

Executive Summary

Who we are

- The U. S. Coast Guard Academy is one of the Nation's five federal service academies. Among the service academies, the Coast Guard Academy (hereafter referred as the "Academy") is the only one that does not require Congressional nominations as a part of its admissions process. Cadets across the nation are admitted to the Academy through a competitive process. Cadets attend the Academy tuition-free and serve a minimum five-year obligation as commissioned officers in the U. S. Coast Guard upon graduation.
- The Academy is the only service academy within the Department of Homeland Security (DHS). Graduates of the Academy are prepared to perform multiple statutory missions to protect the public. As a part of the intense preparation of its graduates, the Academy's strategic efforts are continually and inextricably linked to the needs of both the DHS and the Coast Guard.
- The Academy confers undergraduate degrees across nine majors. The institution is regionally-accredited by the New England Commission of Higher Education (NECHE). In addition to being AACSB accredited since 2006, the Academy has five programs that are accredited under the Accreditation Board for Engineering and Technology (ABET). Neither the Management Department, nor the Academy, currently engages in executive education activities.
- The Academy's core curriculum is STEM oriented. All Academy graduates earn Bachelor of Science degrees. Degrees are conferred only in accord with earning a commission as a military officer.
- The Academy has consistently achieved national and regional recognition. In 2019, the Academy achieved the following:
 - #1 in Top Public Schools Regional Colleges North and #2 in overall Regional Colleges North by *U. S. News & World Report, Best Colleges*
 - #10 in the Top 25 Public Colleges list by the *Princeton Review*
 - One of the top 100 colleges by *Forbes* in its issue of *America's Top Colleges*
- The Academy was first AACSB accredited in 2006 and maintenance was affirmed in 2010 and in 2014. We believe we are among the smallest of AACSB undergraduate-only programs with 170 cadets and 13 full-time equivalent faculty lines as of May 2019. The program consists of a broad-based business curriculum and provides a general management degree. There are no sub-specialty majors.
- Three primary categories of faculty teach at the Academy: terminally degreed civilian, terminally degreed military (Permanent Commissioned Teaching Staff or PCTS), and professionally qualified Rotating Military Faculty (RMF). The Academy does not have adjunct faculty. During this accreditation cycle, the Management faculty also consisted of

contingent (i.e., “time-limited) faculty. Collectively, these groups of faculty bring a diverse mix of experiences and backgrounds that enrich the program. Nearly all Management faculty are classified as participating during this five-year accreditation cycle.

Our mission and objectives

- The Management Department’s greatest strengths are its mission focus to produce Leaders of Character for the U. S. Coast Guard, which results in strong unit cohesion and commitment among the faculty and staff. Importantly, its small size enables the faculty and staff to create a high-engagement environment, gain significant familiarity with cadets, and engage in rich discussion on an individual cadet’s development. Faculty and students take great pride in serving the nation.
- The Management Department’s strategic planning and framework are assimilated and symbiotic with that of the larger institution. The Academy follows a five-year strategic planning cycle. A new strategic plan is generated in the middle of the Superintendent’s tenure (four year period), so that the Academy is under a new five-year plan every four years. The Management Department tailors its annual goals and objectives based on updates and changes at the institutional level. As a part of establishing annual goals and objectives, the Management Department also incorporates strategic guidance at semi-annual meetings with the Management Department’s Advisory Council (i.e., Management Advisory Council or MAC). Three MAC members also concurrently serve on the Academy’s Board of Trustees (BOT). In sum, the assimilation of the Management Department with the Academy’s strategic planning process, combined with direct interactions with the MAC and BOT enable continuous and current understanding of the present environment, the goals, objectives, and desired future state of the institution to best meet Service needs.
- The Academy’s BOT largely consists of Coast Guard directorates who provide the top leadership for the Coast Guard. This direct involvement by Coast Guard leadership conveys a clear commitment to the Academy. An example of this commitment has been the Service’s responsiveness to the Academy’s mission during federal government shutdowns. During the five-year accreditation cycle, two federal government shutdowns have occurred (in January-February 2018 and in December 2018-January 2019). In both instances, Academy faculty were exempted from the shutdown to carry out the mission. While we will always be susceptible to federal shutdowns, the financial resourcing of the Academy and the Management Department is overall stable.
- The Management Department’s vision and mission were revisited and reaffirmed in 2018-2019. Through a series of meetings, the Management Department’s vision was updated to be shorter, aspirational, and includes the words “Leaders of Character” to better align with the Academy’s central mission. The Management Department’s mission remains the same and is fulfilled through teaching, advising/mentoring, and scholarship. Faculty also fulfill the central mission through service and extra/co-curricular experiences.

Engagement

Cadet engagement is cornerstone to the Academy's ability to develop Leaders of Character. As will be seen throughout this report, the Academy is a high-engagement environment. Faculty are involved in all aspects of cadet life. While there are differences among the three groups of faculty, the Management Department strives to promote a unified, mission-driven culture.

The Management faculty are fully committed to the holistic development of the cadets. One often repeated statement reflects the broad culture of the institution: "It's all about the cadets." This collective belief serves as our mantra and drives daily activity. Daily irritations, of which there can be many, are relieved by the unaltered commitment of faculty (both civilian and military) to the mission. Graduation day, with the awarding of academic degrees and military commissions by the President, Vice President, Secretary of Homeland Security, and Coast Guard Commandant (on rotation), after four strenuous years, serves to unify the institution.

Holistic leader development spans four dimensions: intellectual, professional, physical, and values. Importantly, the Academy has adopted a leader-development framework "L-E-A-D" that stands for Learn from theory, Experience through practice, Analyze using reflection, and Deepen understanding through mentoring across the 200-week program.¹ A key component to executing the LEAD strategy is through *frequent quality interactions* with cadets. Cadets, Management faculty, and staff engage in frequent quality interactions in classrooms, advising and/or mentoring meetings, and even during after-hours/extracurricular activities. Examples of our attention to cadet engagement are described below:

- We continue to maintain a high-engagement environment in our classes. Small classes are delivered across the program with approximately 15-22 cadets per section. Some advanced electives (e.g., Intermediate Accounting, Auditing and Internal Control, Systems Analysis and Design) have been delivered in sections that average 6-12 cadets per section.

¹ A brief video on LEAD can be found at <https://www.cgaalumni.org/s/1043/uscga/index.aspx?sid=1043&gid=1&pgid=2162&cid=4726&ecid=4726&crd=0>

- Given higher enrollment in the Management major in the fourth and fifth years of this accreditation cycle (i.e., 2017-2018 and 2018-2019), Management faculty collectively redefined high engagement during the self-study year to allow for larger section sizes in fundamental business courses, such as in Introduction to Business and Management. Appropriately, faculty have modified their pedagogy, as needed, to benefit learning. Section sizes for some electives have also been increased in some cases. As a part of this discussion, the faculty agreed to exclude gateway courses to the major (i.e, Financial Accounting and Organizational Behavior & Leadership (OB&L)) from this change.²
- Engagement associated with academic advising, particularly for cadets who struggle academically, follows the Guide to Officer and Leader Development (GOLD) framework. The GOLD framework involves an aligned, team effort on advising and mentoring among the faculty and staff across the academic, athletic, and military/professional domains. When necessary, GOLD meetings may also include experts (e.g., medical staff, writing center) who can offer better insight towards achieving cadet success.
- Both faculty and cadets engage with various Coast Guard and community partners and stakeholders through the capstone class, Public Management Consulting. As an example, Management majors have benefitted annually from internships with the Coast Guard's Chief Finance Office (CG-8), with related capstone-consulting projects to follow in the senior year.

Academic and Professional Engagements continue to enrich our program.

- In April 2018, the Management Department renewed its Memorandum of Understanding (MOU) with CG-8, to continue cultivating knowledge and competencies in accounting and financial management.
- In 2018-2019, the Management Department strengthened its partnership with the IFL to focus on greater collaboration in developing the core-curriculum course, OB&L. Joint efforts have led to renewed emphasis on the LEAD framework and more focus to effectively bridge leadership theory to experiential learning and reflection activities that are embedded in co-curricular programs across the Academy.

Innovation

- Partnering with the IFL to help launch and prototype a network of affiliated research fellows who are interested in collaborating with Management and other Academy faculty on leader-development research.
- Creating value with the IFL and the Commandant of Cadet Division to prepare Company Officers to teach the OB&L course. Company Officers qualify as instructor practitioners in leader development.

² Gateway courses are courses required for acceptance into the major. Management majors must earn a C or higher in Financial Accounting, OB&L, Probability and Statistics, and College Composition.

- Implementing a train-the-trainer model with the IFL on leadership theory and the LEAD model on the Academy's premier experiential learning platform, the Coastal Sailing Training Program (CSTP). Every summer, CSTP safety officers are provided education on leadership theory to facilitate cadets' experiential learning in a dynamic team environment. Several of our faculty have served as safety officers and practicum supervisors for this experience.
- Modifying and re-implementing parts of our leadership assessment to serve as a mechanism for faculty discussion on high-risk academic advisees, to better inform recommendations to the Dean's Academic Review Board (ARB) that is convened at the end of each semester.
- Incrementally implementing a common assessment on Critical Thinking into several core business courses to better evaluate the efficacy and effectiveness of the Management curriculum in developing critical thinking. This assessment, based on Bloom's Taxonomy for the 21st Century, is being run concurrently with the Watson-Glaser assessment.

Impact

- During the five-year accreditation cycle, Management faculty produced 43 publications in 33 separate journals. Approximately 35% of the publications are classified as Scholarship of Teaching and Learning (SoTL), consistent with our focus as a teaching institution.
- Given our commitment to engage through frequent quality interactions, the Management Department achieves nearly 100% retention among those who are enrolled into the major. This achievement provides a direct and positive impact on providing Service-ready officers to the fleet every year. This high-engagement approach is also evident in the consistent achievement of positive learning outcomes, as evidenced in our annual ETS assessment that is administered across the senior cohort of Management majors. In self-study year, Management majors scored in the 92nd percentile on the ETS business competencies exam.
- Management majors achieve, through competitive Coast Guard selection processes, leadership positions as commanding officers (CO) and executive officers (XO) early in their careers. COs and XOs are first-in-charge or second-in-charge, respectively, of Coast Guard units. As examples, during this accreditation cycle, approximately 24% of the graduates from each of the classes of 2014, 2015, and 2017 have been or are serving as COs or XOs.
- All RMFs are exposed to and/or involved in scholarly activity while serving as Management faculty. Given our dynamic staffing model, this inherently affords us the ability to return RMFs back to the Service as more scientifically-minded leaders.

Self-assessed strengths and weaknesses:

- Our dynamic faculty-staffing model, given the rotation of military faculty every four years, is both a strength and a weakness. We benefit from new ideas and connection to the Service, but faculty turnover is an inherent part of our business model and more precise planning to minimize instability is always a concern as we effect continuous improvement.

- Our small size makes us nimble and allows the Management Department to effect continuous improvement quickly. However, our small size leaves us one-discipline deep among the scholarly academics in some areas, which limits internal collaboration on scholarship.
- The variable migration of cadets into the Management major continues to challenge our ability to plan and maintain a high-engagement environment. Multiple variables (e.g., late starts into the major, changes of major, summer programs) factor into the enrollment-management process at the Academy. Among them has been the ongoing implementation of the Academy's new core curriculum since 2015 and the establishment of the Academy's first interdisciplinary major, Cyber Systems, in March 2019. Accordingly, the causes and impacts of variable enrollment are still not fully understood.

Table 1
Department of Management Learning Outcome Areas, Goals, and Learning Objectives

Learning Outcomes	Goals	Objective (criterion)
Critical Thinking	Management graduates will demonstrate the ability to identify problems, gather and interpret relevant data, and evaluate assumptions to make informed business decisions.	Observe at least 10% improvement from freshman year to senior year in the Watson Glaser assessment 90% of the senior cohort demonstrates Competent or Exemplary improvement
Leadership	(Leader knowledge) Management graduates will learn theory and apply leadership knowledge behind the thirteen Coast Guard leadership competencies concerning leading self and leading others and propose means of applying them effectively. (Leader behavior) Work effectively in a diverse team environment and influence and inspire others towards a specific goal.	90% of the cohort demonstrates Competent or Exemplary level of leader knowledge on OB&L final exam 90% of the cohort demonstrates Competent or Exemplary in Cadet Evaluation reports from Coastal Sailing Training Program.
Communication	(Writing) Management graduates will develop and deliver written reports and analysis using appropriate styles and academic conventions. (Speaking) Management graduates will deliver practiced and professional oral presentations.	90% of the cohort demonstrates Competent or Exemplary level writing ability in select classes 90% of the cohort demonstrates Competent or Exemplary speaking ability in select classes
Business Competencies	Demonstrate understanding and application of the following business competencies: accounting, economics, management, quantitative analysis, finance, marketing, international issues, legal and social environment issues, and management of information systems.	Aggregate ETS score of the senior cohort is at or above the 90 th percentile.