

Department of Defense  
Defense Acquisition University

DAU Directive 701  
HQ (LCIC)  
January 14, 2013

## **CURRICULA AND PROGRAM EVALUATION**

### **1. REFERENCES:**

- a. DoDI 5000.66, Operation of the Defense Acquisition, Technology, and Logistics Workforce Education, Training, and Career Development Program
- b. DAU Directive 704, Student Academic and Administrative Policies and Procedures
- c. DAU Directive 709, Learning Asset Management Program (LAMMP)
- d. DAU Curriculum Development Guide
- e. DAU eLearning Asset Development Guide

**2. CANCELLATIONS:** This document cancels DAU Directive 701, Curricula and Program Evaluation, dated February 8, 2008.

**3. PURPOSE:** To state and outline the formal policies and requirements associated with the review and evaluation of DAU courseware and curricula.

### **4. DISCUSSION:**

- a. The keys to DAU's mission and our ability to produce and maintain high-quality, effective, and relevant training aligned with the requirements of the acquisition workforce's Functional Leaders (FLs) are
  - the strategies and methods we employ to evaluate our curricula at the course and program level;
  - our ability to respond effectively to the results of these evaluations; and
  - our ability to communicate such to our stakeholders.
- b. A continuous robust evaluation program for our courseware and curricula helps ensure content is current and relevant and teaching and learning methods are designed to produce expected learning outcomes. This directive addresses the formal policies and requirements employed in our evaluation program. Attachment 1, Course Feedback/Data Collection, Analysis, and Reporting, provides guidance for the ongoing collection, analysis, and reporting of course feedback and data. The collection of feedback and data may be directed from time to time to validate a suspected concern or corrective measure. Feedback also is collected informally during recurring meetings, such as the quarterly DAU Acquisition Training Office meeting with the components, the DAU annual conference, and regularly scheduled meetings with instructional faculty and department chairs and the regional campuses and colleges.

c. A variety of drivers cause our curricula to continually change or update demanding standardized methods to process and publicize these changes for our faculty and external stakeholders. Attachment 2, Courseware Changes, Publication and Process, provides detailed guidance for addressing changes to DAU courseware.

**5. APPLICABILITY AND SCOPE:** This directive is applicable to all DAU training courses and continuous learning modules (CLMs) applicable to the Defense Acquisition Workforce as listed in the iCatalog delivered via distance learning resources, through any one of the DAU regional campuses, Defense Systems Management College (DSMC), or the College of Contract Management (CCM). This directive is not applicable to the DAU Mission Assistance Program.

## **6. POLICY:**

a. Using the principles outlined in References (d) and (e), applicable training courses and continuous learning modules (CLMs) will be subject to the ongoing collection of feedback and data from students, faculty, and student supervisors as outlined in Attachment 1.

b. At least once annually and periodically as needed, feedback and data collected from the course survey instruments will be summarized and briefed along with the status of curricula at least once annually for the benefit of DAU Senior Leadership.

c. At least once annually (typically between April and September) feedback and data collected will be summarized for the benefit of the Functional/Competency Leaders (FLs and CLs) and DAU Senior Leadership or their representatives. The status of curricula changes required to maintain alignment with DoD policies shall be included in this presentation.

d. Changes in DoD policy that impact deployed course content will be formally incorporated into resident courseware within 90 days of issuance and at the next update for distance learning courses. In the interim, changes will be communicated via the issuance of a Courseware Change Notification as outlined in Attachment 2.

e. Changes in instructional priorities and focus (competencies) generated by FLs and CLs will be incorporated into the curricula as soon as possible and as resources permit.

f. Other than course maintenance (see definition in Attachment 3, Definitions), the Course Manager (CM) will make other course revisions (see definition in Attachment 3) after coordination with the supporting Instructional Systems Designer (ISD) and the assigned Performance Learning Director (PLD) and after final review by the PLD.

g. A DAU course will be retired and assigned a new course ID (number) when it has been determined, after a review of curriculum changes or the sum of multiple curriculum changes, that the course is changing or has evolved such that students completing it would not substantially meet its current learning outcomes. This determination will be made by the Director, Learning Capabilities Integration Center (LCIC); the Dean, DSMC; or the Dean,

CCM, for their assigned courses in coordination with the Director, Performance and Resource Management (PRM).

h. The Plan of Instruction (POI) for each training course will be reviewed by the CM annually between the start of the academic (fiscal) year and March 15 of the academic year for currency and alignment to the needs established by the FL and CL. In support of this effort, the assigned PLD for the course will complete a course certification checklist to be executed within 30 days following the POI review.

7. **DEFINITIONS:** See Attachment 3.

8. **RESPONSIBILITIES:** As outlined below and in the attachments.

a. Deans and Directors: Ensure widest dissemination and compliance of this directive to your assigned faculty and staff.

b. Director of LCIC, Dean of DSMC, Dean of CCM: Assess impact of course ID changes on workforce certification standards and coordinate all course retirements and changes to course IDs with the Director, PRM.

c. Director, LCIC:

(1) Maintain staff cognizance of this directive by providing interpretive guidance as required and publishing changes to the attachments as necessary to clarify content and policy. Changes in policy and procedures outlined in the attachments may be published after appropriate staff coordination with the affected Deans and Directors.

(2) Establish a point of contact within LCIC to coordinate modifications to this directive as required.

(3) Assume staff cognizance on the POI requirement, processes for maintaining the POI, and a course certification process as outlined in paragraph 6.h.

  
Joseph E. Johnson  
Chief of Staff

Attachments:

As stated

## Course Feedback/Data Collection, Analysis, and Reporting

**1. Feedback and Data Collection Tools.** Using a variety of surveys designed around the Kirkpatrick training evaluation model (see Attachment 3), all applicable training courses and continuous learning modules will be subject to the continuous collection of feedback and data from students, faculty, and student supervisors as follows.

a. End-of-Course Survey. All students who successfully complete a training course or continuous learning module will be provided an opportunity to complete an end-of-course survey.

b. Follow-Up Survey

1) All students who complete a training course will be provided an opportunity to complete a follow-up survey approximately 60 days after course completion.

2) Student supervisors will be provided an opportunity to complete a follow-up survey regarding the student's capabilities approximately 120 days after course completion for all 300- and 400-level courses.

c. Instructor Survey. Faculty assigned to lead or assist in the delivery of a resident course will be provided an opportunity to complete an Instructor Survey at the completion of the course.

**2. Survey Feedback and Data.** Feedback and data collected from the above surveys will be aggregated at least monthly and made available to the Directors and Deans listed below or to their designated representatives and stakeholders.

- Director, Learning Capabilities Integration Center (LCIC)
- Director, Performance and Resource Management (PRM)
- Director, Global Learning and Technology Center (GLTC)
- Director, Operations (OPS)
- Dean, Defense Systems Management College (DSMC)
- Dean, College of Contract Management (CCM)
- Regional Campus Deans

**3. Feedback and Data Review.** Results from the survey tools will be screened monthly to identify areas of concern that immediate attention.

a. During at least two of the three triannual Enterprise Performance Review and Analysis (EPPRA) meetings during an academic (fiscal) year, current feedback and data will be reviewed with DAU Senior Leadership and/or their representatives and corrective measures taken.

b. During the annual Learning Asset Review, current feedback, data and corrective measures taken will be reviewed with the (AT&L) FL.

#### **4. Responsibilities**

a. Director, LCIC:

(1) Maintain staff cognizance on the content, coordination, and execution of the annual Learning Asset Review program.

(2) Approve curriculum design changes and/or corrective plans of action that address beneficial suggestions and issues discovered during the continuous review of feedback and collected data.

(3) Coordinate the FLs' annual acknowledgement/acceptance of supporting DAU courseware as outlined in Reference (a).

b. Director, GLTC:

(1) Coordinate with the Director of LCIC, Dean of DSMC and Dean of CCM, the development and maintenance of the feedback and data collection instruments.

(2) Provide assistance and analytical expertise in interpreting and evaluating course feedback and data collected.

(3) Assist in the development of corrective plans of action as may be appropriate.

(4) Provide Instructor Survey data to the Deans or their representative for review and the development of recommendations for design changes and/or corrective plans of action.

c. Director, PRM:

(1) Establish methodologies to systematically collect, maintain, aggregate, and distribute course feedback and data based on the requirements of DAU senior leadership.

(2) Maintain staff cognizance on the content, coordination, and execution of the EPPRA program.

d. Center Directors of LCIC, DSMC, and CCM:

(1) Analyze and interpret course feedback and collected data; develop and deliver supporting briefings to communicate the feedback and data along with corrective measures to DAU Senior Leadership, faculty, and the FLs/CLs which their assigned curricula supports.

(2) Coordinate periodic (at least annual) curricula reviews with appropriate regional/colleges and business unit representatives.

(3) Review recommendations from PLDs concerning requirements or modality changes to course design or content.

e. Performance Learning Directors of LCIC, DSMC, and CCM:

(1) Assist in the analysis and interpretation of course feedback and collected data.

(2) Develop and manage all courseware programs and/or corrective plans of action that address beneficial suggestions and issues discovered during the continuous review of feedback and collected data.

f. Deans:

(1) Make CMs available to assist in the analysis and interpretation of course feedback and data and in the development of curriculum modifications.

(2) Ensure assigned faculty members are provided an opportunity to complete the Instructor Survey for all courses they are assigned to deliver.

g. Faculty:

(1) Ensure students have an opportunity to complete the End-of-Course Survey prior to graduation for all training courses delivered in residence.

(2) Instructor Surveys should be completed within 3 business days of course completion.

# Courseware Changes, Publication and Process

## 1. Background

a. As outlined in DoDI 5000.66, the University develops curriculum primarily to support the respective functional competency models and the priorities for training as set forth by the FLs and CLs. Courseware changes (revisions) will occur because of modification in curriculum driven by one of two reasons.

(1) From time to time, FLs and CLs will modify aspects of their competency models and/or their priorities for training the workforce.

(2) In support of the competency models, DAU incorporates into the curriculum a significant portion of relevant federal and DoD issuances, such as the FAR, DFAR, DoD 5000.2, and other such issuances that govern acquisition and acquisition processes within the Department.

b. Courseware changes (revisions) also may occur because of modifications in the design or material to enhance delivery. Typically, DAU will drive these changes as a result of stakeholder feedback, changes in available resources, and/or changes in course demand.

c. In the context of this directive, courseware (see definition in Attachment 3) includes all instructor and student materials and student assessments.

**2. Promulgating Courseware Changes.** Courseware changes will be promulgated within the university as follows.

a. A Courseware Change Notification is required for all course revisions when

(1) there is a change in the curriculum, i.e., the addition, deletion, or modification of the terminal or enabling learning objectives resulting in the modification of lessons;

(2) there is a change in the design of a course, such as altering the number of and/or flow of lessons within a course or the structure of lessons or activities within a course; and

(3) a course has been brought up to date in compliance with an updated directive or policy guidance issuance.

b. Courseware Change Notification is *not* required if the courseware has undergone simple course maintenance updates, i.e., cosmetic changes to correct, typographical errors, grammar and/or bad links. In this case, the courseware should be corrected and immediately deployed as these errors are uncovered. CMs are encouraged to use the comments feature in Blackboard when uploading a new file with simple maintenance updates.

- c. DAU Blackboard is the official repository for courseware change notifications.
  - d. The deployed folder for each course will contain a major subfolder labeled *Course Updates*. Within the Course Updates folder will be, at a minimum, a subfolder labeled *Notifications*, a link to the appropriate Change Notification Form template, and a link to instructions on how to add a notification.
  - e. A change will be published
    - (1) by the assigned CM or assigned PLD;
    - (2) prior to its implementation with an effective date of at least 14 days before the start of the next available course for resident or Facilitated Online Learning Environment (FOLE) courses or 7 days before deployment of a new section for distance learning courses;
    - (3) using the appropriate Courseware Change Notification form at the end of this attachment; and
    - (4) filed with the date (yyymmdd) of publication as the file name in the Notifications subfolder as a separate file. Use of the comments feature for each publication is encouraged but not required.
  - f. CMs are encouraged to maintain an additional subfolder in the Course Updates folder or within the other courseware folders that provides additional information/files regarding the changes outlined in the Courseware Change Notification. Additional files may include, for example, a track changes version of a courseware file or a more detailed summary of the changes being implemented to reasonably communicate the changes that are occurring in the course.
  - g. When uploading new courseware files to Blackboard, CMs are encouraged to use the comments feature for the file on Blackboard.

### **3. Responsibilities**

- a. Director of LCIC, Dean of DSMC, and Dean of CCM:

- (1) Courseware design changes that are expected to impact available resources (classroom space, travel funding, etc.) must be coordinated with DAU Senior Leadership prior to committing resources for development.

- (2) Courseware design changes that incorporate the use of software must be coordinated with the Director of OPS (Att: CIO) prior to committing resources for development.

- (3) Courseware design changes for distance learning courses must be coordinated with Director of GLTC prior to committing resources for development.

b. Director of GLTC:

- (1) Update the course template folder as outlined in the preceding paragraph 2.d.
- (2) Within 30 days, update all currently deployed course folders as outlined in paragraph 2.d.

c. Director of PRM:

(1) Ensure the Director of LCIC, Dean of DSMC, and Dean of CCM are kept abreast of changes or potential changes in allocated resources.

d. Center Directors of LCIC, DSMC, and CCM:

- (1) Implement FL and CL guidance that impacts assigned curricula after a determination is made that DAU has resources to implement changes.
- (2) Ensure that changes in DoD policy that impact deployed course content are formally incorporated into resident courseware within 90 days of issuance and at the next update for distance learning courses. Also ensure that forthcoming changes are communicated via the issuance of courseware change notification as outlined in this attachment.
- (3) Align curricula outcomes to the competencies the curriculum is intended to support.

e. Deans:

Ensure CMs are provided adequate time to effect/execute course maintenance and course revisions as outlined in this directive.

## Courseware Change Notification – Resident & FOLE

Course ID: \_\_\_\_\_ Date: \_\_\_\_\_  
Course Title: \_\_\_\_\_ *yymmdd*

Change Published By: \_\_\_\_\_  
Implementation Date: \_\_\_\_\_  
General Comment: \_\_\_\_\_

Folder Impacted	File Name	File URL (BB Permalink)	Comment

## Courseware Change Notification – Distance Learning

Course ID: \_\_\_\_\_

Date: \_\_\_\_\_

Course Title: \_\_\_\_\_

*yymmdd*

Change Published By: \_\_\_\_\_

Implementation Date: \_\_\_\_\_

General Comment: \_\_\_\_\_

Module Impacted	Reference within Module	Comment

## Definitions

Course Maintenance. Involves cosmetic updates to courseware documentation to correct typographical errors, grammar, or bad/old hyperlinks.

Course Revision. Involves updating courseware documentation to accommodate changes in outcomes (objectives), content to support outcomes (course improvements/enhancements to clarify topics), or course design.

Courseware. All material that is needed by the instructor to prepare for and deliver a course; all student materials, and all student assessment instruments.

Kirkpatrick's Training Evaluation Model. The evaluation of training generally is represented by the Donald Kirkpatrick model as outlined in the chart below.

Level	Evaluation Type	Evaluation, Description, and Characteristics	Examples of Evaluation, Tools, and Methods	Relevance and Practicability
1	<b>Reaction</b> What was the student's reaction to the course and his/her level of satisfaction?	Reaction evaluation is how the delegates felt about the training or learning experience.	'Happy sheets,' feedback forms. Verbal reaction, post-training surveys or questionnaires.	Quick and very easy to obtain. Not expensive to gather or to analyze.
2	<b>Learning</b> To what extent did the learner increase knowledge, improve skills, and/or change attitudes? How well did the student learn?	Learning evaluation is the measurement of the increase in knowledge - before and after.	Typically assessments or tests before and after the training. Interview or observation can also be used.	Relatively simple to set up; clear-cut for quantifiable skills. Less easy for complex learning.
3	<b>Behavior</b> To what extent did the learner's job behavior or performance change resulting from the education and training?	Behavior evaluation is the extent of applied learning back on the job— implementation.	Observation and interview over time are required to assess change, relevance of change, and sustainability of change.	Measurement of behavior change typically requires cooperation and skill of line-managers.
4	<b>Results</b> What are the tangible results of the program in terms of reduced cost and/or improved quality and quantity?	Results evaluation is the effect on the business or environment by the trainee.	Measures are already in place via normal management systems and reporting— the challenge is to relate to the trainee.	Individually not difficult; unlike whole organization. Process must attribute clear accountabilities.

Learning Asses Review. An annual meeting typically executed between April and September of each year where a portfolio of courses, course feedback, status of pending changes, and statistics on course demand are reviewed for the primary benefit of Senior Leadership within the University as well as Functional and Competency Leaders.