

Old Dominion University

ODU Digital Commons

OTS Master's Level Projects & Papers

STEM Education & Professional Studies

2002

The Effectiveness of Non-Traditional Training as it Applies to the Commands and Personnel of the U. S. Navy Who Have Utilized this Service in the Pacific Northwest Region

Clint D. Brown
Old Dominion University

Follow this and additional works at: https://digitalcommons.odu.edu/ots_masters_projects



Part of the [Education Commons](#)

Recommended Citation

Brown, Clint D., "The Effectiveness of Non-Traditional Training as it Applies to the Commands and Personnel of the U. S. Navy Who Have Utilized this Service in the Pacific Northwest Region" (2002). *OTS Master's Level Projects & Papers*. 192.

https://digitalcommons.odu.edu/ots_masters_projects/192

This Master's Project is brought to you for free and open access by the STEM Education & Professional Studies at ODU Digital Commons. It has been accepted for inclusion in OTS Master's Level Projects & Papers by an authorized administrator of ODU Digital Commons. For more information, please contact digitalcommons@odu.edu.

THE EFFECTIVENESS OF NON-TRADITIONAL TRAINING AS IT APPLIES TO
THE COMMANDS AND PERSONNEL OF THE U.S NAVY WHO HAVE
UTILIZED THIS SERVICE IN THE PACIFIC NORTHWEST REGION

THIS RESEARCH PAPER
IS PRESENTED TO
THE GRADUATE FACULTY OF THE DEPARTMENT OF
OCCUPATIONAL AND TECHNICAL STUDIES
OLD DOMINION UNIVERSITY

IN PARTIAL FULLFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
MASTER OF SCIENCE IN BUSINESS AND INDUSTRY TRAINING

BY

APPROVAL PAGE

This research paper was prepared by Clint David Brown under the direction of Dr. John M. Ritz in OTED 636, Problems in Occupational and Technical Studies. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the degree of Master of Science in Occupational and Technical Studies.

APPROVAL BY: John M. Ritz

Dr. John M. Ritz
Advisor and Graduate
Program Director

11-6-02

Date

ACKNOWLEDGEMENTS

Without the assistance of the students, administrators and instructors of the Navy's Non-Traditional training program, this study would not have been possible. I am very grateful for the learning experience and new relations created because of this research.

I would also like to thank Master Chief Leo Salonga for brainstorming with me to come up with this particular survey topic. His wisdom and enthusiasm for my project and success were invaluable. Additionally, both Mr. Eric Pfefferkorn from Olympic College and Mr. Paul Vosseler, deserve specific recognition for being so willing in opening their programs up for a close external evaluation. Thank you.

Finally, a special thanks to Dr. Ritz who is so efficient at empowering his students, while maintaining the structure and support so important to young researchers. Dr. Ritz's guidance and support throughout this long and arduous process was unfailing.

Clint D. Brown

TABLE OF CONTENTS

| | Page |
|-----------------------------------|------|
| Approval Page | i |
| Acknowledgements | ii |
| Table of Tables | viii |
| CHAPTER | |
| I. INTRODUCTION | 1 |
| Statement of the Problem | 2 |
| Research Goals | 2 |
| Background and Significance | 3 |
| Limitations | 3 |
| Assumptions | 4 |
| Procedures | 4 |
| Definition of Terms | 5 |
| Overview of Chapters | 6 |
| II. REVIEW OF LITERATURE | 7 |
| Non-Traditional Training | 8 |
| Quality of Life | 9 |
| Retention in the Navy | 10 |
| The Revolution in Training | 11 |
| Summary | 13 |

| | | |
|------|---|----|
| III. | METHODS AND PROCEDURES | 14 |
| | Population | 14 |
| | Instrument Design | 14 |
| | Data Collection Procedures | 15 |
| | Statistical Analysis | 15 |
| | Summary | 16 |
| IV. | FINDINGS | 17 |
| | Survey Response | 17 |
| | Table 1-Combined, Initial / End of Course survey common responses ... | 18 |
| | Career Path | 18 |
| | Quality of Life | 21 |
| | Expectations / End result | 22 |
| | Table 2-Combined, Initial survey unique responses | 23 |
| | Career Path | 23 |
| | Quality of Life | 23 |
| | Open-ended response | 26 |
| | Table 3-Combined, End of course survey unique responses | 26 |
| | Instruction | 28 |
| | Open-ended response | 28 |
| | Table 4-Disbursing Clerk Afloat, Initial / End of Course survey common responses | 28 |
| | Career Path | 31 |
| | Quality of Life | 32 |

| | |
|---|----|
| Expectations / End result | 33 |
| Table 5- Disbursing Clerk Afloat, Initial survey unique responses | 33 |
| Career Path | 36 |
| Quality of Life | 36 |
| Open-ended response | 36 |
| Table 6-Disbursing Clerk Afloat, End of course survey unique responses | 37 |
| Instruction | 37 |
| Open-ended response | 37 |
| Table 7-Food Service Administration, Initial / End of Course survey common responses | 39 |
| Career Path | 39 |
| Quality of Life | 42 |
| Expectations / End result | 43 |
| Table 8-Food Service Administration, Initial survey unique responses ... | 44 |
| Career Path | 44 |
| Quality of Life | 44 |
| Open-ended response | 47 |
| Table 9-Food Service Administration, End of course survey unique responses | 47 |
| Instruction | 49 |
| Open-ended response | 49 |

| | |
|--|----|
| Table 10-General Mess Operations, Initial / End of Course survey | |
| common responses | 49 |
| Career Path | 52 |
| Quality of Life | 52 |
| Expectations / End result | 53 |
| Table 11- General Mess Operations, Initial survey unique responses | |
| | 54 |
| Career Path | 57 |
| Quality of Life..... | 57 |
| Open-ended response | 57 |
| Table 12-General Mess Operations, End of course survey unique | |
| responses | 58 |
| Instruction | 58 |
| Open-ended response | 58 |
| Summary | 60 |
| V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS | 61 |
| Summary | 61 |
| Conclusions | 62 |
| Recommendations | 63 |
| BIBLIOGRAPHY | 65 |

APPENDICES66

 Appendix A: Sample Initial Course Research Survey67

 Appendix B: Sample End of Course Research Survey68

 Appendix C: Sample Cover Letter69

TABLE OF TABLES

| | | PAGE |
|-----------|---|------|
| TABLE 1. | Table of Initial / End of Course Survey Common Responses | 19 |
| TABLE 2. | Table of Initial Survey Unique Responses | 24 |
| TABLE 3. | Table of End of Course Unique Responses | 27 |
| TABLE 4. | Table of Disbursing Clerk (DK) Afloat Initial / End of Course Survey Common Responses | 29 |
| TABLE 5. | Table of Disbursing Clerk (DK) Afloat Initial Unique Responses | 34 |
| TABLE 6. | Table of Disbursing Clerk (DK) Afloat End of Course Unique Responses | 38 |
| TABLE 7. | Table of Food Service Administration (FSA) Initial / End of Course Survey Common Responses | 40 |
| TABLE 8. | Table of Food Service Administration (FSA) Initial Unique Responses | 45 |
| TABLE 9. | Table of Food Service Administration (FSA) End of Course Unique Responses | 48 |
| TABLE 10. | Table of General Mess Operations (GMO) Initial / End of Course Survey Common Responses | 50 |
| TABLE 11. | Table of General Mess Operations (GMO) Initial Unique Responses | 55 |
| TABLE 12. | Table of General Mess Operations (GMO) End of Course Unique Responses | 59 |

CHAPTER I

INTRODUCTION

Since the establishment of the United States Navy, training has been conducted via on the job training or in traditional training facilities. Like many businesses and corporations of today, the Navy sees the need for change and innovation as an essential part of survival. The revolution will challenge old assumptions, implement new processes, and create new tools that will make a real difference in the lives of sailors and the Navy's war fighting capabilities (Kirchner, <http://www.excel.navy.mil/pr04.htm>). The revolution in training is about realizing our Navy's human potential (Clark, <http://www.excel.navy.mil/word.htm>). This need for change has occurred primarily because of the end of the "Cold War" and the policy of the Clinton Administration of reducing the military budget. As a result Non-Traditional training has become an essential asset in improving service members quality of life while at the same time saving the military a considerable sum of money.

A Non-Traditional training site (NTTS) may be a college, vocational school, shipyard, private contractor, etc., which has been certified to provide training to Navy personnel. The following is an example of the relevance of such a program. Picture yourself as a Navy man or woman standing on the flight deck of an aircraft carrier returning to port with a slight breeze blowing and maybe a sprinkle or two of rain as you return to port in Bremerton, Washington. As you are scanning the crowd on the pier for your family, anxiously awaiting your arrival since you left six months before, your division officer comes up beside you and informs you that you will be flying to Norfolk,

Virginia, in two days for a three-week school. Now this is only an example, but situations like this occur all too often. Not only is this sailor getting pulled away from his/her family, the Navy is going to be paying a very high cost in monetary value as well as impacting the sailors quality of life.

It is for this reason that in 1998 the Navy created the Local Training Authority (LTA) to find and certify suitable training sites in the local area of the Navy's largest ports. The LTA ensures the Non-Traditional training sites facility, curriculum, and instructors are capable of providing training to strict Navy standards.

This study was conducted to determine if the local Non-Traditional training in the Pacific Northwest Region is successfully completing its mission of improving the sailors' quality of life while saving the Navy money. The study will evaluate if the learning, taking place, is relevant and beneficial to the sailor when he or she returns to the job.

Statement of the Problem

The purpose of this study was to determine the effectiveness of Non-Traditional training as it applies to the personnel of the U.S. Navy who have utilized this service in the Pacific Northwest Region.

Research Goals

The goals of this research were to answer the following questions:

1. Should completion of Non-Traditional training enhance rating advancement?
2. Does attendance of local Non-Traditional training effect the student's quality of life?

3. Do graduates of Non-Traditional training who were initially opposed to reenlisting or extending change their decision upon completion of the Non-Traditional training course?

Background and Significance

Since the inception of the Local Training Authority and subsequent non-traditional training sites in 1998, a large amount of data has been generated. The problem is that the data have never been assembled in such a way to establish if the program is accomplishing its goals. Is the program graduating better trained and motivated sailors? Is training being brought to the sailor whenever possible vice sending the sailor away for the training? Is there a return on investment?

This study will present a demographic profile of the typical sailor's attitude toward the Navy and their aspirations of going into a non-traditional class for the first time. This will be compared with their attitude as they graduate. Additionally, the sailors' commands will be solicited for input as to the effectiveness of the training that they have seen on their sailor's performance, advancement, and retention.

Both Navy and training site coordinators can utilize this information to refine any weak areas noted while giving praise to those that are being most effective. If the program is, in fact, having a significant impact on retention, advancement, quality of life, and cost saving, this research could be a very powerful tool for attaining greater resources and expansion of the program.

Limitations

The following limitations were established to facilitate this study:

1. The research was limited to Non-Traditional sites of the Pacific Northwest Region of the United States.
2. The students of the study were enlisted in the United States Navy.
3. The information was gathered from surveys of students at the training sites.
4. The research period was from February 2002 to August of 2002.

Assumptions

The following assumptions have been made to assist in the completion of this study.

1. Past and present students of Non-Traditional training courses for the Navy will be willing to participate in the study.
2. Only those students who actually participated in Navy Non-Traditional courses will complete the initial and final surveys.
3. The results of the study will be used to determine if the Non-Traditional students' quality-of-life has been positively affected.

Procedures

This research was developed to determine if the goal of the Navy's Non-Traditional training program to bring resourceful, cost effective, training to the sailor were being met. The data obtained to complete this research came from surveys. The survey was constructed to display the overall outlook of students in Non-Traditional training as they commenced the training compared to their outlook after completion of the training.

The data collected were analyzed to draw conclusions and make recommendations for refinement of the Navy's Non-Traditional training program. These results were also utilized to further promote the use and value of the program.

Definition Of Terms

The following definitions will provide the reader with a better understanding of the terms used in this study:

1. Non-Traditional training: Bringing the training to the sailor while addressing quality of life issues and delivering effective, high quality training.
2. Non-Traditional training site: This site may be a college, vocational school, shipyard, etc., which has been certified to train Navy personnel.
3. Local Training Authority: The LTA reviews a site's curriculum, facility, and instructors to determine if the site is meeting Navy standards. The LTA also certifies these sites and promotes their usage.
4. Retention: When the Navy retains the service of the sailor beyond the terms of their initial contract.
5. General Mess Operations Course: The GMO course is a basic culinary arts program.
6. Food Service Administration Course: The FSA course concentrates on administrative and cleanliness requirements.
7. Disbursing Clerk Afloat Course: The DK Afloat course is an administrative course that focuses primarily on travel funding and payroll.

8. Task Force EXCEL: Excellence through Commitment to Education and Learning is a program with the purpose of providing the tools and opportunities that will enable people in the Navy to learn, grow, and develop in successful leaders.

Overview of Chapters

Chapter I introduces the reader to the principles and philosophies of the United States Navy's Non-Traditional training program. How the program is being utilized as well as the benefits provided by bringing training to the sailor vice sending him or her away from home and family were also covered.

Chapter II reviews the literature providing information on non-traditional training. Chapter III reviews the methods and procedures used to accumulate and analyze the data used in this research study. Chapter IV contains the findings of the research. While Chapter V summarizes what was learned, draws conclusions based on the findings, and makes recommendations for the future use of these findings.

CHAPTER II

REVIEW OF LITERATURE

The Review of Literature provides a look at the research and publications covering the integration, philosophy, and implementation of the Navy's innovative non-traditional training and related programs. Though the process of outsourcing and finding unique delivery vehicles of training is a new addition to the rigid structure of the United States Navy, this is nothing new to corporate America. Recent leadership changes in the upper ranks of the Navy has provided the necessary incentive to push for and implement new training programs such as Non-Traditional training through a designated local area facilitator, the Local Training Authority (LTA).

The intent of Non-Traditional training is to provide diverse and cost effective training. At the same time it is also intended to improve the sailor's general quality of life, increase the average education level of today's sailor, improve advancement, jumpstart post-secondary learning, as well as provide greater flexibility to commands for scheduling purposes (Non-Traditional Training, <http://www.ttf.navy.mil/lta.htm>).

Due in large part to the success of Non-Traditional training and a significantly reduced budget, a new program has recently surfaced. This new program is Task Force EXCEL. An excellent overview of this program, as stated by Chief of Naval Operations, Admiral Vern Clark, is that "we are going to challenge all of our assumptions about when, where, and how we train our professionals" (Kirchner, <http://www.excel.navy.mil/pr02.htm>).

Non-Traditional Training

With the end of the “Cold War”, America’s military forces were dramatically impacted. Significant cuts were evident in the drastic reduction in military forces and funding. As a result, the “catch-all phrase” of the upper echelon was and is to this day “Learn to do more with less”. This shift in philosophy was difficult to adjust to and resistance was understandably very high. Following the end of the Cold War came the Clinton administration, compounding the reductions with even greater cuts to the military. These cuts included an increase in manpower reductions and also the closing of numerous bases of all branches of service.

Change is difficult, but if you can survive changes resulting in major reductions the result can be very beneficial from an efficiency standpoint. Those in the Navy learned the importance of reporting and eliminating overcharging of government contractors and material suppliers. Most importantly, they had to maintain the aggressive and stringent operational schedule while still getting our people trained to the level required for system operations and personal growth.

These needs led to the birth of the Navy’s Non-Traditional training program in March of 1998. The Chief of Naval Education and Training officially formalized the structure of the Local Training Authority (LTA). The role of the LTA has played a critical role in the increased efficiency of Naval forces by giving commands greater flexibility in ships scheduling in the attainment of both critical and non-critical school quotas. The regional LTA’s have the authorization to certify non-traditional sources of training such as community colleges, vocational technical schools, and shipyards as Non-Traditional Training Sites (NTTS)(History, <http://www.excel.navy.mil/ltad/history.html>).

One significant advantage Non-Traditional training has over traditional Navy training is the speed with which a course can be designated, approved, and put in service. Since the regional LTA has the authority to both chose and certify a NTTS (non-traditional training site), much of the “red-tape” associated with traditional training course implementation is eliminated. This capability has been utilized a number of times to meet immediate training needs of the Navy.

Quality of Life

The Navy’s Non-Traditional training program combined with its new partner program, Task Force EXCEL (Excellence through Commitment to Education and Learning), will ultimately or if all goes as planned, result in the creation of a new learning culture within the Navy. This learning culture will focus on greater use of sailor time, personal development, and improved performance (Kirchner, <http://www.excel.navy.mil/pr03.htm>).

The primary factors impacting a sailor’s quality of life is the amount of time spent away from family, forced moves, promotion, transference of Navy Training to college credits, and advancement. Non-Traditional training addresses each of these primary factors to a certain degree. For example, by training locally, less time is spent away from family since a number of certified Non-Traditional Training Sites are facilitated by colleges or universities and college credits are received from these institutions. As a result of this additional education, sailors have a better chance of advancement, resulting in increased pay and responsibilities. Meeting these factors for the individuals assists the Navy in meeting its goals of revolutionizing training and empowering its people to learn,

grow, and become successful leaders within the community and the structure of the Navy.

An excellent example of the impact of local area training is the relocation of the Navy's advanced welding course to fleet concentration areas. This relocation allows sailors to spend more time with their families instead of away from home on temporary assignment for the training. This relocation has also opened up instructor positions allowing sailors greater flexibility in staying in the area of their choice. Benefits to the Navy as a whole include improved morale and a significant reduction in travel costs (Navy Welding, 2000).

Retention in the Navy

“Why is our military expending so much effort and time on the individual sailor?” With the American military being an entirely volunteer force, it is imperative that each individual receives the appropriate level of attention to keep them satisfied with their job. If these sailors are having their needs met, the likelihood they will “Stay Navy” is greatly increased. Although the economy is not “booming” as it was in the year 2000, there are still a number of employers looking to hire prior military members. It is for this reason that the Navy wants to be widely recognized as the “employer of choice” said Vice Admiral Harms, Chief of Naval Education and Training (Kirchner, <http://www.excel.navy.mil/pr03.htm>).

This is why retention efforts and quality of life issues will forever be linked. In an effort to get sailors to “Stay Navy” the Navy Personnel Command in Millington, Tennessee, has created the Center for Career Development (CCD). This site has been established to provide essential tools needed to keep the Navy's best sailors in uniform.

These tools include: extensive professional training for Career Counselors and Command Retention teams; seminars and workshops for both the sailor and his family; consolidated analysis reports of the Navy's retention; and quality of service to help senior leadership members in making policy decisions.

The CCD is just another example of the Navy's continuing effort to balance the sailors' quality of life and career development. Since 70 percent of sailors are married, the Center for Career Development concentrates a good portion of its efforts on the family members because career decisions of a married sailor belong as much to the spouse and children as it does to the sea going sailor (Stay Navy, 2000).

The Revolution in Training

Currently much of the Navy's training is based in the traditional classroom format where the instructor spends a substantial amount of time lecturing while the students just sit there and listens. Of course, there is a time and a place for this method, such as delivering basic information. A number of studies have concluded that a greater percent of information is retained through student interaction (Science of Learning, <http://www.excel.navy.mil/science.htm>).

The Non-Traditional training program, specifically, the new Task Force EXCEL program, is specifically concentrating in the area of relative, hands-on training. By directly linking skills learned in training to a specific job, students are able to see the importance of the information as it relates to their on-the-job success. When there is no question to the validity and importance of the information being delivered, the level of retention goes up dramatically (Science of Learning, <http://www.excel.navy.mil/science.htm>).

One of the key sub-programs of Task Force EXCEL is the Sailor Continuum Program. This program is geared toward increasing the Navy's war-fighting capabilities through the revolution of the education and training process. There are five distinctive areas or vectors that are addressed as a means to the end. They include:

1. Professional development: This area concentrates on rating and community training by correlating training to the standards of the private sector. This allows for greater transferability of military training to college credits and workforce requirements.
2. Personal development: This area includes General Military Training, financial planning and management, as well as college level courses.
3. Professional military education and leadership: This vector concentrates on relevant real-world situations by providing all sailors with the tools and critical thinking skills required of successful leaders.
4. Certifications and qualifications: This will focus on unit-level requirements and correlating industry certifications that directly link to on-the-job proficiencies. This ensures that Naval personnel get the college credit and certifications they deserve.
5. Performance: This area accounts for all personal development issues and determining a sailors overall abilities.

When this program is fully implemented it will link directly to the advancement process by promoting people based on accomplishment, performance, and what they have learned (Kirchner, <http://www.excel.navy.mil/pr04.htm>). Currently the advancement process is primarily based on time, duty stations, and advancement test scores.

Summary

From the literature review in this section, it is easy to see that the Navy has realized the incredible potential and value of its personnel. The extreme effort to catch up to corporate America in addressing the needs of its personnel is truly commendable.

It will be interesting to see if these actions and innovative programs being implemented are having the desired effect. The following chapters are formatted to answer these questions and give an indication as to the direction and impact of these programs. Chapter III will describe the methods and procedures utilized to collect data and analyze the necessary data required of this study.

CHAPTER III

METHODS AND PROCEDURES

The intention of this chapter is to outline, discuss, and explain the methods and procedures utilized to assemble the data used to complete this study. The topics discussed in this chapter include population, instrument design, data-collection methods, and data analysis.

Population

The population for this study consisted of students of Navy Non-Traditional training in the Pacific Northwest region of the United States. A total of 33 students attended three different courses participating in the study. Eight students attended the Disbursing Clerk (DK) Afloat course, 13 students attended the Food Service Administration (FSA) course and the remaining 12 students attended the General Mess Operations (GMO) course.

Instrument Design

The instruments utilized for the collection of data for this research were in the form of a survey. The surveys combined both open and closed form responses and were developed based on the researchers experience as a trainer and evaluator of instruction. Additional input for the development of the surveys was gathered from those personnel directly involved with the Navy's Non-Traditional training program in the Pacific Northwest region. Specifically, these individuals included representatives from the Local Training Authority, the community college administrator of the program, and the instructors of several of the non-traditional training courses.

As a result of this valuable input, two individual surveys were created to collect the required data for this research. The first survey was the initial course survey, designed to obtain information about an individual's intended career path, aspirations, quality of life issues, travel, lodging, and check-in process. This survey also encompassed questions concerning expectations of the course and provided space for written comments. See Appendix A. The end of course survey was very similar in design characteristics as the initial course survey, although this particular survey was intended to determine if the individual's behavior had changed as a result of the training. See Appendix B.

Data Collection Procedures

The initial course survey was administered to the students by the researcher on the first day of class. The end of course survey was administered on the last day of class by the researcher. See Appendix C for the cover letter that accompanied the surveys.

All data collected were compiled and tabulated at the end of the survey period. A data based program was used to assimilate and categorize this data.

Statistical Analysis

Each of the student survey forms were processed using the data based program. The student closed form responses were calculated and averaged into a single, master table for each class as well as a table reflecting the results of the three courses combined. Statistics used in these tables include the mode (most frequent) response, the percentage that each answer was chosen, the mean of responses for each question on the initial and exit surveys. The mean differential between the initial and exit survey is also tabulated. The open form responses were compiled and grouped according to the nature of the response. These groupings were then identified in a table by number of responses.

Summary

This chapter provided information regarding the process and tools used to collect and tabulate the research data. Specifically discussed were the instrument design, target population, and the basic flow path of the data collected from start to finish. In Chapter IV of this study, the data collected will be presented.

CHAPTER IV

FINDINGS

The purpose of this study was to introduce the findings of the research study. The study's purpose, to determine the effectiveness of the U.S Navy's Non-Traditional training programs, was accomplished through the use of surveys.

The method of collecting data for this study was an initial and an exit survey. The data were utilized to answer the following research goals:

1. Should completion of Non-Traditional training enhance rating advancement?
2. Does attendance of local Non-Traditional training effect the student's quality of life?
3. Do graduates of Non-Traditional training who were initially opposed to reenlisting or extending change their decision upon completion of the Non-Traditional training course?

Survey Response

Sixty-six out of 66 surveys were administered and returned, resulting in a 100 percent response rate. Courses participating in the study included the Disbursing Clerk (DK) Afloat, General Mess Operations (GMO), and Food Service Administration (FSA) classes. The initial course survey was a Likert type survey segmented into four parts. The first, second and third segments contained closed ended responses. Possible responses were, I strongly agree, I agree, does not apply, I disagree, and I strongly disagree. The first segment pertained to questions on career intentions, such as, reenlistment and advancement. The second asked questions concerning quality of life issues, such as, lodging and transportation. The third segment concentrated on expectations, such as

relevancy of course and personal betterment. The final segment of the initial course survey consisted of three open ended questions asking for course improvement and general comments. The end of course survey contained essentially the same four segments and questions as the initial course survey with an additional closed ended segment on quality of instruction. The intention behind having an initial and an end of course survey was to document any change in behavior or attitude.

Combined

Initial / End of Course Survey Common Responses

Table 1 depicts the responses common to both the initial and end of course surveys of the three different courses combined. Responses were tabulated to determine the percentage each possible response was chosen; a mean rating was also determined for each question. The mean ratings are based on a scale of 1-5, with selection 5 representing the answer “I strongly agree and selection 1 representing the answer “I strongly disagree”. The difference of the means from both the initial and end of course survey are displayed. Additionally, the highlighted number in the total column depicts the mode (most frequently chosen answer). Following is a description of the individual responses as depicted in Table 1.

Career Path

Question 1. *I plan on reenlisting / extending.* The mode answer on the initial survey was selection 4 (I agree) with 45% of the total responses. The end of course survey mode was selection 5 (strongly agree) with 55% of the total responses. The mean differential increased by .48 from 3.97 on the initial survey to 4.45 on the end of course survey.

| Table 1: Table of survey responses | | | | | | | |
|---|---------------|-----------|---------------|-----------|-------------|---------|----------|
| initial / end of course survey common responses | | | | | | | |
| Legend: Bolded numbers in total column indicate mode ; m = mean (response average) | | | | | | | |
| QUESTION | Total initial | Total end | Pct initial % | Pct end % | m - initial | m - end | m - diff |
| Career Path | | | | | | | |
| 1. I plan on reenlisting / extending | | | | | | | |
| Strongly agree (5) | 11 | 18 | 33.33% | 54.55% | 3.97 | 4.45 | 0.48 |
| I agree (4) | 15 | 12 | 45.45% | 36.36% | | | |
| Does not apply (3) | 3 | 3 | 9.09% | 9.09% | | | |
| I disagree (2) | 3 | | 9.09% | 0.00% | | | |
| I strongly disagree (1) | 1 | | 3.03% | 0.00% | | | |
| 2. This course should help me advance in rate | | | | | | | |
| Strongly agree (5) | 18 | 23 | 54.55% | 69.70% | 4.48 | 4.67 | 0.18 |
| I agree (4) | 14 | 9 | 42.42% | 27.27% | | | |
| Does not apply (3) | | 1 | 0.00% | 3.03% | | | |
| I disagree (2) | 1 | | 3.03% | 0.00% | | | |
| I strongly disagree (1) | | | 0.00% | 0.00% | | | |
| 3. This course should help in the performance of my job | | | | | | | |
| Strongly agree (5) | 18 | 19 | 54.55% | 57.58% | 4.55 | 4.52 | -0.03 |
| I agree (4) | 15 | 12 | 45.45% | 36.36% | | | |
| Does not apply (3) | | 2 | 0.00% | 6.06% | | | |
| I disagree (2) | | | 0.00% | 0.00% | | | |
| I strongly disagree (1) | | | 0.00% | 0.00% | | | |
| Quality of Life | | | | | | | |
| 1. Attending class locally was much easier on me / my family | | | | | | | |
| Strongly agree (5) | 21 | 17 | 63.64% | 51.52% | 4.45 | 4.15 | -0.30 |
| I agree (4) | 7 | 7 | 21.21% | 21.21% | | | |
| Does not apply (3) | 4 | 6 | 12.12% | 18.18% | | | |
| I disagree (2) | 1 | 3 | 3.03% | 9.09% | | | |
| I strongly disagree (1) | | | 0.00% | 0.00% | | | |
| 2. Transportation was never a problem | | | | | | | |
| Strongly agree (5) | 13 | 17 | 39.39% | 51.52% | 3.97 | 4.18 | 0.21 |
| I agree (4) | 14 | 10 | 42.42% | 30.30% | | | |
| Does not apply (3) | | 1 | 0.00% | 3.03% | | | |
| I disagree (2) | 4 | 5 | 12.12% | 15.15% | | | |
| I strongly disagree (1) | 2 | | 6.06% | 0.00% | | | |

Table 1 of survey responses (Continued)

| 3. Lodging was adequate | Total initial | Total end | Pct initial % | Pct end % | m - initial | m - end | m - diff |
|---|---------------|-----------|---------------|-----------|-------------|---------|----------|
| Strongly agree (5) | 17 | 15 | 51.52% | 45.45% | 4.15 | 4.15 | 0.00 |
| I agree (4) | 7 | 9 | 21.21% | 27.27% | | | |
| Does not apply (3) | 7 | 8 | 21.21% | 24.24% | | | |
| I disagree (2) | 1 | 1 | 3.03% | 3.03% | | | |
| I strongly disagree (1) | 1 | | 3.03% | 0.00% | | | |
| 4. School facilities are comfortable and well laid out | | | | | | | |
| Strongly agree (5) | 7 | 16 | 21.21% | 48.48% | 4.12 | 4.42 | 0.30 |
| I agree (4) | 24 | 15 | 72.73% | 45.45% | | | |
| Does not apply (3) | 1 | 2 | 3.03% | 6.06% | | | |
| I disagree (2) | 1 | | 3.03% | 0.00% | | | |
| I strongly disagree (1) | | | 0.00% | 0.00% | | | |
| Expectations / End result | | | | | | | |
| 1. This course was relevant to the real world | | | | | | | |
| Strongly agree (5) | 7 | 13 | 21.21% | 39.39% | 4.00 | 4.30 | 0.30 |
| I agree (4) | 22 | 17 | 66.67% | 51.52% | | | |
| Does not apply (3) | 2 | 3 | 6.06% | 9.09% | | | |
| I disagree (2) | 1 | | 3.03% | 0.00% | | | |
| I strongly disagree (1) | 1 | | 3.03% | 0.00% | | | |
| 2. I will be more marketable due to this course | | | | | | | |
| Strongly agree (5) | 9 | 15 | 27.27% | 45.45% | 4.15 | 4.27 | 0.12 |
| I agree (4) | 22 | 13 | 66.67% | 39.39% | | | |
| Does not apply (3) | 1 | 4 | 3.03% | 12.12% | | | |
| I disagree (2) | | 1 | 0.00% | 3.03% | | | |
| I strongly disagree (1) | 1 | | 3.03% | 0.00% | | | |
| 3. Attending class locally was better for me financially | | | | | | | |
| Strongly agree (5) | 14 | 15 | 42.42% | 45.45% | 4.15 | 4.12 | -0.03 |
| I agree (4) | 13 | 11 | 39.39% | 33.33% | | | |
| Does not apply (3) | 4 | 3 | 12.12% | 9.09% | | | |
| I disagree (2) | 1 | 4 | 3.03% | 12.12% | | | |
| I strongly disagree (1) | 1 | | 3.03% | 0.00% | | | |

Question 2. *This course should help me advance in rate.* The mode answer on the initial survey was selection 5 (strongly agree) with 55% of the total responses. The end of course survey mode was selection 5 (strongly agree) with 70% of the total responses. The mean differential increased by .18 from 4.48 on the initial survey to 4.67 on the end of course survey.

Question 3. *This course should help in the performance of my job.* The mode answer on the initial survey was selection 5 (strongly agree) with 55% of the total responses. The end of course survey mode was selection 5 (strongly agree) with 58% of the total responses. The mean differential decreased by -.03 from 4.55 on the initial survey to 4.52 on the end of course survey. The drop in mean differential is due to a greater number of responses of selection 3 (does not apply).

Quality of Life

Question 1. *Attending class locally was much easier on me / my family.* The mode answer on the initial survey was selection 5 (strongly agree) with 64% of the total responses. The end of course survey mode was selection 5 (strongly agree) with 52% of the total responses. The mean differential decreased by -.30 from 4.45 on the initial survey to 4.12 on the end of course survey. The drop in mean differential was due to a greater number of responses of selections 3 (does not apply) and 2 (I disagree).

Question 2. *Transportation was never a problem.* The mode answer on the initial survey was selection 4 (I agree) with 42% of the total responses. The end of course survey mode was selection 5 (strongly agree) with 52% of the total responses. The mean differential increased by .21 from 3.97 on the initial survey to 4.18 on the end of course survey.

Question 3. *Lodging was adequate.* The mode answer on the initial survey was selection 5 (Strongly agree) with 52% of the total responses. The end of course survey mode was selection 5 (strongly agree) with 46% of the total responses. The mean differential between the initial and exit survey's was 0.00 with both initial and end of course mean ratings of 4.15.

Question 4. *School facilities are comfortable and well laid out.* The mode answer on the initial survey was selection 4 (I agree) with 73% of the total responses. The end of course survey mode was selection 5 (strongly agree) with 48% of the total responses. The mean differential increased by .30 from 4.12 on the initial survey to 4.42 on the end of course survey.

Expectations / End Result

Question 1. *This course was / will be relevant to the real world.* The mode answer on the initial survey was selection 4 (I agree) with 67% of the total responses. The end of course survey mode was selection 4 (I agree) with 52% of the total responses. The mean differential increased by .30 from 4.00 on the initial survey to 4.30 on the end of course survey.

Question 2. *I will be more marketable due to this course.* The mode answer on the initial survey was selection 4 (I agree) with 67% of the total responses. The end of course survey mode was selection 5 (Strongly agree) with 45% of the total responses. The mean differential increased by .12 from 4.15 on the initial survey to 4.27 on the end of course survey.

Question 3. *Attending class locally was / will be better for me financially.* The mode answer on the initial survey was selection 5 (Strongly agree) with 42% of the total

responses. The end of course survey mode was selection 5 (Strongly agree) with 45% of the total responses. The mean differential decreased by -.03 from 4.15 on the initial survey to 4.12 on the end of course survey. The drop in mean differential was due to a greater number of responses of selection 2 (I disagree) selections.

Combined

Initial Survey Responses

Table 2 displays the responses unique to the initial survey of the three different courses combined. Responses were tabulated to determine the percentage each possible response was chosen and to determine a mean rating for each question. The mean ratings are based on a scale of 1-5, with selection 5 representing the answer “I strongly agree and selection 1 representing the answer “I strongly disagree”. Additionally, the highlighted number in the total column depicts the mode (most frequently chosen answer). The open form responses were compiled and grouped according to the nature of the response. These groupings were then identified in the table by number of responses. The following is a narrative of the individual responses as depicted in Table 2:

Career Path

Question 1: *It was my desire to take this course.* The mode was selection 5 (Strongly agree) with 52% of the total responses. The mean was 4.27.

Quality of Life

Question 1: I didn't have any problems finding my classroom (1st day). The modes were selections 5 (Strongly agree) and 4 (I agree) with 36% of the total responses divided between the two. The mean was 3.79.

| Table 2: Table of survey responses | | | |
|---|-----------|--------|------|
| Combined Initial survey unique responses | | | |
| Legend: Bolded numbers in total column indicate mode ; mean (response average) | | | |
| QUESTION | Total | Pct % | mean |
| Career Path | | | |
| 1. It was my desire to take this course | | | |
| Strongly agree (5) | 17 | 51.52% | 4.27 |
| I agree (4) | 12 | 36.36% | |
| Does not apply (3) | 1 | 3.03% | |
| I disagree (2) | 2 | 6.06% | |
| I strongly disagree (1) | 1 | 3.03% | |
| Quality of Life | | | |
| 1. I didn't have any problems finding my classroom (1st day) | | | |
| Strongly agree (5) | 12 | 36.36% | 3.79 |
| I agree (4) | 12 | 36.36% | |
| Does not apply (3) | 2 | 6.06% | |
| I disagree (2) | 4 | 12.12% | |
| I strongly disagree (1) | 3 | 9.09% | |
| 2. Getting settled into the classroom was very comfortable | | | |
| Strongly agree (5) | 11 | 33.33% | 4.24 |
| I agree (4) | 21 | 63.64% | |
| Does not apply (3) | | 0.00% | |
| I disagree (2) | | 0.00% | |
| I strongly disagree (1) | 1 | 3.03% | |
| 3. I knew of the uniform & materials required ahead of time | | | |
| Strongly agree (5) | 6 | 18.18% | 3.39 |
| I agree (4) | 15 | 45.45% | |
| Does not apply (3) | 1 | 3.03% | |
| I disagree (2) | 8 | 24.24% | |
| I strongly disagree (1) | 3 | 9.09% | |

| Table 2: Table of survey responses | |
|---|--|
| Open ended responses initial survey (common) | |
| 1. What recommendations do you have to make the class / check-in process more efficient? | |
| | a. Better course information @ TTF Bangor (1) |
| | b. Parking (3) |
| | c. Required uniform information (1) |
| | d. |
| | e. |
| | f. |
| 2. If you could give one piece of career advice to assist a junior person in your rate what would it be? | |
| | a. Get as much training as possible (3) |
| | b. Take pride in your work (1) |
| | c. Study hard (6) |
| | d. Give 100% effort (2) |
| | e. Stay in long enough to take advantage of shore duty (1) |
| | f. Take responsibility for your actions / work (2) |
| 3. Other comments / suggestions applicable to course or instructors: | |
| | a. Advertise better (1) |
| | b. Authorize civilian clothes (4) |
| | c. Very presentable / knowledgeable instructors (2) |
| | d. Offer courses in Everett (1) |
| | e. Students shouldn't have to stand duty (3) |

Question 2: *Getting settled into the classroom was very comfortable.* The mode was selection 4 (I agree) with 64% of the total responses. The mean was 4.24.

Question 3: *I knew of the uniform and materials required ahead of time.* The mode was 4 (I agree) with 46% of the total responses. The mean was 3.39.

Open – ended responses

Question 1: *What recommendations do you have to make the class / check-in process more efficient?* a) Better course information – one response. b) Parking – Three responses. c) Required uniform information – one response.

Question 2: *If you could give one piece of career advice to assist a junior person in your rate, what would it be?* a) Get as much training as possible – three responses. b) Take pride in your work – one response. c) Study hard – six responses. d) Give 100% effort – two responses. e) Stay in long enough to take advantage of shore duty – one response. f) Take responsibility for your actions / work – two responses.

Question 3: *Other comments / suggestions applicable to course or instructors:* a) Advertise better – one response. b) Authorize civilian clothes – four responses. c) Very presentable / knowledgeable instructors – two responses. d) Offer courses in Everett, Wa. – One response. e) Students shouldn't have to stand duty - three responses.

Combined

End of Course Survey Unique Responses

Table 3 displays the responses unique to the end of course survey of the three different courses combined. Responses were tabulated to determine the percentage each possible response was chosen and to determine a mean rating for each question. The

| Table 3: Table of survey responses | | | |
|--|--------------|--------------|-------------|
| Combined Exit survey unique responses | | | |
| Legend: Bolded numbers in total column indicate mode ; mean (response average) | | | |
| QUESTION | Total | Pct % | mean |
| Instruction | | | |
| 1. Quality of classroom instruction | | | |
| Strongly agree (5) | 19 | 57.58% | 4.52 |
| I agree (4) | 12 | 36.36% | |
| Does not apply (3) | 2 | 6.06% | |
| I disagree (2) | | 0.00% | |
| I strongly disagree (1) | | 0.00% | |
| 2. Quality of instruction in the laboratory | | | |
| Strongly agree (5) | 16 | 48.48% | 4.30 |
| I agree (4) | 12 | 36.36% | |
| Does not apply (3) | 4 | 12.12% | |
| I disagree (2) | 1 | 3.03% | |
| I strongly disagree (1) | | 0.00% | |
| Exit survey open ended responses (common) | | | |
| 1. Other comments specific to course improvement and quality of instruction: | | | |
| a. Very knowledgeable instructor (3) | | | |
| b. Applying what was learned is very helpful (2) | | | |
| c. Great experience (2) | | | |
| d. Very well done (2) | | | |
| e. All people in the rate should attend the course (2) | | | |

mean ratings are based on a scale of 1-5, with selection 5 representing the answer “I strongly agree and selection 1 representing the answer “I strongly disagree”.

Additionally, the highlighted number in the total column depicts the mode (most frequently chosen answer). The open form responses were compiled and grouped according to the nature of the response. These groupings were then identified in the table by number of responses. The following is a narrative of the individual responses as depicted in Table 3.

Instruction

Question 1: *Quality of classroom instruction.* . The mode was selection 5 (Strongly agree) with 58% of the total responses. The mean was 4.52.

Question 2: *Quality of instruction in the laboratory.* The mode was selection 5 (Strongly agree) with 48% of the total responses. The mean was 4.30.

Open – ended responses

Question 1: *Other comments specific to course improvement and quality of instruction.* a) Very knowledgeable instructor – three responses. b) Applying what was learned is very helpful – two responses. c) Great experiences – two responses. d) Very well done – two responses. e) All people in the rate should attend the course – two responses.

Disbursing Clerk Afloat (DK)

Initial / End of Course Survey Common Responses

Table 4 depicts the responses common to both the initial and end of course surveys of the Disbursing Clerk Afloat (DK) course. Responses were tabulated to determine the percentage each possible response was chosen; a mean rating was also

| Table 4: Table of survey responses | | | | | | | |
|--|---------------|-----------|---------------|-----------|-------------|---------|----------|
| DK Afloat initial / end of course survey common responses | | | | | | | |
| Legend: Bolded numbers in total column indicate mode ; m = mean (response average) | | | | | | | |
| QUESTION | Total initial | Total end | Pct initial % | Pct end % | m - initial | m - end | m - diff |
| Career Path | | | | | | | |
| 1. I plan on reenlisting / extending | | | | | | | |
| Strongly agree (5) | 2 | 2 | 25.00% | 25.00% | 3.75 | 4.13 | 0.38 |
| I agree (4) | 3 | 5 | 37.50% | 62.50% | | | |
| Does not apply (3) | 2 | 1 | 25.00% | 12.50% | | | |
| I disagree (2) | 1 | | 12.50% | 0.00% | | | |
| I strongly disagree (1) | | | 0.00% | 0.00% | | | |
| 2. This course should help me advance in rate | | | | | | | |
| Strongly agree (5) | 5 | 6 | 62.50% | 75.00% | 4.63 | 4.75 | 0.13 |
| I agree (4) | 3 | 2 | 37.50% | 25.00% | | | |
| Does not apply (3) | | | 0.00% | 0.00% | | | |
| I disagree (2) | | | 0.00% | 0.00% | | | |
| I strongly disagree (1) | | | 0.00% | 0.00% | | | |
| 3. This course should help in the performance of my job | | | | | | | |
| Strongly agree (5) | 6 | 5 | 75.00% | 62.50% | 4.75 | 4.63 | -0.13 |
| I agree (4) | 2 | 3 | 25.00% | 37.50% | | | |
| Does not apply (3) | | | 0.00% | 0.00% | | | |
| I disagree (2) | | | 0.00% | 0.00% | | | |
| I strongly disagree (1) | | | 0.00% | 0.00% | | | |
| Quality of Life | | | | | | | |
| 1. Attending class locally was much easier on me / my family | | | | | | | |
| Strongly agree (5) | 5 | 5 | 62.50% | 62.50% | 4.38 | 4.38 | 0.00 |
| I agree (4) | 1 | 1 | 12.50% | 12.50% | | | |
| Does not apply (3) | 2 | 2 | 25.00% | 25.00% | | | |
| I disagree (2) | | | 0.00% | 0.00% | | | |
| I strongly disagree (1) | | | 0.00% | 0.00% | | | |
| 2. Transportation was never a problem | | | | | | | |
| Strongly agree (5) | 2 | 2 | 25.00% | 25.00% | 4.00 | 4.13 | 0.13 |
| I agree (4) | 5 | 5 | 62.50% | 62.50% | | | |
| Does not apply (3) | | 1 | 0.00% | 12.50% | | | |
| I disagree (2) | 1 | | 12.50% | 0.00% | | | |
| I strongly disagree (1) | | | 0.00% | 0.00% | | | |

| Table 4 of survey responses (Continued) | | | | | | | |
|---|---------------|-----------|---------------|----------|-------------|---------|----------|
| | Total initial | Total end | Pct initial % | Pct end% | m - initial | m - end | m - diff |
| 3. Lodging was adequate | | | | | | | |
| Strongly agree (5) | 3 | 1 | 37.50% | 12.50% | 5.13 | 3.38 | -1.75 |
| I agree (4) | 5 | 1 | 62.50% | 12.50% | | | |
| Does not apply (3) | 2 | 6 | 25.00% | 75.00% | | | |
| I disagree (2) | | | 0.00% | 0.00% | | | |
| I strongly disagree (1) | | | 0.00% | 0.00% | | | |
| 4. School facilities are comfortable and well laid out | | | | | | | |
| Strongly agree (5) | 1 | 3 | 12.50% | 37.50% | 4.00 | 4.25 | 0.25 |
| I agree (4) | 6 | 4 | 75.00% | 50.00% | | | |
| Does not apply (3) | 1 | 1 | 12.50% | 12.50% | | | |
| I disagree (2) | | | 0.00% | 0.00% | | | |
| I strongly disagree (1) | | | 0.00% | 0.00% | | | |
| Expectations / End result | | | | | | | |
| 1. This course was relavent to the real world | | | | | | | |
| Strongly agree (5) | | 1 | 0.00% | 12.50% | 3.75 | 4.00 | 0.25 |
| I agree (4) | 6 | 6 | 75.00% | 75.00% | | | |
| Does not apply (3) | 2 | 1 | 25.00% | 12.50% | | | |
| I disagree (2) | | | 0.00% | 0.00% | | | |
| I strongly disagree (1) | | | 0.00% | 0.00% | | | |
| 2. I will be more marketable due to this course | | | | | | | |
| Strongly agree (5) | 1 | 1 | 12.50% | 12.50% | 4.00 | 4.00 | 0.00 |
| I agree (4) | 6 | 6 | 75.00% | 75.00% | | | |
| Does not apply (3) | 1 | 1 | 12.50% | 12.50% | | | |
| I disagree (2) | | | 0.00% | 0.00% | | | |
| I strongly disagree (1) | | | 0.00% | 0.00% | | | |
| 3. Attending class locally was better for me financially | | | | | | | |
| Strongly agree (5) | 4 | 4 | 50.00% | 50.00% | 4.25 | 4.13 | -0.12 |
| I agree (4) | 2 | 2 | 25.00% | 25.00% | | | |
| Does not apply (3) | 2 | 1 | 25.00% | 12.50% | | | |
| I disagree (2) | | 1 | 0.00% | 12.50% | | | |
| I strongly disagree (1) | | | 0.00% | 0.00% | | | |

determined for each question. The mean ratings are based on a scale of 1-5, with selection 5 representing the answer “I strongly agree and selection 1 representing the answer “I strongly disagree”. The difference of the mean averages from both the initial and end of course survey are displayed. Additionally, the highlighted number in the total column depicts the mode (most frequently chosen answer). Following is a description of the individual responses as depicted in Table 4.

Career Path

Question 1. *I plan on reenlisting / extending.* The mode answer on the initial survey was selection 4 (I agree) with 38% of the total responses. The end of course survey mode was selection 4 (I agree) with 63% of the total responses. The mean differential increased by .38 from 3.75 on the initial survey to 4.13 on the end of course survey.

Question 2. *This course should help me advance in rate.* The mode answer on the initial survey was selection 5 (strongly agree) with 63% of the total responses. The end of course survey mode was selection 5 (strongly agree) with 75% of the total responses. The mean differential increased by .13 from 4.63 on the initial survey to 4.75 on the end of course survey.

Question 3. *This course should help in the performance of my job.* The mode answer on the initial survey was selection 5 (strongly agree) with 75% of the total responses. The end of course survey mode was selection 5 (strongly agree) with 63% of the total responses. The mean differential decreased by -.13 from 4.75 on the initial survey to 4.63 on the end of course survey. The drop in mean differential is due to a greater number of responses of selection 4 (I agree).

Quality of Life

Question 1. *Attending class locally was much easier on me / my family.* The mode answer on the initial survey was selection 5 (strongly agree) with 63% of the total responses. The end of course survey mode was selection 5 (strongly agree) with 63% of the total responses. The mean differential between the initial and exit survey's was 0.00 with both initial and end of course mean ratings of 4.38.

Question 2. *Transportation was never a problem.* The mode answer on the initial survey was selection 4 (I agree) with 63% of the total responses. The end of course survey mode was selection 5 (strongly agree) with 63% of the total responses. The mean differential increased by .13 from 4.00 on the initial survey to 4.13 on the end of course survey.

Question 3. *Lodging was adequate.* The mode answer on the initial survey was selection 4 (I agree) with 63% of the total responses. The end of course survey mode was selection 3 (Does not apply) with 75% of the total responses. The mean differential between the initial and exit survey's was -1.75 . The drop in mean differential was due to a greater number of responses of selection 3 (Does not apply).

Question 4. *School facilities are comfortable and well laid out.* The mode answer on the initial survey was selection 4 (I agree) with 75% of the total responses. The end of course survey mode was selection 4 (strongly agree) with 50% of the total responses. The mean differential increased by .25 from 4.00 on the initial survey to 4.25 on the end of course survey.

Expectations / End Result

Question 1. *This course was / will be relevant to the real world.* The mode answer on the initial survey was selection 4 (I agree) with 75% of the total responses. The end of course survey mode was selection 4 (I agree) with 75% of the total responses. The mean differential increased by .25 from 3.75 on the initial survey to 4.00 on the end of course survey.

Question 2. *I will be more marketable due to this course.* The mode answer on the initial survey was selection 4 (I agree) with 75% of the total responses. The end of course survey mode was selection 5 (Strongly agree) with 75% of the total responses. The mean differential was 0.00 with both initial and end of course mean ratings of 4.00.

Question 3. *Attending class locally was / will be better for me financially.* The mode answer on the initial survey was selection 5 (Strongly agree) with 50% of the total responses. The end of course survey mode was selection 5 (Strongly agree) with 50% of the total responses. The mean differential decreased by -.12 from 4.25 on the initial survey to 4.13 on the end of course survey. The drop in mean differential was due to a greater number of responses of selection 2 (I disagree).

Disbursing Clerk Afloat (DK)

Initial Survey Unique Responses

Table 5 displays the responses unique to the initial survey of the Disbursing Clerk Afloat (DK) course. Responses were tabulated to determine the percentage each possible response was chosen and to determine a mean rating for each question. The mean ratings are based on a scale of 1-5, with selection 5 representing the answer "I strongly agree and selection 1 representing the answer "I strongly disagree". Additionally, the highlighted

| Table 5: Table of survey responses | | | |
|---|----------|--------|------|
| DK Afloat Initial survey unique responses | | | |
| Legend: Bolded numbers in total column indicate mode ; mean (response average) | | | |
| QUESTION | Total | Pct % | mean |
| Career Path | | | |
| 1. It was my desire to take this course | | | |
| Strongly agree (5) | 5 | 62.50% | 4.38 |
| I agree (4) | 2 | 25.00% | |
| Does not apply (3) | | 0.00% | |
| I disagree (2) | 1 | 12.50% | |
| I strongly disagree (1) | | 0.00% | |
| Quality of Life | | | |
| 1. I didn't have any problems finding my classroom (1st day) | | | |
| Strongly agree (5) | 5 | 62.50% | 4.63 |
| I agree (4) | 3 | 37.50% | |
| Does not apply (3) | | 0.00% | |
| I disagree (2) | | 0.00% | |
| I strongly disagree (1) | | 0.00% | |
| 2. Getting settled into the classroom was very comfortable | | | |
| Strongly agree (5) | 3 | 37.50% | 4.38 |
| I agree (4) | 5 | 62.50% | |
| Does not apply (3) | | 0.00% | |
| I disagree (2) | | 0.00% | |
| I strongly disagree (1) | | 0.00% | |
| 3. I knew of the uniform & materials required ahead of time | | | |
| Strongly agree (5) | 1 | 12.50% | 4.13 |
| I agree (4) | 7 | 87.50% | |
| Does not apply (3) | | 0.00% | |
| I disagree (2) | | 0.00% | |
| I strongly disagree (1) | | 0.00% | |

| Table 5: Table of survey responses (continued) | |
|---|--|
| Open ended responses | |
| 1. What recommendations do you have to make the class / check-in process more efficient? | |
| a. | Better course information @ TTF Bangor (1) |
| b. | Parking (1) |
| c. | |
| d. | |
| e. | |
| f. | |
| 2. If you could give one piece of career advice to assist a junior person in your rate what would it be? | |
| a. | Get as much training as possible (2) |
| b. | Study hard (1) |
| c. | |
| d. | |
| e. | |
| f. | |
| 3. Other comments / suggestions applicable to course or instructors: | |
| a. | Authorize civilian clothes (1) |
| b. | Hold courses @ Everett Naval base (1) |
| c. | Not to have to stand duty while going to school(1) |
| d. | |
| e. | |
| f. | |

number in the total column depicts the mode (most frequently chosen answer). The open form responses were compiled and grouped according to the nature of the response. These groupings were then identified in the table by number of responses. The following is a narrative of the individual responses as depicted in Table 5.

Career Path

Question 1: *It was my desire to take this course.* The mode was selection 5 (Strongly agree) with 63% of the total responses. The mean was 4.38.

Quality of Life

Question 1: I didn't have any problems finding my classroom (1st day). The mode was selection 5 (Strongly agree) with 63% of the total responses. The mean was 4.63.

Question 2: *Getting settled into the classroom was very comfortable.* The mode was selection 4 (I agree) with 63% of the total responses. The mean was 4.38.

Question 3: *I knew of the uniform and materials required ahead of time.* The mode was selection 4 (I agree) with 86% of the total responses. The mean was 4.13.

Open – ended responses

Question 1: *What recommendations do you have to make the class / check-in process more efficient?* a) Better course information at TTF Bangor – one response. b) Parking – one response.

Question 2: *If you could give one piece of career advice to assist a junior person in your rate, what would it be?* a) Get as much training as possible – two responses. b) Study hard – one response.

Question 3: *Other comments / suggestions applicable to course or instructors:* a) Authorize civilian clothes – one response. b) Offer courses in Everett, Wa .– One response. e) Students shouldn't have to stand duty – One response.

Disbursing Clerk Afloat (DK)

End of Course Survey Unique Responses

Table 6 displays the responses unique to the Disbursing Clerk Afloat (DK) end of course surveys. Responses were tabulated to determine the percentage each possible response was chosen and to determine a mean rating for each question. The mean ratings are based on a scale of 1-5, with selection 5 representing the answer “I strongly agree and selection 1 representing the answer “I strongly disagree”. Additionally, the highlighted number in the total column depicts the mode (most frequently chosen answer). The open form responses were compiled and grouped according to the nature of the response. These groupings were then identified in the table by number of responses. The following is a narrative of the individual responses as depicted in Table 6:

Instruction

Question 1: *Quality of classroom instruction.* . The mode was selection 5 (Strongly agree) with 63% of the total responses. The mean was 4.63.

Question 2: *Quality of instruction in the laboratory.* The mode was selection 5 (Strongly agree) with 38% of the total responses. The mean was 4.00.

Open – ended responses

Question 1: *Other comments specific to course improvement and quality of instruction.* a) Very knowledgeable instructor – one response. b) Applying what was learned is very helpful – one response. c) Great school – one response.

| Table 6: Table of survey responses | | | |
|--|----------|--------|------|
| DK Afloat exit survey unique responses | | | |
| Legend: Bolded numbers in total column indicate mode ; mean (response average) | | | |
| QUESTION | Total | Pct % | mean |
| Instruction | | | |
| 1. Quality of classroom instruction | | | |
| Strongly agree (5) | 5 | 62.50% | 4.63 |
| I agree (4) | 3 | 37.50% | |
| Does not apply (3) | | 0.00% | |
| I disagree (2) | | 0.00% | |
| I strongly disagree (1) | | 0.00% | |
| 2. Quality of instruction in the laboratory | | | |
| Strongly agree (5) | 3 | 37.50% | 4.00 |
| I agree (4) | 2 | 25.00% | |
| Does not apply (3) | 3 | 37.50% | |
| I disagree (2) | | 0.00% | |
| I strongly disagree (1) | | 0.00% | |
| Open ended responses | | | |
| 1. Other comments specific to course improvement and quality of instruction: | | | |
| a. Very knowledgeable instructor (1) | | | |
| b. Great school (1) | | | |
| c. Doing the various forms everyday was a great way of applying what we had learned (1) | | | |

Food Service Administration (FSA)

Initial / End of Course Survey Common Responses

Table 7 depicts the responses common to both the initial and end of course surveys of the Food Service Administration (FSA) course. Responses were tabulated to determine the percentage each possible response was chosen; a mean rating was also determined for each question. The mean ratings are based on a scale of 1-5, with selection 5 representing the answer “I strongly agree and selection 1 representing the answer “I strongly disagree”. The difference of the means from both the initial and end of course survey are displayed. Additionally, the highlighted number in the total column depicts the mode (most frequently chosen answer). Following is a description of the individual responses as depicted in Table 7.

Career Path

Question 1. *I plan on reenlisting / extending.* The mode answer on the initial survey was selection 5 (Strongly agree) with 62% of the total responses. The end of course survey mode was selection 5 (strongly agree) with 69% of the total responses. The mean differential increased by 0.00 with both initial and end of course mean ratings of 4.62.

Question 2. *This course should help me advance in rate.* The mode answer on the initial survey was selection 5 (strongly agree) with 54% of the total responses. The end of course survey mode was selection 5 (strongly agree) with 77% of the total responses. The mean differential increased by .23 from 4.54 on the initial survey to 4.77 on the end of course survey.

| Table 7: Table of survey responses | | | | | | | |
|--|---------------|-----------|---------------|-----------|-------------|---------|----------|
| FSA initial / end of course survey common responses | | | | | | | |
| Legend: Bolded numbers in total column indicate mode ; m = mean (response average) | | | | | | | |
| QUESTION | Total initial | Total end | Pct initial % | Pct end % | m - initial | m - end | m - diff |
| Career Path | | | | | | | |
| 1. I plan on reenlisting / extending | | | | | | | |
| Strongly agree (5) | 8 | 9 | 61.54% | 69.23% | 4.62 | 4.62 | 0.00 |
| I agree (4) | 5 | 3 | 38.46% | 23.08% | | | |
| Does not apply (3) | | 1 | 0.00% | 7.69% | | | |
| I disagree (2) | | | 0.00% | 0.00% | | | |
| I strongly disagree (1) | | | 0.00% | 0.00% | | | |
| 2. This course should help me advance in rate | | | | | | | |
| Strongly agree (5) | 7 | 10 | 53.85% | 76.92% | 4.54 | 4.77 | 0.23 |
| I agree (4) | 6 | 3 | 46.15% | 23.08% | | | |
| Does not apply (3) | | | 0.00% | 0.00% | | | |
| I disagree (2) | | | 0.00% | 0.00% | | | |
| I strongly disagree (1) | | | 0.00% | 0.00% | | | |
| 3. This course should help in the performance of my job | | | | | | | |
| Strongly agree (5) | 8 | 7 | 61.54% | 53.85% | 4.62 | 4.54 | -0.08 |
| I agree (4) | 5 | 6 | 38.46% | 46.15% | | | |
| Does not apply (3) | | | 0.00% | 0.00% | | | |
| I disagree (2) | | | 0.00% | 0.00% | | | |
| I strongly disagree (1) | | | 0.00% | 0.00% | | | |
| Quality of Life | | | | | | | |
| 1. Attending class locally was much easier on me / my family | | | | | | | |
| Strongly agree (5) | 9 | 9 | 69.23% | 69.23% | 4.62 | 4.23 | -0.38 |
| I agree (4) | 3 | 1 | 23.08% | 7.69% | | | |
| Does not apply (3) | 1 | 2 | 7.69% | 15.38% | | | |
| I disagree (2) | | | 0.00% | 0.00% | | | |
| I strongly disagree (1) | | | 0.00% | 0.00% | | | |
| 2. Transportation was never a problem | | | | | | | |
| Strongly agree (5) | 7 | 10 | 53.85% | 76.92% | 4.38 | 4.77 | 0.38 |
| I agree (4) | 5 | 2 | 38.46% | 15.38% | | | |
| Does not apply (3) | | | 0.00% | 0.00% | | | |
| I disagree (2) | 1 | 2 | 7.69% | 15.38% | | | |
| I strongly disagree (1) | | | 0.00% | 0.00% | | | |

| Table 7 of survey responses (Continued) | | | | | | | |
|---|---------------|-----------|---------------|-----------|-------------|---------|----------|
| 3. Lodging was adequate | Total initial | Total end | Pct initial % | Pct end % | m - initial | m - end | m - diff |
| Strongly agree (5) | 8 | 8 | 61.54% | 61.54% | 4.38 | 4.62 | 0.23 |
| I agree (4) | 2 | 5 | 15.38% | 38.46% | | | |
| Does not apply (3) | 3 | | 23.08% | 0.00% | | | |
| I disagree (2) | | | 0.00% | 0.00% | | | |
| I strongly disagree (1) | | | 0.00% | 0.00% | | | |
| 4. School facilities are comfortable and well laid out | | | | | | | |
| Strongly agree (5) | 4 | 7 | 30.77% | 53.85% | 4.31 | 4.46 | 0.15 |
| I agree (4) | 9 | 5 | 69.23% | 38.46% | | | |
| Does not apply (3) | | 1 | 0.00% | 7.69% | | | |
| I disagree (2) | | | 0.00% | 0.00% | | | |
| I strongly disagree (1) | | | 0.00% | 0.00% | | | |
| Expectations / End result | | | | | | | |
| 1. This course was relevant to the real world | | | | | | | |
| Strongly agree (5) | 3 | 5 | 23.08% | 38.46% | 4.23 | 4.23 | 0.00 |
| I agree (4) | 10 | 6 | 76.92% | 46.15% | | | |
| Does not apply (3) | | 2 | 0.00% | 15.38% | | | |
| I disagree (2) | | | 0.00% | 0.00% | | | |
| I strongly disagree (1) | | | 0.00% | 0.00% | | | |
| 2. I will be more marketable due to this course | | | | | | | |
| Strongly agree (5) | 5 | 7 | 38.46% | 53.85% | 4.38 | 4.38 | 0.00 |
| I agree (4) | 8 | 4 | 61.54% | 30.77% | | | |
| Does not apply (3) | | 2 | 0.00% | 15.38% | | | |
| I disagree (2) | | | 0.00% | 0.00% | | | |
| I strongly disagree (1) | | | 0.00% | 0.00% | | | |
| 3. Attending class locally was better for me financially | | | | | | | |
| Strongly agree (5) | 7 | 7 | 53.85% | 53.85% | 4.54 | 4.31 | -0.23 |
| I agree (4) | 6 | 4 | 46.15% | 30.77% | | | |
| Does not apply (3) | | 1 | 0.00% | 7.69% | | | |
| I disagree (2) | | 1 | 0.00% | 7.69% | | | |
| I strongly disagree (1) | | | 0.00% | 0.00% | | | |

Question 3. *This course should help in the performance of my job.* The mode answer on the initial survey was selection 5 (strongly agree) with 62% of the total responses. The end of course survey mode was selection 5 (strongly agree) with 54% of the total responses. The mean differential decreased by -.08 from 4.62 on the initial survey to 4.54 on the end of course survey. The drop in mean differential was due to a greater number of responses of selection 4 (I agree).

Quality of Life

Question 1. *Attending class locally was much easier on me / my family.* The mode answer on the initial survey was selection 5 (strongly agree) with 69% of the total responses. The end of course survey mode was selection 5 (strongly agree) with 69% of the total responses. The mean differential decreased by -.38 from 4.62 on the initial survey to 4.23 on the end of course survey. The drop in mean differential was due to a greater number of responses of selection 3 (does not apply).

Question 2. *Transportation was never a problem.* The mode answer on the initial survey was selection 5 (Strongly agree) with 54% of the total responses. The end of course survey mode was selection 5 (strongly agree) with 77% of the total responses. The mean differential increased by .38 from 4.38 on the initial survey to 4.77 on the end of course survey.

Question 3. *Lodging was adequate.* The mode answer on the initial survey was selection 5 (Strongly agree) with 62% of the total responses. The end of course survey mode was selection 5 (strongly agree) with 62% of the total responses. The mean

differential increased by .23 from 4.38 on the initial survey to 4.62 on the end of course survey.

Question 4. *School facilities are comfortable and well laid out.* The mode answer on the initial survey was selection 4 (I agree) with 69% of the total responses. The end of course survey mode was selection 5 (strongly agree) with 54% of the total responses. The mean differential increased by .15 from 4.31 on the initial survey to 4.46 on the end of course survey.

Expectations / End Result

Question 1. *This course was / will be relevant to the real world.* The mode answer on the initial survey was selection 4 (I agree) with 77% of the total responses. The end of course survey mode was selection 4 (I agree) with 46% of the total responses. The mean differential was 0.00 with both initial and end of course mean ratings of 4.23.

Question 2. *I will be more marketable due to this course.* The mode answer on the initial survey was selection 4 (I agree) with 62% of the total responses. The end of course survey mode was selection 5 (Strongly agree) with 54% of the total responses. The mean differential was 0.00 with both initial and end of course mean ratings of 4.38.

Question 3. *Attending class locally was / will be better for me financially.* The mode answer on the initial survey was selection 5 (Strongly agree) with 54% of the total responses. The end of course survey mode was selection 5 (Strongly agree) with 54% of the total responses. The mean differential decreased by -.23 from 4.54 on the initial survey to 4.31 on the exit survey. The drop in mean differential was due to a greater number of responses of selections 3 (Does not apply) and 2 (I disagree).

Food Service Administration (FSA)

Initial Survey Unique Responses

Table 8 displays the responses unique to the initial survey of the Food Service Administration (FSA) course. Responses were tabulated to determine the percentage that each possible response was chosen and to determine a mean rating for each question. The mean ratings are based on a scale of 1-5, with selection 5 representing the answer “I strongly agree and selection 1 representing the answer “I strongly disagree”. Additionally, the highlighted number in the total column depicts the mode (most frequently chosen answer). The open form responses were compiled and grouped according to the nature of the response. These groupings were then identified in the table by number of responses. The following is a narrative of the individual responses as depicted in Table 8.

Career Path

Question 1: *It was my desire to take this course.* The mode was selection 5 (Strongly agree) with 54% of the total responses. The mean was 4.31.

Quality of Life

Question 1: *I didn't have any problems finding my classroom (1st day).* The mode was selection 5 (Strongly agree) with 38% of the total responses. The mean was 3.77.

Question 2: *Getting settled into the classroom was very comfortable.* The mode was selection 4 (I agree) with 69% of the total responses. The mean was 4.31.

Question 3: *I knew of the uniform and materials required ahead of time.* The mode was 2 (I disagree) with 38% of the total responses. The mean was 3.46.

| Table 8: Table of survey responses | | | |
|---|----------|--------|------|
| FSA Initial survey unique responses | | | |
| Legend: Bolded numbers in total column indicate mode ; mean (response average) | | | |
| QUESTION | Total | Pct % | mean |
| Career Path | | | |
| 1. It was my desire to take this course | | | |
| Strongly agree (5) | 7 | 53.85% | 4.31 |
| I agree (4) | 5 | 38.46% | |
| Does not apply (3) | | 0.00% | |
| I disagree (2) | | 0.00% | |
| I strongly disagree (1) | 1 | 7.69% | |
| Quality of Life | | | |
| 1. I didn't have any problems finding my classroom (1st day) | | | |
| Strongly agree (5) | 5 | 38.46% | 3.77 |
| I agree (4) | 3 | 23.08% | |
| Does not apply (3) | 2 | 15.38% | |
| I disagree (2) | 3 | 23.08% | |
| I strongly disagree (1) | | 0.00% | |
| 2. Getting settled into the classroom was very comfortable | | | |
| Strongly agree (5) | 4 | 30.77% | 4.31 |
| I agree (4) | 9 | 69.23% | |
| Does not apply (3) | | 0.00% | |
| I disagree (2) | | 0.00% | |
| I strongly disagree (1) | | 0.00% | |
| 3. I knew of the uniform & materials required ahead of time | | | |
| Strongly agree (5) | 4 | 30.77% | 3.46 |
| I agree (4) | 3 | 23.08% | |
| Does not apply (3) | 1 | 7.69% | |
| I disagree (2) | 5 | 38.46% | |
| I strongly disagree (1) | | 0.00% | |

Table 8: Table of survey responses (continued)

Open ended responses

1. What recommendations do you have to make the class / check-in process more efficient?

- a. Better course information @ TTF Bangor (1)
- b. Parking (3)
- c. _____
- d. _____
- e. _____
- f. _____

2. If you could give one piece of career advice to assist a junior person in your rate what would it be?

- a. Get as much training as possible (1)
- b. Do the job right the first time(1)
- c. Study hard (4)
- d. Stay in long enough to go to shore duty (1)
- e. Take responsibility (1)
- f. _____

3. Other comments / suggestions applicable to course or instructors:

- a. Instructor was very presentable and knowledgeable (1)
- b. Authorize civilian clothes (1)
- c. Advertise the course better (1)
- d. _____
- e. _____
- f. _____

Open – ended responses

Question 1: *What recommendations do you have to make the class / check-in process more efficient?* a) Better course information – one response. b) Parking – Three responses.

Question 2: *If you could give one piece of career advice to assist a junior person in your rate, what would it be?* a) Get as much training as possible – one response. b) Study hard – four responses. d) Stay in long enough to take advantage of shore duty – one response. f) Take responsibility for your actions / work – one responses.

Question 3: *Other comments / suggestions applicable to course or instructors:* a) Advertise better – one response. b) Authorize civilian clothes – one response. c) Very presentable / knowledgeable instructors – one response.

Food Service Administration (FSA)

End of Course Survey Unique Responses

Table 9 displays the responses unique to the end of course survey of the Food Service Administration (FSA) course. Responses were tabulated to determine the percentage each possible response was chosen and to determine a mean rating for each question. The mean ratings are based on a scale of 1-5, with selection 5 representing the answer “I strongly agree and selection 1 representing the answer “I strongly disagree”. Additionally, the highlighted number in the total column depicts the mode (most frequently chosen answer). The open form responses were compiled and grouped according to the nature of the response. These groupings were than identified in the table by number of responses. The following is a narrative of the individual responses as depicted in Table 9.

| Table 9: Table of survey responses | | | |
|--|--------------|--------------|-------------|
| FSA end of course survey unique responses | | | |
| Legend: Bolded numbers in total column indicate mode ; mean (response average) | | | |
| QUESTION | Total | Pct % | mean |
| Instruction | | | |
| 1. Quality of classroom instruction | | | |
| Strongly agree (5) | 7 | 53.85% | 4.54 |
| I agree (4) | 6 | 46.15% | |
| Does not apply (3) | | 0.00% | |
| I disagree (2) | | 0.00% | |
| I strongly disagree (1) | | 0.00% | |
| 2. Quality of instruction in the laboratory | | | |
| Strongly agree (5) | 7 | 53.85% | 4.54 |
| I agree (4) | 6 | 46.15% | |
| Does not apply (3) | | 0.00% | |
| I disagree (2) | | 0.00% | |
| I strongly disagree (1) | | 0.00% | |
| Open ended responses | | | |
| 1. Other comments specific to course improvement and quality of instruction: | | | |
| a. NAV SUP 486 is incomplete and not up-to date (1) | | | |
| b. 5 week format would work better (1) | | | |
| c. Take a full day on the FSM portion (1) | | | |
| d. Include information on sanitation from manual P 5010 (1) | | | |
| e. More parking (2) | | | |
| f. Civilian clothes (2) | | | |
| g. Mr. Puniesto knows the subject very well, outstanding job! (1) | | | |

Instruction

Question 1: *Quality of classroom instruction*. The mode was selection 5 (Strongly agree) with 54% of the total responses. The mean was 4.54.

Question 2: *Quality of instruction in the laboratory*. The mode was selection 5 (Strongly agree) with 54% of the total responses. The mean was 4.54.

Open – ended responses

Question 1: *Other comments specific to course improvement and quality of instruction*. a) Very knowledgeable instructor – one response. b) NAV SUP 486 is incomplete and not up-to-date - one response. c) A five - week format would work better - one response. d) Include information on sanitation from manual P 5010 - one response. e) More parking – two responses. f) Civilian clothes – two responses. g) Take a full day on the FSM portion - one response.

General Mess Operations (GMO)

Initial / End of Course Survey Common Responses

Table 10 depicts the responses common to both the initial and end of course surveys of the General Mess Operations (GMO) course. Responses were tabulated to determine the percentage each possible response was chosen; a mean rating was also determined for each question. The mean ratings are based on a scale of 1-5, with selection 5 representing the answer “I strongly agree and selection 1 representing the answer “I strongly disagree”. The difference of the mean from both the initial and end of course survey are displayed. Additionally, the highlighted number in the total

| Table 10: Table of survey responses | | | | | | | |
|---|---------------|-----------|---------------|-----------|-------------|---------|----------|
| GMO initial / end of course survey common responses | | | | | | | |
| Legend: Bolded numbers in total column indicate mode ; m = mean (response average) | | | | | | | |
| QUESTION | Total initial | Total end | Pct initial % | Pct end % | m - initial | m - end | m - diff |
| Career Path | | | | | | | |
| 1. I plan on reenlisting / extending | | | | | | | |
| Strongly agree (5) | 1 | 7 | 8.33% | 58.33% | 3.42 | 4.50 | 1.08 |
| I agree (4) | 7 | 4 | 58.33% | 33.33% | | | |
| Does not apply (3) | 1 | 1 | 8.33% | 8.33% | | | |
| I disagree (2) | 2 | | 16.67% | 0.00% | | | |
| I strongly disagree (1) | 1 | | 8.33% | 0.00% | | | |
| 2. This course should help me advance in rate | | | | | | | |
| Strongly agree (5) | 6 | 7 | 50.00% | 58.33% | 4.33 | 4.50 | 0.17 |
| I agree (4) | 5 | 4 | 41.67% | 33.33% | | | |
| Does not apply (3) | | 1 | 0.00% | 8.33% | | | |
| I disagree (2) | 1 | | 8.33% | 0.00% | | | |
| I strongly disagree (1) | | | 0.00% | 0.00% | | | |
| 3. This course should help in the performance of my job | | | | | | | |
| Strongly agree (5) | 4 | 7 | 33.33% | 58.33% | 4.33 | 4.42 | 0.08 |
| I agree (4) | 8 | 3 | 66.67% | 25.00% | | | |
| Does not apply (3) | | 2 | 0.00% | 16.67% | | | |
| I disagree (2) | | | 0.00% | 0.00% | | | |
| I strongly disagree (1) | | | 0.00% | 0.00% | | | |
| Quality of Life | | | | | | | |
| 1. Attending class locally was much easier on me / my family | | | | | | | |
| Strongly agree (5) | 7 | 3 | 58.33% | 25.00% | 4.33 | 3.75 | -0.58 |
| I agree (4) | 3 | 5 | 25.00% | 41.67% | | | |
| Does not apply (3) | 1 | 2 | 8.33% | 16.67% | | | |
| I disagree (2) | 1 | 2 | 8.33% | 16.67% | | | |
| I strongly disagree (1) | | | 0.00% | 0.00% | | | |
| 2. Transportation was never a problem | | | | | | | |
| Strongly agree (5) | 4 | 5 | 33.33% | 41.67% | 3.50 | 3.83 | 0.33 |
| I agree (4) | 4 | 3 | 33.33% | 25.00% | | | |
| Does not apply (3) | | 1 | 0.00% | 8.33% | | | |
| I disagree (2) | 2 | 3 | 16.67% | 25.00% | | | |
| I strongly disagree (1) | 2 | | 16.67% | 0.00% | | | |

| Table 10 of survey responses (Continued) | | | | | | | |
|---|---------------|-----------|---------------|-----------|-------------|---------|----------|
| 3. Lodging was adequate | Total initial | Total end | Pct initial % | Pct end % | m - initial | m - end | m - diff |
| Strongly agree (5) | 6 | 6 | 50.00% | 50.00% | 3.92 | 4.17 | 0.25 |
| I agree (4) | 2 | 3 | 16.67% | 25.00% | | | |
| Does not apply (3) | 2 | 2 | 16.67% | 16.67% | | | |
| I disagree (2) | 1 | 1 | 8.33% | 8.33% | | | |
| I strongly disagree (1) | 1 | | 8.33% | 0.00% | | | |
| 4. School facilities are comfortable and well laid out | | | | | | | |
| Strongly agree (5) | 2 | 6 | 16.67% | 50.00% | 4.08 | 4.50 | 0.42 |
| I agree (4) | 9 | 6 | 75.00% | 50.00% | | | |
| Does not apply (3) | 1 | | 8.33% | 0.00% | | | |
| I disagree (2) | | | 0.00% | 0.00% | | | |
| I strongly disagree (1) | | | 0.00% | 0.00% | | | |
| Expectations / End result | | | | | | | |
| 1. This course was relevant to the real world | | | | | | | |
| Strongly agree (5) | 4 | 7 | 33.33% | 58.33% | 3.92 | 4.58 | 0.67 |
| I agree (4) | 6 | 5 | 50.00% | 41.67% | | | |
| Does not apply (3) | | | 0.00% | 0.00% | | | |
| I disagree (2) | 1 | | 8.33% | 0.00% | | | |
| I strongly disagree (1) | 1 | | 8.33% | 0.00% | | | |
| 2. I will be more marketable due to this course | | | | | | | |
| Strongly agree (5) | 3 | 7 | 25.00% | 58.33% | 4.00 | 4.33 | 0.33 |
| I agree (4) | 8 | 3 | 66.67% | 25.00% | | | |
| Does not apply (3) | | 1 | 0.00% | 8.33% | | | |
| I disagree (2) | | 1 | 0.00% | 8.33% | | | |
| I strongly disagree (1) | 1 | | 8.33% | 0.00% | | | |
| 3. Attending class locally was better for me financially | | | | | | | |
| Strongly agree (5) | 3 | 4 | 25.00% | 33.33% | 3.67 | 3.92 | 0.25 |
| I agree (4) | 5 | 5 | 41.67% | 41.67% | | | |
| Does not apply (3) | 2 | 1 | 16.67% | 8.33% | | | |
| I disagree (2) | 1 | 2 | 8.33% | 16.67% | | | |
| I strongly disagree (1) | 1 | | 8.33% | 0.00% | | | |

column depicts the mode (most frequently chosen answer). Following is a description of the individual responses as depicted in Table 10.

Career Path

Question 1. *I plan on reenlisting / extending.* The mode answer on the initial survey was selection 4 (I agree) with 45% of the total responses. The end of course survey mode was selection 5 (strongly agree) with 58% of the total responses. The mean differential increased by 1.08 from 3.42 on the initial survey to 4.50 on the end of course survey.

Question 2. *This course should help me advance in rate.* The mode answer on the initial survey was selection 5 (strongly agree) with 50% of the total responses. The end of course survey mode was selection 5 (strongly agree) with 58% of the total responses. The mean differential increased by .17 from 4.33 on the initial survey to 4.50 on the end of course survey.

Question 3. *This course should help in the performance of my job.* The mode answer on the initial survey was selection 4 (I agree) with 67% of the total responses. The end of course survey mode was selection 5 (strongly agree) with 58% of the total responses. The mean differential increased by .09 from 4.33 on the initial survey to 4.42 on the end of course survey.

Quality of Life

Question 1. *Attending class locally was much easier on me / my family.* The mode answer on the initial survey was selection 5 (strongly agree) with 58% of the total responses. The end of course survey mode was selection 4 (I agree) with 42% of the total responses. The mean differential decreased by -.58 from 4.33 on the initial survey to 3.75

on the end of course survey. The drop in mean differential was due to a greater number of responses of selections 3 (does not apply) and 2 (I disagree).

Question 2. *Transportation was never a problem.* The mode answers on the initial survey were selections 5 (Strongly agree) and 4 (I agree) with 33% of the total responses. The end of course survey mode was selection 5 (strongly agree) with 42% of the total responses. The mean differential increased by .33 from 3.50 on the initial survey to 3.83 on the end of course survey.

Question 3. *Lodging was adequate.* The mode answer on the initial survey was selection 5 (Strongly agree) with 50% of the total responses. The end of course survey mode was selection 5 (strongly agree) with 50% of the total responses. The mean differential increased by .25 from 3.92 on the initial survey to 4.17 on the end of course survey.

Question 4. *School facilities are comfortable and well laid out.* The mode answer on the initial survey was selection 4 (I agree) with 75% of the total responses. The end of course survey modes were selections 5 (strongly agree) and 4 (I agree) with 50% of the total responses. The mean differential increased by .42 from 4.08 on the initial survey to 4.50 on the end of course survey.

Expectations / End Result

Question 1. *This course was / will be relevant to the real world.* The mode answer on the initial survey was selection 4 (I agree) with 50% of the total responses. The end of course survey mode was selection 5 (Strongly agree) with 58% of the total responses. The mean differential increased by .67 from 3.92 on the initial survey to 4.58 on the end of course survey.

Question 2. *I will be more marketable due to this course.* The mode answer on the initial survey was selection 4 (I agree) with 67% of the total responses. The end of course survey mode was selection 5 (Strongly agree) with 58% of the total responses. The mean differential increased by .33 from 4.00 on the initial survey to 4.33 on the end of course survey.

Question 3. *Attending class locally was / will be better for me financially.* The mode answer on the initial survey was selection 4 (I agree) with 42% of the total responses. The end of course survey mode was selection 4 (I agree) with 42% of the total responses. The mean differential increased by .25 from 3.67 on the initial survey to 3.92 on the end of course survey.

General Mess Operations (GMO)

Initial Survey Unique Responses

Table 11 displays the responses unique to the initial survey of the General Mess Operations (GMO) course. Responses were tabulated to determine the percentage each possible response was chosen and to determine a mean rating for each question. The mean ratings are based on a scale of 1-5, with selection 5 representing the answer “I strongly agree and selection 1 representing the answer “I strongly disagree”.

Additionally, the highlighted number in the total column depicts the mode (most frequently chosen answer). The open form responses were compiled and grouped according to the nature of the response. These groupings were then identified in the table by number of responses. The following is a narrative of the individual responses as depicted in Table 11.

| Table 11: Table of survey responses | | | |
|---|----------|--------|------|
| GMO Initial survey unique responses | | | |
| Legend: Bolded numbers in total column indicate mode ; mean (response average) | | | |
| QUESTION | Total | Pct % | Mean |
| Career Path | | | |
| 1. It was my desire to take this course | | | |
| Strongly agree (5) | 5 | 41.67% | 4.17 |
| I agree (4) | 5 | 41.67% | |
| Does not apply (3) | 1 | 8.33% | |
| I disagree (2) | 1 | 8.33% | |
| I strongly disagree (1) | | 0.00% | |
| Quality of Life | | | |
| 1. I didn't have any problems finding my classroom (1st day) | | | |
| Strongly agree (5) | 2 | 16.67% | 3.25 |
| I agree (4) | 6 | 50.00% | |
| Does not apply (3) | | 0.00% | |
| I disagree (2) | 1 | 8.33% | |
| I strongly disagree (1) | 3 | 25.00% | |
| 2. Getting settled into the classroom was very comfortable | | | |
| Strongly agree (5) | 4 | 33.33% | 4.08 |
| I agree (4) | 7 | 58.33% | |
| Does not apply (3) | | 0.00% | |
| I disagree (2) | | 0.00% | |
| I strongly disagree (1) | 1 | 8.33% | |
| 3. I knew of the uniform & materials required ahead of time | | | |
| Strongly agree (5) | 1 | 8.33% | 2.83 |
| I agree (4) | 5 | 41.67% | |
| Does not apply (3) | | 0.00% | |
| I disagree (2) | 3 | 25.00% | |
| I strongly disagree (1) | 3 | 25.00% | |

Table 11: Table of survey responses (continued)

Open ended responses

1. What recommendations do you have to make the class / check-in process more efficient?

- a. Better course information @ TTF Bangor (1)
- b. Parking (1)
- c. Required uniform information (1)
- d. _____
- e. _____
- f. _____

2. If you could give one piece of career advice to assist a junior person in your rate what would it be?

- a. Get as much training as possible (1)
- b. Take pride in your work (1)
- c. Study hard (1)
- d. Give 100% effort (2)
- e. _____
- f. _____

3. Other comments / suggestions applicable to course or instructors:

- a. Offer better student lunches (3)
- b. Authorize civilian clothes (1)
- c. _____
- d. _____
- e. _____
- f. _____

Career Path

Question 1: *It was my desire to take this course.* The mode selections were 5 (Strongly agree) and 4 (I agree) with 42% of the total responses. The mean was 4.17.

Quality of Life

Question 1: I didn't have any problems finding my classroom (1st day). The mode was selection 4 (I agree) with 50% of the total responses divided between the two. The mean was 3.25.

Question 2: *Getting settled into the classroom was very comfortable.* The mode was selection 4 (I agree) with 58% of the total responses. The mean was 4.08.

Question 3: *I knew of the uniform and materials required ahead of time.* The mode was 4 (I agree) with 42% of the total responses. The mean was 2.83.

Open – ended responses

Question 1: *What recommendations do you have to make the class / check-in process more efficient?* a) Better course information – one response. b) Parking – one response. c) Required uniform information – one response.

Question 2: *If you could give one piece of career advice to assist a junior person in your rate, what would it be?* a) Get as much training as possible – one response. b) Take pride in your work – one response. c) Study hard – six responses. d) Give 100% effort – two responses

Question 3: *Other comments / suggestions applicable to course or instructors:* a) Offer better student lunches – three responses. b) Authorize civilian clothes – one response.

General Mess Operations (GMO)

End of Course Survey Unique Responses

Table 12 displays the responses unique to the end of course survey of the General Mess Operations (GMO) course. Responses were tabulated to determine the percentage each possible response was chosen and to determine a mean rating for each question. The mean ratings are based on a scale of 1-5, with selection 5 representing the answer “I strongly agree and selection 1 representing the answer “I strongly disagree”. Additionally, the highlighted number in the total column depicts the mode (most frequently chosen answer). The open form responses were compiled and grouped according to the nature of the response. These groupings were then identified in the table by number of responses. The following is a narrative of the individual responses as depicted in Table 12.

Instruction

Question 1: *Quality of classroom instruction.* The mode was selection 5 (Strongly agree) with 58% of the total responses. The mean was 4.42.

Question 2: *Quality of instruction in the laboratory.* The mode was selection 5 (Strongly agree) with 50% of the total responses. The mean was 4.25.

Open – ended responses

Question 1: *Other comments specific to course improvement and quality of instruction.* a) Course should be longer, 7-8 weeks – two responses. b) Very well done – two responses. c) Great experience – one response. d) All Mess Specialists should attend the course – one response.

| Table 12: Table of survey responses | | | |
|---|--|--------------|-------------|
| GMO end of course survey unique responses | | | |
| Legend: Bolded numbers in total column indicate mode ; mean (response average) | | | |
| QUESTION | Total | Pct % | mean |
| Instruction | | | |
| 1. Quality of classroom instruction | | | |
| Strongly agree (5) | 7 | 58.33% | 4.42 |
| I agree (4) | 3 | 25.00% | |
| Does not apply (3) | 2 | 16.67% | |
| I disagree (2) | | 0.00% | |
| I strongly disagree (1) | | 0.00% | |
| 2. Quality of instruction in the laboratory | | | |
| Strongly agree (5) | 6 | 50.00% | 4.25 |
| I agree (4) | 4 | 33.33% | |
| Does not apply (3) | 1 | 8.33% | |
| I disagree (2) | 1 | 8.33% | |
| I strongly disagree (1) | | 0.00% | |
| Open ended responses | | | |
| 1. Other comments specific to course improvement and quality of instruction: | | | |
| a. | Course should be longer, 7-8 wks (2) | | |
| b. | Well done (2) | | |
| c. | Great experience (1) | | |
| d. | All Mess Specialists should attend this course (1) | | |

Summary

Chapter IV illustrated the findings of this study by utilizing 12 tables compiling information from the two surveys given to 33 students who have actively participated in the Navy's Non-Traditional training program in the Pacific Northwest. In Chapter V, the research will be summarized, conclusions of the data gathered will be presented, and recommendations will be given on how the research can be of value to course managers and instructors.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to determine the effectiveness of Non-Traditional training as it applies to the personnel of the U.S. Navy who have utilized this service in the Pacific Northwest Region. This chapter summarizes the procedures used in the research study, draws conclusions based on the findings of the study, and provides recommendations supported by the research findings.

Summary

The ultimate goal of Non-Traditional training is to provide diverse and cost effective training while at the same time improving the sailor's quality of living. The more training that sailors can attain, the better their performance will be on the job. Along with improved performance, possibilities for advancements will be increased because the primary means of advancement within the Navy is based on advancement test scores. With advancement, comes increased pay, which generally coincides with an improved attitude towards the job and the Navy as a whole. The thrust of the Navy at present is to put every effort towards the retention of its most productive sailors. What this means is a "win-win" situation between the individual and the Navy. In order for this to occur, the Navy needs to make a concentrated effort at improving the chances for meaningful, affordable and convenient training. Tracking the effectiveness of this local Non-Traditional training is vital toward providing these needs efficiently and effectively.

Due in large part to the success of the Non-Traditional training program, a new program is beginning to surface. This program is called Task Force EXCEL. It is

intended to challenge and revise the way the Navy trains its sailors through every step of their career. The goal is to make the Navy highly regarded as the employer of choice.

The survey instruments used in this study were designed with extensive input from both the course managers and instructors. The intent of having both an initial course survey and an end of course survey was to ascertain behavioral and attitudinal changes from exposure to the course material and instruction. In order to attain a well-rounded estimation, the surveys were segmented into three primary categories. The first category included questions on the intended career path and the students' thoughts on how the course might assist in advancement. The second category concentrated on quality of life issues that might be impacting student learning. The final category focused on expectations and end results, depending on whether it was an initial or exit survey. The questions concentrated on relevance and self-improvement. There were also several open-ended questions, allowing the students to freely express their opinions. Of the 66 surveys the researcher personally administered, 66 were returned.

Conclusions

Utilizing the data collected through this research study, several conclusions can be made based on the research goals of this study.

1. Should completion of Non-Traditional training enhance rating advancement?

It is the conclusion of this study that Navy Non-Traditional training will indeed enhance rating advancement of its participants. The initial survey concerning this question was answered strongly agree by 55.55 percent of the participants. When asked the same question on the end of course survey, the result in the strongly agree category

advanced to 69.70 percent. Additionally, the mean differential between initial and end of course surveys increased by .18 to 4.67 of a possible 5 (5 = strongly agree, 1= strongly disagree).

2. Does attendance of local Non-Traditional training effect the student's quality of life?

The study concludes that students are satisfied with the quality of life issues questioned on both of the surveys. The mean ratings of the four questions in this section of the survey were 4.23 of a possible 5 (5 = strongly agree, 1= strongly disagree). However, there was a slight decrease between initial and end of course survey mean ratings, as related to the question concerning local class attendance being easier on the student and family.

3. Do graduates of Non-Traditional training who were initially opposed to reenlisting or extending change their decision upon completion of the Non-Traditional training course?

Of the population surveyed on this specific question, only 33.33 percent of the students were in strong agreement at the beginning of the course. By the end of the course that percentage had increased to 54.55 percent in the strongly agree category. The mean rating also showed a marked increase from 3.97 initially to 4.45 of a possible 5 (5 = strongly agree, 1= strongly disagree).

Recommendations

Based on the findings and conclusions of this research study, the following recommendations are provided:

1. Continue to pursue the establishment of additional courses to replace those only offered outside the Pacific Northwest region. The addition of new courses for various Navy ratings will enhance the best form of advertisement of the program, word of mouth, by the people that have attended courses associated with the program.
2. Based on several open-ended responses, clear details of the course location and requirements need to be made available to the students assigned and their parent commands. Specifically, it was identified that the primary training center of the region, Trident Training Facility, at the Bangor Submarine base did not have the details necessary to direct Non-Traditional training students to their off-base locations.
3. Increase the emphasis on the quality of life issue concerning the benefits of attending class locally. The overall mean differential dropped into the negative between the initial and exit surveys. Of the three courses, the GMO course experienced the largest drop in this area, going from an initial 4.33 rating to a 3.75 end of course mean rating.
4. In order to maintain the success of the Navy's Non-Traditional training program in the region, the researcher recommends the continued tracking and accumulation of data similar to this research. The continued data collection will allow for rapid identification of problems or weak areas within the program.

BIBLIOGRAPHY

Clark, Vern. (n.d.). From the Chief of Naval Operations.... Retrieved February 12, 2002, from <http://www.excel.navy.mil/word.htm>

Kirchner, Gary. (n.d.). CNO Launches Major Training Initiative. Retrieved February 28, 2002, from <http://www.excel.navy.mil/pr02.htm>

Kirchner, Gary. (n.d.). Task Force EXCEL Announces Pilot Projects. Retrieved February 12, 2002, from <http://www.excel.navy.mil/pr03.htm>

Kirchner, Gary. (n.d.). Task Force EXCEL Introduces "Sailor Continuum". Retrieved February 12, 2002, from <http://www.excel.navy.mil/pr04.htm>

History. (n.d.). Retrieved February 10, 2002, from <http://www.cnet.navy.mil/ltad/history.html>

Non-Traditional Training. Retrieved February 10, 2002, from <http://www.ttf.navy.mil/ta.htm>

(2000). Navy Welding Course Moves to the Fleet. Retrieved March 2, 2002, from <http://www.mediacen.navy.mil/pubs/allhands/apr00/pg6c.htm>

Science of Learning. (n.d.). Retrieved February 12, 2002, from <http://www.excel.navy.mil/science.htm>

(2000). Stay Navy. Retrieved March 2, 2002, from <http://www.mediacen.navy.mil/pubs/allhands/nov00/pg6f.htm>

APPENDICES

Appendix A: Sample Initial Course Research Survey

Appendix B: Sample End of Course Research Survey

Appendix C: Sample Cover Letter

INITIAL COURSE SURVEY

Course:

Date:

Student identification number to be entered by researcher

Student identification number →

Grade each item on checklist as follows

| | 1 | 2 | 3 | 4 | 5 |
|--|---|------------|----------------|----------|------------------|
| | I strongly disagree | I disagree | Does not apply | I agree | I strongly agree |
| When evaluating place an "X" to the right of the item | 1 | 2 | 3 | 4 | 5 |
| Career path | | | | | |
| A. I plan on reenlisting | | | | | |
| B. This course should help me advance in rate | | | | | |
| C. This course should help in performance of my job | | | | | |
| D. It was my desire to take this course | | | | | |
| Quality of Life | | | | | |
| A. Attending class locally is easier on me / my family | | | | | |
| B. Transportation is not a problem | | | | | |
| C. Lodging is adequate | | | | | |
| D. I didn't have any problems finding my classroom (1st day) | | | | | |
| E. Getting settled into the classroom was very comfortable | | | | | |
| F. I knew of the uniform & materials required ahead of time | | | | | |
| G. School facilities are comfortable and well laid out | | | | | |
| Expectations | | | | | |
| A. This course will be relevant to the real world | | | | | |
| B. This course will make me more marketable | | | | | |
| C. Attending class locally is better for me financially | | | | | |
| Totals of columns | | | | | |
| Grand total | | | | | |
| 1 | What recommendations do you have to make the class / area check-in process more efficient ? | | | | |
| | | | | | |
| | | | | | |
| 2 | If you could give one piece of career advice to assist a junior person in your rate what would it be? (constructive comments only please) | | | | |
| | | | | | |
| | | | | | |
| 3 | Other comments / suggestions applicable to course or instructors | | | | |
| | | | | | |

Appendix C

TO: Study Participants

From: Clint D. Brown, ODU Graduate Student

Subject: Research Study on the Effectiveness of Non-Traditional Training in the Pacific Northwest Region.

Dear participants I am a graduate student pursuing a M.S. degree through Old Dominion University. One of the requirements that I must complete in order to graduate is a research study. The purpose of this survey is to provide data to complete the study in determining the effectiveness of Navy Non-Traditional training in the Pacific Northwest Region.

To protect the privacy of the participants, this data will be kept strictly confidential, used only for the purpose of the study and destroyed when no longer required. I appreciate your assistance in this study.

Respectfully

Clint D. Brown