



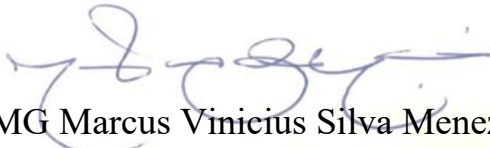
CAMPUS EFFECTIVENESS PLAN

Academic Year 2025-2026

Inter-American Defense College (IADC)
Fort Lesley J. McNair, Washington, D.C.
Campus Effectiveness Plan
01 August 2025– 30 July 2026

This Campus Effectiveness Plan establishes an annual process to collect, analyze, and share data on the effectiveness of the IADC as an institution and its education services in accordance with its Assessment Review Process Procedures Plan. It serves the planning and decision-making processes framed by the perspective and analysis of direct and indirect data from current and previous years.

Valid for Class 65



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I. Overview

A. Mission

To prepare military, national police, and civilian government officials from member states of the OAS to assume senior Strategic-level positions within their government, through graduate and advanced level academic programs in defense, security, and related disciplines focused on the hemisphere.

B. Vision

To sustain our recognition as the premier joint, interagency, Intergovernmental and multinational academic institution in defense and multidimensional security studies of the hemisphere. ‘La Mejor’.

C. Values

The College’s values guide all institutional decisions and actions, aiming to sustain our status as “La Mejor.” These principles, based on IADC Regulations and the Strategic Plan’s Regulatory Framework, direct staff and faculty in their duties:

Academic Rigor: Demonstrated by our accredited and licensed graduate curriculum.

Academic Freedom: Encourages creative thinking, innovative research, and free expression for all.

Academic Integrity: Commitment to honesty, trust, fairness, respect, and responsibility, promoting ethical behavior.

Mutual Respect: Ensures respectful and professional interactions within the IADC community.

D. Strategic Plan (2022-2025)

The Inter-American Defense College (IADC) serves as the premier educational body of the Inter-American Defense Board (IADB), an international organization established with the approval of the OAS in 1962 and hosted by the United States at Fort Lesley J. McNair in Washington, D.C. The College is an accredited and licensed higher education institution specializing in defense and security, operating in a joint, inter-institutional, intergovernmental, and multinational context. Its core mission is to prepare strategic advisors who can analyze, execute, and evaluate national strategic policy in response to the complex, multidimensional challenges and threats facing the Western Hemisphere.

The IADC offers professionally oriented on a master's degree and seminars in Inter-American Defense and Security, operating and broadcasting its curriculum in the four official languages of the OAS: French, English, Portuguese, and Spanish.

The IADC's Strategic Plan is designed to promote the institution's role as a center of educational excellence dedicated to hemispheric defense and multidimensional security. This multidisciplinary, 11-month course provides senior military, law enforcement, and government officials with a comprehensive understanding of international relations and a systematic global review of security issues affecting the Western Hemisphere. Anchored by a multinational military and civilian framework, the College has consistently adapted its academic program over its 60-year history to remain agile and relevant to changes in the geopolitical landscape. The entire strategic framework is directly aligned with the guidelines established by the IADB, the IADC Charter, and the mandates of the OAS and its member states, ensuring the College's work directly supports the priorities of the hemisphere.

IADC's assessment efforts are integrated throughout the institution to ensure alignment with its Mission, Vision, Values, Strategic Objectives, and Learning Outcomes at all levels. The Strategic Vision drives the institutional mission, achieved through four updated Strategic Objectives (SO) and their Associated Objectives:

SO1: Sustain Academic Excellence

Core Focus: Teaching and learning.
 Commitment: Preparing future Strategic leaders through academic excellence.
 Linkages: Strategies (a), (b), and (d) of the IADB Strategic Plan.

SO2: Enhance Strategic Partnerships and Alumni Relationships

Core Focus: Strengthening institutional relationships and alumni participation.
 Commitment: Support the educational mission and reinforce academic capabilities and reputation.
 Linkages: Strategies (a), (b), and (c) of the IADB COD Strategic Plan.

SO3: Prioritize Representation and Breadth of Institutional Participation and Influences

Core Focus: Representation of different languages, nationalities, sectors, disciplines, learning modalities, and resources.
 Commitment: Engaging a broad set of international stakeholders to address multidimensional defense and security challenges.
 Linkages: Strategies (a), (b), and (d) of the IADB Strategic Plan.

SO4: Improve Sustainability of Institutional Processes and Mission-Driven Alignment of Resources

Core Focus: Ensuring mission alignment, sustainable processes, predictable funding, and systematic assessment.
 Commitment: Establishing clear, data-focused processes to drive improvement and maintain institutional memory.
 Linkages: Strategies (b), (c), and (d) of the IADB Strategic Plan.

The IADC also holds strategic partnerships across the Americas with academic institutions, regional institutions, police institutions, and multiple organizations related to oversight and supervision.



Table 1: Strategic Partners. Source: Master brief, September 2025.

Recognizing its commitment to agility, the IADC community initiated a comprehensive revision of its strategic framework in the summer of 2025 toward a new Strategic Plan. This revision ensures that the College's strategy remains aligned with the latest guidelines and mandates from the IADB, the OAS, and its partner nations, guaranteeing that the IADC's world-class program continues to be current, relevant, and directly supportive of the priorities of the hemisphere.

E. Systematic multilevel internal and external assessment

As an international organization financially and functionally supported by Organization of American States (OAS) Member Nations, the IADC maintains a robust system for accountability and quality assurance. This system is codified in the Assessment and Review Process and Procedures Plan (ARP3), which provides the strategic blueprint for continually elevating the student learning experience. The ARP3 ensures all processes are continuously reviewed to align with the institution's Vision, Mission, Strategic Objectives, Learning Outcomes, and guiding Values. It mandates sustained enhancement across all facets, including educational methodology, teaching environments, institutional effectiveness, and ethical considerations as guided by the Ethics Committee.

ARP3 is key to the institution's commitment to excellence, integrating crucial assessments across the institutional, program, and course levels. This holistic structure holds every department accountable for designing and executing its own assessment procedures, thereby making improvements across the entire college. By integrating both internal and external evaluations and utilizing direct and indirect performance measures, the ARP3 ensures accurate data for effective mission accomplishment and facilitates informed decision-making, particularly regarding budget and resource allocation.

Ultimately, the framework design is centered on systematic and sustainable continuous improvement. The ARP3 supports the IADC by making its assessment processes efficient, cost-effective, and easy to implement. By breaking down the Levels of Assessments into manageable tiers—institutional, program, and course—the college can strategically focus its efforts on key components: enhancing educational methods, optimizing the teaching-learning environment, and boosting overall institutional effectiveness.

Assessment Level	Direct Measures (D)	Indirect Measures (I)
Student Learning/Academic Evaluation	Rubrics, Oral Exams, Writing Samples, Capstone Projects, Faculty Reports, Students Mid-Term Feedback	Surveys, Syllabus Analysis Report, Student Survey and Report, Admission/Graduation Rates, Course Assessment Report, Program Learning Outcomes Evaluation,
Institutional Performance	Department Performance Evaluations, IPRs, Long-Range Meetings, Planning Scoresheets, After Action Reports, Organizational Climate Survey, Government-Employer and Alumni Survey Report	External Academic Advisor Review, External Peer Review, Climate Surveys, Feedback from Stakeholders, Lessons Learned Report, End-of-Year Assessment Report, Campus Effectiveness Plan

The institution undergoes several external assessments to ensure accountability and continuous improvement. These include feedback from the IADB Council of Delegates during periodic meetings with IADC leadership, accreditation and licensure-related peer review processes, assessments by External Academic Advisors (E2A), and evaluations of the program and MSCHE accreditation expectations through External Peer Reviews (EPR). These external evaluations provide valuable insights and help maintain lofty standards across the institution.

Strategic Plan elements, such as the mission, values, and guiding principles, are evaluated through measurable objectives detailed in periodic Strategic Plan scoresheets submitted by each department. These scoresheets are analyzed by the Strategic Planning Committee (SPC), which includes representatives from all departments. The final review is conducted by the Command Triad, which recommends improvements and tracks the progress of the Strategic Plan, ensuring alignment with institutional goals and objectives.

F. Planning and resource allocation

The IADC manages its operations through the Business Plan (2022), which systematically organizes resources into three critical pillars: Personnel, Finance, and Infrastructure. Detailed information on these categories is provided through various annexes and appendices, including the Human Resources Plan, the Financial Plan, and the Program Objective Memorandum (POM) Cycle. Furthermore, the plan accounts for crucial external funding streams, such as the Inter-American Defense College Foundation Voluntary Fund.

Operating under the auspices of the OAS and functioning as the educational arm of the IADB, the IADC faces unique planning considerations that dictate its

approach to personnel, finance, and infrastructure. Crucially, the College does not charge tuition or rely on U.S. Department of Education Title IV funding. Instead, its financial structure is supported primarily by contributions from the U.S. Department of Defense and the OAS, requiring careful management due to the OAS's distinct legal and financial systems as an international entity. Infrastructure needs are largely handled by the Host Nation's support systems, specifically the US Army's Fort McNair Department of Public Works (DPW).

For an effective and efficient operation, there is a Human Resources Plan built around a flattened organizational model, which enhances flexibility and clear division of labor. This structure is essential for addressing persistent challenges such as high personnel turnover, reductions in host nation support, and unpredictable resource allocations. With approximately 50% of its staffing dependent on Voluntary National Contributions (VNCs), the College proactively manages potential inconsistencies in skills and backgrounds. The Personnel Division maintains early and continuous communication with OAS member states, actively working to ensure continuity by sourcing qualified replacements from different nations when needed.

Financially, the IADC is supported through a combination of OAS funding, host nation contributions, and in-kind support from OAS member nations. **The OAS provides about 2% of the total funding through the IADB, while the U.S. Department of Defense, via the Department of the Army, supplies the remaining 98% for academic curriculum, facilities, and U.S. staff and students.** The IADC also receives supplemental funding from various DoD and Department of State entities and can submit Unfunded Requirement Requests (UFR) for additional funding. The Program Objective Memorandum (POM) in the IADC Business Plan outlines fiscal planning for future years in accordance with Service Program Guidance (SPG) and Defense Planning Guidance (DPG).

The college also benefits from external funding sources, such as the Inter-American Defense College Foundation Voluntary Fund, which support conferences, seminars, and workshops. This comprehensive approach to resource management ensures that the IADC can effectively support its mission and strategic objectives, maintaining its status as a premier defense and security educational institution.

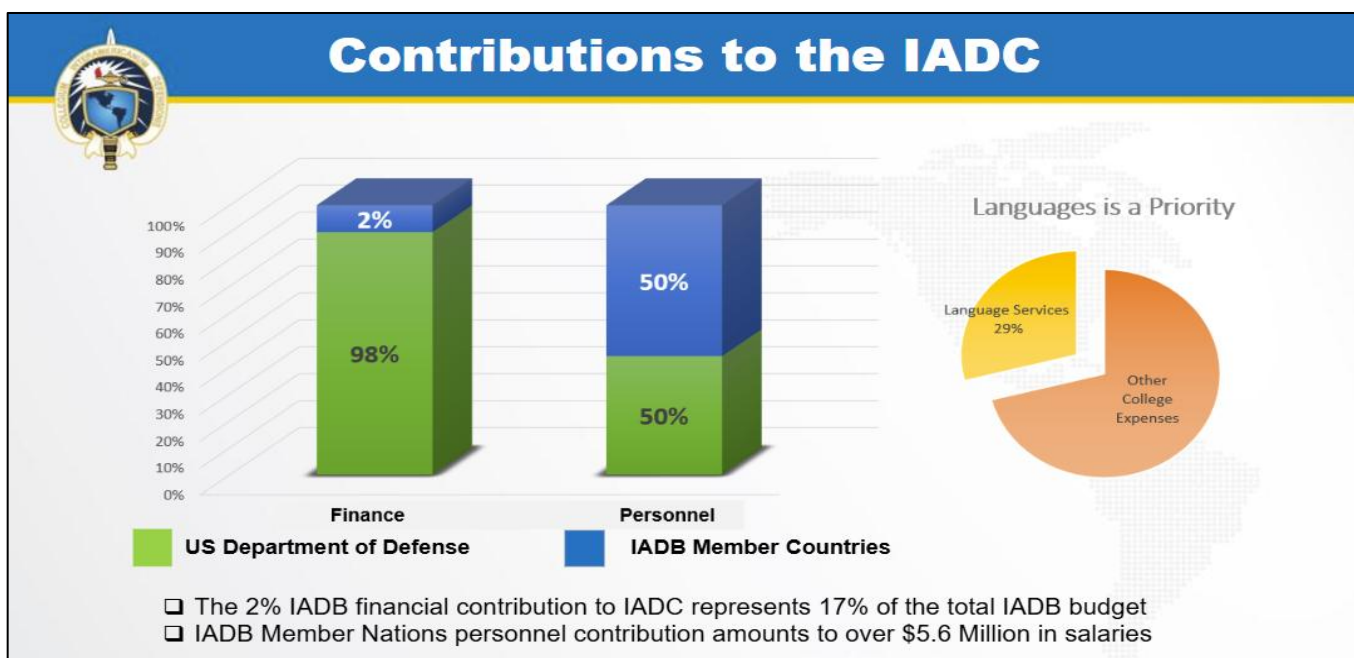


Table 1: Financial and Staff/Faculty contributions from IADB member nations, Source: IADC Master Brief, September 2025.

Concurrently with the revision of the Strategic Plan, the IADC will also be updating the Business Plan, aiming to release the plan in 2026 to align all resource allocation and operational strategies with the College’s updated vision.

G. Accreditation Updates

For an international organization like the IADC, which serves as a premier educational institution supported by OAS Member Nations, maintaining the highest standards in education quality is paramount, especially as it operates in the Host Nation. The College's multilingual environment, with faculty and staff operating daily in at least three languages (English, Spanish and Portuguese) and classroom instruction conducted in all four official OAS languages, underscores the complexity of its academic mission. The IADC has shown its exceptional quality by securing a permanent, non-expiring license from the District of Columbia’s Higher Education Licensure Commission (HELC) since 2019. This license signifies that the IADC is recognized as a valued partner in higher education, meeting the rigorous standards and expectations of the district government, and providing an essential foundation for its international academic standing.

The College's Middle States Commission for Higher Education (MSCHE) accreditation, which extends until 2028, further validates this commitment to quality. Achieving and maintaining MSCHE accreditation is an extraordinary accomplishment for the IADC, particularly when compared to MSCHE's portfolio of over 500 institutions. While most accredited institutions have faculty and staff numbering around 500, the IADC operates with a team of approximately 100 staff and faculty and cohort sizes of fewer than 70 students. This remarkable team effort and efficiency confirm that the College not only complies with the highest standards of higher education quality in the host nation but does so while successfully managing the unique administrative and multilingual demands of an international organization.

Full compliance and collaboration with HELC and MSCHE are top priorities for IADC. The Accreditation Division works as the primary liaison with external reviewers (E2A, EPR, HELC, and MSCHE), ensuring that new policies, processes, and projects align with the lofty standards, expectations, and best practices in higher education.

This division is also deeply involved in internal assessments to maintain these standards and often advises at the academic and institutional levels to promote continuous improvements and services for the member nations. The IADC adheres to the requirements of its governing board, and the Division meets quarterly with the IADB's College Commission in coordination with the IADB Liaison from the External Relations Department to keep delegations and other statutory members informed. This regular interaction ensures transparency and accountability, promoting trust and cooperation among all stakeholders.

Institutional and Academic Updates for 2025

The IADC has made significant advancements in its academic program in 2025, driven by commitment to data-informed decisions and continuous quality improvement. The Studies Department, in collaboration with its faculty, and the Institutional Effectiveness (IE) Department, spearheaded a comprehensive update of the academic program specifically for the 2025-2026 cohort. This effort was meticulously executed, integrating feedback from multiple sources: the structural recommendations of the 2023 External Peer Review (EPR), an in-depth analysis of five years of student surveys, and annual reviews conducted by the Academic Evaluation, Institutional Evaluation divisions, Curriculum Development Committee minutes of meetings, as well as external government and employer surveys.

This comprehensive review led to substantial program restructuring, which was

formally approved by the licensure Commission. The HELC approved a program of amendment focused on student-centric improvements. Key changes include the reduction of the total number of credits to create more "white space" for students to dedicate themselves to their own research and study. Furthermore, the College executed a strategic restructuring of core courses and electives, updated course content to reflect current strategic realities, and streamlined repetition across program aspects. These updates ensure that the IADC maintains the highest standards of academic excellence while enhancing student focus and flexibility.

H. External Peer Reviews

The IADC uses External Peer Reviews to validate its academic program and intended learning outcomes, ensuring students receive a high-quality education relevant to the defense and security field in the Western Hemisphere. These reviews critically examine the academic program's management, implementation, and overall alignment with the IADC's core mission and the strategic priorities of its member nations. They also review procedures for improving educational support services.

There are two distinct types of expert reviews, each performed biennially to allow sufficient time for analysis and execution of necessary changes:

External Review Processes

- 1. External Peer Review (EPR):** This process emphasizes a comprehensive institutional and program review anchored in accreditation standards (MSCHE compliant). The EPR focuses on foundational elements, ensuring the college meets established benchmarks for academic governance and quality assurance.
- 2. External Academic Advisors Process (E2A):** This review gathers subject matter experts in Inter-American Defense and Security from across the Western Hemisphere. The E2A analyzes the IADC program against current trends in the field, evaluating its relevance, currency, and connection to the hemispheric priorities of member nations.

Driving Action and Change

For effective continuous improvement, both external reviews suggest specific, feasible actions to address shortcomings and enhance current practices. After each review, the college community holds an After-Review Action Meeting with the leadership. This meeting is crucial for prioritizing recommendations based on the College's available resources, projected leadership turnover, and the immediate needs of its stakeholders. By staggering the reviews and carefully prioritizing the resulting suggestions, the IADC maximizes its capacity to implement meaningful change.

The college has shown a commitment to continuous quality improvement by utilizing two significant external reviews: the **2023 External Peer Review (EPR)** and the **2025 External Academic Advisors (E2A) Committee review**. The 2023 review, a comprehensive program assessment tied to accreditation standards (MSCHE), laid the foundation by addressing fundamental institutional and resource elements. The 2025 review represents a subsequent, deep dive into curriculum and learning effectiveness.

Foundational and Institutional Strengths (EPR 2023) 🏛️

The 2023 EPR focused primarily on institutional and structural foundations, aiming for compliance with accreditation standards. Following this review, the IADC made significant, long-term improvements to academic governance and resource management. The college strengthened academic leadership by establishing the Dean of Faculty position to provide direct faculty evaluation and robust academic oversight. It also enhanced faculty stability by securing authorization for longer-term contracts (1- to 3-years) and clarified professional roles by creating positions like the Chief of Research, allowing core faculty to concentrate more effectively on teaching and scholarship. Furthermore, the College significantly improved academic resources by ensuring full access to the National Defense University (NDU) e-collection through the new Learning Center and Library. These structural changes provided a stable and well-resourced platform for academic excellence.

Curricular and Strategic Effectiveness (E2A 2025) 💡

The 2025 E2A review built upon these foundational strengths by focusing on programmatic execution and strategic alignment with current hemispheric priorities. The review emphasized enhancing the practical utility of the curriculum, specifically commending the focus on developing student skills in writing effective policy papers and leveraging national power. It highlighted the value of group work and field studies

as essential components of experiential learning. At the same time, the review offered targeted suggestions for refinement, primarily focusing on optimizing the curriculum's structure. This included recommendations to limit the program to a maximum of four essential electives and to link the field studies to strategic thought more explicitly. The College is currently working to integrate these actionable priorities, along with the foundational changes from the EPR, into its updated Plan of Studies and Strategic Plan, ensuring its graduates are prepared as highly effective strategic advisors.

In summary, the 2023 EPR provided the necessary institutional stability and academic framework (stronger faculty roles, resources) for the program. The 2025 E2A review built upon this foundation by providing targeted, strategic feedback on the MS curriculum's content and delivery, ensuring the IADC's educational experience remains cutting-edge and directly supports the strategic advisory roles of its graduates. The College is currently consolidating all these improvements into its guiding documents updates.

II. Student demographics

IADC students are military officers (in the rank of Colonel or Lieutenant Colonel or their equivalent), National Police, diplomats, and civilian officials with similar levels of professional experience. By exception and with justification, officers may be accepted in the rank of Major, to meet the specificities of OAS member countries. Students are selected through a comprehensive selection process within their own countries before being nominated to attend IADC. They are typically identified as senior leadership in their ministry or agency.

The composition of IADC's student population is fundamental to establishing effective class dynamics and determining the College's success in serving its national stakeholders. Over recent years, IADC's student body diversity has increased in terms of governmental ministries, educational backgrounds, and gender. Establishing a diverse student body is a Strategic goal for IADC and essential in realizing the institutional vision.

Class 65 has 66 students from 19 countries, which represents an increase in the number of participating students and in the number of countries compared to last year's Class (51 students from 14 countries in Class 64). The breakdown consists of 50 (80%) military, 11 (15%) national police and 5 (5%) civilians.

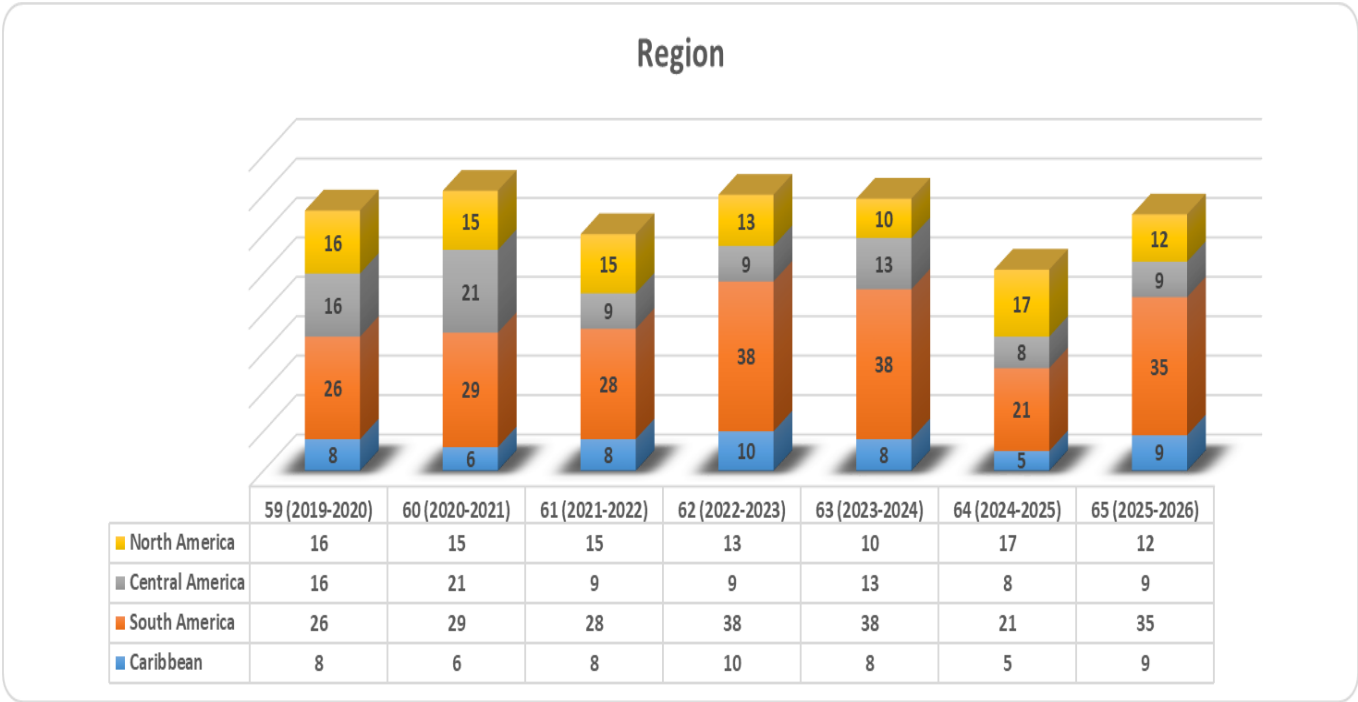
The IADC **includes** students from countries with different professional backgrounds, gender, and countries of the western hemisphere. Thus, the College sustains an important contribution from Argentina (4), Bahamas (1), Brazil (12), Barbados (1), Canada (1), Chile (4), Colombia (6), Dominican Republic (4), Ecuador (3), Guatemala (5), El Salvador (1), Honduras (1), México (3), Panama (2), Peru (6), United States (8), Spain (1), Haiti (2), and Jamaica (1).

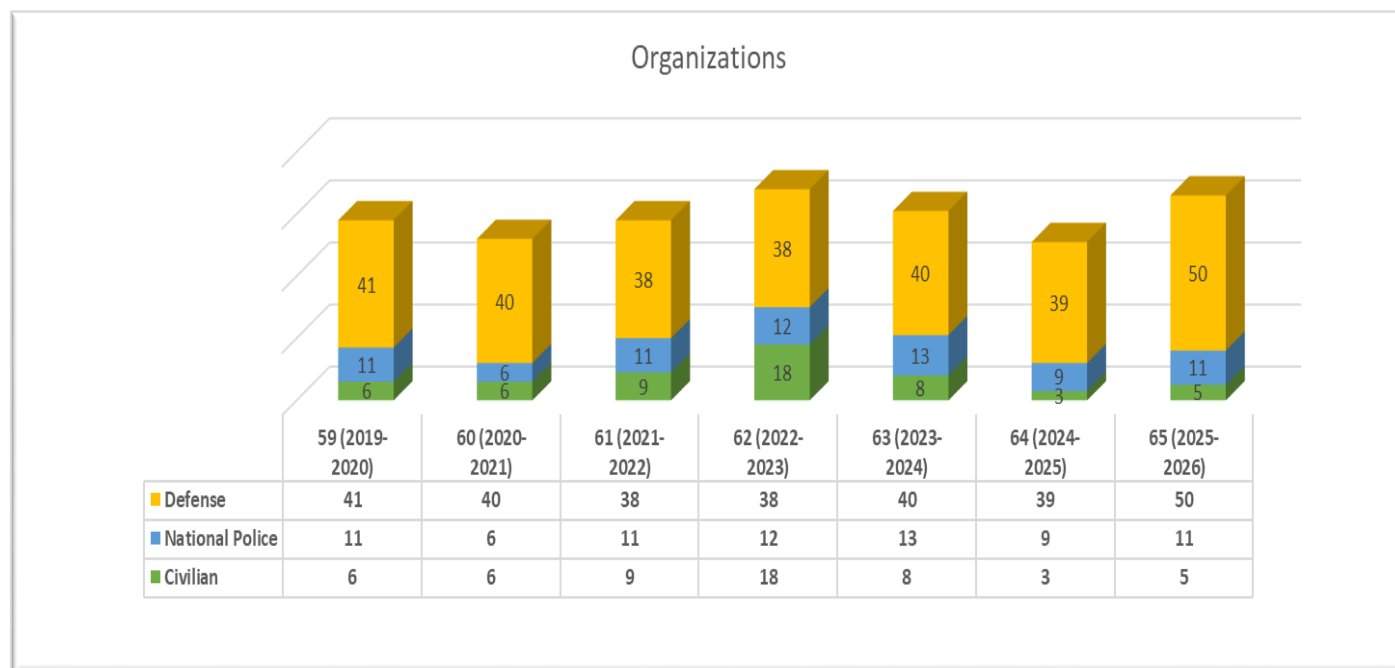
This year, the College offers an off-ramp option to the Diploma program for students that do not meet the admissions requirements for the master. A positive trend has emerged in which nations are increasingly nominating students that meet the requirements of the accredited master’s degree program in Inter-American Defense and Security.

A. Student achievement trends: gender/region/profession

The IADC's unique student selection process differentiates it from other accredited universities. Instead of open applications, students are nominated by their respective countries and must already be employed. This means that the traditional placement rate indicator, commonly used to measure program success, is less relevant in the IADC's context.

The IADC's placement target is 100%, and graduates typically remain with the same employers after graduation. Many alumni go on to serve as advisors at the IADC or IADB, or in senior positions within their respective national institutions.





B. Class 65: Current enrollment

The student population for the current cohort continues the trend and it is highly diverse. The academic community is thrilled to welcome a new student from Argentina once again. As a longstanding and valued partner in the hemisphere, Argentina's renewed participation in our program is a testament to the strength of our relationship. After a significant hiatus, it is truly gratifying to see Argentina represented among the diverse student body.

Class 65 (AY 2025-2026)

		Number of Countries	Students	% Students
<i>Countries</i>	South America	6	35	53%
	Central America	4	9	13.5%
	North America	3	12	18.5%
	Caribbean	5	9	13.5%
	Other	1	1	1.5%
	Total	19	66	100%
<i>Ministries</i>	Defense		50	80%

	National Police		11	15%
	Civilian		5	5%
	Other		0	0%
<i>Highest Education</i>	Bachelor's		23	35%
	Master's		39	59%
	PhD		4	6%
<i>Sex</i>	Male		58	88%
	Female		8	12%
<i>Experience</i>	>30		10	15%
	25-30		34	52%
	20-24		16	24%
	15-19		4	6%
	10-14		1	1.5%
	<10		1	1.5%

C. Level of student satisfaction

The overall analysis of the Class 64 Academic Program indicates a high level of student satisfaction, as evidenced by the validation of Course Learning Objectives (CLOs) and the positive perception of course quality, both in core and elective subjects. Academic performance indicators show consistent results, with all students passing their courses and most earning “Excellent” or “Very Good” grades, confirming the effectiveness of the teaching process.

However, areas for improvement were identified regarding time management and workload distribution. Discrepancies persist between the scheduled hours in the syllabi and the hours actually delivered, as well as imbalances in out-of-class work hours. These issues affect planning efficiency and workload distribution, requiring structural adjustments to enhance the learning experience for Class 65.

Additionally, end-of-program surveys reflect positive perceptions of the institution’s mission fulfillment (81%) and overall program quality (8.59), while highlighting weaknesses in timely academic feedback (62%) and translation accuracy. Continuous improvement in these areas, along with the strengthened web support—which showed significant quantitative progress—will be essential to maintain and enhance student satisfaction in future academic cycles.

III. Institutional Evaluation Snapshot

A. Employer/government satisfaction survey

The 2024 Government Survey Report yielded consistent feedback from OAS partners in their support of the IADC role. The survey results indicate a significant positive trend in the willingness of respondents to continue sending students to the IADC.

When comparing 2023 and 2024, survey data shows a continued increase in the government's willingness to send students to the Inter-American Defense College (IADC): in 2023, 80% of respondents indicated that they would continue to send students, which increased to 83% in 2024, reflecting steady growth in institutional confidence. However, while 20% of respondents in 2023 planned to increase the number of students sent, this proportion declined slightly to 17% in 2024, suggesting that

although basic commitment remains strong and is even improving, interest in expansion has moderated to some extent.

This pattern may be influenced by the overall decline in both the number of students (from 61 to 51) and participating countries (from 18 to 14) from Class 63 to Class 64, indicating that while the College maintains strong support, there are external factors that may be affecting student growth and international representation. Class 65 however saw an increase in the number of students to 66 from 19 countries.

Regarding participation in the IADC government survey, the number of countries responding to the government survey increased by 140% between 2023 and 2024 (from 5 to 12 countries), indicating growing regional commitment and interest in the institution's activities.

Despite the IADC's commitment to regional collaboration, the response rate to this survey, evidenced by the participation of twelve countries in the hemisphere, remains a constant challenge for increasing international engagement. This challenge persists, largely due to the high turnover of government representatives in OAS member countries, which hinders consistent communication and engagement. Therefore, the institution is committed to employing innovative strategies and creative tools to maintain and strengthen international collaboration.

B. Strategic Planning Committee Scorecard Rates per Department

The Institutional Assessment at the IADC is a thorough process. It tracks progress in meeting the Strategic Objectives (SOs) and Associated Objectives (AOs) in the Strategic Plan. This includes department reviews of key tasks, measures of performance (MOP), and measures of effectiveness (MOE). Periodic assessments of Organizational Climate occur through surveys of faculty, staff, and students. The Institutional Effectiveness (IE) Department plays a key role. It collects data from external stakeholders, including governments, employers, students, staff, and alumni. This data informs institutional improvements, focusing on Institutional Learning Outcomes (ILOs).

The Campus Effectiveness Plan (CEP) is a summarized assessment. It provides stakeholders, partner nations, accrediting agencies, and prospective students with an overview of institutional performance and program impact. The Strategic

Planning Committee (SPC), led by the Vice Director and supported by the IE Department, oversees the assessment process. Monthly reviews track completed tasks, and regular updates are sent to the IADC Director. The Director gives monthly progress reports to the IADB Council of Delegates (CoD). The Institutional Assessment aligns with the broader IADB Strategic Plan. The IADB CoD reports annually to the OAS on the performance of the three organs that make up the IADB.

The SPC, which includes multinational and interagency personnel, developed a framework. They refined the IADC's four Strategic Objectives (SO) and Associated Objectives (AO). They also created MOPs and MOEs in coordination with each Department Chief. A cumulative Strategic Plan Score Sheet gives feedback and recommendations for improvement at both departmental and institutional levels. This score sheet uses a simple stoplight grading system (red, orange, yellow, blue, and green). This system suits the IADC's multilingual, international culture. It ensures everyone can easily understand and act on feedback, promoting continuous improvement and excellence.

Examples of the MOP and MOE periodic reports are as follows:

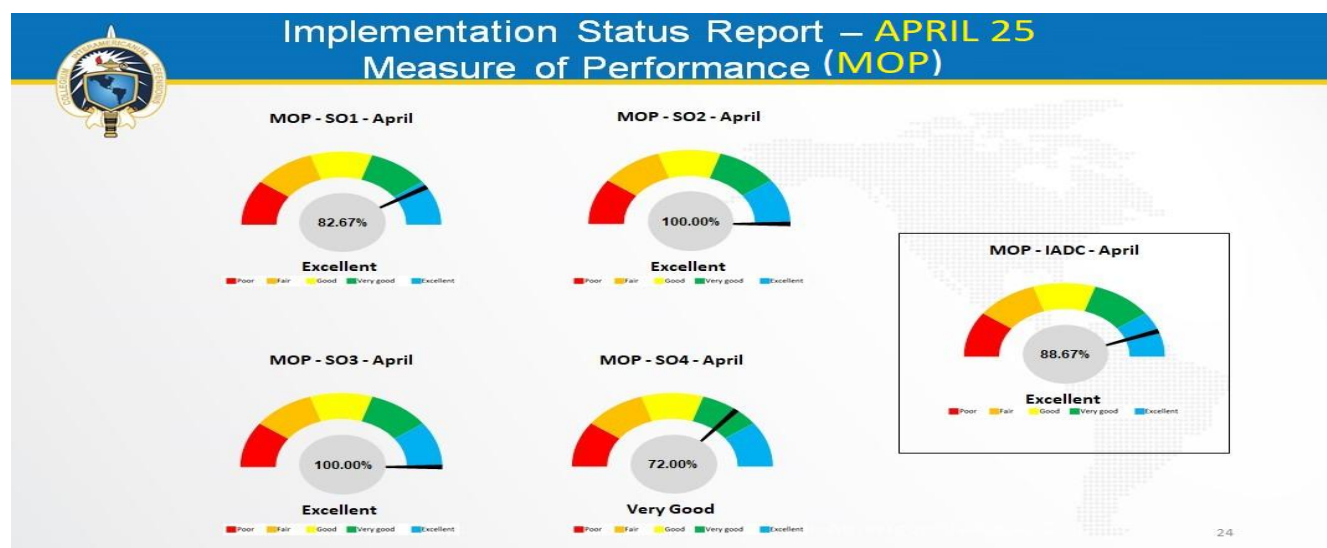


Figure 2 – example of cumulative IADC Measure of Performance (MoP) reported to SPC:

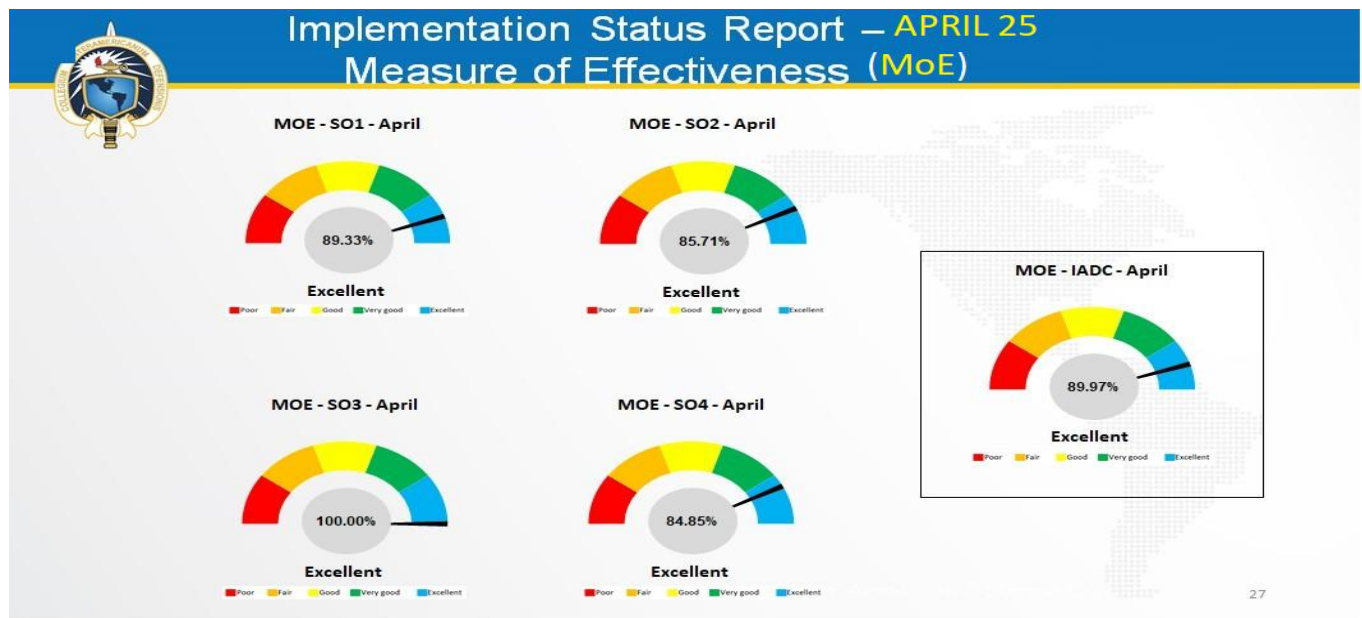
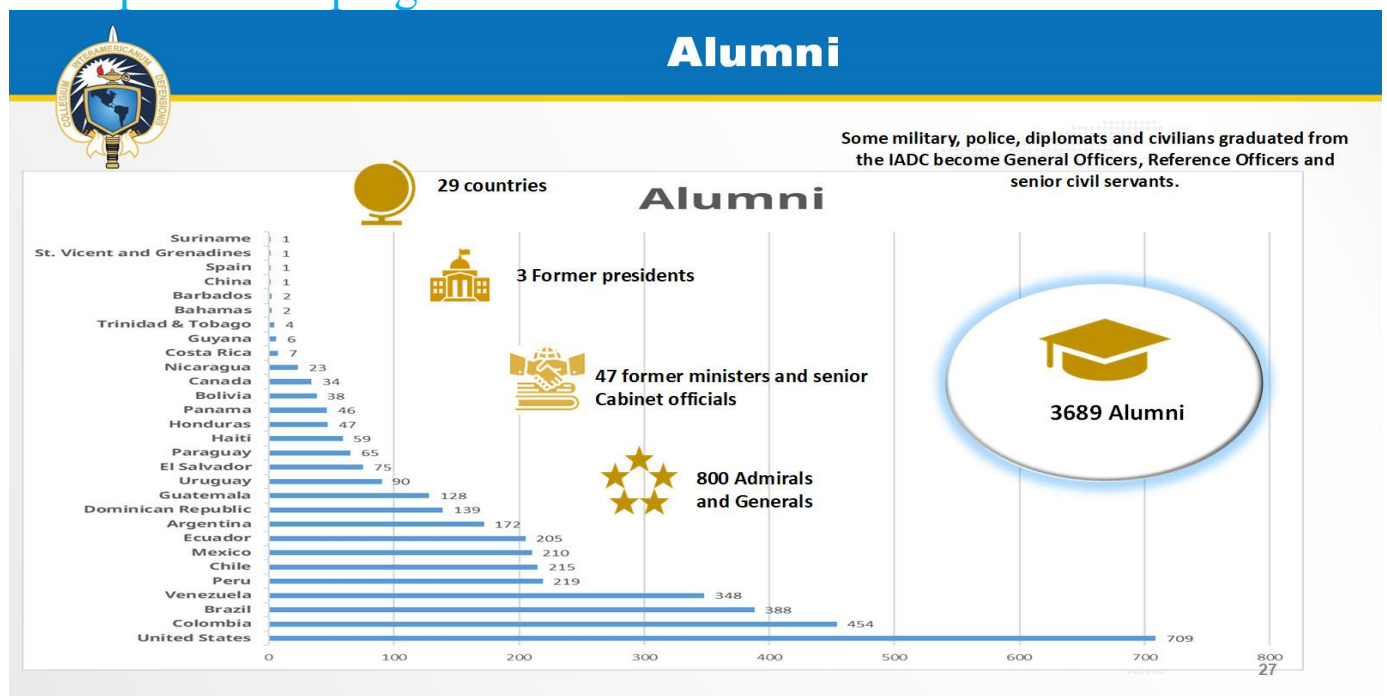


Figure 3 – example of cumulative IADC Measure of Effectiveness (MoE) reported to SPC:

Both MoP and MoE are linked to the building of Strategic Objectives and their Associated Objectives.

IV. Alumni and External Academic Outreach

A. Impact of the program



The IADC has a profound hemispheric impact in terms of leadership and strategic advisory in regional security and defense matters. In its more than 60 years of existence, it has consolidated its influence across the Western Hemisphere, reaching a significant number of graduates—3,689 as of Class 64.

The student demographic is distributed across 29 countries in the hemisphere that regularly send representatives to study at the IADC. Some of these countries allow their graduates to remain for a second year at the College, serving as Seminar Leaders, taking on roles as Mentors and Facilitators, thereby enhancing their training through teaching.

A notable statistic is that three IADC graduates have reached the Presidency of their countries, showing the influence of the IADC's academic program in the region and its strong emphasis on political leadership. Additionally, 47 of its alumni have held cabinet-level ministerial positions, with some even managing to reshape national policies and governance structures in their countries.

The impact of our program in the military sphere is also remarkable: more than 800 IADC graduates have attained the rank of General or Admiral, excelling in high-level military roles and establishing themselves as leaders in national and hemispheric defense, as well as specialists in regional strategic planning.

Other graduates have also distinguished themselves in police, civil, and diplomatic sectors, serving as strategic advisors within their respective governments. This trend reflects positively on the effectiveness of the IADC's academic program, which harmoniously complements and aligns with the Campus Effectiveness Plan. Evidence of this is the fact that each year, the IADC produces approximately 60 new strategic leaders in hemispheric defense and security who work together to maintain peace across the Americas.

Analyzing the 2024 Alumni Survey Report, published in July 2025 and based on cross-referenced data from three different cohorts (1 year, 5 years, and 10 years post-graduation), the results are truly promising. They show that the program's impact over time and the growing interest of countries in the hemisphere to collaborate with the IADC and fellow specialists from OAS member states continue to rise.

IADC alumni express their interest in seeing the program continue to evolve and expand its curriculum with current topics such as transnational crime, cybersecurity, negotiation, and civil-military relations. They also request more practical, multilingual, and multidisciplinary courses that offer diverse approaches and are better suited to the changing challenges of regional security.

The IADC program has had a positive impact on graduates' careers, strengthening their influence and capacity for cooperation between countries. Their learning has allowed them to grow professionally and contribute to collaborative work on complex problems such as corruption, migration, and organized crime.

The survey also shows a strong desire among graduates to remain connected to the IADC. A large group expressed interest in giving lectures (68%) and participating in the IADC foundation (64%), offering valuable support in sharing experiences and strengthening governance and institutional development.

B. Alumni network and activities

The IADC Alumni Program constitutes a fundamental pillar in the institution's hemispheric outreach and in fulfilling its academic mission of regional scope. Through active coordination with alumni chapters in various countries, the IADC strengthens its presence across the continent and consolidates collaborative networks that transcend borders.

Through the IADC Alumni Program, the institution promotes all initiatives aimed at fulfilling its institutional mission of keeping the bonds between graduates and the College alive, as well as fostering connections among the graduates themselves. To this end, each country establishes an alumni chapter whose leader coordinates directly with the Alumni Program all scheduled activities and meetings, as well as those proposed by the chapters or by the IADC leadership.

All these efforts are complemented by the organization of alumni events in each country visited by the College Commandant, MG Richard J. Heitkamp, who always reserves space in his hemispheric agenda to connect with IADC graduates and thus continue strengthening institutional ties at the regional level.

Additionally, the IADC has established the periodic practice of organizing special gatherings between the current class and its predecessor from ten years prior,

held since 2024 between Class 53 and Class 63, and more recently between Class 54 and Class 64. This initiative aims to be sustained over time as a mechanism to assess the College's impact on the professional and personal trajectories of its graduates a decade after completing the program.

However, the role of the Alumni Program is not limited to organizing events; it is also linked to the institution's strategic communications, through the drafting of quarterly newsletters that are distributed to the entire alumni network and also published on the institution's social media and digital platforms. This outreach is geared towards the broader security and defense community interested in the Western Hemisphere through the power of digital connectivity.

Furthermore, the Alumni Program, through other departments within the IADC's Directorate of External Relations, is also involved in coordinating meetings specifically organized for students and alumni who serve as Seminar Leaders. These are known as the "Circle of Friends," and they provide a space for recreation and engagement among students, staff, and their families, enabling more effective and planned interaction among all participants.

Following the reactivation of the IADC Foundation's activities, the Alumni Program provides institutional support and involves the Foundation in specific visits received by the IADC Commander, to showcase its initiatives and how they benefit the College. It also promotes the enrollment of new lifetime members and the sale of exclusive IADC merchandise and memorabilia, which the Foundation offers to fund its activities.

Finally, it is important to note that the Alumni Program has the authority to propose to the IADC leadership the inclusion of distinguished alumni in the IADC Hall of Honor. This represents one of the highest recognitions the institution bestows upon its graduates. This honor is reserved for alumni who have reached the rank of General, Admiral, Minister, Vice Minister, or Ambassador, and who have held positions of significance within their respective governments. Through this distinction, the IADC honors the legacy of leadership and service of its graduates, reaffirming its commitment to professional excellence and institutional impact across the hemisphere.

These actions carried out by the Alumni Program year after year reflect the enduring impact of the IADC in shaping hemispheric leaders and in articulating academic responses to regional challenges.

C. Research Division and Publications

The Research Division is in charge of coordinating ongoing research projects within the IADC community and publications covering a broad range of topics. We also support the IADC's journal, “*Hemisferio*”, which publishes internal and external research papers on Inter-American defense and security.

Our finalized and published research projects currently include:

- **Hemispheric Alliances and Maritime Safety on the High Seas:** This project analyzes the impact of unregulated offshore activities on the jurisdictional waters and coastal regions of the Western Hemisphere (focusing on the Atlantic and Pacific Oceans). It examines the role of international alliances and joint operations under international maritime law agreements in addressing these threats.
- **Guide to Best Practices in Maritime Security:** In collaboration with the Inter-American Defense Board (IADB), this project aims to create a comprehensive guide to best practices in maritime security for the Hemisphere, tailored to the needs of the IADB and its strategic partners.

In 2024–2025, the IADC Research Division successfully collaborated with the IADB to develop an Inter-American Guide of Good Practices on Maritime Safety and workshops. This key deliverable provides essential guidelines for the hemispheric community.

Educational Enhancement and Outreach

To enhance the educational experience and highlight the work of students and alumni, the Division:

- Sponsors the annual AUREUM Scriptor research competition, which awards and publishes outstanding student research articles.
- Participates in specialized thematic workshops organized by the Inter-American Defense Board, such as the Maritime Security Workshop, Conferences on Security and Defense Cooperation in the Americas, Disaster Cooperation Seminars, and Environmental Protection Conferences.

New Student Monograph Pilot Program

The Research Division is undergoing some changes this year to support a pilot program for a new monograph option in the elective seminar on individual research. Select students now can:

1. Work on a topic of their choice throughout the academic year.
2. Use the resulting monograph as the topic for their oral comprehensive exam.

V. Final reflections

The Class 64 program successfully met its planned objectives, with high student reception of its Course Learning Objectives (CLOs). The comprehensive curriculum—which includes workshops, core and elective courses, field studies, seminars, and crisis management exercises—provides students with a **well-rounded and interactive learning experience**. High average grades and positive student feedback validate the program's success and the IADC's ability to train future leaders for the Western Hemisphere.

The overall analysis of the Class 64 Academic Program confirms a high level of **student satisfaction** and consistently strong **academic performance**. All students passed their courses, with most earning "Excellent" or "Very Good" grades, confirming the effectiveness of the teaching process. Additionally, some countries allow their graduates to remain for a second year as Seminar Leaders, Mentors, and Facilitators, enhancing their training through teaching.

The IADC initiated several key changes for the continuous relevance and quality of its offerings:

***Comprehensive Academic Program Revision:** A thorough collaborative review of the program led to substantial, student-centric improvements approved by the Higher Education Licensure Commission (HELC). Key changes include reduced total credits to provide students with more "white space" for individual research and study, strategic restructuring of core courses and electives and updated course content to reflect current strategic realities and streamlined repetition across the program.

The IADC has reinforced its commitment to continuous quality improvement by also utilizing two significant external assessments: the foundational 2023 EPR (tied to accreditation standards) and the subsequent 2025 External Academic Advisors (E2A) Committee review, which provided a deep dive into curriculum and learning effectiveness.

***Strategic Planning and Alignment:** Recognizing the need for agility, the IADC community began a comprehensive revision of its strategic framework for a 2026 Strategic Plan.

***Student Feedback and Performance:** Student feedback indicates a high level of satisfaction and a positive perception of course quality and the Course Learning Objectives (CLOs). Academic performance indicators are consistently strong: all

students passed their courses, with most earning “Excellent” or “Very Good” grades, confirming the effectiveness of the teaching process.

*Student Engagement: The academic community was thrilled to welcome students from Argentina once again, a testament to the strength of this longstanding partnership. Some countries further enhance their graduates' training by allowing them to remain for a second year at the College, serving as Seminar Leaders, Mentors, and Facilitators.

*Alumni Impact: The 2024 Alumni Survey Report (published in July 2025), based on cross-referenced data from cohorts one, five, and ten years post-graduation, shows promising results. The findings highlight the program’s sustained impact over time and the growing interest of countries in the hemisphere to collaborate with the IADC and fellow OAS member state specialists. Furthermore, alumni expectations for distance education and online training rated at the top for prospective engagement with the college.

As a result, we identify both academic and institutional action items towards continuous improvement and alignment with hemispheric priorities:

A. Curricular Improvements (Program Structure and Content)

Priority Area	Action Item	Strategic Goal/Origin	Status/Timeline
Curriculum Structure	Elective Reduction: Revise the M.Sc. Plan of Studies to limit the number of available elective courses to a maximum of four essential options, enhancing programmatic specialization.	2025 E2A Recommendation	In Progress
Experiential Learning	Field Study Alignment: Explicitly redesign and integrate Field Studies modules to link directly with concepts of strategic thought.	2025 E2A Recommendation	In Progress
Programmatic Integration	Curricular Linkage Review: Conduct an internal audit to verify the explicit connection between all four key educational components: core courses, reduced essential electives, group work, and newly aligned strategic field studies.	2025 E2A/Program Alignment	Next Cycle Action

B. Institutional and Academic Continuous Improvements (Governance, Faculty, and Assessment)

Priority Area	Action Item	Strategic Goal/Origin	Status/Timeline
Institutional Stability	Resource Consolidation: Fully implement and secure enhanced faculty roles and academic resources.	2023 EPR Framework	Ongoing/Sustained
Programmatic Integration	Guiding Document Update: Consolidate all foundational changes (EPR) and strategic refinements (E2A) into the College's updated Plan of Studies, Class 66 Program and renewed Strategic Plan.	Strategic Alignment	In Progress
Strategic Planning/Renewal	Comprehensive Strategic Plan Renewal: Initiate a high-level review of the College's foundational guiding documents to ensure maximum contemporary relevance, including a current analysis of the geopolitical landscape, IADB priorities, and a revision of the Mission, Vision, and Strategic Objectives.	Next Campus Effectiveness Plan	Next Cycle Action
Assessment & Benchmarking	Strategic Advisor Skills Benchmarking: Develop a standardized assessment framework to measure the practical utility of core skills (e.g., policy paper writing, national power analysis) identified by the 2025 E2A review. This will establish baseline metrics for continuous improvement.	2025 E2A / Continuous Improvement	Next Cycle Action
Faculty Development	Faculty Development Program Refinement: Based on the strengthened faculty roles from the 2023 EPR, initiate a targeted professional development program focusing on advanced pedagogical techniques for facilitating complex experiential learning.	2023 EPR / Academic Quality	Next Cycle Action
Graduate Effectiveness	Graduate Impact Assessment: Establish a formal follow-up mechanism to track how	Continuous Improvement	Next Cycle Action

effectively graduates are utilizing their enhanced skills in strategic advisory roles within the hemisphere, feeding empirical data back into the next E2A review cycle.

The completion of these action items will ensure the College's educational experience remains relevant, updated and directly supports the strategic requirements of its graduates. Hence, the IADC's effectiveness is evident in its successful academic programs, comprehensive assessment processes, and proactive strategic planning. The institution's commitment to continuous quality improvement, stakeholder engagement, and alignment with the latest trends and mandates from the IADB and OAS ensures it remains a vital, dynamic, and relevant leader in Inter-American Defense and Security.

VI. References

Student Handbook Class 65

Student Achievement Metrics Report (5 year-trends)

IADC Master-Brief (September 2025 version)

Assessment and Review Process and Procedures Plan (ARP3) 2024

Alumni Survey Report 2025 (1-5-10 year after graduation program's impact)

Government Survey Report 2025

Note: Some sections of this report were reviewed and edited for clarity and conciseness using an AI model, but no changes have been made in the content.