2013

Academic Affairs Annual Report & Strategic Plan 2013

Monterey, California: Naval Postgraduate School

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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 new strategic plan, “Solutions for a Complex Security Environment.” 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
- Office of Faculty Development – Annual Report & Strategic Plan
- Academic Reporting & Analysis Department – Annual Report & Strategic Plan

This AA annual report and plan should be viewed in the context of NPS’ developing strategic plan, “Solutions for a Complex Security Environment.” A few key elements of NPS’ plan are reprinted here to provide background to this AA plan.

NPS STRATEGIC PLAN: SOLUTIONS FOR A COMPLEX SECURITY ENVIRONMENT

THE NPS MISSION STATEMENT
The Naval Postgraduate School provides transformative education and advanced research programs to increase the combat effectiveness of the Navy and Marine Corps, and other Armed Forces of the U.S. and the security of the Nation and its global partners.

THE NPS VISION
The Naval Postgraduate School develops creative, technologically informed graduates and solutions for a complex and uncertain global security environment.

NPS STRATEGIC INITIATIVES

Goal 1: Ensure NPS graduates continue to have the transformative education and research experiences required for them to meet present and future threats to national and global security.
Goal 2: Sustain and Enhance Excellence in Scholarship.
Goal 3: Leverage the Navy’s Investment in Graduate Education
Goal 4: Relentlessly Pursue Institutional Effectiveness
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 with each of NPS’ strategic goals.

AA Role in NPS Goal 1: Transformative Education: AA has a principal responsibility for promoting continuous improvement and assuring the quality and relevance of NPS graduate education programs. AA assists the development of NPS’ education strategy in support of the Navy education strategy. The AA functions associated with accreditation, academic policy, curriculum relevance, program review, and educational assessment relate directly to this NPS strategic goal.

AA Role in NPS Goal 2: Excellence in Scholarship: AA has responsibility for supporting the hiring and development of NPS’ world class faculty. The AA functions associated with academic policy, faculty and instructional development, faculty recruiting and retention, and support for NPS’ educational infrastructure relate directly to this NPS strategic goal.

AA Role in NPS Goal 3: Leverage Graduate Education: 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, sponsored education policy and processes, outreach and program support, distance learning delivery, and instructional innovation relate directly to this NPS strategic goal.

AA Role in NPS Goal 4: Institutional Effectiveness: 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 reporting, academic support services (e.g., registrar, admissions, scheduling, student systems, academic planning), and distributed learning delivery relate directly to this NPS strategic goal.

AA ORGANIZATION
Academic Affairs reports to the Office of President, works in direct support of the Provost, and supports the academic programs in NPS’ four graduate schools. 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.

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 and Faculty Support Services
AA ORGANIZATIONAL FUNCTIONS [CONT.]

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

Office of Director of Programs (DoP)
- Navy Graduate Education Policy
- NPS Curriculum Review
- Navy Graduate Education Quota Management
- Navy Civilians Institutions Program (CIVINS)
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 FY13 BUDGET

Academic Affairs’ total FY13 budget is approximately $15.2 Million, a reduction of $1M from the $16.2M provided in FY12. 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 $15.2M AA budget provides $4.4M (29%) to the AA Office, principally for programs, and $10.8M (71%) among the major AA Departments, principally for academic support services.

More importantly, however, is where the AA funds are ultimately executed and for what purposes. Of the $15.2M, about $5.6M ($36%) is provided for the Civilian Institutions Program (CIVINS), operated by NPS (with AA/DOP 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. These funds for CIVINS are down slightly from the $5.7M provided in FY12.

Another $2.3M (15%) 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 $.3M), for Educational Effectiveness programs (faculty, course development and accreditation support; about $1.5M), Faculty Programs (about $.5M) and for support to specific academic programs (about $1.2M). The Academic PassThru Programs chart provides additional detail. Collectively, academic passthroughs are reduced significantly in FY13 from the $4.5M available in FY12.

After passthru programs, $7.3M (48%) remains and is executed directly within AA, principally on personnel, providing the range of academic support services in the AA departments.
CADEMIC AFFAIRS PRINCIPLES AND VISION

A 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 honor, courage, 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. We demonstrate NPS core value of teamwork.
- **Alignment**: We support the mission of NPS. We support NPS' strategic directions.
- **Effectiveness**: We are committed to effective operational and 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.

A VISION FOR NPS GRADUATE EDUCATION

- NPS is responsive and effective in satisfying Naval education requirements.
- NPS provides a transformative educational experience.
- 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 routinely sought for the most demanding and important positions due to their education and skill in critical thinking; their relevant, technical acumen; and their ability to increase military effectiveness.
- NPS is committed to academic excellence while maintaining military relevance.

CADEMIC AFFAIRS STRATEGIC GOALS AND INITIATIVES

CADEMNIC Affairs mission, functions, focus and initiatives coalesce into five broad areas of activity — and we corresponding goals:

A GOAL 1: ADVANCE EDUCATIONAL EFFECTIVENESS AT NPS

The term Educational Effectiveness has general meaning in and of itself (quality education), but it is also 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, Transformative Education, and goal 2, Excellence in Scholarship, coincide directly with one of the four WASC criteria for review, that of Creating an Organization Committed to Learning and Improvement.

A 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 educators.)
- Are our students learning it? (Educational objectives and outcomes are identified 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: AY12 ACTIVITIES AND ACCOMPLISHMENTS:
AA AY12 activities in support of Advancing Educational Effectiveness included:

- **WASC Accreditation**: As WASC co-chair, and in conjunction with the WASC Planning Group, developed framework, initiated planning and actions for the 2014 WASC interim report.

- **Curriculum Review**: Through efforts of the Director of Programs, revitalized the Curriculum Review process, significantly improving Curriculum Review completion rate, with Navy curricula at near 100%. Implemented Curriculum Review policy for certificate and non-Navy-sponsor degree programs. Incorporation of N15 into the curriculum review process. In conjunction with N15 & N2/N6, piloted alternative curriculum assessment process.

- **Academic Program Review**: With now full institutionalization of the APR process, completed APR closure process for AY11 APRs for Mathematics and Meteorology Departments. Re-initiated and completed APR for Defense Analysis. Initiated APR for Information Sciences.

- **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 eight NRPs reviewed by President's 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. Developed honorarium program for successful faculty participation. Successfully piloted new format for faculty development courses—as mini-courses on selected education and instruction topics. Developed and piloted the ALOHA program (Aligning Learner Outcomes for Holistic Assessment). Provided faculty development support (courses, coaching, consultations) to over 200 faculty across the four NPS schools. See later section on Faculty Development.

- **Learning Assessment**: Further implemented Capstone Assessment across all NPS departments and programs. Employed an NPS Student Engagement Index, a framework for measuring student outcomes. Reported/addressed Capstone Assessment findings. Initiated a support program for the development of learning objectives at the course level (ALOHA).

- **Accreditation Reviews**: Completion/continuation of WASC Substantive Change Reviews for new NPS academic programs (MS-HSI, MS-CEA, MS-CSO).

AA GOAL 1: AY13 INITIATIVES:
AY13 current/continuing AA initiatives in support of Advancing Educational Effectiveness include:


- **ABET Accreditation**: Support the GSEAS (MAE, ECE, SE) FY13 preparation for ABET review.

- **Director of Academic Assessment**: Implement this endorsed new position to oversee and coordinate NPS' education assessment initiatives.

- **EESG**: Re-institutionalize 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. Update Review and Assessment profiles for all departments.

- **Curriculum Review**: Continuation of conducting Curriculum Reviews on the expected two-year cycle. Bring up-to-date all remaining Curriculum Reviews not current. In conjunction with N15, participate in the Curriculum Review Task Force, for improving the curriculum review/assessment process.
- **Academic Program Review**: Coordination and support for AY13 APR for the Information Sciences department. Initiation of AY13 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 FY13 NPRs include GPP Academic Certificates, MOVES Academic Certificates, Navy URL Mixed-Mode programs.

- **Faculty Development**: Implementation of the FY13 DEEP program. Continuation of newly initiated faculty development courses (ALoha, FTL)

- **Writing Center**: Support and resource the FY13 development of an NPS writing center.

- **Learning Assessment**: Support/resource explicit incorporation course-level student learning outcomes into NPS courses. Support extension of learning assessment practices via the DEEP program (Developmental Educational Effectiveness Projects). 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 (coordination of the academic budget with the strategic budget of NPS), and coordination of sponsored education tuition policy. More generally, AA has a responsibility for oversight and coordination of academic program resources. AA executes these responsibilities in conjunction with 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: AY12 ACTIVITIES AND ACCOMPLISHMENTS:

AA AY12 activities in support of Integrated Academic Resource Management included:

- **Academic Budget**: Established an Academic Program Planning group. In conjunction with the School Deans, completed review/revision of Academic Budget Requirements model used for FY13 budget allocation. Incorporated resourcing for Strategic Programs. Aligned Academic Budget model with NPS’ new overhead/indirect model. Coordinated planning for Academic PassThru funds. Collaborated with VPFA toward improved information and transparency of NPS planning and 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**: Continued implementation of new policy and model for the mission-funding of Naval students in NPS DL programs (consistent with FBM reimbursable guidance).

• **Sponsored Education "Office"**: Established a sponsored education function (SEO) for coordination of policy, processes and issues unique to sponsored/reimbursable education programs.

• **Tuition-Model Programs Review**: Initiated a new business case/model forecast and review process to be conducted annually for education programs that follow the Tuition Model (charge separate student tuition).

• **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. New Program Cost. Student Preparation Cost. Return on Education Investment. Faculty Salary Analysis.

• **NPS Programmatic Planning/Budgeting/Accounting**: Continued development of financial framework (accounts, processes) for coordinating and tracking education program 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 PassThru Funds**: Managed specific FY12 academic program funds including: Academic Infrastructure/Laboratory Recapitalization Program. Educational Effectiveness Funds. Academic Programs Adjustments Funds. TDSI/Temasek Program Funds.

• **IMET Infrastructure Program**: Managed NPS' IMET Infrastructure Fund program. Coordinated NPS' IMET proposal and distribution of funds received ($3.6M in FY12).

• **Energy Program**: Coordinated NPS' Energy Program toward the development of energy graduate curricula, energy executive education, and support for energy research. Acted as resource manager for $2.4M of energy program funds received in FY12.

**AA GOAL 2: AY13 INITIATIVES:**

AY13 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. FY13 reliance on Labor Plans for this function.

• **Academic Planning/Budget Process**: For FY14, revise the academic requirements model to accommodate projected future budget reductions/constraints.

• **Tuition-Model Programs Review**: Complete the newly initiated business case/model forecast and review process, to be conducted annually for education programs that follow the Tuition Model.

• **Reimbursable Education**: Design and complete a comprehensive and coordinated annual financial report covering all NPS sponsored/reimbursable education activities.

• **Tuition Management**: Implement coordinated management of tuition flows from NPS' special civilian employee-student programs.

• **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.

• **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 NAVAL FORCE.**

Academic Affairs has roles as a partner, collaborator, catalyst, policy-setter, 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 and CED3) provides the academic infrastructure to which new education programs connect.
- AA (through NPS’ reimbursable process) provides a resource review of educational programs.
- AA (with VPFA) develops and reviews resourcing models (e.g., tuition) associated with reimbursable education.

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

**AA GOAL 3: AY12 ACTIVITIES AND ACCOMPLISHMENTS:**

AA AY12 activities in support of Coordinating Academic Program Development and Expansion include:

- **NPS Education Strategy:** Drafted evolving NPS education strategy issues and point papers in conjunction and support of: CNO Initiatives, Navy Education Summits, NPS POM, NPS Strategic Planning.
- **Navy Curricula Re-Structuring:** Continued program of resident curriculum restructuring toward program efficiencies. Coordinated development of 18-month resident URL curricula. Coordinated design of new mixed-mode programs to serve Navy URL community. Continued communication with Navy N1/N15 toward revised curricula, new program development, 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 to complete establishment of Energy curricula sponsorship and subspecialties. Coordination of NPS Energy Core Group (ECG), de facto academic group for oversight of NPS Energy programs. Established Academic Associate and Program Officer functions for Energy academic programs. Developed NPS solution for providing Energy executive education (delivery planned in FY13).
- **NPS Cyber Programs:** Via DOP, coordination of NPS’ curricula review and assessment engagement with N2N6 toward re-structuring of NPS cyber-related curricula. Support for Cyber program and infrastructure resourcing via internal and external funding.
• **Distance Learning and Sponsored Education Programs:** Developed further policy guidance concerning admissions, financial, operational, and delivery aspects of DL programs. "Published" second annual summary of Policy Guidance.

• **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 eight NPRs reviewed by President's Council.

• **Academic Policy:** Via Academic Council, completed the full review/revision of Academic Policy Manual, with campus endorsement.

• **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.

• **Joint Degree Programs:** Initiated and coordinated establishment of NPS Joint Degree policy through NPS and WASC. President's Council and Academic Council approval of NPS' first joint degree program (JCEA).

• **DL Program Support:** Further evolution of CED3 toward common support services for NPS DL programs. CED3 to act as contracting support office for education programs.

**AA GOAL 3: AY13 INITIATIVES:**

AY13 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:** Formal implementation of four new Energy program curricula. First quota-driven Energy students. First delivery of Energy Executive Education.

• **URL Mixed-Mode Programs:** Coordinate/support the development and first delivery of expected new Navy mixed-mode programs for URLs (FM and SEA).

• **Cyber Programs:** Support the development of required new cyber curricula and certificate programs.

• **New Program Review:** Further development of support functions checklist/guidance for incorporation in NPR. Further development of business case analysis guidance. Anticipated FY13 NPRs include GPP Academic Certificates, MOVES Academic Certificates, Navy URL Mixed-Mode programs.

• **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.

• **Distance Learning Planning:** Develop a coordinated promotion/marketing approach for NPS’ DL education programs.

**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: AY12 ACTIVITIES AND ACCOMPLISHMENTS

AA AY12 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, New Program Cost Analyses.

- **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 Categories, Faculty Gains & Losses, Faculty Degrees, Faculty Workload.

- **Faculty Database**: In conjunction with Academic Planning, brought to implementation version 1 of the new Academic Planning faculty database (HELM), to support NPS faculty information needs.

- **Academic Reporting Website**: Improved and enhanced the academic reports and analyses intranet website as a repository and communication medium.

- **NPS Student Systems**: Provided functional oversight toward the development of NPS next academic/student system. FY12 saw a significant change of direction by NPS away from Kuali Student as the platform for NPS' next system toward internal development.

- **Academic Systems Planning Committee**: Established the ASPC to provide the forum for NPS addressing strategic, planning and resource issues associated with NPS full set of academic/student systems.

AA GOAL 4: AY13 INITIATIVES:

AY13 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 additional Faculty Reports. Planned for FY13 are: Faculty Positions and Roles Report.

- **Faculty Analyses**: In conjunction with Academic Planning, conduct 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.
- **NPS Student Systems**: Provided functional oversight toward the development of NPS next academic/student system. Immediate objective in early FY13 is completion of needs analysis and a full three-year systems development plan.

- **Academic Systems Planning Committee**: Use the ASPC to review and prioritize all candidate investments in academic systems. Early candidates for investment include: Thesis Processing Module, and Automated Faculty Activity Reporting.

**AA GOAL 5: PROVIDE EFFECTIVE, SEAMLESS ACADEMIC AND FACULTY 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 40 DL degree and certificate programs with enrollments in excess of 1300 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.

### Sections delivered by Class Type

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<th>Year</th>
<th>Hybrid (includes resident-hybrid)</th>
<th>Offsite (face-to-face)</th>
<th>DL-Asynchronous (Online)</th>
<th>DL-Synchronous (VTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>19</td>
<td>16</td>
<td>15</td>
<td>58</td>
</tr>
<tr>
<td>2008</td>
<td>80</td>
<td>233</td>
<td>189</td>
<td>24</td>
</tr>
<tr>
<td>2009</td>
<td>212</td>
<td>99</td>
<td>147</td>
<td>24</td>
</tr>
<tr>
<td>2010</td>
<td>14</td>
<td>247</td>
<td>244</td>
<td>14</td>
</tr>
<tr>
<td>2011</td>
<td>60</td>
<td>1386</td>
<td>1378</td>
<td>11</td>
</tr>
<tr>
<td>2012</td>
<td>56</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Excludes Thesis, Capstone Project, Directed study, and Department seminar courses*
• **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.

• **Professional Development:** Leveraging off the robust graduate academic programs, NPS provides executive education, professional development and certification education programs to increasing numbers of professionals in an increasing range of disciplines.

• **Student Types:** From the historic student base of US and International military officers, NPS has extended its education program significantly to federal (and increasingly non-federal) government civilians. Future growth is planned to extend education further to DoD contractor civilians and through various employee scholarship-for-service programs.

• **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: AY12 Activities and AY13 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. Design of the next generation NPS Student System.
- **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 and support of 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.
- **Faculty Appointment Policies:** Documentation of policy and guidance with respect to faculty administrative (personnel) decisions and actions.
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. Essentially, the Office of Academic Administration the intersection of academic policy, technology, and customer service.
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, dashboards, 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

Total Budget $1,138,000
12.5 FTE

- **Scheduling**
  - **Student Satisfaction 88%**
  - On-Time 100%
  - Students denied a course < 1%
  - Faculty room requests honored 91%

- **Registrar**
  - **Student Satisfaction 84%**
  - Catalog production On-Time 100%
  - Transcript production up
  - Diploma production up

- **Admissions**
  - **Customer Satisfaction 85%**
  - On-Time Enrollment 99%
  - APC Productivity high
  - Applicant workload up 48%
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 degree 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 A.1 | Applicant Workload

<table>
<thead>
<tr>
<th>Workload</th>
<th>AY09</th>
<th>AY10</th>
<th>AY11</th>
<th>AY12</th>
<th>Resident up 58%</th>
<th>DL up 24%</th>
<th>Combined up 45%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident Applicants</td>
<td>2415</td>
<td>2490</td>
<td>2825</td>
<td>4459</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DL Applicants</td>
<td>1660</td>
<td>1614</td>
<td>1802</td>
<td>2240</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Applicants</td>
<td>4075</td>
<td>4,104</td>
<td>4,627</td>
<td>6,699</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Indication: Prospective student applications workload spiked sharply, up 45% from previous year.

Figure A.2 | Academic Profile Codes

APC Productivity Ratio
(Workload divided by time)

Indication: Admissions continued to improve productivity at calculating APCs in 2012.

Figure A.3 | Customer Satisfaction Survey Results

Admissions Customer Satisfaction

Indication: Customer satisfaction didn't improve - remained the same; steady state
ACCOMPLISHMENTS

• Upon receipt of complete application packages, Admissions enrolled students 99.2% on-time, up from 98.4% last year.
• Even in the face of record numbers of applicants and related workload, the Admissions Office continues to reduce the incidence of late enrollments, academic disenrollments, and curriculum transfers for academic reasons. This is a clear indicator that efforts at strategic enrollment management have improved our capability to identify applicants who will succeed academically. Effective counseling of applicants and partnerships with defense manpower managers are key enablers of this strategy, which in turn, contributes toward achieving the NPS strategic goal to “improve the quality and relevance of our graduate education.”
• Admissions staff developed and implemented an upgrade to the Applicant Management System to enable quicker record searching and a more efficient visual layout.

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 B.1 | Catalog Production 2012

<table>
<thead>
<tr>
<th>Workload</th>
<th>Spring AY09</th>
<th>Summer AY09</th>
<th>Fall AY10</th>
<th>Winter AY10</th>
<th>Spring AY10</th>
<th>Summer AY10</th>
<th>Fall AY11</th>
<th>Winter AY11</th>
<th>Spring AY11</th>
<th>Summer AY11</th>
<th>Fall AY12</th>
<th>Winter AY12</th>
<th>Spring AY12</th>
<th>Summer AY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. New courses</td>
<td>4</td>
<td>10</td>
<td>7</td>
<td>5</td>
<td>11</td>
<td>10</td>
<td>23</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>17</td>
<td>6</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>2. Modified courses</td>
<td>70</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>55</td>
<td>81</td>
<td>10</td>
<td>7</td>
<td>21</td>
<td>17</td>
<td>19</td>
<td>23</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>3. New curricula</td>
<td>11</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>4. Modified curricula</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Indication: Catalogs were published in time for the Add/Drop period in all four quarters of AY12.
Figure B.2 | Production of Transcripts / Diplomas / Certificates

Transcripts Produced

Diplomas Mailed
Figure B.3 | Academic Certificates Mailed by GradMonthAY

Academic Certificates Mailed by GradMonthAY

Indication: Workload related to production of transcripts, diplomas, and Academic Certificates is down slightly from last year.

Figure B.4 | Late SOFs manually entered

Late SOFs Processed by Academic Year and Quarter

Indication: The unfortunate incidence of SOFs submitted after the deadline is steadily rising, up 15% from AY11. Late SOF workload needlessly consumes Registrar staff resources.
Figure B.5 | Student Satisfaction Survey Results

Registrar Student Satisfaction

<table>
<thead>
<tr>
<th>Year</th>
<th>Unfavorable</th>
<th>Favorable</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>17%</td>
<td>83%</td>
</tr>
<tr>
<td>2008</td>
<td>21%</td>
<td>79%</td>
</tr>
<tr>
<td>2009</td>
<td>17%</td>
<td>83%</td>
</tr>
<tr>
<td>2010</td>
<td>16%</td>
<td>84%</td>
</tr>
<tr>
<td>2011</td>
<td>16%</td>
<td>84%</td>
</tr>
<tr>
<td>2012</td>
<td>16%</td>
<td>84%</td>
</tr>
</tbody>
</table>

Indication: Student satisfaction holds steady.

ACCOMPLISHMENTS
- Registrar Staff successfully managed the heavy workload associated with the highest enrollment levels in NPS history (3,136 registered students in Fall AY12).
- As part of a succession-planning strategy, Registrar Staff continued development, testing, and refinement of an extensive library of Standard Operating Procedures, all stored in a searchable SharePoint repository. These SOPs mitigated the effects of staff transitions during AY12 and enabled junior staff to qualify more quickly and maintain service quality.
- Python was modified to realign department codes with the codes used in the Kuali Financial System.
- In response to increasing enlisted enrollment, Python was restructured to include all levels of enlisted ranks for all services.
- Several standardized request forms were developed for the Academic Council to help avoid delays that occur when essential information is missing.

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 at NPS.
### Figure C.1 | Scheduling Metrics

<table>
<thead>
<tr>
<th>Workload</th>
<th>Fall AY12</th>
<th>Winter AY12</th>
<th>Spring AY12</th>
<th>Summer AY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students scheduled</td>
<td>1,473</td>
<td>1,455</td>
<td>1,300</td>
<td>1,486</td>
</tr>
<tr>
<td>2. Class sections scheduled</td>
<td>321</td>
<td>327</td>
<td>308</td>
<td>319</td>
</tr>
<tr>
<td>3. Single section classes (difficult to schedule)</td>
<td>227</td>
<td>237</td>
<td>234</td>
<td>215</td>
</tr>
<tr>
<td>4. Student's total scheduling requests</td>
<td>5,211</td>
<td>5,382</td>
<td>4,676</td>
<td>5,369</td>
</tr>
</tbody>
</table>

**Performance**

<table>
<thead>
<tr>
<th>Performance</th>
<th>Target Friday wk-10</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Schedule delivered on-time</td>
<td>on-time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target Friday wk-10</td>
<td>days early</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Students denied a course</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Target ≤ 1%</td>
<td>0.2%</td>
<td>0.34%</td>
<td>0.3%</td>
<td>(0.47%)</td>
<td></td>
</tr>
<tr>
<td>7. Faculty room requests honored</td>
<td>90%</td>
<td>91%</td>
<td>90%</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td>Target ≥ 90%</td>
<td>of 222</td>
<td>of 269</td>
<td>of 229</td>
<td>of 259</td>
<td></td>
</tr>
</tbody>
</table>

Indication: The Scheduling Team met or exceeded all metric targets for AY12.

### Figure C.2 | Student Satisfaction Survey Results

#### Scheduling Student Satisfaction

<table>
<thead>
<tr>
<th>Year</th>
<th>Unfavorable</th>
<th>Favorable</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>19%</td>
<td>81%</td>
</tr>
<tr>
<td>2008</td>
<td>22%</td>
<td>78%</td>
</tr>
<tr>
<td>2009</td>
<td>17%</td>
<td>83%</td>
</tr>
<tr>
<td>2010</td>
<td>13%</td>
<td>87%</td>
</tr>
<tr>
<td>2011</td>
<td>14%</td>
<td>86%</td>
</tr>
<tr>
<td>2012</td>
<td>12%</td>
<td>88%</td>
</tr>
</tbody>
</table>

Indication: Student satisfaction holds relatively steady.

### Scheduling Accomplishments

- While coping with a record high number of registered students and class sections, the Scheduling Team met or exceeded all metric targets for AY12.
- 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.
AY12 INITIATIVES, ACCOMPLISHMENTS AND CHALLENGES

ININITIATIVE 1
Deploy the Kuali Student “Course” module to provide the Academic Council with a rich and user-friendly system in support of their course proposal processes.

ACCOMPLISHMENT
Delayed. Planned for implementation in OCT 2012, the project is delayed due to challenges associated with transferring legacy Python data into the new Kuali Student database. Documentation and procedures provided by the Kuali Foundation are largely inaccurate and incomplete. ITACS developers continue to work towards a solution.

CHALLENGES
Kuali Foundation’s lack of focus on implementation.

ININITIATIVE 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 Kuali Student.

ACCOMPLISHMENT
Delayed. No contractor business process analyst was hired by ITACS for work on NPS SIS in AY12.

CHALLENGES
Dependent on ITACS for business process analyst contract labor.

ININITIATIVE 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.

ACCOMPLISHMENT
One Registrar staff member has been under training for the past two years and is nearly qualified, but she will transfer in January to a new position in Academic Affairs.

CHALLENGES
Office space and time needed (2-yrs) to qualify backfill employees.

ININITIATIVE 4
Initiative 4: Maintain evolution of legacy systems until migration to of NPS SIS is completed.

ACCOMPLISHMENT
Python, the Applicant Management System, and the Scheduling System are performing well and are continually evolving in efficiency and capability.

CHALLENGES
None, so long as the annual budget for Python maintenance holds steady.
TIAatives for FY13

- Deploy the Kuali Student “Course” module to provide the Academic Council with a rich and user-friendly system in support of their course proposal processes.

- 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 Kuali Student.

- 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.

- Maintain evolution of legacy systems until migration to NPS SIS is completed.

- Partner with the Thesis Office to improve Python functionality for thesis students, thesis advisors, and the Research Office.

Conclusion

People, our operations, and our systems are continually aligning to help attain the goals set forth in NPS Strategic Plan: Vision for a New Century. In support of NPS Strategic Goal #2 to “extend our influence 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 maintain a systematic metrics program for measuring quantity, quality, time required, and historical trends of our work. Though we suffered technical setbacks with the Student Course Proposal System, we continue to partner with ITACS to salvage this system and present it for the Academic Council. Finally, we are working to attain a high state of readiness for the 2015 transition from Python to the “NPS Student Information System.”
DIRECTOR OF PROGRAMS
ANNUAL REPORT & STRATEGIC PLAN

MISSION
The Programs Office supports educational effectiveness on campus at the Naval Postgraduate School and at civilian universities attended by US 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.

Within the Programs Office there are three functional areas: Civilian Institutions Program (CIVINS), Navy Subspecialty Review, and NPS Residential Programs. Each year approximately 61% of the graduate assignments for officers are slated to attend the Naval Postgraduate School in Monterey and 39% are slated to attend civilian institutions. The Navy's fully-funded graduate education program supports 65 different subspecialties by way of NPS and CIVINS. The Naval Postgraduate School in Monterey currently offers 120 different curricula to Naval and joint military personnel, DoD civilian personnel, international students, contractors, and others. Additionally, 34 other fields of study are available to Navy Officers at 98 different civilian institutions nationwide. Annually, NPS supports over 1700 students, while CIVINS supports approximately 300 students. The Director of CIVINS reports directly to the Director of Programs and the NPS Resident Program Officers report to the Director of Programs on all programmatic functions.

PROGRAMS OFFICE
Director, Programs
CDR Andrea Cameron

CIVILIAN INSTITUTIONS/NSR
Deputy Director, Programs
Director, Civilian Institutions
LT Ryan Benitez

PROGRAM MANAGER
Sean Tibbitts

EDUCATIONAL TECHNICIAN
Gloria Norton-White

EDUCATIONAL TECHNICIAN
Marie Newman

NAVY SUBSPECIALTY REVIEW
GRADUATE EDUCATION SPECIALIST
Carol Stoker

PROGRAM MANAGER
NPS Program O
PRINCIPAL ACTIVITIES

• **Curriculum Reviews:** Manage system of curriculum reviews for residential and civilian institution curricula. The Programs Office coordinates and tracks biennial curriculum reviews for 120 residential curricula and 33 CIVINS curricula to ensure that 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.

• **Navy 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.

• **Graduate Education Taskers:** Provide NPS response to all program related taskers that result from the Advanced Education Review Board, Education Coordination Council, Major Area Sponsor (MAS) inquiries, and graduate education related summits.

• **Civilian Institutions:**
  - Maintains Educational Service Agreements (ESAs) with 98 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.
  - CIVINS provides seamless support for approximately 300 student Officers and 69 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 Subspecialty Review:**
  - The Programs Office processes educational plans, ensuring appropriate review by Subject Matter Experts (SMEs) for participants of the Graduate Education Voucher (GEV) Program, the USNA Voluntary Graduate Education Program (VGEP), and USNA/ROTC graduate scholarship programs.
  - The Programs Office also processes transcripts of officers who have completed the above programs, as well as officers who have personally pursued graduate degrees for subspecialty code assignment in officer records, validating that the completed degree meets Educational Skill Requirements (ESRs) and ensuring PERS-45E receives appropriate subspecialty code recommendations.

STRATEGIC GOALS

• **Policy Development & Definition**
  - Help shape Navy Graduate Education policy through ongoing, proactive liaison with governing CNO/OPNAV agencies and other relevant stakeholders.

• **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 a uniform standard of excellence and enhance Navy graduate education.
  - Continue to refine the curriculum review letters to accurately capture ESRs and Core Skill Requirements (CSRs).
  - Execute CIVINS curriculum reviews in conjunction with site visits whenever possible.

• **Quota Fulfillment**
  - Represent NPS at the Navy's FY14 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 FY13, CIVINS seeks to further develop rapport to ensure strong mutual support for all involved parties.
- Complete site visits to each CIVINS program institution with which NPS maintains a current ESA at least once every three years. Ensure contact with CIVINS and Law Education Program (LEP) students during and between site visits to measure effectiveness and to ensure NROTC Unit and university support.

INITIATIVES FOR FY13

Enhance Communications

NPS Programs
- Update NAVPGSCOLINST 1550.1F, Guidelines for Conducting Curricular Review
- Create NPS Program Officer Manual
- Create a dual degree/concurrent degree academic policy
- Incorporate quota fill status and utilization tour feedback from PERS-45E into curricular review process
- Conduct residential curriculum reviews to achieve at least 90% completion

CIVINS
- Review and establish best practice for establishing funding documents/contracts to ensure CIVINS, NPS Comptroller, and NAVSUP needs are met
- Visit 35% of CIVINS universities which have active CIVINS students attending
- Conduct third annual meeting with FISC San Diego 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
- Ensure 100% of required CIVINS Curriculum Reviews are completed

Navy Subspecialty Review
- Create NPS Navy subspecialty review website with guidance to GEV, VGEP, and USNA scholarships students about the Education Plan pre-approval process
- Lead effort to update N153 Navy Subspecialty (NSS) website and provide updated ESR and CSR documents

Process Maturation

NPS
- Provide update to OPNAVINST 1520.23B, Graduate Education Policy
- Provide expertise as a key member of the OPNAV N15 Curriculum Review and ESR/CSR Working Groups and incorporate guidance into updated NPS instructions
- Improve liaison with N153 and PERS-44 (Placement) to adjust student rotation dates, inter-curricular transfers, and dual degree requests
- Improve curricular review process for non-Navy sponsored programs
- Lead Permanent Military Professor re-organization and selection

CIVINS
- 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 MASs 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
- Conduct second annual CIVINS process review to assess process effectiveness and efficiency
- Renew ESAs with all current CIVINS institutions
• Develop a process for ensuring Education Plans and final transcripts meet validated requirements for subspecialty authorization

**Navy Subspecialty Review**

• Standardize Navy process for Navy subspecialty review for all students requiring pre-approved education plans

**Fiscal Oversight Initiative**

**NPS Programs**

• Improve NPS Cost Analysis documentation in NOOCS packages and curricular review letters
• Accurately capture costs associated with program establishment, disestablishment and growth

**CIVINS**

• 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 Memorandum of Understanding (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

**ACCOMPLISHMENTS FOR FY12**

**NPS Programs**

• Established new programs: Network Operations and Technology, Strategic Studies, 4 Energy programs in Electrical Engineering, Mechanical Engineering, Operations Analysis and Fiscal Management
• Expanded NPS Certificate Programs
• Published NAVPSCOLINST 1550.1F, Guidelines for Conducting Curricular Review
• Provided NPS input for OPNAVINST 1520.40B, Permanent Military Professor Program

**CIVINS**

• Executed "FASTDATA to the Desktop" initiative to further streamline interdependence between CIVINS and NPS financial support units
• Completed site visits to 30% of CIVINS universities which have active CIVINS students attending
• Conducted second annual meeting with NAVSUP San Diego (formerly FISC) in order to facilitate contracting operations
• Phased out policy of reimbursement for thesis preparation as CIVINS requires electronic copy only
• Conducted first annual CIVINS off site process review to assess CIVINS process effectiveness and efficiency
• Established an ESA with the New School of Architecture and Design
• Executed MOUs 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
• Successfully brought on board the second cohort of Cyber Information Warfare students at Carnegie Mellon University per the direction of the Chief of Naval Operations

**Navy Subspecialty Review**

• Successfully established and hired a Graduate Education Specialist in order to streamline education plan and transcript validation in support of subspecialty assignment
• Processed 138 Education Plans and 110 transcripts
• Established tracking system for pre-approved education plans and transcripts for GEV, VGEP, USNA Scholarship, and others
• Provided NPS input for OPNAVINST 1520.37A, Graduate Education Voucher (GEV) Program
BUDGET FY12 (AS OF 1 NOVEMBER 2012)

Figure A.1 | Budget (as of 1 November 2012)

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

QUOTAS

CIVINS

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NPS Quotas


GSBPP
GSEAS
GSOIS
SIGS
Total Quotas
SCHOOL VISITS PLANNED FOR FY13

New England
- Boston University, Harvard University, Tufts University, Massachusetts Institute of Technology
  (In conjunction with 510/520 Curriculum Review and 375 Curriculum Review)

New York
- Cornell University, Columbia University, Princeton Theological Seminary

Northeast
- Oregon State University, College of Lewis & Clark, Seattle University, University of Washington

Colorado/Kansas
- University of Colorado, Colorado State University, University of Kansas (in conjunction with 810/811 Curriculum Review)

Independent Site Visits
- University of Alabama, Clemson University, University of Notre Dame, New School of Architecture and Design, Stanford University, Arizona State University, University of Nevada, Las Vegas, University of Hawaii
CURRICULUM REVIEWS

CIVINS Curriculum Reviews

Residential Curriculum Reviews

METRICS FOR 2012

Residential Curriculum Reviews:
- 59 NPS Residential Curriculum Reviews conducted FY12 (82% in periodicity)
- 13 NPS Residential Curriculum Reviews currently overdue

Quota Management
- 128 CIVINS quotas assigned, 123 filled
- 397 NPS residential quotas assigned

Civilian Institutions:
- 185 students currently enrolled at civilian institutions
- 7 CIVINS Curriculum Reviews conducted FY12 (100% in periodicity)
- Received and processed delinquent transcripts, bringing FY10 and FY11 transcript rates above 90%.
The Naval Postgraduate School's (NPS) 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.

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 activities are built to support the NPS mission, empower faculty to successfully utilize emerging technologies and guide faculty in the use of smart teaching practices.

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

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
As defined in NPS Strategic Plan – 2008: Vision for a New Century, the strategic goals of NPS are as follows:

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 Design and Delivery Solutions Goals
- 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 Goals
• 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.

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 Programmatic Marketing.
CED3: INSTRUCTIONAL DESIGN SERVICES

PRIMARY ACTIVITIES
CED3 Instructional Designers (IDs) support NPS faculty and programs by assisting with the design of effective instruction based on sound pedagogical principles. In consultation with faculty, IDs examine the goals and outcomes for courses or programs, learn about the subject matter and content types, gather an understanding of instructors' teaching preferences and philosophies, and identify learner characteristics. Based on this knowledge and in conjunction with applicable learning theories, IDs assist NPS faculty in planning and structuring course materials and designing appropriate media to enhance learning.

STRATEGIC GOALS
Instructional designers will continue to support the needs of NPS faculty and programs in the design of effective instruction by providing planning meetings and consultations that include instructional needs analysis, course planning, and the design and development of educational materials.

INSTRUCTIONAL DESIGN INITIATIVES AND ACCOMPLISHMENTS FOR FY12
The CED3 instructional design initiatives and accomplishments for FY12 include the following:

- Implement instructional design models and educational theories in support of faculty's instructional and course development needs.
  - Provided approximately 174 individual and group consultations.
  - Researched and offered solutions to instructional problems as needed.

- Plan, develop and facilitate the execution of video project plans, scripts, storyboards, and videotaping for distance learning and classroom use.
  - 83 video projects planned, storyboarded, and/or scripted.

- Work with faculty to identify course and program needs and design appropriate and effective media and other resources to meet those needs.
  - 49 media and resources developed for faculty.

- Continue to leverage new and existing technologies to support effective NPS instruction.
  - Learning Module App (LMA) and Presentation Tool leveraged and supported.

- Deliver brown bag sessions to demo existing and new tools to faculty.
  - 15 LMA demos completed.

INSTRUCTIONAL DESIGN INITIATIVES FOR FY13
In FY13, CED3 instructional designers hope to accomplish the following goals:

- Provide faculty support for course and program development.
- Identify faculty and program needs and develop effective instructional media and resources to enhance student learning.
- Identify learner needs and assist with the design and development of educational media.
- Plan, develop and facilitate the execution of video projects plans, scripts, storyboards and videotaping.
INSTRUCTIONAL DESIGN METRICS FOR FY13

Instructional Designers operationally provide the link between faculty and media developers. Success can be measured in two ways:

1. Did faculty, with assistance from IDs, design and develop pedagogically sound course materials in a timely manner? Measures of success:
   - Feedback from faculty on the course design is overall positive.
   - Feedback from faculty indicates that student learning was positively impacted by the design of the course and the media created for it.

2. Did the media designed by faculty and IDs result in the development of appropriate and effective media? Measures of success:
   - Feedback from faculty indicates that the media created for the course appropriately targeted and aligned with the stated learning objectives and outcomes for the course.
   - Media developers report that plans, storyboards and instructions submitted to them by IDs sufficient to produce the desired media.

EDITORIAL SUPPORT PRIMARY ACTIVITIES

The primary role of the GDIT editorial support staff is in supporting the NPS Acquisition Research Program (ARP). The ARP’s stated goals are as follows:

1. Position the ARP as a recognized leader in defense acquisition research.
2. Establish NPS acquisition research as an integral part of policy-making for Department of Defense officials.
3. Create a stream of relevant information concerning the performance of DoD acquisition policies with viable recommendations for continuous process improvement.
4. Prepare the DoD workforce to participate in the continued evolution of the defense acquisition process.
5. Collaborate with other universities and think tanks and with industry and government leaders in acquisition research.

Figure F.1 | Acquisition Research Program Metrics 2003-2012
EDITORIAL SUPPORT SERVICES ACCOMPLISHED FOR FY12
In supporting the ARP, GDIT editorial support staff helped the ARP accomplish its stated goals by:

- Editing and templating final reports submitted for publication as part of the ARP's Sponsored Report Series by faculty researchers.
- Completing edit reviews of three separate drafts of ARP-sponsored student research team theses.
- Transcribing interviews conducted by faculty and student researchers as part of their ARP-sponsored research.
- Editing and templating papers accepted for presentation at the ARP's annual symposium into final Proceedings available to symposium participants at the event.
- Providing staffing support to the ARP for its annual symposium.

EDITORIAL SUPPORT SERVICES INITIATIVES FOR FY13
GDIT support staff will expand its editorial support to the CED3 in the following ways:

- Edit and template as necessary, faculty research projects for submission to various journals and symposia.
- Edit student research team theses.
- Transcribe interviews conducted by faculty and student researchers.

EDITORIAL SUPPORT SERVICES METRICS FOR FY13
Figure F.1 (previous page) illustrates the metrics for the GDIT-supported ARP for FY12 and will be repeated for FY13.

CED3: MEDIA DEVELOPMENT

PRIMARY ACTIVITIES
CED3 media developers enhance the educational experience by:

- Providing creative and timely solutions to the needs assessment and development of resident and distributed learning content for graduate and professional education.
- Providing quality services and products that guarantee maximum customer satisfaction and utilize resources effectively and efficiently.

STRATEGIC GOALS: MEDIA DEVELOPMENT

- Support the NPS mission by 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 FY12
The CED3's media development initiatives and accomplishments for FY12 include the following:

Improve web application development practices.

- Setup Continuous Integration testing server to automatically deploy application from version control onto testing server.
- Created process for using Dynamic Stylesheet language LESS.
- Standardized issue tracking using Trello.
- Setup process for using GIT for version control of code and assets.
- Created application documentation for developers.
- Created startup documentation for new interns.
Create a standardized library of design templates, colors, skins and graphics.
- Organized the video servers, consolidated folders and collected common assets.
- Developed graphics and video tutorials.
- Developed standard LESS color pdf.

Improve video projects through improved production techniques, enhanced storyboard collaboration and special effects.
- Improved green screening using better camera, lighting, and key lights in After Effects.
- Implemented use of templated motion graphic tools to increase production value.
- Improved process for post-audio integration in video.

Research and develop tools to enable instructors to create and maintain their own content.
- Developed presentation tool to make it possible for instructors to maintain their own web-based presentations.
- Developed LMA application features and integrated it with Sakai, making it easier for instructors to change and create custom course content.
Develop best practices for mobile learning applications.
- Created tutorial on exporting video for mobile and Flash.
- Standardized process for developing web application to be mobile accessible.

Increase awareness of CED3 services offered.
- Presented LMA application to multiple external universities.
- Developed CED3 apps website.
- Created demo video reel.
- Added CED3 logo to all CED3 developed printed material, videos, and websites.

Additional Accomplishments for FY12
- 152 video shoots, 277 hours of video shoots
- 8 posters created
- 3 new websites created for NPS programs, including Distance Learning, Energy, and CRUSER
- Developed LMA presentation tool

MEDIA DEVELOPMENT INITIATIVES FOR FY13
In FY13, CED3 media developers hope to accomplish the following goals:
- Develop mobile applications for course content.
- Research and prototype mobile digital publishing.

Figure B.2 | Web Application Unique Users
• Streamline CED3 video production process.
• Increase awareness of CED3 services by developing website and showcase completed projects.
• Research and develop best practices for building standard NPS websites.
• Research tools for generating technical drawings and graphics.

MEDIA DEVELOPMENT METRICS FOR FY13
Metrics for CED3 media developers fall into the broad areas of quality and quantity. Metrics for FY13 include:
• Amount of team produced material actively used by faculty
• Amount of students that have interacted with team produced material
• Internal reviews confirm the team is providing high-quality material for clients
• Amount of team developed Sakai tools developed being used

CED3: STUDENT SERVICES
In FY12, CED3 added the Graduate School of Business & Public Policy (GSBPP) Distance Learning (DL) support services group to its organization. Combined metrics from this group and CED3 support services include:
• Provided administrative and logistical support to approximately 1,182 students in 13 degree and 15 certificate programs.
• 2012 NPS graduates: 543 certificate students, 413 degree students.
• Coordinated textbook requirements for 208 instructors who taught 387 classes.
• Shipped 2,570 course materials to 495 sites.

Figure C.1 | Supported Students by Program | FY12

Total Students: 1182
PRIMARY ACTIVITIES
CED3 support services promote student and stakeholder success by:

- Providing superior customer service to CED3-supported students, faculty and staff.
- Facilitating the integration of program processes into NPS' standard operating procedure.

STRATEGIC GOAL: SUPPORT SERVICES

- Advance NPS strategic goals by providing support services to programs, students, faculty and staff.

SUPPORT SERVICES INITIATIVES AND ACCOMPLISHMENTS FOR FY12

The CED3's support services initiatives and accomplishments for FY12 include the following:

Improve the efficiency of information accessibility and reporting through database upgrades.

- Employed the use of a database to increase the efficiency and accuracy of student records; produced internal and external reports on demand.

Continue development of CED3 database with textbook functionality.

- Incorporated textbook functionality in CED3 database with successful test run AY12Q4.

Support the creation of a DL/Blended Programs Operations Center.

- Helped over 380 new DL students in CED3-supported programs in FY12.

Encourage consistency of NPS policies and procedures within CED3-supported programs and communicate these policies and procedures to non-CED3 supported program point of contacts.

- Communicated consistent information to each program's students by participating in orientations and by providing a welcome email and quarterly reminder emails to students.
- Made DL Student Handbook available to all programs.
- Solicited updated policy and procedure information for the DL Student Handbook from all NPS DL stakeholders.

Provided quick response times and accurate information in response to all email and phone call queries and ensured resolution of any problems raised.

- Responded to approximately 400 calls to the CED student coordinator's main telephone line within one business day of the initial call.

Continue redesign of DL webpages.

- Completed redesign of NPS DL website.

Improve information access for DL/blended learning students.

- Added FAQs, textbook information, and other student resources to the DL webpage.
- Distributed welcome emails to new students with key introductory information and links to critical online resources, including the DL Student Handbook and DL website.
- Distributed to all students quarterly reminder emails with information regarding NPS quarter start/end dates as well as links to critical online resources.
Motivate students to follow NPS standard procedures and policies.

- Made DL Student Handbook available to all students.
- Explained and reinforced NPS policies and procedures in response to student questions.

Work towards centralization of DL student support processes where applicable across the NPS DL community.

- CED3 support services are members of Distance Learning Advisory Council (DLAC) and facilitator of the DLAC Operations Working Group.

Collaborate with NPS DL stakeholders to streamline DL processes.

- Working in the DLAC Operations Working Group, developed a new participation agreement to replace the command endorsement and added tuition point of contact information to the student application to assist bursars with tuition collection.

Additional Support Services Accomplishments for FY12

- Provided administrative and logistical support to approximately 900 students in 9 degree and 15 certificate programs.
- Coordinated textbook requirements for 108 instructors who taught 267 classes.
- Shipped 1,970 course materials to 395 sites.
- Continued coordination and support of approximately 172 Video Tele-conference (VTC) sites by gathering and disseminating information with applicants, students, departments, site managers, sponsors and the NPS VTE Department for finalization of room scheduling.
- Coordinated travel and event logistics for and accompanied 26 students and 5 faculty/staff on industry visits to INCOSE 2012, Toyota Italia, and NATO Defense College in Rome, Italy.
- 2012 NPS graduates: 363 certificate students, 223 degree students.
- Successfully managed the on-time distribution of all required course materials to CED3-supported students with command-funded textbooks.

SUPPORT SERVICES INITIATIVES FOR FY13

- Support the creation of a DL/blended learners Programs Operations Center.
- Continue database upgrades in order to access and provide accurate information efficiently.
- Improve textbook functionality in the CED3 database.
- Develop CED3 database for use by other DL support services.
- Collaborate with Admissions and Registrar to ensure Python and CED3 database are consistent.
- Collaborate with NPS DL stakeholders to streamline DL processes.
- Work towards centralization of support service processes where applicable across the NPS DL community.
- Provide quick response times and accurate information in response to all email and phone call queries and ensure the resolution of any problems raised.
- Motivate students to follow NPS standard procedures and policies.
- Create customer service satisfaction survey to measure quality of customer relationships.

SUPPORT SERVICES METRICS FOR FY13

Metrics for CED3 support services primarily relate to enhancing the quality of experience for DL students, program managers, and faculty and include:

- Provide welcome emails, access to the DL Student Handbook and quarterly email reminders to all CED3-supported students.
- Coordinate VTE sites earlier in the quarter to assist NPS VTE schedulers.
• Update DL Student Handbook annually by requesting input from DL program managers, Distributed Program Offices, ITACS staff, library staff, and other appropriate stakeholders.
• Respond to phone calls and emails within one business day.
• Track the number of programs and students supported by CED3.
• Document CED3 support services processes and clearly communicate the information to appropriate parties.

GSBPP PRIMARY ACTIVITIES
• Coordinate all aspects of the GSBPP-DL program planning and course delivery.
• Act as the principle point of contact (POC) for all inquiries concerning the Distance Learning programs (Executive Master of Business Administration, EMBA; Master of Science in Contract Management, MSCM; Master of Science in Program Management, MSPM; and the Advanced Acquisition Program, AAP) and manage all administrative support.

GSBPP STRATEGIC GOAL: SUPPORT SERVICES
• Continue to support the Distance Learning programs, students, faculty and staff with professional and efficient processes and timelines.

GSBPP SUPPORT SERVICES ACCOMPLISHMENTS FOR FY12
The GSBPP-DL program support services accomplishments for FY12 include the following:
• Provided administrative and logistical support to approximately 420 students in 4 degree programs and in 1 certificate program.
• Ensured that all DL programs were executed by providing daily support for students, faculty and staff regarding questions, concerns and technical problems, including responding to approximately 900 phone calls and 18,000 emails during the fiscal year.
• Updated quarterly course information and other critical information, such as new cohort application deadlines, orientation dates and application processes.
• Coordinated textbook requirements for 100 instructors teaching 120 classes.
• Shipped 600 textbooks/course materials to 100 individual DL sites.
• Managed AMS applications, and imported information to access database and Excel spreadsheets.
• Updated all VTE-POC information quarterly.
• Processed and maintained all requisitions via the Kuali Finance System (KFS).
• Maintained reports and all pertinent paperwork on joint applied projects (JAPs; i.e., JAP project titles, extensions, green sheets and diplomas).
• Updated and redesigned Python matrices for students.
• 2012 NPS graduates: 65 certificate students, 190 degree students.

GSBPP SUPPORT SERVICES INITIATIVES FOR FY13
• Encourage students to follow NPS standard procedures and deadlines.
• Update current information GSBPP DL on website.
• Streamline DL processes.
• Provide quick response time and accurate information in response to all email and phone call queries.
• Provide pertinent information to streamline and improve Python queries for DL processes.
GSBPP SUPPORT SERVICES METRICS FOR FY13
Metrics for the DL team encompass improving processes and communication to all faculty, staff and students and include:

• Provide clear information and requests to all staff and faculty to complete DL requirements (i.e., textbook/materials, Sakai and Elluminate setup, and timelines).
• Continue to inform students of the most current information and requirements for each program.
• Maintain and update procedure manuals as needed.
• Coordinate all VTC site requests on time.

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.
• 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.

Figure D.1 | Shows tuition collected increase from FY09 to FY12.

![Tuition Collected Graph]

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 FY12
The CED3’s administrative services initiatives and accomplishments for FY12 include the following:

Process solicitation for a new DL support services contract
- Successfully competed and awarded two three-year support contracts.

Manage and orchestrate NPS DPO San Diego’s move from the “dry” side to the “wet” side of 32nd Street Naval Base San Diego.
- Successfully managed and orchestrated NPS DPO San Diego’s move from the “dry” side to the “wet” side of 32nd Street Naval Base San Diego.

Coordinate DPO Norfolk Conference Room/Classroom upgrade
- Coordinated the upgrade of the DPO Norfolk conference room/classroom (dropped ceiling, installed acoustic walls, new lighting system and installed new HVAC systems and flat screen monitors).

Create a tuition/funding document FAQ and Bursar “cheat” sheet
- Developing a tuition/funding document FAQ and Bursar “cheat” sheet

Complete Contracting Officer’s Representative (COR) Training Course
- CED3 Director took over COR responsibilities.

Continue to encourage Admin staff to attend a least one professional development training annually
- Admin staff attended several professional development trainings offered by the Staff Development Council

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
- On-going research on bursar functions at DAU and other DoD activities.

Additional Accomplishments for FY12:
- Managed over $8.46M budget
- Organized and coordinated travel for 70+ PD21/SE students, staff, and faculty attending the 2012 INCOSE International Symposium in Rome, Italy and for new incoming and graduating PD2 students.
- Processed 161 buys with a total cost of $323,823 supporting CED3, Academic Affairs, Academic Administration, Outreach offices, Faculty Development and various NPS departments.
- Procured 1932 textbooks (approximately 3864 pounds/1.932 tons)
- Issued, recorded, and tracked, 31 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 76 new minor properties. Excessed 8 pieces of equipment and furniture.
- Processed 320 conference/training room reservations
- Updated and reconciled CED3 and customers’ accounts on KFS/DMAS and FASTDATA daily
- Provided tuition and tuition assistance information to sponsors, current and prospective sponsors and DL students
- Hired three (3) new GS-04 Student Trainee Interactive Media Assistants to assist the Instructional Media Development Team and a GS-05 Interactive Media Assistant to support the Marketing and Communications manager.
ADMINISTRATION INITIATIVES FOR FY13
- Process Option Year One of the DL support services contracts
- Finish creating a tuition/funding document FAQ and Bursar “cheat” sheet
- Disseminate the Distance Learning/Reimbursable Education (DL/RE) Policy/Guidance/Communication document campus-wide

ADMINISTRATION INITIATIVES FOR FY13
- Highlight CED3 DL tuition services
- Update Administrative Services menu of services on CED3’s website
- Continue to encourage Admin staff to attend at least one professional development training annually
- Extend collaboration with AFIT on bursar function smart practices and procedures.

ADMINISTRATION METRICS FOR FY13
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?”
- Renew Option one of support services contract by 7/30/13
- Accomplish creation of tuition/funding document FAQ and Bursar “cheat” sheet no later than 09/30/2013.
- Highlight DL tuition services by 9/30/13
- Update menu of services by 9/30/13
- Each Admin staff will attend one professional development training annually.
- Submit report on AFIT and other DoD activities, bursar function, best practices, and procedures.

CED3: PROGRAMMATIC MARKETING

PRIMARY ACTIVITIES
CED3 Programmatic Marketing (PM) maintains tremendous working relationships with NPS programs, effectively promoting each program 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 utilizing resources effectively and efficiently. The CED3 PM team fosters positive and collaborative relationships with schools, faculty members, and other CED3 teams to support the CED3 mission.

STRATEGIC GOAL: PROGRAMMATIC MARKETING
- Promote program awareness.

PROGRAMMATIC MARKETING INITIATIVES AND ACCOMPLISHMENTS FOR FY12
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.
- Launched NPS DL webpages in NPS Content Management System FY12.
- Maintained and updated all CED3 and DL webpages with program announcements, documents, news, graphics and navigation changes.

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Figure E.1 | CED3 Smart Marketing Cycle
Develop CED3 marketing plan; 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.

- Worked with CED3 managers to develop FY13 marketing goals for each department.
- Developed and put into use the CED3 Smart Marketing Cycle for current and prospective clients.

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

- Coordinated with NPS Institutional Advancement all supported NPS programs in their announcements of news-worthy events, significant accomplishments and general updates for use in NPS magazines, papers, websites, video features and journals.

Maintained and updated all supported resident and non-resident NPS program marketing materials with direction from PMs.

- Maintained and updated 56 CED3-supported resident and non-resident NPS program marketing collateral (38 tri-fold brochures, 7 logo designs, 3 posters, 3 quarterly newsletters and 1 pop-up display) with direction from PMs.
- Coordinated and delivered CED3 marketing video production services upon request; 6 completed projects.

Develop CED3 strategic plan by identifying initiatives and accomplishments for FY11 and initiatives and metrics for FY12 for all 5 CED3 departments and NPS Academic Affairs.

- Worked with CED3 managers to deliver FY12 CED3 Strategic Plan.
- Supported Academic Affairs with creation of the Strategic Plan and coordinated design and production of the Strategic Plan.

PROGRAMMATIC MARKETING INITIATIVES FOR FY13

- 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.
- Maintain and update NPS DL webpages in NPS Content Management System.

Figure E.2 | Sampling of CED3 developed brochures, posters, newsletters, and logos.
Programmatic Marketing Initiatives for FY13 [cont.]

- Maintain DoD-wide reach in promotions of all supported NPS academic programs.
- Maintain and update all supported resident and non-resident NPS program marketing materials with direction from PMs.
- Support all communication (web and print) requests approved by the CED3 director.
- Develop CED3 Strategic Plan with the goals of identifying initiatives and accomplishments for FY13 and initiatives and metrics for FY14 for all seven CED3 departments and for Academic Affairs.
- Post to the NPS INTRAnet on a monthly basis.

Programmatic Marketing Metrics for FY13

- Has the CED3 Marketing Plan reached the entire NPS institution?
- Have all NPS academic programs been informed of all CED3 efforts?
- Has an alumni outreach program been developed and distributed to all clients?
- Have the promotions of CED3-supported NPS programs reached a DoD-wide audience?
- Do supported program materials reflect the most current information on programs from PMs?
- Have all communication requests been acknowledged and, when approved, completed?

Editorial Support Primary Activities

The primary role of the GDIT editorial support staff is in supporting the NPS Acquisition Research Program (ARP). The ARP's stated goals are as follows:

1. Position the ARP as a recognized leader in defense acquisition research.
2. Establish NPS acquisition research as an integral part of policy-making for Department of Defense officials.
3. Create a stream of relevant information concerning the performance of DoD acquisition policies with viable recommendations for continuous process improvement.
4. Prepare the DoD workforce to participate in the continued evolution of the defense acquisition process.
5. Collaborate with other universities and think tanks and with industry and government leaders in acquisition research.

Editorial Support Services Accomplished for FY12

In supporting the ARP, GDIT editorial support staff helped the ARP accomplish its stated goals by:

- Editing and templating final reports submitted for publication as part of the ARP's Sponsored Report Series by faculty researchers.
- Completing edit reviews of three separate drafts of ARP-sponsored student research team theses.
- Transcribing interviews conducted by faculty and student researchers as part of their ARP-sponsored research.
- Editing and templating papers accepted for presentation at the ARP's annual symposium into final Proceedings available to symposium participants at the event.
- Providing staffing support to the ARP for its annual symposium.
ACADEMIC PLANNING
ANNUAL REPORT & STRATEGIC PLAN

MISSION
Academic Planning provides NPS leadership, administrators, and faculty with the resources, actions, reports, and tools to plan and manage NPS academic, financial and faculty resources.

ORGANIZATION
The Office of Academic Planning is a department within Academic Affairs. The Director of Academic Planning reports directly to the Vice Provost for Academic Affairs. In addition to the Director, the department is comprised of a Deputy Director/Administrative Officer, an Education Analyst/Data Manager, a Data Technician, four Faculty Resource Analysts and an Office Assistant (part-time student).

OFFICE OF ACADEMIC PLANNING
DIRECTOR
TBD - Vacant

OFFICE OF ACADEMIC PLANNING
DEPUTY DIRECTOR / ADMINISTRATIVE OFFICER
Rumi Escobido

FACULTY RESOURCE ANALYSTS
Gloria Edelen
Cheryl Humiston
Paula Morgan
Kristen Yamamoto

EDUCATION ANALYST/DATA MANAGER
Alida Laney

DATA TECHNICIAN
Danielle La’a

OFFICE ASSISTANT
(PART-TIME STUDENT)
TBD - Vacant

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.

Academic Planning's primary activities are:

Faculty Hiring, Appointments, and Personnel Actions
- Faculty Hiring and Renewals (Tenure-track & Non-Tenure-track)
- Other Faculty Appointments (Dean, Chair, Associate Chair, Joint Appointment, Academic Associate, etc.)
- Courtesy and Military Faculty Appointments
Faculty Policy
  • NPS Faculty Policy Administration

Faculty Management
  • Annual Pay Schedule
  • Incentives and Awards
  • Merit Pay Step Increases associated with Promotion & Tenure
  • Faculty Scatterplots
  • Support of Sabbatical Administration
  • Support of Telework Program Administration
  • Support of J-1 Visa Administration

Programs
  • Research Assistant Programs: Research Assistant Part-Time Study Program (RA-PTSP) and tracking/reporting of all NPS Research Assistant employees (faculty and staff) including academic study governed by NAVPSCOL 12410.1A and NAVPSCOL 1524.2

Academic Resources (Budget and Execution)
  • Data and Analyses for Academic Planning and Budgeting
  • Monitor and Report on Academic Labor Projection and Execution

Reports
  • Faculty Database, Design, and Data Maintenance
  • Faculty Summary Reports
  • Cost and Full-time Equivalent (FTE) Reports
  • Customized Ad Hoc Reports

GOALS
Academic Planning is committed to:
  • Support the NPS President, Provost, and Administration 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.
  • Support all NPS activities through effective faculty data reporting.

WORKLOAD METRICS FOR AY12
Sampling of measurable Academic Planning workload for AY12:

Faculty Recruiting:
  • Number of Requests to Recruit processed = 278

Faculty Appointments:
  • Number of new faculty appointments = 117
    • TT = 11
    • NTT = 106
  • Number of faculty appointment renewals = 580
    • TT = 74
    • NTT = 506
- Number of other faculty appointments = 108
  - Courtesy = 18
  - Joint = 6
  - MILFAC = 38
  - Academic Associates = 46
- Faculty Personnel Actions:
  - Number of Requests for Personnel Actions processed for faculty and staff (e.g., promotion, extension of appointment, retirement, leave without pay, etc.) = 1,817
- Faculty Awards and Recognition:
  - Number of employee recognition actions processed for faculty and staff = 599
  - Academic Budget Actions
    - Number of Kuali Financial System (KFS) Budget Transfers executed for FY12 = 440
- Faculty Personnel Actions:

**ACCOMPLISHMENTS**

- **Faculty Database**: HELM, a comprehensive NPS Faculty Database, was completed and launched in Fall Semester 2012.
- **Faculty Reports**: Academic Planning produced quarterly standard faculty resource reports, e.g., Faculty by Type and Role, Gains/Losses, Workyears and Degrees.
- **Webpage**: A new and improved Academic Planning webpage was created to better support the NPS customer base, containing quick links to forms, templates and information documents.
- **Forms**: A systematic review of templates used for faculty hiring and appointments resulted in the development of fillable forms that simplifies use.
- **Process Improvements**:
  - JIRA was implemented in the Spring of 2012 to track progress of hiring, renewal, and courtesy appointment packages in the appointment process. It also allows Academic Planning to measure workflow, enabling quick status reports to management.
  - A Wiki site was initiated to begin documentation of the complex processes related to faculty hiring, policies and administration.
  - The Military Faculty (MilFac) appointment process was improved by reestablishing communication with the Flag Admin Officer to obtain data of all Military Officers assigned to NPS as faculty. This process ensures the Officer, with department concurrence, receives a faculty appointment letter from the Provost and that the MilFac data is captured in HELM.
  - The Academic Associate appointment process was improved by collaborating with the Registrar/Director of Academic Administration to ensure Academic Associate appointments posted in PYTHON were executed from official letters of appointment from the Provost. A SharePoint site is used as a repository for these letters to expedite communication/confirmation between Academic Planning and Academic Administration.
- **Research Assistant Program Management**: Data for the RA-PTSP was monitored and documentation was compiled for audit-readiness.
- **Provost Support**: Provost’s accounts were tracked and projections balanced with execution to enable budget status transparency by pay period.
- **Faculty Planning**: Labor plans were expanded to better reflect the institution's lines of business.

**INITIATIVES**

- **Faculty Appointments**: Complete a review of faculty hiring policies and faculty titles. Develop clear guidance regarding the criteria and standards for hiring and reappointment decisions.
- **Faculty Compensation**: Undertake a comprehensive faculty pay study.
• **Process Mapping and Improvement:** Identify and define processes owned by Academic Planning in support of the Manager's Internal Control Program (MICP). Collaborate with departments to understand their process flows and to develop best practices and guidelines for all departments to use for faculty hiring, faculty renewals and other processes owned by Academic Planning.

• **Faculty Planning:** Assist the Academic Departments to reinvigorate their faculty planning strategy. Redesign the Faculty Plan (FP) template for use as a tool by departments to track projected hires/losses and incumbent faculty, and reinstitute an annual review by Academic Planning.

• **Research Assistant Program Management:** Track Research Assistants (employment and NPS academic study) utilizing HELM and PYTHON.

• **Faculty Policy:** Begin documentation of institutional knowledge retained by Academic Planning leadership. Develop a comprehensive list of subjects by end of year.

• **Faculty Database:** New HELM system initiatives include:
  - Adjust fields with changing NPS policies
  - Automate highest degree calculation
  - Expand database fields (e.g., Military History, Prior Teaching Credit)
  - Conceptualize and integrate solutions for nascent issues

• **Faculty Reports:** New reports to be developed:
  - Monthly Faculty Renewal Report
  - Quarterly Faculty Administration Positions Report
  - Quarterly NPS Recognition Report
  - Quarterly Department FTE Report
  - Detailed Gains and Losses Report

• **Academic Planning Staff Training and Development:** Provide opportunities for staff to pursue a professional/career development plan.  

Academic Planning is the NPS source responsible for all faculty resource information: reports/charts/data, such as the following:

![FACULTY GAINS & LOSSES](chart1)

![FACULTY by Role - 30 September 2012](chart2)

![FACULTY 30 September 2012](chart3)
FACULTY DEVELOPMENT PROGRAMS
AND SERVICES
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 developmental exercises, 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 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 course/curriculum development; the integration of technology to enhance pedagogy; and the further development of interactive and learner-centered instructional and assessment practices. 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 instruction and 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 AY12

1. Work with schools and departments to identify priorities related to the continuous improvement of teaching, learning, and assessment practices.
   a.) Support the improvement and stabilization of SOF performance campus-wide.
   b.) Initiate theme based programs and services to support the academic mission of NPS and ongoing accreditation activities
2. Increase campus-wide participation rates in the NPS PETAL core programs and faculty initiated professional development.

HIGHLIGHTS: FACULTY DEVELOPMENT AY12

Faculty Development Programs provide campus-based resources that directly support the NPS mission and its annual accreditation initiatives. The established core programs, offered under the umbrella of NPS PETAL: Promoting Excellence in Teaching to Advance Learning, include:

- Orientation and First Year Mentoring
- Roundtable Seminars
- Individual Consultations
- Instructional Coaching
- Teaching and Instruction: Short Courses
- Educational Effectiveness Projects
- Curricular and Course Alignment

AY 12 thematic initiatives focused on strengthening the connections between teaching and learning—'How learning works and what learning looks like' provided an organizing theme for the integration of professional development programs and services during AY 12.

Each year, PETAL sponsors thematic programs and targeted theory practice exercises to foster the integration of 'best practices' for course/curriculum development, instruction, and assessment. Faculty participants in professional development leverage research, experience and subject matter expertise to assess learning and advance the continuous improvement of instruction for the resident and dl academic courses and curricula.

Participation in professional development programs at NPS remains voluntary. As such, its impact on the overall educational effectiveness of NPS academic programs is imprecise—constrained by the characteristics and motivation of a voluntary and self-identified participant sample.

Comparison by Core Activity Area | AY 12 (N=273)
Increased and continued levels of participation in seminars and consultation/coaching services fostered continuous-improvement and leveraged in depth course analysis to improve course and instructional alignment.
AY12 OVERVIEW

NPS PETAL is evolving in two important ways! Faculty responses and participation levels in PETAL Programs increased again during AY12. Widespread institutional support and increased funding during AY12 further recognized and promoted continuous improvement initiatives and ongoing development among faculty!

To recognize and encourage the continuous improvement of academic courses and instruction, PETAL Programs offer professional development honoraria to faculty who successfully complete required theory/practice exercises. PETAL Programs are intentionally aligned with NPS academic priorities and the developmental interests and instructional needs of its faculty to cultivate and sustain the participation of faculty. Core programs emphasize and promote effective instruction. New programs were introduced and piloted during AY 12 in support of WASC, ABET, and AACSB accreditation activities:

- **Practices of Effective Teaching:** Technology and Pedagogy Integration Practicum (PET/TPI Practicum) *Achieved AY12 strategic goal 1a & b*

- **ALOHA Project:** Aligning Learner Outcomes & Holistic Assessments *Achieved AY12 Strategic goal 1a*

**Compass Seminar for New Faculty** is the only campus wide orientation program for faculty at NPS. The Compass Seminar provides important information that contributes to successful teaching and research. As such, Compass supports the school and department based orientation programs. Now in its fourth year, the feedback from participants remains positive—annually the attendance at this E-week event is about 25% of the eligible new faculty. For the second year, Compass has also been video streamed to allow faculty at a distance to view panels and review presentations.

**CONSULTATION, COACHING, & INDIVIDUAL SUPPORT:**

Individualized consultation and coaching enhance depth and breadth of instructional competencies in ways that are developmental and iterative. Faculty elect to enhance their competencies based upon interests and defined learning or instructional challenges they wish to resolve.

**AY 12 Consultations & Coaching: By the Numbers...**

*Continuous improvement of instruction—faculty initiated instructional development!*

**Figure 1 | Instructor contact yields high impact!**

AY 12: 59 instructors, 236 classrooms; 3776 students.
The wide spread success of consultation and coaching services is evidenced through increased requests for faculty initiated projects and formal referrals for assistance to improve course development, classroom instruction, and assessments identify and resolve learning problems. Consultations foster specific dialogue and critical reflection to further refine the purposes of instruction and the development of measurable outcomes and their enabling objectives. Coaching structures experiential learning, formative feedback, and reflection that enable faculty to expand their instructional and assessment repertoire in ways that facilitate meaningful learner interactions and benchmark student achievement.

TEACHING AND INSTRUCTIONAL PROGRAMS
FTL and the PET/TPI Practicum are essential building blocks that reinforce and integrate learning theory with guided practice to improve course development, instruction, and assessment

Accomplishments
AY 12 offerings
- FTL: 2 sessions (20 Participants)
- PET/TPI Practicum: 2 pilot sessions (25 Participants)

PETAL short courses and programs are experience-based, iterative, and developmental! Short courses foster the examination of the 'whole to part and part to whole' relationships for the key elements of instruction and critical reflection about the interdependence of teaching, learning, and assessment practices.

EDUCATIONAL EFFECTIVENESS
To advance effective instruction and support annual accreditation activities for WASC, ABET, AACSB, the AY 12 educational initiatives were two-fold:
- Providing support for programs preparing for substantive change review of courses for WASC, and
- Facilitating the development and alignment of course level outcomes with direct assessments of learning that benchmark the achievement of ESRs.

ACCOMPLISHMENTS
1. Consultative support and assistance was provided for course, development and approval and substantive changes for WASC accreditation:
   - Masters in Cost Estimating and Analysis (Distance Education Program)
   - Network Operations and Technology
   - Cyber Systems and Operations Interdisciplinary Curricular
   - CS Curriculum Alignment Assessment

2. Offered campus wide theme-based workshops, seminars and projects.

WORKSHOPS, SEMINARS, AND SPECIAL PROJECTS provide alternative professional development opportunities for faculty who do not have time to enroll in the intensive short courses.
Roundtable Seminars
- The Science of Learning Roundtable Book Seminar (18 Participants)
- Prime-time Teaching and Learning Spaces (11 Participants)
3. **Direct Assessment of Learning:** Detailed course analysis – Alignment of course level outcomes with assessments were leveraged by the ALOHA Project: Parts 1 & 2, the PET/TPI Practicum, and 1:1 individualized consultation and coaching projects. (41 Participants)

**AY 13 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.
   - Facilitate greater alignment of course and curricular outcomes with instructional methods and assessment practices campus-wide.
   - Provide resources and assistance to identify, organize, and document evidence of continuous improvement to support the academic mission of NPS and ongoing accreditation activities.
2. Increase the participation rates of the under-served schools and departments in the NPS PETAL core programs and faculty initiated professional development projects.

**INITIATIVES**
- Continue short courses—FTL & PET/TPI Practicum
- Initiate /expand the participation rates in ALOHA Project 1 & 2 for the ‘under served’ schools and departments.
- Develop and pilot The Art and Science of Assessment Practices (ASAP)
- Pilot Experiential Learning to Improve Classroom Inquiry and Teaching (ELICIT) to identify and share best practices among schools and departments.
  - Pilot (TGIF) Teacher Generated Inquiry and Improvement Forum
- Introduce DEEP Proposals to support accreditation initiatives within schools and departments.

**METRICS**
- **Courses and Workshops:** Participation rates: numbers, participation across schools, and rates of completion.
- **Consultations/Coaching:** Evaluate impact of consultation coaching on pedagogy as measured by faculty and student input; achievement of personal goals.
- **Educational Effectiveness Projects:** Documentation of scope, type, and nature of DEEP requests.
- **Professional Development:** feedback from faculty; progress toward and achievement of individual goals.
- **Track Instructional Impact of PETAL Programs**
  - Classroom impact: Instructor ('N') x 4(average classes taught per year)
  - Student impact: students (avg. 'N '16/class) x class section

To advance effective instruction and support annual accreditation activities for WASC, ABET, AACSB, professional development AY 13 initiatives will focus on strengthening the connections between learning and assessments—specifically multiple assessments and embedded direct measures to document learning and the achievement of course and curricular outcomes.
MISSION
The mission of the Academic Reporting and Analysis Department is to support academic operations at the University through providing academic reports and analysis. The Academic Reporting and Analysis Department 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 department of Academic Affairs, reporting to the Vice Provost of Academic Affairs.

PRINCIPAL ACTIVITIES
The Academic Reporting & Analysis Department 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 reports and analysis that systematically examine multiple aspects 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 program development 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.
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 all NPS activities through effective faculty data management, analyses and reporting.

Goal #4: Support Academic Affairs’ mission of achieving operational excellence related to academic programs through supporting the development of strategic plans and academic budget.

FY12 ACCOMPLISHMENTS

* Enhanced our existing intranet website as a repository and communication medium of the collective academic reports and analyses.
* Conducted analysis of Student Preparation by analyzing the admissions process and students’ preparation prior to enrollment.
* 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.
* Developed an “off the shelf” Academic Brief.
* Collaborated with Institutional Research to provide input to further the development of the data warehouse.
* Developed a Short Course specific database for short course tracking and reporting.
* 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
  * Quarterly Faculty Roster and Reports

Figure A.1 | Classes Taught by Faculty Degree AY09-AY12

Figure A.2 | 5 year AOB Enrollment Trend
FY13 INITIATIVES

- Continue further development of necessary academic reports, student cost analysis, and a comprehensive short course report.
- Expand the scope of Faculty reporting with data compiled from HELM; a comprehensive NPS faculty database. To include an Administrative Positions and a detailed Gains and Losses report.
- Integrate faculty and academic data to assist NPS Administration in the effective management of NPS Faculty and academic resources.
- 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 policy, instructions and guidance that relate specifically to NPS education programs.
- Support the further development of short course tracking and reporting.
- Support the development of NPS's academic student information system through representation of academic reporting and analyses requirements.

Figure A.3 | NPS Courses by Program Location & School