

DEPARTMENT OF THE ARMY
USAWC and CARLISLE BARRACKS
CARLISLE, PA 17013

CBks Memorandum
No. 623-1

11 January 2007

Personnel Evaluation
USAWC STUDENT ACADEMIC ASSESSMENT AND EVALUATION
RESIDENT AND DISTANCE EDUCATION PROGRAMS

1. Purpose. This memorandum describes the roles and responsibilities for U.S. Army War College (USAWC) student academic assessment, evaluation, and the Student Tracking System (STS). It specifies the standards, documents, and milestones used for evaluating student academic performance and for providing feedback on that performance to students. The standards in this memorandum apply to the Master of Strategic Studies Degree and the USAWC Diploma for both Resident and Distance Education Programs.

2. References.

a. CBks Memorandum 350-1, USAWC Student Admission Policy and Procedure, Resident and Distance Programs, 16 November 2004.

b. CBks Memorandum 350-7, Disenrollment from the U.S. Army War College, 1 May 2007.

3. Scope. The objectives of the USAWC student academic assessment and evaluation are to:

- a. Improve student learning.
- b. Provide timely, useful feedback to students.
- c. Measure student achievement against USAWC standards.
- d. Enhance the curriculum development process.
- e. Promote consistency in the evaluation of graduation requirements.
- f. Provide student management and academic record keeping.

4. Policy.

a. The USAWC provides graduate-level professional military education for carefully selected officers and civilians from diverse backgrounds. The faculty's challenge is to provide an appropriate environment, resources, and direction for learning. The intent is to design and administer student academic requirements that enhance the learning process as well as to provide comprehensive and useful feedback to the student on those requirements. See the current version of Teaching at the United States Army War College: Philosophy, Practice, and Resources for further details.

b. Faculty has the ultimate responsibility for evaluating student grasp of learning objectives and student progress towards graduation requirements.

c. Assessment and evaluation are separate, but related functions. In the context of this policy, evaluation can be viewed as the act of determining and recording a level of student performance at a specific point in their academic program. Assessment can be viewed as a continuous process of appraising student performance. All student coursework and class contributions should be assessed. Assessments contribute to, and indeed are the foundation of the student's overall course evaluation. Assessment includes feedback, informal and formal. This feedback enables students to recognize and reinforce good performance and to look for ways to enhance future performance. Assessments are not used to compare learning between students, but to compare student performance against known standards.

d. The USAWC does not maintain an order of merit list nor identify distinguished graduates or the top 20% of the student population. Faculty assessment and feedback is given in the spirit of mentoring by the offering of constructive criticism.

e. For graduation, students must satisfactorily complete all academic requirements as specified in CBks Memorandum 350-1. Failure to complete a requirement or failure to earn an evaluation that meets standards may result in academic probation and subsequent disenrollment from the USAWC (refer to CBks Memorandum 350-7). Probation is a tool to alert students to the serious nature of their academic status. Probation is not a prerequisite for disenrollment.

f. The STS.

(1) The STS is an electronic system that allows Faculty Instructors (FIs) and Project Advisers (PAs) to record their evaluation of student performance. The STS also allows Resident Education Program (REP) Faculty Advisers (FAs) (note that the Distance Education Program (DEP) does not have/use Faculty Advisors) to track the performance and development of their advisees over time. Lastly, while safeguarding individual privacy, the STS allows analysis of academic trends.

(2) The intent of the STS is to eliminate, to the maximum extent possible, paper forms and permanent paper records. When possible, student data will be recorded and retained electronically.

(3) Course Evaluation Reports (CERs) are the means to formally record student evaluations. (See enclosure 1 for a sample of a resident program CER.) CER data is entered directly into the student's STS electronic folder.

(4) Access to a student's complete electronic folder in the case of a REP student is limited to the student, his or her FA, Department Chairs, the Registrar's Office, the Dean of Academics, and faculty conducting officially sanctioned research related to academic trends. For DEP students additional personnel will have access to the electronic folders including the above plus all contract FIs, course authors, and year group directors.

5. Procedures for Academic Evaluation and Assessment Evaluation.

a. Faculty members are responsible for evaluating student performance for all course learning objectives.

b. Course Evaluation. Since USAWC instruction is presented at the graduate level, student performance is expected to be of comparable quality in substance and form. Faculty will evaluate demonstrated student performance towards achieving course learning objectives. A student receiving an evaluation of incomplete may be recommended for probation. A student who fails a course evaluation will be referred to an Academic Review Board for consideration of disenrollment and is not eligible for probation unless so directed by the Academic Review Board. The overall course evaluation will take into account assessment of coursework and other designated course subcomponents. In the DEP, the preponderance of coursework will determine the overall course evaluation. The criteria for coursework assessments are addressed in paras 7c-h. When entering course evaluations in the STS, faculty will render an evaluation that includes written comments and a numeric indicator. Evaluation numerics (1–5) are for internal use only, official transcripts list only that the student has passed or failed a course. Course evaluation numeric indicators and criteria are:

(1) FAILED TO MEET STANDARDS (1) - Inadequate grasp of course learning objectives. Failed to demonstrate an adequate level of scholarship expected of USAWC students, or failed to submit required coursework at all.

(2) INCOMPLETE (2) - Has not completed course requirements, either in quality or by lack of submission by designated deadline.

(3) MEETS STANDARDS (3) - Adequate mastery of course learning objectives demonstrating an acceptable level of scholarship. Analysis, interpretation, and application of material reflect that expected of a future strategic leader.

(4) EXCEEDS STANDARDS (4) - Superior mastery of course learning objectives demonstrating above average level of scholarship. Analysis, interpretation and application of course material reflecting that expected of practicing strategic leaders.

(5) OUTSTANDING (5) - Exemplary mastery of course learning objectives demonstrating a high level of professional scholarship. In-depth analysis, interpretation, and application of course material at a level expected of very experienced strategic leaders.

c. Coursework Assessment. Each course will have coursework/subcomponents that require formal assessment of student performance by faculty. Unless specifically exempted by the Dean of Academics, students' performance is assessed in at least two areas in each course: contribution and written presentation. Some courses will require a formal oral presentation, as well as other evaluated coursework. A passing course evaluation requires as a minimum a "meets standards assessment" for both the written presentation and student contribution.

d. Faculty will formally record in STS their assessment of student performance on required coursework using numbers as follows:

(1) Fails to Meet Standards (1).

(2) Needs Improvement (2).

(3) Meets Standards (3).

(4) Exceeds Standards (4).

(5) Outstanding (5).

e. Assessments of (2) Needs Improvement on coursework allow the student to resubmit the required coursework within a timeframe designated by the course director. If the coursework meets standards upon submission or resubmission, the STS entry will be changed indicating the work meets standards. Faculty will enter comments in the course evaluation reflecting that the student met standards after resubmission. Coursework not meeting standards upon submission or resubmission by the agreed-upon deadline will be recorded as failing to meet standards and the student will be referred to an Academic Board. The student may be placed on probation until a passing grade is received, but the probation remains on his or her academic record.

f. A passing course evaluation requires, as a minimum, a meets standards evaluation for the written work, contribution and oral (if required) course sub-components.

g. Assessments of student coursework in each of these areas will adhere to the following criteria:

(1) Contribution. Students must be actively involved in the seminar learning process—sharing ideas, analyses, knowledge, and they have a responsibility for establishing and contributing to seminar goals. Contribution involves being a good listener, an articulate spokesperson for a particular point of view, and an intelligent, tactful questioner or challenger of ideas. Contribution can include student performance in the seminar discussions and group work as well as formal and informal oral presentations and exercises. FIs will assess student contribution based on their professional observation.

(2) Written Presentation. In view of the direct relationship between writing and the demonstration of critical thinking, strong writing skills are essential for USAWC graduates. The student is expected to emphasize analysis and exposition, rather than description or opinion. Knowledge and views should be presented and supported. Students are encouraged to exchange views and solicit advice and opinions from others, but written work must represent individual analysis and conclusions. Papers are expected to be concise, clear, logically organized, and contain a well-supported thesis. Topic, format, and length will be as specified in the pertinent directive or syllabus or as directed by the FI. Final papers must be submitted in English. Written work should reflect academically acceptable rules of grammar and syntax appropriate for senior military and civilian officials. Faculty will assess student written projects for organization, content, and style using specific criteria as outlined in the Communicative Arts Directive.

(3) Other Coursework. Courses may require formal assessment of certain student work such as group projects, on-line courseware, exercises, homework, research projects, examinations, etc. The assessment criteria for other coursework will be approved by the Dean and be specified in the applicable course directive.

h. Assessment of student performance of written and oral requirements focuses on the organization, content, and style (or delivery) of the presentation. While all three elements are important, the assessment of the student's ability to present relevant content is paramount. A student paper or presentation in which content receives a grade of Needs Improvement (2) or Fails to Meet Standards (1) cannot receive an overall evaluation of Meets Standards (3). Nor can a paper or presentation achieve Meets Standards if either organization or style receives an assessment of Fails to Meet Standards (1).

The minimal evaluation profile to achieve Meets Standards (3) is:

Content	(3) Meets Standards	(50%)
Organization	(2) Needs Improvement	(25%)
Style/Delivery	(2) Needs Improvement	(25%)
Overall	(3) Meets Standards	(100%)

i. Plagiarism. Copying or paraphrasing from any source requires acknowledging that source. Plagiarism, verbatim copying, or extensive paraphrasing without crediting the source violates the standards of conduct expected of military officers, Department of Defense civilians, and other federal agency civilians. This applies to oral and written presentations, papers, and briefing materials originated by other students. Cases of suspected plagiarism will be brought before a USAWC Academic Review Board. Substantiated charges of plagiarism will result in the award of a Fails to Meet Standards assessment, and disenrollment from the USAWC, and potentially other forms of administrative action. (See CBks Memorandum 350-7 for details regarding disenrollment.)

j. Feedback. Faculty will provide academic feedback on individual, academic-related activities and course requirements. Feedback will be based on an assessment of each student's performance compared to standards for learning objectives in the course or lesson. The CER is only one method of providing feedback. Comments inserted into written papers are another method. FI, FA, and PA normally should provide feedback on an individual basis in a timely manner. Comments should focus on the individual's professional growth. The FI whose department has responsibility for a course of instruction is the primary conveyor of academic performance feedback.

(1) Feedback is expected to be frequent, timely, specific, and confidential. To be timely, formal feedback occurs upon completion of specified events; e.g., a contribution opportunity, a course submission, exercise participation, or the presentation of a course requirement. Informal feedback should be provided spontaneously, as warranted, especially regarding seminar discussion. Meaningful feedback indicates how a student performs academically and professionally with regard to USAWC academic standards and suggests how that student's academic performance might be improved.

(a) Informal feedback is provided on time-sensitive information like seminar performance, lesson preparation, research efforts, or evaluation of written and oral requirements. This dialogue between a faculty member and student fosters rapport and mutual respect. It signals a competent, caring attitude by the faculty member and lends credibility to the student evaluation process.

(b) As needed, more formal feedback sessions are conducted by FIs to counsel students on their academic progress during the conduct of a course, particularly when academic progress is below acceptable standards. Areas needing improvement are discussed while there is time for the student to make adjustments. FIs must keep a student's FA informed of significant verbal counseling/feedback they have given, informally and/or on CERs.

(c) FAs should conduct regularly scheduled formal feedback sessions for resident course students at least four times a year as set forth in enclosure 2. These sessions provide an opportunity to review the goals and objectives of student ILPs and academic progress based on the content of CERs for courses completed. At the end of the academic year, each student receives an AER or its equivalent from his FA.

(d) FIs and FAs will provide feedback on a continuing basis for distance education students. Formal feedback sessions for Distance Education students are addressed in the Distance Education Catalogue.

(2). Evaluation and feedback comments are recorded electronically on CERs. Students should understand that all comments are confidential and, except for AERs and official transcripts, will remain within the USAWC.

(a) CERs provide the FA and the student with FI's written record of the evaluation of a student's strengths and areas for improvement. They provide a basis for counseling and guidance.

(b) PAs and FIs providing feedback will recognize each student's strengths/weaknesses and suggest areas for improvement. This information provides FAs with substantive observations concerning their advisees' academic progress.

(c) FIs should consider each student's potential to be a USAWC FI. Included should be his or her demonstrated area and level of expertise, the department to which he or she should be assigned, and other pertinent data to assist in a future identification or selection. Entries regarding a student's potential for USAWC faculty selection are not mandatory; however, if made, they should be justified and explicit.

(d) Student AERs are prepared by FAs near the end of the resident course academic year and the Distance Education course of study. The AER, or similar document for non-U.S. Army students, is the only USAWC document and record of student achievement and potential that is made available to outside agencies in addition to the student's official transcript.

k. Academic Probation for REP Students.

(1) A student may be placed on academic probation for failure to meet academic standards or failure to maintain academic progress. The purpose of academic probation is to ensure that the student understands that his/her present overall level of performance does not meet USAWC standards. Should a resident student receive a course evaluation of (1) Failed to Meet Standards or (2) Incomplete on an overall course evaluation, the student will be placed on academic probation or referred to an Academic Review Board. The student will be notified of probation or referral in writing by the Registrar's Office with copies furnished to the Dean, appropriate FI, FA, and department chair.

(2) The student on probation, in consultation with the FI, will work on the requirements in an attempt to meet standards for course evaluation within 10 days after the course evaluation suspense date to the Registrar. The time may be renewed for an additional 10 days at the FI's discretion if, in consultation with the student's FA and the department chairman, it is determined that the student's work shows progress toward

acceptable standards and the student demonstrates good faith and effort. The department chair should notify the Dean and the Registrar if an extension to the initial suspense is granted.

(3) If the student has not met course standards at the conclusion of the suspense given, the Registrar will notify the Dean of the deficiency. Inability to resolve or lack of timely progress to resolve the items noted in the probation letter may result in the Dean's referral of the student to the Academic Review Board. (See CBks Memorandum 350-7.)

(4) While on probation, the student may be involuntarily enrolled in a supervised individual research and study period. The student will perform this study under the supervision of a designated staff or faculty member in a location designated as indicated in the probation notification.

(5) If a student successfully meets standards upon resubmission of coursework, the written comments for a course evaluation will reflect that the student met requirements after resubmission.

(6) A student who fails to meet standards the first time in two courses will be referred to an Academic Review Board for consideration of disenrollment or other action.

I. Academic Probation for DEP Students.

(1) In general, the probation of distance students will mirror that of the resident program taking into consideration differences in delivery means and timeframes. A student may be placed on academic probation for failure to meet academic standards or failing to maintain academic progress. The purpose of academic probation is to ensure that the student understands that his/her present overall level of performance does not meet USAWC standards. Notice of probationary status will be in writing and will inform the student of the reason for this action. The letter will inform the student of expected future performance.

(2) Failure to meet academic standards is generally considered to consist of a course evaluation of (1) Failed to Meet Standards or (2) Incomplete on an overall course evaluation.

(3) Failure to maintain academic progress is generally considered to consist of three coursework submissions received later than the due date or extended due date.

(4) Students in probationary status must devote their time to improvement of their academic performance. When course submissions meet standards, the student will be removed from academic probation. Any further difficulty in meeting requirements may be cause for referral to an Academic Review Board for consideration of disenrollment.

(5) If a student successfully meets standards upon resubmission of coursework, the written comments for a course evaluation will reflect that the student met requirements after resubmission.

(6) A student who fails to meet standards the first time in two courses (i.e. receives a (1) or a (2)) will be referred to an Academic Review Board for consideration of disenrollment.

m. Appeal of a Course Evaluation. In the absence of compelling reasons, such as error, the evaluation rendered by faculty of record is to be considered final. A student who believes an appropriate evaluation has not been assigned should follow the procedures described below to appeal the evaluation. The student must initiate the appeal within two weeks following the posting of the course evaluation.

(1) The student must discuss the matter with the FI involved.

(2) If the student does not receive satisfaction in the discussion with the FI, he/she should discuss the issue with the department chair.

(3) If, after consulting with the department chair, the student still feels that he/she has been dealt with unsatisfactorily or inequitably, he/she may submit a written appeal to the Dean.

(4) The investigation and resolution by the Dean shall take place within 30 days after the written complaint has been received. The student will be notified of the Dean's decision in writing.

(5) The information regarding the appeal shall be kept confidential.

(6) The written appeal by the student, and all information regarding the investigation and resolution shall be maintained in the student's academic folder for one year following his/her departure.

n. For graduation, students must satisfactorily complete all academic requirements as specified in CBks Memorandum 350-1.

o. Both REP and DEP students are subject to a tiered outcome (e.g. MSS Degree, USAWC Diploma, certificate of attendance) on a case-by-case, as needed basis based on an Academic Board recommendation to the Commandant.

p. Miscellaneous.

(1) Courses completed during Term II of the resident program require special attention. By then, the final FA/student counseling session will be imminent and the process of drafting the student's AER/letter will be underway. If a student's

performance in Term II courses should have the potential for either (1) Fails to Meet Standards or (2) Incomplete, the FI will notify the FA and the Registrar.

(2) The Family Rights and Privacy Act of 1974, as amended, (FERPA) is a federal law that requires colleges to maintain the privacy of student education records. All USAWC personnel are responsible for maintaining the confidentiality of student records. Student educational records (to include assessments, CERs, AERs and ILPs) cannot be shared with other students or those without a legitimate educational and command interest unless the student has given consent.

(3) Internal department/directorate policies, procedures, and practices must comply with intent and spirit of College policy.

6. Responsibilities:

a. FIs.

(1) Evaluate student individual performance, towards course learning objectives.

(2) Assess student performance on coursework and participation in academic events, providing feedback, counseling, and advice in a timely manner.

(3) Provide individual written and verbal feedback to students on all coursework, and professional and personal attributes.

(4) Confer with FAs regarding students who are experiencing academic problems or demonstrate a lack of academic progress, as appropriate.

(5) Resident Education Program (REP). Prepare CERs on all resident students for each enrolled course and for the strategy research project (SRP) by the suspense date published by the Registrar. CERS will include individual evaluation of student overall performance in the course. The evaluation will include written comments on the student's grasp of the course learning objectives. CERs will reflect a record of the assessment of student performance on contribution and written presentation (as applicable) coursework requirements.

(6) Distance Education Program (DEP). Prepare CERs for Distance Education students for each course and at the end of each resident phase. CERS will include individual evaluation of student overall performance in the course and for the personal research project (PRP). The evaluation will include written comments on the mastery of the course learning objectives. CERs will reflect a record of the assessment of student performance on class contribution and written presentation (as applicable) coursework requirements.

b. PAs for SRPs and PRPs:

(1) Guide, coordinate, and direct the efforts of students toward research project excellence.

(2) Provide advice during the preparation of the project outline, monitor project progress, conduct periodic reviews, evaluate the final product, and prepare a CER. Individually address and record an evaluation of each subelement (content, organization, style/delivery), as well as an overall evaluation of the project.

(3) Forward a copy of the CER with the SRP or PRP to the department chair or institute director of the PA for approval.

(4) In the case of a REP student, keep FAs abreast of students' SRP progress.

c. FAs.

(1) Create a climate with the student in which academic and professional matters are discussed openly and candidly; provide verbal feedback to advisees based on personal observations, written reports, and assessments in STS and received from FIs and PAs.

(2) Advise students during the development of Individual Learning Plans (ILPs).

(3) Counsel advisees at designated times to review goals and objectives of ILPs, CERs, and other topics as appropriate. These sessions must be conducted in private and information exchanged in confidence. (See enclosure 2.)

(4) Review official electronic student folders within STS, consolidate information from CERs, and prepare each advisee's Academic Evaluation Report (AER), or equivalent document, in accordance with instructions provided by the Registrar's Office. Share draft comments with respective advisees during the final counseling session.

d. Course Directors/Authors.

(1) Develop course learning objectives (CLO) that support the institutional learning objectives. Develop coursework and lessons that enable faculty to evaluate student performance towards meeting the course learning objectives. Specify course evaluation requirements and coursework assessment criteria in each core course directive or elective course syllabus.

(2) Ensure each course has a written requirement. Each course must require a faculty evaluation of student written work and contribution. Designated courses will also have a formal oral presentation evaluation.

(3) Prepare criteria guides for use by other faculty for use in assessing student performance on written work, oral presentations, forum/discussion/workshop/exercise contributions, and other coursework.

e. Department Chairs/Directors:

(1) Ensure compliance with requirements stipulated in this memorandum, the appropriate Academic Year Curriculum Guidance, the USAWC Catalogue or the Department of Distance Education Catalogue, the Electives Program Directive, the Communicative Arts Directive, and other relevant guidance.

(2) Review core and elective course learning objectives to ensure that they are substantive, credible, and consistent with identified institutional learning objectives. Ensure FIs are thoroughly briefed on each course requirement during faculty course preparation. Provide written departmental, subject-matter evaluation guides to ensure uniform application of content standards by all assigned faculty. Ensure new FIs participate in assessment calibrations to ensure consistency in application of standards for course requirements.

(3) Review CERs for all courses and SRPs on students of assigned faculty for compliance, completeness, and consistency in application of evaluation criteria.

(4) Review draft AERs, or equivalent evaluation documents, written by departmental FAs for administrative accuracy and correctness before authorizing release of final AERs to the Registrar's Office in accordance with the dates and instructions provided by the Registrar's Office.

(5) Appoint a replacement FA/FI/PA for any faculty member who cannot complete assigned evaluation tasks. Notify the Registrar's Office and the Director, Communicative Arts, of the change so that appropriate changes can be made in STS.

f. The Registrar's Office:

(1) Staff proponent for student evaluation and STS. Establishes and maintains official academic records in STS to the extent possible, and in paper format when necessary, for each student. Reviews each student record for correctness and completeness in accordance with policies and implementing instructions. (See enclosure 4 for contents of an official student folder.)

(2) Provides administrative instructions to teaching department chairs, institute directors, and faculty regarding the completion and submission of CERs, AERs, and other contents of student academic folders.

(3) Coordinates, collects, and completes final processing of AERs for the Commandant's review and signature. Forwards completed AERs to Department of the Army or other agencies and the graduate.

(4) Maintains and protects the official and confidential nature of all student academic files.

- (5) Provides STS data to Institutional Assessment for analysis.
- (6) Provides transcripts at no charge upon request to a student/graduate.
- (7) Maintains record of course and degree requirements.
- (8) Updates student's record when new FA is assigned.
- (9) Through the Department of Academic Affairs (DAA):
 - (a) Promulgates policies, standards, milestones, and procedures for student evaluation.
 - (b) Issues guidance and implementing instructions for the preparation and submission of AERs.

The proponent of this memorandum is
the Dean of Academics .

FOR THE COMMANDING GENERAL:

- 4 Encls
- 1. Sample Resident Program CER
- 2. Typical Academic Year Milestones
- 3. Sample AER
- 4. Contents of an Official Student Folder

//signed//
THOMAS G. TORRANCE
Colonel, FA
Deputy Commandant

DISTRIBUTION:
U4, (electronic)

Sample Resident Program CER

Course Evaluation Report

Student: Smith, Robert Rank: LTC Sem#: 18 Term: 1 Course: NS2200

Elements:	Evaluation	Evaluator's Comments
2. Contribution	5	This officer's participation demonstrates thorough preparation and appropriate reflection in regard to the seminar content. His analysis and synthesis of ideas is matched by only a few of his contemporaries. He is articulate, considerate and judicious. Others seek his opinion. He has mastered small group learning skills.
3. Written Title:	4	LTC Smith's paper is a well thought out and well supported analysis of war with a focus on deterrence theory. He uses both Gray and Clausewitz extremely well to support his major arguments but pushes the envelope with GWOT with his own extrapolations. It is well constructed and makes its points clearly. It reflects a mastery of the course material and original thought.
Overall	4	LTC Smith exceeded the standards for this course, demonstrating mastery of the course objectives and the individual lesson objectives. His paper reflects an excellent synthesis of the course content. I consider his participation to be outstanding, demonstrating a willingness

to challenge predominant
ideas
and depth of comprehension
shared by only a few of his
contemporaries.

Faculty Instructor: Roberts, Robin / AD00 Signature:
/DNSS

Date: 15 Oct 06

CBks (STU OPS) Form 811-R 02-Aug-06

Encl 2

STUDENT ACADEMIC ASSESSMENT MILESTONES FOR A
TYPICAL ACADEMIC YEAR RESIDENT PROGRAM

Mid-August	Initial student writing diagnostic assessment is completed. Students notified of results through FAs.
Early September	Within 10 working days after the end of FST Course, department chairs must complete approval of CERs in STS.
Mid-September	First counseling session is held.
Mid-October	Within 10 working days after the end of TWS Course, department chairs must complete approval of CERs in STS.
Early-November	Within 10 working days after the end of SL Course, department chairs must complete approval of CERs in STS.
Early December	Second counseling session is held.
Late December	Within 10 working days after the end of NSPS Course, department chairs must complete approval of CERs in STS.
Late February	Within 10 working days after the end of INMS Course, department chairs must complete approval of CERs in STS.
Early March	Third counseling session is held.
Late March	Within 10 working days after the end of JPLD Course, department chairs must complete approval of CERs in STS.
Mid March	Registrar distributes instructions for the preparation and submission of all AERs/letter reports.
Late April	Academic Evaluation letter reports for International Fellows are forwarded through the department chair and the Deputy Commandant for International Affairs to the International Fellows Program Office.
Mid May	Final FA/student counseling sessions are held. Draft Army/Civilian AERs/letter reports are reviewed with and signed by students. Final AERs/letter reports are submitted through the Department Chair to the Registrar's Office.

AERs for the U.S. Navy, U.S. Air Force, U.S. Marine Corps, and U.S. Coast Guard are forwarded through the Department Chair to the Sister Services Representatives for review and processing.

Early June

All requirements for graduation completed by the last day of electives. Term II CERs must be completed and entered into STS by COB the Wednesday prior to graduation.

AERs and letters are submitted for review and signature by the Commandant.

Copies also are distributed to the students prior to graduation.

Mid-Late June

AERs and letters are forwarded to the appropriate service personnel center. Submission deadline is 60 days after graduation.

Sample AER

SERVICE SCHOOL ACADEMIC EVALUATION REPORT				DATE (YYYYMMDD)	
For use of this form, see AR 623-3; the proponent agency is DCS, G-1.					
1. LAST NAME - FIRST NAME - MIDDLE INITIAL		2. SSN	3. GRADE	4. BR	5. SPECIALTY(MOS)
6. COURSE TITLE (SAWC (1-750-C16) 06		7. NAME OF SCHOOL U.S. Army War College			8. COVP
9. THIS IS A REFERRED REPORT, DO YOU WISH TO MAKE COMMENTS? <input type="checkbox"/> NO <input type="checkbox"/> YES <input type="checkbox"/> NO		10. DURATION OF COURSE (YYYYMMDD) From: 20040501 Thru: 20060128			
11. PERFORMANCE SUMMARY NOT USED BY SAWC a. <input type="checkbox"/> [REDACTED] b. <input type="checkbox"/> ACHIEVED COURSE STANDARDS c. <input type="checkbox"/> MARGINALLY ACHIEVED COURSE STANDARDS d. <input type="checkbox"/> FAILED TO ACHIEVE COURSE STANDARDS <i>*Rating must be supported by comments in ITEM 14</i>			12. DEMONSTRATED ABILITIES a. WRITTEN COMMUNICATION <input type="checkbox"/> NOT EVALUATED <input type="checkbox"/> UNSAT <input type="checkbox"/> SAT <input type="checkbox"/> SUPERIOR b. ORAL COMMUNICATION <input type="checkbox"/> NOT EVALUATED <input type="checkbox"/> UNSAT <input type="checkbox"/> SAT <input type="checkbox"/> SUPERIOR c. LEADERSHIP SKILLS <input type="checkbox"/> NOT EVALUATED <input type="checkbox"/> UNSAT <input type="checkbox"/> SAT <input type="checkbox"/> SUPERIOR d. CONTRIBUTION TO GROUP WORK <input type="checkbox"/> NOT EVALUATED <input type="checkbox"/> UNSAT <input type="checkbox"/> SAT <input type="checkbox"/> SUPERIOR e. EVALUATION OF STUDENT'S RESEARCH ABILITY <input type="checkbox"/> NOT EVALUATED <input type="checkbox"/> UNSAT <input type="checkbox"/> SAT <input type="checkbox"/> SUPERIOR <i>(SUPERIOR/UNSAT rating must be supported by comments in ITEM 14)</i>		
13. HAS THE STUDENT DEMONSTRATED THE ACADEMIC POTENTIAL FOR SELECTION TO A HIGHER LEVEL SCHOOLING/TRAINING? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A <i>(A "NO" response must be supported by comments in ITEM 14)</i>					
14. COMMENTS (This item is intended to obtain a word picture of each student that will accurately and completely portray academic performance, intellectual qualities, and communication skills and abilities. The narrative should also discuss broader aspects of the student's potential, leadership capabilities, moral and cyoral professional qualities. In particular, comments should be made if the student failed to respond to recommendations for improving academic or personal affairs.) Instruction provides advanced professional education for senior military officers and their counterparts in other federal agencies and foreign armies. Instruction focuses on strategic studies, leadership, national security policy and the planning and execution of strategic and operational warfare.					
15. AUTHENTICATION					
a. TYPED NAME, GRADE, BRANCH, AND TITLE OF RATER			DATE (YYYYMMDD)	SIGNATURE	
b. TYPED NAME, GRADE, BRANCH, AND TITLE OF REVIEWING OFFICER			DATE (YYYYMMDD)	SIGNATURE	
DAVID H. HUNTCOON, JR., Major General, USA, Commandant					
c. DATE (YYYYMMDD)		SIGNATURE OF RATED SOLDIER			

DA FORM 1059, JUN 2006

PREVIOUS EDITIONS ARE OBSOLETE

AFD v1.00

Encl 4

CONTENTS OF AN OFFICIAL STUDENT FOLDER

The official student academic folder is comprised of electronic and paper components and is an official record of each student's academic progress while at the USAWC. To ensure a clear picture of a student's progress and achievements, the folder should be a repository of the evaluations of academic work attesting to the student's eligibility for graduation.

The student electronic academic folders will include:

- Acknowledgement from FA that an Individual Learning Plan has been developed by the student.
- Course Evaluation Reports for all courses taken.
- Evaluation of the SRP or PRP.
- Acknowledgement from FA that the student has satisfied the speaking engagement requirement (US students only).
- Academic transcript summarizing the student's performance in the program.

The student's paper folder will archive a student's undergraduate transcript and correspondence from or pertaining to the student.

Hard copies of the students' AERs/letter reports will be retained in the Registrar's Office.