

DRAFT
16 Jan 2015



STRATEGIC PLAN
2015-2018 &
FY15
ORGANIZATIONAL
PERFORMANCE
PLAN



ACQUISITION
LEARNING
FOR PROGRAM SUCCESS

Vision

Enabling the Defense Acquisition Workforce to achieve better acquisition outcomes, now and in the future.

Mission

Provide a global learning environment to develop qualified acquisition, requirements, and contingency professionals who deliver and sustain effective and affordable warfighting capabilities.

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A Message from Our President



This strategic plan starts with our over-arching goal – to improve acquisition outcomes. This goal is constant at DAU, and it's one we reach by providing the acquisition workforce with the world class training that it needs to meet the demands of an increasingly complex environment. We created a strategic plan for meeting that goal by listening first—listening to views, concerns, and ideas from all parts of DAU and from all parts of our stakeholder community. We then combined these important insights with analysis of the environment we work in, particularly the significant changes occurring in our budgets and in the demographics of the workforce we serve. The plan was then fleshed out in a large facilitated session that included leadership representing every part of DAU. The result is a strategic plan that in some respects is not new at all—it reflects and includes the outstanding products and services that DAU has long provided. However the plan gives us a new way to focus our efforts so that we can efficiently use our resources to provide the training that is most effective and most relevant for today's workforce.

The key element of the 2015-2018 Strategic Plan is our new Acquisition Learning Model (ALM). The ALM recognizes that we provide the workforce with three types of learning that are distinct, but supportive of each other. The first, Foundational Learning, gives the workforce long-term knowledge and habits of mind through structured learning in training courses, continuous learning modules, targeted training, and rapid deployment training. This learning is essential to the long-term success of everyone in the workforce. Workflow Learning, in turn, builds on Foundational Learning and helps the workforce succeed on the job every day by providing access to online acquisition resources and performance support tools. This type of learning will be particularly important to the new breed of acquisition worker. Finally, Performance Learning exploits high-impact opportunities to change acquisition outcomes by applying significant resources at critical moments for teams and the overall workforce. Performance Learning includes mission assistance, training for intact acquisition teams, support of the Acquisition Workforce Qualification Initiative (AWQI) and applied acquisition research. This third learning area is where our customers have told us there is growing demand, and where impact on acquisition outcomes is particularly profound.

As always at DAU, our strategic plan also must reflect alignment with our leadership. Alignment obviously includes supporting policy and initiatives, as we have vigorously done with the new DoD 5000.02, the Better Buying Power initiatives, and AWQI. Alignment

DAU must be ready to grow and adapt right along with the workforce by ensuring we have:

- ***Efficient*** processes
 - ***Relevant*** content
 - ***Depth*** of content
 - ***Currency*** in our faculty
-

also means hearing the signals that leadership sends about their understanding of the environment and their priorities for DAU. Our leaders and other external stakeholders have been clear that there are some characteristics that we must emphasize to succeed:

- **Efficient** processes that control our costs and provide the most cost-effective ways to deliver knowledge
- **Relevant** content through incorporating new lessons learned into our courses, tailoring content to needs, and delivering content when and where it is needed
- **Depth** of content by adding more material and exercises that go beyond “the process”
- **Currency** in our faculty so they understand the current environment and challenges

These are characteristics we are already improving with several initiatives:

- Deploying alternate delivery methods to include flipped classrooms with micro-video lectures
- Incorporating critical thinking learning objectives into our courses and deploying new courses with emphasis on case studies and practical exercises.
- Finding efficiency in everything from printing to buildings to work assignments
- Developing a “one-portal” for DAU’s Web-presence that enables ease of content discoverability and accidental learning
- Emphasizing Mission Assistance to immediately improve outcomes and also to give our faculty exposure to the most current problems and practices in the acquisition enterprise

We will continue these efforts and develop new ones over the coming months and years.

Recently, our strategic planning process was recognized as a best practice by the Council on Occupational Education. This is a compliment for a process that is now standard at DAU, demonstrating that we understand the importance of focusing our efforts to create the outcome we seek. The new strategic plan flows from the ALM, to create goals, objectives, and tasks for the organization, and keeps each of us, as members of the DAU team, focused on our customers and products. It will help us keep ahead of the changes in our environment and help us discover new opportunities to remain one of the world’s very best training organizations. The acquisition workforce and the warfighter deserve nothing less.



James P. Woolsey
President
Defense Acquisition University

A Solid Foundation for Strategic Planning

The long-range goals and current year performance measures established in this document provide the learning assets to support acquisition success and help them deliver effective and affordable warfighting capabilities. Our values, value proposition, and core capabilities form a solid foundation for our strategic planning.

Our Values

Our DAU values of alignment and teamwork, customer focus, performance excellence, and speed and agility form the basis for providing our customers the very best in acquisition learning and development. These values define how we approach our work and how we interact with our stakeholders, customers, partners, faculty, and staff. These values are not mottoes, but how we behave every day.

Alignment & Teamwork

We are a team aligned with our senior leadership. Through support, respect, and trust, we work together to meet our leaders' objectives.

Customer Focus

We are a customer-centric organization. We consider our customer's view in all we do, helping them succeed by maximizing their capabilities and preparing them to support the warfighter.

Performance Excellence

We pursue excellence in all we do and take pride in our efficiency, innovation, productivity, and accountability. We value professionalism, integrity, transparency, and quality.

Speed & Agility

We are proactive and anticipate requirements. We quickly deliver responsive products and services maintaining fiscal focus and responsibility.



Value Proposition—A National Inherently Governmental Resource

The work of defense acquisition is an inherently governmental responsibility. DAU's faculty and staff are expert, connected, agile, and trusted government agents. DAU is the one institution that touches every member of the Defense Acquisition Workforce throughout all professional career stages. The University provides a full range of basic, intermediate, and advanced certification training; assignment specific training; continuous learning modules; knowledge sharing resources; mission assistance; intact team training; and job-relevant applied research. We believe it is our duty to deliver quality products and services in the most effective and efficient way. Our efforts develop a qualified acquisition workforce through foundational learning, workflow learning, and performance learning, which when combined, result in more successful acquisition outcomes. As an inherently governmental resource, only DAU has the combined attributes of being a steward of the acquisition body of knowledge, staffed with skilled government expert practitioners, accredited and recognized world-wide for excellence, and possessing a strong trusted relationship with senior DoD leadership and Congress.

Steward of the Acquisition Body of Knowledge

DAU's curricula development expertise is unique in regard to design, content, and intimate understanding of the DoD acquisition environment. This facilitates the alignment of curricula to the career-long learning needs of the Defense Acquisition Workforce and rapid training on emerging defense acquisition policy initiatives.

In addition to delivering training in the classroom and online, DAU provides on-site consulting, customized training events, and a wide variety of acquisition-related learning resources that are available to the Defense Acquisition Workforce 24/7 in the workplace, at home, or on the go. These resources include online continuous learning modules, communities of practice, performance support tools, an acquisition knowledge repository, and the defense acquisition portal, which contains links to the latest acquisition policies and guidance.



Skilled Practitioners

Having held positions as highly-skilled field practitioners in both government and industry, DAU faculty and staff offer the workforce multifunctional, applied subject matter expertise. Collectively, they possess experience and expertise across DoD acquisition disciplines and are unique in their comprehensive knowledge of the DoD environment, business practices, and acquisition processes.

Training Excellence

DAU is accredited by the Commission of the Council on Occupational Education (COE). DAU also is internationally recognized by both the public and private sectors as a world-class training organization and frequently benchmarked by other training organizations.

Strong Relationships with DoD and Congressional Leadership

By providing high-quality and relevant training to the Defense Acquisition Workforce, DAU has earned the support and advocacy of senior Defense Leadership and Congress. This relationship ensures DAU learning products and services meet the needs of the acquisition community.

A Solid Foundation for Strategic Planning

Core Capabilities

As the primary training organization for the Defense Acquisition Workforce, DAU is committed to developing qualified acquisition professionals by fully engaging our students, both in the classroom and on the job. DAU is fully integrated in our learners' careers from the time they enroll in their first DAU course until they retire. The three domains of our Acquisition Learning Model—foundational learning, workflow learning, and performance learning—work together to enhance workplace performance, promote mission effectiveness, and help the Defense Acquisition Workforce achieve better acquisition outcomes.

Foundational Learning

Gives the workforce long-term knowledge and habits of mind

Training Courses

Training through classroom and Web-enabled courses using case-based instruction to develop critical thinkers and immersive learning technologies to simulate real-work experiences

Continuous Learning

Continuous Learning with self-paced, acquisition-relevant training modules, available 24/7, to improve job performance and help meet continuous learning requirements

Targeted Training / Rapid Deployment Training

Training targeted to an organization's unique needs and rapid deployment training focusing attention on specific DoD emerging initiatives

Workflow Learning

Helps the workforce succeed on the job every day

Knowledge Sharing

Knowledge Sharing through online knowledge resources such as the Defense Acquisition Portal (DAP), DAU Knowledge Repository and Acker Archives, ACQuipedia and the Acquisition Community Connection Communities of Practice

Performance Support Tools

Online tools such as the Program Manager's e-Tool Kit and Acquisition Requirements Roadmap Tool

Performance Learning

Exploits high-impact opportunities for teams and the overall workforce

Mission Assistance

Tailored to the customer's needs, mission assistance includes consulting, collaborative problem solving, and leadership development

Intact Team Training

On-demand training for MDAP/MAIS and Services acquisition program teams tailored to an organization's specific needs; examples include Program Startup and Acquisition Milestone Workshops, and Services Acquisition Workshops

Acquisition Workforce Qualification

On-the-job training qualification program centered on demonstrated performance of key acquisition competencies and job proficiencies

Applied Research

Applied Research on challenging acquisition topics to inform DoD acquisition policies and processes military departments

Executive Coaching

One-on-one support for acquisition executives via an experienced executive coach who serves as a mentor and sounding board on current activities and future objectives

Supporting Competencies

AT&L Business System

Tracks training accomplished by each workforce member and provides certification status by member, functional area, and component

4th Estate Director, Acquisition Career Management

Responsible for collaborating with defense agencies on all facets of career development and management

Mission Success

DAU has repeatedly demonstrated and been recognized for its success in providing a global learning environment. For example, in 2014, DAU earned reaffirmation of accreditation from the Council on Occupational Education with commendations in three areas, and we regularly earn recognition as a sector leader in the corporate training industry.

2014

- Earned reaffirmation of accreditation with commendations in three areas
- Best Overall Corporate University—Corporate University Best-in-Class (2006, 2002)
- Chief Learning Officer Learning Elite (2013, 2012, 2011)
- Annual Awards for Publication Excellence (Award of Excellence for AT&L Magazine) (2010, 2009)
- ELearning! Media Group's Learning! 100 Award (2013, 2012, 2011)
- Enterprise Learning! Excellence in Practice for Army/DAU Senior Service College Fellowship
- Federal Government Distance Learning Association (FGDLA) Eagle Award (2012)
- Brandon Hall Award for Measurement



2013

- Global Council of Corporate Universities Gold Award for Best Overall Corporate University
- Chief Learning Officer Editor's Choice Award for Learning Impact on Business
- International Coach Federation Prism Award

2012

- Chief Learning Officer Learning in Practice Gold Award for Learning Strategy

2010

- Brandon Hall Research Excellence in Learning Award for Best Use of Virtual Worlds for Learning
- Leadership Excellence—Best in Leadership Development (2009, 2008, 2007, 2006, 2005)

2009

- Chief Learning Officer Vanguard Award
- Chief Learning Officer Learning Team Award
- Silver Inkwell Award for Government Communications

2008

- Earned reaffirmation of accreditation with commendations in three areas

2007

- Computerworld 21st Century Achievement Award

2006

- Best Mature Corporate University—Corporate University Best-in-Class
- Best Virtual Corporate University—Corporate University Best-in-Class (2002)
- Corporate University Leader of the Year—Corporate University Best-in-Class (2002)

2004

- Ranked No. 1 Corporate University in America—American Society of Training and Development (2003)

Our workforce development capabilities are recognized as the best in class worldwide. [In 2013,] the Global Council of Corporate Universities awarded DAU its Best Overall Corporate University Gold Award, a distinction DAU earned in competition against universities from 19 other countries on five continents. This award is one of many that this university has received both regionally and globally.

—Hon. Katrina McFarland
Assistant Secretary of Defense
for Acquisition

DAU Organizational Commitment

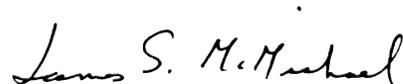
DAU's organizational structure, with centralized learning asset development and support, and decentralized delivery through our regional campuses, the Defense Systems Management College (DSMC), and the College of Contract Management (CCM) ensures responsive support for students and acquisition field organizations.



We are committed to working collaboratively with our senior leadership, faculty and staff, stakeholders and partners, and most importantly, our customers, to turn the Strategic Plan into a reality and ensure that we provide the products and services to develop qualified acquisition professionals.



James P. Woolsey
President



James S. McMichael
Vice President



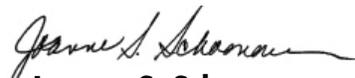
Joseph E. Johnson
Chief of Staff



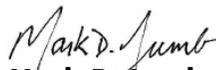
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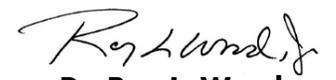
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Dr. Chris R. Hardy
Director, Strategic Planning and
Learning Analytics



Leo M. Filipowicz
Director, Operations Support Group



Margaret A. S. Hogan-Roy
Director, Human Resources
and Human Resources Advisor



Timothy D. Hamm
Director, Information Technology and
Chief Information Officer



CAPT Michael M. Hocker, USN
Senior Military Advisor



Robert L. Daugherty
Director, Acquisition Career Management
for the 4th Estate

“Defense acquisition is a human endeavor. And my view is that we may have focused too much on organizational structures, processes, compliance with policy, and oversight mechanisms, and not enough on providing people with the skills and incentives they need to succeed. ”

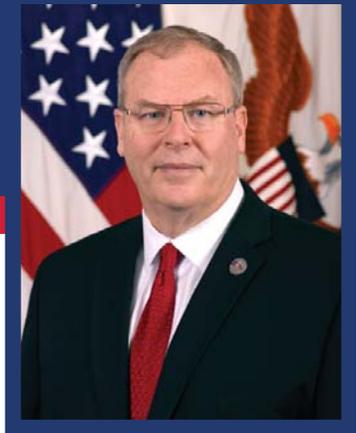
***Frank Kendall
Under Secretary of Defense for Acquisition,
Technology, and Logistics***

STRATEGIC PLAN 2015-2018



ACQUISITION
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Strategic Alignment



“Today, the Department of Defense faces the significant challenge of conducting long-term planning and budgeting at a time of considerable uncertainty—both in terms of the security challenges we face around the world and the levels of defense spending we can expect here at home,” says Defense Secretary, Chuck Hagel. This demands a different mindset for both government and industry managers. There are fewer resources, significant shifts in acquisition activities, and changes in the demographics of the Defense Acquisition Workforce. DAU has already tightened its belt with efficiency initiatives. In FY15 and beyond, DAU will continue with these initiatives and develop others.

As DoD looks for ways to support its warfighters with fewer resources, we expect to see fewer program starts and more modification/service life extensions. Additionally, there will be more emphasis on service acquisitions and business systems, and less on programs. DoD is also facing the potential retirement of almost 50 percent of its acquisition workforce in the next 10 years. In spite of the austere environment, DAU must be ready to rebuild professional knowledge and competencies, particularly in the fields of pricing, costing, contracting, and systems engineering.

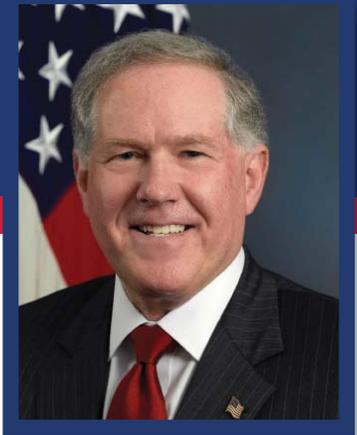
In May 2010, then-Defense Secretary Robert Gates announced his Efficiencies Initiative, aimed at reducing overhead and finding efficiencies within the force structure and modernization accounts. In response, the Under Secretary of Defense for Acquisition, Technology, and Logistics introduced the Better Buying Power Initiatives in September 2010. This guidance to the acquisition workforce, with its focus on doing more without more, is changing how DoD acquires systems, goods, and services. DAU was critical to ensuring the success of the Better Buying Power (BBP) 1.0 and 2.0 initiatives by training the Defense Acquisition Workforce on its content. We updated our curriculum, engaged with acquisition organizations in mission assistance activities, and provided rapid deployment training to ensure the Defense Acquisition Workforce fully understood how to apply the Better Buying Power initiatives on the job.

This year, DoD has again updated the Better Buying Power Initiatives with BBP 3.0. The progression from BBP 1.0 to 2.0 reflected a change in emphasis from specific “best practices” to an increased emphasis on helping acquisition professionals think critically and make better decisions as they confront the many, complex situations encountered in defense acquisition. In BBP 2.0 DoD emphasized professionalism and providing better tools to help the acquisition professionals in DoD make sound decisions. Our leadership also continued many initiatives from BBP 1.0 and made adjustments in some areas based on our experience and feedback from industry and government. BBP 3.0 continues the focus on continuous improvement with a new emphasis on initiatives that encourage innovation and promote technical excellence

The Better Buying Power initiatives and DoD Instruction 5000.02 will focus DAU’s efforts over the coming year. We will continue to ensure that the Defense Acquisition Workforce understands these critical initiatives and is equipped to successfully implement them.

“We must prioritize and make wise budget decisions to be good stewards of the resources entrusted to us by the Congress and ultimately the taxpayers. Together, we will improve the requirements and acquisition process to better manage the cost-effectiveness and ultimately maintain the dominance of our weapon systems.”

—**Hon. Robert Work**
Deputy Secretary of Defense



“At day’s end, workforce strengthening, rather than any new set of best practices or set rules, is the most effective way to improve defense acquisition.”

—Hon. Frank Kendall
Under Secretary of Defense
for Acquisition, Technology,
and Logistics



“People are at the core of the Defense Department’s Better Buying Power 2.0 acquisition program. Our people want, and the department needs, a professionalized workforce with the tools and training needed to be successful.”

—Hon. Katrina McFarland
Assistant Secretary of Defense
for Acquisition



Continue strengthening our culture of cost consciousness, professionalism, and technical excellence

BETTER BUYING POWER 3.0

ACHIEVE AFFORDABLE PROGRAMS

- Continue to set and enforce affordability caps

ACHIEVE DOMINANT CAPABILITIES WHILE CONTROLLING LIFECYCLE COSTS

- Strengthen and expand “should cost” based cost management
- Build stronger partnerships between the acquisition, requirements, and intelligence communities
- Anticipate and plan for responsive and emerging threats
- Institutionalize stronger DoD level Long-range R&D planning

INCENTIVIZE PRODUCTIVITY IN INDUSTRY AND GOVERNMENT

- Align profitability more tightly with Department goals
- Employ appropriate contract types, but increase the use of incentive type contracts
- Expand the superior supplier incentive program across DoD
- Increase effective use of Performance-Based Logistics
- Remove barriers to commercial technology utilization
- Improve the return on investment in DoD laboratories
- Increase the productivity of IRAD and CR&D

INCENTIVIZE INNOVATION IN INDUSTRY AND GOVERNMENT

- Increase the use of prototyping and experimentation
- Emphasize technology insertion and refresh in program planning
- Use Modular Open Systems Architecture to stimulate innovation
- Increase the return on Small Business Innovation Research (SBIR)

- Provide draft technical requirements to industry early and involve industry in funded concept definition to support requirements definition
- Provide clear “best value” definitions so industry can propose and DoD can choose wisely

ELIMINATE UNPRODUCTIVE PROCESSES AND BUREAUCRACY

- Emphasize Acquisition Executive, Program Executive Officer and Program Manager responsibility, authority, and accountability
- Reduce cycle times while ensuring sound investments
- Streamline documentation requirements and staff reviews

PROMOTE EFFECTIVE COMPETITION

- Create and maintain competitive environments
- Improve technology search and outreach in global markets

IMPROVE TRADECRAFT IN ACQUISITION OF SERVICES

- Increase small business participation, including more effective use of market research
- Strengthen contract management outside the normal acquisition chain
- Improve requirements definition
- Improve the effectiveness and productivity of contracted engineering and technical services

IMPROVE THE PROFESSIONALISM OF THE TOTAL ACQUISITION WORKFORCE

- Establish higher standards for key leadership positions
- Establish stronger professional qualification requirements for all acquisition specialties
- Strengthen organic engineering capabilities
- Ensure the DoD leadership for development programs is technically qualified to manage R&D activities
- Improve our leaders’ ability to understand and mitigate technical risk
- Increase DoD support for Science, Technology, Engineering and Mathematics (STEM) education

BETTER BUYING POWER 2.0

ACHIEVE AFFORDABLE PROGRAMS

- Mandate affordability as a requirement
- Institute a system of investment planning to derive affordability caps
- Enforce affordability caps

CONTROL COSTS THROUGHOUT THE PRODUCT LIFE CYCLE

- Implement “should cost” based management
- Eliminate redundancy within warfighter portfolios
- Institute a system to measure the cost performance of programs and institutions and to assess the effectiveness of acquisition policies
- Build stronger partnerships with the requirements community to control costs
- Increase the incorporation of defense exportability features in initial designs

INCENTIVIZE PRODUCTIVITY & INNOVATION IN INDUSTRY AND GOVERNMENT

- Align profitability more tightly with Department goals
- Employ appropriate contract types
- Increase use of Fixed Price Incentive contracts in Low Rate Initial Production
- Better define value in “best value” competitions
- When LPTA is used, define Technically Acceptable to ensure needed quality
- Institute a superior supplier incentive program
- Increase effective use of Performance-Based Logistics
- Reduce backlog of DCAA Audits without compromising effectiveness
- Expand programs to leverage industry’s IR&D

ELIMINATE UNPRODUCTIVE PROCESSES AND BUREAUCRACY

- Reduce frequency of OSD-level reviews
- Re-emphasize AE, PEO, and PM responsibility and accountability
- Eliminate requirements imposed on industry where costs outweigh benefits
- Reduce cycle times while ensuring sound investment decisions

PROMOTE EFFECTIVE COMPETITION

- Emphasize competition strategies and creating and maintaining competitive environments
- Enforce open system architectures and effectively manage technical data rights
- Increase small business roles and opportunities
- Use the Technology Development phase for true risk reduction

IMPROVE TRADECRAFT IN ACQUISITION OF SERVICES

- Assign senior managers for acquisition of services
- Adopt uniform services market segmentation
- Improve requirements definition/prevent requirements creep
- Increase use of market research
- Increase small business participation
- Strengthen contract management outside the normal acquisition chain - installations, etc.
- Expand use of requirements review boards and tripwires

IMPROVE THE PROFESSIONALISM OF THE TOTAL ACQUISITION WORKFORCE

- Establish higher standards for key leadership positions
- Establish stronger professional qualification requirements for all acquisition specialties
- Increase the recognition of excellence in acquisition management
- Continue to increase the cost consciousness of the acquisition workforce - change the culture

DAU Strategic Planning Process

Our strategic planning process is performance-based and does not stop with the publishing of the Strategic Plan. It is an end-to-end planning process that encompasses performance measurement, budgeting, and contribution-based employee evaluation systems. It includes the following products:

- **Strategic Plan**, which contains the mission, vision, goals, objectives, measures, and outcomes. It covers 3 years but is updated annually as a living document.
- **Organizational Performance Plan**, which has measurable performance tasks for the current year in support of each strategic goal.
- **Organizational Performance Assessment**, which shows the actual versus planned accomplishments for the year as well as progress on long-term measures for each goal of the Strategic Plan.
- **Annual Report**, which provides DAU's customers and stakeholders with our achievements for the preceding year.
- **Performance-based individual contribution plans**, which are used for both our faculty and staff.

Each year, DAU reviews, updates, and validates our strategic goals, objectives, and measures. The Director of Strategic Planning/Learning Analytics is responsible for leading this effort. He engages the participation of faculty and staff from across the University in this review. The review process begins with an analysis of organizational strengths, weaknesses, opportunities, and threats (SWOT). (The results of the SWOT are shown on

page 18.) This is based on an environmental scan which identifies: 1) changes in DoD warfighting and acquisition environment; 2) advances in learning and development approaches; 3) major shifts in technology, market, competition, or regulatory environment; and 4) long-term organizational sustainability. Areas for improvement/focus are determined through leadership reviews of mission/operational performance, customer satisfaction ratings, stakeholder inputs, climate survey results, and annual performance plan task accomplishments. Updates to the Strategic Plan are presented to the Strategic Planning Council (SPC) (membership consists of DAU's senior leadership team) and reviewed by our Board of Visitors prior to final approval by the SPC.

In alignment with the strategic goals, separate performance tasks to be accomplished during the year are defined in the DAU Organizational Performance Plan. These tasks are projects headed by a project manager. Performance targets with specific outcomes/output measures and indicators of success are embedded within each task, and define progress toward achieving the objectives.

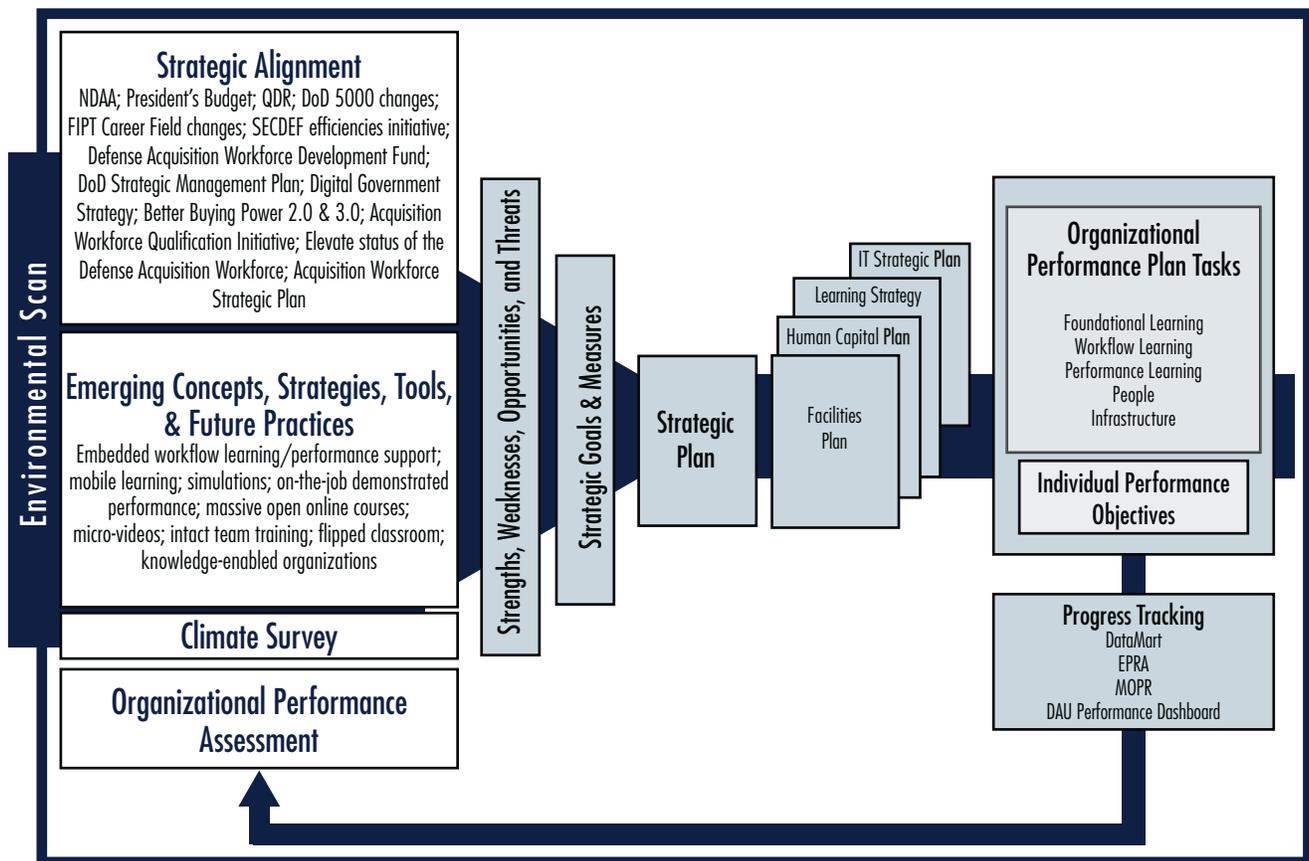
Our progress toward meeting our strategic goals and fulfilling our mission is measured and reported regularly. DAU has adopted an online enterprise-wide performance measurement tool, the DAU Performance Dashboard, (<https://clo.dau.mil>), which we use to set baselines, manage tasks, and analyze results. This dashboard, available to all managers, tracks progress of the performance tasks that support each strategic goal. DAU conducts a triannual Enterprise Performance Review and Analysis (EPRA) to review progress for all annual

performance tasks as well as long-term measures for the strategic goals. This enables management to make resource allocation decisions in the context of past results and allocate or reallocate resources as appropriate. All of our decisions are data-driven. Progress toward achieving each strategic goal is also assessed using a select number of key long-term measures. Long-term goal performance and current year task performance are documented in our annual Organizational Performance Assessment. Results are reviewed and incorporated as necessary into the next update of the Strategic Plan.

DAU's contribution-based employee evaluation systems ensure that each employee is focused on contributing to the execution of our mission and the accomplishment

of the performance tasks, and ultimately, focusing on the goals of the organization. Individual objectives are set based on the Strategic Plan and Organizational Performance Plan. In the end, employee rewards are tied to specific contributions toward accomplishing DAU's performance goals.

Our strategic planning process has been recognized as a best practice and is DAU's engine for change and transformation. The entire process is a deliberate, planned, measured, iterative, and integrated cycle that continuously moves DAU toward its organizational goals and vision for the workforce.



Strengths, Weaknesses, Opportunities, and Threats Analysis Results

STRENGTHS

- Ability to execute an Integrated Acquisition Learning Model that imparts the acquisition body of knowledge through a variety of learning approaches
- Deep knowledge and real-world acquisition experience
- Innovative use of technology for learning delivery, business systems, and curriculum development
- Ability to work directly with programs and service acquirers to help them succeed and to keep our knowledge current
- Collocation with major customers
- OSD support; alignment with key stakeholders
- International recognition as a learning sector leader
- Low cost per learning hour delivered

OPPORTUNITIES

- Better Buying Power Initiatives, including emphasis on workforce professionalism (acquisition workforce qualification initiative, etc.)
- Demand for mission assistance and team training including service acquisition, program transition, and event-driven workshops
- Demand for training in the non-acquisition workforce, including services and requirements professionals
- Demand for cyber-security training and acquisition training for information technology
- New tools for Web-based information gathering and distribution, including social media
- New tools for quick creation of informal learning assets
- Ability of faculty and staff to create new learning assets and methods of delivery
- Applied research and its impact on acquisition outcomes
- Comprehensive learning analytics

WEAKNESSES

- Speed of curricula development
- Ad-hoc web presence that is confusing to customers (Too many separate web entry points and interfaces – not easy to navigate and rapidly find needed information.)
- Limited ability to infuse new talent into faculty and staff because of budget constraints
- Perception that our faculty lack acquisition recent experience
- Analysis of the effectiveness of training primarily focused on Kirkpatrick Levels I/II; insufficient analysis of Kirkpatrick Levels III and IV assessments

THREATS

- Changing demographics in the acquisition workforce
- DoD budget constraints and instability making training an easy target for budget cuts or outsourcing
- Perception that instruction is too process-oriented
- Perception that course development is slow and cumbersome
- Perception that training does not improve program outcomes
- Loss of key talent
- Complacency caused by both international recognition for excellence and long-standing leadership support

Strategic Planning Integrated Product Team

During the 2014 Mid-Level Managers' Meeting and the Senior-Level Managers' Meeting, the participants were provided with a professional development exercise in Strategic Planning. The input from these two groups was provided to an Integrated Product Team (IPT) comprised of senior managers, with each manager assigned to a goal. We then recruited faculty and staff volunteers from all regions and headquarters to serve on Goal Teams. Each team reviewed their goal, objectives, and strategic measures; created objectives with 3-year milestones; and developed performance tasks with measurable targets for FY15. The participation of faculty and staff in this process provides DAU with valuable operational perspective and gives them a better understanding and ownership of the plan they will have to execute.



Goals 1 and 2: Michael Jimerson (CCM) Pam Gouldsberry (LCIC), Hans Jerrell (MA/KR), Mike Lacroix (MWT), Joanne MacDonald-Morrow (WST), Ralph Mitchell (STH), Sterling Mullis (CNE)

Goal 3: Rob Tremaine (WST) lead, Julie Bailey (LCIC), Scott Fouse (STH), Vance Gilstrap (CNE), Lois Harper (WST), Sean Herr (DSMC), Joanne Schoonover (DSMC), Bob Spangler (MA/KR), Joe Veneziano (MWT)

Goal 4: Syl Hubbard (MWT) lead, Judith Bayliss (LCIC), Anne Bauman (PRS), Damon Ingram (HR), Roberto Reyes (HR), Mary Greiner (HR), Sam Parks (S)

Goal 5: Crystal Calloway (PRS) co-lead, Mike Hocker (LCIC) co-lead, Brian Brodfuehrer (DSMC), Sal Fazio (MWT), Christen Goulding (PO), Lois Harper (WST), Mike Lambert (SPLA), Nathan Luis (OPS), Katherine Miglin (DSMC), Luis Ramirez (LCIC), Anthony Rotolo (LCIC), Brenda Sedlacek (PRM), Rich Vigue (OPS), Steve Wade (OPS), Susie Wallace (MAT)

Mission and Vision

Mission

Provide a global learning environment to develop qualified acquisition, requirements, and contingency professionals who deliver and sustain effective and affordable warfighting capabilities.

Vision

Enabling the Defense Acquisition Workforce to achieve better acquisition outcomes, now and in the future.

Our mission statement—Provide a global learning environment to develop qualified acquisition, requirements, and contingency professionals who deliver and sustain effective and affordable warfighting capabilities—clearly requires us to provide the award-winning certification training that DAU is known for. For these professionals to be truly successful, our mission statement also requires our global learning environment to serve them well beyond their last certification class, as it does today with learning assets such as knowledge sharing and mission assistance.

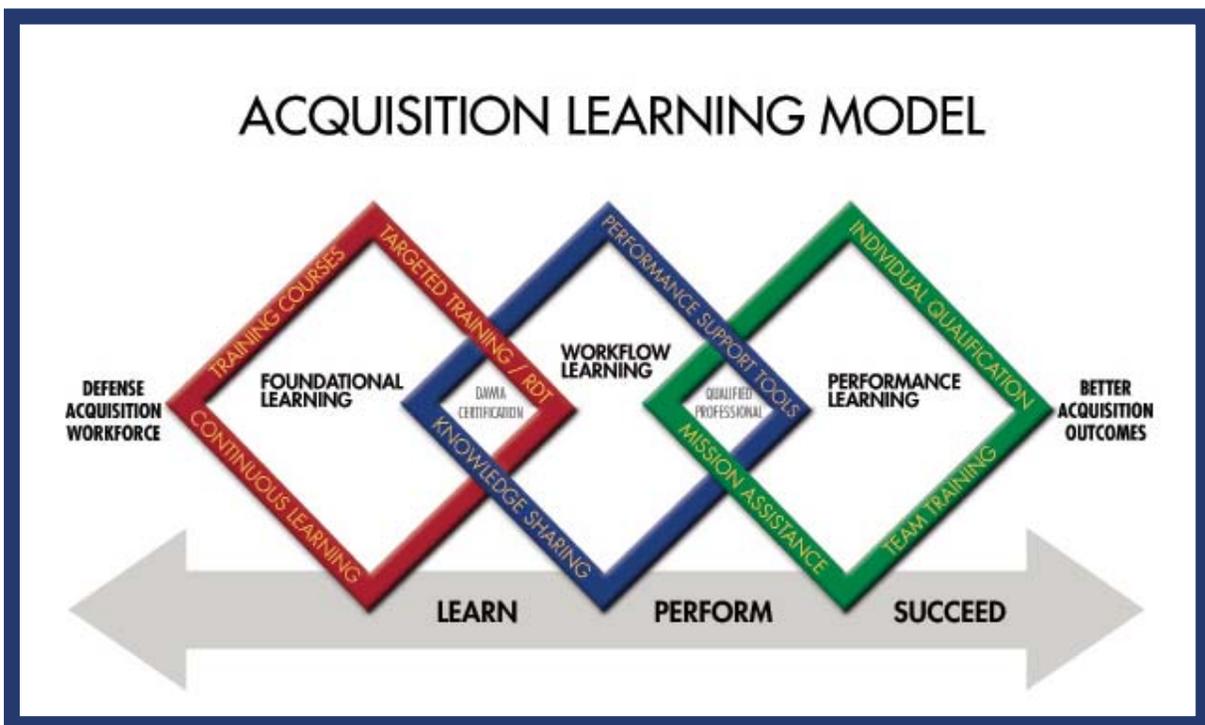
Our vision—“Enabling the Defense Acquisition Workforce to achieve better acquisition outcomes, now and in the future” adds the element of time. Our awards and accolades show that we are very successful in the now. Our vision is to continue to be successful in the future by improving all three domains of our new Acquisition Learning Model, and integrating those domains to create the best possible learning environment.

Foundational Learning gives the workforce long-term knowledge and habits of mind. We will continue the exceptional structured learning that we are providing for the workforce—there is simply no comparable way for professionals to learn about our complex acquisition system and to gather advanced skills. This learning will be increasingly enhanced with the rapid insertion of new information and best practices to keep the content relevant and engaging. It will include even more exercises that promote critical thinking, team-building, and problem solving in ambiguous situations. It will be informed by what our mission assistance teams are discovering in Performance Learning, as they help acquisition teams solve real-world problems. It will be increasingly connected to Workflow Learning, by using those assets in the classroom and in distance learning courses, and also by introducing students to our online assets so that they are encouraged to use them throughout their careers. Students will continue to leave our courses informed, challenged and armed with the tools they’ll need to succeed.

Workflow Learning helps the workforce succeed on the job every day. We have the opportunity to help the workforce even long after they've completed their certification training, and Workflow Learning will be a primary means for doing so. Our future Web-presence will be a place where workers go for the information they want and need. Our Web-presence will be rich in content that supports and reinforces foundational learning, updates knowledge with best practices, and provides a wide variety of perspectives. The future acquisition professional will go there to find a resource they remember learning about in a DAU course, and now need. While they're on our Website, they will accidentally learn about breaking news or find a new insight in their field or in the more global challenges of acquisition. Our Web-presence will be interesting, engaging, and easy to use. Our market will be 150,000 devices out there that should have DAU.mil on their favorites list, or saved as their homepage.

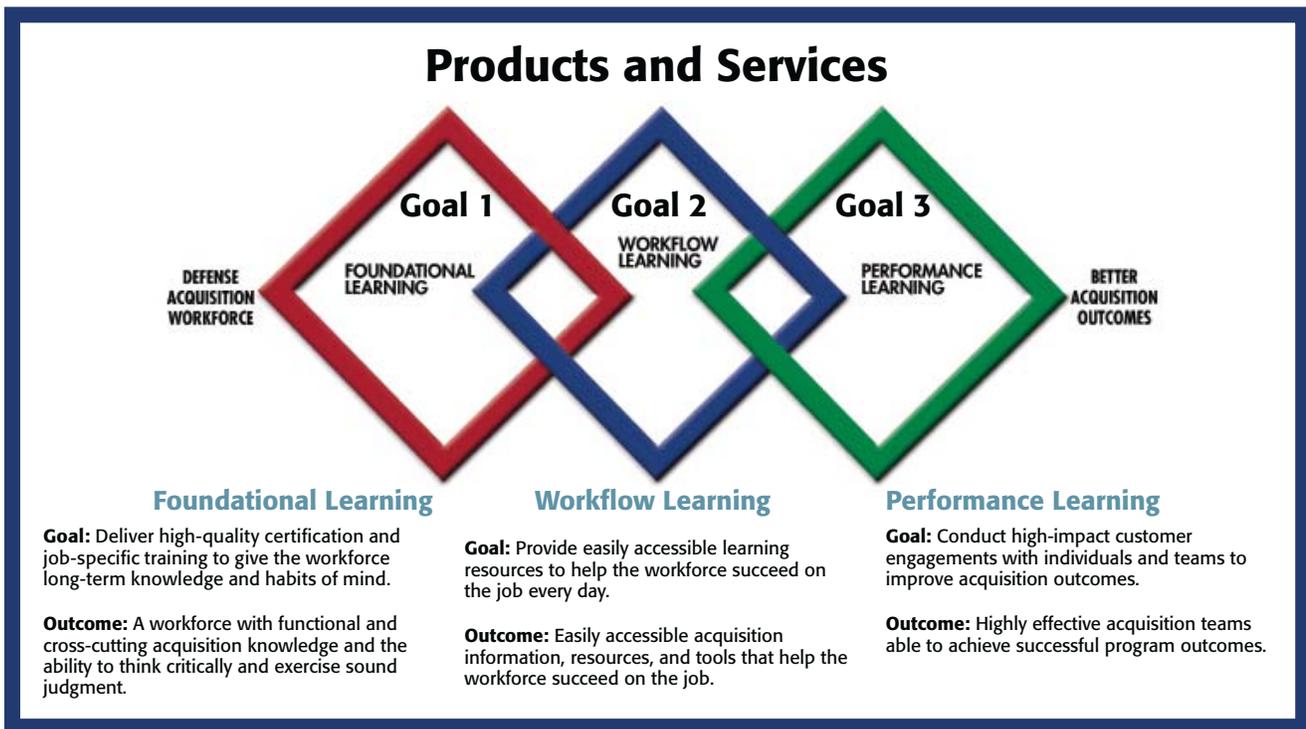
Performance Learning exploits high-impact opportunities for teams and the overall workforce. We will increase our presence in the acquisition environment by doing more mission assistance to programs and teams at critical junctures. Our stakeholders tell us now that this work has great and immediate impact. We'll make more people aware of our ability to help, and improve even more outcomes. In the process, our faculty will be continuously exposed to contemporary acquisition problems and solutions, and will bring this knowledge back to the classroom, and turn it into workflow learning assets for the benefit of the entire workforce.

The future DAU will still be known for exceptional structured learning that the workforce needs to thrive in an increasingly complex environment, but it will also be increasingly known as the place to go for information you need as you do your job, and as someone you can call when you need help with your program, your organization, or your service acquisition. In short, DAU will be there to help you achieve better acquisition outcomes throughout your career.

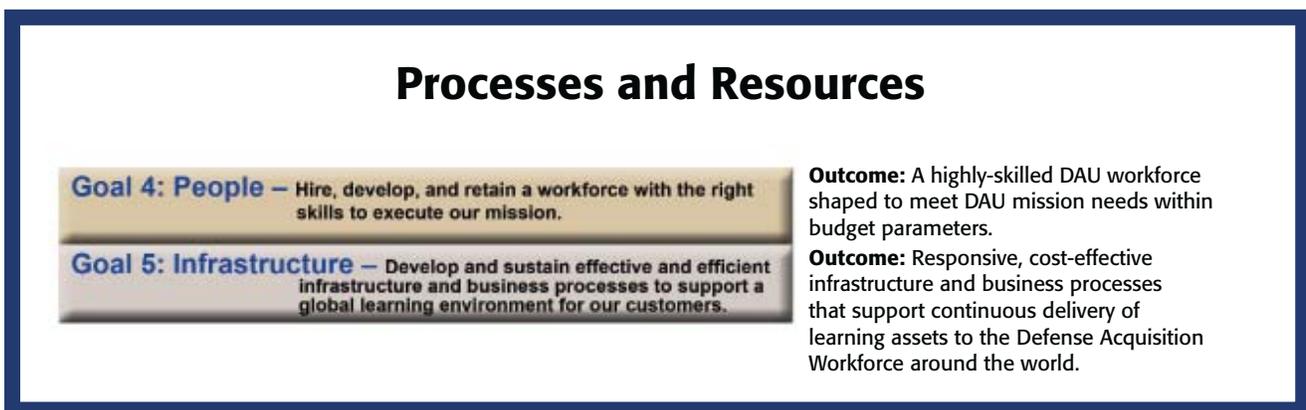


Strategic Goals

DAU’s strategic goals are focused around the three elements of the ALM—foundational learning, workflow learning, performance learning—plus the supporting areas of people and infrastructure that are necessary to deliver our products and services. The objectives and tasks within each goal drive the overall goal outcome.



Goals 4 and 5 below are focused on the business processes, and human capital and infrastructure resources we need to effectively deliver our learning assets.



When achieved, all these outcomes together will **improve acquisition workforce professionalism in a constrained DoD resource environment** and ultimately move us closer to achieving our vision of enabling the Defense Acquisition Workforce to achieve better acquisition outcomes, now and in the future.



Vision

Enabling the Defense Acquisition Workforce to achieve better acquisition outcomes, now and in the future

Goal 1 - Foundational Learning

Deliver high-quality certification and job-specific training to give the workforce long-term knowledge and habits of mind.

Training courses (classroom/distance learning), continuous learning modules, targeted training, and rapid deployment training (RDT) provide the workforce with critical skills and abilities and provide the foundation for success on the job.

Objectives	Measures
1. Deliver high-quality and relevant foundational learning assets which promote critical thinking. Leverage innovative practices in delivery and enabling technologies.	<ul style="list-style-type: none"> • Achieve MtM at or above MtM benchmark standards for Classroom and DL courses. • Conduct Level IV interviews with at least 15 percent of graduates and supervisors for executive courses. • Ensure curriculum is certified annually by functional leaders for currency and relevance. • Increase and emphasize critical thinking skills throughout the curriculum.
2. Improve the speed-to-market and cost-effectiveness of developing and delivering foundational learning assets.	<ul style="list-style-type: none"> • Update curriculum within 120 days of final approval of policy / regulation / law or identification of a gap. • Reduce average course development time by 10 percent over FY14 baseline. • Deliver online RDT within 48 hours of policy release and on-site training within 60 days. • Maintain cost per hour of learning at or below industry-wide standards. • Variable cost per classroom day per student (TBD)
3. Increase from previous year the percentage of Level II and Level III workforce members that have fulfilled the training component of their certification requirement.	<ul style="list-style-type: none"> • Provide DAWIA training capacity for 70% or above for annual component training requirements. • Provide capacity sufficient to meet projected student certification needs. • 80% of the annual Classroom offerings conducted will have a waitlist of under 6 per offering of P1 and P2 students.

Expected Outcome

A workforce with functional and cross-cutting acquisition knowledge and the ability to think critically and exercise sound judgment

Objectives / Measures		FY15 Tasks	FY16	FY17	FY18
<p>1.1 Deliver high-quality and relevant foundational learning assets which promote critical thinking. Leverage innovative practices in delivery and enabling technologies.</p> <ul style="list-style-type: none"> Achieve MIM at or above MIM benchmark standards for Classroom and DL courses. Conduct Level IV interviews with at least 15 percent of graduates and supervisors for executive courses. Ensure curriculum is certified annually by functional leaders for currency and relevance. Increase and emphasize critical thinking skills throughout the curriculum. 	1.1.1	Incorporate should-cost content in ACO/PM curriculum.	Continue with updates as required by policy and DoD guidance.	Continue with updates as required by policy and DoD guidance.	Continue with updates as required by policy and DoD guidance.
	1.1.2	Develop and field major revision to IT curriculum (IRM 101, IRM 202, SAM 301 and IRM 304).	Continue to incorporate new policy into curriculum as policy becomes available.	Continue to incorporate new policy into curriculum as policy becomes available.	Continue to incorporate new policy into curriculum as policy becomes available.
	1.1.3	Support the new Level I - III Small Business certification standards by developing new courses.	Support the new Level I - III Small Business certification standards by completing remaining course developments/revisions.	Deploy Small Business Certification courses and conduct maintenance and/or revise as required.	Deploy Small Business Certification courses and conduct maintenance and/or revise as required.
	1.1.4	Deploy revised LOG 200 Product Support Strategy Development course.	Assess effectiveness of LOG 200 and conduct maintenance as required.	Assess effectiveness of LOG 200 and conduct maintenance as required.	Assess effectiveness of LOG 200 and conduct maintenance as required.
	1.1.5	Deploy revised LOG 235 Performance Based Logistics course.	Assess effectiveness LOG 235 Performance Based Logistics and conduct maintenance as required.	Assess effectiveness LOG 235 Performance Based Logistics and conduct maintenance as required.	Assess effectiveness of LOG 235 Performance Based Logistics and conduct maintenance as required.
	1.1.6	Deploy revised LOG 340 Life Cycle Product Support course.	Assess effectiveness of LOG 340 Life Cycle Product Support course and conduct maintenance as required.	Assess effectiveness of LOG 340 Life Cycle Product Support course and conduct maintenance as required.	Assess effectiveness of LOG 340 Life Cycle Product Support course and conduct maintenance as required.
	1.1.7	Deploy revised ENG 101, 204, 205, and 301.	Develop and field ENG 260 course.		
	1.1.8	Deploy revised PQM 301.	Develop and field revised PQM 101 and 20X.		
	1.1.9	Update ACQ 201 A/B and PMT 252 with appropriate program protection content.	Incorporate international Defense acquisition and design for exportability into selected DAU courses.		
	1.1.10	Incorporate critical thinking learning objectives into appropriate DAU courses.			
	1.1.11	Incorporate more MAIS content into appropriate PM/ACQ courses.	Update case studies, simulations, and exercises as required.	Update case studies, simulations, and exercises as required.	Update case studies, simulations, and exercises as required.
	1.1.12	Conduct RDT for BBP 3.0.			

Goal 1 - Foundational Learning

Objectives / Measures		FY15 Tasks	FY16	FY17	FY18
	1.1.13	Based on recommendations from the 2014 study of Program Manager Training and Experience: <ul style="list-style-type: none"> • Create at least five new PMT 401 case studies. • Create at least three new practical exercises in PMT and/or RQM courses. 			
	1.1.14	Update seven tech data rights CL modules, CLE 012, and CLE 068.	Conduct maintenance and/or revise as required. Assess effectiveness of modules.	Conduct maintenance and/or revise as required and adjust CL modules based on effectiveness feedback.	Conduct maintenance and/or revise as required and adjust CL modules based on effectiveness feedback.
	1.1.15	Deploy revised CLE 301 and field a new course on RAM-C.	Develop and field new 200-level Reliability and Maintainability Course.		
	1.1.16	Develop and field CLE 074-Cybersecurity and support development of other cybersecurity learning assets as required.	Develop and field Risk Management Framework CLE.		
	1.1.17	Deploy CL Modules in support of the major thrust areas of BBP and DoD 5000.XX.			
	1.1.18	Pilot and field at least ten CCM learning assets including CMC 230 (ACO Business Fundamental); CMP 210 (Cost Monitoring); and CMQ 260 (Failure Modes and Effects).			
	1.1.19	Deploy approved alternate delivery methods in each functional area to include flipped classroom concept with micro-video lectures.	Continue to assess technology and techniques to improve and expand Alternative Delivery methods to include mobile course.	Continue to assess technology and techniques to improve and expand Alternative Delivery methods to include Learning Resource Packages ("how-to" videos, e-books / magazines, and short on-line modules).	Continue to assess technology and techniques to improve and expand Alternative Delivery methods to include new and updated Learning Resource Packages.
	1.1.20	Provide a mobile learning delivery option for at least one course.	Develop and deploy additional mobile learning courses.	Develop and deploy additional mobile learning courses.	Develop and deploy additional mobile learning courses.
	1.1.21	Develop learning content on use of commercial items for use in all career fields			
	1.1.22	Support, as required, DoD and GSA efforts to implement requirements outlined in the December 4, 2014 OFPP memorandum on Transforming the Marketplace.			

Objectives / Measures		FY15 Tasks	FY16	FY17	FY18
<p>1.2 Improve the speed-to-market and cost-effectiveness of developing and delivering foundational learning assets.</p> <ul style="list-style-type: none"> • Update curriculum within 120 days of final approval of policy / regulation / law or identification of a gap. • Reduce average course development time by 10 percent over FY14 baseline. • Deliver online RDT within 48 hours of policy release and on-site training within 60 days. • Maintain cost per hour of learning at or below industry-wide standards. • Variable cost per classroom day per student (TBD) 	1.2.1	Complete 75 percent of the FY14 curriculum improvements for DL courses deployed in DART.	Complete 100 percent of the FY15 curriculum improvements for DL courses deployed in DART.	Conduct maintenance for DL courses in DART.	Conduct maintenance for DL courses in DART.
	1.2.2	Complete plan for reducing time to complete learning asset development.	Implement streamlined process for learning asset development.		
	1.2.3	Develop and implement a process to continually incorporate knowledge/lessons-learned during recent MA activities and "how-to" content into certification and job-specific courses and CL modules.			
	1.2.4	Develop process to review CL modules and DL courses annually and update as necessary.	Review CL modules and DL courses and update as necessary.	Review CL modules and DL courses and update as necessary.	Review CL modules and DL courses and update as necessary.
	1.2.5	Revise DAU courses to incorporate DoD 5000.XX (Services Acquisition) revisions within 180 days of issuance.			
	1.2.6	Ensure that 75 percent of student travel is in accordance with Cost Effective Model.			
<p>1.3 Increase from previous year the percentage of Level II and Level III workforce members that have fulfilled the training component of their certification requirement.</p> <ul style="list-style-type: none"> • Provide DAWIA training capacity for 70% or above for annual component training requirements. • Provide capacity sufficient to meet projected student certification needs. • 80% of the annual Classroom offerings conducted will have a waitlist of under 6 per offering of P1 and P2 students. 	1.3.1	Offer 48,000 classroom seats.			

Goal 2 - Workflow Learning

Provide easily accessible learning resources to help the workforce succeed on the job every day.

Since most learning takes place on the job, DAU provides a continuous presence through an online knowledge sharing portal that connects the workforce to acquisition resources and to other acquisition professionals, facilitating content discoverability and accidental learning. DAU also offers online performance support tools to support the workforce as they “do their job.”

Objectives	Measures
1. Deliver high-quality and relevant workflow learning assets, leveraging innovative practices in delivery and enabling technologies.	<ul style="list-style-type: none">• Achieve MtM at or above MtM benchmark standards for workflow resources.• Average hours of faculty participation in creation and update of online knowledge assets equals or exceeds that in the faculty workload model.
2. Provide and maintain a unified knowledge management framework that facilitates content discoverability and accidental learning.	<ul style="list-style-type: none">• Improve utility of workflow learning assets by metrics such as usage rates, duration, bounce, downloads, and pop-up surveys scores over previous year.
3. Provide performance support tools aligned to customer job needs.	<ul style="list-style-type: none">• Deploy at least 10 performance support tools annually aligned to functional area competencies and key AWQI standards.

Expected Outcome

Easily accessible acquisition information, resources, and tools that help the workforce succeed on the job



Goal 2 - Workflow Learning

Objectives / Measures		FY15 Tasks	FY16	FY17	FY18
<p>2.1 Deliver high-quality and relevant workflow learning assets, leveraging innovative practices in delivery and enabling technologies.</p> <ul style="list-style-type: none"> Achieve MIM at or above MIM benchmark standards for workflow resources. Average hours of faculty participation in creation and update of online knowledge assets equals or exceeds that in the faculty workload model. 	2.1.1	Expand outwardly-facing knowledge repository learning assets to support the Defense Acquisition Workforce.	Continue to maintain outwardly-facing knowledge repository learning assets to support the Defense Acquisition Workforce.	Continue to maintain outwardly-facing knowledge repository learning assets to support the Defense Acquisition Workforce.	Continue to maintain outwardly-facing knowledge repository learning assets to support the Defense Acquisition Workforce.
	2.1.2	Based on recommendations from the 2014 study of Program Manager Training and Experience, establish a knowledge sharing repository of lessons learned, proven practices, and program management successes derived from mission assistance activities.	Continue to populate knowledge sharing repository of lessons learned, proven practices, and program management successes derived from mission assistance activities.	Continue to populate knowledge sharing repository of lessons learned, proven practices, and program management successes derived from mission assistance activities.	Continue to populate knowledge sharing repository of lessons learned, proven practices, and program management successes derived from mission assistance activities.
	2.1.3	Publish an acquisition-related reading list. Feature an acquisition-related book for each functional area and host an online discussion.	Publish an acquisition-related reading list. Feature an acquisition-related book for each functional area and host an online discussion.	Publish an acquisition-related reading list. Feature an acquisition-related book for each functional area and host an online discussion.	Publish an acquisition-related reading list. Feature an acquisition-related book for each functional area and host an online discussion.
	2.1.4	Develop DAU standard of quality/guidelines for workflow learning assets (e.g., quick videos, ACQulpedia, performance learning tools).			
<p>2.2 Provide and maintain a unified knowledge management framework that facilitates content discoverability and accidental learning.</p> <ul style="list-style-type: none"> Improve utility of workflow learning assets by metrics such as usage rates, duration, bounce, downloads, and pop-up surveys scores over previous year. 	2.2.1	Successfully migrate Acquisition Community Connection Communities of Practice (CoPs) and Performance Support Tools from current platform to SharePoint 2013.			
	2.2.2	Develop the "One DAU" portal technical architecture to create a seamless user experience for consumption of DAU content, tools, and services. Define scope, requirements, design, and implementation plan; and begin implementation.	Continue implementation of DAU "One DAU" portal technical architecture.	Continue to review and enhance "One DAU" portal with: <ul style="list-style-type: none"> Collaborative environments for all learning assets Collective intelligence Crowdsourcing 	Continue to review and enhance "One DAU" portal.
	2.2.3	Develop, categorize, and tag content for DAU's web presence to maximize the effectiveness of the "One DAU" portal by enabling ease of content discoverability and accidental learning through recommendations of associated content and tools. Develop content management plans.			

Objectives / Measures		FY15 Tasks	FY16	FY17	FY18
2.3 Provide performance support tools aligned to customer job needs. • Deploy at least 10 performance support tools annually aligned to functional area competencies and key AWQI standards.	2.3.1	Develop strategy to increase personal device-based mobile performance support assets.	Implement location intelligence for mobile learning assets.	Implement location intelligence for mobile learning assets.	
	2.3.2	Based on AWQI "standards," develop strategy for deployment of web-based workflow learning assets.	Implement workflow learning strategy.		
	2.3.3	Develop at least two more performance support tools (e.g., "How-to" learning assets such as videos and fillable worksheets/forms) for each acquisition functional area.	Continue to develop "how-to" learning assets or performance support tools.	Continue to develop "how-to" learning assets or performance support tools.	Continue to develop "how-to" learning assets or performance support tools.
	2.3.4	Field at least three DCMA functionally-requested performance support tools in each CCM center.	Expand array of fielded workflow learning assets, keeping such aligned to DCMA-defined mission needs.	Expand array of fielded workflow learning assets, keeping such aligned to DCMA-defined mission needs.	
	2.3.5	Develop customer outreach plan to determine what tools the workforce needs and what tools the workforce already has that DAU could promote (customers and AWQI standards).			
	2.3.6	Deploy IGCE tool.	Deploy PAT and incorporate into appropriate courseware.		
	2.3.7	Establish and implement quality measures for performance support tools.			

Goal 3 - Performance Learning

Conduct high-impact customer engagements with individuals and teams to improve acquisition outcomes.

Foundational learning and workflow learning are necessary, but not sufficient to ensure better acquisition outcomes. Therefore, DAU provides mission assistance to acquisition offices, executive coaching, and training to intact acquisition teams in the form of program transition workshops, event-driven workshops, and services acquisition workshops. Additionally, DAU supports USD(AT&L)'s Acquisition Workforce Qualification Initiative (AWQI).

Objectives	Measures
1. Conduct mission assistance to enhance acquisition outcomes and improve foundational and workflow learning.	<ul style="list-style-type: none"> Achieve MtM at or above MtM benchmark standards for performance learning resources. Increase the number of high-impact engagements by 10 percent over previous year. Document Level III / IV feedback from more than 90 percent of high-impact Mission Assistance completed engagements.
2. Improve acquisition program performance by providing team training.	<ul style="list-style-type: none"> Provide SAWs to 100 percent of Services acquisitions programs more than \$1B. Document Level III / IV feedback from more than 90 percent of team training events. Conduct at least 24 systems acquisition milestone-oriented team training events annually.
3. Support the implementation of AWQI.	<ul style="list-style-type: none"> Train required customers during the next five years.
4. Conduct applied research programs in support of Congressional and USD(AT&L) priorities.	<ul style="list-style-type: none"> Publish five DAU faculty-authored research papers per year on topics of interest to Congress and USD(AT&L).

Expected Outcome

Highly effective acquisition teams able to achieve successful program outcomes



Goal 3 - Performance Learning

Objectives / Measures		FY15 Tasks	FY16	FY17	FY18
<p>3.1 Conduct mission assistance to enhance acquisition outcomes and improve foundational and workflow learning.</p> <ul style="list-style-type: none"> Achieve MIM at or above MIM benchmark standards for performance learning resources. Increase the number of high-impact engagements by 10 percent over previous year. Document Level III / IV feedback from more than 90 percent of high-impact Mission Assistance completed engagements. 	3.1.1	Provide executive coaching for at least 50 senior acquisition leaders and attain an MIM score of at least 6.6 for coaching engagements.	Provide executive coaching for at least 50 senior acquisition leaders and attain an MIM score of at least 6.6 for coaching engagements.	Provide executive coaching for at least 50 senior acquisition leaders and attain an MIM score of at least 6.6 for coaching engagements.	Provide executive coaching for at least 50 senior acquisition leaders and attain an MIM score of at least 6.6 for coaching engagements.
	3.1.2	Complete five "deep dive" consulting engagements for major acquisition or information systems programs.	Complete five "deep dive" consulting engagements for major acquisition or information systems programs.	Complete five "deep dive" consulting engagements for major acquisition or information systems programs.	Complete five "deep dive" consulting engagements for major acquisition or information systems programs.
	3.1.3	Incorporate MA lessons-learned/content into foundational learning and workflow learning.	Incorporate MA lessons-learned / content into foundational learning and workflow learning.	Incorporate MA lessons-learned / content into foundational learning and workflow learning.	Incorporate MA lessons-learned / content into foundational learning and workflow learning.
<p>3.2 Improve acquisition program performance by providing team training.</p> <ul style="list-style-type: none"> Provide SAWs to 100 percent of Services acquisitions programs more than \$1B. Document Level III / IV feedback from more than 90 percent of team training events. Conduct at least 24 systems acquisition milestone-oriented team training events annually. 	3.2.1	Implement performance learning training concept for intact teams by delivering services acquisition workshops for all acquisitions greater than \$1 billion and others as resources allow and in accordance with component priorities.	Deliver performance learning training concept for intact teams by delivering services acquisition workshops for all acquisitions greater than \$1 billion and others as resources allow and in accordance with component priorities.	Deliver performance learning training concept for intact teams by delivering services acquisition workshops for all acquisitions greater than \$1 billion and others as resources allow and in accordance with component priorities.	Deliver performance learning training concept for intact teams by delivering services acquisition workshops for all acquisitions greater than \$1 billion and others as resources allow and in accordance with component priorities.
	3.2.2	Develop and deliver expanded set of acquisition event-driven workshops for program teams with emphasis on programs nearing critical milestones or in need of performance improvement.	Continue to develop and deliver acquisition event-driven workshops for program teams with emphasis on programs nearing critical milestones or in need of performance improvement.	Continue to develop and deliver acquisition event-driven workshops for program teams with emphasis on programs nearing critical milestones or in need of performance improvement.	Continue to develop and deliver acquisition event-driven workshops for program teams with emphasis on programs nearing critical milestones or in need of performance improvement.
	3.2.3	Develop and deliver team training for non-milestone acquisition events and Better Buying Power initiatives as resources allow and in accordance with component priorities.	Develop and deliver team training for non-milestone acquisition events and Better Buying Power initiatives as resources allow and in accordance with component priorities.	Develop and deliver team training for non-milestone acquisition events and Better Buying Power initiatives as resources allow and in accordance with component priorities.	Develop and deliver team training for non-milestone acquisition events and Better Buying Power initiatives as resources allow and in accordance with component priorities.

Objectives / Measures		FY15 Tasks	FY16	FY17	FY18
3.3 Support the implementation of AWQI. <ul style="list-style-type: none"> • Train required customers during the next five years. 	3.3.1	Integrate and cross reference competencies across career fields (and programmatic phases where appropriate). Map tasks to DAWIA levels in electronic workbooks.	Update competencies and electronic workbooks as appropriate.	Update competencies and electronic workbooks as appropriate.	Update competencies and electronic workbooks as appropriate.
	3.3.2	Assist AWQI in identifying a DCMA like talent management system to support organizations lacking a platform – to host the qualification standards.			
	3.3.3	Provide SME support to AT&L for developing training packages for individual services/commands.			
	3.3.4	Support training for individual services / commands.			
	3.3.5	Assist development of AT&L plan for deployment of mission assistance support as required to address AWQI training/skill gaps during implementation.	Provide mission assistance as required.	Provide mission assistance as required.	Provide mission assistance as required.
3.4 Conduct applied research programs in support of USD(AT&L) and Congressional priorities. <ul style="list-style-type: none"> • Publish five DAU faculty-authored research papers per year on topics of interest to Congress and USD(AT&L). 	3.4.1	Conduct research symposium/roundtable.	Conduct research symposium/roundtable.	Conduct research symposium/roundtable.	Conduct research symposium/roundtable.

Goal 4 - People

Hire, develop, and retain a workforce with the right skills to execute our mission.

To accomplish our goals, we must invest in the right human capital and provide them with professional development and growth opportunities that lead to value-added contributions so that they can meet the needs of the Defense Acquisition Workforce.

Objectives	Measures
1. Shape the DAU workforce to deliver foundational, workflow, and performance learning assets.	<ul style="list-style-type: none"> • Achieve 90 percent fill for projected faculty requirements with emphasis on critical acquisition skill sets. • Maintain average hiring cycle time of 45 days from announcement close date to official offer. • Maintain FTE count aligned to budget resources.
2. Encourage employee growth and development, and recognition at all levels and across all functions to enhance job satisfaction and performance.	<ul style="list-style-type: none"> • Maintain a budget for Professional Development at a minimum of 2 percent of unloaded salary per year (ATD benchmark). • Each career faculty member achieves 80 CLPs every two years. • Average of 40 PD hours per employee per year. • Conduct climate survey at least every three years and achieve an aggregate mean score of 65 or above.
3. Ensure faculty acquisition currency.	<ul style="list-style-type: none"> • Faculty members immersed (high-end Mission Assistance / Rotational Assignments / acquisition research) in significant acquisition programs at least once every three years. • 33 percent of faculty engaged in Mission Assistance annually. • All faculty members certified at required DAWIA level within 24 months of arrival at DAU.

Expected Outcome

A highly-skilled DAU workforce shaped to meet DAU mission needs within budget parameters



Goal 4 - People

Objectives / Measures		FY15 Tasks	FY16	FY17	FY18
<p>4.1 Shape the DAU workforce to deliver foundational, workflow, and performance learning assets.</p> <ul style="list-style-type: none"> Achieve 90 percent fill for projected faculty requirements with emphasis on critical acquisition skill sets. Maintain average hiring cycle time of 45 days from announcement close date to official offer. Maintain FTE count aligned to budget resources. 	4.1.1	Meet target of DAU HQ civilian personnel end-strength IAW 2013 DepSecDef guidance.			
	4.1.2	Manage hiring process within budget constraints while maintaining critical skills.			
	4.1.3	Revise Faculty Workload Model to reflect the new Acquisition Learning Model.			
	4.1.4	Determine current and emerging (Cyber, mobile learning) expertise gaps within DAU and prioritize investments in internal training and hiring.			
	4.1.5	Revise FCAR/faculty plan to reflect new ALM.			
	4.1.6	Study capability of employee profile in TMS vs SharePoint 2013 My Site. Report results to HRMC and Tech Council.			
<p>4.2 Encourage employee growth and development, and recognition at all levels and across all functions to enhance job satisfaction and performance.</p> <ul style="list-style-type: none"> Maintain a budget for Professional Development at a minimum of 2 percent of unloaded salary per year (ATD benchmark). Each career faculty member achieves 80 CLPs every two years. Average of 40 PD hours per employee per year. Conduct climate survey at least every three years and achieve an aggregate mean score of 65 or above. 	4.2.1	Implement DAU-wide mentoring program.			
	4.2.2	Detail interested staff to rotational assignments within their local area.	Continue the Staff rotational assignment opportunities through 2016.	Evaluate the benefit of staff's participation in a rotational assignment and report to HRMC.	
	4.2.3	Provide training on DAMS and Camtasia.			
	4.2.4	Revise corporate awards to reflect new ALM.			
	4.2.5	Maintain the culture of a "great place to serve" that attracts and retains talent by conducting appropriate morale building, professional development and recognition activities.	Maintain the culture of a "great place to serve" that attracts and retains talent by conducting appropriate morale building, professional development and recognition activities.	Maintain the culture of a "great place to serve" that attracts and retains talent by conducting appropriate morale building, professional development and recognition activities.	Maintain the culture of a "great place to serve" that attracts and retains talent by conducting appropriate morale building, professional development and recognition activities.
	4.2.6	Implement improvement strategies identified from the FY14 climate survey.	Identify changes to the structure/format of the Climate Survey.	Conduct Climate Survey.	Implement improvement strategies identified from the FY17 climate Survey.

Objectives / Measures		FY15 Tasks	FY16	FY17	FY18
	4.2.7	By end of FY15, 25% of faculty will have completed FPD 106, Advanced Facilitation Skills, and 25% of faculty will have completed FPD 107, Classroom Leadership and Administration.	By end of FY16, 50% of faculty will have completed FPD 106, Advanced Facilitation Skills, and 25% of faculty will have completed FPD 107, Classroom Leadership and Administration.	By end of FY17, 75% of faculty will have completed FPD 106, Advanced Facilitation Skills, and 25% of faculty will have completed FPD 107, Classroom Leadership and Administration.	By end of FY18, 90% of faculty will have completed FPD 106, Advanced Facilitation Skills, and 25% of faculty will have completed FPD 107, Classroom Leadership and Administration.
	4.2.8	Develop TLOs, ELOs and content for a faculty teaching refresher course to include innovative teaching techniques and classroom best practices.	Deploy pilot of faculty teaching refresher course.	Provide faculty teaching refresher course.	Provide faculty teaching refresher course.
4.3 Ensure faculty acquisition currency. <ul style="list-style-type: none"> • Faculty members immersed (high-end Mission Assistance / Rotational Assignments/ acquisition research) in significant acquisition programs at least once every three years. • 33 percent of faculty engaged in Mission Assistance annually. • All faculty members certified at required DAWIA level within 24 months of arrival at DAU. 	4.3.1	Maintain faculty acquisition currency through rotational assignments, mission assistance or conducting applied acquisition research.	Continue to maintain faculty acquisition currency through rotational assignments, mission assistance or conducting applied acquisition research.	Evaluate the benefit of rotational assignments, mission assistance or conducting applied acquisition research to maintaining faculty currency.	
	4.3.2	Continuously improve MA competency bench strength by training at least 30 faculty on new MA FPD course.			

Goal 5 - Infrastructure

Develop and sustain effective and efficient infrastructure and business processes to support a global learning environment for our customers.

To efficiently deliver all our products and services, DAU provides students, faculty, and staff with modern, cost-effective facilities, state-of-the-art IT infrastructure, and robust and efficient business systems and processes, thereby maximizing the effectiveness of learning for our customers.

Objectives	Measures
1. Provide cost-effective infrastructure to improve delivery and management of learning assets (IT, SIS, LMS, Blackboard, learning analytics).	<ul style="list-style-type: none"> Maintain DAU cost per hour of learning at or below industry-wide standards. Maintain Distance Learning cost to deliver per graduate under \$200.
2. Provide business systems to enable continual process improvement and efficiency.	<ul style="list-style-type: none"> Maintain availability of business systems above 98 percent. Ensure all applicable business systems are DCMO certified.
3. Provide cost-effective classroom, work facilities, and support services.	<ul style="list-style-type: none"> Achieve MtM at or above MtM benchmark standards for classroom facilities. Maintain average classroom cost per graduate under \$5K. Reduce overhead by 10% over previous year.
4. Proactively engage our customers and stakeholders to understand their requirements and rapidly respond.	<ul style="list-style-type: none"> Visit 100 percent of MDAP and MAIS PMs annually and familiarize them with DAU ALM capabilities. Visit 80 percent of pre-MDAP and pre-MAIS PMs annually and familiarize them with ALM capabilities.
5. Provide responsive customer service.	<ul style="list-style-type: none"> Achieve benchmark standards for response quality to internal DAU customers. Average phone-oriented help desk wait time less than 5 minutes. Average email response time less than 12 hours.
6. Maintain DAU's reputation as an accredited premier corporate university.	<ul style="list-style-type: none"> Maintain accreditation. Judge or compete in at least three learning and development award competitions per year. Respond to at least three requests from foreign governments for academic assistance and consulting annually. Participate in at least three benchmarking events annually with high-performing learning sector organizations to share best practices.

Expected Outcome

Responsive, cost-effective infrastructure and business processes that support continuous delivery of learning assets to the Defense Acquisition Workforce around the world



Goal 5 - Infrastructure

Objectives / Measures		FY15 Tasks	FY16	FY17	FY18
<p>5.1 Provide cost-effective infrastructure to improve delivery and management of learning assets (IT, SIS, LMS, Blackboard, learning analytics).</p> <ul style="list-style-type: none"> • Maintain DAU cost per hour of learning at or below industry-wide standards. • Maintain Distance Learning cost to deliver per graduate under \$200. 	5.1.1	Complete SIS IOC user acceptance testing and training by 30 Sep 15.	Evolve SIS functionality to assist the DAW in better managing the acquisition careers; for example by including work experience and education (field of study), building out the degree audit capability, investigate mobile opportunities.	Further evolve SIS functionality to assist the DAW; for example, Individual Development Plans, CLP tracking or Certifications.	
	5.1.2	Finalize an acquisition plan NLT the start of SIS user acceptance testing and release RFP for ATLAS replacement NLT SIS going live.	Award and possibly deploy new LMS to include social network capability.	Deploy new LMS if not accomplished in FY16.	
	5.1.3	Conduct AoA on the best enterprise learning asset content tool for DAU and present business case to Tech Council.	Deploy enterprise learning asset content / configuration management system integrated with ILE systems.	Deploy full mobile capability in LMS environment.	
	5.1.4	Implement Bring Your Own Device (BYOD) for DAU resident students.			
	5.1.5	Develop implementation/ management plan for migration from DIACAP to DIARMF. Brief quick look to Tech Council and begin certification of systems using DIARMF standards.	Continue transition of legacy systems from DIACAP to DIARMF. Certify all new systems in compliance with DIARMF.	Continue transition of legacy systems from DIACAP to DIARMF. Certify all new systems in compliance with DIARMF.	DIACAP process decommissioned, all systems accredited using DIARMF standards.
	5.1.6	Implement a profile based access strategy for all DAU systems (e.g. DAU Employee, DAW, DoD non-DAW, Other USG, Industry).	Continuously evaluate Identity Management for enhancements and opportunities to provide secure streamlined access to resources by users.		
	5.1.7	Publish a comprehensive DAU directive on security of classified information and controlled unclassified information; conduct training for DAU faculty and staff; and initiate/complete SORN and PIA documentation as appropriate for all applicable DAU systems.			

Objectives / Measures		FY15 Tasks	FY16	FY17	FY18
	5.1.8	Conduct in-depth internal review and analyses for Level III and IV questions for FY14 for each functional area and make recommendations for improving the curricula.	Conduct in-depth internal review and analyses for Level III and IV questions for FY15 for each functional area and make recommendations for improving the curricula.	Conduct in-depth internal review and analyses for Level III and IV questions for FY16 for each functional area and make recommendations for improving the curricula by.	Conduct in-depth internal review and analyses for Level III and IV questions for FY15 for each functional area and make recommendations for improving the curricula.
	5.1.9	Conduct Level IV interviews with at least 15 PMT 401 and 402 graduates and 15 supervisors. Maintain databases and assess results of executive training.	Conduct Level IV interviews with at least 15 PMT 401 and 402 graduates and 15 supervisors. Maintain databases and assess results of executive training.	Conduct Level IV interviews with at least 15 PMT 401 and 402 graduates and 15 supervisors. Maintain databases and assess results of executive training.	Conduct Level IV interviews with at least 15 PMT 401 and 402 graduates and 15 supervisors. Maintain databases and assess results of executive training.
	5.1.10	Conduct follow-up interviews with selected supervisors who responded to supervisor follow-up surveys.	Conduct follow-up interviews with selected supervisors who responded to supervisor follow-up surveys.	Conduct follow-up interviews with selected supervisors who responded to supervisor follow-up surveys.	Conduct follow-up interviews with selected supervisors who responded to supervisor follow-up surveys.
	5.1.11	Conduct standardized Level III/IV studies of consulting and team training events. Maintain databases and assess results of MA engagements.	Conduct standardized Level III / IV studies of consulting and team training events. Maintain databases and assess results of MA engagements.	Conduct standardized Level III / IV studies of consulting and team training events. Maintain databases and assess results of MA engagements.	Conduct standardized Level III / IV studies of consulting and team training events. Maintain databases and assess results of MA engagements.
5.2 Provide business systems to enable continual process improvement and efficiency. <ul style="list-style-type: none"> Maintain availability of business systems above 98 percent. Ensure all applicable business systems are DCMO certified. 	5.2.1	Deploy DAI ERP.	Deploy Financial ERP.	Deploy Audit Readiness Wave 4 (Full Financial Statement audit).	DIACAP process decommissioned, all systems accredited using DIARMF standards.
	5.2.2	Assess Contracting Officer's Representative (COR) Tool for DAU Enterprise use and brief to Tech Council.	Implement COR Tool, if approved.		
	5.2.3	Conduct Assessment of COGNOS TM1 to determine if DAU should upgrade and present business case to Tech Council.	Upgrade to TM1, if approved.		

Goal 5 - Infrastructure

Objectives / Measures		FY15 Tasks	FY16	FY17	FY18
<p>5.3 Provide cost-effective classroom, work facilities and support services.</p> <ul style="list-style-type: none"> Achieve MtM at or above MtM benchmark standards for classroom facilities. Maintain average classroom cost per graduate under \$5K. Reduce overhead by 10% over previous year. 	5.3.1	Pilot collaborative classroom concepts in CR 53, evaluate benefit to students and faculty, and decide scale of collaborative classroom rollout.			
	5.3.2	Complete classroom life cycle audio/video equipment installations, with a 15 percent reduction in total power consumption and 20 percent reduction in equipment costs at Ft. Belvoir and the Midwest region.	Complete life cycle equipment replacements in the West Region, minus Hawaii.	Complete life cycle equipment replacements in Hawaii.	Complete life cycle equipment replacements in Norfolk.
	5.3.3	Complete reconstruction of Bldg. 207, complete modernization of Bldg. 204, and finish 75 percent of modernization of Bldg. 208.	Complete modernization of Bldg. 208 and start modernization of Bldg. 209.	Complete modernization of Bldg. 209 and start modernization of 206.	Complete modernization of Bldg. 202.
	5.3.4	Review Classroom Requirement Document and include classroom standard (physical, security and technical) in Facilities Master Plan.			
	5.3.5	Implement facilities cost reduction initiatives IAW the FY14 DAU Facilities Study.			
<p>5.4. Proactively engage our customers and stakeholders to understand their requirements and rapidly respond.</p> <ul style="list-style-type: none"> Visit 100 percent of MDAP and MAIS PMs annually and familiarize them with DAU ALM capabilities Visit 80 percent of pre-MDAP and pre-MAIS PMs annually and familiarize them with ALM capabilities. 	5.4.1	President, DAU meet with PEOs/senior PMs on a periodic basis to learn how they perceive DAU and what they need from DAU to better meet their needs.	President, DAU meet with PEOs/senior PMs on a periodic basis to learn how they perceive DAU and what they need from DAU to better meet their needs.	President, DAU meet with PEOs/senior PMs on a periodic basis to learn how they perceive DAU and what they need from DAU to better meet their needs.	President, DAU meet with PEOs/senior PMs on a periodic basis to learn how they perceive DAU and what they need from DAU to better meet their needs.
	5.4.2	Hold quarterly meetings of the DAU Outreach IPT to develop comprehensive assessment of DAU customer needs. Develop Outreach tools as necessary based on results of assessment and revise as appropriate.	Hold quarterly meetings of the DAU Outreach IPT to develop comprehensive assessment of DAU customer needs. Deploy developed Outreach tools as required to meet identified needs. Revise as appropriate based on results of assessments.	Hold quarterly meetings of the DAU Outreach IPT to develop comprehensive assessment of DAU customer needs. Deploy developed Outreach tools as required to meet identified needs. Revise as appropriate based on results of assessments.	Hold quarterly meetings of the DAU Outreach IPT to develop comprehensive assessment of DAU customer needs. Deploy developed Outreach tools as required to meet identified needs. Revise as appropriate based on results of assessments.
	5.4.3	Contact 100 percent of MDAP/MAIS PMs/organizations. Contact 80 percent of pre-MDAP/pre-MAIS PMs/organizations.	Contact 100 percent of MDAP/MAIS PMs/organizations. Contact 80 percent of pre-MDAP/pre-MAIS PMs/organizations.	Contact 100 percent of MDAP/MAIS PMs/organizations. Contact 80 percent of pre-MDAP/pre-MAIS PMs/organizations.	Contact 100 percent of MDAP/MAIS PMs/organizations. Contact 80 percent of pre-MDAP/pre-MAIS PMs/organizations.

Objectives / Measures		FY15 Tasks	FY16	FY17	FY18
5.5 Provide responsive customer service. <ul style="list-style-type: none"> • Achieve benchmark standards for response quality to internal DAU customers. • Average phone-oriented help desk wait time less than 5 minutes. • Average e-mail response time less than 12 hours. 	5.5.1	Develop internal customer service survey capability and brief Tech Council.	Conduct Level IV interviews with at least 15 PMT 401 and 402 graduates and 15 supervisors. Maintain databases and assess results of executive training.	Conduct Level IV interviews with at least 15 PMT 401 and 402 graduates and 15 supervisors. Maintain databases and assess results of executive training.	Conduct Level IV interviews with at least 15 PMT 401 and 402 graduates and 15 supervisors. Maintain databases and assess results of executive training.
	5.5.2	Conduct satisfaction survey of student help desk and analyze results.	Implement improvements to the student help desk.	Implement improvements to the student help desk.	
5.6 Maintain DAU's reputation as an accredited premier corporate university. <ul style="list-style-type: none"> • Maintain accreditation. • Judge or compete in at least three learning and development award competitions per year. • Respond to at least three requests from foreign governments for academic assistance and consulting annually. • Participate in at least three benchmarking events annually with high-performing learning sector organizations to share best practices. 	5.6.1	Maintain currency in accreditation status through updates to standards, directives and policies.	Maintain currency in accreditation status through updates to standards, directives and policies.	Maintain currency in accreditation status through updates to standards, directives and policies.	Maintain currency in accreditation status through updates to standards, directives and policies.
	5.6.2	Submit COE annual report and change reports.	Submit COE annual report and change reports.	Submit COE annual report and change reports.	Submit COE annual report and change.
	5.6.3	Benchmark universities and training organizations for best practices on action learning, team training, and knowledge transfer.	Prioritize lessons learned / proven practices gleaned from benchmarking effort. Begin repackaging of existing or development of new learning assets needed to implement those proven practices.	Prioritize lessons learned / proven practices gleaned from benchmarking effort. Begin repackaging of existing or development of new learning assets needed to implement those proven practices.	Prioritize lessons learned / proven practices gleaned from benchmarking effort. Begin repackaging of existing or development of new learning assets needed to implement those proven practices.
	5.6.4	Initiate American Council on Education (ACE) college credit reviews in order to obtain college semester credit recommendations for 20 training courses.	Reevaluate courses to ensure maximum ACE recognition.	Reevaluate courses to ensure maximum ACE recognition.	Reevaluate courses to ensure maximum ACE recognition.

“The first cultural change is to move our workforce from a culture that values spending over controlling cost. . . The other cultural change is to move the government workforce away from a check-the-box, or school-solution approach to acquisition, to one based on professionalism, sound business and technical analysis, and most of all, critical thinking.”

***Frank Kendall
Under Secretary of Defense for Acquisition,
Technology, and Logistics***