ACADEMIC AFFAIRS

Annual Report &
Strategic Plan
AY2011

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ACADEMIC AFFAIRS
Annual Report & Strategic Plan

This Academic Affairs (AA) Annual Report & Strategic Plan highlights how the AA organization has and will continue to contribute to the achievement of the NPS Strategic Plan, "Vision for a New Century." This report describes the role of AA at NPS in terms of the AA mission, organizational structure, and principal functions. The report outlines major AA goals, accomplishments toward those goals during the past year and current initiatives, in support of NPS' strategic goals.

Five additional reports (later sections) compliment and contribute to this AA annual/strategic report:
- Academic Administration Annual Report & Strategic Plan
- Director of Programs Annual Report & Strategic Plan
- Center for Educational Design, Development, and Distribution (CED3) Annual Report & Strategic Plan
- Center for Faculty Development Annual Report & Strategic Plan
- Science, Mathematics and Research for Transformation (SMART) Program

This plan should be viewed in the context of NPS' strategic plan, "Vision for a New Century". A few key elements of NPS' plan are reprinted here to provide background to this AA plan.

NPS STRATEGIC PLAN: Vision for a New Century

The NPS Mission
NPS provides high-quality, relevant and unique advanced education and research programs that increase the combat effectiveness of the Naval Services, other Armed Forces of the US and our partners, to enhance our national security.

The NPS Vision
As a naval/defense-oriented research university, the Naval Postgraduate School will operate as a geographically distributed educational system that provides a broad range of high-quality graduate education in support of national and international security.

NPS Strategic Initiatives

Goal 1: NPS will sustain continuous improvement in the quality and relevance of our graduate education and research programs
Goal 2: NPS will extend education to the total force and our global partners
Goal 3: NPS will broaden research in national security
Goal 4: NPS will seek operational excellence in financial, business, administrative and support areas

ACADEMIC AFFAIRS MISSION, ORGANIZATION AND FUNCTIONS

AA Mission
Academic Affairs is the principal organization, under the President and Provost, responsible for oversight and coordination of the university's graduate education and academic programs. In that role, the mission of Academic Affairs is to provide educational strategy, academic policy, administrative oversight, operational coordination, program analysis, and education service support for NPS graduate education and academic programs. AA's mission aligns most strongly and directly with three of NPS' strategic goals.

NPS Goal 1:   AA has a principal responsibility for promoting continuous improvement and assuring the quality and relevance of NPS graduate education programs. AA's functions associated with accreditation, academic policy, program review, faculty and instructional development, educational assessment, and faculty recruiting and retention relate directly to this NPS strategic goal.

NPS Goal 4: AA has direct responsibility to seek operational excellence in the business, administrative and support areas that relate to academic programs. AA's functions associated with academic/program planning and academic resource coordination, academic support services (e.g., registrar, admissions, scheduling, student systems), and distributed learning delivery support relate directly to this NPS strategic goal.

NPS Goal 2: AA has responsibility to support and coordinate the extension of NPS' education programs to the total force and global partners. AA's functions associated with academic resource coordination, academic policy, outreach coordination, distance learning delivery, and instructional innovation relate directly to this NPS strategic goal.

AA ORGANIZATION

Academic Affairs reports to the Office of President and works in direct support of the Provost. AA is divided into four main departments (offices or centers), a tenant unit and a core AA operational function. The four departments are Academic Administration, Center for Educational Design, Development and Distribution, Director of Programs, and Faculty Development.

Academic Affairs FY11 Budget
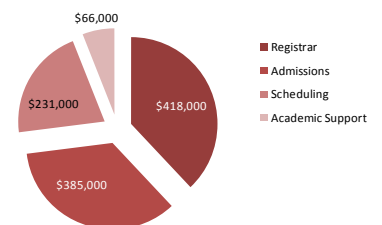

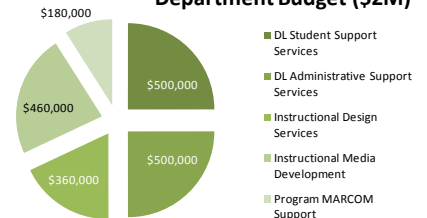**Academic Affairs FY11 Budget by Department ($12M)**
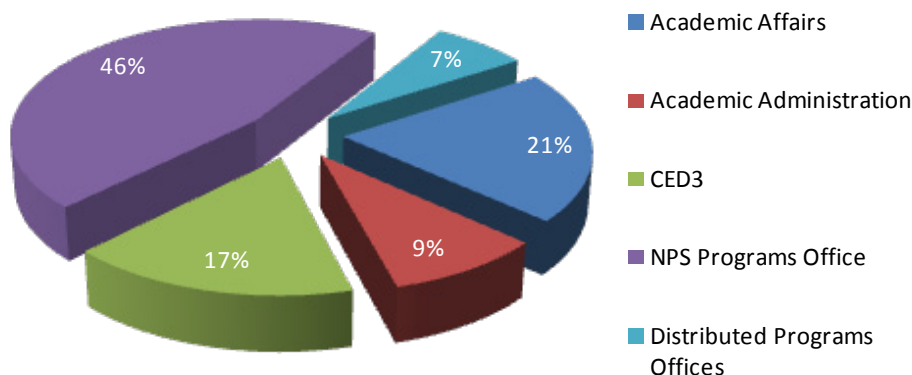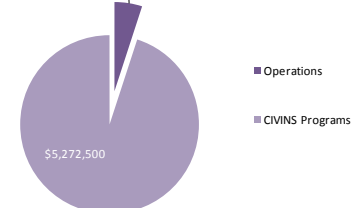

Academic Affairs Department Budget ($2.5M)
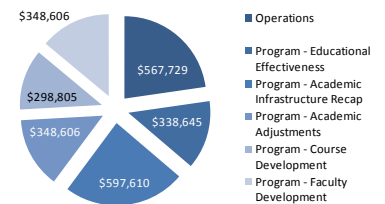
Academic Administration Department Budget ($1.1M)

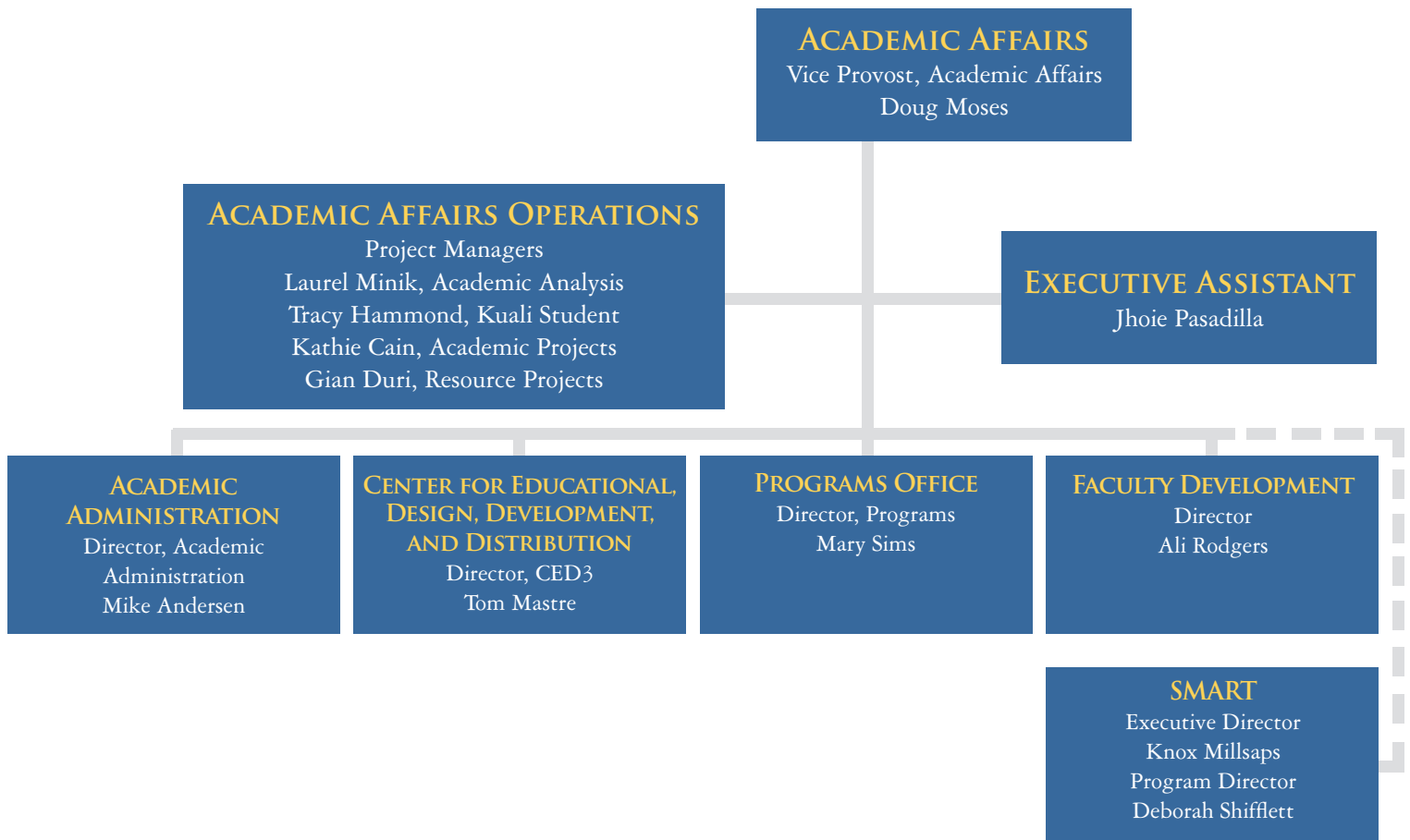**Center for Educational Design, Development and Distribution Department Budget ($2M)**

NPS Programs Office Department Budget ($5.5M)

Not shown Distributed Program Office Budget not shown $850,000

ACADEMIC AFFAIRS ORGANIZATIONAL CHART

ACADEMIC AFFAIRS
Vice Provost, Academic Affairs
Doug Moses

ACADEMIC AFFAIRS OPERATIONS
Project Managers
Laurel Minik, Academic Analysis
Tracy Hammond, Kuali Student
Kathie Cain, Academic Projects
Gian Duri, Resource Projects

EXECUTIVE ASSISTANT
Jhoie Pasadilla

ACADEMIC ADMINISTRATION
Director, Academic Administration
Mike Andersen

CENTER FOR EDUCATIONAL, DESIGN, DEVELOPMENT, AND DISTRIBUTION
Director, CED3
Tom Mastre

PROGRAMS OFFICE
Director, Programs
Mary Sims

FACULTY DEVELOPMENT
Director
Ali Rodgers

SMART
Executive Director
Knox Millsaps
Program Director
Deborah Shifflett

AA ORGANIZATIONAL FUNCTIONS

The organizations and their key functions in Academic Affairs are:

Office of the Vice Provost, Academic Affairs (AAffairs)
- Educational Effectiveness
- Academic Planning and Resource Coordination
- Academic Program Development and Coordination
- Academic Operations Information, Analysis and Reporting
- Academic Program Support Services

Office of Academic Administration (AAdmin)
- Registrar
- Admissions
- Scheduling
- Student Management Systems
- Academic Administrative Support

Office of Director of Programs (DoP)
- Navy Graduate Education Policy
- NPS Curriculum Review
- Navy Grad Ed Quota Management
- Navy Civilians Institutions Program (CIVINS)

Center for Educational Design, Development and Distribution (CED3)
- Instructional Design Service
- Instructional Media Development
- Distance Learning (DL) Administrative Support Services
- Distance Learning (DL) Student Support Services
- Program Marketing and Communications Support Services

Center for Faculty Development (FacDev)
- Faculty Development Programs
- Educational Effectiveness and Assessment Support
- Teaching and Learning Innovation
- Teaching and Learning Consultation

Later sections of this report address each of the AA departments. Each department's Annual Report & Strategic Plan outlines the Mission, Organization, Principal Activities, Goals, Accomplishments, Initiatives and Metrics for the department.

AA Guiding Principles
Within Academic Affairs, the following principles guide our actions and behavior:
- Professionalism: We are higher education professionals. We are committed to the development of higher education and to the development of ourselves as contributors to the field of higher education. We seek knowledge of our profession and ways to share that knowledge with others.
- Service: We serve NPS, the Navy and our nation. We abide by the core values of the United States Navy of courage, honor and commitment. We are good stewards of taxpayer dollars.
- Respect: We treat each other with respect and work collaboratively toward achieving our mission and goals.
- Alignment: We support the mission of NPS. We support NPS' strategic directions.
- Effectiveness: We are committed to effective business processes that facilitate achievement of our objectives and move us toward the vision for NPS.
- Results: We are results-oriented. We measure performance of individuals and organizations. We recognize and reward outstanding achievements.

AA Vision for NPS Graduate Education
- NPS is a recognized graduate education leader within DoN, DoD and in the larger higher-education community.
- NPS is known for its high-quality graduate education programs and has a full-spectrum of programs that meet or exceed our students and sponsors expectations.
- NPS graduates are sought after for critical important jobs for their distinct, critical thinking, relevant, technical acumen, and ability to increase military effectiveness.
- NPS is committed to academic excellence while maintaining military relevance.

ACADEMIC AFFAIRS STRATEGIC GOALS AND INITIATIVES

Academic Affairs mission, functions, focus and initiatives coalesce into five broad areas of activity -- and five corresponding goals:

AA GOAL 1: ADVANCE EDUCATIONAL EFFECTIVENESS AT NPS

The term Educational Effectiveness has general meaning in and of itself (quality education), but it is also a WASC accreditation term that refers to academic and education practices that are expected to occur at universities. The AA goal of advancing Educational Effectiveness at NPS uses the term in both senses. NPS' strategic goal (#1) of Continuous Improvement in the Quality and Relevance of its Education Programs coincides directly with one of the four WASC criteria for review, that of Creating an Organization Committed to Learning and Improvement, and coincides with one of NPS' WASC themes, that of Integrating Continuous Improvement in academic Programs.

AA will develop and coordinate programs and processes at NPS devoted to achieving Educational Effectiveness. NPS will provide a full spectrum of high-quality academic programs that meet the needs of our customers. Educationally Effective programs are ones where we can answer the following questions affirmatively:

- Are we offering the right programs and teaching the right material? (Programs are designed, and aligned, with our mission and relevant to students' and sponsors' needs.)
- Are we teaching it well? (Faculty are knowledgeable, well-developed and supported as instructors, and effective teachers.)
- Are our students learning it? (Educational objectives exist and student learning is assessed.)
- Do we as an institution evaluate the effectiveness of our education programs and improve them as a result? (Evidence, assessment, program review, feedback and learning are practiced.)

AA GOAL 1: AY10 ACTIVITIES AND ACCOMPLISHMENTS:

AA AY10 activities in support of Advancing Educational Effectiveness included:
- WASC Accreditation: As WASC co-chair, and in conjunction with the WASC Planning Group, coordinated campus preparation for WASC Educational Effectiveness Review, including preparation of NPS EER Report and campus visit of WASC review team. Designed, conducted, drafted EE self-study.
- EESG: Fully institutionalized the Educational Effectiveness Steering Group as the standing NPS council for overseeing NPS' program review and program assessment activities. Conducted annual consultations with all NPS academic departments toward the development of department-level review and assessment programs. Developed and implemented Review and Assessment profiles for all departments (RAP).
- Curriculum Review: Revitalized of the Curriculum Review process, with revision of Curriculum Review Instruction. Significantly improved Curriculum Review completion rate. Developed Curriculum Review policy and applicability for certificate and non-Navy-sponsor degree programs.
- Academic Program Review: Completed APR closure process for three AY09 program reviews, completing full institutionalization of APRs at NPS. Coordinated AY10 APRs for Mathematics and Meteorology Departments. Supported ABET accreditation (for SE department) and AACSB accreditation (for GSBPP).
- New Program Review: Improved review process for establishing new education programs. Developed NPR business case analysis guidance. Coordinated six NPRs reviewed by Provost Council. Extended NPR coverage to the establishment of Academic Groups at NPS.
- Program Review Website: Established a website for coordinating and managing programs reviews at NPS. For all three NPS program review modes – Curriculum Review, Academic Program Review, New Programs Review – the website provides resources to support reviews and a repository and record of completed reviews.
- Faculty Development: Revised format for the new faculty Compass Seminar. Revised faculty instruction development series of courses. Provided faculty development support (courses, coaching, consultations) to 153 faculty across the four NPS schools. See later section on Faculty Development.

- Academic Best Practices: Completed an inventory of all review and assessment practices at NPS. Established a website as a repository of NPS review and assessment practices and a forum for sharing and extending practices across the campus.
- Learning Assessment: Developed and implemented Capstone Assessment across all NPS departments and programs. Created and employed an NPS Student Engagement Index, a framework for measuring student outcomes.

AA Goal 1: AY11 Initiatives:

Current/continuing AA initiatives in support of Advancing Educational Effectiveness include:

- WASC Accreditation: Follow-up to the October Educational Effectiveness Review. Expected satisfactory NPS reaccreditation.
- Curriculum Review: Continuation of conducting Curriculum Reviews on the expected two-year cycle. Bring up-to-date the remaining Curriculum Reviews not current. Incorporate inclusion of Navy N15 in the Curriculum Review process.
- Academic Program Review: Coordination and support for AY11 APRs for the Information Sciences and Defense Analysis departments. Develop a standard information template for supporting APRs. Develop a systematic process for providing relevant department-specific campus information in APRs.
- New Program Review: Develop support functions checklist/guidance for incorporation in NPR. Further development of business case analysis guidance. Alignment of NPR with NPS' Academic Council review.
- Faculty Development: Piloting new format for faculty development events – as E-Week activities, planned at one each quarter. Piloting new format for faculty development courses – as mini-courses on selected education and instruction topics. Development of courses for both E-Week and mini-course delivery.
- EESG: Three AY11 initiatives: Student writing skills development. Student attrition rates in DL programs. Course journals.
- Learning Assessment: Institutionalization of Capstone Assessment and Student Engagement Assessment. Extension of direct assessment practice to an additional NPS department.

AA Goal 2: Establish Integrated Academic Resource Coordination / Management at NPS

NPS' organizational structure assigns or delegates some roles and responsibilities related to the management of academic resources to the Vice Provost, Academic Affairs position, under the Provost. These academic resource management roles relate to the development of academic requirements, academic programming in support of the Navy annual POM process, development of the academic budgeting model, and coordination of the academic budget with the strategic budget of NPS. More generally, AA has a responsibility for oversight and coordination of academic program resources. AA executes these responsibilities in conjunction with Academic Planning and VP, Finance & Administration.

An AA goal is for NPS to achieve an integrated process for management of academic resources. Such an integrated process would have several characteristics:

- Strategic: Academic programs and budgets are determined with reference to NPS strategic plan and initiatives. Academic resource allocation is linked to NPS strategy.
- Comprehensive: Planning the academic programs and budgets incorporates consideration of all sources of funds.
- Programmatic: Academic resource management is structured in terms of defined academic program purposes.
- Requirements: Resource allocations are informed by articulated requirements.
- Information: Management of academic resources is based on an understanding of the academic operations and costs of the academic programs and departments.

AA Goal 2: AY10 Activities and Accomplishments:

AA AY10 activities in support of Integrated Academic Resource Management included:

- Academic Budget: Completed review/revision of Academic Budget Requirements model; used for FY11 budget allocation. Established the principle and concept of Academic PassThru funds; incorporated into budget allocation model. Collaborated with VPFA toward improved information and transparency of NPS budgeting.

- Tuition: Analyzed NPS tuition policy, structure and processes. Established and implemented tuition policy for DL programs, including minimum tuition.
- Distance Learning: Established the Distance Learning Advisory Council (DLAC) for addressing NPS DL resourcing (and academic) issues. Two immediate issues: Tuition rate for reimbursable DL. Tuition collection business process. Distribution of mission funds for Navy DL students.
- Cost Control: Analyzed FY10 budget execution vs plans/allocation for the academic units. Implementing improved academic budget control processes for AY11.
- Program Cost Analysis: Performed review of NPS program/student costing models. Decision to discontinue support for the Curriculum Cost Model (CCM) and the Activity Based Costing (ABC) Model. Decision to revise/update Booz Allen Hamilton (BAH) Model, with initial iteration completed. Development of cost-per-Naval-student measures.
- NPS Programmatic Planning/Budgeting/Accounting: Continued development of financial framework for coordinating and tracking programmatic planning and execution. Realization awaits further implementation of the Kuali financial system.
- Education Program Overhead: In collaboration with VPFA, continued analysis and policy development toward creation of a new overhead/indirect cost model.
- Academic Infrastructure Recapitalization (AIR) Plan: Redesigned and implemented new model and process for developing NPS' Educational Laboratory recapitalization requirements. Lab Plan is to provide requirements to NPS' annual budget allocation process and to the POM process.

AA Goal 2: AY11 Initiatives:

AY11 current/continuing AA initiatives in support of Integrated Academic Resource Management include:
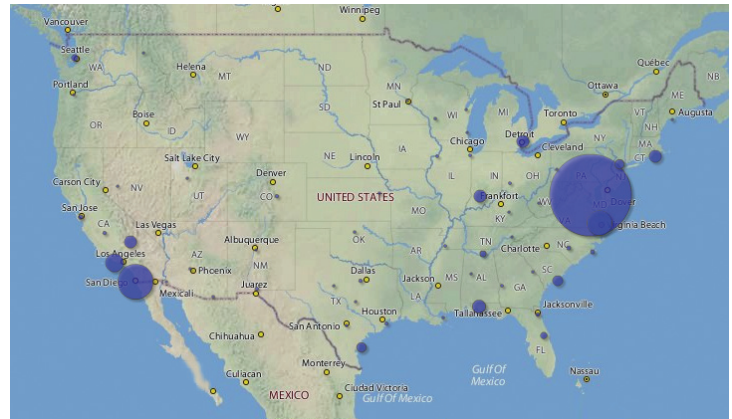
- Academic Budget Control: In conjunction with VPFA, implement quarterly academic budget execution reports and review.
- Academic Planning/Budget Process: For FY12, revise the academic requirements model to accommodate projected future budget reductions/constraints.
- Reimbursable Education: Design and complete a comprehensive and coordinated annual financial report covering all NPS reimbursable education activities.
- Faculty Hiring: Complete development of criteria and guidance for faculty hiring and reappointment decisions.
- Education Overhead: In conjunction with VPFA, develop overhead model and indirect cost model applicable to the academic programs.
- Academic Program Cost Analysis: Complete revision of BAH-based academic program costing model. Provide academic cost analyses to both NPS' annual planning/budgeting process and the annual POM process.
- Reimbursable Education Tuition: Complete development of policy and model for setting tuition in DL programs. Support President's actions toward establishing inter-service tuition rates and policy applicable to resident programs.
- Academic Infrastructure Recapitalization (AIR) Plan: Full implementation of the new model in FY11.
- Programmatic Accounting: Support VPFA in the incorporation of programmatic tracking/accounting functionality within KFS.

AA Goal 3: Coordinate Academic Program Development in Support of NPS' Extension of Education to the Total Force.

Academic Affairs has roles as a partner, collaborator, catalyst, conscience and coordinator with the Provost and NPS' schools/departments in the creation and expansion of new academic programs.

DL Student Map | Developed by CED3

• AA (through CED3) provides direct resourcing of some developmental efforts.
• AA (through DPOs) provides support for program/ business developmental efforts.
• AA (through Academic Council) provides academic policy, accreditation guidelines, and academic review for education programs.
• AA (through New Program Review) provides coordination of business case review of new programs.
• AA (through Academic Administration) provides the academic infrastructure to which new education programs connect.
• AA (through NPS' reimbursable process) provides a resource review of educational programs.
• AA (with VPFA) develops and reviews resourcing models (e.g., tuition) associated with reimbursable education.

Goals to achieve are 1) that NPS' multiple agents of academic program creation and expansion (Provost, schools, departments, outreach, DPOs, faculty) act in a coordinated manner, and 2) that new programs satisfy NPS strategic, academic, business and support services standards.

AA Goal 3: AY10 Activities and Accomplishments

AA AY10 activities in support of Coordinating Academic Program Development and Expansion include:
• NPS Extension: Designed and evaluated a proposed model for establishment of an NPS Extension Unit for the providing of professional education programs. Proposed model not approved by Academic Council and alternative means to facilitate professional education programs were developed.
• Distance Learning: Developed policy guidance concerning financial, operational, and delivery aspects of DL programs. Conducted a DL Mini-Summit and created the DLAC as campus forums for involvement in DL program operations and expansion.
• New Program Review: Improved review process for establishing new education programs. Developed NPR business case analysis guidance. Coordinated six NPRs reviewed by Provost Council. Extended NPR coverage to the establishment of Academic Groups at NPS.
• Program Promotion: Expanded DL program promotional activities (see CED3)
• Academic Program Policy: Evolved and clarified NPS policy with respect to specific areas of academic program development: e.g., Contractor programs. Joint Degree programs.

AA Goal 3: AY11 Initiatives:

AY11 current/continuing AA initiatives in support of Coordinating Academic Program Development and Expansion include:
• New Program Review: Develop support functions checklist/guidance for incorporation in NPR. Further development of business case analysis guidance. Alignment of NPR with NPS' Academic Council review.
• Reimbursable/DL Education Business Model: Standardizing policy and practices. Strategic oversight.
• Program Delivery Support: Further establish NPS foundation in CED3 for DL program/student support.
• Academic Program Policy: Develop and promulgate

AA GOAL 4: IMPROVE ACADEMIC INFORMATION, ANALYSIS AND REPORTING CAPABILITY IN SUPPORT OF EFFECTIVE ACADEMIC OPERATIONS.

Academic Affairs acts a producer, developer and collaborator, with the Provost and NPS' schools and divisions, to manage systems, processes and reports that provide academic information and analysis to support the effective management of the academic programs.

Systematic information concerning NPS' academic programs is necessary to support ongoing academic processes (e.g., Curriculum Review, Academic Program Review, Academic Resource management, POMing, Academic Budgeting, Faculty review, Strategic and Program decision-making, Academic Policy). A core AA role is conceptualization of an Academic Information/Reporting framework and identification of campus academic information requirements to support these processes.

## AA GOAL 4: AY10 ACTIVITIES AND ACCOMPLISHMENTS:

AA AY10 activities in support of Improving Academic Information, Analysis and Reports include:

- Academic Operations - Reports/Analysis: The development, extension and communication of reports and analyses to support academic operations and decision-making was a major focus area during AY10. New or revised reports and analyses -- some periodic, some ad hoc -- included: Enrollment Report, AOB Report, Quota Report, Instruction Report, DL Report, Academic Data Summary, Tuition Table, SOF Analysis, Grade Analysis, SOFxGrade Analysis, Student Load Analysis, Class-size Analysis, Cost/Student Analysis.
- Educational Effectiveness – Metrics/Reports: Developed and implemented Capstone Assessment across all NPS departments and programs. Created and employed an NPS Student Engagement Index, a framework for measuring student outcomes. Conducted analysis of Student Preparation. Graduation Rate Analysis/Report conducted by Institutional Research.
- Academic Reporting Website: Created an intranet website as a repository and communication medium of the collective academic reports and analyses.
- AI7: Establishment of ITACS position devoted to supporting Academic Information Systems. (Corresponding disestablishment of Academic Information working group, AI7.)
- Kuali Student: Provided functional oversight of NPS' Kuali Student (KS) System developmental activities in conjunction with the Kuali consortium. Kuali consortium development of KS in AY10 proceeded more slowly than projected. KS development efforts did not, and were not expected to, progress to adaptation or implementation steps at NPS during AY10.

AA GOAL 4: AY11 INITIATIVES:

AY11 current/continuing AA initiatives in support of Improving Academic Information, Analysis and Reports include:

- Academic Operations - Reports/Analysis: Continue further development of necessary academic reports. In process include: Short Course Report, Student/Faculty Ratio Analysis, Student Cost Analysis.
- Educational Effectiveness – Metrics/Reports: Institutionalization of Capstone Assessment and Student Engagement Assessment. Extension of direct assessment practice to an additional NPS department.
- Faculty Reports: With Academic Planning's lead, support the development of the Faculty Database. Support the creation and communication of faculty reports: Faculty Roster, Faculty Workload.

Student Learning Gains
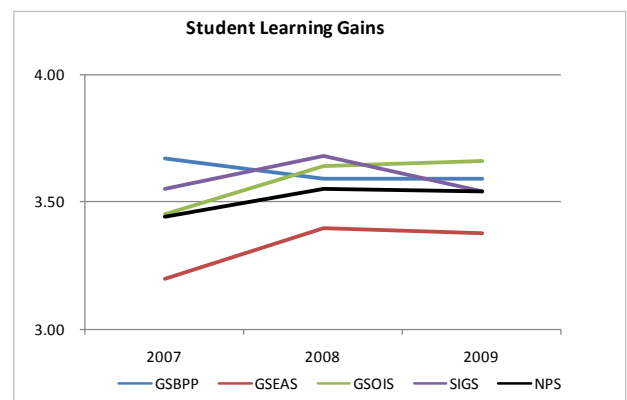
- Academic Policy Website: Improve and complete the development of the Academic Policy website. The goal of the website is to be a single place repository of all official (and semi-official) policy, instructions and guidance that relate specifically to NPS education programs.
- Kuali Student: Continue functional oversight of NPS' Kuali Student (KS) System developmental activities in conjunction with Kuali consortium. Conduct first efforts and analyses of tailoring KS modules to NPS setting.

Mission Relevance
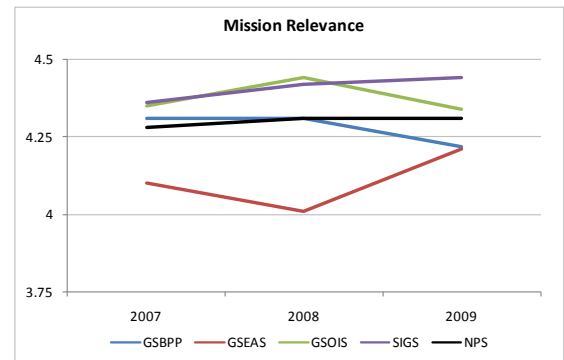
AA GOAL 5: PROVIDE EFFECTIVE, SEAMLESS ACADEMIC SUPPORT SERVICES TO ALL NPS STUDENTS, FACULTY AND EDUCATION PROGRAMS.

All AA departments have a direct support role in providing for successful graduate education programs at NPS. Academic Administration provides and oversees the student management, and academic records infrastructure of the university. The Director of Programs coordinates NPS' Navy and other service curricula. The Center for Educational Design, Development, and Distribution (CED3) provides administrative and student support services for NPS' distributed learning effort. CED3 and Faculty Development provide instructional design and development services to faculty, supporting course creation and delivery.

NPS' academic programs have changed significantly in recent years, and will continue to change as NPS evolves through the implementation of its strategic plan. Change has occurred along six distinct dimensions:

- Distributed Learning: Over the past decade, NPS has grown to provide in excess of 20 DL degree and certificate programs with enrollments in excess of 1500 students. Projections call for significant increase in DL students in the immediate future years.
- Degree Program Mix: From an historic education focus on master's-level degree programs, NPS has, and continues to, expand in three directions: doctoral-level education; graduate certificates; and not-for-credit education.
- Geographical Expansion: NPS has established a physical presence in San Diego, Norfolk, National Capital Region and elsewhere, with offices supporting program delivery and development. Embedded program sites have been initiated and will expand.
- Curricula Domains: NPS continues evolution into new curricular areas. Recent years have seen initiation and expansion in disciplines such as Executive Management and Homeland Security. Initiation of programs in new areas, such as Global Public Policy and Cyber Security, continues.
- Student Types: From the historic student base of US and International military officers, NPS has extended its education program significantly to federal (and increasingly non-federal) government civilians. Future growth is planned to extend education further to DoD contractor civilians and NPS employees as research assistants.
- Technology-Enhanced Education: From the traditional, in-class, face-to-face pedagogy, instructional modes have evolved to be technology-assisted, technology-mediated, technology-based.

Each extension of NPS education programs that breaks new ground -- new types, modes, students and locations -- creates new challenges for the education support services. Systems and processes that may be well-designed to support resident education for military officers are often inapplicable or incomplete when applied to innovative, non-traditional forms of education. A goal of AA and its departments is to adapt processes for academic support services to provide similarly effective support for NPS' evolving educational program landscape.

AA Goal 5: AY10 Activities and AY11 Initiatives:

The AA Departments report on their activities and initiatives in the subsequent sections of this report. Current activities and initiatives devoted to providing Effective, Seamless Academic Support Services include a number of areas:

- Admissions: Strategic enrollment management. Applicant management system.
- Scheduling: Automated scheduling system.
- Student Management System: Python extensions. Kuali Student System development.
- Civilian Programs Office: Co-responsibility for the development, marketing and administration of the NPS' new programs directed toward government civilians and government contractor students is shared by the Special Programs function connected to the SMART office and Academic Planning.
- Bursar Function: In conjunction with VPFA and Comptroller, CED3 is developing a more robust Bursar function applicable to NPS.
- Administrative Process Analysis: Educational Technician role. Program officer role.
- DL Administrative Support: Development of CED3 student/program data system.
- Academic Council: Web-based process improvements.
- Faculty Development: New faculty support courses in AY10 and planned for AY11.

ACADEMIC ADMINISTRATION
ANNUAL REPORT & STRATEGIC PLAN

MISSION

Provide seamless academic support services to all students, faculty, staff, and alumni.

ORGANIZATION

Academic Administration is a sub-unit of Academic Affairs with the Director reporting to the Vice Provost for Academic Affairs. The organization is comprised of four functional support areas shown below. Additionally, the Director is responsible for development and life-cycle maintenance of Python and associated student systems.

ACADEMIC ADMINISTRATION
DIRECTOR, ACADEMIC ADMINISTRATION & REGISTRAR
P. Michael Andersen

ACADEMIC COUNCIL
ADMINISTRATIVE ASSISTANT & ACADEMIC COUNCIL SUPPORT
RECORDING SECRETARY
Caitlin Allion

ADMISSION
DIRECTOR/ADMISSIONS
Susan Dooley

ADMISSIONS TECHS
Jess Miller
Olana Sullivan
Rachel Davis
Neena Porter

REGISTRAR
ASSISTANT REGISTRAR
Minerva Scheffel

ASSISTANT REGISTRAR DL PROGRAM
Heidi Woodward

OFFICE AUTOMATION ASSISTANT
Leana Lorio

ADMIN SUPPORT ASSISTANT
Julie Zack

SCHEDULING
CLASS SCHEDULER
Cheryl Wilson

ASSISTANT SCHEDULER
Adrian Gera

### STRATEGIC GOALS OF ACADEMIC ADMINISTRATION

1. Provide exemplary customer service, efficiency, quality, and value to NPS.
2. Employ technology to automate processes, improve accessibility, and reduce cycle-time.
3. Assess workload and performance metrics to guide management decisions.
4. Sustain competency, professionalism, and job satisfaction through a well-trained staff with controlled turnover.
5. Share our working knowledge in the form of searchable online policy, instructions, charts, SOPs, catalog, dashboard, and new interface displays in Python.

FOCUS ON METRICS

The metrics contained in the following pages are intended to measure President Oliver's specific "elements" requested in his Strategic Planning memo dated May 26, 2009:
(1) The quantity of services provided
(2) The time it takes to deliver services
(3) The quality of services provided (e.g., customer satisfaction)
(4) Historical data
(5) How a department compares with similar departments at other universities or comparable organizations

After three-years of effort toward refining our databases to enable process measurement, we are finally beginning to assemble coherent historical trends for quantity, time, and quality. Where possible, a correlation is made between workload and performance. Direct comparison to other universities remains challenging because our Admissions, Registrar, and Scheduling operations are rather unique compared to typical institutions. Nevertheless, we do seize opportunities to benchmark with colleagues from other institutions during our attendance at professional conferences. As we venture further toward Kuali Student as the replacement for Python, new opportunities for benchmarking will emerge as we increase our interactions at the functional level with Kuali developers such as U.C. Berkeley and UCLA.
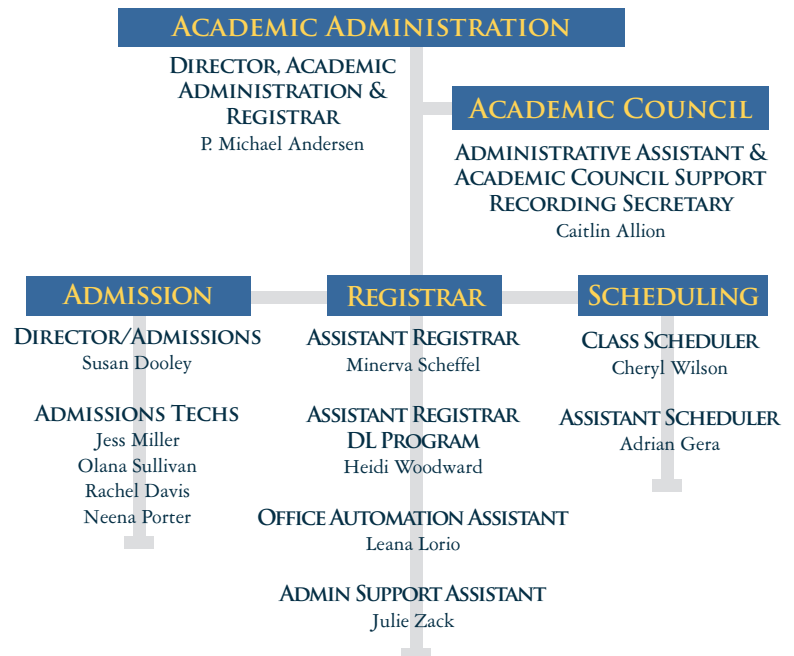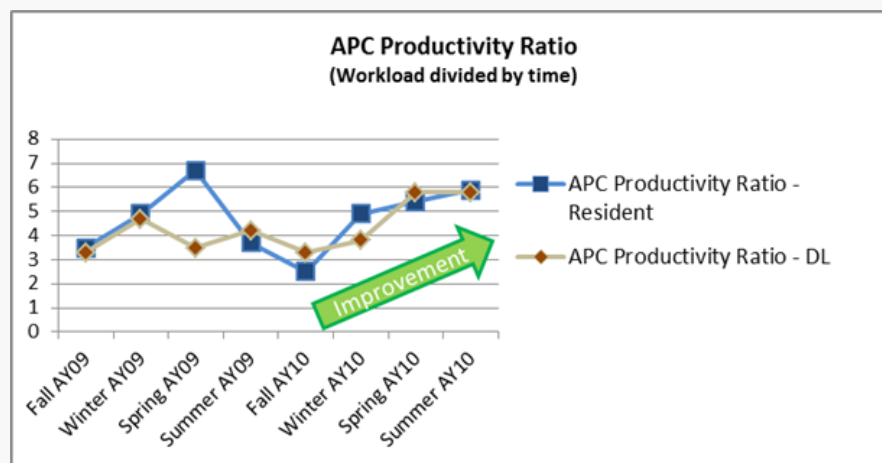
A. ADMISSIONS

PRIMARY ACTIVITIES

Responsible for evaluation, counseling, and initial enrollment management for all prospective U.S. students. Maintains the archive of admission records. Cultivates solid business relationships with Placement Officers of all services to ensure smooth and timely enrollment. Develops web and database technology in support of efficient enrollment management.

Figure A1. Student Applicant Workload

Workload	Fall AY09	Winter AY09	Spring AY09	Summer AY09	Fall AY10	Winter AY10	Spring AY10	Summer AY10		
Resident Applicants	425	729	704	557	490	780	645	575		up 3.1%
DL Applicants	290	515	402	453	346	377	499	392		down 2.8%
Total Applicants	**715**	**1,244**	**1,106**	**1,010**	**836**	**1,157**	**1,144**	**967**		**up 0.7%**

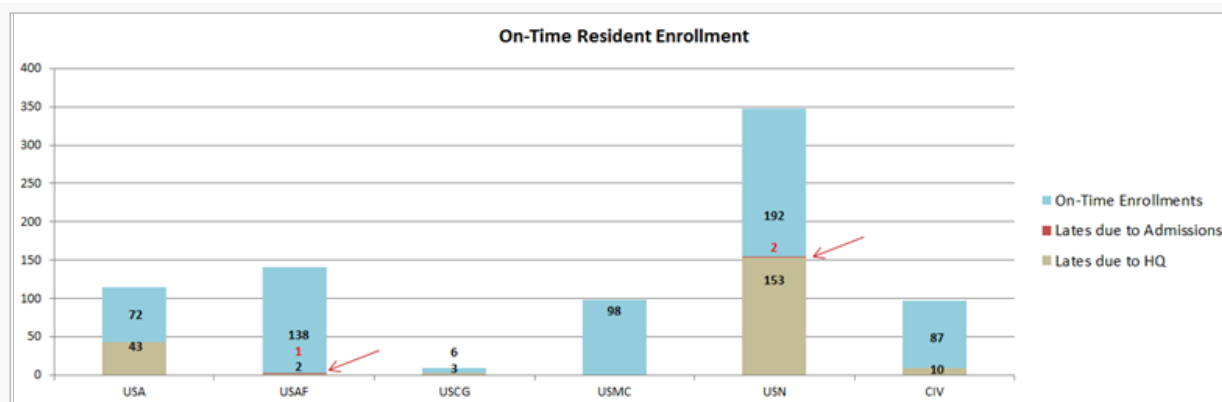**Indication: The number of student applications is holding steady, up only 0.7% from last year.**

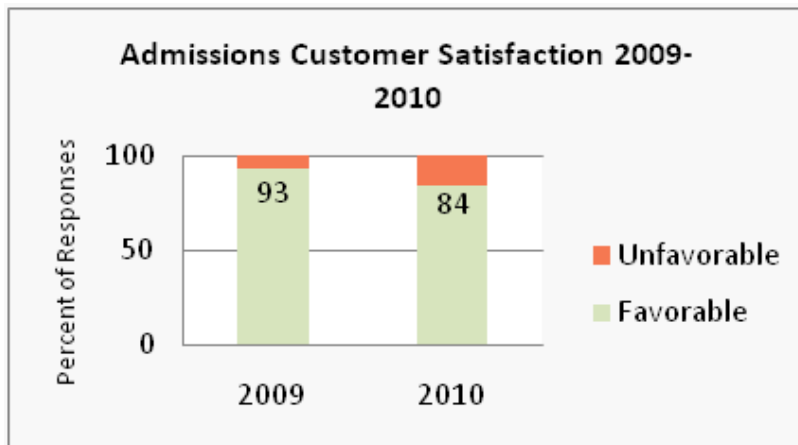*Figure A2. Academic Profile Codes*

Indication: Productivity at calculating Academic Proficiency Codes steadily improved in 2010.

Figure A3. On-Time Enrollment

Indication: The Admissions Team admits students on-time more than 99% of the time. Late admissions are typically caused by DoD headquarters.

Figure A4. Customer Satisfaction Survey Results

Indication: Customer satisfaction remains above 80%.

ACCOMPLISHMENTS

Enhanced the Applicant Management System to enable reporting of new metrics such as On-Time Enrollment (Figure A4 above).
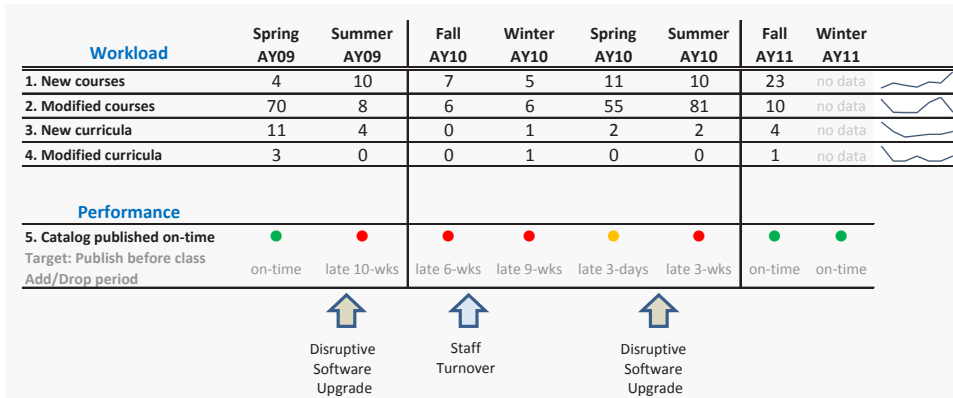
Developed an automated APC calculator to reduce time and manual effort needed to compute an APC. APC calculation is now an embedded feature of the Applicant Management System and is expected to add new efficiencies to the Admissions process.

B. REGISTRAR

PRIMARY ACTIVITIES

Responsible for integrity and archival of official university transcripts, production and verification of diplomas and certificates, catalog, general help desk, SOF processing, management of NAVPGSCOL instructions pertaining to Scheduling, registration and grades, and catalog management. Secondary responsibility for continuous improvement of Python and analysis of Kuali Student requirements. Manages a SharePoint website in support of knowledge management and standardization of business operations.

Figure B1. Catalog Production 2010

Workload	Spring AY09	Summer AY09	Fall AY10	Winter AY10	Spring AY10	Summer AY10	Fall AY11	Winter AY11
1. New courses	4	10	7	5	11	10	23	no data
2. Modified courses	70	8	6	6	55	81	10	no data
3. New curricula	11	4	0	1	2	2	4	no data
4. Modified curricula	3	0	0	1	0	0	1	no data
Performance								
5. Catalog published on-time Target: Publish before class Add/Drop period	● on-time	● late 10-wks	● late 6-wks	● late 9-wks	● late 3-days	● late 3-wks	● on-time	● on-time

⇧ Disruptive Software Upgrade   ⇧ Staff Turnover   ⇧ Disruptive Software Upgrade

Indication: While catalog publication in 2010 did not coincide with the start of each Add/Drop period, the trend is improving.

Figure B2. Transcript and Diploma Production

Indication: Transcript production is generally up, though not as high as in mid-2009, when the plunging economy caused an unprecedented number of transcript requests from alumni seeking employment. Production of diplomas and certificates holds steady.

Figure B3. Late and Missing Student Opinion Forms
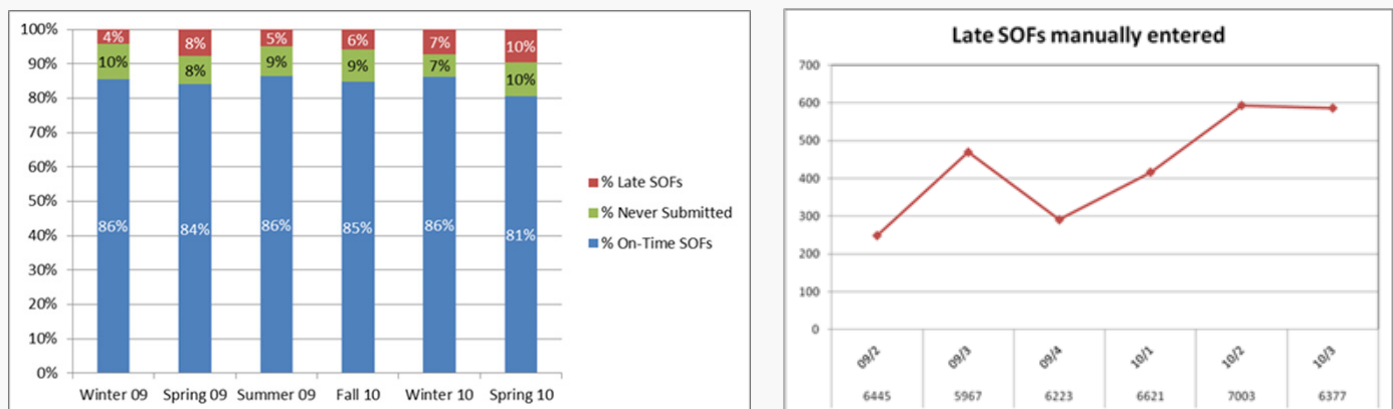
Indication: Fewer students are complying with SOF submission requirements. Manual entry of late SOFs increases workload.

Accomplishments

Contracted with Docufide™ to provide students and alumni with a new option to have their transcripts sent in secure electronic format. The cost for an electronic transcript from Docufide™ drops to only $3 compared to the $5 we must charge for paper transcripts. Additionally, for a premium charge, transcripts can be sent in paper form via overnight delivery. We have never been able to deliver official transcripts this fast before! Using Docufide's services will help reduce time spent handling mail and will drastically reduce the amount of paper consumed by the Registrar's office on a daily basis. We are in the final testing phase with Docufide™ and expect to be up and running in January 2011. Secure electronic transcripts are a rare example of "better, faster, cheaper."

ACCOMPLISHMENTS [CONT.]

The NPS catalog was successfully updated each quarter in 2010 and the printed version was produced and distributed in time to start the new academic year.

New metrics were compiled for monitoring the trend of late and missing Student Opinion Forms and the resulting workload (Figure B3 above).
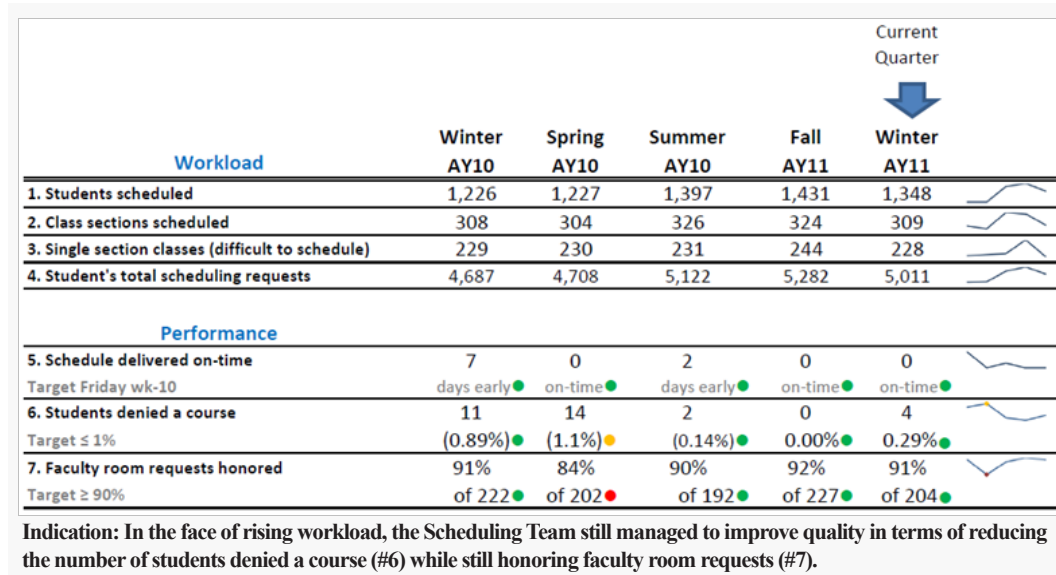
Significant website restructuring was done to separate Registrar and Admissions pages. A survey of other department's web pages was conducted to find and correct errant Admissions information such as instructions on how to apply and mailing addresses.

C. SCHEDULING

PRIMARY ACTIVITIES

Produces the class schedule for all resident students and faculty. Maintains a quarterly inventory of classroom seating capacity. By providing a conflict-free schedule for every student based on their courses needed to graduate, the scheduling operation is a key enabler of on-time graduation.

Figure C1. Scheduling Metrics

Workload	Winter AY10	Spring AY10	Summer AY10	Fall AY11	Winter AY11	
1. Students scheduled	1,226	1,227	1,397	1,431	1,348	
2. Class sections scheduled	308	304	326	324	309	
3. Single section classes (difficult to schedule)	229	230	231	244	228	
4. Student's total scheduling requests	4,687	4,708	5,122	5,282	5,011	
Performance						
5. Schedule delivered on-time	7	0	2	0	0	
Target Friday wk-10	days early ●	on-time ●	days early ●	on-time ●	on-time ●	
6. Students denied a course	11	14	2	0	4	
Target ≤ 1%	(0.89%) ●	(1.1%) ●	(0.14%) ●	0.00% ●	0.29% ●	
7. Faculty room requests honored	91%	84%	90%	92%	91%	
Target ≥ 90%	of 222 ●	of 202 ●	of 192 ●	of 227 ●	of 204 ●	

Current Quarter ⬇ (above Winter AY11)

Indication: In the face of rising workload, the Scheduling Team still managed to improve quality in terms of reducing the number of students denied a course (#6) while still honoring faculty room requests (#7).

ACCOMPLISHMENTS

In addition to the challenging task of simply producing the four quarterly schedules, the team also produced the metrics shown above, which are new for 2010. These plus additional metrics for classroom utilization efficiency are reported to Chairs each quarter and are always available on the Scheduling SharePoint site.

D. ADMINISTRATIVE SUPPORT

Primary Activities

In support to the Academic Council, the Recording Secretary compiles and publishes monthly agenda, exhibits, and minutes. Manages a SharePoint website for facilitation of upcoming council meetings and also as a searchable archive of historical proceedings. Maintains Ph.D student records in Python. Separately from the Academic Council, also serves Academic Administration as Catalog Editor and manages timekeeping, purchasing, and Kuali Financial accounts.

Accomplishments

Efficiently handled an unprecedented volume of Academic Council agenda. Further improved the documentation of agenda, minutes, and records, facilitated ongoing revision of the Academic Policy Manual, and produced an abbreviated "Roberts Rules of Order" as a handy reference for members.
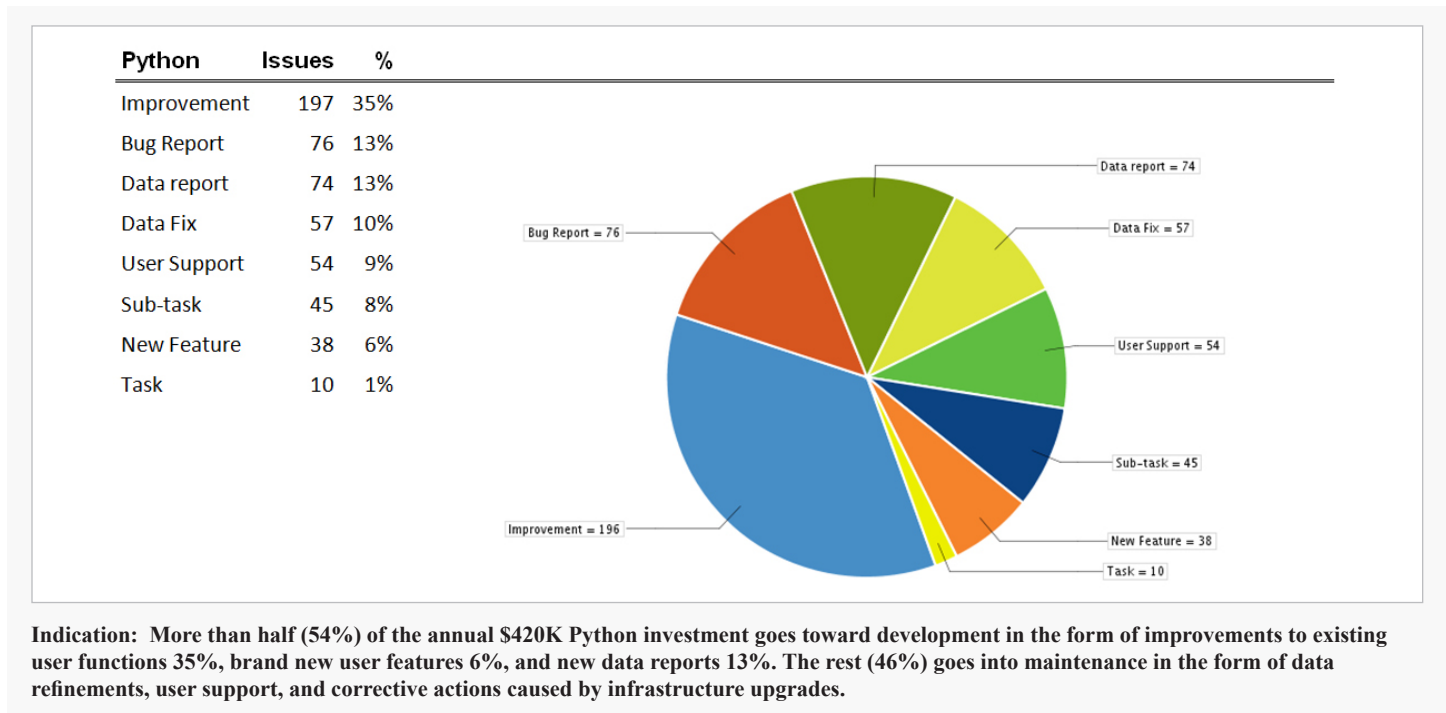
E. PYTHON and KUALI STUDENT DEVELOPMENT

Python Accomplishments

There are so many daily fixes and improvements that go into Python that it is difficult to summarize succinctly. Below is a partial list:

- Python displays related to degree audit were enhanced to help Program Officers and Ed Techs more accurately assess whether students have met degree requirements.
- Further refinements were made to the statistics for the With Distinction Awards required by the Academic Council.
- Python and the Applicant Management System were modified to handle various new categories of Research Assistants.
- The Python database and server were upgraded.
- Python enhancements were made to enable closer monitoring of DoD Contractor enrollments, which are limited to 125 enrolled at any given time.

Figure E1. Python Development and Maintenance by Category

Python	Issues	%
Improvement	197	35%
Bug Report	76	13%
Data report	74	13%
Data Fix	57	10%
User Support	54	9%
Sub-task	45	8%
New Feature	38	6%
Task	10	1%

Indication: More than half (54%) of the annual $420K Python investment goes toward development in the form of improvements to existing user functions 35%, brand new user features 6%, and new data reports 13%. The rest (46%) goes into maintenance in the form of data refinements, user support, and corrective actions caused by infrastructure upgrades.

KUALI STUDENT ACCOMPLISHMENTS

- Weekly Kuali Student meetings were held with Tracy Hammond (Project Lead) to analyze initial functional requirements for Kuali Student. Numerous analyses and requirements were submitted along with recommendations.
- Began the Gap-Fit analysis of Kuali Student "Course" module 1.1.

F. THE ACADEMIC ADMINISTRATION COLLECTIVE TEAM

Though our organization chart might imply we are made up of separate and distinct components, we actually operate as a collective team due to the interdependent nature of enrollment management work. One of our internal strategic goals is to "Sustain competency, professionalism, and job satisfaction through a well-trained staff with controlled turnover." A supportive work environment and ongoing professional development is our means of growing and sustaining the human infrastructure needed to realize our mission. We take advantage of on-campus training and external commercial training along with mentoring and challenging developmental assignment opportunities. We continually review and update policy, develop SOPs, build web sites and manage a collaborative SharePoint site aimed at promoting operational excellence by codifying and sharing knowledge across NPS. This is the key to our ability to cope with growing workload and complexity.

Figure F1. Staffing to workload ratio – Five Year Trend

	FY05	FY10		
Enrollment cases:	1,697	2,937	up 73%	↗
Curricula in catalog:	75	113	up 50%	↗
Staffing level:	9	13	up only 44%	↗

Indication: Since 2005, the number of student enrollment cases handled by AAdmin[1] has soared 73%, yet our staffing levels have increased far less, only 44%. We are able to hold down staffing costs through our strategy of continually improving efficiency with technology, training, and streamlining of business processes rather than simply adding staff and office space in proportion to enrollment-driven workload.

[1]In 2006, Admissions and Registrar assumed responsibility for enrollment management of nonresident students from the Office of Continuous Learning, which marked the beginning of a significant and steady uptrend in enrollment workload.

Figure F2. Staff training and professional conferences by number attendees

Strategic Enrollment Management	Technical	General
NAGAP* Annual Conf - 3 ACCRAO** SEM Conference - 1 NAGAP Winter Institute -1 NAGAP Summer Institute - 3 AACRAO Annual - 1	SLDCADA – 5 Kuali Financial – 3 Cyber security – 3 Systems Engineering Fundamentals - 1 MS Excel Advanced – 1 Web Content Writing -1 Mastering MS Outlook - 1	Edward Tufte's Presenting Data & Information - 6 Managing Multiple Projects, Objectives and Deadlines - 4 Helping Employees Thrive During Times of Change - 4 Leadership and Teambuilding - 3 Cross-Cultural Communications Workshop – 3 Martial Arts for the Mind - 3 Conflict Management Skills for Women – 2 Become a Better Communicator -2 Getting Ideas Adopted - 1 Mastering Time – 1
*National Association of Graduate Admissions Professionals (NAGAP) **American Association of Collegiate Registrars and Admissions Officers (AACRAO)		

Indication: Investment in training and professional development helps us achieve the NPS strategic goal of "operational excellence in financial, business, administrative and support areas." Benchmarking our own business practices with other Admissions and Registrar professionals at conferences has been a rich source of ideas that lead to continuous improvement.

Figure F3. On-Time Graduation
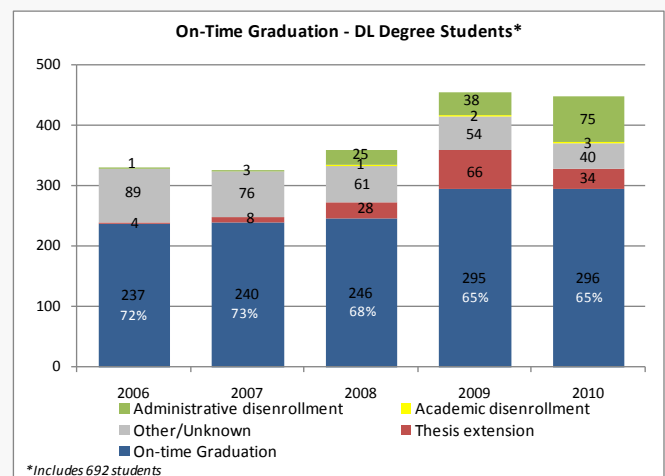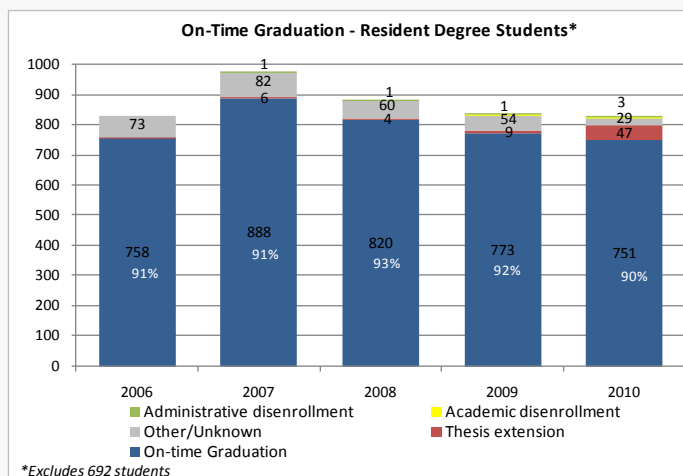
On-Time Graduation is an indirect though relevant measure of effectiveness for Academic Administration, especially admissions and scheduling.

Indication: Minimal academic disenrollment is an indicator that our Admissions screening process is highly effective, our online registration process in Python is working, and that our conflict-free class scheduling model enables student to get the classes they need when they need them.

2010 INITIATIVES, ACCOMPLISHMENTS AND CHALLENGES

Initiative 1
Refine enrollment management policy and systems to support nontraditional programs and students such as might be comprised under an "NPS Extension University" concept.

Accomplishment
Researched numerous extension schools such as University of Pennsylvania, UCSC, Harvard, and UCLA to compare admission and registration policies, academic timelines, diploma categories, and credit transfer options. Comparison data and recommendations were submitted to the Vice Provost.

Challenges
We found that extension schools typically operate wholly separate from their affiliate university, using separate student systems, separate course credits and separate transcripts. Credit earned from extension schools must be formally submitted to the affiliate university's Admissions Office for transfer evaluation. We could not find a simple solution for NPS Extension that didn't require revision of policy and modification of Python and the Applicant Management System. However, the advent of Kuali Student may present opportunities to manage NPS extension students separately from regularly enrolled degree students.

Initiative 2
Re-examine policy, business rules, and current legacy systems to identify gaps and attain a high state of readiness for eventual migration from Python to Kuali Student.

Accomplishment
All analyses needed by Kuali were done on-time.

Challenges
None.

Initiative 3
Maintain evolution of legacy systems until migration to Kuali is completed.

Accomplishment
Python and associated legacy systems are at a high state of functionality and reliability. Improvements are ongoing.

Challenges
None, so long as the annual budget for Python maintenance holds steady.

Initiative 4
Further develop enrollment management metrics to track on-time enrollment and on-time graduation.

Accomplishment
Our strategic plan for Academic Administration set forth a goal to measure workload and performance in numerous areas. We have met that goal.

Challenges
None.

INITIATIVES FOR FY11

1. Enable Department Planners to enter "place-holder" students in Python for scheduling purposes when incoming students are anticipated, but awaiting enrollment in Python.

2. Employ greater use of standardized electronic forms that can be submitted, routed, processed, and stored via an online workflow engine.

3. Analyze policy, business rules, and current legacy systems to identify gaps and attain a high state of readiness for eventual migration from Python to Kuali Student.

4. Hire and train backfill labor in the Registrar Office to meet the demand for subject matter experts needed for development and testing of Kuali Student.

5. Maintain evolution of legacy systems until migration to Kuali is completed.

CONCLUSION

The Office of Academic Administration has developed a systematic metrics program for measuring quantity, quality, time required, and historical trends of our work. We are working to attain a high state of readiness for eventual transition from Python to Kuali Student. Our people, our operations, and our systems are continually aligning to help attain the goals set forth in the NPS Strategic Plan: *Vision for a New Century*.

DIRECTOR OF PROGRAMS
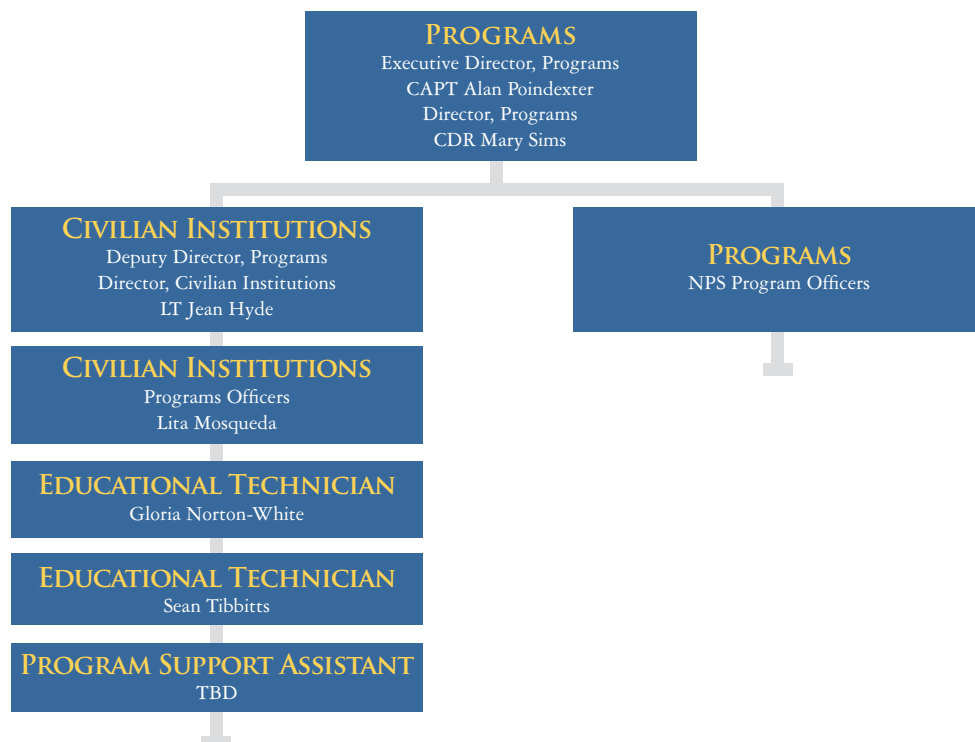## ANNUAL REPORT & STRATEGIC PLAN FOR FY2011

MISSION

The Programs Office supports educational effectiveness on campus at the Naval Postgraduate School and at civilian universities attended by U.S. Naval Officers via fully-funded graduate education programs throughout the country.

ORGANIZATION

The Programs Office is a sub-unit of Academic Affairs. The Director of Programs reports directly to the Vice Provost for Academic Affairs and coordinates with the Dean of Students. The Dean of Students also serves as Executive Director, Programs.

Within the Programs Office there are two functional areas, Civilian Institution (CIVINS) Programs and Residential Programs. Each year approximately 21.5% of the graduate assignments for officers are slated to attend civilian institutions (CIVINS) and 76% are slated to attend the Naval Postgraduate School in Monterey. The Navy's fully-funded graduate education program supports 71 different subspecialties by way of NPS and Civilian Institutions. The Naval Postgraduate School in Monterey currently offers 74 different curricula. In addition, 34 other fields of study are available to Naval Officers at 93 different civilian institutions nationwide. NPS supports over 2700 students annually, and CIVINS supports over 200 students. The Director of CIVINS reports directly to the Director of Programs.

The Director of Programs represents both functional areas at the Navy's annual Graduate Education Quota Conference, balancing the needs of the Navy with NPS requirements and budget restrictions.

PROGRAMS
Executive Director, Programs
CAPT Alan Poindexter
Director, Programs
CDR Mary Sims

CIVILIAN INSTITUTIONS
Deputy Director, Programs
Director, Civilian Institutions
LT Jean Hyde

PROGRAMS
NPS Program Officers

CIVILIAN INSTITUTIONS
Programs Officers
Lita Mosqueda

EDUCATIONAL TECHNICIAN
Gloria Norton-White

EDUCATIONAL TECHNICIAN
Sean Tibbitts

PROGRAM SUPPORT ASSISTANT
TBD

PRINCIPLE ACTIVITIES

- Curriculum Reviews: Manage system of curriculum reviews for residential and civilian institution curricula. The Programs Office coordinates and tracks biennial curriculum reviews for over 70 residential curricula and 36 CIVINS curricula to ensure that NPS students are receiving the highest level of graduate education.
- Quota Management: The Programs Office represents NPS at the annual Navy Graduate Education quota conference
- Civilian Institutions:
    - Maintains Educational Service Agreements with 93 colleges and universities, nationwide. The Staff fosters strong working relationships with Officer students, third party billing contacts within the universities, and Administrative Units such as ROTC units or NOSCs by conducting triennial visits to their institutions and headquarters.
    - CIVINS coordinates all transcript and information collection, on behalf of PERS-45, for the Graduate Scholarship Program, GEV, VGEP, and Officers who have personally pursued graduate degrees. CIVINS processes over 300 transcripts, annually.
    - CIVINS provides seamless support for over 200 student Officers and 68 third-party sponsors, annually. The Team processes purchase orders, invoices, claims for reimbursements, and modifications; trains third-party sponsors; collects feedback and transcripts; and indoctrinates new students and sponsors.
- Navy Education Policy: Help shape Navy Graduate Education policy
    - The Programs Office is instrumental in the development of Navy Education Policy. Curriculum review action items and other lessons learned are applied, daily, in an effort to shape Graduate Education policy.

STRATEGIC GOALS

Policy Development & Definition
- Help shape Navy Graduate Education policy through ongoing, proactive liaison with governing CNO/OPNAV agencies and other relevant stakeholders.
- Complete site visit to each CIVINS program institution with which NPS holds current ESAs/MOUs at least once every two years. Ensure contact with CIVINS/LEP students during and between site visits to measure effectiveness of customer support from NROTC Unit and university personnel and ascertain status of any ongoing requirements.

Curricula Review Process Refinement
- In coordination with program sponsors, oversee the completion of a curricular review for each NPS residential/ Civilian Institution (CIVINS) degree-granting curriculum at least once every two years.
- Continue to refine the curriculum review process across both the residential and CIVINS domains in order to maintain an even standard of excellence and enhance Navy graduate education.

Quota Fulfillment
- Represent NPS at the Navy's annual graduate education quota conference and apply lessons identified throughout the process.

Resource Maximization
- Conduct financial forecasting and strategic budgeting for both across residential and CIVINS domains to enable the reduction of fiscal waste and facilitate process improvement.

Relationship Management
- CIVINS is heavily reliant on external organizations' and Officer students' paperwork submittal in order to complete business transactions. As a result, strong working relationships are of paramount importance. Additionally, FY10 revealed the criticality and profitability of engaging students' Administrative Units and ensuring open lines of communication. Throughout FY11, CIVINS seeks to nurture relationships with students, third-party sponsors, and Administrative Chains of Command to ensure strong mutual support and timely receipt of paperwork and invoices.

INITIATIVES FOR FY11

Enhance Communications
- Reduce invoice delays, increase timeliness of student paperwork, and expedite payments by implementing CIVINS SCOOP (Student Communication, Outreach, and Operations Promulgation) emails.
- Visit 33% of CIVINS Universities which have active CIVINs students attending, beginning with those which were not visited in FY10.
- Help shape Navy Graduate Education policy through ongoing, proactive liaison with governing CNO/OPNAV agencies and other relevant stakeholders.
- Establish biannual meetings with FISC San Diego in order to reduce processing time for purchase orders and modifications.
- Ensure publishing and circulation of revised CIVINS instruction.

Process Maturation
- Ensure maintenance of residential and CIVINS curricular review status such that no more than 10% are ever in excess of six months overdue. Work with major area sponsors to restructure Curriculum Review schedule such that reviews are evenly distributed throughout a two year period, as opposed to nearly all being conducted in a single year.
- Enhance tracking of all significant metrics such that all sources of information are updated at point of information closest to source on a routine basis, and accurately maintained.
- Coordinate with PERS-45 and N153 to facilitate the return of non-CIVINS transcript collection, ESR verification and subspecialty farming to PERS-45.
- Track fiscal obligations and payments monthly; report quarterly.
- Enhance organizational efficiency through addition of a CIVINS Administrative Assistant to the staff.
- Distribute revised CIVINS instruction to all Administrative Units and meet to communicate Administrative Chain of Command responsibilities and student needs.
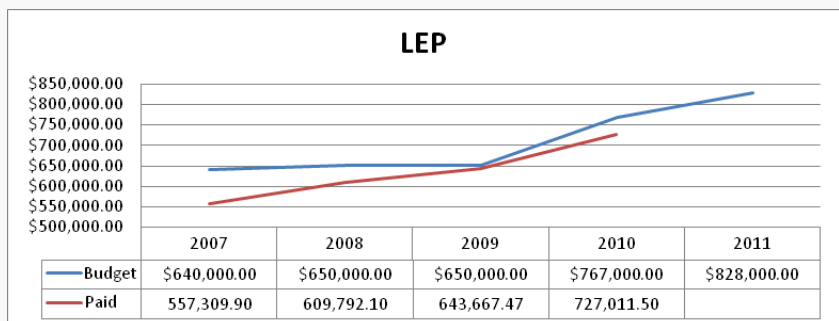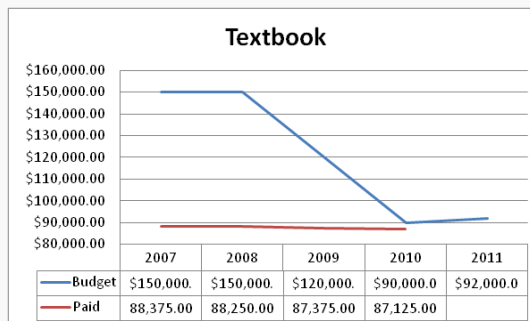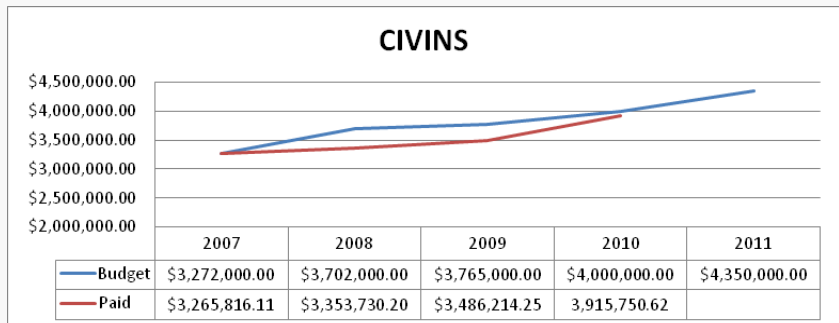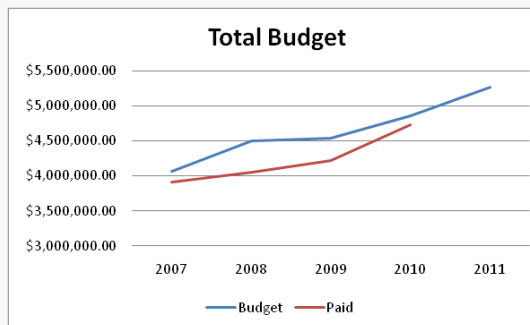
ACCOMPLISHMENTS FOR FY10

- Promoted the Transportation Incentive Program among CIVINS students in order to reduce student incurred parking costs.
- Established Educational Service Agreements with Albany Law School, New York University, Northeastern University, Southeastern Baptist Theological Seminary, Texas A&M, Kingsville, and Yale University. Executed three Memoranda of Understanding with Columbia University, Harvard University, and University of Pennsylvania.
- Successfully implemented Standard Labor Data Collection and Distribution Application (SLDCADA) software for Timecard processing.
- Completed 100% of required CIVINS curricular reviews.
- Implemented revised version of NPS Curricular Review instruction for both residential and CIVINS curricula reviews. Results were extremely positive.

FY10 BY NUMBERS

Figure A1. Budget FY10 (as of January 1, 2010)

Program	Budget	Executed	Δ
DOP Total	$20,000	$ 19,279.20	$ 720.80
DCI Total	$ 358,000.00	$ 95,610.00	$ 262,390.00
CIVINS	$ 4,000,000.00	$ 3,828,385.92	$ 171,614.08
LEP	$ 767,000.00	$ 611,613.50	$ 155,386.50
TEXTBOOKS	$ 90,000.00	$ 87,500.00	$ 2,500.00
Totals:	$ 4,857,000.00	$ 4,527,499.42	$ 329,500.58

Total Budget

CIVINS

	2007	2008	2009	2010	2011
Budget	$3,272,000.00	$3,702,000.00	$3,765,000.00	$4,000,000.00	$4,350,000.00
Paid	$3,265,816.11	$3,353,730.20	$3,486,214.25	3,915,750.62	

Textbook

	2007	2008	2009	2010	2011
Budget	$150,000.	$150,000.	$120,000.	$90,000.0	$92,000.0
Paid	88,375.00	88,250.00	87,375.00	87,125.00	

LEP

	2007	2008	2009	2010	2011
Budget	$640,000.00	$650,000.00	$650,000.00	$767,000.00	$828,000.00
Paid	557,309.90	609,792.10	643,667.47	727,011.50	

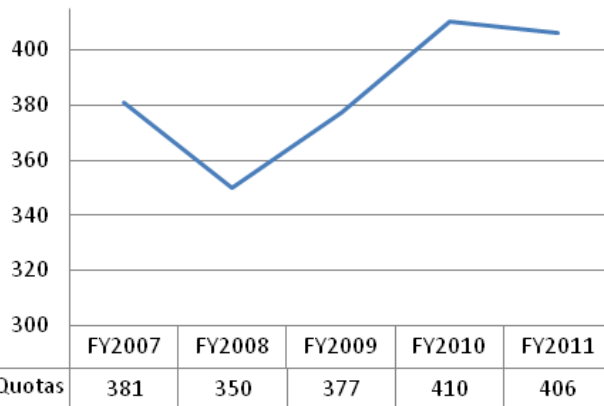***Outstanding invoices for FY10 remain (12 CIVINS, 2 LEP). This is not a closeout report.**

Quotas

Residential
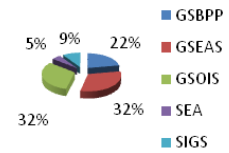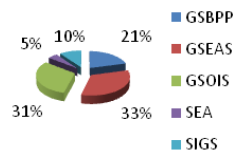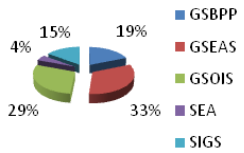

CIVINS

Residential

CIVINS Graduation Rate and On-time Graduation Rate

	FY2007	**FY2008**	**FY2009**	**FY2010**
EXPECTED GRADUATES	108	104	102	101
ACTUAL GRADUATES	108	103	102	100
EXTENSIONS GRANTED	0	0	0	1
GRADUATION RATE	100.00%	99.04%	100.00%	99.01%
ON-TIME GRADUATION RATE	100.00%	100.00%	100.00%	99.00%

Schools Visited FY10   *School Visits Planned/Executed FY11*
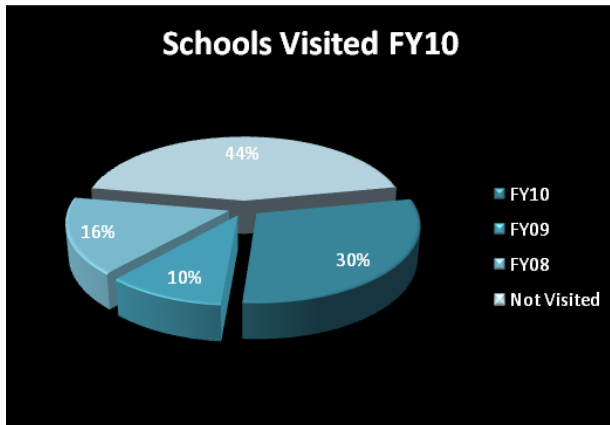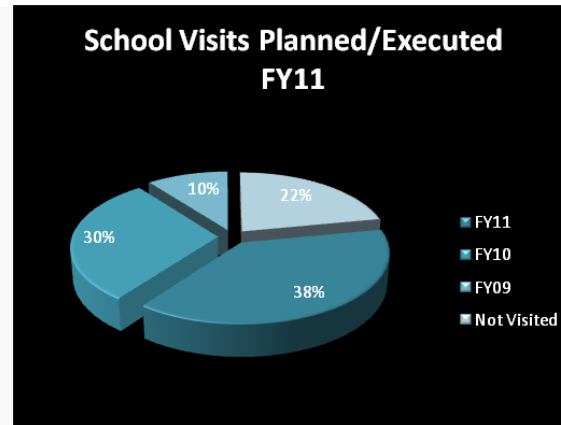
- Current ESAs with 93 institutions
- Have students attending, in the past year had students attend, or the upcoming year will have students attend 68 institutions
- Need to visit 38% (26 institutions) in 2011

PROPOSED SITE VISITS FOR FY11

Georgia and Surrounds – November 1-5, 2010
- University of South Carolina, Clemson University, University of Georgia, Georgia Technical Institute, University of West Florida

Boston Area – April 25-29, 2011
- MIT, Harvard University, Northeastern University

Washington D.C. Area
- American University, George Washington University, George Mason University, Johns Hopkins University, Georgetown, University of Maryland, College Park, University of Maryland, Baltimore LawPennsylvania
- Carnegie Mellon, Pennsylvania State University, Pennsylvania State University – Dickinson School of Law (Carlisle,PA), Temple University,University of Pennsylvania

Illinois and Surrounds
- Northwestern University, University of Illinois, University of Notre Dame, University of Wisconsin

Virginia
- College of William and Mary, Old Dominion University, University of Virginia, Virginia Polytechnic Institute

Projected Total Cost: $26,762.07

METRICS FOR FY11

Curriculum Reviews:
- # NPS Curricular Reviews conducted this year (out of total # of programs)
- % of NPS residential programs that were reviewed (out of 100% of programs)
- % of NPS Residential programs due for review that were reviewed
- % overdue NPS Curricular Reviews

Quota Management:
- Percent of CIVINS quotas assigned vs. filled during the current FY11
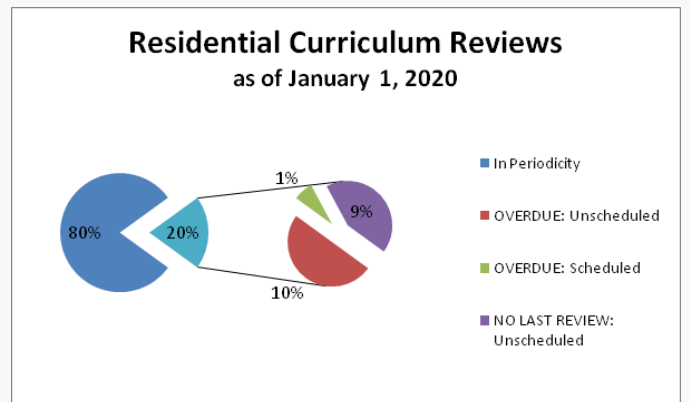- Percent of NPS quotas assigned vs. filled during the current FY11

Civilian Institutions:
- # students at CIVINS
- % CIVINS Curricular Reviews due were conducted
- % overdue CIVINS Curricular Reviews
- # Modifications executed
- Modifications per month
- Invoices received by month and week

NPS Grad Ed Promotion:
- % of CIVINS University visits conducted during the current FY

Curriculum Reviews

CIVINS Curriculum Reviews
as of January 1, 2010

4%

96%

- In Periodicity
- Overdue

Residential Curriculum Reviews
as of January 1, 2020

80%   20%   1%   9%   10%

- In Periodicity
- OVERDUE: Unscheduled
- OVERDUE: Scheduled
- NO LAST REVIEW: Unscheduled
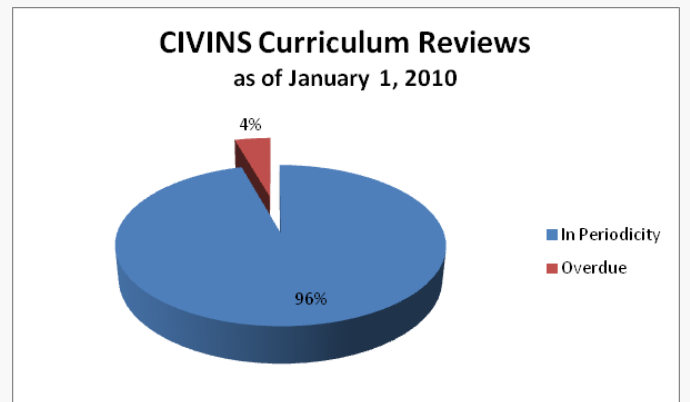
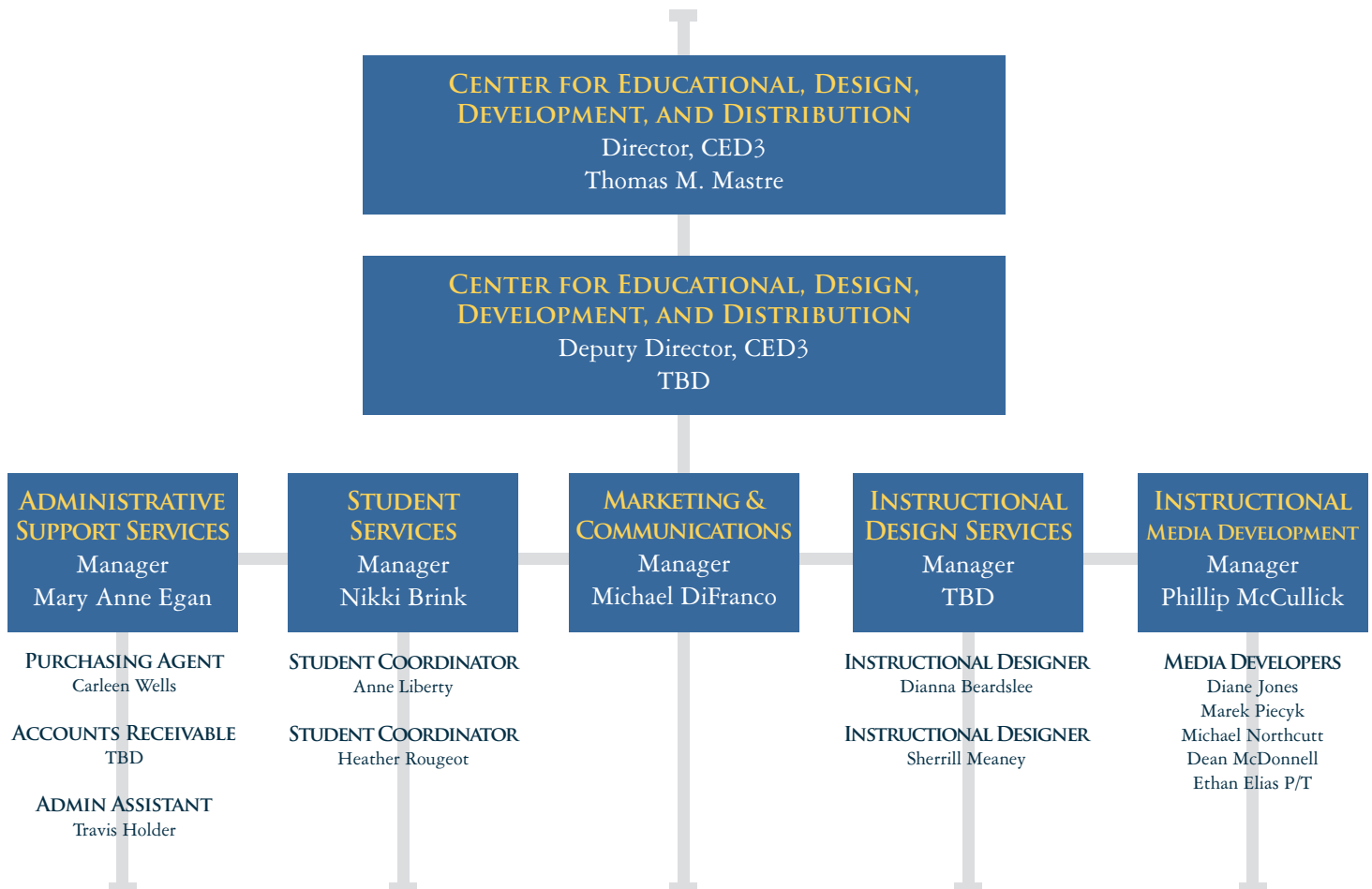# CENTER FOR EDUCATIONAL, DESIGN, DEVELOPMENT & DISTRIBUTION
STRATEGIC PLAN FY2011

VISION

The Center for Educational Design, Development and Distribution (CED3) will use its expertise to enhance the quality of NPS instructional programs; use new technologies to help faculty prepare students for their future roles; and work with other agencies to promote the NPS mission. CED3 will become the nation's leading center for educational design, development, and distribution of graduate level educational products.

ORGANIZATION

CED3 is a sub-unit of Academic Affairs and the Director of CED3 reports directly to the Vice Provost for Academic Affairs. Currently CED3 is comprised of five functional areas: Administrative Support Services, Student Support Services, Instructional Design Services, Instructional Media Development, and Marketing and Communications.

CENTER FOR EDUCATIONAL, DESIGN, DEVELOPMENT, AND DISTRIBUTION
Director, CED3
Thomas M. Mastre

CENTER FOR EDUCATIONAL, DESIGN, DEVELOPMENT, AND DISTRIBUTION
Deputy Director, CED3
TBD

ADMINISTRATIVE SUPPORT SERVICES
Manager
Mary Anne Egan

- PURCHASING AGENT
  Carleen Wells
- ACCOUNTS RECEIVABLE
  TBD
- ADMIN ASSISTANT
  Travis Holder

STUDENT SERVICES
Manager
Nikki Brink

- STUDENT COORDINATOR
  Anne Liberty
- STUDENT COORDINATOR
  Heather Rougeot

MARKETING & COMMUNICATIONS
Manager
Michael DiFranco

INSTRUCTIONAL DESIGN SERVICES
Manager
TBD

- INSTRUCTIONAL DESIGNER
  Dianna Beardslee
- INSTRUCTIONAL DESIGNER
  Sherrill Meaney

INSTRUCTIONAL MEDIA DEVELOPMENT
Manager
Phillip McCullick

- MEDIA DEVELOPERS
  Diane Jones
  Marek Piecyk
  Michael Northcutt
  Dean McDonnell
  Ethan Elias P/T

Principle Activities

The Naval Postgraduate School's Center for Educational Design, Development, and Distribution (CED3) is committed to ongoing excellence in extending education to the total force.

CED3's primary activities are built to support the NPS mission, empowering faculty to successfully utilize emerging technologies and guiding them in the use of "smart teaching practices".

CED3 provides rich, relevant and unique experiential learning environments by incorporating simulation and scenarios and providing high production quality video upon request. Course development continues throughout the life of any program, faculty with CED3 experts develop and inject relevant new and emerging educational technologies in support of faculty goals.

CED3 provides seamless support in all areas of course distribution by providing administrative, logistical, and marketing and communications support for distance learning programs.

Strategic Goals

From NPS Strategic Plan - 2008 Vision for a New Century
 "Goal 1: NPS will sustain continuous improvement in the quality and relevance of our graduate education and research programs."
 "Goal 2: NPS will extend education to the total force and to our global partners."
 "Goal 3: NPS will broaden national security research
 "Goal 4: NPS will seek operational excellence in financial, business, administrative and support areas."

Goals for Center for Educational Design, Development, and Distribution

Learning Solutions
- Enhance NPS resident/distance/blended learning by integrating smart practices into programs, instruction, assessment, and management activities.
- Identify, evaluate, and deploy quality solutions and emerging technologies for use in NPS course design and development.

Support Solutions
- Provide superior communications, operations support, and customer service to distance learning/blended students and faculty, maximizing resource utilization.
- Provide exceptional support in areas of budgeting/finance (including tuition collection), contracting, purchasing, travel and other administrative requirements.

A. CED3: INSTRUCTIONAL DESIGN

PRIMARY ACTIVITIES

The Instructional Design (ID) team provides NPS faculty and programs creative and timely solutions to educational challenges. Primary activities to support the NPS mission include offering consultations for faculty and programs, providing hands-on help in course development and delivery, designing media to enhance student learning, and creating reusable learning tools that provide resolution to learning challenges. By applying innovative technologies and sound methodologies, the ID team advances NPS teaching and program goals.

STRATEGIC GOALS: INSTRUCTIONAL DESIGN

The CED3 Instructional Designers apply their expertise in the design, development and production of course content for electronic delivery by supporting the educational media efforts of NPS faculty.
- Provide individual and group consultation for NPS faculty/programs.
- Advise and assist faculty in implementing sound instructional principles and effective use of technologies.
- Integrate emerging learning research into successful learning solutions.

INSTRUCTIONAL DESIGN INITIATIVES FOR FY10

- Identify a plan to inform/teach faculty about tools available for course use.
- Consult and advise faculty on course development.
- Provide reusable and sharable tools for faculty.
- Develop best practices for Sakai development and support.
- Improve capacity for professional audio recording in supporting faculty.
- Improve capacity/capability for high quality educational videos.

INSTRUCTIONAL DESIGN ACCOMPLISHMENTS FOR FY10

Development and availability of shareable and reusable course tools.
- Designed reusable and shareable course tools that were identified by faculty as needed for effective and efficient delivery of their course content.
- Identified and planned for the creation and documentation of resources describing the 'How To ...' and description of course tools developed by CED3.
- Collaborated with ITACS on how to disseminate and reach faculty who might want to make use of reusable tools created by CED3.
- Included information on possible uses of course tools during consultations with faculty,

Course development and consultations with faculty
- Provided a total of 154 individual and group consultations.
- Assisted with the planning, design and development of 118 various media projects for courses.
- Provided examples, ideas, templates as needed or requested.

Devised methods of inputting new and existing content into the Sakai Learning Management System
- Designed and stylized templates to meet individual faculty and program needs.
- Customized existing templates for reuse.
- Provided assistance and training on how to manage templates.

Increased capacity for professional audio recording for faculty narration and podcasting needs
- Consulted with faculty best methods/practices for narration and podcasts.
- Assisted with audio recordings and offered feed back as needed or requested.
- Devised a mobile cart for ease-of-use and quick setup of an audio recording session.

Educational Videos and narrations
- Assisted with and developed project plans, storyboards, and scripts as needed for the completion of 135 video and audio projects.
- Consulted with faculty on best practices and processes for video production.
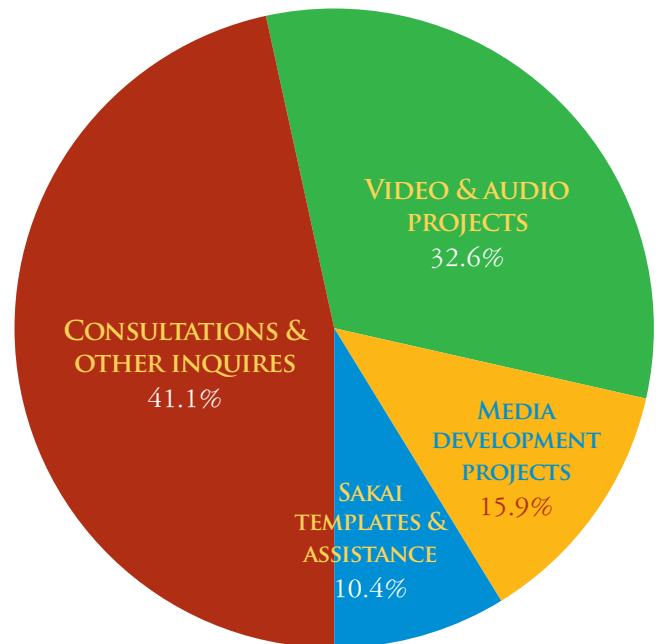- Integrated green screen technology.

Figure A.1 | Instructional Designer's project breakdown chart

INSTRUCTIONAL DESIGN METRICS FOR FY11

Metrics for Instructional Designers fall into the areas of needs assessment and course planning, and ensuring the educational effectiveness and quality of course media designed and developed by CED3. Although quantity will be measured, it will be assumed that returning and newly referred faculty each year is, in some part, a vote for the quality and satisfaction of the work provided.

Metrics for FY11 will include the number of:
- Faculty supported in their course development efforts.
- Video projects delivered.
- Online tutorials and resources developed.
- Media projects designed and delivered to faculty.

INSTRUCTIONAL DESIGN INITIATIVES FOR FY11

What Instructional Designers hope to accomplish in FY11:
- Continue faculty support for course development.
- Plan, develop and facilitate the execution of video projects plans, scripts, storyboards and videotaping.
- Identify faculty and program needs and develop appropriate and effective tutorials and resources to meet those needs.
- Consult and identify learner needs and assist with the design and development of educational media that will meet those needs.

B. CED3: MEDIA DEVELOPMENT

PRIMARY ACTIVITIES

The Media Development (MD) team members are expert technologists that consistently build clear, high quality presentations of instructional content. Primary activities to support the NPS mission include providing creative and timely solutions to the needs assessment and development of resident and distributed learning content as well as providing quality services and products that guarantee maximum customer satisfaction, and utilize resources effectively and efficiently.

STRATEGIC GOALS: MEDIA DEVELOPMENT

- Support the NPS mission through designing and developing high quality interactive media, presentations, html sites, banners, audio, video, and web applications for courses and programs.
- Explore new technologies and prototype educational media using these technologies.

MEDIA DEVELOPMENT INITIATIVES FOR FY10

- Video and audio – improve process and enhance production quality.
- Sakai support - develop templates for Sakai courses materials and assist ITACS and faculty in migrating courses from Blackboard and enhancing courses in Sakai.
- Mobile support - research and develop methods for supporting mobile devices.
- Sakai tools - develop tools to extend and improve Sakai functionality.
- Participate in the Sakai development community.

MEDIA DEVELOPMENT ACCOMPLISHMENTS FOR FY10

Video and audio – improve process and enhance production quality.
- Marek and Mike attended training for video and audio production
- Created standardized processes for video production
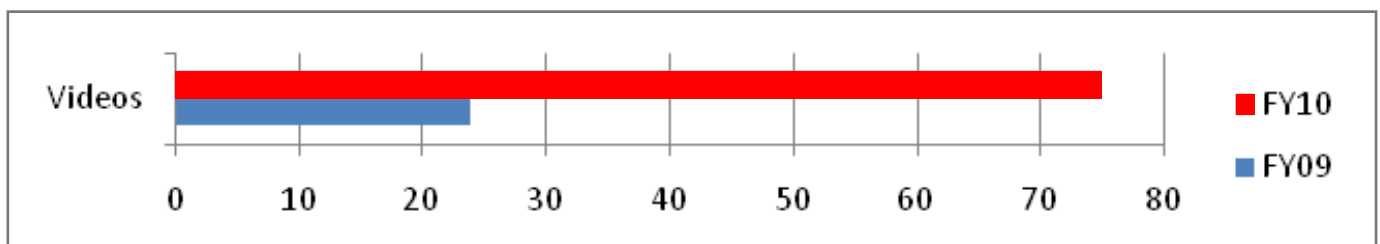- Video projects completed in FY10 vs FY09:

Figure B.1 | Shows increase of video projects from FY09 to FY10.

Sakai support - develop templates for Sakai courses materials and assist ITACS and faculty in migrating courses from Blackboard and enhancing courses in Sakai.
- 13 templates created for Sakai course materials
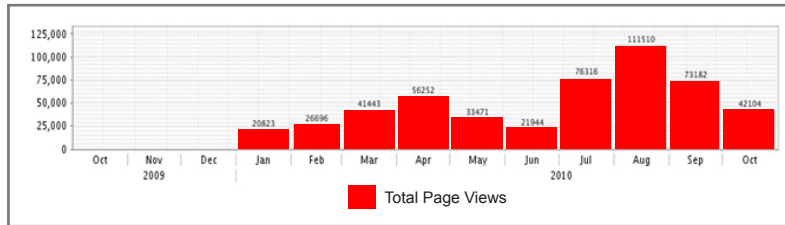- Usage of our Sakai templates in FY10:

Figure B.2 | Displays total number of site hits.

Mobile support - research and develop methods for supporting mobile devices.
- 8 mobile modules created for FAO
- 1851 students surveyed about their mobile usage
- Created mobile versions of videos

Sakai tools - develop tools to extend and improve Sakai functionality.
- Migrated Post & Assess to Sakai
- Migrated Sign Up Sheet to Sakai and added Peer Evaluation Reporting
- Created link checker tool for Sakai that checks if links are linking to the correct course.
- 6 Sakai Skins created to enable math in Sakai quizzes and solved issues with browser scaling
- Number of users active in our web applications from 2007 to 2010:
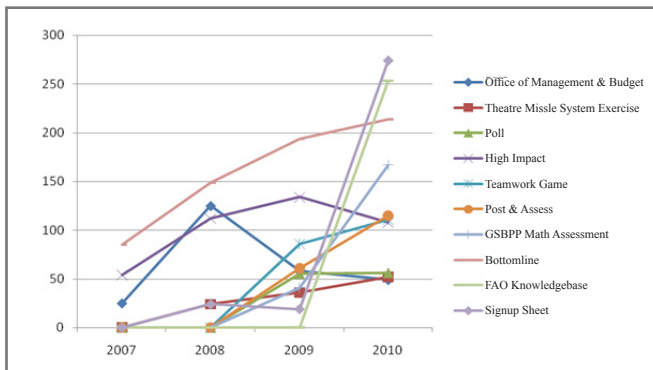

Figure B.3 | Number of web application users from 2007-2010

MEDIA DEVELOPMENT INITIATIVES FOR FY11
- Improve video and audio capturing and editing, standardize format and support HTML5
- Increase awareness of the services we offer, post to blog and add branding to projects
- Research and develop native applications for mobile devices, create an application for iOS devices
- Continue to research and develop web based mobile support, create css templates for tablets and smartphones
- Research and implement new web technologies such as HTML5, create a web application that uses HTML5
- Sakai support, create new apps and templates
- Improve processes for digital asset management, create single location for documentation

MEDIA DEVELOPMENT METRICS FOR FY11
Metrics for this team fall into the broad areas "quality" and "quantity".
- Is the material that the team produces being used by faculty?
- How many students have interacted with that material?
- Are we providing high quality material for our clients?
- To what extent are the apps we develop being used?

C. CED3: SUPPORT SERVICES

PRIMARY ACTIVITIES

CED3 Student Support (SS) team works with the Registrar's office, the Dean of Students office, and with program managers to ensure DL students have world-class experience and support. Primary activities to support the NPS mission include providing superior customer service to CED3 supported program students, faculty, and staff, and facilitating the integration of program processes into NPS' standard operating procedure.

STRATEGIC GOAL: SUPPORT SERVICES

• Advance NPS strategic goals by providing support services to programs, students, faculty, and staff.
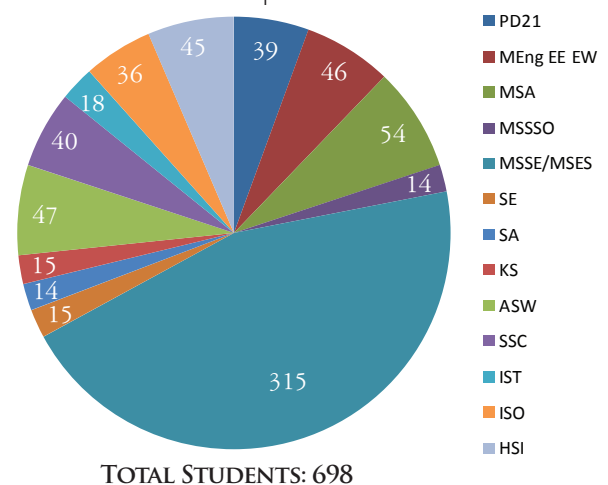
SUPPORT SERVICES INITIATIVES FOR FY10

• Complete and begin using CED3 Student Database.
• Improve information access for DL/BLENDED students.
• Motivate students to follow standard procedures and policies.
• Encourage consistency of policy and procedure within CED3 supported programs and communicate same to non-CED3 supported program POCs.
• Provide quick response times, accurate information, and ensure resolution of all email and phone call queries.
• Redesign CED3 Student Services web pages.

SUPPORT SERVICES ACCOMPLISHMENTS FOR FY10

• Provided administrative and logistical support to over 698 students in five degree and nine certificate programs
• Responded to approximately 300 calls to the CED3 Student Coordinator main telephone line
• Coordinated and supported industry visit to Hawaii with 34 students and 9 faculty/staff
• Created a DL Faculty Quick Start Guide and altered CED3 DL Student Handbook for all NPS DL Programs' use
• Continued coordination and support of approximately 107 VTC sites by gathering and disseminating information with applicants, students, departments, site managers, sponsors, and NPS VTE department for finalization of room scheduling
• Developed CED3 database
• Worked with Admissions office to add pertinent information to the online application, including tuition acknowledgement checkbox
• 83 of our students are not currently based in the US (not inclusive of those on travel or TAD)

Figure C.1
CED3 SUPPORTED STUDENTS BY PROGRAM | FY10

- PD21
- MEng EE EW
- MSA
- MSSSO
- MSSE/MSES
- SE
- SA
- KS
- ASW
- SSC
- IST
- ISO
- HSI

TOTAL STUDENTS: 698

SUPPORT SERVICES INITIATIVES FOR FY11

- Support the creation of a DL/Blended Programs Operations Center
- Implement CED3 Student Database
- Improve information access for DL/Blended students
- Motivate students to follow standard procedures and policies
- Encourage consistency of policy and procedure within CED3 supported programs and communicate same to non-CED3 supported program POCs
- Provide quick response times, accurate information, and ensure resolution of all email and phone call queries
- Redesign CED3 Student Services Web pages
- Collaborate with NPS DL stakeholders to streamline DL processes

SUPPORT SERVICES METRICS FOR FY11

Metrics for this team primarily relate to enhancing the quality of experience for DL students, PI/PM's, and Faculty.
- Provide Welcome emails, access to the student handbook and quarterly email reminders to all CED3 supported students.
- Response times to phone calls and emails will be within one business day.
- Track number of programs and students supported by CED3 Student Services.
- Document processes and clearly communicate to appropriate parties.

D. CED3: ADMINISTRATIVE SERVICES

PRIMARY ACTIVITIES

CED3 Administrative Services (AS) team's level of service and expertise is unmatched across campus. Primary activities to support the NPS mission include providing administrative support in the areas of budgeting, contracting, purchasing and travel so that CED3 managers can focus on and achieve their mission requirements. These experts ensure financial data is accurate, timely and responsive to the customers' particular needs for data, then create and disseminate systems and processes, procedures, resource lists and FAQs. Additionally, this team acts as CED3's contracting and travel experts, responding promptly and accurately to customers' needs and supporting all travel processes to CED3 and customers.

STRATEGIC GOAL: ADMINISTRATION

- CED3 Administration activities support the NPS goal of operational excellence and continuous improvement in the area of finance, business operations, and administrative services.

ADMINISTRATION INITIATIVES FOR FY10

- Finalize creation of "Tuition Fee Collection" database in SharePoint.
- Create a GS-09 SPFA billet to take over accounts receivable/tuition collection functions, financial data and contract management and act as Administrative Officer back-up.
- Renovate Knox 154 by enclosing the conference room for privacy and installing a VTC system, procuring storage systems, and upgrading the lighting systems.
- Build and fully equip a recording studio.
- Collaborate with AFIT on bursar function smart practices and procedures.
- Research bursar functions at DAU and other DOD activities.
- Encourage and support Admin staff to attend professional development trainings.
- Distribute work assignments among Admin staff evenly.

ADMINISTRATION ACCOMPLISHMENTS FOR FY10

- Collected $5,945,100 DL tuition.
- Processed over 400 funding documents.
- Managed over $8.73M budget
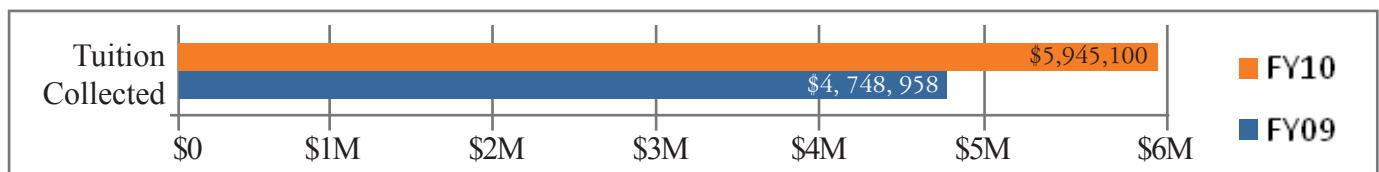- Distributed $495,000 in funding to 7 course proposals (Appendix 1)

Figure D.1 | Shows tuition collected increase from FY09 to FY10.

ADMINISTRATION ACCOMPLISHMENTS FOR FY10 (CONT.)

- Coordinated travel for 50+ PD21 students and faculty visiting various industries in Honolulu, Hawaii; and for new incoming and graduating PD21 students.
- Processed 327 buys with a total cost of $488,587, supporting CED3, Academic Affairs, Academic Administration, Outreach offices, Faculty Development and NPS Training Office.
- 1.603 Tons - Procured over 1600 textbooks (approximately 3206 pounds/1.603 tons)
- Purchasing Agent - Carleen Wells was appointed as purchasing agent on 08 February 2010
- Travis Holder was appointed as a micro-purchase cardholder on 28 September 2010
- Successfully processed Option Year Three of the DLSS/GDIT contract.
- Issued, recorded, and tracked, 85 pieces of equipment (VTC equipments, laptops, cameras, headsets, air cards, etc.) to DL students, faculty and research assistants. Coordinated shipments to DL faculty working remotely.
- Updated and reconciled CED3 and customers' accounts on DORS/DMAS daily
- Provided tuition and tuition assistance information to sponsors, current and prospective DL students

ADMINISTRATION INITIATIVES FOR FY11

- Build a recording studio and equip it with the latest video and lighting hardware.
- Collaborate with AFIT on bursar function smart practices and procedures. Research bursar functions at DAU and other DOD activities.
- Hire a GS-09 SPFA to take over accounts receivable/tuition collection functions, financial data and contract management and act as Administrative Officer back-up.
- Create "Tuition Fee Collection" database
- Expedite renovation of Knox 154 by enclosing the conference room for privacy and installing a video wall, a VTC system, procuring storage systems, and upgrading the lighting systems.
- Encourage and support Admin staff to attend professional development trainings.

ADMINISTRATION METRICS FOR FY11

Metrics for this team can best be defined by "quality of service" and maintaining proper controls. The questions these metrics answer, "Are we providing high quality service for our clients?" and "Are we maintaining proper controls?"
- Deliver a fully functioning recording studio.
- Submit report on AFIT and other DoD activities, bursar function, best practices, and procedures.
- Hire GS-09 SPFA.
- Complete creation of Tuition Fee Collection database.
- Renovate Knox 154.
- Each Admin Staff will attend one professional development training annually.

E. CED3: MARKETING AND COMMUNICATIONS

PRIMARY ACTIVITIES

CED3 Marketing/Communications (MARCOM) maintains tremendous working relationships with NPS programs, effectively promoting each to its furthest reach. Primary activities to support the NPS mission include providing creative and timely promotional solutions, providing quality services and products that guarantee maximum customer satisfaction, and utilize resources effectively and efficiently. The CED3 MARCOM team fosters positive and collaborative relationships with schools, faculty members, and other CED3 teams to support the CED3 mission.

STRATEGIC GOAL: MARKETING AND COMMUNICATIONS

- Promote NPS distance learning and resident programs.

MARKETING AND COMMUNICATIONS INITIATIVES FOR FY10

- Transition all DL web pages to NPS Content Management System with input from all stakeholders (Program Managers, Student Services, Admissions and NPS students) for stronger, more user-friendly web experience on par with comparable resident information pages.
- Develop and maintain DoD-wide reach in promotions of all supported NPS programs.
- Maintain and update all supported resident and non-resident NPS program brochures with direction from PMs.
- Support all communications (web and print) requests approved by Director.
- Coordinate with Institutional Advancement all client's news-worthy events announcements, significant accomplishments and general updates.

MARKETING AND COMMUNICATIONS ACCOMPLISHMENTS FOR FY10

- Assisted CHDS on design, development and printing of NPS Special Report, "Mission: Homeland Security, Resilience through Education and Research."
- Reformatted NPS Alumni Affairs' 42-panel "Centennial Timeline" into a Flash presentation, delivering a strong visual presentation of the school's history for reuse at countless Centennial events.
- Created posters for Dudley Knox Library to showcase Fleet Admiral Chester Nimitz' role in the Battle of Midway for display at the gala Battle of Midway Dining Out 2010.
- Developed 2 videos with SIGS' Strategic Communications showcasing their world-class faculty's accomplishments and value
- Coordinated and delivered CED3 video productions services upon request; 6 completed projects.
- Maintained and Updated all CED3 supported resident and non-resident NPS Program tri-fold brochures (22) with direction from PMs.
- Coordinated design and production of 8 new brochures.

Figure E.1 | Sampling of CED3 developed brochures.

Marketing and Communications Accomplishments for FY10 (cont.)

- Worked with PMs and CED3 managers to maintain and update ALL CED3 and DL web pages with program announcements, documents, news, graphics and navigation changes.
- Coordinated with Institutional Advancement ALL CED3 and supported NPS Programs news-worthy events announcements, significant accomplishments and general updates for use in NPS magazines, papers, web sites, video features and journals.

Marketing and Communications Initiatives for FY11

- Transition DL web pages to NPS Content Management System with input from all stakeholders (Program Managers, Student Services, Admissions and NPS students) for stronger, more user-friendly web experience on par with comparable resident information pages.
- Communicate CED3 support functions face-to-face with every NPS department bi-annually
- Develop and maintain DoD-wide reach in promotions of all supported NPS programs.
- Maintain and Update all supported resident and non-resident NPS program brochures with direction from PMs.
- Support all communications (web and print) requests approved by Director.
- Attend professional development trainings on best communication practices to further MARCOM effectiveness in CED3.

Marketing and Communications Metrics for FY11

- All web been transitioned to new CMS?
- Have all NPS departments been communicated to twice?
- Have CED3 supported NPS Programs' promotions reached a DoD-wide audience?
- Do all supported program brochures reflect most current information on programs from PMs?
- Have all communications requests been acknowledged and, when approved, completed?
- Have two (2) professional development trainings been attended?

CENTER FOR FACULTY DEVELOPMENT
ANNUAL REPORT & STRATEGIC PLAN

MISSION

Our mission is to foster excellence in the scholarship of research, teaching, learning, and assessments. We provide faculty with the tools, education, applied development opportunities, and consultation services to advance the development of quality programs and instructional competencies that achieve and validate learner outcomes. This mission is grounded in educational research and core assumptions that structure effective faculty development programs

- Faculty who actively examine and cultivate their teaching talents are better able to foster an intellectual culture and student interactions that support quality teaching and learning.
- There is no single best way to teach that works for everyone; however, for teachers in a specific context or discipline, there are some instructional practices that are more effective.
- The goal of promoting student learning should guide the practice and adoption of technologies, instructional techniques, and approaches to assessment.
- Effective faculty development occurs when faculty are inspired, not required to change. Resources and guidance that are aligned with the professional interests of teachers and scholars foster authentic and substantive changes.

VISION

In support of the NPS mission and strategic plan, the vision for faculty development is to cultivate a culture of continuous improvement and to assess and document educational effectiveness. As a learning community, we aspire to cultivate teachers who test and validate new approaches in teaching, learning and assessment and share those experiences to the benefit of colleagues. A primary focus is to strengthen the connections between disciplined scholarship and research with teaching activities.

- An important measure of educational effectiveness is evidenced by the manner in which scholarly research and passion for a discipline is translated into the classroom for the purpose of maintaining quality courses and assessing the effectiveness of instruction and depth of learning.
- A byproduct of this process also quantifies important variables that foster student success, furthers opportunities for them to be involved in relevant research and enhances the value of education for students and sponsors.

ORGANIZATION

Academic Affairs and the Director of Faculty Development Programs provide resources that promote excellence in teaching, learning, and assessment to achieve the mission and strategic goals of the Naval Postgraduate School. Faculty Development offers formal programs and services for resident faculty under the umbrella of Promoting Excellence in Teaching to Advance Learning (PETAL). Working with individuals, departments, and schools, AA Faculty Development sponsors a wide range of professional development opportunities and resources that support continuous improvement of instruction through enhanced pedagogy and the use of traditional and formative assessments to determine the success of programs and student learning. Sponsored educational effectiveness projects encourage the application of academic research, educational theory, and principles of good instruction to measure and improve student learning. As a new program, Faculty Development is staffed by one FTE who serves as director and the primary resource for faculty seeking support in the areas of teaching, learning, and assessment. PETAL initiatives target three general groups: faculty new to NPS; tenure track and non-tenured faculty with less than five years experience; and, faculty teaching in distance learning programs. PETAL initiatives integrate learning, reflection, inquiry, experiential projects, and assessments to monitor effectiveness and to facilitate continuous improvement and/or change.

Program Overview

Now completing its second year, professional development programs are building awareness among faculty about effective course development, pedagogy, and the use of methods and technologies to strengthen the connections between teaching, learning and assessments. NPS recognizes that the provision of professional development opportunities is important to developing and retaining high quality faculty. PETAL offers short courses; the popular interactive, discussion- based Roundtable Seminar Series (featuring topics of educational effectiveness); consultative support for course planning/development and evaluation, The Compass Seminar Series for new faculty orientation, and special projects and resources that validate student learning and the alignment and effectiveness of programs with the educational mission of NPS. Faculty development initiatives are needs based iterative, and inclusive — facilitating collaboration and the meaningful integration of campus wide resources including Institutional Research, the Library, the ITACS Educational Technologies Group, and CED3's instructional design and development services. PETAL Initiatives foster a culture of learning and improvement that encourage NPS faculty to:
1. Align course outcomes, instructional methods and assessments of student learning,
2. Rethink how to expand traditional instructional practices to enhance and deepen learning,
3. Develop competencies that align good teaching and assessment practices.
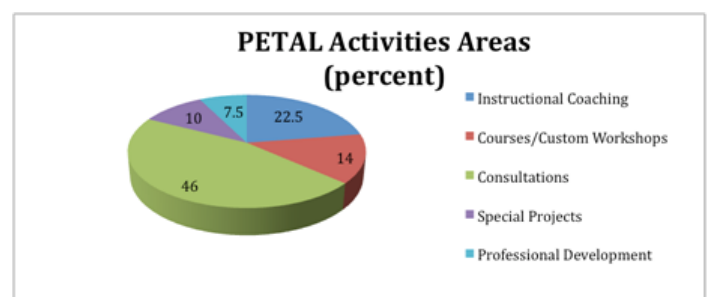4. Validate student learning and program effectiveness.

Program Goal: Promote Excellence in Teaching to Advance Learning (PETAL)

Foster a culture for educational effectiveness and continuous progress that supports, recognizes, and rewards teaching, research and scholarship.
- Provide resources for teachers to develop and refine instructional competencies and to document teaching/learning activities as part of their scholarly work.
- Promote the scholarship of teaching and learning as integral to the faculty role
- Assess how students learn; cultivate ongoing discussions and discipline-based inquiry about core content and the effective practices for teaching and learning within departments, colleges, and across career stages.
- Assist faculty in adopting successful learner centered teaching and assessment strategies.
- Advance the adoption and integration of innovative technologies that enhance research, teaching, learning and assessment.

Activity Areas

1. Teaching and Instruction: courses, seminars, communities of practice
2. Consultation: instructor, course, curricular/program levels
3. Educational Effectiveness: Individualized needs based integrative teaching/learning projects that measure effectiveness
4. Campus Outreach and Special Projects:
    - Compass Seminars: campus wide orientation series for new faculty
    - EESG sponsored projects:
        - Assessments: Teaching and Learning; course and program level effectiveness (formal, informal)
        - Faculty Advancement: coordinating programs for new, mid career and senior faculty members

PETAL Activities Areas (percent)
- Instructional Coaching: 22.5
- Courses/Custom Workshops: 14
- Consultations: 46
- Special Projects: 10
- Professional Development: 7.5

N=153

STRATEGIC GOALS FOR AY 10

1. Work with schools and departments to identify priorities related to the continuous improvement of teaching, learning and assessment practices.
2. Increase campus wide participation rates in professional development programs and services including: courses offerings, special programs and seminars, personal consultations, educational effectiveness projects, resources for assessments, and special series for new faculty.
3. Develop and pilot content for new educational short courses and teaching practicum.

OVERVIEW: FACULTY DEVELOPMENT ACCOMPLISHMENTS AY'10

The response and participation in professional development services at NPS continues to be favorable. The level of faculty participation in PETAL activities grew by 40% during AY10 as professional development services were better socialized on campus. These services, in conjunction with school and department led initiatives, increased faculty participation in personalized consultations for course conceptualization, content alignment, and the effective integration of technology and pedagogy. Departments and schools also requested assistance and support for special accreditation projects to improve instruction and assessment practices that will continue into AY11. Increasingly, instructor needs and requests for assistance involve customized support and different modes of interaction to optimize the benefits/accessibility of professional development services.

During AY '10 services were delivered primarily through sustained individual and small group interactions conducted f2f and via Elluminate sessions. A pilot that offered evening faculty development services received positive feedback and will be formally implemented during AY'11

With greater flexibility in mind, several small group e-week and web based opportunities were introduced. Such opportunities provided orientation and customized support for new faculty; expanded coaching & instructional guidance, increased participation in professional development courses and seminars; facilitated educational effectiveness projects, and guided faculty in developing authentic assessments of learning.

Rate of Participation by School (percent)
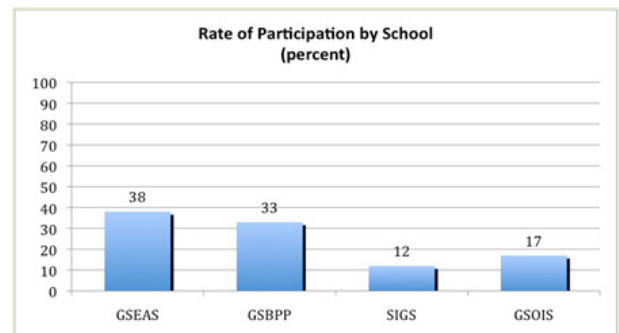
N=153

Faculty initiated improvement projects emphasized direct support for the course conceptualization process, the development of content and integrated assessment practices, as well as consultations and individualized coaching to improve instruction and technology and pedagogy integration.

AY '10 HIGHLIGHTS & ACCOMPLISHMENTS
ORIENTATION

Compass Seminar Series for New Faculty: The Compass Seminar Series is the only campus wide orientation program for faculty at NPS. The Compass Series provides important information about relevant topics for new faculty. As such, it supports the school and department based orientation programs. At the completion of its successful pilot during fall quarter (FY09) the plan had been to offer it bi-annually. Although the feedback from participants remained positive, the sustained and overall attendance of faculty was extremely low.

The Compass Seminar was offered as an E-Week Activity 22 September 2010. Twenty-seven new faculty attended this half-day seminar. Nine of the participants initiated course development support and instructional coaching during Fall Quarter AY'11.

During AY10, the content and delivery format was evaluated to ensure that it is relevant to the needs of new faculty. The format of Compass was restructured and incorporated a blend of web based materials as well as face to face seminars and small group events to make it accessible to greater numbers of eligible faculty.
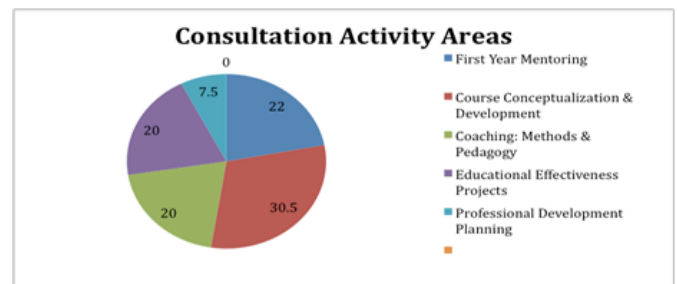
Consultation: Individual Support

Individual Consultation Experiences (ICE) provide timely orientation and support for faculty teaching in resident and nonresident degree and certificate programs. Individual professional development projects provide extended formative assistance and mentoring for first year and newer faculty in GSEAS, GSOIS, and GSBPP. ICE Projects originally were an outgrowth of the Compass Seminar Series for New Faculty offered by Academic Affairs. The widespread success of consultation projects has increased faculty initiated projects and formal referrals for assistance to improve the classroom instruction for faculty at various points in their careers.

To date, eighty-one faculty initiated investigations and professional development projects have been completed.

Teaching and Instructional Programs

Teaching and Instructional Programs are research driven and use a thematic approach to introduce teaching, learning, and assessment practices. The theme selected for AY10, focused programs on "what it means to teach and to learn well." During AY10 a major initiative and accomplishment was the development of new content and short courses to improve the effectiveness of teaching, learning, and assessment practices. Short courses & practicum experiences were introduced to make professional development more accessible to faculty. The short courses integrate theory and practice with learning and emphasize direct application to improve both teaching and assessment practices. *Foundations for Teaching and Learning, The Practices of Good Teaching, and Assessing Student Learning* short courses offer updated and enhanced content to replace Interactive Distributed Learning (IDL), Interactive Teaching and Learning (ITL), and Online Interactive Distributed Learning (OIDL). Short courses will replace ITL during FY11.

Consultation Activity Areas

- First Year Mentoring
- Course Conceptualization & Development
- Coaching: Methods & Pedagogy
- Educational Effectiveness Projects
- Professional Development Planning

N=81

Forty-seven faculty representing departments and mixed faculty groups participated in pilots and provided input for the newly developed short courses/practicum experiences during AY'10

Workshops, Custom Programs and Services

AY10 | E-Week Roundtable Discussion

- Roundtable Seminars: Department and campus wide facilitated theory/ practice discussions about teaching, learning, and assessments.
  - Practice of Good Teaching Practicum: (two sessions 13 attendees)
  - Learning Spaces (one session 9 attendees)
- Systems Engineering:
  - Workshops and customized consultations developed for embedded faculty teaching DL Programs
  - Foundations of Teaching and Learning Pilot for resident faculty development.
- GSBPP: continued Pre Planning Quarter PPQ
  - Individualized consultation and coordination of activities to prepare for successful teaching in DL and resident programs.
    - AOL assistance

Consultation: Individual Support

Technology Pedagogy Integration Projects

Faculty Development provided individualized course review/re-conceptualization to better use technology to facilitate in class and out of class learning.

Throughout AY10/11, Academic Affairs is providing sustained professional development and financial resources in support of school and department initiated effectiveness projects.

During AY10, 17 courses were re-conceptualized and enhanced through expanded learning spaces and more effective technology/pedagogy integration. These projects supported the campus wide migration to Sakai and leveraged it to improve instruction.

- SE Projects
  - Foundations of Teaching and Learning Pilot
  - CDIO Alignment and RT 19 Curriculum Redesign
- GSBPP
  - AOL Core-plus Embedded Assessments

Assessments

During AY10, both formal and informal assessments of programmatic and classroom effectiveness were prioritized as NPS prepared for the WASC Educational Effectiveness Accreditation Review. Specific accomplishments include:

- Guided 27 faculty in developing and introducing classroom assessment practices (CAP)—providing and collecting formative interval feedback to improve both learning and instruction.
- Facilitated the participation of NPS in an Online Research Study conducted by the University of Tennessee. This study examined the differences in the online learner characteristics and attitudes that distinguish military and non-military graduate populations. This study sampled graduate populations enrolled in public and private universities as well as military and defense related schools and universities.
- Developed and administered After Action Review: Course 1 Human Systems Integration Certificate Program.
- Developed and aligned faculty and student assessment instruments to monitor/assess critical elements and to document the RT/19 Curriculum Redesign Project

Instructors report that the use of CAP –collecting interval feedback about teaching and learning fostered positive interactions with students, focused instruction, and enhanced depth of learning and overall achievement and satisfaction.

During AY10, both formal and informal assessments of programmatic and classroom effectiveness were prioritized as NPS prepared for the **WASC Educational Effectiveness Accreditation Review.**

- Developed resources and provided input and support for professional accreditation review processes (WASC, ABET, & AACSB)
- Classroom Connections Video Project 1 & 2 documents faculty and student perspectives about teaching and learning. Classroom Connections served as a capstone for the WASC accreditation process and provides a cornerstone and benchmark for ongoing continuous improvements efforts. (Rated most popular on the NPS video portal)
- Launched PETAL site to create a faculty development presence on the NPS Intranet

AY11 STRATEGIC GOALS, INITIATIVES, & METRICS

GOALS

1. Work with schools and departments to identify priorities related to the continuous improvement of teaching, learning and assessment practices.
   - Support the improvement and stabilization of SOF performance campus-wide.
   - AY11 Theme: Multiple Assessments Practices
2. Increase campus wide participation rates in professional development programs and services including: courses offerings, special programs and seminars, personal consultations, educational effectiveness projects, resources for assessments, and special series for new faculty.

INITIATIVES
TEACHING AND INSTRUCTION

1. Offer quarterly campus wide professional development activities during E- week.(i.e. Compass Seminar, Roundtables, AA sponsored faculty programs)
2. Offer short courses and interactive and applied teaching practicum quarterly contingent upon enrollment. (Minimum of 8 participants)

EDUCATIONAL EFFECTIVENESS

3. Facilitate effective teaching, learning, and assessment integration for department based educational effectiveness projects and programs. Already underway for AY11:
   - Graduate Success Seminar
   - Masters in Human Systems Integration: Course, Conceptualization, Development & Integrated Assessments
   - Core-Plus Embedded Assessments: AOL initiative for AACSB
   - RT19 Curriculum Project for Systems Engineering.

PROFESSIONAL DEVELOPMENT

4. Further development of individual and small group coaching and consultation to provide ongoing support for faculty-initiated investigations and projects that improve pedagogy and innovative learning and assessments.
   - Initiate the sharing of "promising practices" campus-wide.

METRICS

- Courses and Workshops: Participation rates: numbers, participation across schools, and rates of completion.
- Consultations/Coaching: Quantitative and qualitative measures designed to measure specific outcomes.
- Educational Effectiveness Projects: Documentation of scope, type, and nature of request; evaluate impact on pedagogy as measured by faculty and student input; achievement of project and program goals.
- Professional Development: feedback from faculty; progress toward and achievement of individual goals.

SCIENCE MATHEMATICS AND RESEARCH FOR TRANSFORMATION (SMART) AND SPECIAL PROGRAM OFFICE
ANNUAL REPORT

The SMART and Special Programs Office (SSPO) is a "Department" in Academic Affairs that administers the Science Mathematics and Research for Transformation (SMART), the first two years of National Security Science and Engineering Faculty Fellowship Program (NSSEFF), and handles other NPS Special Projects such as non-traditional student recruiting.

The SSPO has about 17 full time equivalent employees and contractors, located at NPS, off-campus, and across the USA (e.g. Space and Naval Warfare Systems Command (SPAWAR),SD; Randolph AFB, San Antonio; and Research Development and Engineering Command (RDECOM), Adelphi, MD). SMART executed about $71M in FY10. This has been building rapidly, and FY was a bit of an anomaly, but we expect execution to be in the $40-50M range over the FYDP, but this is somewhat uncertain. The fiscal year execution is: (*see Figure A*)

While the execution is large, most of these funds are sent to the American Society for Engineering Education (ASEE) via grants or contracts, or via Military Interdepartmental Purchase Request (MIPERs) to other Department of Defense (DoD) entities. The "NPS share" is less than $5M per year.

Figure A | SMART Fiscal Year Execution
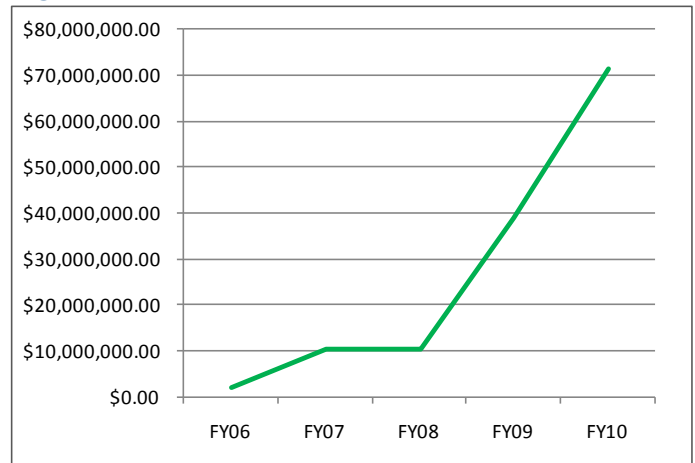
The SMART Office supports NPS strategic priorities in a number of ways, including providing service to DoD, extending graduate education to the total force, and enhancing the size and quality of the doctoral programs at NPS. Specifically,

1. SMART is a highly visible national program that supports Service and DoD Agency Labs. There have been more than 1,000 of the top Science, Technology, Engineering and Mathematics (STEM) students in the country as well as hundreds of senior DoD technology leaders that have been exposed to NPS through SMART Program and the orientation. The SMART Program and others at NPS have become more aware of DoD Science & Engineering (S&E) workforce needs through the SMART Program.

2. Fifteen of the SMART students have come to NPS for their education. While this is a relatively small number (13th nationally), it is likely to grow significantly and expose many of the receiving commands to NPS programs. These students have brought over $3M of salary/tuition funding through the SMART Program.

3. Twelve of the SMART students have been sent for doctoral programs and this ranks 3rd nationally for the SMART program. SMART alone is likely to increase the number of NPS annual doctoral throughput by 25% to 50%.

4. The SSPO is also leading recruiting efforts with DoD Contractors and other groups to expand the NPS footprint to the "total force".