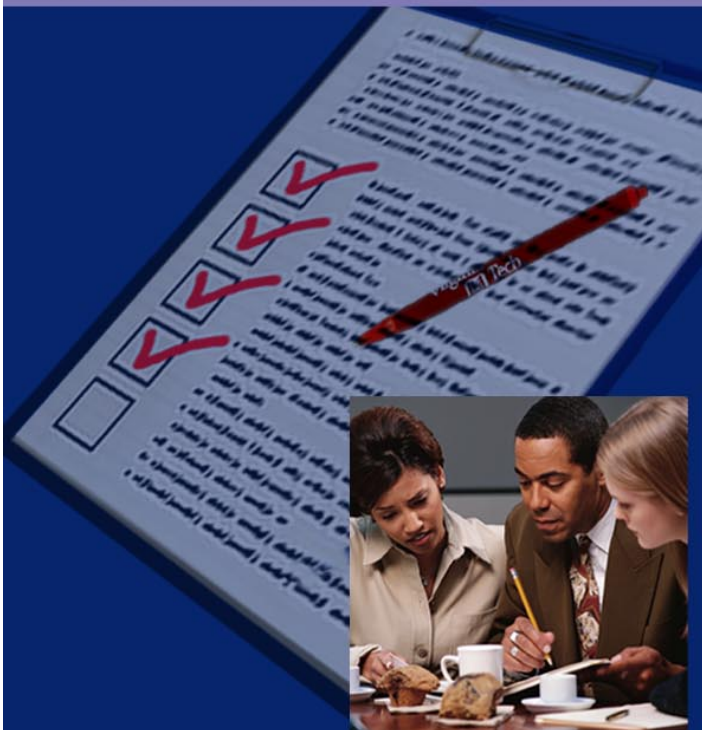
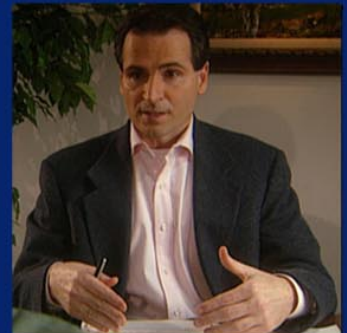


DoD Civilian Acquisition Workforce Personnel Demonstration Project

JULY 2003

Interim Evaluation Report

Volume II—Technical Report



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VOLUME II—TECHNICAL REPORT

This report provides the interim evaluation of the effectiveness of the Department of Defense (DoD) Civilian Acquisition Personnel Demonstration Project (AcqDemo) and recommendations on its future direction. The report covers the period February 2000 through December 2002. The period that includes planning and preparation for AcqDemo through the initial implementation and the first year of operation was previously covered in the *Baseline/Implementation Report*, submitted by the AcqDemo Program Office (PO) in August 2000 and approved by the Office of Personnel Management (OPM) on August 7, 2001. The report is organized into three Volumes:

- Volume I—Management Report
- Volume II—Technical Report
- Volume III—Appendices (complete databases, for reference)

This Technical Report provides more detailed statistics, both descriptive and inferential, that support the conclusions reached and recommendations made in the Management Report. The technical information is organized into three sections:

- Summary Descriptive Statistics, which apply to AcqDemo as a whole, and include both workforce data and attitude survey data;
- Specific Data for Primary Interventions; and
- Specific Data for Secondary Interventions.

Primary interventions are those that will have the most significant impact on the acquisition workforce and are not piloted in this configuration in any other demo. Secondary interventions are those that have been tried and evaluated in other demonstration projects.

A. Summary Descriptive Statistics

1. Workforce Summary Data

The following tables provide a general, descriptive picture of the AcqDemo workforce for calendar years 2000 through 2002. Data from 1998 (before AcqDemo started) and 1999 are included in the Baseline/Implementation Report. These data were provided by the Defense Manpower Data Center (DMDC)—from its civilian personnel data file—for AcqDemo participants and the comparison group (Air Armaments Center at Eglin, AFB, Florida). Workforce data that are especially applicable to a given AcqDemo intervention are provided in Sections B and C below.

Table 1:
AcqDemo Population Baseline

	12/1998	12/1999	12/2000	12/2001	12/2002
Air Force	2026 (40.4%)	2008 (40.3%)	1978 (39.0%)	2062 (37.3%)	2218 (36.9%)
Army	1489 (29.8%)	1492 (29.9%)	1559 (30.8%)	1741 (31.5%)	2052 (34.1%)
Marine Corps	568 (11.4%)	566 (11.4%)	567 (11.2%)	730 (13.2%)	723 (12.0%)
Navy	650 (13.0%)	646 (13.0%)	671 (13.2%)	713 (12.9%)	614 (10.3%)
USD (AT&L)	271 (5.4%)	271 (5.4%)	293 (5.8%)	281 (5.1%)	404 (6.7%)
<i>Total:</i>	<i>5,004</i>	<i>4,983</i>	<i>5,068</i>	<i>5,527</i>	<i>6,011</i>
Comparison Group	1,328	1,316	1,312	1,338	1,389

Table 2:
Transaction History for AcqDemo

	AcqDemo			Comparison Group		
	2000	2001	2002	2000	2001	2002
Total (as of 12/2000; 12/2001; 12/2002)	5,068	5,527	6,011	1,312	1,338	1,389
Number of employees promoted	413 (8.1 %)	235 (4.3%)	309 (5.1%)	212 (16.2%)	128 (9.6%)	363 (26.1%)
Number of accessions during the year	265 (5.2%)	242 (4.4%)	365 (6.1%)	59 (4.5%)	148 (11.1%)	376 (27.1%)
Number of employees denied a WGI	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.08%)	0 (0.0%)	0 (0.0%)
Number of employees converted from non-permanent to permanent appointments	40 (0.8%)	29 (0.5%)	50 (0.8%)	25 (1.9%)	19 (1.4%)	66 (4.8%)
Number of employees on temporary appointment	15 (0.3%)	8 (0.1%)	8 (0.1%)	15 (1.1%)	6 (0.4%)	56 (4.0%)
Number of employees on term/modified term appointment	44 (0.9%)	38 (0.7%)	40 (0.7%)	17 (1.3%)	34 (2.5%)	38 (2.7%)

Table 3:
Separations by Type for AcqDemo

	AcqDemo			Comparison Group		
	2000 (% of population)	2001 (% of population)	2002 (% of population)	2000 (% of population)	2001 (% of population)	2002 (% of population)
During probationary period	2 (0.04%)	1 (0.01%)	0 (0.0%)	0 (0.0%)	1 (0.07%)	0 (0.0%)
Resignation	113 (2.2%)	56 (1.0%)	71 (1.2%)	21 (1.6%)	34 (2.5%)	69 (5.0%)
Retirement	82 (1.6%)	69 (1.2%)	182 (3.0%)	31 (2.4%)	64 (4.8%)	100 (7.2%)
Removal	5 (0.1%)	1 (0.01%)	1 (0.01%)	2 (0.2%)	1 (0.07%)	2 (0.1%)
Death	12 (0.2%)	5 (0.09%)	9 (0.2%)	2 (0.2%)	2 (0.1%)	3 (0.2%)
RIF	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3 (0.2%)
Termination	56 (1.1%)	44 (0.8%)	74 (1.2%)	20 (1.5%)	19 (1.4%)	59 (4.3%)
<i>Total # of employees separated</i>	<i>270</i>	<i>176</i>	<i>337</i>	<i>76</i>	<i>121</i>	<i>236</i>

Table 4:
Workforce Profile I

	AcqDemo			Comparison Group		
	12/2000	12/2001	12/2002	12/2000	12/2001	12/2002
Total Population	5068	5527	6011	1312	1338	1389
Percent Supervisors/Managers	11.3%	10.9%	9.8%	14.7%	13.7%	12.2%
Average Length of Civilian Service	19 years	19 years	18 years	19 years	19 years	18 years
Average Age	47 years	48 years	48 years	49 years	49 years	48 years
Percent Eligible for Retirement	8.4%	8.9%	10.0%	12.8%	13.3%	13.5%
Percent on Permanent Appointment	97.0%	97.0%	96.9%	93.0%	91.9%	91.9%
Percent in Bargaining Unit	10.2%	14.1%	16.3%	81.1%	80.9%	81.6%
Average GS Grade	10.7	10.2	9.7	10.4	10.2	10.2
DAWIA-Covered	56.2%	58.4%	NA	55.9%	55.1%	NA

Table 5:
Workforce Profile II

	AcqDemo			Comparison Group		
	12/2000	12/2001	12/2002	12/2000	12/2001	12/2002
Female	45.7%	45.2%	44.8%	41.3%	41.4%	39.2%
Male	54.3%	54.8%	55.1%	58.7%	58.6%	60.8%
White	75.5%	75.2%	75.0%	83.8%	83.2%	82.8%
Black	14.1%	14.0%	14.3%	8.5%	9.0%	8.7%
Hispanic	3.9%	4.2%	4.3%	3.5%	3.7%	4.4%
American Indian/Alaska Native	0.7%	0.9%	0.8%	1.7%	1.5%	1.4%
Asian/Pacific Islander	5.6%	5.4%	5.2%	2.5%	2.7%	2.7%
Other Race or National Origin	0.2%	0.4%	0.4%	0.0%	0.0%	0.0%
Veteran	25.9%	27.8%	27.9%	35.9%	35.9%	38.3%

Table 6:
Education Level for AcqDemo

	Total AcqDemo			New Hires		
	12/2000	12/2001	12/2002	12/2000	12/2001	12/2002
High School Graduate or Less	21.7%	22.9%	23.7%	46.6%	46.8%	33.8%
Terminal Occupation Program	1.5%	1.6%	1.5%	0.0%	0.3%	0.0%
Some College/Associate's Degree	24.5%	24.0%	23.0%	12.1%	9.4%	12.3%
Bachelor's Degree	26.0%	25.3%	25.9%	21.4%	20.4%	30.8%
Some Graduate School	6.6%	6.2%	5.9%	3.1%	2.7%	2.5%
Master's Degree	17.1%	17.1%	17.5%	16.8%	18.2%	19.4%
Some Graduate School Beyond Master's Degree	1.6%	1.7%	1.5%	0.0%	0.9%	0.8%
Doctorate or Higher	1.0%	1.1%	1.0%	0.0%	0.6%	0.4%
Number of New Hires:*				131	329	238
*New hires are employees with a service computation date of 1 year or less.						

Table 7:
Education Level for Comparison Group

	Total Comparison Group			New Hires		
	12/2000	12/2001	12/2002	12/2000	12/2001	12/2002
High School Graduate or Less	10.7%	13.7%	15.2%	39.1%	58.6%	35.6%
Terminal Occupation Program	2.6%	2.4%	2.1%	0.0%	0.0%	2.2%
Some College/Associate's Degree	24.1%	23.2%	24.0%	30.5%	11.4%	11.1%
Bachelor's Degree	23.6%	23.7%	23.5%	17.4%	20.0%	22.2%
Some Graduate School	10.7%	10.0%	8.6%	4.3%	1.4%	0.0%
Master's Degree	26.0%	24.7%	24.6%	8.7%	7.1%	28.9%
Some Graduate School Beyond Master's Degree	1.3%	1.3%	1.1%	0.0%	0.0%	0.0%
Doctorate or Higher	1.0%	1.0%	0.9%	0.0%	1.4%	0.0%
Number of New Hires:				23	70	45
*New hires are employees with a service computation date of 1 year or less.						

Table 8:
Occupational Baseline

	AcqDemo			Comparison Group*		
	12/2000	12/2001	12/2002	12/2000	12/2001	12/2002
Business Management and Technical Management Professional (NH)	79.4%	81.2%	82.1%	73.9%	73.6%	74.8%
Technical Management Support (NJ)	5.3%	5.2%	5.2%	8.8%	8.8%	9.0%
Administrative Support (NK)	15.3%	13.6%	12.7%	17.3%	17.6%	16.2%

*Note: The Comparison Group's GS occupation series were converted to AcqDemo career path equivalents.

2. Attitude Survey Summary Data

The following analysis provides a general overview of attitude survey results based on surveys of the AcqDemo population and the comparison group conducted in 1998, 2001, and 2003. Specific survey analyses related to individual AcqDemo interventions are located in Sections B and C below. Survey instruments and complete results may be found in Volume III, Appendix C.

a. RESPONSE RATE

Cubic Applications, Inc. conducted a survey of AcqDemo participants and comparison group participants in order to assess changes in employee attitudes for the DoD Civilian Acquisition Workforce Personnel Demonstration Project. An employee attitude survey was made available to project participants on the AcqDemo website (www.acqdemo.com) from February 5th until February

27, 2003. A modified version of the survey was also made available to comparison group participants from February 21 until March 2, 2003. Individuals from the acquisition personnel of the Office of the Secretary of Defense and its Agencies, Air Force, Army, Navy, and the Marine Corps had access to the survey at their workplace during work hours.

Of the 6,011 potential respondents for AcqDemo, 2,027 completed the survey for a response rate of 33.7%. Of the 1,389 potential respondents for the comparison group, 275 completed the survey for a response rate of 19.8%. The table below gives the number of responses for the demonstration group and the comparison group for the 1998 baseline, 2001 and 2003 surveys by agency.

**Table 9:
Response Totals**

<i>Demonstration Group</i>				<i>Comparison Group</i>			
	<i>Baseline</i>	<i>2001</i>	<i>2003</i>		<i>Baseline</i>	<i>2001</i>	<i>2003</i>
Air Force	1025	683	898	Air Force	470	130	275
Army	954	640	743				
Navy	402	226	71				
Marine Corps	367	254	161				
OSD		148	154				

390, or 19.2%, of the demonstration group sample, and 88, or 32%, of the comparison group sample also completed the separate section at the end of the survey for supervisors.

b. ANALYSIS METHODOLOGY

Initial Summary Analyses

Frequency distributions were developed for the 2003 and 2001 demonstration group survey, the 2003 and 2001 comparison group survey, and the 1998 Baseline Group Survey in order to assess respondents' attitudes and opinions about AcqDemo. To facilitate this analysis, the frequency counts were converted into percentages. As part of this conversion, response categories were grouped in order to reflect overall favorable responses or unfavorable responses to a particular statement (e.g., the percent of respondents who answered "strongly agree" and the percent who answered "agree" were combined in order to calculate "% favorable").

In order to reflect how representative each group is of its population, a 95 percent confidence interval was calculated for each group. Since the results are reported as percentages, the standard error of a percentage was used in the calculation of the confidence interval. The standard errors, assuming a worst-case split of 50/50 (i.e., the maximum variation in a two-category response), are 1.11 for the 2003 demonstration group, 3.01 for the 2003 comparison group, 1.13 for the 2001 demonstration group, 4.39 for the 2001 comparison group, and .95 for the 1998 Baseline demonstration group.

Consequently, the 95 percent confidence interval is plus or minus 2.22 percentage points for the 2003 demonstration group, 6.02 percentage points for the 2003 comparison group, 2.26 percentage points for the 2001 demonstration group, plus or minus 8.78 percentage points for the 2001 comparison group, and plus or minus 1.85 percentage points for the 1998 Baseline Demonstration

group. In other words, we can be 95 percent confident that the true population response values would fall within about plus or minus:

- 3 percentage points of the reported 2003 demonstration group's response values
- 6 percentage points of the reported 2003 comparison group's response values
- 3 percentage points of the reported 2001 demonstration group's response values
- 9 percentage points of the reported 2001 comparison group's response values
- 2 percentage points of the reported 1998 Baseline group's response values

The initial analyses of the 2003 survey data consisted of developing response frequency distributions for the following survey questions:

- Demographics (Questions 2, 3, 4)
- Education (Question 15)
- Length of Service (Question 5)
- Career Path/Occupation (Question 6)
- Perceived Fairness (Questions 16, 17, 19, 25, 26, 27, 30, 31, 38, 39, 40, 64, 84, 101, 102)
- Perceived Flexibility (Question 41, 42, 43, 44, 45, 46, 47)
- Satisfaction with Pay (Question 18)
- Perceived Pay-Contribution Link (Questions 20, 35, 36, 48, 49)
- Perceived Organizational Effectiveness (Questions 75, 76, 77, 79, 80, 85)
- Satisfaction with Supervisor (Questions 88, 90, 91, 92, 100, 101, 102)
- Satisfaction with Personnel Services (Questions 87a, 87b, 87c, 119)
- Satisfaction with AcqDemo (Questions 33, 106)
- Understanding of AcqDemo (Questions 32, 72)

Analyses of Primary and Secondary Interventions

Frequency distributions were then developed for the survey questions that assessed employee attitudes about the project's primary and secondary interventions.

Primary Interventions

1. Simplified Accelerated Hiring
 - Perceived Hiring Flexibility – Supervisors (Questions 56, 57, 121, 130, 137)
 - Perceived Quality of New Hires – (Questions 53, 58, 109a-109o, 120, 134)
2. Contribution-Based Compensation and Appraisal System
 - Pay-contribution correlation (Question 16, 18, 27, 36, 37, 38, 39)
 - Perceived Pay-Contribution Link (Questions 20, 35, 36, 48, 49)
 - Perceived Fairness of Ratings (Questions 17, 25, 26, 27)
 - Perceived Fairness of Awards (Questions 35, 36, 37, 38, 39)
 - Employees' Trust in Supervisors (Questions 38, 39, 90, 92, 97, 101, 102)
 - Adequacy of Contribution and Performance Feedback (Questions 88, 97, 91, 92, 100)
 - Employee Satisfaction with Pay (Questions 16, 18, 19, 21)

3. Modified Appointment Authority
 - Perceived Flexibility of Appointing Authorities (Question 46)
4. Simplified Classification System
 - Perceived Classification Flexibility-General (Question 43, 50, 51)
 - Perceived Classification Flexibility-Supervisors (Question 124, 126, 128, 129, 130)
 - Perceived Classification Timeliness (Question 52, 57)
5. Academic Degree and Certificate Training
 - Satisfaction with Training Opportunities (Questions 68, 69, 70)
 - Perceived Flexibility (Questions 41, 43, 44, 45)

Secondary Interventions

6. Expanded Candidate Selection Process
 - Same as Intervention 1
7. Flexible Probationary Period
 - Supervisors' perceptions of probationary period (Questions 135, 136)
8. Broadbanding
 - Employees Perception of Pay Satisfaction and Pay Equity (Questions 16, 18, 19, 21, 28, 40, 48, 49)
9. Simplified, Modified RIF
 - Perceived Fairness of RIF Process (Questions 112a, 112b, 112c)
10. Sabbaticals
 - Employees perception of sabbatical opportunities available (Question 67)
11. Voluntary Emeritus Program
 - Not assessed by 2003 Survey

Analyses of 2003 Demonstration and Comparison Groups

Frequency distributions were developed for the demonstration group and the comparison group on common items. These distributions were then compared to determine if significant differences exist in the response patterns between the groups.

Analyses of the 2003, 2001 and the 1998 Baseline Results for the Demonstration Group

Frequency distributions were developed for the demonstration group on those items found on the 1998 Baseline, 2001 and 2003 surveys. These distributions were compared to determine if significant differences existed in the participants' response patterns over time.

c. RESULTS

Respondent Demographics

Table 10 shows the gender, race and origin of the survey respondents. These data are based on participant responses to the survey; however, actual workforce data will be used to evaluate the demographic impact of AcqDemo interventions.

Table 10:
Respondent Demographics

	<i>Demonstration Group</i>			<i>Comparison Group</i>		
	<i>Baseline</i>	<i>2001</i>	<i>2003</i>	<i>Baseline</i>	<i>2001</i>	<i>2003</i>
Gender:						
• Male	56%	54%	54%	60%	57%	77%
• Female	44%	45%	46%	40%	43%	23%
Race:						
• American Indian-Alaskan	1%	2%	1%	2%	2%	2%
• Asian-Pacific Islander	5%	6.7%	5%	1%	1%	2%
• Black	12%	11.5%	14%	7%	3%	6%
• White	77%	77.5%	80%	87%	94%	89%
• Other ¹	5%	4.5%	NA	3%	NA	1%
Origin:						
• Hispanic	5%	4%	6%	3%	5%	4%
• Non-Hispanic	95%	96%	94%	97%	95%	96%

Workforce Characteristics

Table 11 shows the educational level and the length of service in the Federal Government. All respondents were well educated with the majority of respondents having at least some college level education or a Bachelor’s degree. The majority of respondents had 16 or more years of service in the Federal Government.

¹ This includes Spanish/Hispanic/Latino (2001 AcqDemo Survey)

Table 11:
Education and Service

	<i>Demonstration Group</i>			<i>Comparison Group</i>		
	<i>Baseline</i>	<i>2001</i>	<i>2003</i>	<i>Baseline</i>	<i>2001</i>	<i>2003</i>
Educational Level:						
• High School or less	6%	5%	4%	5%	5%	2%
• Technical, Vocational or Business School	2%	2%	2%	2%	2%	.5%
• Some college/2-year Associate degree	33%	32%	33%	29%	18%	4.5%
• Bachelor's degree (B.A., B.S. or other)/Some graduate school	33%	32%	32%	33%	30%	37%
• Master's degree	25%	28%	28%	29%	41%	52%
• Doctorate degree (Ph.D., M.D., Ed.D., J.D.) or higher	1%	1%	1%	2%	5%	4%
Length Of Service:						
• Less than 1 year	1%	2%	2%	2%	0%	5%
• 1-2	2%	2%	6%	2%	0%	4%
• 3-5	3%	4%	5%	4%	1.5%	4%
• 6-8	6%	6%	4%	6%	4%	2%
• 9-10	90%	12%	2%	12%	3%	4%
• 11-15	20%	19%	17%	19%	25%	14%
• 16 or more years	59%	55%	64%	55%	66.5%	67%

Survey Responses: 2003

The following table summarizes the 2003 survey data for both AcqDemo participants and the Comparison Group.

Table 12:
2003 Survey Responses

Item #	Question	% Favorable		% Unfavorable	
		Demo	Comp	Demo	Comp
16	Pay progression, the way I move up within my broadband, is fair.	54%	52%	30%	34%
17	My overall contribution score (OCS) represents a fair and accurate picture of my actual contribution to the mission.	54%	66%	33%	20%
18	All in all, I am satisfied with my pay.	57%	52%	32%	35%
19	Pay is administered fairly in this organization.	39%	48%	37%	29%
20	In this organization, my pay raises depend on my contribution to the organization's mission.	59%	18%	28%	60%
21	I am satisfied with my chances for advancement.	45%	33%	38%	53%
22	High contributors tend to stay with this organization.	37%	27%	27%	45%
23	Low contributors tend to leave this organization.	18%	15%	36%	54%
24	In general, I am satisfied with my job.	74%	78%	14%	12%
25	There are adequate procedures to get my contribution rating reconsidered, if necessary.	37%	47%	26%	15%
26	I will be demoted or removed from my position if I perform my job poorly.	39%	34%	24%	40%
27	Under the present system, financial rewards are seldom related to employee contribution.	32%	47%	44%	34%
28	Other employers in this area pay more than the Government does for the kind of work I am doing.	54%	53%	11%	21%
29	My contribution appraisal takes into account the most important parts of my job.	60%	65%	23%	18%
30	Contribution-based compensation and assessment system (CCAS) self-assessment provided me a good opportunity to influence my contribution assessment.	55%	NA	27%	NA
31	CCAS is administered without regard to gender, ethnic origin, or age in this organization.	62%	74%	16%	12%
32	I understand the contribution-based compensation and assessment system (CCAS) being used in this organization.	79%	84%	12%	8%
33	Overall, the demonstration project is an improvement over the previous performance rating and compensation system.	46%	NA	33%	NA

Item #	Question	% Favorable		% Unfavorable	
		Demo	Comp	Demo	Comp
34	In this organization, my pay raises depend on my contribution to the organization's mission.	58%	19%	26%	60%
35	In this organization, my cash awards depend on my contribution to the organization's mission.	56%	50%	28%	29%
36	High-contributing employees receive monetary rewards (e.g. cash rewards, bonuses, quality step increases).	56%	46%	21%	27%
37	High-contributing employees receive non-monetary rewards (e.g. plaques, letters of appreciation, public recognition).	41%	60%	28%	19%
38	Supervisors are fair in recognizing individual contributions.	50%	60%	30%	20%
39	Supervisors are fair in recognizing team contributions.	51%	64%	25%	18%
40	Pay pool panels are fair in recognizing individual contributions.	37%	NA	35%	NA
41	Management is flexible enough to make changes when necessary.	40%	48%	31%	28%
42	Under the current personnel system, it is easy to reassign employees to permanent positions within this organization.	32%	32%	23%	39%
43	Supervisors here feel that their ability to manage is restricted by unnecessary personnel rules and regulations.	27%	47%	19%	16%
44	The personnel management system is flexible enough to allow changes when necessary.	30%	25%	28%	48%
45	New practices and ways of doing business are encouraged in this organization.	54%	59%	25%	21%
46	Current personnel rules provide the flexibility needed to make workforce adjustments in response to workload and mission changes.	37%	32%	29%	44%
47	I have enough flexibility in my job to initiate tasks that will enhance my contribution to the mission.	68%	73%	19%	13%
48	Pay differentials here fairly represent real differences in levels of responsibility and job difficulty.	28%	23%	43%	55%
49	In this organization, I don't have to become a supervisor to receive more pay.	54%	28%	26%	56%
50	The current job classification system makes it easy for employees to move in and out of supervisory jobs.	17%	9%	37%	62%
51	Our job classification system is flexible enough to respond to changing requirements.	30%	18%	30%	52%
52	It takes too long to get classification decisions approved in this organization.	38%	61%	11%	6%

Item #	Question	% Favorable		% Unfavorable	
		Demo	Comp	Demo	Comp
53	This organization is able to attract high-quality candidates.	47%	46%	26%	30%
54	In this organization, when there is a promotion opportunity, the best-qualified applicant is chosen	35%	39%	34%	34%
55	Competition for jobs here is fair and open.	41%	42%	32%	32%
56	I am satisfied with the process used to fill vacancies here.	34%	31%	37%	42%
57	It takes too long to process the paperwork to fill vacancies here.	55%	67%	10%	7%
58	I am satisfied with the quality of new supervisors.	36%	50%	24%	21%
59	During the next year, I will probably look for a new job outside this organization.	39%	36%	34%	41%
60	In this organization: Employees are kept well informed on all issues affecting their job.	43%	56%	38%	28%
61	In this organization: Supervisors encourage subordinates to participate in important decisions.	47%	61%	34%	23%
62	In this organization: Employees share their knowledge with each other.	60%	75%	25%	13%
63	In this organization: Managers promote effective communication among different work groups (e.g. about projects, goals, needed resources).	47%	62%	31%	21%
64	In general, disciplinary actions are fair and justified.	33%	47%	15%	12%
65	This organization passes off marginal and unsatisfactory workers to others or moves them to positions where they can be ignored.	34%	36%	23%	27%
66	Disciplinary actions in this organization are avoided because of the paperwork that is required.	25%	29%	23%	23%
67	I have the opportunity to take advantage of sabbatical leave.	15%	13%	26%	32%
68	I have all the skills I need in order to do my job.	76%	79%	14%	11%
69	I am given adequate opportunity to participate in training programs.	69%	80%	19%	12%
70	Employees are provided with training when new technologies and tools are introduced.	60%	72%	22%	17%
71	The use of sabbaticals has increased employee skills.	6%	11%	16%	16%
72	I have received sufficient training to prepare me for participation in the demonstration project.	64%	NA	17%	NA

Item #	Question	% Favorable		% Unfavorable	
		Demo	Comp	Demo	Comp
73	This organization offers employees the opportunity for academic degree and certificate training.	61%	80%	17%	10%
74	I have the opportunity for academic degree and certificate training.	57%	76%	19%	11%
75	In my organization, products and services are designed to meet customer needs and expectations.	70%	82%	13%	6%
76	Employees in my organization have a good understanding of who their customers are.	78%	86%	12%	8%
77	Overall, my organization is effective in accomplishing its objectives.	74%	86%	11%	5%
78	Different work groups cooperate to get the job done.	69%	84%	15%	6%
79	I understand the mission of this organization.	91%	92%	4%	3%
80	Employees in my organization use suggestions from their customers to improve the quality of products and services.	58%	72%	12%	9%
81	My organization establishes strategic plans (goals and objectives) that help guide program decisions.	57%	66%	17%	14%
82	My group works well together.	78%	90%	12%	5%
83	Coordination among employees in different organizational functions is good in this organization.	57%	72%	23%	13%
84	When changes are made in this organization, the employees usually lose out in the end.	30%	24%	33%	35%
85	Overall, our customers are satisfied with the support and services provided by my organization.	69%	81%	12%	6%
86	I understand how my job relates to the mission of the organization.	92%	92%	4%	3%
87a	The staff who provide personnel services: a. have a good understanding of my work group's operations and mission.	47%	50%	25%	22%
87b	The staff who provide personnel services: b. provide timely service.	52%	48%	23%	30%
87c	The staff who provide personnel services: c. help me achieve my organization's mission.	47%	46%	22%	21%
88	My supervisor sets clear contribution goals for me.	53%	72%	28%	11%
89	My supervisor and I worked together to set clear contribution goals for me.	54%	67%	28%	15%
90	I have trust and confidence in my supervisor.	66%	77%	18%	9%
91	My supervisor gives me adequate feedback on how I am contributing.	61%	80%	25%	7%

Item #	Question	% Favorable		% Unfavorable	
		Demo	Comp	Demo	Comp
92	My supervisor and I agree on what contribution on my job means.	60%	74%	20%	6%
93	My supervisor knows the technical parts of his/her job well.	76%	80%	11%	8%
94	My supervisor works well with people.	71%	81%	14%	10%
95	My supervisor handles the administrative parts of his/her job well.	66%	75%	15%	8%
96	My supervisor takes corrective action when problems arise.	62%	70%	16%	10%
97	My supervisor recognizes my personal accomplishments.	68%	66%	17%	11%
98	My supervisor determines program or project priorities to allocate resources.	64%	72%	15%	11%
99	My supervisor sets deadlines for project completion.	70%	74%	12%	12%
100	My supervisor assigns me tasks that allow me to contribute to the mission in a meaningful way.	67%	80%	16%	8%
101	My supervisor tends to inflate the contribution ratings of the employees he/she supervises.	9%	15%	56%	43%
102	My supervisor tends to deflate the contribution ratings of the employees he/she supervises.	14%	7%	47%	50%
103	In this organization, differences among individuals (gender, race, national origin, religion, age, cultural background, disability) are respected.	74%	84%	9%	3%
104	Gender, race, national origin, religion, age, cultural background, or disability do not affect advancement opportunities for highly-qualified individuals.	67%	66%	15%	18%
105	Senior leaders in my organization support the demonstration project.	70%	NA	6%	NA
106	I am in favor of the demonstration project for my organization.	52%	NA	30%	NA
107	To what extent have you participated in the development of your contribution plans and the standards on which you are rated?	41%	NA	36%	NA
108	I utilize the skills taught in the AcqDemo training programs.	31%	NA	42%	NA
109a	How satisfied are you with the competence of new hires who are in the following positions? a. Program Manager	25%	30%	11%	11%
109b	b. Contracting	26%	38%	9%	4%
109c	c. Industrial Property Management	9%	12%	4%	1%
109d	d. Purchasing	17%	21%	6%	2%
109e	e. Manufacturing and Production	10%	18%	2%	3%

Item #	Question	% Favorable		% Unfavorable	
		Demo	Comp	Demo	Comp
109f	f. Quality Assurance	15%	18%	5%	4%
109g	g. Business, Cost Estimating and Financial Management	25%	33%	8%	7%
109h	h. Acquisition Logistics	19%	28%	6%	4%
109i	i. Communications and Computer Systems	33%	45%	11%	9%
109j	j. Systems Planning, Research Development and Engineering	23%	43%	4%	6%
109k	k. Test Evaluation	28%	46%	5%	5%
109l	l. Auditing	10%	15%	3%	4%
109m	m. Technical	31%	51%	5%	6%
109n	n. Administrative	38%	45%	13%	9%
109o	o. Support Staff	39%	47%	13%	7%
112a	a. The RIF process is fair.	18%	30%	18%	7%
112b	b. I was provided with adequate information about the RIF.	22%	23%	19%	8%
112c	c. I was provided with adequate information about job placement.	20%	25%	18%	8%
116	Assigning the right people to the job?	73%	85%	27%	16%
117	Coordinating the efforts of different work groups?	47%	61%	21%	17%
118	Providing supplies, equipment, training, and other resources to get the job done?	52%	67%	21%	14%
119	Overall, the quality of personnel services provided to me is...	48%	52%	19%	16%
120	The skills and abilities of the most recent candidate I hired were a good match for the job.	76%	78%	6%	8%
121	I have enough authority to hire people with the right skills when I need them.	25%	43%	29%	35%
122	I have enough authority to promote people.	37%	30%	41%	62%
123	I have enough authority to determine my employees' pay.	44%	8%	37%	82%
124	I am satisfied with the classification procedures used in this organization.	0%	23%	49%	48%
125	I have enough authority to remove people from their jobs if they perform poorly.	100%	26%	0%	61%
126	I have enough authority to influence classification decisions.	64%	30%	30%	51%
127	In this organization, management has the flexibility to reduce the workforce, when necessary.	44%	45%	22%	33%
128	Discussion over job classification has delayed the staffing process in my organization.	31%	32%	28%	25%
129	I have been adequately trained to exercise the classification authorities delegated to me.	33%	40%	32%	28%

Item #	Question	% Favorable		% Unfavorable	
		Demo	Comp	Demo	Comp
130	Job classification is easier and faster under the demonstration project than under the previous system.	35%	19%	18%	9%
131	In the last CCAS cycle, the pay pool panel generally agreed with the contribution ratings I gave to my immediate employees.	66%	NA	16%	NA
132	I have received sufficient training to prepare me for supervisory responsibilities in the demonstration project.	68%	NA	15%	NA
133	The demonstration project provides supervisors with effective tools to improve employee contributions.	55%	NA	19%	NA

Question	% of respondents Demo	% of respondents Comp
(110) Do you feel the current length of the probation period for employees is: (Choose one)		
Too Long	7%	8%
About Right	57%	63%
Too Short	7%	10%
Don't Know	29%	19%
(111) Within the last year, has there been a formal RIF (reduction in force) in your organization or at your installation? Note: Buyouts and offers of early retirement do not constitute a RIF. (Choose one)		
Yes (if yes, answer item 112)		
No, but my organization is planning a RIF (skip to item 113)	12%	23%
No (skip to item 113)	73%	50%
Don't know (skip to item 113)	11%	9%
(112) If yes, were you personally affected by the RIF (for example, your position or workload changed or you felt jeopardized)? (Choose one)		
Yes (answer 112a. b. and c)	18%	9%
No (skip to item 113)	68%	84%
Don't know (skip to item 113)	14%	7%

<i>Question</i>	<i>% of respondents Demo</i>	<i>% of respondents Comp</i>
(113) I would like to see additional training provided in the following areas: (Choose one)		
The use of all AcqDemo interventions		
Hiring and Pay Setting	13%	NA
The pay pool panel process	11%	NA
The Contribution-based compensation & appraisal Scoring	19%	NA
The Contribution-based compensation & appraisal Pay	25%	NA
Adjustment	14%	NA
Other	18%	NA
(114) The place where I primarily receive personnel services is located: (Choose one)		
In my building or within walking distance		
Too far to walk but in the same area-within driving/commuting	45%	66%
Outside of this immediate geographic area	33%	20%
Don't know	15%	9%
	7%	5%
(115) The factor that most influenced the frequency of communication between my supervisor and me was: (Choose one)		
Mission changes within my organization	40%	42%
Personnel changes within my organization	17%	19%
Information gained in training programs	5%	6%
Other environmental factors	38%	33%
(134) If you have hired someone in the past year, what was your assessment of the overall capabilities of the person hired compared to the rest of your workforce?		
Top 1%	6%	7%
Top 10% outstanding	33%	18%
Top 25% very good	37%	27%
Average	20%	20%
Below average	4%	3%
Poor	0%	25%
(135) Have you ever officially terminated an employee during the probationary period?		
Yes	6%	7%
No	94%	93%
(136) Have you ever encouraged an employee to leave voluntarily during the probationary period?		
Yes	9%	6%
No	91%	94%

<i>Question</i>	<i>% of respondents Demo</i>	<i>% of respondents Comp</i>
(137) For the most recent hire, how much time (in weeks) elapsed from submission of the request for personnel action (SF-52) to the extension of the firm job offer?		
4 or fewer weeks		
5-8 weeks	12%	2%
9-16 weeks	25%	12%
17-25 weeks	34%	24%
more than 25 weeks	17%	28%
	13%	34%
(138) For the most recent hire, how many offers were made before a candidate accepted the job?		
One (the top candidate accepted the job)	73%	73%
Two	12%	8%
Three	3%	7%
Four	3%	1%
Five or more	1%	1%
No offer was made	8%	10%

Survey Responses: 1998, 2001, and 2003

Table 13 shows response data for those questions common to the 1998, 2001, and 2003 surveys.

Table 13:
1998, 2001, and 2003 Survey Responses

<i>Question (2003/2001/1998)</i>	<i>% Favorable</i>			<i>% Unfavorable</i>		
	<i>2003</i>	<i>2001</i>	<i>Base</i>	<i>2003</i>	<i>2001</i>	<i>Base</i>
(16/14/19) Pay progression, the way I move up within my grade or band is fair.	54%	41%	45%	30%	40%	30%
(17/15/24) My (OCS / performance rating) represents a fair and accurate picture of my actual (contribution to the mission / performance).	54%	42%	75%	33%	42%	14%
(18/16/28) All in all, I am satisfied with my pay.	57%	47%	49%	32%	39%	32%
(20/17/38) Pay raises depend on my contribution to the organization's mission.	59%	51%	20%	28%	33%	54%
(35/18/40) My cash awards depend upon (my contribution to the organization's mission/how well I perform).	56%	50%	58%	28%	34%	24%
(19/19/20) Pay is administered fairly.	39%	29%	40%	37%	46%	29%
(48/20/54) Pay differentials here fairly represent real differences in levels of responsibility and job difficulty.	28%	22%	22%	43%	51%	51%
(21/22/21) I am satisfied with my chances for advancement.	45%	33%	31%	38%	47%	52%
(49/24/55) In this organization, I don't have to become a supervisor to receive more pay.	54%	52%	40%	26%	27%	40%
(88/27/111) My supervisor sets clear (contribution) goals for me.	53%	38%	57%	28%	40%	23%
(90/30/116) I have trust and confidence in my supervisor.	66%	60%	63%	18%	23%	18%
(91/31/118) My supervisor gives me adequate (feedback/information) on how well I am (contributing/performing).	61%	48%	55%	25%	33%	23%
(92/32/122) My supervisor and I agree on what (contribution/good performance) on my job means.	60%	47%	63%	20%	25%	14%
(75/37/98) In my organization, products and services are designed to meet customer needs and expectations.	70%	72%	71%	13%	9%	9%
(76/39/93) Employees in my organization have a good understanding of who their customers are.	78%	79%	79%	12%	9%	10%
(77/40/96) Overall, my organization is effective in accomplishing its objectives.	74%	76%	74%	11%	10%	9%
(79/41/95) I understand the mission of this organization.	91%	92%	89%	4%	3%	4%
(106/44/126a) I am in favor of the demonstration project for my organization.	52%	36%	25%	30%	47%	48%
(53/47/64) This organization is able to attract high-quality candidates.	47%	30%	28%	26%	36%	35%
(59/48/75) During the next year, I will probably look for a new job outside this organization.	39%	41%	38%	34%	33%	38%
(67/49/83) I have the opportunity to take advantage of sabbatical leave.	15%	12%	7%	26%	38%	55%

<i>Question (2003/2001/1998)</i>	<i>% Favorable</i>			<i>% Unfavorable</i>		
	<i>2003</i>	<i>2001</i>	<i>Base</i>	<i>2003</i>	<i>2001</i>	<i>Base</i>
(57/51/63) It takes too long to process the paperwork needed to fill vacancies here.	55%	76%	57%	10%	11%	10%
(120/52/136) The skills and abilities of the most recent candidate I hired were a good match for the job.	76%	62%	56%	6%	13%	11%
(121/57/127) I have the authority to hire people with the right skills when I need them.	25%	40%	33%	29%	39%	55%

<i>Question (2003/2001/1998)</i>	<i>2003</i>	<i>2001</i>	<i>Baseline</i>
(134/58/139) If you have hired someone in the past year, what was your assessment of the overall capabilities of the person hired compared to the rest of your workforce?			
Top 1%			
Top 10% outstanding	6%	3%	4%
Top 25% very good	33%	16.5%	18%
Average	37%	24%	17%
Below average	20%	16%	16%
Poor	4%	2.5%	3%
	0%	1%	3%

Survey Responses: 2001 and 2003

The questions in Table 14 were not included on the Baseline (1998) survey.

Table 14:
2001 and 2003 Survey Responses

<i>Question (2003/2001)</i>	<i>% Favorable</i>		<i>% Unfavorable</i>	
	<i>2003</i>	<i>2001</i>	<i>2003</i>	<i>2001</i>
(30/21) Contribution-based compensation and assessment system (CCAS) self-assessment provided me a good opportunity to influence my contribution assessment.	55%	39.5%	27%	40%
(31/25) CCAS is administered without regard to gender, ethnic origin, or age in this organization.	62%	52%	16%	20%
(33/42) Overall, the demonstration project is an improvement over the previous performance rating and compensation system.	46%	34%	33%	46%
(40/23) Pay pool panels are fair in recognizing individual contributions.	37%	25%	35%	47%
(47/29) I have enough flexibility in my job to initiate tasks that will enhance my contribution to the mission.	68%	65.5%	19%	21%
(72/43) I have received sufficient training to prepare me for participation in the demonstration project.	64%	55.5%	17%	23.5%
(73/50) This organization offers employees the opportunity for academic degree and certificate training.	61%	60.5%	17%	18%
(84/36) When changes are made in this organization, the employees usually lose out in the end.	30%	38%	33%	28%

<i>Question (2003/2001)</i>	<i>% Favorable</i>		<i>% Unfavorable</i>	
	<i>2003</i>	<i>2001</i>	<i>2003</i>	<i>2001</i>
(85/38) Overall, our customers are satisfied with the support and services provided by my organization.	69%	70%	12%	9.5%
(100/28) My supervisor assigns me tasks that allow me to contribute to the mission in a meaningful way.	67%	53%	16%	27.5%
(101/33) My supervisor tends to inflate the contribution ratings of the employees he/she supervises.	9%	9%	56%	52.5%
(102/35) My supervisor tends to deflate the contribution ratings of the employees he/she supervises.	14%	13%	47%	43%
(105/34) Senior leaders in my organization support the demonstration project.	70%	61%	6%	9%
(130/53) Job classification is easier and faster under the demonstration project than under the previous system.	35%	33.5%	18%	32%
(131/54) In the last CCAS cycle, the pay pool panel generally agreed with the contribution ratings I gave to my immediate employees.	66%	63%	16%	9%
(132/55) I have received sufficient training to prepare me for supervisory responsibilities in the demonstration project.	68%	68%	15%	16%
(133/56) The demonstration project provides supervisors with effective tools to improve employee contributions.	55%	49%	19%	25%

<i>Question (2003/2001)</i>	<i>% of respondents 2003</i>	<i>% of respondents 2001</i>
(137/59) For the most recent hire, how much time (in weeks) elapsed from submission of the request for personnel action (SF-52) to the extension of the firm job offer?		
4 or fewer weeks	12%	7%
5-8 weeks	25%	24%
9-16 weeks	34%	35%
17-25 weeks	17%	22.5%
more than 25 weeks	13%	11.5%
(138/60) For the most recent hire, how many offers were made before a candidate accepted the job?		
One (the top candidate accepted the job)	73%	64.5%
Two	12%	17%
Three	3%	7%
Four	3%	1%
Five or more	1%	0%
No offer was made	8%	10.5%

Survey Responses: 1998, 2000, 2001, and 2003

The questions in Table 15 were included in the three AcqDemo surveys as well as in a survey of the acquisition workforce conducted by the DoD Acquisition Reform Office in 2000.

Table 15:
1998, 2000, 2001, and 2003 Survey Responses

<i>Question (1998/2001/2003)</i>	<i>% Favorable</i>				<i>% Unfavorable</i>			
	<i>1998</i>	<i>2000</i>	<i>2001</i>	<i>2003</i>	<i>1998</i>	<i>2000</i>	<i>2001</i>	<i>2003</i>
(93/39/76) Employees in my organization have a good understanding of who their customers are.	79%	77%	79%	78%	10%	11%	9%	12%
(116/30/90) I have trust and confidence in my supervisor.	63%	64%	60%	66%	18%	16%	23%	18%
(98/37/75) In my organization, products and services are designed to meet customer needs and expectations.	71%	74%	72%	70%	9%	9%	9%	13%
(95/41/79) I understand the mission of this organization.	89%	88%	92%	91%	4%	4%	3%	4%
(40/96/77) Overall, my organization is effective in accomplishing its objectives.	74%	74%	76%	74%	9%	8%	10%	11%

B. Specific Data for Primary Interventions

In accordance with the evaluation plan, analyses were identified for each of the 11 AcqDemo interventions that would address over time, and in relation to the comparison group, changes in variables that are the indicators of expected effects for each intervention. In the following sections, each intervention is briefly described, and this description is followed by data from one or more of the following sources: survey data, workforce data, CCAS data, and/or Personnel Office data.

Where applicable, inferential statistical analyses were performed, and the results (showing when statistical significance was obtained) are indicated in the appropriate tables.

In the case of survey data, composite variables were identified in some cases. To reduce redundancy and increase the interpretability of the attitude survey data, variables that seemed logically related were grouped together. Then the internal consistency of the variable groupings was tested using alpha.² Composites with alpha levels of .6 or higher were retained.

For significance tests, mean differences in attitude survey variables were tested using t-tests.³ T-tests were performed to test for significant differences between the acqdemo and comparison group in a single year. The t-test assumes that knowing the value of one survey answer does not give you information about the value of another survey answer (this is called the assumption of independence). Because the same people may have completed the survey in multiple years, the survey answers are probably not independent. Therefore, to avoid violating the assumption of independence, t- tests were not performed to test for mean differences across years. Because of the large number of t-tests conducted, the potential for erroneously finding a statistically significant result is inflated. Therefore, a more conservative critical value than the standard value (.01 and .05 respectively) was used to determine statistical significance. A determination of statistical significance was made if the *p* value was less than .01.

1. Simplified Accelerated Hiring

Three changes were made to the Title 5 recruitment and selection procedures to enhance the AT&L workforce's ability to compete with the private sector in attracting highly qualified new hires:

- Competitive examining authority for the hiring and appointment of candidates into permanent and non-permanent positions was delegated to the Components. The Components could, in turn, re-delegate to lower levels.
- Eligible candidates are placed into three quality groups (basically qualified, highly qualified, or superior) instead of consideration according to the "rule of three." After assignment to a quality group, any applicable veterans' preference points are added, preserving veterans' preference eligibility. (Note that this feature was originally labeled as "Expanded Candidate Selection Process" and listed as a Secondary Intervention in the AcqDemo Evaluation Plan

² Alpha (called Cronbach's alpha) is a model of internal consistency, based on the average inter-item correlation. Alpha gives a measure of how well a set of items vary consistently across people, providing evidence that the items are measuring a single construct.

³ The t-test assesses whether the means of two groups are statistically different from each other. This analysis is appropriate whenever you want to compare the means of two groups. The t-test gives the probability that the difference between the two means is caused by chance. It is customary to say that if this probability is less than 0.05, the difference is 'significant'; i.e., the difference is not caused by chance.

because it has been tried out in several other demonstration projects. However, this categorical ranking process is an integral part of AcqDemo’s hiring flexibilities, and is therefore treated as such in this evaluation report.)

- Scholastic Achievement Appointment Authority was added to facilitate the rapid appointment of degreed candidates to positions in broadband level II with positive education requirements.

Degree of Implementation: Hiring flexibilities were implemented at some level across all participating components. The Air Force, with nearly 2000 AcqDemo participants, most systematically and forcefully managed this intervention.

The survey results show a statistically significant, more positive perception of the quality of new hires in AcqDemo versus the comparison group. In addition, on a composite of survey questions related to satisfaction with new hire competence, favorable responses from AcqDemo employees and managers grew from 62% to 73% over the period 1998 to 2003. In the comparison group, the favorable response rate remained at 66% throughout the period.

Survey Data

The following table shows the response results for a composite of questions regarding relative competence of new hires in several occupational groups:

Table 16
New Hires Composite

Acq200 (includes 109a-109o)		Satisfaction with new hire competence	
		Not Favorable	Favorable
What is your gender?	Male	34.3%	65.7%
	Female*	38.4%	61.6%
What is your race?	White	34.4%	65.6%
	Non-white	40.7%	59.3%
What is your current level of supervisory responsibility?	Non-Supervisor	39.1%	60.9%
	Supervisor	31.4%	68.6%
Overall Survey Responses	1998 AcqDemo Baseline	38.5%	61.5%
	1998 Comparison	34.3%	65.7%
	2001 AcqDemo	.0%	.0%
	2001 Comparison	.0%	.0%
	2003 AcqDemo	33.9%	66.1%
	2003 Comparison	26.8%	73.2%

*Indicates a significant mean difference, $p < .01$

- Perceived Quality of New Hires:

Table 17:
Ability to Attract High-Quality Candidates

Question 53		<i>This organization is able to attract high-quality candidates.</i>				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
What is your gender?	Male	11.7%	22.5%	31.0%	29.0%	5.8%
	Female	9.6%	19.3%	35.7%	29.0%	6.3%
What is your race?	White	10.1%	21.9%	31.6%	30.1%	6.2%
	Non-white	12.9%	18.8%	38.1%	25.1%	5.1%
What is your current level of supervisory responsibility?	Non-Supervisor	10.8%	19.7%	35.7%	27.9%	5.8%
	Supervisor	10.7%	23.4%	29.0%	30.7%	6.2%
Overall Survey Responses	1998 Acq Demo Baseline	12.2%	22.8%	37.2%	23.1%	4.8%
	1998 Comparison	8.6%	21.4%	34.3%	28.3%	7.5%
	2001 Acq Demo	14.8%	21.6%	33.9%	24.6%	5.1%
	2001 Comparison	3.1%	14.7%	24.0%	51.2%	7.0%
	2003 Acq Demo	6.7%	18.5%	27.9%	38.8%	8.0%
	2003 Comparison	5.6%	24.6%	24.3%	39.9%	5.6%

- Perceived Hiring Flexibility and Timelines:

Table 18:
Hiring Flexibility

Question 56		<i>I am satisfied with the process used to fill vacancies here.</i>				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
What is your gender?	Male	18.6%	26.3%	28.4%	22.5%	4.2%
	Female	18.7%	29.6%	28.6%	20.3%	3.0%
What is your race?	White	17.4%	28.0%	27.7%	23.1%	3.8%
	Non-white	23.3%	26.9%	31.2%	15.2%	3.3%
What is your current level of supervisory responsibility?	Non-Supervisor	19.6%	27.8%	31.1%	18.7%	2.8%
	Supervisor	17.2%	27.4%	24.5%	25.9%	4.9%
Overall Survey Responses	1998 Acq Demo Baseline	20.7%	30.9%	28.7%	16.6%	3.0%
	1998 Comparison	27.7%	30.9%	22.5%	16.1%	2.8%
	2001 Acq Demo	.0%	.0%	.0%	.0%	.0%
	2001 Comparison	.0%	.0%	.0%	.0%	.0%
	2003 Acq Demo	13.9%	22.7%	29.7%	28.9%	4.8%
	2003 Comparison	15.7%	26.1%	27.6%	27.6%	3.0%

Table 19:
Hiring Timeliness

Question 57		<i>It takes too long to process the paperwork to fill vacancies here.</i>				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
What is your gender?	Male	2.8%	7.2%	31.4%	32.0%	26.6%
	Female	3.0%	7.0%	30.3%	33.9%	25.9%
What is your race?	White	2.3%	7.0%	28.8%	33.9%	27.9%
	Non-white	4.9%	7.6%	39.5%	28.9%	19.1%
What is your current level of supervisory responsibility?	Non-Supervisor	3.0%	6.9%	38.2%	31.8%	20.2%
	Supervisor	2.6%	7.4%	22.0%	34.1%	33.8%
Overall Survey Responses	1998 Acq Demo Baseline	3.8%	6.6%	32.7%	30.3%	26.7%
	1998 Comparison	1.9%	4.9%	26.9%	36.1%	30.1%
	2001 Acq Demo	1.0%	10.3%	12.5%	35.1%	41.0%
	2001 Comparison	.0%	4.5%	13.6%	36.4%	45.5%
	2003 Acq Demo*	2.0%	8.2%	34.5%	34.2%	21.1%
	2003 Comparison*	3.8%	3.4%	25.4%	39.4%	28.0%

*Indicates a significant mean difference, $p < .01$

Workforce Data

Following are the specific workforce data tables relevant to this intervention:

- Distribution of Education Level for All Employees and for New Hires Within Past Year

Table 20:
Education Level for AcqDemo

	Total Comparison Group			New Hires		
	12/2000	12/2001	12/2002	12/2000	12/2001	12/2002
High School Graduate or Less	21.7%	22.9%	23.7%	46.6%	46.8%	33.8%
Terminal Occupation Program	1.5%	1.6%	1.5%	0.0%	0.3%	0.0%
Some College/Associate's Degree	24.5%	24.0%	23.0%	12.1%	9.4%	12.3%
Bachelor's Degree	26.0%	25.3%	25.9%	21.4%	20.4%	30.8%
Some Graduate School	6.6%	6.2%	5.9%	3.1%	2.7%	2.5%
Master's Degree	17.1%	17.1%	17.5%	16.8%	18.2%	19.4%
Some Graduate School Beyond Master's Degree	1.6%	1.7%	1.5%	0.0%	0.9%	0.8%
Doctorate or Higher	1.0%	1.1%	1.0%	0.0%	0.6%	0.4%
Number of New Hires:*				131	329	238

*New hires are employees with a service computation date of 1 year or less.

Table 21:
Education Level for Comparison Group

	Total Comparison Group			New Hires		
	12/2000	12/2001	12/2002	12/2000	12/2001	12/2002
High School Graduate or Less	10.7%	13.7%	15.2%	39.1%	58.6%	35.6%
Terminal Occupation Program	2.6%	2.4%	2.1%	0.0%	0.0%	2.2%
Some College/Associate's Degree	24.1%	23.2%	24.0%	30.5%	11.4%	11.1%
Bachelor's Degree	23.6%	23.7%	23.5%	17.4%	20.0%	22.2%
Some Graduate School	10.7%	10.0%	8.6%	4.3%	1.4%	0.0%
Master's Degree	26.0%	24.7%	24.6%	8.7%	7.1%	28.9%
Some Graduate School Beyond Master's Degree	1.3%	1.3%	1.1%	0.0%	0.0%	0.0%
Doctorate or Higher	1.0%	1.0%	0.9%	0.0%	1.4%	0.0%
Number of New Hires:				23	70	45
*New hires are employees with a service computation date of 1 year or less.						

- Number/rate of Separations During Probation Period

Table 22:
Separations by Type for AcqDemo

	2000 (% of population)	2001 (% of population)	2002 (% of population)
During probationary period	2 (0.04%)	1 (0.01%)	0 (0.0%)
Resignation	113 (2.2%)	56 (1.0%)	71 (1.2%)
Retirement	82 (1.6%)	69 (1.2%)	182 (3.0%)
Removal	5 (0.1%)	1 (0.01%)	1 (0.01%)
Death	12 (0.2%)	5 (0.09%)	9 (0.2%)
RIF	0 (0.0%)	0 (0.0%)	0 (0.0%)
Termination	56 (1.1%)	44 (0.8%)	74 (1.2%)
Total # of employees separated	270	176	337

Table 23:
Separations by Type for Comparison Group

	2000 (% of population)	2001 (% of population)	2002 (% of population)
During probationary period	0 (0.0%)	1 (0.07%)	0 (0.0%)
Resignation	21 (1.6%)	34 (2.5%)	69 (5.0%)
Retirement	31 (2.4%)	64 (4.8%)	100 (7.2%)
Removal	2 (0.2%)	1 (0.07%)	2 (0.1%)
Death	2 (0.2%)	2 (0.1%)	3 (0.2%)
RIF	0 (0.0%)	0 (0.0%)	3 (0.2%)
Termination	20 (1.5%)	19 (1.4%)	59 (4.3%)
Total # of employees separated	76	121	236

Personnel Office Data

- Offer/acceptance ratios—data were collected initially, but did not show any meaningful trend, i.e., the ratio was uniformly in excess of 99%; therefore, it was not used in this analysis.
- Hiring timeliness—see tables below derived from Personnel Office data through annual data calls.

Table 24
Hiring Timeliness, CY 1999-2002: Days to Referral List

	Air Force		Army		AT&L		Navy		USMC	
	Demo	Non	Demo	Non	Demo	Non	Demo	Non	Demo	Non
1999	56.2	63.1	N/A	N/A	89.9	N/A	N/A	N/A	N/A	N/A
2000	69.0	69.0	90.0	N/A	103.9	78.1	60.0	N/A	63.5	N/A
2001	32.0	81.0	63.3	60.0	66.0	65.0	39.0	37.0	69.0	40.0
2002	32.3	120.6	54.4	60.0	44.8	40.5	28.0	24.0	67.4	40.0

Table 25
Hiring Timeliness, CY 1999-2002: Days to Selection Made

	Air Force		Army		AT&L		Navy		USMC	
	Demo	Non	Demo	Non	Demo	Non	Demo	Non	Demo	Non
1999	119.9	93.1	N/A	N/A	119.1	N/A	N/A	N/A	N/A	N/A
2000	81.0	106.0	133.0	N/A	133.8	94.0	74.0	N/A	101.1	N/A
2001	47.0	112.8	122.4	90.0	98.0	88.0	79.0	70.0	91.0	75.0
2002	50.8	154.4	99.1	90.0	75.2	65.5	47.5	48.0	95.8	75.0

Table 26
 Hiring Timeliness, CY 1999-2002: Days to Entry on Duty (EOD)

	Air Force		Army		AT&L		Navy		USMC	
	Demo	Non	Demo	Non	Demo	Non	Demo	Non	Demo	Non
1999	150.1	130.0	N/A	N/A	123.6	N/A	N/A	N/A	N/A	N/A
2000	106.0	126.0	168.0	N/A	140.3	139.7	90.0	N/A	122.5	N/A
2001	67.0	151.5	163.2	120.0	109.0	109.7	113.0	117.0	114.0	90.0
2002	71.0	187.7	154.3	120.0	110.4	91.0	61.0	88.0	140.1	90.0

2. CCAS

CCAS measures employee contribution to the mission and goals of the organization, rather than job performance as defined by a job description and performance standards. The purpose of CCAS is to provide an equitable and flexible method for appraising and compensating the AT&L workforce. Contribution is measured by using a set of factors, discriminators, and descriptors, each of which is relevant to the success of a DoD acquisition organization. Each factor has multiple levels of increasing contribution and contains descriptors for each respective level within the relevant career path. Annual Objectives are jointly developed by the employee and supervisor. These Objectives are tied directly to the mission of the organization.

Employees are assessed on accomplishment of these objectives and their contributions in each of the six factors. An overall contribution score (OCS) is derived and is used by a panel of managers and a pay pool manager to determine pay increases and contribution awards.

Under CCAS, the annual general pay increase is not automatic, and the funds for this increase as well as those for step increases and awards are distributed among all participants according to their contribution. More detailed descriptions of CCAS, as well as the results of four annual payouts, are included in Volume III—Appendix E.

Degree of Implementation: CCAS was fully implemented across all participating components, and received the majority of the time and resources devoted to AcqDemo implementation.

CCAS Data

Under CCAS, each employee’s contribution to the organization’s mission is measured on the following six factors:

- Problem Solving
- Teamwork and Cooperation
- Customer Relations
- Leadership and Supervision
- Communication
- Resource Management

Each employee’s Overall Contribution Score (OCS) is the weighted average of the six factor scores. For the first four cycles, all factor weights were set to 1.0; in the future the weights may vary by Occupational Series.

As shown in Table 27, the AcqDemo workforce is divided into three career paths and four broadbands with different OCS and pay ranges.

Table 27:
AcqDemo Broadbands and Career Paths

Broadband	Business and Technical Management Professional (NH)	Technical Management Support (NJ)	Administrative Support (NK)
I	OCS = 0-29 Pay = GS-1 to 4	OCS = 0-29 Pay = GS-1 to 4	OCS = 0-29 Pay = GS-1 to 4
II	OCS = 22-66 Pay = GS-5 to 11	OCS = 22-51 Pay = GS-5 to 8	OCS = 22-46 Pay = GS-5 to 7
III	OCS = 61-83 Pay = GS-12 to 13	OCS = 43-66 Pay = GS-9 to 11	OCS = 38-61 (70) Pay = GS-8 to 10
IV	OCS = 79-100 (115) Pay = GS-14 to 15	OCS = 61-83 (95) Pay = GS-12 to 13	N/A

As shown in the figure below, pay is linked to contribution through a series of curves that define a Normal Pay Range (NPR). The middle of the NPR is an exponential curve called the Standard Pay Line (SPL). The SPL is constructed such that an OCS of zero equates to the annual basic pay of a GS-1/step 1, while an OCS of 100 equates to the annual basic pay of a GS-15/step 10. The base represents the percent change in pay associated with a contribution change of one OCS point. It changes slightly from one year to next. The upper boundary of the NPR is 8% above the SPL, while the lower boundary is 8% below the SPL. Employees whose basic pay falls within the NPR for their OCS are considered *appropriately compensated* for their level of contribution. For a given level of basic pay, the SPL can be used to determine an employee's *expected OCS*; conversely, for a given OCS, the SPL can be used to determine an employee's *target pay*. The target can also be the upper or lower boundary of the NPR.

Chart 1:
The Normal Pay Range

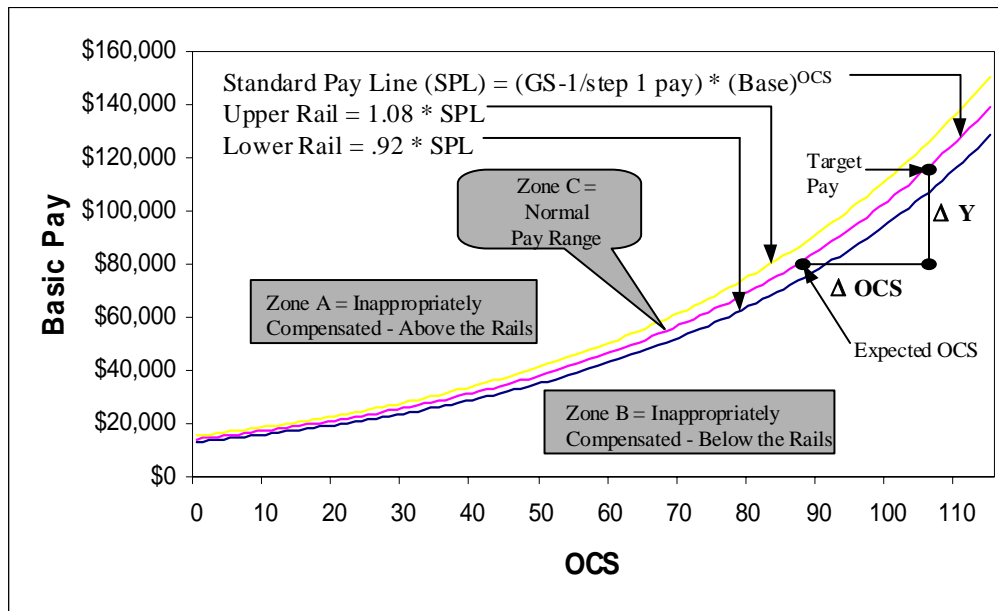


Chart 2:
 1999 – 2002 Total Zone Distribution

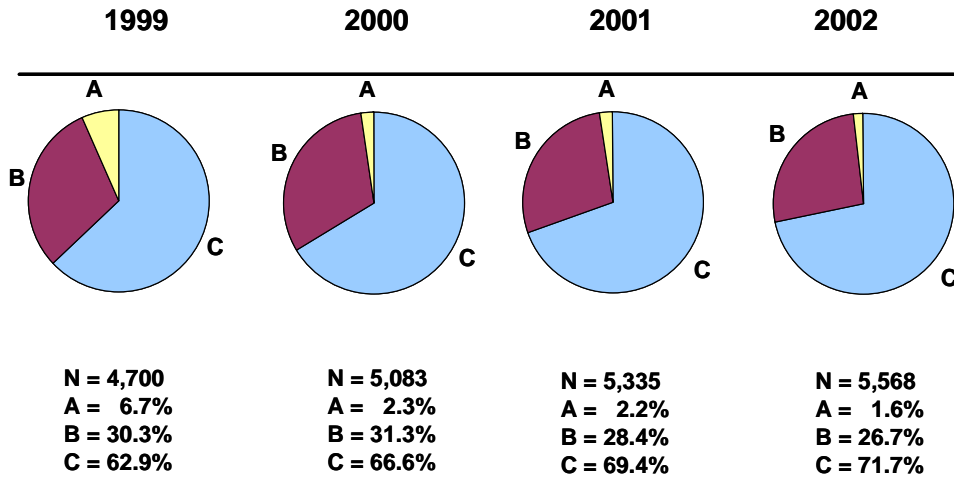


Chart 3:
 1999 AcqDemo Scatter Plot

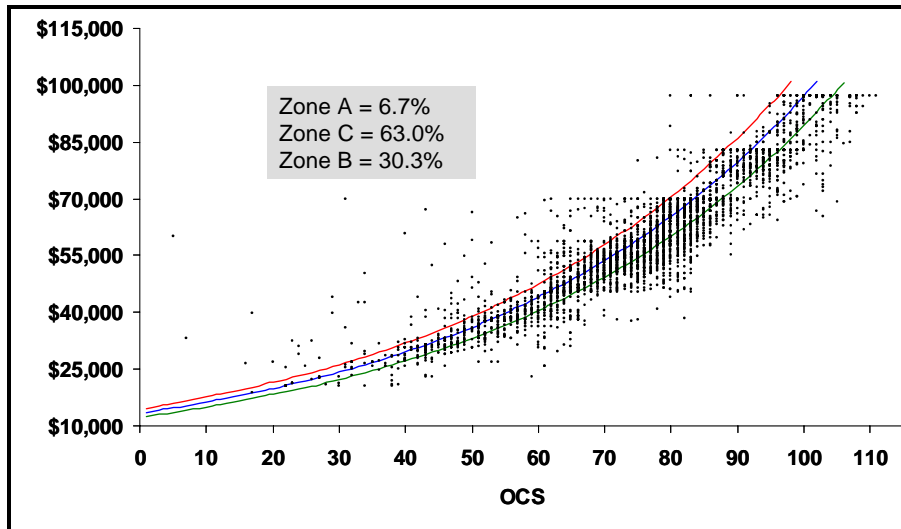


Chart 4:
2000 AcqDemo Scatter Plot

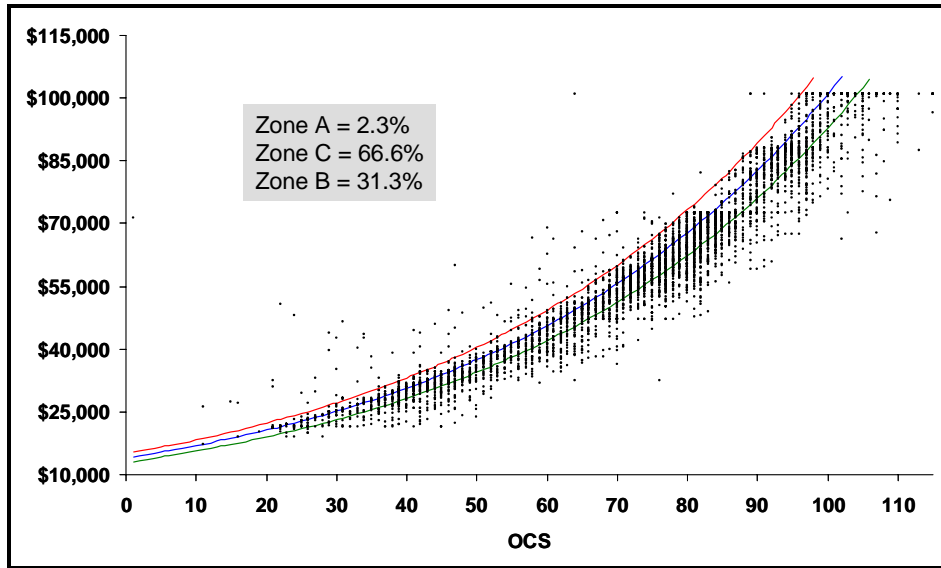


Chart 5:
2001 AcqDemo Scatter Plot

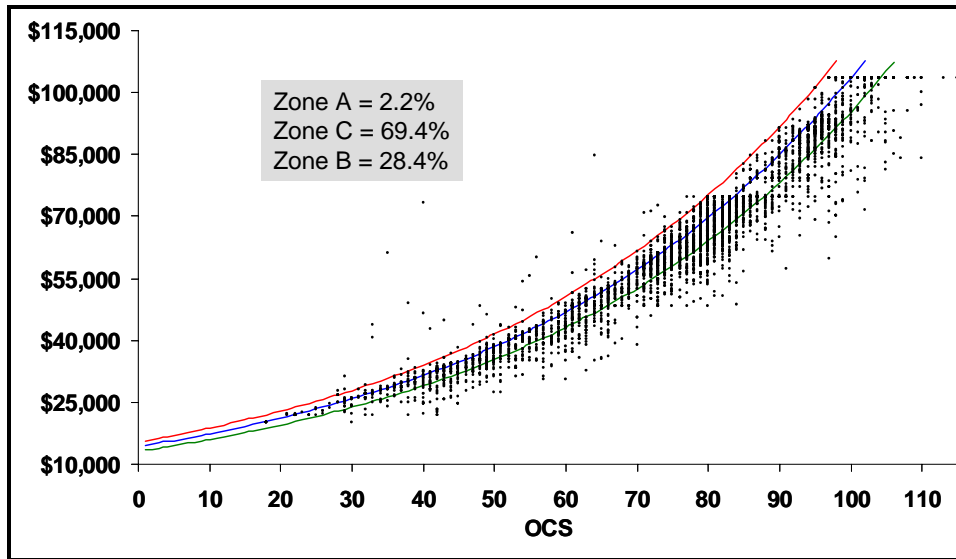


Chart 6:
 2002 AcqDemo Scatter Plot

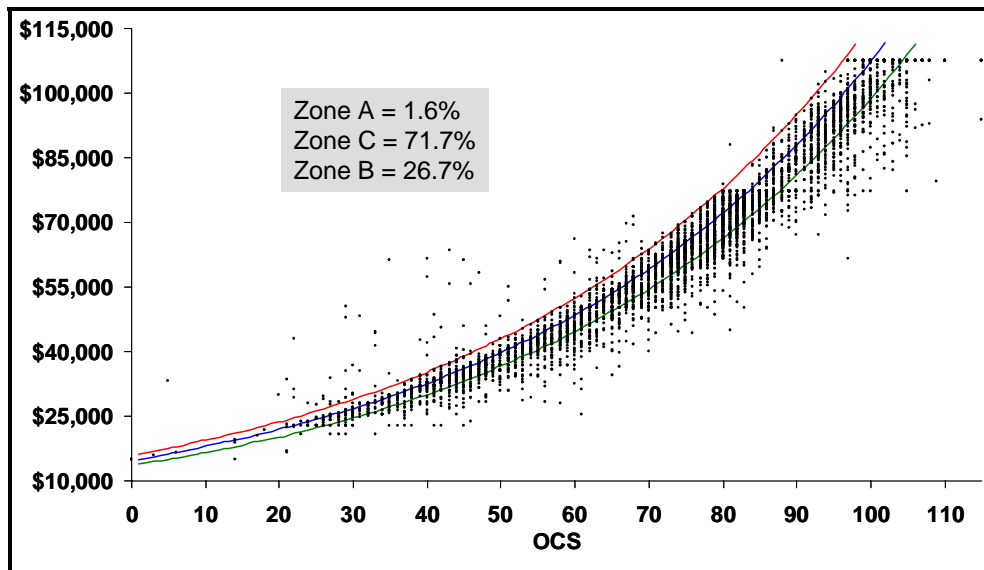


Chart 7:
 Withheld GPI

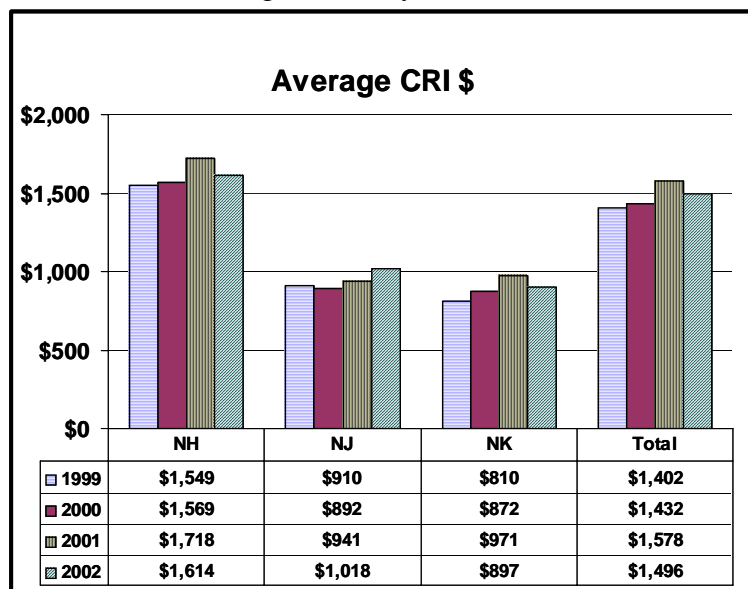
		1999	2000	2001	2002
Employees in Zone A		316	116	117	93
On Retained Pay		25	13	18	18
Not on Retained Pay		291	103	99	75
Received No GPI		207	85	92	69
Received Partial GPI		64	4	4	0
Received Full GPI		20	14	3	6

Component	1999			2000			2001			2002		
	No GPI	Part. GPI	Total Withheld	NO GPI	Part. GPI	Total Withheld	NO GPI	Part. GPI	Total Withheld	NO GPI	Part. GPI	Total Withheld
Army	31	15	\$84,183	21	4	\$29,757	12	4	\$24,080	10	0	\$17,816
Navy	31	28	\$111,981	8	0	\$15,287	3	0	\$8,354	.	0	.
USMC	17	21	\$66,475	10	0	\$16,260	10	0	\$20,944	12	0	\$19,495
USAF	128	0	\$243,467	43	0	\$56,037	63	0	\$104,139	43	0	\$63,606
OSD				3	0	\$6,743	4	0	\$7,125	4	0	\$8,366
Total	207	64	\$489,096	85	4	\$124,084	92	4	\$164,642	69	0	\$109,283

Chart 8:
Required MFRs and CIPs⁴

Component	NH		NJ		NK		All	
	MFR	CIP	MFR	CIP	MFR	CIP	MFR	CIP
Army	14	3	0	0	3	0	17	3
Navy	0	0	0	0	0	0	0	0
USMC	9	0	0	0	2	1	11	1
USAF	22	6	4	1	22	1	48	8
OSD	3	0	0	0	2	0	5	0
2002 Total	48	9	4	1	29	2	81	12
2001 Total	64	6	7	3	36	1	107	10
2000 Total	73	6	14	2	20	1	107	9
1999 Total	217	13	34	1	48	3	299	17

Chart 9:
Average CRI \$ by Career Path



⁴ AcqDemo policy requires that all employees in Zone A receive a Memorandum for the Record (MFR) notifying them of their status and the need to improve their contribution. Further, any employee with at least one factor score at or below the midpoint of the next lower broadband must be placed on a Contribution Improvement Plan (CIP).

Chart 10:
 Average CRI % by Career Path

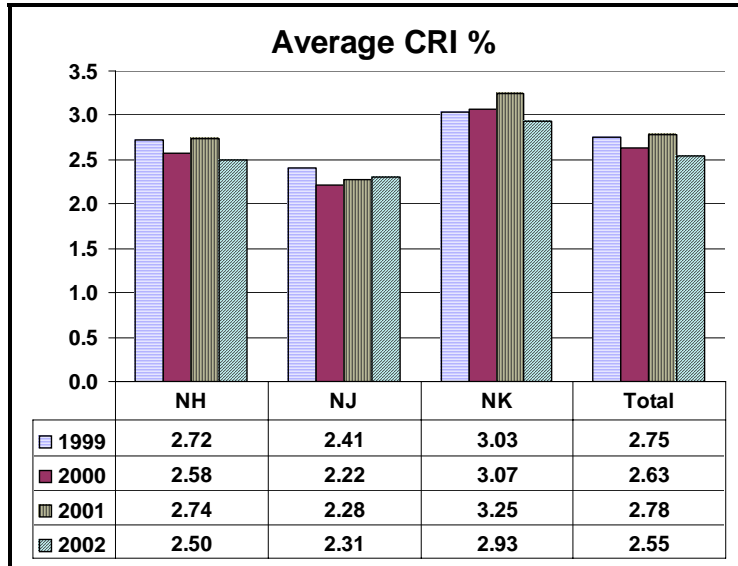


Chart 11:
 Average Raise (CRI + GPI) \$ by Career Path

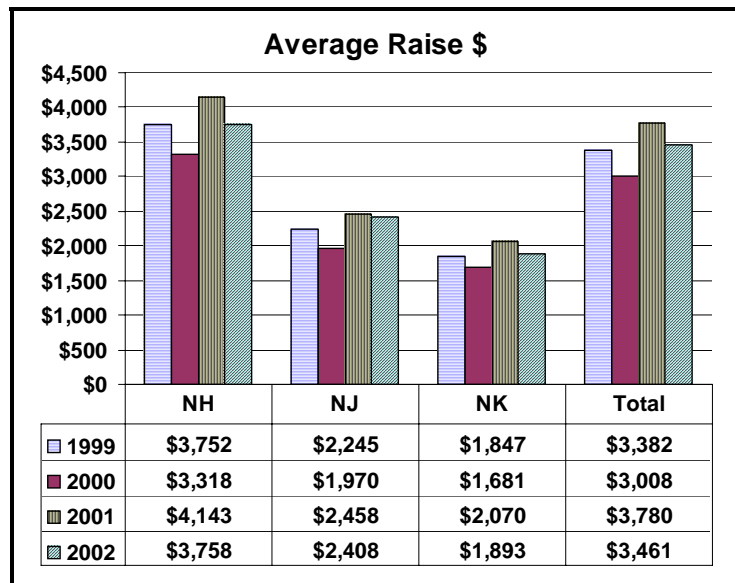


Chart 12:
 Average Raise (CRI + GPI) % by Career Path

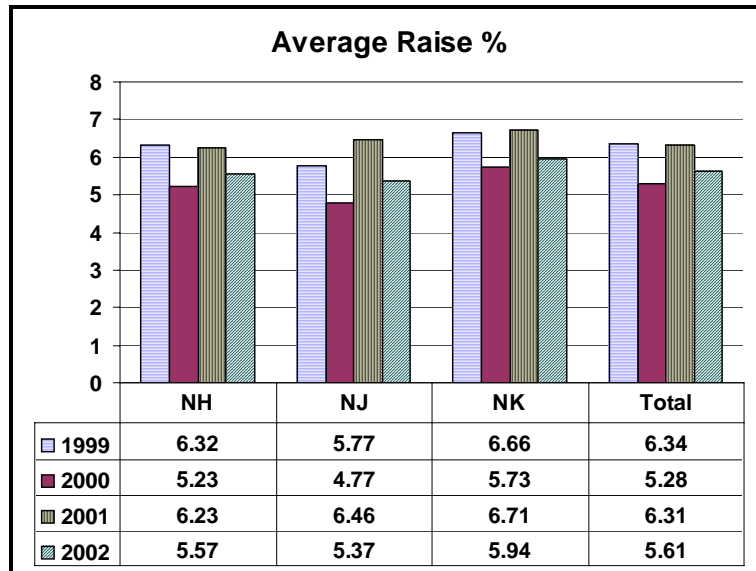


Chart 13:
 Average \$ CA by Career Path

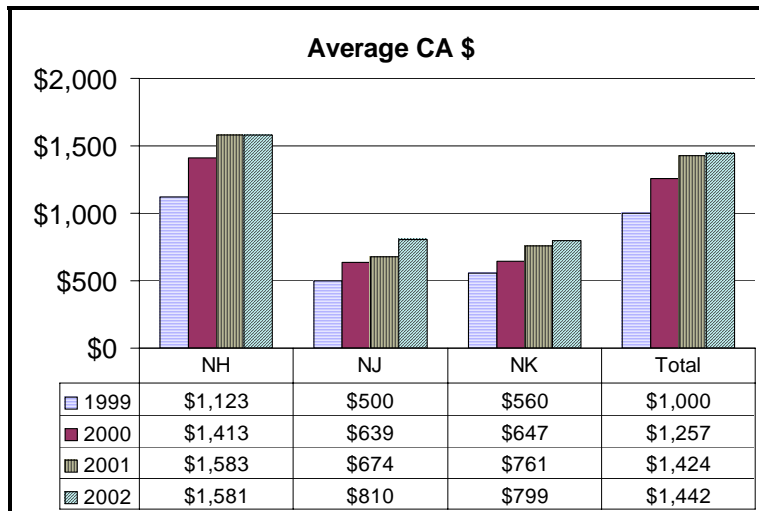


Chart 14:
 Average % CA by Career Path

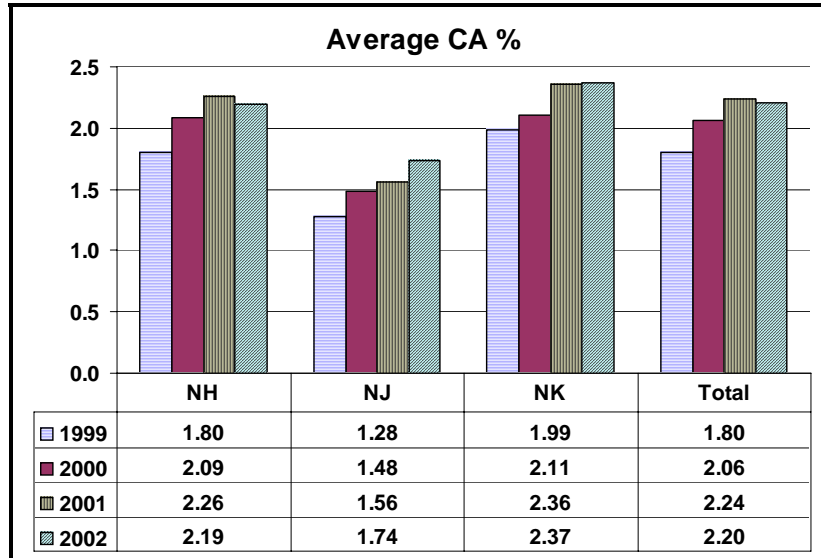
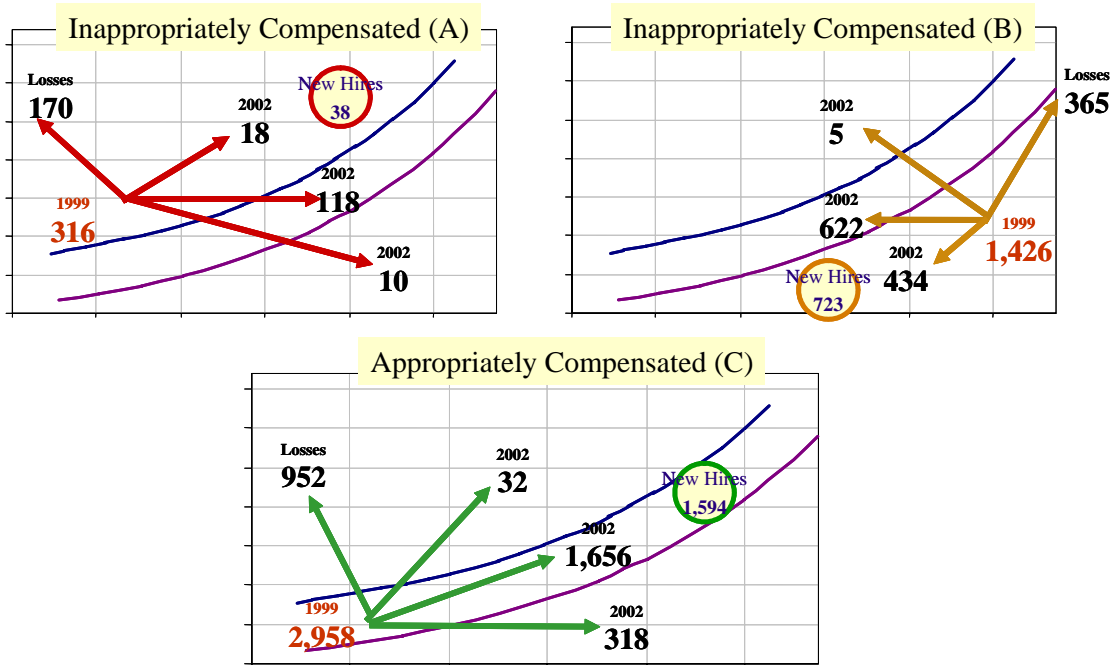


Chart 15:
 Category Movement By Ratings
 FY 1999 to FY 2002



Survey respondents increasingly agreed that high contributors tend to stay with the organization, while low contributors tend to leave. This perception is borne out by objective data (loss rates by zone) from the CCAS system displayed in the charts below.

Chart 16:
 Loss Rates by Zone

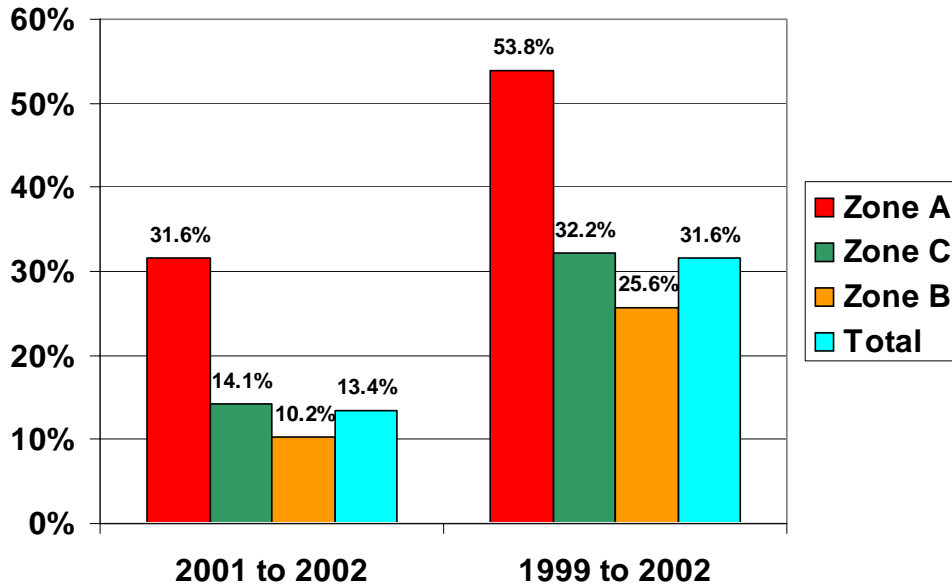
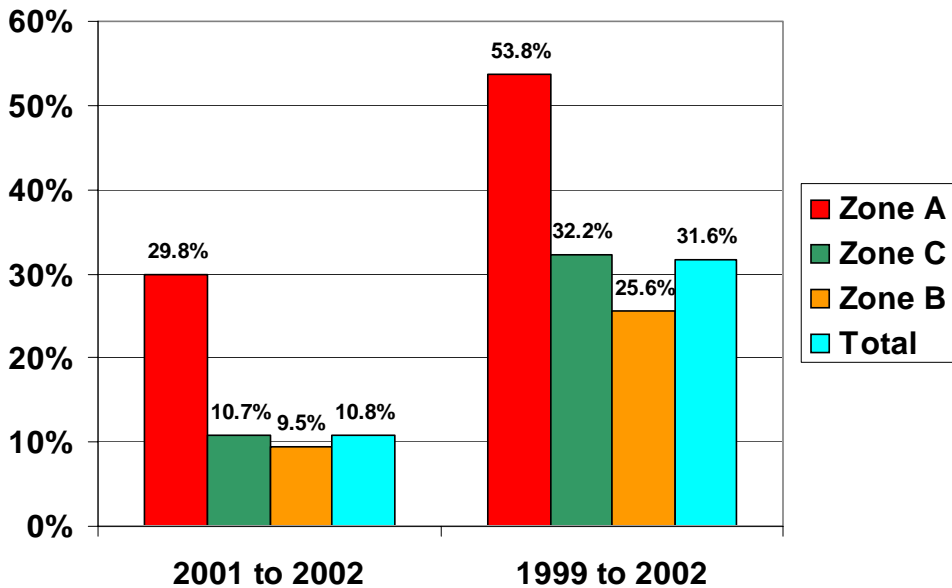


Chart 17:
 Loss Rates by Zone
 (One Year Rate Excludes Paypools 201 and 202)



Survey Data

The following composite of 10 related survey questions measures respondents' perceptions of the linkage between contribution and rewards including pay raises, awards, and promotions.

Table 28
 Contribution Reward Composite

Composite 203 (includes Acq19, 20, 27, 28, 35, 36, 37, 38, 39, 48)		<i>Contribution reward linkage</i>	
		Not Favorable	Favorable
What is your gender?	Male	41.9%	58.1%
	Female	48.1%	51.9%
What is your race?	White	43.9%	56.1%
	Non-white	46.9%	53.1%
What is your current level of supervisory responsibility?	Non-Supervisor	49.0%	51.0%
	Supervisor	38.3%	61.7%
Overall Survey Responses	1998 AcqDemo Baseline	39.2%	60.8%
	1998 Comparison	53.0%	47.0%
	2001 AcqDemo	55.7%	44.3%
	2001 Comparison	66.7%	33.3%
	2003 AcqDemo	39.4%	60.6%
	2003 Comparison	37.5%	62.5%

One of the expected effects of CCAS is increased retention of high contributors and increased turnover of low contributors. The next two tables provide perceptual data related to this effect.

Table 29:
Retention of High Contributors

Question 22		<i>High contributors tend to stay with this organization.</i>				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
What is your gender?	Male	10.8%	21.1%	34.8%	25.5%	7.8%
	Female	10.2%	20.3%	36.4%	25.1%	8.0%
What is your race?	White	9.8%	21.2%	34.9%	25.7%	8.4%
	Non-white	12.7%	18.9%	38.1%	23.9%	6.4%
What is your current level of supervisory responsibility?	Non-Supervisor	11.4%	20.9%	38.3%	22.5%	7.0%
	Supervisor	9.3%	20.7%	31.5%	29.2%	9.3%
Overall Survey Responses	1998 Acq Demo Baseline	10.4%	23.2%	34.2%	25.8%	6.4%
	1998 Comparison	9.0%	26.7%	29.5%	26.5%	8.3%
	2001 Acq Demo	12.7%	17.5%	39.7%	22.3%	7.7%
	2001 Comparison	5.6%	17.5%	31.7%	40.5%	4.8%
	2003 Acq Demo*	9.1%	17.7%	36.2%	26.3%	10.7%
	2003 Comparison*	12.5%	33.0%	27.8%	22.3%	4.4%

*Indicates a significant mean difference, $p < .01$

Table 30:
Losses of Low Contributors

Question 23		<i>Low contributors tend to leave this organization.</i>				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
What is your gender?	Male	12.8%	27.7%	43.0%	13.5%	3.0%
	Female	13.0%	28.7%	42.1%	12.2%	3.9%
What is your race?	White	13.1%	29.3%	41.4%	12.9%	3.3%
	Non-white	12.1%	23.5%	47.3%	13.0%	4.1%
What is your current level of supervisory responsibility?	Non-Supervisor	12.7%	26.5%	45.7%	11.8%	3.3%
	Supervisor	13.2%	30.6%	38.2%	14.4%	3.6%
Overall Survey Responses	1998 Acq Demo Baseline	15.7%	31.1%	37.9%	11.9%	3.5%
	1998 Comparison	13.5%	34.4%	39.5%	9.2%	3.4%
	2001 Acq Demo	11.0%	23.6%	48.8%	13.9%	2.7%
	2001 Comparison	7.8%	27.9%	48.1%	11.6%	4.7%
	2003 Acq Demo*	11.1%	25.4%	45.3%	14.3%	4.0%
	2003 Comparison*	13.6%	40.1%	31.6%	12.1%	2.6%

*Indicates a significant mean difference, $p < .01$

CCAS is expected to increase employees' perceptions of the link between contribution and rewards, while not compromising perceptions of fairness. The following 10 tables show survey results on items ranging from perceptions of fairness, recognition, and the linkage of both non-monetary and monetary rewards to employee contribution.

Table 31:
Perceptions of Pay Fairness

Question 19		<i>Pay is administered fairly in this organization.</i>				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
What is your gender?	Male	13.7%	18.6%	26.2%	32.5%	8.9%
	Female	17.3%	22.5%	28.3%	25.4%	6.4%
What is your race?	White	13.9%	20.1%	26.4%	31.0%	8.6%
	Non-white	20.3%	20.8%	29.3%	24.3%	5.4%
What is your current level of supervisory responsibility?	Non-Supervisor	18.1%	20.5%	29.6%	25.6%	6.2%
	Supervisor	11.2%	20.1%	23.5%	35.0%	10.2%
Overall Survey Responses	1998 Acq Demo Baseline	9.5%	19.0%	31.1%	33.8%	6.7%
	1998 Comparison	13.3%	19.4%	26.9%	33.5%	6.9%
	2001 Acq Demo*	23.4%	22.7%	24.9%	22.3%	6.8%
	2001 Comparison*	9.4%	17.2%	39.1%	31.3%	3.1%
	2003 Acq Demo	17.4%	20.2%	23.6%	27.6%	11.1%
	2003 Comparison	6.9%	21.5%	23.4%	42.0%	6.2%

*Indicates a significant mean difference, $p < .01$

Table 32:
Financial Reward-Contribution Link

Question 27		<i>Under the present system, financial rewards are seldom related to employee contribution.</i>				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
What is your gender?	Male	6.9%	31.5%	21.8%	25.0%	14.8%
	Female	6.0%	30.1%	23.1%	26.0%	14.7%
What is your race?	White	6.6%	31.7%	21.7%	25.7%	14.2%
	Non-white	6.5%	28.0%	24.5%	24.3%	16.7%
What is your current level of supervisory responsibility?	Non-Supervisor	5.6%	29.1%	24.3%	25.5%	15.5%
	Supervisor	8.0%	33.6%	19.4%	25.4%	13.6%
Overall Survey Responses	1998 Acq Demo Baseline	6.1%	29.4%	21.8%	27.4%	15.4%
	1998 Comparison	3.9%	20.2%	18.9%	34.1%	23.0%
	2001 Acq Demo	.0%	.0%	.0%	.0%	.0%
	2001 Comparison	.0%	.0%	.0%	.0%	.0%
	2003 Acq Demo*	7.9%	35.9%	24.4%	19.7%	12.1%
	2003 Comparison*	6.6%	27.5%	18.7%	33.3%	13.9%

*Indicates a significant mean difference, $p < .01$

Table 33:
External Equity

Question 28		<i>Other employers in this area pay more than the Government does for the kind of work I am doing.</i>				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
What is your gender?	Male	1.9%	7.2%	26.5%	33.8%	30.4%
	Female	3.8%	11.4%	36.0%	28.5%	20.4%
What is your race?	White	2.4%	9.6%	30.9%	31.9%	25.2%
	Non-white	4.0%	7.2%	30.6%	30.0%	28.3%
What is your current level of supervisory responsibility?	Non-Supervisor	3.1%	9.5%	33.8%	30.5%	23.2%
	Supervisor	2.1%	8.2%	26.2%	33.2%	30.3%
Overall Survey Responses	1998 Acq Demo Baseline	1.8%	5.7%	29.3%	32.9%	30.4%
	1998 Comparison	9.6%	22.5%	25.7%	22.5%	19.7%
	2001 Acq Demo	.0%	.0%	.0%	.0%	.0%
	2001 Comparison	.0%	.0%	.0%	.0%	.0%
	2003 Acq Demo	2.2%	9.2%	34.6%	32.0%	22.0%
	2003 Comparison	3.6%	17.5%	25.5%	31.0%	22.3%

Table 34:
Awards-Contribution Link

Question 35		<i>In this organization, my cash awards depend on my contribution to the organization's mission.</i>				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
What is your gender?	Male	12.3%	15.5%	17.9%	41.1%	13.2%
	Female	13.0%	17.0%	16.3%	39.3%	14.5%
What is your race?	White	12.1%	16.5%	17.1%	40.5%	13.8%
	Non-white	13.8%	14.8%	17.3%	39.8%	14.4%
What is your current level of supervisory responsibility?	Non-Supervisor	13.9%	16.9%	17.5%	39.1%	12.5%
	Supervisor	10.7%	15.0%	16.7%	41.9%	15.7%
Overall Survey Responses	1998 Acq Demo Baseline	9.2%	15.1%	18.1%	42.0%	15.6%
	1998 Comparison	19.7%	16.7%	18.0%	36.7%	8.8%
	2001 Acq Demo	16.9%	16.7%	16.6%	37.1%	12.6%
	2001 Comparison	12.4%	20.2%	15.5%	38.8%	13.2%
	2003 Acq Demo	11.8%	16.2%	15.9%	42.1%	14.0%
	2003 Comparison	9.9%	19.0%	21.6%	38.8%	10.6%

Table 35:
Monetary Reward-Contribution Link

Question 36		<i>High-contributing employees receive monetary rewards (e.g. cash rewards, bonuses, quality step increases).</i>				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
What is your gender?	Male	7.5%	14.0%	21.8%	42.8%	13.8%
	Female	8.7%	16.0%	18.9%	42.0%	14.5%
What is your race?	White	7.7%	15.5%	20.3%	42.5%	14.0%
	Non-white	9.0%	12.4%	21.3%	42.6%	14.8%
What is your current level of supervisory responsibility?	Non-Supervisor	9.3%	15.4%	23.3%	40.2%	11.8%
	Supervisor	6.2%	14.2%	16.4%	45.7%	17.6%
Overall Survey Responses	1998 Acq Demo Baseline	6.1%	14.0%	18.3%	45.5%	16.1%
	1998 Comparison	17.9%	26.3%	20.5%	27.6%	7.7%
	2001 Acq Demo	.0%	.0%	.0%	.0%	.0%
	2001 Comparison	.0%	.0%	.0%	.0%	.0%
	2003 Acq Demo*	8.0%	13.1%	22.8%	42.2%	13.9%
	2003 Comparison*	9.9%	17.5%	26.3%	40.1%	6.2%

*Indicates a significant mean difference, $p < .01$

Table 36:
Non-monetary Reward Link

Question 37		<i>High-contributing employees receive non-monetary rewards (e.g. plaques, letters of appreciation, public recognition).</i>				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
What is your gender?	Male	7.4%	17.1%	28.4%	39.6%	7.5%
	Female	10.1%	21.4%	27.3%	33.7%	7.5%
What is your race?	White	8.1%	19.3%	27.7%	37.7%	7.2%
	Non-white	10.0%	17.6%	29.6%	33.9%	9.0%
What is your current level of supervisory responsibility?	Non-Supervisor	9.8%	20.3%	30.3%	33.3%	6.3%
	Supervisor	6.7%	16.8%	24.8%	42.5%	9.3%
Overall Survey Responses	1998 Acq Demo Baseline	8.1%	19.8%	27.4%	36.5%	8.2%
	1998 Comparison	10.0%	18.4%	23.7%	41.2%	6.6%
	2001 Acq Demo	.0%	.0%	.0%	.0%	.0%
	2001 Comparison	.0%	.0%	.0%	.0%	.0%
	2003 Acq Demo*	9.2%	18.7%	31.0%	34.8%	6.4%
	2003 Comparison*	5.5%	13.2%	21.0%	50.7%	9.6%

*Indicates a significant mean difference, $p < .01$

Table 37:
Supervisors' Recognition of Individual Contributions

Question 38		<i>Supervisors are fair in recognizing individual contributions.</i>				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
What is your gender?	Male	9.7%	15.1%	23.9%	41.9%	9.3%
	Female	13.6%	21.4%	23.0%	33.8%	8.1%
What is your race?	White	10.1%	17.4%	23.5%	40.1%	8.9%
	Non-white	15.9%	19.5%	24.0%	31.6%	9.0%
What is your current level of supervisory responsibility?	Non-Supervisor	13.2%	19.6%	25.6%	33.8%	7.7%
	Supervisor	8.6%	15.1%	20.4%	45.4%	10.5%
Overall Survey Responses	1998 Acq Demo Baseline	11.2%	18.2%	25.0%	37.0%	8.6%
	1998 Comparison	15.0%	19.2%	27.8%	32.3%	5.8%
	2001 Acq Demo	.0%	.0%	.0%	.0%	.0%
	2001 Comparison	.0%	.0%	.0%	.0%	.0%
	2003 Acq Demo*	11.6%	17.5%	21.0%	39.8%	10.1%
	2003 Comparison*	5.1%	14.6%	20.4%	53.3%	6.6%

*Indicates a significant mean difference, $p < .01$

Table 38:
Supervisors' Recognition of Team Contributions

Question 39		<i>Supervisors are fair in recognizing team contributions.</i>				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
What is your gender?	Male	8.2%	14.3%	28.2%	41.2%	8.1%
	Female	10.5%	19.6%	27.9%	34.5%	7.4%
What is your race?	White	8.0%	16.4%	28.2%	39.6%	7.7%
	Non-white	13.5%	17.1%	27.6%	33.2%	8.6%
What is your current level of supervisory responsibility?	Non-Supervisor	10.3%	18.1%	29.7%	35.3%	6.6%
	Supervisor	7.5%	14.4%	25.3%	43.2%	9.7%
Overall Survey Responses	1998 Acq Demo Baseline	8.7%	18.1%	31.8%	34.3%	7.2%
	1998 Comparison	10.8%	15.7%	29.1%	38.8%	5.6%
	2001 Acq Demo	.0%	.0%	.0%	.0%	.0%
	2001 Comparison	.0%	.0%	.0%	.0%	.0%
	2003 Acq Demo*	10.2%	15.1%	24.0%	41.6%	9.1%
	2003 Comparison*	3.7%	14.7%	17.9%	55.3%	8.4%

*Indicates a significant mean difference, $p < .01$

Table 39:
Pay Differentials

Question 48		<i>Pay differentials here fairly represent real differences in levels of responsibility and job difficulty.</i>				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
What is your gender?	Male	19.5%	29.1%	26.6%	20.6%	4.2%
	Female	19.2%	30.9%	27.9%	17.8%	4.2%
What is your race?	White	19.0%	30.5%	26.5%	19.7%	4.3%
	Non-white	20.5%	27.2%	29.5%	18.9%	3.9%
What is your current level of supervisory responsibility?	Non-Supervisor	20.4%	29.2%	29.7%	16.8%	4.0%
	Supervisor	18.1%	30.8%	23.7%	23.0%	4.5%
Overall Survey Responses	1998 Acq Demo Baseline	18.7%	32.5%	27.1%	17.3%	4.5%
	1998 Comparison	19.0%	36.0%	25.6%	14.7%	4.8%
	2001 Acq Demo	23.4%	27.4%	26.9%	18.5%	3.9%
	2001 Comparison	17.1%	35.7%	30.2%	15.5%	1.6%
	2003 Acq Demo	17.0%	26.2%	28.7%	23.9%	4.3%
	2003 Comparison	17.6%	37.0%	22.3%	20.1%	2.9%

Table 40:
Pay Raise-Contribution Link

Question 20		<i>In this organization, my pay raises depend on my contribution to the organization's mission.</i>				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
What is your gender?	Male	19.5%	23.5%	19.9%	27.4%	9.7%
	Female*	18.6%	24.6%	18.1%	28.3%	10.4%
What is your race?	White	18.8%	24.6%	19.0%	27.1%	10.4%
	Non-white*	19.8%	21.3%	19.4%	30.4%	9.1%
What is your current level of supervisory responsibility?	Non-Supervisor	20.0%	24.1%	20.0%	27.6%	8.3%
	Supervisor	17.9%	23.8%	17.7%	28.1%	12.5%
Overall Survey Responses	1998 Acq Demo Baseline	22.2%	31.9%	26.3%	15.0%	4.7%
	1998 Comparison	34.4%	32.9%	20.7%	10.0%	1.9%
	2001 Acq Demo	16.0%	17.9%	15.1%	37.5%	13.6%
	2001 Comparison	27.3%	33.6%	18.0%	18.8%	2.3%
	2003 Acq Demo*	13.6%	14.4%	12.8%	42.4%	16.8%
	2003 Comparison*	21.1%	39.3%	21.8%	13.8%	4.0%

*Indicates a significant mean difference, $p < .01$

3. Appointment Authority

Appointment Authority: Under AcqDemo, there are three appointment options: permanent, temporary-limited, and modified term. The permanent and temporary-limited are the existing title 5 authorities. The new, modified term appointment authority provides the ability to expand and contract the workforce and adapt to variable workloads and mission changes. Under the modified term option, appointments may be made for a period that is expected to last longer than one year, but not to exceed five years, with an option for one additional year when the need for an employee's service is not permanent. After two years under this appointment, an employee may be converted to permanent status through internal merit promotion procedures without further competition.

Degree of Implementation: This intervention was implemented on a relatively limited basis, with approximately 40 modified term appointments being made each year.

Survey results show that perceptions of the flexibility in personnel management systems have improved, with favorable responses increasing from 24.9% in 1998 to 38.9% in 2003.

Survey Data

- The following table shows respondents' perceptions on a composite of three questions relating to flexibility of the personnel management system.

Table 41
Personnel System Composite

Composite 202 (includes Acq43, 44, 46)		Personnel management system flexibility	
		Not Favorable	Favorable
What is your gender?	Male	69.1%	30.9%
	Female*	71.2%	28.8%
What is your race?	White	70.8%	29.2%
	Non-white	67.3%	32.7%
What is your current level of supervisory responsibility?	Non-Supervisor	69.1%	30.9%
	Supervisor	71.5%	28.5%
Overall Survey Responses	1998 AcqDemo Baseline	75.1%	24.9%
	1998 Comparison	79.2%	20.8%
	2001 AcqDemo	.0%	.0%
	2001 Comparison	.0%	.0%
	2003 AcqDemo*	61.1%	38.9%
	2003 Comparison*	68.9%	31.1%

*Indicates a significant mean difference, $p < .01$

Workforce Data

The following tables provide a general picture of the usage of non-permanent employment, to include both temporary and term/modified term appointments. These flexibilities have been used only to a limited extent, and there does not appear to be a significant pattern with regard to demographics.

Table 42:
Transaction History

	AcqDemo			Comparison Group		
	2000	2001	2002	2000	2001	2002
Total (as of 12/2000; 12/2001; 12/2002)	5,068	5,527	6,011	1,312	1,338	1,389
Number of employees promoted	413 (8.1 %)	235 (4.3%)	309 (5.1%)	212 (16.2%)	128 (9.6%)	363 (26.1%)
Number of accessions during the year	265 (5.2%)	242 (4.4%)	365 (6.1%)	59 (4.5%)	148 (11.1%)	376 (27.1%)
Number of employees denied a WGI	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.08%)	0 (0.0%)	0 (0.0%)
Number of employees given a WGI	1 (0.02%)	2 (0.03%)	10 (0.2%)	542 (41.3%)	33 (2.5%)	235 (16.9%)
Number of employees converted from non-permanent to permanent appointments	40 (0.8%)	29 (0.5%)	50 (0.8%)	25 (1.9%)	19 (1.4%)	66 (4.8%)
Number of employees on temporary appointment	15 (0.3%)	8 (0.1%)	8 (0.1%)	15 (1.1%)	6 (0.4%)	56 (4.0%)
Number of employees on term/modified term appointment	44 (0.9%)	38 (0.7%)	40 (0.7%)	17 (1.3%)	34 (2.5%)	38 (2.7%)

Table 43:
Profile of Non-permanent Employees

	AcqDemo			Comparison Group		
	2000	2001	2002	2000	2001	2002
Female	66 (43.4%)	76 (44.4%)	44 (28.6%)	30 (32.3%)	41 (31.8%)	69 (32.4%)
Male	86 (56.6%)	95 (55.6%)	110 (71.4%)	62 (66.7%)	88 (68.2%)	144 (67.6%)
White	114 (75.0%)	133 (77.8%)	122 (79.2%)	74 (79.6%)	99 (76.7%)	169 (79.3%)
Black	21 (13.8%)	22 (12.9%)	15 (9.7%)	14 (15.1%)	20 (15.5%)	23 (10.8%)
Hispanic	12 (7.9%)	10 (5.8%)	10 (6.5%)	2 (2.2%)	4 (3.1%)	13 (6.1%)
Asian/Pacific Islander	5 (3.3%)	6 (3.5%)	7 (4.5%)	3 (3.2%)	5 (3.9%)	8 (3.8%)
Other Race or National Origin	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.8%)	0 (0.0%)
Veteran	70 (46.1%)	79 (46.2%)	83 (53.9%)	61 (65.5%)	91 (70.5%)	121 (56.8%)
# of non-permanent employees:	152	171	154	93	129	213

4. Simplified Classification System

Simplified Classification System: Under AcqDemo, commanders (or equivalent) may re-delegate classification authority to subordinate management levels, at least one level above the first-line supervisor (except commander's direct reports). CCAS descriptors are used for broadband level determination, instead of OPM standards. A new, simple Position Requirements Document (PRD) replaces the normal position description form. The PRD combines position information, staffing requirements, and contribution expectations into a single document. It includes job specific information and reference to the CCAS level descriptors.

Degree of Implementation: This intervention was implemented by all components, with widespread use of the delegation of classification authority.

With regard to classification, survey results show that participants increasingly believe the AcqDemo classification intervention has greater flexibility than the Title 5 system. On a composite of related questions, only 23.2% of AcqDemo respondents gave favorable responses in 1998, while 28% were favorable in 2003. Furthermore, favorable responses from the comparison group actually declined during the period, from 20.7% in 1998 to 14.4% in 2003.

Survey Data

The following table shows responses on a composite of three survey questions related to classification system flexibility.

Table 44
Classification Composite

Composite 201 (includes Acq50-52)		Classification system flexibility	
		Not Favorable	Favorable
What is your gender?	Male	76.0%	24.0%
	Female*	75.3%	24.7%
What is your race?	White	75.5%	24.5%
	Non-white*	75.6%	24.4%
What is your current level of supervisory responsibility?	Non-Supervisor	75.8%	24.2%
	Supervisor	75.4%	24.6%
Overall Survey Responses	1998 AcqDemo Baseline	76.8%	23.2%
	1998 Comparison	79.3%	20.7%
	2001 AcqDemo	.0%	.0%
	2001 Comparison	.0%	.0%
	2003 AcqDemo*	72.0%	28.0%
	2003 Comparison*	85.6%	14.4%

*Indicates a significant mean difference, $p < .01$

Personnel Office Data

Table 45:
 Simplified Classification Results

Measure	1998 (Pre-demo)	2000	2001	2002
Pages per PD/PRD	7.0	4.2	4.2	3.7
Average Staff Hours per PD/PRD	9.2	2.6	2.6	2.7

5. Academic Degree and Certificate Training

Academic degree and certificate training: The Defense Acquisition Workforce Improvement Act (DAWIA) authorized degree and certificate training for DAWIA coded positions through the year 2001. AcqDemo extended this authority for the duration of the project to all employees in acquisition support positions identified in the project. Funding for academic degree and certificate training, while potentially available from numerous sources, is the responsibility of the participating organization.

This intervention was implemented by all components, but with relatively limited intensity, due primarily to funding constraints.

With regard to manager/employee satisfaction with academic degree and certificate training opportunities, there was not a significant difference between 2003 survey responses from the AcqDemo population and those of the comparison group. Focus group results and personnel office data both indicate that Academic Degree and Certificate training was not widely implemented, and DAWIA training was already available to many AcqDemo participants—two factors that help explain why there was no change in this indicator.

Survey Data

The following table shows responses on a composite of three questions related to employees' satisfaction with opportunities for training and development.

Table 46
 Training Composite

Composite 208 (includes Acq68, 69, 70)		<i>Satisfaction with training and development</i>	
		Not Favorable	Favorable
What is your gender?	Male	27.1%	72.9%
	Female	30.1%	69.9%
What is your race?	White	27.3%	72.7%
	Non-white	32.4%	67.6%
What is your current level of supervisory responsibility?	Non-Supervisor	31.6%	68.4%
	Supervisor	23.8%	76.2%
Overall Survey Responses	1998 AcqDemo Baseline	30.6%	69.4%
	1998 Comparison	34.5%	65.5%

2001 AcqDemo	.0%	.0%
2001 Comparison	.0%	.0%
2003 AcqDemo*	25.6%	74.4%
2003 Comparison*	17.6%	82.4%

*Indicates a significant mean difference, $p < .01$

Personnel Office Data

The table below is extracted from annual data calls, and shows reported uses of the Academic Degree and Certificate Training intervention over the course of the project.

Table 47:
Reported Uses of Academic Degree and Certificate Training—All AcqDemo

Year	Number of Participants Reported
1999	259
2000	60
2001	15
2002	21

C. Specific Data for Secondary Interventions

6. Expanded Candidate Selection Process

This intervention is described, and data provided, in the description of Simplified, Accelerated Hiring (Section B.1.) above.

7. Extended Probationary Period

Extended probationary period: This provision applies only to the Business Management and Technical Management Professional career path (NH). Often new hires in this career path are required to attend extensive training and educational assignments away from their normal work site and outside the review of their supervisors. An extension of the probationary period can be equal to the length of any educational/training assignment that places the employee outside normal supervisory review.

Degree of Implementation: This intervention has not been implemented by any participating organization to date.

Workforce Data

While no Component has used this intervention to date, it is possible that future uses will occur. In order to facilitate analysis of such potential usage, the following workforce data tables are provided for comparison.

Table 48:
 Separations by Type for AcqDemo

	2000 (% of population)	2001 (% of population)	2002 (% of population)
During probationary period	2 (0.04%)	1 (0.01%)	0 (0.0%)
Resignation	113 (2.2%)	56 (1.0%)	71 (1.2%)
Retirement	82 (1.6%)	69 (1.2%)	182 (3.0%)
Removal	5 (0.1%)	1 (0.01%)	1 (0.01%)
Death	12 (0.2%)	5 (0.09%)	9 (0.2%)
RIF	0 (0.0%)	0 (0.0%)	0 (0.0%)
Termination	56 (1.1%)	44 (0.8%)	74 (1.2%)
Total # of employees separated	270	176	337

Table 49:
 Separations by Type for Comparison Group

	2000 (% of population)	2001 (% of population)	2002 (% of population)
During probationary period	0 (0.0%)	1 (0.07%)	0 (0.0%)
Resignation	21 (1.6%)	34 (2.5%)	69 (5.0%)
Retirement	31 (2.4%)	64 (4.8%)	100 (7.2%)
Removal	2 (0.2%)	1 (0.07%)	2 (0.1%)
Death	2 (0.2%)	2 (0.1%)	3 (0.2%)
RIF	0 (0.0%)	0 (0.0%)	3 (0.2%)
Termination	20 (1.5%)	19 (1.4%)	59 (4.3%)
Total # of employees separated	76	121	236

8. Broadbanding

Broadbanding: The broadbanding system replaces the GS grade structure. Acquisition occupations with similar characteristics are grouped together into three career paths with broadband levels designed to facilitate pay progression and internal assignment of duties, and to allow for more competitive recruitment of quality candidates at differing pay rates. The three career paths are Business Management and Technical Management Professional (NH); Technical Management Support (NJ); and Administrative Support (NK). There are four broadband levels covering GS grades 1 through 15.

Degree of Implementation: This intervention was fully implemented by all components, and is an integral part of the CCAS system.

Another expected benefit of simplified classification and broadbanding is the ability to assign an employee to new duties without creating a new position description and/or processing a formal personnel action. Focus group and survey results indicate that both employees and supervisors understand this flexibility is available and observe that it has been used frequently in some organizations.

Survey Data

- The following table presents results on a composite of three survey questions on pay satisfaction, internal and external equity, and advancement opportunity.

Table 50:
Satisfaction Composite

Composite 207 (includes Acq18, 19, 21)		Satisfaction with opportunities	
		Not Favorable	Favorable
What is your gender?	Male	53.7%	46.3%
	Female	57.3%	42.7%
What is your race?	White	52.8%	47.2%
	Non-white	64.2%	35.8%
What is your current level of supervisory responsibility?	Non-Supervisor	59.9%	40.1%
	Supervisor	48.7%	51.3%
Overall Survey Responses	1998 AcqDemo Baseline	56.8%	43.2%
	1998 Comparison	59.8%	40.2%
	2001 AcqDemo	59.8%	40.2%
	2001 Comparison	55.8%	44.2%
	2003 AcqDemo	48.2%	51.8%
	2003 Comparison	54.5%	45.5%

CCAS Data

Broadbanding, together with the contribution-based compensation and appraisal system was expected to produce faster career progression and higher starting salaries as indicated by compensation data. The charts below show average basic pay for each career path during 2002. Detailed CCAS statistics are located in Volume III, Appendix E.

Chart 18:
Average 2002 Basic Pay - NH & Total

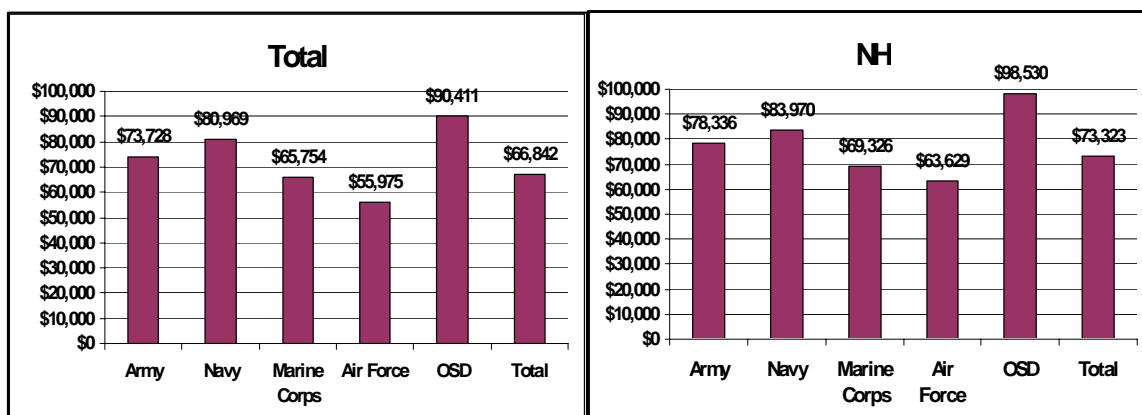


Chart 19:
 Average 2002 Basic Pay - NJ & NK



9. Simplified, Modified RIF

A simplified, modified RIF process was established, under which employees in AcqDemo within a given Component and located in the same commuting area are placed in a different competitive area from employees not covered by AcqDemo. Employees are entitled to additional years of retention service credit based on appraisal results.

Degree of Implementation: The simplified modified RIF process has been implemented only by the Air Force, for a small unit at Edwards AFB.

Survey Data

While AcqDemo usage of its Simplified, Modified RIF implementation has been extremely limited, future potential usage may require data for comparison. The following table contains survey data regarding perceptions of RIF fairness.

Table 51:
Reduction-in-Force (RIF) Fairness

Acq112a		112a. The RIF process is fair.					
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	No basis to judge
What is your gender?	Male	13.0%	12.7%	19.8%	19.8%	5.6%	29.1%
	Female	13.3%	14.6%	17.7%	16.7%	3.4%	34.4%
What is your race?	White	13.6%	13.9%	17.7%	19.5%	4.3%	31.1%
	Non-white	13.0%	12.3%	20.4%	15.4%	4.9%	34.0%
What is your current level of supervisory responsibility?	Non-Supervisor	15.0%	13.5%	18.5%	16.5%	4.5%	32.0%
	Supervisor	10.3%	13.8%	19.2%	21.0%	4.5%	31.3%
Overall Survey Responses	1998 Acq Demo Baseline	17.6%	19.0%	20.3%	20.7%	6.2%	16.2%
	1998 Comparison	12.0%	20.0%	36.0%	16.0%	4.0%	12.0%
	2001 Acq Demo	.0%	.0%	.0%	.0%	.0%	.0%
	2001 Comparison	.0%	.0%	.0%	.0%	.0%	.0%
	2003 Acq Demo	9.9%	8.5%	16.0%	14.9%	2.8%	47.9%
	2003 Comparison	3.7%	3.7%	14.8%	25.9%	3.7%	48.1%

Personnel Office Data

No RIF appeals were reported.

10. Sabbaticals

Sabbaticals: Sabbaticals are designed to help employees participate in study or work experience that benefits the organization and acquisition community and contributes to their development and effectiveness. The sabbatical provides opportunities to acquire knowledge and expertise that employees could not get in the standard work environment. As a program requirement, a sabbatical must result in a product, service, report, or study that will benefit the acquisition community as well as increase the employee’s individual effectiveness. Approval by the activity’s Executive Director or equivalent is required.

Degree of Implementation: This intervention was implemented on a limited basis, with only seven instances of use during from 1999 through 2002, again due primarily to resource constraints (based on managers and supervisors focus groups).

Sabbaticals were not widely implemented, and survey results show no noticeable change in perception of opportunities to take sabbaticals, or the value of sabbaticals to the organization, between 1998 and 2003.

Survey Data

Data used to measure the effects of this intervention include employee and supervisor perceptions of (1) the opportunity to take advantage of sabbaticals, and (2) the value of sabbaticals in increasing

employee skills, as well as the incidence of actual usage. The tables below present perceptual data from the three AcqDemo surveys and usage data from Personnel Office data.

Table 52:
Sabbatical Opportunities

Question 67		<i>I have the opportunity to take advantage of sabbatical leave.</i>				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
What is your gender?	Male	21.6%	20.5%	46.6%	9.7%	1.5%
	Female	22.6%	20.5%	46.9%	8.6%	1.4%
What is your race?	White	22.6%	21.0%	46.3%	8.8%	1.4%
	Non-white	19.4%	19.0%	48.8%	10.9%	1.8%
What is your current level of supervisory responsibility?	Non-Supervisor	21.6%	19.3%	48.9%	8.8%	1.3%
	Supervisor	22.5%	22.4%	43.8%	9.6%	1.7%
Overall Survey Responses	1998 Acq Demo Baseline	31.5%	23.9%	37.8%	5.4%	1.4%
	1998 Comparison	31.8%	25.8%	34.2%	6.9%	1.3%
	2001 Acq Demo	18.4%	19.7%	49.9%	10.5%	1.5%
	2001 Comparison	15.5%	22.5%	50.4%	7.8%	3.9%
	2003 Acq Demo	11.5%	15.2%	58.4%	13.3%	1.5%
	2003 Comparison	10.6%	21.2%	54.9%	12.5%	.8%

Table 53:
Sabbaticals and Skills

Question 71		<i>The use of sabbaticals has increased employee skills.</i>				
		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
What is your gender?	Male	12.2%	10.0%	69.2%	6.1%	2.5%
	Female	8.8%	7.3%	77.6%	4.1%	2.2%
What is your race?	White	11.2%	9.2%	72.8%	4.7%	2.1%
	Non-white	8.8%	7.3%	73.1%	7.3%	3.4%
What is your current level of supervisory responsibility?	Non-Supervisor	9.8%	7.8%	75.4%	4.7%	2.3%
	Supervisor	12.1%	10.4%	69.1%	6.0%	2.4%
Overall Survey Responses	1998 Acq Demo Baseline	13.1%	8.2%	70.7%	5.2%	2.8%
	1998 Comparison	13.9%	9.9%	67.8%	4.2%	4.2%
	2001 Acq Demo	.0%	.0%	.0%	.0%	.0%
	2001 Comparison	.0%	.0%	.0%	.0%	.0%
	2003 Acq Demo	7.4%	9.1%	77.3%	4.9%	1.3%
	2003 Comparison	5.3%	10.7%	73.3%	9.5%	1.1%

Personnel Office Data

Table 54:
 Number of Sabbaticals by Component

Year	Army	Air Force	AT&L	Navy	USMC
1999	1	0	0	0	1
2000	1	0	0	0	1
2001	1	0	0	0	0
2002	0	0	2	0	0

11. Voluntary Emeritus Program

Voluntary emeritus program: This program allows AcqDemo organizations to accept the gratuitous services of retired or separated employees. It will be beneficial during personnel reductions as skilled acquisition professionals accept retirement and return to provide corporate knowledge and mentoring to less experienced employees. Voluntary emeritus assignments are not considered federal employment, and therefore do not affect an employee’s entitlement to buy-outs, severance pay, or retirement payments based on earlier separation from federal service. This program may not be used to replace civilian employees occupying regular positions required to perform the mission of the command.

Degree of Implementation: This intervention was implemented on a limited basis, with only six instances of use from 1999 through 2002.

Because of the limited usage of this intervention, there is insufficient evidence to judge the degree to which it has achieved its expected outcomes.

Personnel Office Data

This intervention’s expected effect is to encourage retirees to mentor junior professionals, as measured by the frequency of use. The table below shows usage by Component over the life of the project.

Table 55:
 Voluntary Emeritus Appointments by Component

Year	Army	Air Force	AT&L	Navy	USMC
1999	2	0	0	0	1
2000	0	1	0	0	0
2001	0	0	0	1	0
2002	0	1	0	0	0