

AT THE INFLECTION POINT: DESIGNING ARMY ASSESSMENTS

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ABSTRACT

The Army Command & General Staff College found itself at an inflection point in the fall of 2012, with the Army winding down 10 years of war in Iraq and Afghanistan, and shifting its focus away from the specific wartime needs of Southwest Asia and towards a new and deeper appreciation of the Asia-Pacific region, emerging threats in cyberspace, and the challenges of developing stable alliance partners capable of dealing with transnational threats in their own sovereign territories. The Deputy Commandant of the college initiated a strategic review of the college's curriculum to ensure that these new focus areas, and others that might be uncovered would be addressed in time to prepare quality education through academic year 2020. Using the Army Design Methodology, 3 independent teams proceeded to describe the operational environment, frame problem sets, and recommend operational approaches for achieving the desired future-state. Along the way all three teams identified that college needed to address its appraisal process comprehensively in order to ensure that needs for student evaluation and certification, program review and college accreditation were satisfied. This paper describes the emerging insights and issues associated with this project, and the issues w\that the command group must consider when preparing their planning guidance for how to proceed with developing a detailed plan for action.

INTRODUCTION

Each year, more than 1500 Majors from the United States Army, Navy, Air Force, Marines, international officers and operational leaders from US Government agencies of equivalent rank, attend the United States Army Command & General Staff College (CGSC) at Fort Leavenworth, Kansas. The year-long course prepares them for leadership roles where proficiency in critical thinking, decision-making, collaboration and communication skills is crucial. The college applies principles of adult learning theory and experiential learning to engage students across their learning styles and preferences. With many important skills to develop and disciplines to explore, and a finite number of contact hours, the faculty actively searches for ways to get the most educational value per hour in the

classroom. As a military college concerned with the professional doctrine that guides military operations around the world, the payoffs for getting it right are important, and the consequences of failure are catastrophic. Professions are concerned with preserving that which remains sound from past doctrine, developing new insights to add to the professional body of knowledge, transferring that knowledge to new generations of leaders, and protecting the viability of the profession in its mission to serve the nation.

The Army Command & General Staff College found itself at an inflection point in the fall of 2012, with the Army winding down 10 years of war in Iraq and Afghanistan, and shifting its focus away from the specific wartime needs of Southwest Asia and towards a new and deeper appreciation of the Asia-Pacific region, emerging threats in cyberspace, and the challenges of developing stable alliance partners capable of dealing with transnational threats in their own sovereign territories. The Deputy Commandant of the college initiated a strategic review of the college's curriculum to ensure that these new focus areas, and others that might be uncovered would be addressed in time to prepare quality education through academic year 2020. The project was named Curriculum After Next (CAN) and featured three independent teams using ADM to guide their analysis and recommendations to the college leadership.

Using the Army Design Methodology (ADM), the three independent teams proceeded to describe the operational environment, frame problem sets, and recommend operational approaches for achieving the desired future-state. Along the way all three teams identified that college needed to address its appraisal process comprehensively in order to ensure that needs for student evaluation and certification, program review and college accreditation were satisfied. This paper describes the emerging insights and issues associated with this project, and the issues w\that the command group must consider when preparing their planning guidance for how to proceed with developing a detailed plan for action.

LITERATURE REVIEW

The Army's Operations field manual, FM 3.0 Operations, describes the Army's planning and problem

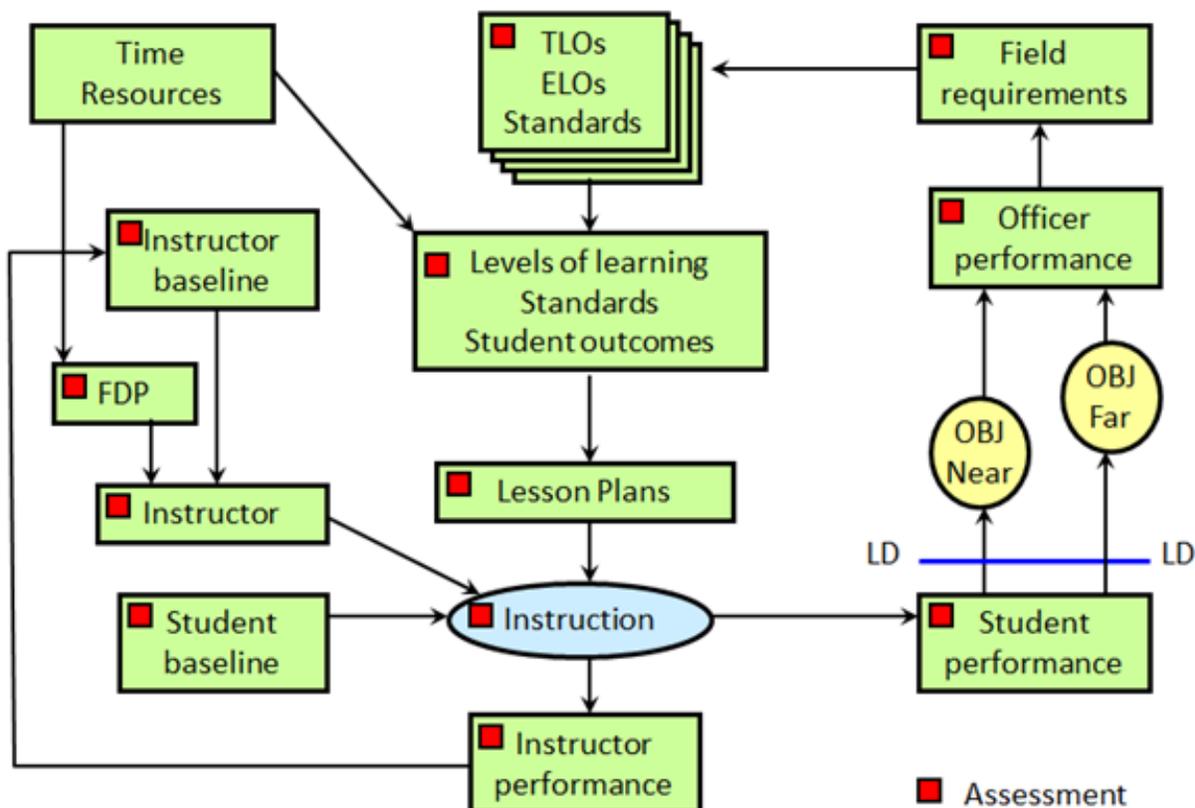
solving methods as the Military Decision Making Process (MDMP). The MDMP produces operations orders that direct subordinate units to take specific actions when details can be specified. The battle field is a complicated place and Army planning doctrine recognizes that not every contingency can be precisely planned for. For times when uncertainty and complexity preclude detailed, precise plans, the Army has traditionally used the concept of "Commander's Intent" to provide broad principled guidance that allows subordinate leaders to decide what to do in a way that is consistent with the senior leader's broad vision and purpose. The power and flexibility of the Commander's Intent concept rests directly on the effective communication between leaders and staff, supported by a common frame of reference and mutual understanding of shared values and concepts .

In the past ten years, the Army has recognized that certain complex and uncertain missions and environments pose special problems for a rational planning process like the MDMP, even when bolstered by the Commander's intent and a common frame of reference (Beyth-Marom & Dekel, 1985). MDMP is an inherently Western engineering-based rational-analytic perspective towards direct problem solving (Crandall, Klein, & Hoffman, 2006; McConnell, et.al. 2011). If the commander and staff adopt a frame of reference from their own experience which does not align with the truth on the ground then there is likely to be a mismatch between the resulting plan and the situation as it unfolds. While MDMP is effective in conventional military operations, the short comings have become problematic for wicked problems, as described by Horst and Rittel (1974). In response, the Army developed the Army Design

Methodology (ADM) as a front end to MDMP. It is a three step systematic process intended to help the commander and staff create (1) an environmental frame, (2) a problem frame and (3) an operational approach to move towards the desirable future. The products and deeper understanding of the situation help the commander provide a common frame of reference and vision that will allow the MDMP to develop detailed plans aligned with realities on the ground. Teaching ADM is a central component of the CGSC curriculum (James, Milenkiewicz, et al. , 2008).

The construction of the environmental frame in ADM consists of creating a detailed description of the doors, processes direct and indirect influencers and significant issues that will be found in the environment and affect any decision in that area. The environmental frame includes as detailed a description of the desired end-state that will act as the ultimate goal of the project. The problem frame proceeds to describe those obstacles were gaps that will hinder the progress of the organization towards that desirable end-state. The final phase of ADM is a description of the operational approach that the planning team believes will enable the organization to achieve the desired end state given the environment and obstacles previously observed.

Appendix 1 is a detailed review of the existing assessment program and CGSC and with a view towards classroom operations and student evaluation (Wlodkowski & Ginsberg, 2010). It describes the Accountable Instruction System (AIS) which is a systematic and disciplined process for evaluating the programmatic results of the academic year as delivered in the classroom and assessed through a combination of student and faculty feedback surveys and



an analysis of grade distributions and trends (Grunert-O'Brien, Millis, & Cohen, 2008).

As part of the CAN project, the inquiry team took a fresh, holistic, top down view of the college's entire educational process and concluded that assessments, both of students and the educational program was a high payoff target for further analysis and review. This paper presents the insights on assessments from one of the three inquiry teams developed over two months of team meetings and research with students and faculty (Long & Morrison, 2011). It summarizes their presentation on assessment given to the Deputy Commandant with the intention that he will provide Commanders Intent and planning guidance to an operational planning team that will develop the issue further and integrate the recommendations into current operations.

A SYSTEMS APPROACH TO ANALYZING ASSESSMENTS

The curriculum inquiry team mapped out a holistic view of the college's entire educational system, including design, planning, preparation, delivery and feedback from the field (Race, 2010). They reflected on how assessment could be considered in each major process (Smith, 2008; Stevens, & Levi, 2005). They developed the following graphic to represent their sense of the process and document where assessment should be taking place:

The group's reflections on the process diagram produced the following insights and assertions:

1. Field performance is the true assessment of the college's success. Our success occurs when students are accomplishing the mission in a field environment.
2. The field defines what we must train and educate, informed by leadership and the end-state vision.
3. Unconstrained Terminal Learning Objectives (TLOs), enabling Learning Objectives (ELOs) and specific performance standards define performance measures under all conditions
4. The curriculum is constrained by time and resources, so leadership must define the portfolio of TLOs and ELOs. Time is the comprehensive limiting factor. The Levels of Learning we aim for reflect our judgment on reasonably achievable lesson depth for the majority of students within the budgeted time, and is focused on what students must be able to Know, Do, or Be (Knowledge, Comprehension, Apply, Analysis, Evaluation, Creation). Each level of learning generally takes more time to achieve, so Leadership's decision on the curriculum portfolio is properly concerned with finding the tradeoff between depth and width across all departments and topics. This includes an assessment of what we expect/require the students to learn on their own, once we have equipped them with tools and a framework for understanding
5. Lesson plans are, at a minimum, a way to achieve Levels of Learning to Standard given the Time constraints. An integrated curriculum between departments requires that this contract be executed, so that we do not have adverse downstream effects. Most

lessons offer a variety of ways to achieve TLOs/ELOs and Standards within the allotted time, and so, the Prime Directive is properly: ensure TLOs, ELOs, and Standards are met. When teams and instructors vary from lesson plans, the appropriate question is: Prove you meet TLOs, ELOs and standards.

6. The lesson plans take into account an expected normal student baseline and a normal instructor baseline. The instructor baseline begins with his initial skill set, plus the FDP he gets before delivering a class.
7. The nexus of Instructors, Students, Lessons plans, Resources and Environment is dynamic, and at the end of our focus on student based outcomes makes us ask: Did they achieve the contracted TLOs, ELOs, Standards? And how do we know? Our operating concept is that if a student gets a passing grade on that topic, they can perform in the field on Objective Near (the next two years) and on Objective Far (the next ten years), which is our characterization of the 2\two time periods that compete for our educational effort. This competition is not without a healthy tension as we decide what gets into our Curriculum Portfolio and to what level of learning.

INITIAL CONCLUSIONS

The inquiry team decided that the best way to capture their insights was to generate a list of important questions that would serve as standards of performance that any recommended assessment solution must satisfy. These important questions were:

1. Are Officers are performing to standard in the field?
2. Have we have found the right balance between OBJ Near and Far?
3. Are we certain that the field requirements are properly articulated?
4. Have the TLOs/ELOs and Standards captured the requirements in sufficient detail to be a useful performance specification?
5. Are the Time and Resources allocated sufficient for the college to achieve its mission?
6. Have we properly estimated the amount of time it takes to achieve different levels of learning within a topic/lesson? (i.e. How do we know that must take 8 hours to get to Synthesis in topic A?) For consideration: A healthy market process of competition is historically a good way to force innovation, efficiency and effectiveness.
7. Does the portfolio composition give the highest expected rate of return within our risk tolerance?
8. Do the lesson plans get us to the required Levels of Learning for most/all students?
9. Are we hiring the right skill sets in our instructors, so that after Faculty Development Program (FDP) they are prepared to do their part?
10. Have we accurately identified the proper student baseline?
11. Can we get those below the baseline to the baseline in time or have a plan for remedial/additional bootstrapping?

12. Can we confirm the execution of the instruction was in accordance with the lesson plan?
13. Do we know that if the lesson, as delivered, varied from the lesson plan that we still achieved the contracted TLOs, ELOs, Standards based on student-focused outcomes?
14. Have we incorporated the best methods of successful variation from lesson plans into the lesson plan portfolio to make our methods/choices more robust?
15. Do our FDPs prepare our instructors, from their baseline, to deliver the instruction
16. Do our measures of student performance accurately reflect their subject mastery to the level of learning required?
17. Have we assessed each student's level of mastery both as an individual and as a member of a team? (i.e., that each student, if called upon to do so, could be both a team member and a team leader)
18. Have we assessed the instructors' delivery of the lesson
19. Have we incorporated student graded performance as another measure of assessing the quality of the lesson, as designed and as delivered into our program assessment?
20. Does a passing grade in our curriculum leads to success in the field?
21. Do we know how to measure success in the field?

INITIAL RECOMMENDATIONS

The curriculum inquiry team felt strongly enough about these recommendations from their internal discussions and through socialization with faculty members from the teaching departments to include these as recommendations to the Deputy Commandant:

1. Eliminate out of class tests except papers. If it's important to test, do it in the classroom so we can set controlled conditions to sample their domain knowledge with a properly constructed instrument
2. Objectively graded tests can measure higher level thinking: GRE, LSAT, certification exams for PE and MD
3. The level of effort it takes to grade one set of subjective essays could easily produce high quality standard tests
4. An external study demonstrates we have a problem with inter-rater reliability on written assessments
5. Without a calibrated gauge like standardized exams, we cannot find the teams that are doing exceptionally well with their Mission C9omamnd freedom and learn how to raise our game across all the teams
6. Because our students are who they are, they will ALWAYS spend as much time as they can on take home exams, which is always more than they should. This discrepancy in time spent on the exam prevents us from assessing how well our methods are achieving program outcomes across the college because the conditions are not controlled.
7. Have educators design the tests, not journeymen faculty without education degrees.

8. Put educators on the design team for assessments.

CONCLUSIONS

After two months of inquiry across the entire scope of the curriculum and educational program of CGSC, the inquiry team developed a series of recommendations packages for the Deputy Commandant to consider with respect to the Curriculum After Next (CAN). One set of recommendations addressed the skills, traits, attributes and competencies that field grade officers must have to be successful in the field between 2012 and 2020. Another set focused on the specific curriculum content topics that ought to be included within the academic year and how that year should be designed and managed. The third set of recommendations described important issues associated with supporting and implementing policies and procedures that could reliably convert educational outcomes into reliably delivered and smoothly managed daily operations. The assessment program of the college was deemed to be a high priority target within the third set of recommendations. Taking a high-level, top-down, holistic review of assessments across the college, the team developed a process framework to guide their comprehensive review. They produced a set of initial recommendations on topics of great interest and importance to faculty and students and generated a list of important questions to serve as performance standards for any subsequent recommendations. The next step in the process would be to receive the Deputy Commandant's decisions about how to perceive and take his initial planning guidance and Commander's Intent into an operational planning team to develop a detailed plan for how to proceed using the Military Decision making Process (MDMP). If the Deputy Commandant agrees that assessments should be developed in a planning team, then that project will be resourced with planners and would be expected to produce a plan in about three months in order to meet timelines for implementation.

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APPENDIX 1: AN ASSESSMENT PROGRAM

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INTRODUCTION

Since its inception in 1881 as the School of Application for Infantry and Cavalry, the United States Army Command and General Staff College (CGSC) at Fort Leavenworth has met the educational needs of the United States Army. The college is the primary institution for the education of US Army mid-career officers. Over the years the college also began educating Air Force, Navy, Marine and international officers in the art and science of the profession of arms, specializing in joint, interagency and multinational operations. In 1922 the college began simultaneously teaching resident and non-resident studies. Resident and non-resident students receive the same US Army Command and general Staff Officers Course (CGSOC) curriculum taught in three different subordinate courses. The first course Common CORE provides the basic education the US Army feels all mid-career officers should possess. The second course the Advanced Operations Course (AOC) provides advanced war fighting education through in depth exercises and simulations. The final course is a series of electives taught to resident mid-career officers to give them a more in-depth education in specific military topics they wish to study. The development of curriculum assessments for these venues is a challenge. The purpose of this paper is to illustrate the steps the college takes to meet this challenge by examining some of the assessment literature the college uses; the types of CGSC assessments; and the assessment development and delivery processes the college performs meet its educational learning objectives.

ASSESSMENT LITERATURE

An indicator in any field is the ability to produce results. In the US Army producing results from the smallest buddy team to the largest Army element can mean the difference between life and death and or winning verse losing a war. Therefore it is paramount for CGSC to accomplish US Army goals in educating mid-career officers. CGSC calls these goals learning objectives and these objectives are the basis for the development of all college curriculum and assessments. To better understand and properly implement effective curriculum and specifically assessment techniques, college faculty constantly delve into the latest literature on the market. Literature such as Anderson and Krathwohl book, "A Taxonomy for Learning, Teaching and Assessing" in which educators analyze assessments to ensure students' cognitive processes go beyond simple memorization. Faculty also uses this book to help them broaden their knowledge of assessment development and ensure they

reach the learning objectives. In addition CGSC faculty look at Walvoord's book "Assessment Clear and Simple", and use it to remember the goal of assessments is to allow information-based decision making; help organizations use assessments to achieve objectives and improve performance in faculty development and policy changes. For faculty development CGSC incorporates the book "Classroom Assessment Techniques: A Handbook for College Teachers" by Angelo and Cross, which emphasizes how classroom assessments are a formative rather than a summative approach and how good classroom assessments should be reliable, valid and free of bias. In addition CGSC produces its own Faculty Development Program Authors Handbook that employs much of the previously literature and emphasizes how assessments should measure the performance of our students. Finally to maintain an effective assessment and experiential learning environment CGSC faculty incorporates literature from the Association for Business Simulation and Experiential Learning (ABSEL) and attends the American Society for Training and Development (ASTD) Test Design certification course.

TYPES OF ASSESSMENTS

Utilizing the above literature CGSC employs both formal and informal assessments in its curriculum to determine how well its students are grasping the material. Similar to other colleges CGSC formally assesses student learning through techniques such as exams, quizzes, argumentative essays and computer based instruction checks on learning. Faculty uses these summative tools to make judgments about individual student achievements and assign grades for end of course awards and or adverse disciplinary actions. A good example of a CGSC formal assessment is the Special Forces (SOF) comprehensive examination for all SOF students. The SOF exam incorporates all of the classroom instruction and forces students to use critical thinking skills to ensure they reach the level of learning. The college utilizes the original Blooms Taxonomy levels of learning evaluation, synthesis, analysis, application, comprehension and knowledge to develop the appropriate assessment instrument. Students are also formally assessed utilizing faculty feedback instruments such as CGSC Form 1009 for writing, speaking and class participation, see appendix A for an example of a 1009s for speaking. Instructors also judge the quality of a student's academic work over time through the use of rubrics and portfolios.

To assess classroom learning informally, the college builds into its lesson plans instructor/facilitator questions and trains faculty in ways to analyze student comments,

body language and facial expressions to reduce barriers to learning. For example one of the many informal assessments the college uses is the Muddiest Point. The Muddiest Point is an Assessment Technique, in Angelo and Cross book Classroom Assessment Technique: A Handbook for College Teachers. A remarkably efficient technique, the Muddiest Point consists of asking the students to quickly respond in writing to a question about the most confusing thing they may have seen in the homework last night. With this information an instructor can better prioritize his or her time and concentrate on areas of concern. The college does not use formative techniques to replace summative forms of classroom assessments, rather these formative assessment tools are meant to give teachers and students information on learning before and between test and examinations.

ASSESSMENT DEVELOPMENT PROCESS

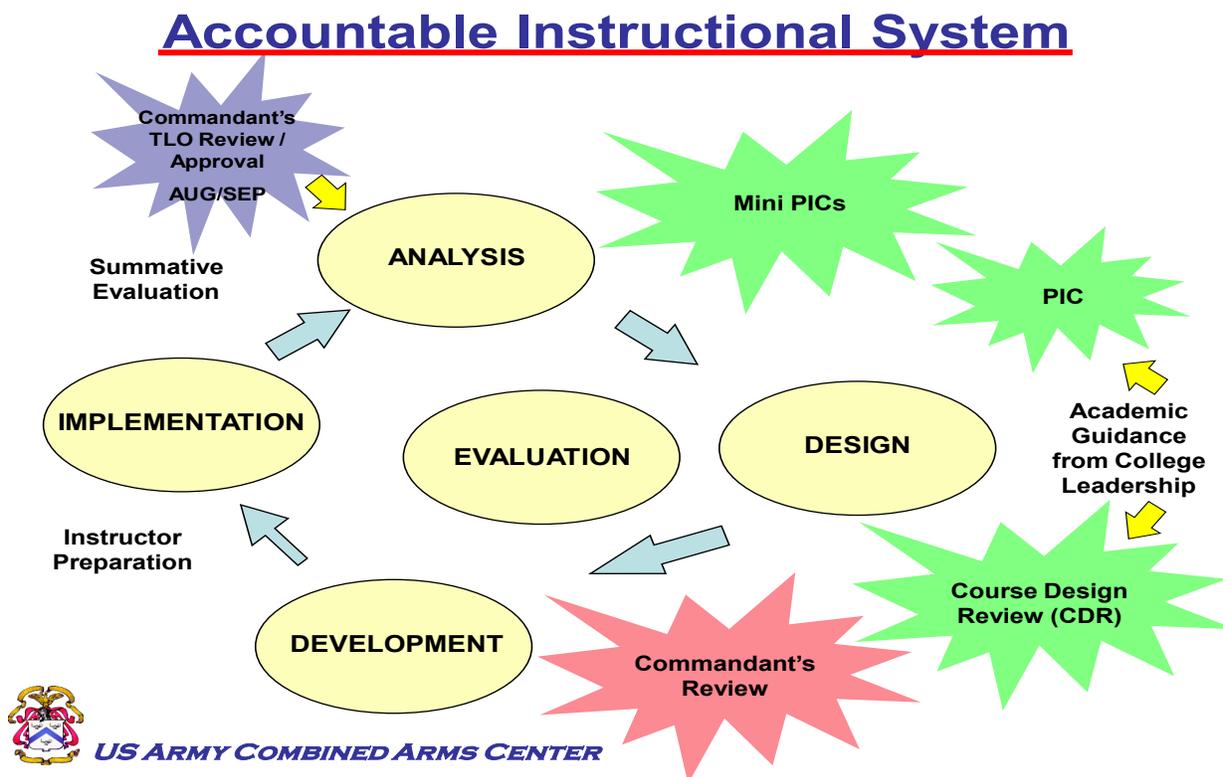
In order to put the many different types of assessments into practice the college has found it best to ensure assessments are aligned with objectives. Alignment increases the probability that students will have an opportunity to learn the knowledge and cognitive processes to master in the various assessments they will encounter. Objectives are also defined by assessments, particularly when assessments determine the grades students receive. When objectives and assessments are misaligned, however, students are more likely to put effort into learning what is assessed rather than learn what is intended by the objectives.

The college utilizes the Accountable Instructional System (AIS) process to ensure assessment and objectives are aligned. AIS helps organize all course development activities by identifying the requirements and assessments for each lesson and guiding the lesson assessment construction and delivery. It also provides the process to determine the levels of student achievement, course improvement, and venues to incorporate emerging classroom technologies, see diagram 1.

AIS is a five phase process that demonstrates the continuing nature of a systems approach to curriculum and assessment development:

- Phase one "Analysis" is when college faculty identify the behaviors and abilities students need to master, to accomplish educational outcomes. Studying student assessment results from previous instruction assist in this analysis and often lead to improvements in lesson quality.
- In Phase two "Design" faculty lesson authors determine the lesson content and assessment that directly supports the learning objectives.
- For Phase three "Development" faculty utilize the ideas in the design phase to build the actual instructional material, such as PowerPoint instructional slides and assessments to support courseware requirements.
- Phase four "Implementation" delves into preparations for the delivery of instruction and assessments.
- The final phase "Evaluate" is not a direct linear outcome of phase four instead it's a continuous process

Diagram 1



that examines the effectiveness of all curriculum and assessments throughout the AIS process.

In order to supervise and ensure compliance with AIS, CGSC leadership schedule a series of meetings with all relevant subordinate teaching departments after the implementation phases to evaluate the accomplishment of learning objectives. Each CGSC teaching department presents an analysis of their curriculum implementation in a Mini-Post Instruction Conference (Mini-PIC). The Mini-PIC examines individual lesson curriculum and assessments to identify trends over the years and make initial recommendations for future lesson redesigns. College leadership will review recommendations and provide guidance at the Mini-PIC, such as the reduction or redesign of lesson assessments and teaching departments will use this guidance to prepare for the Post Instruction Conference (PIC). The PIC will consolidate all of the numerous Mini-PIC information and examine course material and assessments, across an entire course such as a CORE or AOC looking for trends and ways to improve. The PIC will establish the guidelines for the final meeting the Course Design Review (CDR), which is given to the first General Officer in the college chain of command. The CDR, finalizes the guidance for the next year of curriculum to include the Enabling and Terminal Learning Objectives and all assessments for the course. In addition after the CDR, faculty will review Command and General Staff School (CGSS) Bulletin No 903 to ensure instructors understand grading and assessment policies. Faculty will also review and update CGSS Policy Memorandum No. 3 which discusses faculty feedback and late assessment submission instructions.

ASSESSMENT DELIVERY PROCESS

CGSC assessment delivery process begins in phase four, implementation and is driven by CDR guidance. Teaching department curriculum developers and lesson authors conduct a series of internal curriculum reviews for the next academic year's course and lesson material. Organizations such as ASTD provides Test Design and Delivery Literature that CGSS curriculum personnel uses to review course ware and make decisions on the types of assessments to use and method of delivery for each venue for resident and non-resident studies. CGSS and Instructional Department curriculum developers annotate the student advance sheets and lesson plans with the guidance for specific lesson assessments such as take home exams; in class comprehensive exams, and group briefings before posting them to SharePoint. The college Curriculum Development Support Team (CDST) performs a quality control check on all SharePoint lesson material and works with the departments to resolve any concerns, such as the completeness of examination administrative instructions and if the assessment is meeting all of the CDR guidance. CDST ensures lesson material and assessments are transferred from SharePoint to Blackboard for Fort Leavenworth resident instruction. Once CDST approves CGSC curriculum and assessments, three other organizations in conjunction with the CGSS TASS and ADL Course Program Managers review the material for

resident and non-resident studies outside of Fort Leavenworth, The Department of Distance Education (DDE); The Army School System (TASS) and the CGSC Satellite campuses:

1. CGSS Instructional Systems Specialists -Curriculum Managers/Developers work with contractor employees and DDE personnel for the conversion of CGSOC CORE and AOC lesson material into non-resident computer based instruction modules. For the ADL Common Core, much of this non-resident instruction is independent study, and students are free to work at their own pace. DDE faculty do grade assessments and track student progress. CGSS curriculum developers routinely coordinate with CDST and department curriculum developers to ensure non-resident lesson material and assessments reach the same learning objectives as resident material and adhere to the same CDR guidance. Additional assessments are sometimes developed from approved CDST curriculum to ensure DDE students reach the learning objectives. The DDE non-resident TASS and ADL Core courses are provided to National Guard, Army Reserve, and Active Duty mid-career officers around the world.

DDE also implements the Blended Learning Advanced Operations Course (BL AOC). BL AOC consists of a combination of online self-paced, computer based instruction and faculty-led online meetings via Defense Connect Online (DCO). The combination of synchronous and asynchronous learning provides students the best of both worlds: allowing students to work independently with their online lessons, and yet still holding students accountable with online weekly meetings. Moreover, students complete both individual and group assessments. Students benefit from both peer and faculty interaction. Similar to the ADL Common Core course, BL- AOC faculty grade assessments and track student progress throughout the course. Furthermore, BL AOC faculty participates in annual curriculum reviews, to include a review of both resident and DDE assessments. Assessments are modified, but achieve the same learning objectives as the resident course.

2. CGSS Instructional Systems Specialists-Curriculum Managers/Developers analyze and redesign the Common Core Curriculum in conjunction with contractor employees, DDE curriculum personnel, and TASS faculty for the conversion of CGSOC CORE to fit the TASS environment. They accomplish this in close coordination with CDST and department curriculum developers and lesson authors. TASS faculty provides instruction in a resident modality to mid-career officer's also servicing in the reserve component and a few active duty officers around the world. CGSC CORE and AOC curriculum and assessments are faculty lead and delivered in the same manner as resident instruction at Fort Leavenworth, for example TASS faculty grade all written assessments

and presentations/briefing similar to Fort Leavenworth faculty.

3. CGSC Satellite campuses at Fort Gordon, GA; Fort Lee, VA; Fort Belvoir, VA and Red Stone Arsenal, AL all receive the CGSC CORE lesson material and assessments. Like TASS, resident faculty delivers instruction and assessments the same as the resident course at Fort Leavenworth. In addition, satellite campus instructors teach a limited number of electives and routinely work with Fort Leavenworth faculty to ensure CORE lesson material and assessments are taught and graded correctly to reach the required learning objectives. Finally satellite campus instructors participate in all CORE Mini-PIC, PIC and CDRs

CONCLUSION

Since its inception CGSC has met the needs of the US Army and other US services to include the international military community. Graduates use their knowledge to become the greatest military thinkers and leaders of our nation. To assist its students and continue this tradition CGSC has expanded its charter to include resident and non-resident studies and all of the assessment and curriculum development challenges it entails. The ability to develop three courses of curriculum for CORE, AOC and electives on an annual basis along with corresponding assessments and ensure everything achieves the US Army's mid-career officer objectives in every venue is a unique accomplishment. This paper illustrates that accomplishment and how the college overcomes its challenges through the utilization of educational literature; types of assessments; curriculum assessment development and delivery through the AIS process.

Appendix A
CGSC 1009s
ASSESSING SPEAKING AND PRESENTATIONS

STUDENT NAME:

STAFF GROUP:

DATE:

ASSIGNMENT/COURSE TITLE:

INSTRUCTOR/DEPARTMENT

ARMY STANDARD: Transmits a clear, concise, organized message that communicated the speaker's intent.

Grade							
U	C	B-	B	B+	A-	A	A+

Assessment				
1	2	3	4	5
Unsatisfactory	Marginal	Satisfactory (Average)	Outstanding	Exceptional

Instructions: Immediately following the end of the presentation, ask the student(s) to assess their own performance using the questions below as a guide.

Student Assessment of Performance:

Student Question: How do you think you did?

Overall:

1	2	3	4	5

Unsatisfactory	Marginal	Satisfactory (Average)	Outstanding	Exceptional

Content:

1	2	3	4	5

Unsatisfactory	Marginal	Satisfactory (Average)	Outstanding	Exceptional

Delivery:

1	2	3	4	5

Unsatisfactory	Marginal	Satisfactory (Average)	Outstanding	Exceptional

Briefing
Start: _____
Briefing
Stop: _____
Total Time:

Did you practice/
rehearse? _____

Describe one thing that you did well in this presentation.

Describe one thing that you would change about your preparation of this presentation and do differently next time.

Synopsis of Instructor's Comments:

Instructions: Use this scale to assess the student's performance for each criterion below:
 1 = Unsatisfactory; 2 = Marginal; 3 = Satisfactory (Average); 4 = Outstanding; 5 = Exceptional

SUBSTANCE/ORGANIZATION (Discernible, balanced plan of presentation)	STYLE
<input type="checkbox"/> Introduction Greeting (poised, confident) Purpose (presents BLUF, relevant, focused, clearly and concisely stated controlling idea/ thesis) References (current, meaningful) Procedure/Outline (logical, posted and/or embedded throughout brief)	<input type="checkbox"/> Physical Behavior Eye Contact (maintains with audience, natural, avoids excessive reference to slides or notes) Movement (appropriate, not excessive, uses pointer properly) Gestures (meaningful, appropriate, well timed, provided emphasis) <input type="checkbox"/> Speaking Voice (appropriate volume, comfortable pace, uses pauses effectively)
Body <input type="checkbox"/> Accuracy/Completeness (all major points, facts/ assumptions precisely stated, information is relevant and accurate, no major points omitted, level of detail suitable) <input type="checkbox"/> Support/Significance (appropriate use of facts; ample evidence and other perspectives/ examples/ opinions, offered; answers the "So what?" and/or "Therefore..."; demonstrates analysis) <input type="checkbox"/> Sequence (conveys information in clear, logical, and meaningful sequence; easy to follow) <input type="checkbox"/> Transitions (appears rehearsed, present logical flow, maintains appropriate tempo)	<input type="checkbox"/> Vocabulary (clear/concise vocabulary, pronounces words correctly, enunciates clearly) <input type="checkbox"/> Enthusiasm/Confidence (conveys sense of "ownership" and confidence in own knowledge and abilities)
Closing <input type="checkbox"/> Summary (emphasizes main point, no new information) Ask for Questions Conclusion (appropriate, meaningful, clear and concise)	CORRECTNESS <input type="checkbox"/> Visuals/Slides/Graphics Format (sequencing, numbering, font, centering, abbreviations) Content (relevant, appropriate use of pictures/graphics, not to busy) Handouts/Video-clips, etc. (introduced, relevant)

APPENDIX 2

Reflective Journal Rubric: an adaptation of Facione's (2011) generic critical thinking rubric
Strong: Consistently does all or almost all of the following

- Accurately interprets evidence, statements, questions
- Identifies salient arguments, reasons, claims and warrants (both pro and con)
- Thoughtfully analyzes and evaluates major alternative points of view
- Draws warranted, judicious, non-fallacious conclusions
- Justifies key results and procedures, explains assumptions and reasons
- Fair mindedly follows where evidence and reasons lead
- identifies and applies processes, concepts and principles of critical thinking in action

Acceptable: does most or many of the following

- Accurately interprets evidence, statements, questions
- Identifies salient arguments, reasons, claims and warrants (both pro and con)
- Thoughtfully analyzes and evaluates major alternative points of view
- Draws warranted, judicious, non-fallacious conclusions
- Justifies key results and procedures, explains assumptions and reasons
- Fair mindedly follows where evidence and reasons lead
- Identifies and applies processes, concepts and principles of critical thinking in action

Unacceptable: does most or many of the following

- misinterprets evidence, statements, questions
- fails to identify strong relevant counterarguments
- ignores or superficially evaluates obvious alternative points of view
- draws unwarranted or fallacious conclusions
- justifies if you results or procedures, seldom explains reasons
- maintains or defends views based on self-interest or preconceptions regardless of the evidence or reasons

Weak: does most or many of the following

- offers biased interpretations of evidence statements and questions or the points of views of others
- fails to identify or hastily dismisses **strong** relevant counterarguments
- ignores or superficially evaluates obvious alternative points of view
- argues using fallacious or irrelevant reasons and unwarranted claims
- does not justify results or procedures nor explain reasons
- maintains or defends views based on self-interest or preconceptions regardless of the evidence or reasons
- exhibits close-mindedness or hostility to reason

Examples of how different leaders chose to construct their group process.

1. Directive: the leader dictated the process the group would use and managed the problem-solving process to that standard.
2. Semi-collaborative: the leader offers his strategy but invites improvements and or alternatives from the group.
3. Collaborative: the leader invites discussion on ways to proceed and manages a consensus-building process.
4. Adaptive: regardless of initial consensus process, the leader and or group elects to amend or adapt their process based on immediate feedback with a view towards time constraints and pressure to succeed

End notes

- i. © 2012 by the United States Army Combined Arms Center (CAC), United States Army Command and General Staff College Mission Statement web page. All rights reserved. Electronic edition last revised January 4, 2012
- ii. Ibid
- iii. United States Army Command and General Staff College, *1962-63 Nonresident Instruction Programs 1922-1962, 40 years Nonresident Instruction* (Kansas, Fort Leavenworth, 162), pp. 1-24.
- iv. Patti Shank, *INFOLINE, Tips, Tools, and Intelligence for Trainers* (Virginia, American Society for Training and Development, 2009), p. 1.
- v. Barbara E. Walvoord, *Assessment Clear and Simple: A Practical Guide for Institutions, Departments and General Education 2nd ed* (California, Jossey-Bass, 2010), p. 3.
- vi. Lorin W. Anderson and David R. Krathwohl, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York, Addison Wesley Longman, Inc, 2001), p. 91.
- vii. Lorin W. Anderson and David R. Krathwohl, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York, Addison Wesley Longman, Inc, 2001), p. 91.
- viii. Barbara E. Walvoord, *Assessment Clear and Simple: A Practical Guide for Institutions, Departments and General Education 2nd ed* (California, Jossey-Bass, 2010), pp. 4-5.
- ix. Thomas A. Angelo and K. Patricia Cross, *Classroom Assessment Techniques: A Handbook for College Teachers 2nd ed* (California, Jossey-Bass, 1993), pp. 5-7.
- x. United States Army Command and General Staff College Faculty and Staff Development Division, *Faculty Development Phase 3 Author's Handbook* (Kansas, United States Army Command and General Staff College, 2012), p. xii.
- xi. Thomas A. Angelo and K. Patricia Cross, *Classroom Assessment Techniques: A Handbook for College Teachers 2nd ed* (California, Jossey-Bass, 1993), p. 25.
- xii. United States Army Command and General Staff College Faculty and Staff Development Division, *Faculty Development Phase 3 Author's Handbook* (Kansas, United States Army Command and General Staff College, 2012), pp. A-2 and C-1.
- xiii. Thomas A. Angelo and K. Patricia Cross, *Classroom Assessment Techniques: A Handbook for College Teachers 2nd ed* (California, Jossey-Bass, 1993), p. 25.
- xiv. Ibid, p. 154.
- xv. Ibid, p. 154.
- xvi. Ibid, pp. 25-26.
- xvii. Lorin W. Anderson and David R. Krathwohl, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York, Addison Wesley Longman, Inc, 2001), p. 252.
- xviii. Ibid, p. 252.
- xix. United States Army Command and General Staff College Faculty and Staff Development Division, *Faculty Development Phase 3 Author's Handbook* (Kansas, United States Army Command and General Staff College, 2012), p. 1.
- xx. United States Army Command and General Staff School, *CGSS Standard Operating Procedure (SOP)* (Kansas, Fort Leavenworth, 2012), Chapter 2, pp. 3-4.
- xxi. United States Army Command and General Staff College, *CGSS Bulletin Number 903* (Kansas, Fort Leavenworth, 2012), pp. 4-7.
- xxii. United States Army Command and General Staff College, *CGSS Policy Memorandum No. 3*. (Kansas, Fort Leavenworth, 2012), pp. 1-3.
- xxiii. United States Army Command and General Staff School, *CGSS Standard Operating Procedure (SOP)* (Kansas, Fort Leavenworth, 2012), Chapter 3, pp. 3-5.

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