



Defense Acquisition University

Graduate and Supervisor Survey Results

Volume II



**Defense Acquisition University
Graduate and Supervisor
Survey Results**

**Volume II
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Volume I

	<i>Page</i>
Executive Summary	iii
1.0 Introduction	1
2.0 Methodology	3
3.0 Survey Results	5
3.1 DAU Students Are Committed to Training	5
3.2 Graduates Find DAU Training Useful	7
3.3 Students Are Able to Apply Training to Their Jobs	9
3.4 Supervisors Notice Positive Changes in Their Employees After Training.....	11
3.5 DAU Training Generates Cost Savings for the Government.....	14
3.6 DAU Training Improves the Acquisition Process	16
4.0 Areas Where Change is Needed	19
4.1 Supervisors Encounter Obstacles to Training Employees	19
4.1.1 Lack of Time and Excessive Workloads	20
4.1.2 Scheduling and Availability of Courses	20
4.1.3 Travel.....	21
4.2 Students Have Academic Concerns	22
4.2.1 Quantity and/or Level of Difficulty of the Course Material.....	22
4.2.2 Redundant or Out of Date Course Material.....	23
4.2.3 Diversity of the Class Audience	24
4.3 Students Find it Difficult to Obtain the Necessary Training	25
4.3.1 Travel Requirements	26
4.3.2 Scheduling/Demand for Courses.....	27
5.0 Conclusion	29
Appendix A. Graduate Survey Instrument	A-1
Appendix B. Supervisor Survey Instrument	B-1

Volume II

	<i>Page</i>
Appendix C: Individual Career Field Summaries	
Acquisition Logistics.....	C.1-1
Auditing.....	C.2-1
Business, Cost Estimating, and Financial Management	C.3-1
Communications/Computer Systems.....	C.4-1
Contracting	C.5-1
Industrial/Contract Property Management.....	C.6-1
Manufacturing, Production, and Quality Assurance	C.7-1
Program Management.....	C.8-1
Purchasing	C.9-1
Systems Planning, Research, Development, and Engineering	C.10-1
Test and Evaluation	C.11-1

Appendix C.1 Acquisition Logistics

The following summary provides the results of the survey for DAU graduates in the acquisition logistics career field. Each survey question is identified below, followed by a brief summary of the responses. Figures, in the form of bar graphs, illustrate the quantitative data for each question, and tables contain samples of qualitative data for open-ended questions.**

2. Which of the following four categories best describes your primary reason for attending the course?

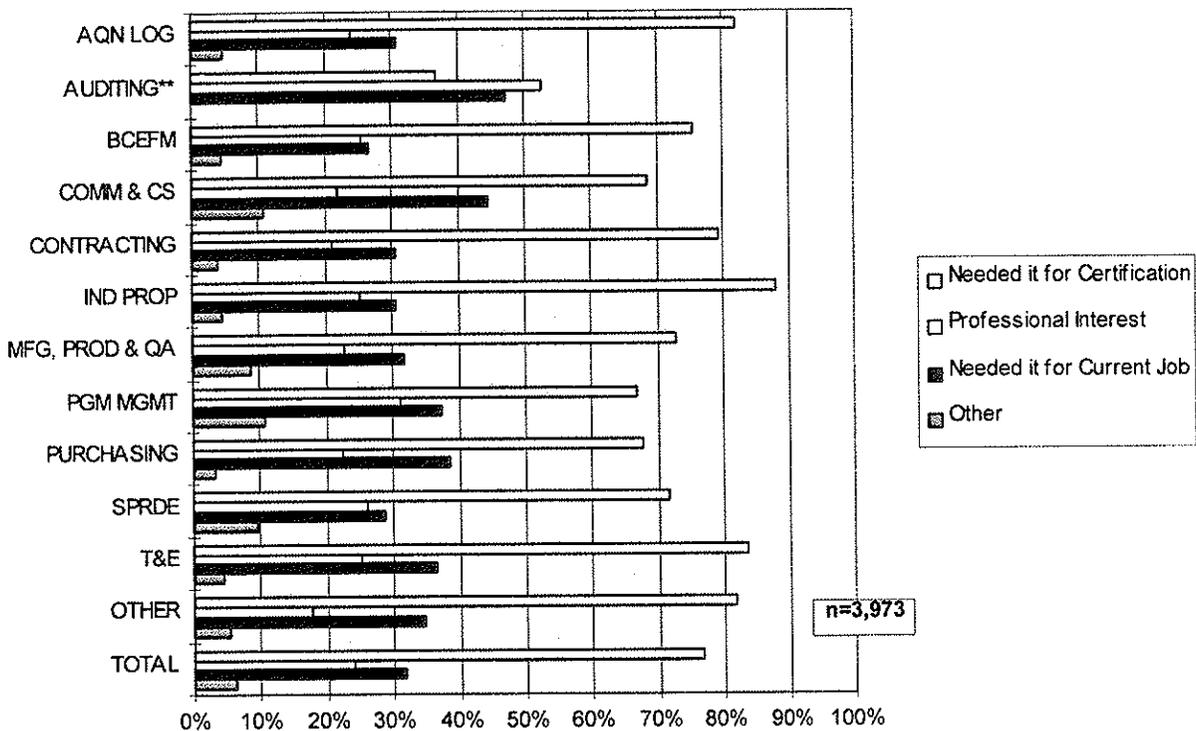


Figure 1. Responses to Question 2 by Career Field

Survey Question 2 asked graduates why they had attended the course: because it was needed for certification in a primary career field, because of professional interest, because it was needed for a current job, or for other reasons. Respondents, who were allowed to select all reasons that applied, frequently listed more than one reason for attending.

In the acquisition logistics career field, 509 respondents (82 percent) said they took the course because they needed it for certification in their primary career field, 192 respondents (31 percent) said they needed it for their current job, and 149 (24 percent) said they took it because of professional interest.

**Categories followed by asterisks contain less than 25 responses.

3. Did you think the course you took at DAU was a useful course?

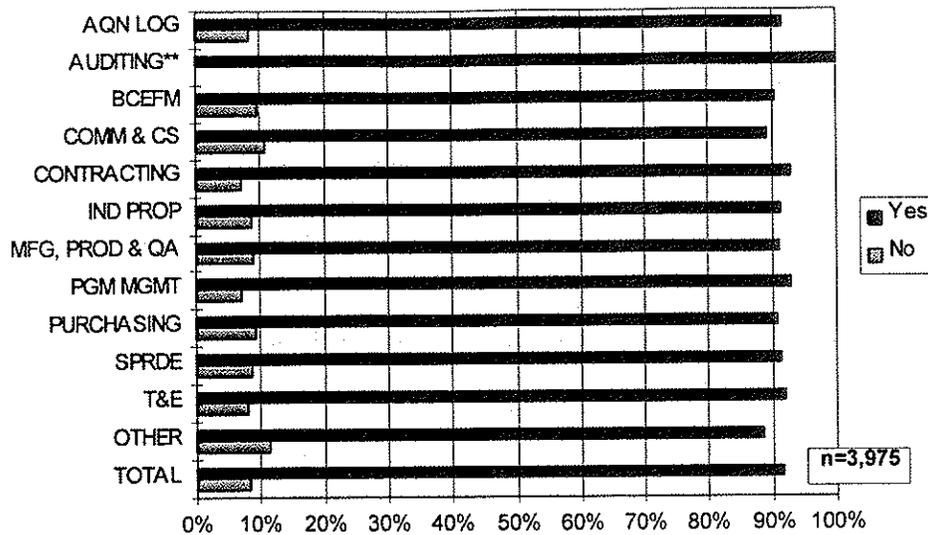


Figure 2. Responses to Question 3 by Career Field

When graduates were asked whether they thought the DAU course was useful, 563 (92 percent) in the acquisition logistics career field responded positively, and 52 (8 percent) responded negatively.

3A. From the following list of categories, which best describes why the course was useful to you?

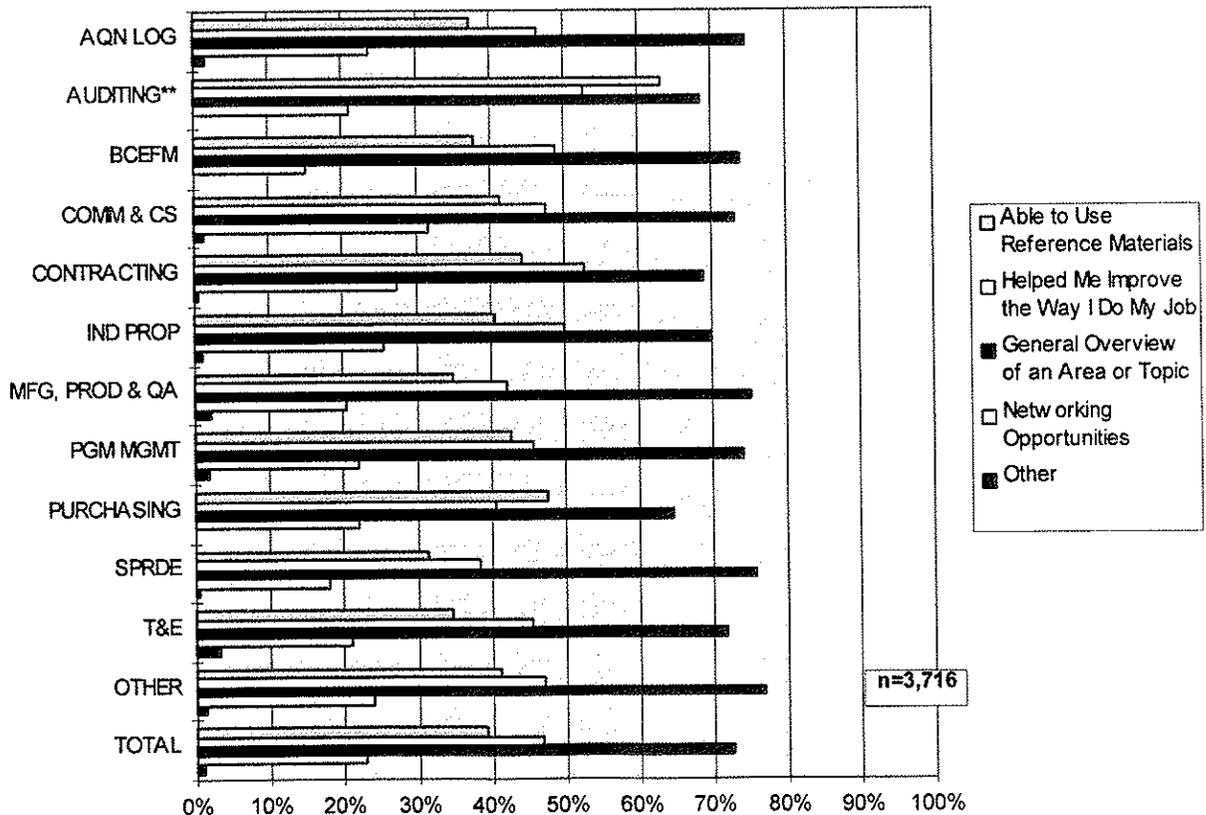


Figure 3. Responses to Question 3A by Career Field

Graduates who responded positively to Question 3 were asked to choose one or more categories that best described why they found the course useful. Did the course enable the respondents to use reference materials, help them improve the way they do their jobs, provide a general overview of an area or a topic, or provide networking opportunities? If no category applied, the respondents were instructed to choose "Other."

In the acquisition logistics career field, getting a general overview of an area or topic was the most popular response, indicated by 431 respondents (75 percent). Exactly 268 respondents (46 percent) said the courses helped them improve the way they do their jobs, 215 respondents (37 percent) said they were able to use the reference materials, and 136 respondents (24 percent) said that the course was useful for its networking opportunities.

4. What other training would be useful to your work assignment or career plans?

Survey Question 4 asked graduates to identify other types of useful training. Responses to this question were usually quite specific. Several responses referred to specific DAU courses and/or certification requirements. Others cited policies, regulations, or general topics. Some examples follow:

- "All of the DAWIA classes for advancement from grade level to grade level; class on configuration management."
- "Take advanced class from this one; gives you wider view in certain areas; get more detail."
- "Business management and data management classes."
- "Advanced acquisition management courses."
- "Contracting, law, federal regulations regarding purchasing."
- "Computer applications; a day-to-day, practical training for the working bees; some of the course material was above our head."
- "Real world training: We need courses geared toward the majority of the work we do—purchasing and the acquisition process for items smaller than F-16s."

5. Was there some specific thing like a reference book, case study, support tools or a piece of software like a CD, or even a process from the course that you now refer to on the job?

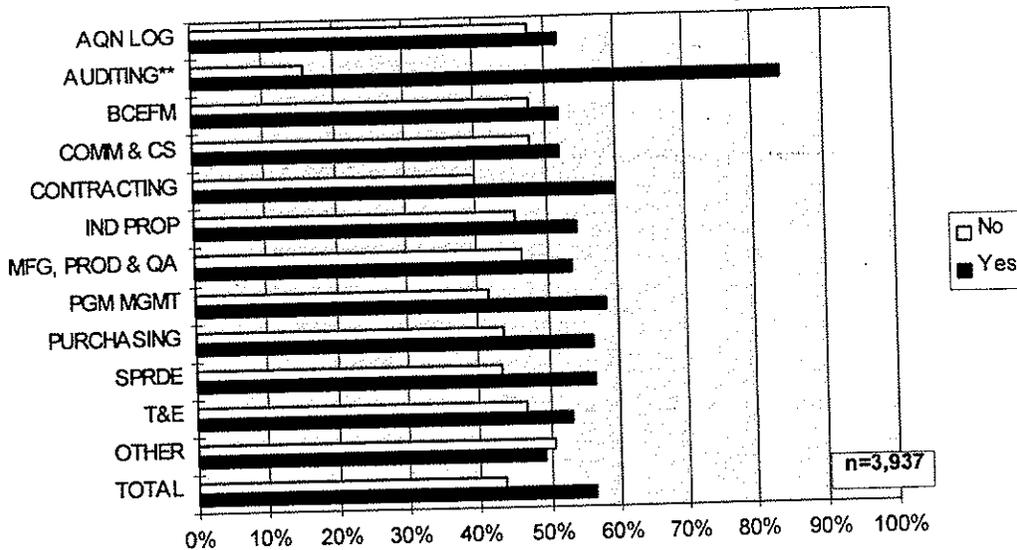


Figure 4. Responses to Question 5 by Career Field

Question 5 addressed graduates' use of tools obtained in courses. Of those responding, 321 graduates in the acquisition logistics career field (52 percent) said that they do refer to something specific from the course, and 294 respondents (48 percent) said they do not. The question was broad enough to generate a wide variety of responses in terms of specific items used. The majority of students mentioned standard course materials such as textbooks, handouts, manuals, or reference materials. Examples of their responses are shown below:

- "Real time case studies [were] very up to date. I am a civilian [and] meeting the military personnel was very interesting and [helped me to] understand their views."
- "Course text as reference material."
- "Practical exercises; very current different approaches; addressing issues [with] which I work a lot."
- "Refer to test and evaluation book and reference to NDI; [it's] easier to look at pamphlets and handouts than 5,000 series."
- "What we need to look for when we negotiate."
- "The actual slide presentation book that covered the whole content of the class has often been referred to. I was unsure of the reliability portion on a particular contract, and the slide presentation book answered all of my questions."

6. Was the content new to you?

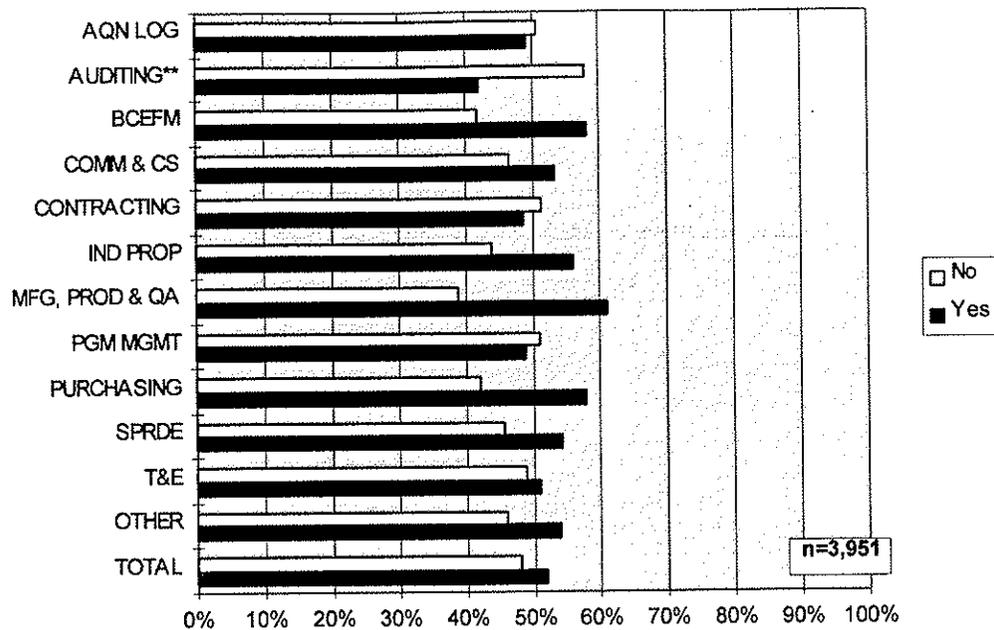


Figure 5. Responses to Question 6 by Career Field

Question 6 asked whether or not the course content was new to the student. In the acquisition logistics career field, 302 respondents (49 percent) said the content was new to them, and 310 respondents (51 percent) said it was not.

7. What would you recommend about the course to your colleagues (e.g., knowledge, skills, networking)?

In Question 7, graduates were asked what they would recommend about the course. Respondents tended to describe specific course components and how they might be useful to other students. They also frequently discussed the level of difficulty of the course and the amount of work that was required. The following are some examples of respondents' recommendations about the course:

- "The shifting ways we are doing business."
- "The life-cycle models will be very useful to your job."
- "It lays out an overall view of what is being done in acquisition logistics."
- "Broad-brush overview of the streamlining; ability to network and to share work."
- "Inter-service perspective on the acquisition process was very informative."

8. Have you noticed an increase in confidence as a result of this training?

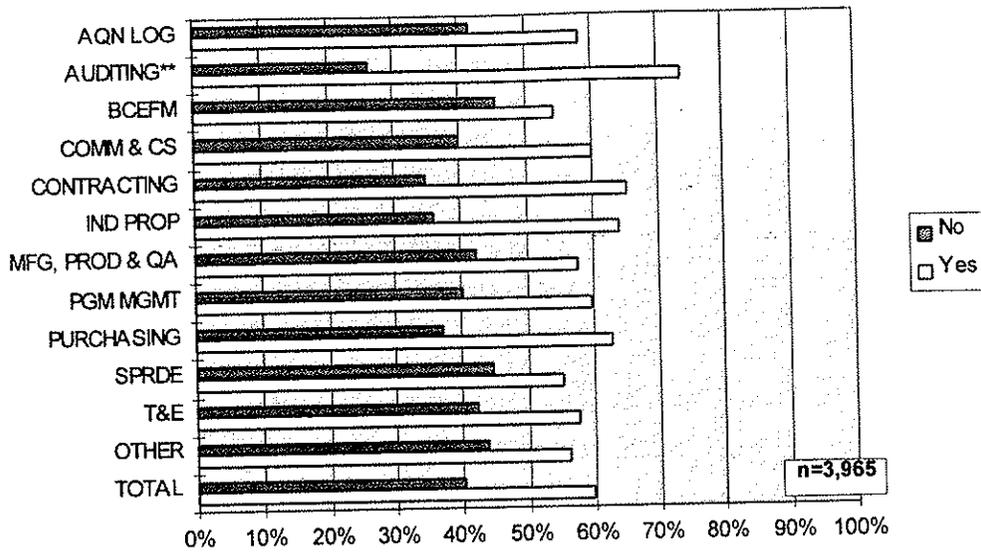


Figure 6. Responses to Question 8 by Career Field

Graduates were also asked if they had noticed an increase in their confidence as a result of training. While 258 respondents (42 percent) in the acquisition logistics career field did not observe any change in confidence, 358 respondents (58 percent) said they did notice an increase in confidence.

Graduates who responded positively were asked to provide a specific example where their training resulted in an increase in confidence. Many cited an overall increase in confidence due to increased depth and/or breadth of knowledge, which allowed them to speak about relevant issues with greater assurance and assertiveness. They also found that, because of the training, they comprehend more of the terminology they encounter on their jobs, from simple acronyms to complicated regulations or contracts. Examples of these comments include the following:

- “[I] don’t like it when contractors are smarter than [me]. [Now I] use the same language, understand the acronyms, [and have a] better understanding of the big picture.”
- “Through interaction with the other students and the instructors, my methods were confirmed as being on the right track. With this knowledge, I’m now naturally more confident.”
- “[I am] more confident in briefings and [have a better] understanding of acronyms used in conversations with co-workers.”
- “I don’t [require as] much guidance; I can find resources now or point myself [in the] right direction.”

9. Did this training result in the government saving money?

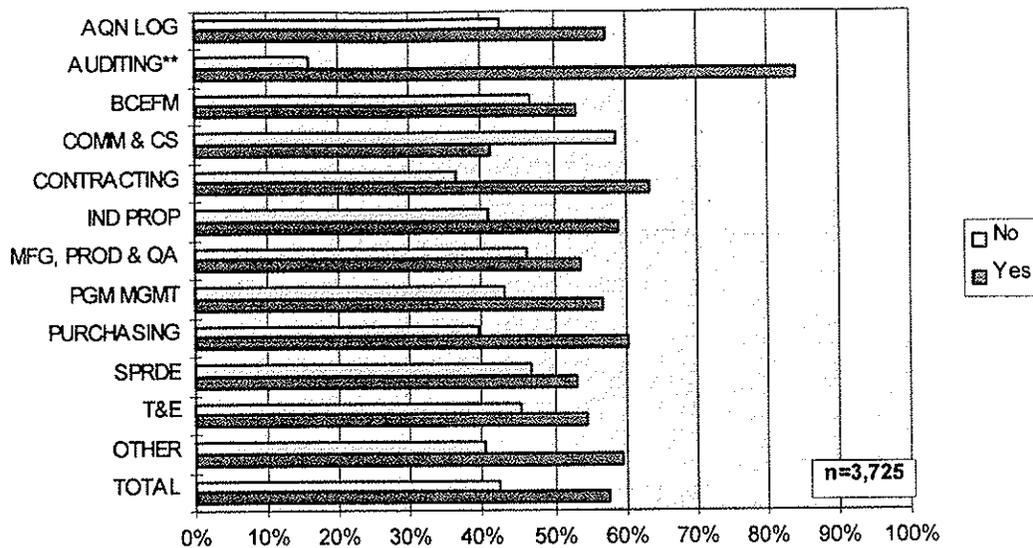


Figure 7. Responses to Question 9 by Career Field

Question 9 asked graduates to consider whether training was cost-effective. For those in the acquisition logistics career field, 333 of the 581 respondents (57 percent) said the training resulted in the government saving money, and 248 respondents (43 percent) said that it did not. Examples of responses from students in the acquisition logistics career field are shown below:

- “Better job performance has saved \$10 million on projects I am on currently.”
- “Overall, it would have to, because graduates of the course are more in tune with their co-workers; you can speak their language more efficiently and effectively.”
- “The knowledge I gained has helped me to do a better job. We have saved considerable money in contracting costs.”
- “I am more efficient. [I] don’t hunt as much anymore for questions and answers.”
- “[I have a] drive to find reasons to satisfy [the] customer. [I am] not just pushing paper. [I have a] changed attitude about what I do and why I’m here. [I have] become more efficient and effective.”

10. Which of the following is your primary career field?*

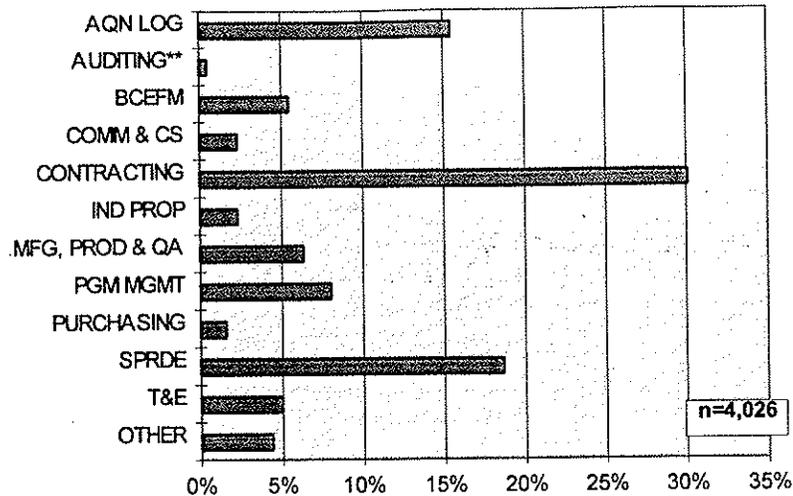


Figure 8. Responses to Question 10

In response to Question 10, which asked for the student's primary career field, 623 graduates (16 percent) said their primary career field was acquisition logistics.

11. What is your acquisition career level?

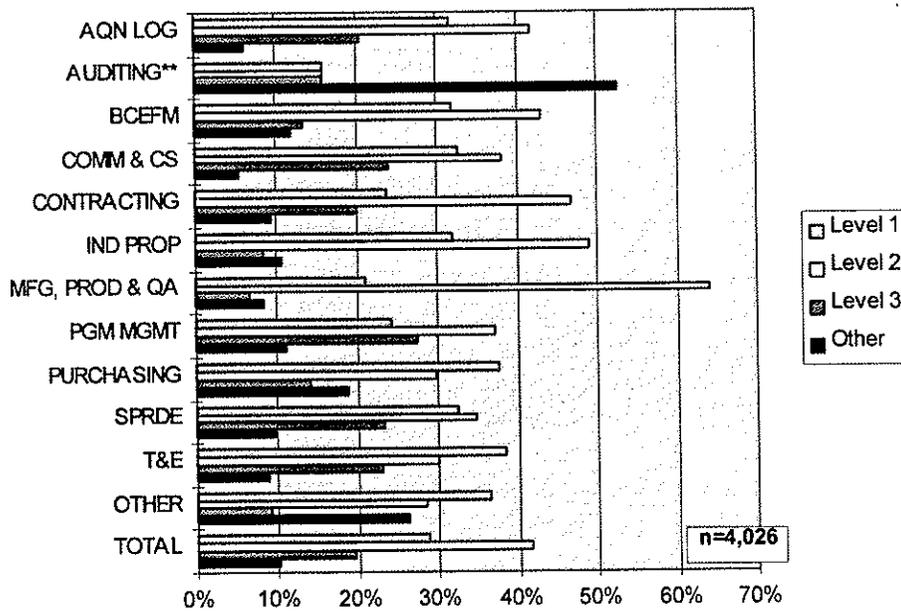


Figure 9. Responses to Question 11 by Career Field

Graduates were asked to identify their acquisition career level. Of those responding, 197 (32 percent) in the acquisition logistics career field said they were in Level 1, 260

* In Questions 10 and 11, the "Other" category refers to those who did not respond to the question or responded with "Other" or "Don't Know."

respondents (42 percent) said they were in Level 2, and 128 respondents (21 percent) said they were in Level 3.

12. Is there any advice you would like to pass along to the Defense Acquisition University as they prepare the curriculum for next year?

The following are some examples of respondents' advice for DAU:

- "Take into consideration [that] not everyone is from the Navy [and] try to cater to all divisions."
- "Keep up with current and updated information; things change so much [that] it's easy for instructors to not keep up with [all of the changes], [but] it's a must."
- "They need to schedule more classes for the students; [currently, there are] too many students and not enough classes."
- "[Have] more courses on site. There is too much travel time and expense."
- "Pull the redundant material out of this course."
- "Keep up the good work. Excellent presentation of the course."

Appendix C.2 Auditing

The following summary provides the results of the survey for DAU graduates in the auditing career field. Each survey question is identified below, followed by a brief summary of the responses. Figures, in the form of bar graphs, illustrate the quantitative data for each question, and tables contain samples of qualitative data for open-ended questions.**

2. Which of the following four categories best describes your primary reason for attending the course?

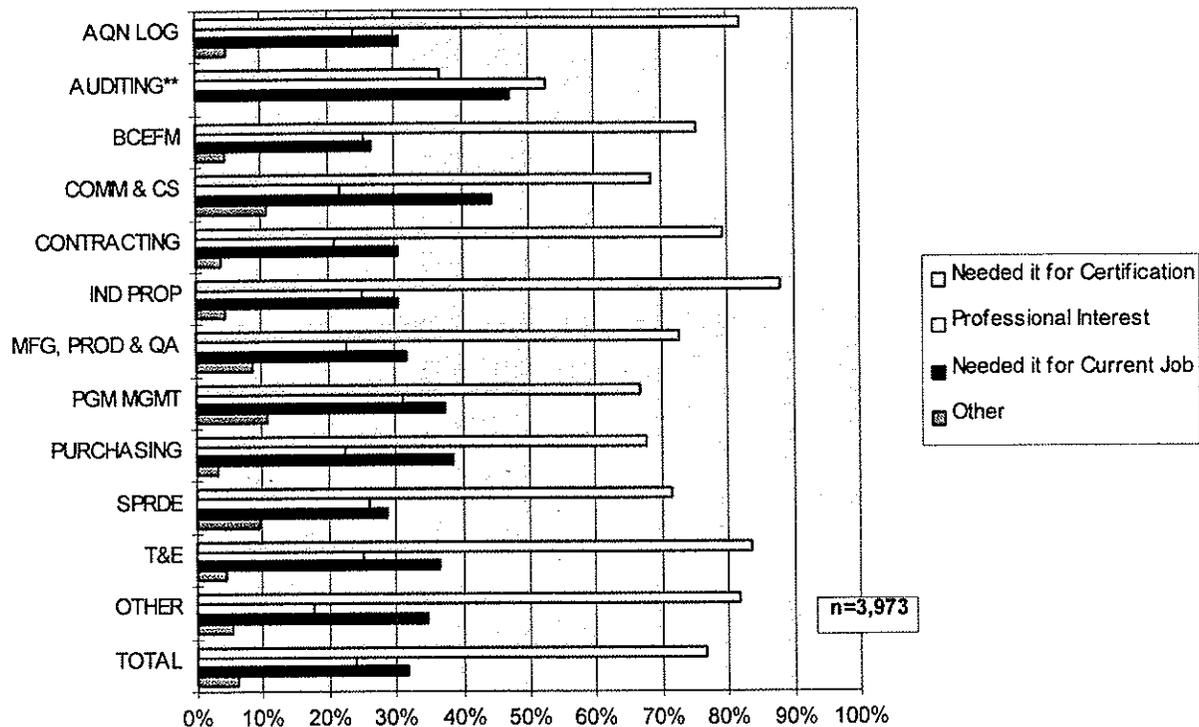


Figure 1. Responses to Question 2 by Career Field

Survey Question 2 asked graduates why they had attended the course: because it was needed for certification in a primary career field, because of professional interest, because it was needed for a current job, or for other reasons. Respondents, who were allowed to select all reasons that applied, frequently listed more than one reason for attending.

In the auditing career field, 10 respondents (53 percent) said they took the course because of professional interest, 9 respondents (47 percent) said they needed it for their current job, and 7 respondents (37 percent) said they took the course because they needed it for certification in their primary career field.

**Categories followed by asterisks contain less than 25 responses.

3. Did you think the course you took at DAU was a useful course?

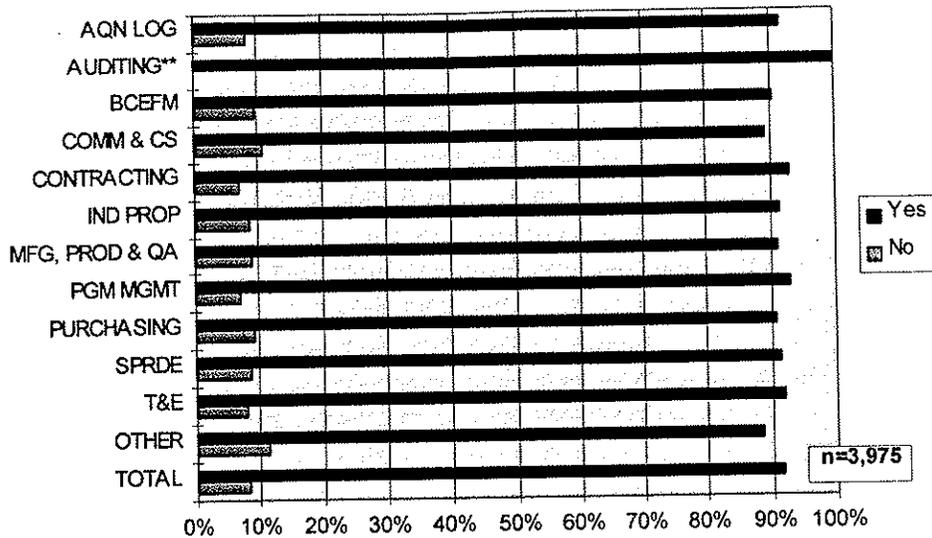


Figure 2. Responses to Question 3 by Career Field

When graduates were asked whether they thought the DAU course was useful, all 19 respondents from the auditing career field responded positively.

3A. From the following list of categories, which best describes why the course was useful to you?

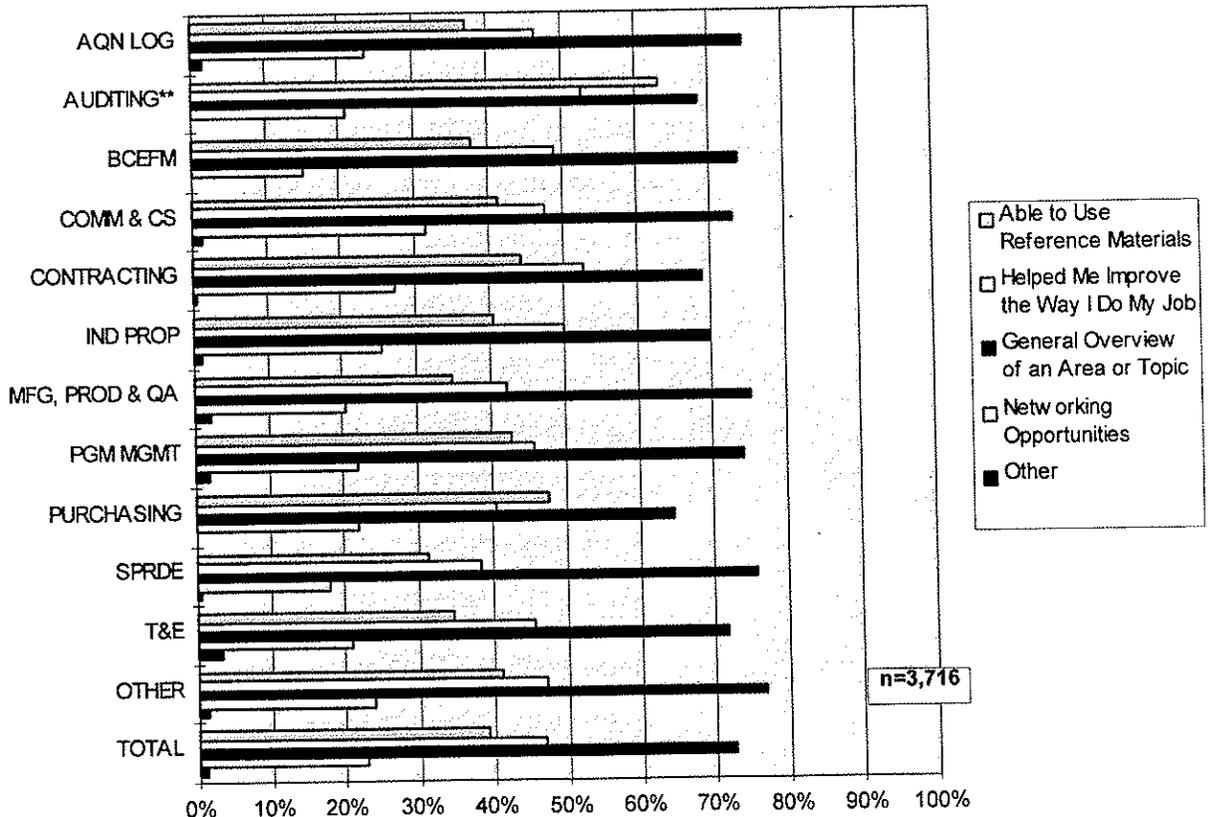


Figure 3. Responses to Question 3A by Career Field

Graduates who responded positively to Question 3 were asked to choose one or more categories that best described why they found the course useful. Did the course enable the respondents to use reference materials, help them improve the way they do their jobs, provide a general overview of an area or a topic, or provide networking opportunities? If no category applied, the respondents were instructed to choose "Other."

In the auditing career field, getting a general overview of an area or topic was the most popular response, indicated by 13 respondents (68 percent). Twelve respondents (63 percent) said they were able to use the reference materials, 10 respondents (53 percent) said the course helped them improve the way they do their jobs, and 4 respondents (21 percent) said that the course was useful for its networking opportunities.

4. What other training would be useful to your work assignment or career plans?

Survey Question 4 asked graduates to identify other types of useful training. Responses to this question were usually quite specific. Several responses referred to specific DAU courses and/or certification requirements. Others cited policies, regulations, or general topics. Some examples follow:

- "Updates on changing practices."
- "Extensive negotiation/negotiation skills."
- "Administration of contracts after they've been awarded."
- "Data processing in auditing."
- "Cost accounting."
- "FAR."
- "More training in contract law."
- "What makes a program successful versus [a] failure; leading indicators that a program is failing."

5. Was there some specific thing like a reference book, case study, support tools or a piece of software like a CD, or even a process from the course that you now refer to on the job?

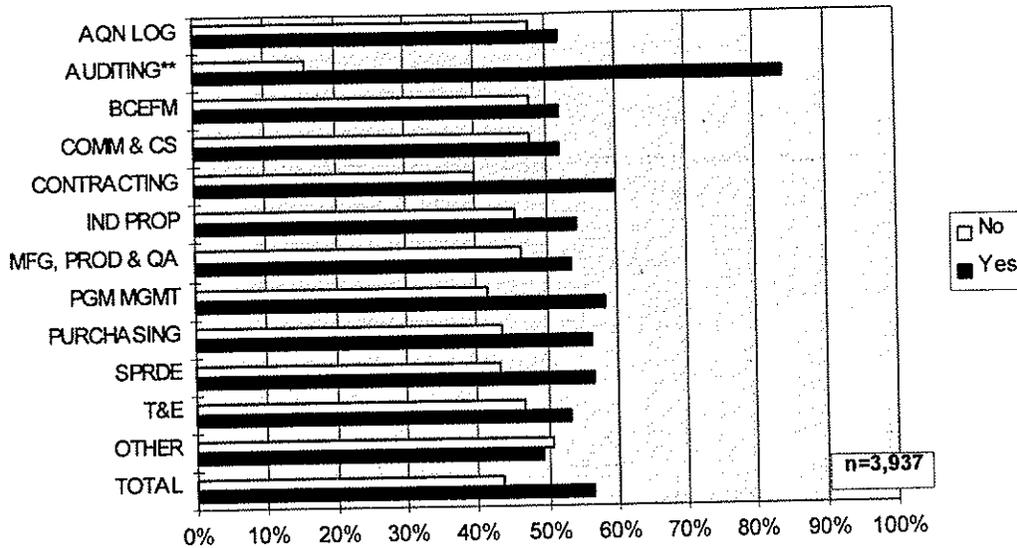


Figure 4. Responses to Question 5 by Career Field

Question 5 addressed graduates' use of tools obtained in courses. Sixteen respondents (84 percent) from the auditing career field said they do refer to something specific from the course, and 3 respondents (16 percent) said they do not. The question was broad enough to generate a wide variety of responses in terms of specific items used. The majority of students mentioned standard course materials such as textbooks, handouts, manuals, or reference materials. Examples of their responses are shown below:

- "Book on acronyms."
- "Diskette on random sampling."
- "Tables of probability statistics."
- "Reference and course materials."
- "CARs software."
- "The FAR."
- "Cost accounting standards."

6. Was the content new to you?

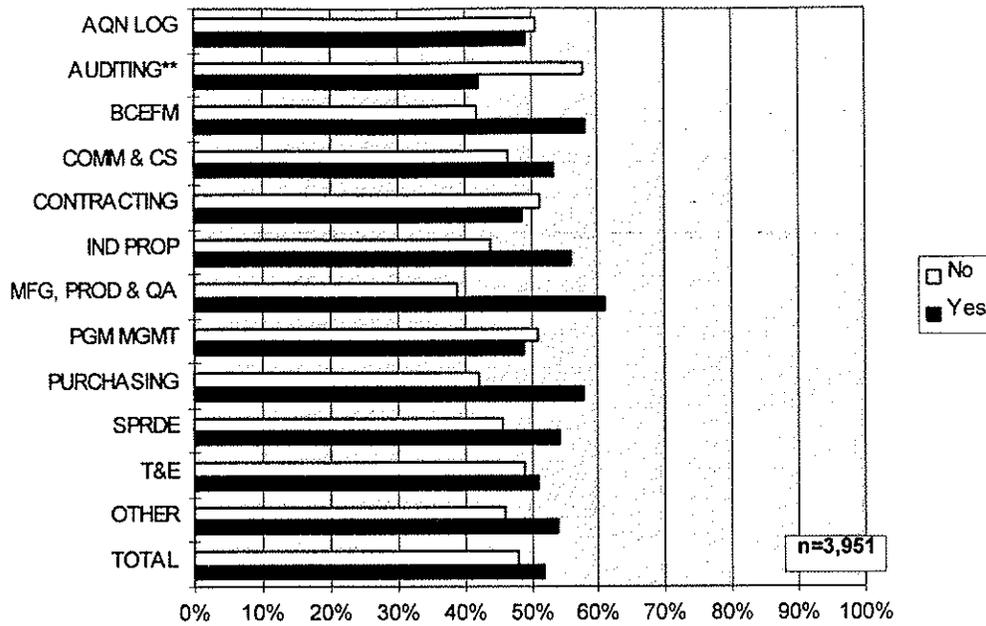


Figure 5. Responses to Question 6 by Career Field

Question 6 asked whether or not the course content was new to the student. In the auditing career field, 8 respondents (42 percent) said the content was new to them, and 11 respondents (58 percent) said it was not.

7. What would you recommend about the course to your colleagues (e.g., knowledge, skills, networking)?

In Question 7, graduates were asked what they would recommend about the course. Respondents tended to describe specific course components and how they might be useful to other students. They also frequently discussed the level of difficulty of the course and the amount of work that was required. The following are some examples of respondents' recommendations about the course:

- "Misleading as an introductory course; [you] have to do the reading."
- "Better understand the rules applying to cost accounting standards; taking this course helps you understand the manual of CAS."
- "Apply the standards in more meaningful ways; sustain your recommendations; greater base for reviewing contracts."
- "Deeper and broader understanding of cost accounting standards and how to apply them."
- "Current information and good reference material."

8. Have you noticed an increase in confidence as a result of this training?

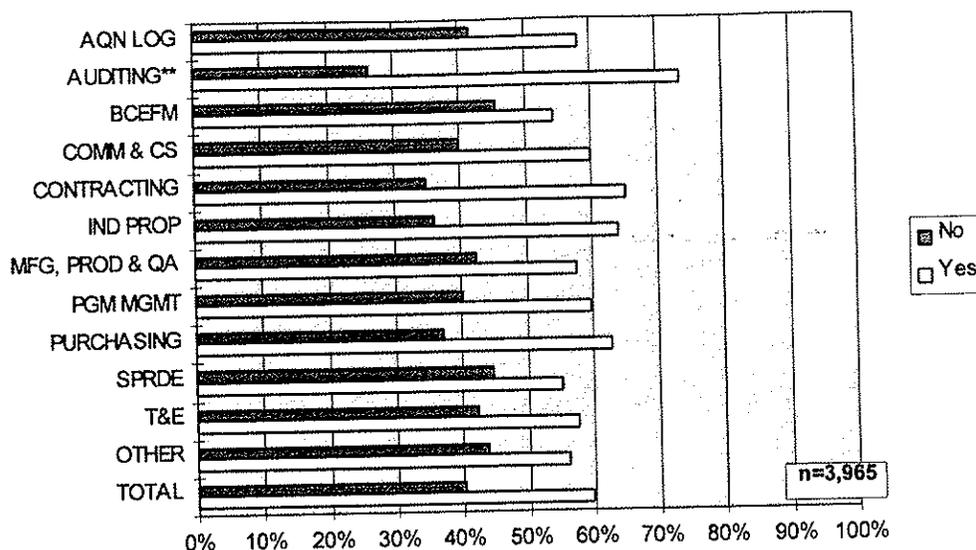


Figure 6. Responses to Question 8 by Career Field

Graduates were asked if they had noticed an increase in their confidence as a result of training. While 5 respondents (26 percent) in the auditing career field did not observe a change in confidence, 14 respondents (74 percent) said they did notice an increase in confidence.

Graduates who responded positively were asked to provide a specific example where their training resulted in an increase in confidence. Many cited an overall increase in confidence due to increased depth and/or breadth of knowledge, which allowed them to speak about relevant issues with greater assurance and assertiveness. They also found that, because of the training, they comprehend more of the terminology they encounter on their jobs, from simple acronyms to complicated regulations or contracts. Examples of these comments include the following:

- “Better evaluation of proposals and cost analysis.”
- “Always nice to balance what you think you know against confirmation of doing the job right.”
- “As an oversight [employee], I am feeling more confident that the people I supervise are getting the training they need; if they do their job right, that is a reflection of my skills.”
- “[The] course gave me more information on how to interpret the language of the standards.”
- “[The] ability to be knowledgeable in certain areas and respond on my feet.”

9. Did this training result in the government saving money?

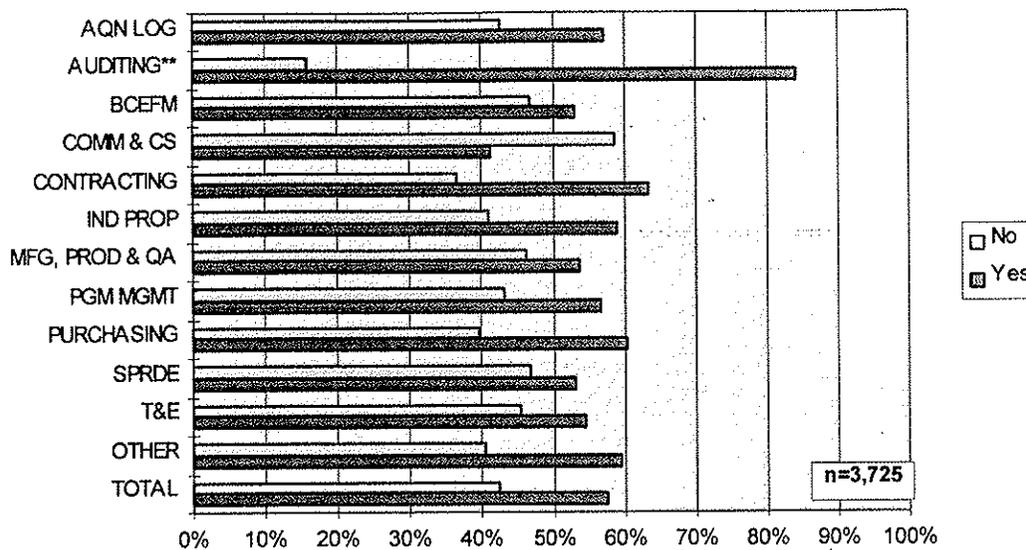


Figure 7. Responses to Question 9 by Career Field

Question 9 asked graduates to consider whether training was cost-effective. For those in the auditing career field, 16 of the 19 respondents (84 percent) said the training resulted in the government saving money, and 3 respondents (16 percent) said that it did not. Examples of responses from students in the auditing career field are shown below:

- “Cost accounting standards [are] something I use daily. It has helped me tremendously in my day-to-day activity. . . . [I am] currently working on a CAS issue—[I’m] able to communicate with others. As a direct result of this course, I am now dealing with a contract whose numbers I don’t agree with, and am confident I will settle it to the government’s benefit. If [this] situation is to be resolved, the government will save \$30 million.”
- “Applied probability statistics to a negotiation; [they] were very time saving and useful.”
- “Most of the concepts behind CAR are not subject [matter] I deal with on a daily basis.”
- “In the long run, my audits will be accurate and more defensible.”

10. Which of the following is your primary career field?*

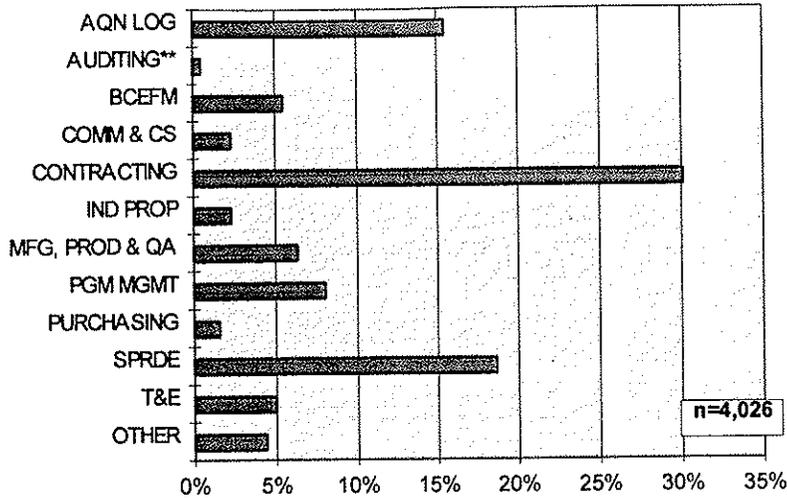


Figure 8. Responses to Question 10

In response to Question 10, which asked for the student's primary career field, 19 graduates (less than 1 percent) said their primary career field was auditing.

11. What is your acquisition career level?

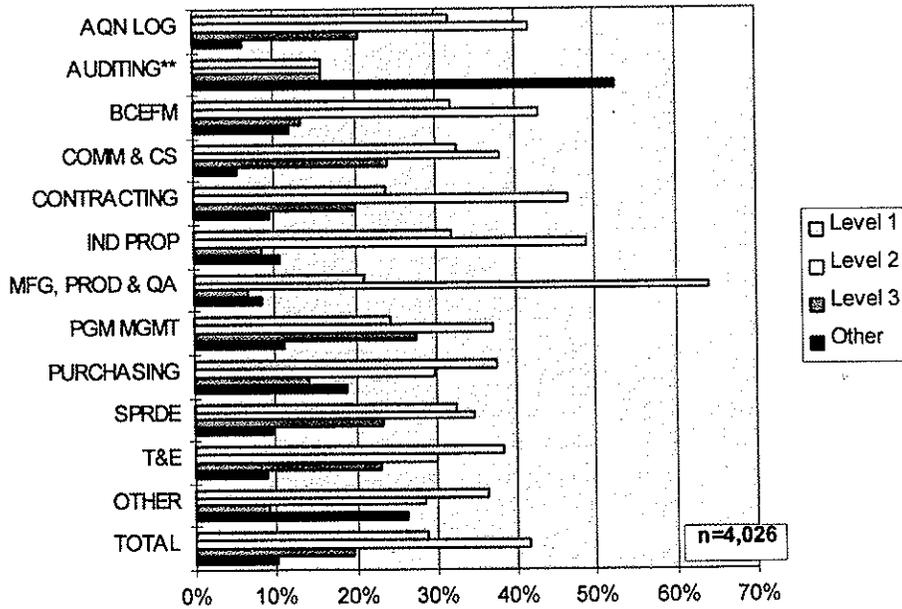


Figure 9. Responses to Question 11 by Career Field

Graduates were asked to identify their acquisition career level. From the auditing career field, three respondents (16 percent) said they were in Level 1, three respondents (16 percent) said they

* In Questions 10 and 11, the "Other" category refers to those who did not respond to the question or responded with "Other" or "Don't Know."

were in Level 2, three respondents (16 percent) said they were in Level 3, and 10 did not respond or said “Other” (53 percent).

12. Is there any advice you would like to pass along to the Defense Acquisition University as they prepare the curriculum for next year?

The following are some examples of respondents’ advice for DAU:

- “This course was advertised as executive level; in fact, it was more technical skills. [The] instructors could have spent less time on technical skills and more on negotiation skills. Make the course totally executive, and drop calculated work.”
- “Make scheduling more easily accessible.”
- “Offer a follow-up course [covering] issues coming up in cost accounting standards. [The] instructors assumed that we knew this subject material by virtue of being auditors—this was a wrong assumption.”
- “Divide this course into two sections to accommodate the harder CAS dealing with pensions, etc.”
- “Shorten the courses and make the long courses mobile.”
- “Go more into costing than pricing.”

Appendix C.3 Business, Cost Estimating, and Financial Management

The following summary provides the results of the survey for DAU graduates in the business, cost estimating, and financial management (BCEFM) career field. Each survey question is identified below, followed by a brief summary of the responses. Figures, in the form of bar graphs, illustrate the quantitative data for each question, and tables contain samples of qualitative data for open-ended questions.**

2. Which of the following four categories best describes your primary reason for attending the course?

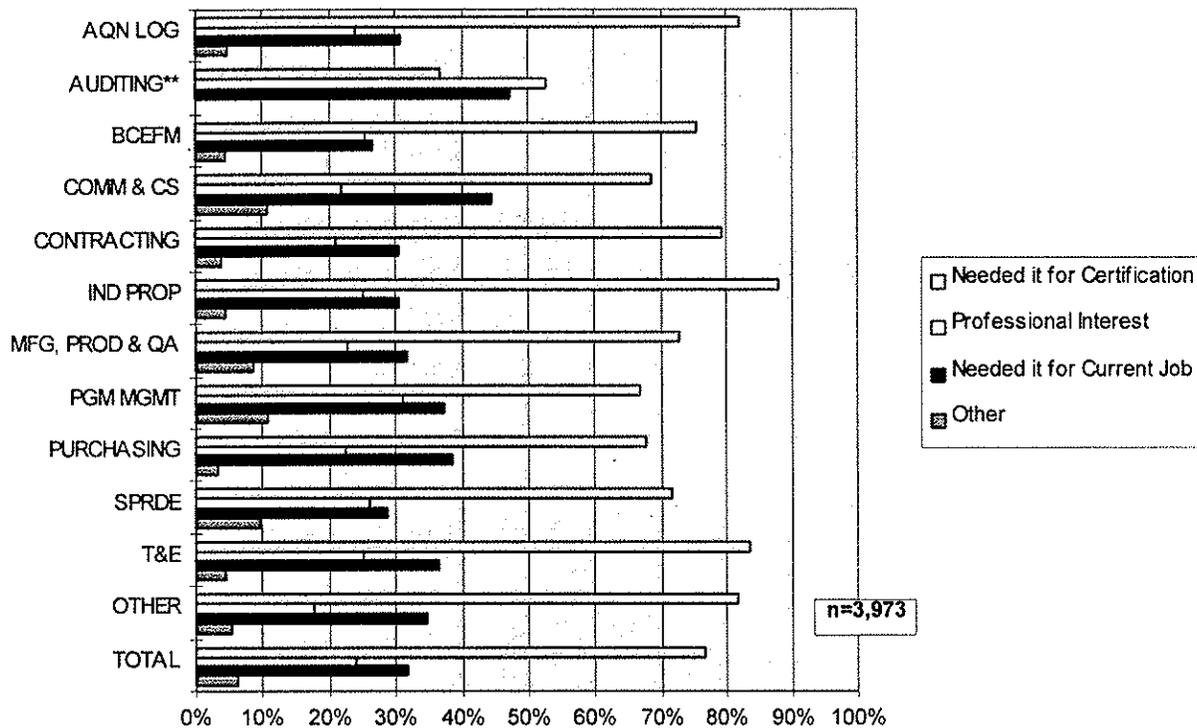


Figure 1. Responses to Question 2 by Career Field

Survey Question 2 asked graduates why they had attended the course: because it was needed for certification in a primary career field, because of professional interest, because it was needed for a current job, or for other reasons. Respondents, who were allowed to select all reasons that applied, frequently listed more than one reason for attending.

In BCEFM, 164 respondents (76 percent) said they took the course because they needed it for certification in their primary career field, 58 respondents (27 percent) said they needed it for their current job, and 55 (25 percent) said they took it because of professional interest.

**Categories followed by asterisks contain less than 25 responses.

3. Did you think the course you took at DAU was a useful course?

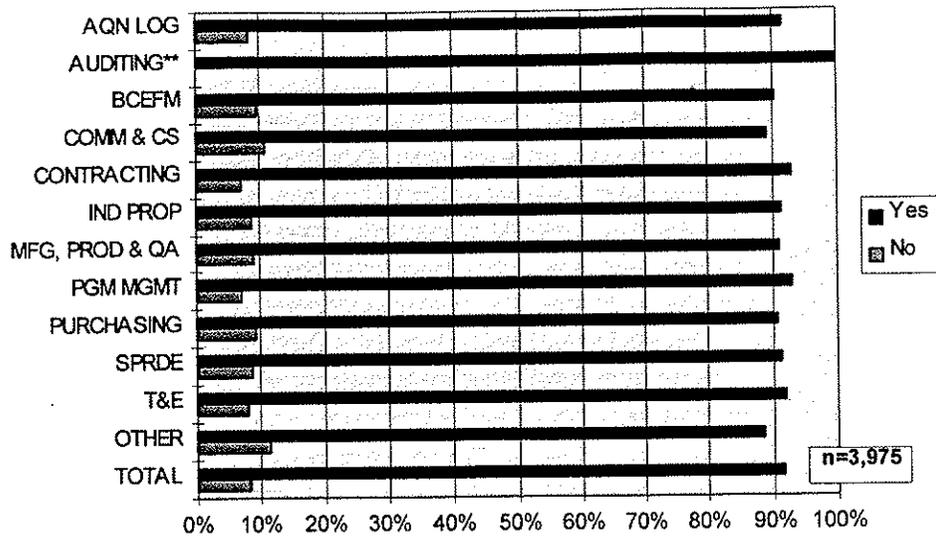


Figure 2. Responses to Question 3 by Career Field

When graduates were asked whether they thought the DAU course was useful, 196 respondents (90 percent) from BCEFM responded positively, and 21 (10 percent) responded negatively.

3A. From the following list of categories, which best describes why the course was useful to you?

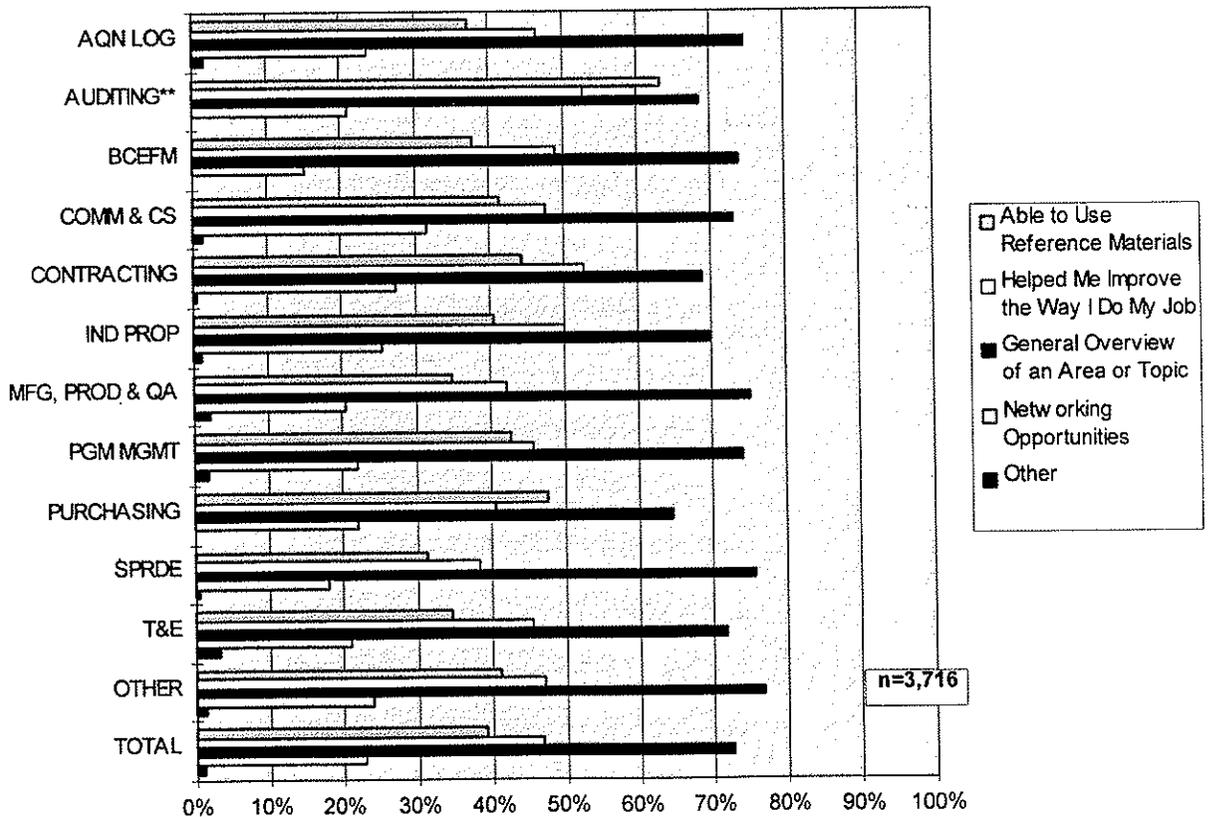


Figure 3. Responses to Question 3A by Career Field

Graduates who responded positively to Question 3 were asked to choose one or more categories that best described why they found the course useful. Did the course enable the respondents to use reference materials, help them improve the way they do their jobs, provide a general overview of an area or a topic, or provide networking opportunities? If no category applied, the respondents were instructed to choose "Other."

In the BCEFM career field, getting a general overview of an area or topic was the most popular response, indicated by 148 respondents (74 percent). Ninety-eight respondents (49 percent) said the courses helped them improve the way they do their jobs, 76 respondents (38 percent) said they were able to use the reference materials, and 30 respondents (15 percent) said that the course was useful for its networking opportunities.

4. What other training would be useful to your work assignment or career plans?

Survey Question 4 asked graduates to identify other types of useful training. Responses to this question were usually quite specific. Several responses referred to specific DAU courses and/or certification requirements. Others cited policies, regulations, or general topics. Some examples follow:

- "More advanced courses in BCE, e.g., cost-risk analysis, contractor performance."
- "Probably courses on focus and program management; project planning and executing classes. This will give me a chance to see the whole picture."
- "Contract performance analysis."
- "Career enhancement course; executive development."
- "Contract and performance fundamentals; selected acquisition reporting."
- "Acquisition field-base level cost analysis, cost estimating. The acquisition field classes (especially cost analysis) currently being offered are geared towards weapon systems purchasing."
- "Cost methodology approaches."

5. Was there some specific thing like a reference book, case study, support tools or a piece of software like a CD, or even a process from the course that you now refer to on the job?

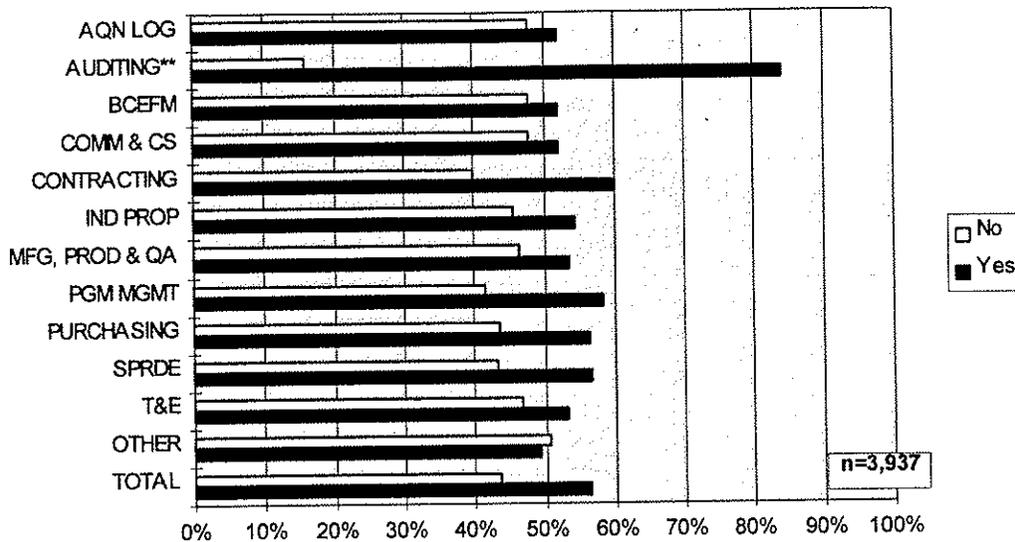


Figure 4. Responses to Question 5 by Career Field

Question 5 addressed graduates' use of tools obtained in courses. In the BCEFM career field, 109 respondents (52 percent) said that they do refer to something specific from the course, and 100 respondents (48 percent) said they do not. The question was broad enough to generate a wide variety of responses in terms of specific items used. The majority of students mentioned standard course materials such as textbooks, handouts, manuals, or reference materials. Examples of their responses are shown below:

- "Textbook to review all of the different cost-estimating models."
- "I have set up a reference book of all the information given in class and refer to it often, such as the guide to analysis of contractor cost data."
- "Present value of money; selected acquisition report."
- "Guide for standardization and specification."
- "Federal Acquisition Regulations that were furnished in the course."
- "Reference book was extremely helpful."
- "Computer Program (ECON-PACK) given out in course."
- "Chart on life cycle."

6. Was the content new to you?

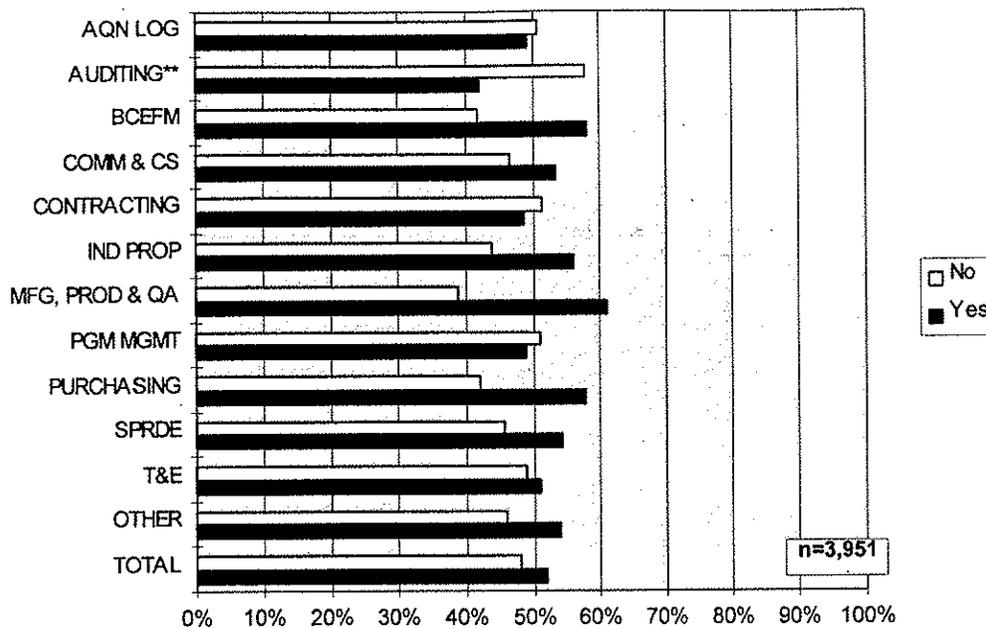


Figure 5. Responses to Question 6 by Career Field

Question 6 asked whether or not the course content was new to the student. In the BCEFM career field, 125 respondents (58 percent) said the content was new to them, and 90 respondents (42 percent) said it was not.

7. What would you recommend about the course to your colleagues (e.g., knowledge, skills, networking)?

In Question 7, graduates were asked what they would recommend about the course. Respondents tended to describe specific course components and how they might be useful to other students. They also frequently discussed the level of difficulty of the course and the amount of work that was required. The following are some examples of respondents' recommendations about the course:

- "It's very enlightening—which programs to do and which ones not to and which ones to fund."
- "Information was applicable not only to work but also to personal life. Across services—interesting folks; the cross section of people. Material [is] brought down to [a] real level."
- "[Students] need to have a good background in math."
- "Good tool to estimate the benefit and the costs of contracts."
- "Improved understanding of issues that drive contractor performance and behavior."

8. Have you noticed an increase in confidence as a result of this training?

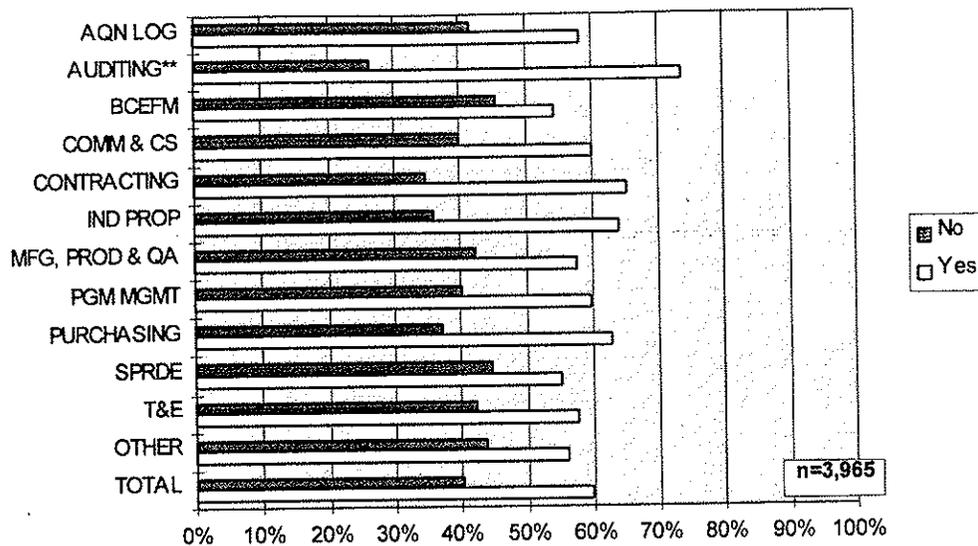


Figure 6. Responses to Question 8 by Career Field

Graduates were asked if they had noticed an increase in their confidence as a result of training. While 99 respondents (46 percent) from the BCEFM career field did not observe a change in confidence, 118 respondents (54 percent) said they did notice an increase in confidence.

Graduates who responded positively were asked to provide a specific example where their training resulted in an increase in confidence. Many cited an overall increase in confidence due to increased depth and/or breadth of knowledge, which allowed them to speak about relevant issues with greater assurance and assertiveness. They also found that, because of the training, they comprehend more of the terminology they encounter on their jobs, from simple acronyms to complicated regulations or contracts. Examples of these comments include the following:

- “I’m able to assert my opinions in cross-functional meetings.”
- “More confidence in Selected Acquisition Report preparation.”
- “Understand conversations with software contractors.”
- “Can discuss computerization and software much more intelligently.”
- “More understanding of budgeting. I am able to communicate better with co-workers and supervisors.”
- “I feel much more confident in meetings with higher level management.”
- “Better understanding of how it all fits together.”

9. Did this training result in the government saving money?

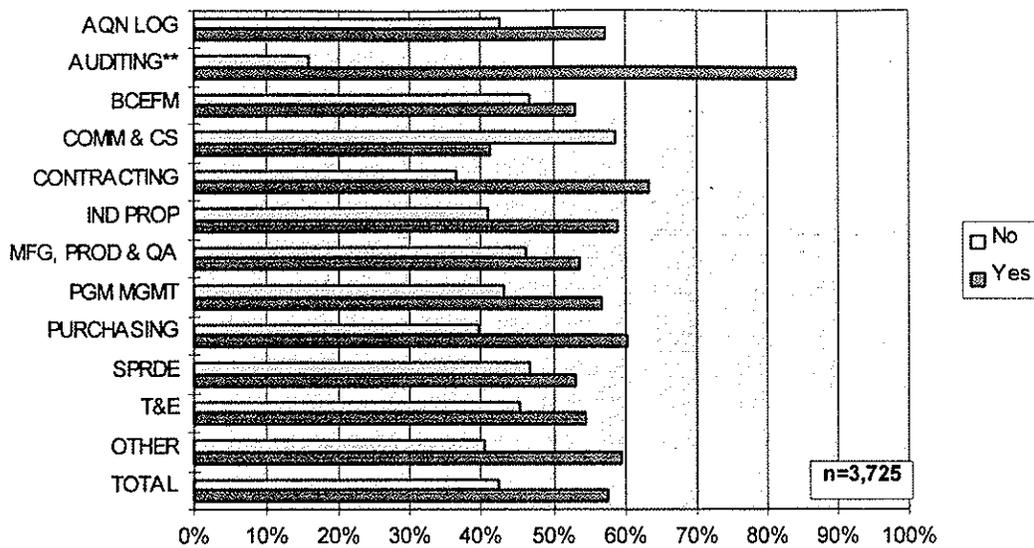


Figure 7. Responses to Question 9 by Career Field

Question 9 asked graduates to consider whether training was cost-effective. For those in the BCEFM career field, 110 of the 207 respondents (53 percent) said the training resulted in the government saving money, and 97 respondents (47 percent) said that it did not. Examples of responses from students in the BCEFM career field are shown below:

- “Because of my new understanding of the acquisition cycle of software, I can better look for and find items that are missing or items that are overestimated.”
- “I am not in a position to directly utilize the course on my job.”
- “Long-run savings in my training; will apply to other jobs in the future.”
- “Hard to gauge because I am not involved in saving money but in providing better productivity.”
- “I will be able to make smarter decisions.”
- “If you do it right the first time you won’t have to repeat the work. Now I get it right the first time.”

10. Which of the following is your primary career field?*

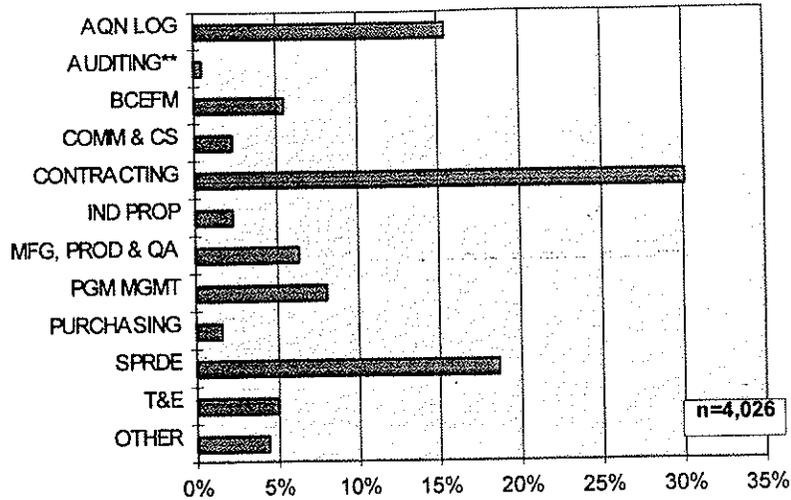


Figure 8. Responses to Question 10

In response to Question 10, which asked for the student's primary career field, 219 graduates (6 percent) said their primary career field was BCEFM.

11. What is your acquisition career level?

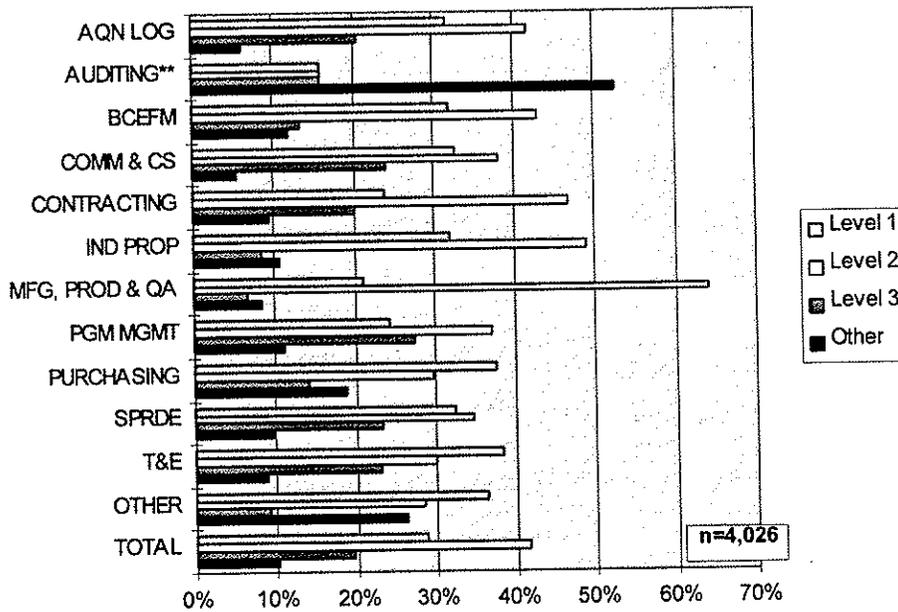


Figure 9. Responses to Question 11 by Career Field

Graduates were asked to identify their acquisition career level. Exactly 70 respondents (32 percent) in the BCEFM career field said they were in Level 1, 94 respondents (43 percent) said they were in Level 2, and 29 respondents (13 percent) said they were in Level 3.

* In Questions 10 and 11, the "Other" category refers to those who did not respond to the question or responded with "Other" or "Don't Know."

12. Is there any advice you would like to pass along to the Defense Acquisition University as they prepare the curriculum for next year?

The following are some examples of respondents' advice for DAU:

- “Try to get as many people to take it; [it is a] great class to take.”
- “What is the purpose of the acquisition certification levels? We do not understand the differences in the field.”
- “Make more of the classes accessible so people can meet their certification in a more timely manner.”
- “Risk analysis should be a course in itself.”
- “Should enforce taking 101 before 201.”
- “[The] class [was] too intense. [The] overview was rushed. I liked the hands-on portion. We all learned a lot.”
- “Try to make some courses closer to us (the students).”
- “They would do well to go to a full 2 weeks, especially if it was intended to make the individual an expert; [include] more case studies.”
- “Try to do correspondence with instructors instead of flying the students out there.”
- “[It was a] large class. Many [were] taking [the course] to be certified, but some needed it to do a FAR report—these people should have priority entrance into class.”

Appendix C.4 Communications/Computer Systems

The following summary provides the results of the survey for DAU graduates in the communications/computer systems career field. Each survey question is identified below, followed by a brief summary of the responses. Figures, in the form of bar graphs, illustrate the quantitative data for each question, and tables contain samples of qualitative data for open-ended questions.**

2. Which of the following four categories best describes your primary reason for attending the course?

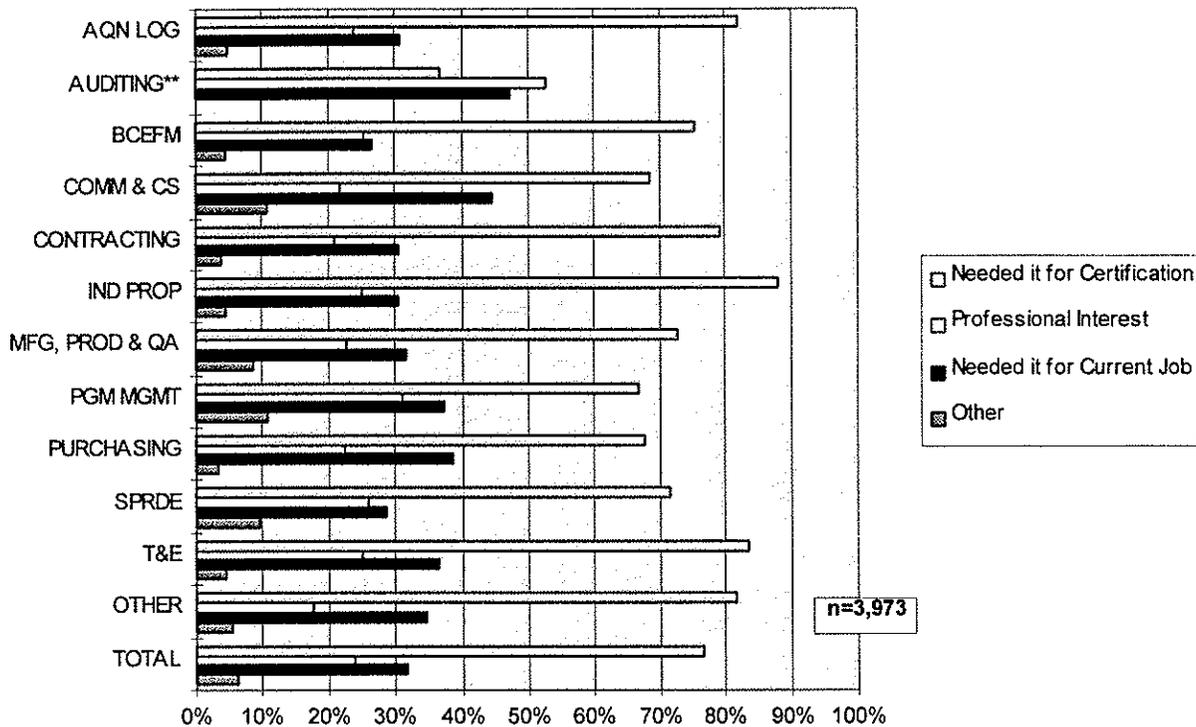


Figure 1. Responses to Question 2 by Career Field

Survey Question 2 asked graduates why they had attended the course: because it was needed for certification in a primary career field, because of professional interest, because it was needed for a current job, or for other reasons. Respondents, who were allowed to select all reasons that applied, frequently listed more than one reason for attending.

In the communications/computer systems career field, 63 respondents (69 percent) said they took the course because they needed it for certification in their primary career field, 41 respondents (45 percent) said they needed it for their current job, and 20 respondents (22 percent) said they took it because of professional interest.

**Categories followed by asterisks contain less than 25 responses.

3. Did you think the course you took at DAU was a useful course?

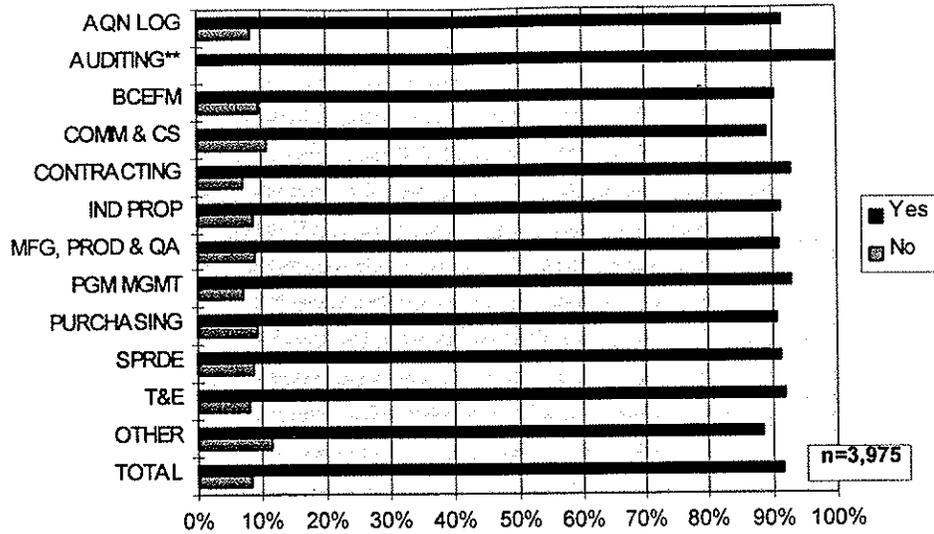


Figure 2. Responses to Question 3 by Career Field

When asked whether they thought the DAU course useful, 81 communications/computer systems graduates (89 percent) responded positively, and 10 graduates (11 percent) responded negatively.

3A. From the following list of categories, which best describes why the course was useful to you?

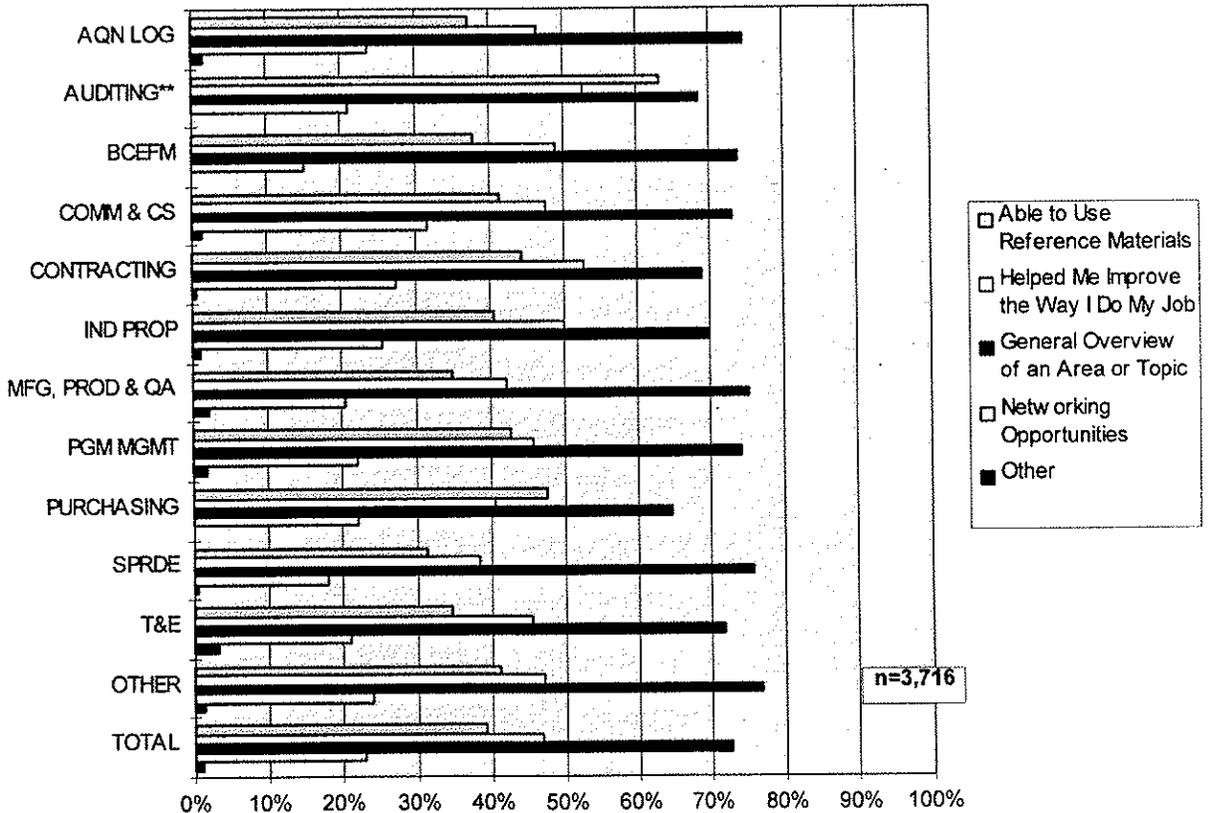


Figure 3. Responses to Question 3A by Career Field

Graduates who responded positively to Question 3 were asked to choose one or more categories that best described why they found the course useful. Did the course enable the respondents to use reference materials, help them improve the way they do their jobs, provide a general overview of an area or a topic, or provide networking opportunities? If no category applied, the respondents were instructed to choose "Other."

In the communications/computer systems career field, getting a general overview of an area or topic was the most popular response, indicated by 60 respondents (73 percent). Thirty-nine respondents (48 percent) said the courses helped them improve the way they do their jobs, 34 respondents (41 percent) said they were able to use the reference materials, and 26 respondents (31 percent) said that the course was useful for its networking opportunities.

4. What other training would be useful to your work assignment or career plans?

Survey Question 4 asked graduates to identify other types of useful training. Responses to this question were usually quite specific. Several responses referred to specific DAU courses and/or certification requirements. Others cited policies, regulations, or general topics. Some examples follow:

- "Buying and pricing, because we're 1106's clerks; negotiations."
- "Technical; UNIX administration."
- "Get more technical training, away from management; need broader scope, learn new technology; additional choices, on-line information."
- "In general, classes or seminars that relate technical updates and reviews in telecommunications."
- "Some classes or shorter seminars on contract law that pertain particularly to acquisition."
- "More contracting courses—contract law and pricing."
- "More software acquisition management."

5. Was there some specific thing like a reference book, case study, support tools or a piece of software like a CD, or even a process from the course that you now refer to on the job?

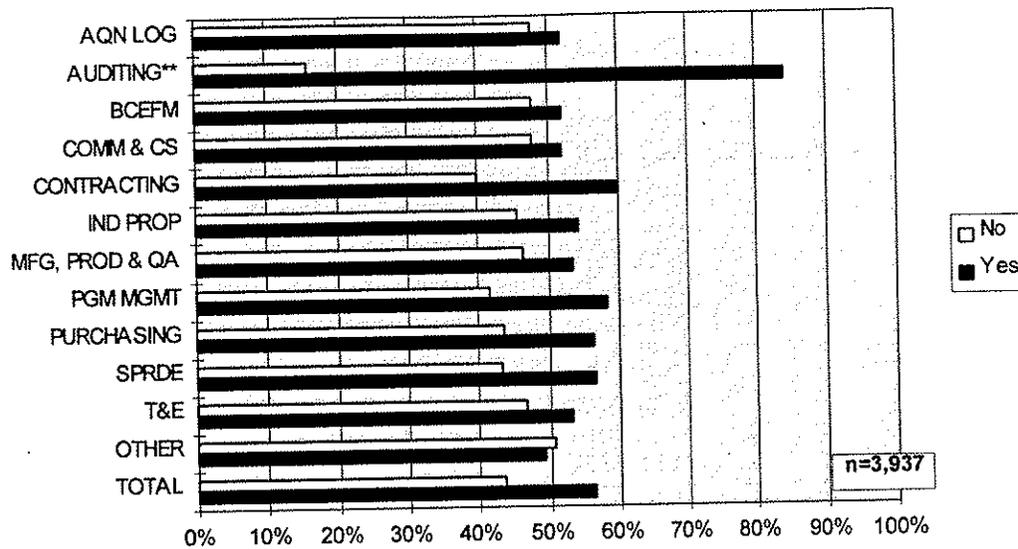


Figure 4. Responses to Question 5 by Career Field

Question 5 addressed graduates' use of tools obtained in courses. Forty-seven respondents (52 percent) from the communications/computer systems career field said that they do refer to something specific from the course, and 43 respondents (48 percent) said they do not. The question was broad enough to generate a wide variety of responses in terms of specific items used. The majority of students mentioned standard course materials such as textbooks, handouts, manuals, or reference materials. Examples of their responses are shown below:

- "Defense systems acquisition management process DSMC chart—CORP 2008+9/93."
- "Course handouts have been very helpful."
- "Coleman lantern case study."
- "Integrated Logistics Support Guide."
- "Acquisition process flowchart; I refer to the acquisition process flowchart (milestone revision chart) and the acronym glossary handbook."
- "Reference materials in CD form; reference on risk assessment."

6. Was the content new to you?

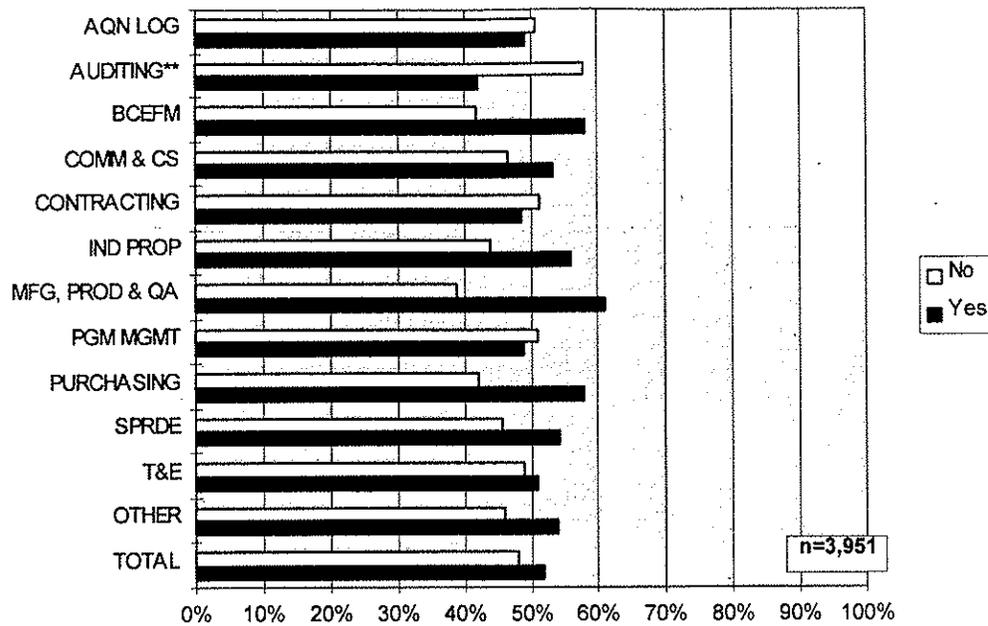


Figure 5. Responses to Question 6 by Career Field

Question 6 asked whether or not the course content was new to the student. From the communications/computer systems career field, 49 respondents (53 percent) said the content was new to them, and 43 respondents (47 percent) said it was not.

7. What would you recommend about the course to your colleagues (e.g., knowledge, skills, networking)?

In Question 7, graduates were asked what they would recommend about the course. Respondents tended to describe specific course components and how they might be useful to other students. They also frequently discussed the level of difficulty of the course and the amount of work that was required. The following are some examples of respondents' recommendations about the course:

- "Use this course to fill in the blanks you may have in your job."
- "Gives very good insight into the program and budget side of the acquisition process."
- "Broad understanding of procurement, [from] Congress on down. [Showed] how program offices get their funding."
- "Good understanding of what questions to ask in negotiation; how to deal with more aggressive contractors."

8. Have you noticed an increase in confidence as a result of this training?

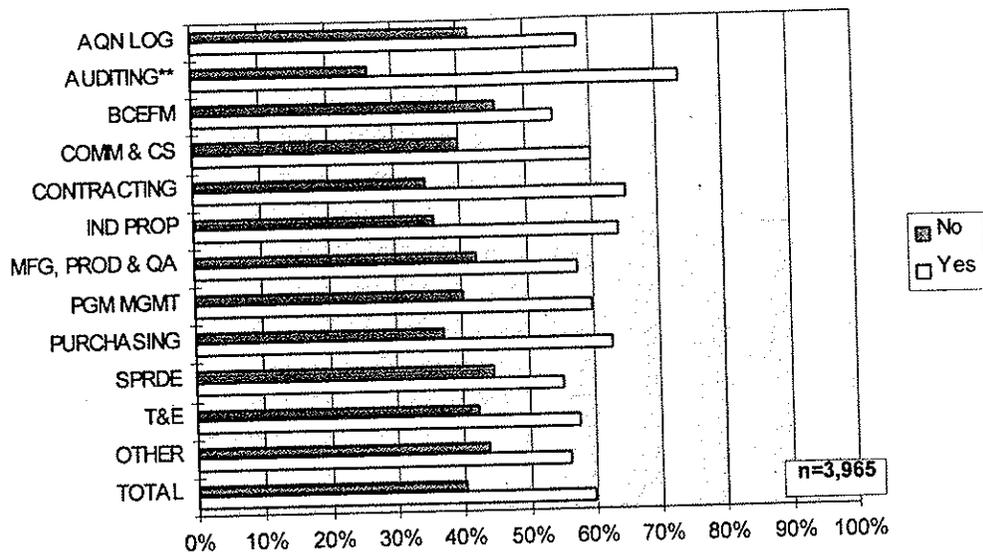


Figure 6. Responses to Question 8 by Career Field

Graduates were asked if they had noticed an increase in their confidence as a result of training. While 36 respondents (40 percent) from the communications/computer systems career field did not observe any change in confidence, 54 respondents (60 percent) said they did notice an increase in confidence.

Graduates who responded positively were asked to provide a specific example where their training resulted in an increase in confidence. Many cited an overall increase in confidence due to increased depth and/or breadth of knowledge, which allowed them to speak about relevant issues with greater assurance and assertiveness. They also found that, because of the training, they comprehend more of the terminology they encounter on their jobs, from simple acronyms to complicated regulations or contracts. Examples of these comments include the following:

- “Allows me to do things to make my job easier.”
- “The knowledge has already assisted me in my job, which is a definite confidence builder when you do your job better.”
- “I am able to understand how the program [personnel] work and have a greater appreciation for the work they do.”
- “When talking to contract people, [I] can understand and answer questions more intelligently.”
- “Allows me to speak the language.”

9. Did this training result in the government saving money?

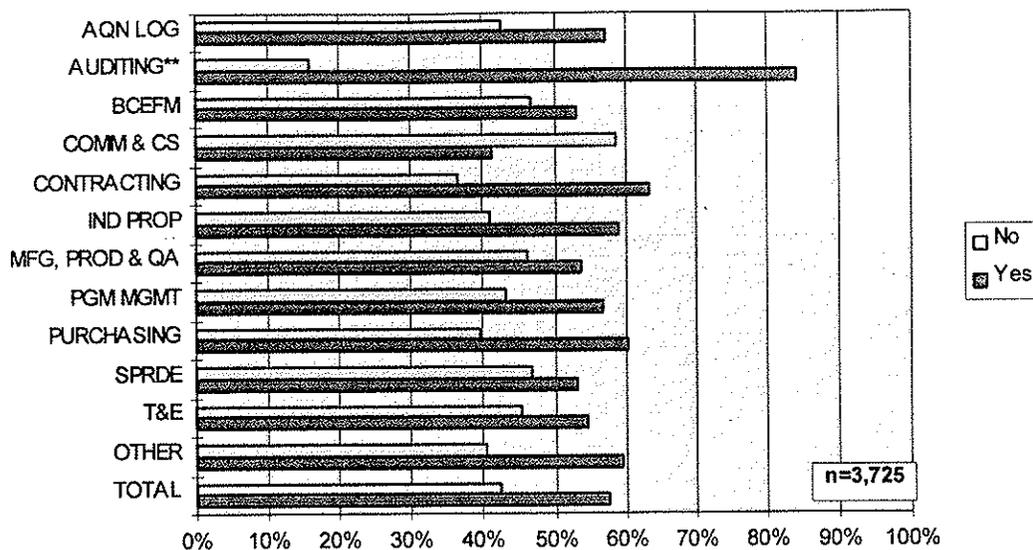


Figure 7. Responses to Question 9 by Career Field

Question 9 asked graduates to consider whether training was cost-effective. From the communications/computer systems career field, 35 of the 85 respondents (41 percent) said the training resulted in the government saving money, and 50 respondents (59 percent) said that it did not. Examples of responses from students in the communications/computer systems career field are shown below:

- “Class told who [to] contact in varying situations; saved time and money on contract.”
- “Not as yet, but in the future I believe it will.”
- “They were able to shorten class due to automation used in teaching the class; people spent less time there.”
- “[I] suspect so if you consider that time is money; reduced research time; more productive on job.”
- “Having to send me TDY for 4 weeks must have been expensive.”
- “Yes, because I won’t make mistakes in T&E that I would have.”

10. Which of the following is your primary career field?*

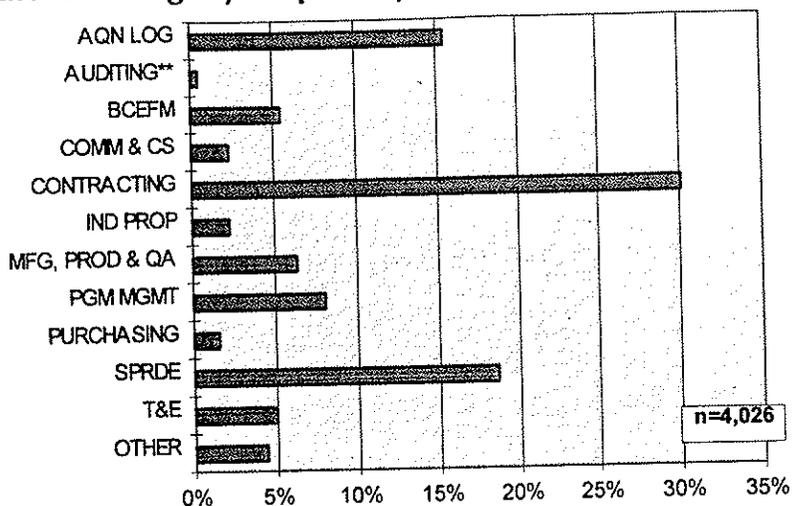


Figure 8. Responses to Question 10

In response to Question 10, which asked for the student's primary career field, 92 graduates (2.4 percent) said their primary career field was communications/computer systems.

11. What is your acquisition career level?

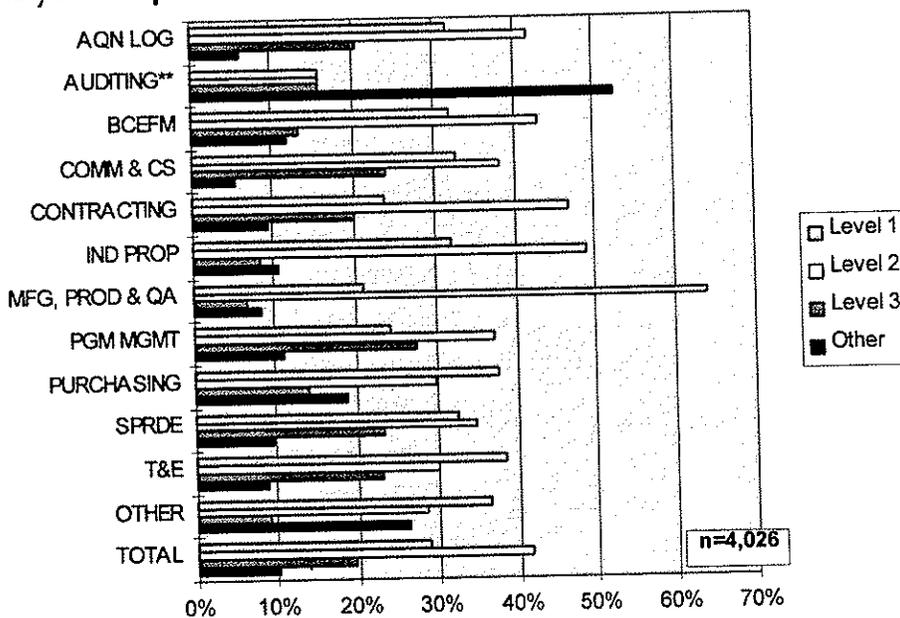


Figure 9. Responses to Question 11 by Career Field

Graduates were also asked to identify their acquisition career level. From the communications/computer systems career field, 30 respondents (33 percent) said they were

* In Questions 10 and 11, the "Other" category refers to those who did not respond to the question or responded with "Other" or "Don't Know."

Level 1, 35 respondents (38 percent) said they were Level 2, and 22 respondents (24 percent) said they were Level 3.

12. Is there any advice you would like to pass along to the Defense Acquisition University as they prepare the curriculum for next year?

The following are some examples of respondents' advice for DAU:

- "Continue system of teleconferencing and expand to [include] more classes."
- "[I] suggest they stress new telecommunications bill and acquisition changes that are being made now. What old values still apply, and what new ones apply? Eliminate confusion."
- "Extremely difficult way to teach the class with everything on the laptop. Some materials should have been printed on paper [to be given] as handouts. Too much time spent searching through computer for information."
- "Make sure there is no unnecessary overlap between ACQ101 and TST101."
- "Keep the usage of case studies in class but keep them current and relevant to what's going on in acquisition now."
- "Class was too large; either provide a theater setting or make classes smaller."
- "Make it a little easier to get slots for the classes."

Appendix C.5 Contracting

The following summary provides the results of the survey for DAU graduates in the contracting career field. Each survey question is identified below, followed by a brief summary of the responses. Figures, in the form of bar graphs, illustrate the quantitative data for each question, and tables contain samples of qualitative data for open-ended questions.**

2. Which of the following four categories best describes your primary reason for attending the course?

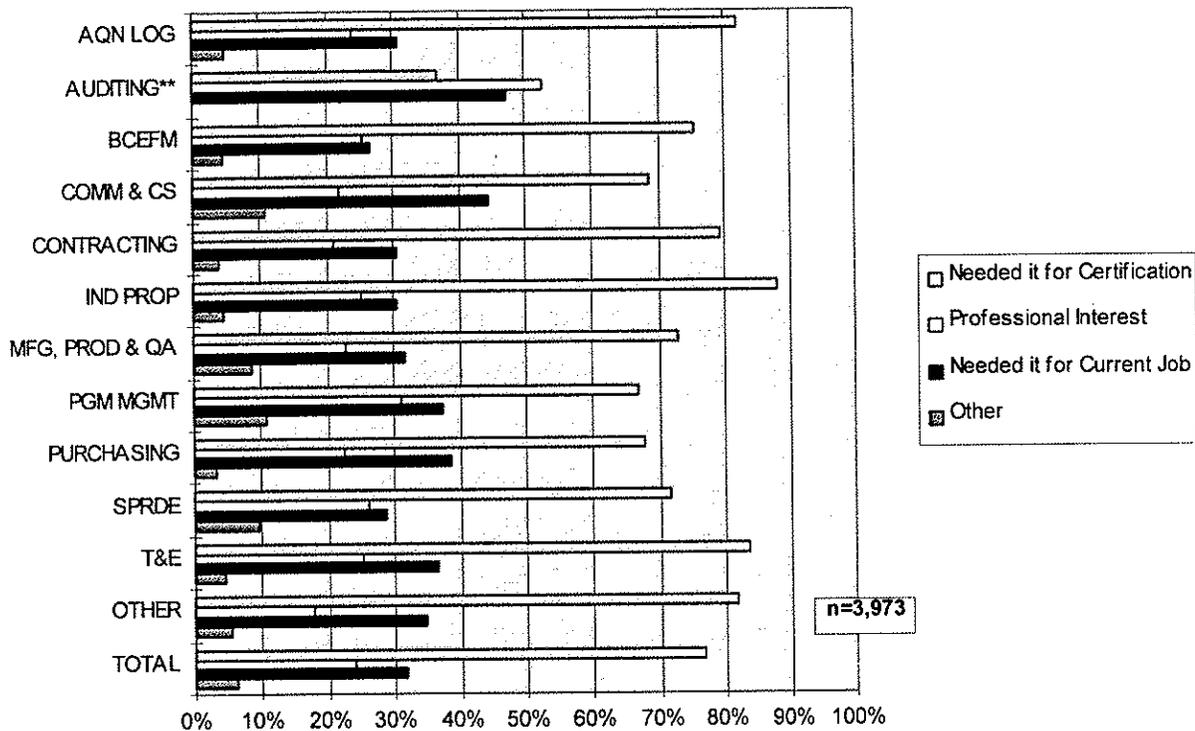


Figure 1. Responses to Question 2 by Career Field

Survey Question 2 asked graduates why they had attended the course: because it was needed for certification in a primary career field, because of professional interest, because it was needed for a current job, or for other reasons. Respondents, who were allowed to select all reasons that applied, frequently listed more than one reason for attending.

In the contracting career field, 956 respondents (79 percent) said they took the course because they needed it for certification in their primary career field, 368 respondents (31 percent) said they needed it for their current job, and 254 respondents (21 percent) said they took it because of professional interest.

**Categories followed by asterisks contain less than 25 responses.

3. Did you think the course you took at DAU was a useful course?

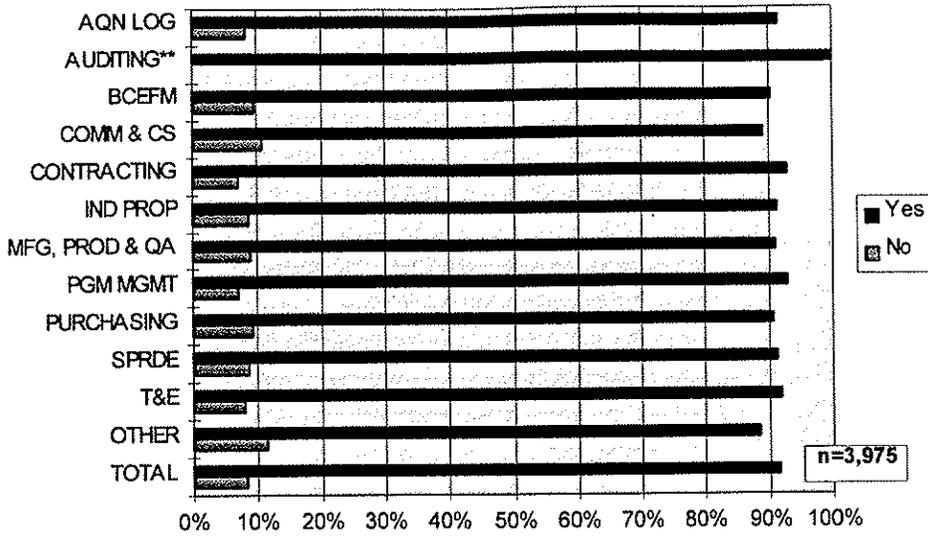


Figure 2. Responses to Question 3 by Career Field

When asked whether they thought the DAU course was useful, 1,117 graduates (93 percent) from the contracting career field responded positively, and 87 (7 percent) responded negatively.

3A. From the following list of categories, which best describes why the course was useful to you?

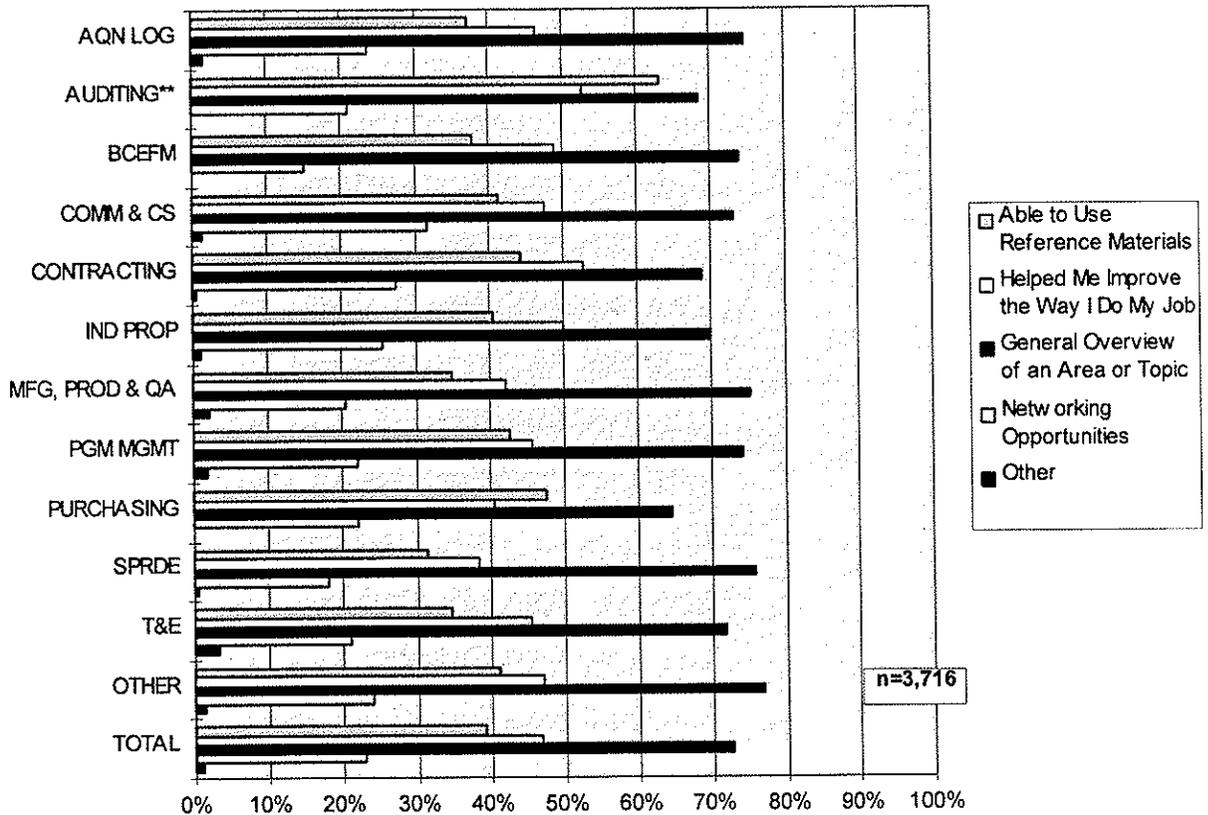


Figure 3. Responses to Question 3A by Career Field

Graduates who responded positively to Question 3 were asked to choose one or more categories that best described why they found the course useful. Did the course enable the respondents to use reference materials, help them improve the way they do their jobs, provide a general overview of an area or a topic, or provide networking opportunities? If no category applied, the respondents were instructed to choose "Other."

In the contracting career field, getting a general overview of an area or topic was the most popular response, indicated by 783 respondents (69 percent); 600 respondents (53 percent) said the courses helped them improve the way they do their jobs; 505 respondents (44 percent) said they were able to use the reference materials; and 311 respondents (27 percent) said that the course was useful for its networking opportunities.

4. What other training would be useful to your work assignment or career plans?

Survey Question 4 asked graduates to identify other types of useful training. Responses to this question were usually quite specific. Several responses referred to specific DAU courses and/or certification requirements. Others cited policies, regulations, or general topics. Some examples follow:

- "Risk analysis; life-cycle management course."
- "Executive seminars and advanced contract management."
- "ISO 9000 Quality Arena, more environmental technology, subcontract management."
- "Conflict resolution courses (people issues)."
- "Same class repeated, but updated to reflect changes in field, such as use of computers; more acquisition reform—how and why it worked."
- "A good course in contract administration."
- "A course geared more towards the \$100,000 and lower threshold, and how it pertains to the simplified acquisitions group as a whole. Maybe an informational class or one week seminar on a semi-regular basis to keep the group informed of the latest developments in their field."

5. Was there some specific thing like a reference book, case study, support tools or a piece of software like a CD, or even a process from the course that you now refer to on the job?

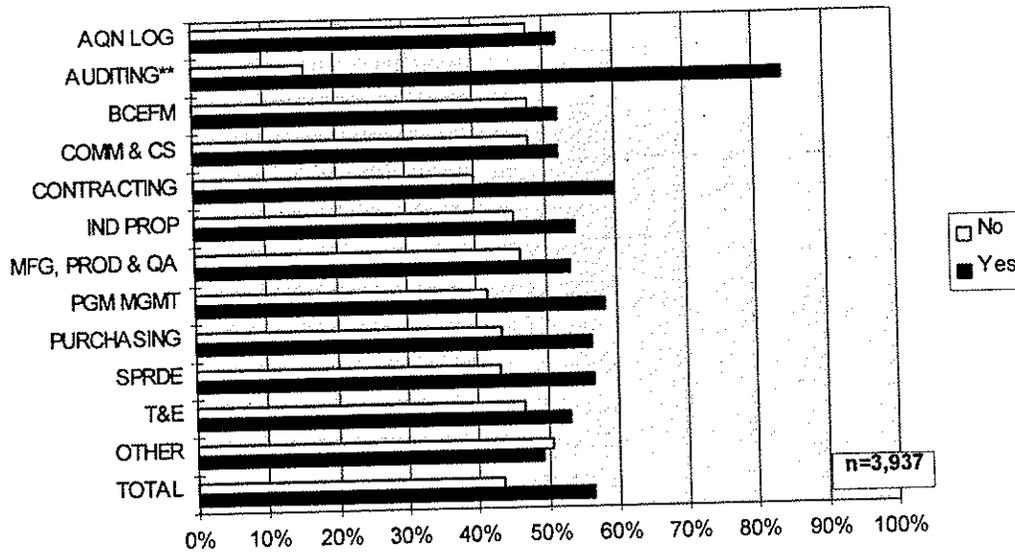


Figure 4. Responses to Question 5 by Career Field

Question 5 addressed graduates' use of tools obtained in courses. In the contracting career field, 717 respondents (60 percent) said that they do refer to something specific from the course, and 475 respondents (40 percent) said they do not. The question was broad enough to generate a wide variety of responses in terms of specific items used. The majority of students mentioned standard course materials such as textbooks, handouts, manuals, or reference materials. Examples of their responses are shown below:

- "Reference information; ideas from other agencies."
- "Government Contract Law textbook."
- "PAR and DPAR information."
- "I refer to the numerous case studies given to us in class. Recently I had a dispute with a contractor that involved a pricing issue, and I went back and looked up a relevant case study, which assisted me in resolving the issue."
- "I have referred to and shared with my branch the DCAA contained on the CD we were given from the course."
- "FAR manual."
- "Course material and case studies have been used as reference."
- "Little CD summarized the analysis of forward pricing rates."

6. Was the content new to you?

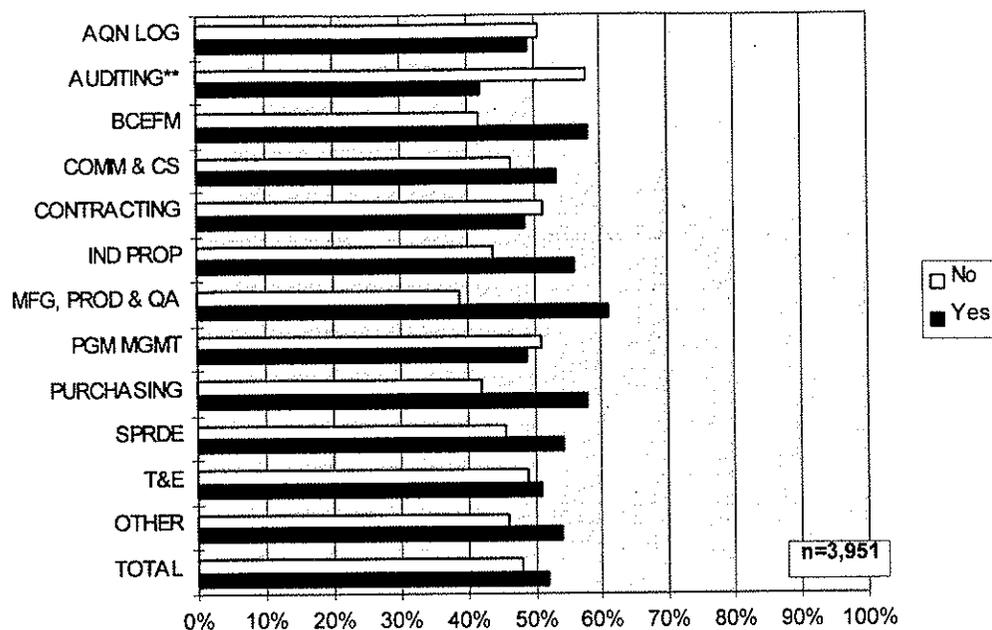


Figure 5. Responses to Question 6 by Career Field

Question 6 asked whether or not the course content was new to the student. The following chart illustrates their responses for each career field. In the contracting career field, 583 respondents (49 percent) said the content was new to them, and 614 respondents (51 percent) said it was not.

7. What would you recommend about the course to your colleagues (e.g., knowledge, skills, networking)?

In Question 7, graduates were asked what they would recommend about the course. Respondents tended to describe specific course components and how they might be useful to other students. They also frequently discussed the level of difficulty of the course and the amount of work that was required. The following are some examples of respondents' recommendations about the course:

- "The interaction among and sharing of experiences from peers, how to achieve smooth streamlining and reorganization."
- "Broader understanding of what goes on in areas such as overhead, allowable and unallowable costs."
- "Practical and theoretical ways of dealing with CAS, dealing with contractors."
- "Full perspective of how to become a program manager; brings program managers up to date."

8. Have you noticed an increase in confidence as a result of this training?

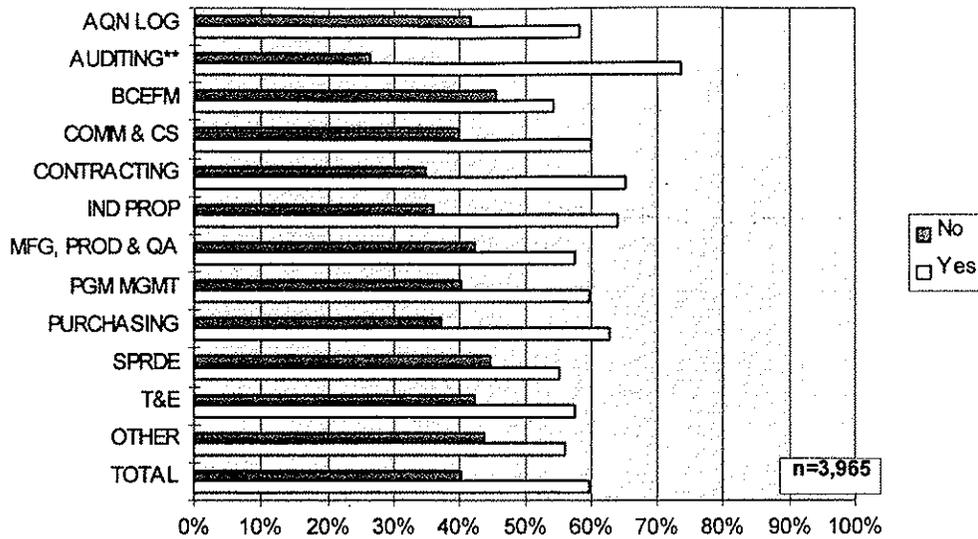


Figure 6. Responses to Question 8 by Career Field

Graduates were asked if they had noticed an increase in their confidence as a result of training. While 418 respondents (35 percent) in the contracting career field did not observe a change in confidence, 784 respondents (65 percent) said they did notice an increase in confidence.

Graduates who responded positively were asked to provide a specific example where their training resulted in an increase in confidence. Many cited an overall increase in confidence due to increased depth and/or breadth of knowledge, which allowed them to speak about relevant issues with greater assurance and assertiveness. They also found that, because of the training, they comprehend more of the terminology they encounter on their jobs, from simple acronyms to complicated regulations or contracts. Examples of these comments include the following:

- “I feel more sure of my preparation when I send [contracts] to the lawyers.”
- “[I am] able to spot problems and also able to project problems. [I am] more analytical.”
- “[I know] what to do and techniques to apply in different situations when confronted with contract pricing.”
- “[I] deal heavily in negotiations; I have more ammunition when analyzing proposals.”
- “Before this course, I would nickel and dime contractors because of an inherent mistrust. Now I look at what they are offering and try to negotiate.”

9. Did this training result in the government saving money?

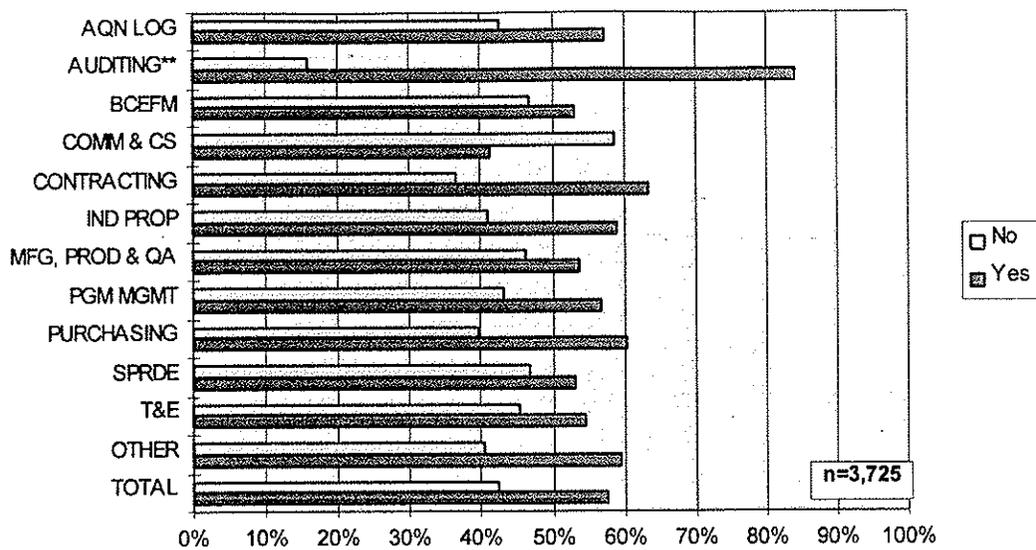


Figure 7. Responses to Question 9 by Career Field

Question 9 asked graduates to consider whether training was cost-effective. For those in the contracting career field, 702 of the 1,109 respondents (63 percent) said the training resulted in the government saving money, and 407 respondents (37 percent) said that it did not. Examples of responses from students in the contracting career field are shown below:

- “In the long run, the investment was worth it; perhaps by finding common solutions to the common concerns we have.”
- “Things I learned have saved the government over \$12,000 on the last contract [with which] I was involved.”
- “Allowed me to work more quickly and efficiently.”
- “Waste in government funding. I’ve been [here] 28 years [and I am] planning to retire, so I don’t need any training.”
- “Efficiency has improved and accountability is put in the right hands.”
- “Money has been saved through application of CAS (cost accounting standards) principles to contractor problems.”
- “[I] have already implemented some cost-savings initiatives as a result of acquisition reform.”
- “Time savings; [I] know exactly what I am looking for and have [the] resources to look for information.”

10. Which of the following is your primary career field?*

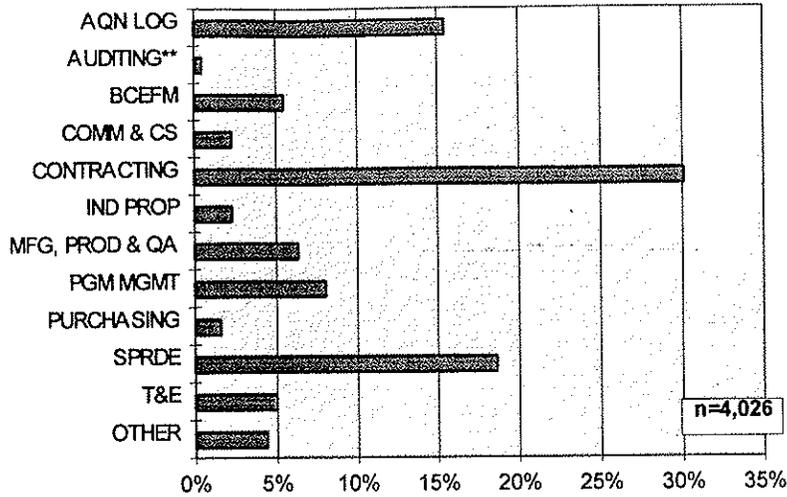


Figure 8. Responses to Question 10

In response to Question 10, which asked for the student’s primary career field, 1,213 graduates (30 percent) said their primary career field was contracting.

11. What is your acquisition career level?

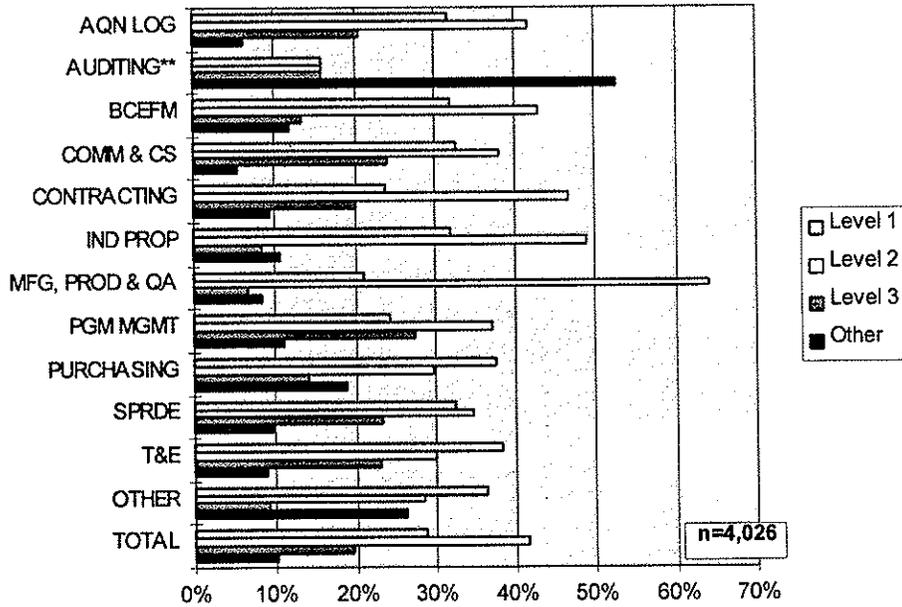


Figure 9. Responses to Question 11 by Career Field

Graduates were also asked to identify their acquisition career level. From the contracting career field, 289 respondents (24 percent) said they were Level 1, 567 respondents (47 percent) said they were Level 2, and 244 respondents (20 percent) said they were Level 3.

* In Questions 10 and 11, the “Other” category refers to those who did not respond to the question or responded with “Other” or “Don’t Know.”

12. Is there any advice you would like to pass along to the Defense Acquisition University as they prepare the curriculum for next year?

The following are some examples of respondents' advice for DAU:

- “[You] need to have a good refresher course [beyond] the advanced courses. Update courses on contracting.”
- “Make this a 3-week course; too much material for 2 weeks. Professors were excellent; keep them.”
- “Keep emphasis on case studies and allow for free flow of information between students.”
- “Having two or more instructors brings a fresher and sometimes varied experience to the participants—fatigue usually sets in with one instructor.”
- “Shorten class time; it should be 2 weeks; maybe phase classes into I and II. Make classes accessible on base for those who had to travel and be away from home for 3 weeks.”
- “Need to set prerequisite for course to avoid wasting time. Level of student taking course should be assured.”
- “At present, the course (CON 231) is a good, solid foundation, but things can always be improved upon.”
- “Offer more classes; so many people [are] on waiting lists.”