



2016-2019
STRATEGIC
PLAN



FY16
ORGANIZATIONAL
PERFORMANCE PLAN

SHAPING
THE
FUTURE

VISION

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

MISSION

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

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A MESSAGE FROM OUR PRESIDENT

It's an exciting time in both of DAU's worlds—learning and acquisition—and I couldn't be more optimistic about how we will thrive in this environment. People all over the learning world are busy figuring out how to use new technologies to engage a workforce that learns differently. DAU's resources, people and innate desire to improve put us in a great position to use these technologies in innovative and powerful ways. In acquisition, "between the wars" eras like the one we're in today are when we can have the most profound effect on warfighting capability, even as we face demographic changes, budget pressures and an increasingly complex world. All of us at DAU understand this, and understand the importance of training if we are to have the acquisition excellence the times demand.



This strategic plan will help us succeed in shaping the future of acquisition learning. It is built from our Acquisition Learning Model (ALM), which guides our efforts to adapt and improve. The ALM recognizes that Foundational Learning delivered in classroom and online courses must be connected to robust learning that goes on continuously, outside of structured courses. This will include Workflow Learning that helps workers every day, and Performance Learning which will help with specific challenges for programs, organizations and individuals. We are improving all three types of learning to create a modern integrated environment for the new workforce. While change is certain, and forecasts aren't, some parts of this future learning environment are becoming clear.

Changes for the future DAU student will be apparent even before beginning Foundational Learning with their first classroom or online course. A modern student information system will notify them of course openings in their field, help them enroll, and initiate their travel orders. Workflow Learning will bring them information through a modern website and effective social media, so that they will have informally learned a lot about their field and will already know some of the thought leaders. They will get recommendations on courses, content, and continuous learning modules from their peers, and take advantage of Wiki-style repositories of best practices and lessons-learned. They will learn from mentors they haven't met, and may already be connected to people they will see in class. This information will probably come to them on their mobile device, so that their learning opportunities will move with them, perhaps in the airplane on their way to class.

The Foundational Learning event they join will be held in modern spaces with the latest technology, and will be led by instructors who have used Workflow Learning and social media to keep themselves current. Classes might include videos and breaking news collected only days before. They might incorporate a remote live segment presented by a leading professional, or include lessons learned from a recent Performance Learning event the instructor led.

When they return to work, the students will apply the same job aids they used in class, and will share experiences with their classmates and other workforce professionals through social media and engaging communities of practice. They will learn naturally, and sometimes by accident. Some learning will be through games. They will receive new information from DAU in a form that suits them, so that it becomes part of their daily life.

Their program may use a Performance Learning workshop to help them with a source selection or a milestone event. Later in their careers, they may use DAU Performance Learning to help their own organizations, or get an executive coach to help them with their leadership and vision. The lines between the types of learning will blur. The student doesn't notice or care, but does know that DAU is helping every day.

This is the future of learning, and it's well within our reach. There will be more changes, new technology and new possibilities. We are well positioned to see these, adapt, and remain a world class learning leader. DAU will be a resource you turn to every day and in all phases of your career, bringing you the help you want, and need. This strategic plan and its successors will guide us, and help DAU continue to be the learning institution that the workforce, the warfighter and the nation deserve.



James P. Woolsey
President
Defense Acquisition University

THE FUTURE OF ACQUISITION LEARNING

FOUNDATIONAL LEARNING

Before the course, students will

- Be screened by the Student Information System to ensure they meet pre-reqs
- Use social media to
 - Connect with professor and classmates
 - View course admin information and schedule
 - Access learning materials
- Take an online “knowledge inventory”
 - Professor assesses student training readiness
 - Directs students to DAU learning resources to improve their knowledge in weak areas
- Connect with collaborative learning network



During the course, students will

- Have shorter courses, organized by topic and tailored for their needs
- Access course materials virtually using their own devices (BYOD)
- View online videos and other materials to prepare for lessons
- Work collaboratively on relevant simulations and exercises that promote critical thinking, team-building and problem solving
- Hear best practices and lessons learned from faculty members' recent experiences supporting program offices
- Receive real time acquisition news and policy updates
- Connect to Workflow Learning using course information, proven practices, and job support tools in the classroom and in DL courses



After the course, students will

- Remain connected to professor and classmates via social media
- Use the Workflow Learning assets they became familiar with in class on the job...and discover new ones
- Receive notices from the Student Information System about new courses, continuous learning modules, and other assets that relate to their learning “profile”
- Reach back to collaborative learning network



Students leave our courses informed, challenged, and armed with the tools they'll need to succeed

DAU is actively looking forward toward what we need to provide to the Defense Acquisition Workforce. The results of this “looking” have become our strategy, our organization, and how we are shaping the future. The looking ahead that we’ve done so far has shaped this strategy, but this is an ongoing process. We will continue to look forward, learn, and adapt.

WORKFLOW LEARNING

Workforce members will turn to DAU to

- Gain insight at work or on the go with access to acquisition policies, proven practices, and breaking news
- Collaborate with experts, mentors, and peers through communities and blogs
- Enhance workforce performance through job support tools, including short videos, simulations, and templates
- Experience accidental learning through more discoverable content
- Receive recommendations about other relevant learning assets based on individual needs and interests
- Comment and provide feedback on workflow learning assets



Our integrated environment will deliver the information our users need, not just the information they think they need

PERFORMANCE LEARNING

Acquisition Organizations will

- Understand DAU capabilities to help their organization and regularly access DAU faculty expertise for
 - Program assessments
 - Deep dives
 - Development of acquisition strategy, source selection plan, systems engineering plans
 - Engage in Executive Coaching
- Participate in DAU’s robust portfolio of intact team training workshops covering all phases of the acquisition process and using actual program information to develop solutions



Acquisition organizations and teams call on DAU to support them at critical points in the life of their program

DAU will

- Engage acquisition leaders and workforce to improve awareness of our ability to assist and improve outcomes
- Prioritize engagement through centralized situational awareness of major programs and services acquisitions in each region and their cost / schedule / performance
- Maintain faculty expertise and currency from continuous exposure to contemporary acquisition problems and solutions
 - Bring this knowledge back into the classroom
 - Turn it into workflow learning assets
 - Influence research, course content, and AT&L policy
 - Share best practices across DAU
- Provide faculty training in consulting methodology to lead to development of effective solutions
- Gather and maintain extensive Level III / IV feedback on mission assistance engagements to document DAU’s value added to the organization and impact on acquisition outcomes

A SOLID FOUNDATION FOR STRATEGIC PLANNING

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

Our Values

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

Alignment & Teamwork

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

Customer Focus

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

Performance Excellence

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

Speed & Agility

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



Value Proposition — A National Resource

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

Steward of the Acquisition Body of Knowledge

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

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



Skilled Practitioners

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

Training Excellence

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

Strong Relationships with DoD and Congressional Leadership

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

A SOLID FOUNDATION FOR STRATEGIC PLANNING

Core Capabilities

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

FOUNDATIONAL LEARNING

Gives the workforce long-term knowledge and habits of mind

Training Courses

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

Continuous Learning

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

Rapid Deployment Training

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

WORKFLOW LEARNING

Helps the workforce succeed on the job every day

Knowledge Sharing

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

Job Support Tools

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

PERFORMANCE LEARNING

Exploits high-impact opportunities for teams and the overall workforce

Mission Assistance

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

Workshops

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

Demonstrated Experience

A workforce development program centered around the on-the-job experience needed for proficiency to execute acquisition activities in support of organizational mission.

Applied Research

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

Executive Coaching

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

SUPPORTING COMPETENCIES

AT&L Business System

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

4th Estate Director, Acquisition Career Management

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

Mission Success

DAU has repeatedly demonstrated and been recognized for its success in providing a global learning environment.

2015

- ELearning! Media Group's Learning! 100 Award (2014, 2013, 2012, 2011)
- Chief Learning Officer Learning Elite (2014, 2013, 2012, 2011)

2014

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

2013

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

2012

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



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

—Hon. Katrina McFarland
Assistant Secretary of Defense
for Acquisition

2010

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

2009

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

2008

- Earned reaffirmation of accreditation with commendations in three areas

2007

- Computerworld 21st Century Achievement Award

2006

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

2004

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

DAU ORGANIZATIONAL COMMITMENT

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



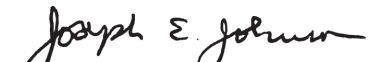
We are committed to working collaboratively with our senior leadership, faculty and staff, stakeholders and partners, and most importantly, our customers, to turn the Strategic Plan into a reality and ensure that we provide the products and services to develop qualified acquisition professionals.



James P. Woolsey
President




Dr. Roy L. Wood
Acting Vice President




Joseph E. Johnson
Chief of Staff



Mark C. Whiteside
Director, Performance & Resource Management



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



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



CAPT Michael M. Hocker, USN
Senior Military Advisor



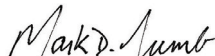
Richard Hoferkamp
Pentagon Liaison



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



Joanne S. Schoonover
Dean, DAU Capital and Northeast Region




Mark D. Lumb
Dean, DAU South Region



P. Scott Ilg
Dean, DAU Mid-Atlantic Region



Travis L. Stewart
Dean, DAU Midwest Region



Dr. Kevin R. Carman
Dean, DAU West Region



Patrick E. Wills
Dean, DSMC



Dr. Kurt A. Stonerock
Dean, College of Contract Management




John T. Shannon
Director, Learning Capabilities Integration Center



John J. Higbee
Director, Mission Assistance /
Knowledge Repository



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



Leo M. Filipowicz
Director, Operations Support Group



Robert A. Morris
Director, Acquisition Services

People matter. If there is one legacy I would like to leave behind it is a stronger and more professional Defense Acquisition Workforce than the one I inherited from my predecessors.... However, if there is one thing that has impressed me during my 40-plus years in defense acquisition, most of it in government, it is the dedication, positive attitude, resilience and desire to serve the taxpayer and our Servicemen and -women well that characterizes this country's acquisition professionals.

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

2016-2019
STRATEGIC
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DAU STRATEGIC PLANNING PROCESS

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

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

Each year, DAU reviews, updates, and validates our strategic goals, objectives, and measures. The Director of Strategic Planning / Learning Analytics is responsible for leading this effort. He engages the participation of faculty and staff from across the University in this review. The review process begins with an analysis of organizational strengths, weaknesses, opportunities, and threats (SWOT). (The results of the SWOT are shown on page 18.) This

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

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

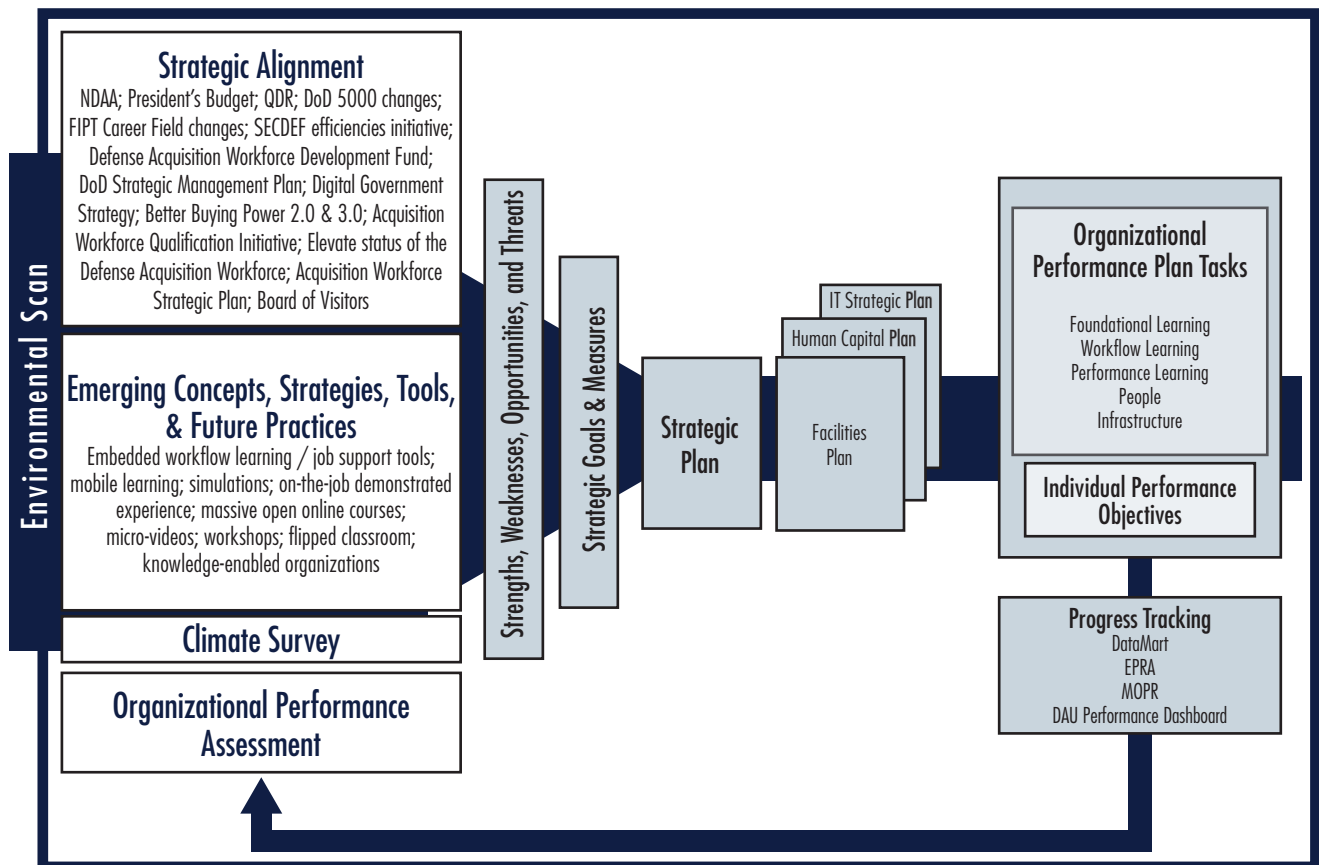
Our progress toward meeting our strategic goals and fulfilling our mission is measured and reported regularly. DAU has adopted an online enterprise-wide performance measurement tool, the DAU Performance Dashboard, (<https://clo.dau.mil>), which we use to set baselines, manage tasks, and analyze results.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

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

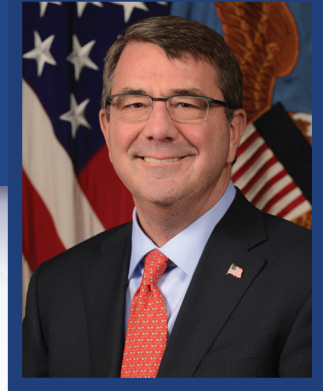
DAU's contribution-based employee evaluation systems ensure that each employee is focused on contributing to

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

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



STRATEGIC ALIGNMENT



“Today’s constrained budget and resource environment presents challenges. If we’re going to convincingly make the case to our people that they need to spend more on their defense, we need to, at the same time, show them that we know we can do better at spending that money,” says Defense Secretary, Ashton Carter. This demands a different mindset for both government and industry managers. There are fewer resources, significant shifts in acquisition activities, and changes in the demographics of the Defense Acquisition Workforce. DAU has already tightened its belt with efficiency initiatives. In FY16 and beyond, DAU will continue with these initiatives and develop others.

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

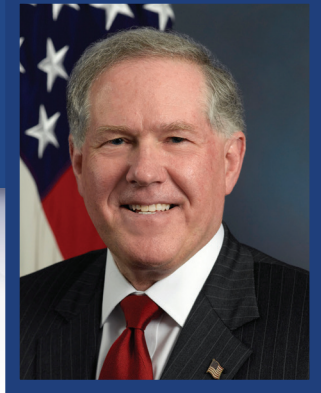
In May 2010, then-Defense Secretary Robert Gates announced his Efficiencies Initiative, aimed at reducing overhead and finding efficiencies within the force structure and modernization accounts. In response, the Under Secretary of Defense for Acquisition, Technology, and Logistics introduced the Better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

In 2014, DoD again updated the Better Buying Power Initiatives with BBP 3.0. The progression from BBP 1.0 to 2.0 reflected a change in emphasis from specific “best practices” to an increased emphasis on helping acquisition professionals think critically and make better decisions as they confront the many, complex situations encountered in defense acquisition. In BBP 2.0 DoD emphasized professionalism and providing better tools to help the acquisition professionals in DoD make sound decisions. Our leadership also continued many initiatives from BBP 1.0 and made adjustments in some areas based on our experience and feedback from industry and government. BBP 3.0 continues the focus on continuous improvement with a new emphasis on initiatives that encourage innovation and promote technical excellence.

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

“Today’s constrained budget and resource environment presents challenges. If we’re going to convincingly make the case to our people that they need to spend more on their defense – which I believe they do – we need to, at the same time, show them that we know we can do better at spending that money. Being open to change and to the wider worlds of technology and culture will help make the Pentagon better at spending money, and better at succeeding in the future.”

—Ashton B. Carter
Secretary of Defense



"The total acquisition workforce includes people who work in all aspects of acquisition; program management, engineering, test and evaluation, contracting and contract management, logistics, quality assurance, auditing and many other specialties. All of these fields require high degrees of professionalism. I'm proud of our workforce; it is highly professional, but there isn't a single person in the workforce, including me, who can't improve his or her professional abilities."

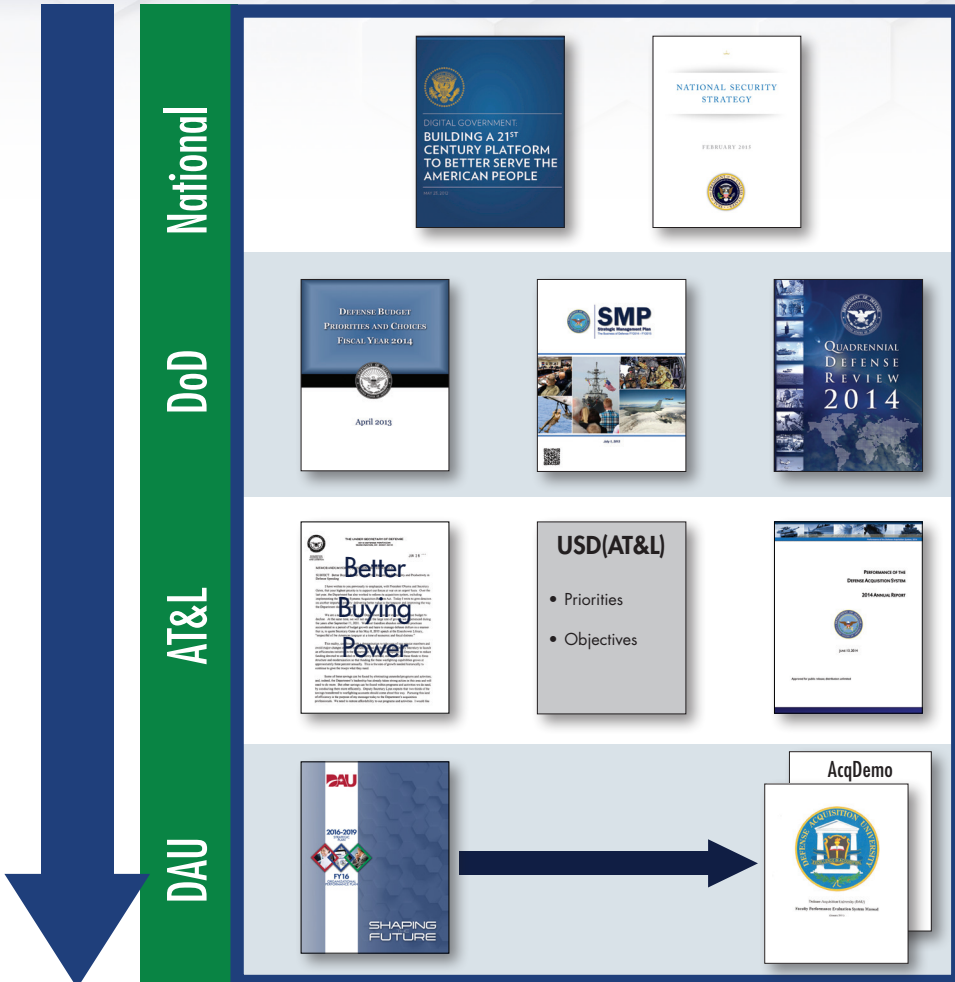
—Hon. Frank Kendall

Under Secretary of Defense for Acquisition, Technology, and Logistics



"A cadre of highly qualified professionals is essential to improving acquisition productivity, increasing buying power, achieving efficiencies, protecting the taxpayer, and ensuring technological superiority for the warfighter. Training is and will continue to be a key element of creating the highly qualified acquisition professional."

—Hon. Katrina McFarland
Assistant Secretary of Defense for Acquisition



STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS ANALYSIS RESULTS

STRENGTHS

- Good alignment and support from senior leadership
- Expert faculty and staff backed by an extensive professional development program
- National and international reputation as a learning sector leader
- Quality infrastructure and technology, with facilities located near our customers
- Cost-effective training development and delivery
- Mature processes for developing and maintaining traditional learning assets

WEAKNESSES

- Need for greater integration among ALM elements
- Limited ability of training alone to influence acquisition culture
- Sharing information among business units
- Capacity in certain functional areas
- Ad hoc web presence that is confusing to customers
- Faculty can lose currency without refresh opportunities

OPPORTUNITIES

- Increasing requirements for new / emerging and expanded learning (e.g. cyber, IT, Risk Management, AIR integration, etc)
- New, easy-to-use tools for informal learning (e.g. videos, social media)
- New ways to deliver formal training (FOLE, flipped c / r, MOOC, etc)
- Retirements offer opportunities to refresh talent and shape the DAU workforce

THREATS

- Stakeholders with competing interests, expectations, and requirements
- Decreasing demand for formal learning (seats)
- Generational learning styles and expectations outside traditional paradigms
- Oppressive cyber-driven IT / Network restrictions impede openness and innovation
- DoD Budget constraints and funding instability

STRATEGIC PLANNING INTEGRATED PRODUCT TEAM

During the 2015 Mid-Level Managers' Meeting and the Senior-Level Managers' Meeting, the participants were provided with a professional development exercise in Strategic Planning. The input from these two groups was provided to an Integrated Product Team (IPT) comprised of senior managers, with each manager assigned to a goal. We then recruited faculty and staff volunteers from all regions and headquarters to serve on Goal Teams. Each team reviewed their goal, objectives, and strategic measures; created objectives with 3-year milestones; and developed performance tasks with measurable targets for FY16. The participation of faculty and staff in this process provides DAU with valuable operational perspective and gives them a better understanding and ownership of the plan they will have to execute.



Goal 1 – Foundational Learning: Michael Jimerson (CCM), Judy Fleming (FLD), Mike Holbert (DSMC), Carol Tisone (MAT), Carl Hayden (MWT), Gary Hagan (CNE), Jerome Collins (MAT), Mark Unger (STH), Julie Bailey (FLD), Mike Gonzales (WST)

Goal 2 – Workflow Learning: Mike Hocker (FLD), Rick Dowling (STH), Carl Hayden (MWT), John Koeninger (CCM), Anthony Rotolo (FLD), Jill Garcia (PLD), Sam Parks (PRS), Shawn Miller (FLD), Ivan Teper (DSMC)

Goal 3 – Performance Learning: Jack Cain (STH), Tony Romano (DSMC), Larry Floyd (FLD), Steve Minnich (MAT), Lois Harper (WST), Karon Curry (PLD)

Goal 4 – People: Tina Richards (HR), Dave Fowler (HR), Rob Tremaine (WST), Caren Hergenroeder (OPS), Ron Quinter (CNE), Christen Goulding (PRS), Judith Bayliss (FLD)

Goal 5 – Infrastructure: Rich Vigue (IT), Diane Cuhna (PRM), Syl Hubbard (MWT), Venkat Rao (MWT), Mike Lambert (FLD), Tom Savino (PRS), Steve Wade (OPS), Tim Stovall (OP-VS), Kevin Chau (FLD)

MISSION AND VISION

MISSION

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

VISION

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

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

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

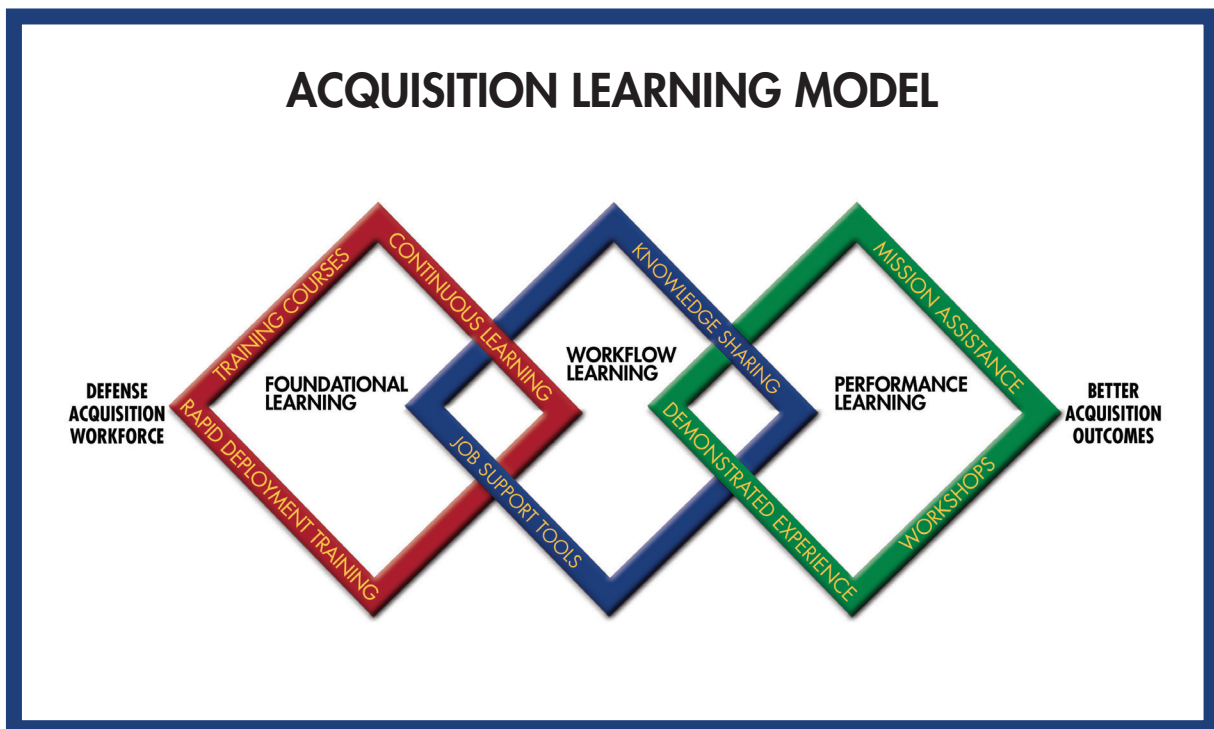
Foundational Learning gives the workforce long-term knowledge and habits of mind. We will continue the exceptional structured learning that we are providing for the workforce—there is simply no comparable way for professionals to learn about our complex acquisition system and to gather advanced skills.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

Workflow Learning helps the workforce succeed on the job every day. We have the opportunity to help the workforce long after they've completed their certification training, and Workflow Learning will be a primary means for doing so. Our future Web-presence will be a place where workers go for the information they want and need. Our Web-presence will be rich in content that supports and reinforces foundational learning, updates knowledge with best practices, and provides a wide variety of perspectives. The future acquisition professional will go there to find a resource they remember learning about in a DAU course, and now need. While they're on our Web site, they will accidentally learn about breaking news or find a new insight in their field or in the more global challenges of acquisition. Our Web presence will be interesting, engaging, and easy to use. Our integrated environment will deliver the information our users need, not just the information they think they need.

Performance Learning exploits high-impact opportunities for teams and the overall workforce. We

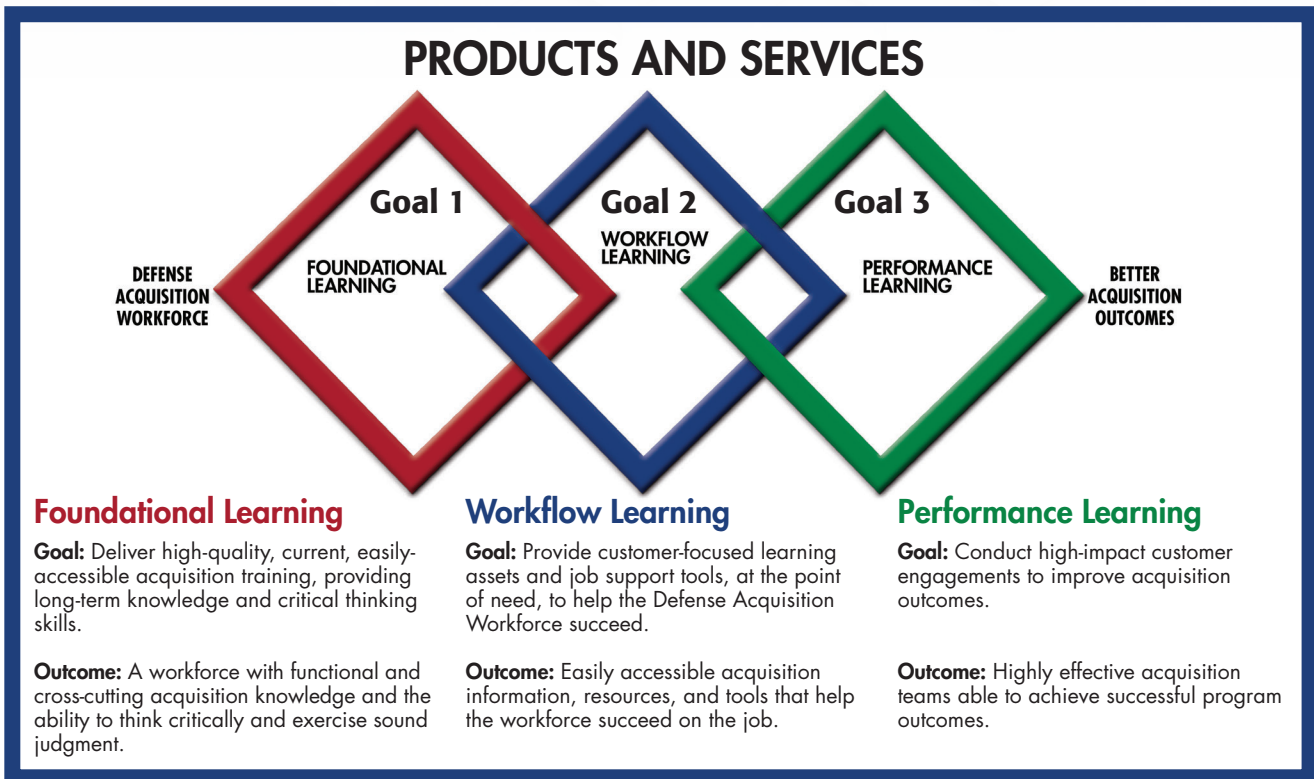
will increase our presence in the acquisition environment by doing more mission assistance to programs and teams at critical junctures. Our stakeholders tell us now that this work has great and immediate impact. We'll make more acquisition organizations aware of our ability to help, and improve even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

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



STRATEGIC GOALS

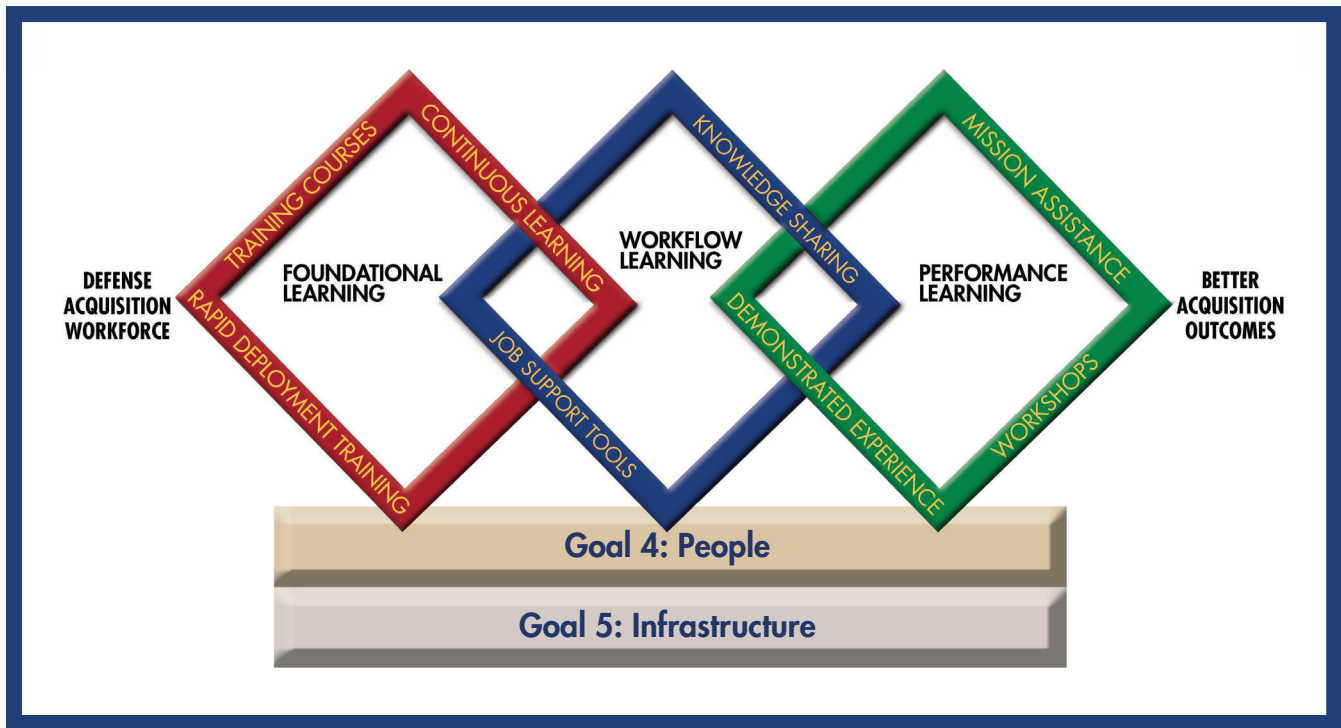
DAU’s strategic goals are focused around the three elements of the ALM—foundational learning, workflow learning, performance learning—plus the supporting areas of people and infrastructure that are necessary to deliver our products and services. The objectives and tasks within each goal drive the overall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



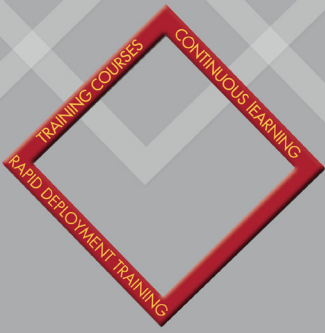
Goals 4 and 5 below are focused on the business processes, and human capital and infrastructure resources we need to effectively deliver our learning assets.



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



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



Goal 1 – Foundational Learning

Deliver high-quality, current, easily accessible acquisition training, providing long-term knowledge and critical thinking skills

Objectives and Measures

Deliver high-quality and relevant foundational learning including critical thinking skills

- MtM scores at or above MtM benchmark standards for Classroom and DL courses
- 100% curriculum certified annually IAW DAU Dir 702 by functional leaders for currency and relevance
- 100% of courses evaluated for appropriate level of critical thinking skills incorporated into their learning objectives

Leverage innovative practices in delivery and enabling technologies

- 100% of courses evaluated for appropriate use of innovative delivery methods

Improve the speed-to-market and cost-effectiveness of developing and delivering foundational learning assets

- Curriculum Development Median Time-to-Market for DL / CR course developments and major revisions started in FY16 less than or equal to 15 months
- Current classroom courses updated within 60 days of final approval of policy / regulation / law
- Online RDT delivered within 48 hours of policy release and on-site training within 60 days
- Cost per hour of learning at or below industry-wide standards

Optimize and align DAU training opportunities to assure the Defense Acquisition Workforce's ability to achieve their training objectives

- 90% of courses executed, at or above min student capacity, in accordance with published schedule
- 80% of the annual Classroom offerings conducted will have a waitlist of under 6 per offering of P1 and P2 students

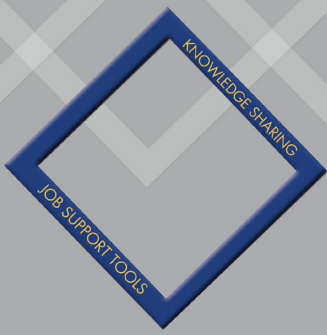
Expected Outcome

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



Goal 1 - Multi-year Strategy

Objective	FY16	FY17	FY18	FY19
1.1 Deliver high-quality and relevant foundational learning including critical thinking skills	Update curriculum / CL modules as required by policy, DoD guidance, and Functional Leaders (Key focus areas: Engineering, Logistics, Cybersecurity)			
	Incorporate critical thinking learning objectives, case studies, simulations, and exercises into DAU curriculum	Update case studies, simulations, and exercises		
	Conduct training for Better Buying Power 3.0	Conduct training on new policies		
1.2 Leverage innovative practices in delivery and enabling technologies	Deploy alternate course delivery methods including mobile learning options	Continue to assess technology and techniques to improve and expand alternative delivery methods: flipped classrooms, Massive Open Online Courses, business simulations, mobile courses, Learning Resource Packages (How-to video, e-books, short online modules)		
1.3 Improve the speed-to-market and cost-effectiveness of developing and delivering foundational learning assets	Develop plan to reduce time to develop learning assets	Implement and institutionalize streamlined process for learning asset development		
	Incorporate knowledge / lessons-learned during MA activities and "how-to" content into certification and job-specific courses and CL modules			
1.4 Optimize and align DAU training opportunities to assure the Defense Acquisition Workforce's ability to achieve their training objectives	Provide capacity sufficient to meet projected student certification needs			



Goal 2—Workflow Learning

Provide customer-focused learning assets and job support tools, at the point of need, to help the Defense Acquisition Workforce succeed

Objectives and Measures

Deliver high-quality and relevant workflow learning assets, which support the Defense Acquisition Workforce on the job. Adopt best commercial practices in developing, delivery and collaborative technologies

- MtM scores at or above MtM benchmark standards for workflow learning resources

Provide and maintain oneDAU portal and architecture that enables the Defense Acquisition Workforce to easily locate content, share knowledge and make professional connections

- Utility of workflow learning assets by metrics such as usage rates, duration, bounce, downloads, and pop-up survey scores improved over previous year

Provide job support tools aligned to customer job needs

- At least 10 job support tools aligned to functional area competencies deployed annually

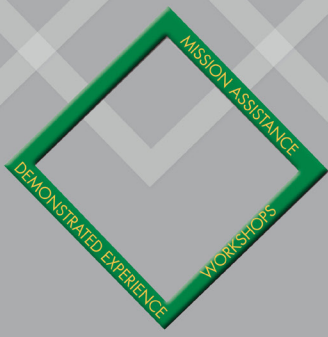
Expected Outcome

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



Goal 2 - Multi-year Strategy

Objective	FY16	FY17	FY18	FY19
2.1 Deliver high-quality and relevant workflow learning assets, which support the Defense Acquisition Workforce on the job. Adopt best commercial practices in development, delivery and collaborative technologies	Revise course development guidelines to incorporate supporting workflow learning tools	Design and develop courses with workflow learning in mind. Integrate the use of DAU.mil and workflow learning assets into courses.		
	Implement an "ideation" tool for collecting DAW needs for Workflow Learning assets	Actively engage the Defense Acquisition Workforce during courses, mission assistance, and online to identify and prioritize their workflow learning needs		
	Develop Workflow Learning Outreach and Communication Plan	Provide for continual improvements by collecting user feedback on all workflow learning assets and capabilities		
	Develop workflow learning policy, processes and systems that enable easy access, rapid collaboration, and simple content development / submission			
	Implement and institutionalize DAU standards of quality / guidelines for workflow learning assets			
Add videos / digital publishing into courses, CL Modules, and workflow learning assets				
2.2 Provide and maintain a oneDAU portal and architecture that enables the Defense Acquisition Workforce to easily locate content, share knowledge and make professional connections	Develop the "OneDAU" portal technical architecture to create a seamless user experience	Implement the DAU "One Portal"	Enhance the DAU "One Portal" with collaborative environments for all learning assets, collective intelligence, crowdsourcing	
	Plan for Next Generation DAU.mil. Include capability for user supplied content	Develop the Next Generation DAU.mil	Implement, maintain and improve the Next Generation DAU.mil	
2.3 Provide job support tools aligned to customer job needs	Develop and deploy job support tools for each acquisition functional area and DCMA functions			



Goal 3—Performance Learning

Conduct high-impact customer engagements to improve acquisition outcomes

Objectives and Measures

Proactively engage with Defense Acquisition Workforce to raise awareness of DAU's mission assistance, understand their requirements, and rapidly respond

- Engagement with 100% MDAP, MAIS, Pre-MDAP, Pre-MAIS, PEOs and Program Managers as well as managers for significant services acquisitions
- Engagement with 75% of organizations with a large (greater than 50) Defense Acquisition Workforce (including supply centers, ranges, and infrastructure commands)

Conduct mission assistance and workshops to enhance acquisition outcomes

- MtM scores at or above university benchmark for all workshops
- 5% increase over FY15 in number of high-impact, high-outcome engagements

Incorporate mission assistance lessons learned and best practices into foundational and workflow learning assets

- 5 best practices incorporated into course curriculum
- 5 workflow learning assets incorporated into courses

Provide thought leadership and research in regard to acquisition best practices and innovation to support AT&L leadership and the Defense Acquisition Workforce; incorporate findings into foundational and workflow learning

- 5 faculty research papers published

Support the implementation of Acquisition Workforce Qualification Initiative (AWQI)

- eWorkbooks updated semi-annually

Expected Outcome

Highly-effective acquisition teams able to achieve successful program outcomes



Goal 3 - Multi-year Strategy

Objective	FY16	FY17	FY18	FY19
3.1 Proactively engage with defense acquisition workforce to raise awareness of DAU's mission assistance, understand their requirements, and rapidly respond	Engage with MDAP, MAIS, Pre-MDAP, Pre-MAIS, PEOs, Program Managers, services acquisition managers, and other acquisition organizations (e.g., supply centers, ranges, infrastructure commands)			
3.2 Conduct mission assistance and workshops to enhance acquisition outcomes	Conduct mission assistance including executive coaching and "deep dive" consults for major acquisition or information systems programs			
	Deliver Services Acquisitions Workshops			
	Deliver expanded set of acquisition event-driven workshops for program teams with emphasis on programs nearing critical milestones or in need of performance improvement			
	Develop and deliver team training for non-milestone acquisition events and Better Buying Power initiatives			
	Capture Level III / IV feedback on High-Impact-High Outcome mission assistance engagements			
3.3 Incorporate mission assistance lessons learned and best practices into foundational and workflow learning assets	Deploy enterprise level mechanism to capture, share lessons learned / proven practices from mission assistance feedback and assess for inclusion into foundational and workflow learning products	Assess lessons learned / proven practices for possible inclusion into foundational and workflow learning products		
3.4 Provide thought leadership and research in regard to acquisition best practices and innovation to support AT&L leadership and the Defense Acquisition Workforce. Incorporate findings into foundational and workflow learning	Conduct research symposium / roundtable and publish research papers			
3.5 Support the implementation of AWQI	Update eWorkbooks semi-annually			

Goal 4—People

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

Objectives and Measures

Shape the workforce to deliver foundational, workflow, and performance learning assets

- Faculty strength to achieve a faculty teaching utilization rate NTE 1.35 in each career field for component requested seats
- 100 percent of strategic hires onboard or hiring action in progress
- Average hiring cycle time from announcement close date to official offer is 45 days
- FTE count aligned to budget resources

Encourage employee growth and professional development at all levels and across all functions to enhance currency and performance

- Budget for Professional Development is a minimum of 1.5 percent of unloaded salary per year
- Average of 40 PD hours / staff / year
- 80 CLPs earned by each career faculty member every 2 years
- All faculty members certified at required DAWIA level within 24 months of assignment to an acquisition position at DAU
- Every career section faculty member immersed (HIHO MA / rotational assignments / research) in acquisition programs at least every 3 years

Promote retention through recognition and job satisfaction

- Aggregate score of 65 or above achieved on tri-annual climate survey

Expected Outcome

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



Goal 4 - Multi-year Strategy

Objective	FY16	FY17	FY18	FY19
4.1 Shape the workforce to deliver foundational, workflow, and performance learning assets	Update 2013-2017 Human Capital Plan			Update 2016-2020 Human Capital Plan
	Manage hiring process within budget constraints and DEPSECDEF guidance			
	Revise Faculty Workload Model and FCAR / faculty plan to reflect focus on Mission Assistance, Curriculum Development and Workflow Learning			
	Determine current and emerging expertise gaps within DAU to prioritize internal training and hiring	Hire and provide training to close expertise gaps Continue to use innovative methods for recruitment and hiring		
	Institutionalize enterprise-wide area of consideration hiring approach and expand innovative approaches to recruitment			
4.2 Encourage employee growth and professional development at all levels and across all functions to enhance currency and performance	Deploy pilot of faculty refresher course to include innovative teaching techniques and use of technology	Deploy and teach course		
	Ensure faculty currency through rotational assignments, mission assistance, and research opportunities Evaluate benefits of currency program and implement improvements			
	Ensure faculty meet required FPD training; Develop new FPD courses as required			
	Improve staff skills (or enhance staff development) through rotational assignments in their local area, communities of practice, and / or lunch and learn or other DAU-sponsored seminars			
	Conduct 360 evaluations on Senior Leadership	Conduct 360 evaluations on Mid-level Manager and Senior Level Managers		
	Ensure faculty and staff complete required DoD training and certifications for their positions			
	4.3 Promote retention through recognition and job satisfaction	Conduct appropriate morale building and recognition activities Evaluate activities and implement improvements		
Identify changes to structure / format of FY14 Climate Survey		Conduct Climate Survey	Implement strategies for improvements identified in FY17 Climate Survey	Identify changes to structure / format of FY17 Climate Survey

Goal 5—Infrastructure

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

Objectives and Measures

Provide cost-effective infrastructure to improve delivery and management of learning assets (IT, SIS, LMS, Blackboard, learning analytics)

- DAU cost per hour of learning at or below industry-wide standards
- Distance Learning cost to deliver per graduate under \$200
- Availability of learning systems at 98 percent

Provide business systems to enable continual process improvement and cost-reduction

- Availability of business systems above 98 percent
- All applicable business systems are DCMO certified

Provide cost-effective classroom and work facilities that maximize learning

- MtM scores at or above MtM benchmark standards for classroom facilities
- Average classroom cost per graduate under \$5K
- Computer recap cost reduced by \$100K over the FY15 baseline
- Facilities growth limited to CPI and programmed GSA inflation increases

Provide responsive customer service

- Benchmark standards for response quality to internal DAU customers achieved
- Average help desk phone-oriented wait time less than 5 minutes
- Average help desk e-mail response time less than 8 business hours

“Shape the Future” by looking outward for best practices and building on our success and reputation as an accredited premier corporate university

- COE accreditation maintained
- ACET Authorized Provider status maintained
- 5 best practices identified during benchmarking visits evaluated by ALC

Expected Outcome

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



Goal 5 - Multi-year Strategy

Objective	FY16	FY17	FY18	FY19
5.1 Provide cost-effective infrastructure to improve delivery and management of learning assets (IT, SIS, LMS, Blackboard, learning analytics)	Deploy SIS with DTS integration	Evolve SIS functionality (work experience, education, mobile)	Evolve SIS functionality (IDPs, CLP tracking, certifications)	
	Award contract for new LMS, including social network capability	Deploy new LMS		
	Deploy enterprise learning asset content / configuration management system integrated with ILE systems	Deploy full mobile capability in LMS environment		
	Certify systems in compliance with DIARMF			
5.2 Provide business systems to enable continual process improvement and cost-reduction	Deploy financial ERP	Deploy Audit Readiness Wave 4		
	Incorporate "Actuals" into Cognos TM1 Tool and deploy Project Code and APC Request module	Continue to assess improvements to be made to the DAU Business System & implement enhancements as appropriate, such as Tempo, Mobile, Contract life cycle tracking, and integration with or use of ESS		
	Establish SharePoint COE; develop master plan(s)	Business Units implement plans leveraging SharePoint to improve businesses processes		
5.3 Provide cost-effective classroom and work facilities that maximize learning	Complete life-cycle replacements in West	Complete life-cycle replacements in Hawaii	Complete life-cycle replacements in Norfolk	
	Complete modernization of Bldgs 208, 184 and 219	Complete modernization of Bldgs 206 and 209	Complete modernization of Bldg 202	
	Limit facilities growth to CPI and programmed GSA inflation increases			
5.4 Provide responsive customer service	Deploy internal customer service survey capability	Analyze survey results and implement improvements		
	Implement Student Help Desk Customer Self-service portal	Implement updates and improvements		
5.5 "Shape the Future" by looking outward for best practices and building on our success and reputation as an accredited premier corporate university	Submit COE Annual Reports and Change Reports			Conduct Self Study
	Benchmark universities and training organizations through visits, conferences, and awards programs			

Our people want, and the department needs, a professionalized workforce with the tools and training needed to be successful.

Katrina McFarland
Assistant Secretary of Defense
for Acquisition



FY16
ORGANIZATIONAL
PERFORMANCE PLAN

SHAPING
THE
FUTURE

FY16 PERFORMANCE PLANNING PROCESS

The FY16 DAU Organizational Performance Plan consists of 20 objectives and 114 tasks. These objectives and their performance tasks are described on the following pages. All of these tasks support the DAU Strategic Plan and its goals, which are aligned with the president’s and Congress’ acquisition reform and workforce initiatives; our DoD senior leadership planning guidance and priorities; and the USD(AT&L) priorities.

This Performance Plan continues the journey DAU is taking to achieve its vision and strategic goals. Also, our longer-term strategic measures will require both continuous and breakthrough improvements. Our progress toward meeting our strategic goals and fulfilling our mission is measured annually. This Performance Plan describes performance tasks that will help realize both. Some tasks are smaller subsets of a larger project that may span several years. Our 3-year Strategic Plan helps accommodate the changing financial picture that DAU managers must factor into the equation of what is achievable in any given year.

Each task in the FY16 Organizational Performance Plan is incorporated into the DAU Performance Dashboard and updated monthly by the assigned Reporting Activity (RA) with input from the Office of Primary Responsibility (OPR) and Office of Corollary Responsibility (OCR). The tracking process is intended to be a “lean process,” with minimal administrative requirements. The main page consists of:

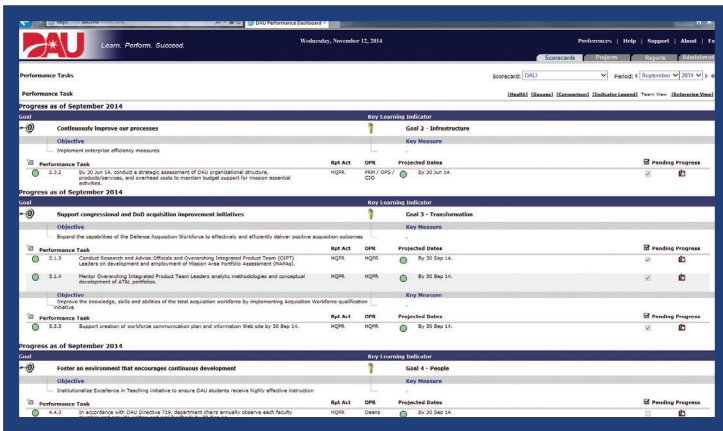
- Specific tasks to be accomplished in FY16
- Assigned RA / OPR / OCR for each performance task
- Current status in accordance with performance targets
 - Green (on track)
 - Yellow (at risk)
 - Red (will not be completed as planned)

The RA enters current and projected status in a “Performance Progress” template linked to each performance task:

- Current status (mandatory)
- Current status reason (mandatory)
- Projected status (mandatory)
- Projected status reason (mandatory)
- Status issues (optional)
- Additional comments (optional)

For certain high-profile performance tasks designated by the Strategic Planning Council, RAs may be required to develop an action plan to include:

- Approach description
- Expected outputs and / or outcomes
- Milestones / schedule
- Resource requirements
- Risks / issues
- Future actions



Key Terms & Performance Task Definitions

Strategic Goals. These are the long-term goals contained in the Strategic Plan. By accomplishing these goals, DAU will realize its vision.

Strategic Measures. These are our broad measures aligned with each objective that serve as multiyear indicators of DAU's strategic goals accomplishments (during 2016–2019).

DAU Performance Dashboard. A Web-based software application used to provide status on execution of the annual DAU Organizational Performance Plan. The Dashboard uses a business performance management approach by focusing on goals, objectives, and performance tasks.

Enterprise Performance Review and Analysis. DAU leadership conducts triannual reviews and analyses to assess progress, identify issues, and provide guidance on mission performance and performance plan tasks.

Objectives. Objectives are specific activities to be implemented during the Strategic Plan period. These objectives are aligned with the goals. Accomplishing these objectives will support achievement of the long-term goal.

Performance Tasks. Performance tasks are how we measure progress regarding completion of each objective. They can be measured as a percentage of improvement from a previously agreed-to baseline or standard. They also can be measured based on previous performance showing continuous improvement in regard to efficiency, effectiveness, and optimization using qualitative, quantitative, compound, or multiple metrics (examples: complete by July 2015; increase throughput 20 percent over last year; decrease costs by 5 percent from the baseline; provide 10 seminars per year; maintain student satisfaction rates above 80 percent).

Office of Corollary Responsibility (OCR). Organization, department, or individual responsible for assisting the office of primary responsibility in accomplishing a task.

Office of Primary Responsibility (OPR). Organization, department, or individual responsible for achieving the planned results of the tasks. The OPR may obtain matrix support by designating an OCR or by using an IPT approach to accomplish the task.

Reporting Activity (RA). Organization, department, or individual responsible for updating the Performance Dashboard on a monthly basis.

Each month, a synopsis of performance plan status, with a focus on performance tasks that are reported as red or yellow, is provided to the DAU president. In addition, performance plan status is briefed at each EPRA meeting.



FY16 PERFORMANCE TASKS

Goal 1 - Foundational Learning

Deliver high-quality, current, easily accessible acquisition training, providing long-term knowledge and critical thinking skills.

Objectives / Measures	FY16 Tasks	RA	OPR	OCR
<p>1.1 Deliver high-quality and relevant foundational learning including critical thinking skills.</p> <ul style="list-style-type: none"> MtM scores at or above MtM benchmark standards for Classroom and DL courses 100% curriculum certified annually IAW DAU Dir 702 by functional leaders for currency and relevance 100% of courses evaluated for appropriate level of critical thinking skills incorporated into their learning objectives 	1.1.1 Continue to incorporate best practices from Should Cost Award programs into acquisition education programs. (BBP 3.0)	FLD	FLD	
	1.1.2 Support the new Level I - III Small Business certification standards by completing remaining course developments / revisions including SBP 101, "Introduction to Small Business Programs" (DL) and SBP 102, "Small Business Programs Part B" (ILS) by 30 Jun 16. (BBP 3.0)	FLD	FLD	
	1.1.3 Update and incorporate case studies in PBL learning assets to reflect assessments and lessons learned by 30 Apr 16, following the update of the Guidebook. (BBP 3.0)	FLD	FLD	
	1.1.4 Incorporate PBL content into ENG 204 and ENG 301 Systems Engineering Courses by 31 Mar 16. (BBP 3.0)	FLD	FLD	
	1.1.5 Complete development of ENG 160 and 260 by 30 Sep 16. (BBP 3.0)	FLD	FLD	
	1.1.6 Evaluate what ENG 160 / 260 material can be repurposed to meet IC and security communities system cybersecurity and CTI protection needs by 31 Jan 16. (BBP 3.0)	FLD	FLD	
	1.1.7 Deploy revised LOG curriculum (LOG 235 PBL course, LOG 204 Configuration Management course, and renumbered LOG 465 Executive Product Support Manager's Course) by 30 Sep 16. (BBP 3.0).	FLD	FLD	
	1.1.8 Co-develop additional system cybersecurity and CTI protection training material with Intelligence and Security Communities by 30 Nov 16. (BBP 3.0).	FLD	FLD	
	1.1.9 Assess DAU ACQ courses' ability to meet cybersecurity and CTI protection education and training requirements of IC and Security communities by 30 Oct 16. (BBP 3.0)	FLD	FLD	
	1.1.10 During FY16, conduct training for Better Buying Power 3.0. (BBP 3.0)	FLD	PLD Deans	FLD
	1.1.11 Collect risk management case studies and lessons learned and work with DASD (SE) to report results to the USD(AT&L) and the Business Senior Integration Group by 30 Oct 15. (BBP 3.0)	FLD	FLD	
	1.1.12 Deploy revised CLE 300 series continuous learning modules by 30 Jun 15; field a new course on RAM-C ENG 270 by 30 Sep 16.	FLD	FLD	
	1.1.13 Assess CLE 074's ability to meet cybersecurity and CTI protection education and training requirements of IC and Security communities by 30 Sep 16. (BBP 3.0)	FLD	FLD	
	1.1.14 Develop Risk Management Framework course ISA 220 by 30 Sep 16.	FLD	FLD	
	1.1.15 Pilot and field at least seven CCM courses by 30 Sep 16.	CCM	CCM FLD	
	1.1.16 Complete revision of program management (including deployment of PMT 252) and requirements curriculum to add additional Acquisition-intelligence requirements by 30 Sep 16. (BBP 3.0)	FLD	FLD DSMC	
	1.1.17 Working with the Services / SAEs and Director, International Cooperation, lead an assessment of the current career field training curriculum to identify opportunities to include international acquisition and exportability training for personnel not in international acquisition coded positions by 1 Feb 16. (BBP 3.0) POA&M includes: <ul style="list-style-type: none"> Review and assess learning assets for IA&E content opportunities based on learning objectives by 15 Nov 15. Identify existing / re-usable learning content and content gaps by 1 Jan 16. Present assessment summary including POA&M for learning content development and delivery by 1 Feb 16. 	DSMC	DSMC	
	1.1.18 Conduct a curriculum review and suggest appropriate training modules for inclusion in the Defense Institute of Security Assistance Management course offerings for personnel assigned to U.S. Embassy Security Cooperation Organizations worldwide by 1 Jun 16. (BBP 3.0) POA&M includes: <ul style="list-style-type: none"> Develop draft acquisition fundamentals learning objectives for US Embassy Security Cooperation Organizations target learning group by 1 Jan 16. Coordinate recommended TLOs / ELOs with DISAM by 15 Feb 16. Review and assess present DISAM and DAU training material against draft learning objectives by 15 May 16. Present findings / recommendations including a POA&M for training content development and delivery by 1 Jun 16. 	DSMC	DSMC	
	1.1.19 During FY16, conduct Level III / IV Kirkpatrick student and supervisor follow-up surveys for one major 300-level course and PMT 401 / 402. Compare PMT 401 / 402 results with previous results and report at 3Q FY16 EPRA.	DSMC	DSMC FLD	PRS

Objectives / Measures	FY16 Tasks	RA	OPR	OCR
	1.1.20 Continue to populate library of Return on Effort (ROE) statements as a result of Kirkpatrick Level III / IV type actions.	PLD	PLD DSMC	
	1.1.21 Based on guidance received from PDUUSD(AT&L) / Components, execute Contracted Services management training for non-acquisition personnel. (BBP 3.0)	FLD	FLD	
	1.1.22 To maximize experiential and peer learning in the classroom, identify all classroom courses where faculty lecture > 50% of course time. Reduce lecture time below 50% by 30 Sep 16 or PDL / CM brief courses and lecture rationale to DAU VP / President.	FLD	FLD	
	1.1.23 Conduct pre- and post-testing (non-graded, similar to RQM-310 best practice) for 1 c / r course per major functional area and present data analysis to D / D or EPRA meeting by 30 Sep 16.	FLD	FLD	
1.2 Leverage innovative practices in delivery and enabling technologies. • 100% of courses evaluated for appropriate use of innovative delivery methods	1.2.1 During FY16, in consultation with PLD and CM, incorporate innovative learning approaches in at least 2 classroom offerings per region. These approaches may include: flipped classroom with micro-video lectures, hybrid, games / gamification, immersive simulations, remote classroom, etc. Report efforts and lessons learned at each EPRA.	FLD	FLD DSMC	PLD Deans
	1.2.2 Catalogue existing games and simulations in use across all DAU curricula. Brief simulation and gamification landscapes to Deans / Dirs and hold a "simulation rodeo" (at least 10 simulations) and a "gamification rodeo" (at least 10 games) at DAU Symposium or other event by 30 Sep 16.	FLD	FLD WLD	
	1.2.3 During FY16, create at least 10 new or major updates to PMT 401 enterprise case studies.	DSMC	DSMC FLD	
	1.2.4 Develop and pilot immersive business simulations where appropriate in PMT 401, PMT 402, or a new 4XX.	DSMC	DSMC	WLD
	1.2.5 Identify and gain FIPT approval for 3 c / r courses to be redesigned as fully online or 20% reduced length using online components (hybrid, flipped, etc.) by 30 Apr 16. Redesign for FY17 deployment by 30 Sep 16.	FLD	FLD	DSMC CCM
	1.2.6 Using Lessons Learned from LOG-365, TLR-350, & MDA Pilot, propose to DAU-P a sustainable KLP development course construct using cohort, hybrid structures for presentation and discussion at WMG / SSB by 30 Sep 16.	DSMC	DSMC	
	1.2.7 Identify and redesign at least 2 high throughput and / or longer duration c / r courses for single faculty delivery by 30 Sep 16 for FY17 deployment.	FLD	FLD	PRS
	1.2.8 Assess forecasted demand and future business case for PMT 401 Enterprise and make recommendations to DAU-P for any changes to program by 31 Jan 16.	DSMC	DSMC	
	1.2.9 Review USD(AT&L) PM Assessments and identify how best to incorporate into learning assets (e.g., Case Study, "Caselet," Best Practices Repository, lessons learned to share with faculty) by 30 Mar 16.	PLD	PLD DSMC	
1.3 Improve the speed-to-market and cost-effectiveness of developing and delivering foundational learning assets. • Curriculum Development Median Time-to-Market for DL / CR course developments and major revisions started in FY16 less than or equal to 15 months • Current classroom courses updated within 60 days of final approval of policy / regulation / law • Online RDT delivered within 48 hours of policy release and on-site training within 60 days • Cost per hour of learning at or below industry-wide standards	1.3.1 During FY16, implement streamlined process for development of courses and continuous learning modules.	FLD	FLD	
	1.3.2 For at least 10 new or under-revision DL / CL, assess content with potential for frequent changes that can / should be placed in CoP for ease of update by PLD / CM.	FLD	FLD WLD	
1.4 Optimize and align DAU training opportunities to assure the Defense Acquisition Workforce's ability to achieve their training objectives. • 90% of courses executed, at or above min student capacity, in accordance with published schedule • 80% of the annual Classroom offerings conducted will have a waitlist of under 6 per offering of P1 and P2 students	1.4.1 Develop and publish a FY17 training schedule that provides classroom-training capacity balanced between the Services training requests and the most current actual training attendance.	PRM	PRM	
	1.4.2 Create online / FOLE-delivered alternative to one of the ACQ-450 series classes and deploy by 30 Sep 16. Determine comparison metrics for classroom vs online delivery for data collection in FY17 offerings.	DSMC	DSMC	

Goal 2 - Workflow Learning

Provide customer-focused learning assets and job support tools, at the point of need, to help the Defense Acquisition Workforce succeed.

Objectives / Measures	FY16 Tasks	RA	OPR	OCR
<p>2.1 Deliver high-quality and relevant workflow learning assets, which support the Defense Acquisition Workforce on the job. Adopt best commercial practices in developing, delivery and collaborative technologies.</p> <ul style="list-style-type: none"> MtM scores at or above MtM benchmark standards for workflow learning resources 	2.1.1 Establish baseline usage of DAU.mil and Workflow Learning assets in classroom courses by 30 Sep 16.	WLD	WLD	FLD
	2.1.2 Revise course development policy to emphasize the identification and / or development of supporting Workflow Learning assets during curriculum development by 31 Mar 16.	FLD	FLD WLD	
	2.1.3 Define requirements, analyze alternatives, and implement a "ideation" tool for collecting Defense Acquisition Workforce needs for Workflow Learning assets by 31 Mar 16.	WLD	WLD	IT
	2.1.4 Implement qualitative user feedback for DAU.mil site and Workflow Learning assets by 30 Jun 16 (i.e., ratings - preferably with the ability to comment).	WLD	PRS WLD	IT
	2.1.5 Develop a Workflow Learning Outreach & Communication Plan for internal and external use by 31 Dec 15.	WLD	WLD	PRS
	2.1.6 Establish Workflow Learning Regional Representative for major content types (video, communities, publications, tools, and ACQuipedia) by 31 Dec 15.	WLD	Deans WLD	
	2.1.7 During FY16, Pilot 3 courses that formally connect classroom instruction to online videos and job support tools. Pilot 3 DL courses that formally connect instruction to online videos and job support tools. Deploy 5 Continuous Learning Modules that formally connect instruction to online videos and job support tools.	FLD	FLD WLD	DSMC CCM
<p>2.2 Provide and maintain oneDAU portal and architecture that enables the Defense Acquisition Workforce to easily locate content, share knowledge and make professional connections.</p> <ul style="list-style-type: none"> Utility of workflow learning assets by metrics such as usage rates, duration, bounce, downloads, and pop-up survey scores improved over previous year 	2.2.1 Complete the migration and tagging of all ACC CoPs and job support tools by 30 Sep 16.	WLD	WLD	IT
	2.2.2 Launch a "mobile ready" SP2013 version of DAU.mil that includes the content recommended by the SharePoint Architect by 31 May 16.	IT	IT	WLD
	2.2.3 Review all URLs to assess whether and how the URL should be integrated into the SP2013 DAU.mil. Brief the ALC by 30 Jun 15.	WLD	IT WLD PRS	
	2.2.4 Define requirements, analyze alternatives, establish governance, and implement auto-tagging software configured to the DAU Taxonomy by 31 Mar 16.	WLD	PLD IT	
	2.2.5 Establish ALC approved DAU Mobile strategy by 31 Mar 16. Business Units review owned URLs / Content for compliance and draft corrective action plans by 30 Sep 16.	WLD	FLD IT WLD PRS	
	2.2.6 Establish ALC approved DAU Social strategy by 31 Mar 16. Review all URLs for compliance and draft corrective action plans by 30 Sep 16.	PRS	PRS WLD FLD IT	
	2.2.7 Define long-term DAU.mil technical requirements (including integration with LMS), analyze alternatives, and jointly present recommendation and implementation plan with PLD for ALC approval by 31 Jan 16.	IT	IT WLD FLD	
	2.2.8 Define long-term DAU.mil functional requirements (including integration with LMS), analyze alternatives, and jointly present recommendation and implementation plan with IT for ALC approval by 31 Jan 16.	WLD	WLD IT FLD	PRS
	2.2.9 Deploy program-focused MDAP Guides to public-facing Knowledge Repository site by 31 Dec 15.	PLD	PLD WLD	
	2.2.10 Deploy new Acker Repository Web site (and take down old one) by 31 Oct 15.	PLD	PLD WLD	
<p>2.3 Provide job support tools aligned to customer job needs.</p> <ul style="list-style-type: none"> At least 10 job support tools aligned to functional area competencies deployed annually 	2.3.1 Using classroom surveys, focus groups, online crowdsourcing, etc., identify specific job support tools useful to Defense Acquisition Workforce members (including tools the workforce already has that DAU could promote). Create, deploy, and communicate at least 5 tools from this list by 30 Sep 16.	WLD	WLD	Deans
	2.3.2 Support ODASD(MR) on PBL Guidebook Revision by 31 Oct 15. (BBP 3.0)	FLD	FLD	WLD
	2.3.3 Develop web-based PBL Performance Assessment job support tool by 30 Sep 16. (BBP 3.0)	FLD	FLD	WLD

Goal 3 - Performance Learning

Conduct high-impact customer engagements to improve acquisition outcomes.

Objectives / Measures	FY16 Performance Tasks	RA	OPR	OCR
<p>3.1 Proactively engage with Defense Acquisition Workforce to raise awareness of DAU's mission assistance, understand their requirements, and rapidly respond.</p> <ul style="list-style-type: none"> Engagement with 100% MDAP, MAIS, Pre-MDAP, Pre-MAIS, PEOs and Program Managers as well as managers for significant services acquisitions Engagement with 75% of organizations with a large (greater than 50) Defense Acquisition Workforce (including supply centers, ranges, and infrastructure commands) 	<p>3.1.1 Throughout FY16, engage with MDAP, MAIS, Pre-MDAP, Pre-MAIS, PEOs and Program Managers as well as managers for significant services acquisitions to familiarize them with DAU ALM capabilities and solicit their needs.</p>	PLD	Deans	Deans
<p>3.2 Conduct mission assistance and workshops to enhance acquisition outcomes.</p> <ul style="list-style-type: none"> MtM scores at or above university benchmark for all workshops 5% increase over FY15 in number of HIHO engagements 	<p>3.2.1 During FY16, capture Kirkpatrick Level III / IV feedback on how High Impact – High Outcome (HIHO) engagements improved acquisition outcomes. Brief analysis of findings at EPRA's throughout FY16.</p>	PLD	Deans	PLD
	<p>3.2.2 During FY16, schedule and commence delivery of requested SAWs to 100% of services acquisitions where the acquisition's total contract value exceeds \$1B.</p>	FLD	Deans	PLD
	<p>3.2.3 Deliver event-driven acquisition workshops to programs at critical life-cycle milestones (e.g., program start-up, milestone transition, program shut-down).</p>	PLD	Deans	FLD
	<p>3.2.4 By 30 Sep 16, develop, implement, and collect feedback on executive coaching for senior acquisition leaders and attain an MtM at or above university benchmark, as well as outcome-oriented Level III / IV feedback, for all coaching engagements.</p>	DSMC	Deans PLD	Deans
	<p>3.2.5 Identify current and in-development event-driven workshops being given across DAU. Brief at Dean / Dir meeting or EPRA by 30 Mar 16.</p>	PLD	PLD	
	<p>3.2.6 Ensure that all active workshops have instructor support material, at the appropriate level for each specific workshop, on Blackboard per LAMP Phase III style guide by 30 Sep 16.</p>	PLD	PLD	
	<p>3.2.7 Implement the ADOMA / PLD developed, competency-based MA practitioner development process / structure via:</p> <ul style="list-style-type: none"> Training (FPD 315 / 316); Observed practical demonstration of skill in MA efforts; and Mentored MA-based discussions with senior MA practitioners. <p>Periodically report progress / issues at EPRA / MOPR meetings through FY16.</p>	PLD	PLD	
	<p>3.2.8 Pilot and assess use of Telepresence, Skype, SharePoint, and / or other distance method of supplementing MA team expertise during at least 2 MA workshops or other events by 30 Sep 16.</p>	PLD	PLD	
<p>3.3 Incorporate mission assistance lessons learned and best practices into foundational and workflow learning assets.</p> <ul style="list-style-type: none"> 5 best practices incorporated into course curriculum 5 workflow learning assets incorporated into courses 	<p>3.3.1 During FY16, institutionalize process to continually incorporate knowledge / lessons-learned during recent Performance Learning and Workflow Learning activities into certification and job-specific courses and CL modules.</p>	PLD	PLD FLD WLD	
	<p>3.3.2 Using output from enterprise level mechanism in 3.3.1, by 30 Sep 16, establish process for conducting an assessment of lessons learned / proven practices for possible inclusion into foundational and workflow learning products (could be a research paper, or articles for Defense AT&L, publishable research in DARJ).</p>	PLD	PLD WLD FLD	FLD
<p>3.4 Provide thought leadership and research in regard to acquisition best practices and innovation to support AT&L leadership and the Defense Acquisition Workforce. Incorporate findings into foundational and workflow learning.</p> <ul style="list-style-type: none"> 5 faculty research papers published 	<p>3.4.1 Conduct research symposium / roundtable by 30 Sep 16.</p>	PLD	PLD	PLD
	<p>3.4.2 Publish a prioritized list of research opportunities and topics for improving acquisition outcomes as coordinated with OSD (AT&L) in sufficient time to accommodate SSCF Fellows and other publishing time limits.</p>	PLD	Deans	PLD
	<p>3.4.3 Create a user-friendly guide for researchers to navigate DoD survey requirements and human-subject protection rules. Publish on the Research Web site by 30 Jun 16.</p>	PLD	PLD	
<p>3.5 Support the implementation of AWQI.</p> <ul style="list-style-type: none"> eWorkbooks updated semi-annually 	<p>3.5.1 Support maintenance and updating of the AWQI standards for emerging / changing competency elements and inputs received from the users and support semi-annual releases of updated eWorkbook.</p>	FLD	Deans	
	<p>3.5.2 Support maintenance and updating of the AWQI Web site.</p>	IT	IT	

Goal 4 - People

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

Objectives / Measures	FY16 Tasks	RA	OPR	OCR
<p>4.1 Shape the workforce to deliver foundational, workflow, and performance learning assets.</p> <ul style="list-style-type: none"> Faculty strength to achieve a faculty teaching utilization rate NTE 1.35 in each career field for component requested seats 100 percent of strategic hires onboard or hiring action in progress Average hiring cycle time from announcement close date to official offer is 45 days FTE count aligned to budget resources 	4.1.1 Update DAU 2013-2017 Human Capital Plan by 30 Sep 16.	HR	HR	PRS
	4.1.2 Meet FY16 target of DAU HQ civilian personnel end-strength IAW 2015 DoD guidance.	HR	HR	PRM
	4.1.3 Revise Faculty Workload Model to reflect focus on Performance Learning, Curriculum Development, and Workflow Learning by 31 Mar 16.	PRM	PRM HR	Deans Directors
	4.1.4 Determine current and emerging expertise gaps within DAU and prioritize investments in internal training and hiring and brief at EPRA's throughout FY16.	HR	HR FLD STH	Deans Directors
	4.1.5 Evaluate options for Employee Profile Repository Capability by 30 Sep 16.	HR	HR IS	Deans Directors
	4.1.6 Deploy programs to promote DAU's commitment to diversity and inclusion by 31 Mar 16.	HR	HR PRS	Deans Directors
	4.1.7 Formalize / publish the guidance to institutionalize enterprise-wide area of consideration hiring approach and 3-step applicant review process.	HR	HR	
	4.1.8 Expand DAU's innovative approaches to recruitment through proven social media techniques and interaction with wounded warrior hiring programs by 30 Sep 16.	HR	HR PRS	Deans Directors
	<p>4.2 Encourage employee growth and professional development at all levels and across all functions to enhance currency and performance.</p> <ul style="list-style-type: none"> Budget for Professional Development is a minimum of 1.5 percent of unloaded salary per year Average of 40 PD hours / staff / year 80 CLPs earned by each career faculty member every 2 years All faculty members certified at required DAWIA level within 24 months of assignment to an acquisition position at DAU Every career section faculty member immersed (HIHO MA / rotational assignments / research) in acquisition programs at least every 3 years 	4.2.1 Assess the implementation of the DAU-wide mentoring program by 30 Jun 16.	STH	HR
4.2.2 Based on the recommendations of the FY15 Faculty IPT and DAU Distinguished Teachers, develop an Advanced Classroom Techniques FPD Course to help improve the art of teaching and effective use of classroom technology at DAU by 30 Jun 16.		FLD	FLD Deans	
4.2.3 DAU Distinguished Teachers will each deliver 1-2 seminars per year on best teaching practices and / or instructional techniques to DAU faculty using Microsoft Lync or other distributed means through the FPD 405 Seminar Series starting in FY16.		FLD	FLD Deans	
4.2.4 During FY16, improve staff skills (or enhance staff development) through rotational assignments in their local area, communities of practice, and / or lunch and learn or other DAU-sponsored seminars.		HR	HR	Deans Directors
4.2.5 During FY16, maintain faculty currency through rotational assignments, mission assistance, or conducting applied acquisition research.		PLD	HR PLD PRM	Deans Directors
4.2.6 Conduct initial Advanced Mission Assistance FPD Course 316 by 31 May 16.		PLD	PLD	Deans
4.2.7 Implement approved Federal Agency Drug Free Workplace Program by 30 Sep 16.		HR	HR	
4.2.8 Achieve required DoD Financial Manager Certification targets by 30 Sep 16.		PRM	PRM	
4.2.9 Conduct 360-degree assessments for every member of the senior leadership team. Incorporate results into IDP for FY16 / 17.		HR	Deans Directors	
<p>4.3 Promote retention through recognition and job satisfaction.</p> <ul style="list-style-type: none"> Aggregate score of 65 or above achieved on triannual climate survey 	4.3.1 During FY16, establish an Employee Activity Committee to assist leadership in conducting appropriate morale building and recognition activities that attract and retain talent, and support the culture of a great place to serve. Present planned ongoing activities at a Deans and Directors meeting by 30 Sep 16.	HR	ALL	ALL
	4.3.2 Identify changes to the structure of the FY14 climate survey by 30 Jun 16.	HR	HR PRS	Deans Directors

Goal 5 - Infrastructure

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

Objectives / Measures	FY16 Tasks	RA	OPR	OCR
5.1 Provide cost-effective infrastructure to improve delivery and management of learning assets (IT, SIS, LMS, Blackboard, learning analytics). <ul style="list-style-type: none"> • DAU cost per hour of learning at or below industry-wide standards • Distance Learning cost to deliver per graduate under \$200 • Availability of learning systems at 98 percent 	5.1.1 Complete market research for LMS capabilities by 31 Dec 15.	FLD	FLD	PRM WLD
	5.1.2 Award contract for new LMS by 30 Sep 16.	FLD	FLD	PRM
	5.1.3 Award contract for Knowledge Support by 31 Jul 16.	WLD	WLD	PLD Deans Directors
	5.1.4 Deploy SIS with DTS integration by 30 Sep 16.	PRM	PRM	
	5.1.5 Implement process within SIS to identify students bringing their own devices by 30 Sep 16.	PRM	PRM	
	5.1.6 Conduct all system certifications (including SIS) and re-certifications during FY16 under the Risk Management Framework (RMF).	IT	IT	
	5.1.7 Review and select alternate video management / hosting options to better leverage video to support delivery of learning assets by 30 Sep 16.	OPS	OPS	
	5.1.8 Plan and prototype the first phase of a SharePoint 2013 curriculum Development Environment that includes collaborative work spaces, project reporting, and the capabilities of CrMS and Learning Objectives Online Management System (LOOMS).	FLD	FLD	
	5.1.9 Provide Camtasia training to all regions and colleges during FY16 and establish a video focal point at each region and college.	OPS	Deans	WLD
	5.1.10 Obtain approved SORN / PIA documentation for all applicable systems and provide status at each FY16 EPRA.	HR	HR IT	PLD
5.2 Provide business systems to enable continual process improvement and cost-reduction. <ul style="list-style-type: none"> • Availability of business systems above 98 percent • All applicable business systems are DCMO certified 	5.2.1 Deploy Financial ERP by 15 Oct 15.	PRM	PRM	
	5.2.2 Explore the stand up a SharePoint Center of Excellence and have the center develop master plan(s) on how Business Units can leverage SharePoint to improve business processes by 31 Mar 16.	IT	IT PLD	
	5.2.3 Evaluate software and processes to provide emergency notification and interface with the Disaster Personnel Accountability Reporting system (DPARS) and make recommendations to Tech Council by 31 Mar 16.	IT	HR IT	
5.3 Provide cost-effective classroom and work facilities that maximize learning. <ul style="list-style-type: none"> • MtM scores at or above MtM benchmark standards for classroom facilities • Average classroom cost per graduate under \$5K • Computer recap cost reduced by \$100K over the FY15 baseline • Facilities growth limited to CPI and programmed GSA inflation increases 	5.3.1 By 30 Jun 16, complete life cycle equipment replacements in the West Region, minus Hawaii, and select CNE locations.	OPS	OPS	
	5.3.2 Complete modernization of Bldgs. 184, 208, and 219 by 30 Sep 16.	OPS	OPS	
	5.3.3 Re-validate the security of DAU leased facilities and implement necessary improvements by 30 Sep 16.	OPS	OPS	Deans

Goal 5 - Infrastructure

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

Objectives / Measures	FY16 Tasks	RA	OPR	OCR
5.4 Provide responsive customer service. <ul style="list-style-type: none"> Benchmark standards for response quality to internal DAU customers achieved Average help desk phone-oriented wait time less than 5 minutes Average help desk e-mail response time less than 8 business hours 	5.4.1 Deploy internal customer service survey capability and brief EPRA of survey results by 30 Jun 16.	IT	IT OPS	
	5.4.2 Implement Student Help Desk Customer self-service portal (Tier 0) by 31 Dec 15.	IT	IT	
5.5 "Shape the Future" by looking outward for best practices and building on our success and reputation as an accredited premier corporate university. <ul style="list-style-type: none"> COE accreditation maintained IACET Authorized Provider status maintained 5 best practices identified during benchmarking visits evaluated by ALC 	5.5.1 Submit COE annual report and change reports by 31 Dec 15.	PRS	PRS	
	5.5.2 Establish a process for analyzing and determining disposition of benchmarking results by 31 Dec 15.	PRS	PRS WLD	
	5.5.3 Benchmark at least 5 universities and training organizations for best practices on action learning, team training, and knowledge transfer and brief results to ALC throughout FY16.	PRS	PRS WLD	
	5.5.4 Judge or compete in at least 3 learning and development award competitions per year.	PRS	PRS	
	5.5.5 Coordinate (Initiate or complete) ACE review for at least 15 courses by 30 Sep 16.	FLD	FLD	





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