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FY12

Organizational Performance
Assessment





FY12 DEFENSE ACQUISITION UNIVERSITY ORGANIZATIONAL PERFORMANCE ASSESSMENT

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SECTION A—FY12 PERFORMANCE PLAN RESULTS

The Government Performance and Results Act (GPRA) of 1993 outlined several sequential steps for bringing about a better linkage between resources and results. Strategic plans, annual performance plans, and annual program performance reports comprise the main elements of the GPRA. On January 4, 2011 President Obama signed the GPRA Modernization Act of 2010. The Modernization Act applies the latest technologies and lessons learned from nearly two decades of GPRA implementation; modernizes and refines the requirements in order to produce more frequent, relevant data to inform decision makers and agency operations; and leads to more effective management of government agencies at reduced costs. The Act requires agencies to identify and focus on their highest priorities and create a culture where data and empirical evidence play a greater role in policy, budget, and implementation decisions.

DAU's strategic plan provides an integrated framework for implementing the GPRA and sets long-term organizational goals for DAU. Complementing the strategic plan is the annual organizational performance plan, which establishes specific, near-term tasks made up of measurable performance targets. This annual organizational performance assessment compares DAU's actual performance to these near-term tasks.

The following status assessments are reported for each area:

- GREEN (completed or on track)
- ▲ YELLOW (partially completed or at risk)
- ▼ RED (not completed)

Section A examines the statuses of the five long-term goals in DAU's strategic plan by addressing the results of the 29 tasks and 78 targets contained in DAU's FY12 performance plan. The FY12 aggregate status for each long-term DAU goal is **GREEN**:

- **Goal 1: Mission**—Provide an integrated, interactive learning environment that develops qualified acquisition professionals, enabling workforce members, teams, and organizations to improve acquisition outcomes.
- **Goal 2: Infrastructure**—Continuously improve our infrastructure and mission support processes to optimize use of resources.
- **Goal 3: Transformation**—Support Congressional and DoD acquisition improvement initiatives through thought leadership, applied research, and engagement with key acquisition organizations.
- **Goal 4: People**—Foster an environment that encourages continuous development, promotes diversity, and rewards achievement to enhance job satisfaction and performance.
- **Goal 5: Customers**—Proactively engage our customers and stakeholders to understand their mission requirements and develop responsive solutions to enhance performance.



SECTION B— DAU VALUE-ADDED CONTRIBUTIONS TO OTHER DOD PRIORITY INITIATIVES

Section B documents DAU's impact on the strategic objectives of the University's stakeholders and the professional development of the Defense Acquisition Workforce. These contributions include capacity/ throughput, customer satisfaction/effectiveness, impact (global reach, speed to market, and sector leadership), and productivity/efficiency. In FY12, DAU continued to progress in each of these categories, maintaining overall ratings of **GREEN**.

This organizational performance assessment demonstrates that DAU is providing its customers and stakeholders a significant value-added contribution. DAU is rapidly delivering—anytime, anyplace—learning products to more and more members of the Defense Acquisition Workforce. The University will continue to enhance the ways it helps the workforce succeed on the job, giving its 151,749 members the right knowledge and skills delivered at the point of need.

In accordance with Part 6, Preparation and Submission of Strategic Plans, Annual Performance Plans, and Annual Program Performance Reports of OMB Circular A-11, Preparation, Submission, and Execution of the Budget (revised August 18, 2011), DAU submits this annual organizational performance assessment for FY12.

INTRODUCTION

The FY12 DAU performance plan consisted of 29 tasks and 78 targets to drive accomplishment of the five long-term goals of DAU's strategic plan. Each target was assigned to an office of primary responsibility. Monthly statuses were tracked using the online DAU Performance Dashboard. Each target was assigned a status of green (on track), yellow (at risk), or red (will not be completed as planned). Yellow and red targets were brought to the attention of the DAU President monthly. During FY12, DAU conducted periodic Enterprise Performance Review and Analyses, during which complete performance plan statuses were analyzed and corrective actions initiated, if required. This section of the FY12 organizational performance assessment provides detailed results for the FY12 performance plan tasks and targets.

GOAL 1: (MISSION)

Provide an integrated, interactive learning environment that develops qualified acquisition professionals, enabling workforce members, teams, and organizations to improve acquisition outcomes

DAU's customer-centric approach to its mission focuses all its efforts and resources on customer needs and stakeholder requirements.

Overall goal status is **GREEN**:

- DAU enhanced and integrated delivery and management of learning assets into classroom and online courses, continuous learning modules, targeted training, and online knowledge sharing resources.
- DAU leveraged technology to provide real-time access and mobile learning.
- DAU incorporated the most effective methods, tools, and techniques to sustain expertise, knowledge, and skills.

DAU has established the following multi-year performance measures for Goal 1:

Graduate over 200,000 students per year.

- In FY12, DAU had a total of 216,215 graduates, exceeding its target by 8.1 percent and last year's total graduates by 6.5 percent.

Provide at least 4 million hours of informal learning to the Defense acquisition community.

- In FY12, DAU delivered 5,410,736 hours of informal learning, exceeding its target by 35.3 percent and last year's informal learning hours by 22.2 percent.



Goal	Key Learning Indicator		
Provide a fully integrated learning environment Enabling Strategy Enhance and integrate delivery and management of learning assets Performance Task 1.1.1 Develop and deliver high quality learning assets and services to our customers. 1.1.2 Meet requirements of 2011 NDAA Sec. 877	Goal 1 - Mission Performance Key Measure % career field program content integrated across PLM	Performance Targets	
	Rpt Act	OPR	
	HQMA	HQMA	During FY12, conduct high-impact targeted mission assistance solutions to include Services Acquisition workshops to assist MDAPs/MAIS and other acquisition organizations.
	LCIC	LCIC	Expand "Managing" Industry content and deploy in applicable classroom online courses and knowledge/sharing tools by 30 Sep 12.
	PRM	PRM	Increase classroom seats offered in FY12 to 55,000.
	South	South	Standardize Senior Service College Fellowship curriculum across all DAU locations for the Army.
	CNE	CNE / MW	Explore parallel SSCF programs for the Navy and Air Force.
	LCIC	LCIC	Update ACQ 101 and develop ACQ 202 by 30 Sep 12.
	LCIC	LCIC	Deploy LOG 211 by 30 Sep 12.
	LCIC	LCIC	Deploy CON Curriculum rework (CON 115, 170, 270, 280, 290, CLC 058) by 29 Feb 12.
	GLTC	GLTC	By 31 Jan 12, ensure that best practices are used in curriculum development to support acquisition workforce positions.

1.1.1 Develop and deliver high quality learning assets and services to our customers

In FY12, DAU achieved 586,470 hours of mission assistance, including 67,695 hours of consulting, 515,064 hours of targeted training, and 3,711 hours of rapid deployment training.

An IPT representing all DAU regions provided expertise to complete drafts for all lessons of DAU’s new Managing Industry course, ACQ 315. The structure and content of this course has been worked closely with the USD(A) and an oversight board consisting of senior acquisition officials from the Components and the DoD staff. Expanded “Managing” Industry content. “Dry Run” very successful in identify lesson content flow, linkages, and scope across the course. Representative presenters from each module either attended in person at Fort Belvoir or included in a continuous 2-day VTC connection with Huntsville and San Diego. ISP gaps, reworked objectives, lesson modifications, and overall flow in work on BlackBoard and K Drive. Final course

goal completed. In parallel working all the pre-CM issues coordinating offerings and the administrative and operational integration into the DAU system.

55,000 seat target has been completed. FY12 Plan (Initial Baseline) Teaching Schedule included 55,957 seats. FY12 Actual (as of 5 Jan 2012) Teaching schedule includes 58,904 seats (including fee-for-service); 57,011 seats (excluding fee-for-service).

In FY12, DAU worked closely with the Army to standardize the SSCF through three separate reviews with the site managers, as well as an outside review conducted by the Army of the program as implemented in each site. Results have been provided to the Vice President of DAU and Craig Spisak, ASC. Final review of the standard curriculum and subsequent review by the program Board of Governors completed. Has achieved a recommendation by the US Army War College for Military Education level-1 equivalency.

Section A – FY12 Performance Plan Results

In addition, programs have been explored for both Air Force and Navy. At this time, neither the Air Force nor the Navy have decided to create SSCF programs parallel to the one established for the Army. Both services felt that enough developmental opportunities currently existed, and they would augment the Army program with an occasional student as manning allowed.

ACQ 101 (major revision) - Complete package (PWS and supporting documentation) has been submitted to GLTC for review and preparation to send to GSA for contract support. Upon receipt, GSA will process and award contract within 60 days to support course update in FY13. ACQ202 (major revision) - Effort in Source Selection phase with GSA. Anticipate award adjusted from end of FY, to 1st Qtr FY13. Course will be updated in 2nd Qtr FY 13.

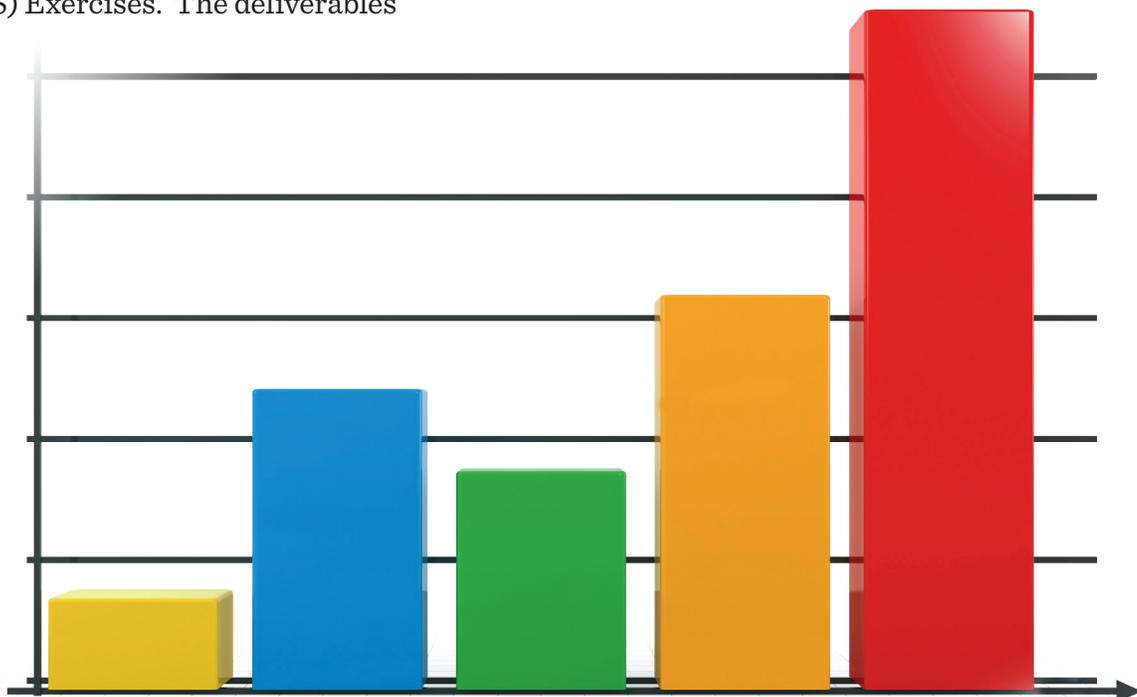
The LOG 211 development effort continues to progress well, with the delivery of Instructor Guides, Instructional Materials, Lesson Assessments, Student Exercises and Gaming & Simulation (G&S) Exercises. The deliverables

reflect excellent subject matter expertise, content and graphics. A successful Instructor Pilot was conducted at DAU/Ft Belvoir July 16-20, 2012. Student pilot successfully completed in September 2012.

CON 115, 170, 270, 280, 290, CLC 058 all completed and deployed. CLC 063, completed and put back into maintenance for further out of scope updates. CLC 064, deployed in March 2012. IND 105 deployed in March 2012.

1.1.2 Meet requirements of 2011 NDAA Sec. 877

GLTC researched best practices in curriculum development at professional military schools, including ICAF, NPS, and AFIT, and compiled a report entitled “Best Practices from Other DoD Professional Schools.” The best practice recommendations from the report were reviewed, and those appropriate for DAU have been incorporated into the new learning asset development guide.





Goal		Key Learning Indicator	
Provide a fully integrated learning environment		Goal 1 - Mission Performance	
Enabling Strategy Leverage the most effective technology, tools, and techniques to develop qualified acquisition professionals and support mission performance		Key Measure % Learning Organizations joining learning networks	
Performance Task	Rpt Act OPR	Performance Targets	
1.2.1 Explore alternative methods of classroom course delivery	LCIC LCIC / GLTC	By 31 Aug 12, conduct a business case analysis to identify candidate courses for conversion to FOLE delivery during FY13.	
1.2.2 Extend capabilities of AT&L Knowledge Management System and learning management systems.	LCIC LCIC	Ensure training courses deployed as of 1 Oct 11 have a current Plan of Instruction on file in Blackboard by 31 May 12 and all others within 30 days after first non-pilot deployment.	
	GLTC LCIC	Deploy Performance Learning Tools by 30 Sep 12 for: Technical Slide Rule and Upgrade, T&E RFP Buddy, PQM Management Guide, SE Management Guide, TPMM and T&E Guide	

1.2.1 Explore alternative methods of classroom course delivery

Prior student comments on PMT 251/257 (PM Tools Course) indicate dissatisfaction with FOLE course. Primary reasons included difficulty with communications (phone bridge) and other technical issues accessing and printing course materials. A number of students indicated that classroom course would best achieve the courses' learning objectives. On the instructor side, it was difficult to know if the students were actually engaged in the training during the sessions. Based on the feedback and research, it was not recommended to pursue FOLE for other courses in the near future.

1.2.2 Extend capabilities of AT&L Knowledge Management System and learning management systems

All deployed training courses with CEUs assigned and approved have a POI on file in Blackboard.

Performance Learning Tools deployed and more being planned.

- Technical Review Slide Rule and upgrade completed and deployed.
- Incorporating Test and Evaluation into DoD Acquisition Contracts, Completed and deployed in May 2012.
- PQM Guide undergoing SME review at the end of September 2012.
- T&E Management Guide, draft content loaded and quality check completed as of September 2012.
- SE Management Guide, draft content is loaded into ACC, final content back in-house, to be fully deployed after finalization of DAG Chapter 4.
- PQM Guide completed.
- T&E Management Guide, final content is with the technical editor at OSD and will need public release, final content will need to be updated in ACC, deployment estimated for FY 13 3rd or 4th quarter.
- SE Management Guide, content was brought back in house due to contractor financial issues, also waiting for DAG Chapter 4 revisions, deployment estimated for FY 13 3rd or 4th quarter.

GOAL 2: (INFRASTRUCTURE)

Continuously improve our infrastructure and mission support processes to optimize use of resources

DAU leverages best practices and learning technologies, and optimizes resources to provide its customers with the skills they need to succeed.

Overall goal status is **GREEN**:

- DAU continues to optimize resources for learning asset development, as evidenced by the continued reduction in the cost per hour of learning and development delivered.
- DAU focused efforts on identifying, evaluating, and deploying improved IT support systems for students and the hiring of faculty and staff.
- DAU implemented new technologies to enhance classroom instruction.

DAU has established the following multi-year performance measures for Goal 2:

Maintain annual cost per hour of learning and development at less than \$20.

- For FY12, the average cost per hour of learning and development delivered was \$17.27. This was \$2.73 less than the target ceiling.

Maintain total student travel costs at less than 20 percent of the annual budget.

- For FY12, total student travel costs were \$50.7 million, or 23.4 percent, of the annual budget of \$216.7 million. This exceeds the target ceiling of \$43.3 million by \$7.4 million. This increase was necessary to achieve DAU's commitment to the USD(AT&L) to increase classroom graduates by 50 percent over the FY08 (pre-Defense Acquisition Workforce Development Fund (DAWDF)) baseline. For FY13 and future years, DAU is examining whether the strategic metric of 20 percent should be adjusted because of the increase in the size of the Defense Acquisition Workforce which will continue to expand training requirements and hence student travel costs.

Maintain average annual teaching hours greater than 600 per faculty member (excluding learning support and executive faculty), with an aggregate prep-to-teaching ratio of less than 0.5 to 1.0.

- In FY12, faculty members taught an average of 629.7 hours each. Their aggregate prep-to-teaching ratio for FY12 was 39 percent, more than 11 percentage points better than the target.

Achieve a minimum of 24 registered students per applicable classroom course offering at least 85 percent of the time each year.

- For FY12, 95 percent of applicable classroom course offerings had a minimum of 24 students registered, exceeding the target by 10 percent.



Goal		Key Learning Indicator	
Continuously improve our processes Enabling Strategy Deploy processes and systems to enhance decision making and operational		Goal 2 - Mission and Support Processes Key Measure % of full deployment and integration of all systems	
Performance Task	Rpt Act	OPR	Performance Targets
2.1.1 Field software systems/upgrades to optimize mission performance.	PRM	PRM	Achieve SIS interim authority to test (IATT) by 2nd quarter FY13, commence user acceptance testing (UAT) by 3rd quarter FY13, and deploy SIS by the end of 4th quarter FY13
2.1.2 Develop measures to ensure compliance with DoD IT security mandates while maintaining product delivery capability.	CIO	OPS	Meet all cyber security scorecard requirements throughout FY12.
	CIO	OPS	Obtain DIACAP certification on 25% of systems by 30 Sep 12.
	CIO	OPS	Create IRM Strategic Plan by 30 Sep 12. Develop DAU Enterprise Architecture by 30 Jun 12.
2.1.3 Optimize processes and modernize learning infrastructure.	LCIC	LCIC	Update DAU Directive 704, incorporating DAU Directive 703, 706, and any other student related academic and administrative policies and procedures into a single DAU Directive for publication by 30 Jun 12
	PRM	PRM	Assess demand and cost-benefit tradeoffs for enterprise PMT-401 offerings and create FY13 plan for delivery capacity and locations by 30 Apr 12.
	GLTC	GLTC	Obtain leadership decision on deploying Atlas 2.0 versus continuing with Atlas Pro 1.0/Atlas SE by 30 Jun 12, and complete a study matching capabilities of commercially-available Learning Management Systems with DAU requirements by 30 Sep 12.
	PPLS	OPS / PPLS	Update DAU directives, policy memos, and procedures. Develop an online, interactive, user-friendly Policy and Procedures Index linking to all directives, policy memos, and procedures by 30 Sep 12.
	OPS	OPS	Improve timeliness and responsiveness of internal and external contracting support by 31 Aug 12.
	CIO	OPS	Implement technology insertion review process by 31 Mar 12
2.1.4 Strengthen Learning Asset Management Program by continuing to increase speed and agility of learning asset development.	GLTC	GLTC	Deploy authoring tool for LAMP asset creation and maintenance by 31 Aug 12.
	GLTC	OPS	Prioritize all major DAU online sites (web pages/content) for mobile readiness and integrate mobile considerations into all LAM processes and acquisitions by Jun 2012.
	LCIC	LCIC	Review currency and quality suggestions from the Climate Survey and incorporate them into the curriculum development process as appropriate by 31 Dec 11.

2.1.1 Field software systems/upgrades to optimize mission performance

Student Information System contract was awarded by GSA on Jan 14, 2011. Fielding a comprehensive Student Information System will help DAU and the component DACMs enhance demand forecasting and acquisition training management to improve DAWIA certification rates, as well as providing students with a uniform, simple and transparent registration experience. During FY12 significant progress was made on capturing the business flow, initial coding, initiation of critical DIACAP actions, and achieving the approval for the system through the Investment Decision Memorandum process of the Defense Business Systems Management Committee. This effort is currently on track to achieve deployment in the fourth quarter of FY13.

2.1.2 Develop measures to ensure compliance with DoD IT security mandates while maintaining product delivery capability

DAU successfully completed the annual DISA network defense inspection in April 2012. There were no major findings and DAU filed a milestone plan with DISA to address the two areas that the inspectors recommended for minor improvements. The first involves obtaining network defense agreements with Air Force installations providing support to DAU satellite campus locations. This will be completed by November 2012. The second concerned protecting the Norfolk and Sterling Heights offices with intrusion detection sensors. This will be completed by December 2012.

Section A – FY12 Performance Plan Results

At the end of FY12, five of 65 required systems had received DIACAP accreditation. In addition, 10 systems were with the Certification Authority for review and accreditation recommendation to the Designated Approval Authority. Once these 10 are completed we will have achieved the goal of 25%.

With the creation of a chief information office in February 2011, it became apparent that DAU needed to immediately initiate efforts to develop an Information Resources Management Master Plan and create an Enterprise Architecture document. By the end of FY11 the CIO had secured adequate government staffing and contractor support for his functions. This resulted in creation in September 2012 of DAU's first ever Information Resources Master Plan. This document will be expanded in FY13 and more completely aligned with the DAU Strategic Plan. In addition, an initial Enterprise Architecture was also created and was used to inform DAU Tech Council deliberations and support Configuration Advisory Board (CAB) decisions. This document will also be expanded upon in FY13.

2.1.3 Optimize processes and modernize learning infrastructure

In preparation for the Council on Occupational Education reaccreditation process in FY13, DAU conducted a comprehensive review of its academic policies. As a result of this effort, a number of policies were superseded and others updated. All remaining policies were combined in a consolidated DAU Directive 704, Student Academic and Administrative Policies and Procedures, which was published in May 2012.

A study of PMT 401 demand revealed the following fill rates:

Class 001 Ft. Belvoir (Fill Rate 84%; Start Date 1/23/2012)

Class 002 San Diego (Fill Rate 93%; Start Date 1/30/2012)

Class 003 Kettering (Fill Rate 82%; Start Date 3/19/2012)

Class 004 Huntsville (Fill Rate 75%; Start Date 4/16/2012)

Class 005 Ft. Belvoir (Fill Rate 88%; Start Date 4/16/2012)

Fill rates were in alignment with expectations. To ensure continued high fill rates, several best practices were identified and adopted including having course managers routinely check each registered student to confirm they meet the required grade/education and prerequisite requirements and working with key stakeholders in the DACM/Acquisition Training Offices to ensure seats are fully utilized.

Based on schedule, cost, and quality issues, DAU halted all work on the Atlas Pro 2 learning management system (LMS) as of June 2012. It was further decided to maintain the current AtlasPro1.0 / Atlas Student Edition LMS and integrate it with the emerging Student Information System, pending completion of a market capabilities study and analysis of alternatives for a new commercial LMS.

In preparation for the Council on Occupational Education reaccreditation process in FY13, DAU conducted a comprehensive review of its Policies and Procedures Manual. This study revealed that the Manual was very outdated because it was a "stand alone" document that had to



be separately updated as DAU directives, publications, policies and operating procedures were adjusted. As a result, DAU converted this stand alone manual into an on-line Policy and Procedures Index. The index simply provides links to where the documents are housed. As documents are updated the links will remain valid. This will ensure that the Index will remain current. Periodic reviews will be conducted to determine additions to the index.

Obtaining dedicated contracting team support is critical to ensuring that DAU can remain responsive to the curriculum and infrastructure needs of its stakeholders and students. After analysis of multiple sources to secure contracting services to include Quantico contracting center, Washington Headquarters Services and Military Installation Contracting Center (MICC), DAU determined that MICC was the best choice to support its onsite contracting needs. This was done through a hiring action for a contracting support personal to assist MICC and three additional contracting personnel of a contracting officer, legal analyst and contract specialist who will reside at the Ft Belvoir MICC. This action meets the DAU enterprise intent of having dedicated onsite contract support and resident contracting representation with MICC. The Installation Support Agreement was signed in Sept 2012 to be able to begin this initiative in FY13.

With the creation of a chief information office in February 2011, it became apparent that DAU needed to immediately initiate efforts to develop a technology insertion review process to ensure integrated, cost-effective acquisition of information technology, business systems, and supporting infrastructure. A draft process was developed and reviewed by the DAU Tech Council. Following necessary

Section A – FY12 Performance Plan Results



adjustments, this process was approved by the DAU President in March 2012.

2.1.4 Strengthen Learning Asset Management Program by continuing to increase speed and agility of learning asset development

Fielding a course authoring tool that would allow the faculty to easily update existing learning assets and develop new ones is critical to DAU's ability to responsively meet stakeholder expectations for updated courses while reducing the expense of having to outsource most of this process as is currently necessary. A dedicated team rapidly conducted a market survey to identify viable products; tested the finalists and selected the Composita product. This authoring tool will be referred to as "DART"-Development Assets Rapid Tool." In FY13, faculty training will begin and a DAU Performance Plan task has been created that prioritizes converting DAU on-line courses to this product.

Great progress was made on creating a DAU mobile device capability. The infrastructure was put in place to identify if the DAU website was being accessed by a mobile device; a simple mobile user interface was created to simplify navigation; and a prioritized list of webparts was developed for conversion to mobile capability. This completed Mobile Portal Phase I. Mobile Portal Phase II was initiated in August 2012 and includes information assurance certification; exploring which

learning assets are appropriate for mobile conversion; and examining the feasibility of acquisition-related "apps."

An analysis of the FY11 DAU climate survey revealed five major areas for improvement in the area of curriculum currency and quality: 1) increase course quality, 2) more faculty/course manager time for curriculum development, 3) reduce course development time; 4) better configuration control, 5) better integration across the Learning Capabilities Integration Center functional teams. In response, DAU has taken a number of actions in FY12 that will begin to improve these areas over a several year period. These actions fall into two major areas: technology and management attention. The deployment of the Composita course authoring tool will reduce course development time and expense. Completing the data population of the Competency requirement Management System will improve integration. Smart use of the authoring tool, the newly-fielded Footprints software, and current Blackboard software capabilities will improve configuration control. Greater management attention at the Dean and Director level will ensure the selection of course managers who have the superior functional expertise and leadership commitment of adequate time to continuously monitor and improve their course product. In addition, a new faculty professional development course targeting the course development process will be deployed in FY13.



Goal		Key Learning Indicator		
Continuously improve our processes Enabling Strategy Ensure an efficient and cost-effective infrastructure to increase productivity		Goal 2 - Mission and Support Processes Key Measure % integrated and modernized		
Performance Task		Rpt Act	OPR	Performance Targets
2.2.1 Expand and modernize DAU facilities.		OPS	OPS	Begin implementing cost effective alternatives to relieve congestion and modernize facilities at Ft. Belvoir by 30 Sep 12. Establish and convene a Facilities Council by 31 Oct 11.
		OPS	OPS	Create a facilities master plan with a focus on reducing long-term facilities costs by 31 Aug 12.
2.2.2 Implement energy-saving initiatives throughout DAU.		CIO	CIO	By 31 Jul 12, implement "Wake On LAN" technology to patch systems after hours to enhance energy conservation.
		CIO	CIO	Increase Virtual footprint in DataCenter to a minimum of 50% of environment to allow for increased power savings by 31 Jul 12.
2.2.3 Implement measures to ensure continuity of operations during emergency situations.		OPS	OPS	Conduct at least one contingency procedure drill at each DAU Regional campus and Headquarters by 30 Sep 12.
		OPS	OPS	Conduct an ATLAS continuity of operations exercise by 30 Jun 12 and an annual COOP fail-over exercise to meet SLAs/benchmarks against COOP standards and best practices by 30 Nov 11.
2.2.4 Implement cost efficiency and productivity enhancement measures in support of SECDEF efficiencies initiatives.		PRM	Deans / Directors	During FY12, continue implementation of strategies to increase productivity thru overhead reductions & efficiency improvements such as adjustment of faculty workload model, appropriate increases in classroom size & cost-effective use of student travel \$\$
		CIO	CIO	Review benefits of cloud computing and provide recommendations on DAU's capabilities within the cloud by 31 Jul 12.
		PRM	PRM	In accordance with USD Comptroller guidance, assert audit readiness for Appropriations Received no later than June 30, 2012

2.2.1 Expand and modernize DAU facilities

FY12 was marked by a very strategic approach to the management of DAU facilities. This included:

- establishment of DAU's first chartered Facilities Council chaired by the Director of the Operations Support Group and with all deans and directors as members. The council immediately improved collaboration on developing solutions to facilities issues, provided business units with enhanced situational awareness of facilities plans, and provided opportunities to modify plans to accommodate business unit considerations and improve user acceptance of the solutions.
- development of DAU's first Facilities Master Plan. This comprehensive document serves as an inventory of current facilities, a multi-year plan for facilities maintenance and enhancement, and captures facilities costs so that they can be managed to minimize cost increases during a period of budget constraints.
- initiation of a multi-year approach to reducing the crowding of the Fort Belvoir campus due to the expansion of the number of faculty and the termination of the cost prohibitive effort for a campus annex in nearby Lorton, as well as the August 2012 fire that rendered all of Building 207 unfit for use. Thanks to an aggressive interface with the Fort Belvoir Garrison command group DAU obtained facilities vacated by the Army Management Staff College and have begun moving personnel there. These facilities have increased DAU's square footage even with the temporary loss of Building 207 and are being used to accommodate faculty offices, the Federal Acquisition Institute, Acker Library, and provide an additional classroom. In addition, many Fort Belvoir campus rest rooms were remodeled, enhancement of building lobbies was initiated, sidewalks repaired, three major building received slate roofs, and one large student parking lot was repaved and had security lighting installed. Despite this initial success, this is a multi-year effort and the task of easing Fort Belvoir congestion and upgrading its aging infrastructure will be carried over to the FY13 Performance Plan.

2.2.2 Implement energy-saving initiatives throughout DAU

DAU is aligned with the Federal Government's mandate to implement energy saving initiatives. With the completion of Windows 7 deployment, DAU was able to deploy "wake on LAN" technology to centrally turn off computers on evenings and weekends, waking up the computers only to push software updates and patches and then remotely turning them off again. This technology will be completed for the classrooms in October 2012. DAU has also aggressively implemented a program to save power by "virtualizing" its servers. A target of virtualizing 50% of DAU servers in FY12 was achieved and exceeded as we reached 63% of servers virtualized.

2.2.3 Implement measures to ensure continuity of operations during emergency situations

At the beginning of FY12, DAU Operations Support Group had planned a number of simulated exercises to test DAU's emergency procedures. Due to the vicissitudes of nature and manmade causes, real emergencies took the place of simulations. DAU-South, in conjunction with Eglin AFB, put into place contingency measures to deal with Hurricane Isaac hitting the tip of Florida and the Gulf area. DAU West participated in an emergency shutdown as part of a national Navy exercise. Adverse weather also caused DAU Midwest to exercise contingency operations. At Fort Belvoir the June 2012 damaging winds caused by the "derecho" and the August fire which gutted Building 207 caused robust use of emergency procedures. In all cases, the established building evacuation procedures, the continuous update of emergency contact information, the Notifind emergency contact

software, and the remote network access software deployed to support telework allowed the DAU leadership to notify faculty, staff, contractors and students of emergency situations and campus operating status. DAU personnel could work from home during these periods and be fully productive. Finally, DAU exercised its software COOP site capability to address a real world issue when the Atlas LMS was subjected to a cyberattack. The COOP site provided full functionality and allowed DAU to continue to host online courses and continuous learning modules.

2.2.4 Implement cost efficiency and productivity enhancement measures in support of SECDEF efficiencies initiatives

Through measures such as converting classroom materials from print to digital format; reducing course length; reducing periodical subscriptions, mobile phone accounts, and organizational memberships; and managing printing costs, DAU successfully reduced expenses and reinvested these savings and avoidances in delivering more training and updating learning assets. A special section on page???? of this FY12 Organizational Performance Assessment provides additional details on this special initiative.

The Federal Government has mandated that organizations begin examining how they can employ cloud technology to reduce local information technology infrastructure. In July 2012 the DOD CIO office released a memorandum stating that DISA would be the cloud broker for all DOD agencies so DAU is working with DISA to understand their emerging cloud capabilities. In addition, DAU has already begun leveraging cloud technology



by initiating an effort to reduce its data center footprint to two locations—data center East at Fort Belvoir and data center West in San Diego. This will allow us to comply with datacenter consolidation initiatives and also enhance the services we provide from our private cloud. In FY13 we will continue to review potential options for public and DISA cloud by working with vendors and DISA to increase our cloud footprint where appropriate to take advantage of shared services to reduce costs.

Although DAU is a category 3 organization and not required to participate in the Secretary of Defense mandated Audit Readiness initiative, we have chosen to do so. For Wave 1, Appropriations Received, we are waiting for transaction data from one intelligence agency and then will be able to assert to Appropriations Received in early FY13.

Goal 3: (TRANSFORMATION)

Support Congressional and DoD acquisition improvement initiatives through thought leadership, applied research, and engagement with key acquisition organizations

DAU significantly impacted DoD's drive to make every dollar count by promoting mission assistance, communities of practice, and rapid deployment training on emerging initiatives; and by conducting relevant research.

Overall goal status is **GREEN**:

- DAU conducted a robust program of engagements with major defense acquisition programs through program start-up workshops, program assessments for milestone reviews, compliance reviews, program advisory roles, and executive coaching.
- DAU proactively responded to congressional mandates and USD(AT&L) priorities.
- DAU leveraged applied research to promote breakthrough change and performance excellence and to enhance learning assets for the acquisition community.

DAU has established the following multi-year performance measures for Goal 3:

Complete 100 percent of congressionally mandated tasks.

- There were no congressional mandated tasks in the FY12 National Defense Authorization Act (NDAA). However, DAU continued to provide training in areas mandated by previous NDAA's, such as Contingency Contracting, Contracting Officer's Representative training, and Requirements Management Certification training. Responsibility for the requirement in the FY11 NDAA to define a workforce re-certification framework and concept of operations was transferred to the Director of AT&L Human Capital Initiatives.

Publish five research papers per year on topics of interest to Congress and USD(AT&L).

- DAU published 4 issues of Defense Acquisition Research Journal during FY12, which included 19 research papers. The following research papers were published or co-published by DAU faculty and staff:
 - "Inserting Agility in System Development" by Matthew R. Kennedy and Lt Col Dan Ward, USAF
 - "Diagnosing Key Drivers of Job Impact and Business Results Attributable to Training at the Defense Acquisition University" by Nick Bontis, Chris Hardy, and John R. Mattox
 - "Proposed Leadership Structure for Joint Acquisition Programs" by Howard Harris and Mark Lewis
 - "Experience Catalysts: How They Fill the Acquisition Experience Gap for the DoD" by Col Robert L. Tremaine, USAF (Ret)
 - "A Closed-Form Solution for the Production-Break Retrograde Method" by Dr. Larrie D. Ferreiro and Brian Gillespie of the Missile Defense Agency
 - "International Naval Technology Transfer - Lessons Learned from the Spanish and Chilean



Goal	Key Learning Indicator	
Support congressional and DoD acquisition improvement initiatives through	Goal 3 - Transformation Enablement	
Enabling Strategy	Key Measure	
Promote improved acquisition performance and outcomes through training,	% applied research projects completed	
Performance Task	Rpt Act	OPR
Performance Targets		
3.1.1 Expand training and development initiatives.	LCIC	LCIC
	DSMC	DSMC
3.1.2 Improve quality of the Defense Acquisition Workforce and non-statutory workforce.	LCIC	LCIC
	LCIC	LCIC
	LCIC	LCIC
3.1.3 Enhance learning assets across the PLM relating to Information Technology.	LCIC	LCIC
	HQMA	HQMA

- “Shipbuilding Experience” by Dr. Larrie D. Ferreiro
- “Schedule-Driven Costs in Major Defense Programs” by Dr. Roy Wood

Complete 80% of DAU performance tasks.

- At the end of FY12, DAU faculty and staff had completed all of the 29 performance tasks and 73 out of 78 performance targets—a 94 percent completion rate.

3.1.1 Expand training and development initiatives

LCIC reviewed all courses and for policy vs practice content and made appropriate adjustments where necessary. For example, the revision of the CON curriculum consists of ten new courses and in each instance the emphasis is how to do contracting- pricing, negotiation, requirements generation, parts to the FAR/DFAR. Additionally, at Level III, courses emphasize the practice of technical leadership not AT&L policy. Policy lessons only occur in the curriculum where it absolutely makes sense to do so. For example, POM/budget

process is discussed in detail in BCF 103, the entry level funds management course.

Assessment of policy vs practice content was completed by course managers for PMT-400 (70% of the content is related to practice); PMT-401 (93% related to practice); PMT 402 (70% related to practice); ACQ-405 (60% related to practice); and ACQ-404 (50% related to practice). The lower percentages in ACQ-405 (Executive Refresher Course) and ACQ-404 (SAMC for GO/FO/SES) were expected since these are refresher courses that focus on changes and updates to acquisition policy. The assessment of the DSMC leadership team is that the current balance of policy vs practice is satisfactory. DSMC will continue to identify and incorporate additional ways to increase (where appropriate) a greater practical focus in all its courses.

Section A – FY12 Performance Plan Results



3.1.2 Improve quality of the Defense Acquisition Workforce and non-statutory workforce

Responsibility for defining a workforce re-certification framework and concept of operations as required by FY11 NDAA was transferred to the AT&L Human Capital Initiative organization.

DAU and DCMA signed a memorandum of agreement (MOA) to stand up the College of Contract Management (CCM) on October 28, 2011. This represented an expansion of mission for DAU. The MOA outlined the roles and responsibilities of both DAU and DCMA. A concept of operations was then developed. DAU hired a Dean for CCM in April 2012 and efforts continued throughout the fiscal year to prepare for hiring of approximately 25 faculty and staff. DAU and DCMA began a job/task/gap analyses for all functional disciplines (11). DAU began reviewing course construct for instructional design soundness.

In July 2012, DAU provided an overview of DAU capabilities and learning assets to assist in the training of the DoD IG Community. In addition, approximately 100 resident course offerings were targeted for the DoD IG auditors (ACQ 201B and PMT 352B) to provide them the

opportunity to not only learn the acquisition process, but engage with the acquisition workforce. As of 30 September 2012, DAU is waiting for the DoD IG community to complete their certification tracks.

3.1.3 Enhance learning assets across the PLM relating to Information Technology

DAU benchmarked IRMC on IT Project management curriculum and have an on-going partnership to share best curriculum content and development practices. DAU also benchmarked NPS and AFIT as part of the broader task 1.1.2.

During FY12, the IT FIPT, DoD CIO, and DAU held discussions on development of the DoD Information Technology Acquisition and Program Management Strategic Workforce Plan. Implementation of the plan is pending due to 1) delayed approval of the Plan into early CY12, and 2) lack of money to implement the Plan's provisions. The IT principals are formulating funding requests for the Workforce Management Group consideration. DAU moved implementation to the FY13-15 DAU Strategic Plan, with HQ-MA and LCIC being primary DAU partners with CIO and IT FIPT.



Goal	Key Learning Indicator	
Support congressional and DoD acquisition improvement initiatives through Enabling Strategy Leverage applied research to promote breakthrough change and	Goal 3 - Transformation Enablement Key Measure % workforce certified by level within career field	
Performance Task 3.2.1 Expand DAU research program to include focused studies on current AT&L high-interest areas.	Rpt Act DSMC South	OPR DSMC South
	Performance Targets Conduct research symposium and publish 5 papers focusing on Better Buying Power Initiatives by 30 Sep 12. Select and submit at least one SSCF research paper per cohort and at least one ICAF research paper to DARJ for consideration by 30 Sep 12.	

3.2.1 Expand DAU research program to include focused studies on current AT&L high-interest areas

DAU conducted a 2-day seminar entitled, “Limits on Competition.” The seminar focused on the Better Buying Power initiative to improve competition and included 18 presented papers that will be considered for publication in a future ARJ and placed on the DAU Research website. More than five BBPi-related papers were published in the ARJ this year.

Participants in the three Senior Service College Fellowship (SSCF) cohorts graduated as May 30, 2012. Each student wrote a research paper. APG and Warren sites submitted articles for ARJ review. Huntsville site selected several for editing prior to submission to ARJ

3.3.1 Deploy learning assets to support USD(AT&L) Directive Type Memorandum (DTM) on Better Buying Power—Restoring Affordability and Productivity in Defense spending

LCIC incorporated content reflecting USD(AT&L) Directive Type Memorandum and policy memorandums on Better Buying Power initiatives in 100% of classroom courses and 2/3 of the online courses.

DSMC completed a thorough scrub of all executive classes for BBPi content. Content existed or was added to cover all 23 initiatives. This content is delivered through incorporation in existing curriculum and stand-alone content in lecture modules, distinguished guest presentations, discussion panels, exercises, and electives.

3.3.2 Leverage DAU-wide Mission Assistance activities to support AT&L priorities

A DAU Mission Assistance research paper was completed by DAU West in September 2012. The identification of lessons learned / best practices for MDAP/MAIS programs and services contracting efforts, and the publishing of a best practice compendium on the Mission Assistance Web site was rescheduled for completion in FY2013 because of higher priority activities tasked to HQ-MA.

Four DataMining sites have been activated for DAU faculty and staff use. Five additional DataMining sites are partially completed. Additional DataMining efforts are in abeyance as a result of a reallocation of funding for higher DAU budget priorities.

A report documenting a recommended portfolio review process and lessons learned from the Ground Vehicle Portfolio Review

Section A – FY12 Performance Plan Results

Goal		Key Learning Indicator		
 Support congressional and DoD acquisition improvement initiatives through		 Goal 3 - Transformation Enablement		
Enabling Strategy Engage with key acquisition organizations to help improve acquisition		Key Measure % of opportunities for improvement completed		
Performance Task	Rpt Act	OPR	Performance Targets	
 3.3.1 Deploy learning assets to support USD(AT&L) Directive Type Memorandum (DTM) on Better Buying Power—Restoring Affordability and Productivity in Defense spending.	LCIC	LCIC		Ensure 100% of certification residence courses and 67% of online courses reflect USD(AT&L) Directive Type Memorandum and policy memorandums on Better Buying Power by 30 Sep 12.
	DSMC	DSMC		Ensure 100% of executive residence courses reflect USD(AT&L) Directive Type Memorandum and policy memorandums on Better Buying Power by 30 Jun 12.
	GLTC	LCIC		Integrate Better Buying Power initiatives into appropriate CoPs by 30 Sep 12
 3.3.2 Leverage DAU-wide Mission Assistance activities to support AT&L priorities	HQMA	HQMA		Identify, through MA practice, lessons learned and best practices for MDAP/MAIS programs / services contracting efforts and publish a best practices compendium on the Mission Assistance Website and submit at least one research paper to DARJ/AT&L Magazine
	HQMA	HQMA		Deploy output of Mission Assistance program information data mining for use by regional MA teams by 31 Mar 12.
	HQMA	HQMA		Document and provide to OSD a process for effective, collaborative program portfolio reviews incorporating lessons learned and best practices from 2011 Ground Combat Vehicle portfolio review by 30 Jun 12.
 3.3.3 Create On-the-Job Training (OJT) Certification to Qualification framework.	Mid-Atlantic	Mid-Atlantic		Create On-the-job training (OJT) Certification to Qualification framework by 31 Mar 12
	Mid-Atlantic	Deans		Complete and assess multiple pilots to validate elements of C2Q construct by 31 Aug 12.

effort was provided to President, DAU (performing the duties of ASD(A)) on 15 March 2012.

LCIC and GLTC incorporated BBPI into appropriate CoPs. This is a dynamic project which will continue to expand into additional CoPs and other knowledge assets to include best practices.

3.3.3 Create On-the-Job Training (OJT) Certification to Qualification program

A framework for On-the-Job Training (OJT) Certification to Qualification pilots was completed and several types of pilots were identified (e.g., career fields, program office / project office, and organization).

Career Field Pilots: Acquisition Qualifications Standards (AQS) for Program management are on-going with PEO Soldier, Navy, and Air Force. A preliminary analysis was completed for pilots in SPRDE and Logistics. Earned Value Management pilot was coordinated with PARCA and completed with NAVAIR 4.2.

Program/Project Office Pilots: A pilot with PMA 260 to assess functional proficiency in Earned Value Management was completed. An additional pilot is ready for PMA 272, pending availability of program office staff. A pilot with MARCORSSCOM was completed to assess functional proficiency in Systems Contracting. Analysis of the results is underway. A pilot for individual and team proficiency in developing performance work statements for acquisition of services was successfully deployed.



Organization pilots: The DCMA technical competency assessment tool (TCAT) is an ongoing DCMA initiative and was partially fielded. DAU is also working with DCMA to refine competency task statements for functional proficiency for pricing. Completed requirements for pilot with Army Contracting Command/Expeditionary Contracting Command.

The EVM pilots provided much information and validated the proficiency construct. A draft report on functional proficiencies with rubrics was provided to ASD(A) and will be updated upon receipt of additional information from on-going efforts. Began development of a plan to integrate AQS/PM and functional proficiency construct for prototype with Program Office(s) to gather additional information and further refine recommendations for path forward options.

GOAL 4: (PEOPLE)

Foster an environment that encourages continuous development, promotes diversity, and rewards achievement to enhance job satisfaction and performance

To accomplish its goals, DAU invests in human capital and professional growth that leads to value-added contributions to meet the needs of the Defense Acquisition Workforce.

Overall goal status is **GREEN**:

- DAU continued to enhance its professional development program by introducing the Distinguished Teacher (DT) Award program, creating a DAU-wide Faculty Resource System of Systems (SoS) website, and expanding its Faculty Performance Development (FPD) program.
- DAU continued to improve the hiring process and maintained a best practice jobs website to attract new employees.
- DAU conducted a climate survey in FY11 to assess progress in maintaining a supportive working environment that promotes professional growth and collaborative achievement of organizational goals. Results verified that DAU has been successful in this critical area.

DAU has established the following multi-year performance measures for Goal 4:

Conduct climate survey at least every 3 years and achieve an aggregate mean score of 65 or above.

- DAU conducted a climate survey in FY11, achieved an aggregate mean score of 72.5 percent, and exceeded its target by 4.5 percent and its FY08 score by 1.4%. During FY12, DAU continued to implement appropriate changes based on the 322 suggestions for improvement received.

Maintain average hiring cycle time of 80 days from Human Resource Management Council approval to job offer.

- In FY12, DAU achieved this target with an average hiring cycle time of 39 days, six days better than the OPM objective.

Maintain a professional development budget of a least 2 percent of unloaded salary per year.

- In FY12, DAU expended \$942,311 for staff and faculty professional development, including tuition assistance. This is 1.7 percent of DAU's FY12 unloaded salary of \$55,504,000.



Goal		Key Learning Indicator		
Foster an environment that encourages continuous development, promotes		Goal 4 - People		
Enabling Strategy Recruit, develop, and retain the most talented, experienced, and motivated		Key Measure Full Time Equivalent (FTE) vacancy rate		
Performance Task		Rpt Act	OPR	Performance Targets
4.1.1	Operationalize DAU Human Capital Plan (HCP), including workforce planning, recruitment, retention, and performance management strategies	HR	HR	Promulgate a policy addressing supervisory development to include a Supervisor's Toolkit and DAUNet portal page dedicated to supervisor support tools, training and information by 30 Sep 12
		HR	HR	Conduct key position succession talent pool review by 30 Jun 12.
	4.1.2	Create structure and training events for a new staff performance development program.	HR	HR
4.1.3	Continue to enhance DAU Faculty Performance Development (FPD) to support delivery of learning assets.	PPLS	CNE / PPLS / GLTC	Implement approved recommendations from Excellence in Teaching study by 30 Sep 12.
		GLTC	GLTC	Convert FPD 200 to a learning on demand delivery format by 31 Aug 12.
		LCIC	LCIC / GLTC	Identify options to provide PLD training in support of the delivery of learning assets by 30 Sep 12.
		GLTC	GLTC	Develop and deploy FPD 400 relevant hot topics module on technology familiarization by 30 Sep 12.
		HR	PPLS / PRM	Deploy the employee profile and associated query functions of DAU's Talent Management System by 30 Jun 12.
		HR	PPLS / PRM	Deploy the knowledge inventory and associated query functions of DAU's Talent Management System by 30 Sep 12.
PPLS	PPLS / GLTC	Promulgate a policy addressing the development of faculty and detailing roles and responsibilities by 30 Jun 12.		

4.1.1 Operationalize DAU Human Capital Plan (HCP), including workforce planning, recruitment, retention, and performance management strategies

In response to Office of Personnel Management (OPM) emphasis on enhancing development of supervisors, DAU analyzed its processes and procedures to determine where improvements could be made. This analysis concluded that although DAU had developed robust resources that allowed for a customized approach for developing newly-appointed supervisors based on their previous leadership experience, a systematic program needed to be structured and senior leadership emphasis was needed to ensure participation. As a result, a supervisory development program policy was drafted. Additionally, a detailed Supervisory Guide was developed. These and other resourced will be placed on a special portal for easy access and use. These measures, together with the long-standing programs that DAU has run each year for mid-level managers,

senior managers, and emerging leaders, as well as leadership development opportunities at the Eisenhower College, Federal Executive Institute and OPM development centers will provide a comprehensive approach to sustaining supervisory skills for DAU managers.

Based on the success of the FY11 program of identifying a pool of talent to fill behind DAU senior leadership team positions, in FY12 DAU focused on identifying candidates to fill senior manager (associate dean/deputy director) positions. This involved working with the senior managers to understand their career aspirations and having them recommend talented individuals to compete for their positions. In turn, the senior leadership team reviewed these recommendations and finalized their recommendations. As a result of these actions, DAU has identified a pool of capable individuals for consideration when senior leadership position openings arise. This information will be used as part of the

selection process for rotational developmental assignments and developmental training and education at the Eisenhower College, Federal Executive Institute and Senior Service College Fellowship Program.

4.1.2 Create structure and training events for a new staff performance development program

A special IPT completed a robust list of competencies and have now aligned that list with various and current training and developmental options so that as new Training Techs onboard, skill gaps are identified or IDPs are drafted, there will be specific training to include OJT to assist the employee and the supervisor.

4.1.3 Continue to enhance DAU Faculty Performance Development (FPD) to support delivery of learning assets

In July 2011, a special team appointed by the DAU president made three major recommendations concerning how to enhance excellence in teaching at the university. In FY12 DAU implemented each recommendation:

Initiative #1. Create a DAU-wide Faculty Resource System of Systems (SoS) website that captures the numerous DAU faculty processes into a ready reference. Working with focus groups composed of faculty from all DAU regional campuses, a team created a faculty “system of systems” taxonomy from which a new “All Things Faculty” web site was developed for the DAUNet to make teaching preparation and delivery resources and professional development tools readily available to all 500 DAU faculty members.





Initiative #2. Develop a pilot for a Distinguished Teacher (DT) Award program. An IPT with members from all DAU regions established the baseline attributes of a Distinguished Teacher and developed an annual selection process that included nomination by peers, selection of official business unit nominees by the deans, a selection board and classroom observation process managed by the regional associate deans and final selection by the DAU President. Input for the program concept was also obtained from the DAU Board of Visitors. The first three Distinguished Teachers were recognized in October 2012 at the DAU Conference.

Initiative #3. Implement a Director of Faculty Effectiveness. The role, responsibilities, and organizational location of the Director of Faculty Effectiveness were incorporated into DAU's first ever faculty professional development directive (DAU Directive 725), which was signed in September 2012. This directive also completed the FY12 Performance Plan target entitled "Promulgate a policy addressing the development of faculty and detailing roles and responsibilities by 30 Sep 12."

In FY12 DAU continued to enhance its Faculty Performance Development course structure by completing conversion of FPD 200, Instructional Products Design to learning on demand structure. The pilot of the converted course was underway as FY12 ended. In addition, FPD 220 (Performance Learning Director) completed Phase I (course outline) of its development and will be deployed in FY13 to address a gap in the FPD course structure. Finally, DAU conducted numerous FPD400 (Technology Seminars) offerings to enhance faculty capability on such technology

concepts and tools as Blackboard, Composita, Student Response Systems, and mobile learning capabilities.

To capture the functional and professional talents of its 500 faculty, DAU successfully deployed the "employee profile" element of the Talent Management System in June 2012. This capability allows DAU leadership to easily obtain information on the functional experience, DAWIA certifications, industry experience, and educational attainments of the faculty. DAU also made significant progress in developing the "knowledge inventory" functionality of the Talent Management System, but was not able to field this application in FY12 because of coding complexity associated with trying to integrate data for faculty qualified in multiple career fields. This task will be continued and completed as part of the FY13 DAU Performance Plan thereby providing DAU mission assistance managers to quickly match consulting requirements with DAU faculty qualified to lead or participate in these engagements.

FY12 also saw completion of a multi-year effort to develop a set of core faculty competencies with the completion of the Mission Assistance competencies. These faculty competencies will be used as the basis for the developing FPD courses, hiring actions, and skill inventories.

Section A – FY12 Performance Plan Results

In addition to FPD training, DAU recognizes that developmental assignments are critical to refreshing its faculty’s functional and management skills. In FY12, these faculty participated in developmental experiences:

Region	Name	Period	Assignment
CNE	Rob Rea	4 months TBD	PEO-Land Systems (L/S), ACV program
CNE	Dave Pearson	Aug 11- Jun 12	ICAF student
CNE	Dave Fowler	Jun 11-Jun 13	PPLS Faculty Policy
DSMC	Dave Miskimens	early spring 2012	Rotation with Ron Pontius in NII to assist with transition
DSMC	Steve Jones	Jan - Apr 2012	DASD-SE w/Nic Torelli to help revamp SE policy/practice
DSMC	Tony Romano	2011-2012+	ICAF liaison
MA	Scott Ilg	Aug 10- Jun 11	ICAF student
MA	Scott Vandenberg	before Newberry	ASD(A)
MW	Joe Veneziano	starting Feb	ASD(A)
South	Hal Earnest	6 months	MEADS program office
South	David Newberry	until Feb	ASD(A)
West	Marty Sherman	Jan to Apr	Office of the President of DAU

4.2.1 Enhance organizational performance

In 2011 DAU conducted a periodic climate survey to identify areas for organizational improvement. In FY12 DAU carried out numerous activities to address the key issues. Deans and Directors were responsible for regional specific actions. Many of the issues common to all business units or beyond the capability of a business unit to address became FY12 DAU Performance Plan targets and are discussed in this Organizational Performance Assessment. Actions to improve the quality and organization of DAU learning assets were addressed under Goal 2. Actions to improve

the infrastructure conditions at Fort Belvoir were also addressed under Goal 2. Efforts to enhance internal communications are detailed below under Task 4.2.2. Finally, leadership-oriented issues were made prominent discussion topics at the annual senior leadership meeting, the senior managers meeting and the mid-level managers meeting.

In FY12 DAU conducted an analysis of the Newcomers/Onboarding program that it established two years ago to assess its effectiveness and implement any needed modifications. This resulted in only minor adjustments being required such as putting the “newcomer’s notebook on CDs, decreasing



Goal		Key Learning Indicator		
Foster an environment that encourages continuous development, promotes		Goal 4 - People		
Enabling Strategy Foster a performance-based culture that recognizes contributions to the DAU		Key Measure # of employees meeting training commitments in IDPs		
Performance Task		Rpt Act	OPR	Performance Targets
4.2.1 Enhance organizational performance	HR	HR	Based on the review of the 2011 climate survey results develop recommendations for implementing improvements across the enterprise and within each region by 31 Jan 12.	
	HR	HR	Continue to enhance the Newcomer/On-boarding process by measuring the "attitude" and organizational knowledge of new employees as part of the 90-120 day feedback survey by 30 Sep 12.	
4.2.2 Enhance Communication	PPLS	PPLS	Conduct DAU Communications survey and deliver results to senior leadership by 31 Jan 12. Implement approved recommendations by 30 Sep 12.	

the amount of info pushed on the “first day,” the establishment of a newcomers survey after they have had time to be on the job, and a change to the DAU overview briefing concept from after the periodic All Hands meeting to a more focused cross-regional welcome session on a more frequent basis so that there is a more personal experience and chance for feedback using DAU Telepresence capability.

4.2.2 Enhance Communication

As a result of the DAU FY11 climate survey, the President of DAU approved the formation of a DAU Communications Team. In FY12 this team created a communications annual plan that gave rise to a number of important and effective initiatives. The team conducted an internal corporate communications survey in the first quarter of FY12 to gauge the overall attitude toward the communications

effort within the university. The survey was conducted via the DAU Intranet and promoted by internal e-mail, individual regional promotion, and postings on the DAUNet Views & News and Spotlight. The survey collected demographics of participants and assessed communications trends. A five-point scale was used to rate various forms of communications throughout the university. In addition, open-ended questions were asked to gather additional suggestions. Analyzing the feedback with senior leaders, the Communications team implemented several initiatives to improve communications in the FY such as:

- Front Office Forum
- DAU UpFront
- Fort Belvoir and Regional Town Hall meetings
- Shaping of All Hands Topics
- Consolidated communications effort

GOAL 5: (CUSTOMERS)

Proactively engage our customers and stakeholders to understand their mission requirements and develop responsive solutions to enhance performance

Customer relationship management is how DAU deliberately plans to interact with its external and internal customers and stakeholders to promote a great DAU experience. DAU's internal customers are its faculty and staff. Its external customers and stakeholders include Congress, DoD AT&L senior leadership, component acquisition organizations, and, of course, the Defense Acquisition Workforce and community.

Overall goal status is **GREEN**:

- DAU continued to execute its Customer Relationship Management (CRM) Program.
- DAU provided the "DAU experience" to all who came in contact with DAU, as evidenced by our overall customer satisfaction rating.
- DAU maintained its national reputation as a premier corporate University and its leadership and faculty spoke at numerous national-level conferences and participated in numerous sector leadership activities.

DAU has established the following multi-year performance measures for Goal 5:

Visit 80 percent of MDAP/MAIS customers.

- In FY12, DAU visited 98 percent of the MDAP Program Managers (PMs) or Deputy Program Managers (DPMs), surpassing its target by 18 percent.

Achieve an aggregate customer satisfaction for Kirkpatrick Level I surveys of learning assets greater than 5.6 on the 7-point Likert scale.

- In FY12, DAU's aggregate customer satisfaction score was 5.97 (85 percent), exceeding its target by 0.37 (5 percent).



Goal		Key Learning Indicator	
	Proactively engage our customers and stakeholders to understand their		Goal 5 - Customer Focus
Enabling Strategy		Key Measure	
Ensure alignment of customer relationship management program with DoD		% of planned customer outreach visits conducted	
	Performance Task	Rpt Act OPR	Performance Targets
	5.1.1 Deploy Customer Relationship Mgmt. (CRM) Program IAW CRM Handbook for Key Stakeholders	HQMA Deans	Make contact with 90% of MDAP and MAIS PMs/DPMs with emphasis on BBP initiatives by 30 Sep12 and report outcomes/customer responses at EPRAs.
		HQMA Deans	By 31 Mar 12, establish a Forecasting System to highlight upcoming Major Milestone reviews so that Regions can have lead-time to provide support to MDAPs and MAIS.

5.1.1 Deploy Customer Relationship Mgmt. (CRM) Program IAW CRM Handbook for Key Stakeholders

By the end of FY12, DAU had met with over 98% of MDAP and MAIS program managers and/or deputy program managers (178 Of 181 programs), exceeding the target by 8 percent. (178/181 programs).

DAU’s business units were provided access to the online USD(AT&L) Defense Acquisition Board (DAB) / Overarching Integrated Product Team (OIPT) program review working schedule, giving Regions the ability to plan major milestone review support for MDAPs and MAISS.

5.2.1 Meet or exceed customer satisfaction and response time targets

DAU’s overall satisfaction score was 5.97 out of 7 (85 percent) on the 7-point Likert scale. This exceeds the target by 5 percent. Individual area satisfaction scores are: classroom—90 percent; online courses—80 percent; facilitated online learning environment (FOLE)—84 percent; CLM—94 percent; follow-up—74 percent; manager—75 percent; Course Improvement Survey (CIS)—91 percent; FPD—98 percent; targeted training—91 percent; and consulting—97 percent.

The Footprints Help Desk ticketing and tracking tool received interim authority to test (IATT) in August 2011, and user acceptance testing was completed the following month. Initial authority to operate was granted in

Goal		Key Learning Indicator	
	Proactively engage our customers and stakeholders to understand their		Goal 5 - Customer Focus
Enabling Strategy		Key Measure	
Provide high-quality and responsive customer service		Customer satisfaction levels	
	Performance Task	Rpt Act OPR	Performance Targets
	5.2.1 Meet or exceed customer satisfaction and response time targets.	GLTC Deans	Meet or exceed DAU Customer satisfaction targets for all learning assets by 30 Sep 12.
		OPS OPS	Implement and conduct training for Numara Help Desk ticketing and tracking tool by 31 Mar 12.
		CIO OPS	Operate a robust DL help desk capability to ensure customer access & satisfaction. Student/customer abandoned call & hold time should not exceed 2 min.
	5.2.2 Develop and establish a repeatable Level IV evaluation.	DSMC PRM / DSMC	Conduct Kirkpatrick Level IV for PMT 401 or 402. Survey selected other courses by 30 Sep 12.
		HQMA PRM	Develop Level IV survey prototype for mission assistance by 30 Sep 12.

Section A – FY12 Performance Plan Results

Goal		Key Learning Indicator		
 Proactively engage our customers and stakeholders to understand their		 Goal 5 - Customer Focus		
Enabling Strategy Maintain DAU's national reputation as a premier corporate university		Key Measure # Benchmarking visits to DAU and presentations to others		
 Performance Task		Rpt Act	OPR	Performance Targets
 5.3.1	Continue to innovate and share best practices with other organizations.	GLTC	GLTC	 Present innovations at 6 conferences during FY12.
		GLTC	GLTC	 Benchmark high-performing organizations to adopt and export best practices in FY12.
 5.3.2	Continue to enhance credentials through accreditation and sector leadership activities.	PPLS	PPLS	 Submit annual COE report by 2 Dec 11 and update 2007 self-study narrative by 31 Mar 12.
		PPLS	PPLS	 Judge 3 national acquisition / learning and development competitions in FY12.

January 2012, following which it was phased into use within the Information Systems (IS) department and GLTC. Three separate training sessions were conducted for IS personnel across the DAU enterprise, and implementation was completed by the March deadline.

DAU made progress towards meeting the hold time goal of 2 minutes or less. The Help Desk has added additional temporary employees, and Student Services and GLTC have provided augmentation from their staffs when possible. The Help Desk was transitioned to VOIP the last week of July, and some improvement is expected due to capabilities of the new system. DAU is also pursuing a user account management system to allow single/reduced sign-on capability. This should greatly reduce the volume of calls, as more than half the Help Desk calls concern login issues. The account management solution is planned to be implemented in FY13.

5.2.2 Develop and establish a repeatable Level IV evaluation

A Kirkpatrick Level III/IV survey was conducted for PMT 401 and PMT 402 during the 4th Quarter of FY12. Participation in the survey was excellent, with over 220

graduates and supervisors participating. Emerging insights indicate that graduates and supervisors both highly value the courses and see a good return on investment. Analysis results from the surveys were briefed to DSMC in September by Dr. James Kirkpatrick. A detailed report on the results of the survey will be made available by Dr. Kirkpatrick in FY13.

During FY12, DAU developed a Kirkpatrick Level IV survey for Mission Assistance. Following a successful pilot, the survey has been provided to the business units for their use.

5.3.1 Continue to innovate and share best practices with other organizations

During FY12, DAU presented at the following conferences:

- Council on Occupational Education (COE) Annual Meeting
- DoD Small Business Training Week Conference
- American Society for Training & Development (ASTD) Symposium
- Training Conference Expo
- Chief Learning Officer (CLO) Symposium
- Enterprise Learning! Summit
- TechAmerica symposium
- DAU/George Mason University Innovations Conference



- International Defense Educational and Acquisition Arrangement (IDEAA) Conference
- Council on Occupational Education (COE) Summer Conference
- eLearning & Serious Games Conference
- Learning Analytics Conference
- US Distance Learning Association (USDLA) Conference

During FY12, DAU benchmarked the following high-performing organizations:

- U.S. Securities and Exchange Commission
- U.S. Army Training and Doctrine Command (Army Learning Management System)
- Veterans Administration (VA) Academy
- Advanced Distributed Learning (ADL) Co-Lab
- Deloitte LLP

5.3.2 Continue to enhance credentials through accreditation and sector leadership activities

DAU submitted its annual report to the Council on Occupational Education (COE), DAU's accrediting body, and the narratives for the 2007 self study were updated as required.

During FY12, DAU judged the following competitions:

- Chief Learning Officer (CLO) Magazine Learning Elite Awards
- CLO Magazine Learning in Practice Awards
- Learning! 100 Awards
- DAU Research Awards
- AT&L Workforce Development Awards
- AT&L Workforce Achievement Awards
- David Packard Excellence in Acquisition Awards

SUMMARY

This section reported the status of accomplishments of DAU's FY12 performance plan tasks. These results demonstrate that the DAU team:

- Continues to expand delivery of classroom and online learning assets to meet throughput demands, consistently exceeds customer satisfaction targets, and responsively supports the DoD acquisition leadership's mandate to deploy transformational policies and best practices;
- Continues to modernize existing or deploy new internal processes and systems to significantly improve management of University resources and provide more effective support to individual learners and acquisition field organizations; and
- Maintains a performance culture to develop its faculty and staff and link individual evaluations and performance awards to the accomplishment of DAU's organizational objectives.

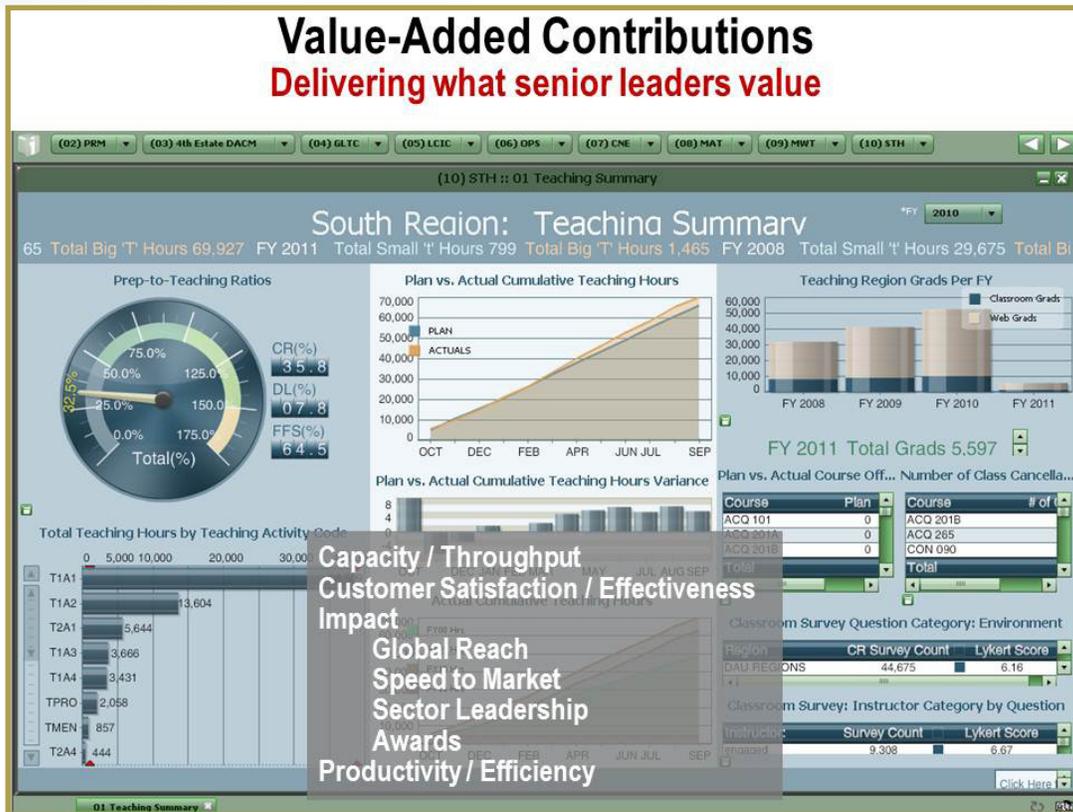


**“The training you
get at DAU...”**



...lays the foundation for success in your career, on the job, and in providing what our warfighters need to prevail and to come home safely.

Section B – DAU Value-Added Contributions to Other DoD Priority Initiatives



OVERVIEW

DAU measures its success by the value-added contributions it makes to the business strategies and results of the University's stakeholders and to meeting the learning needs of its customers: the Defense Acquisition Workforce. These contributions include capacity/throughput, customer satisfaction/effectiveness, impact (global reach, speed to market, and sector leadership), and productivity/efficiency.

DAU has established a Web-based, real-time, enterprise-wide performance measurement system to capture the most important information concerning DAU operations, provide status, identify improvement opportunities and enable data-driven decision making. With this system,

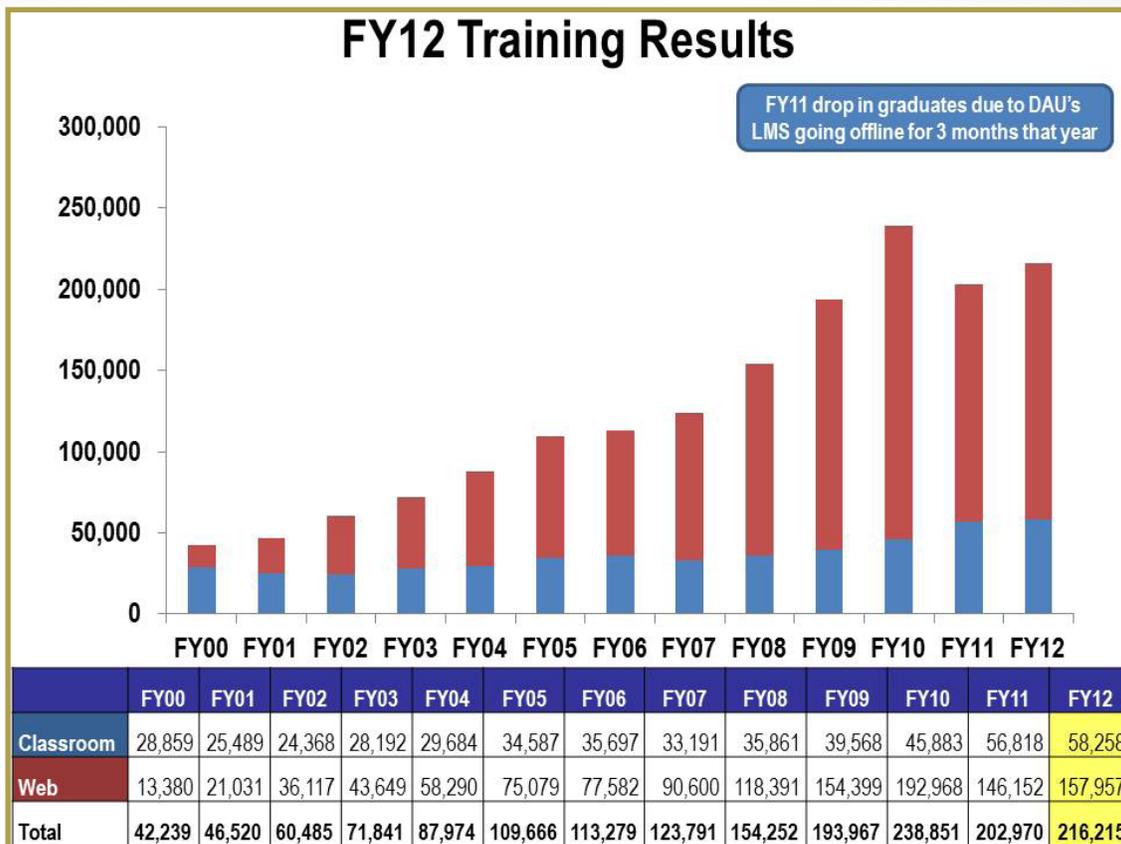
DAU's leadership team can, in real-time, set baselines, track progress, manage tasks, and analyze results. Decisions to continue to increase or decrease funding are based on successful results. The system provides two views of the University:

- A mission/operational performance view using the DAU Data Mart
- An annual performance plan view using the DAU Performance Dashboard.

The combination of both these views gives senior leadership a complete picture of the overall health of DAU.



FY12 Training Results



The DAU senior leadership team conducts Enterprise Performance Review and Analyses meetings three times each year to review performance and trends. Operational performance is evaluated by effectiveness and efficiency. This enables management to make resource allocation decisions in the context of past results and allocate/reallocate resources as appropriate. In addition, DAU benchmarks its overall performance through an aggressive sector leadership program.

CAPACITY/THROUGHPUT RESULTS

Key capacity/throughput results are organized by our four main learning asset categories.

Training Courses

DAU offers 105 certification, Core Plus development, and executive/leadership support courses spanning 15 career fields. DAU delivers this training through an appropriate mix of classroom, Web-based, and hybrid offerings. As a result, students can take many of their courses online, reducing their time away from the job and home, and avoiding travel costs. Specific FY12 accomplishments include:

- 216,215 course completions, consisting of 58,258 classroom graduates and 157,957 Web graduates. DAU has had significant growth in graduates each year since FY00 (a total increase of 412 percent).
- 3,995,700 hours of online instruction time. This is an increase of 294,097 (7.9 percent) from the FY11 total of 3,701,603, and more than 33 times the approximately 120,000 hours of online instruction in FY00.

Section B – DAU Value-Added Contributions to Other DoD Priority Initiatives



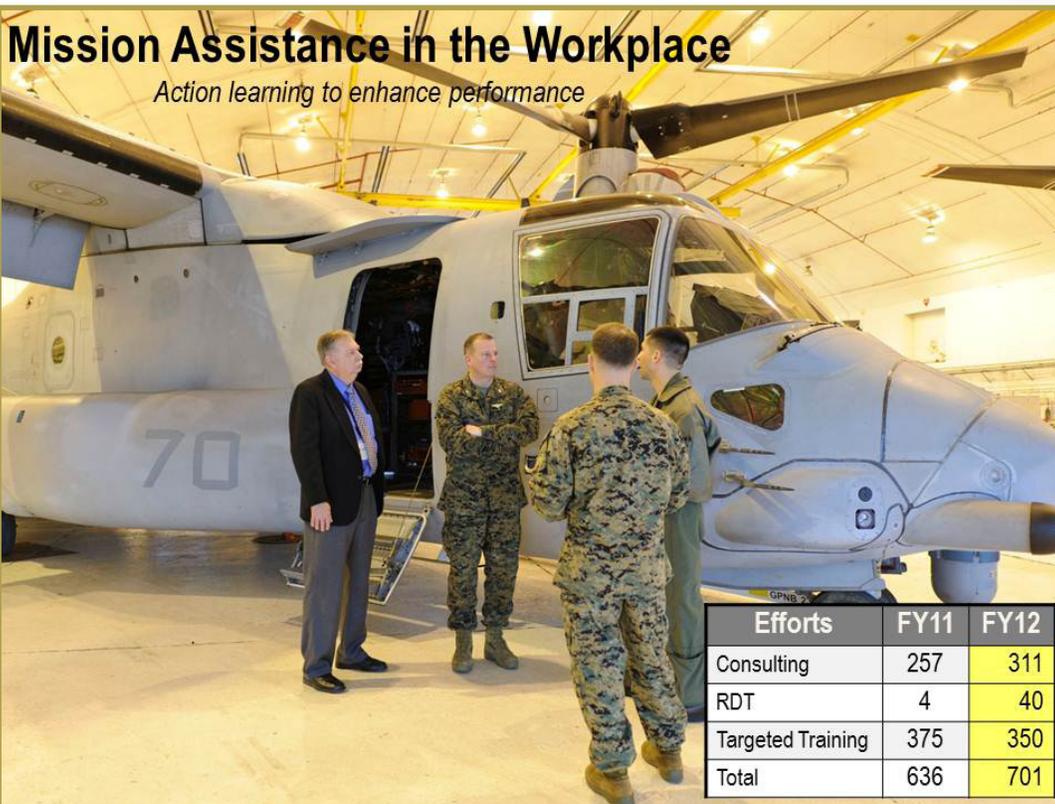
Continuous Learning

DoD policy calls for the Defense Acquisition Workforce to operate as a continuous learning community. Members of the workforce are required to obtain 80 continuous learning points over the course of every 2 years. In response to this, DAU formally launched the Continuous Learning Center (CLC) in July 2001. During FY12, 286 different continuous learning modules (CLMs) were available online. The acquisition community completed 673,679 CLMs in FY12—a total of 3,160,555 contact hours. All modules in the CLC offer the workforce the opportunity to meet their continuous learning requirements while keeping abreast of current initiatives in acquisition.

Mission Assistance

DAU faculty provided 586,470 hours of mission assistance in FY12. This included:

CONSULTING. DAU faculty conducted 311 consulting efforts in FY12 totaling 67,695 hours of support to the USD(AT&L) senior staff and acquisition field organizations, including 35 Executive Coaching engagements with senior acquisition leaders. Key consulting efforts included Acquisition Program Transition Workshops, Program Advisory Assistance, Program Assessments for Milestone Reviews, and Compliance Reviews for Major Defense Acquisition Programs (MDAP), Major Automated Information Systems (MAIS), and non-MDAP/MAIS programs. Among the organizations to whom DAU provided consulting support in FY12 were:



Mission Assistance in the Workplace

Action learning to enhance performance

Efforts	FY11	FY12
Consulting	257	311
RDT	4	40
Targeted Training	375	350
Total	636	701

- Stryker Brigade Combat Team (SBCT)
- F-22 Raptor
- RQ-4 Global Hawk
- Lower Tier Project Office (LPTO), formerly the PATRIOT program
- Ground-based Midcourse Defense (GMD) Program
- X-47B Unmanned Combat Air System-Demonstrator (UCAS-D)
- Family of Advanced Beyond-the-Horizon Terminals (FAB-T)
- C-130T Avionics Obsolescence Upgrade
- Ground Support Equipment and Automatic Test Equipment Project Office
- Surface Ship Torpedo Defense (SSTD)

RAPID-DEPLOYMENT TRAINING.

DAU presented 40 rapid-deployment training efforts in FY12, totaling 3,711 participant hours, including instruction on Product Support Manager and Better Buying Power initiatives.

TARGETED TRAINING. DAU conducted 350 targeted training events in FY12, totaling 515,064 hours of support to acquisition senior staff and field organizations. These targeted training efforts included:

- Senior Service Fellowship Programs (3 Sites)
- Conclave Acquisition Simulation Workshop for four programs at Marine Corps Systems Command, PEO-EIS, PEO I3MP, PEO-STRI, NAWCTSD, and USAF Agency for Modeling and Simulation
- More than 80 COR courses
- 20 Service Acquisition Workshops
- 10 Risk Management Workshops
- EVM and IBR Training to key MDAP customers, including the F-22, SBIRS, JTRS, and Global Hawk
- Joint Capability Technology Demonstration (JCTD) Workshops
- Cost/Benefit Analysis Courses for multiple customers, including the Army Sustainment Command

Section B – DAU Value-Added Contributions to Other DoD Priority Initiatives

In addition, DAU conducted 23 Defense Acquisition Executive Overview Workshops (DAEOWs) in FY12 for 234 participants. These included 193 General/Flag Officers, members of the Senior Executive Service, or political appointees, as well as 41 senior direct reports, personal and professional staff members of both the U.S. House of Representatives and the U.S. Senate, and executives from other government agencies. Briefings were provided on acquisition-related topics, including the requirements process; the Defense Acquisition System; the Planning, Programming, Budgeting and Execution System; rapid acquisition; contracting (specifically contract management, contracting methods, services contracting, and contingency contracting); risk management; earned value management; systems engineering; logistics; test and evaluation; and acquisition reporting. DAEOWs were presented for:

- Assistant Secretary of Army for Acquisition, Logistics, & Technology
- Professional Staffers for the Senate Appropriations Committee - Defense
- Director, Office of Procurement and Assistance Management, Department of Energy
- Deputy Assistant Secretary for Acquisition and Project Management, Department of Energy
- Associate Administrator for Acquisition and Project Management, Department of Energy
- Director of the Army Office of Business Transformation
- Program Executive Officer for Integrated Warfare Systems (nominated for Director, Missile Defense Agency)

DAU conducted four RQM 413 Senior Leader Requirements Overview sessions in FY12. The RQM 413 course is designed for 4-star General/Flag Officers (Service Chiefs, Service Vice-Chiefs, COCOM Commanders,

and Heads of Defense Agencies) to provide senior leaders with an executive-level understanding of the need to effectively link the requirements, acquisition, and resourcing allocation processes to meet the warfighter's needs. Attendees included:

- Vice Chief of Naval Operations
- Vice Chief of Staff of the Army
- Commander, U.S. Northern Command and North American Aerospace Defense Command
- Deputy Commander, U.S. Northern Command

Additionally, DAU conducted 11 Requirements Executive Overview Workshop (REOWs) in FY12 for a total of 36 General Officers, Flag Officers, and members of the Senior Executive Service (SES) and requirements executives. This individually-tailored, in-classroom, one-day course provides General Officer, Flag Officer and SES personnel with an executive-level understanding of the role of the requirements manager, as well as requirements management within the "Big A" acquisition construct. The RQM 413/403 courses are the required training to meet certification criteria under Section 801 of the FY07 National Defense Authorization Act. REOW participants included:

- Commanding General, Signal Center of Excellence and Fort Gordon
- Commander, U.S. Army Combined Arms Support Command
- Director of Force Structure, Requirements, Resources, and Strategic Assessments
- Director of Requirements, Air Combat Command
- Vice Commander, U.S. Special Operations Command
- Commanding General, U.S. Army Maneuver Support Center of Excellence
- Commanding General, U.S. Army Fires Center of Excellence



Acquisition Knowledge Management System

A collaborative environment sustaining acquisition skills & knowledge



DAP / ACC	FY11	FY12
Registered Users	129,166	154,177
Contact Hours	1,653,670	1,663,711
Knowledge Contributions	77,321	82,859
Page Views	335M	318M

- Functional Acquisition Communities
- Searchable regulations & policies
- Ask-a-Professor
- Online workplace support tools
 - Integrated Framework Chart
 - Defense Acquisition Guidebook

Knowledge Sharing

The Defense Acquisition Portal (DAP) provides the acquisition community with a single entry point to acquisition resources. The site contains links to mandatory and discretionary reference material, performance-support tools, Ask-A-Professor, acquisition events, and related Web resources. The DAP includes a tab dedicated to the acquisition workforce, providing information on career management, career planning, leadership training, human capital initiatives, and the 4th Estate. It also features acquisition career gateways, where a career certification guide, course enrollment procedures, continuous learning and job-specific courses, and blogs by career field experts are provided on each of the acquisition career fields.

FY12 DAP online engagements with the acquisition community included:

- 947,712 contact hours;
- More than 250 million page views, currently averaging nearly 21 million page views per month.

The DAP also links to the Acquisition Community Connection (ACC), which contains numerous communities of practice in career fields or business processes. These communities offer a forum for connecting individuals from various organizations who are facing similar problems and issues.

In FY12, there were:

- 154,177 registered community members
- 82,859 member contributions
- More than 68 million page views
- 52 communities of practice

Section B – DAU Value-Added Contributions to Other DoD Priority Initiatives

The ready access to peers, expert help, and lessons learned provide fertile ground for workforce innovation and fosters the transfer of best business practices across the Defense Acquisition Workforce.

CUSTOMER SATISFACTION/ EFFECTIVENESS RESULTS

DAU's increases in capacity and throughput did not come at the expense of learner satisfaction. The University's customers consistently give top ratings to DAU's learning assets and to the outstanding faculty who deliver them.

DAU uses the four-level Kirkpatrick training assessment model to evaluate student perceptions, learning outcomes, job performance, and impact on the organization. Even as DAU's cost per student has been dramatically reduced, DAU has consistently

received high marks (80 percent and above) from its students in response to survey questions.

DAU contracts with Knowledge Advisors, a learning measurement and analytics technology company, to host a number of surveys using a web-based learning evaluation system software—Metrics that Matter—and its extensive database of performance benchmarks.

CLASSROOM COURSE RESULTS. Over 2,152 course offerings per year are delivered in a classroom setting at DAU's five regional campuses and more a dozen satellite locations. Courses are also taught at customer sites. At the end of each course, DAU surveys students on several aspects of the course, including course content, coursework, faculty, and job applicability. For classroom courses, students take the survey online while they are still





in the classroom. For FY12, of the 50,216 surveys completed by university students, DAU's classroom courses received an average rating of 6.31 (90 percent) on the seven-point Likert Scale. This exceeded DAU's target of 80 percent by 10 percent and is 5 percent above the Metrics that Matter corporate benchmark of 85 percent.

ONLINE COURSE RESULTS. For DAU's distance learning courses, students are provided a link to the survey before they print the course completion certificate. Unique surveys are provided for both self-paced courses and instructor-facilitated distance learning courses. For FY12, of the 57,493 surveys completed by DAU students, the University's content and delivery effectiveness received an average rating of 5.56 (80 percent) on the seven-point Likert Scale. This meets DAU's target of 80 percent and is 5 percent lower than the Metrics that Matter corporate benchmark of 85 percent.

FOLLOW-UP COURSE SURVEY RESULTS. In addition to the end-of-course surveys, DAU also sends, via e-mail, a follow-up survey to all students once they are back at their work site 60 days after the completion of the class. For FY12, of the 36,667 surveys completed by its students, DAU's content and delivery effectiveness received an average rating of 5.15 (74 percent) on the seven-point Likert Scale. This fell short of DAU's target of 78 percent by 4 percent but is 1 percent above the Metrics that Matter corporate benchmark of 73 percent.

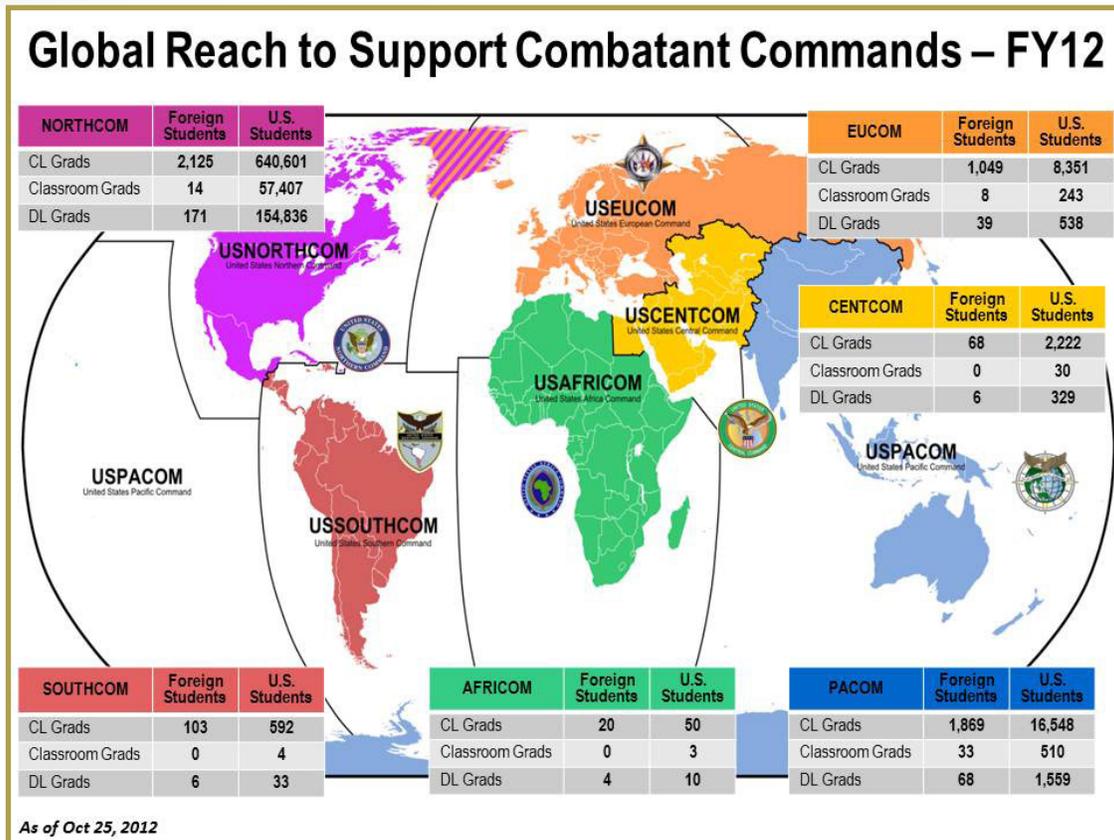
Additionally, for selected courses, DAU sends surveys to the students' managers 120 days after class completion to determine the impact of DAU's training on the organization. For FY12, of the 1,221 surveys completed by students' managers, DAU's content and

delivery effectiveness received an average rating of 5.22 (75 percent) on the seven-point Likert Scale. This fell short of DAU's target of 78 percent by 3 percent. DAU continuously analyzes its follow-up course survey data and works with the acquisition functional advisors to incorporate improvements and develop more focused course content using the Core Plus concept.

MISSION ASSISTANCE SURVEY RESULTS. DAU's mission assistance services provide training to DoD and other government agencies to help them resolve individual project and agency-level acquisition problems. DAU also provides immediate rapid-deployment training on new policy initiatives. At the end of selected consulting, targeted training, and rapid-deployment training efforts, customers are asked to provide feedback. For example, following each targeted training event, attendees respond to an online course survey that is similar to the one used for our certification and Core Plus courses. For FY12:

- Consulting—Of the 6 customer surveys completed, DAU's effectiveness received an average rating of 6.79 (97 percent) on the seven-point Likert Scale. This exceeded DAU's target of 80 percent by 17 percent.
- Targeted Training—Of the 1,300 customer surveys completed, DAU's effectiveness received an average rating of 6.37 (91 percent) on the seven-point Likert Scale. This exceeded DAU's target of 80 percent by 11 percent.

Section B – DAU Value-Added Contributions to Other DoD Priority Initiatives



IMPACT

Global Reach

DAU’s learning assets extend the concept of learning beyond the classroom. DAU’s Web-based training courses and continuous learning modules provide 24/7 global reach to the Defense Acquisition Workforce. DAU’s approach to learning and development has moved from one of training in the classroom to one of providing a variety of learning solutions that are available anytime, anywhere.

DAU’s customers, suppliers, partners, and shareholders have global access to the University’s courses, continuous learning program, mission assistance efforts, and online knowledge sharing resources. DAU maintains communities of practice in 52 acquisition

business and special interest areas where the acquisition community can work together on solutions to specific problems. Worldwide accomplishments for FY12 include:

- 216,215 graduates of distance learning and Defense Acquisition Workforce Improvement Act classroom training courses;
- 673,679 completions of continuous learning modules; and
- DAU learning assets accessed by workforce members stationed in or deployed to 112 countries.

Speed to Market

DAU is committed to ensuring that its learning assets are quickly updated to reflect the very latest acquisition policy. For example, DAU worked closely with USD(AT&L) as they were preparing the Directive Type Memorandums (DTM) to implement the



Better Buying Power Initiatives. This ensured that DAU was ready with Rapid Deployment Training as soon as a DTM was issued and that classroom and online course content addressed these initiatives. All classroom courses have been updated to reflect the guidance that has been issued.

Sector Leadership

DAU is committed to providing its stakeholders and customers with best-in-class learning assets delivered in the most efficient and effective manner possible. The University strives to be a leader in the training sector. DAU assesses its results in this area qualitatively through participation in national training award competitions and quantitatively through benchmarking our results with other organizations regarded as training sector leaders.

Awards

Learning! 100 Award

In March, DAU was named a winner of the Learning! 100 award at the 2012 Enterprise Learning! Summit in Alexandria, Virginia. This awards program, hosted by Elearning! Media Group, recognizes the outstanding organizational performance, immersive learning culture, and innovation of top learning organizations across the nation. DAU was ranked second overall and was

specifically recognized for excellence in learning technology innovation. Other 2012 Learning! 100 award-winning organizations include the American Heart Association, Deloitte, Computer Sciences Corporation, IBM, the Veterans Administration, the University of Central Florida, and other public and private sector organizations.

LearningElite Award

In April, DAU was honored with a LearningElite Award at the Chief Learning Officer (CLO) Symposium. DAU was ranked second among 45 LearningElite selected organizations, and also received the Editor's Choice award for its top score in the Leadership Commitment category. More than 200 companies were nominated for this year's awards. Developed under the guidance of chief learning officers and senior workforce development practitioners, the CLO LearningElite is the only peer-based benchmarking initiative in the industry. It recognizes excellence in five key L&D performance indicators: learning strategy, learning execution, learning impact (internal), business performance results (external) and leadership commitment. General Mills received the first place award. Other organizations receiving 2012 LearningElite Awards include AT&T, Accenture, McDonald's, UPS, Qualcomm, InterContinental Hotels, and Procter & Gamble.

Section B – DAU Value-Added Contributions to Other DoD Priority Initiatives

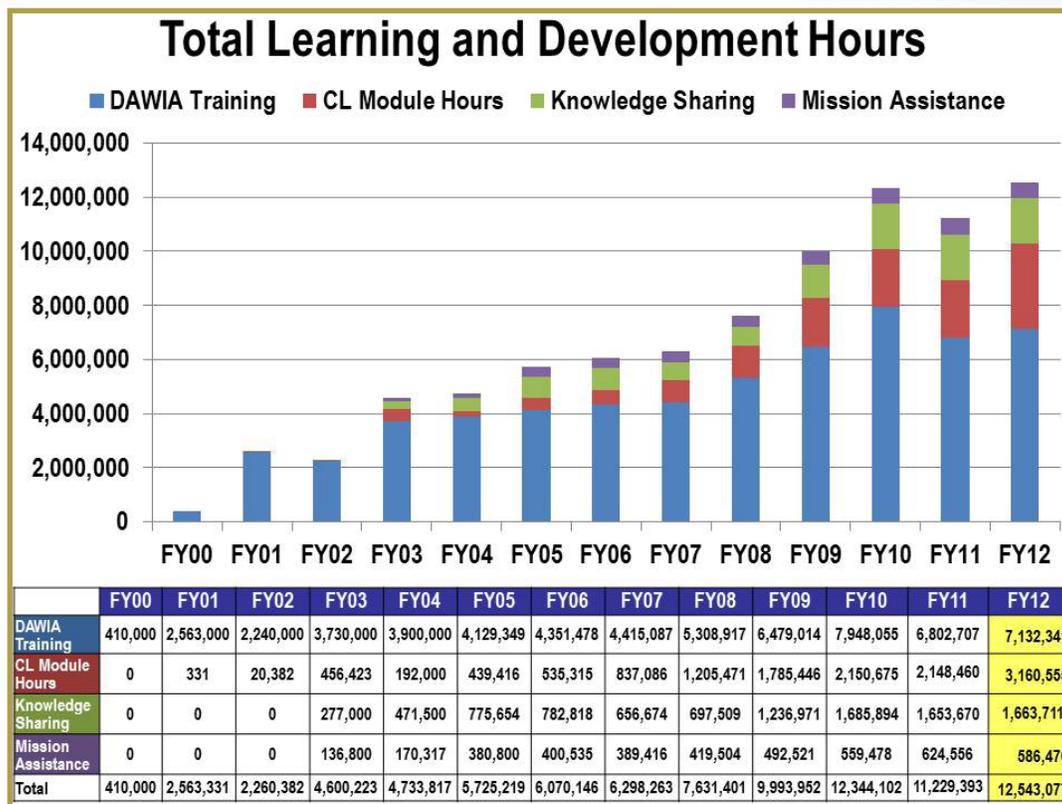


Small Business Award

In May, DAU was presented the 2012 Trailblazer Award during the DoD Small Business Training Week Conference in Nashville, Tennessee. Dr. Kurt Stonerock, Dean of the College of Contract Management, accepted the award on behalf of DAU from André Gudger, Director of DoD's Office of Small Business Programs (OSBP). DAU was recognized for assisting OSBP in the development and release of two Continuous Learning Modules during the past year, teaching a condensed version of the Small Business Program course each year at the DoD Small Business Training Week conference, and maintaining an open line of communication with OSBP to ensure relevant small business topics are included in DAU courses and the DoD Procurement Conference.

Distance Learning Awards

In August, the Federal Government Distance Learning Association (FGDLA) recognized DAU with its Eagle Award at FGDLA's annual awards banquet in Reston, Virginia. The Eagle Award is presented "in recognition of an organization that has served the Federal Government distance learning community by providing exceptional leadership, vision, and advocacy." In addition, Dr. Judith Bayliss, Director of DAU's Teaching and Learning Laboratory (TALL), received FGDLA's Pioneer Award "in recognition of an individual demonstrating initiative and leadership in development and implementation of distance learning in the Federal Government." FGDLA is a nonprofit professional association formed to promote development and application of distance learning in the Federal Government.



BENCHMARKING METRICS

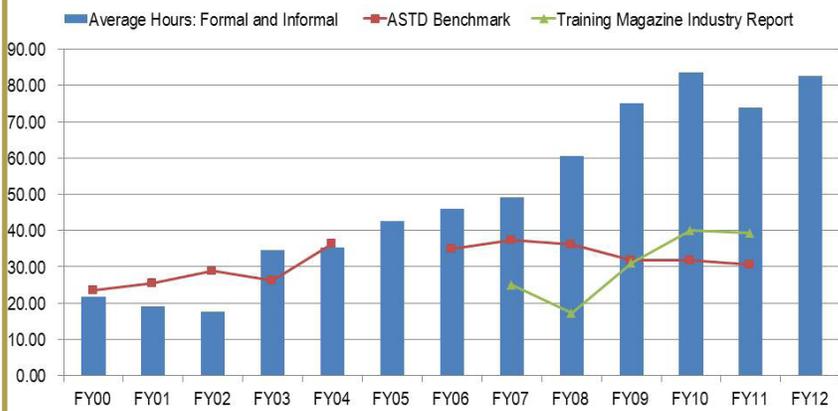
In addition to participation in corporate University award programs, DAU also assesses its sector leadership standing by benchmarking its performance against other high-performing organizations. DAU is a member of the American Society of Training and Development (ASTD) Benchmarking Forum, an organization of leading training institutions that shares performance data.

TOTAL LEARNING AND DEVELOPMENT HOURS

—In FY12, DAU provided the acquisition community with 12,543,077 total learning and development hours. Of this total, 7,132,341 hours of formal training were provided, including 3,136,641 hours of training delivered in a classroom setting and 3,995,700 hours of training delivered through e-learning. While this figure alone is significant and demonstrates DAU’s commitment to providing required formal training to the workforce, it becomes even more significant when combined with the additional 5,410,736 hours of additional learning assets over and above formal training course time that were delivered to the workforce in the workplace and at home through consulting, rapid-deployment training, targeted training, the online Continuous Learning Center modules, webcasts, and the AT&L Knowledge Management System.

Section B – DAU Value-Added Contributions to Other DoD Priority Initiatives

Average L&D Hours Per Employee



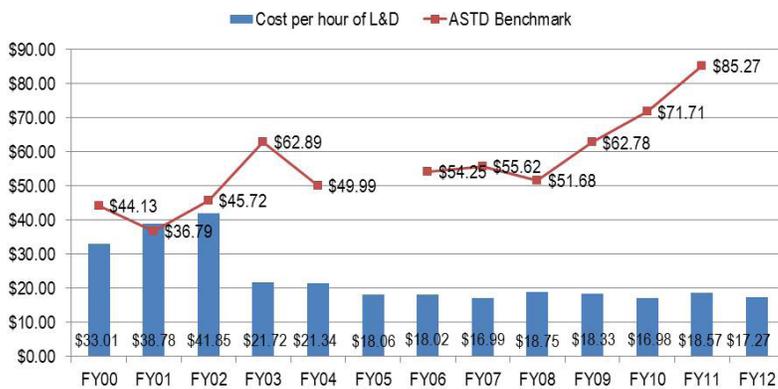
	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12
Total Hours	3,020,000	2,563,331	2,260,382	4,600,223	4,733,817	5,725,219	6,070,146	6,298,263	7,631,401	9,993,952	12,344,102	11,229,393	12,543,077
W/F#	138,851	135,014	129,249	132,593	134,431	134,539	131,906	128,262	126,033	133,103	147,705	151,891	151,749
Average Hours: Formal and Informal	21.75	18.99	17.49	34.69	35.21	42.55	46.02	49.10	60.55	75.08	83.57	73.93	82.66
ASTD Benchmark	23.50	25.50	28.78	26.16	36.36		35.06	37.41	36.25	31.87	31.86	30.54	
Training Magazine Industry Report								25	17.2	31	40.1	39.3	41

AVERAGE LEARNING AND DEVELOPMENT HOURS PER EMPLOYEE

The 12,543,077 total learning hours in FY12 average out to nearly 83 learning hours provided to each of the 151,749 members of the Defense Acquisition Workforce. This average compares quite favorably to the ASTD benchmarking service average of 30.54 hours of learning and development per employee.

This accomplishment is even more noteworthy because, by organizational charter, DAU focuses primarily on technical skill training while the ASTD average includes technical training and soft skills training.

Cost per Hour of Learning and Development



	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12
Total Hours	3,020,000	2,563,331	2,260,382	4,600,223	4,733,817	5,725,219	6,070,146	6,298,263	7,631,401	9,993,952	12,344,102	11,229,393	12,543,077
Budget\$	\$9,700,000	\$9,400,000	\$4,800,000	\$9,900,000	\$10,100,000	\$103,400,000	\$109,400,000	\$107,000,000	\$143,060,000	\$183,189,000	\$209,637,000	\$208,553,000	\$216,864,000
Cost per hour of L&D	\$33.01	\$38.78	\$41.85	\$21.72	\$21.34	\$18.06	\$18.02	\$18.99	\$18.75	\$18.33	\$16.98	\$18.57	\$17.27
ASTD Benchmark	\$44.13	\$36.79	\$45.72	\$62.89	\$49.99		\$54.25	\$55.62	\$51.68	\$62.78	\$71.71	\$85.27	

COST PER HOUR OF LEARNING AND DEVELOPMENT

Considered in the context of its FY12 budget of \$216.7 million, DAU's 12,543,077 total learning hours were delivered at an average cost of \$17.27 per hour. This is significantly less than the ASTD benchmarking service average of \$85.27 per hour and results from using an effective combination of classroom and online training methods.



RATIO OF EMPLOYEES TO CORPORATE UNIVERSITY STAFF

DAU’s remarkable business volume and high customer satisfaction have been achieved by a highly skilled, productive, and motivated faculty and staff with an authorized strength of 717 positions. This is a ratio of one DAU employee per 212 members of the Defense Acquisition Workforce, compared with an ASTD benchmarking ratio of one employee per 315 members.

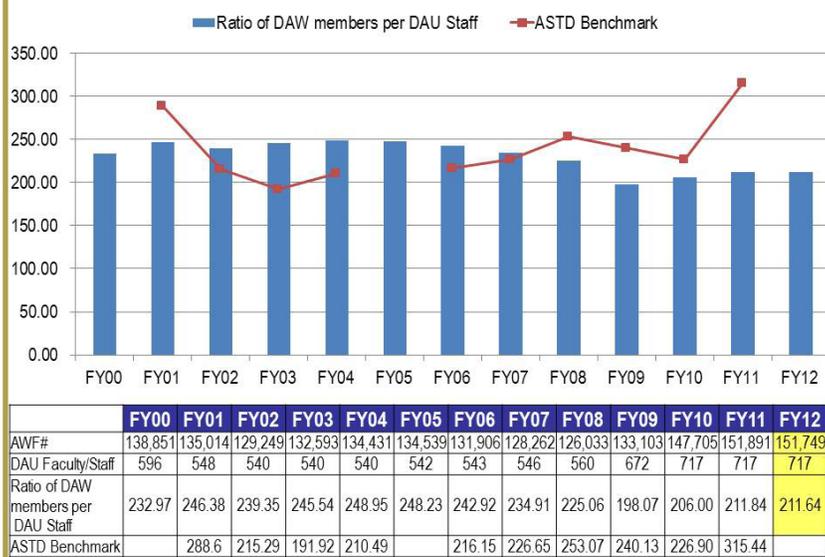
PRODUCTIVITY/EFFICIENCY RESULTS

Since FY00, DAU has dramatically increased the number of students trained and decreased average cost per hour of learning and travel cost per student:

- Graduated 62 percent more classroom students than the FY08 (pre-DAWDF) baseline
- Average cost per hour of learning and development of \$17.27 versus the ASTD benchmarking service average of \$85.27per hour

On June 4, 2010, SECDEF directed targeted savings across all DoD agencies and components with the reductions focusing on headquarters and overhead functions. On June 18, 2010, the Principal Deputy USD(AT&L) issued a memorandum to the president of DAU stating that, although he was protecting DAU’s FY11 budget from reductions, “You should still strive to achieve more capability within your resources and, as such, ‘tooth to tail’ cost avoidance proposals ... are strongly encouraged. You can reinvest such cost avoidances into more capability within DAU.”

Ratio of Employees per Corporate University Staff



DAU immediately responded by establishing a Values Initiative Team to look at where we could save money and avoid costs. Major areas of savings included printing costs, converting more training support and delivery positions to government sourcing, and reducing student travel costs. These measures resulted in more than \$3 million dollars in savings, not counting the savings that commenced in FY12 from reducing the printed copies of DAU’s two major acquisition magazines. These savings were used to increase faculty personnel resources to help achieve the key AT&L requirement to expand classroom course graduates by 50 percent over the FY08 pre-DAWDF baseline.

In addition, DAU deans collaborated to identify cost avoidances that could be obtained in the areas of faculty travel and traveling for administrative purposes. These savings were not centrally tracked, but the avoidances allowed the deans to stretch their travel budgets to support increased teaching requirements.

Conclusion and Overall Program Assessment for FY12

This FY12 Organizational Performance Assessment presents detailed documentation that DAU consistently provides a significant value-added contribution to our students, component acquisition organizations, and acquisition community. DAU is rapidly delivering—anytime, anyplace—a growing number of learning products to more and more members of the Defense Acquisition Workforce. Moreover, the University is achieving these results in a cost-effective manner while maintaining exceptionally high standards of quality.

Our stakeholders expect positive results and mission success from their investment in DAU. For FY12, we can report that results were consistently positive:

- Completed 73 of 78 (94 percent) FY12 Organizational Performance Plan targets
- Produced 216,215 graduates (58,258 classroom and 157,957 online)
- Presented 7,132,341 hours of DAWIA training (3,136,641 classroom and 3,995,700 online)
- Conducted 701 Mission Assistance Engagements (311 consulting, 350 targeted training, and 40 rapid deployment) totaling 586,470 contact hours
- Hosted 154,177 registered users of the Acquisition Community Connection who made 82,859 knowledge contributions during 647,048 contact hours
- Facilitated 3,160,555 continuous learning hours with 673,679 continuous learning module completions
- Enabled 250 million Defense Acquisition Portal page views and 68 million Acquisition Community Connection page views

The University has aligned with senior leadership, continuously modernized its business and learning infrastructure, deployed a world-class learning architecture, updated its curricula, recruited the right talent, rewarded performance, and garnered national recognition as one of the leading corporate universities in the world.







Defense Acquisition University

9820 Belvoir Road
Fort Belvoir, Virginia 22060-5565

www.dau.mil
1-888-284-4906



West Region
San Diego, California
619-524-4814



Midwest Region
Kettering, Ohio
937-781-1025



South Region
Huntsville, Alabama
256-922-8020



Mid-Atlantic Region
California, Maryland
240-895-7344



Capital and Northeast Region
Fort Belvoir, Virginia
703-805-2764



DSMC - Defense Systems Management College
Fort Belvoir, Virginia
703-805-2436



CCM - College of Contract Management
Fort Lee, Virginia
804-734-0699

