Educational Effectiveness Assessment: Policies and Plans

of

THE INSTITUTE OF WORLD POLITICS

A Graduate School of Statecraft and National Security Affairs

Rev. 11/2025

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The Educational Effectiveness Assessment (EEA) Plan Overview

The Academic Director at The Institute of World Politics (IWP) produces an annual report on Educational Effectiveness Assessment (EEA) for review by IWP's EEA Committee (comprising the Assistant Dean of Academics, Senior Vice President of Student Affairs, Academic Director, Academic Affairs Coordinator/Assistant, as well as at least one Full-Time Faculty member, one Adjunct Faculty member, and one alumnus). Any decisions made by the committee are then presented to the Academic Council for approval. Implementing this plan is aligned with IWP's strategic goal to "Enhance IWP's curriculum," and responsibility for this plan can be found under the Strategic Operational Plan for Academic Affairs (SOPAA). The goal of this process is to ensure the effectiveness of the education IWP provides to prepare its students, in a manner consistent with IWP's mission, for successful careers, meaningful lives, and, where appropriate, further education. It does this primarily by assessing learning outcome achievement based on direct and indirect measures at the course, program, and institutional levels, and then determining opportunities for improvement. This process also serves as confirmation that assessment by faculty is occurring on a regular basis.

Each year, one Institutional Learning Outcome (ILO) is selected for assessment across all relevant degree programs (both in-person and online). IWP's ILOs are as follows in that students will be able to:

1. Analyze the sources and development of current major national security, intelligence, and foreign policy challenges facing the United States and its interests globally.
2. Demonstrate detailed knowledge in one or more specific areas of study. (*Executive MAs excluded from this outcome*)
3. Develop a deeper understanding of all the instruments of statecraft as well as how to use and integrate them strategically and ethically. (*Executive MAs and Certificates excluded from this outcome*)
4. Appreciate the nature of the Western Moral Tradition and the founding principles of the American system along with their continued relevance to public policymaking. (*Certificates excluded from this outcome*)
5. Recognize the importance of different political cultures, the ideas and belief systems that animate them, their forms of statecraft, and their foreign policy purposes. (*Executive MAs and Certificates excluded from this outcomes*)
6. Communicate effectively with well-developed reasoning, writing, and rhetorical skills.

ILO #6 for effective communication is automatically assessed every year. It is already incorporated throughout all courses with rubrics for both written and oral presentations and assignments the faculty use to issue grades: IWP Oral Presentation Grading Rubric and IWP Written Product Grading Rubric. ILO #6 is also assessed based on rubrics in the evaluation of theses and comprehensive examinations. Please see Diagram 1 (p. 16) for *Multi-Year Continuous Improvement and Assessment of Institutional Learning Outcomes*.

Course Learning Outcomes (Table 1) and Program Learning Outcomes (Table 2) connected to ILOs, in accordance with their curriculum maps, are incorporated for assessment as well. All electives fall under ILO 2 and its related PLOs. Degree programs being assessed include: Master of Arts in Statecraft & National Security Affairs (MA SNSA), Statecraft & International Affairs

(MA SIA), Strategic Intelligence Studies (MA SIS), and an online Master of Arts in Statecraft and Strategy (Online MA); Executive Master of Arts in National Security Affairs (ExecMA) and an online version in Statecraft and Strategy (Online ExecMA – *added in 2024*); Professional Master of Arts in Strategic and International Studies (ProfMA) and an online version in Statecraft and Strategy (Online ProfMA); Joint Master of Science in Cyber Security and Intelligence (Joint Cyber MS – *added in 2025*) in partnership with Capitol Technology University; (Professional) Doctor of Statecraft and National Security (DSNS); (Professional) Doctor of Statecraft & Strategy (DSS – *added in 2025*); and Doctor of Philosophy in Statecraft & Strategy (PhD – *added in 2025*).

Table 1. Institutional Learning Outcomes (ILOs) connection to Course Learning Outcomes (CLOs) based on Curriculum Mapping (infers online course version as well, if applicable).
See webpage for course title based on course numbers.

ILO 1 (AY 23)	ILO 2	ILO 3	ILO 4	ILO 5	ILO 6
601 (CLO 1, 2, 3, 5)	605 (CLO 5)	605 (CLO 2)	605 (CLO 4)	601 (CLO 4)	ALL COURSES
605 (CLO 1, 3)	610 (CLO 3)	620 (CLO 2)	608 (CLO 1-4)	605 (CLO 5)	
606 (CLO 1, 2)	631 (CLO 3)	627 (CLO 2)	615 (CLO 1-4)	606 (CLO 3)	
610 (CLO 1, 2, 4)	652 (CLO 4)	631 (CLO 4)	627 (CLO 4)	610 (CLO 3)	
616 (CLO 1, 4)	656 (CLO 3)	634 (CLO 2, 3)	799 (CLO 1)	620 (CLO 3)	
620 (CLO 1, 4, 5, 6)	668 (CLO 2, 4, 5)	642 (CLO 4, 5)	801 (CLO 5)	627 (CLO 5)	
627 (CLO 1, 3)	6900 (CLO 1)	652 (CLO 5)	802 (CLO 1)	631 (CLO 3)	
631 (CLO 1, 2)	799 (CLO 4)	668 (CLO 3)	803 (CLO 2)	634 (CLO 4)	
634 (CLO 1)	699 (All CLOs)	6900 (CLO 2)		652 (CLO 4)	
637 (CLO 1)	801 (CLO 2)	799 (CLO 2)		656 (CLO 3)	
641 (CLO 1, 2)	802 (CLO 4)	801 (CLO 1, 2)		668 (CLO 2, 4, 5)	
642 (CLO 1, 2)	ALL IWP ELECTIVES* All Capitol Technology University Courses in Joint Cyber MS	802 (CLO 1, 2, 4)		799 (CLO 3, 4)	
652 (CLO 1, 2, 3, 6)		803 (CLO 1)		801 (CLO 5)	
656 (CLO 1, 2, 4)				802 (CLO 2, 3, 5)	
668 (CLO 1)				803 (CLO 1, 2)	
674 (CLO 1, 2, 3)					
679 (CLO 1, 2, 5)					
681 (CLO 1-6)					
6900 (CLO 3)					
799 (CLO 1)					
801 (CLO 3-5)					
802 (CLO 2, 3, 5)					
803 (CLO 1, 2)					

* Given the number of elective courses, a representative sample may be selected for assessment.

Table 2. Institutional Learning Outcomes (ILOs) connection to Program Learning Outcomes (PLOs) for each degree based on Curriculum Mapping.

	ILO 1	ILO 2	ILO 3	ILO 4	ILO 5	ILO 6
MA SNSA	PLO 1	PLO 5	PLO 2	PLO 4	PLO 3	ALL COURSES
MA SIA	PLO 1	PLO 6	PLO 2	PLO 5	PLO 3, 4	
MA SIS	PLO 1, 4	PLO 2	PLO 3	PLO 5	PLO 2	
ExecMA	PLO 1	N/A	N/A	PLO 4	N/A	
Online ExecMA	PLO 1	N/A	N/A	PLO 4	N/A	
ProfMA	PLO 1	PLO 5	PLO 2	PLO 4	PLO 3	
Online ProfMA	PLO 1	PLO 5	PLO 2	PLO 4	PLO 3	
Online MA	PLO 1	PLO 5	PLO 2	PLO 4	PLO 3	
Joint Cyber MS	PLO 1	PLO 5, 6	PLO 2	PLO 4	PLO 3	
DSNS	PLO 1	PLO 2	PLO 3	PLO 5	PLO 4	
DSS	PLO 3	PLO 4	PLO 1, 4	PLO 2	PLO 3	
PhD	PLO 3	PLO 4	PLO 1, 4	PLO 2	PLO 3	
Certificates	PLO 1, 3	PLO 2	N/A	N/A	N/A	

The Institute uses various measures, both direct and indirect, for evaluation which will be addressed in further detail below. For a summary of these measures, please see Table 3 below. Benchmarks are set for many of these measures to establish trends and ensure outcomes are being met.

Table 3. IWP's Direct and Indirect Measures

Assessment Categories	Direct Measures	Indirect Measures
Course Level	*I.A. Course Assessments of Learning Outcome Achievement and Practical Skills *I.B. Remedial Writing Support *I.C. Faculty Evaluation by the Academic Dean	*Student course evaluations are already incorporated into measures for Remedial Writing Course (I.B.) and Faculty Evaluation (I.C.).*
Program Level	*II.A. MA and Doctoral Comprehensive Examination Evaluations *II.B. Completions by Degrees Awarded *II.C. Post-Completion Job Placement	*II.D. Further Education, Recent Graduates Survey *II.E. PLO Achievement, Recent Graduates Survey
Institutional Level	*III.A. MA Capstone Course *III.B. Retention Rates *III.C. Thesis/Dissertation Evaluations *III.E. Alumni Networking & Speed Mentoring *III.H. Financial Support for Student Achievement III.I. Student Completion (Graduation) Rates	*III.D. ILO Achievement, Recent Graduates Survey *III.F. Meaningful Life, Recent Graduates Survey *III.G. Climate Survey

The results of this assessment are scrutinized by the EEA Committee to determine if there should be any changes – in the form of 'action items' – to maintain or improve the educational achievements of IWP students. Past EEA action items are reviewed as well to ensure follow-through. This, in turn, helps to inform any adjustments that need to be made to IWP's strategic operations, resources, and budget. Meanwhile, ongoing, real-time assessments are made as needed throughout the year based on survey results, faculty course assessments, and anecdotal feedback from students, staff, and faculty.

Periodic Assessment and Continual Improvement Processes

On an annual basis, prior to the start of assessment every fall semester (usually in early September), the Academic Director ensures the Academic Council approves any needed or recommended adjustments to the current EEA plan. Assessing the assessment plan is directly connected to Middle States Commission of Higher Education Standard V, Criterion 5. This includes updating the plan based on past assessment action items or changes to the curriculum or academic processes.

Furthermore, the EEA Plan is assessed by faculty as part of the program review process under the new Curriculum and Program Review Process (CPRP) plan (*effective Spring 2024*). This is done at the program level for each degree during Year 2 through Year 5 of the five-year CPRP cycle.

Educational Effectiveness Assessment (EEA) Timeline

As mentioned above, the periodic assessment of assessment policies and procedures is conducted by the Academic Director typically near the beginning of the Fall semester and any changes to the EEA plan are approved by the Academic Council. Data collection and analysis then usually commence in mid- to late September through December. The Academic Director produces a report of assessment findings typically by February for the EEA Committee (comprising the Assistant Dean of Academics, the Senior Vice President of Student Affairs, the Academic Director, the Academic Coordinator/Assistant, as well as at least one Full-Time Faculty member, one Adjunct Faculty member, and one alumnus). This report contains an Executive Summary and provides an update on past EEA action items to 'close the loop' and ensure follow-through. By around March or April, these findings and any recommendations are submitted to the Academic Council for review and approval.

A summary of assessment action items is then submitted to the Executive Vice President for review, and approval is required if there are budget implications or if recommended changes involve IWP departments outside of Academic Affairs. The Academic Director is designated as the person responsible for implementing the action items once they have received the necessary approvals. In May, the Dean provides an executive summary to the Board of Trustees at their meeting; this is also when the Board approves IWP's overall budget. The report summary will then be shared with IWP's Student Government Association (SGA) President, faculty, and staff as well. Meanwhile, the Curriculum and Program Review Committee (CPRC) will also receive these findings by May to determine if further investigation or action is needed as it relates to curriculum and programs. The summary is then made public on IWP's Accountability and Transparency webpage. Please see Diagram 2 (p. 29) for Annual EEA Timeline.

Other Related IWP Processes

Curriculum and Program Review Process (CPRP) Plan

As a complement to the EEA Plan (and vice versa), the Curriculum and Program Review Process (CPRP) plan (*revised process effective Spring 2024*) is also aligned with IWP's strategic goal to "Enhance IWP's curriculum," and responsibility for this plan can be found under the SOPAA as well. The CPRP is a five-year cycle that entails IWP academic staff and faculty conducting an extensive review of the curriculum (usually beginning in late spring), which includes assessing learning outcomes during first year of the cycle to confirm they are realistic, rigorous, appropriate to higher education (i.e., taxonomies), consistent with the IWP Mission (via curriculum mapping), and accurately reflected throughout the curriculum and evaluation processes. During the second through fifth year of the cycle, Program Reviews of all degrees (and Certificates but with a modified approach) will occur, which include analysis of student achievement data to help interpret educational effectiveness assessment results/summaries.

Institutional Effectiveness Assessment Plan (IEAP)

The Institutional Effectiveness Assessment Plan (IEAP) process focuses on the entirety of IWP by assessing all its administrative departments, including academic affairs and student support services. All departmental operations – in the form of Strategic Operational Plans (SOPs) – are connected to the Institute's Strategic Plan. This assessment process ensures more effective and efficient operational processes and improved delivery of student services.

It should be noted that extracurricular activities are regulated by, and receive funding primarily from, the Office of Student Affairs and the Events and Alumni Affairs Offices. The Institute offers a variety of extracurricular activities in which students may participate to supplement and enrich their academic and personal experiences at IWP and to become more involved with student life beyond the classroom.

The Accreditation & Assessment Oversight Committee (AAOC)

The Accreditation & Assessment Oversight Committee (AAOC) consists of key IWP staff members who monitor and assist with all assessment and accreditation efforts, including the EEA and CR processes, to ensure evidence is being documented and provided for accreditation purposes and action items.

Accreditation and Acknowledgements

In addition to best practices, IWP has, to the best of its ability with respect to this EEA Plan, taken into consideration the Middle States Commission of Higher Education's (MSCHE's) *Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition)* and *Evidence Expectations by Standard Guidelines (Effective Date: July 1, 2023).* The *Annual Institutional*

Update Data Dictionary: Private (Non-Profit) Institutions was used as a reference for clarification of any terms.

IWP has also incorporated valuable feedback from previous MSCHE interactions and visits. IWP would like to acknowledge as well, Dr. Gerald Kobylski, who was kind enough to provide additional guidance and examples with permission from West Point, such as their *Strategic Planning and Institutional Effectiveness (SPIE) Processes* (2019), which influenced many of the revisions made to this plan as well as to IWP's revised Curriculum and Program Review Process plan.

Standard V on *Educational Effectiveness Assessment* is clearly the most relevant standard to this plan, though Standards I-IV also touch upon some of these topics as well. IWP's stated learning outcomes and curriculum maps address Criterion 1 of Standard V, while Criterion 4 regarding third-party providers is not applicable to IWP, and Criterion 5 was addressed above regarding Academic Council's annual review of the current EEA plan's policies and procedures. Thus, the indicators/measures contained in this plan focus on Standard V, Criteria 2 and 3. Please refer to the following table for a summary of the criteria addressed.

Table 4. IWP's EEA Measures Connection to MSCHE Standards

EEA Measures	Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII
Criteria Specified Below							
I.A. Course Assessments and Practical Skills			2		2		
I.B. Remedial Writing Support				1b	2		
I.C. Faculty Evaluation			2		2		
II.A. Comprehensive Exams					2		
II.B. Completions by Degrees Awarded	3a			1e	2		
II.C. Post-Completion Job Placement				1d-e	2b, 3		
II.D. Further Education (Survey)					2b		
II.E. PLO Achievement (Survey)			5		2		
III.A. MA Capstone Course					2		
III.B. Retention Rates	3a	8c		1e	3		
III.C. Thesis and Dissertation Evaluations					2		
III.D. ILO Achievement (Survey)					2		

III.E. Alumni Networking & Speed Mentoring					2b		
III.F. Meaningful Life (Survey)					2b		
III.G. Climate Survey	3b				3		
III.H. Financial Support of Student Achievement	3b-d				3		
III.I. Student Completion (Graduation) Rates	3b				2		

Educational Effectiveness Assessment (EEA) Measures & Targets

I – Course Level

I.A – Measure: Course Assessments by Faculty (Direct Measure)
Related to MSCHE Standard III, Criterion 2 and Standard V, Criterion 2

Course assessments (*new form effective Spring 2024*), conducted by the faculty at the end of every semester, serve as a direct measure of student achievement at IWP. These assessments provide an opportunity for professors to utilize results and look reflectively at their methods and approach for successful student learning.

Every course has Course Learning Outcomes (CLOs), aligned with relevant PLOs and ILOs based on IWP's curriculum mapping, with each CLO connecting to specific student learning deliverables (e.g., quizzes, research paper, etc.) and processes (e.g., professor lecturing, crisis simulation exercise, etc.) that are graded based on rubrics referenced above. A review of student CLO achievement serves as confirmation of whether our students have a sufficient command of course content related to the selected ILO across all programs as well as for both online and in-person students. Given the number of elective courses, a representative sample may be selected when assessing ILO 2.

NOTE: The issues of grade inflation and course rigor are addressed by the incorporation of rubrics throughout all IWP's evaluation processes to encourage objective grading. The faculty evaluation process, which includes consideration of student feedback from course evaluations, also addresses these concerns along with whether too many Incomplete grades are being issued (see *I.C – Measure: Faculty Evaluation Interviews with Academic Dean*).

Responsible Staff Members: The Academic Director collects and maintains course assessments. The survey for current student demand for practical skills is being conducted by the SVP of Student Affairs. Recent Graduates survey data is managed by the Senior Vice President, Alumni Affairs, Communications, & Events.

I.A.1 Target: Faculty Participation with Course Assessment

This confirms assessment is ongoing at the course level. Refer to the table below under I.A.2 Target.

TARGET: 85% of courses (relevant to ILO being assessed) will have a faculty-completed assessment for every semester taught.

I.A.2 Target: Course Learning Outcome (CLO) Achievement Relevant to Selected ILO

Meeting this target indicates our students have a sufficient command of course content connected to the selected ILO and are achieving their learning outcomes.

TARGET: At least 90% of relevant CLOs will be achieved by 80% of students with grades of 84% (B) or higher based on faculty course assessments. There should be little to no difference in results between in-person versus online courses.

IF the target is *less than* 90%, then the following should be considered to determine opportunities for improvement (both non-monetary and monetary) in addition to what is already being done as part of the regular development (e.g., in Canvas) and/or assessment process for IWP courses:

1. Student weaknesses identified by faculty;
2. Faculty planned solutions that may entail changes to student learning processes (e.g., lectures, class exercises) and whether practical skills are being used or introduced;
3. Faculty planned solutions that may entail changes to student learning deliverables (e.g., oral presentations, quizzes) along with consideration of whether formative and summative assessment are occurring;
4. Whether resource requests have been addressed; and,
5. Whether best practices are being implemented (e.g., Dale's Cone of Experience, Cooperative/Collaborative Learning, Jigsaw technique, UNC's Charlotte's *Writing Measurable Course Objectives*, University of Buffalo's *Teaching Methods*).

Complete and include the following table template under findings:

Course Learning Outcome (CLO) Achievement based on Course Assessments					
	Course Number (Core/Elective)	Semester	Faculty Name	Related CLO(s) Achieved?	Course Assessment Received?
1					
2					
3					
4					
5					
* If Course Assessment Not Received, then Grades Report Used to Determine Achievement YES to CLO Achievement = At least 80% of students in course achieved passing grades of 84% (B) or higher NO to CLO Achievement = Less than 80% of students in course achieved passing grades of 84% (B) or higher					

I.A.3 Target: Current Student Demand for Practical Skills Survey (for successful careers)

Meeting this target contributes to a culture of ongoing assessment and improvement in student learning. As of July 2024, there is a new biennial survey ("Student Demand for Practical Skills Survey") conducted by the SVP/Dean of Students on student skill interests that serves as the key evidence for this target.

TARGET: Compare results from the Student Demand for Practical Skills Survey conducted every two years by the SVP of Student Affairs to skills already being taught in current courses based on course assessment data. Determine whether any adjustments should be made to the curriculum, such as a new course, workshop, or having a particular skill incorporated into a current course or courses.

Note: The SVP/Dean of Students, as well as the SVP of Graduate Recruitment, will assist in making students aware of the any courses that already teach the skills requested. Also, the Academic Director shares any significant findings with the faculty for awareness and ideas for improvement.

I.A.4 Target: Alumni Feedback for Practical Skills or Topics (for successful careers)

Meeting this target contributes to a culture of ongoing assessment and improvement in student learning.

TARGET: Qualitative data collected identifying new skills or topics that could be taught based on feedback from the most current Recent Graduates Survey (which asks what IWP can do to better prepare our students for work in national security/international affairs/intelligence, either academically or in terms of student services). The academic leadership will consider whether any of these new skills or topics should be added to the curriculum and suggest these to relevant faculty.

Compare with findings from I.A.3 as well as current skills being taught based on course assessments conducted by the faculty at the end of every semester that include this data in the new form (*effective Spring 2024*). Also share any significant findings with the faculty for awareness and ideas for self-improvement.

I.B – Measure: Remedial Writing Support (Direct Measure)
Related to MSCHE Standard IV, Criterion 1b and Standard V, Criterion 2

All incoming MA students are required to submit a diagnostic essay, which a member of the faculty reviews to assess their writing skills. Students whose writing requires improvement are strongly encouraged to take *IWP 643 Introduction to Graduate Writing*, a one-credit course designed to help students overcome their writing challenges and achieve their learning outcomes. As an aside, students who do not take this class but who would like additional writing help are

permitted to schedule one-on-one tutoring sessions with the IWP 643 faculty member; these sessions are free to the students.

These indicators demonstrate IWP's effort to help students overcome their writing challenges and achieve their learning outcomes.

Responsible Staff Member: The Dean of Students (also Senior Vice President of Student Affairs) works with the Writing Professor, as well as the Assistant Director of Student Affairs and/or Assistant Dean, to track the following data.

I.B.1 Target: Percent of first-time MA students identified as being deficient with writing skills recommended to enroll in IWP 643 per diagnostic exam

TARGET: This percentage ideally will decrease based on the quality of incoming MA students, though factors outside IWP's control (e.g., performance of education system at a national level) play a role as well.

I.B.2 Target: Percent of first-time MA students who enrolled based on recommendation

TARGET: 100% enrollment or at least increasing trends in enrollment, based on those students recommended for IWP 643. For any students who did not enroll, identify reasons why not and whether financial support (e.g., scholarship) or non-financial support (e.g., guidance from IWP Financial Aid Director) was offered based on IWP resources and student needs. As a last resort, if a student did not end up not enrolling, determine if information literacy guidance from the IWP library and free tutoring was offered.

I.B.3 Target: Percent of Writing Course pass rates

TARGET: 100% of students will pass. For any students who did not pass, further investigation will ensue such as insights from Writing Professor and review of student course evaluations for IWP 643.

I.B.4 Target: Percent of first-year retention for students in remedial writing course

TARGET: 100% retention of first-year students in the remedial writing course. If less than target, further investigation will ensue such as insights from Writing Professor and review of student course evaluations for IWP 643.

I.C – Measure: Faculty Evaluation Interviews with Academic Dean (Direct Measure)
Related to MSCHE Standard III, Criterion 2 and Standard V, Criterion 2

Re-hire by the Dean of Academics confirms the appropriateness of a faculty member's expertise and performance based on several factors incorporated throughout this process. The IWP Faculty Evaluation Interview Form (*new version effective for Fall 2025 evaluations*) that the Dean completes for each interview confirms or assesses the following: ensuring self-evaluation (*new*

form effective for Fall 2025), course assessment, and syllabi submissions are occurring; reviewing student feedback on faculty and course performance (student course evaluations include topics such as rigor and whether expectations were realistic); faculty participation in mentoring/advising, comprehensive exams, faculty meetings, open houses, and making book recommendations for the library; faculty publications and scholarly activities; professional development (as both a scholar and practitioner); resource requests; and service to IWP and/or the national security community.

NOTE: Depending on the cycle of evaluation, faculty may have an evaluation from a previous year instead of the current one.

Responsible Staff Member: The Academic Affairs Assistant collects and maintains faculty evaluations.

I.C.1 Target: Faculty Participating in Evaluation Process

TARGET: 100% participation by faculty which entails submission of self-assessment form and an interview with the Dean every two years.

I.C.2 Target: Re-Hire Confirming Appropriateness of Faculty Expertise and Performance

TARGET: 100% Recommended for Re-Hire by the Academic Dean. This confirms the appropriateness of faculty expertise and performance based on the self-assessment forms received and evaluation interviews conducted.

II – Program Level

II.A – Measure: Comprehensive Exam Evaluations by Faculty (Direct Measure)
Related to MSCHE Standard V, Criterion 2

When connected to Program Learning Outcomes (PLOs), comprehensive examinations are the terminal performance measurements for students at the program level. Passing them confirms student completion of educational goals (per MSCHE requirements), including attainment of effective communication, which helps to ensure successful careers. Comprehensive exams also can include assessment of non-academic performance and development (such as character). Faculty evaluators refer to the rubric in the evaluation form when rating student achievement of Program Learning Outcomes (*new version effective Spring 2024*). Please refer to Master's Degree Comprehensive Exam Policy and Professional Doctorate Comprehensive Exam Policy (*both effective Spring 2024*), as well as the more recent Doctor of Philosophy Comprehensive Exam Policy (*approved in April 2025*), for current structures of the comprehensive exams.

Responsible Staff Member: The Dean of Students (also Senior Vice President of Student Affairs) manages this effort and shares comprehensive exam evaluations with the department of Academic Affairs.

II.A.1 Target: Relevant Program Learning Outcome (PLO) and Institutional Learning Outcome (ILO) 6 Achievement for Master's Degree Oral Comprehensive Exam

New evaluation forms directly assessing each PLO were implemented during the Spring 2024 semester.

TARGET: 100% of students will achieve a score 2 or higher on the 0-3 scale for the relevant PLOs and pass the exam overall. To pass the exam overall, students must earn an average of 2 on the 0-3 scale AND students cannot get a 0 on any of the sections. Findings disaggregated by program (including online vs in-person).

If the percentage is below target, refer to faculty commentary on evaluation forms as well as student feedback from the annual exit survey (part of annual General Student Survey) regarding comprehensive exams (Q40 *Adequately Tested Educational Outcomes* and Q44 *Preparedness*).

Oral Comprehensive Exam Performance by MA Degree					
MA Degree Program	Total Number of Students	Relevant PLO(s): All Students Scored 2 or Higher YES or NO	ILO 6: All Students Scored 2 or Higher YES or NO	Overall Exam (All Students Met All Criteria) YES or NO	Details of Students Who Failed to Meet Criteria (if any)

II.A.2 Target: Relevant PLO and ILO 6 Achievement for Master's Degree Written Comprehensive Exam

New evaluation forms assessing each PLO individually will be implemented during the Spring 2024 semester.

TARGET: 100% of students will achieve the relevant PLOs as well as pass the exam overall. To pass Identifications (Section I), students must get 20 correct out of 25 in total. To pass the Essays (Section II), students must receive a score of 2 or higher on the 0-3 scale (refer to relevant PLO on evaluation form). To pass the exam overall, students must meet the criteria for both Identifications (Section I) and Essays (Section II) and cannot get a 0 on any of the sections. Findings disaggregated by program (including online vs in-person).

If the percentage is below target, refer to faculty commentary on evaluation forms as well as student feedback from the annual exit survey (part of annual General Student Survey) regarding comprehensive exams (Q40 *Adequately Tested Educational Objectives* and Q44 *Preparedness*).

MA Degree Program	Total Number of Students	If Applicable: *Identifications* All Students scored 20/25 or better YES or NO	If Applicable to Relevant PLO for Essays: All Students Scored 2 or Higher YES or NO	ILO 6: All Students Scored 2 or Higher YES or NO	Overall Exam: All Students Met All Criteria YES or NO	Details of Students Who Failed to Meet Criteria (if any)

II.A.3 Target: ILO 6 Achievement for Professional Doctorate Degrees Oral Comprehensive Exam (Thesis Defense), Disaggregated by Thesis Category

This section pertains to IWP's two professional doctorates: the Doctor of Statecraft and National Security (DSNS) and the Doctor of Statecraft and Strategy (DSS). The DSS was most recently launched in Fall 2025. Since the written comprehensive exam focuses on the evaluation of Program Learning Outcomes, the oral exam serves as a primary assessment tool of rhetorical skills related to ILO 6 on effective communication (while the Thesis evaluation focuses on assessment of written skills related to ILO 6). This evaluation form for the oral exam (*effective Spring 2024*) includes rubric pertaining to the following: Comprehension, Implications, Argumentation, Supporting Evidence, Speaking Skills.

TARGET: 100% of students will pass and achieve ILO 6 by passing the exam overall. To pass the exam overall, students must earn an average of 2.4 or above on the 0-3 scale AND students cannot get a score of 1 or less on any of the sections.
If the percentage is below target, refer to faculty commentary on evaluation forms as well as student feedback from the annual exit survey (part of annual General Student Survey) regarding comprehensive exams (Q40 *Adequately Tested Educational Objectives* and Q44 *Preparedness*).

Doctoral Degree Program	Total Number of Students	Overall Exam (ILO 6) All Students Met Criteria to Pass YES or NO	Details of Students Who Failed (if any)
DSNS			
DSS			

II.A.4 Target: Relevant PLO(s) and ILO 6 Achievement for Professional Doctorate Degrees Written Comprehensive Exams

This section pertains to IWP's two professional doctorates: the Doctor of Statecraft and National Security (DSNS) and the Doctor of Statecraft and Strategy (DSS). The DSS was most recently launched in Fall 2025. While the oral comprehensive exam focuses on the evaluation of ILO 6 (as mentioned above), evaluation of the written comprehensive exam serves as a primary assessment tool the evaluate student learning of Program Learning Outcomes (and the Thesis evaluation focuses on assessment of written skills related to ILO 6). This evaluation form for the written exam (*effective Spring 2024*) also includes rubric for objective evaluation of content.

TARGET: 100% of students will pass and achieve relevant Program Learning Outcomes (PLOs) with a score of 2 or higher on the 0-3 scale as well as pass the exam overall. To pass the exam overall, students must earn an average of 2.4 or above on the 0-3 scale AND students cannot get a score of 1 or less on any of the sections.

If the percentage is below target, refer to faculty commentary on evaluation forms as well as student feedback from the annual exit survey (part of annual General Student Survey) regarding comprehensive exams (Q40 *Adequately Tested Educational Objectives* and Q44 *Preparedness*).

Doctoral Degree Program	Total Number of Students	If Applicable: *Section I: Political Philosophy Essay (Relevant PLO)* All Students Scored 2 or Higher YES or NO or N/A	If Applicable: *Section II: Strategy Memo (Relevant PLO)* All Students Scored 2 or Higher YES or NO or N/A	Overall Exam: All Students Met All Criteria YES or NO	Details of Students Who Failed to Meet Criteria (if any)
DSNS					
DSS					

II.A.5. Target: PhD Oral Comprehensive Exam

This section pertains to IWP's Doctor of Philosophy in Statecraft and Strategy (Ph.D.) that was launched in Fall 2025. The oral portion of the comprehensive exam for this degree consists of a two-hour oral defense of the student's written comprehensive examination in all four subfields mentioned below under II.A.8.

PhD Oral Defense Comprehensive Exam		
Total Number of Students	Overall Exam (ILO 6 – Rhetorical Skills) All Students Met Criteria to Pass YES or NO	Details of Students Who Failed (if any)

II.A.6. Target: PhD Written Comprehensive Exam

This section pertains to IWP's Doctor of Philosophy in Statecraft and Strategy (Ph.D.) that was launched in Fall 2025. Each student has thirty days to complete the four-part written comprehensive examination. The comprehensive examination starts with *The Principles and Instruments of Statecraft* subfield and then *The Moral, Political, and Economic Foundations of Statecraft* subfield. The student then moves on to his/her sub-field concentrations.

PhD Written Comp Exam							
Total Number of Students	*Principles & Instruments of Statecraft* All Students Scored 2 or Higher YES or NO	*Moral, Political, & Economic Foundations of Statecraft* All Students Scored 2 or Higher YES or NO	Area of Concentration 1 All Students Scored 2 or Higher YES or NO	Area of Concentration 2 All Students Scored 2 or Higher YES or NO	ILO 6: All Students Scored 2 or Higher YES or NO	Overall Exam: All Students Met All Criteria YES or NO	Details of Students Who Failed to Meet Criteria (if any)

II.B – Measure: Student Completions by Degrees Awarded (Direct Measure)
Related to MSCHE Standard I, Criterion 3a; Standard IV, Criterion 1e; Standard V, Criterion 2

The U.S. Department of Education does not require graduate schools to report graduation/completion rates. However, IWP does track its Awards Conferred by Credential Level in its annual reports to the U.S. Department of Education's National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS), as an alternative completion measure.

Responsible Staff Member: The Registrar (also Assistant Dean) manages this data.

II.B.1 Target: Alternative Completion Measure, Awards Conferred by Credential Level

Completions are the number of awards conferred by program and award level, as reported by IWP annually in IPEDS. This data can be found publicly under IWP's Institution Profile for IPEDS: click on "Reported Data," then select year, and click on "Completions." See sample table below.

TARGET: Consistent or upward trending numbers are desired for each credential. Either way, this data provides evidence of students completing their degrees and thus, achieving their learning outcomes.

Degree Credential	Number Awarded 2020-2021	Number Awarded 2021-2022	Number Awarded 2022-2023	Number Awarded 2023-2024
Certificate				
Master's Degree				
Doctorate Degree				
Source: IPEDS				

II.C – Measure: Post-Completion Job Placement (or Graduate Employment) Rate in Related Field or Further Education (Direct Measure)
Related to MSCHE Standard IV, Criteria 1d & 1e and Standard V, Criteria 2b & 3

As a measure of student success, IWP monitors Career Services' key data point of its students' job placement rate for attainment of careers relevant to their IWP education within one year of graduation. IWP's Office of Career Services utilizes the following methods to gather data and track our students and alumni professionally: (1) periodic surveys, (2) e-mail communication, and (3) direct communication with students and alumni through consultations, emails, phone

calls and text messages, 4) promoting the use of our website, which allows students to update personal and professional information on-line.

IWP tracks graduates who have a job related to their field of study within one year of graduation. IWP typically excels beyond its competitors in job placement, especially since theirs include internships and/or continuing education, while ours only includes jobs in related fields. Thus, it is reasonable to assume our "real" employment rate would be even higher. Targets are based on comparison to our competitors and past performance. (Source: https://www.iwp.edu/admissions/graduate-employment-facts/). See sample table below.

Responsible Staff Members: The Senior Vice President for Alumni Affairs & Communications works with the Director of Career Services to manage and track completion data.

Job Placement Rate by Program (within one year of graduation)	Percentage (%) of Graduates Employed in Related Field of Study	Percentage (%) of Students Pursuing Further Education	Percentage (%) of Graduates Employed in Unrelated Field of Study	Percentage(%) Unknown
MA SNSA				
MA SIA				
MA SIS				
ExecMA				
ProfMA				
Online ProfMA				
Online MA				
DSNS				
All MA and Doctoral Degrees (average)				

II.C.1 Target: Post-Completion Job Placement Student Response (Knowledge) Rate

TARGET: The knowledge rate (percentage of graduates who have responded to surveys on their post-graduation activities) will be at least 85% on average for all degrees and 75% for each degree. (Refer to "Percentage Unknown" for "All Degrees" in table under II.C.2.)

II.C.2 Target: Post-Completion Job Placement (or Graduate Employment) Rate, Disaggregated by Program

TARGET: The employment rate for IWP graduates twelve months after graduation will be at least 90% in each degree program and across all degrees for those graduates who responded to surveys on their post-graduation activities. (Include completed table below.)

If lower than 90% target, then will review Career Services Satisfaction Rate from General Student Survey asking students whether they are satisfied with the service provided by the

Career Services Office (Q23) as well as rating the quality and relevance of career services seminars, presentations, and recruiting events as excellent or good (Q24).

Job Placement Rate by Program (within one year of graduation)	Percentage (%) of Graduates Employed in Related Field of Study	Percentage (%) of Students Pursuing Further Education	Percentage (%) of Graduates Employed in Unrelated Field of Study	Percentage(%) Unknown
MA SNSA				
MA SIA				
MA SIS				
ExecMA				
ProfMA				
Online ProfMA				
Online MA				
DSNS				
DSS				
PhD				
All MA and Doctoral Degrees (average)				

II.C.3 Target: Further Education for Current IWP Students

TARGET: Monitor how many IWP students in a degree-seeking program transferred into a "higher" degree or pursued a second degree at IWP. (Refer to "Percentage of Students Pursuing Further Education" for "All Degrees" in table under II.C.2.)

II.D – Measure: Preparing Students for Further Education after IWP, Recent Graduates Survey (Indirect Measure)
Related to MSCHE Standard V, Criterion 2b

In the Recent Graduates Survey, alumni are asked whether their IWP experience prepared them well if they pursued further education after IWP.

Responsible Staff Members: The Senior Vice President for Alumni Affairs & Communications manages and tracks this data.

II.D.1 Target: Further Education Preparation

TARGET: At least 90% of respondents will answer positively.

II.E – Measure: PLO Achievement from Recent Graduates Survey (Indirect Measure)
Related to MSCHE Standard III, Criterion 5 and Standard V, Criterion 2

Based on MSCHE feedback, this survey was revised to ask recent graduates whether they achieved specific PLOs based on their degree program. It was decided to ask the most recent graduating class to ensure the outcomes are still fresh on their minds.

Responsible Staff Members: The Senior Vice President for Alumni Affairs & Communications manages and tracks this data.

II.E.1 Target: Alumni Program Learning Outcome (PLO) Achievement, Disaggregated by Program

TARGET: In the Recent Graduates Survey given to the most recent graduating class, 90% will indicate they achieved or somewhat achieved the relevant program learning outcomes.

III – Institutional Level

III.A – Measure: Capstone Course (Direct Measure)
Related to MSCHE Standard V, Criterion 2

The Capstone course was intentionally designed to address all Institutional Learning Outcomes to ensure proper review and reinforcement of content for students prior to taking their comprehensive examinations. Thus, the CLO relevant to the selected ILO will be assessed.

Responsible Staff Member: The Academic Affairs Director collects and maintains course assessments.

III.A.1 Target: IWP 799 Relevant Course Learning Outcome (CLO) Achievement (Direct Measure)

TARGET: At least 80% of students will have earned 84% (B) or higher for the CLO that is directly connected to the relevant ILO. This provides further confirmation of ILO achievement as well as ensures there was proper review and reinforcement of content for students prior to taking their comprehensive examinations.

If less than 80%, review the following to determine opportunities for improvement: weaknesses in students' performance identified by professor; best practices compared to current teaching and grading approach; student course evaluations; and whether any resources are needed to improve course.

III.B – Measure: Retention Rates (Direct Measure)
Related to Standard I, Criterion 3a; Standard II, Criterion 8c; Standard IV, Criterion 1e; Standard V, Criterion 3

The U.S. Department of Education does not require retention data (nor transfer rate data) for IWP because it is a graduate school. However, the District of Columbia Higher Education Licensure Commission (DC HELC) does require retention rate data from IWP. It is also the best practice to track retention rates for students.

Responsible Staff Member: The Assistant Dean and/or the Assistant Director of Student Affairs manage this data, though it can be found under DC HELC submissions managed by IWP's Academic Affairs department.

III.B.1 Target: DC HELC Retention Rate

As part of the District of Columbia Higher Education Licensure Commission (DC HELC) Annual Data Survey, IWP is required to provide retention rate data which is the "number of Students Continuing Education in the Institution the Following Year," based on the following formula:

Spring [Year, e.g., 2021]

A. Total Enrollment: [#]
B. Students Eligible for Retention Calculation (Total enrollment (A) – [Fall Two Years Prior, e.g., 2019 Graduates (#)] – [Non-degree Students (#)]: [#]
C. Number of students enrolled Fall [Two Year Prior] that did not return Spring [Year]: [#]
D. Students retained Spring [Year]: B - C = [#]
E. Retention Percentage: (D/B) x 100 = [#] %

TARGET: IWP will have a retention rate of at least 80% (lower goal for now due to effects of the pandemic and the economy).

If lower than target, refer to the student survey for feedback about the quality of advising received for course selection/progress in their programs (Q6). Also reach out to the Assistant Dean and/or the Assistant Director of Student Affairs for insights as to what is causing a drop in the retention rate. Include table below in findings.

	Spring 2021 (%)	Spring 2022 (%)	Spring 2023 (%)	Spring 2024 (%)	Spring 2025 (%)
Retention Rate					
Source: District of Columbia Higher Education Licensure Commission (DC HELC), IWP's Annual Renewal Applications					

III.C – Measure: Thesis & Dissertation Evaluations – Effective Communication to Ensure Successful Careers (Direct Measure)
Related to MSCHE Standard V, Criterion 2

The thesis evaluation forms (*new versions effective Spring 2024*) as well as the dissertation evaluation form are supported by rubrics and directly related to the following Institutional Learning Outcome (ILO 6) for reasoning and writing skills: "Student will be able to communicate effectively with well-developed reasoning, writing, and rhetorical skills."

Responsible Staff Member: The Dean of Students (also Senior Vice President of Student Affairs), in coordination with the Assistant Dean, manages this effort and shares thesis evaluations with the department of Academic Affairs.

III.C.1 Target: Master's Degree Level Honors Thesis Evaluation

An Honors Thesis course option is available to select students at the Master's degree level, with sufficiently high-grade point averages (at least a 3.80 GPA), who are interested in pursuing a specialized area of study. It is normally taken in a student's final semester and a faculty member is selected by the student to supervise the thesis. The Academic Dean appoints a faculty review board to evaluate the thesis based on rubrics.

TARGET: 100% of students will pass. To pass, students must earn an average of 1 or higher (equivalent to a B- Grade or higher) on the 0-3 scale AND the student cannot get a score of 0 on any of the sections.

III.C.2 Target: DSNS & DSS Degree Thesis Evaluation

Professional doctorate students must complete three written theses (75 pages each) that demonstrates mastery in each area of study: 1) Core Curriculum (aka *Principles of Statecraft and Strategy* for DSNS); 2) Concentration 1 (aka Functional Concentration for DSNS); and 3) Concentration 2 (aka Regional Concentration for DSNS). Their theses are then evaluated based on rubrics.

TARGET: 100% of students will pass all thesis categories. To pass, the student must earn an average of 2 or higher (equivalent to a B+ Grade or higher) on the 0-3 scale AND the student cannot get a score of 0 on any of the sections.

III.C.3 Target: PhD Degree Dissertation Evaluation

Doctoral students must complete dissertations with a minimum of 350 pages that demonstrates mastery in their chosen field. Their dissertations are then evaluated based on rubrics.

TARGET: 100% of students will pass across all categories. To pass, the student must earn an average of 2 or higher (equivalent to a B+ Grade or higher) on the 0-3 scale AND the student cannot get a score of 0 on any of the sections.

III.D – Measure: ILO Achievement, Recent Graduates Survey (Indirect Measure)
Related to MSCHE Standard V, Criterion 2

In the Recent Graduates Survey, alumni indicate whether they think they achieved each Institutional Learning Outcome (ILO) at IWP. NOTE: Not all ILOs are included in the Executive MA and Certificate programs.

Responsible Staff Member: The Senior Vice President for Alumni Affairs & Communications manages and tracks this data.

III.D.1 Target: Alumni Confirmation of ILO Achievement

TARGET: At least 90% of respondents will answer positively.

III.E – Measure: Alumni Networking (Direct Measure)
Related to MSCHE Standard V, Criterion 2b

Alumni with successful careers as a result of their education at IWP, who mentor students to help them obtain relevant jobs (which is likely to lead to successful careers and meaningful lives) in turn gives them a more meaningful life.

Responsible Staff Member: The Senior Vice President for Alumni Affairs & Communications manages and tracks this data.

III.E.1 Target: Networking Participation of Alumni and Students (*Attaining Meaningful Lives and Successful Careers)*

TARGET: Data collected shows participation is ongoing, thus serving as additional confirmation that IWP is assisting alumni and students in attaining successful careers and meaningful lives. Ideally, data trends will remain constant or increase, though numbers will vary based on need. Include completed table below.

Semester	Number of Alumni Participants (Mentors)	Number of Student Participants (Mentees)

III.E.2 Target: Speed Mentoring/Networking Participation of Alumni and Students (Attaining Meaningful Lives and Successful Careers)

TARGET: Data collected shows participation is ongoing, thus serving as additional confirmation that IWP is assisting alumni and students in attaining successful careers and meaningful lives. Ideally, data trends will remain constant or increase, though numbers will vary based on need. Include completed table below.

Month and Year	Number of Alumni Participants (Mentors)	Number of Student Participants (Mentees)

III.F – Measure: Alumni Feedback Regarding Meaningful Lives (Indirect Measure)
Related to MSCHE Standard V, Criterion 2b

In the Recent Graduates Survey, IWP asks alumni whether IWP has helped them in their personal life. This provides further confirmation of IWP helping its students to attain a meaningful life.

Responsible Staff Member: The Senior Vice President for Alumni Affairs & Communications manages and tracks this data.

III.F.2 Target: IWP Helping Students to Attain Meaningful Life (Indirect Measure)

TARGET: At least 90% of respondents will answer positively.

III.G – Measure: Campus Climate Survey Results (Indirect Measure)
Related to Standard I, Criterion 3b; Standard V, Criterion 3

The Institute's Title IX Coordinator conducts a Sexual Discrimination, Harassment, & Misconduct Campus Climate Survey to monitor how the Institute's policies and procedures are perceived by its students and there are plans to conduct this survey annually. Survey invites are distributed to currently enrolled graduate students and non-degree continuing education students. The design of the survey followed the campus climate survey creation guidelines as recommended on the U.S. Department of Justice's Not Alone: Together Against Sexual Assault website: https://www.justice.gov/ovw/protecting-students-sexual-assault.

Responsible Staff Member: The Registrar (also Assistant Dean) manages and tracks this data.

III.G.1 Target: Student Response Rate for Campus Climate Survey

TARGET: There will be at least a 30% response rate.

III.G.2 Target: Campus Climate Satisfaction Rate

TARGET: A majority of the students surveyed will:

- know who the IWP Title IX Coordinator is and how to contact that person
- have read the Institute's policy statement on discrimination and harassment
- be aware of the Institute's policies and procedures related to the prohibition of sex discrimination and harassment (including sexual violence)
- would feel comfortable reporting/discussing with the IWP Title IX Coordinator - responsible IWP Staff member – if a victim of sexual misconduct
- feel confident that if reported an incident of sexual misconduct to the Institute, it would be handled/investigated in a timely and respectful manner, as well as in a way that respects privacy

- feel confident that if reported an incident of sexual misconduct to the Institute, it would: be handled/investigated in the same manner regardless of the alleged perpetrator; take steps to separate victim from the alleged perpetrator; discipline the perpetrator if an investigation revealed sufficient evidence of sexual misconduct; provide resources to help victim; take the allegation of sexual misconduct seriously.

Of the students surveyed, it is the goal that none of them will have ever:
- been a victim of sexual discrimination, sexual harassment, or sexual misconduct on campus while a student at IWP
- ever witnessed sexual discrimination, sexual harassment, or sexual misconduct on campus during your time as a student at IWP

III.H Measure: Financial Support of Student Achievement (Direct Measure)
Related to Standard I, Criterion 3b-d; Standard V, Criterion 3

In addition to assisting with Federal loans, IWP provides its students with an array of opportunities for financial assistance in the form of scholarships/grants, tuition discounts, and military benefits, which helps those who are unable to afford tuition. For those students unable to obtain scholarships or who do not qualify for discounts, IWP offers installment plans.

IWP has numerous scholarships or grants that can be found here, for both full-time and part-time students. Furthermore, the Louis DeJoy and Aldona Z. Woś Family Foundation Scholarship supports tuition costs of exceptional students who demonstrate financial need. The Institute of World Politics (iwp.edu) is pleased to offer two full scholarships for qualified Navy Special Warfare active-duty and veteran service members towards the Professional M.A. (online or in-person) or the in-person Executive M.A. in National Security Affairs.

IWP also offers a reduced tuition rate for the following individuals (these discounts are applicable for those enrolled in both full-time and part-time status):

- Civilian personnel directly employed by the U.S. Federal Government in full-time status (excepting personnel employed as interns)
- Sworn or civilian law enforcement individuals.
- Active-duty military service members.
- Military spouses/partners who can provide IWP with their Military Dependent ID
- Alumni from certain partner colleges and universities and employees at certain partner organizations.

Responsible Staff Member: The Chief Financial Officer manages and tracks this data.

III.H.1 Target: Core expenses per Full-Time Equivalent (FTE) enrollment (Annual Budgetary Support & Allocation of Resources)

Each year for IPEDS, IWP reports expenses per full-time equivalent (FTE) enrollment. This data can be viewed publicly via IWP's Institution Profile for IPEDS. See sample table below. For the

purposes of this section, the terms are generally defined as follows (for complete definitions, please refer to the IPEDS glossary):

Instruction: A functional expense category not separately budgeted that includes general academic instruction as well as expenses for both credit and noncredit activities. Does not include administrative costs. *Relevant IWP Expense Category: Academic Affairs*

Academic Support: A functional expense category that includes expenses of activities and services that support the institution's primary missions of instruction, research, and public service (e.g., retention, library resources, academic administration (including the Academic Dean), personnel and curriculum development). *Relevant IWP Expense: Library*

Institutional Support: A functional expense category that includes expenses for the day-to-day operational support of the institution, including IT support and executive-level activities. *Relevant IWP Expense Categories: Office of Professional Affiliation, Recruitment, Management, Development, Operations, Events, Cyber, Alumni*

Student Services: A functional expense category that includes expenses for admissions, registrar activities, and activities whose primary purpose is to contribute to students emotional and physical well - being and to their intellectual, cultural, and social development outside the context of the formal instructional program. *Relevant IWP Expense Categories: Registrar, Student Affairs, Financial Aid*

Other Core Expenses: Includes scholarships and fellowships (GASB) or net grant aid to students (FASB) and other expenses. *Relevant IWP Expense Category: Scholarships/Tuition Discounts*

TARGET: Consistent or increasing trends in percentage of total core expenses for the current Fiscal Year (FY) serve as evidence of IWP's efforts to support student achievement and make tuition more affordable.

Core 12-Month Expenses per FTE Enrollment	FY 2021		FY 2022		FY 2023		FY 2024	
Expense Function	**$ per FTE enrollment**	**% of total core expenses**	**$ per FTE enrollment**	**% of total core expenses**	**$ per FTE enrollment**	**% of total core expenses**	**$ per FTE enrollment**	**% of total core expenses**
Instruction (Academic Affairs)								
Academic Support (Library)								
Institutional Support (Professional Affiliation, Recruitment, Management, Development, Operations, Events, Cyber, Alumni)								
Student Services (Registrar, Student Affairs, Financial Aid)								
Other Core Expenses (Scholarships or Tuition Discounts)								
Source: Integrated Postsecondary Education Data System (IPEDS) Data Feedback Reports for IWP								

III.H.2 Target: Post-9/11 GI Bill Benefits Awarded to Servicemembers and Veterans

IWP participates in the Yellow Ribbon Program (officially known as Post-9/11 GI Bill, Yellow Ribbon Program) and is also a member of the Department of Defense Voluntary Educational Partnership Memorandum of Understanding. IWP also has a dedicated point of contact for support services for veterans, military servicemembers, and their families and has a student veteran organization. More information about veterans benefits can be found here. This data can be obtained from IWP's DC HELC Annual Data Survey reports.

TARGET: Number of students receiving this Post-9/11 GI Bill benefit will be maintained or continue to increase. Either way, these numbers serve as evidence of IWP's efforts to make tuition more affordable for Servicemembers and Veterans. Include completed table below.

	2021 DC HELC Data Survey	2022 DC HELC Data Survey	2023 DC HELC Data Survey	2024 DC HELC Data Survey	2025 DC HELC Data Survey
Total Count of Veterans using Post-9/11 GI Bill Benefits					
Source: DC HELC Annual Data Surveys					

III.I – Measure: Student Completion (Graduation) Rates by Ethnicity
Related to Standard I, Criterion 3b and Standard V, Criterion 2

The U.S. Department of Education does not require graduate schools to report graduation/completion rates. It is, however, good practice for IWP to know this data as a student outcome measure.

Responsible Staff Member: The Registrar manages and tracks this data.

III.I.1 Target: Degree/certificate-seeking Graduation/Completion Rate (Unduplicated Count), Disaggregated by Race/Ethnicity

A cohort is defined as a group of students admitted during the same academic year. Completions are the number of awards conferred by program and award level, as reported by IWP annually in IPEDS. This data can be found publicly under IWP's Institution Profile for IPEDS: click on "Reported Data," then select year, and click on "Completions," then refer to "All Completers." See sample table below.

TARGET: Consistent or upward trending numbers are desired for each minority race/ethnicity. Either way, this data is meant to provide evidence of all student populations completing their degrees and thus, achieving their learning outcomes.

Completion Rate (%), Disaggregated by Race/ Ethnicity

	2020-2021		2021-2022		2022-2023		2023-2024	
	Total Students	Percent of Total Awards	Total Students	Percent of Total Awards	Total Students	Percent of Total Awards	Total Students	Percent of Total Awards

Non-resident alien								
Hispanic-Latino								
American Indian or Alaska Native								
Asian								
Black/ African American								
Native Hawaiian or Other Pacific Islander								
White								
Two or more races								
Race/ Ethnicity unknown								
Total Awards								

Diagram 1. Multi-Year Continuous Improvement and Assessment of Institutional Learning Outcomes (ILOs).
Original Template Source: *West Point Leader Development System (WPLDS) Multi-year Continuous Improvement*, 2022.

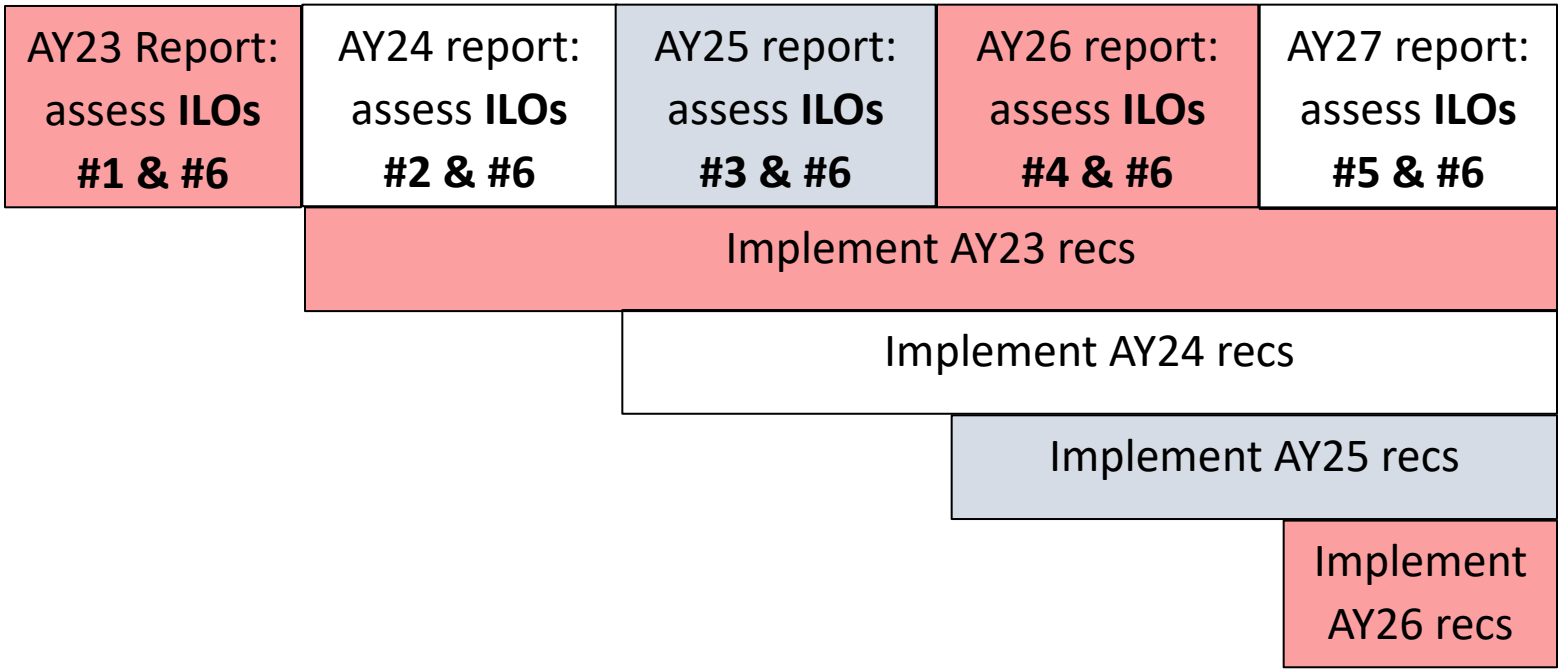
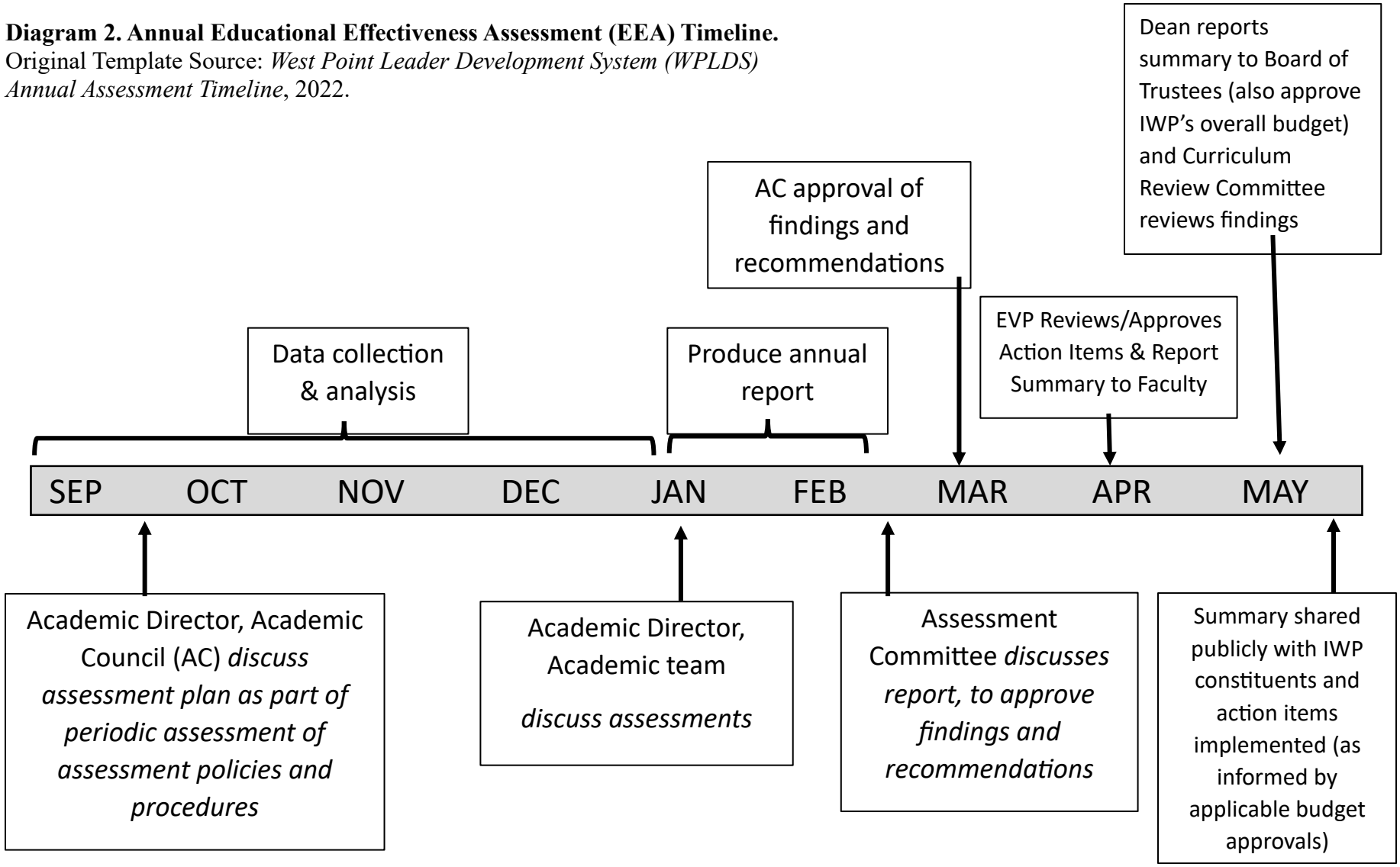
Diagram 2. Annual Educational Effectiveness Assessment (EEA) Timeline.
Original Template Source: *West Point Leader Development System (WPLDS) Annual Assessment Timeline*, 2022.