DEFENSE ACQUISITION UNIVERSITY PROGRAM

Presented to:

The Defense Acquisition Career Development Council

January 8, 1997

Thomas M. Crean
President, Defense Acquisition University

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Defense Acquisition University Board

Membership:

DUSD (Acquisition Reform) - Chair

Directors for Acquisition Career Management

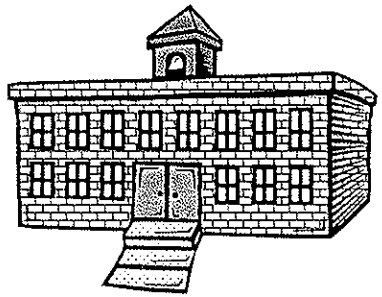
Functional Board Chairs

DASD (Civilian Personnel Policy)

JCS (Military Education)

Deputy Comptroller

DAWIA Impact on Process



School:
Course Development
and Delivery

Course Content
-
Career Standards

Functional Boards

Funding
-
Integration
-
Workload Mgmt

DAU

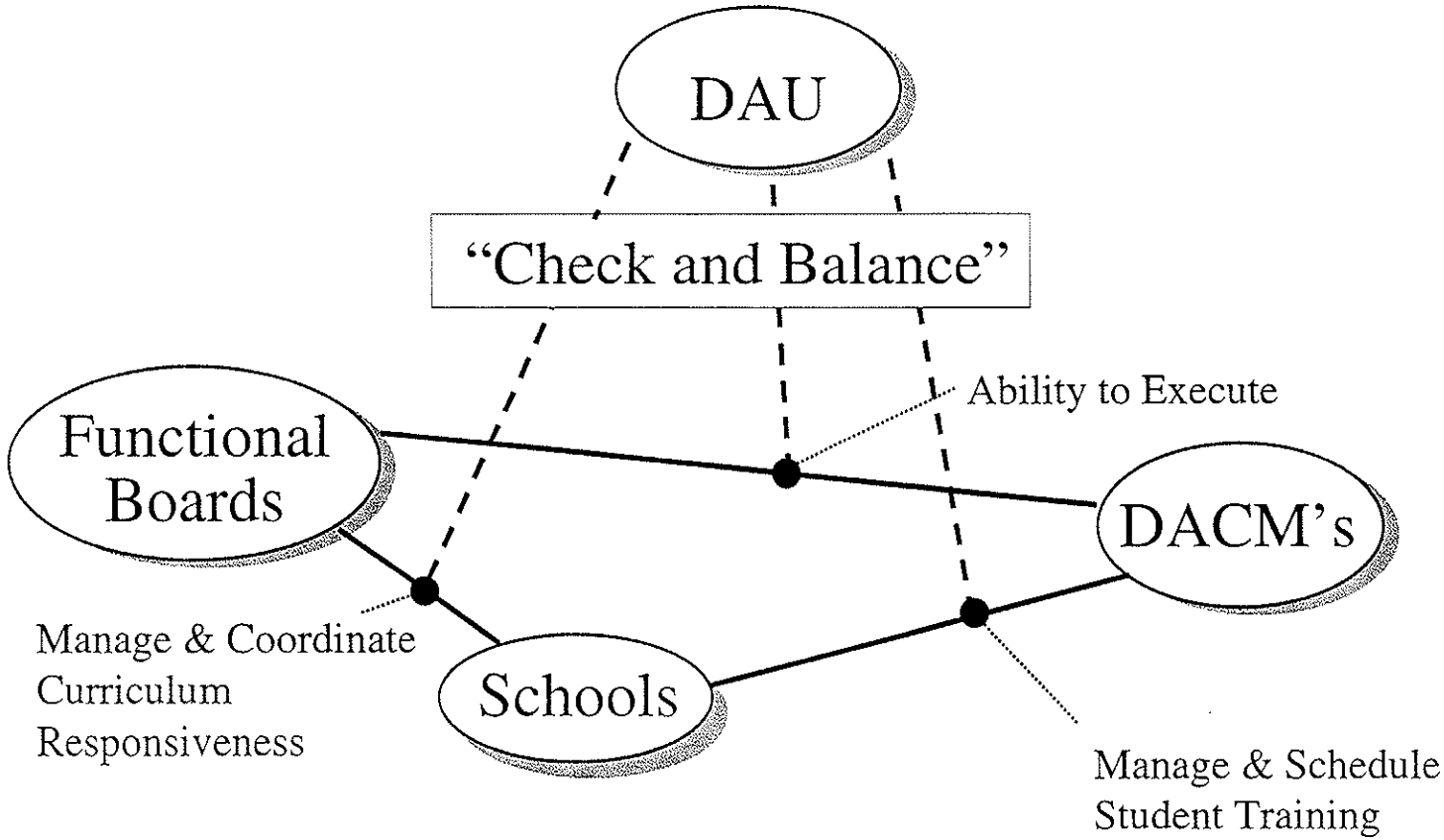
Student Selection

DACMs

DAU

Education & Training Team

Inter-Community Coordination



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DAU Consortium Members

Air Force Institute of Technology	- Wright-Patterson AFB, OH
Army Logistics Management College	- Fort Lee, Richmond, VA
Defense Systems Management College	- Ft. Belvoir, VA
DLA Civilian Personnel Support Office	- Columbus, OH
Industrial College of the Armed Forces	- Ft. McNair, Washington, DC
Information Resources Management College	- Ft. McNair, Washington, DC
Lackland Training Facility	- Lackland AFB, San Antonio, TX
Naval Postgraduate School	- Monterey, CA
Naval Weapons Assessment Division	- Corona, CA
Naval Center for Acquisition Training	- Norfolk, VA
Naval Facilities Contracting Training Center	- Port Hueneme, CA

DAU Workyears - FY 96

	FACULTY	OTHER	TOTAL*
Air Force Institute of Technology	47	18	65
Army Logistics Management College	53	43	96
Defense Systems Management College	162	206	368
DLA Civilian Personnel Support Office	17	6	23
Industrial College of the Armed Forces	8	6	14
Information Resources Management College	16	5	21
Lackland Training Facility	7	3	10
Naval Postgraduate School	10	9	19
Naval Weapons Assessment Division	5	2	7
Naval Center for Acquisition Training	34	10	44
Naval Facilities Contracting Training Center	12	11	23
Total:	**371**	**319**	**690**

* Includes 170 military personnel

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Career Fields by Component

	Program Management	Contracting	Industrial Property	Purchasing/Procurement	Manufacturing & Production	Quality Assurance	Business, Cost Estimating, Fin. Mgmt.	Acquisition Logistics	Communications-Computer Systems	Systems Planning, RD&E	Test & Evaluation	Auditing	Other	Total
Army	2,106	6,121	91	1,763	626	1,188	1,105	1,165	523	8,928	2,030	-	823	26,469
Air Force	4,203	5,726	58	1,241	160	368	1,679	4,892	1,517	8,229	2,085	-	1,741	31,899
Navy	3,100	5,749	84	1,393	1,055	887	1,810	2,849	534	9,036	1,904	-	918	29,319
DCAA	-	-	-	-	-	-	-	-	-	-	-	3,926	3	3,929
DLA	288	5,024	408	1,454	1,178	5,572	10	36	22	539	4	-	107	14,642
Other	342	613		153	13	1	70	24	288	124	23	-	98	1,749
Totals	10,039	23,233	641	6,004	3,032	8,016	4,674	8,966	2,884	26,856	6,046	3,926	3,690	108,007

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Put DAU Curriculum
slide here (Excel)

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DAU Classes by Type

	FY 94	FY 95	FY 96	FY 97
ON-SITE (At Student Location)	521	471	312	371
RESIDENT (At DAU School)	618	662	880	876
VIA SATELLITE	0	8	17	20
TOTAL	1,139	1,141	1,209	1,267

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DAU Budget

	FY 94 Actual	FY 95 Actual	FY 96 Actual	FY 97 Request
Course Delivery	47	48	53	54
Student Travel	29	33	34	34
Research/Publication	5	7	5	5
University Operations	3	3	3	3
Acq Reform Comm. Ctr.	-	-	2	2
Distance Learning	-	-	1	2
Scholarship Program	1	1	1	1
Course Development	2	2	1	1
TOTAL	87	94	99	100
Number of Graduates	31,387	31,428	33,083	40,000
Cost per Graduate	$1,494	$1,521	$1,593	$1,343

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FY 97 Budget Reductions ($M)

	FY 97 Request	Change	FY 97 Budget
Course Delivery	53.7	-5.2	48.5
Student Travel	34.0	-8.0	26.0
Research/Publication	5.0	-0.5	4.5
University Operations	2.9	-0.5	2.4
Acq Reform Comm Ctr	1.6	-0.6	1.0
Distance Learning	1.5		1.5
Scholarships	1.0	-0.3	0.7
Course Development	0.7		0.7
Total:	100.4	-15.1	85.3

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Budget Reduction Impact

Unacceptable Impact	$M
Deny Training to 7,500 Student	8.5
Reduce ARCC Broadcast	.6
Major Impact	
Delay Equipment Replacement	2.0
Reduce Course Maintenance & Development	.7
Minor Impact	
Delay Equipment Replacement	.8
Research Projects	.2
Historical Center	.3
Scholarship Program	.3
Faculty Development	.2

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Course Review

	Competency Review	Content Validation
SPRDE, PQM, ACQ. LOG., T&E, CONTRACTING	Complete	Complete
BCEFM	Complete	2Q97
ACQ. MGT.	1Q97	2Q97

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DAU GRADUATE AND SUPERVISOR SURVEY RESULTS

- **SURVEY DEMOGRAPHICS -**
  - 4,026 students and 1,174 supervisors were interviewed.
  - Targeted graduates of DAU courses between September 1995 and February 1996.
  - Less than 10% non-response rate for students and supervisors reachable by phone.

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DAU GRADUATE AND SUPERVISOR SURVEY RESULTS

- Training was rated useful by 92% of students at all levels
- Student ratings of job performance impacts:
  - 73% said improved general knowledge
  - 47% reported direct job impact
  - 39% cited availability of reference materials
  - 23% cited networking benefits
- Supervisor ratings of job performance impacts:
  - 40% noticed positive results
  - 20% felt it was too early to tell
  - 20% cited performance already at high level
- Any cost savings?
  - Yes: 58%
  - Not yet, but expected in future: 42%
- Does DAU training improve the acquisition process?
  - 64% cited benefits in acquisition or decision process

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DAU GRADUATE AND SUPERVISOR SURVEY RESULTS

- AREAS WHERE CHANGE IS NEEDED
  - 75% of supervisors cite frustrating obstacles to getting their employees trained
  - 30% of graduates stated administrative difficulties in obtaining training
  - 22% of graduates had comments concerning quantity or level of difficulty of material presented in class (Low and High)

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DAU GRADUATE AND SUPERVISOR SURVEY RESULTS

- RECOMMENDATIONS
  - Study feasibility of more on-site offerings
  - Encourage DACM'S to study if there is a shortage of quotas within service sub-commands.
  - Continue with course reviews to authenticate technical content and educational methodology.

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Regionalization

Take teaching to the student

(Access to training facility with appropriate administrative support)

PROS

- Opportunity for immediate travel savings
- Increases potential for non-standard class schedules
- Better control over class facilities and local support
- Fewer students away from worksite

CONS

- Savings greater with distance learning, but longer to implement
- Distance learning has greater potential for self-scheduling
- Possible infrastructure investment that may become future burden
- Constant travel drains faculty
- Allows work to interfere with classes

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Regionalization

Methodology :

- Determined location of workforce
- Also, using history of past four years, developed an idealized distribution of classes by career field
- Compared ideal with actual FY 97 schedule, identifying opportunities for more teaching on-site
- Currently extending this study to assess impact of proposed workforce relocations, distance learning initiatives, curriculum revamping, and costs of establishing and maintaining each learning hub

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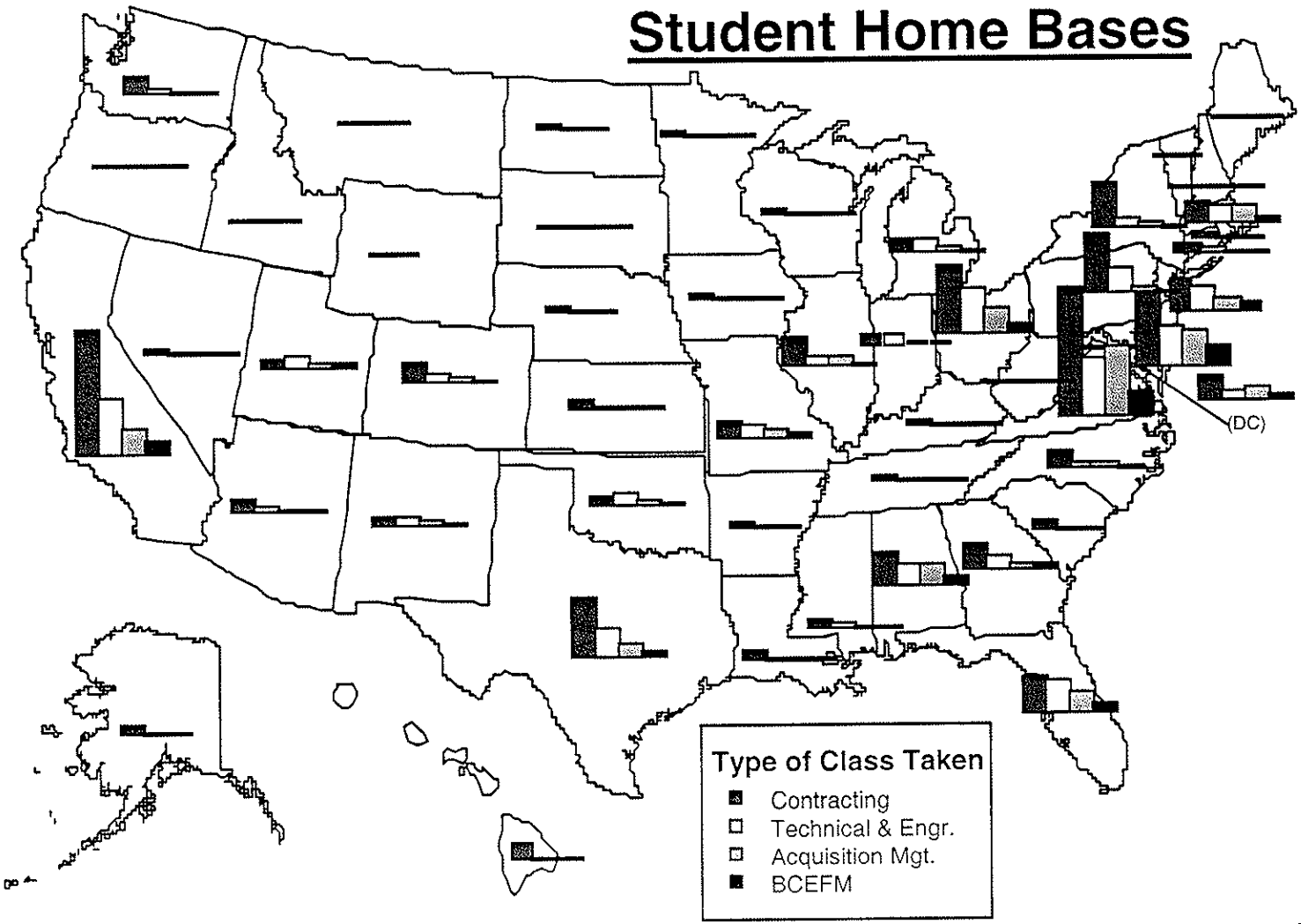
DAU Graduates FY 93-96



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Potential DAU Learning Hubs

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DAU Scholarship Program

	In School	Left before placement	Graduates		Program Management	Contracting	Acquisition Logistics	Business, Cost Estimating, Fin. Mgmt.	SPRDE	Comm - Computer Systems	Left govt
Army	7	3	8	7							1
Air Force	0	0	5			2	1	1			1
Navy	13	0	13		1	2	2	7	1		0
DLA	1	0	2								2
Total	21	3	28	7	1	4	3	8	1		4

*No selections will be made for FY97 Program

As of Nov 96

DAU

ISSUES

- Future of DoD Acquisition Scholarship Program
- Training at worksites
  - space, equipment, availability
- Time away from worksite
  - availability of classes
  - length of course
  - location of class
- Keeping faculty updated
  - need functional/field help
- Putting right students in right courses
  - coding of positions/personnel
  - requirements for assignment-specific courses
- Continuing Acquisition Education
  - what are specific needs?
  - overview, or Service/Command specific?

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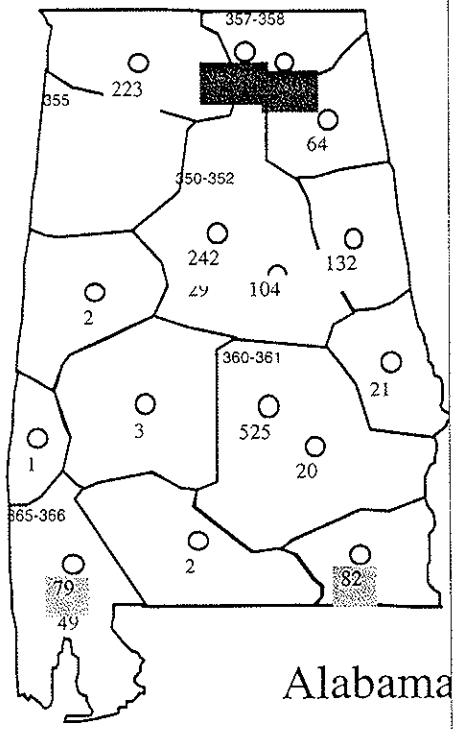
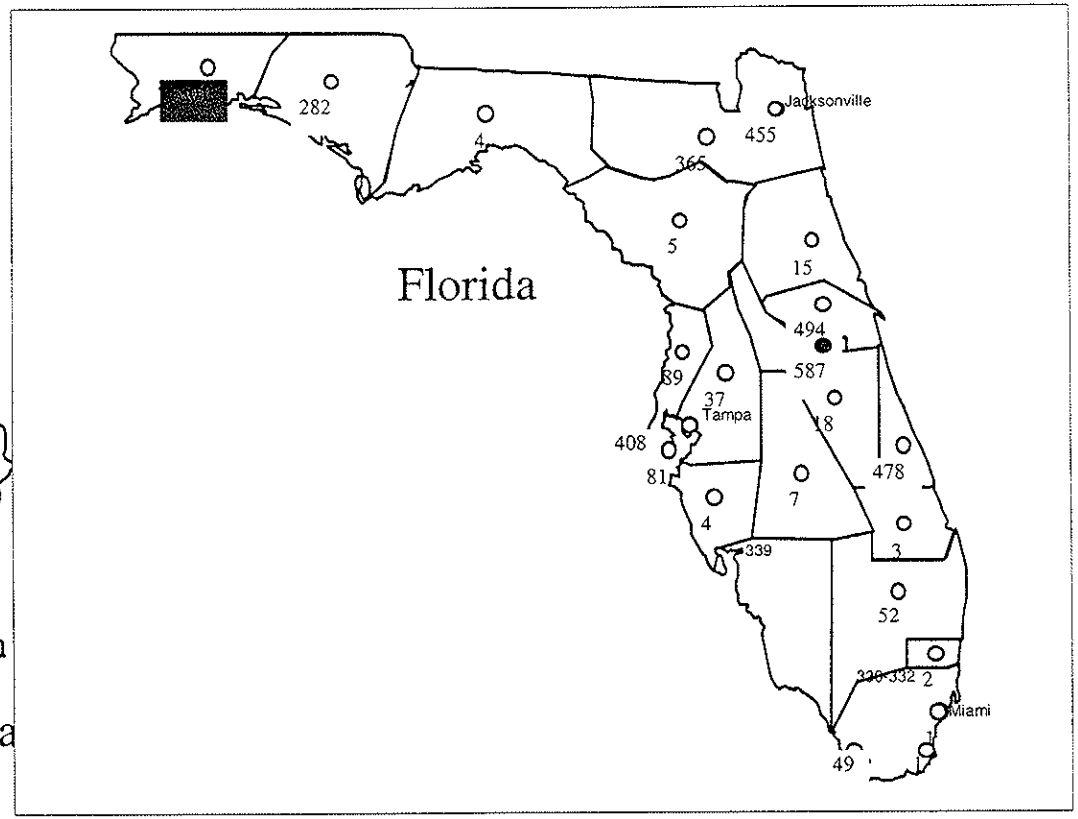
BACKUP SLIDES FOLLOW

D:U

Details of Student Sources





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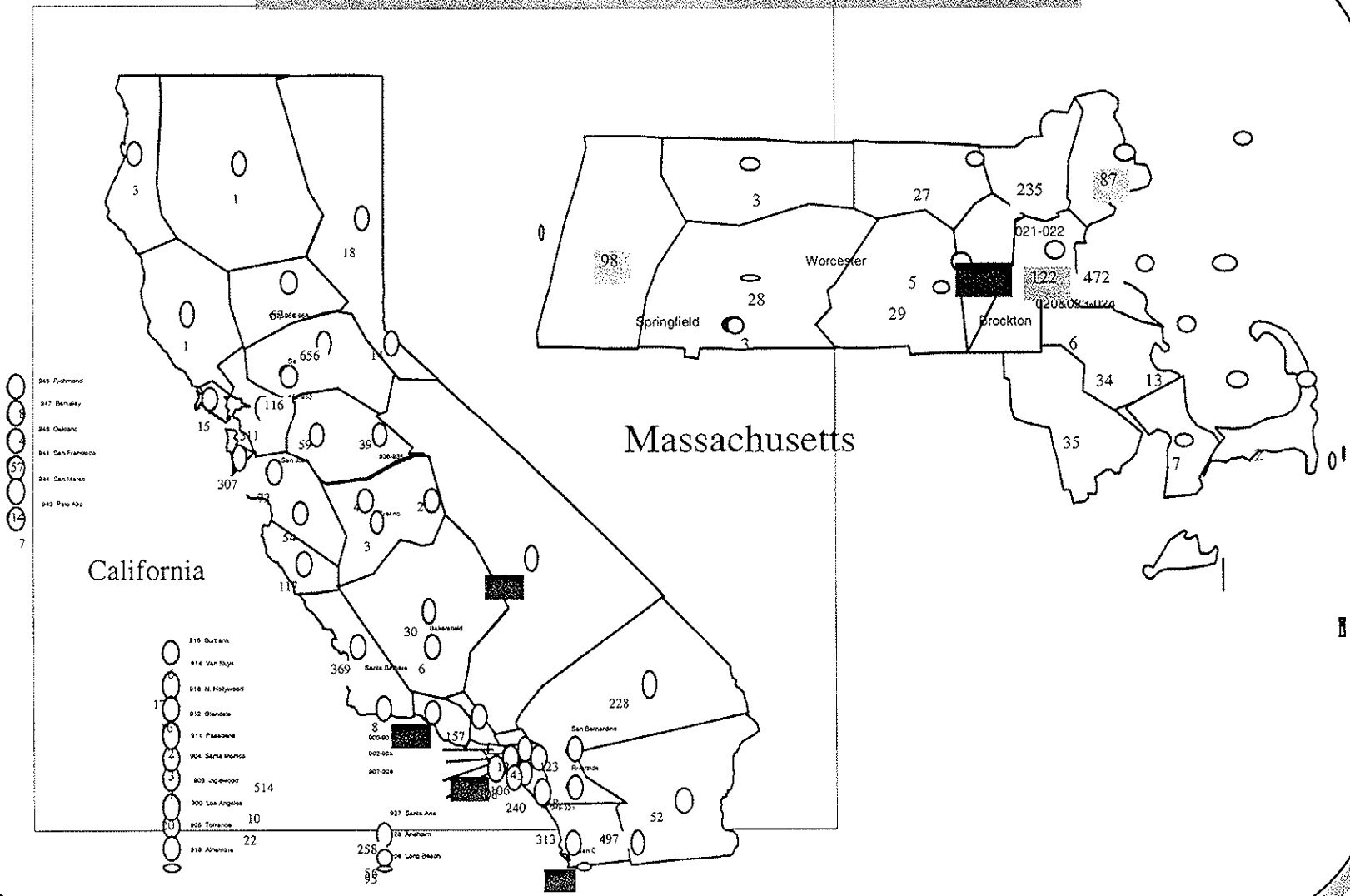

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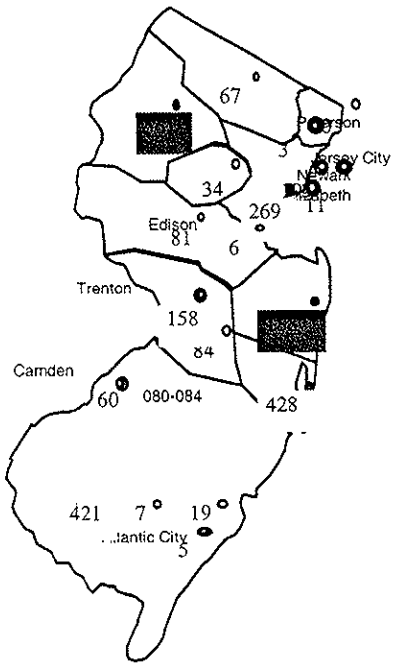
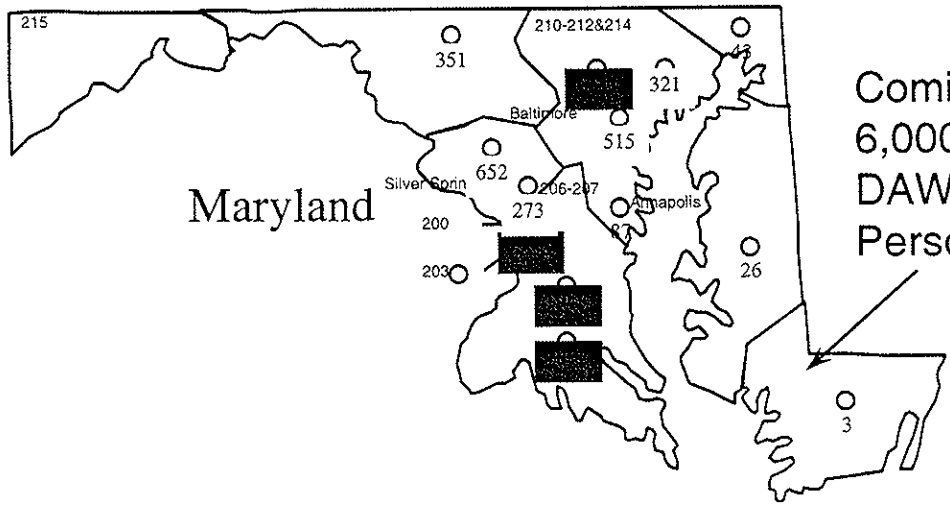


New Jersey



Maryland

Coming soon:
6,000 Navy
DAWIA
Personnel

DU