#### UNITED STATES DEPARTMENT OF DEFENSE



# Voluntary Education Program Readiness (Force Education & Training)

## **Evidence-Based Organizational Effectiveness**

Jonathan O. Woods, Ph.D., Associate Director, DoD Voluntary Education March 2018



# **Begin With the End in Mind**

#### Mission

"Champion policies, programs, and partnerships that enable access to quality postsecondary educational apportunities, empower informed service member decision making, shape meaningful personal and professional pathways, and drive military student success in higher education."

#### **Strategic Focus Areas**

		ENSURE MILITARY STUDENT READINESS AND SUCCESS	VOUNTARY EDUCATION COMMUNITY	CULTIVATE ACULTURE OF ORGANICATIONAL EFFECTIVENESS		
"Shaping quality voluntary educational experiences	Varue Ensure assurements of and access to quality DuO volid opportunities for service members	Provide tools and resources to enable college readiness and the pursuit of service member educational goals	Considerating and effectively continues and the value of an inducation and of Ded VolEd	Inglement a mount to mount to and analytics agenda to proactively ingenous Deb Vold d policies and programs	Strange	to foster better
	Better inform service members' value tions of page Participality and page Participality and value to the form gradient value and methods to an extinction of the page of the page of the page of the page of the page of the page of the page of the page of the page of the p	Leverage self service capabilities to sugreent available services and totoforce personal responsibility	Feature a DoD-webb "community of support" to better meable workforce delivery of VoRD support services	Ensure the relevancy and effectiveness of Volld Policies that put the service member first and have demonstrable value to the military Services	Guiding Principles	better Vision service sion members, on better citizens"
	Dependence and methods to ensure quality and water of Dio Voltal Opportunities	Maximin for size and effectiveness of individualized counseling and face- to-face interaction	Increase dialogue, collaboration, and partnerships across governmental organizations, academia, and industry	Support juint problem solving through the sharing of ideas, best practices and approaches	ciples	_
	Berger Be	Conduct empirically based assessments to better understand the unique requirements and educational needs of service methers	Levenage collaborative research to provide a holistic understanding of Voll6d trends and factors	Implement formalized performance measures to emute the effectivesers and inpact of DoD Volt d Programs		
		VolEd Student Qual Outcomes a	nce Indicators y and Value Valid Program y Valid Performance vortunities			





### Is DoD Listening?

 Review the range of options associated with DoD's performance measurement efforts

### How should we assemble a research agenda?

- Define DoD's desire, with examples
- Recognize DoD Voluntary Education (VolEd) stakeholder needs

### Review of the findings

- Review and analyze aggregated data
- Synthesize disparate findings to consider new action plans
- So What's Next (and to what purpose)?

### Discussion

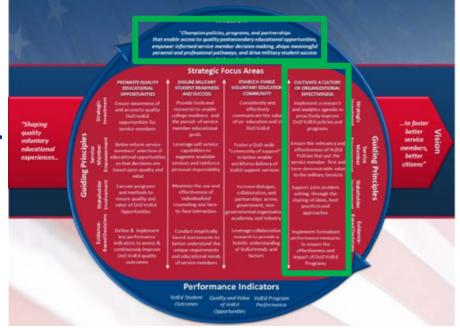


# Is DoD Listening? (the range of options)

- Strategic Plan, Mission Statement: "Informed decision-making"
- Strategic Plan, Focus Area 4: "organizational effectiveness"
  - 4.1 ...implement a research agenda...

### So that we could promote

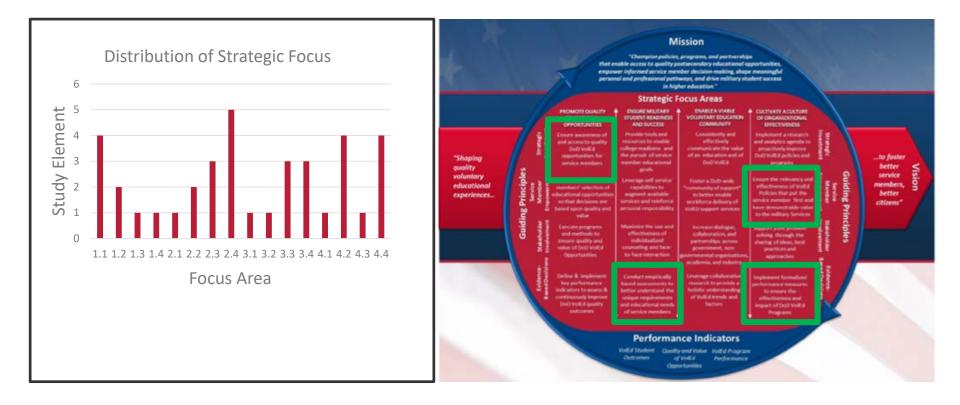
- 4.2 ...demonstrable value...
- 4.3 ...problem solving...
- 4.4 ...effectiveness and impact...



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# Assembling a Research Agenda (what is most important?)

# Focus Area 4: "Cultivate a culture of *organizational effectiveness*" Research lines of effort

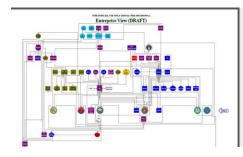


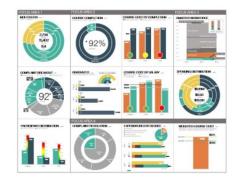


# Assembling a Research Agenda (learning through iteration)

**First Generation:** Second Generation: **Third Generation: Tracking Outcomes (literature**  Tracking Outcomes (output parsing) Counseling Comparative Analysis (outcomes) • Understanding Service-level Differences review and cohort outputs) Compliance Framework Enterprise Information & Data **Customer Relationship Management** ٠ Environment **College Credit Recommendations and** • VolEd Analytics and Dashboard **Academic Skills Analyses Military Student Pathways Counseling Comparative Analysis**  Career Path DECIDE Prototype ٠ • (methods) • SOC Network Prototypes

#### • Accessions Study







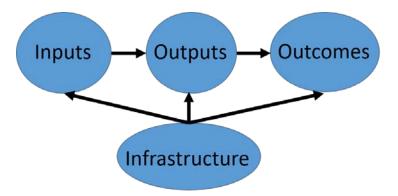


# **Review of the Findings**

(aggregating the data)

After 37 research lines of effort we've learned some things about our environment

- Findings can be categorized into 4 buckets
  - Input: a resource entering the system (e.g. "an enrollment")
  - Output: a tangible product leaving the system (e.g. "a completion")
  - Outcome: the effect we want to achieve (e.g. "an accession")
  - Infrastructure: physical structures needed for the operation of the enterprise (e.g., facilitation of transactions or data definitions, granularity, cleaning)



- A word about the difference between *outputs* and *outcomes*
  - An "output" is a measurable difference to a quantifiable variable within the system
  - An "outcome" reflects impacts on external systems



# **Review of the Findings** (synthesizing disparate findings)

First Generation: • Tracking Outcomes (literature review and cohort outputs)	Second Generation: • Tracking Outcomes (output parsing)	Third Generation: • Counseling Comparative Analysis (outcomes) • Understanding Service-level Differences	
Compliance Framework	<ul> <li>Enterprise Information &amp; Data Environment</li> <li>VolEd Analytics and Dashboard</li> </ul>	Customer Relationship Management     College Credit Recommendations and     Academic Skills Analyses	Inputs → Outputs → Outcomes
Military Student Pathways	<ul> <li>Counseling Comparative Analysis (methods)</li> </ul>	Career Path DECIDE Prototype     SOC Network Prototypes	
Accessions Study			Infrastructure

### **•** Key Findings:

- Risk exists within the VolEd environment (in the form of time, finance, and goal attainment)
- At-risk populations are definable
- There is (*still*) a relationship between off-duty education and retention and/or advancement



# **Review of the Findings** (synthesizing disparate findings)



#### Key Findings:

- MOU compliance is one marker for quality (note: is this an input or an infrastructure?)
- Flawed information collection infrastructure
- Hodge-podge system with vulnerabilities



# **Review of the Findings** (synthesizing disparate findings)



#### Key Findings:

- "Journey Mapping" of various personae revealed missing credential elements and the vastness of pathway options
- Integration of data elements from outside DoD can facilitate infinite and instantaneous journey mapping
- Counseling is the nexus between planning, full exploitation of programs, and attendant outcomes

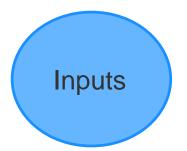


# What's Next?

- Complete studies, ascertain impact(s)
- Additional counseling strategies; prioritize counseling access
- Provide better granularity on attainment paths



Outcomes



- Identify other quality markers (especially in certification and licensure)
- Consolidate data systems
- Procure systems that make sense; "hardened" against vulnerabilities
- A "super-charged" Career Path DECIDE (70+ new functions)
- Vertically aligned and stackable SOC networks
- Counselor engagement (toolkits, training, etc.)



# **To What Purpose?**

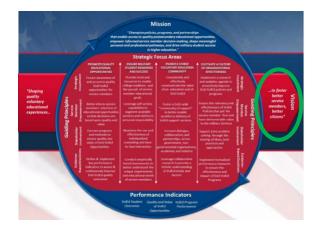
DoD's exploration into organizational effectiveness has revealed an exceptional opportunity to both *discover* and *seize* the nexus between

Mission: ...informed consumer...

and

Vision: ...a better citizen...

The research agenda and findings presented herein provides DoD leadership with the evidence, tools, and expectations it needs to chart a future course in realizing the VolEd vision.



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# ...Better Service Members, Better Citizens.

DoD Policy & MOU Compliance Inquiries: osd.pentagon.ousd-p-r.mbx.vol-edu-compliance@mail.mil