies in space domain	
JLA 5	Design strategies in cyber domain	
JLA 5	Design integrated all-domain plans	

JLA 6	Apply U.S. military power to conduct globally integrated operations and campaigns	
JLA 6	Apply allied military power to conduct globally integrated operations and campaigns	
JLA 6	Apply partner military power to conduct globally integrated operations and campaigns	

6. In your opinion, which of these areas (if any) should have been **emphasized less** in your JPME II program? (**Check all that apply**)

JLA 1	Communication skills	
JLA 1	Critical thinking	
JLA 1	Creative thinking	
JLA 1	Systematic thinking	
JLA 2	Joint mindedness	
JLA 2	Sound moral judgment	
JLA 2	Embodiment of professional ethics	
JLA 2	Enforcement of professional ethics, norms, and laws	
JLA 3	Knowledge of the history of warfighting	
JLA 3	Knowledge of theory, principles, and concepts of warfighting	
JLA 3	Knowledge of historic use of non-military instruments of national power	
JLA 3	Knowledge of theory, principles, and concepts of non-military instruments of national power	
JLA 4	Assess the security implications of the current operational environment	
JLA 4	Assess the security implications of the future operational environment	
JLA 5	Design strategies in land domain	
JLA 5	Design strategies in maritime domain	
JLA 5	Design strategies in air domain	
JLA 5	Design strategies in space domain	
JLA 5	Design strategies in cyber domain	
JLA 5	Design integrated all-domain plans	
JLA 6	Apply U.S. military power to conduct globally integrated operations and campaigns	
JLA 6	Apply allied military power to conduct globally integrated operations and campaigns	
JLA 6	Apply partner military power to conduct globally integrated operations and campaigns	

7. (If applicable) What recommendations do you have for improving graduate preparation in these areas?

8. Using the scale below, rate the degree to which you agree or disagree with the following statements.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

    a. The JPME II program I attended made effective and sufficient use of:

        (1) Interactive seminars.

        (2) Iterative case studies.

        (3) War games, simulations, and experiential learning.

9. (If applicable) What changes to JPME II instructional methods would you recommend to support officer preparation more effectively?

10. (If applicable) What additional changes to JPME II would you recommend to more effectively develop joint warfighters?

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APPENDIX C TO ENCLOSURE G

LINE OF EFFORT 3 – GO/FO AND CRITICAL BILLETS ENGAGEMENTS

1. <u>Purpose</u>. LOE 3 surveys and focus groups gather perspectives and feedback from GO/FOs regarding performance of recent JPME II graduates they have supervised. While GO/FOs are the sample population for LOE 3, these same questions apply to LOE 4. The sample population for LOE 4 are JQOs who supervise recent JPME II graduates.

2. <u>Part I – Applicability of Joint Learning Areas to Performance</u>

   a. <u>JLA #1: Strategic Thinking and Communications</u>

      (1) In your experience, do/can recent group(s) of JPME II graduates:

Demonstrate advanced cognitive and communication skills employing critical, creative, and systematic thought.   • **Evaluate** alternative perspectives and demonstrate the ability to **distinguish** reliable from unreliable information to reasoned decisions.   • Persuasively **communicate** on behalf of their organizations with a wide range of domestic and foreign audiences.   • Through communication, **synthesize** all elements of their strategic thinking concisely, coherently, and comprehensively in a manner appropriate for the intended audience and environment.

      (2) Assess your recent JPME II graduates' level of proficiency in their ability to apply the above skills.

No Proficiency	Below average levels of proficiency	Above average levels of proficiency	Superior levels of proficiency
1	2	3	4

b. <u>JLA #2: The Profession of Arms</u>

(1) In your experience, do/can recent group(s) of JPME II graduates:

> Demonstrate joint mindedness and possess a common understanding of the values of their chosen profession demonstrated through the exercise of sound moral judgment and the embodiment and enforcement of professional ethics, norms, and laws.
> - Are first and foremost members of the profession of arms, sworn to support and defend the Constitution.
> - Demonstrate **joint mindedness** and possess a common understanding of the values of their chosen profession demonstrated through **sound moral judgment** and the **embodiment and enforcement of professional ethics**, **norms**, **and laws**.
> - Apply the principles of life-long learning and demonstrate effective **joint leadership** and **followership**.

(2) Assess your recent JPME II graduates' level of proficiency in their ability to apply the above skills.

No Proficiency	Below average levels of proficiency	Above average levels of proficiency	Superior levels of proficiency
1	2	3	4

c. <u>JLA #3: The Continuum of Competition, Conflict, and War</u>

(1) In your experience, do/can recent group(s) of JPME II graduates:

> Demonstrate expertise and apply knowledge in the theory, principles, concepts, and history specific to instruments of national power and the art and science of warfighting.
> - Are experts in the theory, principles, concepts, and history specific to sources of national power, the **competition continuum**, and the **art and science of warfighting**.
> - Apply their knowledge of the nature, **character**, and **conduct of war and conflict**, and the instrument of national power, to determine the military instrument to achieve national security objectives.

(2) Assess your recent JPME II graduates' level of proficiency in their ability to apply the above skills.

No Proficiency	Below average levels of proficiency	Above average levels of proficiency	Superior levels of proficiency
1	2	3	4

   d. JLA #4: The Security Environment

   (1) In your experience, do/can recent group(s) of JPME II graduates:

Effectively and continuously **assess** the security implications of the current and future operational environment. • Using appropriate interdisciplinary analytical frameworks, **evaluate** historical, cultural, political, military, economic, innovative, technological, and other competitive forces to identify and evaluate potential **threats**, **opportunities**, **and risks**.

   (2) Assess your recent JPME II graduates' level of proficiency in their ability to apply the above skills.

No Proficiency	Below average levels of proficiency	Above average levels of proficiency	Superior levels of proficiency
1	2	3	4

   e. JLA #5: Strategy and Joint Planning

   (1) In your experience, do/can recent group(s) of JPME II graduates:

Apply knowledge of law, policy, doctrine, concepts, processes, and systems to design, assess, and revise or sustain risk- and **resource-informed strategies** and **globally integrated**, **all-domain joint plans**. • Demonstrate broad understanding of **joint**, **interagency**, **inter-governmental**, **and multinational capabilities** and policies to inform planning. • Envision requisite future capabilities and develop strategies and plans to acquire them. Use **strategy and planning** as primary tools to develop viable, creative options for policy makers. • Position the United States to achieve national objectives throughout cooperation, **competition below armed conflict**, and **armed conflict**.

(2) Assess your recent JPME II graduates' level of proficiency in their ability to apply the above skills.

No Proficiency	Below average levels of proficiency	Above average levels of proficiency	Superior levels of proficiency
1	2	3	4

    f. <u>JLA #6: Globally Integrated Operations</u>

       (1) In your experience, do/can recent group(s) of JPME II graduates:

> Apply U.S., allied, and partner military power to conduct **globally integrated**, **all-domain** operations and campaigns.
> - Exercise intellectual agility, demonstrate initiative, and rapidly adapt to disruptive change in **cooperation**, **competition**, and **armed conflict**.
> - Consistent with law, ethics, and the shared values of the profession of arms in the furtherance of U.S. national objectives.

       (2) Assess your recent JPME II graduates' level of proficiency in their ability to apply the above skills.

No Proficiency	Below average levels of proficiency	Above average levels of proficiency	Superior levels of proficiency
1	2	3	4

    g. Do you view these JLAs as appropriately capturing the capabilities that should be expected of JPME II graduates?

    h. Are there any capabilities (knowledge, skills, other characteristics) not listed that you view as an important outcome for JPME II programs to achieve?

    i. Do any of the specific items listed stand out to you as an area in which officers may need more preparation?

3. <u>Part II – Preparation of JPME Graduates</u>. Gather feedback on the overall preparation of JPME graduates to perform effectively in JDAL billets.

    a. Do JPME II graduates generally arrive ready to perform joint duties or is on-the-job training (OJT) required?

    b. At what point are JPME II graduates generally able to work/solve joint

planning issues? On arrival? After OJT? After a substantive organizational "event"?

 c. Have you observed JPME II graduates perform effectively when tasked under stress (i.e., in challenging work situations, exercises, or wargames)?

4. <u>Part III – Deficiencies of Less Effective JPME II Graduates</u>. Feedback regarding JPME II graduates you have supervised and viewed as the **least effective** in their JDAL assignments. **Please do not include any personally identifiable information**.

 a. What do you view as these members' most critical deficiency? That is, what JLAs from the list shown above do these members lack that you believe they need(-ed) to perform (more) effectively in their position?

 b. Is this deficiency something that you think could be (more effectively) taught or trained in PME II?

 c. What type(s) of assignment(s) or project(s) would be most helpful for addressing this deficiency?

5. <u>Part IV – Deficiencies of Typical JPME II Graduates</u>. Please provide feedback regarding **JPME II graduates** you have supervised and viewed as graduates performing similarly to most other **JPME II graduates** in the same type of JDAL assignment. **Do not include any personally identifiable information**.

 a. If you had to identify one area for improvement for these members, what would it be? That is, are there any JLA attributes that these members lacked that you believe would be needed to perform (more) effectively?

 b. Is this something that you think could be (more effectively) taught in JPME II?

 c. What changes in the curriculum/type(s) of assignment(s) or project(s) would be most helpful for addressing this deficiency?

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APPENDIX D TO ENCLOSURE G

JOINT LEARNING AREAS AND CAPABILITIES REQUIRED FOR JOINT
OFFICER DEVELOPMENT

1. JLAs inform PLO and assessment plan development and provide
stakeholders across the PME community with a common lexicon for Joint
Officer Development.

2. Tables 12–17 summarize the JLAs and capabilities associated with each
JLA representing the KSAs for JQOs.

3. Milestone 3 conditional certification reviews ensure that KSAs and
capabilities associated with each PLO are embedded into one or more PLOs.

Joint Learning Area Capabilities	Desired Leader Attributes and PME Outcomes (2020 CCJO / JCS Vision and Guidance for PME and TM)	Capabilities Expressed as Recommended KSAs
JLA #1: Strategic Thinking and Communications Demonstrate advanced cognitive and communication skills employing critical, creative, and systematic thought. Evaluate alternative perspectives and demonstrate the ability to distinguish reliable from unreliable information to reasoned decisions. Persuasively communicate on behalf of their organizations with a wide range of domestic and foreign audiences. Through communication, synthesize all elements of their strategic thinking concisely, coherently, and comprehensively in a manner appropriate for the intended audience and environment.	DLA #6: Think critically and strategically in applying joint warfighting principles and concepts of joint operations. PME Outcome #5: Demonstrate critical and creative thinking skills, interpersonal skills, and effective written, verbal, and visual communications skills to support the development and implementation of strategies and complex operations.	COGNITIVE SKILLS: • Critical Thinking • Creative Thinking • Systematic Thinking • Evaluation of alternative perspectives • Distinguishing between reliable and unreliable information to inform decision making ADDITIONAL COGNITIVE SKILLS: • Critically evaluate information to inform understanding of context and meaning • Creatively design or revise strategic concepts and ideas • Synthesis of key ideas COMMUNICATION (Further separated into: *Written Communications, Oral Communications* – • Concise and coherent, • Comprehensively address relevant issues (as needed) • Appropriate for the intended audience and environment • Persuasively communicate on behalf of an organization • Listens to gain understanding

Table 12. Joint Learning Area #1 Capabilities

Joint Learning Area Capabilities	Desired Leader Attributes and PME Outcomes (2020 CCJO / JCS Vision and Guidance for PME and TM)	Capabilities Expressed as Recommended KSAs
JLA #2: The Profession of Arms Members are of the profession of arms, sworn to support and defend the Constitution, with specialized knowledge in the art and science of war. Demonstrate joint-mindedness and possess a common understanding of the values of their chosen profession demonstrated through sound moral judgment and the embodiment and enforcement of professional ethics, norms, and laws. Apply the principles of life-long learning and demonstrate effective joint leadership and followership.	DLA #4: Operate on intent through trust, empowerment, and understanding (the essentials of Mission Command) DLA #5: Make ethical decisions based on the shared values of the profession of arms	OTHER CAPABILITIES AND KNOWLEDGE AREAS: • Joint-mindedness • Sound moral judgment • Embodiment of professional ethics, norms, and laws • Enforcement of professional ethics, norms, and laws • Lifelong learning and independent development of expertise • Leadership • Followership ADDITIONAL SKILLS: • Collaboration • Consensus-building

Table 13. Joint Learning Area #2 Capabilities

Joint Learning Area Capabilities	Desired Leader Attributes and PME Outcomes (2020 CCJO / JCS Vision and Guidance for PME and TM)	Capabilities Expressed as Recommended KSAs
JLA #3: The Continuum of Cooperation, Competition, and Armed Conflict Are experts in the theory, principles, concepts, and history specific to sources of national power, and the art and science of warfighting. Apply their knowledge of the nature, character, and conduct of war and conflict, and the instrument of national power, to determine the military instrument to achieve national security objectives.	DLA #1: Understand the security environment and contributions of all instruments of national power PME Outcome #1: Discern the military dimensions of a challenge affecting national interest; frame the issue at the policy level, and recommend viable military options within the overarching frameworks of globally integrated operations	OTHER CAPABILITIES AND KNOWLEDGE AREAS: • Military competition • Understanding of the utility of the military instrument of national power • Understanding of the military dimensions of challenges to national security interests

Table 14. Joint Learning Area #3 Capabilities

Joint Learning Area Capabilities	Desired Leader Attributes and PME Outcomes (2020 CCJO / JCS Vision and Guidance for PME and TM)	Capabilities Expressed as Recommended KSAs
JLA #4: The Security Environment Effectively and continuously assess the security implications of the current and future operational environment. Using appropriate inter-disciplinary analytical frameworks, evaluate historical, cultural, political, military, economic, innovative, technological, and other competitive forces to identify and evaluate potential threats, opportunities, and risks.	DLA #1: Understand the security environment and contributions of all instruments of national power PME Outcome #2: Anticipate and lead rapid adaptation and innovation during a dynamic period of acceleration in the rate of change in warfare under the conditions of great power competition and disruptive technology	OTHER CAPABILITIES AND KNOWLEDGE AREAS: • Understanding of security environment through a historical analytical framework • Understanding of security environment through a cultural analytical framework • Understanding of security environment through a political analytical framework • Understanding of security environment through an economic analytical framework • Understanding of security environment through a technological analytical framework • Understanding of security environment through a framework of innovation

Table 15. Joint Learning Area #4 Capabilities

Joint Learning Area Capabilities	Desired Leader Attributes and PME Outcomes (2020 CCJO / JCS Vision and Guidance for PME and TM)	Capabilities Expressed as Recommended KSAs
JLA #5: Strategy and Joint Planning Apply knowledge of law, policy, doctrine, concepts, processes, and systems to design, assess, revise, or sustain risk and resource-informed strategies and globally integrated, all-domain joint plans. Demonstrate a broad understanding of joint, interagency, intergovernmental, and multinational capabilities and policies to inform planning. Envision requisite future capabilities and develop strategies and plans to acquire them. Use strategy and planning as primary tools to develop viable, creative options for policymakers. Position the U.S. to achieve national objectives through campaigning.	PME Outcome #3: Conduct joint warfighting, at the operational to strategic levels, as all-domain, globally integrated warfare, including the ability to integrate allied and partner contributions PME Outcome #4: Strategically-minded warfighters or applied strategists who can execute and adapt strategy through campaigns and operations PME Outcome #1: Discern the military dimensions of a challenge affecting national interest; frame the issue at the policy level, and recommend viable military options within the overarching frameworks of globally integrated operations	OTHER CAPABILITIES AND KNOWLEDGE AREAS: • Understanding of legal statutes governing the military • Understanding of military doctrine • Understanding of joint warfighting concepts (See Reference g) • Understanding of Interagency capabilities and policies • Understanding of Intergovernmental capabilities and policies • Understanding of Multi-national capabilities and policies • Understanding of U.S. capabilities in the land domain • Understanding of U.S. capabilities in the air domain • Understanding of U.S. capabilities in the maritime domain • Understanding of U.S. capabilities in the cyber domain • Understanding of U.S. capabilities in the space domain

Table 16. Joint Learning Area #5 Capabilities

Joint Learning Area Capabilities (CJCSI 1800.01F)	Desired Leader Attributes and PME Outcomes (2020 CCJO / JCS Vision and Guidance for PME and TM)	Capabilities Expressed as Recommended KSAs
JLA #6: Globally Integrated Operations Creatively apply US, allied, and partner military power to conduct globally integrated, all-domain operations and campaigns. Exercise intellectual agility, demonstrate initiative and rapidly adapt to disruptive change across all domains of competition and war. They do so consistent with law and the shared values of the profession of arms in furtherance of U.S. national objectives.	DLA #2: Anticipate and respond to surprise and uncertainty DLA #3: Recognize change and lead transitions PME Outcome #1: Discern the military dimensions of a challenge affecting national interest; frame the issue at the policy level, and recommend viable military options within the overarching frameworks of globally integrated operations	COGNITIVE SKILLS: • Intellectual agility • OTHER CAPABILITIES AND KNOWLEDGE AREAS: • Understanding of U.S. interests in cooperation, competition, and armed conflict • Understanding ally and partner interests • Initiative • Adapting rapidly to change

Table 17. Joint Learning Area #6 Capabilities

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ENCLOSURE H

GUIDELINES FOR NOMINATION OF SPECIAL AREAS OF EMPHASIS

1. <u>Overview</u>. SAEs are mandatory topics within all JPME programs. The SAE process requires JPME programs to develop CLOs for all SAEs approved by the CJCS or his delegate. DoW organizations can make recommendations on JPME subject matter to ensure relevancy and currency in the curriculum. This enclosure provides Joint Staff J-7, JPME programs, and SAE proponents with processes and procedures for SAE governance and execution.

2. <u>Background</u>

   a. SAE topics respond to both enduring and evolving needs of the SecWar, Joint Chiefs of Staff, CCDRs, and the Joint Staff. SAEs are separate from what statutes mandate. They provide additional guidance on learning objectives and CLOs in JPME curriculum development.

   b. SAE topics enhance JPME curricula by focusing attention on emergent warfighting concepts or emphasizing support to existing warfighting concepts.

   c. SAE topics apply broadly to the Joint Force at the operational or strategic level of war. They address elements of joint matters not sufficiently emphasized under existing JLAs.

   d. Topics best suited for training are deferred to training programs (i.e., those designed to deliver discrete, well-defined knowledge and skill sets essential to the performance of specific tasks or jobs).

3. <u>Description</u>

   a. <u>Enduring</u>. SAE-Es are based on SecWar direction for JPME and influence PLO development and curriculum design. SAE-Es reflect national security interests and remain present in policy IAW SecWar guidance.

   b. <u>Periodic</u>. SAE-Ps are temporary and provide the CJCS with a means for ensuring the currency and relevancy of JPME curriculum. They also permit organizations across DoW to recommend novel student learning outcomes for achievement by those programs. Joint Staff J-7 reviews SAE-Ps annually and provides recommendations for updates to the MECC. The CJCS or delegate approves all SAE-Ps. Refer to the Joint Staff Joint Electronic Library for updates to the current list of SAE-Ps.

4. <u>SAE-P Nomination</u>. The following guidelines apply to SAE-P nominations from DoW organizations:

    a. Joint Staff J-7 calls for SAE-P nominations via a query to the Services, CCMDs, Joint Staff, OSW, defense agencies, MECC member organizations, and other JPME stakeholders.

    b. Any DoW organization may nominate a potential SAE-P.

    c. Nominating organizations complete the template at Appendix A to this enclosure and provide it to Joint Staff J-7 with a cover memo. Joint Staff J-7 requires the cover memo be signed by a GO/FO or member of the senior executive service from the nominating organization.

    d. Nominating organizations review existing JPME program requirements in the OPMEP and this manual to validate the need for an SAE-P.

    e. The nominating organization identifies a proponent (office) responsible for developing student learning outcomes for the proposed SAE-P, differentiating for JPME Phase I and Phase II.

    f. SAE proponents present the proposed SAE-P at the annual Joint Faculty Education Conference (JFEC).

    g. Joint Staff J-7 vets the nominations for presentation to the JFEC using JPME requirements to validate the need and advise the nominating organizations.

    h. During the JFEC presentation, JFEC members provide feedback to the presenter about each SAE-P nomination.

    i. At the conclusion of the JFEC, each college submits a ranked list of SAE-P nominations.

5. <u>SAE-P Approval</u>. The Joint Staff uses the following process in vetting SAE-Ps for CJCS approval.

    a. The MECC-WG leaders, in coordination with Joint Staff J-7, prepare SAE-P nominations for presentation to the MECC.

    b. The MECC reviews and endorses the SAE-P list for CJCS approval.

    c. The goal is to limit the number of SAE-Ps for CJCS approval to a maximum of five.

d. Following endorsement by the CJSC, nominating organizations are responsible for developing supporting educational packages for resident and non-resident education while differentiating for JPME Phase I and Phase II.

6. <u>Compliance</u>. Leaders of JPME programs develop course-level learning outcomes associated with SAEs. JPME programs use the annual CES report to show compliance with SAE requirements.

a. JPME programs may address SAE-Ps approved by CJCS or delegate within 30 days of the commencing AY in the following AY.

b. SAE-Ps do not require changes to PLOs but influence curriculum design.

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APPENDIX A TO ENCLOSURE H

SPECIAL AREA OF EMPHASIS NOMINATION TEMPLATE

1. Table 18 provides a template showing what organizations provide to meet SAE-P nomination requirements.

-Title.

-Narrative. Describe what the SAE entails.

-Requirement Review.
    Completion Date for JPME requirements review.
    Why this SAE is necessary?
    Description of SAE differences, if any, for JPME Phase I or Phase II
    and resident or distance learning education.

-Proposed student learning outcomes.

-Plan for developing lesson guides and/or supporting educational packages.

-Sponsor office of responsibility.

-Points of contact within the sponsoring office of responsibility.

Table 18. Special Area of Emphasis – Periodic Template

2. Joint Staff J-7 will use the Enterprise Task Management Software Solution to issue a call for SAE-P nominations.

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ENCLOSURE I

REFERENCES

a. CJCSI 1800.01G, 15 April 2024, "Officer Professional Military Education Policy"

b. *The Joint Chiefs of Staff Vision for Professional Military Education & Talent Management,* 1 May 2020

c. Department of War, 23 January 2026, *National Defense Strategy*

d. Chairman of the Joint Chiefs of Staff, 28 May 2023, *National Military Strategy*

e. CM-0166-13, 28 June 2013, "Desired Leader Attributes for Joint Force 2020"

f. Title 10, U.S. Code

g. DoDI 1322.35 Volume I, 26 April 2022, "Military Education: Program Management and Administration"

h. *Military Education Assessment Advisory Committee Charter,* 17 April 2025

i. National Defense Authorization Act for 2025, Section 557, Department of Defense Appropriations Bill, 17 June 2024

j. CAST, "The UDL Guidelines," <https://udlguidelines.Cast.org.> Last accessed 29 January 2026.

SUPPORTING DOCUMENTATION

1. *Implementation Plan for the Joint Chiefs of Staff Vision for Professional Military Education & Talent Management,* 11 July 2020

2. Capstone Concept for Joint Operations, Joint Force 2020, 10 September 2012

3. Capstone Concept for Joint Operations, Joint Force 2030, 19 June 2019

GLOSSARY

PART I – ABBREVIATIONS AND ACRONYMS

AAG	Assessment Advisory Group
ADL	Advanced Distributive learning
AJA	Annual Joint Assessment
AY	academic year
CCDR	Combatant Commander
CCMD	Combatant Command
CES	Common Educational Standards
CJCS	Chairman of the Joint Chiefs of Staff
CLO	course learning outcome
CY	calendar year
DJ-7	Joint Staff Director for Joint Force Development, J-7
DL	distance/distributed learning
DLA	desired leader attributes
DoW	Department of War
EXCOM	executive committee
FTE	full-time equivalency
GO/FO	general officer/flag officer
I-Plan	implementation plan
IAW	in accordance with
ILE	Intermediate-Level Education
IRMA	introduce, reinforce, master, assess
IT	information technology
JAMIS	Joint Accreditation Management Information System
JASI	Joint Acculturation Survey Instrument
JCWS	Joint and Combined Warfighting School
JDAL	Joint Duty Assignment List
JEAAG	Joint Education Assessment Advisory Group
JEDD	Joint Education and Doctrine Division
JEL	Joint Electronic Library
JEL+	JEL Plus
JFEC	Joint Faculty Education Conference
JFSC	Joint Forces Staff College

JLA	Joint Learning Area
JPME	joint professional military education
JQO	Joint Qualified Officer
KSA	knowledge, skills, and abilities
LOE	line of effort
LMS	learning management system
MEAAC	Military Education Assessment Advisory Committee
MECC	Military Education Coordination Council
MEI	military educational institution
MPEA	Master Plan for External Assessments
NCR	National Capital Region
NDU	National Defense University
NDU-P	National Defense University President
NIPRNET	Non-classified Internet Protocol Router Network
NIU	National Intelligence University
NLT	not later than
OBE	outcomes-based education
OBME	outcomes-based military education
OJT	on-the-job training
OPMEP	Officer Professional Military Education Policy
OSW	Office of the Secretary of War
PAJE	Process for Accreditation of Joint Education
PLO	program learning outcome
PME	professional military education
PTE	part-time equivalency
RAH	read-ahead
SAE	Special Area of Emphasis
SAE-E	Special Area of Emphasis – Enduring
SAE-P	Special Area of Emphasis – Periodic
SAV	staff advisory visit
SecWar	Secretary of War
SIPRNET	SECRET Internet Protocol Router Network
SLE	Senior-Level Education
SLO	subordinate learning outcome
STFR	student-to-faculty ratio

UDL	Universal Design for Learning
USAF	U.S. Air Force
USMC	U.S. Marine Corps
USN	U.S. Navy
USSF	U.S. Space Force
WG	working group

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PART II – DEFINITIONS

The following definitions of key terminology apply within the context of outcomes-based military education.

<u>academically rigorous</u>. Refers to an institution's capacity to measure students' performance in an intellectually challenging environment and hold them to an overall standard, thus making them accountable for their progress with grades, skills assessments, and feedback.

<u>academic program review</u>. A regular, rigorous, and documented process that evaluates evidence of student achievement and program metrics and then uses that evidence to improve the program.

<u>acculturation</u>. A change in behaviors and thinking that is the culmination of continuous contact among groups of individuals of different cultures resulting in changes in original cultural patterns.

<u>analyze</u>. A student's ability to critique and assess diverse perspectives, striving to consider the relevant information carefully, thoughtfully, and objectively.

<u>ascertain</u>. Refers to students' ability to seek out diverse perspectives, gather information and perspectives that may conflict with the conventional wisdom, and/or a student's initial impressions. The ability to independently ascertain new information is a cornerstone of effective analysis and decision-making.

<u>assessment</u>. Determination of the progress toward accomplishing a task, creating a condition, or achieving an objective. The action or an instance of making a judgment about something.

<u>assessment of student learning</u>. 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. Joint professional military education programs may accomplish assessment of student learning by direct assessments (measures of learning based on student performance or demonstrations of the learning itself) or indirect assessments (measures of learning based on perceptions, reflections, or secondary evidence to make inferences about student learning).   Assessment of student learning determines if the student achieves the appropriate outcomes and objectives to standard.

<u>assessment</u>. The ongoing measure of performance. Assessment has several definitions dealing with military operations. However, for outcomes-based military

education assessment, one joint definition reiterates the linkage of performance and control through assessment: "Determination of the progress toward accomplishing a task, creating a condition, or achieving an objective."

<u>authentic assessment</u>. Assessments of performance on outcomes approximate conditions under which the graduate would most likely encounter in the operational environment.

<u>calibration</u>. In the context of rubrics, calibration is the process of building inter-rater reliability, so every faculty member interprets each criterion correctly (validity aspect) and rates student achievement on a given assignment consistently across the faculty (reliability aspect). Joint professional military education programs accomplish rubric calibration when a specific assignment from a single student is rated the same, or nearly so, by faculty across the program. They all measure the right thing for each criterion (validity) and do so consistently (reliability) amongst each other and within their teaching sections.

<u>compliance</u>. In the context of Officer Professional Military Education Policy, compliance means a program meets the requirement and provides narrative, documentation, and/or evidence to support its determination (CJCSI 1800.01G).

<u>course learning outcome</u>. A common type of subordinate learning outcome defines the skills or competencies students acquire, put into action, or utilize after a course. A course learning outcome (CLO) is usually more specific and measurable, and contributes to the achievement of higher-level CLOs and/or program learning outcomes. Also called CLO.

<u>critical thinking</u>. Critical thinking is the process of actively applying and analyzing information from multiple and often conflicting sources and using that information to reach a logical conclusion or decision point. Employing classroom activities and assignments promoting critical thinking is vital to the intellectual and professional development of joint leaders at all levels of joint professional military education.

<u>direct outcomes assessment</u>. Measures of learning are based on student performance or demonstrations of the learning itself. Direct outcomes assessment gathers and analyzes data from student behavior tied directly to learning outcomes and provides demonstrable evidence students achieved the learning outcomes. Direct assessment of learning can occur within a course and across courses or a program. Examples include portfolios, presentations, CAPSTONE exercises, tests, exams, projects, war games, simulations, and written assignments. Program faculty use direct assessments for both formative and summative assessment purposes.

diverse perspectives. A cornerstone of academic inquiry is the ability to seek out and weigh competing points of view. The term diverse perspectives refers to a range of different and often competing ideas concerning a point of controversy.

evaluation. As used in this manual, evaluation is the summative measure of performance. Joint professional military education programs use ongoing formative and summative assessments to support the overall program evaluation of student and cohort performance.

faculty. Faculty are military and civilian personnel assigned to a joint professional military education (JPME) institution or program who—as determined by the institution/program—teach, prepare, or design JPME curricula; conduct research relevant to JPME; or directly supervise those who do. The focus is on faculty whose role is to have direct academic interactions with students and the JPME program as it supports outcomes-based military education.

formative outcomes assessment. Formative outcome assessments are subsets of formative assessments. Formative outcomes assessments connect assignments to one or more learning outcomes. Often conducted at the course level, these assignments provide useful, actionable feedback on what, how much, and how well students learn. In addition, these assignments help students prepare for success both on the subsequent graded evaluations and in the world beyond the classroom.

hybrid programs. Hybrid programs have both resident and distance learning modalities, with distance learning predominating. Under joint professional military education policy, faculty and student mix requirements (other than student-to-faculty ratios) for hybrid JPME delivery match those of the associated resident program.

indirect outcomes assessment. Measures solicit perceptions and reflections or utilize secondary evidence to make inferences about student learning. Indirect outcomes assessments collect and analyze perceptions of mastery of learning outcomes and may be self-reported or reported by others. Examples include students' self-assessments, course evaluations, alumni surveys, satisfaction surveys, and grades.

intellectually challenging. Intellectually challenging program offers a sufficiently difficult curriculum, permitting individual students to develop new cognitive skills and better understands essential professional military education concepts.

institutional assessment. An assessment of institutional effectiveness includes evidence of student learning plus all assessment of non-instructional components of the institution directly or indirectly contributing to student success. Joint professional military education programs can utilize formative or summative and direct or indirect assessment measures.

institutional effectiveness. Systematic and ongoing process of planning, making informed decisions, and allocating resources by collecting, assessing, and acting on data relative to how well the institution is achieving its mission and learning outcomes.

joint acculturation. The process of understanding and appreciating the separate Service cultures results in joint attitudes and perspectives, common beliefs, and trust that occurs when diverse groups come into continuous, direct contact.

joint learning area. Joint learning areas represent broad categories of knowledge and capabilities officers acquire over a career of joint officer development. Also called JLA.

learning goal. A broad definition of aspirational student competence or what the program or course intends to accomplish. Goals indicate those aspirational and desirable learning activities. In contrast with learning outcomes, Joint professional military education leaders cannot assess a learning goal in a single lesson, course, or program event.

learning management systems. A learning management system is a software application for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, or learning and development programs.

learning objective. A precise statement of the student's expected performance (action), the learning environment (condition), and the required specificity (standards) for student performance. Learning objectives are normally associated with a course or lesson and serve as the contract between students, instructors, and the school; determine the specific content of the instruction; establish the conditions for learning; and identify the standards for student performance. Learning objectives describe student performance in a specific, verifiable (measurable), and student-centered way.

learning outcomes. Students develop knowledge, skills, and dispositions through coursework and other educational experiences. Learning outcomes may focus on any learning domain: affective, cognitive, or psychomotor. Outcomes are definitive statements of a condition at a point in time (i.e., the

level of performance the student can demonstrate at the time of graduation or completion of the course). In outcomes-based military education, outcomes are the curriculum, instruction, and assessment design drivers. Joint professional military education programs may employ a hierarchy of nested learning outcomes flowing from program learning outcomes to subordinate learning outcomes, such as course learning outcomes or student learning outcomes.

mission. A mission is a task that, together with the purpose, indicates the action and the reason. There may be objectives, goals, strategies, executions, and tactics used to achieve the mission, but the mission is the biggest and most important thing an entity must accomplish. It ultimately drives the "purpose" that leads to achieving the goals. The mission is a **what** versus a **how** and is like a vision statement.

non-compliance. The program does not meet the requirement, clearly articulates the reason(s) for selecting non-compliance, and provides a description of the plan to move toward compliance and planned documentation and evidence to demonstrate future compliance.

non-resident education. The delivery of a structured curriculum to a student available at a different time or place than the teaching institution's resident program. There are three approaches used to provide non-resident Joint professional military education (JPME) via an appropriate, structured curriculum: satellite seminars or classes, distance/distributed learning (DL), and blended learning. The satellite approach replicates the in-residence learning experience but at a location removed from the JPME institution to not question the resident program's compliance with joint student and faculty requirements. A blended approach combines DL with an in-residence period of instruction. JPME programs may conduct the in-residence phase or a blended approach at the JPME institution or satellite facilities.

outcomes assessment. The systematic collection, review, and use of information about the achievement of student learning outcomes to improve student learning and demonstrate the effectiveness of an educational program. Assessment is an evolutionary process. It is a means to an end, not an end in itself. Outcomes assessment may be formative or summative.

partial compliance. The program meets part of the requirement and provides narrative, documentation, and/or evidence to support its determination. The program clearly articulates the reason(s) for selecting partial compliance and describes the plan to move toward compliance and planned documentation and evidence to demonstrate future compliance.

performance metrics. Indicators of student achievement used to examine program effectiveness based on an established expected level of performance, whether it is a performance target, performance benchmark, or performance standard.

performance target. An aspirational level of performance a program aims to reach in the future.

performance benchmark. A level of performance established about an external organization's performance and/or standards. Often an industry best practice or performance level of a peer institution is also a specific and quantifiable criterion for a particular outcome or indicator.

performance standard. A commitment to a minimum level of quality or attainment a program intends, relative to a particular outcome or indicator.

program. The word carries different meanings in this manual. For example, when used in Chairman of the Joint Chiefs of Staff certification, it refers to an organization or the certified entity within the organization. As such, the word program refers to the joint professional military education (JPME)-certified entity. However, when used in the context of responsibilities for representing the JPME entity, the term implies a school's leadership. The dean is typically the individual within a JPME institution responsible for representing the institution regarding JPME certification matters. Certification matters include hosting outcomes-based military education milestone reviews, developing program learning outcomes and assessment plans, preparing annual and biennial JPME reports.

program learning outcome. Program learning outcomes (PLOs) identify and describe the desired knowledge, skills, and dispositions graduates demonstrate after the program. Written as statements, PLOs describe what graduates are to know, value, and do upon program completion. Also called PLO.

program learning outcome development process. The process of developing program learning outcomes (PLOs) requires faculty involvement. Outcomes-based military education requires an involved faculty who can create and implement lessons and courses to achieve the school's PLOs, develop effective pedagogy, and implement authentic assessments to the greatest extent possible.

program review. A rigorous and documented process evaluating evidence of the overall program for effectiveness. Program review considers several factors, including the aggregated assessment of student learning, the curriculum, the

teaching environment, and faculty interactions to make a holistic assessment of the program. Program review determines if the program meets program objectives and requirements and provides what students need for their next and future assignments.

program effectiveness. A summative holistic judgment of the program's ability to accomplish its mission.

proportionate. When counting faculty or students, the term proportionate means the same number with a tolerance of no more than one more or one fewer.

reliability. Measuring the same thing. In the context of rubrics, reliability is about the consistency of a measure (ratings over time; ratings across the criterion within a rubric; and/or ratings across different raters).

rigor. The amount, complexity, and number of assessments for an individual student's ability to solve problems sets within increasing complexity. Rigor provides a challenging learning environment where students are accountable for learning at high levels. Rigor ensures the faculty supports their learning efforts, and each student demonstrates learning at a high level. Rigor helps the learner gain a deeper and more relevant understanding of the content, thus allowing a better and more creative application of knowledge during practical application.

rubric. A rubric is an assessment tool indicating achievement criteria across all the components of student work, from written to oral to visual. It can be for marking assignments, class participation, or overall grades.

Special Area of Emphasis. Topics approved by the Chairman of the Joint Chiefs of Staff based on an independent stakeholder review to ensure joint professional military education curricula relevance and currency. Also known as SAEs

subordinate learning outcome. One of two groups of consequences students expected to be proficient put into action or utilize after a course. Learning outcomes are hierarchical, with institutional learning outcomes branching to program learning outcomes (PLOs) and PLOs branching into subordinate learning outcomes. Also known as SLO.

substantive changes. Changes at the program and institutional level could cause significant changes in plans for joint professional military education certification. Changes could encompass inadequate student and faculty mixes; plans to eliminate or reduce the emphasis on mandatory topics; reductions in

levels of learning that could affect rigor; a new mission statement and resultant changes in program outcomes and assessment plans; and infrastructure and information technology shortfalls.

<u>summative outcomes assessment</u>. Summative assessments evaluate student learning achievement after an instructional period. Summative assessments are graded evaluations and part of program review and evaluation, including curriculum reviews. As high-stakes events, effective summative assessment practice requires programs examine the reliability, validity, and possible bias.

<u>stakeholders</u>. Each program may have a broader definition of stakeholders, including students, graduates, faculty, subject matter experts, Service headquarters, and regional accreditors, in addition to the joint professional military education (JPME) stakeholders. However, stakeholders are senior leaders from organizations across the Joint Force responsible for joint officer development. Stakeholders provide JPME graduates with opportunities to gain experience in joint warfighting and leadership concepts and to further their development as critically thinking and strategic-minded Joint leaders. In outcomes-based military education, programs rely on stakeholders from the Combatant Commands, Joint Staff, and Office of the Secretary of War to provide periodic feedback to JPME programs on the performance of JPME graduates.

<u>standard</u>. An idea or criteria used as a measure, norm, or model in comparative evaluations. While there are no consistent standards, in the context of joint military education, programs are concerned with three types of standards: content, process, and value. In the context of outcomes-based military education, content standards are program learning outcomes expressed as statements describing what students are to know or be able to do within the context of a specific program. Process standards describe skills students are to develop to enhance learning. Process standards are not specific to a particular discipline but are generic skills such as communication skills that apply to any discipline. Value standards describe attitudes students develop toward learning. Examples would include expectations for valuing diversity or joint perspectives.

<u>Student Active Learning Strategies</u>. Describes a learning environment in which the student interacts directly with the learning process by engaging with their faculty and classmates to discuss and debate various ideas, concepts, and terms. In contrast, passive learning activities (e.g., reading, lectures) are often effective curriculum techniques emphasizing memorization or comprehension. Modern pedagogical research emphasizes the value of both, emphasizing interactive learning strategies when teaching advanced graduate material.

<u>Universal Design for Learning Framework</u>. Universal Design for Learning (UDL) is a framework designed to improve and optimize teaching and learning. UDL is based on principles that empower everyone to have agency over their own learning. It allows educators and learners to set clear goals, anticipate environmental barriers, create meaningful options, and fully embrace human variability. Also called UDL. For more information on UDL, see <https://udlguidelines.Cast.org>.

<u>validity</u>. Refers to the accuracy and quality of the measure to focus on the right things. In the context of authentic assessments, rubrics can demonstrate validity. Validity occurs when rubric criterion aligns program learning outcomes, subordinate learning outcomes, assignments, and stakeholder feedback.

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