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**CJCSM 1810.01
1 April 2022**

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



**JOINT STAFF
WASHINGTON, D.C. 20318**

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OUTCOMES-BASED MILITARY EDUCATION PROCEDURES FOR OFFICER PROFESSIONAL MILITARY EDUCATION

References:

See Enclosure I

1. Purpose. This Manual supplements reference a and provides policies and procedures for Joint Professional Military Education (JPME) certification under Outcomes-Based Military Education (OBME). Rigorous and thorough education is both process- and product-driven. OBME shifts emphasis from focusing on compliance with mandating topics in the JPME curriculum to focusing on students achieving approved Program Learning Outcomes (PLOs). Joint and Service school leadership responsible for JPME program certification submit annual and biennial JPME reports to J-7 during a six-year OBME implementation period. JPME programs receive full certification under OBME based on evidence of compliance with Officer Professional Military Education Policy (OPMEP) standards for education and effectiveness of program learning. Title 10, U.S. Code, section 153 Paragraph a.6 (C) establishes Chairman of the Joint Chiefs of Staff (CJCS) authority for review, coordination, and certification of JPME programs.
2. Superseded/Cancellation. None. This is a new Manual.
3. Applicability. This Manual applies to the CJCS, Service Chiefs, Combatant Commanders (CCDRs), President of the National Intelligence University (NIU) and their staff and components, as well as to Joint and Service school leadership, who are responsible for JPME program certification. Distribution to other agencies is for information only.
4. Policy. The CJCS will certify JPME programs in accordance with reference a and certification guidance described in this Manual. Certification requires JPME programs to achieve the OBME milestones over six years, including periodic reviews and reports of evidence of OPMEP compliance and effectiveness in achieving program outcomes. The CJCS may delegate

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CJCSM 1810.01
1 April 2022

certification approval authority, and, if so, the actions approved by his delegate are binding.

5. Responsibilities. 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 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, deans, and provosts 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 or meeting that action’s standard and expectation.

6. Organization

a. Enclosure A introduces OBME and describes the OBME Implementation Plan (I-Plan).

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

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 Common Educational Standards (CESs) and provides guidelines for compliance with OPMEP requirements for rigorous and thorough delivery of joint education.

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

g. Enclosure G provides guidelines for using external assessments and stakeholder feedback to improve program reviews and evaluations.

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1 April 2022

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

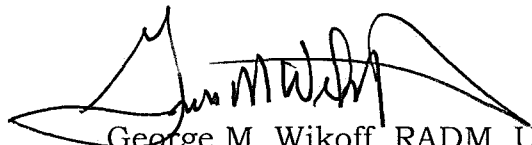
i. Enclosure I and the Glossary provide a list of references and a glossary of key definitions associated with OBME.

7. Summary of Changes. None. This is a new Manual.

8. Releasability. UNRESTRICTED. Joint Staff (JS) approves this directive for public release; distribution is unlimited on NIPRNET. DoD Components (to include the Combatant Commands (CCMDs)), other Federal agencies, and the public may obtain copies of this directive through the Internet from the CJCS Directives Electronic Library at: <<http://www.jcs.mil/library>>. JS activities may also obtain access via the SIPR Directives Electronic Library Website.

9. Effective Date. This MANUAL is effective upon receipt.

For the Chairman of the Joint Chiefs of Staff:



George M. Wikoff, RADM, USN
Vice Director, Joint Staff

Enclosures

- A — Outcomes-Based Military Education Overview
- 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 — Guidelines for External Assessments and Stakeholder Feedback
- H — Guidelines for Stakeholder Nomination of Special Areas of Emphasis
- I — References
- GL— Glossary

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1 April 2022

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CJCSM 1810.01
1 April 2022

TABLE OF CONTENTS

	Page
ENCLOSURE A – OVERVIEW OF OUTCOMES-BASED MILITARY EDUCATION	A-1
Background.....	A-1
Overview	A-1
OBME Framework.....	A-2
ENCLOSURE B – GUIDELINES FOR JPME CERTIFICATION UNDER OUTCOMES-BASED MILITARY EDUCATION	B-1
Introduction.....	B-1
OBME Milestones	B-1
OBME Review Team	B-2
Milestones.....	B-2
APPENDIX A – MILESTONE GUIDELINES.....	B-A-1
Milestone 0	B-A-1
Milestone 1	B-A-2
Milestone 2	B-A-3
Milestone 3	B-A-4
Milestone 4	B-A-6
Milestone 5	B-A-7
Milestone 6	B-A-8
Reaffirmation of Certification	B-A-9
JPME Forums.....	B-A-9
ENCLOSURE C – GUIDELINES FOR PROGRAM LEARNING OUTCOMES DEVELOPMENT	C-1
Introduction.....	C-1
Guidelines for PLO Development.....	C-1
ENCLOSURE D – GUIDELINES FOR OUTCOMES-BASED MILITARY EDUCATION ASSESSMENTS.....	D-1
Introduction.....	D-1
OBME Assessments.....	D-1
Best Practices.....	D-2
APPENDIX A – OBME ASSESSMENT PLAN TEMPLATE.....	D-A-1
Introduction	D-A-1
Outcomes Map.....	D-A-1

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

Alignment of PLOs, Assessment Measures, and Standards for Achievement	D-A-1
APPENDIX B – RUBRICS GUIDELINES AND EXAMPLES	D-B-1
Introduction	B-B-1
Types and Usage of Rubrics	D-B-1
Rubric Validity, Reliability, and Calibration.....	B-B-2
ENCLOSURE E – GUIDELINES FOR JPME COMMON EDUCATIONAL STANDARDS	E-1
Overview	E-1
Requirement.....	E-1
APPENDIX A – COMMON EDUCATIONAL STANDARD 1 – JOINT ACCULTURATION	E-A-1
Overview.....	E-A-1
Standard 1 – Joint Acculturation	E-A-1
OPMEP Changes	E-A-1
Requirements Under OBME	E-A-2
Best Practices	E-A-3
Certification.....	E-A-4
APPENDIX B – COMMON EDUCATIONAL STANDARD 2 – THE ACADEMIC EXPERIENCE	E-B-1
Overview.....	E-B-1
Standard 2 – The Academic Experience.....	E-B-1
OPMEP Changes	E-B-1
Requirements Under OBME	E-B-1
Best Practices	E-B-3
Certification.....	E-B-6
APPENDIX C – COMMON EDUCATIONAL STANDARD 3 – STUDENT ACHIEVEMENT.....	E-C-1
Overview.....	E-C-1
Standard 3 – Student Achievement	E-C-1
OPMEP Changes	E-C-1
Requirements Under OBME	E-C-1
Best Practices	E-C-2
Certification.....	E-C-2
APPENDIX D – COMMON EDUCATIONAL STANDARD 4 – PROGRAM REVIEW.....	E-D-1
Overview.....	E-D-1

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

Standard 4 – Program Review	E-D-1
OPMEP Changes	E-D-1
Requirements Under OBME	E-D-1
Best Practices	E-D-2
Certification	E-D-3

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

Overview	E-E-1
Standard 5 – Faculty Selection, Development, and Performance Assessment	E-E-1
OPMEP Changes	E-E-1
Requirements Under OBME	E-E-1
J-7 October Report	E-E-1
Best Practices	E-E-7
Certification	E-E-8

APPENDIX F – COMMON EDUCATIONAL STANDARD 6 – INFRASTRUCTURE AND FINANCIAL CAPABILITIES

Overview	E-F-1
Standard 6 – Infrastructure and Financial Capabilities	E-F-1
OPMEP Changes	E-F-1
Requirements Under OBME	E-F-1
Best Practices	E-F-3
Certification	E-F-4

ENCLOSURE F – OUTCOMES-BASED MILITARY EDUCATION REPORTS.....

Introduction	F-1
Overview	F-1
J-7 October Report	F-1
CAPSTONE Reporting	F-1

APPENDIX A – ANNUAL JPME REPORT GUIDELINES.....

Policy	F-A-1
Requirement	F-A-1
Template	F-A-1

APPENDIX B – BIENNIAL JPME REPORT GUIDELINES

Policy	F-B-1
Requirement	F-B-1
Template	F-B-1

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

Structure	F-B-1
APPENDIX C – JOINT STAFF OUTCOMES-BASED MILITARY EDUCATION REPORTS..... F-C-1	
Introduction	F-C-1
Template.....	F-C-1
ENCLOSURE G – GUIDELINES FOR EXTERNAL ASSESSMENT AND STAKEHOLDER FEEDBACK..... G-1	
Overview	G-1
Joint Learning Areas	G-1
Assessments	G-1
APPENDIX A – JOINT LEARNING AREAS AND CAPABILITIES REQUIRED FOR JOINT OFFICER DEVELOPMENT G-A-1	
Introduction	G-A-1
APPENDIX B – FOCUS GROUP PROTOCOL FOR JOINT QUALIFIED OFFICERS AND JPME II GRADUATES G-B-1	
Introduction	G-B-1
ENCLOSURE H – GUIDELINES FOR NOMINATION OF SPECIAL AREAS OF EMPHASIS H-1	
Overview	H-1
Background.....	H-1
Description.....	H-1
SAE-P Nomination.....	H-1
SAE-P Approval	H-2
Compliance	H-3
APPENDIX A – SPECIAL AREA OF EMPHASIS NOMINATION TEMPLATE..... H-A-1	
SAE Template	H-A-1
ENCLOSURE I – REFERENCES.....	I-1
GLOSSARY	GL-1

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

List of Tables

1. Comparing Traditional to Outcomes-Based Education.....	A-2
2. Joint Learning Areas	A-4
3. Desired Leader Attributes.....	A-4
4. Topics in Joint Matters Mandated by Law.....	A-5
5. Common Educational Standards.....	A-6
6. Outcomes Map Example.....	D-A-1
7. PLO Target Map Example	D-A-2
8. Outcomes Assessment Results Aligned with Assessment Plan Input Example	D-A-3
9. Rubric to Assess Student Achievement (Written Assignment).....	D-B-3
10. Input Conditions to Facilitate Joint Acculturation	E-A-4
11. Output Data Example for Reporting Effectiveness Under CES 1.....	E-A-6
12. PLO Change Template	E-C-3
13. Critical Tasks for Faculty Accountability under OBME	E-E-7
14. Annual Report Template/Focus Areas	F-A-1
15. Compliance with Mandatory JPME Topics Based on Title 10, U.S. Code	F-A-2
16. Special Areas of Emphasis Topics.....	F-A-2
17. Joint Learning Area #1 Capabilities	G-A-1
18. Joint Learning Area #2 Capabilities	G-A-2
19. Joint Learning Area #3 Capabilities	G-A-3
20. Joint Learning Area #4 Capabilities	G-A-4
21. Joint Learning Area #5 Capabilities	G-A-5
22. Joint Learning Area #6 Capabilities	G-A-6
23. Special Area of Emphasis – Periodic Template	H-A-1

List of Figures

1. OBME Framework.....	A-3
2. Outcomes-Based Military Education Implementation	B-1
3. PLO Development Framework	C-1
4. PLO Development Process	C-5

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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ENCLOSURE A

OVERVIEW OF OUTCOMES-BASED MILITARY EDUCATION

1. Background. Reference b clarifies Professional Military Education (PME), specifically JPME, **must rise to 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 specific topics to an output-based system focused on results. Under OBME, the emphasis changes to student achievement of intended learning outcomes.

2. Overview. The intent of this Manual is to clarify the guidance of OPMEP on how JPME programs achieve and maintain certification under OBME. Certification 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 focuses on outputs, emphasizing 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. Student Mastery. 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 this focus of OBME, JPME programs ensure graduates possess and wield the knowledge and skills necessary to succeed. Faculty use formative assessments to identify when their students are straying from the path of PLO mastery and intervene appropriately.

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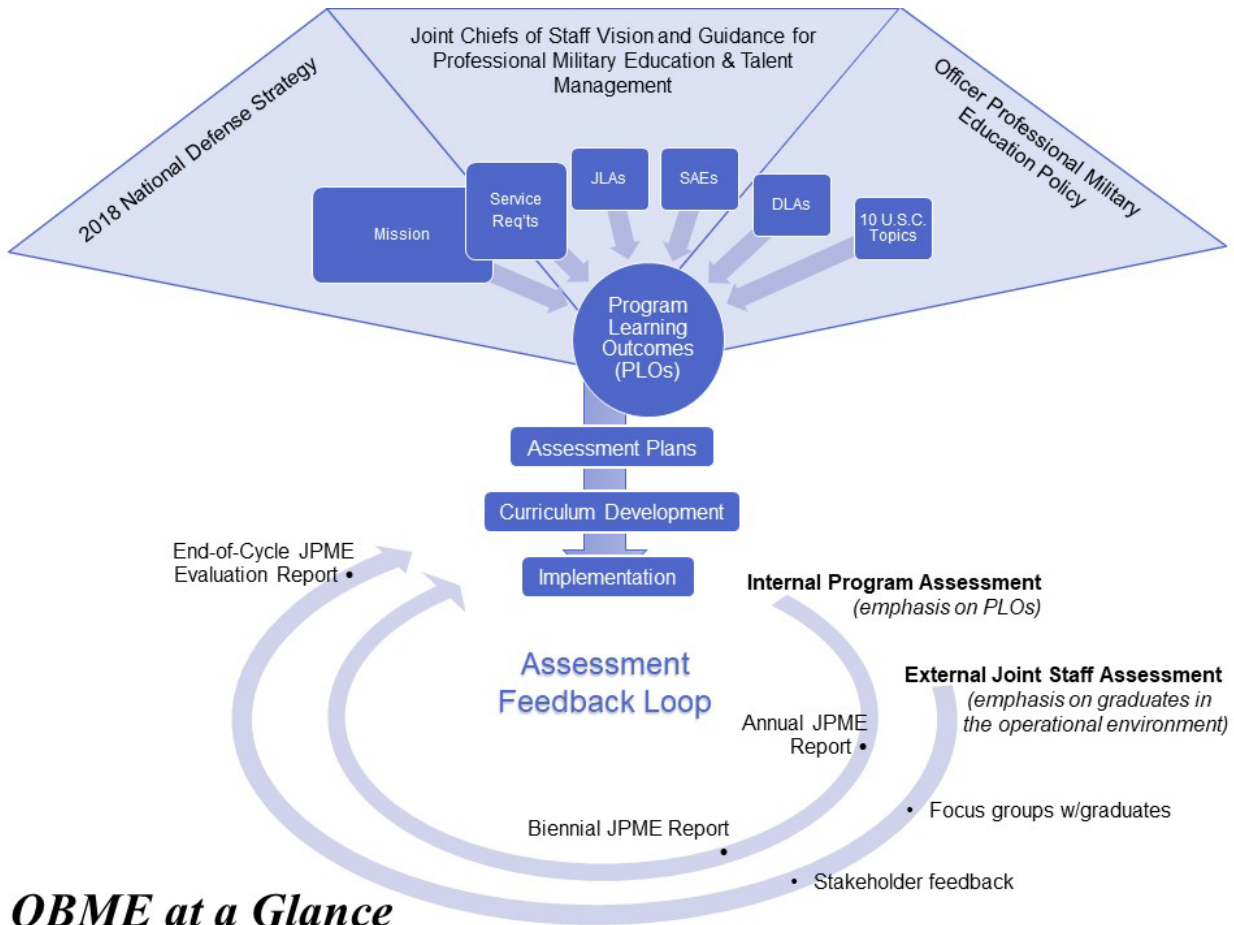
CJCSM 1810.01
1 April 2022

Traditional Education	Outcomes-Based Education
<ul style="list-style-type: none">● Grades/Rank-based assessment● Grades are a function of points on activities, assignments, exams, etc.● Previous results shape judgment methods● Relies primarily on summative assessments● Absence of an assessment-feedback-improvement loop	<ul style="list-style-type: none">● Desired outcomes-based assessment● Completion of education implies the learner has successfully achieved all 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. Instructional Methodology. 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. However, the ultimate demonstration of PLO achievement, as designed by OBME, occurs post-graduation in follow-on professional work.

3. OBME Framework. Certification under OPMEP requires school leaders of JPME programs to provide evidence of compliance with statutes and policy and the effectiveness of education in student achievement of PLOs. Certification requires JMPE programs to progress through six critical Milestones over a six-year OBME implementation period. Figure 1 and Enclosure B describe the key elements of OBME certification. These elements include PLO development informed by high-level guidance and missions, compliance with OPMEP standards, internal and external assessments of student achievement and graduate performance, and stakeholder feedback.



OBME at a Glance

Figure 1. OBME Framework

a. Program Learning Outcomes. 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. Assessments. 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.

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CJCSM 1810.01
1 April 2022

c. Joint Learning Areas. 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 b and c. Table 2 shows the current list of JLAs.

Joint Learning Areas

1. Strategic Thinking and Communications
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. Desired Leader Attributes. Desired Leader Attributes (DLAs) represent CJCS guidance for long-term leader development encompassing training, education, experience, and self-development (reference h). Accordingly, DLAs are not achievable through education alone nor during a single learning event or academic program. However, JPME programs use these attributes when creating 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. Knowledge, Skills, and Abilities. Appendix A to Enclosure G translates guidance from OPMEP associated with JLAs, DLAs, and the 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.

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CJCSM 1810.01
1 April 2022

f. Joint Subject Matter. Reference i directs JPME to promote a theoretical and practical in-depth understanding of joint matters and, specifically, the subject matter in Table 4.

<p><u>All JPME</u></p> <ol style="list-style-type: none">1. National military strategy2. Joint planning at all levels of war3. Joint doctrine4. Joint command and control5. Joint force and joint requirements development6. Operational contract support <p><u>JPME Phase II (plus All JPME topics)</u></p> <ol style="list-style-type: none">1. National security strategy2. Theater strategy and campaigning3. Joint planning processes and systems4. 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. JPME programs incorporate SAEs into the curriculum and account for student achievement of SAE course learning outcomes. SAEs fall into two categories: enduring and periodic.

(1) SAE-Enduring. SAE-Enduring (SAE-E) are based on Secretary of Defense (SecDef) direction for PME. They reflect long-term national security interests and remain in policy pending SecDef direction. OPMEP provides the list of SAE-Es, which currently includes **irregular warfare** and **nuclear capabilities and concepts**.

(2) SAE-Periodic. SAE-Periodic (SAE-P) are based on stakeholder nominations of JPME topics to expand or maintain currency and relevancy of JPME curricula. The 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-P for CJCS approval.

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

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

i. Certification. The Process for Accreditation of Joint Education (PAJE) will change under OBME, emphasizing effectiveness in CESs and the achievement of PLOs. PAJE reaffirmation reviews for accredited JPME programs commence following a program's attainment of OBME full certification. J-7 will publish PAJE guidelines under OBME in an update to the OPMEP. For new programs requesting JPME certification, see guidelines in paragraph 2.c. of Appendix A to Enclosure B .

(1) Compliance. CES compliance with statutory and CJCS policy requirements for rigorous and thorough instruction of JPME is mandatory.

(2) Effectiveness. OBME emphasizes effectiveness in CES compliance for the rigorous and thorough delivery of JPME and on the evidence provided by leaders of JPME programs and stakeholders regarding graduates' PLO achievement. See Enclosures E and F regarding OBME reporting requirements under each of the six CESs.

(a) Program-Level Assessments of Student Achievement. Best practices with outcomes-based program-level evaluation indicate it may take years for a program to assess even a small number of PLOs appropriately. Accordingly, the OBME review cycle allows for a period of assessments, data collection, analysis, and reporting to evaluate effectiveness in achieving PLOs. OBME requires JPME programs to assess all PLOs within the OBME six-year certification timeframe. JPME programs may elect to stagger reporting of PLOs but report on effectiveness in achieving each PLO at least once during the six-year implementation cycle.

(b) Stakeholder/Graduate Feedback. JPME effectiveness is based on internal and external assessments of student achievement of PLOs. JPME programs conduct graduate surveys and seek stakeholder feedback to meet requirements for external assessments. For external assessments, J-7 will periodically query senior leaders across the Joint Staff, the Office of the

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CJCSM 1810.01
1 April 2022

Secretary of Defense (OSD), Defense Agencies, and CCMDs on perceptions of how well JPME graduates are prepared for Joint duty assignments. J-7 will publish for each JPME program a list of stakeholders by office symbol identified for external assessments. In addition, J-7 will employ indirect assessments primarily through focus groups and surveys to query recent JPME graduates and JQOs on the effectiveness of JPME programs. Focus groups use the protocol guidance in Enclosure G to assess the preparation of JPME II graduates and JQOs for joint duty assignments.

(3) Certification Milestones

(a) Certification under OBME requires JPME programs to submit PLOs and assessment plans for J-7 review and provide evidence of compliance and effectiveness at critical milestones over a six-year OBME implementation and evaluation period.

(b) Enclosure B describes the entrance and exit criteria governing each milestone. JPME programs reach milestones at different times. JPME programs are eligible for conditional certification under OBME at Milestone 3. JPME programs achieve conditional certification at Milestone 3 by demonstrating compliance with the six CESs and briefing PLOs and assessment plans to the Military Education Coordination Council (MECC) Working Group (WG). Institution leadership at the Dean or Provost level and above approve the PLOs and assessment plans for Milestone 3 conditional certification.

(c) JPME programs are eligible for full certification after Milestone 5 based on the evidence provided from internal and external assessments spanning at least four academic years. J-7 will certify all JPME programs by Milestone 6, at which time all graduates are to be proficient in all PLOs.

(d) JPME programs maintain full certification status as long as the program complies with annual and biennial reporting requirements.

(e) J-7 requires new and unaccredited programs to undergo a rigorous review before entering Milestone 1. A similar review is required for JPME programs that lost accreditation hence J-7 will treat the school as an unaccredited JPME program. J-7 grants new and unaccredited programs permission to apply for Milestone 1 based on J-7's review of the curriculum for statutory and policy compliance and extant CES practice.

j. Reports. Under previous CJCS policy, reaffirmation of accreditation under PAJE required JPME programs to provide a formal Self-Study. Under

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CJCSM 1810.01
1 April 2022

OBME certification guidelines, JPME programs no longer submit a Self-Study Report. Rather, JPME programs submit annual and biennial reports on OPMEP compliance and OBME effectiveness.

(1) OBME Progress Report for JPME. J-7 will use the guidelines shown in Appendix C to Enclosure F to apprise the OSD and stakeholders of JPME program compliance and effectiveness. Joint Staff annual OBME reports evaluate a JPME program's progress toward OBME certification. Data sources for the reports include JPME programs' annual and biennial JPME reports, focus group reports, and external assessments and feedback provided by JPME graduates and stakeholders. Reporting culminates at the end of the six-year OBME implementation period, with JS J-7 issuing an OBME Implementation Report evaluating overall JPME effectiveness under OBME. See Appendix C to Enclosure F for the JS J-7 OBME Progress Report Template.

(2) Annual JPME Report. JPME program leaders submit annual JPME reports following achievement of conditional certification after Milestone 3 to ensure compliance with OPMEP requirements. The annual JPME report focuses on CES compliance and effectiveness in delivering rigorous and thorough joint education. The reports notify J-7 of any substantive changes affecting certification. J-7 will use the report to monitor and ensure JPME programs meet statutory and policy requirements. Enclosure F provides a template and guidelines for developing the annual JPME report.

(3) Biennial JPME Report. Upon conditional certification after Milestone 3, leaders of JPME programs submit a report every two years, known as the biennial JPME report, containing evidence of program effectiveness in student achievement of PLOs. Upon completion of Milestone 3, program administrators inform J-7 of the plan for evaluating and reporting progress on each of the PLOs. Enclosure F provides a template and guidelines for developing the biennial JPME report.

k. Feedback. J-7 will conduct periodic surveys of JPME II graduates and their supervisors to gather feedback on graduate preparedness for and performance in joint duty assignments.

1. JPME Phase III/CAPSTONE

(1) The CAPSTONE program at National Defense University (NDU) conducts the third phase of JPME for newly selected O-7s. CAPSTONE is a Title 10-required experiential executive leadership program. It is a non-degree granting educational experience offered to further senior officers' joint

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CJCSM 1810.01
1 April 2022

knowledge and skills and characterized by relatively short duration and CJCS-informed evaluation procedures.

(2) CAPSTONE relies on assessment by the leadership of its Senior Fellows or highly qualified experts, the interaction with interagency and CCMD senior leaders, the peer interaction of the Fellows (students), and sessions with international leaders to assure the program achieves its desired outcomes. J-7 will use the certification procedures in paragraph 3 below to certify CAPSTONE as an executive leadership program under OBME.

(3) CAPSTONE conducts a two-year review of the program to evaluate the effect of OBME on the program's unique academic structure and congressionally mandated senior leader education. Under OBME, CAPSTONE will restructure the review to address PLOs and assessment plans. In addition, CAPSTONE will use the NDU President's (NDU-P's) annual CAPSTONE Effectiveness report to CJCS to meet OBME certification requirements and include updates to CAPSTONE PLOs.

(4) CAPSTONE leadership will meet the following requirements for conditional certification at Milestone 3:

(a) For Milestone 0, present an executive-level briefing summarizing plans for meeting OBME certification Milestones 1, 2, and 3.

(b) For Milestone 1, present conditional PLOs developed from statute, policy, and CJCS guidance.

(c) For Milestone 2, document the procedures established to comply with the NDU-P annual CAPSTONE Effectiveness Report to the CJCS.

(d) J-7 will issue full certification status to CAPSTONE based on NDU-P annual CAPSTONE Effectiveness Reports, CJCS assessments, and CAPSTONE two-year reviews at Milestones 4, 5 and 6.

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ENCLOSURE B

GUIDELINES FOR JPME CERTIFICATION UNDER OUTCOMES-BASED MILITARY EDUCATION

1. Introduction. This enclosure describes certification milestones under OBME. Appendix A describes the criteria used to grant entrance into and exit from each of the six milestones. OBME requires J-7 reviews of JPME program compliance with certification guidelines for each milestone.

2. OBME Milestones. Figure 2 describes the OBME Implementation Cycle and the milestones JPME programs must achieve for OBME certification.

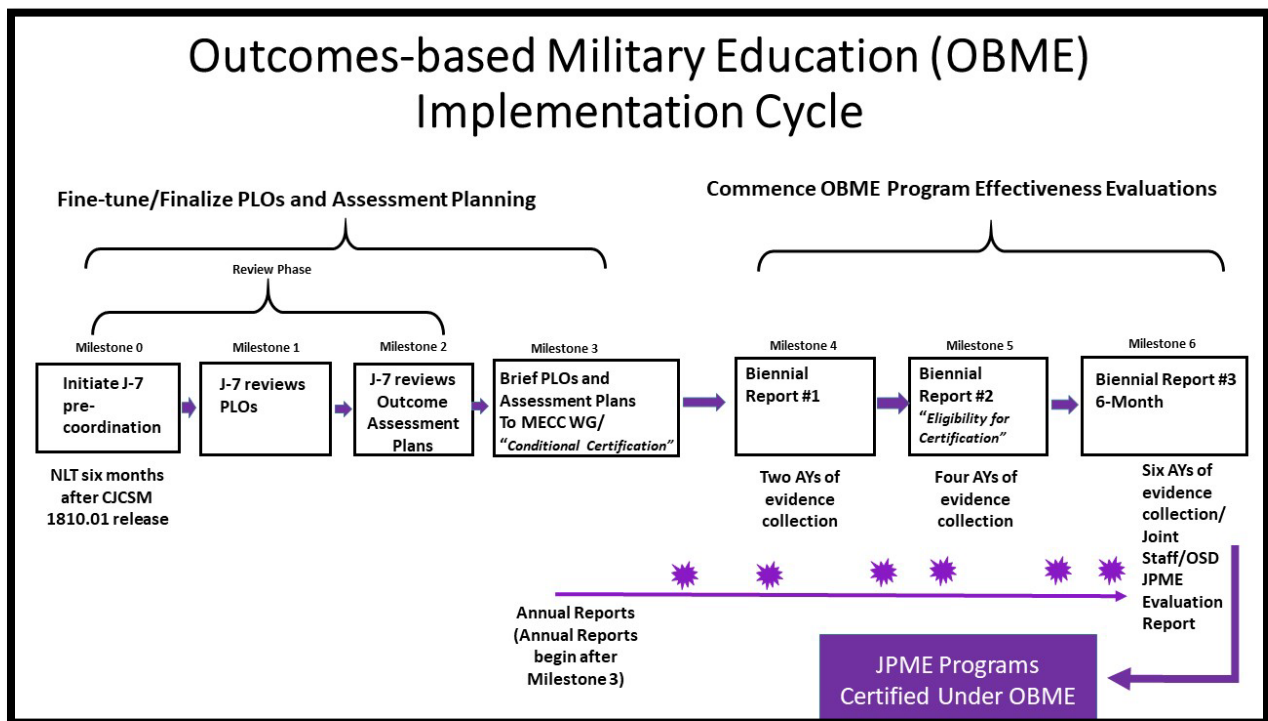


Figure 2. Outcomes-Based Military Education Implementation

a. Military Education Assessment Advisory Committee. The Military Education Assessment Advisory Committee (MEAAC) advises the J-7 on OBME assessments. The J-7, in coordination with the MECC WG and OSD, reviews the MEAAC's performance every two years.

b. The MEAAC comprises two groups: the Assessment Advisory Group (AAG) and the Military Education Assessment Advisory Group (MEAAG).

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

(1) The AAG members represent civilian and military education, the science and technology community, OSD, and the Services advisors on OBME assessment methodology and military education policy. The J-7 solicits subject matter area experts from across the DoD and academia as members

(2) The MEAAG, with members nominated by the MECC WG, advises on education standards and best practices in OBME assessments. The MEAAG reviews OBME documentation at each certification milestone and advises the J-7 on compliance with OBME policy guidelines.

3. OBME Review Team. An OBME Review Team examines documentation to include PLOs, curriculum and outcomes maps, assessment plans, and JPME annual and biennial reports. The team comprises members from the MECC WG, MEAAC, and OSD.

4. Milestones. Certification milestone planning and scheduling begin with the release date of this Manual. At publication, leaders of JPME programs have six months to initiate Milestone 0 pre-coordination actions with the J-7, which includes scheduling reviews of PLOs and draft drafts assessment plans. Figure 2 and Appendix A to this Enclosure describe OBME milestone requirements.

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

APPENDIX A TO ENCLOSURE B

MILESTONE GUIDELINES

1. Milestone 0. At Milestone 0, accredited JPME programs contact J-7 via memorandum to begin pre-coordination for a formal review of PLOs and assessment plans to satisfy OBME requirements at Milestones 1 and 2.

a. Documentation. JPME programs may accelerate Milestones 1 and 2 reviews by including PLOs and an assessment plan along with the Milestone 0 request memo. The Milestone 0 request may include the program's preference for a virtual review or an on-site review at Milestones 1 and 2. The intent is to expedite Milestones 1 and 2 reviews to the fullest extent possible without compromising the rigor and integrity of the process.

(1) The program initiates certification milestone review by sending a memorandum to J-7 requesting the start of Milestone 0. JPME programs attach PLOs and assessment plans to support requests for Milestone 1 and Milestone 2 *Fast Track* reviews.

(2) J-7 responds with a Milestone 0 Confirmation Memorandum establishing the date of a Milestone 0 conference call to initiate Milestone 1 pre-coordination. J-7 responds to requests for Fast Track reviews based on a review of the attached documentation and recommendations from the OBME Review Team. J-7 provides the program with a response at least two weeks before the Milestone 0 conference call.

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

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

(5) J-7 requires leaders of JPME programs to complete all Milestone 0 pre-coordination tasks to qualify for a Milestone 0 Change of Status Memorandum.

b. Updated or New Program Certification in relation to Milestone 0. J-7 uses the following guidelines for three situations for new, unaccredited, or updated programs. These three situations are programs with no history of JPME accreditation; programs previously certified but whose status has expired; programs currently certified but requiring a review due to substantive changes.

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

(1) New programs undergo a rigorous review of curriculum and plans for meeting the six CESs.

(2) Leaders of these programs (new and/or updated) submit JPME accreditation requests to J-7 through the Service headquarters or National Defense University. Each request indicates the specific program(s) for review and primary and alternate dates for the J-7 in-depth evaluation.

(3) New programs submit a Self-Study Report to show capabilities to comply with the OPMEP and the JPME CESs described in reference a and detailed in Enclosure E of this Manual. The Self-Study is the culmination of an in-depth internal assessment to address requirements for compliance with the rigorous and thorough delivery of joint education.

(4) Upon receipt and examination of the Self-Study Report, the J-7 establishes whether the program is in full compliance with OPMEP requirements. For programs that do not gain approval, J-7 provides leaders of the programs with recommendations for improvement. After implementing the recommendations, the program may seek a new review and submit an updated Self-Study.

(5) Upon approval of JPME accreditation for new and updated programs, the J-7 issues a Memorandum of JPME Accreditation.

(6) Once accredited, leaders of new or updated JPME programs have one year from the date shown on the Memorandum of Accreditation to apply for OBME certification.

2. Milestone 1. The purpose of Milestone 1 is to review JPME PLOs to ensure the development process and outcome statements follow CJCS requirements and guidance established in reference a and this Manual. Milestone 1 reviews also provide the J-7 with a means to understand how PLO processes impact changes in JPME curricula under OBME.

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 Memorandum from J-7 after Milestone 0 review. The memo approves JPME program leaders to move to Milestone 1.

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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

(3) An OBME review team conducts the review and provides formal feedback via memo including a recommendation on the program's milestone status.

(4) J-7 makes the official determination if the program meets the Milestone 1 requirements based on the recommendations of the OBME review team. JPME programs remain in Milestone 1 status until programs resolve all issues. Once a JPME program meets the requirements, J-7 provides a Change of Status Memorandum transitioning the program to Milestone 2.

b. The OBME 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 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. The PLOs are measurable, and 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, leaders use mapping to show the associations using clarifying information.

3. Milestone 2. Milestone 2 reviews ensure each JPME program uses the guidance from the OPMEP and this Manual when developing the assessment plan.

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

Appendix A
Enclosure B

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

(1) The program receives a Change of Status Memorandum from J-7 approving to move to Milestone 2.

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

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

(4) J-7 makes the official determination if the program meets the Milestone 2 requirements based on the recommendations of the OBME review team. JPME programs remain in Milestone 2 status until all issues are resolved. Once met J-7 issues a Change of Status Memoranda to Milestone 3.

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

(1) Review teams inquire into a program's process for creating the assessment plan, how the JPME 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 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. Milestone 3. The purpose of Milestone 3 is to grant conditional certification under OBME to JPME programs based on evidence of compliance with requirements mandated by statute and policy. The MECC WG provides a peer-review of PLOs and assessment plans senior leaders from the JPME institutions approved for effectiveness evaluations planned for Milestones 4, 5, and 6.

a. JPME programs provide J-7 with curriculum maps to indicate where the school leadership addresses OPMEP requirements for SAE-Es, namely irregular warfare and nuclear posture review concepts. J-7 will review compliance with

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

mandatory topics required under title 10, U.S. Code, chapter 107. Upon completing the review, leaders of JPME programs brief the MECC WG on PLOs and assessment plans.

b. J-7 schedules Milestone 3 briefings to occur during a MECC WG meeting. The MECC WG provides an appropriate venue for participants to discuss PLOs and assessment strategies. JPME programs present the PLOs and assessment plans senior leaders at JPME institutions approved for effectiveness evaluation and reporting during Milestones 4, 5, and 6.

c. OBME conditional certification involves shared responsibilities among executive leadership (presidents, commandants, chancellors, directors), administrators, faculty, students, and stakeholders. Following the briefing and upon agreement of MECC-WG, J-7 transitions the program to Milestone 4 status.

d. The MECC WG recommends conditional certification under OBME for programs meeting the following:

(1) The program complies with OPMEP requirements for JPME curriculum development.

(2) The PLOs reflect program efforts to seek and incorporate feedback from relevant stakeholders periodically.

(3) Adjustments to PLOs and assessment plans are a function of feedback from stakeholders and lessons revealed through initial instruction and assessment of student learning.

(4) Leaders of JPME programs ensure PLOs are stable and approved for effectiveness evaluations for Milestones 4, 5, and 6.

e. J-7 makes the official determination if the JPME program meets the Milestone 3 requirements. Once met, J-7 issues a Change of Status Memorandum to Milestone 4. JPME programs remain in Milestone 3 status until programs resolve all issues. Conditional certification status terminates at either Milestone 5 or Milestone 6. All programs can apply for full certification at Milestone 5 and achieve full certification by the end of Milestone 6.

f. Following conditional certification at Milestone 3, programs no longer submit compliance data using the J-7 October Report. Once a program is conditionally certified, the program uses the annual JPME report to present

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

compliance data. The due date for the annual and biennial JPME reports is 1 November of each calendar year after Milestone 3.

5. Milestone 4. The purpose of Milestone 4 is to review student achievement and JPME program progress in achieving PLOs after two academic years (AYs) of assessments. At Milestone 4, the JPME program submits the first of three biennial JPME report and the second of six annual JPME reports.

a. Milestone 4 is the first of three milestones devoted to data-driven reports providing evidence of compliance under OPMEP and student achievement of the PLOs. During Milestone 4, J-7 coordinates focus groups and interviews periodically with JPME graduates and key stakeholders. J-7 focus groups are not program- or school-specific regarding intent. Rather, J-7 focus groups address preparation of JPME graduates serving in billets on the Joint Duty Assignment List (JDAL). The resulting external assessment data complements programs' internal assessment reports. These efforts are not meant to replace a program's plan to conduct external surveys designed to gain feedback from supervisors and JPME graduates. The intent is for focus groups to use results to validate program findings and provide feedback to programs for incorporation into their internal review processes. JPME programs may include this data as supplemental evidence in their biennial JPME reports.

b. Each annual JPME report summarizes a single AY of compliance with each of the six CESs. JPME programs may also use the annual JPME report to highlight innovations and/or effectiveness evaluations under one or more of the six CESs. At least once during the six-year OBME implementation period, programs will use the annual report on CES effectiveness for each CES.

c. The biennial JPME report focuses on PLO assessments and summarizes two AYs of OBME assessments.

d. Milestone 4 review focuses collectively on the annual and biennial JPME reports to determine overall progress toward certification. J-7 coordination with programs involves the following guidelines:

(1) JPME programs submit the annual and biennial JPME reports on 1 November.

(2) Based on a review of the annual and biennial JPME reports, the J-7 grants program to transition to Milestone 5 via a Change of Status Memorandum. J-7 responds within 30 days from receipt of the annual report and within 60 days from receipt of the biennial report.

Appendix A
Enclosure B

B-A-6

UNCLASSIFIED

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

6. Milestone 5

a. The purpose of Milestone 5 is to review student achievement and JPME program progress in achieving PLOs following four AYs of assessments. At Milestone 5, JPME programs can apply for full certification under OBME. JPME programs submit the second JPME biennial JPME report and the fourth annual JPME reports. Reporting criteria for the annual and biennial JPME reports are in Enclosure F.

b. J-7 evaluates overall progress toward certification by combining program assessment results captured in the JPME reports with J-7 external assessments of graduate performance. J-7 and Joint and Service school leadership of JPME programs obtain external assessment results from a combination of surveys, focus group interviews, and stakeholder feedback.

c. At Milestone 5, full certification requires evidence of PLO assessments presented in two biennial JPME reports and evidence of CES compliancy and effectiveness based on four years of annual JPME reports.

d. OBME certification at Milestone 5 requires JPME programs to use the following procedures:

(1) At least one year before the Milestone 5 annual JPME report due date, JPME programs apply via memorandum addressed to the Director, Joint Staff for Joint Force Development (DJ-7).

(2) JPME program has maintained four AYs of uninterrupted compliance under each of the six CESs.

(3) JPME program has reported on the effectiveness of each CES at least once.

(4) JPME program has reported on the achievement of all PLOs at least once.

e. For programs meeting the requirements for full certification at Milestone 5, the DJ-7 issues a Memorandum of Certification under OBME and a Change of Status Memorandum to Milestone 6. JPME programs retain their full certification status under OBME so long as biennial JPME reports continue to meet OPMEP reporting requirements for compliance and effectiveness under OBME.

Appendix A
Enclosure B

B-A-7

UNCLASSIFIED

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

f. JPME programs applying for certification and fail to meet the requirements for full certification at Milestone 5 reapply for full certification at Milestone 6. Programs remain in Milestone 5 status until programs resolve all outstanding issues.

g. JPME programs that do not achieve full certification at Milestone 6 retain conditional certification status and reapply for full certification under OBME. J-7 establishes a timeline for full certification on a case-by-case review of the causes and recommended courses of action.

7. Milestone 6. The purpose of Milestone 6 is to review student achievement and JPME program progress in achieving PLOs following six AYs of assessments. At Milestone 6, the JPME programs submit the final annual and biennial JPME reports required during the six-year OBME implementation period. Upon conclusion of Milestone 6 reviews, J-7 will evaluate and report overall JPME effectiveness under OBME.

a. For programs meeting full certification requirements at Milestone 6, the DJ-7 will issue a Memorandum of Certification under OBME granting full certification status under OBME.

b. To qualify for certification at Milestone 6, programs must:

(1) Apply via memo addressed to DJ-7 at least one year before the Milestone 6 annual report due date.

(2) Maintain four years of uninterrupted compliancy under each of the six CESs.

(3) Report on effectiveness of each CES at least once.

(4) Report on the achievement of all PLOs at least once.

c. Leaders of JPME programs will use the following guidelines to prepare for Milestone 6 reviews.

(1) JPME programs submit the annual and biennial JPME reports on 1 November. J-7 responds within 30 days following receipt of the annual report and 60 days after receiving the biennial report.

(2) JPME programs have up to one AY to resolve any issues noted during the J-7 review.

Appendix A
Enclosure B

B-A-8

UNCLASSIFIED

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

(3) After resolving all issues, DJ-7 issues a Memorandum of Certification under OBME. The memo will also include PAJE guidance for reaffirmation of certification.

8. Reaffirmation of Certification. JPME programs maintain certification status under OBME by meeting the following conditions:

a. JPME programs continue to submit biennial JPME reports showing evidence of student achievement of PLOs and program effectiveness.

b. JPME programs resolve all issues within the allotted timeframe as part of J-7 reviews.

c. OPMEP remains in effect.

9. JPME Forums. J-7 recognizes the value of providing opportunities for JPME programs to collaborate. Accordingly, J-7, in coordination with leaders of the JPME programs, will establish and maintain JPME Forums to achieve the following objectives.

a. Create in-person networking with other educators in the JPME enterprise. J-7 publishes the forum schedule; JPME programs act as forum hosts and invite non-hosts member participation.

b. Provide opportunities to review how peer institutions approach similar challenges. JPME programs assign appropriate faculty and staff to participate.

c. Expose JPME leaders and faculty to innovative ways of exceeding requirements. J-7 and JPME programs ensure optimal preparation, engagement, and feedback to achieve the peer sharing intent of the Forum.

d. Share education and technology experiences.

e. Provide provost/dean-level discourse.

f. Collaborate on curriculum audits for compliance with mandatory requirements.

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

B-A-10

UNCLASSIFIED

Appendix A
Enclosure B

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 3 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.

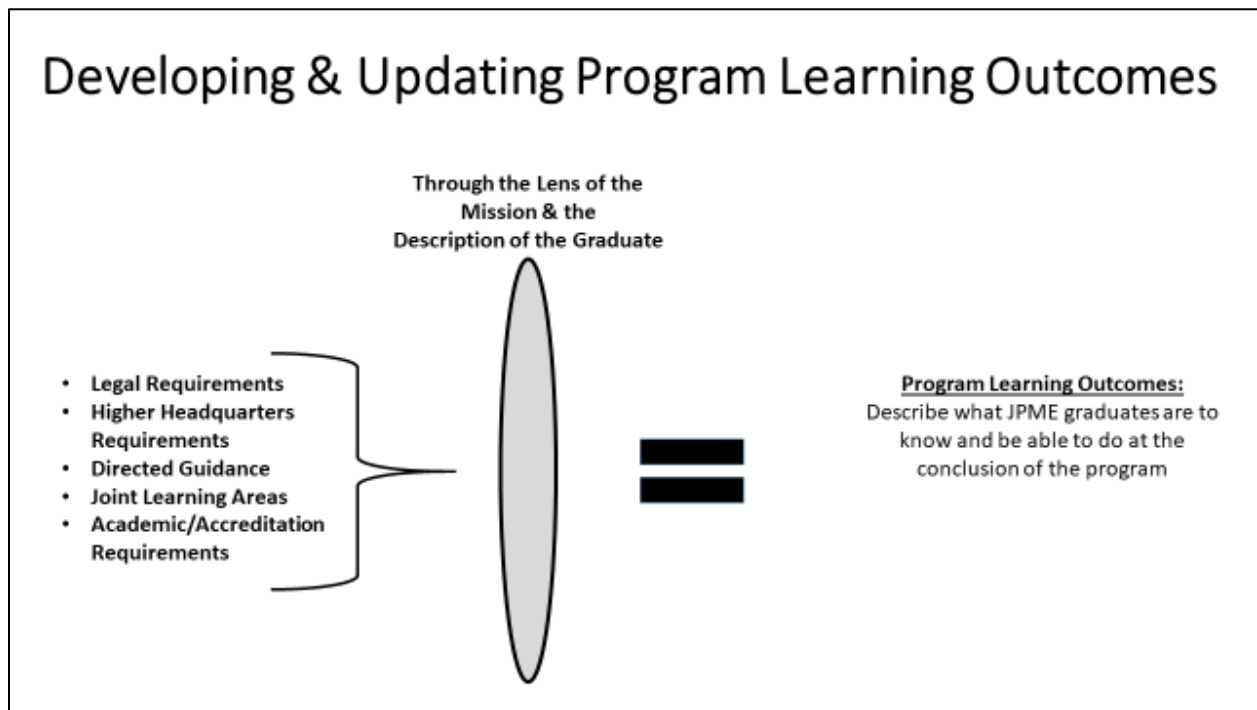


Figure 3. PLO Development Framework

a. Process. The PLO development process is an iterative one with many variations. 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 the subjects and students in many ways. The more the faculty delve into this process, the more they will discover their program and considerations for PLO development. While not prescriptive, the

UNCLASSIFIED

CJCSM 1810.01

1 April 2022

goal based on best practices is to keep the number of PLOs reasonable. A total of three-to-six PLOs 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, in contrast, make it difficult to link subordinate learning outcomes to the 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 constrains 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 in the officer's career—intermediate (JPME I) or senior (JPME II). The mission operationalizes the substantive, ever-evolving guidance provided to programs. The mission statement can accommodate 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 is to 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 important issue is the verb reflects the true scope of the academic effort, more than just selecting a verb from a list. The goal is a statement documenting the level of learning required. These statements provide the foundation for the demonstrated scaffolding of learning in the curriculum and assessment at the appropriate level. Faculty need to clearly understand the intended level of learning and the demonstrable skills associated with any particular verb. The goal is not to debate the meaning of the verb but rather to come to a common understanding

UNCLASSIFIED

UNCLASSIFIED

CJCSM 1810.01

1 April 2022

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) Identify Guidance. Using the mission statement representative of the program objectives and the initial description of what a graduate is to know, value, and be able to do, the next step is to consider the guidance that drives the development of the PLOs. Guidance, or input, is any source material either directing or suggesting topics, subjects, or approaches to learning for the program. It might be from law, higher headquarters, or policy from documents such as the OPMEP, the *National Defense Strategy*, or the university or Service education echelon above the program. 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 the PLOs or reviewing current PLOs for potential modification. One approach is preparing summaries listing the guidance requirements and applying them to the program.

(4) Review Guidance. 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/inputs with JPME outcomes for various levels and institutions. Through the mission and description of the graduates, the program begins to focus on the educational program, and, more specifically, directly linked to the eventual PLOs. The review through the lens of the program's mission is also how the faculty identify the specific level of learning associated with the various topics.

(5) Prioritize a List of Guidance. 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. Next, 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 re-organize their list of topics into groups of related concepts. However, programs coordinate or validate these internal lists with the 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

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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 having assessment efforts focus on the achievement of PLOs.

(6) Write PLOs. The writing and review of PLOs eventually include 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 are to be careful not to allow concerns for what is measurable to override the focus on what is meaningful regarding 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) Prepare Curriculum and Assessment Maps. 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 subordinate learning outcomes (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 course learning outcomes (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

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negatively affect the ability of the program to ensure all students can achieve the PLOs.

b. PLO Examples. Figure 4 and the two following examples provide guidelines for writing PLOs in the cognitive domain using Bloom's Revised Taxonomy.

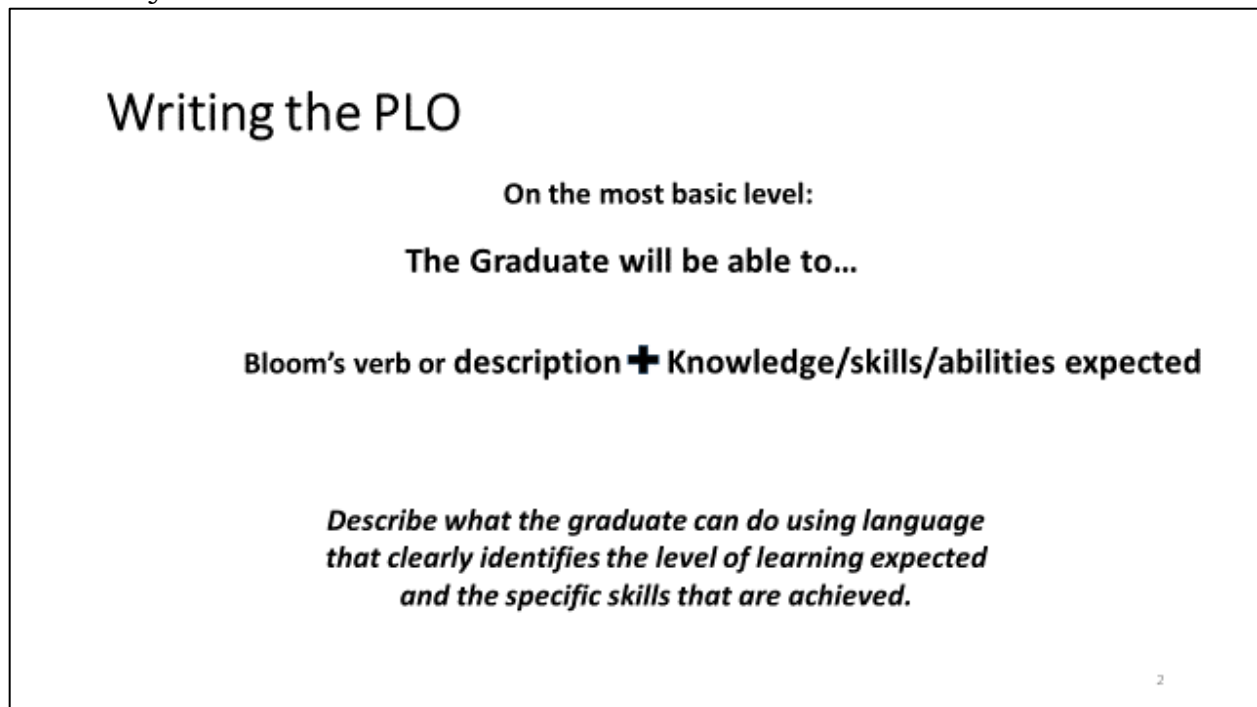


Figure 4. PLO Development Process

(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) CLOs. 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

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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 OSD, the Joint Staff, or a four-star CCMD/Sub-Unified Command. The graduates are historically informed, strategically minded, 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) PLQ. As a leader and a team member, the graduate can employ joint planning and processes to develop campaigns, contingency, crisis plans, or strategies.

(c) Action. In this example, the action, **employ**, 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.

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

ENCLOSURE D

GUIDELINES FOR OUTCOMES-BASED MILITARY EDUCATION ASSESSMENTS

1. Introduction. 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 and OBME assessment.

2. OBME Assessments. 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. Critical to this process is ensuring linkages between what programs want students to know, value, and do, with assessments influencing changes to the instructional program. This assessment closes the loop between program design, instruction, assessment, and re-design. 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 direct evidence or when direct assessments are not feasible.

 - 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. For JPME graduates, the real world starts with the Joint duty assignment.

 - 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

UNCLASSIFIED

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

matter experts, work with assessment experts to develop assessments that produce tangible evidence of student achievement and PLO attainment.

3. Best Practices. The challenge in transitioning to OBME is that 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. OBME requires assessment planning alongside outcome development so the entire education process becomes more focused and aligned.

a. Authentic Assessments. 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/curriculum development process under OBME. When stakeholder feedback informs authentic assessments, programs can better identify critical/creative/strategic thinkers for future assignments.

b. Formative and Summative Assessments. 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. The OBME Assessment Plan. 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 serves as the evidence for program review, evaluation, and certification processes. Considering that curriculum development can be an ongoing process throughout an 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

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CJCSM 1810.01
1 April 2022

plans and outcomes reports to inform process improvement and program evaluations. The content of an OBME assessment plan typically includes the following elements:

- (1) Program Mission. State the program's mission.
 - (2) Program Learning Outcomes. List and align all PLOs and SLOs (if used).
 - (3) Course Listing. Course number, title, and a short description of all courses in the program.
 - (4) Outcomes to Assessments Map. Tables aligning courses to PLOs/SLOs along with direct and indirect assessment measures and targets for achievement (see Table 7).
 - (a) Matrix showing references to where programs introduce, reinforce, master, and assess (IRMA model or similar continuum) PLOs/SLOs. This matrix is typically an overview/big picture of the entire program in matrix form.
 - (b) Matrix showing references to where programs measure PLOs/SLOs indirectly through surveys, focus groups, etc.
 - (5) Targets for Achievement. 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. Rubrics/Assessment Instruments. 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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CJCSM 1810.01
1 April 2022

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CJCSM 1810.01
1 April 2022

APPENDIX A TO ENCLOSURE D

OBME ASSESSMENT PLAN EXAMPLES

1. Introduction. The following tables provide examples (not mandated by policy) to assist conceptually in developing assessment plans.
2. Outcomes Map. An outcomes map shows the relationship between 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) 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.

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CJCSM 1810.01
1 April 2022

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

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CJCSM 1810.01
1 April 2022

	PLO 1: Text of PLO 1								
	Direct Data								Indirect 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

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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D-A-4

UNCLASSIFIED

Appendix A
Enclosure D

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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

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CJCSM 1810.01
1 April 2022

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 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 about 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/or PLOs.

b. Reliability. Reliability is about measuring the same thing. Reliability is about the consistency of a measure of ratings over time, across the criterion within a rubric, and/or 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 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.

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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)

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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D-B-4

UNCLASSIFIED

Appendix B
Enclosure D

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

ENCLOSURE E

GUIDELINES FOR JPME COMMON EDUCATIONAL STANDARDS

1. Overview. Appendixes A–F of this enclosure provides 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. Requirement. The guidelines of this enclosure and the templates of Enclosure F provide guidelines for reporting compliance and effectiveness for each of the CESs and SAEs. Certification under OBME requires evidence of both compliance and effectiveness based on conditions for learning achievement and evidence of learning achievement data. In addition to annual CES compliance reporting, programs report on effectiveness under each CES at least once to qualify for full certification under OBME.

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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UNCLASSIFIED

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

APPENDIX A TO ENCLOSURE E

COMMON EDUCATIONAL STANDARD 1 – JOINT ACCULTURATION

1. Overview. Joint acculturation is fundamental to JPME and a core learning outcome for all JPME programs. By definition, joint acculturation is the process of understanding and appreciating the separate Service cultures resulting in joint attitudes and perspectives, common beliefs, and trust that occurs when diverse groups come into continuous, direct contact. Certification under OBME requires all JPME programs to prove their respective curricula and learning environments enhance joint acculturation.

2. Standard 1 – Joint Acculturation. 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 maintain a mix of students and faculty 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. OPMEP Changes. The intent is to align OBME best practices with historic OPMEP requirements for Joint acculturation. Under OBME, the following changes apply.

a. CES 1 retains the intent of the *1989 Skelton Panel Report* while incorporating the definition and findings of the *Joint Acculturation Working Group* (JAWG). Joint Force Staff College (JFSC) established the JAWG in 2015 to advise the MECC WG on terms of reference and policy language pertaining to joint acculturation.

b. JPME programs will use the annual JPME report to show how their program meets its conditions and contributes to the joint acculturation of its graduates. Joint acculturation is a process culminating in joint duty assignments. Therefore, students cannot achieve joint acculturation in a course or learning experience. Moreover, joint acculturation accumulates throughout a career of education, training, and experience. Accordingly, J-7 will not require programs to achieve or measure a certain level of joint acculturation in their students. J-7 requires leaders of JPME programs to set conditions for fostering joint acculturation and showing evidence of maintaining a joint learning environment.

UNCLASSIFIED

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

c. JPME programs provide evidence of CES 1 compliance and effectiveness using the annual JPME report. JPME programs report on CES 1 effectiveness at least once to qualify for certification under OBME.

4. Requirements Under OBME. 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 working together toward a common objective within a Joint context. Accordingly, the approach to achieving joint acculturation outcomes differs for each program and is contingent on a mission statement, education/JPME level, and delivery mode.

a. U.S. Military Students. Resident JPME programs comply with the following U.S. military student mix requirements. 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.

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

(2) Service senior-level educational (O-5/-6) 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.

(3) For Service and NIU seminars, maintain the seminar-student mix of at least one U.S. military officer from each of the three Military Departments.

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

b. Joint Acculturation Outcomes. Because joint acculturation is a process, the desired documented outcome for each JPME program, regardless of delivery mode (resident, non-resident, satellite, hybrid), improves joint attitudes and perspectives, common beliefs, and trust. The following guidelines apply to setting conditions for achieving joint acculturation outcomes.

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

(1) Determine how a student/officer realizes or attains joint acculturation successfully within the context of the mission and JPME level of the students.

(2) Identify the appropriate joint education students receive by program completion.

(3) Document evidence of achieving the program's acculturation outcomes using direct and/or indirect assessment techniques.

c. Joint Acculturation Assessments. JPME programs describe their assessment strategy for documenting achievement of joint acculturation outcomes as part of Milestone 1 requirements under OBME. JPME programs will describe conditions (i.e., input) for achieving joint acculturation outcomes using the annual JPME report.

(1) Set Conditions. All JPME programs set conditions to facilitate the achievement of joint acculturation learning outcomes based on their unique learning environments. The legislation sets certain conditions for assessing joint acculturation for in-resident JPME based on student and faculty Service mixes and joint curriculum topics. OPMEP sets conditions such as seminar mixes while programs determine other conditions such as field trips and social gatherings.

(2) Plan Assessments. 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.

(3) Perform Assessments. J-7 uses results from assessments to make determinations regarding how JPME is contributing to the attainment of joint acculturation outcomes. JPME programs will provide evidence from assessment efforts showing how results inform future directions on joint acculturation and continual improvement efforts.

5. Best Practices. The following guidelines apply to the use of best practices to assess joint acculturation outcomes.

Appendix A
Enclosure E

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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

b. 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.

c. Administer a pre- and post-indirect assessment tool such as the Joint Acculturation Survey Instrument 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.

6. Certification. Certification under OBME requires programs to follow compliance and effectiveness reporting guidelines. JPME programs use the annual JPME report to document joint acculturation input metrics and provide evidence of CES 1 effectiveness. The report on effectiveness shows how programs are meeting their conditions for joint acculturation. In addition, the report describes how programs use assessment results to inform future direction and continuous improvement efforts, i.e., closing the feedback loop.

a. Compliance. Table 10 describes the minimal amount of information required to provide evidence of CES 1 compliance as part of the annual JPME report.

Joint Acculturation Outcome(s):	
Input	Description
Student Cohort Mix	
Seminar Mix	
Joint Content	

Table 10. Input Conditions to Facilitate Joint Acculturation

(1) Service Mix. All programs will report student mix (entire student cohort and core course seminar) for the academic year. For Service mix requirements, Air Force includes Air Force and Space Force while Sea Service includes the Navy, Marine Corps, and Coast Guard.

Appendix A
Enclosure E

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

(a) Student Cohort Mix. JPME programs report student data disaggregated by cohort—by Military Department for the current AY.

(b) Seminar Mix. 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. For resident programs where JPME leaders do not use seminars, these programs will use the seminar mix data section of the annual report to inform J-7 the program does not place students into seminars. Non-resident programs do not have either cohort or seminar mix requirements. However, non-resident programs will describe processes for achieving diversity.

(c) Joint Content. Joint awareness increases when students study joint topics in the curricula. JPME programs use Table 10 to indicate in its annual report how the curriculum covers the required joint content. Graduates of all JPME programs require instruction in title 10, U.S. Code topics relative to their JPME level.

(4) Other Input. JPME programs may identify the additional conditions for meeting and facilitating joint acculturation outcomes. JPME programs document these program-specific inputs under Other Input, as shown in Table 10, along with a brief description of how each input contributes to joint acculturation.

(2) Substantive Changes. JPME programs report a substantive change affecting certification compliance along with a narrative explaining steps taken to ensure compliance.

b. Effectiveness. Table 11 provides an example of how programs may report on CES 1 effectiveness in the annual JPME report. The examples are for illustration purposes only. JPME leaders should not interpret them as prescriptive or exhaustive. JPME programs may add rows to the table below as appropriate.

(1) JPME programs use the annual JPME reports at Milestones 5 and 6 to provide evidence of achievement of program-specific joint acculturation outcomes. As shown in Table 11, programs may provide qualitative and/or quantitative reports of changes in joint perspectives obtained through direct and/or indirect assessment methods.

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

(2) JPME programs ensure effectiveness reports address U.S. and non-U.S. military students. JPME programs use multiple assessment sources as appropriate and provide summary assessments based on a triangulation of the data from multiple assessment sources.

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

Data Source	Data Type	Finding
1) Joint Acculturation Survey	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect	Conducted discriminant analyses using pre- and post-data to predict Service classification based on responses to Section 1 (<i>General Service Values</i>). 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	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect	<u>Visual inspection</u> of post radar graphs depicting <i>General Service Values</i> become less distinct and more rounded, reflective of a more common or joint view.
3) Joint Acculturation Survey	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> 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: <ul style="list-style-type: none"> • Values joint operations, • and able to contribute to joint operations. Significant increases in students' abilities to: <ul style="list-style-type: none"> • Work with each Service and organization, and • Substantially and effectively contribute to a joint team.
4) Written assignment on joint matters	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> 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	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> 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	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> 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	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> 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	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect	90 percent of U.S. military graduates reported increased awareness of other Services as a result of program attendance.
9) Supervisor Survey	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> 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 11. Output Data Example for Reporting Effectiveness Under CES 1

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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E-A-8

UNCLASSIFIED

Appendix A
Enclosure E

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

APPENDIX B TO ENCLOSURE E

COMMON EDUCATIONAL STANDARD 2 – THE ACADEMIC EXPERIENCE

1. Overview. Academic standards address the intellectual environment JPME programs are to maintain to meet statutory requirements for rigor and emerging DoD 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. Standard 2 – The Academic Experience. Legislation and policy require JPME programs to be academically rigorous and intellectually challenging, requiring students to 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. OPMEP Changes. In keeping with prior PAJE requirements, OBME 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. Rather, OBME requires programs to provide evidence of achieving its objectives of academic rigor and student achievement of learning at higher cognitive levels.
4. Requirements Under OBME. The primary intent of CES 2 is for JPME programs to be academically rigorous and intellectually challenging. OBME requirements focus on establishing and meeting expectations for teaching and learning methods appropriate for a JPME program.
 - a. Compliance. Certification under OBME focuses on compliance as well as evidence of effectiveness. Leaders of JPME programs use the annual JPME report to provide evidence of compliance and report substantive changes affecting compliance under CES 2. JPME programs may attach a narrative to the annual JPME report describing a list of practices used to comply with OBME requirements for rigor. JPME programs may encounter a significant alteration in the academic experience, such as changes in the proportion of peer-to-peer learning opportunities. In those cases, JPME programs use the annual JPME report to describe the change and the anticipated effect on the

UNCLASSIFIED

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

overall academic experience. The following guidelines apply to compliance under CES 2.

(1) Provide an Academically Rigorous Learning Experience in an Intellectually Challenging Environment. 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. Additionally, 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.

(2) Establish Effective Assessment and Feedback Mechanisms. Rigorous programs have a mechanism to systematically collect and discuss feedback on the appropriateness and rigor of the course content as part of the curricular development/review process. Additionally, curriculum developers and faculty have sufficient flexibility to encourage intellectual development for students with different academic backgrounds, skill sets, and abilities. Assessments are based on reasonable standards consistent with the program's mission.

(3) Create Opportunities for Peer-to-Peer Collaboration in an Active Learning Environment. A rigorous JPME program curriculum provides opportunities for students to learn both from faculty and their peers. In addition, the faculty deliver instruction in a collaborative learning environment using a blend of passive and active instruction as the program leadership and faculty may deem appropriate.

(4) Provide Instruction on Research and Analysis Skill Development. An advanced program curriculum includes extensive instruction (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.

b. Effectiveness. JPME programs use the annual JPME report to demonstrate effectiveness in achieving CES 2 objectives. Leaders of programs may cite best practices and provide evidence of progress reported under Line of

Appendix B
Enclosure E

E-B-2

UNCLASSIFIED

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

Effort 3 from reference i. Specifically, Service and Joint Schools will provide J-7 with evidence of program effectiveness in meeting objectives of increasing academic rigor and accountability. In cases where formal progress reports are prepared at the institutional level, programs may reference these reports in the annual JPME report.

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

a. Assessing an Intellectually Challenging Environment. Certification 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, a program may only conduct one of the following reviews in a given year.

(1) Conduct Student Surveys of Program/Course Material. 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 provide feedback on rigor and the intellectually challenging environment after each course.

(2) Conduct Student Focus Groups of Program/Course Material. The 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 annual report instances where the faculty consistently issue 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.

Appendix B
Enclosure E

E-B-3

UNCLASSIFIED

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

(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 and/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 and/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. Assessing Rigor. OBME requires JPME programs to present policies and practices for assessing rigor at Milestone 3 conditional certification. 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) Provide Guidelines on Faculty Grading. OBME is based on a principle of shared responsibility between students and faculty for achieving program outcomes. This responsibility means leaders of JPME programs ultimately hold students and faculty responsible for meeting minimum 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.

Appendix B
Enclosure E

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

(2) Provide Evidence of Variations in Student Achievement Based on Performance. 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) Provide Documentation Some Students Fail to Meet Standards. OBME requires all students to demonstrate learning achievement under each PLO as criteria for graduation. OBME also requires leaders of JPME programs identify students who require remediation and use the annual report to document the number of students who fail to meet minimum academic standards.

c. Assessing Peer-to-Peer Learning. By definition, JPME programs rely on seminar discussion as their primary mode of delivery satisfy the peer-to-peer requirement of CES 2. 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) Group Exercises or Simulations. Group exercises and simulations provide additional opportunities for learning. 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) Learning Through Group-based Travel. 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.

(3) Effective use of Advanced Distributed Learning Technologies. The DoD authorizes the use of Advanced Distributed Learning (ADL) technologies as a best practice for high-quality delivery of learning anytime and anywhere.

Appendix B
Enclosure E

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

ADL technologies include Joint Knowledge Online and web-based learning management systems and accessible for peer-to-peer learning.

d. Provide Instruction in Research and Analysis Skill Development.

Students can learn to critically analyze research, particularly from credible sources that reach conflicting conclusions. Under CES 2, programs can provide evidence a curriculum provides instruction to enhance skill development in research and analysis as follows:

(1) Provide a curricular map. Provide a recent overview of the curriculum identifying places where students review conflicting conclusions on controversial topics.

(2) Offer a research methodology course. Identify a research methods course or part of a course covering ways to examine and criticize scholarly claims.

(3) Require students to conduct original research. Identify research projects conducted by the student which require students to create original scholarship.

6. Certification. Full certification under OBME requires four years of uninterrupted annual CES 2 compliance. In addition, programs report on effectiveness in meeting conditions for joint acculturation in at least one annual JPME report.

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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 J-7 with a useful indicator of overall JPME effectiveness based on student achievement.
2. Standard 3 – 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. OPMEP Changes. CES 3 under OPMEP differs from prior versions in three critical ways. First, CES 3 focuses on program-level assessments of student learning. Second, CES 3 necessitates a clear alignment between assessments and intended learning outcomes. Lastly, this CES requires programs to provide evidence of student learning, with greater emphasis on direct assessments and graduate potential to perform at higher levels of responsibility.
4. Requirements Under OBME. The following requirements apply to CES 3 compliance under OBME.
 - a. Clearly state performance expectations for students. Students are to know what faculty expect them to learn as a result of their JPME experience (i.e., PLOs). Expectations and performance results are transparent to students under OBME. All JPME programs publish grading and remediation/failure policies in handbooks. Faculty provide 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

UNCLASSIFIED

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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

c. Employ authentic assessments and gather feedback. 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. Clearly state performance metrics for the overall program. JPME programs clearly define target benchmarks for evaluating student achievement. A program's metrics are consistent with the program's mission.

e. Measure student achievement of PLOs. 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. Identify students for strategic-level assignments. In accordance with reference b, programs are to maintain a mechanism for informing talent management decisions. Specifically, reference b requires Service and Joint schools to identify high-performing graduates who demonstrate strategic thinking abilities (e.g., use Officer Academic Evaluation reports to highlight student achievement).

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

6. Certification

a. Compliance. JPME program leaders will use the annual JPME report to report compliance with each of the requirements listed above in Paragraphs 4 a–f. In addition, programs will use the annual JPME 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. Table 12 describes a template for documenting PLO changes during certification Milestones 4, 5, and 6.

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

PLO Change Notification			
Type of Change	Original PLO	New PLO	Rationale and impact
<input type="checkbox"/> Modification			
<input type="checkbox"/> Replacement			
<input type="checkbox"/> Removal			
<input type="checkbox"/> Addition			

Table 12. PLO Change Template

b. Effectiveness. JPME programs use the biennial JPME report to provide evidence of effectiveness in student achievement of PLOs. JPME programs disaggregate the data by AY. Certification under OBME requires leaders of JPME programs to submit a minimum of four years of student achievement data in the biennial reports to be eligible for full certification under OBME. In addition, OBME certification requires leaders of JPME programs to evaluate each of the PLOs within the six-year OBME implementation period beginning at Milestone 3. JPME programs have flexibility in determining the number of PLOs to emphasize and priorities for reporting PLO effectiveness in the biennial JPME reports. However, programs provide evidence of effectiveness evaluations for each PLO at least once to achieve full certification. See Enclosures D and F for PLO assessment plans and reporting guidelines, respectively.

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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E-C-4

Appendix C
Enclosure E

UNCLASSIFIED

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

APPENDIX D TO ENCLOSURE E

COMMON EDUCATIONAL STANDARD 4 – PROGRAM REVIEW

1. Overview. 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, and why) 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. Standard 4 – Program Review. 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 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. OPMEP Changes. CES 4 retains its prior OPMEP emphasis regarding the importance of maintaining a systematic and documented review process but differs in three critical ways. First, CES 4 emphasizes collecting feedback from students, graduates, and supervisors to include JPME stakeholders in program reviews. As part of program reviews, leaders of JPME programs may also employ methods other than surveys to include focus group interviews with students, graduates, and stakeholders. Second, CES 4 curriculum development and review address mandatory topics approved by the CJCS or his delegate to ensure curriculum currency and relevance. Finally, JPME Program leaders view outcome development and achievement as the core drivers of curriculum and program-level reviews under OBME.
4. Requirements under OBME. The following compliance guidelines apply to CES 4.
 - a. Conduct a regular, rigorous, and documented program review process. 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 3 and using that evidence to improve the program's overall quality. Curriculum review focuses on alignment of learning outcomes, content, instruction, and

UNCLASSIFIED

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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 have documentation to show implementation of the curriculum review process/policy.

b. Leverage evidence. 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 OSD regarding JPME graduates' performance gaps.

c. Directly involve the faculty in review processes. 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/or subject matter experts to evaluate curriculum/programs.

d. Emerging JPME topics. CES 4 requires JPME programs to include emerging topics of high importance in the curriculum review. Specifically, emerging topics received from the Joint Staff and feedback from stakeholders are incorporated as key components of curriculum development and curriculum review.

5. Best Practices

a. Curriculum alignment. Curriculum development under OBME is most effective if it follows the principles of backward design. Knowing what program outcomes students are expected to achieve, backward design structures an OBME program to create courses and lessons delivering the content and skills necessary to attain the desired outcomes. Backward design can also include creating rubrics to measure the desired learning and creating the associated assignments. During annual curriculum reviews, it is important to retain visibility on how changes at different levels of the curriculum potentially affect achievement of PLOs. JPME programs can accomplish this by mapping and documenting faculty discussions about the curriculum.

Appendix D
Enclosure E

E-D-2

UNCLASSIFIED

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

b. Data Aggregation and Reporting System. 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. While OBME does not require programs to maintain an assessment management system, it is a best practice to have an easily used and sustainable data aggregation and reporting system.

c. Documentation. Documentation is a critical component in compliance reporting and provides institutional memory about how and why programs changed program outcomes and/or assessment plans. Documentation of changes made at any level of the curriculum is important. CES 4 requires JPME programs to build record-keeping or documentation of decisions/actions into their assessment discussions encompassing faculty hot washes/retreats, stakeholder engagements, or more formal curriculum decision briefs. The key is to record curriculum changes and the rationale and assessment evidence used to support them.

6. Certification. Full certification requires programs to evaluate and report on effectiveness of achieving CES 4 in at least one annual report. At Milestone 3, programs describe their institutional effectiveness process and the extent to which program review processes incorporate feedback from faculty, students, graduates, and stakeholders. The Milestone 3 review ensures programs have policies established governing planning, documentation, and sustainment of curriculum and academic review processes.

a. Compliance. JPME programs report CES 4 compliance in the first annual JPME report. JPME programs use the annual JPME report to report on the use of best practices and to notify the J-7 of substantive changes potentially impacting certification. Substantive changes might include anticipated problems completing planned curriculum and/or program reviews, including causes, potential impacts, and planned mitigations for the disruption.

b. Effectiveness. JPME programs provide evidence of CES 4 effectiveness in at least one annual JPME report to be eligible for full certification at Milestones 5 and 6. CES 4 effectiveness focuses on using best practices and key decisions made or actions taken in response to PLO assessments and feedback from graduates and stakeholders to improve the student learning experiences.

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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E-D-4

Appendix D
Enclosure E

UNCLASSIFIED

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

APPENDIX E TO ENCLOSURE E

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

1. Overview. Faculty play a critical role in ensuring the success of OBME. Faculty create 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. Standard 5 – Faculty Selection, Development, and Performance Assessment. 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. OPMEP Changes. CES 5, under OPMEP, combines Standards 5 and 6 in previous OPMEP versions and covers all faculty matters, to include qualifications, selection, development, performance criteria/assessment, staffing requirements, and management. In addition, CES 5 incorporates performance criteria for certification under OBME predicated on guidance from reference b.
4. Requirements under OBME. The selection, development, and management of faculty are at the core of successful OBME 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 to the JPME faculty invaluable operational currency and expertise, while civilian faculty bring the necessary depth of experience, continuity, and academic credentials. Accordingly, Service (and ideally interagency) 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.
5. J-7 October Report. Before achieving conditional certification under OBME at Milestone 3, programs use the J-7 October Report to show compliance with OPMEP requirements for faculty qualification and mixes. Following conditional certification, programs no longer use the J-7 October Report but the annual JPME report to report compliance with faculty qualifications and mix

UNCLASSIFIED

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

requirements. Paragraphs 5a–c summarize elements of the J-7 October Report found in the annual JPME report.

a. Faculty Qualifications. 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) Military Faculty. 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) 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.

(b) At least 75 percent of the U.S. military faculty teaching in a resident Intermediate-Level Education (ILE) JPME program should be graduates of a resident ILE or resident Senior-Level Education (SLE) JPME program or JQOs.

(c) Military Faculty Assignments to the Joint Force Staff College Joint and Combined Warfighting School. 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) Seventy-five percent of the U.S. military faculty at resident or hybrid SLE JPME II programs should be graduates of a JPME II program or resident SLE and possess a master's degree or higher from a regionally accredited educational institution (or equivalent).

(e) 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-II program or resident SLE.

(2) Civilian Faculty. Leaders of JPME programs maintain civilian academic faculty members comprised of educators who possess strong academic backgrounds and extensive relevant professional experience. Faculty include interagency representatives who bring the whole-of-government insight

UNCLASSIFIED

CJCSM 1810.01

1 April 2022

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 Interagency representatives include a master's degree.

(c) Joint schools determine the appropriate number of civilians on their respective college faculties while keeping the minimum percentage of military faculty above 30 percent.

b. Faculty Mix. JPME programs must maintain a mix of military faculty members who have 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. The following are the requirements for faculty mix:

(1) Counting Military Faculty. Space Force officers count toward the Air Force faculty requirements. Navy and Marine Corps count toward Sea Service military faculty requirements. Coast Guard officers may count toward either Sea Service or Interagency faculty requirements, at the program's discretion.

(2) Service Resident ILE. Military faculty should have diverse skills and backgrounds to ensure a rigorous Joint learning experience. There should be a mix of not less than 5 percent military faculty from each non-host Military Department.

(3) Service Non-Resident ILE. There are no military faculty mix requirements for Service non-resident ILE programs.

(4) Service Resident SLE. Military faculty at Service Resident SLE JPME II programs should have diverse skills and backgrounds to ensure a rigorous Joint learning experience. Total host Military Department military faculty will comprise no more than 60 percent of the total U.S. military faculty. Service Resident SLE programs will maintain proportional representation for the two Military Departments not affiliated with the host Service.

(5) Service Non-Resident SLE programs. There are no military faculty mix requirements for Service non-resident SLE programs.

Appendix E
Enclosure E

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

(6) Hybrid Programs. Hybrid programs must meet the same military faculty mix requirements—excluding student-to-faculty ratios during the non-residence phases—as the associated resident program.

(7) Joint Schools. 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 compliant.

(8) The Joint and Combined Warfighting School Satellite Program. The 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.

(9) Single Faculty. A single faculty is indistinguishably responsible for both ILE and SLE curricula; 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.

c. Student-to-Faculty Ratios. Student-to-faculty-ratios (STFR) 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 and/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, 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 or unused by a JPME program. Faculty counted in the STFR must support student learning related to program instruction.

(1) STFR ratio requirements

(a) Resident JPME I programs: 4.0 to 1.

(b) JCWS

1. Resident (includes Satellite) program: 4.0 to 1.

2. Hybrid program: No specified STFR.

(c) Service

Appendix E
Enclosure E

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

1. Resident JPME II programs: 3.5 to 1.

2. Hybrid JPME II programs: 3.5 to 1 while in-residence.

(d) NDU resident JPME II programs: 3.5 to 1.

(e) Non-resident programs: No specified STFR.

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

(2) Computing STFR. There are two levels of equivalency for faculty members: full and part-time.

(a) Full-time Equivalency. A numerical designator of 1.0 for an appointment based on 100 percent of the faculty member's time performing the duties specified in the STFR description above or supervising faculty whose primary responsibility is to perform those duties relating to JPME. A full-time equivalency (FTE) for a full-time faculty member equals and may not exceed 1.0. JPME programs will not count these faculty members towards another academic program. Full-time equivalents are faculty whose appointments are for a full AY.

(b) Part-time Equivalency. JPME leaders can grant partial counting of part-time equivalency (PTE) for part-time faculty. Part-time faculty include adjunct, administrative, and supervisors who teach, prepare, design curricula, and/or conduct research relevant to parts of the curriculum. A PTE equals some fraction less than 1.0. J-7 expects each institution to determine what constitutes a PTE for their programs. JPME programs will report narrative comments on the full duties of each PTE faculty and how JPME programs derived the percentages devoted to JPME.

(c) Counting Military Faculty. JPME programs will count Military faculty members to be either FTE or PTE. That same percentage is for each individual when calculating all other faculty ratios and qualifications.

d. Chairman of the Joint Chiefs of Staff Chairs. CJCS Chairs, or Chairman's Chairs, provide a critical, direct link between the Joint Staff and

Appendix E
Enclosure E

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

JPME teaching faculty to ensure continuing coverage of jointness across JPME curricula. All JPME programs should establish a position designated as “CJCS Professor of Military Studies Chair.” Leaders use the following guidelines:

(1) CJCS Chairs are JQOs of O-5/O-6 rank in the U.S. military assigned as faculty to the program they represent. Chairs have recent joint experience and can contribute insight into Joint matters to the faculty and student body.

(2) Each NDU college will establish a CJCS Chair. CJCS Chairs are optional at NIU and in Service JPME programs.

(3) Each institution will source CJCS Chairs from authorized military faculty positions.

(4) JPME programs will nominate CJCS Chairs to the Director, J-7, who will prepare the nomination for CJCS decision.

e. New Faculty Orientation and Development Program. Due to the nature of rotating faculty (military and interagency), a robust program orients, trains, and educates new faculty. For programs using teaching teams to deliver curriculum, Milestone 3 conditional certification requires JPME programs to describe the formal program used to prepare faculty for team teaching under OBME.

f. Faculty Performance Criteria under OBME. 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 the following:

(1) Faculty Orientation. 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, demonstrate performance of the assigned PLO as an indicator of JPME graduates’ potential to perform successfully in future positions.

Appendix E
Enclosure E

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

(2) Identification of Top Performers and Students. Under reference i, faculty becomes aware of performance expectations beyond the classroom and identifies/recommends graduates who possess the potential to succeed at the strategic level in their follow-on work/operational environments. The program relies on faculty observations that the graduate knows, values, and performs all those things described in the PLOs. OBME requires faculty to report student performance through grading and evaluation to ensure the most capable graduates can serve in the most critical assignments.

OBME Lines of Effort (LOE) from the Implementation Plan for the 2020 Joint Chiefs of Staff Vision and Guidance for Professional Military Education & Talent Management

LOE 1: Evolve Talent Management Policies

- Adapt and Innovate Talent Management
- Identify the Right Students
- Align Education and Utilization of Talent

LOE 3: Increase Academic Rigor and Accountability

- Adapt and Innovate PME
- Demand and Reward Academic Excellence
- Foster Professional Faculty

Table 13. Critical Tasks for Faculty Accountability under OBME

6. Best Practices. Milestones 4–6 require the use of one or more of the following best practices in meeting CES 5 requirements:

a. Resident and Non-Resident Program Evaluations. Establish mechanisms to evaluate and compare student outcomes.

b. Faculty Senate or Faculty Council. 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. Faculty Handbook. 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, establishes standards for student learning, and assesses PLOs.

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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

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

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

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

h. Oversight of Faculty Performance. Document how faculty are involved in the design, development, and implementation of assessments of student learning to meet OBME needs. Outline performance expectations for title 5, U.S. Code; title 10, U.S. Code; contract; and rotating military/civilian faculty.

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

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

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

l. Faculty Activity Tracker. Faculty 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. Certification. JPME programs use the following guidelines in providing evidence of CES 5 compliance and effectiveness.

a. Compliance. JPME programs use the annual JPME report guidelines shown in Enclosure F to report compliance data and notify any substantive change potentially affect certification. Substantive changes include shortfalls

Appendix E
Enclosure E

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

in faculty retention, qualifications, and faculty mixes. If there are no substantive changes, programs will provide a negative report in addition to the reportable data.

b. Effectiveness. JPME programs qualify for certification at Milestones 5 and 6 by having reported effectiveness in achieving CES 5 objectives in at least one annual JPME report. Leaders of programs may cite evidence of progress reported by the institution under Lines of Effort 2 and 3 objectives of the I-Plan. In cases where formal I-Plan progress reports are prepared at the institutional level, programs may reference these reports in the annual JPME report.

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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E-E-10

UNCLASSIFIED

Appendix E
Enclosure E

APPENDIX F TO ENCLOSURE E

COMMON EDUCATIONAL STANDARD 6 – INFRASTRUCTURE AND FINANCIAL CAPABILITIES

1. Overview. 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 its resident and non-resident faculty and student populations. CES 6 encompasses facilities, infrastructure, and resourcing requirements under OBME.
2. Standard 6 – Infrastructure and Financial Capabilities. 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. OPMEP Changes. Under prior OPMEP versions, compliance under this standard focused only on inputs to an effective JPME learning environment. Under OPMEP, programs provide evidence of maintaining an effective infrastructure and financial capabilities to support the transition to OBME.
4. Requirements under OBME. OBME requirements for CES 6 compliance will change under OBME. JPME programs require additional 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 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. JPME programs require resources to include investments in infrastructure, personnel, and faculty development to support OBME. J-7 requires programs to address the following resourcing questions as part of Milestone 3 conditional certification:

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

- (1) Is funding available to support the current budget requirements?
- (2) Does it support future requirements?
- (3) How are learning resources identified, procured, funded, and evaluated for continued use?
- (4) Are faculty supported with faculty development and research funding?
- (5) Are there appropriate means (staffing) to support the increase in focus on outcomes, assessment, and annual and biennial reporting?

b. Milestone 3 conditional certification requires programs to show compliance under CES 6. 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. JPME programs use the annual report to address the following questions to describe progress in assessing network capabilities and maintaining student information systems standards.

- (1) Is IT appropriate for effective student learning?
- (2) Is IT infrastructure effective for multimedia access and use?
- (3) Is the network reliable?
- (4) Is timely IT assistance available for students and faculty?
- (5) Is your current technology solution for tracking student achievement effectively meeting OBME requirements for collection, analysis, and reporting?
- (6) Is there a crisis plan in place for situations such as pandemics or natural disasters?

c. 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 questions to show compliance with CES 6 regarding facilities.

- (1) Is there adequate classroom and collaboration space?

Appendix F
Enclosure E

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

(2) Is there ample individual work space?

(3) Is the physical environment conducive for learning?

(4) Do students and faculty have a method to provide feedback on facility issues?

d. JPME programs provide access to a library capable of supporting the program's breadth of topics and research requirements.

(1) Do the library resources align to and fully support the curriculum and modality of the JPME program?

(2) Is the institution adequately staffed to provide service to students, faculty, and staff both physically and virtually?

(3) Is the JEL+ easy to locate on your library or program website?

e. JPME programs follow the guidelines below to report compliance under CES 6 regarding learning resources.

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

(2) Does the institution provide students (both resident and non-resident) with access to a Learning Management System (LMS)?

(3) Have the requirements for an LMS changed under OBME?

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

(5) Have priorities for learning resources changed under OBME?

(6) Does the institution have an appropriate student information system?

5. Best Practices. There are many best practices for capturing and reporting metrics pertaining to infrastructure quality, such as the Universal Design for Learning (UDL) framework, focus groups, and faculty surveys. Whatever methodology used, OBME requires programs to report evidence of using best practices under CES 6.

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

a. Universal Design for Learning Framework. 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. Focus Groups and Faculty Surveys. Data gathering and assessments of learning resources under CES 6 is most effective using surveys and focus groups to address the following:

- (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. Certification. JPME programs use the following guidelines to provide evidence of compliance and effectiveness under CES 6.

a. Compliance. Certification under OBME requires JPME programs to use the annual JPME report to comply with OPMEP requirements for infrastructure and financial stability. JPME programs use the annual JPME report to report

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

substantive changes in resources and infrastructure that could impact compliance under CES 6. JPME programs use the annual JPME report to describe any significant change from the previous AY and the anticipated effect on the overall academic experience.

b. Effectiveness. JPME programs use at least one annual JPME report to report on CES 6 effectiveness before Milestones 5 and/or 6. JPME programs report effectiveness under CES 6 by citing best practices and investments made to improve infrastructure and learning resources.

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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E-F-6

UNCLASSIFIED

Appendix F
Enclosure E

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

ENCLOSURE F

OUTCOMES-BASED MILITARY EDUCATION REPORTS

1. Introduction. Annual and biennial JPME reports inform senior leaders and stakeholders of JPME programs' effectiveness under OBME. OBME requires JPME programs to build the annual and biennial JPME reports using an online survey tool developed by J-7 to automate data collection and report submission. Annual JPME reports focus on compliance and effectiveness in achieving the six CESs described in Enclosure E of this Manual. Biennial JPME reports focus on program effectiveness in achieving PLOs. J-7 reports provide the CJCS with updates on the overall progress made by programs in achieving OPMEP objectives for OBME. The J-7 reports combine focus group findings from external assessments with internal assessments to provide a holistic look at JPME effectiveness under OBME.
2. Overview. Appendixes A–C of this Enclosure provide reporting templates used to prepare the online reporting system. The intent is to provide programs with an efficient and systematic approach for data reporting and report generation.
3. J-7 October Report. Before conditional certification at Milestone 3, JPME programs use the standard J-7 October Report to meet JPME annual data reporting requirements. Following conditional certification at Milestone 3, programs will no longer use the J-7 October Report but make a transition to the annual JPME report.
4. CAPSTONE Reporting. J-7 will certify the CAPSTONE program under OBME using the two-year review process and the NDU-P CAPSTONE Effectiveness Report to CJCS. The CAPSTONE Director will modify the NDU-P annual CAPSTONE Effectiveness Report to CJCS to incorporate PLOs. By 15 January following Milestone 3 conditional certification, the CAPSTONE Director will provide the DJ-7 with a copy of the revised NDU-P CAPSTONE report structure. The CAPSTONE Director will submit the CAPSTONE Effectiveness report biennially on 15 January.

UNCLASSIFIED

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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UNCLASSIFIED

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

APPENDIX A TO ENCLOSURE F

ANNUAL JPME REPORT GUIDELINES

1. Policy. Upon completion of Milestone 3, JPME programs commence a series of annual reporting under OBME to show compliance with legislative and OPMEP requirements for high-quality delivery of Joint education. In addition to reporting annual compliance, programs report on the effectiveness of each CES at least once during the implementation period to qualify for full certification. The first annual JPME report is due on November 1 of the year following the conditional certification date.
2. Requirement. OBME requires a Management Information System (OMIS) to automate data collection and reporting processes associated with annual and biennial JPME reports. The OMIS requires an online survey tool for JPME programs to fulfill annual and biennial reporting requirements. J-7 will develop and maintain an OBME OMIS to provide JPME programs with access to an online survey tool to fulfill annual and biennial reporting requirements. JPME programs receive access to the survey tool after Milestone 3.
3. Template. Table 14 summarizes the four categories of information required in the annual JPME report. J-7 will build the online survey tool around the following annual JPME report elements.
 - a. Structure. Leaders of JPME programs use the survey tool to complete the annual JPME report requirements. Survey data includes evidence of compliance with statutory requirements for title 10, U.S. Code JPME topics, CJCS mandatory requirements for SAEs, and quality delivery of JPME based on the six CESs.
 - b. Statutory Joint Topics. Table 15 describes reportable data elements to show statutory compliance elements.
 - c. SAEs. Table 16 describes the reportable data elements to show SAE compliance.

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

Annual JPME Reports Survey Structure
Part I. Statutory Requirements (See Table F-A-2 and reference j) Part II. Special Areas of Emphasis (See Enclosure H for SAE Guidelines) Part III. Common Educational Standards (See Enclosure E) Part IV. Report Substantive Changes

Table 14. Annual Report Template/Focus Areas

JPME I Topics	JPME II Topics
1. National Military Strategy	1. National Military Strategy
2. Joint Planning at all levels of War	2. Joint planning at all levels of War
3. Joint Doctrine	3. Joint Doctrine
4. Joint Command and Control	4. Joint Command and Control
5. Joint Force and Joint Requirements Development	5. Joint Force and Joint Requirements Development
6. Operational Contract Support	6. Operational Contract Support
	7. National Security Strategy
	8. Theater Strategy and Campaigning
	9. Joint Planning, Processes, and Systems
	10. Joint, Interagency, and Multinational Capabilities and the integration of those capabilities

Table 15. Compliance with Mandatory JPME Topics Based on 10 U.S.C. Chapter 107

SAE - Enduring	SAE - Periodic
Irregular Warfare	See Joint Electronic Library for the current list
Nuclear Posture Review	

Table 16. Special Areas of Emphasis Topics

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

APPENDIX B TO ENCLOSURE F

BIENNIAL JPME REPORT GUIDELINES

1. Policy. JPME programs submit biennial JPME reports providing evidence of assessments of student achievement of PLOs and continuous program improvement under OBME. Paragraph 3 of this Appendix describes the template for reporting key elements required by J-7 in the biennial JPME report.

2. Requirement. At the completion of Milestone 3, JPME programs commence a cycle of biennial reporting under OBME. At Milestone 4, following two AYs of assessments, JPME programs submit the first in a series of biennial JPME reports 1 showing evidence of PLO effectiveness based on assessments of student achievement. For example, if a program completes Milestone 3 in October 2021 and establishes AYs 2021-2023 as the basis for the Milestone 4 report, the biennial JPME report would be due on November 1, 2023.

3. Template. J-7 will provide all programs with access to an online survey tool after completing Milestone 3. JPME programs gain access to the tool at Milestone 3 and use the survey tool to meet requirements for biennial reporting of PLO effectiveness.

4. Structure. The biennial report requires the following survey data.

a. Report. Provide evidence of program effectiveness and continuous program improvement.

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

(2) Evidence of Internal Assessments. Cite references to pertinent documents maintained: assessment plan, student achievement report, assessment data, PLO, analysis of results/trends/patterns, evaluation of program effectiveness, and documentation of continuous program improvement via use of results.

(3) PLO Reporting. For each PLO, provide:

(a) Statement of the PLO.

Appendix B
Enclosure F

F-B-1

UNCLASSIFIED

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

(b) Measurement Instruments for the PLO, along with assignment title and short description indicating whether the assessment is authentic.

(c) Metric used to assess PLO, such as using a rubric.

(d) Target for the PLO.

(e) Assessment results for the PLO.

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

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

(h) How results informed curriculum change.

b. Substantive Changes. Report changes at the program and institutional level that could cause significant changes in full certification of your program.

c. Signatures. JPME program commandant, chancellor, or director or institution president, commandant, chancellor, or director.

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

APPENDIX C TO ENCLOSURE F

JOINT STAFF OUTCOMES-BASED MILITARY EDUCATION REPORTS

1. Introduction. The Joint Staff OBME Effectiveness Report is an annual report apprising stakeholders of progress made to certify JPME programs under OBME. The Joint Staff will use the following template 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 title 10, U.S. Code, Chapter 107.

(b) Judgement. Compliant, Partial Compliance, Non-Compliance.

(c) Compliance. Summary of overall JPME program compliance with title 10, U.S. Code, Chapter 107 statutory requirements.

(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) Judgement. Compliant, Partial Compliance, 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

Appendix C
Enclosure F

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

(1) CES 1. Joint Acculturation

- (a) Requirement. JPME programs meet the requirements of CES 1.
- (b) Judgement. Compliant, Partial Compliance, 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/or evidence provided by JPME programs.

(2) CES 2. The Academic Experience

- (a) Requirement. JPME programs meet the requirements of CES 2.
- (b) Judgement. Compliant, Partial Compliance, 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/or evidence provided by JPME programs.

(3) CES 3. Student Achievement

- (a) Requirement. JPME programs meet the requirements of CES 3.
- (b) Judgement. Compliant; Partial Compliance; 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, etc.
- (d) Evidence of Substantive Change affecting Compliance.
Reference documentation and/or evidence provided by JPME programs to include assessment plan, curriculum map, assessment of student achievement, etc.

(4) CES 4. Program Review

Appendix C
Enclosure F

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

(a) Requirement. JPME programs meet the requirements of CES 4.

(b) Judgement. Compliant, Partial Compliance, Non-Compliance.

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

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

(5) CES 5. Faculty Selection, Assignment, and Performance Assessment

(a) Requirement. JPME programs meet the requirements of CES 5.

(b) Judgement. Compliant, Partial Compliance, Non-Compliance.

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

(6) CES 6. Resources and Facilities

(a) Requirement. JPME programs meet the requirements of CES 6.

(b) Judgement. Compliant, Partial Compliance, Non-Compliance.

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

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

Appendix C
Enclosure F

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

c. Part III – Effectiveness in Achieving Program Learning Outcomes

(1) Program Level Assessments

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

(b) Judgement. Exceeded, Met, Did Not Meet, Incomplete.

(c) Effectiveness. Evidence provided in biennial JPME reports.

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

(2) External Assessments Feedback based on Focus Group Interviews with Stakeholders

(a) Requirement. JPME graduates perform successfully in Joint duty assignments using the KSAs of the JPME learning experience.

(b) Judgement. Exceeded, Met, Did Not Meet, Incomplete.

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

(d) Evidence. Focus group documentation, stakeholder, and graduate surveys.

d. Part IV – Signatures

(1) Report prepared by MEAAC Chair.

(2) Endorsed by Chief, J-7 Joint Education and Doctrine.

(3) Approved by the DJ-7.

Appendix C
Enclosure F

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

ENCLOSURE G

GUIDELINES FOR EXTERNAL ASSESSMENTS AND STAKEHOLDER FEEDBACK

1. Overview. Evaluating JPME effectiveness under OBME requires both internal and external performance assessments. All JPME programs present plans for both internal and external assessments as part of Milestone 2 requirements for conditional certification. At the completion of Milestone 2 reviews of assessment plans, J-7, in coordination with JPME programs and JDAL stakeholders, will develop a Master Plan for Conducting External Assessments and include the plan as Appendix C to this Enclosure when published.
2. Joint Learning Areas. The structure and content of the six CJCS JLAs provide a promising framework for both joint educational institutions and joint stakeholders to communicate more effectively on external performance assessments. PLO development begins with the alignment of JLA capabilities with program missions. Appendix A to Enclosure G includes the JLA capabilities with recommended KSAs associated with each. The Appendix provides a crosswalk between OPMEP capabilities derived from the JLAs and high-level guidance documents (references b–f). Reference c provided the basis for JLA 3 (The Continuum of Competition, Conflict, and War) and JLA 4 (The Security Environment), and reference e the basis for the DLAs.
3. Assessments. J-7 will use focus groups and online surveys to assess the preparation of JPME II graduates and JQOs for joint duty assignments on the JDAL. Appendix B to this Enclosure describes the focus group protocol for querying JPME II graduates and JQOs. While J-7 developed the protocol for JPME II graduates and JQO applications, the protocol can easily be adapted to JPME I and CAPSTONE focus group inquiries.

UNCLASSIFIED

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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G-2

Enclosure G

UNCLASSIFIED

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

APPENDIX A TO ENCLOSURE G

JOINT LEARNING AREAS AND CAPABILITIES REQUIRED FOR JOINT OFFICER DEVELOPMENT

1. Introduction. Tables 17–21 show JLA capabilities expressed as recommended KSAs.

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
<p><u>JLA #1: Strategic Thinking and Communications</u> Demonstrate advanced cognitive and communication skills employing critical, creative, and systematic thought.</p> <p>Evaluate alternative perspectives and demonstrate the ability to distinguish reliable from unreliable information to reasoned decisions.</p> <p>Persuasively communicate on behalf of their organizations with a wide range of domestic and foreign audiences.</p> <p>Through communication, synthesize all elements of their strategic thinking concisely, coherently, and comprehensively in a manner appropriate for the intended audience and environment.</p>	<p><u>DLA #6:</u> Think critically and strategically in applying joint warfighting principles and concepts of joint operations. <u>PME Outcome #5:</u> 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.</p>	<p><u>COGNITIVE SKILLS:</u></p> <ul style="list-style-type: none"> • Critical Thinking • Creative Thinking • Systematic Thinking • Evaluation of alternative perspectives • Distinguishing between reliable and unreliable information to inform decision making <p><u>ADDITIONAL COGNITIVE SKILLS:</u></p> <ul style="list-style-type: none"> • Critically evaluate information to inform understanding of context and meaning • Creatively design or revise strategic concepts and ideas • Synthesis of key ideas <p><u>COMMUNICATION</u> (Further separated into: <i>Written Communications, Oral Communications</i> –</p> <ul style="list-style-type: none"> • 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 17. Joint Learning Area #1 Capabilities

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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
<p><u>JLA #2: The Profession of Arms</u> Members are of the profession of arms, sworn to support and defend the Constitution, with specialized knowledge in the art and science of war.</p> <p>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.</p> <p>Apply the principles of life-long learning and demonstrate effective joint leadership and followership.</p>	<p><u>DLA #4:</u> Operate on intent through trust, empowerment, and understanding (the essentials of Mission Command) <u>DLA #5:</u> Make ethical decisions based on the shared values of the profession of arms</p>	<p><u>OTHER CAPABILITIES AND KNOWLEDGE AREAS:</u></p> <ul style="list-style-type: none"> • 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 <p><u>ADDITIONAL SKILLS:</u></p> <ul style="list-style-type: none"> • Collaboration • Consensus-building

Table 18. Joint Learning Area #2 Capabilities

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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
<p><u>JLA #3: The Continuum of Cooperation, Competition, and Armed Conflict</u> Are experts in the theory, principles, concepts, and history specific to sources of national power, and the art and science of warfighting.</p> <p>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.</p>	<p><u>DLA #1:</u> Understand the security environment and contributions of all instruments of national power <u>PME Outcome #1:</u> 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</p>	<p><u>OTHER CAPABILITIES AND KNOWLEDGE AREAS:</u></p> <ul style="list-style-type: none"> • 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 19. Joint Learning Area #3 Capabilities

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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
<p><u>JLA #4: The Security Environment</u> Effectively and continuously assess the security implications of the current and future operational environment.</p> <p>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.</p>	<p><u>DLA #1:</u> Understand the security environment and contributions of all instruments of national power</p> <p><u>PME Outcome #2:</u> 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</p>	<p><u>OTHER CAPABILITIES AND KNOWLEDGE AREAS:</u></p> <ul style="list-style-type: none"> • 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 20. Joint Learning Area #4 Capabilities

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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
<p><u>JLA #5: Strategy and Joint Planning</u> 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.</p> <p>Demonstrate a broad understanding of joint, interagency, intergovernmental, and multinational capabilities and policies to inform planning.</p> <p>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.</p> <p>Position the U.S. to achieve national objectives through campaigning.</p>	<p><u>PME Outcome #3:</u> Conduct joint warfighting, at the operational to strategic levels, as all-domain, globally integrated warfare, including the ability to integrate allied and partner contributions</p> <p><u>PME Outcome #4:</u> Strategically-minded warfighters or applied strategists who can execute and adapt strategy through campaigns and operations</p> <p><u>PME Outcome #1:</u> 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</p>	<p><u>OTHER CAPABILITIES AND KNOWLEDGE AREAS:</u></p> <ul style="list-style-type: none"> • 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 21. Joint Learning Area #5 Capabilities

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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
<p><u>JLA #6: Globally Integrated Operations</u> Creatively apply US, allied, and partner military power to conduct globally integrated, all-domain operations and campaigns.</p> <p>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.</p>	<p><u>DLA #2:</u> Anticipate and respond to surprise and uncertainty <u>DLA #3:</u> Recognize change and lead transitions <u>PME Outcome #1:</u> 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</p>	<p>COGNITIVE SKILLS:</p> <ul style="list-style-type: none"> • 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 22. Joint Learning Area #6 Capabilities

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

APPENDIX B TO ENCLOSURE G

FOCUS GROUP PROTOCOL FOR JOINT QUALIFIED OFFICERS AND JPME II GRADUATES

1. Introduction. The following protocol provides a systematic approach for gathering feedback from JPME II graduates on the degree and efficacy of performing successfully in JDAL billets.

Part I. Background

1. Name, Service, and Rank:
2. Current and previous career fields (MOS, AFSC, Area of Concentration, or officer designation code):
3. Which JPME-II program(s) have you attended? Circle all that apply and list dates of attendance.

a. Joint schools:

JCWS, JCWS-Hybrid, JCWS Satellite	Joint Advanced Warfighting School
National War College	College of International Security Affairs
Eisenhower School	College of Information and Cyberspace

b. Service-specific JPME-II (at least 10 months):

Air War College
Army War College
College of Naval Warfare
Marine Corps War College
Army Command and General Staff College-Advanced Strategic Leadership Studies Program

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

4. Which JPME-I program(s) have you completed? Circle all that apply and list dates of attendance.

Army Command and General Staff College (Resident)
Army Command and General Staff College (Non-Resident)
College of Naval Command and Staff College (Resident)
College of Distance Education (Navy Non-resident)
Air Command and Staff College (Resident)
Air Command and Staff College (E-School Non-Resident)
Marine Corps Command and Staff College (Resident)
Marine Corps College of Distance Education and Training (Non-Resident)
National Intelligence University JPME Cohort (Resident)
Army War College (Non-Resident)
JPME I equivalency list program

5. Previous joint-duty assignments and approximate dates (if applicable): [Use * to denote JDAL position(s)]

6. Current job title:

7. JS directorate or OSD office:

J-1 – Personnel and Manpower
J-2 – Intelligence
J-3 – Operations
J-4 – Logistics
J-5 – Strategic Plans and Policy
J-6 – Command, Control, Communications, and Computers/Cyber
J-7 – Joint Force Development
J-8 – Force Structure, Resources, and Assessment
OSD – Policy ASD – International Security Affairs ASD – SO and Interdependent Capabilities ASD – Global Security Affairs ASD – Homeland Defense and Americas’ Security Affairs ASD – Asian and Pacific Security Affairs
Other OSD offices not listed (please specify)

8. Months of Experience in current position:

Appendix B
Enclosure G

G-B-2

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CJCSM 1810.01
1 April 2022

9. Listed below are types of tasks officers perform in JDAL positions more than in other assignments. Circle the task(s) you typically perform in your present position

Provide strategic direction and integration	Acquisition/joint program management
Develop/assess joint policies	Special operations
Develop/assess joint doctrine	Conduct deployment, redeployment, movement, or maneuver of forces
Foster multinational, inter-agency, alliance, or regional relations	Provide sustainment
Provide or exercise command and control	None of the above

Part II. Introductions

1. What are the major tasks you perform in your position? What do you view as your key responsibilities?
2. What are the primary knowledge, skills, and abilities required to perform those tasks well?
3. How do your duties and responsibilities differ from previous Joint-duty positions you have held (if applicable)?
4. How do your duties and responsibilities differ from previous non-Joint duty positions you have held?

Part III. Capabilities Important for Success

1. The next section includes a list of capabilities (skills, knowledge, etc.) officers need for success in Joint and/or non-Joint officer positions. For each capability, make two ratings:
 - a. Identify the extent to which the capability is important to be able to perform successfully in your current position
 - b. Identify the extent to which you believe the capability is important to be able to perform successfully in non-Joint duty assignments

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

[Please describe the level of importance using the following guide].

NI- Not Important
Important

SI- Slightly Important

MI- Moderately

VI- Very Important

EI-Extremely Important

UK - Unknown

COGNITIVE SKILLS	Importance for Effective Performance in Current Assignment						Importance for Effective Performance in non-Joint Assignments					
	<i>NI</i>	<i>SI</i>	<i>MI</i>	<i>VI</i>	<i>EI</i>	<i>UK</i>	<i>NI</i>	<i>SI</i>	<i>MI</i>	<i>VI</i>	<i>EI</i>	<i>UK</i>
Critical thinking	1	2	3	4	5	U	1	2	3	4	5	U
Creative thinking	1	2	3	4	5	U	1	2	3	4	5	U
Systematic thinking	1	2	3	4	5	U	1	2	3	4	5	U
Evaluation of alternative perspectives	1	2	3	4	5	U	1	2	3	4	5	U
Distinguishing between reliable and unreliable information to inform decision making	1	2	3	4	5	U	1	2	3	4	5	U
Identify gaps in knowledge	1	2	3	4	5	U	1	2	3	4	5	U
Critically evaluate information to inform understanding of context and meaning	1	2	3	4	5	U	1	2	3	4	5	U
Creatively design or revise strategic concepts and ideas	1	2	3	4	5	U	1	2	3	4	5	U
Intellectual agility	1	2	3	4	5	U	1	2	3	4	5	U
Synthesis of key ideas	1	2	3	4	5	U	1	2	3	4	5	U

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

2. What additional cognitive skills, not listed, do you view as important for success in your current position? Why?

COMMUNICATIONS	Importance for Effective Performance in Current Assignment						Importance for Effective Performance in non-Joint Assignments					
	<i>NI</i>	<i>SI</i>	<i>MI</i>	<i>VI</i>	<i>EI</i>	<i>UK</i>	<i>NI</i>	<i>SI</i>	<i>MI</i>	<i>VI</i>	<i>EI</i>	<i>UK</i>
Written communications												
Concise and coherent	1	2	3	4	5	U	1	2	3	4	5	U
Appropriate for the intended audience and environment	1	2	3	4	5	U	1	2	3	4	5	U
Comprehensively address relevant issues (as needed)	1	2	3	4	5	U	1	2	3	4	5	U
Persuasively communicate on behalf of organization	1	2	3	4	5	U	1	2	3	4	5	U
Oral communications												
Concise and coherent	1	2	3	4	5	U	1	2	3	4	5	U
Appropriate for the intended audience and environment	1	2	3	4	5	U	1	2	3	4	5	U
Comprehensively address relevant issues (as needed)	1	2	3	4	5	U	1	2	3	4	5	U
Persuasively communicate on behalf of organization	1	2	3	4	5	U	1	2	3	4	5	U
Listens to gain understanding	1	2	3	4	5	U	1	2	3	4	5	U

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

3. What additional communication skills, not listed, do you view as important for success in your current position? Why?

OTHER CAPABILITIES and KNOWLEDGE AREAS	Importance for Effective Performance in Current Assignment						Importance for Effective Performance in non-Joint Assignments					
	NI	SI	MI	VI	EI	UK	NI	SI	MI	VI	EI	UK
Initiative	1	2	3	4	5	U	1	2	3	4	5	U
Lifelong learning and independent development of expertise	1	2	3	4	5	U	1	2	3	4	5	U
Adapting rapidly to change	1	2	3	4	5	U	1	2	3	4	5	U
Collaboration	1	2	3	4	5	U	1	2	3	4	5	U
Consensus-Building	1	2	3	4	5	U	1	2	3	4	5	U
Leadership	1	2	3	4	5	U	1	2	3	4	5	U
Followership	1	2	3	4	5	U	1	2	3	4	5	U
Sound moral judgment	1	2	3	4	5	U	1	2	3	4	5	U
Embodiment of professional ethics, norms, and laws	1	2	3	4	5	U	1	2	3	4	5	U
Enforcement of professional ethics, norms, and laws	1	2	3	4	5	U	1	2	3	4	5	U
Specialized knowledge in the art and science of war	1	2	3	4	5	U	1	2	3	4	5	U
Joint-mindedness	1	2	3	4	5	U	1	2	3	4	5	U
Understanding of the theories, principles, and concepts of the spectrum of war, conflict, and military competition.	1	2	3	4	5	U	1	2	3	4	5	U
Understanding of the history of the spectrum of war, conflict, and military competition.	1	2	3	4	5	U	1	2	3	4	5	U
Understanding of the nature, character, and conduct of campaigning in armed conflict	1	2	3	4	5	U	1	2	3	4	5	U
Understanding of the utility of the military instrument of national power	1	2	3	4	5	U	1	2	3	4	5	U
Understanding of military dimensions of challenges to U.S. national interests	1	2	3	4	5	U	1	2	3	4	5	U
Understanding of security environment through historical analytical framework	1	2	3	4	5	U	1	2	3	4	5	U
Understanding of security environment through cultural analytical framework	1	2	3	4	5	U	1	2	3	4	5	U
Understanding of security environment through political analytical framework	1	2	3	4	5	U	1	2	3	4	5	U

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

4. What additional capabilities, not listed, do you view as important for success in your current position?
5. If you think about officers who would not be successful in your current position (or other critical joint assignments), why would they not be successful? What capabilities do they lack?
6. How do the leadership and interpersonal skills needed in your current assignment differ from those needed in your previous non-joint assignments? Who do you lead or interact with in your current assignment?
7. What does “joint mindedness” mean to you?

G-B-7

Appendix B
Enclosure G

UNCLASSIFIED

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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G-B-8

UNCLASSIFIED

Appendix B
Enclosure G

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

ENCLOSURE H

GUIDELINES FOR NOMINATION OF SPECIAL AREAS OF EMPHASIS

1. Overview. SAEs are mandatory topics within all JPME programs. The SAE process requires JPME programs to develop course learning outcomes for all SAEs approved by the CJCS or his delegate. DoD organizations can make recommendations on JPME subject matter to ensure relevancy and currency in the curriculum. This Enclosure provides J-7, JPME programs, and SAE proponents with processes and procedures for SAE governance and execution.

2. Background

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

b. SAEs bring attention to emergent warfighting concepts or emphasize support to existing warfighting concepts.

c. SAEs cover subject areas not already covered by existing JLAs.

d. SAEs 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/jobs.

3. Description. There are two categories of SAEs—Enduring and Periodic.

a. Enduring. SAE-Es are based on SecDef direction for JPME. SAE-Es reflect national security interests expected to remain present in policy in accordance with SecDef guidance.

b. Periodic. 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 DoD to recommend novel student learning outcomes for achievement by those programs. J-7 reviews SAE-Ps periodically 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. SAE-P Nomination. The following guidelines apply to SAE-P nominations from DoD organizations.

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

a. J-7 periodically calls for SAE-P nominations via a query to the Services, CCMDs, Joint Staff, OSD, Defense Agencies, MECC member organizations, and other JPME stakeholders.

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

c. J-7 requires organizations to endorse the nominations with a cover memo signed by a general or flag officer 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. During the time a proponent's SAE-P is on the CJCS SAE-P list, the proponent presents the SAE-P at every scheduled JFEC.

h. Nominating organizations complete the template at Appendix A to this Enclosure and provide it to J-7 with a cover memo.

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

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

k. The JPME program representatives attending the JFEC coordinate with the MECC WG to draft a prioritized list of SAE-P nominations.

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

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

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

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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

d. Following endorsement by the MECC, 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. Compliance. Leaders of JPME programs develop course-level learning outcomes associated with SAEs. JPME programs use the annual JPME 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. SAEs do not require changes to PLOs but influence curriculum design.

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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H-4

Enclosure H

UNCLASSIFIED

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

APPENDIX A TO ENCLOSURE H

SPECIAL AREA OF EMPHASIS NOMINATION TEMPLATE

1. SAE Template. J-7 will use the Task Management Tool to issue a call for SAE-P nominations. Table 23 provides a template showing what organizations provide to meet SAE-P nomination requirements.

<ul style="list-style-type: none">-Title. -Narrative. Describe what the SAE entails. -Requirement Review.<ul style="list-style-type: none">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 23. Special Area of Emphasis – Periodic Template

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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H-A-2

UNCLASSIFIED

Appendix A
Enclosure H

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

ENCLOSURE I

REFERENCES

- a. CJCSI 1800.01 Series, "Officer Professional Military Education Policy"
- b. The Joint Chiefs of Staff Vision for Professional Military Education & Talent Management, 1 May 2020
- c. National Defense Strategy 2018
- d. Capstone Concept for Joint Operations, Joint Force 2020, 10 September 2012
- e. Capstone Concept for Joint Operations, Joint Force 2030, 19 June 2019
- f. National Military Strategy 2018
- g. CM-0166-13, "Desired Leader Attributes for Joint Force 2020," 28 June 2013
- h. Implementation Plan for the Joint Chiefs of Staff Vision for Professional Military Education & Talent Management, 11 July 2020
- i. 10 U.S.C Chapter 107 Section 2151-2155

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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UNCLASSIFIED

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

GLOSSARY

PART I – ABBREVIATIONS AND ACRONYMS

AAG	Assessment Advisory Group
ADL	Advanced Distributive learning
CCJO	Capstone Concept for Joint Operations
CES	Common Educational Standards
CJCS	Chairman of the Joint Chiefs of Staff
CLO	Course Learning Outcome
DJ-7	Director, Joint Force Development
DL	Distance/Distributed Learning
DLA	Desired Leader Attributes
EOC	End of Course
FTE	Full Time Equivalency
IT	Information Technology
JCWS	Joint and Combined Warfighting School
JDAL	Joint Duty Assignment List
JEL	Joint Electronic Library
JFEC	Joint Faculty Education Conference
JLA	Joint Learning Area
JPME	Joint Professional Military Education
JQO	Joint Qualified Officer
KSA	Knowledge Skills Abilities
LOE	Line of Effort
LMS	Learning Management System
MECC	Military Education Coordination Council
MEAAC	Military Education Assessment Advisory Committee
MEAAG	Military Education Assessment Advisory Group
NDU	National Defense University
OBME	Outcomes-Based Military Education
OPMEP	Officer Professional Military Education Policy

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

OSD	Office of the Secretary of Defense
PAJE	Process for Accreditation of Joint Education
PLO	Program Learning Outcome
PTE	Part-Time Equivalency
SAE	Special Area of Emphasis
SAE-E	Special Area of Emphasis - Enduring
SAE-P	Special Area of Emphasis - Periodic
SLO	Subordinate Learning Outcome
STFR	Student to Faculty Ratio
UDL	Universal Design for learning
WG	Working Group

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

PART II – DEFINITIONS

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

Academically Rigorous. The term academically rigorous 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.

Academic Program Review. A regular, rigorous, and documented process that evaluates evidence of student achievement and program metrics and then uses that evidence to improve the program.

Acculturation. A change in behaviors and thinking is the culmination of continuous contact among groups of individuals of different cultures resulting in changes in original cultural patterns.

Analyze. The term refers to a student's ability to critique and assess diverse perspectives, striving to consider the relevant information carefully, thoughtfully, and objectively.

Ascertain. The term ascertain 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.

Assessment. 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.

Assessment of Student Learning. 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 are 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.

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

Assessments. In simple terms, assessment is 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.”

Authentic Assessment. Assessments of performance on outcomes approximate conditions under which the graduate would most likely encounter in the operational environment.

Calibration. 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.

Compliance. In the context of CJCSI 1800.01F, compliance means a program meets the requirement and provides narrative, documentation, and/or evidence to support its determination.

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

Critical Thinking. 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.

Direct Outcomes Assessment. Measures of learning are based on student performance or demonstrations of the learning itself. It 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

UNCLASSIFIED

CJCSM 1810.01

1 April 2022

program. Examples include portfolios, presentations, capstone exercises, tests/exams, projects, war games, simulations, and written assignments. Program faculty use direct assessments for both formative or 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 which, 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/or their 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.

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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 Areas. Joint Learning Areas represent broad categories of knowledge and capabilities officers acquire over a career of Joint officer development.

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 the students, instructors, and the school; determine the specific content of the instruction; establish the conditions for learning, and identify the standards for

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

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 – or, in other words, 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 SLOs, such as CLOs or student learning outcomes.

Mission. A mission is a task, together with the purpose, that 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” which 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/or 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

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

Partial Compliance. The program meets some/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.

PLO 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. The word carries different meanings in this Manual. For example, when used in CJCS 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 Outcomes. Program learning outcomes (PLOs) identify and describe the specific desired knowledge, skills, and dispositions graduates

UNCLASSIFIED

CJCSM 1810.01
1 April 2022

demonstrate after the program. Written as statements, PLOs describe what graduates are to know, value, and do upon program completion.

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, the complexity, and the 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 Areas of Emphasis. (Also known as SAEs). Topics approved by the CJCS based on an independent stakeholder review to ensure Joint Professional Military Education curricula relevance and currency.

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

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CJCSM 1810.01
1 April 2022

program learning outcomes (PLOs) and program learning outcomes branching into subordinate learning outcomes.

Substantive Change. 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; infrastructure, and information technology shortfalls.

Summative Outcomes Assessment. 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.

Stakeholders. 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 CCMDs, Joint Staff, and OSD to provide periodic feedback to JPME programs on the performance of JPME graduates.

Standard. 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 towards learning. Examples would include expectations for valuing diversity or joint perspectives.

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CJCSM 1810.01
1 April 2022

Student Active Learning Strategies. The terminology, student active learning strategies, 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.

Universal Design for Learning Framework. Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning.

Validity. Validity 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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1 April 2022

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