

ACADEMIC AFFAIRS

ANNUAL REPORT &
STRATEGIC PLAN

2012



NAVAL
POSTGRADUATE
SCHOOL

ACADEMIC AFFAIRS

ANNUAL REPORT & STRATEGIC PLAN AY2012



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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.

Six 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
- Academic Planning -- Annual Report & Strategic Plan
- Center for Faculty Development -- Annual Report & Strategic Plan
- Academic Reporting & Analysis Department – Annual Report & Strategic Plan

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

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 U.S. and our partners, to enhance our national 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, resourcing coordination, 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.

AA Role in 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.

AA Role in 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 Role in 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, academic planning), and distance learning delivery support relate directly to this NPS strategic goal.

AA ORGANIZATION

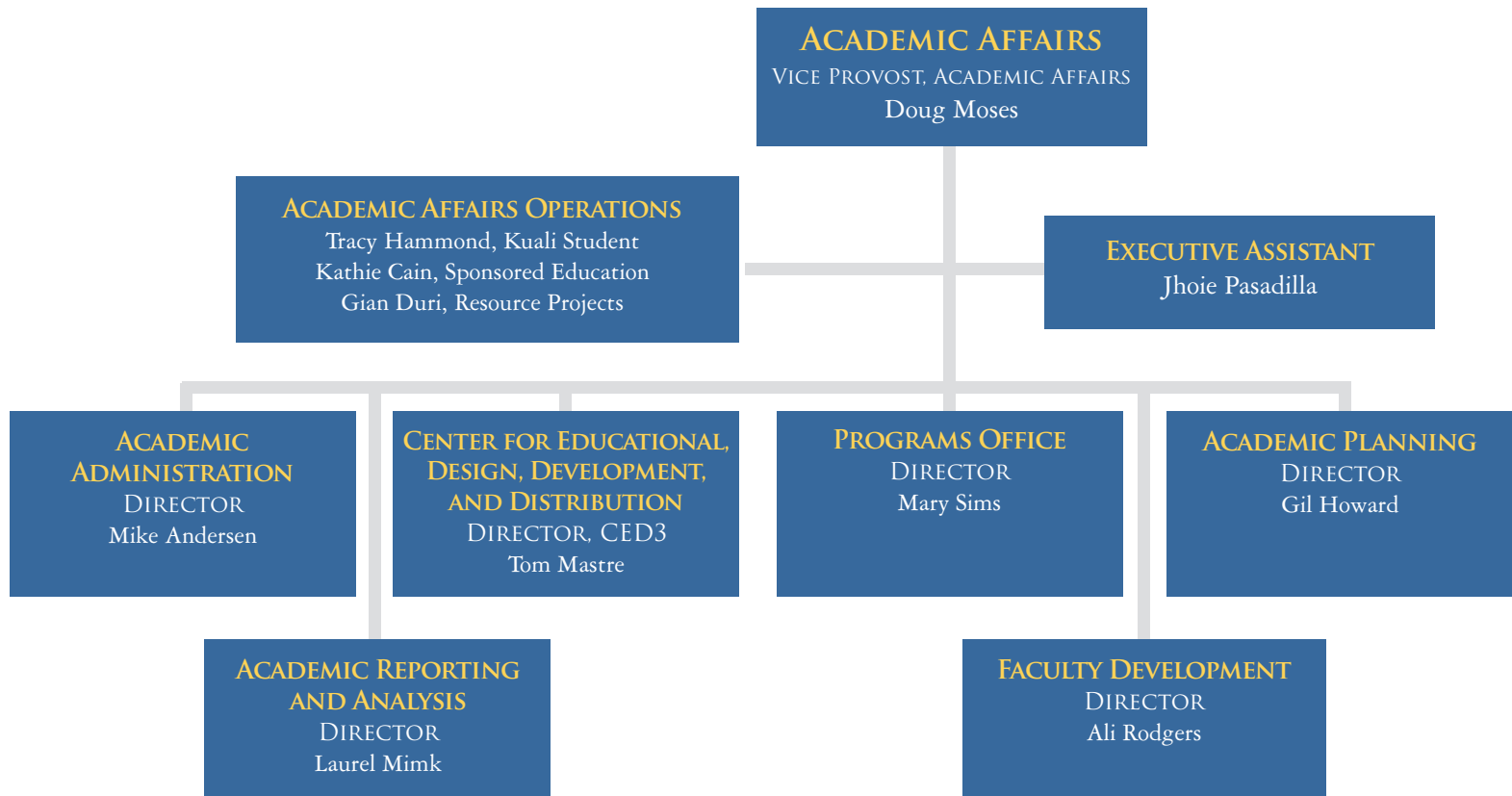
Academic Affairs reports to the Office of President and works in direct support of the Provost. AA is divided into six main departments (offices or centers) and a core AA operational function. The six departments are Academic Administration; Center for Educational Design, Development and Distribution;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

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ACADEMIC AFFAIRS MISSION, ORGANIZATION AND FUNCTIONS



AA ORGANIZATIONAL FUNCTIONS

The organizations and their key functions in Academic Affairs are:

Office of the Vice Provost, Academic Affairs (AA)

- 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

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Office of Director of Programs (DoP)

- Navy Graduate Education Policy
- NPS Curriculum Review
- Navy Grad Ed Quota Management
- Navy Civilians Institutions Program (CIVINS)

Office of Academic Planning (AP)

- Faculty Appointments and Compensation Management
- Faculty Administration and Management
- Faculty Information and Reporting
- Employee-Student Education Programs
- Academic Resources – Control

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
- Distributed Programs Offices

Center for Faculty Development (FacDev)

- Faculty Development Programs
- Educational Effectiveness and Assessment Support
- Teaching and Learning Innovation
- Teaching and Learning Consultation

Office of Academic Reporting and Analysis (ARA)

- Academic Reporting
- Academic Program Analysis
- Academic Programming and Budgeting Support

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.

ACADEMIC AFFAIRS FY12 BUDGET

Academic Affairs' total FY12 budget is estimated to be approximately \$16 million. The charts provided here allow for an understanding of the AA budget, both in terms of organizational units and functions, and with respect to "direct execution" vs "passthru programs". Organizationally, the \$16M AA budget provides \$4.8M (30%) to the AA Office, principally for programs, and \$11.2M (70%) among the separate AA Departments, principally for academic support services. More importantly, however, is where the AA funds are ultimately executed and for what purposes. Of the \$16M, about \$5.7M (36%) is provided for the Civilian Institutions Program (CIVINS), operated by NPS (with AA as agent).

These funds are an "external passthru" – funds initially provided to NPS, to then be passed externally to other universities, for the tuition and support of the education of Naval officers at civilian universities.

ACADEMIC AFFAIRS

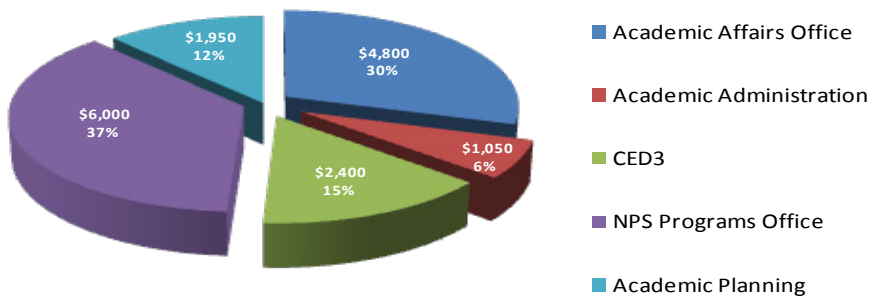
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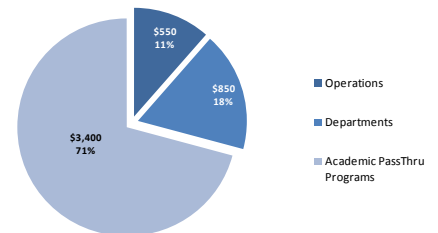
Another \$4.5M (28%) represents internal “academic passthru” programs. These funds are budgeted through AA, but are intended for further distribution to NPS’ academic schools, departments, faculty – for execution there. Academic passthru funds are to provide for academic infrastructure recapitalization in the schools (about \$1.5M), for faculty development and support programs (about \$1.5M), and for support to specific academic programs (about \$1.1M). The Academic Pass Thru Programs chart provides additional detail. After passthru programs, \$5.8M (36%) remains and is executed directly within AA, principally on personnel, providing the range of academic support services in the AA departments.

Academic Affairs FY12 Budget

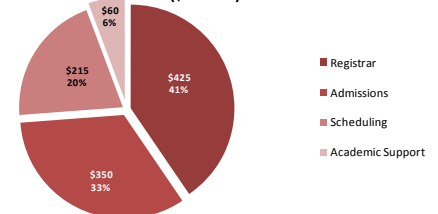
**Academic Affairs FY12 Budget
by Department (\$16M)**



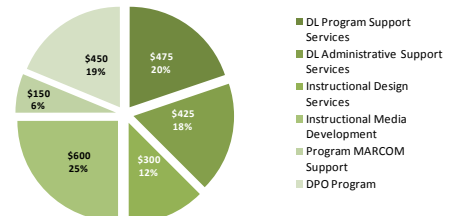
Academic Affairs Department Budget (\$4.8M)



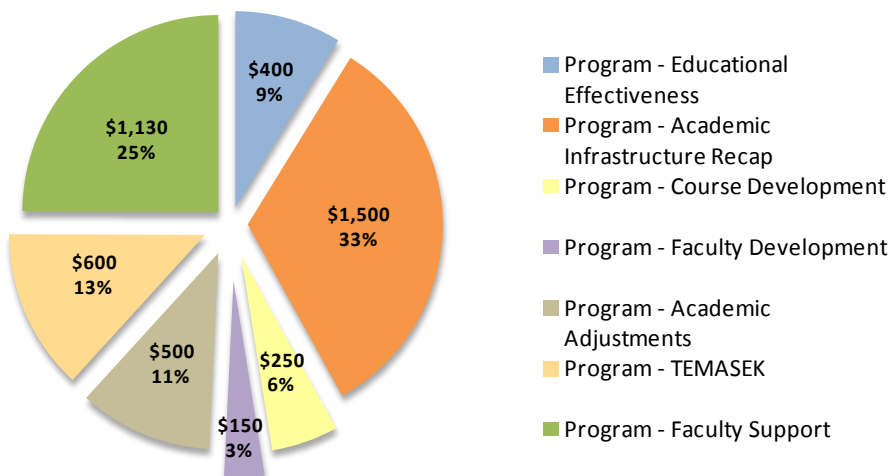
Academic Administration Department Budget (\$1.05M)



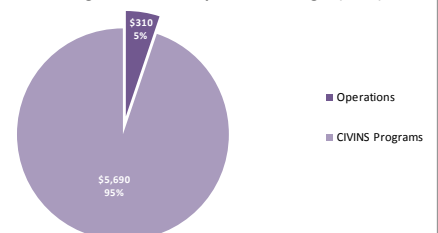
**Center for Educational Design, Development
and Distribution Department Budget (\$2.4M)**



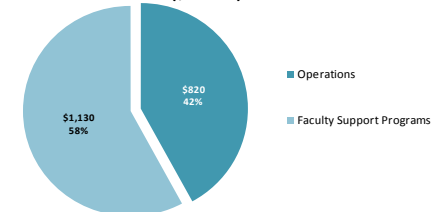
Academic Pass Thru Programs Budget (\$4.5M)



NPS Programs Office Department Budget (\$6M)



Academic Planning Department Budget (\$1.95M)





ACADEMIC AFFAIRS PRINCIPLES AND VISION

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 sponsors and 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: AY11 ACTIVITIES AND ACCOMPLISHMENTS:

AA AY11 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 the October on-site WASC Educational Effectiveness Review. Completion of this final phase of the WASC review resulted in NPS re-accreditation for the maximum period. Developed framework and initiated planning for the 2014 WASC interim report.
- 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 NPS academic departments and groups toward the development of department-level review and assessment programs. Developed and implemented Review and Assessment profiles for all departments.
- Curriculum Review: Through efforts of the Director of Programs, revitalized of the Curriculum Review process, significantly improved Curriculum Review completion rate. Implemented Curriculum Review policy for certificate and non-Navy-sponsor degree programs. Incorporation of N15 into the curriculum review process.
- Academic Program Review: With now full institutionalization of the APR process, completed APR closure process for AY11 APRs for Mathematics and Meteorology Departments. Supported AY11 ABET accreditation (for SE department). Initiated APRs for Defense Analysis and Information Sciences Departments.
- New Program Review: Improved review process for establishing new education programs. Aligned the NPR with Academic Council review. Further developed NPR business case analysis guidance. Developed NPR academic support services coordination process. Coordinated six NPRs reviewed by Provost Council.
- Program Review Website: Further implemented 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 and developed new courses for Faculty Development. Successfully pilot new format for faculty development events – as E-Week activities. Successfully piloting new format for faculty development courses – as mini-courses on selected education and instruction topics. Provided faculty development support (courses, coaching, consultations) to over 200 faculty across the four NPS schools. See later section on Faculty Development.
- Learning Assessment: Implemented Capstone Assessment across all NPS departments and programs. Employed an NPS Student Engagement Index, a framework for measuring student outcomes. Supported development of department learning assessment approached (GSBPP, Oceanography).

AA GOAL 1: AY12 INITIATIVES:

AY12 current/continuing AA initiatives in support of Advancing Educational Effectiveness include:

- WASC Accreditation: Continuation of WASC Substantive Change Reviews for new NPS academic programs (MS-HSI, MS-CEA, VT-EMBA, MS-CSO, IMPA, MSA). Draft 2014 Report (October).
- Curriculum Review: Continuation of conducting Curriculum Reviews on the expected two-year cycle. Bring up-to-date the remaining Curriculum Reviews not current. In conjunction with N15 & N2/N6, pilot alternative curriculum assessment process.



- Academic Program Review: Coordination and support for AY12 APRs for the Information Sciences and Defense Analysis departments. Initiation of AY12 APRs for Operation Research Department and Space Systems Academic Group. Develop a standard information template for supporting APRs. Develop a systematic process for providing relevant department-specific campus information in APRs.
- New Program Review: Further development of support functions checklist/guidance for incorporation in NPR. Further development of business case analysis guidance. Anticipated FY12 NPRs include GPP Academic Certificates, Energy Degree Programs, Joint CEA Degree (AFIT), MOVES Academic Certificate, MPA Degree, Enlisted Education.
- Faculty Development: Additions to the FacDev course portfolio to support faculty development of course-level student learning outcomes. Course Rebates Program.
- EESG: Two AY12 initiatives: Support/resource student writing skills center. Support/resource explicit incorporation course-level student learning outcomes into NPS courses.
- Learning Assessment: Continues 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: AY11 ACTIVITIES AND ACCOMPLISHMENTS:

AA AY11 activities in support of Integrated Academic Resource Management included:

- Academic Budget: Completed review/revision of Academic Budget Requirements model used for FY12 budget allocation. Incorporated resourcing for Strategic Programs. Aligned Academic Budget model with NPS' new overhead/indirect model. Coordinated planning for Academic Pass Thru funds. Collaborated with VPFA toward improved information and transparency of NPS budgeting.



- Tuition: Analyzed NPS tuition policy, structure and processes, in light of required FMB reimbursable guidance implemented for FY12. Continued implementation of common tuition policy for DL programs, including minimum tuition.
- Mission-Funded DL: Developed and implemented new policy and model for the mission-funding of Naval students in NPS DL programs (consistent with FBM reimbursable guidance).
- Distance Learning: Established the Distance Learning Advisory Council (DLAC) for addressing NPS DL resourcing (and academic) issues. FY11 issues addressed included: Tuition rate for reimbursable DL. Tuition collection business process. Distribution of mission funds for Navy DL students. Program Manager authority.
- Cost Control: Analyzed FY11 budget execution vs plans/allocation for the academic units. Implementing improved academic budget control processes for AY12.
- Academic Program Cost/Benefit Analyses: In support of Navy/NPS strategic, programming and budgeting processes, performed numerous cost, benefit and efficiency analyses, including: Cost per Naval Student. Academic Program Outsourcing. Academic Program Components Cost. Student Preparation Cost. Return on Education Investment. Faculty Salary Analysis.
- 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 and support of VPFA, continued development of the new NPS overhead/indirect cost model, as applicable to the academic/education programs.
- Academic Program Pass Thru Funds: Managed specific FY11 academic program funds including: Academic Infrastructure/Laboratory Recapitalization Program. Educational Effectiveness Funds. Academic Programs Adjustments Funds. IMET Infrastructure Funds. TDSI/Temesek Program Funds.

AA GOAL 2: AY12 INITIATIVES:

AY12 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. Implement for the Academic Schools/Departments.
- Academic Planning/Budget Process: For FY13, 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 Appointments: Complete development of criteria and guidance for faculty hiring and reappointment decisions. Finalize new Faculty-AD Schedule policy.
- Faculty Compensation: Further examine NPS faculty compensation practices for purposes of policy recommendations applicable to reduced budgets.
- Academic Overhead: In conjunction and support of VPFA, analyze overhead cost elements and centers applicable to the academic programs, for purpose of cost efficiencies.

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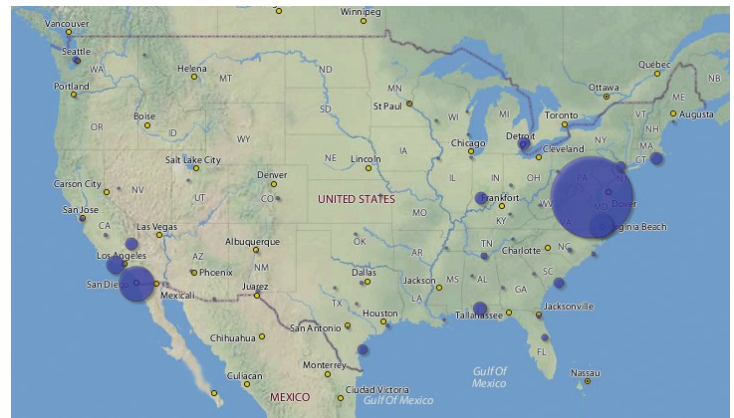


- Academic Program Analyses: Complete costing analyses for each definable component of NPS' academic programs: e.g., resident, DL, certificate, refresher, JPME, etc. Complete cost/return analyses for definable student groups: e.g., Naval, other service, international, etc. Consolidate ROI analyses.
- Reimbursable Education Tuition: Support President's actions toward establishing inter-service tuition rates and policy applicable to resident programs.
- Programmatic Accounting: Support VPFA in the incorporation of programmatic tracking/accounting functionality within KFS and NPS financial systems.

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.

- 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.



DL Student Map | Developed by CED3

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: AY11 ACTIVITIES AND ACCOMPLISHMENTS

AA AY11 activities in support of Coordinating Academic Program Development and Expansion include:

- NPS Education Strategy: Drafted evolving NPS education strategy point papers in conjunction and support of: Committee of the Future, CNO Initiatives, Navy URL Summit, POM.
- Navy Curricula Re-Structuring: Continued program of resident curriculum restructuring toward program efficiencies. Coordinated development of 18-month curricula and new 12-month programs to serve Navy URL community. Continued communication with Navy N1/N15 toward revised curricula and program efficiencies.



- NPS Energy Program: Led design and development of new SECNAV Energy degree curricula, with AY12 first enrollment of students. Coordination with N1/N15 and N45 toward establishment of sponsorship and subspecialty. Establishment and coordination of NPS Energy Core Group (ECG), de facto academic group for oversight of NPS Energy programs.
- Distance Learning: Developed further policy guidance concerning financial, operational, and delivery aspects of DL programs. Conducted annual DL/PM Mini-Summit.
- New Program Review: Improved review process for establishing new education programs. Aligned the NPR with Academic Council review. Further developed NPR business case analysis guidance. Developed NPR academic support services coordination process. Coordinated six NPRs reviewed by Provost Council.
- Program Promotion: Expanded DL program promotional activities with the establishment of the DLAC-Marketing Group (see CED3)
- Academic Policy: Via Academic Council, conducted full review/revision of Academic Policy Manual.
- Academic Program Policy: Evolved and clarified NPS policy with respect to specific areas of academic program development. e.g., Joint Degree programs. Professional Certificate programs.

AA GOAL 3: AY12 INITIATIVES:

AY12 current/continuing AA initiatives in support of Coordinating Academic Program Development and Expansion include:

- Navy Curricula: Implementation of revised/restructured curricula, in conjunction with N15 and program sponsors.
- Energy Program: Implement four new Energy program curricula. First delivery of executive education – Energy Executive Series.
- Joint Degree Program: Conclude development of joint academic program and joint business model for providing a joint degree with AFIT (Masters of Cost Estimating and Analysis)
- New Program Review: Further development of support functions checklist/guidance for incorporation in NPR. Further development of business case analysis guidance. Anticipated FY12 NPRs include GPP Academic Certificates, Energy Degree Programs, Joint CEA Degree (AFIT), MOVES Academic Certificate, MPA Degree, Enlisted Education.
- Reimbursable/DL Education Business Model: Standardize policy and practices. Strategic oversight.
- Program Promotion: Complete first Marketing Plan for DL Education (DLAC).
- Program Delivery Support: Further establish NPS foundation in CED3 for DL program/student support.

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.

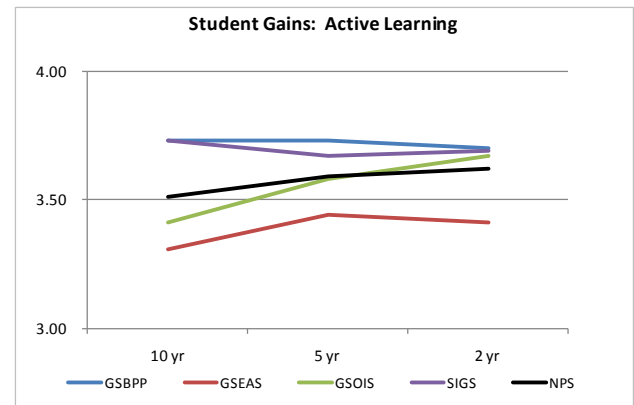
Systematic information concerning NPS' academic programs is necessary to support ongoing academic processes (e.g., Curriculum Review, Academic Program Review, Academic Resource management, POMing, Academic Budgeting, Faculty review, Strategic and Program decision-making, Academic Policy). A core AA role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



AA GOAL 4: AY11 ACTIVITIES AND ACCOMPLISHMENTS:

AA AY11 activities in support of Improving Academic Information, Analysis and Reports include:

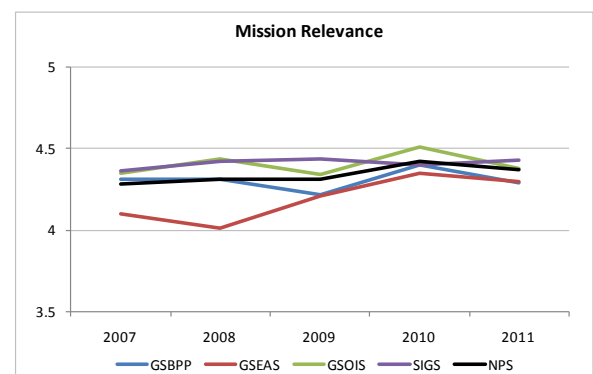
- Academic Operations - Reports: Continued the development, extension and communication of reports to support academic operations and decision-making. New or revised reports -- some periodic, some ad hoc -- included: Enrollment Report, AOB Report, Quota Report, Instruction Report, DL Report, Academic Data Summary, Tuition Table, Academic Metrics Presentation.
- Academic Operations - Analysis: Continued the development, extension and communication of analyses to support academic operations and decision-making. New or revised analyses -- some periodic, some ad hoc -- included: SOF Analysis, Grade Analysis, SOFxGrade Analysis, Student Load Analysis, Class-size Analysis, Cost per Student Analysis, Budget Resourcing Analysis, Faculty Salary Analysis, Program Outsourcing Analysis, Academic Cost Analysis, Student Preparation Analysis.
- Educational Effectiveness – Metrics/Reports: Continued the implementation Capstone Assessment across all NPS departments and programs. Continued the development of the NPS Student Engagement Index, measuring student outcomes.
- Faculty Reports: In conjunction with Academic Planning, initiated the development of a series of recurring standardized Faculty Reports, including: Faculty Roster, Faculty Gains & Losses, Faculty Degrees, Faculty Workload, Faculty Positions and Roles.
- Faculty Database: In conjunction with Academic Planning, IR and ITACS, supported the development of a new Academic Planning faculty database, to support NPS faculty information needs.
- Academic Reporting Website: Continued maintenance and improvement of the academic reports and analyses intranet website as a repository and communication medium.
- 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 AY11 proceeded more slowly than projected. KS development efforts did not, and were not expected to, progress to adaptation or implementation steps at NPS during AY11.



AA GOAL 4: AY12 INITIATIVES:

AY12 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. Program Cost/Efficiency Analyses in support of POM.
- Educational Effectiveness – Metrics/Reports: Extension of direct assessment practice to an additional NPS department.
- Faculty Reports: In conjunction with Academic Planning, implement the Faculty Reports developed in AY11.





- Faculty Analyses: In conjunction with Academic Planning, conducted specified faculty-related analyses, including: Faculty Pay Analysis to support recommendations with respect to achieving academic program efficiency.
- 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 implementation of KS modules to NPS setting.

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 program support services for NPS' distributed learning effort. CED3 and Faculty Development provide instructional design and development services to faculty, supporting course creation and delivery. Academic Planning provides faculty administration and records, and faculty and academic resource information.

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 Cost Estimation and Cyber Systems. Initiation of programs in new areas, such as Energy and Public Administration, continues.
- Student Types: From the historic student base of U.S. 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: AY11 ACTIVITIES AND AY12 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. Improvements of Applicant Management System. Documentation of admissions policy.
- Scheduling: Improvement of automated scheduling system.
- Student Management System: Python extensions. Quali Student System development.
- Sponsored Education Office/Officer: Further realization of a Sponsored Education function in AA, with responsibility for sponsored/reimbursable education business records and information (in conjunction with VPFA and RSPO).
- Civilian Special Programs Office/Officer: Implementation of a Civilian Programs function in AA, with responsibility for the promotion, recruiting and administration of the NPS' new programs directed toward government civilian students, government contractor students, NPS employee students (in conjunction with Academic Planning).
- Bursar Function: In conjunction with VPFA and Comptroller, develop a more robust Bursar function applicable to NPS.
- DL Program Administrative Support: Further development of CED3 student/program data system.
- Academic Planning: Full realization of the Faculty Database and Faculty Information Reporting.



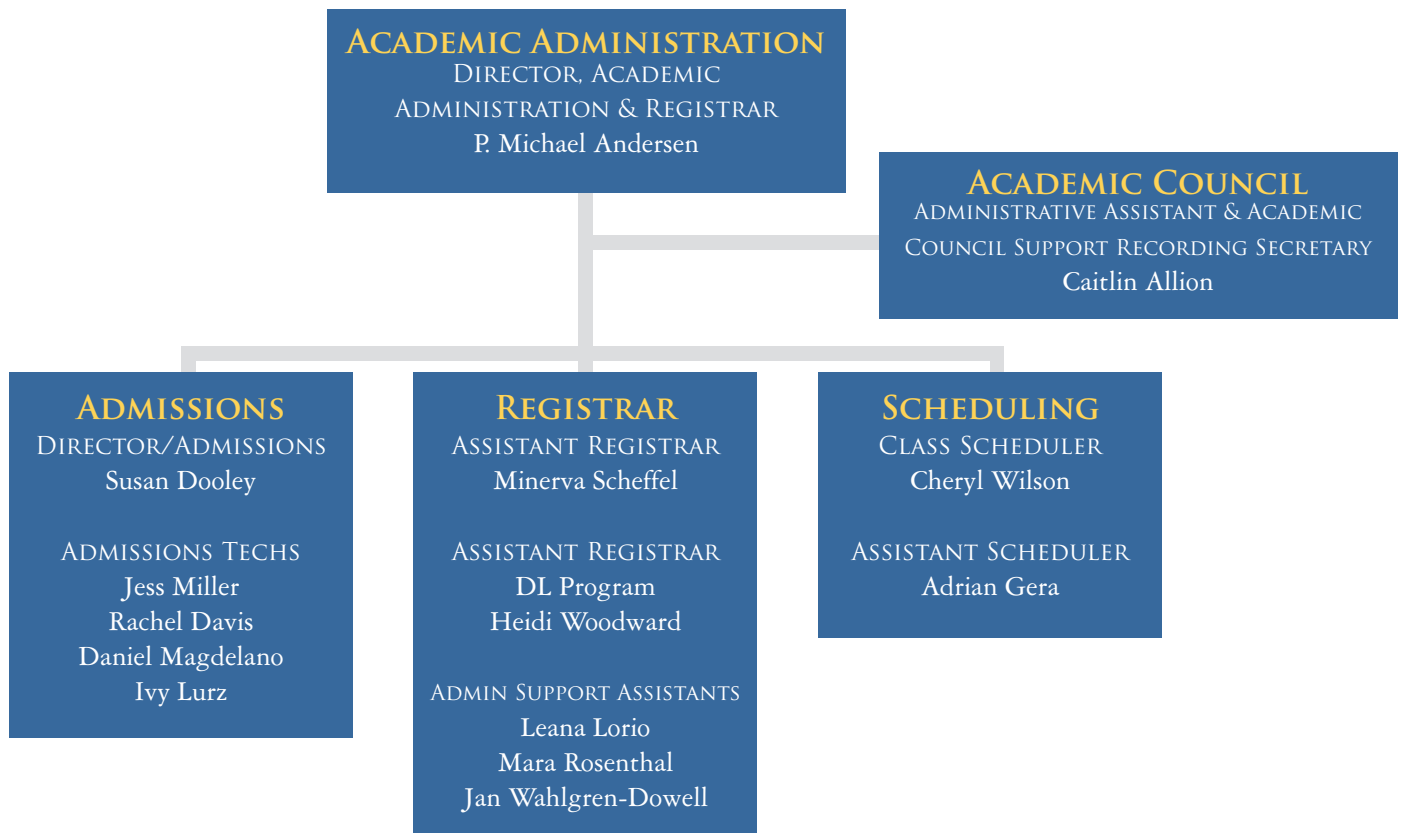
ACADEMIC ADMINISTRATION ANNUAL REPORT & STRATEGIC PLAN

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.





STRATEGIC GOALS OF ACADEMIC ADMINISTRATION

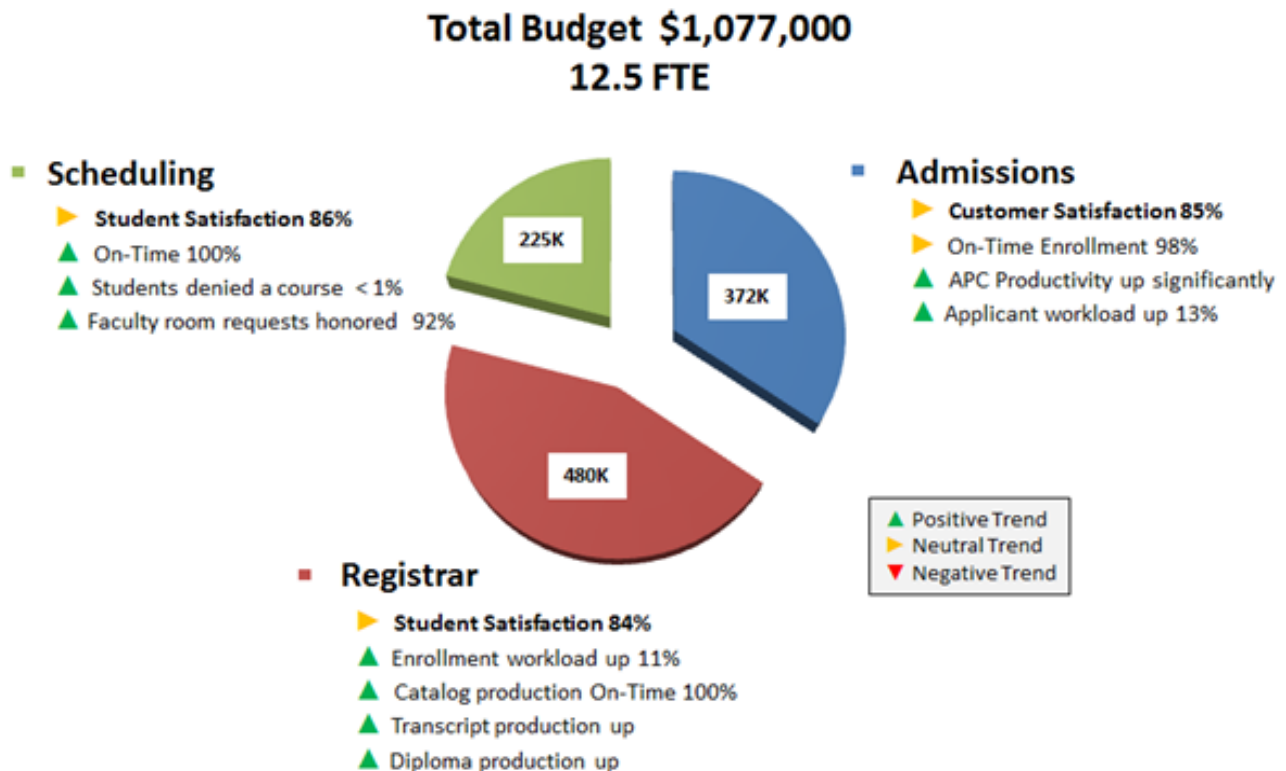
1. Provide exemplary customer service, efficiency, quality, and value to NPS.
2. Employ technology to automate processes, improve accessibility, and reduce cycle-time.
3. Assess workload and performance metrics to guide management decisions.
4. Sustain competency, professionalism, and job satisfaction 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

In pursuit of operational excellence, the metrics contained in the following pages support process measurement and accountability. Where practical, a correlation is made between workload and performance. We continue to refine our student system databases to support measurement of:

- (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

YEAR AT A GLANCE



ACADEMIC AFFAIRS

ANNUAL REPORT & STRATEGIC PLAN AY2012



A. ADMISSIONS

PRIMARY ACTIVITIES

Responsible for evaluation, counseling, and initial enrollment management for all prospective U.S. students. Produces an Academic Profile Code (APC) for each prospective student based on extensive analysis of prior degrees and coursework. Maintains the archive of admission records. Cultivates business relationships with Placement Officers of all branches of U.S. Military to ensure smooth and timely enrollment. Develops web and database technology in support of efficient enrollment management.

Figure A1. Applicant Workload

Workload	FY09	FY10	FY11		
Resident Applicants	2415	2490	2825		Resident up 13%
DL Applicants	1660	1614	1802		DL up 12%
Total Applicants	4,075	4104	4,627		Combined up 13%

Indication: Prospective student applications workload rose sharply, up 13% from previous year.

Figure A2. Academic Profile Codes

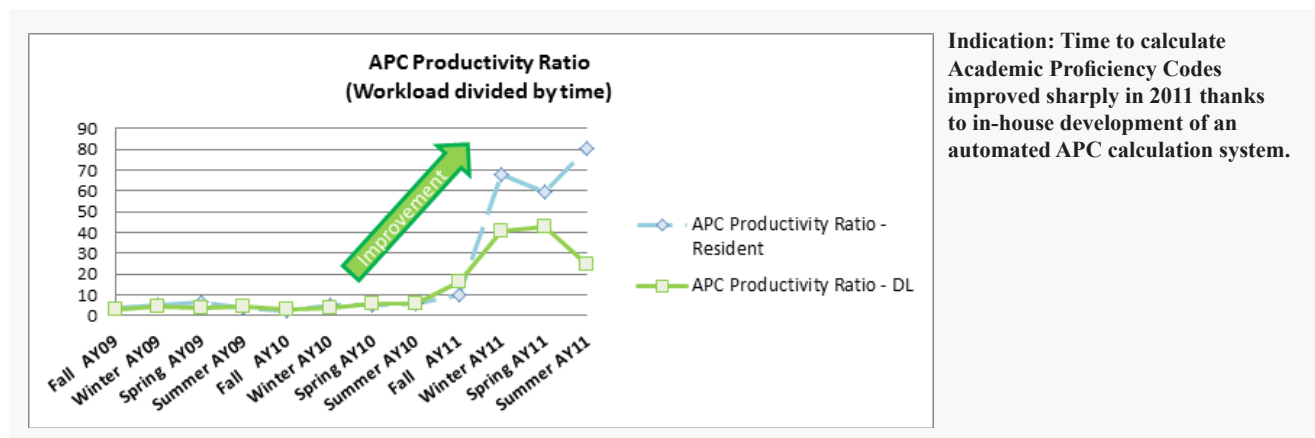


Figure A3. Customer Satisfaction Survey Results

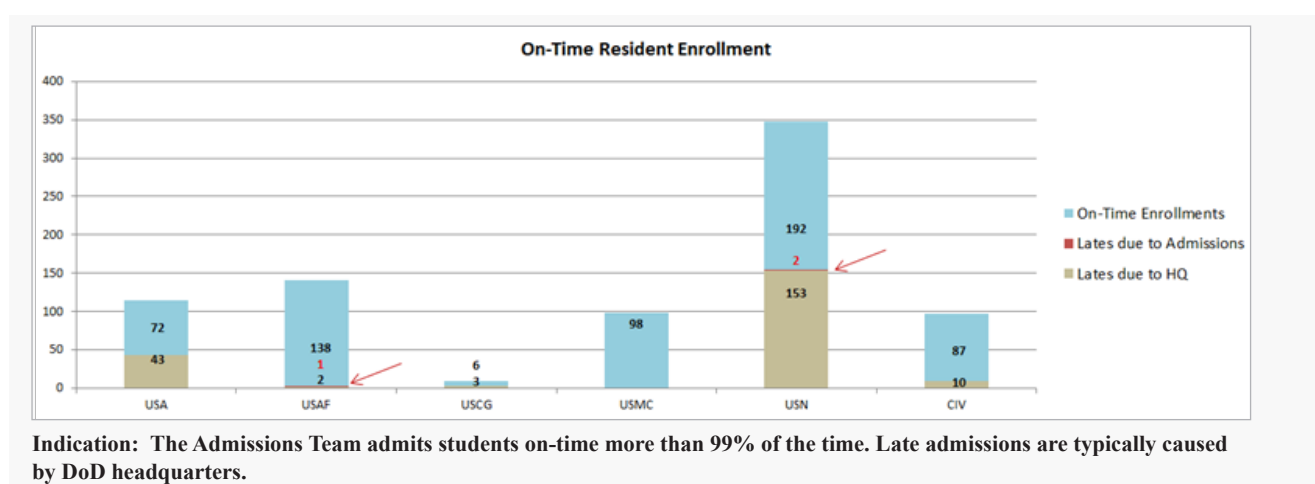
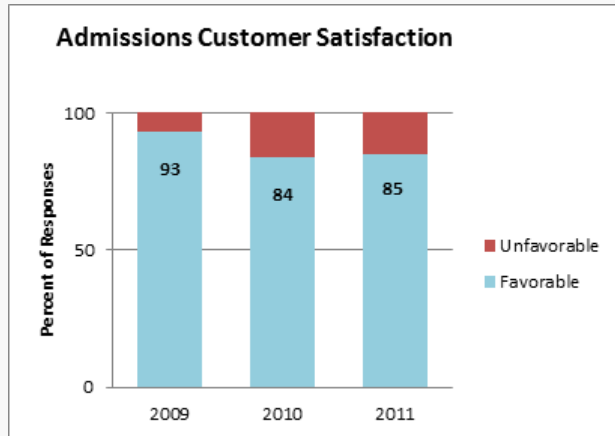


Figure A4. Customer Satisfaction Survey Results



Indication: Customer satisfaction improved slightly.

ACCOMPLISHMENTS

- Upon receipt of complete application packages, Admissions enrolled students on-time 98.4% of the time.
- In the face of ever increasing numbers of applicants, the Admissions Office continues to offset staffing growth by improving processes, technology, and focusing on training.

B. REGISTRAR

PRIMARY ACTIVITIES

Responsible for integrity and archival of official university transcripts, production and verification of diplomas and certificates, catalog, general help desk for student management questions, SOF processing, and 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, standard operating procedures, and maintains a dashboard of performance metrics. This site is located at http://aasp/acad_admin/default.aspx

Figure B1. Catalog Production 2011

Workload	Spring AY09	Summer AY09	Fall AY10	Winter AY10	Spring AY10	Summer AY10	Fall AY11	Winter AY11	Spring AY11	Summer AY11
1. New courses	4	10	7	5	11	10	23	4	4	17
2. Modified courses	70	8	6	6	55	81	10	7	21	17
3. New curricula	11	4	0	1	2	2	4	1	3	1
4. Modified curricula	3	0	0	1	0	0	1	2	5	4
Performance	Feb 26 2009	21 Aug 2009	30 Oct 2009	10 Jan 2010	15 Apr 2010	28 June 2010	3 Dec 2010	18 Feb 2011	24 May 2011	22 Aug 2011
5. Catalog published on-time	●	●	●	●	●	●	●	●	●	●
Target: Publish before class	on-time	10-wks late	6-wks late	9-wks late	3-wks late	3-wks late	on-time	on-time	on-time	on-time
Add/Drop period										

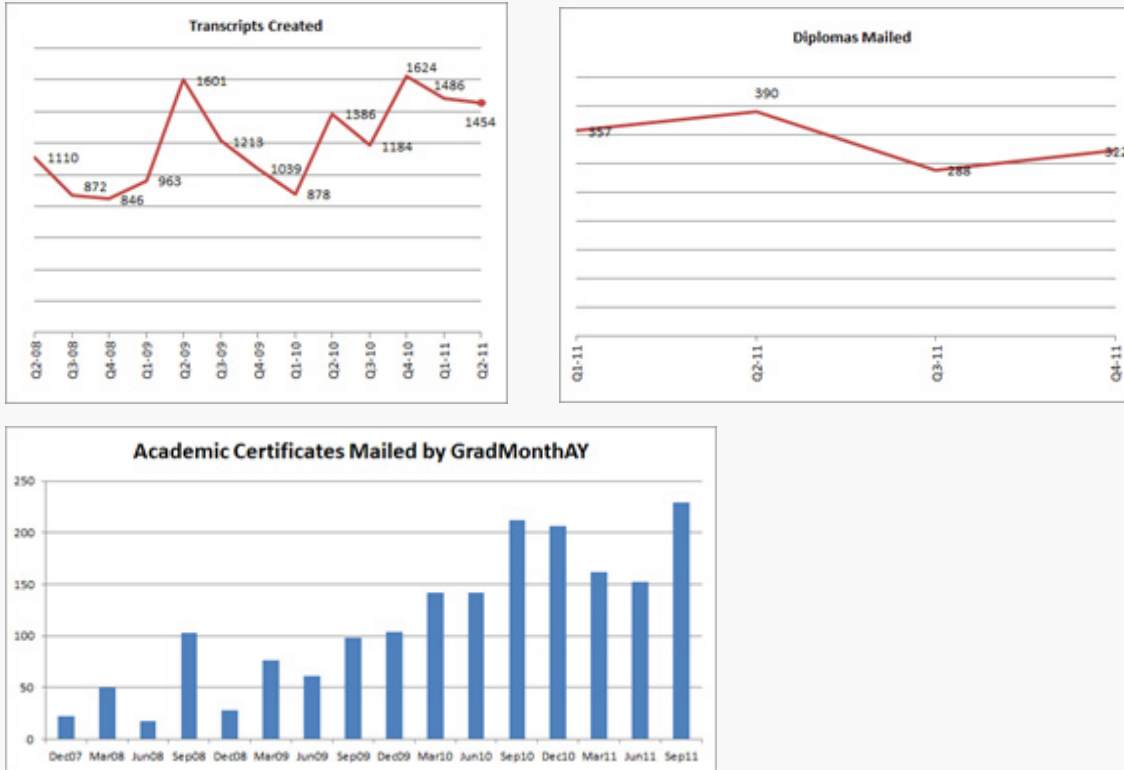
Indication: Catalogs were published in time for the Add/Drop period in all four quarters of AY11.

ACADEMIC AFFAIRS

ANNUAL REPORT & STRATEGIC PLAN AY2012

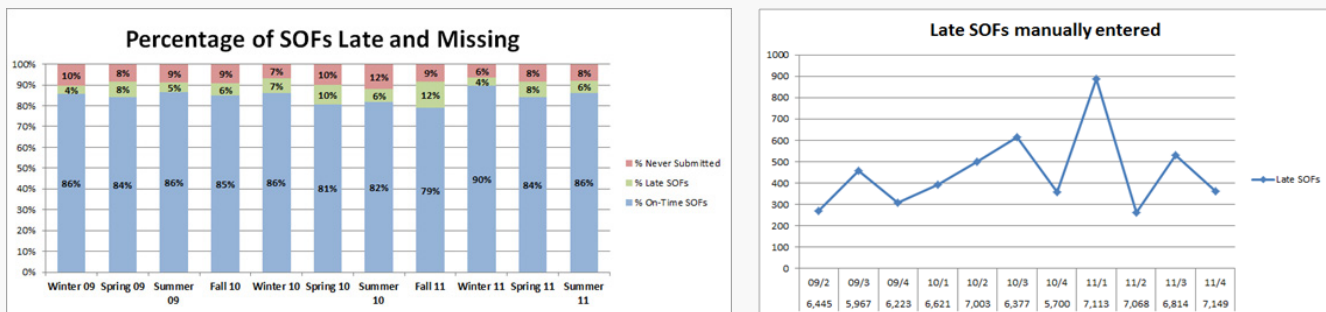


Figure B2. Transcript and Diploma Production



Indication: Transcript requests are up. Production of diplomas holds steady. Production of Academic Certificates is up. Workload is generally increasing.

Figure B3. Late and Missing Student Opinion Forms



Indication: On-Time submission of SOFs improved by only about 1% in AY11. Manual entry of late SOFs continues to needlessly increase Registrar workload.

ACADEMIC AFFAIRS

ANNUAL REPORT & STRATEGIC PLAN AY2012



Figure B5. SOF Response Rate by Dept -- New

Below is an example of a new chart developed by Registrar Staff to provide specific quarterly feedback to Dept Chairs in hopes the data will encourage certain departments to place a greater emphasis on timely submission of their SOFs.

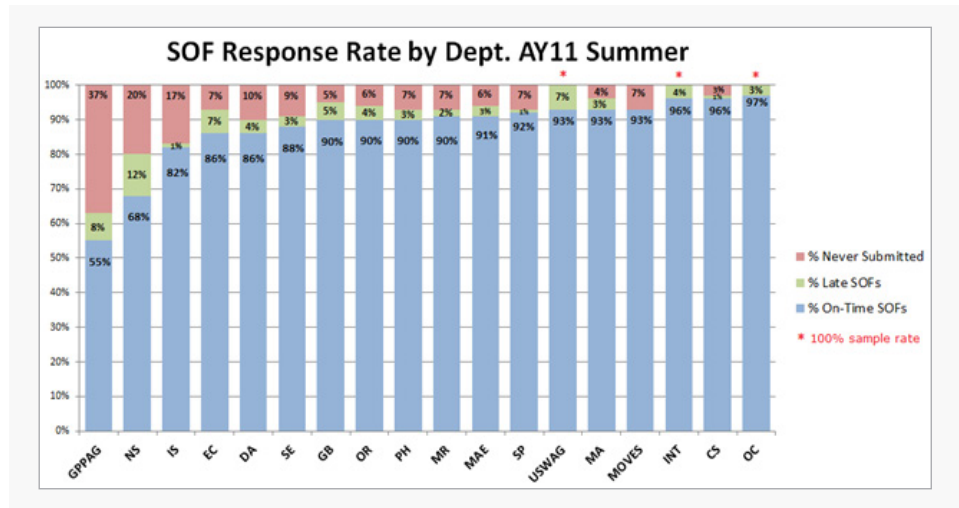
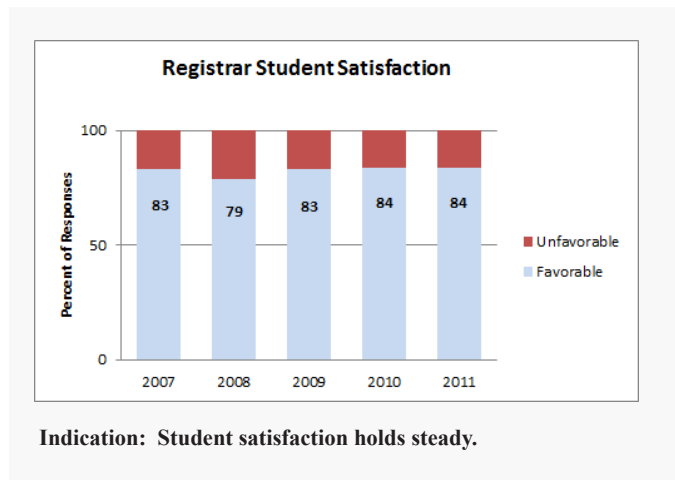


Figure B6. Student Satisfaction Survey Results



ACCOMPLISHMENTS

- Registrar Staff continue to innovate to cope with rising workload.
- Registrar Staff worked with the Python Team to develop a popular new “Placeholder” feature to allow departments to reserve seats in the classroom schedule for incoming students who were not registered for classes in time for the scheduling lock.
- Registrar Staff are training and preparing to undertake the migration from Python to the new “NPS Student Information System” (Kuali Student) projected for 2015.



C. SCHEDULING

PRIMARY ACTIVITIES

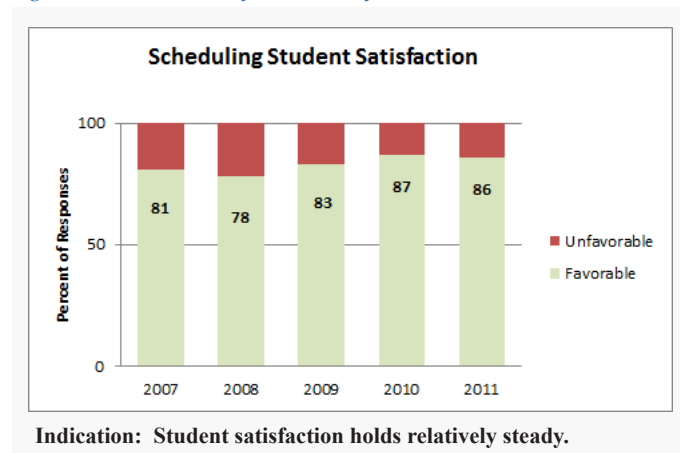
Produces the class schedule for all resident students and faculty. Maintains a quarterly inventory of classroom seating capacity. By providing a conflict-free schedule for every student based on their courses needed to graduate, the scheduling operation is a key enabler of on-time graduation.

Figure C1. Scheduling Metrics

Workload	Fall AY11	Winter AY11	Spring AY11	Summer AY11	
1. Students scheduled	1,431	1,348	1,312	1,433	
2. Class sections scheduled	324	309	314	309	
3. Single section classes (difficult to schedule)	244	228	236	214	
4. Student's total scheduling requests	5,282	5,011	4,919	5,185	
Performance					
5. Schedule delivered on-time	0	0	2	1	
Target Friday wk-10	on-time ●	on-time ●	days early ●	days early ●	
6. Students denied a course	0	4	1	2	
Target ≤ 1%	0.00% ●	0.29%	0.07%	(0.13%) ●	
7. Faculty room requests honored	92%	91%	91%	93%	
Target ≥ 90%	of 227 ●	of 204	of 256	of 251 ●	

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).

Figure C2. Student Satisfaction Survey Results



SCHEDULING ACCOMPLISHMENTS

The Scheduling Team met or exceeded all metric targets for AY11.

The above metrics plus additional metrics for classroom utilization efficiency are reported to Chairs each quarter and are always available on the Scheduling Office's SharePoint site.



AY11 INITIATIVES, ACCOMPLISHMENTS AND CHALLENGES

INITIATIVE 1

Re-examine policy, business rules, and current legacy systems to identify gaps and train new Registrar Backfill Staff to attain a high state of readiness for eventual migration from Python to “NPS Student Information System” (Kuali Student).

ACCOMPLISHMENT

Analyses and testing of Kuali Student modules are ongoing.

CHALLENGES

Additional office space for new staff is a significant problem.

INITIATIVE 2

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 3

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 are meeting that goal. Our metrics are maintained on our SharePoint site and available for viewing at http://aasp/acad_admin/Pages/db.aspx

CHALLENGES

None.

INITIATIVE 4

Succession planning.

ACCOMPLISHMENT

Cross-training and knowledge management have been employed by Academic Administration in anticipation of retirement and transition of veteran staff.

CHALLENGES

None.



INITIATIVES FOR FY12

1. Deploy the Quali Student “Course” module to provide the Academic Council with a rich and user-friendly system in support of their course proposal processes.
2. Analyze policy, business rules, and current legacy systems to identify gaps and attain a high state of readiness for eventual migration from Python to “NPS Student Information System” (NPS SIS) based on Quali Student.
3. Hire and train backfill labor in the Registrar Office to meet the demand for subject matter experts needed for development and testing of NPS SIS.
4. Maintain evolution of legacy systems until migration to of NPS SIS is completed.

CONCLUSION

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. In support of NPS Strategic Goal #2 to “extend education to the total force and our global partners,” we have enhanced our student systems and operating procedures. In support of NPS Strategic Goal #4, to “seek operational excellence in financial, business, administrative and support areas,” we have developed a systematic metrics program for measuring quantity, quality, time required, and historical trends of our work. Finally, we are working to attain a high state of readiness for the anticipated 2015 transition from Python to the “NPS Student Information System” based on Quali Student.



DIRECTOR OF PROGRAMS ANNUAL REPORT & STRATEGIC PLAN FOR FY2012

MISSION

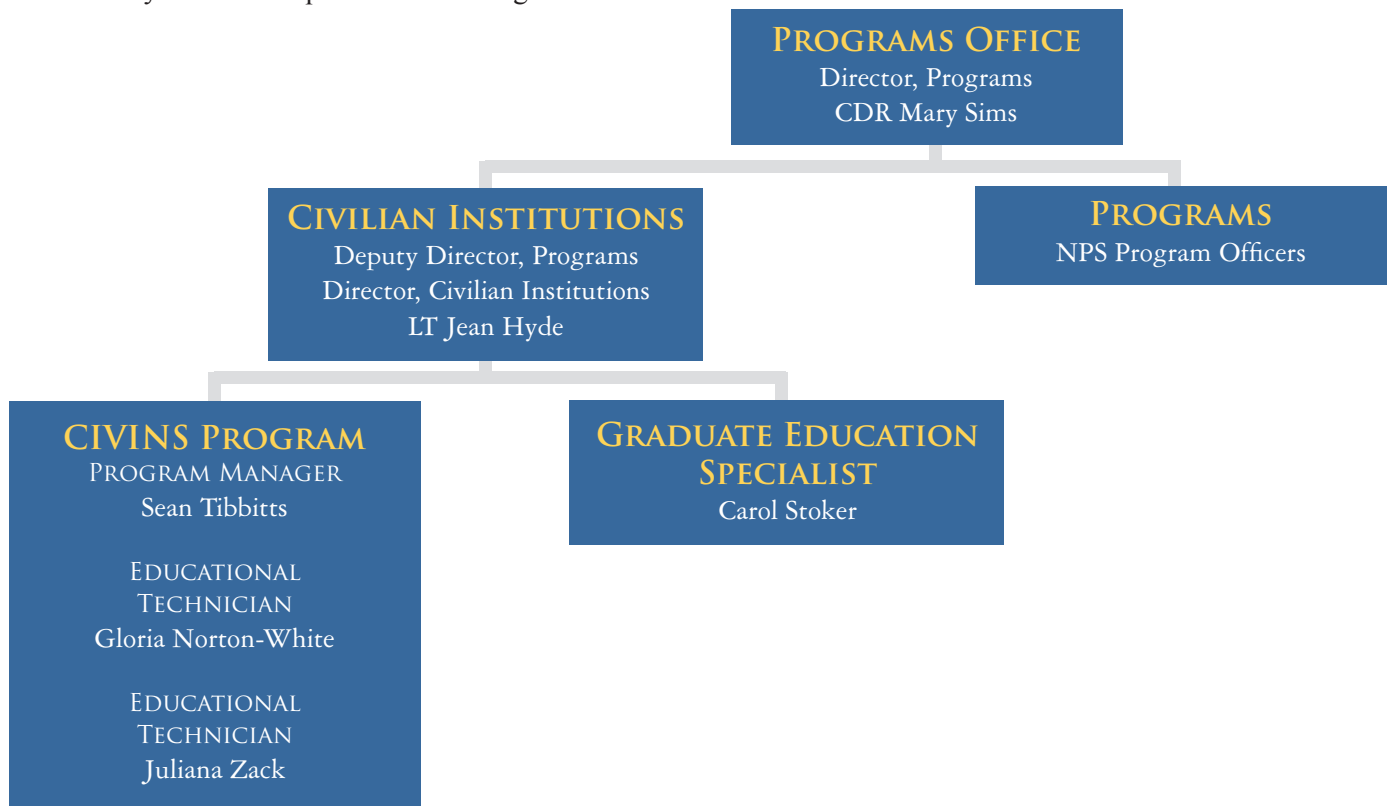
The Programs Office supports educational effectiveness on campus at the Naval Postgraduate School and at civilian universities attended by U.S. Naval Officers via fully-funded graduate education programs throughout the country.

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 of Programs.

Within the Programs Office there are two functional areas, Civilian Institutions Program (CIVINS) and Residential Programs. Each year approximately 22% 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. Additionally, 23 other fields of study are available to Naval Officers at 96 different civilian institutions nationwide. Annually, NPS supports over 1700 students, while CIVINS supports over 250 students. 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.





PRINCIPAL ACTIVITIES

- **Curriculum Reviews:** Manage system of curriculum reviews for residential and civilian institution curricula. The Programs Office coordinates and tracks biannual curriculum reviews for over 73 residential curricula and 23 CIVINS curricula to ensure that NPS students are receiving the highest level of graduate education and that all programs meet the sponsor requirements.
- **Quota Management:** The Programs Office represents NPS at the annual Navy Graduate Education quota conference
- **Civilian Institutions:**
 - Maintains Educational Service Agreements with 96 colleges and universities nationwide. The Staff fosters strong working relationships with Officer Students, third party billing representatives within the universities, and Administrative Units, such as NROTC units or NOSCs, by conducting triennial visits to their institutions and headquarters.
 - The CIVINS Office processes educational plans and transcripts on behalf of PERS-45E, the Graduate Scholarship Program, GEV, VGEP, and Officers who have personally pursued graduate degrees for subspecialty code assignment.
 - CIVINS provides seamless support for over 250 student Officers and 76 third-party sponsors, annually. The Team processes purchase orders, invoices, claims for reimbursements, and modifications; trains third-party sponsors; collects feedback, transcripts and theses; 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 maintains a current ESA at least once every three years. Ensure contact with CIVINS/LEP students during and between site visits to measure effectiveness and to ensure NROTC Unit and university support.

Curricula Review Process Refinement

- In coordination with program sponsors, oversee the completion of a curriculum review for each NPS residential and CIVINS degree-granting curriculum at least once every two years.
- Continue to refine the curriculum review process across both the residential and CIVINS purviews in order to maintain an even standard of excellence and enhance Navy graduate education.
- Execute curriculum reviews in conjunction with site visits whenever possible.

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 across both residential and CIVINS domains in order to reduce fiscal waste and facilitate process improvement.

Relationship Management

- Foster strong working relationships with both internal and external government agencies, as well with Universities, through university and Administrative Unit site visits. Throughout FY12, CIVINS seeks to further develop rapport to ensure strong mutual support for all involved parties.

INITIATIVES FOR FY12

Enhance Communications

- Fully execute 'FASTDATA to the Desktop' initiative to further streamline interdependence between CIVINS and NPS financial support units.
- Visit 30% of CIVINS Universities which have active CIVINS students attending, beginning with those which were not visited in FY11 or FY10.
- Help shape Navy Graduate Education policy through ongoing, proactive liaison with governing CNO/OPNAV agencies and other relevant stakeholders.
- Establish biannual meetings with NHSUP San Diego (formerly FISC) in order to reduce processing time for purchase orders and modifications.
- Redesign CIVINS website to eliminate redundancies and to increase understanding of processes and procedures.
- Develop an online Educational Plan system to provide a more efficient interface between CIVINS staff and Officer Students.

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 CIVINS 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.
- Implement a Graduate Education Specialist in order to streamline transcript and education plan validation in support of subspecialty assignment.
- Conduct annual CIVINS process review to assess process effectiveness and efficiency.

Fiscal Oversight Initiative

- Implement quarterly submission of anticipated spending to Budgeting Office, NPS
- Continue to reduce tuition payment delays and interest paid through increased communication with university billing representatives and NAVSUP contracting support.
- Extend MOU establishment to the greater CIVINS approved schools list to negotiate reduced tuition rates and increased financial responsibility.
- Standardization of output products to reduce low value communications and increase efficient use of labor hours.
- Track fiscal obligations and payments monthly; report quarterly.
- Phase out policy of reimbursement for thesis preparation as CIVINS requires electronic copy only.



ACCOMPLISHMENTS FOR FY11

- Established Educational Service Agreements with Florida Coastal School of Law and California State University, Northridge. Executed Memoranda of Understanding with Massachusetts Institute of Technology/Woods Hole Oceanographic Institution, University of California, Berkeley Law School, Lewis & Clark Law School, University of Pennsylvania Law School, University of San Diego Law School, Harvard Law School and George Washington University School of Law.
- Completed 87% of required CIVINS curricular reviews and 87% of required residential reviews.
- Initiated first biannual site visit meetings with NAVSUP San Diego (formerly FISC) to align the organizations and to ensure both parties' needs are met.
- Completed three-year SharePoint electronic filing system migration. Eliminated file-folder record keeping for student records.
- New CIVINS instruction distributed to all concerned parties in order to increase familiarity and understanding of CIVINS processes and organizational requirements.
- Saved approximately \$400,000 through MOU execution, residency negotiation and unfilled quotas.
- Successfully liaised with N2/N6 to establish and implement new Cyber Information Warfare curriculum at Carnegie Mellon University per the direction of the Chief of Naval Operations.
- Commenced managing Air Force Institute of Technology (AFIT) funding and students pursuing degrees in Aeronautical Engineering, Operations Analysis, and Space Operations.
- NPS representation was present for 80% of CIVINS curriculum reviews and 60% of CIVINS curriculum reviews were conducted in conjunction with site visits.

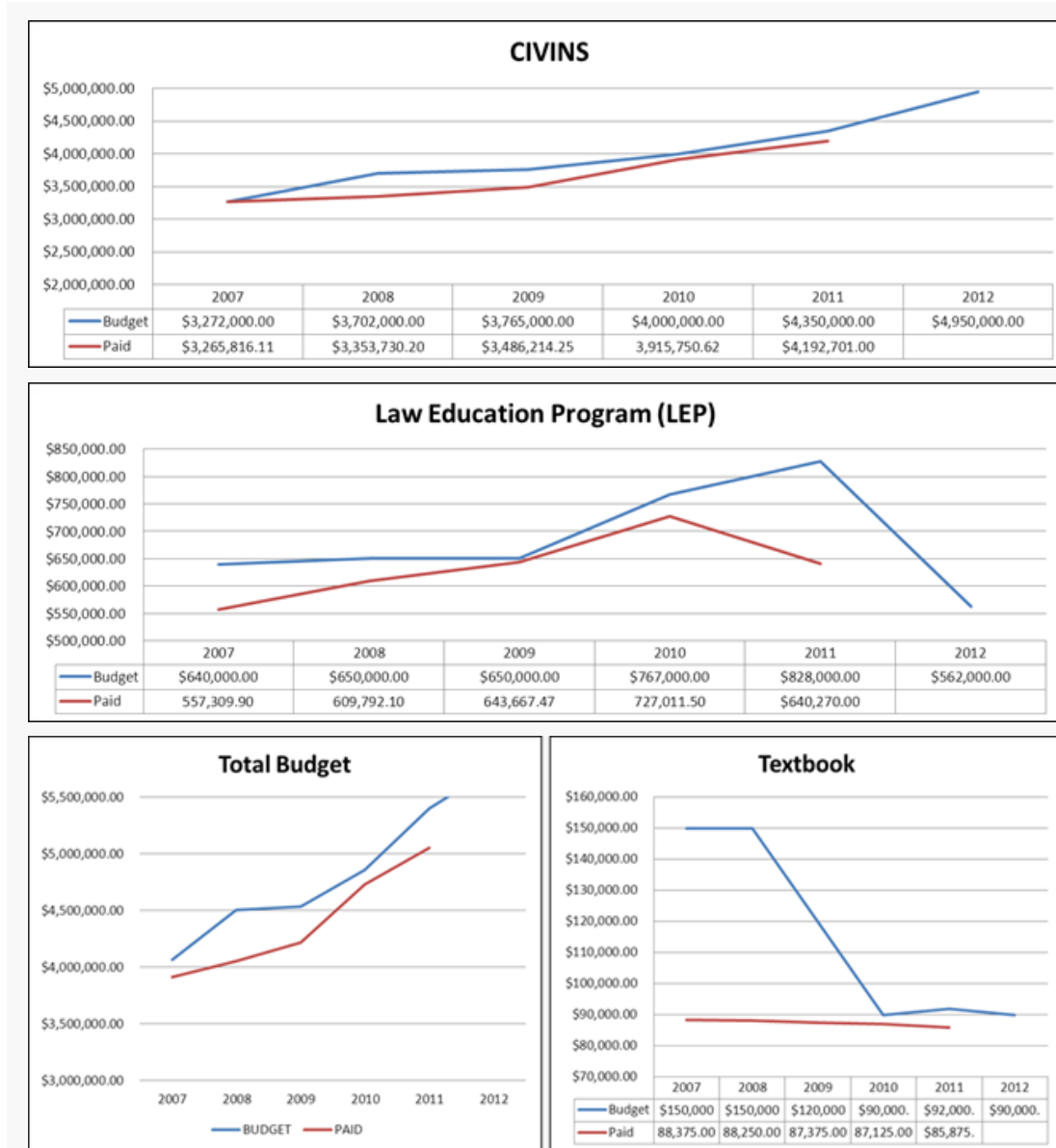
ACADEMIC AFFAIRS

ANNUAL REPORT & STRATEGIC PLAN AY2012



BUDGET FY11 (AS OF 20 OCTOBER 2011)

Figure A1. Budget FY11 (as of 20 October 2011)



*CIVINS did not expend full budget authority due to unfilled quotas, MOU establishment and residency waivers that reduced tuition costs.

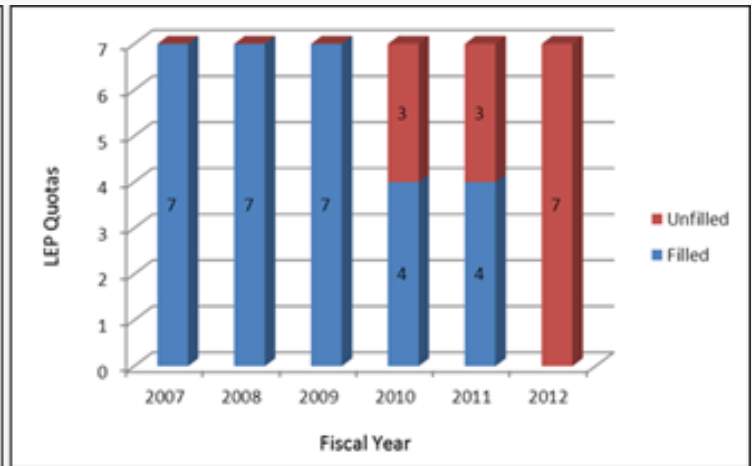
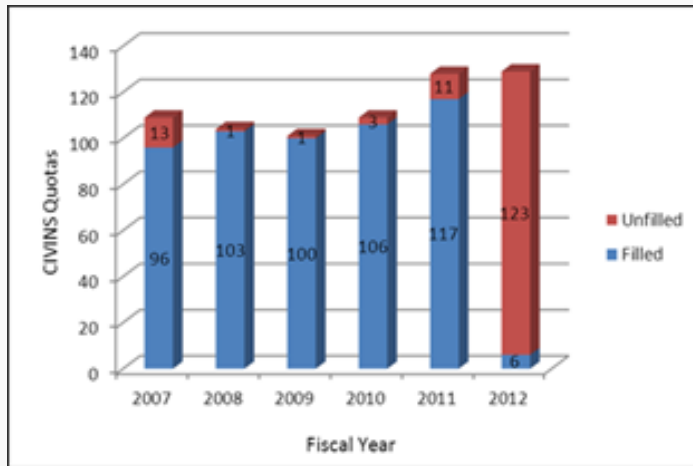
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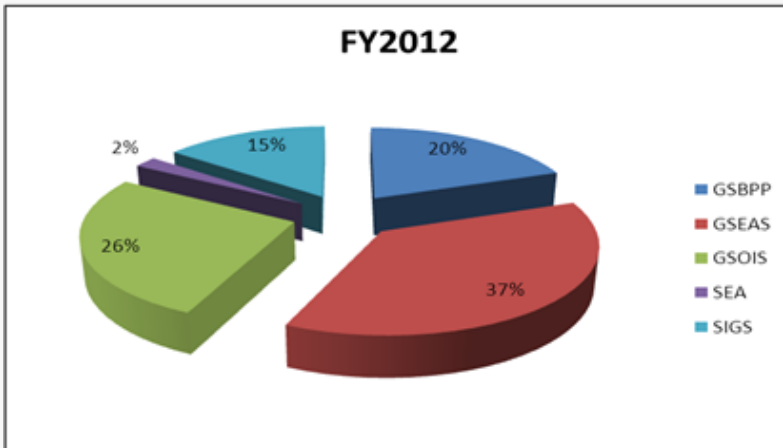
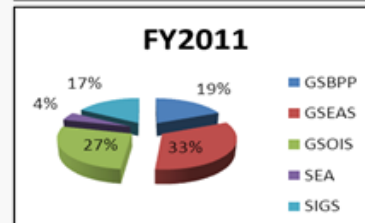
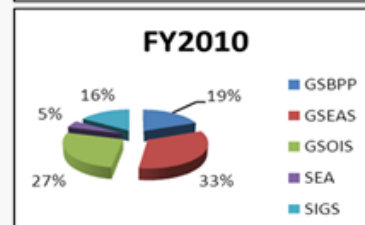
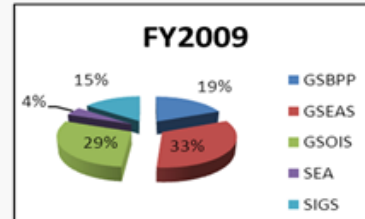
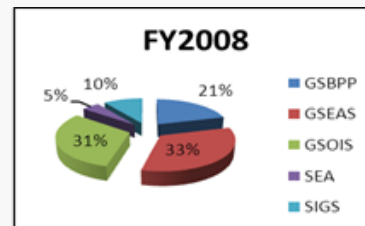
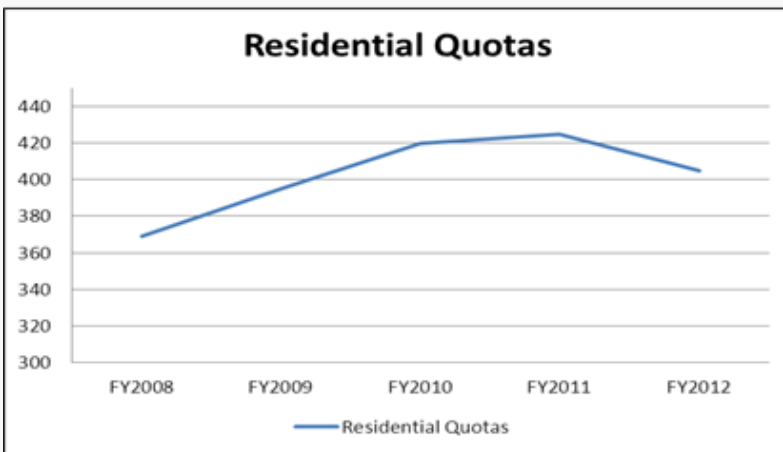


QUOTAS

CIVINS



Residential

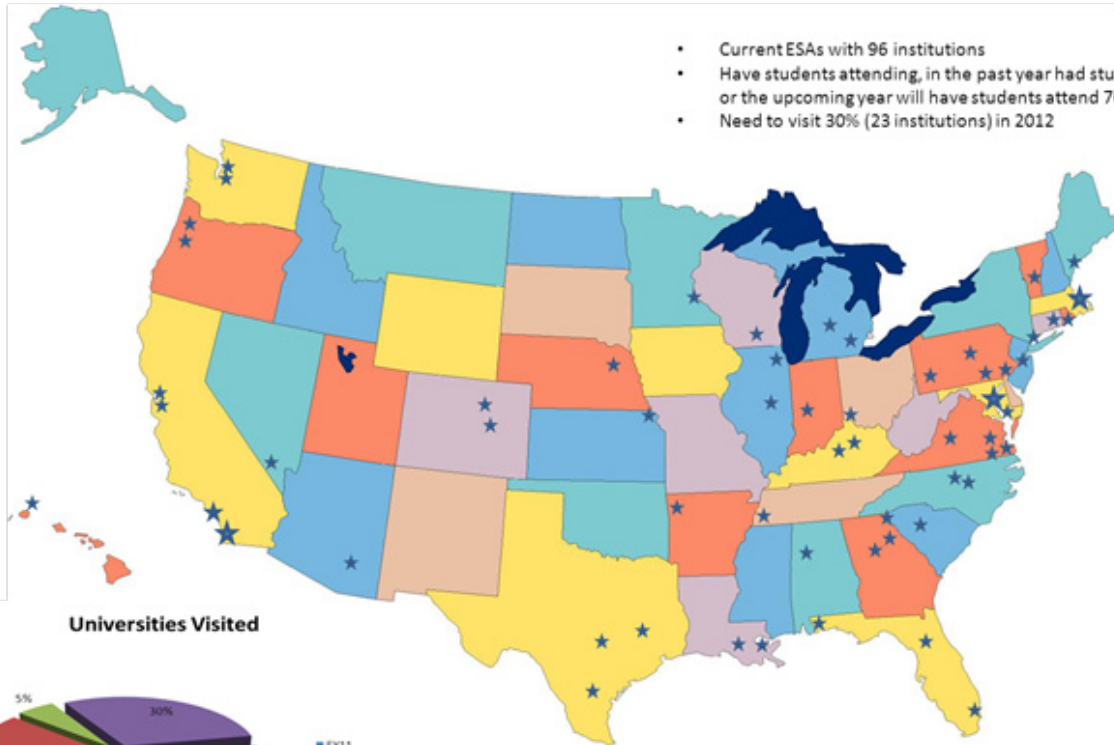


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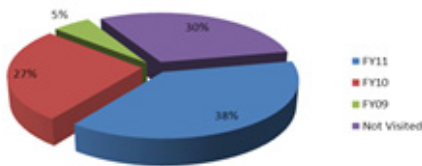
ANNUAL REPORT & STRATEGIC PLAN AY2012



★ CIVINS Universities



Universities Visited



SCHOOL VISITS PLANNED/EXECUTED FY12

Northern California

- University of California, Berkeley, Jesuit School of Theology, Stanford University

Southern California

- University of California, Los Angeles, University of Southern California, University of California, Irvine, California State University, Northridge, San Diego State University, University of California, San Diego, University of San Diego, California Western School of Law.

Midwest/AFIT

- Indiana University, Bloomington, University of Kentucky, University of Cincinnati, Air Force Institute of Technology, University of Michigan, Michigan State University, Cooley Law School.

New England

- Boston College, Boston University, Tufts University, University of Connecticut, Vermont Law School

Southeast

- North Carolina State University, University of North Carolina (in conjunction with Quota Conference)

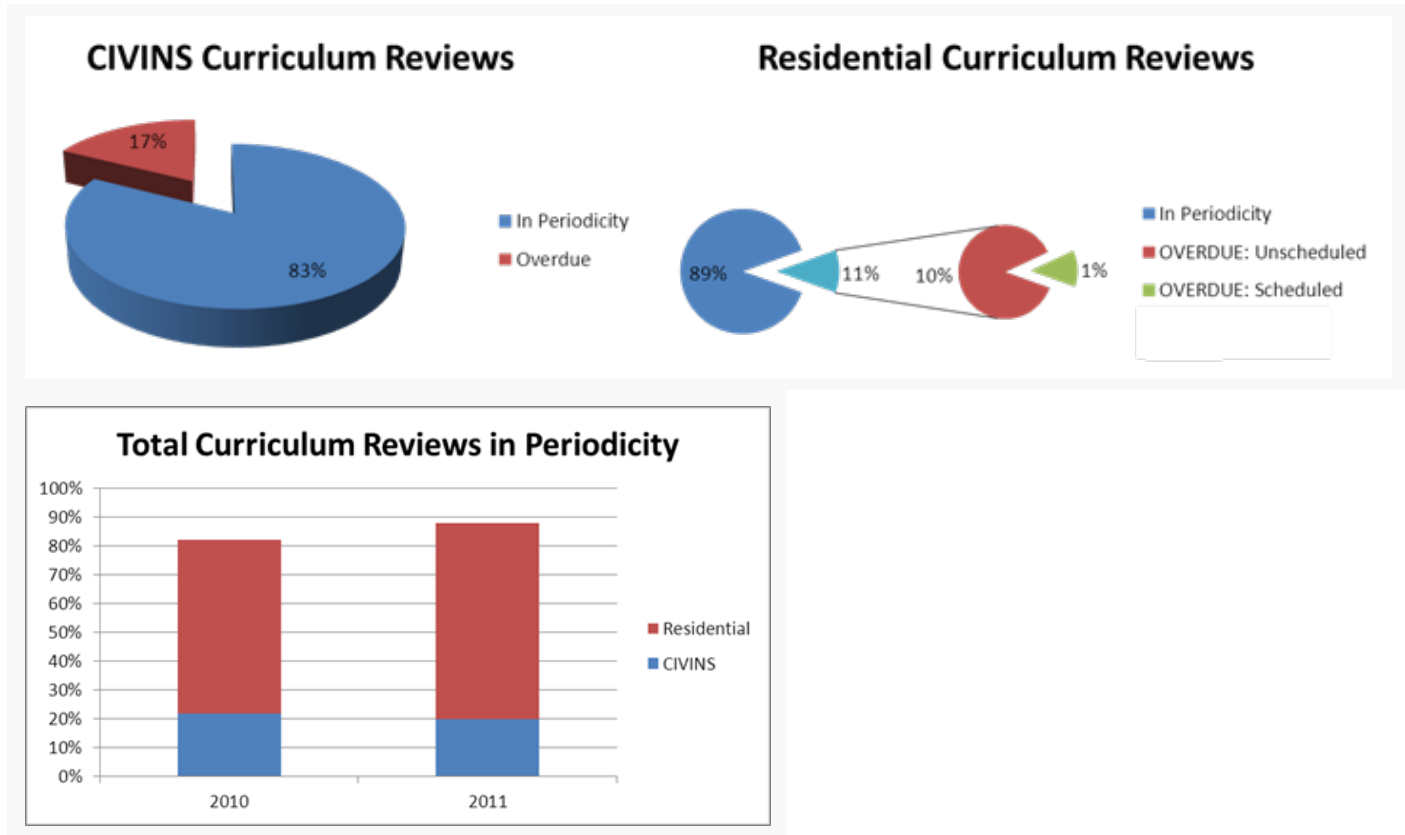
Projected Total Cost: \$21,500.00

ACADEMIC AFFAIRS

ANNUAL REPORT & STRATEGIC PLAN AY2012



CURRICULUM REVIEWS



METRICS FOR FY12

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
- # transcripts processed/outstanding
- # Feedback on Quality of Education reports received

NPS GRAD ED PROMOTION:

- % of CIVINS University visits conducted during the current FY



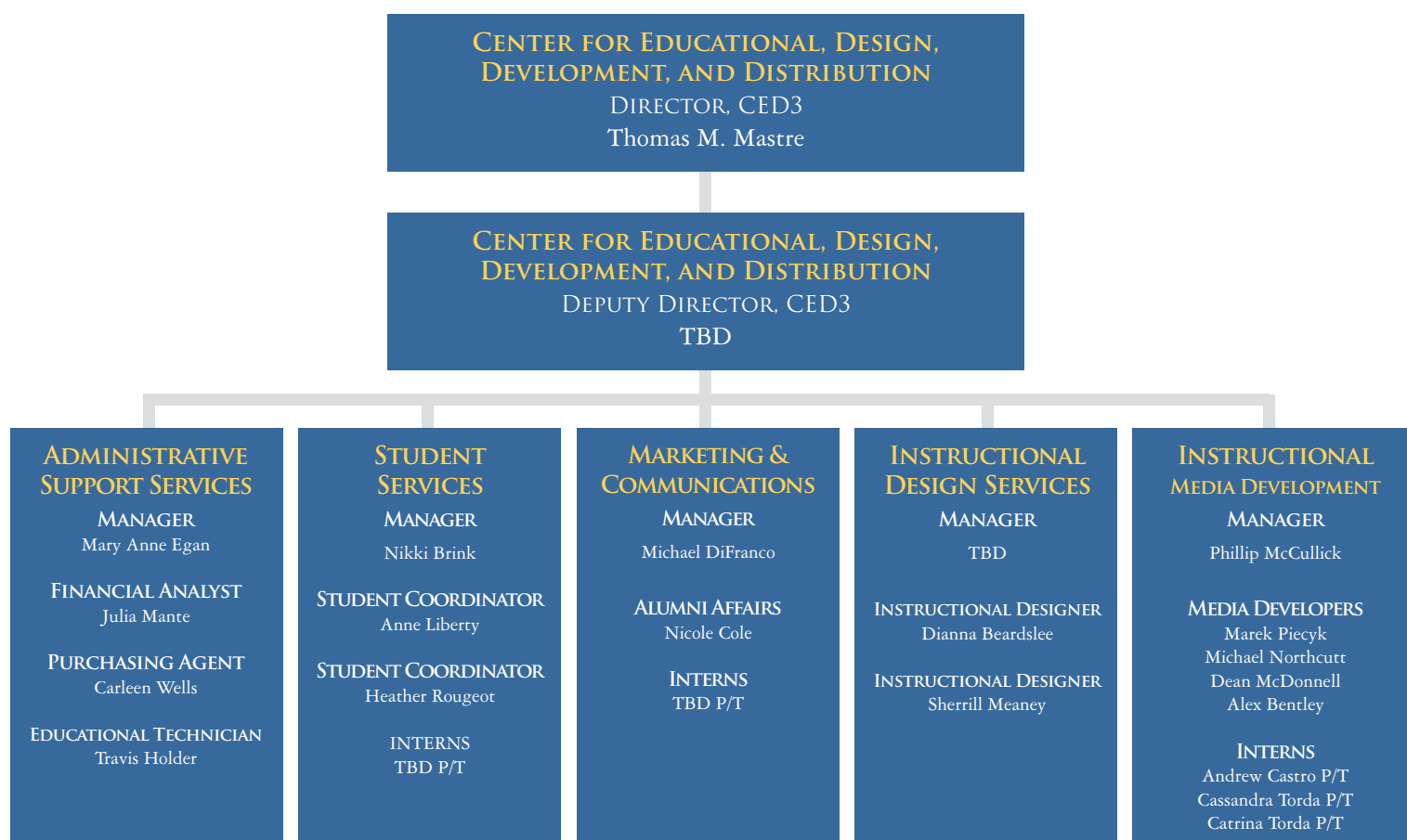
CENTER FOR EDUCATIONAL, DESIGN, DEVELOPMENT & DISTRIBUTION STRATEGIC PLAN FY2012

PRIMARY ACTIVITIES

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, Programmatic Student Support Services, Instructional Design Services, Instructional Media Development, and Marketing and Communications.





PRINCIPAL 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

Instructional designers (ID) meet with NPS faculty and program leads to identify, problem-solve, and plan for the design of effective media and to assist with the overall design of course materials. Instructional solutions include the planning and development of interactive media, learning tools, videos, and presentations. Working with faculty, IDs explore new strategies and methodologies to ensure course objectives are met effectively. They apply educational theories, evidenced-based research and best practices to the design of course materials to ensure positive course outcomes; and explore new technologies to discover and suggest ways that might help faculty manage and deliver their materials efficiently.

STRATEGIC GOALS

IDs will continue to support the needs of NPS faculty and programs in the design of effective instruction by providing instructional needs analysis, course planning, and the design and development of educational materials.

INSTRUCTIONAL DESIGN INITIATIVES AND ACCOMPLISHMENTS FOR FY11

(Initiative | Accomplishments)

Continue faculty support for course development.

- Provided approximately 150 individual and group consultations.
- Delivered nearly 140 media projects.
- Researched and offered solutions to instructional problems as needed.

Plan, develop and facilitate the execution of video projects plans, scripts, storyboards and videotaping.

- Created “edumercials” for the Masters of Cost Estimation and Analysis DL program, the HSI Master’s Degree Program and the Maritime Security residence program.
- Assisted with and developed project plans and scripts as needed for the completion of nearly 150 videos. This included the video taping of classroom guest speakers.

Identify faculty and program needs and develop appropriate and effective tutorials and resources to meet those needs.

- Updated HTML template pages for improved sustainability within the NPS LMS platform.
- Worked with faculty to assess video and other media as an appropriate or reasonable solution for the instructional need.

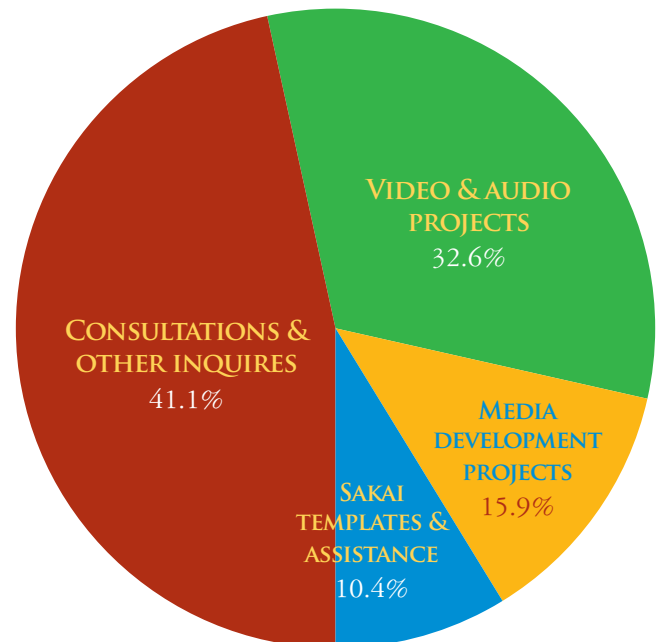


Figure A.1 | Instructional Designer's project breakdown chart



Consult and identify learner needs and assist with the design and development of educational media that will meet those needs.

- Designed and developed a content organizer application called Faethom that can display information in a visual manner. It can be set up to associate links and related content that can lead to more contextualized and deeper learning.
- Designed the Student Participation Evaluation Tool to give students the ability to self-assess the quality of their ongoing discussion contributions, identify peers who have contributed to their learning, and provide instructors with the ability to comment and save the data for student and course evaluation purposes.
- Assisted faculty in designing and developing frameworks that enable students at a distance to participate in laboratory assignments that are meaningful and necessary for their degree work.

INSTRUCTIONAL DESIGN INITIATIVES FOR FY12

What Instructional Designers hope to accomplish in FY12:

- Implement instructional design models and educational theories in the support of faculty's instructional and course development needs.
- Plan, develop and facilitate the execution of video project plans, scripts, storyboards, and videotaping for distance learning and classroom use.
- Work with faculty to identify course and program needs and to develop appropriate and effective media and other resources to meet those needs.
- Continue to leverage new and existing technologies to support effective NPS instruction.
- Deliver brown bag sessions to demo existing and new tools to faculty.

INSTRUCTIONAL DESIGN METRICS FOR FY12

Metrics for Instructional Designers fall into the areas of needs assessment and course planning, and the resulting educational effectiveness and quality of the course media designed and developed by CED3. Quantity will be measured directly. Quality will be assessed empirically using faculty satisfaction feedback, faculty's continued use of media and tools, and any student feedback provided by faculty.

Metrics for FY12 include the number of:

- Faculty supported in their course development efforts.
- Video projects delivered.
- Online resources and other media developed.
- Media projects designed and delivered to faculty.

B. CED3: MEDIA DEVELOPMENT

PRIMARY ACTIVITIES

- Provide creative and timely solutions to the needs assessment and development of resident and distributed learning content for graduate and professional education.
- Provide 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, websites, banners, audio, video, mobile sites, and web applications for courses and programs.
- Explore new technologies and prototype educational media using these technologies.

MEDIA DEVELOPMENT INITIATIVES AND ACCOMPLISHMENTS FOR FY11

(Initiative | Accomplishments)

Improve video and audio capturing and editing

- Edumercials created for Secure Communications, MCEA, Maritime, and HSI Masters
- Video shoot and publishing of 49 events, including Radar Lab tutorials and a week-long multi room conference for AFCEA

Increase awareness of the services we offer

- Created a team blog at <http://ced3.tumblr.com>

Sakai support, create new tools and templates

- Designed and developed the Learning Module application and the Group Assignment wiki tools
- Created Sakai Skins for DLIFLC, GSBPP, Climate Analysis, and seven seasonal skins for NPS

Improve processes for digital asset management

- Created team resource SharePoint site for documenting processes

Research and implement new web technologies such as HTML5 and mobile support

- Created the EO3404 course for iPad and presented at the International Electronic Design Education Conference

Research and develop native applications for mobile devices

- Created experimental iPhone app for EO3404 course

Other Accomplishments

- Designed two newsletters for DRMI
- Created brochures for CRUSER, NPS DL, M&S Certificate, DL Engineering Acoustics, and FAO
- Logos designed for CRUSER, JWDP, Flag DEV, and CED3 Apps
- Created 12 FAO monthly modules and 36 FAO language modules
- Developed the interface and client side functionality for the remote DFIM lab
- Developed web-based Dialog Visualizer for Applied Math Department

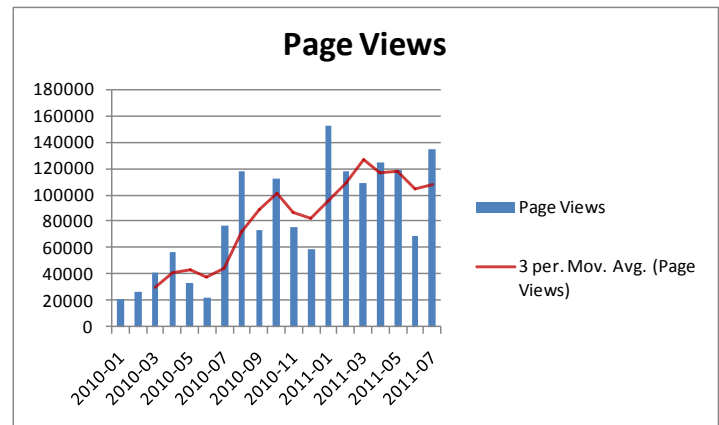


Figure B.1 | Number of Sakai sites hits/views

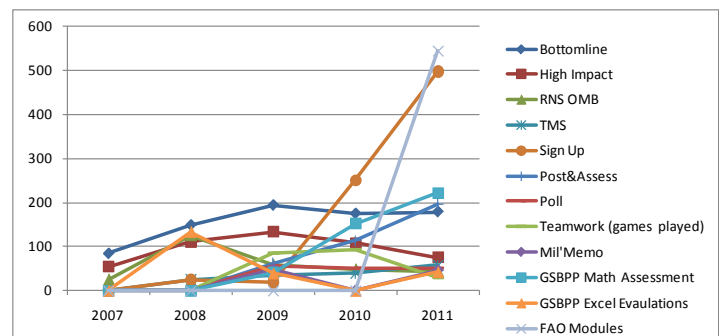


Figure B.2 | Web Application Unique Users



MEDIA DEVELOPMENT INITIATIVES FOR FY12

- Improve web application development practices
- Create a standardized library of design templates, colors, skins, and graphics
- Improve video projects through improved production techniques, enhanced storyboard collaboration, and special effects
- Research and develop tools to enable instructors to create and maintain their own content
- Develop best practices for mobile learning applications
- Research and prototype innovative uses of mobile such as augmented reality and interactive mobile magazines
- Increase awareness of the services we offer

MEDIA DEVELOPMENT METRICS FOR FY12

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 Sakai tools we develop being used?

C. CED3: SUPPORT SERVICES

PRIMARY ACTIVITIES

- Provide superior customer service to CED3 supported programs, students, faculty, and staff.
- Facilitate the integration of program processes into NPS’ standard operating procedure.

STRATEGIC GOAL: SUPPORT SERVICES

- Promoting student and stakeholder success.

SUPPORT SERVICES INITIATIVES AND ACCOMPLISHMENTS FOR FY11

(Initiative | [Accomplishments](#))

Support the creation of a DL/Blended Programs Operations Center

- [Integrated GSBPP and CED3 GDIT staff](#)
- [Coordinated best practices outreach with various departments](#)

ACADEMIC AFFAIRS

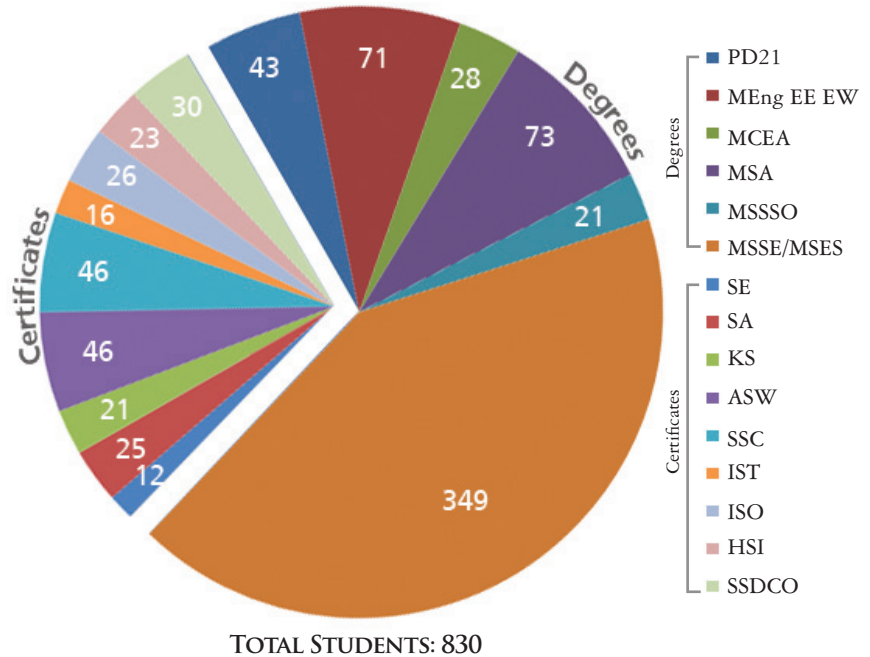
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Provide administrative and logistical support to DL students from application through graduation

- Supported approximately 830 students in six degree and nine certificate programs.
- Coordinated travel and event logistics for on-site and DL orientations, industry visits, and graduation for CED3 supported programs.
- Continued coordination and support of approximately 101 VTC sites by gathering and disseminating information with applicants, students, departments, site managers, sponsors, and NPS VTE department for finalization of room scheduling
- Responded to approximately 400 calls to the CED Student Coordinator main telephone line
- Successfully managed the on-time distribution of all required course materials to CED3 supported students with command funded textbooks.
 - Shipped 3,374 course materials to 852 sites
- FY11 Graduates: 218 Certificate students, 205 Degree students

Figure C.1
CED3 SUPPORTED STUDENTS
BY PROGRAM | FY11



Improve information access for DL/Blended students

- Welcome Email and DL Student Handbook provided to all new CED3 supported students
- DL Student Handbook posted to NPS website
- Quarterly informational reminder emails sent to all CED3 supported DL students

Collaborate with NPS DL stakeholders to streamline DL processes

- Assisted in developing new Participation Agreement to replace Command Endorsement
- Implementing and managing new VTE Long Range View
- Member of the DLAC and DLAC Operations Working Group

Implement CED3 Student Database

- Phase 1 (Student Records Management) completed - Employed the use of the database to increase efficiency and accuracy of student records; produced internal and external reports on demand.
- Phase 2 (Textbook Management) in development

Redesign CED3 Student Services Web pages

- Basic structure completed



ADDITIONAL ACCOMPLISHMENTS FOR FY11

- Coordinated textbook requirements for and provided support to 90 instructors who taught 249 classes in FY11

SUPPORT SERVICES INITIATIVES FOR FY12

- Provide administrative and logistical support to DL students from application through graduation
- Improve efficiency of information access and reporting through database upgrades
- Work towards centralization of processes where applicable across the NPS DL community
- Support the creation of a DL/Blended Programs Operations Center
- 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
- Continue redesign of DL Web pages
- Collaborate with NPS DL stakeholders to streamline DL processes
- Continue development of CED3 database with textbook functionality

SUPPORT SERVICES METRICS FOR FY12

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.
- Coordinate VTE sites earlier in the quarter to assist NPS VTE schedulers
- Update Distance Learning Student Handbook annually by requesting input from DL Program Managers, Distributed Program Offices, ITACS, Library, and other appropriate stakeholders.
- 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

- Provide administrative support in the areas of budgeting, contracting, purchasing and travel so that NPS program managers can focus on and achieve their mission requirements.
- Ensure financial data is accurate, timely and responsive to the customers' particular needs for data.
- Provide superior support as CED3 purchasing agent to ensure procurements are in a timely manner, comply with all CED3/NPS/DoD policies and regulations, and meet the customers' needs.
- Efficiently handle and minimize ad hoc requests by introducing systems and processes in the areas of responsibility.
- Create & disseminate systems and processes, procedures, resource lists and FAQs.
- Disseminate new and updated CED3/NPS/DoD policies and procedures.
- Be CED3's contracting expert in order to respond promptly and accurately to customers' needs.



PRIMARY ACTIVITIES [CONT.]

- Act as CED3's travel expert, supporting all travel processes to CED3 and customers.
- Ensure that all CED3 employees are properly and promptly oriented to the department in order to maximize productivity and increase retention.

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 AND ACCOMPLISHMENTS FOR FY11

(Initiative | Accomplishments)

Build a recording studio and equip it with the latest video and lighting hardware in the market.

- Built a recording studio and equipped it with the latest video and lighting hardware in the market.

Create "Tuition Fee Collection" database.

- Database subject matter expert (SME) suggested to look for another solution instead of creating a database

Hire a GS-09 SPFA to take over accounts receivable/tuition collection functions; financial data, contract management, and act as Administrative Officer back up.

- Hired a GS-09 Financial Analyst to take over accounts receivable/tuition collection functions, financial data, contract management, and act as Administrative Officer back up.

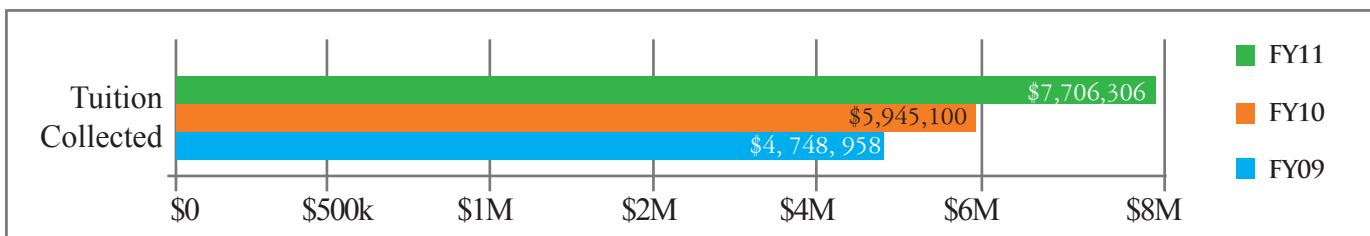


Figure D.1 | Shows tuition collected increase from FY09 to FY11.

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.

- Renovated Knox 154 by enclosing the conference room with a floor to ceiling privacy wall
- Installed a 2x2 Video Wall system with VTC and Elluminate capability;
- Procured and installed a storage system for the video and lighting equipments
- Installed an energy-saving LED lighting system.

Collaborate with AFIT on bursar function smart practices and procedures. Research bursar functions at DAU and other DoD activities.

- Actively participated in the Bursar Function Group and the DLAC Operations Working group with some collaboration with AFIT.
- Research on bursar functions at DAU and other DoD activities still on going

ACADEMIC AFFAIRS

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Encourage and support Admin staff to attend professional development trainings.

- Admin staff attended several professional development trainings offered by the Staff Development Council

Additional accomplishments for FY11:

- Total tuition collected \$7,706,306. Processed over 500 funding documents. Started collecting tuition for the MCEA Program in the Spring and in the Summer for the MEng(EE) and MSEE Programs
- Managed over \$9.13M budget
- Upgraded and furnished a second classroom in DPO San Diego
- Secured internet service for SE Offices in Patuxent River, Maryland
- Organized and coordinated travel for 60+ PD21/SE students and faculty attending the 2011 INCOSE Symposium in Denver, Colorado and for new incoming and graduating PD21 students.
- Processed 186 buys with a total cost of \$343,510, supporting CED3, Academic Affairs, Academic Administration, Outreach offices, and Faculty Development.
- Procured 1008 textbooks (approximately 2016 pounds/1.008 tons)
- Issued, recorded, and tracked, 41 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.
- Recorded, inventoried and tagged 32 new minor properties. Excessed 31 pieces of equipment and furniture.
- Updated and reconciled CED3 and customers' accounts on KFS/DMAS daily
- Provided tuition and tuition assistance information to sponsors, current and prospective sponsors and DL students
- Successfully processed Option Year Four of the CED3 DLSS/GDIT contract.

INITIATIVES FOR FY12

- Process solicitation for a new DL support services contract
- Manage and orchestrate NPS DPO San Diego's move from the "wet" side to the "dry" side of 32nd Street Naval Base San Diego.
- Coordinate DPO Norfolk CR/Classroom upgrade
- Create a tuition/funding document FAQ and Bursar "cheat" sheet
- Complete Contracting Officer's Representative (COR) Training Course
- Continue to encourage Admin staff to attend a least one professional development training annually
- Collaborate with AFIT on bursar function smart practices and procedures. Research bursar functions at DAU and other DOD activities.

METRICS FOR FY12

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?"

- Award new support services contract by March 31, 2012
- Complete NPS DPO San Diego's move by 9/30/2012
- Finish upgrading DPO Norfolk's classroom by 9/30/12.
- Accomplish creation of tuition/funding document FAQ and Bursar "cheat" sheet no later than 09/30/2012.
- Execute COR training by 3/31/2012.
- Each Admin staff will attend one professional development training annually.
- Submit report on AFIT and other DoD activities, bursar function, best practices, and procedures.



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 programmatic awareness.

MARKETING AND COMMUNICATIONS INITIATIVES AND ACCOMPLISHMENTS FOR FY11

(Initiative | Accomplishments)

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.

- 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
- Developed NPS DL website “site map” with inputs from stakeholders. Wireframe in development at NPS ITACS. Stronger, more user-friendly web experience on par with comparable resident information pages to be launched Q2, FY12.

Communicate CED3 support functions face-to-face with every NPS department bi-annually

- Face-to-face postponed until CED3 Marketing Plan developed
- Developing CED3 Marketing Plan with goals of identifying audiences for services, writing key messages for each CED3 department, identifying strategies to reach key audiences, developing tactics to support those strategies, and defining evaluation techniques to maintain effectiveness.

Develop and maintain DoD-wide reach in promotions of ALL supported NPS Programs.

- 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.

Maintain and update all supported resident and non-resident NPS Program marketing materials with direction from PMs.

- Maintained and updated all CED3 supported resident and non-resident NPS Program tri-fold brochures (37) with direction from PMs. Coordinated design and production of new brochures (9).
- Coordinated and delivered CED3 video productions services upon request; 14 completed projects.

ACADEMIC AFFAIRS

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MARKETING AND COMMUNICATIONS INITIATIVES FOR FY12

- Release CED3 Marketing Plan across NPS to be considered for standard template in designing other program plans.
- Personally deliver CED3 key messages and menu of services to all NPS academic programs.
- Incorporate Alumni outreach as MARCOM back end service.
- Launch NPS DL web pages in NPS Content Management System Q2, FY12.
- Maintain DoD-wide reach in promotions of all supported NPS academic 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.

MARKETING AND COMMUNICATIONS METRICS FOR FY12

- Has CED3 Marketing Plan reached entire NPS institution?
- Have all NPS academic programs been reached?
- Has an Alumni outreach program been developed and distributed to clients?
- Has all web content been transitioned to new CMS?
- 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?



Figure E.1 | Sampling of CED3 developed brochures, posters, newsletters, and logos.



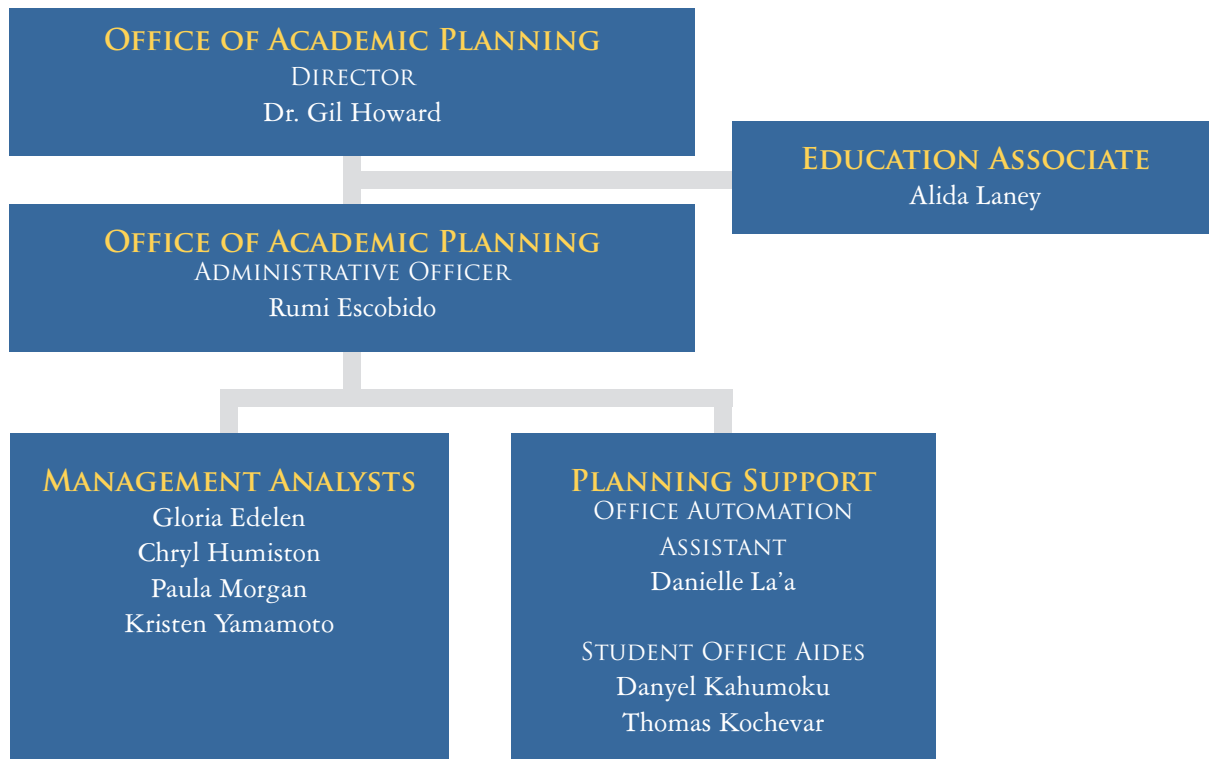
ACADEMIC PLANNING ANNUAL REPORT & STRATEGIC PLAN

MISSION

Academic Planning (AP) supports NPS leadership, administrators, and faculty in planning and managing NPS faculty and academic financial and human resources.

ORGANIZATION

The Office of Academic Planning is a sub-unit of Academic Affairs. The Director of Academic Planning reports directly to the Vice Provost for Academic Affairs. In addition to the Director, Academic Planning is comprised of a Deputy Director, an Education Associate, four Management Analysts, one Office Assistant, and two student aides (intermittent-summer).



PRIMARY ACTIVITIES

Academic Planning provides data and analyses in support of academic budgeting and financial management, and oversees and administers a broad scope of faculty programs and supporting activities. AP's primary activities are:

Faculty Appointments, Pay Management, Personnel Actions

- AD Faculty Hiring and Renewals (Tenure-track & Non-Tenure-track)
- Other AD Faculty Appointments (Dean, Chair, Joint Appointment, Academic Associate, etc.)
- Other non-AD Faculty Appointments (Courtesy & Military Faculty)



Faculty Management

- Annual Pay, Incentives, and Awards
- Sabbatical Administration
- Telework Agreements
- J-1 Visa

Programs

- Research Assistant Part-Time Study Program (RA-PTSP)

Academic Resources (Budget and Execution)

- Data and Analyses for Academic Budgeting
- Monitor Academic Labor Execution

Reporting

- Faculty Database, Design, and Data Maintenance
- Faculty Summary Reports
- Cost and FTE Reports

GOALS

AP is committed to:

- Support the President and Provost to develop and execute policies and procedures for effective management of NPS faculty and academic resources and programs.
- Support the Academic Deans, Chairs, and Directors in faculty administration, e.g., hiring, appointment renewals, promotions, pay changes, incentives, and awards.
- Support the general faculty by serving as the central NPS office for all faculty management programs and business, e.g., pay, telework, sabbatical administration, RA-PTSP, etc.
- Support all NPS activities through effective faculty data reporting.

WORKLOAD METRICS FOR AY11 (DATA COMPILED 12/8/11)

Sampling of measurable AP workload for AY11:

- Number of Requests to Recruit processed = 104
- Number of new faculty appointments in 2011:
 - TT = 17
 - NTT = 98
- Number of faculty appointment renewals:
 - TT = 49
 - NTT = 317
- Number of other faculty appointments:
 - Courtesy = 15
 - Joint = 7
 - MILFAC = 4
 - Academic Associates = 40
- Number of Requests for Personnel Actions (RPA) processed (faculty and staff) = 2,068
- Number of Awards processed = 1,300 individual awards and 498 mass awards = 1,798
- Number of J-1 Visa's processed = 33
- Additionally, numerous miscellaneous faculty personnel actions were processed, e.g., appointment as Dean, Chair or Director; realignments; conversions; change in title, work schedule, or name; etc.



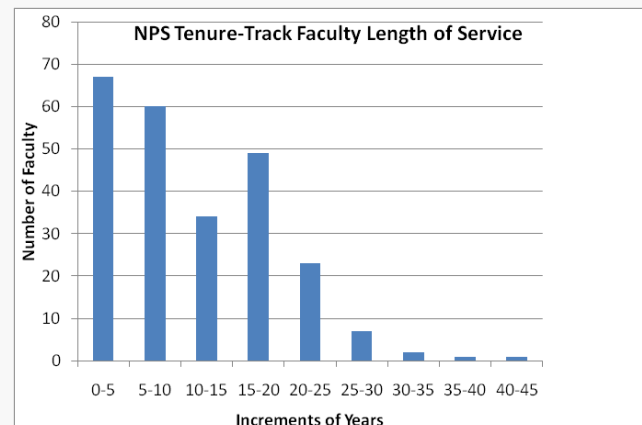
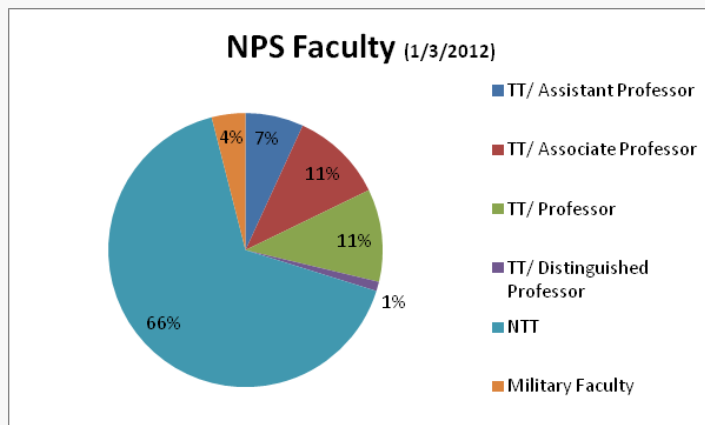
ACCOMPLISHMENTS

- A major project to improve faculty data records was completed.
- A comprehensive NPS Faculty Database, in development stage for nearly a year, is nearing completion with a projected launch date in Spring 2012.
- A wide array of standard and ad hoc reports has been designed and will enhance management's effectiveness in maximizing faculty resources.
- Vacant positions were filled and staff workload was reorganized to provide optimum service to the graduate schools, academic departments, centers and institutes.
- Academic Planning completed a major office relocation, moving from its former location of over 40 years on the mezzanine to its current location in He-061.

INITIATIVES

- Design a new and improved Academic Planning webpage to better support the NPS customer base, containing quick links to forms, templates and information documents.
- Continue and complete a review of faculty hiring policies and faculty titles. Develop clear guidance regarding the criteria for hiring in each series and standards for reappointment decisions.
- Undertake a comprehensive faculty pay study.

Academic Planning is the NPS source of all data for Faculty demographics, for example:





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 professional 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 and DL faculty under the umbrella of PETAL: Promoting Excellence in Teaching to Advance Learning. 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. 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

Professional development programs build 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); instructional coaching and [consultative support](#) for course planning/development and evaluation, The Compass Seminar Series for new faculty orientation, and [special projects and resources](#). These programs assess student learning and document the alignment and effectiveness of programs with the educational mission of NPS. PETAL professional 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.
- Facilitate discussions and discipline-based inquiry about knowledge, content, and the effective practices for teaching and learning within departments, schools, and among faculty 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.

PETAL SERVICES

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
5. Assessments: Teaching and Learning; course and program level effectiveness (formal, informal)
6. Faculty Advancement: Support and resources for new, mid career and senior faculty members



STRATEGIC GOALS FOR AY11

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 AY11

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 AY 11 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

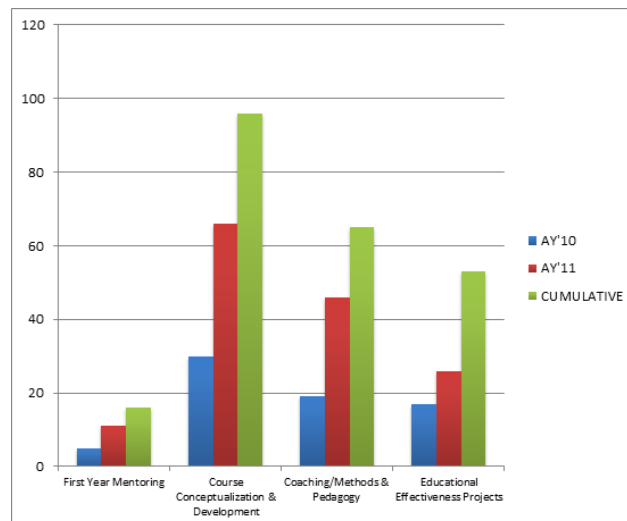
During AY 11 services were delivered primarily through sustained individual and small group interactions conducted f2f and via Elluminate sessions. Evening faculty development services, scheduled by appointment, received positive feedback and will continue during AY12

and pedagogy. Departments and schools also requested assistance and support for special accreditation projects to improve instruction and assessment practices that will continue into AY12. Increasingly, instructor needs and requests for assistance involve customized support and different modes of interaction to optimize the benefits/accessibility of professional development services.

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.

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.



N= AY11 168

This chart compares the faculty participation in PETAL programs and services at the conclusion of AY11.

AY 11 HIGHLIGHTS & ACCOMPLISHMENTS ORIENTATION

Compass Seminar for New Faculty: The Compass Seminar is the only campus wide orientation program for faculty at NPS. The Compass Seminar provides important information about relevant topics for new faculty. As such, it supports the school and department based orientation programs. This program continues to evolve since its introduction in AY09. (Although the feedback from participants remains positive, the overall attendance of faculty represents 25% of eligible new faculty.)

ACADEMIC AFFAIRS

ANNUAL REPORT & STRATEGIC PLAN AY2012



During AY10 & 11, the content and delivery format was again evaluated to ensure that it is relevant to the needs of new faculty and offered as an E-Week event. The Compass Seminar features a blend of web-based materials and the face-to-face seminar followed by small group events—making it accessible to greater numbers of eligible faculty.

The Compass Seminar was offered as an E-Week Activity, 21 September 2011. Twenty-two new faculty attended this half-day seminar. Already, six of the new faculty enrolled in short courses or initiated course development support and instructional coaching during Fall Quarter AY12.

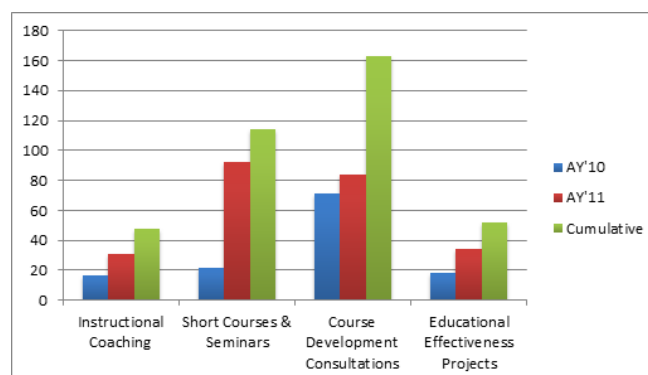
CONSULTATION: INDIVIDUAL SUPPORT

Individual Consultation Experiences (ICE) provide resources and support for faculty teaching in resident and nonresident degree and certificate programs. Individual professional development

During AY11, thirty-one faculty initiated investigations/ professional development projects were completed.

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.



N= 241

Core services are strengthening the connections between teaching and learning.

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 AY11 short courses, independent study, & 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.

Sixty-six faculty completed Foundations for Teaching and Learning during AY11.



WORKSHOPS, CUSTOM PROGRAMS AND SERVICES

- Roundtable Seminars: Department and campus wide facilitated theory/ practice discussions about teaching, learning, and assessments.
 - Put Your Teaching on the Map: Winter AY 11 (12 attendees)
 - Significant Learning: Spring AY11 (8 attendees)
 - Multiple Assessments: Spring AY11 (6 attendees)
 - Learning Spaces: Summer AY11 (9 attendees)



- Systems Engineering:
 - Customized consultations with embedded faculty teaching DL Programs
 - Graduate Success Seminar for DL students (4 cohorts)
 - ‘Elluminate Live’ Session of FTL for non-resident faculty development. (10 attendees)
- GSBPP: continued Pre Planning Quarter PPQ
 - Individualized consultation and coordination of activities to prepare for successful teaching in DL and resident programs.
 - AOL assistance

EDUCATIONAL EFFECTIVENESS PROJECTS

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 AY11, Academic Affairs provided sustained professional development and financial resources in support of school and department initiated effectiveness projects.

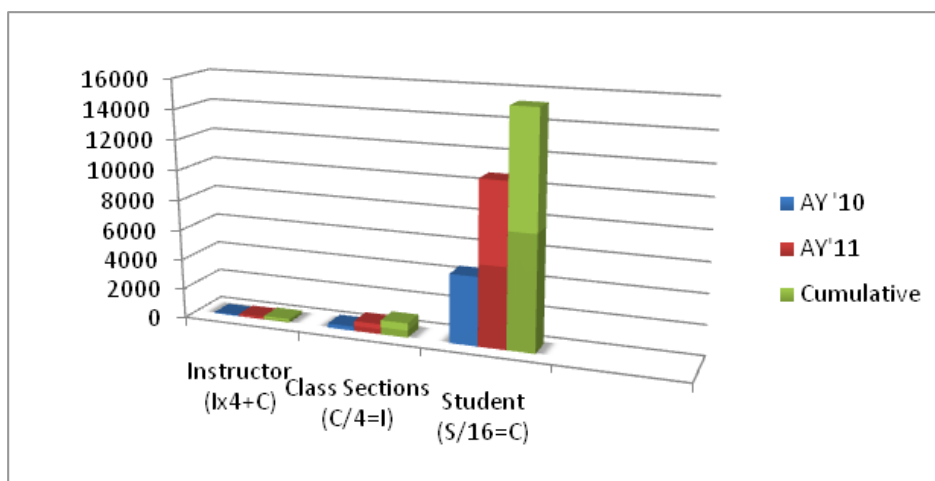
- SE Projects
 - CDIO Alignment and RT 19 Curriculum Redesign
- GSBPP
 - Accreditation Initiatives: AOL Core-plus Embedded Assessments

During AY11, 23 courses were re-conceptualized and enhanced through expanded learning spaces and improved technology/ pedagogy integration. These projects leveraged technology to extend learning spaces and the use of Sakai to improve instruction.

ASSESSMENTS

During AY11, feedback about teaching and learning the formal and informal assessments of programmatic and classroom effectiveness were prioritized as NPS completed the WASC Educational Effectiveness Accreditation Review.

- 27 faculty in developed and introduced classroom assessment practices (CAP)—providing and collecting formative interval feedback to improve both learning and instruction.



Instructors report that the use of classroom assessment practices (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.

Faculty Contact A 'first look' at potential impact on instruction and learning.

AY11 Contact: Instructors 168; | Classes 668; Students 10,686



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.
 - AY12 Theme: How Learning Works... What Learning Looks Like!
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 a 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 in AY12:
 - Ongoing support for the Graduate Success Seminar (SE curriculum)
 - Advance preparation for program Substantive Change Reviews WASC
 - Fall session FTL: (14 attendees)
 - Roundtable Book Seminar (16 attendees)

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.
- Instructional Impact
 - Class impact: Instructor (‘N’) x 4(average classes taught per year)
 - Student impact: Students (avg. ‘N’/class) x class sections



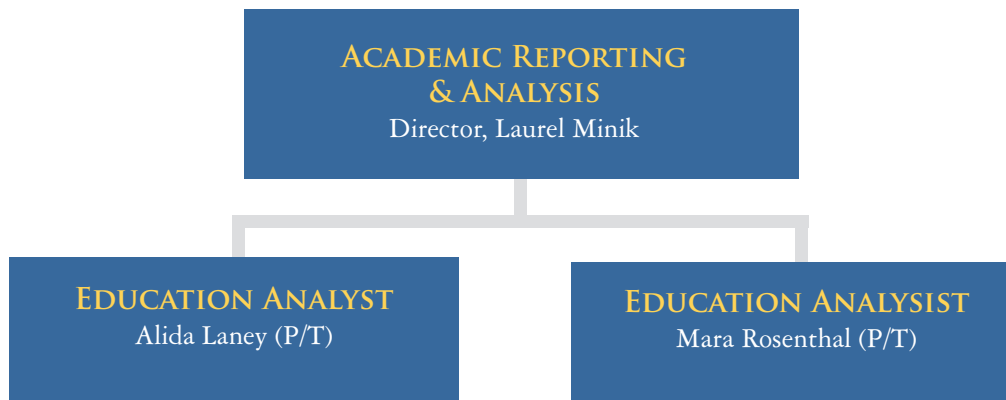
ACADEMIC REPORTING AND ANALYSIS ANNUAL REPORT

MISSION

The mission of Academic Reporting and Analysis is to support academic operations of the University through providing academic reports and analysis. Academic Reporting and Analysis provides a portfolio of systematic and on demand academic reports and analysis to facilitate effective decision making, resourcing and management of academic programs.

ORGANIZATION

Academic Reporting & Analysis is a sub-unit of Academic Affairs, with the Director reporting to the Vice Provost for Academic Affairs. Additionally, there are two part-time analysts in this department.



PRINCIPAL ACTIVITIES

Academic Reporting & Analysis has six areas of activity:

- Student Reporting: Provide analytical support for enrollment management including enrollment patterns and trends, enrollment projections, and quota analysis.
- Instructional Operations: Provide a variety of reports portraying NPS' instructional activities. Provide instruction reports addressing instruction operations in departments, schools, by resident, distance learning, degree, and certificate areas.
- Academic Assessment: Provide a series of reports that systematically examine multiple areas such as instruction, student learning outcomes, and student engagement to determine their effects and/or opportunities for improvement.
- Academic Resourcing: Provide academic reports and analysis to support NPS programming and budgeting.



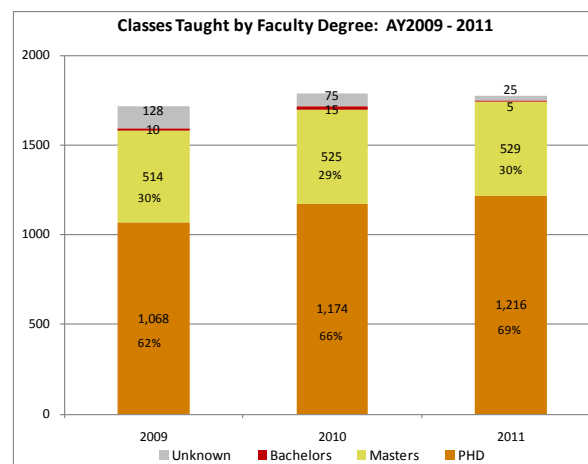
- Academic information systems: Represent Academic Affairs in the development and improvement of various academic information systems.
- Communications: Publish and distribute systematic and on demand reports and analysis for campus constituents. Additionally, communicate and circulate academic program information in the form of a quarterly newsletter.

STRATEGIC GOALS

Goal #1: Promote advancement of Educational Effectiveness at NPS by providing analytical support to the academic programs, fostering continuous improvement.

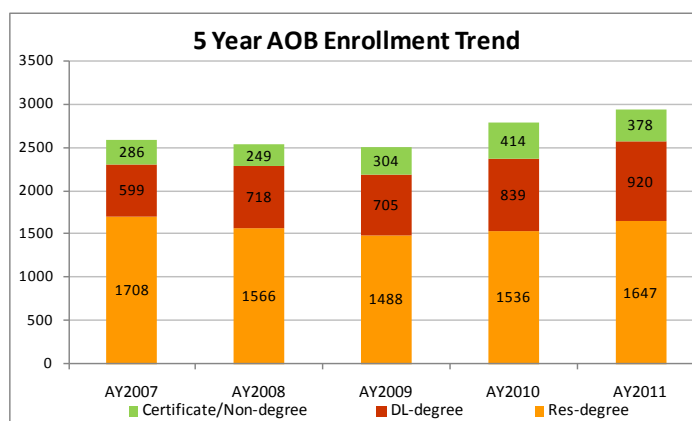
Goal #2: Develop and communicate reports, analyses, and studies to support academic operations and decision-making.

Goal #3: Support Academic Affairs' mission of achieving operational excellence related to academic programs through supporting the development of strategic plans and academic budget.



FY11 ACCOMPLISHMENTS

- Created an intranet website as a repository and communication medium of the collective academic reports and analyses.
- Developed and reported a number of metrics/reports supporting educational effectiveness. Reported Capstone Assessment across all NPS departments and programs. Conducted analysis of Student Preparation. Reported the NPS Student Engagement Index, a framework for measuring student outcomes.
- Developed an automated report using Python (student information system) for statistical analysis of professor's SOF (student opinion forms) scores. The report complete with graphs is part of a package assembled for professors undergoing the promotion and tenure process.
- Created a portfolio of academic program metrics used in the strategic planning process to be updated annually.
- Collaborated with the Python Integrity Group as well as Academic Administration to create fields in Python that promote an enhanced illustration of student information.
- Produced and circulated Academic Affairs' portfolio of standard reports:
 - Quarterly Enrollment Reports
 - Annual AOB
 - Quarterly Instruction Reports
 - Annual Instruction Report
 - DL Program Course Report
 - Short Course Report
 - Quota Plan Analysis
 - Annual Professor Promotion and Tenure SOF Statistical Analyses
 - Quarterly Departmental SOF Reports
 - Annual SOF Analysis
 - Annual Grade Analysis
 - Annual Capstone Assessment Report
 - Annual Student Engagement Reports





FY12 INITIATIVES

- Continue further development of necessary academic reports, including the development of an “off-the-shelf” Academic Brief, student cost analysis, and a comprehensive short course report.
- Maintain and update the Academic Affairs Reporting intranet website to reflect new analyses, reports, graphs, etc in an effort to communicate relevant academic program information.
- Improve and complete the development of the Academic Policy website with the goal of being a single place repository of all official (and semi-official) policy, instructions and guidance that relate specifically to NPS education programs.
- Conduct analyses of Quali Student modules comparing to the NPS setting, specifically the Python database.



NAVAL POSTGRADUATE SCHOOL