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# *MASTER OF MILITARY STUDIES*

***TITLE:***

***Non-Resident and Resident Intermediate Level School:***

***A Closer Look at Equivalency***

**SUBMITTED IN PARTIAL FULFILLMENT**
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Abstract: **This paper takes a close look at PME issues, what sets Resident and Non-Resident Intermediate Level School (ILS) apart, and why Marines opt to complete both courses. To gain more insight, officer perspectives regarding ILS and the equivalency of Resident and Non-Resident were studied. A web-based opinion survey was conducted to address the specific issue of why students who have completed the Non-Resident Marine Corps Command and Staff Course still participate in the Resident program if both courses are considered equivalent. Participation in the Masters of Military Studies (MMS) program, the School of Advanced Warfighting (SAW), and additional issues relating solely to the Resident course were also covered in the survey as these two issues were thought to have some bearing on attendance.**

**The following areas are covered in this paper: the background of Marine Corps ILS, post Goldwater-Nichols Act PME progress, research and methodology of the survey, survey results, general impressions of those who responded, and finally, conclusions and recommendations.**

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# EXECUTIVE SUMMARY

**Title:** *Non-Resident and Resident Intermediate Level School: A Closer Look at Equivalency*

**Author:** Lieutenant Colonel J.C. Malik III

**Thesis:**

The Marine Corps and the joint community both state that Non-Resident and Resident Professional Military Education (PME) are equivalent yet Marines still opt to attend the Resident course after completing the Non-Resident program. Resident PME is an enhanced educational program. This paper identifies what sets the two programs apart and why Marines attend a Resident course if their PME requirement is already met through completion of the Non-Resident program.

**Discussion:**

What else sets Resident and Non-Resident Intermediate Level School (ILS) apart and why do Marines opt to complete both courses? This paper takes a close look at this PME issue. To gain more insight, officer perspectives regarding ILS and the equivalency of Resident and Non-Resident were studied. A web-based opinion survey was conducted to address the specific issue of why students who have completed the Non-Resident Marine Corps Command and Staff Course still participate in the Resident program if both courses are considered equivalent. Participation in the Masters of Military Studies (MMS) program, the School of Advanced Warfighting (SAW), and additional issues relating solely to the Resident course were also covered in the survey as these two issues were thought to have some bearing on attendance.

The following areas are covered in this paper: the background of Marine Corps ILS, post Goldwater-Nichols Act PME progress, research and methodology of the survey, survey results, general impressions of those who responded, and finally, conclusions and recommendations.

**Conclusions and Recommendations:**

**Conclusions.**

The reasons why Marines participate in the Resident ILS program after completing the Non-Resident course are their desires to: develop peer groups, enhance their careers, achieve a break from OPTEMPO and participate in a quality education program.

The top four benefits of Resident ILS were: networking with peers, developing MAGTF officer skills, preparation for staff jobs, and the opportunity to obtain an advance degree.

The major differences identified by survey participants between the two courses were the increased staff skills gained from the Resident course and a significant increase in Marines' perceived value to the Marine Corps after completion of the Resident course.

**Recommendations.**

The Marine Corps University should continue to bridge the gap between Non-Resident and Resident ILS programs.

Marines should be encouraged to attend the Resident ILS course for the personal and career broadening opportunities.

Continue the Master of Military Studies (MMS) program as a voluntary opportunity for Resident students to receive an advance degree.

Marines who attain the MMS should be allowed full Tuition Assistance for other master's degree programs.

If increased school seats can be attained without losing the educational focus and quality of SAW, the Marine Corps should do so.

Examine the potential of offering the MMS to SAW students.

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## Preface

This paper was undertaken because of personal interest in Professional Military Education (PME), in particular the Command and Staff College course. Having completed the Non-Resident course, I still desired to attend the Resident course to experience a year of quality education and meet a broader group of peers. After discussions with Command and Staff College faculty and reading a report on PME from the Studies and Analysis Division, Marine Corps Combat Development Command, I felt I could look a bit closer at the reasons Marines choose to attend the Resident Command and Staff course after completion of the Non-Resident.

After consultation with the Studies and Analysis Division, I determined a web-based opinion survey of Marines who had completed both the Resident and Non-Resident courses would be the best approach to gain specific insight into this PME issue. The survey and its results are included in the paper.

Appreciation is extended to the following people for their support and advice on this paper:

Major R. Liebe, Studies and Analysis Division, for his knowledge and advice on survey development and review of the Studies and Analysis Division's own PME survey.

Major Michael Burke, Information Systems Office, Marine Corps Command and Staff College, for technical assistance and support with the development of the survey, its execution, and management of results.

Ms. Linda Rohler, Registrar, Marine Corps Command and Staff College, for her assistance with obtaining background material and student information critical to the development of the survey population.

Dr. Jack Matthews, Associate Dean of Academics, Marine Corps Command and Staff College, for his suggestion of this paper and subsequent mentorship.

Lieutenant Colonel Kevin Frederick, Faculty Advisor, Marine Corps Command and Staff College, for his mentorship on this project and support throughout the year.

I hope this paper will provide some insights into what motivates Marines to attend the Resident course after fulfilling the PME requirement through completion of the Non-Resident program.

Professional Military Education (PME) has been an important part of the Marine Corps since General Lejeune was Commandant in the 1920s. In the subsequent years, PME has become an essential element of all Marines' careers. In particular, Officer PME has received increased emphasis at both the Service and joint levels.

The focus of Officer PME, specifically Intermediate Level School (ILS), is to have officers " gain a better understanding of joint and Service perspectives," as well as develop their "analytic capabilities and creative thought processes."[1] Each Service does this through their respective Command and Staff colleges. Joint PME is also an integral part of ILS. Services are required to follow the Joint PME framework of producing officers educated in the profession of arms, critical thinkers capable of understanding military affairs and the employment of U.S. military forces in support of our national security strategy and policy.[2]

The Marine Corps' Career, Intermediate, and Top Level schools are offered as both Resident and Non-Resident courses. Since 1999, all officer promotion boards must consider Resident and Non-Resident PME completion as being

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[1] CJCS Instruction 1800.01A, Officer Professional Military Education Policy, 1 Dec, 2000, p. 2.
[2] Ibid, p. A-B-1.

equal.[3] What the promotion boards and the joint community are really saying is that both Resident and Non-Resident programs meet PME requirements: they are equivalent but not equal. The Marine Corps PME order reinforces this issue by stating that the Resident ILS course "covers more material in greater detail and is considered an enhanced education compared to the Distance Education Program [Non-Resident ILS]".[4]

What else sets Resident and Non-Resident ILS apart and why do Marines opt to complete both courses? This paper takes a close look at this PME issue. To gain more insight, officer perspectives regarding ILS and the equivalency of Resident and Non-Resident were studied. A web-based opinion survey was conducted to address the specific issue of why students who have completed the Non-Resident Marine Corps Command and Staff Course still participate in the Resident program if both courses are considered equivalent. Participation in the Masters of Military Studies (MMS) program, the School of Advanced Warfighting (SAW),and additional issues relating solely to the Resident course were also covered in the survey as

[3] ALMAR 034/99, Officer Professional Military Education (PME), 9 Nov, 1999.
[4] MCO P1553.4A, PROFESSIONAL MILITARY EDUCATION (SHORT TITLE: PME), 20 Dec, 1999, p. 1-15.

these two issues were thought to have some bearing on attendance.

The following areas are covered in this paper: the background of Marine Corps ILS, post Goldwater-Nichols Act PME progress, research and methodology of the survey, survey results, general impressions of those who responded, and finally, conclusions and recommendations.

**Background**

There have been many changes to Marine Corps PME over the last several years. The principal driver for change was the Goldwater-Nichols Act of 1986 that not only addressed "jointness" between all military services but specifically addressed PME and its relevance to Joint Operations.[5] In 1988 and 1989, the House Armed Services Committee Special Panel on Military Education, also known as the Skelton Panel, took a much closer look at PME. The Skelton Panel identified PME problem areas; most notable for the Marine Corps was the Command and Staff College. The Marine Corps Command and Staff College was found to have a much narrower scope than the other Services' intermediate level schools. As a result of the Skelton Panel, the Marine Corps stood up the Marine Corps University (MCU), re-worked its schools'

[5] Chairman of the Joint Chiefs of Staff Instruction (CJCSI) 1800.01A, OFFICER PROFESSIONAL MILITARY EDUCATION, 1 Dec, 2000, p. A-A-1.

curricula to conform to Joint requirements, created the Marine Corps War College, and embarked on a course to receive full accreditation.[6]

The MCU has evolved over the last twelve years and its PME programs, both Resident and Non-Resident, have continued to improve. Due to many PME program improvements, in 1999, ALMAR 034/99 OFFICER PROFESSIONAL MILITARY EDUCATION was released. This ALMAR made all levels of Resident and Non-Resident PME equivalent for purposes of promotion. After the release of ALMAR 034/99 and meetings among the Corps' General Officers, the Commandant of the Marine Corps directed the Manpower and Reserve Affairs (M&RA) Department to oversee the selection of officers attending ILS. The result was that Resident PME selection would no longer be determined by a formal board selection process. Marines now volunteered for Resident PME and were slated by their monitor. These PME changes were laid out in MARADMIN 217/00. Both ALMAR 034/99 and MARADMIN 217/00 had an impact on Marines' perceptions of ILS. Resident and Non-Resident ILS were equivalent for purposes of promotion. However, questions about equivalency and potentially reduced Resident PME attendance were concerns of the MCU staff. Due to these

[6] Op.cit., MCO P1553.4A, p. 2.

policy changes and concerns, the MCU requested a study on PME.

The MCU study was conducted by the Studies and Analysis (S&A) Division, Marine Corps Combat Development Command (MCCDC) from January to June, 2001. The purpose of the study was to assess the current Marine Corps officer PME courses and their future direction.[7] The study was a comprehensive review of all officer PME conducted through a web-based opinion survey. The survey queried approximately 13,000 officers and had a response rate of 44% (5,759 responses).[8] The S&A Division study made several conclusions. First, the perceived value of Resident PME is high with the "superior quality of education, … peer contacts, …and enduring personal relationships as major benefits."[9] Second, Non-Resident PME programs, while greatly improved with seminar groups and revised curricula, still need improvement.[10] Third, the impact of volunteer attendance at Resident PME raised the issue that Resident PME might be a "nice to have" with only quality education as a potential draw for resident students.[11] Overall, the

[7] Maj R. Liebe, et.al., "Professional Military Education Study for Marine Corps University," Executive Summary, Studies & Analysis Division, Marine Corps Combat Development Command, 15 Sept, 2001, p. ES-1.
[8] Ibid, p. ES-1.
[9] Ibid, p. ES-2.
[10] Ibid, pp. ES-4,5.
[11] Ibid, pp. ES-6,7.

study concluded that a requirement for PME improvement was noted among survey participants, most notably in the Non-Resident PME programs.

Recommendations made by the S&A team were: MCU should continue to improve the Non-Resident programs, second year ILS programs should be expanded with increased student throughput, and M&RA should improve the follow-on assignment process for Marines attending Resident PME and also ensure second year, School of Advance Warfighting (SAW), program graduates are assigned to billets that will take full advantage of their acquired planning skills.[12]

The S&A Division study was influential in determining the direction for this paper. However, the focus of the S&A study was officer PME at all levels. The study focused more on the impact of Non-Resident and Resident PME on promotion, staff skills, and command opportunities. A need to more closely review Non-Resident and Resident ILS with a focus on equivalency and factors affecting attendance was required. This was accomplished by conducting a separate web-based survey targeted at Marines who had completed both Resident and Non-Resident ILS.

## Research and Methodology

### Research

Research for this paper included review of doctrine, both Marine Corps and Joint, as well as books and articles. After analysis of the S&A study and discussions with the study authors, it was apparent that the best method for gathering information was to conduct a similar on-line, web-based opinion survey.

Prior to embarking on the survey development, other research into PME and questionnaire development was conducted. Several articles related to PME were reviewed. These provided limited background material and information but did confirm that, for Marine officers, the value of PME is recognized but continued improvements are necessary to maintain our competitive edge and fight successfully in the future.[13]

Questionnaire development was very important to the formulation of the on-line survey. Two books directly related to surveys, the GAO publication *Developing and Using Questionnaires* and D. Dillman's *Mail and Internet*

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[12] Ibid, p. ES-8.
[13] LtCol Michael G. Dana, "The Keys, Education and Evaluation," *Marine Corps Gazette,* Feb, 1999, pp. 32-33.

*Surveys: The Tailored Design Method*, were very helpful in creating an effective and error-minimized survey.

In order to minimize error, questions needed to be clear with concise and distinct answer options. Expectations needed to be established early in the questionnaire. To do this, the time required to complete the survey was identified up front, questions were sequenced to flow in a logical order, and opinion questions were asked after asking specific answer questions.[14] Additional research showed that survey question development needed to ensure: simple words were used, as few words as possible per each sentence were used, complete sentences were used, vague qualifiers were avoided, and an equal number of positive and negative answer categories were utilized to ensure technical accuracy in the survey responses.[15]

To maximize response rates, three essential elements were incorporated into the survey: a respondent-friendly questionnaire, multiple contacts to survey participants, and personalization of correspondence.[16] The actual survey (Appendix A) was developed using an easy to follow "mouse-click" format. Participants were contacted twice, first in

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[14] Government Accounting Office, *Developing and Using Questionnaires,* pp. 120-200.
[15] Dillman, M*ail and Internet Surveys: The Tailored Design Method*, pp. 50-78.
[16] Ibid, pp. 150-153.

an initial email and later a follow-up email that thanked them for their participation in the survey. All correspondence with survey participants was personalized. Several participants received additional follow-up emails in response to specific questions or concerns.

The S&A Study was also a helpful tool in the development and methodology of the ILS survey. The S&A Study topic was directly related and covered some of the same ground regarding ILS. Study methods outlined in the S&A Study show that "dominance of opinion within a survey" was the best measure of effectiveness due to the subjective and anecdotal nature of opinions and no other viable means of reviewing the impact of PME.[17] Promotion trends were used in the S&A Study as a measure of effectiveness but not incorporated into the ILS study because S&A Study results showed negligible differences in promotion rates between Resident and Non-Resident PME.[18] Question answer options were also borrowed from the S&A Study. These answer options established the standard response criteria for most questions in the survey. The standard response criteria utilized for this survey were: Detriment, No Impact, Some Benefit, and Big Benefit.

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[17]Maj R. Liebe, et.al., "Professional Military Education Study for Marine Corps University," Final Report, Studies & Analysis Division, Marine Corps Combat Development Command, 15 Sept, 2001, p. 9.
[18] Ibid, p. 9.

**Methodology**

The ILS survey was developed with assistance from the MCU, Command and Staff Information Systems Management Office. The ILS survey was developed using the Inquisite® software program. Questionnaire development followed recommended tenets laid out by Dillman in *Mail and Internet Surveys: The Tailored Design Method*. A welcome screen was included that explained the purpose and background of the survey and anticipated completion time. A reasonable expectation of privacy was ensured through limited access to the survey and "click here" directions were used to ensure ease of completion.[19] The Inquisite® program was easy to use and incorporated the above mentioned questionnaire tenets. The program was also very helpful in collecting data responses, formulating response percentages, and creating tables and charts which were referenced and incorporated into this paper.

The ILS survey had four major areas of concentration:

1. Reasons for attending Resident ILS after completing the Non-Resident course.

[19] Op.Cit. Dillman, pp. 377-399.

2. Perception of Non-Resident versus Resident programs and factors affecting Non-Resident completion.

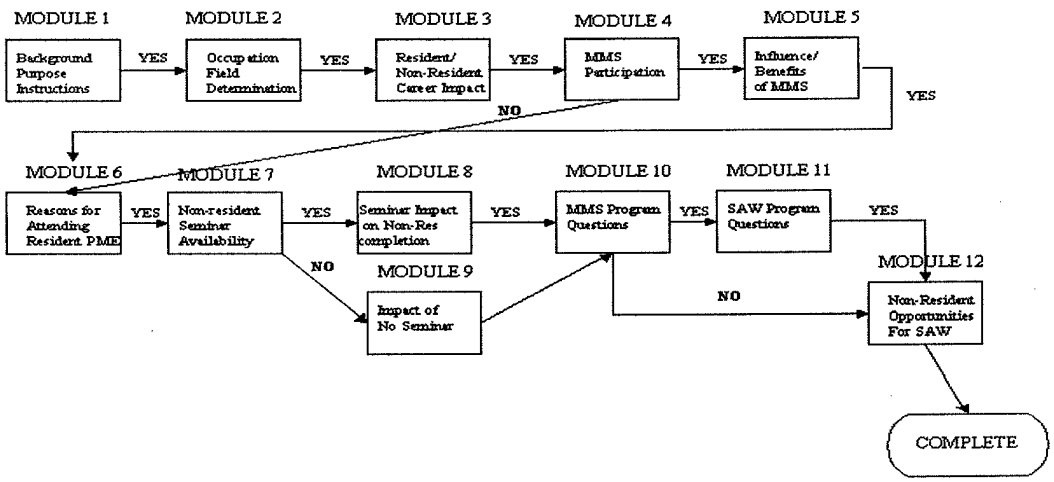
3. Masters of Military Studies (MMS) program participation.

4. School of Advanced Warfighting (SAW) participation and program expansion.

The survey integrated the four areas of concentration into twelve modules that included a branching system dependent upon participants' answers as depicted in Figure 1 below.

**Figure 1:**

**Marine Corps Resident/Non-Resident ILS Survey Layout**




The twelve modules identified in Figure 1 above incorporated a total of twenty-three questions designed to provide response data that would answer the concerns of the four major areas of concentration. Some questions from the

S&A Study were utilized in this survey because they targeted the same areas of critical information required from this survey group. Survey questions are found in Appendix A. The survey group was asked to identify their occupation field (Occfld) to allow the survey data to be categorized. The intent of this categorization was to identify trends and differences between Occflds.

**The Survey Group**

There were 112 Marine Officers contacted for this survey. The group consisted of officers who had completed both Non-Resident and Resident ILS. The determination of both Non-Resident and Resident ILS completion was made from student data collected by the Marine Corps Command and Staff College. A survey group consisting of both Non-Resident and Resident ILS graduates was considered because these individuals had the experience required to provide accurate information based on their PME experience. No other group was considered. The survey group was selected from Marine Corps Command and Staff Resident Course classes 1998 to 2002. These year groups were utilized because they offered a sampling of students who had completed the Resident ILS course in its present form, had the opportunity to participate in the updated (8700 / 8800 Series) Non-Resident course, and offered a sufficient

number of students who had completed both Resident and Non-Resident ILS courses to provide meaningful survey data.

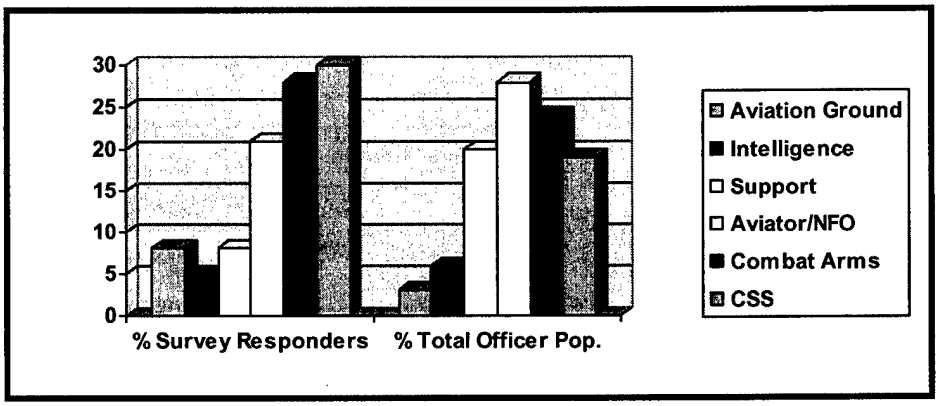
The survey group was contacted through a batch email that identified the background, purpose, and survey participation requirements. The email provided a direct web-link to the ILS survey and also assured participants of their confidentiality. The first page of the survey provided background, instructions, and approximate time for survey completion. The time required to complete the survey was estimated at 15 minutes. This was based on several test runs prior to release. Participants were asked to complete the survey within one week but the web site remained active for ten days.

**Survey Results**

Survey results were very positive. Participants provided complete and insightful responses to all survey questions. The response rate was 69.64%, with 78 out of a possible 112 contacted Marines responding. The break out of Occflds by percentage is included in Figure 2 below. This breakout shows the majority of those surveyed came from the Combat Arms, Aviator/NFO, and Combat Service Support Occflds. These percentages of the survey population are in keeping with the total Marine Corps

officer population Occfld statistics.[20] Because they represent the majority of Marines surveyed and closely match their Marine Corps averages, the Combat Arms, Aviator/NFO, and CSS Occflds were utilized throughout this paper for trend analysis.

**Figure 2:**




**Why attend Resident after Non-Resident?**

Marines surveyed were asked to identify why they attended Resident ILS after completing the Non-Resident program. Five reasons were presented with the standard response criteria offered to determine the reasons for attendance. Figure 3 shows the survey group responses. The top three responses show that Marines chose to attend primarily for peer group development, career enhancement, and educational opportunities. Other, less compelling, reasons were promotion and command opportunities.

[20] Deputy Commandant, Manpower and Reserve Affairs (MP), Marine Corps Officer MOS Status Report

**Figure 3:**

| Why attend Resident ILS? | No Impact | Some Benefit | Big Benefit |
|---|---|---|---|
| Career Enhancement | 7% | 37% | **56%** |
| Education Opportunities | 14% | 32% | **54%** |
| Peer Group Development | 14% | 27% | **59%** |
| Promotion Opportunity | 23% | 34% | **43%** |
| Command Opportunity | 21% | 40% | **39%** |

When broken out by major Occfld, the rationale for attending the Resident program varied from the overall study group average. Figure 4 allows for a graphic presentation of these differences in rationale. This figure only has the "Big Benefit" percentages portrayed: this response criterion was used to determine overall response rankings. (Note: the "Big Benefit" response criterion was used to determine rankings throughout this paper.) Combat Arms Occfld responses were very close to the overall survey group averages with education opportunities having a higher priority than career

of February, 2002.

enhancement. The Aviation Occfld had a different perspective entirely with career enhancement and promotion opportunities topping the list. The Combat Service Support Occfld was closer to the group average but had career enhancement and peer group development topping the list. While there were commonly held reasons for attending the Resident course, the differences addressed by the Occfld groups allowed for insight into Marines' rationale for attending.

**Figure 4:**

| **Why attend Resident ILS?** | **Combat Arms Occfld** | **Aviator/NFO Occfld** | **CSS Occfld** |
|---|---|---|---|
| Career Enhancement | 57% | 50% | **67%** |
| Education Opportunities | 64% | 33% | **57%** |
| Peer Group Development | 66% | 38% | **65%** |
| Promotion Opportunities | 43% | 42% | **40%** |
| Command Opportunities | 39% | 23% | **48%** |

**Benefits of Resident ILS**

The benefits of Resident ILS were also reviewed to identify perceptions of the skills and other takeaways most valued by Marines. Nine different benefits, shown in Figure 5, were identified and subsequently ranked by survey participants. Some of the "benefits" listed in Figure 5 are

similar to the "reasons" associated with the question regarding reasons for attending Resident ILS (Figure 3). It was necessary to use some of the same criteria in both questions to develop a clear understanding of what motivated the survey participants most to attend the Resident course as well as what they felt were the best takeaways. The top five benefits: networking with peers, MAGTF officer skills, preparation for staff jobs, advance degree, and follow on assignments were determined by the "big benefit" response criteria. These top five benefits were further examined by major Occfld to determine any trends associated with specific Occflds.

**Figure 5:**

| Benefits of Resident ILS | No Impact | Some Benefit | Big Benefit | Ranking |
|---|---|---|---|---|
| **MOS Proficiency** | 28% | 57% | **12%** | 9 |
| **MAGTF Officer Skills** | N/A | 31% | **69%** | **2** |
| **Advance Degree** | 28% | 23% | **49%** | **4** |
| **Networking w/ Peers** | 1% | 22% | **77%** | **1** |
| **Follow on Assignments** | 16% | 38% | **43%** | **5** |
| **Mentoring** | 18% | 49% | **34%** | 7 |
| **Prestige of Attendance** | 23% | 41% | **36%** | 6 |
| **Preparation for Command** | 22% | 48% | **30%** | 8 |

| | | | | |
|---|---|---|---|---|
| **Preparation for Staff Jobs** | 5% | 27% | **68%** | **3** |

The major Occfld trends (displayed in Figure 6), while similar to the results of the overall group, have some interesting variations. For example, the Aviator/NFO Occfld has lower overall percentages in the "big benefits" column suggesting that this community may not value the benefits of Resident ILS as much as the other groups.

Marines in the CSS Occfld rated the top five benefits higher than any other group. Some possible reasons for these higher rankings were reinforced by survey comments from this Occfld: CSS Marines see Resident ILS as an opportunity to reap more personal and professional rewards because they are placed in an environment where they compete equally with their peers in the Combat Arms and Aviator/NFO Occflds. The academic environment also offers CSS officers a place to learn MAGTF skills and develop more diverse peer groups. Whatever the reasons, the differences between the major Occfld groups' perspectives of Resident ILS are interesting and help shape the factors which determine Marines' attendance at the Resident course after completion of the Non-Resident program.

**Figure 6:**

| Benefits of Resident ILS | Combat Arms | | | Aviator/NFO | | | CSS | | |
|---|---|---|---|---|---|---|---|---|---|
| | No Impact | Some Benefit | Big Benefit | No Impact | Some Benefit | Big Benefit | No Impact | Some Benefit | Big Benefit |
| **MAGTF Officer Skills** | N/A | 29% | **71%** | N/A | 36% | **64%** | N/A | 19% | **81%** |
| **Advance Degree** | 33% | 28% | **39%** | 27% | 33% | **40%** | 19% | 10% | **71%** |
| **Networking w/ Peers** | N/A | 17% | **83%** | N/A | 33% | **67%** | N/A | 17% | **83%** |
| **Follow on Assignments** | 21% | 29% | **50%** | 21% | 29% | **43%** | 5% | 43% | **52%** |
| **Preparation for Staff Jobs** | N/A | 22% | **78%** | 13% | 27% | **60%** | N/A | 13% | **87%** |

**Survey Comments**

Survey participants were also given an opportunity to comment on why they attended Resident ILS after Non-Resident completion. Their comments gave more personal insight to the rationale gleaned from the other information gathered. After reviewing the survey results, the comments were divided into professional and personal categories. There was some overlap between the categories because the participants were not told to categorize their comments and also because some comments have both personal and

professional impact. Paraphrased comments are listed by category below.

Professional reasons why Marines attended Resident ILS:

- Quality of education experience.
- Turning down school after board selection would have had a negative effect on career.
- Development of MAGTF skills.
- Opportunity to educate others about own, low-density, MOS.
- Peer exposure and development.
- Wanted to dedicate a year to study of warfighting.
- Didn't feel I really had a Command and Staff education after Non-Resident.
- Non-Resident completed for the "check in the box", Resident attended for group interaction and expanded learning opportunities.
- Promotion opportunity.
- Bridge to staff tour.
- Perception that Resident ILS looked better on the record.
- Told by seniors that Resident was career enhancing.
- Perceived impact on future assignments and opportunities.
- Good experience at AWS influenced decision to attend.

Personal reasons why Marines attended Resident ILS:

- Most appealing option offered by the monitor.
- Break from operational tempo (OPTEMPO)
- Opportunity to complete advance degree.
- Family situation.
- Wanted a "free" Masters.
- A quality year with the family.
- "No one in their right mind would turn down the opportunity for more education."

The most repeated comments cited for attending the Resident course focused on OPTEMPO, quality education

opportunities, and the positive impact on career. A review of comments broken out by Occfld showed no trends tied to specific Occflds. Overall, comments showed that Marines were concerned about their families as well as their careers. Resident ILS offers an OPTEMPO break that is clearly a win-win situation for many survey respondents as is helps both family and career.

**Perceptions of equivalency of Resident and Non-Resident ILS**

Survey participants were queried about their perceptions of both Non-Resident and Resident programs. The purpose of comparing the Non-Resident and Resident courses was to get a student perspective on how equal the programs were. Survey participants were asked to give their perspective of the impact of Non-Resident and Resident courses on seven areas impacting their careers.[21] The areas covered and responses are identified in Figure 7. Overall, the Resident program was perceived as a more valuable program to officers' careers. The difference between the career impacts of both courses is displayed by a "delta" (Δ) symbol in figure 7. These "deltas" represent differences in perceived value of the two courses as derived from the "big benefit" answer criteria.

[21] Intermediate Level School Survey, questions 3&4. Note: This survey was conducted as part of the research for this paper and will be referred to in subsequent footnotes as "ILS Survey." The survey is found at Appendices A and B of this paper.

**Figure 7:**

| Perception of Impact on: ↓ | Non-Resident No Impact | Non-Resident Some Impact | Non-Resident **Big Impact** | Resident No Impact | Resident Some Impact | Resident **Big Impact** | **Δ** |
|---|---|---|---|---|---|---|---|
| MOS Proficiency | 49% | 51% | **N/A** | 32% | 50% | **18%** | **18%** |
| Staff Skills | 29% | 64% | **7%** | 1% | 29% | **70%** | **63%** |
| Value to the Corps | 9% | 72% | **19%** | 1% | 33% | **66%** | **47%** |
| Promotion Opportunities | 15% | 28% | **57%** | 8% | 23% | **69%** | **12%** |
| Ability to Command | 47% | 50% | **3%** | 19% | 43% | **38%** | **35%** |
| Command Selection Opportunity | 28% | 43% | **29%** | 11% | 34% | **55%** | **16%** |
| Likelihood of Staying in Longer | 62% | 28% | **10%** | 36% | 27% | **37%** | **27%** |

The five career areas most impacted were: staff skills, value to the Corps, ability to command, likelihood of staying in longer, and command selection opportunity.

An Occfld breakdown outlining the value of the two courses (Figure 8) yielded similar results with a few noted exceptions.

**Figure 8:**

| Perception of Impact on: | Combat Arms | | | Aviator/NFO | | | CSS | | |
|---|---|---|---|---|---|---|---|---|---|
| | Non-Resident | | Resident | Non-Resident | | Resident | Non-Resident | | Resident |
| MOS Perception | N/A | | 33% | N/A | | 13% | N/A | | 13% |
| Staff Skills | 11% | | 94% | N/A | | 67% | 9% | | 78% |
| Value to the Corps | 11% | | 78% | 27% | | 60% | 9% | | 57% |
| Promotion Opportunity | 50% | | 78% | 53% | | 75% | 61% | | 65% |
| Ability to Command | N/A | | 39% | N/A | | 33% | 4% | | 43% |
| Command Selection Opportunity | 22% | | 67% | 27% | | 40% | 22% | | 64% |
| Likelihood of Staying in Longer | 6% | | 44% | 33% | | 27% | 17% | | 45% |

The Combat Arms Occfld showed the biggest difference between Non-Resident and Resident. In all categories the Combined Arms Occfld rated the career impact of the Resident course higher than the survey average. In the career impact areas of MOS proficiency, command selection opportunity, and likelihood of staying in longer, the Combat Arms responses were significantly higher than average, in some cases double the average.

The Aviator/NFO Occfld response was in keeping with the survey averages. There was a very positive perception of increased promotion opportunity after completion of the Resident course. At the same time there was a lower than

average perspective on the likelihood of staying in longer when compared with this Occfld's response to the same category for Non-Resident.[22]

The CSS Occfld responses were very close to the survey averages with command selection opportunity and likelihood of staying in longer seen as much more positively influenced after Resident ILS.

Overall there were no major surprises in the comparison of Non-Resident and Resident ILS. The data collected from the ILS survey reinforced the results from the earlier S&A study. More insight was gained on individual Occfld perceptions about PME and what factors influence Resident attendance.

**Non-Resident ILS Completion**

Another area that affected the Non-Resident course was seminar participation and its impact on program completion. Of those surveyed, 59% did not have a seminar available.[23] Because of survey participant comments, and the fact that there was no survey question asking when survey participants completed the Non-Resident course, it was assumed the 59% took the Non-Resident course before the seminar program was started. However, 74% of the survey

[22] ILS Survey, Question 3.
[23] ILS Survey, Question 9a.

participants in this category said they would have preferred to have a seminar group to complete their Non-Resident course.[24]

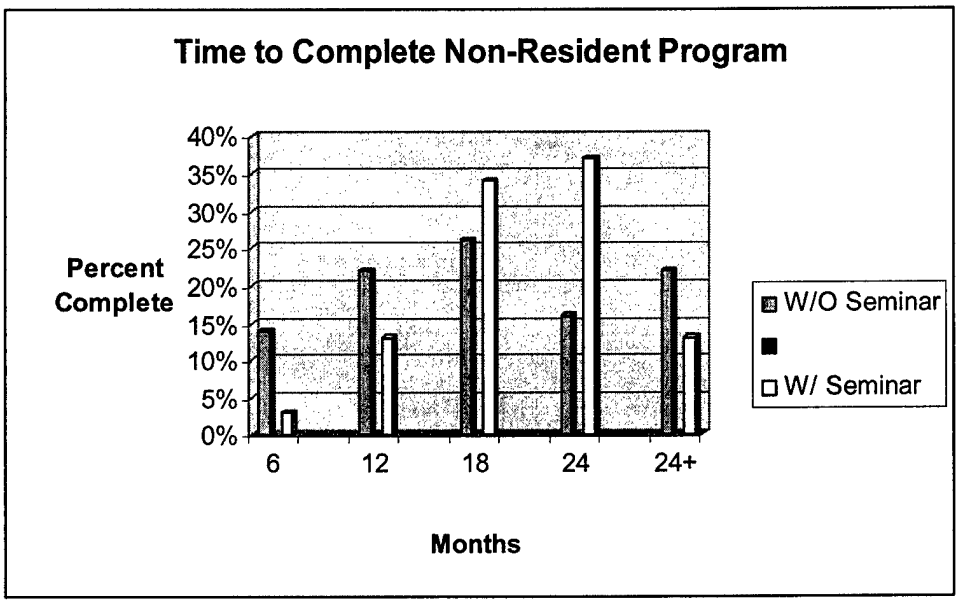
The remaining 41% of survey participants had a seminar available and of that group, only 1% did not participate.[25] The impact of seminar on Non-Resident completion was quite impressive; 53% of those who participated said they would not have completed the program without the seminar while the remaining 47% stated the seminar was helpful but not necessary.[26] All survey participants who took part in the seminar program felt the seminars were very convenient and 87% of that group stated the seminar location had a direct influence on their participation.[27]

Time to complete the Non-Resident program was identified for both seminar and non-seminar groups. While those who participated in the seminar program were very positive about their experience, the seminar does not appear to have saved them any time in completing the Non-Resident program. The graph in Figure 9 shows that the seminar participants actually averaged longer completion times for Non-Resident program completion. One reason for this may be that those working without a seminar could

[24] ILS Survey, Question 12.
[25] ILS Survey, Question 9a.
[26] ILS Survey, Question 10.

complete the course at their own pace while those participating were more restricted by the scheduled seminar program.

**Figure 9:**




Time to complete the Non-Resident program with or without the seminar was not mentioned as a problem. Those surveyed were more inclined to participate in the Non-Resident program with a seminar regardless of course completion time.

**Master of Military Studies Program**

Study of the Master of Military Studies (MMS) program was incorporated into the ILS survey to identify program participation, the influence of the MMS on attendance to the Resident course, perceived benefits of the MMS program,

[27] ILS Survey, Questions 11a, 11b.

and whether the MMS should be a compulsory program in the Resident ILS curriculum.

The MMS program at the MCU is fully accredited by the Southern Association of Colleges and Schools. The MMS was first awarded in 1995 and is a great example of the maturation of the MCU as a first rate educational institution.[28] The program generates much interest and discussion among Marines. Because of interest in the MMS program, and the recent MCU accreditation, it was important to gain insight from Resident ILS graduates.

Participation and career impact were the primary areas of concentration in the survey. It was thought to be particularly important to see if the MMS program had any influence on attendance given the equivalency of Non-Resident and Resident ILS. Finally, the ILS survey asked participants whether the MMS program should be mandatory.

Participation in the MMS program by the study group was 48%. As to how much influence the MMS program had on their attending the Resident course, 23% of survey participants felt the MMS had some impact while 19% felt it had a big impact on their decision to attend. The

[28] Op.cit., MCO P1553.4A, p. 2.

remaining 58% felt the MMS had no influence on their attendance.[29]

The impact and benefits of the MMS on career identified by survey participants were career enhancement and a perceived positive impact on promotion opportunities.[30] These benefits were echoed in survey participant comments on the program.

A concern voiced by some survey participants was the loss of Tuition Assistance (TA) due to participation in the MMS program. Some participants felt that disallowing TA for other masters program studies was unfair and had a negative impact on participation in the MMS program.

Accreditation played a big role in MMS participation; 70% of those taking the survey, who also participated in the MMS program, said they did so due to accreditation.[31]

When asked whether the MMS program should be compulsory, the majority of participants (81%) said "no." Survey comments on the MMS program reinforce this opinion. The strong opposition to a mandatory MMS can be attributed to the personal reasons students had for participating. The voluntary participation in the MMS and its perceived value as an accredited program made it an attractive option

[29] ILS Survey, Questions 7,7a.
[30] ILS Survey, Question 17.
[31] ILS Survey, Question 16.

to students. Comments about mandatory participation were negative and maintained the prevailing perception that the program would suffer if institutionalized.

((PUT IN CONCLUSION PARA.)) The MMS program was well received by survey participants. The program was a key factor in Non-Resident graduates attending the Resident program and those who participated felt the MMS positively impacted their personal development but that it should not be mandatory.

**School of Advance Warfighting**

In 1990, MCU and the Command and Staff College enrolled their first class in the School of Advance Warfighting (SAW). SAW is a second year Resident PME program focused on preparing for war and warfighting and is offered to both Resident and Non-Resident ILS graduates.[32] The intent of including SAW in the ILS survey was to gain insight on: reasons students attend SAW, perceived benefits of the SAW program, perceptions on increased SAW opportunities, and the merits of offering a MMS to SAW students.

Only 8% of the ILS survey participants attended SAW. This group's primary reasons for attending SAW were the quality education offered and the opportunity to develop

peer friendships. Other factors such as time with family, other family issues, and a break from OPTEMPO, had no bearing on SAW attendance.[33]

The perceived benefits of SAW were primarily career enhancement and MOS credibility. SAW graduates also felt they had improved opportunities for promotion and command selection.[34] The majority (83%) of SAW graduates surveyed felt increasing school seats would be detrimental. The same percentage of SAW graduates felt there was merit in allowing SAW students the opportunity to attain a MMS degree while attending SAW.[35]

When asked about applying directly to SAW from the Non-Resident program, 37% of all survey participants stated they would have applied if the acceptance opportunity was the same as Resident ILS.[36]

Comments received from SAW graduates reinforced the positive personal and professional impacts of the course. Graduates stated that it was the "best kept secret in the Marine Corps" and in general, commented that SAW was the best year of education in their careers. SAW graduates also cautioned against increased class size and too many

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[32] Op.cit., MCO P1553.4A, p.2.
[33] ILS Survey, Question 20.
[34] ILS Survey, Question 19.
[35] ILS Survey, Questions 19e, 23c.
[36] ILS Survey, Question 22.

Non-Resident ILS attendees. These last two issues were thought by the SAW graduates to negatively change the focus of the course and allow ill-prepared students into the course. Conversely, survey participants who were not SAW graduates commented on the need to open up more school seats to Non-Resident ILS graduates and allow more CSS MOSs into the mix.[37] The prevailing opinion between both groups was that SAW was a great educational opportunity.

## Conclusions and Recommendations

### Conclusions

The conclusions drawn from the ILS survey clearly show a bias favoring attendance at the Resident program. This was no surprise but the effects of various benefits and factors of both Non-Resident and Resident ILS on the different Occflds, and the comments provided by survey participants, were insightful.

Why do Marines participate in the Resident ILS program after completing the Non-Resident course? This fundamental question was answered with the survey group's desires to develop their peer groups, enhance their careers, achieve a break from OPTEMPO and participate in a quality education program.

[37] ILS Survey, Question 23c.

The benefits of the Resident ILS program are similar to the survey participants' reasons for attending. The top four benefits identified were: networking with peers, developing MAGTF officer skills, preparation for staff jobs, and the opportunity to obtain an advance degree. Interestingly, the Aviator/NFO Occfld did not place as high a value on the Resident ILS benefits while the CSS Occfld showed the opposite opinion and placed a higher than average value on resident ILS benefits. While difficult to draw further conclusions, the differences are interesting and may warrant further investigation.

The comments offered by the survey group were candid and provided insight as to what motivated them to attend the Resident course. Participants were eager to address PME issues and had no shortage of opinions about what benefits they received, both professionally and educationally, from both courses. The comments provided more detailed explanations to the statistics gathered from the other survey questions and are offered for review in Appendix 2.

The major differences identified by survey participants between the two courses were the increased staff skills gained from the Resident course and a significant increase in Marines' perceived value to the

Marine Corps after completion of the Resident course. When broken down by Occfld, the differences were varied. The bottom line for survey participants was that the Resident course was more valuable professionally than the Non-Resident course.

The Non-Resident ILS survey issues focused on the seminar and its impact. Forty percent of the survey group participated in the seminar program. Seventy four percent of those who did not have a seminar program available wished they had. The seminar program is beneficial and had a positive impact on course completion. If offered and conveniently located, Marines will participate.

The Masters of Military Studies program is an incentive for Resident ILS attendance. Survey group participation in the MMS program was 48% with 70% of that group stating that accreditation had a big impact on their involvement in the program. Students perceive both personal and professional benefits from the MMS but have concerns with Tuition Assistance being withheld for other, civilian offered, programs.

The School of Advance Warfighting was very well received by all survey participants. SAW graduates surveyed wanted classes to remain small and felt that Resident ILS graduates were better prepared than Non-

Resident students. Non-SAW graduates wanted increased opportunities for SAW participation. Survey participants also felt the MMS should be offered to SAW students.

**Recommendations**

The following recommendations are offered as a product of collective study assessment for the purpose of improving the Command and Staff College program.

1. MCU should continue to bridge the gap between Non-Resident and Resident ILS programs. Course improvements, especially seminar availability with quality mentorship, will help make the two courses more equal.

2. Marines should be encouraged to attend the Resident ILS course for the personal and career broadening opportunities. The Marine Corps should continue to offer as many seats as possible.

3. Continue the MMS program as a voluntary opportunity for Resident students to receive an advance degree.

4. Marines who attain the MMS should be allowed full Tuition Assistance for other masters degree programs. Not allowing TA for additional masters may actually be a disincentive for Marines to partake in the MMS program.

5. If increased school seats can be attained without losing the educational focus and quality of SAW, the Marine Corps should do so.

6. Examine the potential of offering the MMS to SAW students. The opportunity to attain a MMS may serve as an added incentive for potential SAW students.

**Lessons Learned**

Throughout the conduct of the ILS survey and subsequent analysis of material, some lessons were learned. While these lessons are relative to the topic addressed, they are provided to help prevent similar oversights for future studies. Lessons learned include:

1. The web-based opinion survey is a very effective tool for gaining insight on marines' perceptions. When conducting a survey, individuals should always be given the opportunity to express their own opinions and ideas. Individual insights helped to gain better insight on specific questions asked in the survey and are key to helping determine trends.

2. Utilization of year-groups or identification of year of completion for analysis of both Resident and Non-Resident courses would have helped narrow trends.

3. A separate Occfld grouping for Communications was omitted from the survey. This oversight negated the ability to identify this Occfld group for any trend analysis. Any future analysis requiring an Occfld breakout should ensure all Occfld groups are represented.

4. Some subject matter was addressed more than once in the survey. While this should be avoided in future efforts, having similar questions appear in two areas of the ILS survey helped to validate data.

**Final Remarks**

The opportunity to formulate and conduct this ILS survey was rewarding both personally and professionally. Providing the Marine Corps University with useful information that may benefit future students was an opportunity to return what was professionally offered during the academic year. The intent of this paper was to compare the Non-Resident and Resident ILS programs and offer insights from a collective student perspective. The survey and collective participant responses were included as Appendices 1 and 2 for referral and additional information. The Marine Corps Command and Staff College, MCU, also maintained an electronic archive of the entire ILS survey.

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# Marine Corps Resident/Non-Resident Intermediate Level School (ILS) Survey

## Background

The Marine Corps University has recently completed a review of Officer Professional Military Education (PME). Certain aspects of the Marine Corps Command and Staff Resident and Non-Resident programs were reviewed but a more detailed analysis is required to assess relative and perceived value of both Resident and Non-Resident Intermediate Level School (ILS).

You have been selected from a group of former and current ILS students who have completed both Resident and Non-Resident ILS. Because of you unique status, you are considered to be the best source of information on this subject.

## Survey Purpose

The purpose of this survey is to assess the relative benefits of Non-Resident and Resident Marine Corps Command and Staff College courses. It will also assess the rationale and willingness of students to attend Resident ILS after completion of the Non-Resident program. The benefit and opportunity to complete a Masters in Military Studies (MMS) will be reviewed along with School of Advanced Warfighting (SAW) opportunities.

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THIS SURVEY SHOULD TAKE APPROXIMATELY 15 MINUTES TO COMPLETE. It may require more if you have additional comments to make in certain areas. YOUR RESPONSES ARE CONFIDENTIAL AND WILL BE ANALYZED IN AGGREGATE GROUPS BASED ON OCCUPATION FIELDS AND ADDITIONAL LEVELS OF PME COMPLETE (MMS, SAW, etc.).

Your participation is greatly appreciated as it will provide me with specific data to gain insight on PME programs and assist me in fulfilling my own requirements for a Masters in Military Studies.

Thank You and Semper Fi
J C Malik
LtCol USMC

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**1. Please identify your MOS/Occupational field category:**

- ○ Combat Arms
- ○ Combat Svc Support (Log, Supply, Eng)
- ○ Aviator/NFO
- ○ Intelligence
- ○ Ground Aviation (Log, Supply, Maint., C2, etc)
- ○ Support (Legal, Admin, Finance)

**2. ILS completion status (Note: Resident 2002 ILS students please consider yourself Resident ILS complete for this survey)**

- ◉ Non-resident ILS and Resident ILS complete
- ○ Non-resident ILS only
- ○ Resident ILS only

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**3. What is your perception of the impact of Non-resident ILS on the following?**

| | Detriment | No Impact | Some Benefit | Big Benefit |
|---|---|---|---|---|
| 3a) MOS Proficiency | ○ | ○ | ○ | ○ |
| 3b) Staff skills | ○ | ○ | ○ | ○ |
| 3c) Value to Corps | ○ | ○ | ○ | ○ |
| 3d) Promotion Opportunity | ○ | ○ | ○ | ○ |
| 3e) Ability to Command | ○ | ○ | ○ | ○ |
| 3f) Cmd Selection Opportunity | ○ | ○ | ○ | ○ |
| 3g) Likelyhood of staying in longer | ○ | ○ | ○ | ○ |

**4. What is your perception of the impact of Resident ILS on the following?**

| | Detriment | No Impact | Some Benefit | Big Benefit |
|---|---|---|---|---|
| 4a) MOS Proficiency | ○ | ○ | ○ | ○ |
| 4b) Staff skills | ○ | ○ | ○ | ○ |
| 4c) Value to Corps | ○ | ○ | ○ | ○ |
| 4d) Promotion Opportunity | ○ | ○ | ○ | ○ |
| 4e) Ability to Command | ○ | ○ | ○ | ○ |
| 4f) Cmd Selection Opportunity | ○ | ○ | ○ | ○ |
| 4g) Likelyhood of staying in longer | ○ | ○ | ○ | ○ |

**5. Career and Personal Benefits of Resident ILS:**

| | Detriment | No Impact | Some Benefit | Big Benefit |
|---|---|---|---|---|
| 5a) MOS proficiency | ○ | ○ | ○ | ○ |
| 5b) MAGTF Officer skills | ○ | ○ | ○ | ○ |
| 5c) Adv Degree (if applicable) | ○ | ○ | ○ | ○ |
| 5d) Networking w/other peers | ○ | ○ | ○ | ○ |
| 5e) Follow on assignments | ○ | ○ | ○ | ○ |
| 5f) Mentoring | ○ | ○ | ○ | ○ |
| 5g) Prestige of attendance | ○ | ○ | ○ | ○ |
| 5h) Prep for command | ○ | ○ | ○ | ○ |
| 5i) Prep for staff jobs | ○ | ○ | ○ | ○ |

**6. Additional questions regarding the benefits of Resident ILS:**

| | Detriment | No Impact | Some Benefit | Big Benefit |
|---|---|---|---|---|
| 6a) Opportunity for quality education | ○ | ○ | ○ | ○ |
| 6b) Opportunity for quality family time | ○ | ○ | ○ | ○ |
| 6c) Alignment w/ children's school | ○ | ○ | ○ | ○ |
| 6d) Other family issues (medical, | ○ | ○ | ○ | ○ |
| 6e) Break from OpTempo | ○ | ○ | ○ | ○ |
| 6f) Peer Friendships | ○ | ○ | ○ | ○ |

**7. Did you participate in the MMS program?**

**7a) Influence of MMS on attendance:**

- ○ No Impact
- ○ Some Impact
- ○ Strong Impact

**7b) Benefits of MMS (select all that apply)**

- ☐ MOS Credibility
- ☐ Career Enhancement
- ☐ Promotion Opportunity
- ☐ Command Opportunity

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**8. If applicable, Why did you attend the Resident ILS after completing Non-resident?**

| | Detriment | No Impact | Some Benefit | Big Benefit |
|---|---|---|---|---|
| 8a) Career Enhancement | ○ | ○ | ○ | ○ |
| 8b) Education Opportunities | ○ | ○ | ○ | ○ |
| 8c) Peer Group Development | ○ | ○ | ○ | ○ |
| 8d) Promotion Opportunity | ○ | ○ | ○ | ○ |
| 8e) Command Opportunity | ○ | ○ | ○ | ○ |

**8f) Other (please explain)**

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**9. Non-resident ILS**

**9a) Was a seminar group available?**

- ○ Yes
- ○ No
- ○ Yes, but I did NOT participate

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**10. Impact of seminar on completion of Non-resident ILS:**

- ○ Would not have completed without seminar
- ○ Helpful but not necessary
- ○ Not necessary

**11. Time to complete Non-resident ILS with seminar:**

- ○ 6 Months
- ○ 12 Months
- ○ 18 Months
- ○ 24 Months
- ○ 24+ Months

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**11a. Was the seminar offered at a convenient location?**

- Yes
- No

**11b. Did convenience influence your participation?**

- Yes
- No

**11c. What time was the seminar offered?**

- During working hours
- After working hours

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**Non Resident ILS without Seminar**

**12. Would you have preferred to have a seminar group to complete Non-resident ILS?**

- Yes
- No
- NA

**13. Time to complete Non-resident ILS without seminar:**

- 6 Months
- 12 Months
- 18 Months
- 24 Months
- 24+ Months
- NA

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**14. Did you participate in the Masters of Military Studies (MMS) program?**

- Yes
- No

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**15. Given the equivalency of the Non-resident and Resident ILS programs, do you feel the MMS program should be mandatory for Resident ILS?**

- Yes
- No

**15a. Comments**

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**16. Did Command and Staff College Accreditation impact your decision to participate in the MMS program?**

- Yes
- No

**17. Benefits of MMS on career:**

| | Detriment | No Impact | Some Benefit | Big Benefit |
|---|---|---|---|---|
| 17a) Career Enhancement | | | | |
| 17b) MOS Credibility | | | | |
| 17c) Promotion Opportunity | | | | |
| 17d) Command Opportunity | | | | |

**17d) Comments on above question.**

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**18. Did you participate in the SAW Program?**

- Yes
- No

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**19. Benefits of SAW Program on career:**

| | Detriment | No Impact | Some Benefit | Big Benefit |
|---|---|---|---|---|
| 19a) Career Enhancement | ○ | ○ | ○ | ○ |
| 19b) MOS Credibility | ○ | ○ | ○ | ○ |
| 19c) Promotion Opportunity | ○ | ○ | ○ | ○ |
| 19d) Command Opportunity | ○ | ○ | ○ | ○ |

**19e) Other comments on SAW Program and benefits on career.**

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**20. Decision to apply/attend SAW**

| | Detriment | No Impact | Some Benefit | Big Benefit |
|---|---|---|---|---|
| 20a) Opportunity for quality education | ○ | ○ | ○ | ○ |
| 20b) Opportunity for quality family time | ○ | ○ | ○ | ○ |
| 20c) Alignment w/ children's school | ○ | ○ | ○ | ○ |
| 20d) Other family issues (medical, spouse's job etc) | ○ | ○ | ○ | ○ |
| 20e) Break from OpTempo | ○ | ○ | ○ | ○ |
| 20f) Peer Friendships | ○ | ○ | ○ | ○ |

**21. Availability of SAW Program seats and MMS participation. (Current SAW classes have approximately 24 students)**

| | Detriment | No Impact | Some Benefit | Big Benefit |
|---|---|---|---|---|
| 21a) Increase SAW seats? | ○ | ○ | ○ | ○ |
| 21b) Decrease ILS class size to allow more SAW students | ○ | ○ | ○ | ○ |
| 21c) Allow SAW students to participate in MMS program? | ○ | ○ | ○ | ○ |

**22. Having completed Non-resident ILS would you have applied directly for SAW if the opportunity to attend was the same as Resident ILS?**

- Yes
- No

Next >

Powered By inquisite

**Last Page!**

**23. Additional Comments**

**23a. Resident ILS:**

**23b. Non-resident ILS:**

**23c. SAW:**

Thank you very much for taking the time to complete this survey.

Finish

Powered By inquisite

Count and Weight with Percents

ILS Survey

**1. Please identify your MOS/Occupational field category:**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| Ground Aviation (Log, Supply, Maint., C2, etc) | 6 | 7.89 % | 0 | 0 |
| Intelligence | 4 | 5.26 % | 0 | 0 |
| Support (Legal, Admin, Finance) | 6 | 7.89 % | 0 | 0 |
| Aviator/NFO | 16 | 21.05 % | 0 | 0 |
| Combat Arms | 21 | 27.63 % | 0 | 0 |
| Combat Svc Support (Log, Supply, Eng) | 23 | 30.26 % | 0 | 0 |
| **Total Responses** | **76** | **100%** | **0** | **0** |

Mean (Avg): 0.00000 StDev (Sample): 0.00000

Minimum: 0 Maximum: 0 Range: 0 StDev (Population): 0.00000

**2. ILS completion status (Note: Resident 2002 ILS students please consider yourself Resident ILS complete for this survey)**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| Resident ILS only | 5 | 6.41 % | 0 | 0 |
| Non-resident ILS only | 4 | 5.13 % | 0 | 0 |
| Non-resident ILS and Resident ILS complete | 69 | 88.46 % | 0 | 0 |
| **Total Responses** | **78** | **100%** | **0** | **0** |

Mean (Avg): 0.00000 StDev (Sample): 0.00000

Minimum: 0 Maximum: 0 Range: 0 StDev (Population): 0.00000

**3a) MOS Proficiency**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| Detriment | 3 | 4.05 % | 1 | 3 |
| No Impact | 33 | 44.59 % | 2 | 66 |
| Some Benefit | 38 | 51.35 % | 3 | 114 |
| **Total Responses** | **74** | **100%** | **6** | **183** |

Mean (Avg): 2.47297 StDev (Sample): 0.57868

Minimum: 1 Maximum: 3 Range: 2 StDev (Population): 0.57476

**3b) Staff skills**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| Detriment | 1 | 1.35 % | 1 | 1 |
| No Impact | 21 | 28.38 % | 2 | 42 |
| Some Benefit | 47 | 63.51 % | 3 | 141 |
| Big Benefit | 5 | 6.76 % | 4 | 20 |
| **Total Responses** | **74** | **100%** | **10** | **204** |

Mean (Avg): 2.75676 StDev (Sample): 0.59244

Minimum: 1 Maximum: 4 Range: 3 StDev (Population): 0.58842

**3c) Value to Corps**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 7 | 9.46 % | 2 | 14 |
| Some Benefit | 53 | 71.62 % | 3 | 159 |
| Big Benefit | 14 | 18.92 % | 4 | 56 |
| **Total Responses** | **74** | **100%** | **9** | **229** |

Mean (Avg): 3.09459 StDev (Sample): 0.52783

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.52425

**3d) Promotion Opportunity**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 11 | 14.86 % | 2 | 22 |
| Some Benefit | 21 | 28.38 % | 3 | 63 |
| Big Benefit | 42 | 56.76 % | 4 | 168 |
| **Total Responses** | **74** | **100%** | **9** | **253** |

Mean (Avg): 3.41892 StDev (Sample): 0.74036

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.73534

**3e) Ability to Command**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 35 | 47.30 % | 2 | 70 |
| Some Benefit | 37 | 50.00 % | 3 | 111 |
| Big Benefit | 2 | 2.70 % | 4 | 8 |
| **Total Responses** | **74** | **100%** | **9** | **189** |

Mean (Avg): 2.55405 StDev (Sample): 0.55250

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.54876

**3f) Cmd Selection Opportunity**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| Detriment | 1 | 1.35 % | 1 | 1 |
| No Impact | 20 | 27.03 % | 2 | 40 |
| Some Benefit | 32 | 43.24 % | 3 | 96 |
| Big Benefit | 21 | 28.38 % | 4 | 84 |
| **Total Responses** | **74** | **100%** | **10** | **221** |

Mean (Avg): 2.98649 StDev (Sample): 0.78502

Minimum: 1 Maximum: 4 Range: 3 StDev (Population): 0.77970

**3g) Likelyhood of staying in longer**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| Detriment | 2 | 2.70 % | 1 | 2 |
| No Impact | 44 | 59.46 % | 2 | 88 |
| Some Benefit | 21 | 28.38 % | 3 | 63 |
| Big Benefit | 7 | 9.46 % | 4 | 28 |
| **Total Responses** | **74** | **100%** | **10** | **181** |

Mean (Avg): 2.44595 StDev (Sample): 0.70501

Minimum: 1 Maximum: 4 Range: 3 StDev (Population): 0.70023

**4a) MOS Proficiency**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| Detriment | 1 | 1.35 % | 1 | 1 |
| No Impact | 23 | 31.08 % | 2 | 46 |
| Some Benefit | 37 | 50.00 % | 3 | 111 |
| Big Benefit | 13 | 17.57 % | 4 | 52 |
| **Total Responses** | **74** | **100%** | **10** | **210** |

Mean (Avg): 2.83784 StDev (Sample): 0.72200

Minimum: 1 Maximum: 4 Range: 3 StDev (Population): 0.71711

**4b) Staff skills**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| Detriment | 1 | 1.35 % | 1 | 1 |
| Some Benefit | 21 | 28.38 % | 3 | 63 |
| Big Benefit | 52 | 70.27 % | 4 | 208 |
| **Total Responses** | **74** | **100%** | **8** | **272** |

Mean (Avg): 3.67568 StDev (Sample): 0.55166

Minimum: 1 Maximum: 4 Range: 3 StDev (Population): 0.54792

**4c) Value to Corps**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 1 | 1.35 % | 2 | 2 |
| Some Benefit | 24 | 32.43 % | 3 | 72 |
| Big Benefit | 49 | 66.22 % | 4 | 196 |
| **Total Responses** | **74** | **100%** | **9** | **270** |

Mean (Avg): 3.64865 StDev (Sample): 0.50835

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.50491

**4d) Promotion Opportunity**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 6 | 8.11 % | 2 | 12 |
| Some Benefit | 17 | 22.97 % | 3 | 51 |
| Big Benefit | 51 | 68.92 % | 4 | 204 |
| **Total Responses** | **74** | **100%** | **9** | **267** |

Mean (Avg): 3.60811 StDev (Sample): 0.63715

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.63283

**4e) Ability to Command**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 14 | 18.92 % | 2 | 28 |
| Some Benefit | 32 | 43.24 % | 3 | 96 |
| Big Benefit | 28 | 37.84 % | 4 | 112 |
| **Total Responses** | **74** | **100%** | **9** | **236** |

Mean (Avg): 3.18919 StDev (Sample): 0.73421

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.72923

**4f) Cmd Selection Opportunity**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 8 | 10.96 % | 2 | 16 |
| Some Benefit | 25 | 34.25 % | 3 | 75 |
| Big Benefit | 40 | 54.79 % | 4 | 160 |
| **Total Responses** | **73** | **100%** | **9** | **251** |

Mean (Avg): 3.43836 StDev (Sample): 0.68691

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.68219

**4g) Likelyhood of staying in longer**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 26 | 35.62 % | 2 | 52 |
| Some Benefit | 20 | 27.40 % | 3 | 60 |
| Big Benefit | 27 | 36.99 % | 4 | 108 |
| **Total Responses** | **73** | **100%** | **9** | **220** |

Mean (Avg): 3.01370 StDev (Sample): 0.85786

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.85196

**5a) MOS proficiency**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| Detriment | 2 | 2.70 % | 1 | 2 |
| No Impact | 21 | 28.38 % | 2 | 42 |
| Some Benefit | 42 | 56.76 % | 3 | 126 |
| Big Benefit | 9 | 12.16 % | 4 | 36 |
| **Total Responses** | **74** | **100%** | **10** | **206** |

Mean (Avg): 2.78378 StDev (Sample): 0.68786

Minimum: 1 Maximum: 4 Range: 3 StDev (Population): 0.68320

**5b) MAGTF Officer skills**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| Some Benefit | 23 | 31.08 % | 3 | 69 |
| Big Benefit | 51 | 68.92 % | 4 | 204 |
| **Total Responses** | **74** | **100%** | **7** | **273** |

Mean (Avg): 3.68919 StDev (Sample): 0.46598

Minimum: 3 Maximum: 4 Range: 1 StDev (Population): 0.46283

**5c) Adv Degree (if applicable)**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 20 | 28.17 % | 2 | 40 |
| Some Benefit | 16 | 22.54 % | 3 | 48 |
| Big Benefit | 35 | 49.30 % | 4 | 140 |
| **Total Responses** | **71** | **100%** | **9** | **228** |

Mean (Avg): 3.21127 StDev (Sample): 0.86049

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.85441

**5d) Networking w/other peers**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 1 | 1.35 % | 2 | 2 |
| Some Benefit | 16 | 21.62 % | 3 | 48 |
| Big Benefit | 57 | 77.03 % | 4 | 228 |
| **Total Responses** | **74** | **100%** | **9** | **278** |

Mean (Avg): 3.75676 StDev (Sample): 0.46260

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.45946

**5e) Follow on assignments**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| Detriment | 2 | 2.70 % | 1 | 2 |
| No Impact | 12 | 16.22 % | 2 | 24 |
| Some Benefit | 28 | 37.84 % | 3 | 84 |
| Big Benefit | 32 | 43.24 % | 4 | 128 |
| **Total Responses** | **74** | **100%** | **10** | **238** |

Mean (Avg): 3.21622 StDev (Sample): 0.81544

Minimum: 1 Maximum: 4 Range: 3 StDev (Population): 0.80991

**5f) Mentoring**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 13 | 17.57 % | 2 | 26 |
| Some Benefit | 36 | 48.65 % | 3 | 108 |
| Big Benefit | 25 | 33.78 % | 4 | 100 |
| **Total Responses** | **74** | **100%** | **9** | **234** |

Mean (Avg): 3.16216 StDev (Sample): 0.70277

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.69801

5g) Prestige of attendance

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 17 | 22.97 % | 2 | 34 |
| Some Benefit | 30 | 40.54 % | 3 | 90 |
| Big Benefit | 27 | 36.49 % | 4 | 108 |
| **Total Responses** | **74** | **100%** | **9** | **232** |

Mean (Avg): 3.13514 StDev (Sample): 0.76435

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.75917

**5h) Prep for command**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 16 | 21.92 % | 2 | 32 |
| Some Benefit | 35 | 47.95 % | 3 | 105 |
| Big Benefit | 22 | 30.14 % | 4 | 88 |
| **Total Responses** | **73** | **100%** | **9** | **225** |

Mean (Avg): 3.08219 StDev (Sample): 0.72175

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.71679

**5i) Prep for staff jobs**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 4 | 5.41 % | 2 | 8 |
| Some Benefit | 20 | 27.03 % | 3 | 60 |
| Big Benefit | 50 | 67.57 % | 4 | 200 |
| **Total Responses** | **74** | **100%** | **9** | **268** |

Mean (Avg): 3.62162 StDev (Sample): 0.58993

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.58593

**6a) Opportunity for quality education**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 3 | 4.05 % | 2 | 6 |
| Some Benefit | 29 | 39.19 % | 3 | 87 |
| Big Benefit | 42 | 56.76 % | 4 | 168 |
| **Total Responses** | **74** | **100%** | **9** | **261** |

Mean (Avg): 3.52703 StDev (Sample): 0.57868

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.57476

**6b) Opportunity for quailty family time**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| Detriment | 2 | 2.70 % | 1 | 2 |
| No Impact | 7 | 9.46 % | 2 | 14 |
| Some Benefit | 22 | 29.73 % | 3 | 66 |
| Big Benefit | 43 | 58.11 % | 4 | 172 |
| **Total Responses** | **74** | **100%** | **10** | **254** |

Mean (Avg): 3.43243 StDev (Sample): 0.77779

Minimum: 1 Maximum: 4 Range: 3 StDev (Population): 0.77252

**6c) Alignment w/ children's school**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| Detriment | 2 | 2.70 % | 1 | 2 |
| No Impact | 16 | 21.62 % | 2 | 32 |
| Some Benefit | 18 | 24.32 % | 3 | 54 |
| Big Benefit | 38 | 51.35 % | 4 | 152 |
| **Total Responses** | **74** | **100%** | **10** | **240** |

Mean (Avg): 3.24324 StDev (Sample): 0.88845

Minimum: 1 Maximum: 4 Range: 3 StDev (Population): 0.88242

**6d) Other family issues (medical, spouse's job etc)**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| Detriment | 3 | 4.05 % | 1 | 3 |
| No Impact | 38 | 51.35 % | 2 | 76 |
| Some Benefit | 22 | 29.73 % | 3 | 66 |
| Big Benefit | 11 | 14.86 % | 4 | 44 |
| **Total Responses** | **74** | **100%** | **10** | **189** |

Mean (Avg): 2.55405 StDev (Sample): 0.79626

Minimum: 1 Maximum: 4 Range: 3 StDev (Population): 0.79086

**6e) Break from OpTempo**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 11 | 14.86 % | 2 | 22 |
| Some Benefit | 28 | 37.84 % | 3 | 84 |
| Big Benefit | 35 | 47.30 % | 4 | 140 |
| **Total Responses** | **74** | **100%** | **9** | **246** |

Mean (Avg): 3.32432 StDev (Sample): 0.72354

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.71863

**6f) Peer Friendships**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 1 | 1.35 % | 2 | 2 |
| Some Benefit | 18 | 24.32 % | 3 | 54 |
| Big Benefit | 55 | 74.32 % | 4 | 220 |
| **Total Responses** | **74** | **100%** | **9** | **276** |

Mean (Avg): 3.72973 StDev (Sample): 0.47678

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.47355

**7. Did you participate in the MMS program?**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| Yes | 38 | 51.35 % | 0 | 0 |
| No | 36 | 48.65 % | 0 | 0 |
| **Total Responses** | **74** | **100%** | **0** | **0** |

Mean (Avg): 0.00000 StDev (Sample): 0.00000

Minimum: 0 Maximum: 0 Range: 0 StDev (Population): 0.00000

**7a) Influence of MMS on attendance:**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 41 | 58.57 % | 1 | 41 |
| Some Impact | 16 | 22.86 % | 2 | 32 |
| Strong Impact | 13 | 18.57 % | 3 | 39 |
| **Total** Responses | 70 | 100% | 6 | 112 |

Mean (Avg): 1.60000 StDev (Sample): 0.78758

Minimum: 1 Maximum: 3 Range: 2 StDev (Population): 0.78194

**7b) Benefits of MMS (select all that apply)**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| MOS Credibility | 9 | 10.23 % | 0 | 0 |
| Promotion Opportunity | 26 | 29.55 % | 0 | 0 |
| Career Enhancement | 38 | 43.18 % | 0 | 0 |
| Command Opportunity | 15 | 17.05 % | 0 | 0 |
| **Total Responses** | **88** | **100%** | **0** | **0** |

Mean (Avg): 0.00000 StDev (Sample): 0.00000

Minimum: 0 Maximum: 0 Range: 0 StDev (Population): 0.00000

**8a) Career Enhancement**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 5 | 7.04 % | 2 | 10 |
| Some Benefit | 26 | 36.62 % | 3 | 78 |
| Big Benefit | 40 | 56.34 % | 4 | 160 |
| **Total Responses** | **71** | **100%** | **9** | **248** |

Mean (Avg): 3.49296 StDev (Sample): 0.62959

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.62514

**8b) Education Opportunities**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 10 | 14.08 % | 2 | 20 |
| Some Benefit | 23 | 32.39 % | 3 | 69 |
| Big Benefit | 38 | 53.52 % | 4 | 152 |
| **Total Responses** | **71** | **100%** | **9** | **241** |

Mean (Avg): 3.39437 StDev (Sample): 0.72661

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.72148

**8c) Peer Group Development**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 10 | 14.08 % | 2 | 20 |
| Some Benefit | 19 | 26.76 % | 3 | 57 |
| Big Benefit | 42 | 59.15 % | 4 | 168 |
| **Total Responses** | **71** | **100 %** | **9** | **245** |

Mean (Avg): 3.45070 StDev (Sample): 0.73268

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.72750

**8d) Promotion Opportunity**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 16 | 22.86 % | 2 | 32 |
| Some Benefit | 24 | 34.29 % | 3 | 72 |
| Big Benefit | 30 | 42.86 % | 4 | 120 |
| **Total Responses** | **70** | **100 %** | **9** | **224** |

Mean (Avg): 3.20000 StDev (Sample): 0.79126

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.78558

**8e) Command Opportunity**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| Detriment | 1 | 1.41 % | 1 | 1 |
| No Impact | 15 | 21.13 % | 2 | 30 |
| Some Benefit | 28 | 39.44 % | 3 | 84 |
| Big Benefit | 27 | 38.03 % | 4 | 108 |
| **Total Responses** | **71** | **100%** | **10** | **223** |

Mean (Avg): 3.14085 StDev (Sample): 0.79814

Minimum: 1 Maximum: 4 Range: 3 StDev (Population): 0.79250

**9a) Was a seminar group available?**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No | 45 | 59.21 % | 0 | 0 |
| Yes | 30 | 39.47 % | 0 | 0 |
| Yes, but I did NOT participate | 1 | 1.32 % | 0 | 0 |
| **Total Responses** | **76** | **100%** | **0** | **0** |

Mean (Avg): 0.00000 StDev (Sample): 0.00000

Minimum: 0 Maximum: 0 Range: 0 StDev (Population): 0.00000

**10. Impact of seminar on completion of Non-resident ILS:**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| Helpful but not necessary | 14 | 46.67 % | 0 | 0 |
| Would not have completed without seminar | 16 | 53.33 % | 0 | 0 |
| **Total Responses** | **30** | **100%** | **0** | **0** |

Mean (Avg): 0.00000 StDev (Sample): 0.00000

Minimum: 0 Maximum: 0 Range: 0 StDev (Population): 0.00000

**11. Time to complete Non-resident ILS with seminar:**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| 24+ Months | 4 | 13.33 % | 0 | 0 |
| 6 Months | 1 | 3.33 % | 0 | 0 |
| 24 Months | 11 | 36.67 % | 0 | 0 |
| 12 Months | 4 | 13.33 % | 0 | 0 |
| 18 Months | 10 | 33.33 % | 0 | 0 |
| **Total Responses** | **30** | **100%** | **0** | **0** |

Mean (Avg): 0.00000 StDev (Sample): 0.00000

Minimum: 0 Maximum: 0 Range: 0 StDev (Population): 0.00000

**11a. Was the seminar offered at a convenient location?**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| Yes | 30 | 100.00 % | 0 | 0 |
| Total Responses | 30 | 100 % | 0 | 0 |

Mean (Avg): 0.00000 StDev (Sample): 0.00000

Minimum: 0 Maximum: 0 Range: 0 StDev (Population): 0.00000

**11b. Did convenience influence your participation?**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No | 4 | 13.33 % | 0 | 0 |
| Yes | 26 | 86.67 % | 0 | 0 |
| **Total Responses** | **30** | **100%** | **0** | **0** |

Mean (Avg): 0.00000 StDev (Sample): 0.00000

Minimum: 0 Maximum: 0 Range: 0 StDev (Population): 0.00000

**11c. What time was the seminar offered?**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| During working hours | 1 | 3.33 % | 0 | 0 |
| After working hours | 29 | 96.67 % | 0 | 0 |
| **Total Responses** | **30** | **100%** | **0** | **0** |

Mean (Avg): 0.00000 StDev (Sample): 0.00000

Minimum: 0 Maximum: 0 Range: 0 StDev (Population): 0.00000

**12. Would you have preferred to have a seminar group to complete Non-resident ILS?**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| Yes | 35 | 46.67 % | 0 | 0 |
| No | 12 | 16.00 % | 0 | 0 |
| NA | 28 | 37.33 % | 0 | 0 |
| **Total Responses** | **75** | **100%** | **0** | **0** |

Mean (Avg): 0.00000 StDev (Sample): 0.00000

Minimum: 0 Maximum: 0 Range: 0 StDev (Population): 0.00000

**13. Time to complete Non-resident ILS without seminar:**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| 24 Months | 8 | 10.67 % | 0 | 0 |
| 18 Months | 13 | 17.33 % | 0 | 0 |
| 12 Months | 11 | 14.67 % | 0 | 0 |
| 24+ Months | 11 | 14.67 % | 0 | 0 |
| NA | 25 | 33.33 % | 0 | 0 |
| 6 Months | 7 | 9.33 % | 0 | 0 |
| **Total Responses** | **75** | **100%** | **0** | **0** |

Mean (Avg): 0.00000 StDev (Sample): 0.00000

Minimum: 0 Maximum: 0 Range: 0 StDev (Population): 0.00000

**14. Did you participate in the Masters of Military Studies (MMS) program?**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| Yes | 37 | 48.05 % | 0 | 0 |
| No | 40 | 51.95 % | 0 | 0 |
| **Total Responses** | **77** | **100%** | **0** | **0** |

Mean (Avg): 0.00000 StDev (Sample): 0.00000

Minimum: 0 Maximum: 0 Range: 0 StDev (Population): 0.00000

15. **Given the equivalency of the Non-resident and Resident ILS programs, do you feel the MMS program should be mandatory for Resident ILS?**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| Yes | 7 | 18.92 % | 0 | 0 |
| No | 30 | 81.08 % | 0 | 0 |
| **Total Responses** | **37** | **100%** | **0** | **0** |

Mean (Avg): 0.00000 StDev (Sample): 0.00000

Minimum: 0 Maximum: 0 Range: 0 StDev (Population): 0.00000

**16. Did Command and Staff College Accreditation impact your decision to participate in the MMS program?**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| Yes | 26 | 70.27 % | 0 | 0 |
| No | 11 | 29.73 % | 0 | 0 |
| **Total Responses** | **37** | **100%** | **0** | **0** |

Mean (Avg): 0.00000 StDev (Sample): 0.00000

Minimum: 0 Maximum: 0 Range: 0 StDev (Population): 0.00000

**17a) Career Enhancement**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 11 | 29.73 % | 2 | 22 |
| Some Benefit | 17 | 45.95 % | 3 | 51 |
| Big Benefit | 9 | 24.32 % | 4 | 36 |
| **Total Responses** | **37** | **100%** | **9** | **109** |

Mean (Avg): 2.94595 StDev (Sample): 0.74334

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.73322

**17b) MOS Credibility**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 25 | 67.57 % | 2 | 50 |
| Some Benefit | 9 | 24.32 % | 3 | 27 |
| Big Benefit | 3 | 8.11 % | 4 | 12 |
| **Total Responses** | **37** | **100%** | **9** | **89** |

Mean (Avg): 2.40541 StDev (Sample): 0.64375

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.63499

**17c) Promotion Opportunity**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 12 | 32.43 % | 2 | 24 |
| Some Benefit | 21 | 56.76 % | 3 | 63 |
| Big Benefit | 4 | 10.81 % | 4 | 16 |
| **Total Responses** | **37** | **100%** | **9** | **103** |

Mean (Avg): 2.78378 StDev (Sample): 0.62960

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.62103

**17d) Command Opportunity**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 20 | 54.05 % | 2 | 40 |
| Some Benefit | 13 | 35.14 % | 3 | 39 |
| Big Benefit | 4 | 10.81 % | 4 | 16 |
| **Total Responses** | **37** | **100%** | **9** | **95** |

Mean (Avg): 2.56757 StDev (Sample): 0.68882

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.67945

**18. Did you participate in the SAW Program?**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| Yes | 6 | 7.69 % | 0 | 0 |
| No | 72 | 92.31 % | 0 | 0 |
| **Total Responses** | **78** | **100%** | **0** | **0** |

Mean (Avg): 0.00000 StDev (Sample): 0.00000

Minimum: 0 Maximum: 0 Range: 0 StDev (Population): 0.00000

**19a) Career Enhancement**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 1 | 16.67 % | 2 | 2 |
| Big Benefit | 5 | 83.33 % | 4 | 20 |
| **Total Responses** | **6** | **100%** | **6** | **22** |

Mean (Avg): 3.66667 StDev (Sample): 0.81650

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.74536

**19b) MOS Credibility**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 2 | 33.33 % | 2 | 4 |
| Some Benefit | 1 | 16.67 % | 3 | 3 |
| Big Benefit | 3 | 50.00 % | 4 | 12 |
| **Total Responses** | **6** | **100%** | **9** | **19** |

Mean (Avg): 3.16667 StDev (Sample): 0.98319

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.89753

**19c) Promotion Opportunity**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 2 | 33.33 % | 2 | 4 |
| Big Benefit | 4 | 66.67 % | 4 | 16 |
| **Total Responses** | **6** | **100%** | **6** | **20** |

Mean (Avg): 3.33333 StDev (Sample): 1.03280

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.94281

**19d) Command Opportunity**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 2 | 33.33 % | 2 | 4 |
| Big Benefit | 4 | 66.67 % | 4 | 16 |
| **Total Responses** | **6** | **100%** | **6** | **20** |

Mean (Avg): 3.33333 StDev (Sample): 1.03280

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.94281

**20a) Opportunity for quality education**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| Big Benefit | 6 | 100.00 % | 4 | 24 |
| **Total Responses** | **6** | **100%** | **4** | **24** |

Mean (Avg): 4.00000 StDev (Sample): 0.00000

Minimum: 4 Maximum: 4 Range: 0 StDev (Population): 0.00000

**20b) Opportunity for quality family time**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 4 | 66.67 % | 2 | 8 |
| Some Benefit | 2 | 33.33 % | 3 | 6 |
| **Total Responses** | **6** | **100%** | **5** | **14** |

Mean (Avg): 2.33333 StDev (Sample): 0.51640

Minimum: 2 Maximum: 3 Range: 1 StDev (Population): 0.47140

**20c) Alignment w/ children's school**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 4 | 66.67 % | 2 | 8 |
| Some Benefit | 2 | 33.33 % | 3 | 6 |
| **Total Responses** | **6** | **100%** | **5** | **14** |

Mean (Avg): 2.33333 StDev (Sample): 0.51640

Minimum: 2 Maximum: 3 Range: 1 StDev (Population): 0.47140

**20d) Other family issues (medical, spouse's job etc)**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 6 | 100.00 % | 2 | 12 |
| **Total Responses** | **6** | **100%** | **2** | **12** |

Mean (Avg): 2.00000 StDev (Sample): 0.00000

Minimum: 2 Maximum: 2 Range: 0 StDev (Population): 0.00000

**20e) Break from OpTempo**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 5 | 83.33 % | 2 | 10 |
| Some Benefit | 1 | 16.67 % | 3 | 3 |
| **Total Responses** | **6** | **100%** | **5** | **13** |

Mean (Avg): 2.16667 StDev (Sample): 0.40825

Minimum: 2 Maximum: 3 Range: 1 StDev (Population): 0.37268

**20f) Peer Friendships**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| Some Benefit | 2 | 33.33 % | 3 | 6 |
| Big Benefit | 4 | 66.67 % | 4 | 16 |
| **Total Responses** | **6** | **100%** | **7** | **22** |

Mean (Avg): 3.66667 StDev (Sample): 0.51640

Minimum: 3 Maximum: 4 Range: 1 StDev (Population): 0.47140

**21a) Increase SAW seats?**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| Detriment | 5 | 83.33 % | 1 | 5 |
| Big Benefit | 1 | 16.67 % | 4 | 4 |
| **Total Responses** | **6** | **100%** | **5** | **9** |

Mean (Avg): 1.50000 StDev (Sample): 1.22474

Minimum: 1 Maximum: 4 Range: 3 StDev (Population): 1.11803

**21b) Decrease ILS class size to allow more SAW students**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| Detriment | 5 | 83.33 % | 1 | 5 |
| Some Benefit | 1 | 16.67 % | 3 | 3 |
| **Total Responses** | **6** | **100%** | **4** | **8** |

Mean (Avg): 1.33333 StDev (Sample): 0.81650

Minimum: 1 Maximum: 3 Range: 2 StDev (Population): 0.74536

**21c) Allow SAW students to participate in MMS program?**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No Impact | 1 | 16.67 % | 2 | 2 |
| Some Benefit | 4 | 66.67 % | 3 | 12 |
| Big Benefit | 1 | 16.67 % | 4 | 4 |
| **Total Responses** | **6** | **100%** | **9** | **18** |

Mean (Avg): 3.00000 StDev (Sample): 0.63246

Minimum: 2 Maximum: 4 Range: 2 StDev (Population): 0.57735

**22. Having completed Non-resident ILS would you have applied directly for SAW if the opportunity to attend was the same as Resident ILS?**

| | Count | Percent | Weight | Weighted Total |
|---|---|---|---|---|
| No | 53 | 67.95 % | 0 | 0 |
| Yes | 25 | 32.05 % | 0 | 0 |
| **Total Responses** | **78** | **100%** | **0** | **0** |

Mean (Avg): 0.00000 StDev (Sample): 0.00000

Minimum: 0 Maximum: 0 Range: 0 StDev (Population): 0.00000

# Text and Paragraph Responses by Question- Support ILS Survey

**Question:** 8f) Other (please explain)

Not really "other," I just viewed it is an opportunity to do all the things above in 8a-e and have fun. And I did. Other than moving twice in 10 months, no downside for me or my spouse.

The Non-Res program was worthless. After doing both AWS Non-Res and Resident Course, I knw that the difference was night and day. The only valuable and usable education is a the resident course.

Attendance at ILS was the most appealing option offered by the monitor.

Assignment by the Monitor after other 3002 Supply Major dropped out.

Break from OpTempo

Resident ILS provides a dedicated period of an officer’s life to study his/her profession of arms under the tutelage of quality professors and experienced and well-educated faculty advisors. While the promotion/retention/command opportunities may be the same for resident and nonresident graduates you cannot replicate the educational experience gained by attending the resident course.

Was selected. I was perfectly content being in the operating forces...had completed non-resident...and headed into 0-5 board my fate had, in reality, already been set - though turning in a piece of paper denying school probably would not have helped promotion potential. I'm glad I went though...I learned a lot...and probably could have learned more.

I was non-competitively selected to attend having completed a successful tour as an RS CO ... did not want to snub the Corps' reward to me.

Professional Reasons:
1) I wanted to devote a year studying warfighting and to building my skills as a MAGTF officer, rather than focusing on solely my MOS/BMOS.
2) I wanted to build on the military education and planning skills developed in the FMF and Resident AWS.
3) I have a strong interest in military history, tactics, and doctrine. The resident ILS allows a more in-depth study of these areas.

Personal Reasons:
1) I wanted a break after holding a Hi-tempo FMF billet, prior to assignment to another deploying unit.
2) Due to Op Tempo, I have never completed (or probably would be able to in the future) an Advanced Degree. ILS allows this oppurtunity.
3) I could attend this course (and the 1 year PCS) prior to my child starting grade school.

I wanted to educate and promote my MOS as a CCS enhancement to the MAGTF. All too often it is looked upon as only valid in the supporting establishment. The more my community attends resident CLS, ILS and TLS, the better educated future commanders will be on our capabilities. I am a 5803 -- MP Officer.

wanted to return to DC area after fleet tour but only for a short time.

No one in his right mind would turn down the opportunity of more education. It enhances whatever career path you may take.

I may not be the "sharpest tool in the shed," but I get a great deal out of this learning environment. My good experience at AWS was influential on me wanting to come back to resident school. The exposure to peers from every MOS, sister service and internationally, is completely different from taking a seminar one night (nonres) a week for two years (8 mos/summers off).

Selected for resident PME from overseas tour.

Non-res may be equivalent in terms of official promotion opportunities, but it is NOT EQUAL! Non-res consisted of minimal readings and a 2-hour seminar each week for 18 months. The seminar was half sea stories and half test prep. Non-res had no writings, limited readings, no lectures, no prac aps, very limited peer integration, no MMS, and no

electives. I think the non-res should stop being advertised as the same as the resident program. Not even close! I took the non-res in order to get "the check in the block" in case I didn't get selected for res. The non-res program at the bases is, however, a convenient way to satisfy therequirement while still in the fleet. I chose the resident course because I felt I didn't really have a command & staff education after the non-res.

I learn more at a resident course than non-resident due to group interaction, guest speakers, staff lectures and the ability to seek subject-matter clarification that I can not do when taking the non-resident course.

Command Opportunity considered detrimental or no impact because a board would question negatively the desire of a student to attend the resident course eventhough nonresident course was already complete. As explained to me by a former Command Screening board member, the year away from the operating forces/supporting establishment did not help in comparison with my peer group. Some board members viewed as a lack of dedication/professionalism.

I attended resident for promotion opportunity, but it did not make any difference. I am in a support MOS and still passed after being the last class to be put before a board.

I attended the resident ILS bcause I was selected to attend, however, if I were given a choice I would likely have opt not to attend considering I had already completed the non-resident course several years earlier.

PME is very important to me. I had always wanted to attend a school in residence but up until I went to C&SC the timimg never worked out. When I was selected I was happy to go even though I was very senior in my class. It was a good transition from HQMC back to the FMF because I had a year to think and plan what I would do once back in the FMF. I believe the more senior you are the lesser "negative" impact (percieved or real) there is on a Marine's MOS.

Break from OpTempo after 5th deployment and bridge to staff tour.

Was at MCCDC, got orders, seemed to be a good idea.

-Although I started the non-resident ILS program, I was selected to the resident program prior to completion. I choose not to complete the non-resident program due to significant demands on my time (working at HQMC in Aviation Department)

I was ready for a break from Fleet operations and needed some "downtime" to refresh and renew. The school year provided a pretty good opportunity to do that, along with spooling me up on the latest developments in doctrine and capabilities. The added benefit was networking with my peers and exposure to other MOSs. Finally, at the time I attended (97-98), there was still the perception that Resident "looked better" on your record.

It is a quality year with the family and I didn't want to pass up that opportunity. I was already in the Quantico area and it provided me one more year a family stablization.

I attended an Army CLS and wanted to reengaged with my peer group to better my work relationships back in the FMF.

I was board selected and to refuse attendance is perceived as a career-killer. I did not want to take that chance.

Had just completed 2 non-operating tour assignments (last being as an RS CO). Saw school as an opportunity to to become more knowlegeable in current planning process (MCPP) and joint warfare.

I had been selected for Resident Crse with only 2 modules left on the Non-Res, decided to complete since I had only 2 to go. Perception at the time was Non-Res was not equal to Res Crse and if wanted to be a competative I had no choice but to attend.

I attended mostly for the Optempo break and the interaction with peers.

Back then you were SELECTED by a board to attend, before it was turned over to monitors

THE NONRESIDENT ILS PROGRAM OFFERS A GOOD OPPORTUNITY FOR PROFESSIONAL DEVELOPMENT; HOWEVER, THE RESIDENT ILS PROGRAM HAS A TREMENDOUS ADVANTAGE IN TERMS OF THE QUALITY OF EDUCATION.

**Question:** 8f) Other (please explain)

I was repeatedly told by senior officers that the resident course would enhance my career/professional base to a much greater degree than the non-resident course. The level of guest speakers and the amount of straight scoop received alone was enough to convence me that the resident course was a good way to go. Those senior officers were right in my opinion. The non-resident course provided exposure but the resident course allowed me more time for most of the material to sink in a bit deeper. I'm glad I made the choice to attend the resident course. I believe it has made me a better Marine Corps/MAGTF officer!

I completed the non-resident program prior to the big switch over which aligned it with the resident program. At the time of selection, I believe that the attitude was if you don't go to resident PME you don't get promoted or screen for command. I believe a portion of that is changing in regards to promotion but I am not sure about command. Resident PME offers a great opportunity to take a break from the operational commands without a 3yr B billet.

Wanted the free Masters w/ only having write one paper and non-res. sem or box of books does not equate to res. attendance in the minds of those on the boards...fact! You don't have to be screened and slated to take out a corr. course, but in my MOS only (1) Officer a year attends ILS.

In addition, my LtCol promotion board was in session during my first semester of C&SC. I wanted the board to at least see that I had completed non-resident PME, even though I was currently attending resident ILS, so as not to be a negative distractor for promotion consideration.

Non resident ILS does not offer the interaction with my peers. There is no way they should be counted as equal.

I did not complete the Non-resident ILS, but was closing in on it. I decided to attend the resident program because of the quality of the education and the perceived impact it would have on future assignments and opportunities. I know the Marine Corps has gone through great lengths to advertise there is no distinction between the two, but the fact is there is little comparison between the quality of the education. Additional benefits of Resident PME make it attractive as well and include, family time, association with peers, etc.

To get better and more detatiled insights re: the USMC.

I did Non Resident while on Barracks duty in Alaska (1988-90), as a Captain when it was only the "Al Gray modified" version. It was a big MCI course. There was no comparison with Residency.

Our institution needs to make decisions as to what officers will advance to higher responsibility, commands, etc. We all understand - and accept -as business in the "big leagues." Resident PME is one of the widely perceived "prerequisites" for those that desire to stay competitive.

**Question:** 15a. Comments

Students should have a choice of participation

A number of Officers who attend the Resident ILS already had a Master's Degree prior to the start of the school year. A number of Officers who had an excessive amount of deployed time used the additional personal free time they had to spend with their families. The MMS Program should remain an alternative for those Officers attending Marine Corps Command and Staff College. I made the choice to pursue the MMS because I wanted to, not because I was forced to. That made completing the MMS requirement much easier (though it did require a number of extra hours of effort to complete this requirement). The MMS Program was well worth the added effort!

Great opportunity, but no need to make it mandatory.

I don't understand where any benefit exists in not making it mandatory. It strikes me as a typical Marine Corps test of manhood, where the manhood part outweighs any potential intellectual benefit. To offer students the idea that they'll spend lots of time with their

families, and then make the MMS optional is somewhat disingenuous. Structuring the MMS into the formal curriculum would ideally provide time to research and prepare the paper. Frankly, I used my PSPT time for reading and preparing for class. MMS was nearly 100% nights and weekends. Not much family time - except them staring at the back of my head.

I beleive the MMS should remain voluntary. Otherwise, standards will be lowered, as non-motivated students produce mediocre products to 'check the block'. It should however, be highly encouraged.

To help the FMF, commands like the Warfighting Lab & doctrine should petition the ILS students early in the process on topics they would like/need analyzed or researched. (I know the Air Force gave a presentation to CSC).

Lastly. although it will not affect me personally, I do not think that the USMC C&S MMS should count against Marine's TA for future schools. I know some ILS students who did not participate in the MMS program because it would exclude them from pursuing a degree from another institution. The MMS should be a 'benni' for attending CSC.

I answer yes within these parameters: All USMC Officers who do not already have an advanced degree such as a MS, MA, MBA, or JD. If already obtained, I would still allow these officers the choice to complete another advanced degress in the form of the MMS.

Despite the advertising, the MMS takes a significant amount of personal time away from a student. Most I know spent most of their Christmas Break in libraries, doing research, etc. For officers who either 1) have a Master's already, or 2) wish to use their Tuition Assistance for a more relevant degree in the outside world, the Master's should be optional.

The MMS progaram took alot of personal time to research and produce. It worked for me because I was a geobachelor for the school year. My family remained at my last duty station due to my son's medical condition which prevented him from traveling. Because my family was over 3000-miles away I was able to schedule my weekends and holidays without considersation for family needs. The only time it was interrupted is when I had to go on emergency leave for my son's open heart surgery for 15-days.

Officers attending resident ILS should be given the opportunity to participate in the MMS program if they so desire, not forced to do it. Many might turn down resident ILS if this wasn't the case.

The MMS program should be something that allows those who want to pursue it the opportunity to do so. The quality of the education really is not that different.

Many students, who already had Masters chose not to participate. Even if I already had a Masters Degree, I would have pursued the MMS, because I believe my research will help me in future billets and career opportunities.

Although I completed the MMS, I think it should be optional to students.

I do not think the MMS should be mandatory. 1) Many people already have a masters from another program and should be afforded the option on how to use their spare time. 2) The base requirement should be ILS and not a masters. Requiring a masters at resident ILS could dirve a masters requirement for the non-resident ILS. This would create a potentionally overwhelming burden on the non-ILS graduate since he would be accomplishing his master outside of working hours. 3)An individual should want a masters not be required to have one. This is what education, especially individual education, is all about.

Some Marines arrive at ILS with a Masters Degree already. Making the MMS Mandatory would be of no benifit to them.

Requires a number of hours of individual work -- very hard to accomodate in an already full schedule, especially if assigned to an FMF unit.

It does not fit for all students. This is especially true for students who want to pursue a masters in a different discipline and want to use tuition assistance.

-Many officers already have completed a Master Degree prior to selection to ILS.

Mandatory MMS creates a production mentality for degrees. Those that have completed one for the most part participated for personal and professional reasons, not as a requirement. This makes a big difference in quality.

Keeping it option separates those who value it and those who do not. Also, the topic you chose will be the most significnat thing affecting MOS credibility at C&S.

Some officers already have a masters and don't need another. Also, I think those officers that participate and complete the MMS program set themselves apart from their peers.

If a student doesn't attempt its a wasted opportunity. However, a Marine should be able to request/recieve Education funding at a later date if SNM is interested. It is my understanding that currenlty that is not the case.

If I had it to do over again, I would not have participated.

To make the MMS program mandatory would further distort the mindset that the resident course and the non-resident course are not equal in some way. If you continue to make it optional, the MMS would be looked at as a benefit to resident attendance vice a requirement and another burden to the harassment package that you will receive by attending the resident course.

I question your premise that Res. and Non-res. are equivalent. I bet they really don't in the mind of the board, because you don't have to be screened or selected to attend non-resident. GO's attended resident school.

Personally, if an individual does not have a Masters and is a student at the Resident Program, I find it difficult to understand why he doesn't jump at the opportunity. Getting the Masters is not much of an addition to the core curriculum and was a great incentive to me.

The Non-Res was good. It makes you competable w/ peers. However, there should be something that sets the resident course apart from the non-res. Participation in the MMS program is one way to set the Res above the non-res, which it should be. If the Marine Corps is going to invest the money, then there needs to be a payoff for both the Marine and the Corps. To say the res is equivalant to the non-res is an injustice to both.

In my opinion, MMS was for the officers that were serious about their profession. It helped them to be analytical and enhanced their PME. Regretably, many officers who attend ILS are only there to "check the box" and take a year off from the FMF. It would be worthless to make MMS mandatory, and it would cheapen what little prestige there is in completing the MMS.

No, it should not be mandatory. The MMS should be another discriminator - those that desire to do it should be rewarded by the institution (USMC); this recognizes master's level academic performance.

**Question:** 17d) Comments on above question.

My view on MMS was more personal development, in which context I include professional development. I don't imagine that any promotion board in the future is going to say - hey, he did the MMS. Must be a genius. Let's promote him. If it is even apparent from the OQR, at best they'll say he didn't shy away from the challenge. If the curriculum resulted in a Masters, I think you would get folks to participate in resident ILS sheerly for that opportunity. Accreditation aside, though, I suspect few people who haven't attended the school really have a sense for the academic quality of the first semester. Truly an excellent effort.

Fortunately, I don't think many Marines feel an MMS is an accurate indicator for promotion/command. As with all PME it is important & helps develop the overall officer, but great FMF officers who don't get the oppurtunity to attend ILS, or can't get a Adv. degree due to Op Tempo should not be shorted.

I already had an MS degreee earned in 1984. However, I wanted to work toward my MMS degree as it was research in my MOS. I learned a great deal and hope that my community will as well if they read the paper. Accreditation was a great benefit but not the reason I earned my MMS.

I doubt having the CSC MMS matters for the MOS credibility, or the promotion/command screening... as long as you have a Masters in some form or another.

My MMS paper was on a historical aspect of the Marine Corps few know about. As such it was more "historical research" for my own education and the Corps then anything else.

I have never, in my four years since graduation, ever heard anyone mention whether I had done the MMS program. You are either a resident ILS or a non-resident ILS.

If i had not pursued the MMS this year, i may not have time to attain a Masters Degree

later. However, i still think students completing the MMS should retain all or some Tuition Assistance benefits. Many Marines in the fleet (job peritting) exploit this and attain marketable degrees from reputable institutions, I do not think we shoul lose ALL our TA.

#16. I would at least have attempted the research paper if the masters was not accredited. I am not sure I would have stuck with it.
#17. I do not even know if the MMS is briefed. However, even if briefed, I do not think it makes a differecne since so many are not afforded the opportunity. A better understanding of leadership (due to my topic) and a better ability to research and present my findings are the benefits of acquiring an MMS.

In my opinion, with all things being equal, the MMS may give you an edge in the promotion selsction process.

I wanted a Masters Degree for follow-on civilian job opportunities

In my opinion all MMS shows is that I put in some extra effort during ILS and I didn't spend a yr on the gld crse. My feel is that promotion boards take that into consideration.

The main reason why I decided to complete the MMS while taking the resident course was due to the fact that I've been trying to complete an advanced degree for the past 7 years while keeping my day job. I was unsuccessful with juggling family, job and school. The resident course has allowed me to focus better on completing the MMS.

MMS from MCU doesnt impress anyone outside the Corps, but it was free and didn't take much extra work. I'd rather have one from a recogized institution, but no time to do it. Wonder if my MMS will even qualify me to apply for a PhD. program at a competitive school?

I do not feel that promotion/command screen boards consider MMS, but the benefit and enhancement would be from the subject matter of the MMS on my own personal knowledge.

I attended 1998-1999, when the accreditation was still in doubt. I enrolled in the MMS because it was the right thing to do, not because it would result in a "real" masters degree or help with promotion.

**Question:** 19e) Other comments on SAW Program and benefits on career.

SAW is the best kept secret in the Marine Corps.

Best three years of my career. The School plus the follow on tour at MEF were the most rewarding and educational time I have had in the Marines.

Simply outstanding educational opportunity:

-Time to study and read in depth.
-Exceptionally talented and committed peers.
-Superb seminars
-Only shortfall: need more detailed, thorough and tactical level planning exercises akin to SAMS.

THE SAW PROGRAM ENHANCED MY PROFESSIONAL EDUCATIONAL LEVEL OF MAGTF PLANNING, JOINT OPERATIONS AND OTHER OPERATIONAL LEVEL OF WAR SUBJECTS. THE SAW PROGRAM PREPARED ME TO ASSUME DUTIES AS AN OPERATIONAL PLANNER FOR A MEF STAFF.

Fantastic experience. Priceless program, but I was passed over for promotion while a student & am now processing for mandatory retirement (0302 major only gets 20 years of total active duty). I can't say how SAW benefitted my career. It was over before I finished the course.

**Question:** 23a. Resident ILS:

Great course that really prepares the student for higher level staffs.

Superb opportunity to network with fellow Marines, other Armed Forces Officers and international students as well as to grow professionally through a solid, comprehensive educational program. After successfully completing the Non-Resident Course, the MMS Program and school accreditation was the definitive reason for wanting to attend the Resident Course

Resident ILS is heads and tails above non-resident ILS. You have the opprotunity to develop full-time staff skills with full time instructors without the bother of deployments or your job.

I highly enjoyed it. Even though CMC states that for promotion purposes resident and non-resident ILS are treated the same, and officers can opt out of going to ILS without stigma, I think the benefits of attending ILS in residence far outweigh doing it by correspondence/seminar. I understand that there aren't enough seats for eveyone, and some people for family or career reasons are not going to want to attend ILS in residence, so I think trying to elevate the status of non-resident ILS is a good thing. But having done both, there is no question that the non-resident route can't compare to the experience of being a full time student for 10 months.

Outstanding course. Extremely rewarding professionally and intellectually. I will recommend it to everyone eligible. Failing to make the MMS an integral part of the curriculum detracts from the quality of the program. The second semester is weak overall. The idea that the second semester curriculum should stress the student's organizational and time management skills more than develop his ability to think critically is bankrupt. That's all we do before coming here. The school should stimulate and develop the intellect.

I feel that resident ILS is much more beneficial to me as a officer and future staffer....while the non-resident course get me the check in the box it cannot compare to what I have learned and experience at the resident course. I did not participate in the MMS program because I already have a masters degree..

Should count for more than the NON-Resident based on the structure and requirements. The benefits far outweigh the non-resident program. Unfortunately should not penalize those who do not have the opportunity to attend ILS because of minimal slots. Catch - 22.

The best education opportunity available to our officers, bare none. We need to actively pursue more ILS opportunities for our officers, the goal should be a school seat for every officer that wants to attend...just as we offer a non-resident course for every officer that wants to enroll.

Outstanding school...fantastic opportunity. I wished I had pressed myself harder and done the Master's.

Great opportunity to build networks.

Four months of work dragged out over 10 months ... provided some great family time.

Resident ILS offers many advantages due to the time to focus your study. Also, in Non-res. ILS your cover topics, but do not really engage in any realistic planning efforts (due to real world scheduling). That is the main difference between the Schools.

Excellent program allowing for study time to complete the reading and allowing for quality research for papers. Great opportunity to broaden horizons not only within the Marine Corps, but also among the other services and agencies.

None

A great course that truly helps the student be better prepared for a future assisngment on a staff.. I would say I feel less strongly about the "command" instruction.

I enjoyed it, but it was very time consuming. Add on a MMS program and I didn't get out

much to visit friends in the area or would I had time to be with my family if they would have PCSed to school with me.

Taught at too high a level. In my experience on a MEF Staff, we are action officers. We need to know how to write orders, need to know the joint pubs, and need to be exercise action officers.

After resident AWS, I could not wait to get the chance to attend resident ILS. I realize how tough TLS is to get selected for, but I will try for that as well, because, while not that smart, I improve exponentially in this school environment.

Outstanding and memorable experience. Opportunity to exchange ideas with peers and recieve good mentorship from faculty. Exposure to superb speakers. One of the best years of my career.

The benefits of resident ILS are:
1) The seminar and its attendant discussions. The seminars were more in depth and the preparation requirements more exacting.
2) The papers. Researching, writing, and being greaded on multiple papers improved my analytical, researching, and writing skills.
3) The time. Especially in the first semester, I was given the time I needed to read and prepare for the seminars.
4) The lecturers. Especially in the first semester, I appreciated the academically quaified leceturers. This is a distinct advantage over the non-resident seminar.

There is no way non res will ever be equivilent to res in terms of the real education received. We should stop try to kid ourselves on this. We have lost sight of the real reason for PME anyway. Its not for the individuals that attend and whether they have a leg up. Its about making our corps better and the fact is the Marines that go to res PME are better educated and more qualified than those who do not go.

Great learning enviroment. Excellent guest speakers.

Great program!

in peer group every day was absolutely invaluable.

Best benefits:

-Priceless interaction with peers, foreign officers, sister services, and civilian doctorate representatives. I've used the contacts made at ILS in my position at HQMC.

-Resident ILS offers the best course for Majors/Lieutenant Colonels in the Marine Corps Planning Process (MCPP). At the MEF headquarters, MSTP phases are most focused on the Flag/06 levels. Majors/Lieutenant Colonels don't benefit as greatly.

The time I spent at resident ILS turned out to be extremely rewarding. The opportunity to meet and interact alongside peers can not be substituted. Then, there is that face-to-face with instructors on topics and, indepth discussions inside conference groups that is considered to be value added to the overall resident ILS program.

One of the best years of my 22 years of active duty in our Corps.

The first half of the year is a great opportunity to expand one's knowledge base. It should be assigned as reading prior to comming to school for education benefit only. CSC can be reduced to a 5 month course and reduce the impact on order's and LtCol selection process. The WFTS syllabus, generally the second half of the academic year is the most applicable portion for the Marine Corps officer.

Social opportunity/networking biggest benefit. Also, I learned the material much better, and enjoyed the school/acadamia environment.

One of the best decisions I made in "volunteering" to come here after being out of the FMF for 3 years on recruiting duty. I feel this school has prepared me very well for my next assignment or at least where to go for help.

A good deal. Based on the degree of OPTEMPO the operating forces are currently experiencing, this is a much needed break. And it is only alot of reading if you do it.

-Excellent learning environment.
-Prepares officers for high level staff, and gives a solid foundation for Command.
-Great opportunity to obtain a Master Degree.
-Provides individuals the opportunity to network with different MOSs.
-More than sufficient time to spend with family.

Regarding Non-Resident Program straight to SAW - since there was no Seminar available when I did the Non-Resident program (94-95), I would have been WAY behind the power curve had I gone straight to SAW.

The reason I did not work towards the MMS is because I already had a Master's. I think you need to ask question why people didn't do it. If I did not have a Master, then I would have did the MMS.

Great opportunity to learn, relax and re establish friendships.

Resident ILS and the MMS program was a real very beneficial because of the one-on-one instruction with your mentors. I learned a lot just from the books and article they add to my bibliography and research.

I enjoyed the atmosphere at Command and Staff and how we were treated as Marine Officers, responsible for our daily routines. I greatly enjoyed the friendships and relationships made there. What I did not like about it was the pseudo-intellectual environment that is fostered there. My general impression was that if you were not a military historian or "intellectually curious" you were more or less tolerated by the staff. I appreciate the value of military history and consider it a vital and necessary part of the resident ILS experience. A beneficial change would be to strike a better balance between historical perspectives and real-world, up-to-date experiences of warfighters.

No impact on MOS. More time should be spent developing officers on how to be a competent Joint / MC staff officers, how the system(s) work, how to make forces flow, writing of info papers, msg traffic etc... Long winded & multi paged papers are nice in academia but won't get the pertinent info needed by a senior to him in a timely fashion, so need to strike a balance.

Much much much better than the non-resident. As in all military schools, the interaction with international, service, other services, and other agency personnel was the most valuable part of the curriculum.

On yr form, block one.....I'm 6602 Aviation Ground no block!!
Masters from MCU.....

THE RESIDENT PROGRAM PROVIDED A GREAT OPPORTUNITY TO FURTHER ENHANCE MY MILITARY STUDIES. THE ACADEMIC ENVIRONMENT OF MARINE CORPS UNIVERSITY PROVIDED A QUALITY EDUCATIONAL EXPERIENCE.

The resident course allows for more time to explore the issues being covered during the course. Lectures are what makes the difference in attending the resident course.

Great program, but at times uncoordinated and waste of time. Should have two or more electives with trips included. Show me -- don't just tell me.

Great program! One of my best years in USMC.

Offers the intangibles that anyone that has attended knows. I have peers in the other services that I keep in contact and have actually asked for help with service specific issues. The answers they were able to provide were based on their understanding of how we operate and fight as Marines. You do not get that from someone that did not attend the resident course.

Great program across the board. The Marine Corps' should focus on increasing opportunities for attending Resident instruction for those who can most benefit from the education. I would question the need for sending many of our specialized and low-density MOSs to professional schooling at this level. Send more warriors, ground combat arms and aviators, who can maximize the education.

Great course

Resident course is superior to the non-res simply because its our fulltime job. The non-res course should NOT be equivalant to this course ... it simply is not the case.

MMOA needs to seek some balance in the MOS selection. We had entirely too many pilots and non combat arms officers. At least it was way out of proportion. I find it hard to believe that we need to be spending this quality education on multiple finance, public affairs, etc at the expense of infantry/combat arms communities.

The opportunities to interact with your peers in working tactical/operatinal problems was outstanding. The ability to apply the Marine Corps Planning Process in different situations with your peers and benefit from the instructors has paid dividends many times over in my current joint billet.

**Question:** 23b. Non-resident ILS:

Necessary course for promotion if not attending the Resident course.

Difficult at times in completing this requirement within the established time frame in view of the daily demands of your Marine Corps billet/responsibilities compiled with the competing demands of your family.

Although I see Non-resident ILS as a necessity, it in no way matches the resident course.

I must admit I did the old command and staff correspondence course when it was just like another MCI, where you could look up the answers and take mutiple choice tests. My comments on the current version and the non-resident seminar program should be viewed in this light. I did complete the Air Command and Staff College and Air War College by seminar, but of which were interesting and were probably similar to the Marine Corps CSC seminar. I think the seminar method is better than the straight correspondence. You get to meet with officers of different MOS's (and with the USAF courses, other services since we have Army, USAF, Navy and Marine students in the seminars I took) and discuss the assigned topics and hear the perspective of the other services. But again, no comparison to resident ILS in terms of comraderie, a chance to really delve into the subject matter andd leave as a better, more rounded officer. Perhaps coming from a support MOS (I am a 4402 judge advocate) where I have been pretty narrowly focused, this aspect of resident ILS was more important to me than some others.

Almost worthless. A check in the block. Too much time out of an already overwhelming schedule, but not enough time or rigor to have any actual benefit. Harassment. A great theory which fails in practice.

Meets the need of checking the block for most of the Marines but does not equate to what you get from the Resident course.

The seminar program is the way to go. Not the same as the resident course but a much better educational experience than reading the MCI alone.

Understand I completed the "old" course...probably not a fair comparison to the "new" non-resident course?

It has been nearly 10 years since I did it -- my recollection of the program is sketchy at best.

A small point, but I actually thought the reading selection for the 8801 TNOW non-res. course better covered the TNOW course material and objectives. Additionally, the instructor for 8802 & 8803 was the Asst G-3 at MARFORPAC, so he had a lot of personal experience to impart on the seminar. In some ways, the non-res. course had more realism than the resident program. However, (as stated previously) it does not allow time for detailed planning exercises.

PLEASE NOTE: I completed non-resident ILS back in 1992, BEFORE the major changes were made to the program, and, therefore my responses as to the relevence of non-resident ILS are likely not reflective of the current system.

None

A cursory coverage of what we learn here...I do not know one officer doign the non-res that was able to complete all the reading, there just isn't the time in the day for it...

especially in the fleet. I would best charcterize it as good prep course for the resident.

A lot harder than people give it creidt for. I spent on average 1 to 2 hours per weekday working on it. Even with a committment such as that I spent numerous weekends in the office or at home completing the program. I believe that I got more out of the non-resident program because I was able to go at my own pace and better understand what was being presented than a faster paced formal school environment.

I took the edition of non-resident ILS when it was first changed. It was an unbelievable bear to try to complete. Most of my contemporaries did not even take it out. At the time, seminar groups were not even an option. Today, the course has been drawn down to a reasnable level. The course I took had no value. You had to just concentrate on figuring out how to finish the course with the least amount of time. I did only what was necessary to pass a test.

The nonresident seminar was key for me. Even when deployed, i could return and catch up by taking a test at the CCE office. The best aspect was that all scores were hanlded by CCE, and coordinated through MCI, which provided easy tracking and entering for OMPF, MBS, BTR, etc.

Very good, but not the same as the resident course experience. An officer just doesn't get the same educational value when duty competes with reading/study time.

1)I think the non-resident course must be used as the baseline since it is the common denominator.
2)I found the non-resident ILS very useful in my job. I was assigned to WDID, MCCDC while taking the non-resident seminar, and I found that I was using the knowledge I was acquiring through the non-resident course to understand and accoomplish my daily tasks. This statement applied to Theory and Naure of War through MOOTW.
3)As a caveat, I should add, that I had access to exceptional instructors. I had Dr. Chrisotpher Bassford for Theory through Operational level. He was formerly on the C&S faculty and not teach as the National Defense University. For MAGTF through MOOTW I had LtCol. Donnell, USMC (Ret.) who has extensive experience on a MEF staff and is now a contrctor supporting MSTP.

Non-resident is not even close to the experience and education received at the Resident Course.

The GOUGE to pass the test was important. Just get the X in the box. The day to day requirements of work made it difficult to do all the readings.

With seminar group, a good way to complete requirement. Equivalent, NOT EQUAL.

Course completed in 1993.

-A good course, but lacking unique human/professional interaction of a conference group leader or doctorate perspective.

The non-resident ILS, particularly the distance learning concept, is a real plus. In many ways, Marines are exposed to the same elements of the course and a similar environment as students at Quantico. They have an instructor that acts as a den-daddy. It's my understanding he teached & hold discussion in small groups. Additionally, the students have an opportunity to meet and interact with their peers.

At any level--CLS, ILS, TLS--a distance education will never be as quality an education as resident education. That said, by bringing seminar-based education to its population of Capts and Majs via the CCE, the USMC has made a significant and singularly unique stride in the quality of its officer PME. This is as true of support to the reserve component as to the active component. Expanding the reserve seminars out of Quantico to other venues based on demand was a winner. And, the CCE has proven that, unlike the MCI, it is a customer service oriented organization.

A great way to keep you mind sharp and stay engaged in our business. Would anyone go to a Doctor who had not gotten advanced training after medical school? Certainly not me.

A great opportunity to beging the development of the MAGTF officer while still serving in their primary MOS.

I took the non-resident many years ago when the exams were still multiple guess. I didn't remember much of the material by the time I went to the resident course.

A very tough program that required a lot of discipline and focused time management to complete. Kind of like going through the motions as it was required for promotion considerations.

-Did not complete.

It was tough without the seminar and I think it is great that they have it now. It definitely helps to keep you on a schedule for completion.

No impact, I completed the old Orange Version.

This was the most time consuming course I ever took. I completed the old nonresident course and was glad to see that the read level was revised to lighten the load. It was very difficult to complete while working during the day and studying the MCI at night. I would have definitely benefited from a seminar and/or online course study guides.

I did the C&S non resident (8700) and thought that is was way too indepth and took entirely too much time to complete. I understand that the course has changed somewhat and that it is more reasonable. Also, when I did the course no seminar was available. Seminars are an effective way to get some synergy into the process and keep people motivated to finish the course.

With seminar's a close second to the resident crse. As long as trully viewed as equal by promo/command selection boards then a good option for those not selected for resident attendance.

Good from a technical side of things...understanding basic strategic/operational/tactical linkage. But the lack of small group seminars and social interaction detracts from the program. It is NOT equivalent to resident ILS. The CCE seminars did help a lot, although I was only able to complete 3 courses by seminar. Better than nothing.

THE NON-RESIDENT ILS PROGRAM PROVIDES OFFICERS THE OPPORTUNITY TO INCREASE THEIR PROFESSIONAL EDUCATION. THE REGIONAL OFFICES/SEMINAR SESSIONS PROVIDE A GOOD FORUM TO COMPLETE THE COURSE.

The non-resident course does expose you to explore the topics and core curriculum of the resident course with the lectures included. For those Marines who do not have the opportunity to attend the resident course, the non-resident course is a valuable substitute though because it will give you the basics of each topic.

My input may skew your study as I did not do the current non-resident crse. I completed the old MCI crse.

Sem. Ldrs. Col. Steve Swift and Col. Steve Baird in key I MEF billets both had Joint Duty, HQMC, Operational exp. and were fantastic teachers/mentors. Got more out of that than Res. C&SC could replicate with FACAD and various PhD. mentors. Also the seminar at I MEF allowed hands on and various guest speakers to include MEF, Div, ACE, FSSG CGs, G-3's

Painful, but necesssary. At the time, I would much rather have attended resident ILS than do the non-resident program. However, now that I have high-school age children, I would need to access the time-on-station cosniderations with resident ILS. However, not too many ILS students have high-school age children.

Great tool for "punching a ticket." Like anything we do given the time someone finds a way to "get it done." I understand that not every one can attend the resident program however, that is why we were selected over our peers. To make it equivalent to the resident program is just wrong. Do not punish someone that did not have the opportunity to attend but, do not tell a graduate of both that they are equal...they are in no way equal.

A poor substitute for the Resident Program and not sure the value added is worth an officer's free time. The lessons are well done but the readings are onerous and demanding especially when study means hours after work. Moreover, most jobs in the Marine Corps require a substantial amount of time for the conscientious officer. I fear we punish the conscientious officer for not being selected to resident PME by forcing him to devote time and energy to meet a prerequisite for promotion. Frankly I would rather have an officer with great practical experience promoted rather than an average performer who has completed the Non-resident program. I fear this is the direction we are going.

Ok Course

I completed the old Command & Staff correspondence course in 1992 as a captain. I was a distinguished graduate of Navy War College seminar non-resident program in

Washington, DC. I completed the three year course in two years while assigned to HQMC. I never attended the existing non-resident ILS seminar program.

The seminar is a must. Keep this program going at all cost. It is not the same because the student cannot dedicate the the time that he can to the resident, but it adds a positive dimension to what would otherwise be just a check in the box.

**Question:** 23c. SAW:

N/A

Don't focus on degree granting status. Keep focus on planning at the operational level of war.

I did not attend. I thought about applying but it didn't fit with my plans, plus it didn't make a lot of sense given my MOS and career path. But I am glad it was available, and think it is great that there is some opportunity for students in the non-resident programs to apply for SAW.

The majority of Non Resident students are not prepared for SAW. I work in a position where I routinely work with SAW students teaching the MCPP. That is my personal and professional opinion. More careful screening and selection of who these officers needs to be practiced.

NA

Should be opened up to more CSS MOS's in particular the MP who are a big part of the MAGTF security force, AT, and will play a larger role in the future battlefiel.

Great opportunity for some officers.

N/A

NA

N/A

I realize there are a few aspiring SAW students coming directly from the FMF prior to school. They may be rocket scientists, but I believe a Marine needs the year of ILS first before the "shock" to their systems. Similarly, I think the SAW program should generate a degree resident participants.

Didn't have an opportunity to apply due to selection as RS CO.

No comments!

I wish I could have gone... I hear it is the C&SC the way we think it should be.

n/a

Great opportunity for those who want to apply.

Unnecessarily creates an "elite cadre" ...heavy on who's available...need to uphold payback tour rules...

-Did not attend.

Comments from previous page pertain.

Only for those so inclined. I think the school should be very cautious and ensure that only those officers who show a great aptitude for staff work and military history are recruited.

Did not participate was interested but timing was not conducive would have wound up 6 yrs out of operating forces and on a MEF or Div staff for an additional yr, instead made it down to a Bn as 2-I-C. No question I made the right choice.

THE SAW PROGRAM WAS DEFINITLEY THE BEST ACADEMIC YEAR OF MY LIFE. I HAVE ATTEDNED TWO MASTERS DEGREE PROGRAMS, BUT NEITHER GRADUATE PROGRAM CAN COMPARE TO THE SAW EDUCATIONAL EXPERIENCE. I STRONGLY RECOMMEND THAT THE COURSE REMAIN LIMITED TO SELECTED OFFICERS WHO TRULY VALUE EDUCATION AND ARE FIRMLY COMMITTED TO THEIR PROFESSIONAL DEVELOPMENT.

A superior program which is universally well received by the officers I know who attended.

N/A

I graduated from SAW class of 2001. It was a great program. Be very wary of well-intended efforts to make the course more "practical" or accept more students.

I was encouraged to attend SAW, but declined. As much fun as SAW would have been, I was not willing to lose another year in school and the inevitable three year payback working on some high level staff. Five years out of the FMF at that time would have had a signaificant detrimental impact on my opportunity to command as a LtCol. It will be worse now, with the accelerated promotions of the young Majors.

There needs to be a "voice" or advocate for the SAW graduate community. In my current assignment, I have the opportunity to see numerous planners and staff officers at different levels (MEF/U.S. Army Corps-level/MEB/MEU, and others). I also am close to several former/current SAW officers. The collective conclusion for the institution is clear: We simply do not have a uniform assignement policy for SAW graduates. Considering the effort that goes into the SAW program, the output is murky: some officers are assigned to MEF staffs (where they should go), others are assigned to component staffs and other places that don't seem to make sense (even filling aide positions). The other services have invested heavily into advanced education and are reaping the benefits of this - knowledgable planners on CINC/Corps/other staffs that are the "recognized experts" by commandres. SAW graduates, on the other hand, are thrown into the "all others" grouping. We could easily take steps to eliminate this perception: establish a uniform assignment policy, align with joint/other service operational planner environment / education (SAMS, SAS, etc.), and educate the CINCs/MEF commanders better on what skills our SAW grads bring to the table.