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Officer Leader Development & Education Survey

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14. ABSTRACT This study investigated officer attitudes about leader development and education. GEN Wallace, the commanding general of the Training and Doctrine Command (TRADOC), asked that a survey be conducted to find out what captains, majors and lieutenant colonels want. Findings show that Army officers recognize the value of the officer education system (OES), however not everyone wants the same thing. The majority of officers like the time that resident education affords for family and for advanced civilian schooling, and most see the value in increases in learning and skill improvement. Officers would like to see more opportunities for development and more flexibility in the timing as it pertains to their assignments so they can take advantage of the opportunities. They would like training that is more experience-based and that familiarizes them with other branches. They would like more leadership instruction and more exposure to foreign language and cultures. Some like universal attendance and others believe more stringent selection would improve the quality of instruction.					
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OFFICER LEADER DEVELOPMENT AND EDUCATION SURVEY

EXECUTIVE SUMMARY

The present research investigated officer attitudes about leader development and education to confirm that re-design of the officer education system (OES) is valuable, and to provide perspective, information and concepts for re-design of OES. GEN Wallace, the commanding general of the Training and Doctrine Command (TRADOC), asked that a survey be conducted to find out what captains, majors and lieutenant colonels want. Research questions were answered through an online survey by 17,884 officers and warrant officers in the active and reserve components. The primary sample consisted of captains, majors and lieutenant colonels in the active component. Additional sampling was conducted of chief warrant officers, lieutenants, and colonels in the active component, and all ranks from chief warrant 2 to colonel were surveyed in the Army National Guard and Army Reserve. Altogether, the number of randomly selected participants produced a margin of error of plus or minus 0.7%. The survey sampling was designed to assess attitudes primarily of captains, majors and lieutenant colonels; check for differences among career fields and branches; consider additional perspectives of lieutenants and colonels; and check for differences with the reserve components. The differences that existed were mostly predictable based on differences in current OES practices for different ranks, components, or branches (e.g., TDY courses received favorable ratings for company grade officers and reserve component officers).

Findings show that Army officers recognize the value that OES has for learning (e.g., increasing knowledge) over 'secondary' benefits of attendance (e.g., a break from the operational pace of deployments). Army officers believe that increasing understanding or knowledge, improving skills, and learning from and networking with peers are important outcomes of OES. Further, lieutenant colonels and colonels who supervise officers see the value in the knowledge and skills OES graduates attain and bring to their units or organizations. Two-thirds of all lieutenant colonels and colonels rate OES as effective at providing well-educated graduates to their unit; however, only 4% rate OES as very effective and 23% rate it neither effective nor ineffective.

Quality family time is the most important element of education and assignment to most officers. Family time was followed by opportunities for advanced civilian schooling, and the flexibility to direct their own development as top choices of education and assignments. Command time (battalion and higher) is a more frequent choice than family time for lieutenant colonels and majors who aspire to command a battalion or at a higher echelon. Officers also see the benefit of developmental experiences (e.g. joint, interagency, intergovernmental and multinational [JIIM] assignments) and want increased opportunities for these experiences.

Resident course attendance is preferred over other forms of attendance, such as distributed learning (dL). Field grade officers prefer resident course attendance through a permanent change of station (PCS) move, while company grade officers and warrant officers prefer to attend resident courses in temporary duty (TDY) status. These results

suggest that officers prefer the mode that is most common to their rank. Though not favored, most officers indicate they are willing to engage in and complete some dL in addition to their normal work duties. If given a choice, officers prefer dL with high interactivity and dynamic information rather than dL that primarily presents static information and has a low level of interactivity.

Proposed changes to OES are seen as moderately favorable or neutral by officers. A trend in the data indicates that officers prefer eligibility to complete courses earlier rather than later. This is especially true of how captains feel about early attendance at ILE. About three-fifths (62%) favored attendance at ILE with eight years of service, though the proportion of majors and lieutenant colonels favoring this option was considerably lower (38%). The demands for staffing often move officers into positions and assignments that require rapid adaptation and self-learning. In some cases, officers will have already experienced challenges that are later the focus of education and training in courses, which come too late in their career. Further, a proposed shift to a modular education approach (expanded use of dL and multiple, short-duration TDY phases) received mixed reactions and a high proportion of neutral responses (1/3 to 1/2 across lieutenants to colonels). A shift to add key criteria for promotions was moderately favored, though some officers raised concerns about the fairness of such a system.

The survey results also generated important suggestions from the respondents about what to sustain and what to improve in OES. However, not everyone wants the same thing – while some like resident PCS education, others like the flexibility afforded by dL and TDY courses. The majority like the time that resident education affords for sustaining family connections and for pursuit of advanced civilian schooling, however, most see the primary value in OES of providing increases in learning and skill improvement. They believe that it is important to sustain the opportunity for shared learning with their peers and with officers from other branches, services and armed forces. Not only is learning from these other students' experiences valuable, but they also like the opportunity to compare what they know with their peers.

Officers would like to see more opportunities for development and more flexibility in the timing as it pertains to their assignments so they can take advantage of the opportunities. Many would like to receive graduate-level credit for their OES coursework. They would like training that is more experience-based and that familiarizes them with other branches. Some want instructors who are more current in their understanding of the contemporary operating environment. They would like more leadership instruction and more exposure to foreign language and cultures. Some like universal attendance, and others believe more stringent selection would improve the quality of instruction. An area for a “quick win” is to provide officers with more information about the requirements and provisions of OES and how it fits into career development across their careers. They would also like their superiors to be better informed about OES to enable sharing that information with them.

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INTRODUCTION

The purpose of this document is to describe the methodology, analysis, and findings of the 2008 Officer Leader Development & Education survey. This survey was conducted at the direction of the CG, TRADOC, and executed by the Center for Army Leadership (CAL), Combined Arms Center, Fort Leavenworth, KS. The objectives of this study were to assess attitudes about leader development and education, to confirm that re-design of OES is valuable, and to provide perspective, information and concepts for re-design of OES. It was assumed that officers want it all in terms of education and development, thus it was important to prioritize by finding out what they want the most and the least. The focus for this research was on the opinions of active duty captains, majors, and lieutenant colonels. However, the perspectives of lieutenants, colonels, warrant officers, and the reserve component were also valued and assessed. To answer the research questions associated with this effort, more than 37,000 officers and warrant officers in the active and reserve components were surveyed in February, 2008.

The first part of this report describes the methodology for developing the data collection instrument, the sampling framework that was used to guide the data collection effort, the procedures and practices used during the administration of the survey, the cleaning and preparation of the data for analyses, and the quantitative and qualitative analyses that were computed for the survey items. The remaining sections of this report present the analyses and findings of the survey.

Development of Data Collection Instrument

Development of Survey

The purpose of this effort was to assess attitudes about leader development and education. The major sections of the survey were:

- Officer Education and Assignments
- Value of Education
- Leader Development – Education Delivery
- Leader Development – Favorability of Options
- Leader Development – Policy
- Impact of Education
- Officer Education System

Both closed-ended and open-ended items were used. Many of the closed-ended survey items utilized 5-point scales (in addition to a response option of “No basis to assess” for many items). Some of the different types of response scales used for the survey were:

- Agreement (Strongly disagree to Strongly agree)
- Effectiveness (Very ineffectively to Very effectively)
- Favorability (Very unfavorable to Very favorable)
- Emphasis (Much less to Much more)

Other closed-ended response options included a list of 7 to 11 options that respondents either chose as most important or rank ordered as their first, second, and third choice. In addition, there were items on the survey that asked respondents to indicate a free-text value, such as number of weeks, months, or years.

Background Information

The survey also contained demographic questions that could be used to differentiate sub-groups of officers on or across multiple dimensions. These dimensions included:

- Rank
- Component
- Branch or Functional Area
- Assignment
- Time in Grade
- Years of Service
- Deployment Experience
- Civilian Education Level
- Military Education Level
- Command Experience
- Key Developmental Assignments
- Career Goal
- Marital Status
- Number of Dependents

The complete Leader Development and Education survey is presented in Appendix A.

Sampling and Data Collection Methodology

The sampling plan for this study enabled the breakdown of data along several dimensions. The information provided the capability to compare and look for meaningful similarities and differences among Army leaders in different groups.

- Component
 - Active Duty
 - Army Reserve
 - Army National Guard
- Primary Rank Categories
 - LTC
 - MAJ
 - CPT
- Secondary Rank Categories
 - COL
 - 2LT/1LT
 - Warrant Officers
- Career Field
 - Maneuver, Fires and Effects
 - Operational Support
 - Force Sustainment
 - Special Branches

The population surveyed represented a random sample of Army officers and warrant officers that were globally dispersed. To determine the total number of leaders sampled, we determined the number of strata across which to sample and the number of leaders within each stratum. The strata used were rank category (e.g., captain to lieutenant colonel, warrant officer, second and first lieutenant, colonel), component (e.g., active duty, army reserve, army national guard) and branch or functional area (e.g., armor, signal corps, chaplain). For each stratum, a random sample of officers in sufficient numbers was drawn to ensure a recommended confidence level of 95% with a confidence interval of +/- 7.5%. Response rates from previous survey administrations (50% return from field grade officers, 40% return from warrant officers, 30% return from company grade officers) were used to determine the number of invitations to send to for each rank. The sampling plan was also based on recent Army population statistics.

There were two basic officer groups of interest, referred to as the primary group and the secondary group. The primary group consisted of active component captains, majors and lieutenant colonels. This primary group was sampled by rank and by branch and made up the largest group invited to participate. The secondary groups consisted of active component chief warrant officers, second and first lieutenants, and colonels. This active component group was sampled by rank and by career field groupings (not to

branch level). Another set of the secondary group consisted of Army National Guard and Army Reserve officers grouped by rank (chief warrant officers, lieutenants, captains through lieutenant colonels, and colonels). They were also sampled of a sufficient size to analyze findings by career field groupings. The complete sampling plan and response rates by rank and branch are presented in Appendix B.

Survey Administration

The survey was administered online, hosted on an Army website using WebSurveyor software. Army officers and warrant officers received an e-mail invitation to participate, which described the intent of the effort, the topics included in the survey, and the procedures for completing the survey online. Participants could click on the link provided in the e-mail notification or enter the URL into their web browser to access the survey. Participants were able to leave the survey at any time and return to complete the survey at a later time. Reminder e-mail notifications were sent to participants two days after the initial invitation to explain a correction to technical difficulties with the software, and a third message was sent as a reminder two weeks later. An e-mail address was provided to participants to contact a survey help desk for any questions or problems accessing the survey online. Data collection was completed three weeks after the initial e-mail invitation.

Data Cleaning and Preparation

This section describes the procedures for the checking, preparing and performing descriptive analyses of the survey data.

Checking and Preparing of Survey Data

All electronic data files were screened and cleaned prior to the creation of the analysis database. Inconsistent or illogical responses and missing and out-of-range values were minimized through use of variable limits in the Websurveyor software. For example, the variable for number of years of service was limited to numerical responses ranging from 0 to 45 to limit out-of-range data. Other variables with inconsistent or illogical responses were identified and flagged in cases where values for particular items were not possible. Flagged cases in which respondents appeared to make mistakes by responding in an illogical manner to a small number of questions were not dropped. The data were maintained for those items in which they appeared to respond correctly and their values set to missing only for items where their response was illogical.

Regarding missing data, analysts recoded certain fields of demographic items where data for missing responses were indicated in other parts of the survey. For example, a blank response in the demographic section regarding current military status was changed to “Army National Guard - Drilling Guardsman” for a respondent who

indicated they were a “National Guard one weekend a month Soldier” in an open-ended text response later in the survey.

Coding Open-Ended Comments

Draft qualitative theme lists were created by coding a sample of the initial data collected in this study. Comments for open-ended items were reviewed by team members to identify appropriate themes to fit the data and to properly address the study’s research questions. A representative sample, if not all, of the comments were then read and coded to the theme lists, and frequencies for each theme were computed.

Descriptive Analyses

Descriptive statistics were computed for each rank group for each survey item. For most items, one set of item frequencies was computed regarding the percentages of respondents falling into each of the response option categories provided for each of the items. Similarly, another set of item frequencies was computed in which responses to the favorable and unfavorable response options were collapsed, creating item frequency distributions with fewer response options (i.e., unfavorable, neutral, and favorable). Collapsing response options provided a simplified method to interpret and compare responses across strata. However, detail is lost when response options are collapsed.

Some survey items required numerical responses (i.e., number of weeks, months, years, etc.). These responses were computed using logical statistics such as mean, standard deviation, median, mode and count.

Survey item results were presented in the form of counts and percentages of the rank or rank group within each component responding to a particular response option category (e.g. the percentage of captains that strongly agree with an item). Similarly, the results of the open-ended comments were presented as a frequency of responses by theme, which could be sorted by frequency or calculated into a ratio of the total number of responses given.

Analyses and Findings

After presenting the findings for each item, results were synthesized to address the research questions within each major section. These synthesized findings are presented as section summaries. This section describes the survey question summaries.

Survey Questions

The results were analyzed by individual questions and by rank, component and career field categories to determine the direction of responses. Results are available by frequency of response categories for rating questions, means for numeric completion questions, and theme counts for open-ended questions. Table 1 contains an example of

item responses by rank group and component for a survey question. Appendix C contains the full item-level analysis results arranged by major section of the survey.

Table 1. Example of Survey Item Analysis Results.

Component: Active													
		Q3 Army officers want as many developmental experiences as they can get											
		Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly Agree		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	1%	3	3%	18	11%	59	59%	318	26%	143	100%	541
	LTC	1%	25	3%	84	10%	263	57%	1,477	29%	765	100%	2,614
	MAJ	1%	42	4%	144	10%	350	55%	1,863	30%	1,005	100%	3,404
	CPT	1%	54	3%	160	9%	453	50%	2,470	36%	1,773	100%	4,910
	2LT/1LT	0%	4	2%	16	10%	86	44%	364	44%	366	100%	836
	CWO	2%	16	2%	15	8%	60	50%	361	37%	270	100%	722
	Total	1%	144	3%	437	10%	1,271	53%	6,853	33%	4,322	100%	13,027

Analysis of Section Results

Team members analyzed and interpreted the item results and wrote summaries describing major conclusions for each section. The results of these analyses are presented in the form of text interpretations and corresponding charts. The summaries for all survey sections follow this section of the report.

Organization of Survey items and Section Results

Section headings were used to better organize and guide analysis and answering of the research questions. The presentation and organization of results does not necessarily follow the order of questions in the survey. Table 2 shows the organization of items by report section.

Table 2.

A. Current State of Officer Education and Assignments	
1. Officer Education and Assignments	q1, q2, q3, q13, q14, q12
2. OES Output	q44, q45
3. Attendance, Course Timing, Course Length	q46a-q46j, q9, q10, q11a, q11b
4. Education and Assignment Choices	q4a, q4b, q4c, goal_officer
5. Educational Outcomes	q5a, q5b, q5c, q6
6. Aspects of OES to Sustain, Improve	q47, q48
B. Methods of Course Delivery and Attendance	
7. Delivery Method Experience and Effectiveness of Learning	q15a-q15d, q16, q17, q18, q19
8. Method of Course Attendance	q27, q32, q20, q21, q22, q23, q24, q25, q26, q28 q29 q30 q31
C. Proposed Changes to OES	
9. Timing of Eligibility	q33, q34, q35, q36, q41
10. Modular Education and Developmental Experiences	q37, q38, q39, q41
11. Proposed Change to Promotion Criteria	q40, q41

The remainder of this report is organized by these sections. For each section, results are described and key findings are identified. With a few exceptions, results are generally organized to first identify findings for the target ranks of interest, which are captains, majors, and lieutenant colonels. Comparisons are then made to these ranks grouped together for the reserve component. Third, results are compared to the rank groups of lieutenants, colonels and chief warrant officers in both components. Differences between the Army Reserve and Army National Guard are noted where applicable.

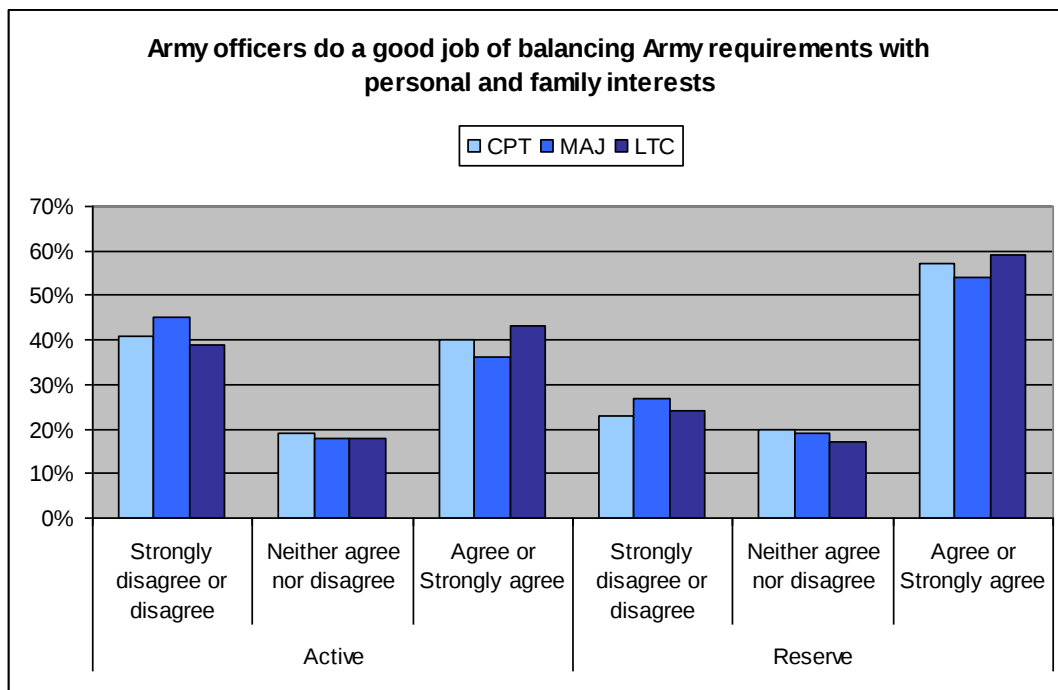
Comparisons are also made to other data sources when available. Six focus groups were conducted concurrent to this survey effort to better understand officer education system issues and to measure Soldier opinion for proposed changes. Additionally, the Leadership Assessment survey is an annual online survey administered by the Combined Arms Center to gauge and track Soldier opinion of leadership and leader development issues in the Army. Comparisons made to the findings of these sources are noted where applicable.

OFFICER EDUCATION AND ASSIGNMENTS

Balancing requirements and the availability of options

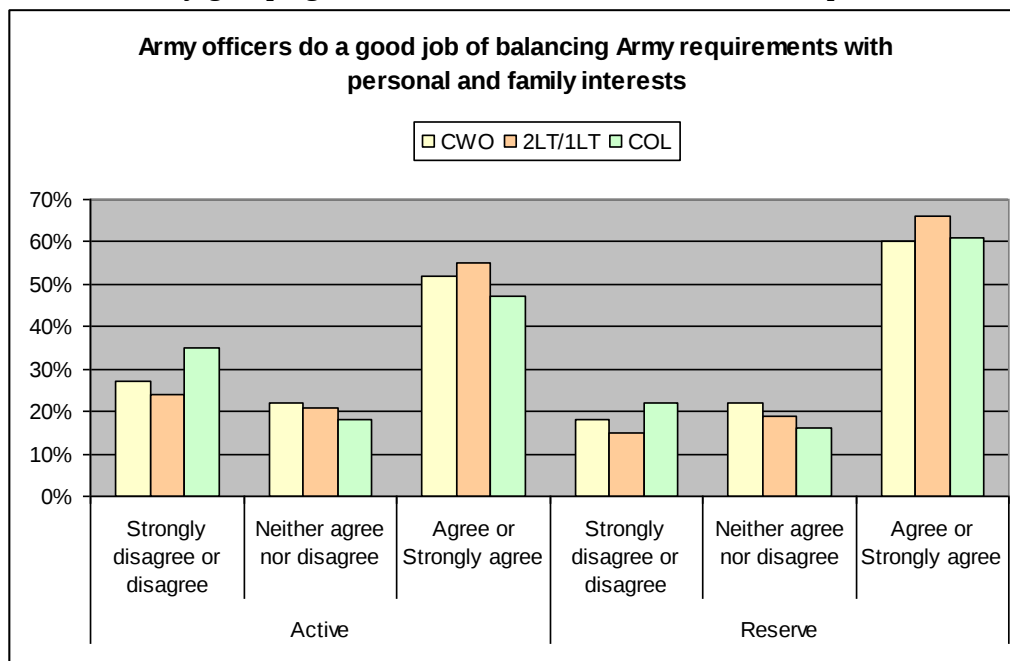
Officers were asked their level of agreement with the statement “Army officers do a good job of balancing Army requirements with personal and family interests”. Many officers indicated that these competing demands are not balanced. Less than one-half of AC CPTs (40%), MAJs (36%), and LTCs (43%) agree or strongly agree that Army officers balance work and family interests. Almost an equal number of these officers (39-45%) strongly disagree or disagree with this statement. This belief is not as pronounced in the RC, as more than one-half (54-59%) of CPTs-LTCs agree or strongly agree that officers do a good job of balancing Army requirements and family interests. Results are presented in Figure 1.

Figure 1. Primary group agreement that officers balance work and personal interests.



Findings are also more favorable for AC and RC COLs (47-61%), 2LT/1LTs (55-66%) and CWOs (52-60%), who more often agree or strongly agree that work and family issues are being balanced by Army officers (see Figure 2). A greater incidence of favorable ratings in the RC should be expected, as traditional Army work requirements for a part-time Soldier do not pose the same temporal demands that would conflict with family issues when compared to an active duty situation.

Figure 2. Secondary group agreement that officers balance work and personal interests.



Some officers are not satisfied with the educational and operational options available to them. Specifically, respondents were asked their level of agreement with the statement “Army officers are generally satisfied with the educational and operational choices that the Army gives them.” Rank differences are evident in the responses to this item, as only 42% of CPTs and 48% of MAJs agree or strongly agree, while 60% of LTCs agree or strongly agree. Findings in the RC are similar, as 48-59% of CPTs-LTCs agree or strongly agree that officers are generally satisfied with educational and operational options provided to them (See Figure 3).

COLs show a much higher incidence of agreement for this item, in that 72% of AC and 69% of RC agree or strongly agree that Army officers are generally satisfied with the educational and operational choices provided by the Army. In addition, about one-half (47-50%) of 2LT/1LTs agree or strongly agree with this statement. The highest frequency of officers disagreeing or strongly disagreeing with this statement is by AC CWOs (40%). Results are presented in Figure 4.

Figure 3. Primary group agreement that officers are satisfied with educational and operational choices provided by the Army.

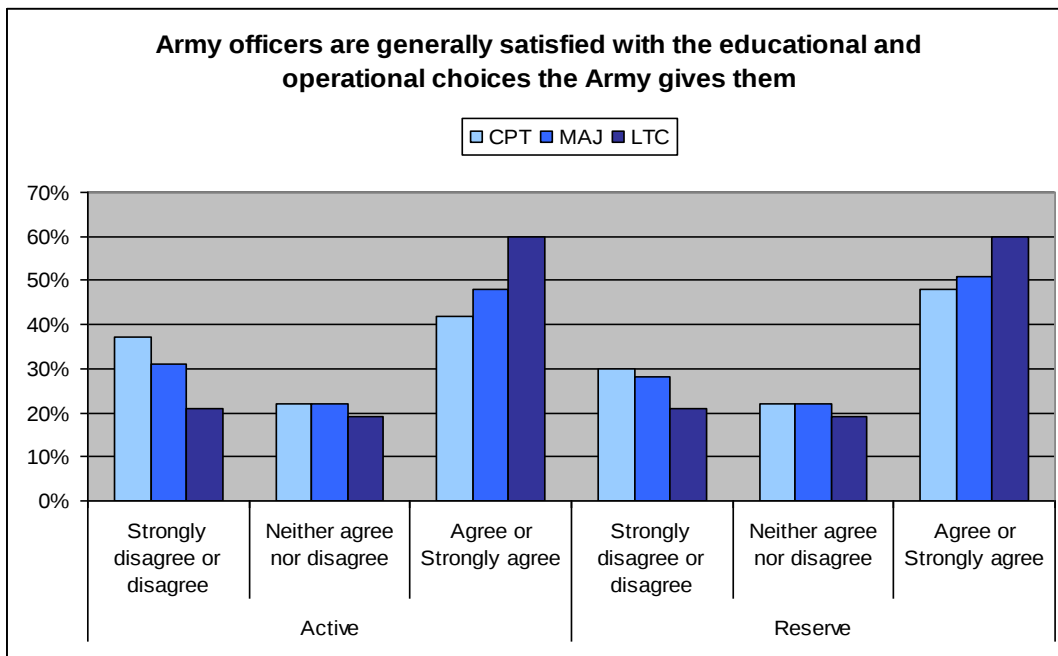
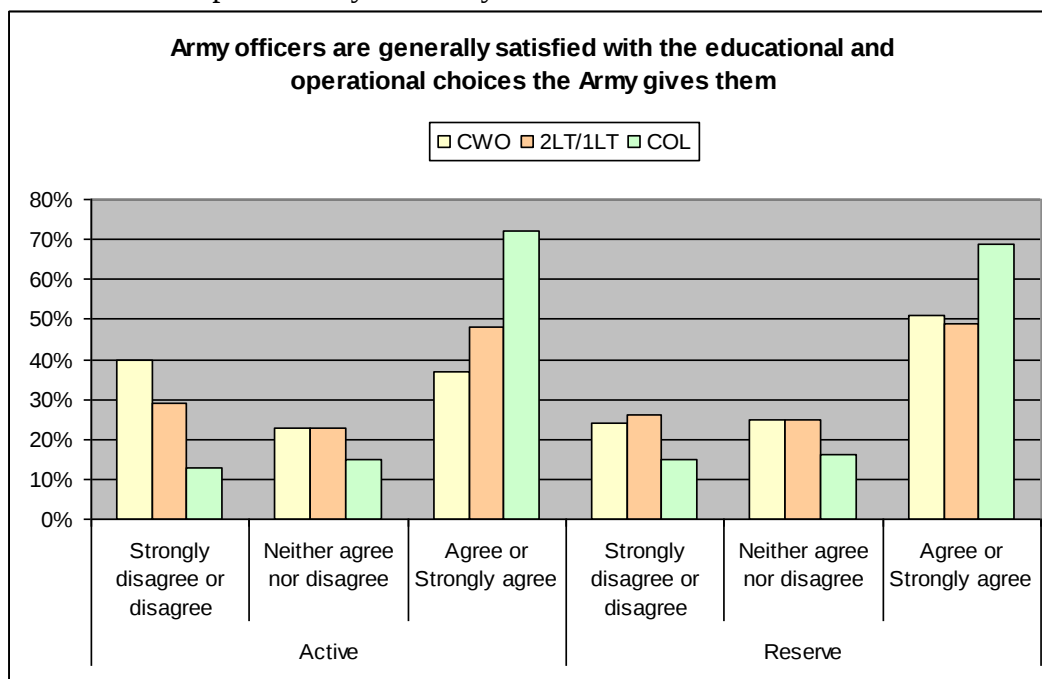


Figure 4. Secondary group agreement that officers are satisfied with educational and operational choices provided by the Army.



Opportunity for development

Findings suggest that Army officers “want it all” when it comes to developmental experiences. A majority of officers in all ranks and both components (84-88%) agree or strongly agree that Army officers want as many developmental experiences as they can get. The incidence of officers disagreeing with this statement is 5% or less for all ranks. Results are presented in Figures 5 and 6.

Figure 5. Primary group agreement that officers want developmental experiences.

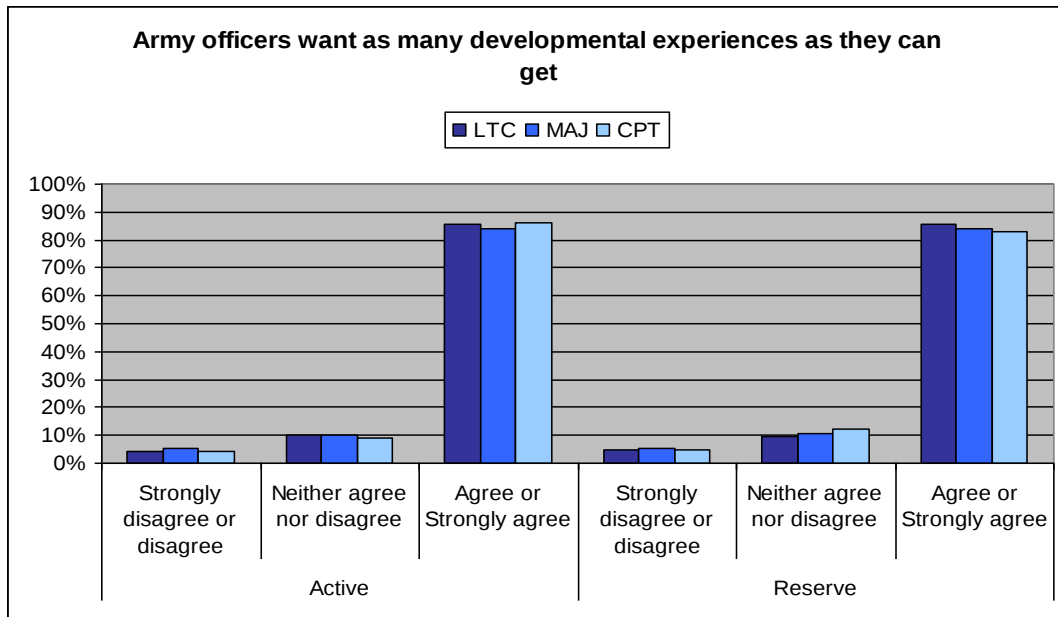
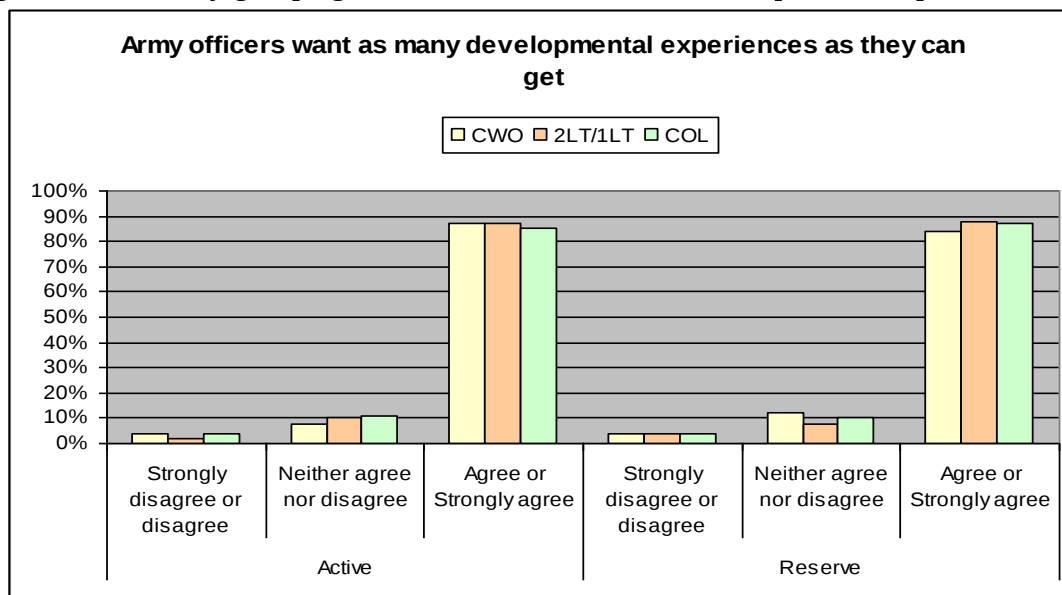


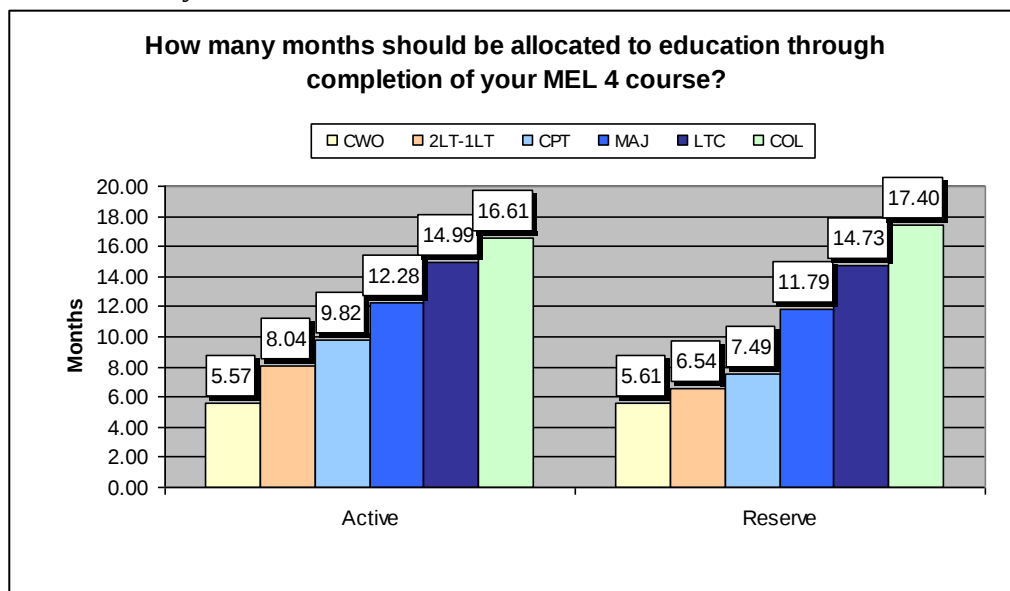
Figure 6. Secondary group agreement that officers want developmental experiences.



Officers were asked how many months should be allocated to education through the completion of their MEL 4 course, which is ILE for commissioned officers and WOSC for chief warrant officers. Results show that the mean number of months varied directly with respondent rank. The mean number of months indicated by COLs was the highest (active, M=16.61; reserve, M=17.40), followed by LTCs (active, M=14.99; reserve, M=14.73). The mean number of months indicated by MAJs was only slightly lower (active, M=12.28; reserve, M=11.79). The mean number of months indicated by CPTs was lower yet (active, M=9.82; reserve, M=7.49).

Lieutenants (2LT/1LTs) had the lowest means for number of months of education through completion of a MEL 4 course (active, M=8.04; reserve, M=6.54). This is likely due to inexperience and lack of knowledge about courses they have not yet attended or become familiar with. CWOs also indicated a smaller number of months (active, M=5.57; reserve, M=5.61), though this can be attributed to the separate education system and fewer number of courses for the career path of warrant officers. Results for this item are presented in Figure 7.

Figure 7. Means by rank for the number of months that should be allocated to education.



Officers were asked about the amount of emphasis placed on opportunities for broadening experiences and distributed learning. Broadening experiences such as joint, interagency, intergovernmental or multinational (JIIM) opportunities are favored by a majority of officers, as 82-83% of AC CPTs, MAJs, and LTCs believe somewhat more or much more emphasis should be placed on these experiences. Findings for RC CPTs-LTCs showed similar support for increasing the emphasis (80-86% somewhat more or much more). AC and RC COLs (85-86%), 2LT/1LTs (82%) and CWOs (80-83%) also indicate that somewhat more or much more emphasis should be placed on these opportunities. Little to no support (from any rank) was found for decreasing the current emphasis on broadening experiences such as JIIM opportunities. See Figures 8 and 9.

Figure 8. Primary group recommended emphasis on broadening experiences such as JIIM opportunities.

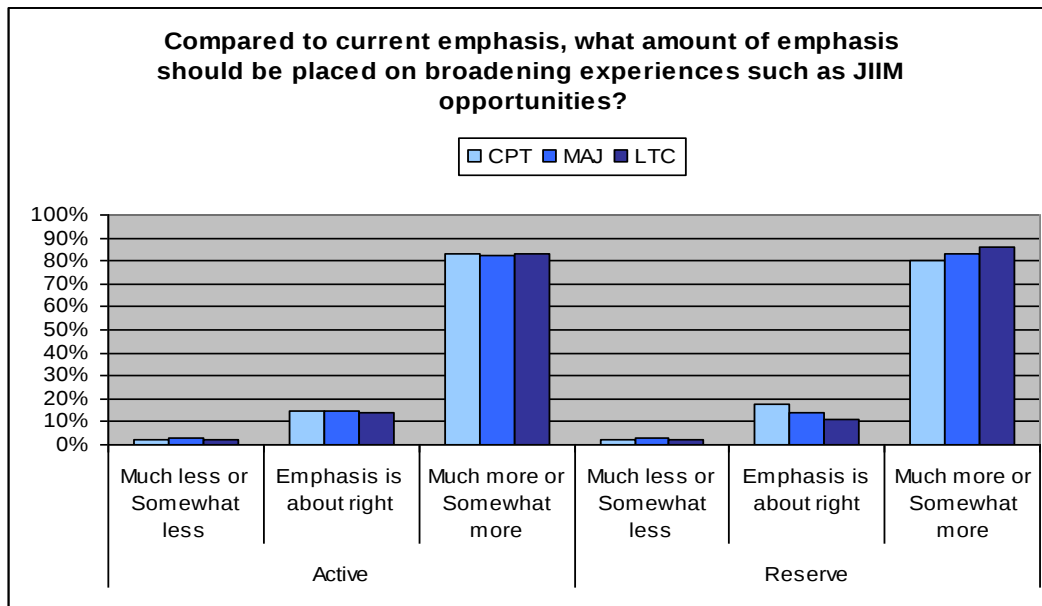
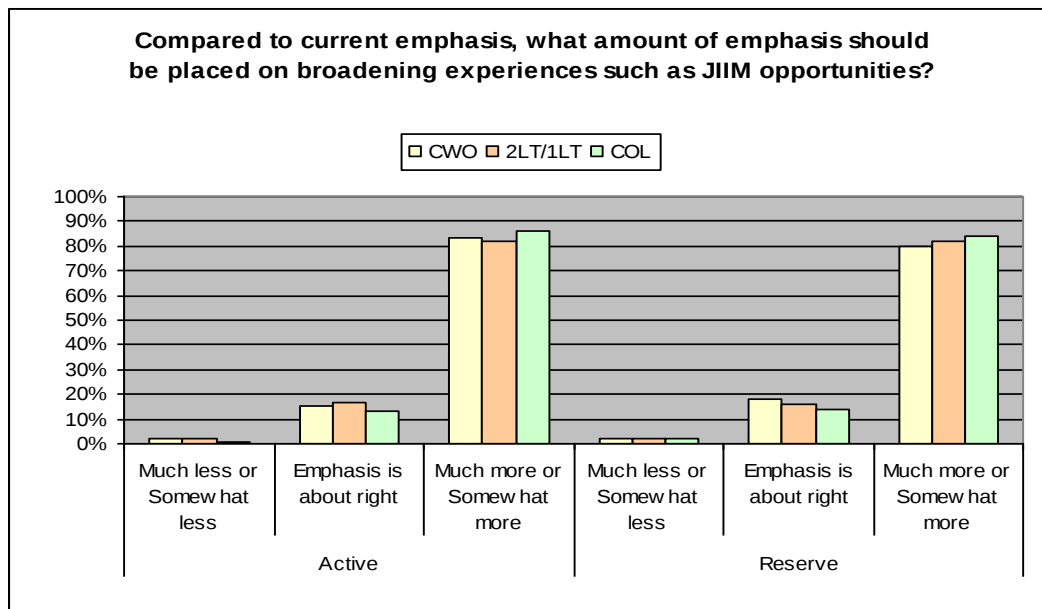


Figure 9. Secondary group recommended emphasis on broadening experiences such as JIIM opportunities.



Results are less definitive for expanding the emphasis of learning through distributed learning (dL). Less than one-half of AC CPTs (48%), MAJs (36%), and LTCs (34%) believe somewhat more or much more emphasis should be placed on distributed learning. Findings are only slightly more favorable for RC CPTs-LTCs (40-

49%). AC and RC 2LT/1LTs (58-61%) and CWOs (54-55%) are more receptive to expanding the use of distributed learning. Component differences are noted for COLs, as 40% in the AC believe the emphasis is about right, while 50% in the RC believe learning through distributed learning should receive somewhat more or much more emphasis. Results are presented in Figures 10 and 11.

Figure 10. Primary group recommended emphasis on distributed learning.

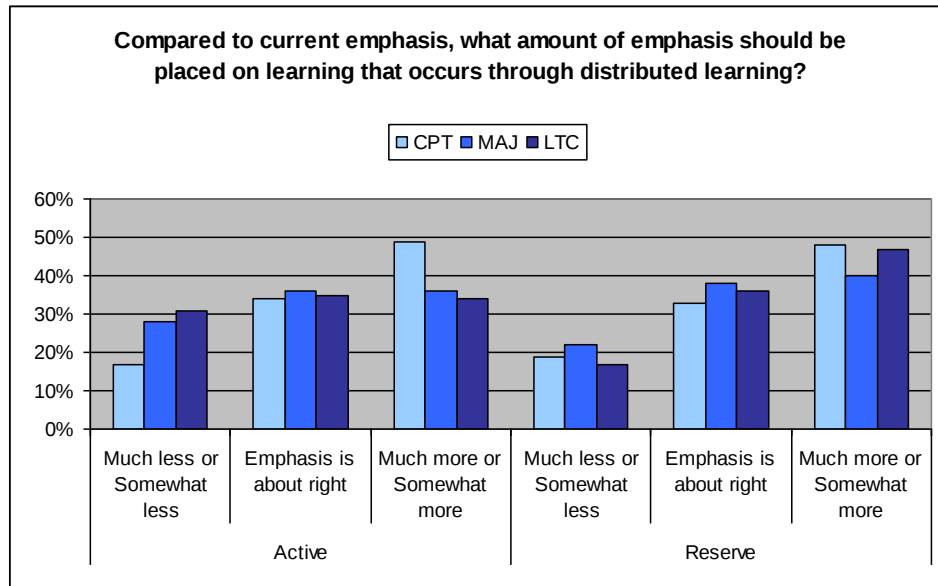
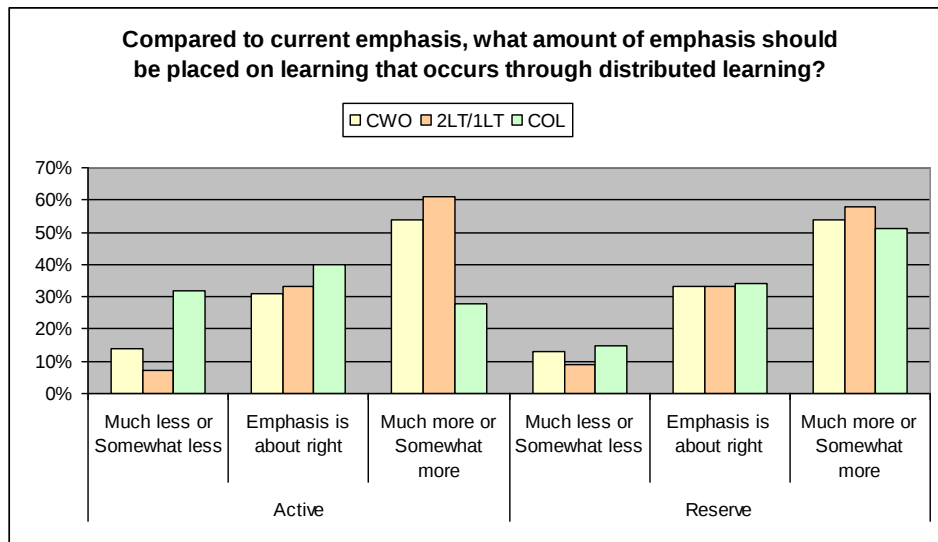


Figure 11. Secondary group recommended emphasis on distributed learning.

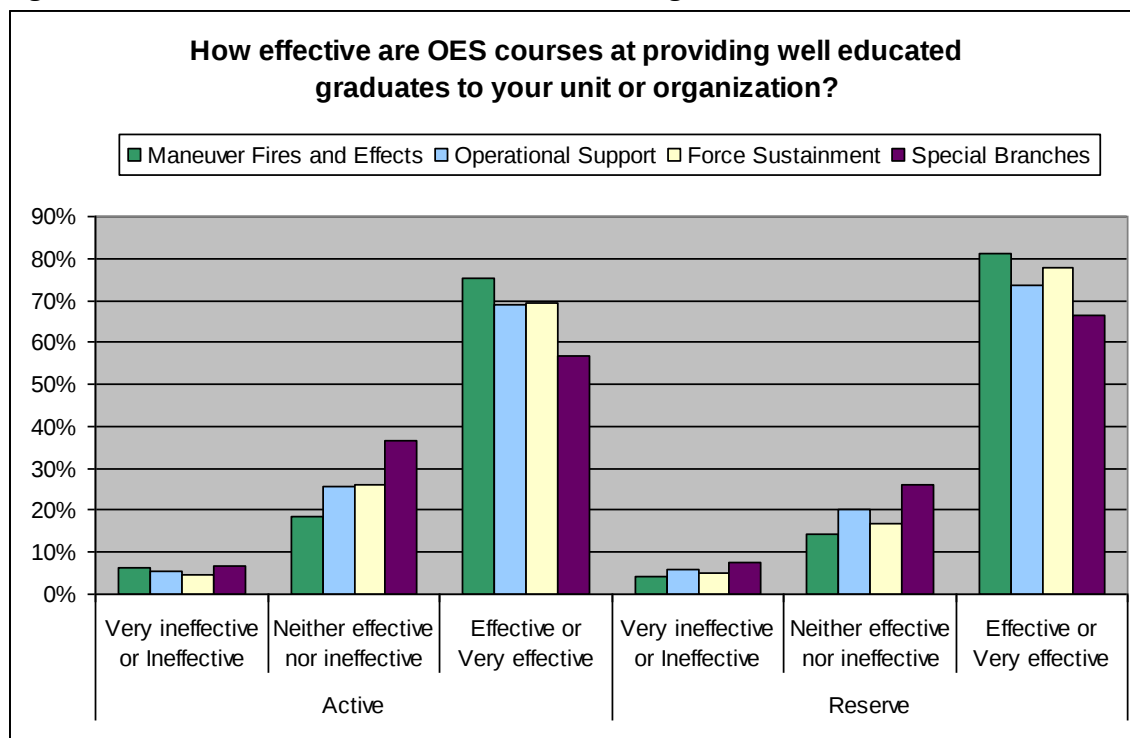


OES OUTPUT

Colonels and lieutenant colonels were presented with items addressing the quality of OES courses and their organization's ability to utilize graduates' knowledge. Specifically, the items asked "how effective are OES courses at providing well educated graduates to your unit or organization?" and "how effective is your unit or organization at utilizing what graduates learned during OES courses?" Results for this item are positive with room for improvement.

A majority of COLs and LTCs in the AC (69%) and RC (76%) believe OES courses are effective or very effective at providing well educated graduates to their unit or organization. The career field with the most favorable ratings is maneuver, fires and effects (active, 75%; reserve, 81%) while the least favorable ratings are from the special branches career field (active, 57%; reserve, 66%). Though fewer than 8% of respondents in any group rated OES as ineffective or very ineffective, between 18-37% of AC and 14-26% of RC COLs and LTCs indicated that OES was neither effective nor ineffective at providing well educated graduates. These responses indicate that there is room for improvement in supplying units with well educated graduates. Results of this item are presented in Figure 12.

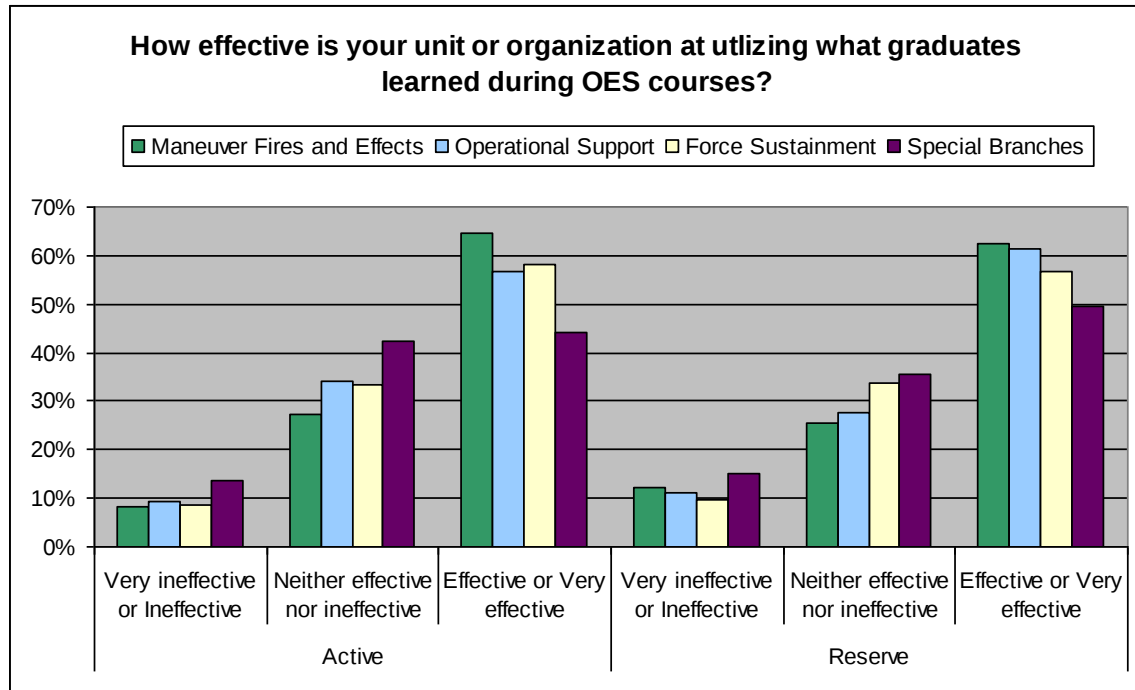
Figure 12. Effectiveness of OES courses at educating officers.



A majority of units and organizations are effective at utilizing what graduates learn during OES courses (see Figure 13). However, results indicate that utilization of educated OES graduates lags behind the availability of knowledgeable officers, in that only 57-58% of units or organizations effectively or very effectively utilize what

graduates learn during OES courses. The career field with the most favorable findings is maneuver, fires and effects (active, 64%; reserve, 62%). The career field with the least favorable findings is special branches, where fewer than one-half (active, 44%; reserve, 50%) indicate their organization is effective or very effective at utilizing what graduates learn during OES courses. The incidence of ineffective or very ineffective ratings ranged from 8-15% for career fields, with special branches being the most unfavorable (active, 14%; reserve, 15%).

Figure 13. Effectiveness of organizations at utilizing educated officers.



ATTENDANCE, COURSE TIMING, COURSE LENGTH

OES Course Attendance

Colonels and lieutenant colonels who indicated they rate subordinates were asked to identify what has kept their subordinates from attending OES courses. Nine options were provided for selection, as well as space to comment on other reasons. The results of this item are compared to the findings of a similar item on the 2007 Leadership Assessment survey, which asked a broader range of Soldiers (i.e. officers, warrant officers and noncommissioned officers) to indicate what has kept them (personally) from attending OES courses.

It should first be noted that 30% of AC and 17% of RC COLs and LTCs indicated that “nothing” has kept subordinates from attending OES courses. This served as the second most frequently chosen option for the AC, and the sixth for the RC. Results from the 2007 Leadership Assessment show that about one-third of respondents (active, 33%; reserve, 35%) indicated nothing has kept them from attending, which is a notable difference in RC responses.

Unit or organizational demands, such as deployments, have an impact on course attendance. “Unit requirements for training, deployment preparation or deployments” was selected as the top reason keeping subordinates from attending OES courses (active, 53%; reserve, 46%). These obstacles were also prominent in the results of the Leadership Assessment survey, where about one-quarter of respondents selected unit requirements for training (active, 30%; reserve, 20%) and deployment preparation or deployments (active, 38%; reserve, 22%) as reasons preventing their OES course attendance.

The next most frequent obstacle preventing subordinate OES course attendance was “insufficient course authorizations”, which was selected by 18% of AC and 36% of RC respondents (LAS: active, 19%; reserve, 21%). A lack of funding also hinders officer course attendance, as the option “Funding unavailable” was selected by 15% AC and 33% RC. These results also mirror the findings of the Leadership Assessment survey (active, 22%; reserve, 33%).

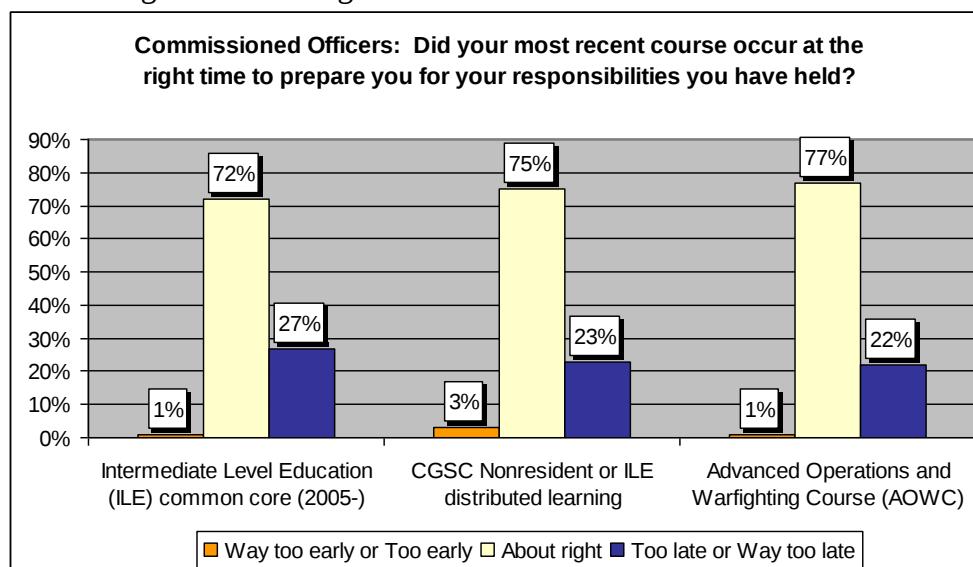
Other less-frequently selected obstacles to OES attendance include the course being too long, lack of chain of command support for attendance, belief the course is not useful, and malingerers (those who want to avoid requirements). An open-ended item asked for other reasons why subordinates were kept from attending OES courses. About 11% of respondents provided a comment to this item. The comments typically captured issues specific to the RC, including work or civilian education conflicts, family or work-life balance issues, and conflicts with the timing or scheduling of course dates.

Course Timing

All officers were asked about the timing of OES courses in their career. Specifically, the item asked “did your most recent course occur at the right time to prepare you for your responsibilities you have held?” Most officers felt that the timing of their most recent course was about right. A majority of AC CPTs, MAJs, and LTCs (78-86%) indicated that the timing was about right, while only 11-20% indicated it was too late or way too late, and 1-3% say it was too early or way too early. Slightly more RC CPTs-LTCs (21%) say their most recent course occurred too late or way too late, while 3% say it was too early or way too early. Findings are similar for other officer ranks, as 83-86% of COLs and 83-92% of 2LT/1LTs say the timing of their most recent course was about right.

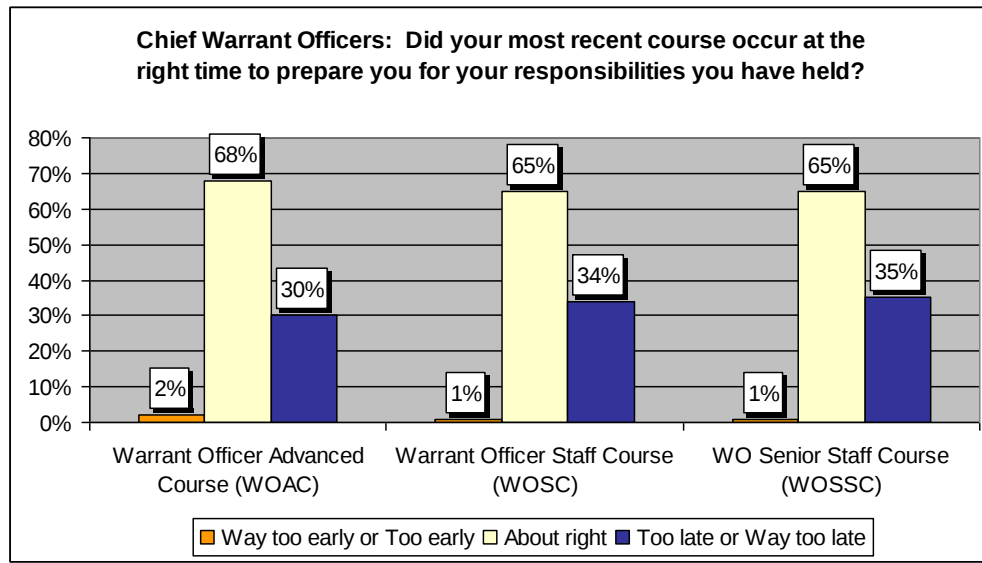
When examining specific courses, 77-91% of recent graduates indicated that the timing of their most recent course was about right. However, three courses are notable exceptions. About one-quarter of recent graduates believe Intermediate Level Education (ILE) common core (27%), CGSC nonresident or ILE distributed learning (23%), and the Advanced Operations and Warfighting Course (22%) came too late or way too late to prepare them for responsibilities they have held. See Figure 14.

Figure 14. Ratings for the timing of three commissioned officer courses.



Fewer CWOs agree that the timing of their most recent course was appropriate, as only 74-76% indicated that the timing was about right. Nearly one-quarter (21-24%) indicated their most recent course came too late. When examining specific courses, about one-third believe the Warrant Officer Advanced Course (30%), Warrant Officer Staff course (34%), and Warrant Officer Senior Staff Course (35%) came too late or way too late in preparing them for responsibilities they have held. Results are presented in Figure 15.

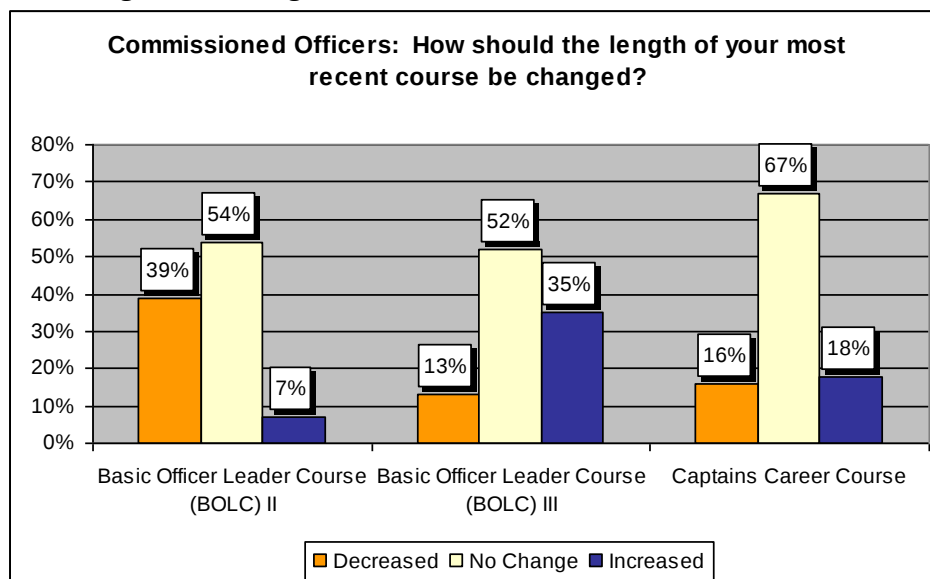
Figure 15. Ratings for the timing of three warrant officer courses.



Course Length

Respondents were also asked whether or not the length of their most recent course was appropriate, and to indicate the number of days the course should be lengthened or shortened. Most commissioned officers indicated the length of their most recent course should not be changed (70-96%). However, three courses (BOLC II, BOLC III, Captains Career Course) had fewer than 70% of officers indicate that it should not be changed (see Figure 16), and were examined in greater detail. Warrant officer courses also received less than 70% support for no change and were examined further. Limitations to interpreting these findings are noted.

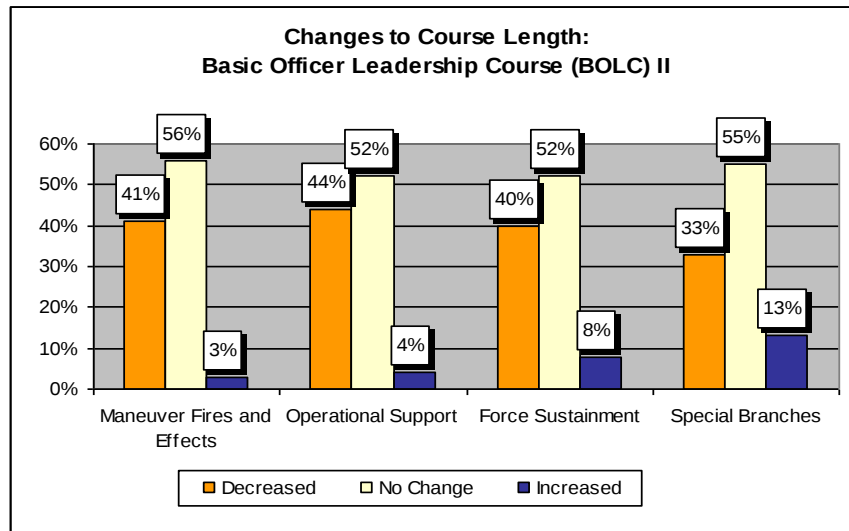
Figure 16. Ratings for the length of three commissioned officer courses.



BOLC II

This course is offered as common core instruction and officers of all branches attend together upon commissioning. One-half (52-56%) of recent graduates of BOLC II indicate the length of the course should not be changed. Responses were analyzed by officer career fields to determine if differences existed. A predominant trend across three of four career fields is that the length of the course should be decreased (40-44%). The special branches career field had the lowest frequency of officers indicating the course length should be decreased (33%) and the highest frequency indicating it should be increased (13%). See Figure 17.

Figure 17. Ratings for the length of BOLC II by career fields.



BOLC II currently consists of seven-weeks (49 days) of common core training at one of four Army installations. Of the recent graduates who indicated the BOLC II course length should be decreased, the mean number of days to reduce the course was 17 days. The median and mode number of days to reduce the course was 14 days, which was indicated by 25% of these officers. Some respondents felt that BOLC II overlapped with their prior service experiences, so could be decreased.

BOLC III

Findings for changing the length of BOLC III differ by career field. As this course is branch-specific and varies in length, differences among branches and career fields should be expected. A general trend in these data is that the length of the course should be increased. Less than 15% of any career field indicated that the length of the course should be decreased. Courses with greater than 40% of officers (by branch) indicating that the course length should be changed were further examined to determine the number of days by which they thought that it should be increased.

More than one-third (37%) of maneuver fires and effects officers indicated the length of the course should be increased. About one-half (49%) indicated it should not be

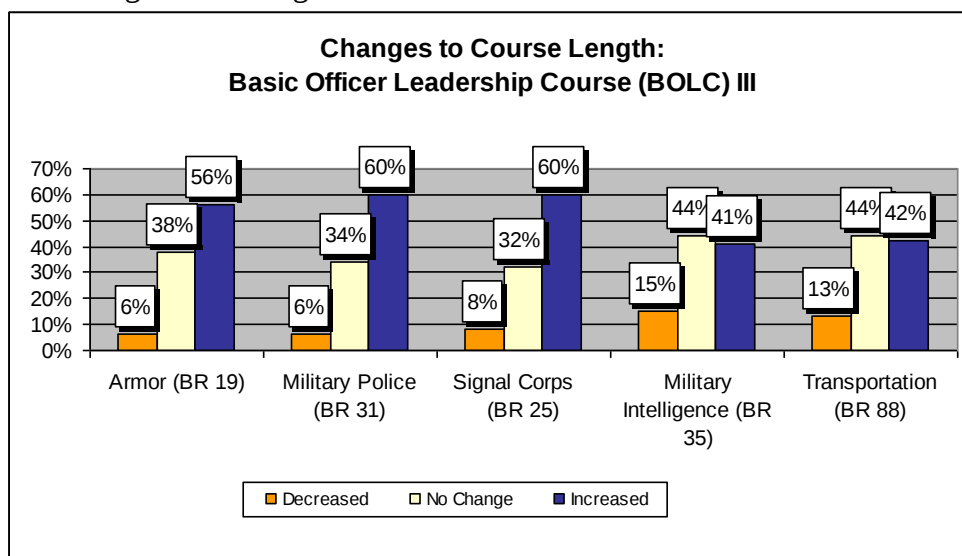
changed, while only 15% indicated it should be decreased. Two specific branches stood out as having large support for increasing the course length. Closer examination shows that 56% of Armor (BR 19) course graduates and 60% of Military Police (BR 31) course graduates indicated the course length should be increased. The mean number of days to increase each course length was 25 days for Armor and 20 days for Military Police.

Recent graduates in the operational support career field showed strong agreement that the course length should be increased (50%). Only about one-third (38%) indicated it should not be changed while 12% indicated it should be decreased. Closer examination shows that 60% of Signal Corps (BR 25) graduates believe the length of BOLC III should be increased. Additionally, 41% of Military Intelligence (BR 35) graduates believe the length of BOLC III should be increased. The mean number of days to increase each course length was 37 days for the Signal Corps and 27 days for Military Intelligence.

More than one-half (57%) of force sustainment officers indicated the length of the course should not be changed. Nearly one-third (31%) believe the course length should be increased, while only 13% believe it should be decreased. The one branch that stands out in these data is the Transportation Corps (BR 88), in which 42% of recent graduates believe the length of the BOLC III should be increased. The mean number of days to increase the course length for the Transportation Corps was 29 days.

Two-thirds (65%) of special branches officers indicated the length of the course should not be changed. While only 23% of this group indicated the course length should be increased, this is more than twice the amount who believe it should be decreased (11%). Individual branches were not examined for course length changes as the sample sizes for these courses were too low. See Figure 18 for ratings on this item by specific BOLC III courses.

Figure 18. Ratings for the length of five BOLC III courses.

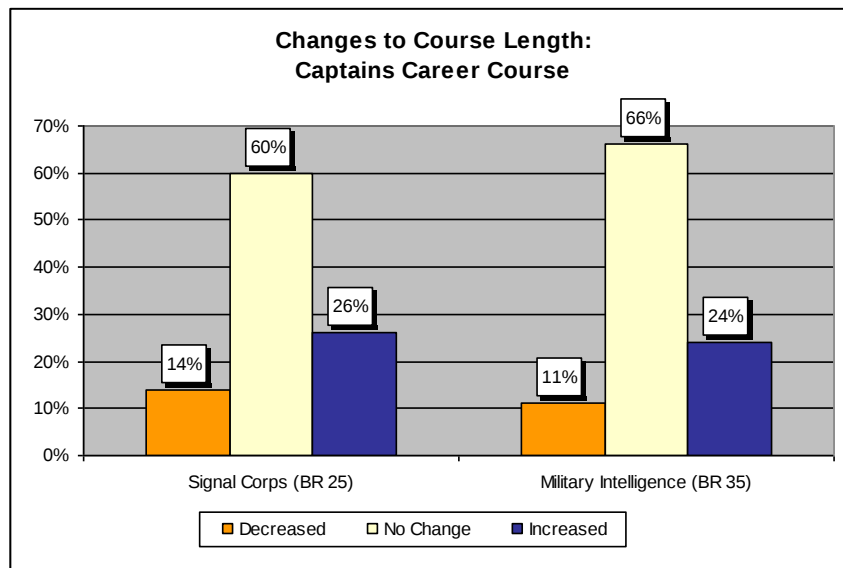


Captains Career Course

As the Captains Career Course (CCC) is branch-specific and varies in length, differences among branches and career fields should be expected. When examined holistically, about two-thirds (63-68%) of recent graduates of the CCC indicate that the length of the course should not be changed. Of those who indicate a change is necessary, the direction of change is generally split between increasing and decreasing the course length, though the number of respondents recommending change did not generally exceed 20% in either direction.

Career fields show similarity in their balance between those recommending an increase or decrease to course length (15-19%). The exception to this is for the operational support career field, in which twice as many officers recommend the length of the course should be increased (24%) rather than decreased (12%). Since about one-quarter of officers indicated the course length should be increased, a closer examination was done on the individual branches. Results showed that 26% of Signal Corps (BR 25) graduates indicate the length of CCC should be increased, and 24% of Military Intelligence (BR 35) graduates indicate the length of CCC should be increased (see Figure 19). The mean number of days to increase the Signal Corps course was 43 days, while the mean number of days to increase the Military Intelligence course was 38 days.

Figure 19. Ratings for the length of two Captains Career Courses.

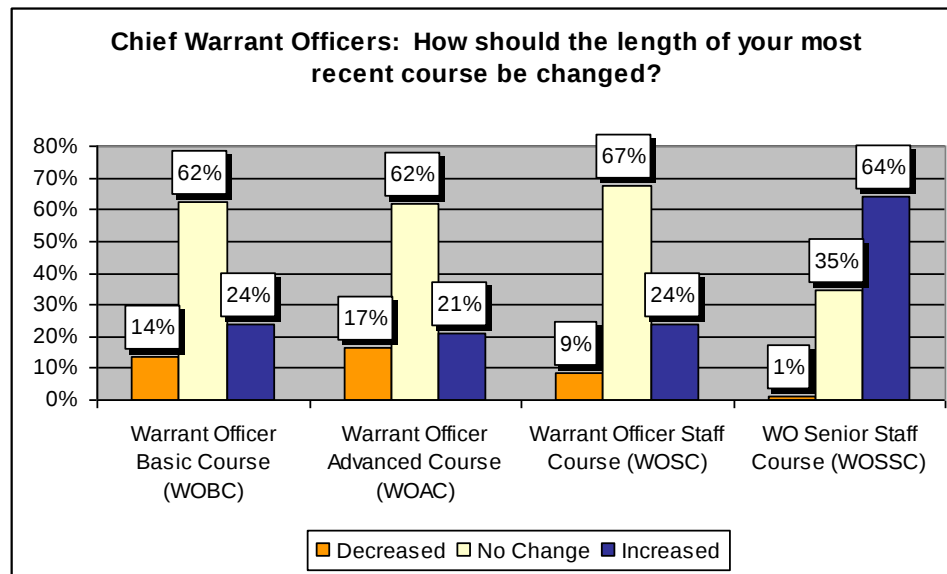


Warrant Officer Courses

Chief warrant officers agreed less often that the length of their most recent course was appropriate. About two-thirds (62-67%) indicate that the length of the Warrant Officer Basic Course (WOBC), the Warrant Officer Advanced Course (WOAC), and the Warrant Officer Staff Course (WOSC) should not be changed. Less than one-quarter

(21-24%) indicated these courses should be increased while only 9-17% indicated they should be decreased. Nearly two-thirds of recent graduates (64%) indicated that the length of the Warrant Officer Senior Staff Course (WOSSC) should be increased. The mean number of days to add was 25. Sufficient sampling was not obtained to report findings for Warrant Officer Candidate School (WOCS). Results are presented in Figure 20.

Figure 20. Ratings for the length of four warrant officer courses.



Limitations

The items in this section of the survey provided officers and warrant officers an opportunity to rate the appropriateness of the current length of OES courses, the direction in which the course length should be changed, and the number of days that should be added or subtracted. However, these data did not capture qualitative recommendations for course modifications, such as what specific course content should be added, reduced, or eliminated. Further inquiry into the specific courses outlined above should be conducted to determine appropriate changes.

EDUCATION AND ASSIGNMENT CHOICES

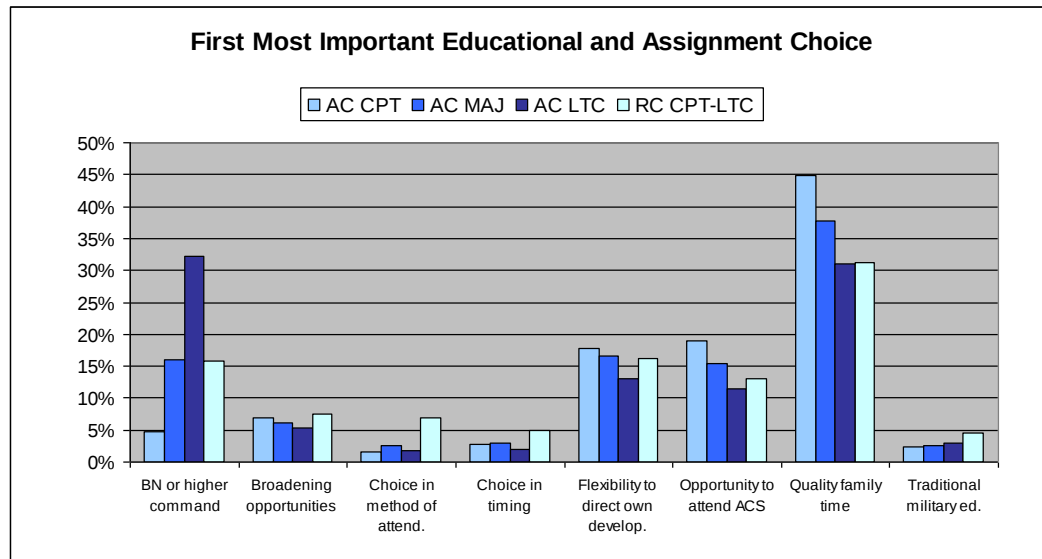
All officers were asked a series of three questions that required them to identify the first, second, and third most important choices for education and assignment among a list of eight choices. The choices from which they could select were:

- Battalion or higher command time
- Broadening opportunities outside the military (e.g. with interagency or intergovernmental activities)
- Choice of the method of attendance to education courses
- Choice in the timing of education courses
- Flexibility to direct own professional development
- Opportunity to attend advanced civilian schooling
- Quality family time
- Traditional military education courses.

Overall for the AC, results showed that quality family time was most frequently selected as the most important choice. The opportunity to attend advanced civilian schooling was most frequently selected as the second most important choice and flexibility to direct own professional development was most frequently selected as the third most important choice. The most frequently selected top three choices were the same for the RC, except that flexibility to direct own professional development was most frequently selected as the second most important choice and opportunity to attend advanced civilian schooling was most frequently selected as the third most important.

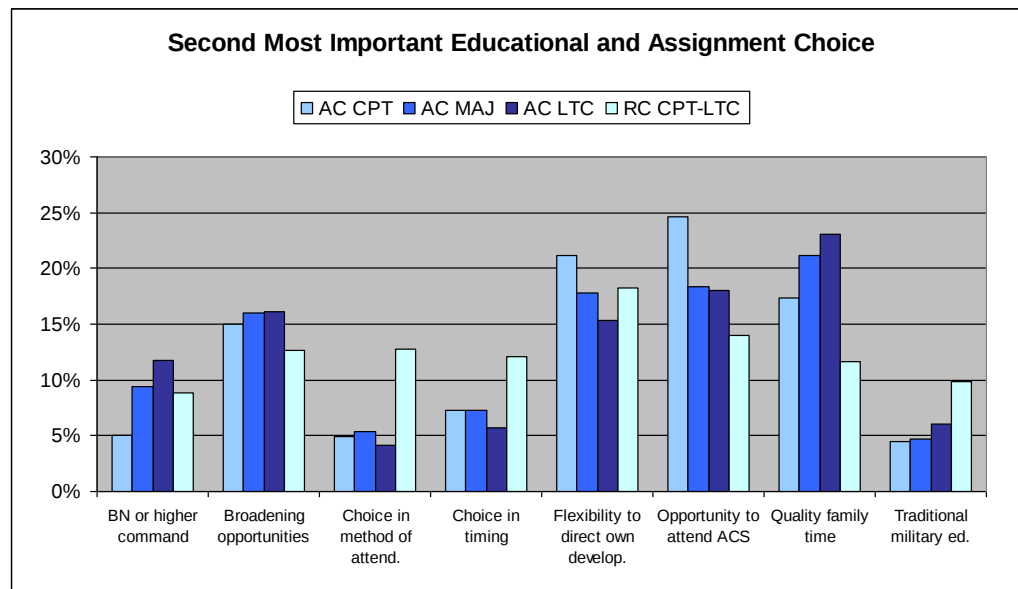
There were notable differences between ranks in both the AC and RC for the most important choice, such that higher ranks favored command time while other ranks favored family time. Higher ranks more frequently identified quality family time as the second or third most important choice. Specifically, COLs (active, 40%; reserve, 34%) most frequently picked battalion or higher command time as the most important choice and LTCs were split between battalion or higher command time (active, 32%; reserve, 28%) and quality family time (active, 31%; reserve, 27%) as the most important choice. The remaining ranks (MAJ, CPT, 2LT/1LT, and CWO) most frequently (active, 31-45%; reserve, 27-35%) selected quality family time as the most important. See Figure 21 for the most important choice by primary rank group.

Figure 21. First most important educational and assignment choice by primary rank groups.



For the second most important choice, active component COLs, LTCs, and MAJs selected quality family time (21-23%), while CPTs, 2LT/1LTs, and CWOs selected the opportunity to attend advanced civilian schooling (23-25%). See Figure 22 for the second most important choice by primary rank group.

Figure 22. Second most important educational and assignment choice by primary rank groups.



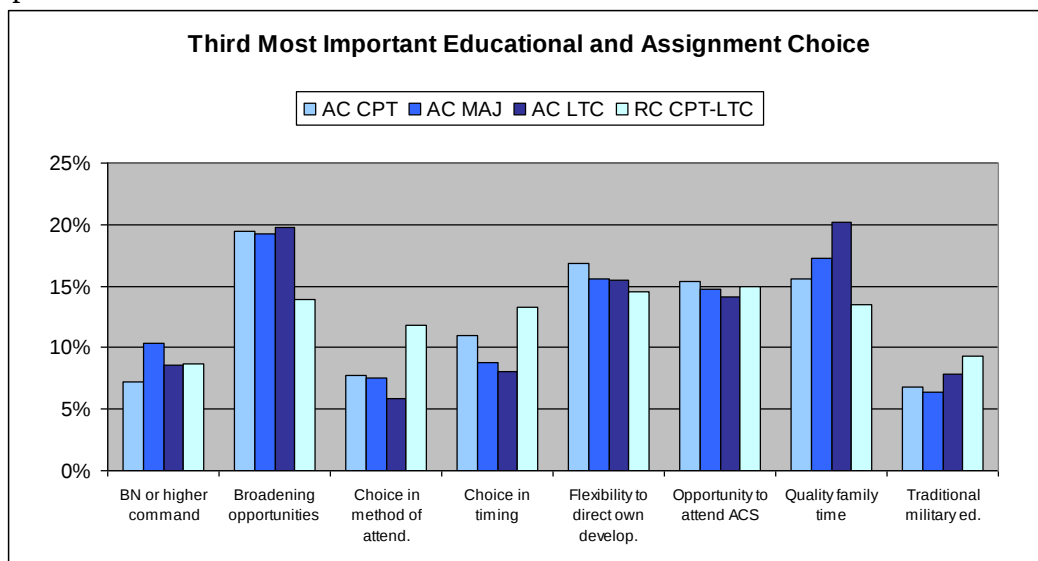
In the RC, COLs were split between broadening opportunities outside the military (14%), flexibility to direct own professional development (14%), opportunity to attend

advanced civilian schooling (14%), and quality family time (14%) as the second most important choice. The other ranks were generally split between flexibility to direct own professional development (14-21%) and opportunity to attend advanced civilian schooling (14-19%) as the second most important choice.

For the third most important choice, AC COLs again selected quality family time (22%), while LTCs were split between quality family time (20%) and broadening opportunities (20%). Active component MAJs, CPTs, and CWOs (19-20%) also most frequently selected broadening opportunities as the third most important and 2LT/1LTs were split between broadening opportunities (17%) and the flexibility to direct own professional development (17%) as the third most important choice.

Similarly, RC COLs selected quality family time (18%) as the third most important choice. Lieutenant colonels were split between quality family time (16%) and the opportunity to attend advanced civilian schooling (17%). Flexibility to direct own professional development was identified as the third most important choice by the other ranks (15-17%), in addition to other choices depending on rank. Majors were split between this and the choice in timing of education (14%), opportunity to attend advanced civilian schooling (14%), and quality family time (14%). Captains, 2LT/1LTs, and CWOs also selected broadening opportunities outside the military (15-17%) as the third most important choice. See Figure 23 for the third most important choice by primary rank group.

Figure 23. Third most important educational and assignment choice by primary rank groups.



The importance of family and family considerations were also emphasized in focus groups. Several participants remarked that the most important factors to them were time with their families and stability for their families.

Career Goals

To further investigate which educational and assignment choices are important to whom, these data were examined in relation to career goals. Officers were asked what one career goal they most aspire to and provided the response options of:

- Promotion to CPT
- Promotion to MAJ
- Promotion to LTC
- Promotion to COL
- Promotion to general officer
- Command a battalion
- Command a division or higher unit
- Lead a TDA/sustaining force organization
- Become a leading functional area expert
- Other (please specify)

Generally, quality family time was identified as the most important choice regardless of career goal, with a couple of notable exceptions. Colonels aspiring to promotion to general officer or commanding a brigade, division, or higher unit most frequently identified battalion or higher command time as the most important educational or assignment choice. Similarly, LTCs and MAJs who aspire to command a battalion or brigade most frequently selected battalion or higher command time as the most important choice.

EDUCATIONAL OUTCOMES

Officers were presented with a list of nine outcomes of Army education and were asked to choose the first, second, and third most important outcomes to them. The choices from which they could select were:

- Completing requirements for advancement (career enhancement)
- Improving my skills
- Increasing my understanding or knowledge
- Learning from my peers
- Networking (expanding contacts with military professionals)
- Opportunity for quality time with family
- Time away from the operational pace of the Army (chance to ‘take a knee’)
- Time to explore own interests
- Time to work on advanced civilian degrees

In addition to rank ordering three of these options, officers were also given an opportunity to comment on any additional aspect of Army education that is important to them. As quantitative information for this item was collected through three questions on the survey, results were aggregated to determine the relative ranking of each of the nine options. Also, weights were assigned based on the order of precedence in the selections. Adjustments to the aggregated totals were made, so that counts for the first choice were multiplied by three, the second choice was multiplied by two and the third choice was multiplied by one. This adjustment in frequency counts was done to better differentiate most important outcomes from important, but not as important, outcomes.

Learning

A majority (63%) of AC CPTs, MAJs, and LTCs indicated that learning is the most important outcome of Army education. In this case, learning is defined by the outcomes (responses) of increasing my understanding or knowledge, improving my skills, and learning from peers and networking. The importance of learning was echoed by focus group participants, who emphasized the value of learning from peers while in courses.

“Increasing my understanding or knowledge” was selected as the most important of the nine outcomes by 32% of AC and 35% of RC officers, based on the aggregated and adjusted frequencies. This represents the most important outcome to AC officers as indicated by 30% of CPTs, 32% of MAJs, and 34% of LTCs. RC CPTs-LTCs (34-37%) also indicated that this is the most important outcome. Additionally, a high frequency of COLs (38%), 2LT/1LTs (active, 31%; reserve 35%), and CWOs (active, 32%; reserve, 35%) indicated that “increasing my understanding or knowledge” is the most important outcome.

“Improving my skills” was the option with the second highest frequency of responses, with aggregated and adjusted responses from 17% of AC and 22% of RC

officers. This option was selected by a higher frequency of CWOs (active, 24%; reserve, 22%), which is not surprising considering the technical nature of warrant officer positions. With regard to other ranks, the RC favored this option slightly more than the AC. 20-23% of CPTs-LTCs in the RC indicated that improving skills is an important outcome, as compared to 18% of AC CPTs, 16% of MAJs, and 17% of LTCs. This response was also favored by AC and RC COLs (15-20%) and 2LT/1LTs (19-24%).

Two less frequently selected options are also related to the outcome of learning. “Networking” emerged as the fifth most important outcome in the aggregated and adjusted results. This option was favored as the most important outcome in the AC by 6% of CPTs, 7% of MAJs and 8% of LTCs, and also by 7-9% of these ranks in the RC. “Learning from peers” emerged as the eighth most important outcome in aggregated and adjusted results. This option was favored in the AC by 5% of CPTs, 8% of MAJs, and 9% of LTCs, and also by 6-8% of these ranks in the RC.

Outcomes Other Than Learning

More than one-third (36%) of AC CPTs, MAJs, and LTCs indicated that the most important outcome of Army education is in areas other than learning, which are completing requirements for advancement, quality time with family, time away from the operational pace of the Army, time to work on advanced civilian degrees and time to explore own interests.

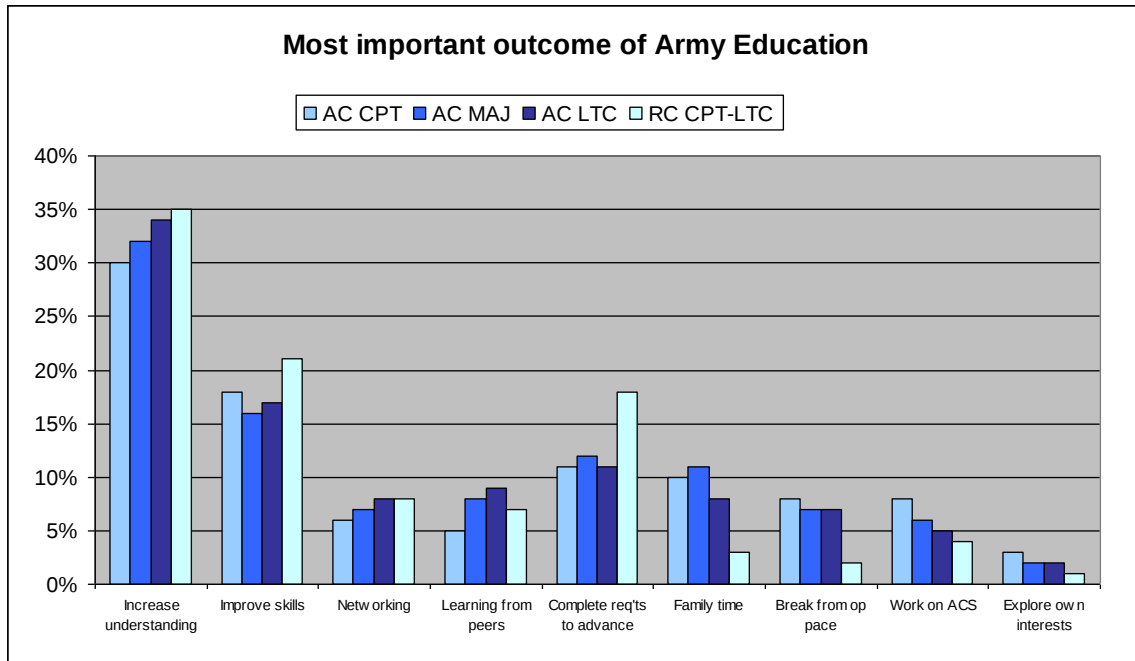
“Completing requirements for advancement (career enhancement)” emerged as the third most important outcome to officers, and is favored as the most important outcome in the AC by 11% of CPTs, 12% of MAJs, and 11% of LTCs, as well as 17-21% of these ranks in the RC. Similar results are indicated from AC and RC COLs (9-16%), 2LT/1LTs (12-16%), and CWOs (13-16%).

“Opportunity for quality time with family” emerged as the fourth most important outcome to officers, and is favored as the most important outcome in the AC by 10% of CPTs, 11% of MAJs, and 8% of LTCs. RC officers in these ranks chose this option less often (3-5%), as part-time reservists and guardsman traditionally leave their families for only short periods of time to attend Army education courses. This trend is also somewhat evident for COLs (active, 7%; reserve, 3%), 2LT/1LTs (active, 9%, reserve, 4%) and CWOs (active, 5%; reserve, 4%).

“Time away from the operational pace of the Army”, or a chance to ‘take a knee’, emerged as the sixth most important outcome to officers, and is favored as the most important outcome in the AC by 8% of CPTs, 7% of MAJs, and 7% of LTCs. RC officers in these ranks also chose this option less often (2-3%), as the demands of a part-time Soldier differ from those of their active duty counterparts, and Army education would rarely pose a break from their traditional reservist or guardsman role.

“Time to work on advanced civilian degrees” emerged as the seventh most important outcome to officers. This was favored as the most important outcome in the AC by 3% of CPTs, 2% of MAJs, 2% of LTCs, and 1% of these ranks in the RC. “Time to explore own interests” was chosen by the fewest amount of officers as an important educational outcome. Only 3% of CPTs, 2% of MAJs, and 2% of LTCs in the AC, along with 1% of these ranks in the RC indicated this was the most important outcome. The results of this item for the primary rank groups (AC CPTs, MAJs, LTCs and RC CPT-LTCs) are presented in Figure 24.

Figure 24. Most important outcome of Army education for primary rank group.



Open-ended Responses

Officers were provided an opportunity to indicate other Army education outcomes they value. These comments mirrored or related strongly to the nine response options in the previous question. Several comments re-emphasized or further clarified the importance of a previously selected outcome. Learning again surfaced as the most important outcome. The highest frequency of comments were related to improving skills and abilities, which included gaining technical proficiency, staying current with relevant updates and changes, and developing leadership skills. Similarly, the second most prevalent outcome mentioned in the comments was learning from others, including peers, superiors or mentors, and those from other military services and nations. Many of these comments also mentioned the importance of networking within and outside of a branch or functional area. Other prevalent outcomes mentioned were completing requirements for advancement or promotion preparation, having opportunities for quality time with family, and working toward advanced civilian degrees or certifications.

Several other outcomes of Army education surfaced as themes in the comments. Many officers mentioned the importance of preparing for life after the Army, which included completing advanced degrees and keeping pace with civilian private-sector counterparts or peer-groups. RC officers also indicated that an important outcome was to apply what is learned in Army education to their civilian occupations. Other comments indicated that broadening experiences that increase awareness of the bigger picture of the Army are important outcomes. Additionally, officers commented that what is learned in Army education should be highly relevant and applicable to what these officers do in their current or next assignments.

A smaller number of comments made mention of other aspects of education, such as variety and flexibility in the education system, opportunities for joint and interagency experiences, financial help/tuition assistance toward college degrees for themselves and family members, and quality education, training and experiences in general.

ASPECTS OF OES TO SUSTAIN, IMPROVE

Officers were asked two open-ended items addressing the Officer Education System. The first item asked officers “what do you like about the Officer Education System that you would most like to see continued in the future?”, and the second item asked “how would you most like to see the Officer Education System improved?”. Due to the large number of responses to these items, a random sample of one-third of the comments for each item was analyzed.

OES – Sustain

Officers commented on numerous aspects of the Officer Education System that are going well and should be sustained. A total of 2,865 comments were analyzed, and many comments made reference to several themes. The major areas of focus (that encompassed multiple themes) were on the method of attendance for OES courses (961), qualities of OES (850), continuing one’s civilian or military education (502) or some reference to a specific OES course (350). Additionally, the comments frequently reflected the response options in a related survey question that asked about the important outcomes of Army education (786).

Nearly one-half of the total responses were coded to five inter-related themes. The aspects of the Officer Education System that officers most frequently indicated should be continued in the future include the residency requirement associated with most courses (538), the value derived from networking with other branches or services (384), the opportunity to pursue additional education (384), the operational break afforded by course attendance (225), and the permanent change of station (PCS) required for course attendance (219).

Officers broadly indicated a preference for the continuation of the in-residence option or requirement for course completion. In conjunction with attending resident courses, officers indicated that the opportunity to network with peers in other branches, services, or armed forces was of significant value during the residency period. The opportunity to interact with peers allowed for additional learning through the exchange of branch-specific knowledge or experiences. Peer interaction also facilitated greater awareness of how other branches, as well as the Army as a whole, function.

A PCS in order to attend OES courses is favored by some. Officers value the geographic separation from their unit, the break from daily operational tasks, and the ability to place their focus on the OES course. Comments often suggested that education and absorption of course material could not be as effective if the individual were unable to complete the course in-residence as afforded by PCS or TDY orders. Inability to physically attend the OES course also greatly reduced the benefits derived from peer interaction.

Officers view the opportunity, availability, and emphasis on pursuing civilian graduate-level education through OES very favorably. Frequently, comments indicated

that Advanced Civilian Schooling or the Expanded Graduate School Program are valued benefits or options during the residency period. Periods of officer education afforded more time to enhance one's education or allowed a degree to be achieved in conjunction with the formal military education. A smaller number of officers indicated that it allowed time to focus on the completion of their initial degree requirements.

In addition to the top five themes, there were two themes that addressed the functionality of the education system. Many officers indicated that the sequential and progressive process of OES was useful for structured individual development. Comments also suggested that the flexibility of the system should continue. Frequently, officers reported that the system was malleable to their development in terms of selecting courses and the period for attendance.

OES – Improve

Officers made numerous recommendations for the improvement of OES. A total of 2,925 comments were analyzed, and many comments made reference to several themes. The major areas of focus (that encompassed multiple themes) were improving education and training opportunities (1,055), the selection and assignment of officers to OES courses (587), improving the educational focus of courses (570), specific means for improving and making OES worthwhile, and the methods of attendance and means of course delivery (451). Additionally, these comments also frequently reflected the response options in a related survey question that asked about the important outcomes of Army education (535).

The most prevalent individual theme within the comments was opportunities to work on civilian degree programs (388). Also prevalent was the need to better integrate the timing of educational courses with the career path and assignments of officers (236).

With respect to having more opportunities for development, officers identified joint and inter-agency opportunities (228), training with industry and civilian opportunities as being most valuable. Others indicated a desire to receive graduate degree credit for OES coursework, with ILE being the most often mentioned course for credit. Increased flexibility was frequently mentioned in conjunction with greater opportunities and the timing of attendance. The issue of the requisite active duty service obligation (ADSO) commitment for graduate tuition assistance also emerged in the comments. Overall, there were strong reactions to the effects of the operational environment on development; many indicated that more consideration for family and opportunities to decompress following deployment are needed.

In the area of OES content focus, officers identified the need for up-to-date course information, more hands-on and experiential training, and while some mentioned a preference for branch specific content, others preferred cross-training to better prepare for operational realities. Improved technical and leadership competency content, and more foreign language and culture training were also favored.

A variety of issues were related to improvements in the selection and assignment of officers to OES courses, including competing opinions where some recommended more stringent course attendance selection standards while others felt that all officers should have equal opportunities to attend. Many officers also identified the need to have greater access to and understanding of course and career development information and application processes, and to have their superiors and mentors also more aware of this information, a comment particularly prominent among RC 2LT/1LTs. Chief warrant officers generally felt that they should have the same types of training and opportunities as commissioned officers in comparable positions. Reserve component officers generally sought to receive comparable training to their active duty counterparts, but in a manner that would not interfere with their civilian jobs.

Several themes related to other improvements in OES, the most prevalent of which are increasing course standards and focusing on more operationally relevant instruction, generally improving instructor quality, and ensuring instructors are more current in their understanding of the operational environment. More mentoring by instructors and other subject matter experts as well as increased opportunities to share learning experiences with knowledgeable peers were also mentioned. Many comments reflected opinions related to specific courses with respect to lengthening or shortening of these courses. CAS3 and CGSC were the primary targets of comments related to specific courses.

The competing preferences for residential and distance learning were mentioned nearly equally among comments under the theme of method of delivery. Comments indicating a preference for residential learning frequently mentioned the ability to interact with peers in the learning environment and the opportunity to get away from the rigors of deployment. Comments in support of distance/distributed learning indicated a preference for the efficiency of having content online, the alternative from residential requirements during times of high deployment, and the ability to continue one's education while deployed. A second theme specifically related to reducing the amount of or reducing distance learning altogether was also mentioned, with the majority of these comments related to the increased demand on off-duty time for completing the distance learning components of existing courses. Many of these comments also indicated the content of distributed learning courses was just not valuable compared to a more immersive residential environment. Other comments related to improving existing distance learning content and considering other forms of distributed learning, including mobile training teams and simulations. Some indicated a preference for blended learning solutions while still others indicated a desire to have more choice in residential locations and home station opportunities. It should be noted that some officers do prefer the option of a temporary duty (TDY) assignment to OES vice permanent change of station (PCS) to reduce the turbulence of family moves.

METHODS OF COURSE DELIVERY AND ATTENDANCE

Delivery Method Experience and Effectiveness of Learning

Officers were presented with four methods of course attendance and were asked to indicate in either months or weeks how much experience they have had with each method. The four methods of attendance were resident instruction (a course conducted at a TRADOC school), blended learning (a combination of resident instruction and distributed learning), distributed learning – low interactivity (static information is primarily presented to the student), and distributed learning – high interactivity (information is dynamic depending on student inputs and demonstration of understanding). These items were followed by four additional items that asked officers to indicate how effectively they have learned with each of these methods of course attendance. The initial four items (experience) were used as filters when analyzing the effectiveness items, so that, for example, an officer's rating for the effectiveness of blended learning was not included in results if that officer indicated that he/she had "0" months of experience with blended learning.

A majority of AC officers (80-96%) indicated that they learn effectively or very effectively through resident instruction. Results for RC officers were even more favorable (89-96% effectively or very effectively). Additionally, about one-third of AC officers (32%) indicated they had experience with blended learning, a course method that combines resident and distributed learning. Of those that did, a majority (76-80%) indicated that they learned effectively or very effectively through this method. Findings for the RC were also favorable, as over one-half (52%) indicated they had experience with this method, and of those that did, 75-91% indicated they learned effectively or very effectively through the method.

Results were not as favorable for distributed learning (dL) items. About one-third of respondents indicated they had experience with this method of course attendance. Of those that did, less than one-half of AC officers (33-48%) indicated that they learned effectively or very effectively through distributed learning with low interactivity, where static information is primarily presented. Results were only slightly more favorable for RC officers (43-49% effectively or very effectively). Findings were more promising for the high interactivity option of dL, whereby information is dynamic depending on student inputs and demonstration of understanding. Of those who had dL experience, a majority in the AC (75-84%) and RC (61-87%) indicated they learned effectively or very effectively through high interactivity dL.

Method of Course Attendance

Additional items were presented to AC officers on methods of course attendance and related preferences. These officers were asked to indicate how important it is that they have input into the choice of the method of attendance for courses they are enrolled

in. A majority of all officers (85-93%) indicated that having input was important or very important. The rank group that showed the lowest concern for having input into method of course attendance was 2LT/1LTs, of whom 34% indicated it was very important, 51% indicated it was important, and 13% indicated it was neither important nor unimportant.

Officers were also asked to choose which of two options they valued more, either to request a preference for the method of attendance (type of duty status), or to know with certainty the year when a course will be taken or the prerequisite event(s) for taking the course. Results were fairly balanced within ranks. A majority of CPTs (57%), MAJs (60%), and LTCs (57%) value having the preference for the method of attendance. This was also chosen by 57% of COLs and 51% of CWOs. However, a majority of 2LT/1LTs (55%) value knowing with certainty the year when a course will be taken or the prerequisite event(s) for taking the course. Unfortunately, it is difficult to draw conclusions from these findings, as preferences for these two options are essentially split for all ranks.

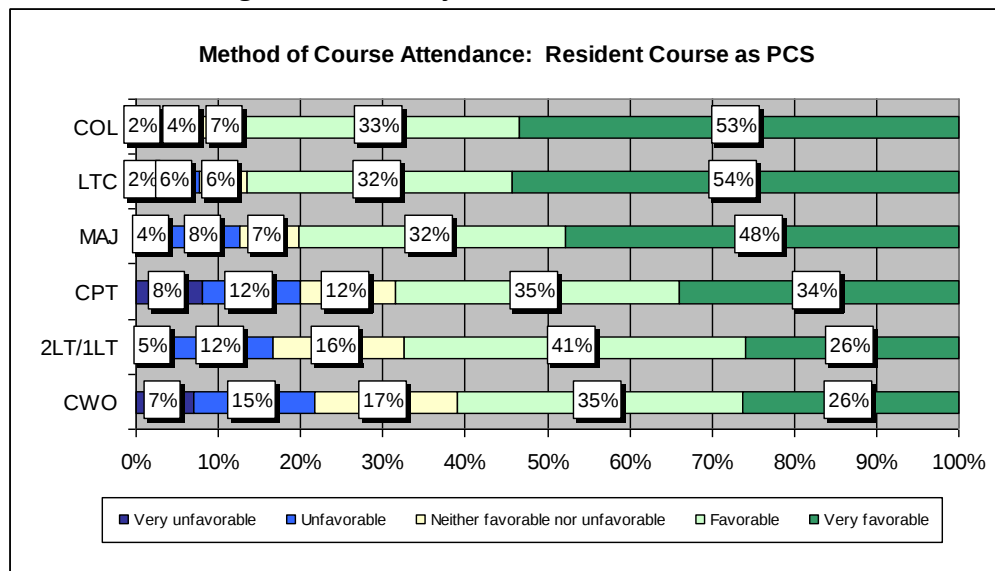
Apart from general items assessing the importance of selecting method of course attendance and choosing between related options, three specific methods of course attendance were investigated in further detail. The three methods of interest were resident instruction through a permanent change of station (PCS), resident instruction as a temporary duty assignment (TDY), and distance or distributed learning (dL). Information was obtained through multiple items consisting of seven course delivery or attendance options based on these three methods. The options presented were resident course as a PCS, resident course as a PCS with PME waiver (officer bears all PCS costs while leaving family at former duty location), resident course as a TDY and return to duty station, resident course as a TDY en route to a new duty station, resident course via video tele-teaching, distributed learning conducted at duty station while continuing duty responsibilities, and distributed learning conducted at current duty station but with partial split of normal duty hours reserved for course work.

Officers rated each of these seven options on a scale from very unfavorable to very favorable. They were then asked to choose their most preferred method of course attendance from this list, and to indicate (in order) the top three reasons why they like the method of course attendance they selected.

Permanent Change of Station (PCS)

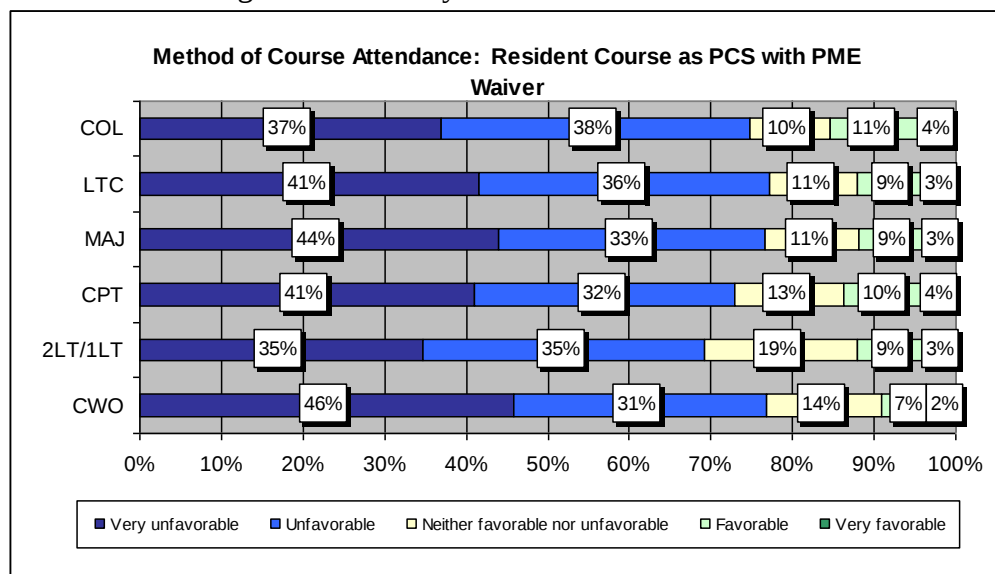
Most officers favor resident course attendance through a permanent change of station (PCS). Two different options for PCS resident course attendance were presented to officers. The first option generally referred to a PCS move for course attendance and was presented as 'resident course as PCS'. This method is favored by a majority of CPTs (69%), MAJs (80%), and LTCs (86%). This method was also rated as favorable or very favorable by a majority of COLs (86%), 2LT/1LTs (67%) and CWOs (61%) (see Figure 25).

Figure 25. Officer ratings of favorability for resident course as PCS.



The second method of PCS resident course attendance was ‘resident course as PCS with PME waiver (officer bears all PCS costs while leaving family at former duty location)’. This method was not favored by officers, as a majority (70-77%) rated this method as very unfavorable or unfavorable. Only a small number of CPTs (14%), MAJs (12%), and LTCs (12%) rated this method as favorable or very favorable. There was also small support from COLs (15%), 2LT/1LTs (12%) and CWOs (9%) (see Figure 26). Taken together, these findings indicate that officers do favor a PCS move to attend courses, though not if the cost of the move is at their personal expense.

Figure 26. Officer ratings of favorability for resident course as PCS with PME waiver.



Over one-half of MAJs (58%) chose 'resident course as PCS' as the method of course attendance they liked most. The traditional resident PCS method (56%) was favored heavily over the PCS with PME waiver (2%) option. The top reasons why MAJs chose 'resident course as PCS' were that it offers the most effective learning (36%), the best quality time with family (18%), and opportunity to have a clean break from old duties (14%).

'Resident course as PCS' was also chosen by a majority of LTCs (65%) as the method they liked most. Again, the traditional resident PCS method (64%) was favored heavily over the PCS with PME waiver (1%) option. The top reasons that LTCs prefer 'resident course as PCS' were that it offers the most effective learning (38%), the best quality time with family (17%), and opportunity to have a clean break from old duties (15%).

A majority of COLs (70%) chose 'resident course as PCS' as the method of course attendance they like most. The PME waiver option was also not as favored by this rank (2%). The top reasons that COLs chose 'resident course as PCS' were that it offers the most effective learning (40%), the best quality time with family (16%), and opportunity to have a clean break from old duties (13%).

A smaller percentage of CPTs (42%) and 2LT/1LT (31%) chose 'resident as PCS' as the method of attendance they liked most. The top reasons these ranks chose 'resident course as PCS' were that it offers the most effective learning (29-31%), the best quality time with family (17-20%), and the best opportunity for an operational break (10-14%). Few CWOs (15%) chose 'resident course as PCS' as the method they like most, but of those that did, most effective learning (35%), best quality time with family (12%), and opportunity to have a clean break from old duties (12%) were the top reasons why.

Finally, of the two PCS options, very few officers (1-2%) chose 'resident course as PCS with PME waiver' as the method they like most. Of the officers who did, the top reasons for selecting this method were that it offers the least disruption to family (28%), the most effective learning (27%), and the opportunity to have a clean break from old duties (11%).

Temporary Duty (TDY)

Course attendance through temporary duty assignments (TDY) is rated favorably by officers. Two options for TDY course assignments were presented to officers, either to return to their duty station or to travel to a new assignment upon course completion. The first TDY option officers rated was 'resident course as TDY and return to duty station'. A majority of CPTs (75%), MAJs (69%), and LTCs (67%) rated this method as favorable or very favorable, while only a small amount (13-18%) rated this as very unfavorable or unfavorable. A majority of COLs (69%) favored the TDY and return method of attendance, though the most favorable ratings were by 2LT/1LTs (78%) and CWOs (86%).

The second TDY option presented to officers was ‘resident course as TDY en route to new duty station’. This method is favored by an even larger majority of CPTs (79%), MAJs (73%), and LTCs (74%), while a small number of these officers (10-15%) find this very unfavorable or unfavorable. Again, COLs (76%) favor this method, though the highest frequency of favorable ratings is by 2LT/1LTs (77%) and CWOs (81%). Results are presented in Figures 27 and 28.

Figure 27. Officer ratings of favorability for resident course as TDY and return to duty station.

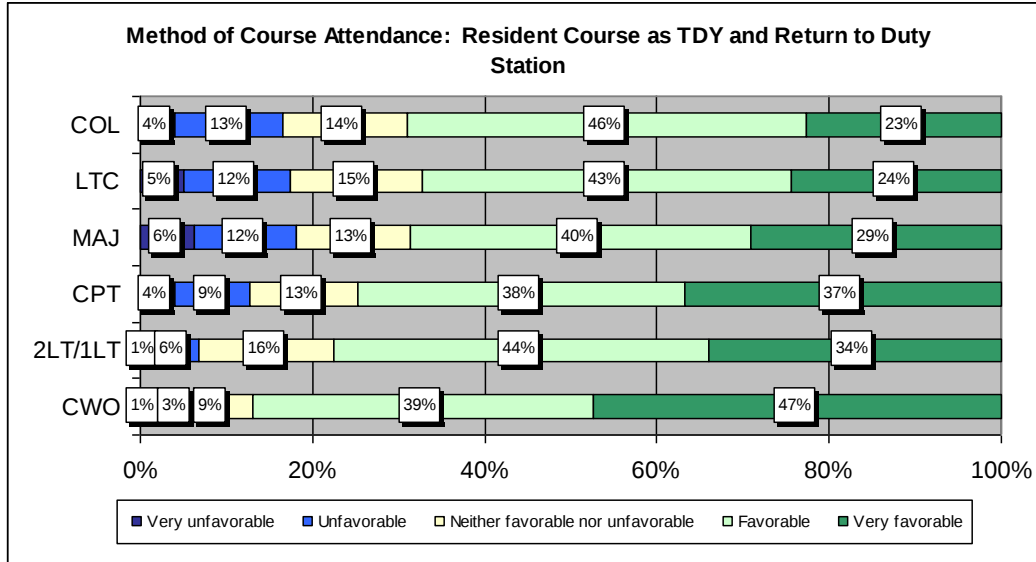
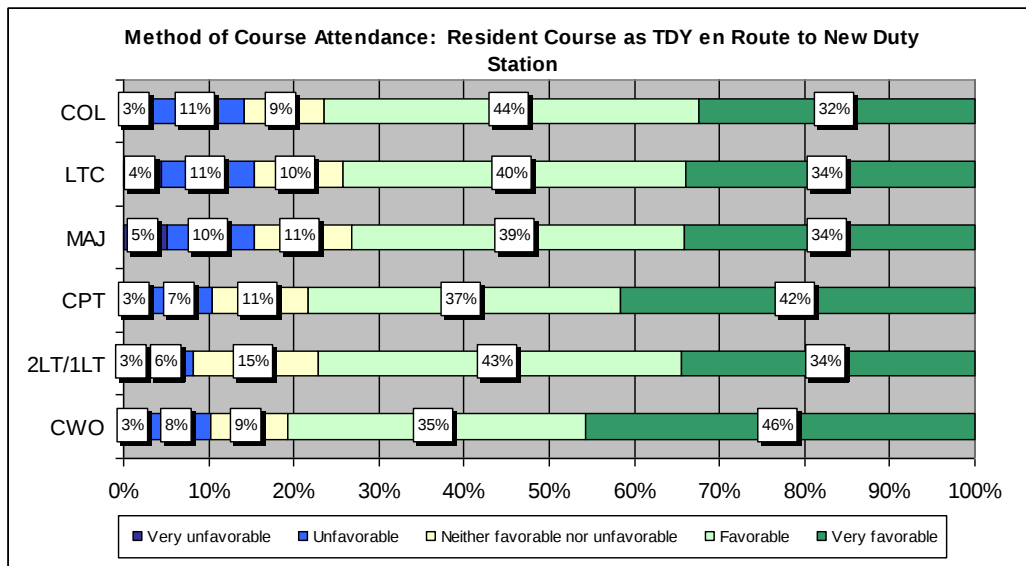


Figure 28. Officer ratings of favorability for resident course as TDY en route to new duty station.



Officers were also asked to indicate (in weeks) the ideal length of a TDY course. The mean number of weeks for responses ranged from 6.65 to 9.63. The largest mean, and therefore the longest ideal TDY period, was indicated by CPTs (M=9.63) and 2LT/1LTs (M=8.67). Means were only slightly lower for MAJs (M=7.99), LTCs (M=6.71), COLs (M=6.65), and CWOs (M=7.36). Taken together, these findings indicate that officers expect (or favor) TDY courses to range from six to ten weeks, with courses being of slightly shorter duration as rank increases. Results are presented in Table 3. Note that the preference for the method of TDY attendance (i.e. return to duty station or en route to new assignment) was not controlled for in this survey item.

Table 3. Descriptive Statistics for ideal length of a TDY course in weeks.

	Mean	Median	Standard Deviation	Mode	Count
COL	6.65	6	5.319	6	536
LTC	6.71	6	8.075	6	2,576
MAJ	7.99	6	8.080	6	3,376
CPT	9.63	6	10.805	4	4,797
2LT/1LT	8.67	7	10.415	6	786
CWO	7.36	6	5.140	4	715

Over one-half of CPTs (53%) chose a TDY option as the method of course attendance they liked most. Only slightly more CPTs chose ‘TDY and return to duty station’ (29%) than the ‘TDY en route to new duty station’ (24%) option. The top reasons that CPTs prefer ‘TDY and return to duty station’ were that it offers the least disruption to family (25%), the most effective learning (23%), and best opportunity for an operational break (13%). The top reasons that CPTs prefer ‘TDY en route to new duty station’ were that it offers the most effective learning (18%), opportunity to have a clean break from old duties (14%), and the least disruption to family (14%).

Resident course attendance as TDY was also chosen by a majority of 2LT/1LTs (61%) as the method they liked most. A larger percentage of 2LT/1LTs chose ‘TDY and return to duty station’ (37%) as compared to the ‘TDY en route to new duty station’ (24%) option. The top reasons that 2LT/1LTs prefer ‘TDY and return to duty station’ were that it offers the most effective learning (23%), the least disruption to family (20%), and best opportunity for an operational break (14%). The top reasons that 2LT/1LTs chose ‘TDY en route to new duty station’ were that it offers the most effective learning (18%), opportunity to have a clean break from old duties (13%), and opportunity to move/relocate (14%).

The TDY method of course attendance is also preferred by a majority of CWOs (74%). This finding is not surprising, as the Warrant Officer Career Center courses conducted at Fort Rucker, AL are traditionally phased or of shorter duration. Additionally, twice as many CWOs chose the ‘TDY and return to duty station’ as compared to the ‘TDY en route to new duty station’ option. The top reasons CWOs chose the ‘TDY and return to duty station’ option were that it offers the most effective learning (31%), least disruption to family (22%), and best opportunity for an operational

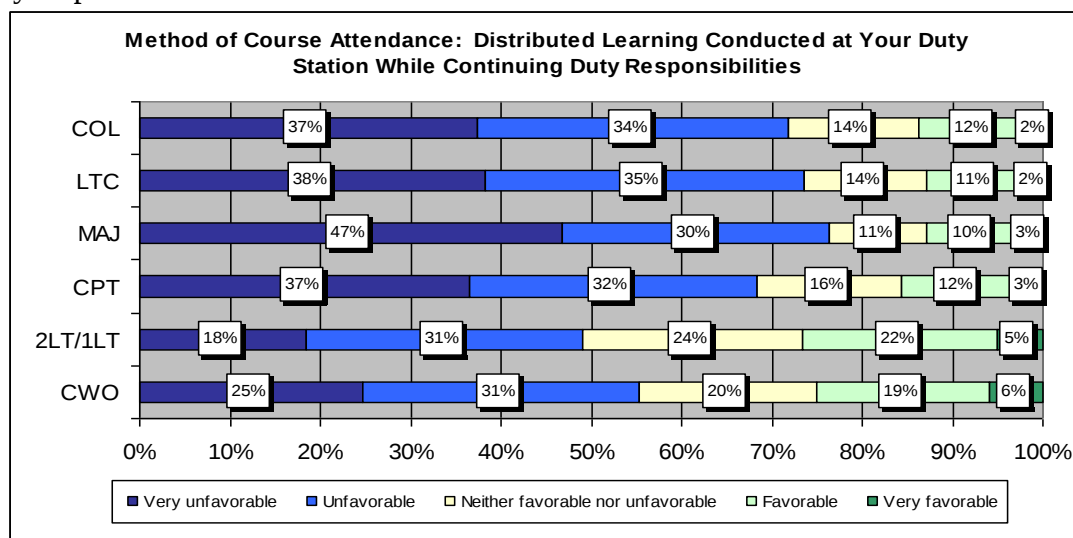
break (16%). The top reasons CWOs chose the ‘TDY en route to new duty station’ were that it offers the most effective learning (19%), opportunity to have a clean break from old duties (16%), and least disruption to family (14%).

Only about one-third of MAJs (35%) and LTCs (30%) and one-quarter of COLs (24%) chose a TDY option as the method of course attendance they liked most. Of the two TDY options presented, officers in these ranks favor the ‘return to duty station’ slightly more than the ‘en route to new duty station’ option. The top reasons that officers in these ranks chose ‘TDY and return to duty station’ were that it offers the least disruption to family (28%), the most effective learning (24-28%), the best opportunity for an operational break (12-13%). The top reasons that officers in these ranks chose ‘TDY en route to new duty station’ were that it offers the most effective learning (19-23%), opportunity to have a clean break from old duties (18-23%), and the least disruption to family (15-17%).

Distributed/Distance Learning (dL)

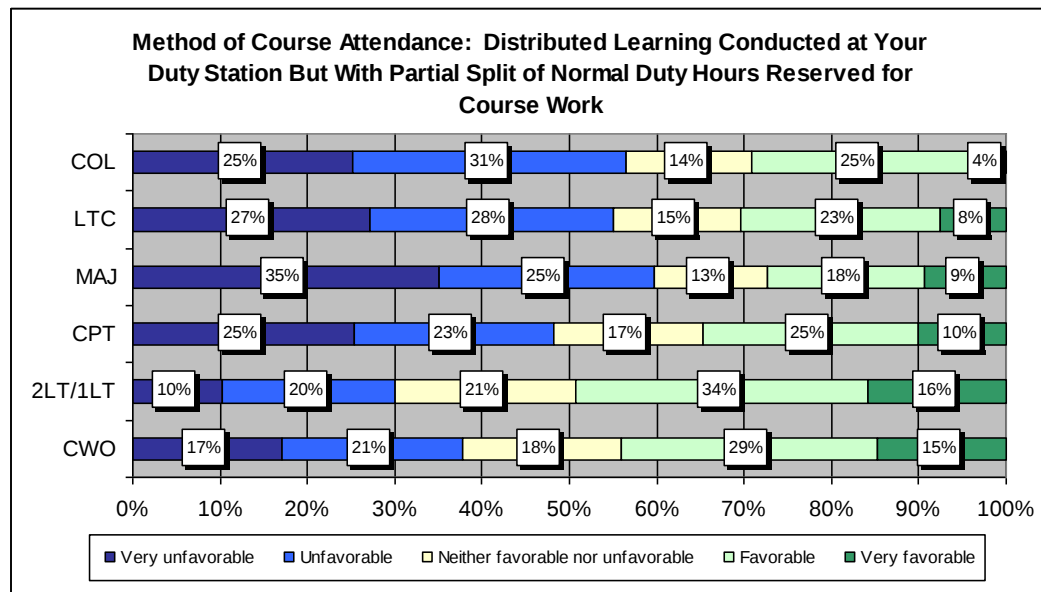
Distributed learning (dL) is rated the least favorably of the methods of course attendance. Three options of distance or distributed learning were presented to officers. The first option officers rated was ‘dL conducted at your duty station while continuing duty responsibilities’. A small number of CPTs (15%), MAJs (13%), and LTCs (13%) rated this method as favorable or very favorable, while a majority (69-77%) rated this as very unfavorable or unfavorable. Distributed learning in addition to normal work duties is favored by a somewhat higher frequency of 2LT/1LTs (27%) and CWOs (25%), but not by COLs (14%) (see Figure 29). Very few officers (1-2%) chose ‘distributed learning conducted at your duty station while continuing duty responsibilities’ as the method of course attendance they liked most. Of those that did, the top reasons why were that it offers the least disruption to family (22%), minimum time away from unit (20%), and minimum time away from family or friends (15%).

Figure 29. Officer ratings of favorability for distributed learning in addition to normal duty responsibilities.



A related option, ‘distributed learning conducted at your duty station but with partial split of normal duty hours reserved for course work’, received somewhat more favorable ratings by officers, but is not generally favored. About one-third of CPTs (35%), MAJs (27%), and LTCs (31%) rated this method as favorable or very favorable. Again, this method was favored by a higher frequency of 2LT/1LTs (50%) and CWOs (44%), though not by COLs (29%). Though the dL method that reduces the normal workload for officers is slightly more favorable than the traditional dL method, 30-60% of officers still rate this as a very unfavorable or unfavorable method of course attendance (see Figure 30).

Figure 30. Officer ratings of favorability for distributed learning with partial split of normal duty hours.

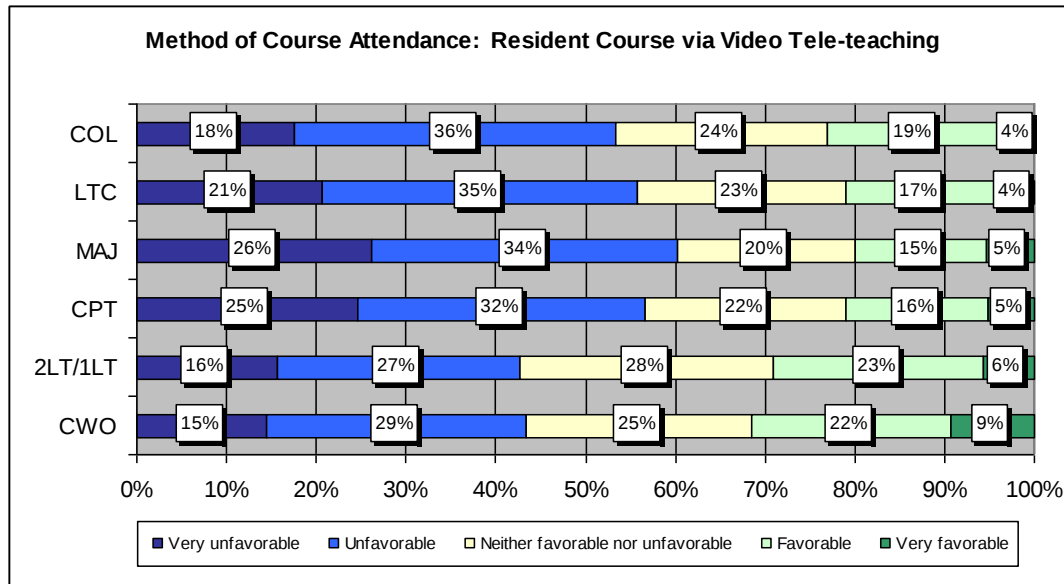


More officers chose the dL option with a partial split of duties as the method they most liked than the dL option that includes continuing duty responsibilities. The highest frequency of officers who chose ‘distributed learning conducted at your duty station but with partial split of normal duty hours reserved for course work’ were CWOs (8%) and 2LT/1LTs (6%). A small percentage of CPTs (4%), MAJs (5%), LTCs (4%), and COLs (3%) also chose this option as the method they liked most. The top reasons why officers chose dL with partial split of duties was that it offers the least disruption to family (26%), minimum time away from family or friends (16%), and best quality time with family (15%).

A third method of distance learning is ‘video tele-teaching’. This method is also generally rated unfavorably. Less than one-third of all officers (20-31%) rated ‘video tele-teaching’ as favorable or very favorable. The lowest frequency of favorable ratings was by CPTs (21%), MAJs (20%), and LTCs (21%). A higher frequency of 2LT/1LTs (29%) and CWOs (31%) rated this method as favorable or very favorable, though less support was found from COLs (23%). Some indication of acceptance to this method is

evident in that 20-28% of officers rated this method as neither favorable nor unfavorable (see Figure 31). Very few officers (0-2%) chose video tele-teaching as the method of course attendance they liked most. Of the few that did, the top reasons for their choice were that it offers the least disruption to family (28%), best quality time with family (20%), and minimum time away from family or friends (15%).

Figure 31. Officer ratings of favorability for video tele-teaching.



Though dL, as a method, is not generally favored, AC officers still indicated that they are willing to engage in that type of course attendance. Officers were asked to indicate how many hours of distributed learning they were willing to do (per month) in addition to their normal duties. About three-fourths of CPTs (73%), and two-thirds of MAJs (62%) and LTCs (65%) indicated they were willing to do distributed learning in addition to their normal duties. Of those who were willing, the mean number of hours per month for CPTs was 15.37, with 10 hours being the most frequent response. The mean number of hours per month for MAJs was 14.72, with 8 hours being the most frequent response. The mean number of hours per month for LTCs was 12.85, with 8 hours being the most frequent response.

COLs showed the least willingness to engage in dL, as only 62% indicated they were willing to do dL in addition to their normal duties, and of those, the mean number of hours per month was 12.08. In this regard, engaging in distributed learning is favored most by 2LT/1LTs (88% willing) and CWOs (83% willing). The mean number of hours per month for 2LT/1LTs was 18.28, and the mean for CWOs was 17.42. Results for this item are presented in Table 4 and Table 5. Table 4 presents the statistics with non-zero responses – representing those willing to do some dL. Table 5 presents statistics that represent all responses, including those who gave an answer of zero (0) for the number of hours they are willing to do on a monthly basis.

Table 4. Descriptive statistics for number of hours of distributed learning that willing officers will do on a monthly basis in addition to normal duties.

	Mean	Median	Std Dev	Mode	Count
COL	12.08	8	12.397	8	330
LTC	12.85	10	14.593	8	1,671
MAJ	14.72	10	17.294	8	2,076
CPT	15.37	10	17.936	10	3,461
2LT/1LT	18.28	12	20.255	10	671
CWO	17.42	12	16.904	20	587

Table 5. Descriptive statistics for number of hours of distributed learning that all officers are willing to do on a monthly basis in addition to normal duties.

	Mean	Median	Std Dev	Mode	Count
COL	7.45	4	11.369	0	535
LTC	8.35	4	13.265	0	2,572
MAJ	9.12	4	15.374	0	3,350
CPT	11.15	8	16.746	0	4,772
2LT/1LT	16.01	10	19.891	0	766
CWO	14.41	10	16.724	0	710

PROPOSED CHANGES TO OES

AC officers were asked their opinions about proposed timing of eligibility to attend ILE and other courses, the favorability of a change to modular education, the opportunity for various developmental experiences, and proposed changes to promotion criteria. Results of the timing of eligibility items vary by rank. Findings also indicate that developmental experiences are generally favored, though opinions on modular education and promotion criteria changes are less definitive.

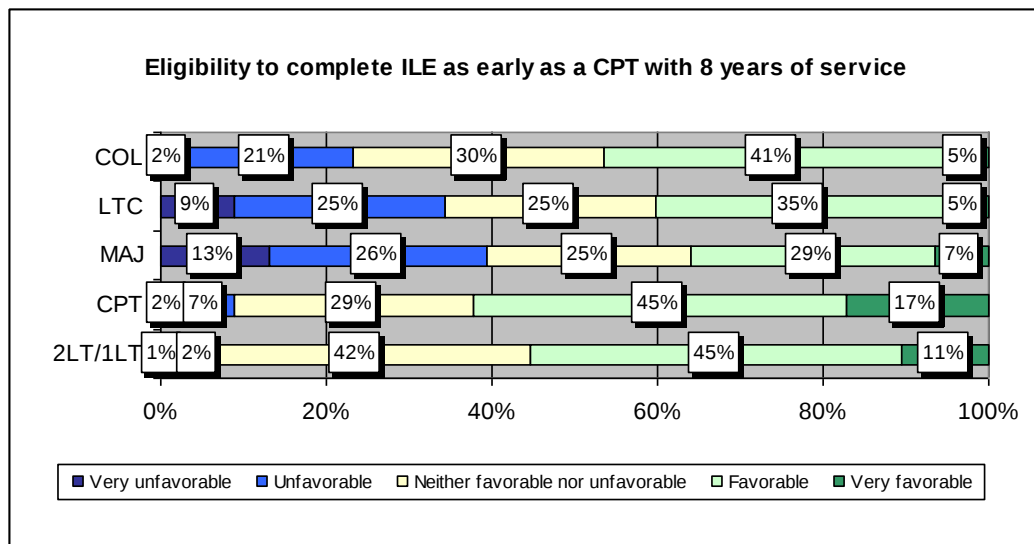
Timing of Eligibility

Officers were asked to rate the favorability of various timing options related to attendance at ILE, AOWC and JPME II. The options presented were eligibility to complete ILE as early as a CPT with 8 years of service, eligibility to complete ILE as late as a junior LTC, the choice to complete AOWC either (A) right after ILE or (B) up to 3 years after, and the eligibility to complete JPME II anytime as a LTC.

Intermediate Level Education (ILE)

Officers were first asked to rate the favorability of the eligibility to complete ILE as early as a CPT with 8 years of service. Results varied by rank. A majority of CPTs (62%) and 2LT/1LTs (56%) favor this option, while only a few officers in these ranks (3-9%) definitely do not. More senior ranks were more hesitant to agree that early ILE is favorable. Less than one-half of MAJs (36%), LTCs (40%), and COLs (46%) indicated that the eligibility to complete ILE as late as a CPT with 8 years would be favorable or very favorable. Additionally, more than one-third of MAJs (39%) and LTCs (34%) and one-quarter of COLs (23%) indicated that this would be very unfavorable or unfavorable (see Figure 32). In focus groups, MAJs generally did not favor eligibility to complete ILE as late as a CPT with 8 years.

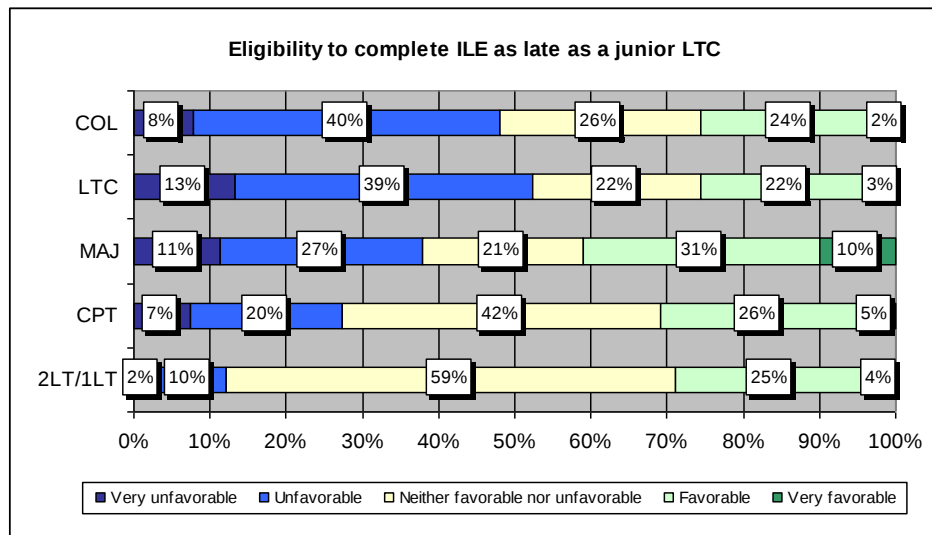
Figure 32. Officer ratings for eligibility to complete ILE early.



Comments by officers that were directed toward the eligibility to complete ILE as early as a CPT with 8 years of service were split as to the positive or negative benefits of this option. Comments supporting this option expressed the possible benefits of attending ILE early and using what was acquired for subsequent assignments. Comments with negative concerns primarily suggested that CPTs with 8 years would not have the right experience to appropriately gain from ILE attendance or be able to contribute to peer learning. One suggestion was to replace the criteria of having 8 years with certain gates, such as company command and staff assignments.

Officers were also asked to rate the favorability of the eligibility to complete ILE as late as a junior LTC. Results to this item also varied by rank. About one-half of LTCs (52%) and COLs (48%) indicated that this option is very unfavorable or unfavorable. Only about one-quarter of these ranks (25-26%) favor the option to complete ILE late. Officers junior to these ranks were more open to the idea of completing ILE as late as a junior LTC. MAJs are split on this option, as 41% rate this as favorable or very favorable, 21% neither favorable nor unfavorable, and 38% very unfavorable or unfavorable. About one-third of CPTs (31%) and 2LT/1LTs (29%) favor completing ILE as late as a junior LTC, though the highest frequency of responses for these ranks was that it was neither favorable nor unfavorable (42-59%). Results are presented in Figure 33. In open-ended responses, officers generally provided negative comments toward the option to complete ILE as late as a junior LTC. By and large, focus group participants were not favorable about this option, but acknowledged that it would be acceptable if a leader had not had the opportunity to complete ILE before they were a junior LTC.

Figure 33. Officer ratings for eligibility to complete ILE late.



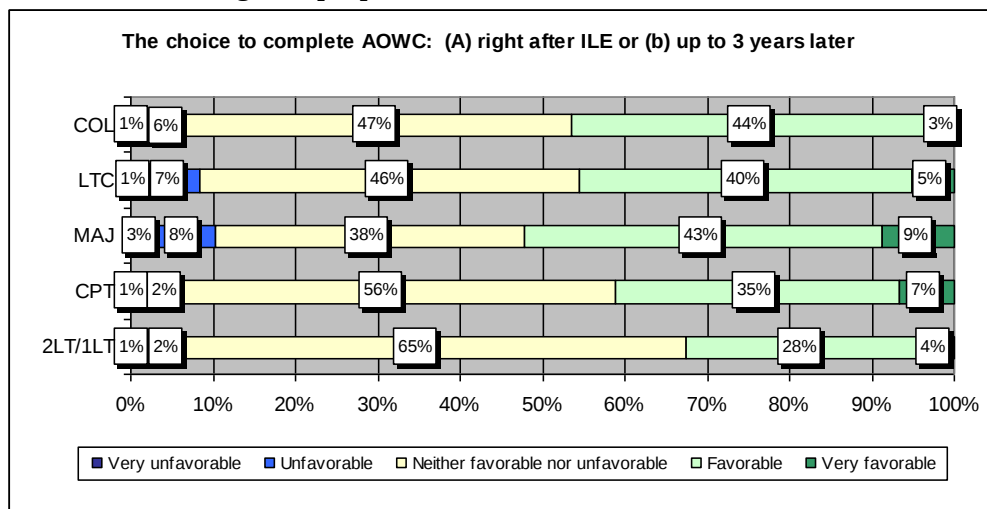
When taken together, these items indicate that more CPTs favor the eligibility to complete ILE early as opposed to late in their career. The opinions of MAJs are generally split between the two options, while more LTCs and COLs favor officers completing ILE earlier than later. A large number of 2LT/1LTs rated both options as neither favorable nor unfavorable, likely due to their limited knowledge of the OES

system and potential benefits or drawbacks of completing a course outside of the traditional career progression.

Advanced Operations and Warfighting Course (AOWC)

A majority of MAJs (52%) favor the choice to complete AOWC either right after ILE or up to 3 years later. This is also favored by just under one-half of LTCs (45%) and COLs (47%), while about an equal amount of LTCs (46%) and COLs (47%) indicate that it would be neither favorable nor unfavorable. A majority of CPTs (59%) and 2LT/1LT (65%) show indifference toward this option, while more than one-third (32-42%) favor it. Only a small percentage of officers (3-11%) indicated that this option would be unfavorable or very unfavorable (see Figure 34).

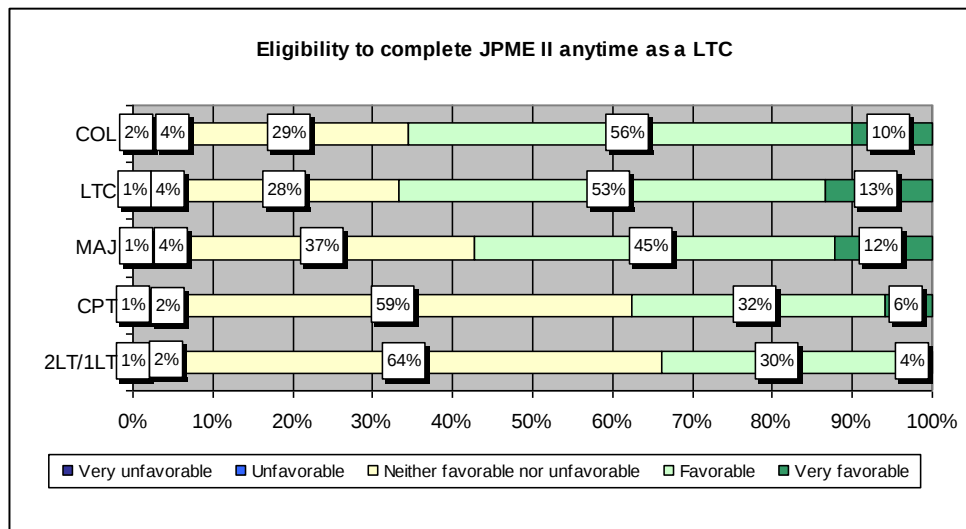
Figure 34. Officer ratings for proposed AOWC choices.



Joint Professional Military Education (JPME) II

A majority of MAJs (57%), LTCs (66%), and COLs (66%) favor the option to complete JPME II anytime as a LTC. About one-third of these ranks (28-37%) indicated that this would be neither favorable nor unfavorable. A majority of CPTs (59%) and 2LT/1LTs (64%) also show indifference toward this option, while about one-third (34-38%) indicated that it would be favorable or very favorable. Part of the CPT and 2LT/1LT indifference to this item is likely due to these officers' early position in the progression through OES, whereby their knowledge and expectations about the benefits and drawbacks of such an option are limited. It should be noted that very few officers in any rank (3-6%) indicated that 'eligibility to complete JPME II anytime as a LTC' is unfavorable or very unfavorable (see Figure 35). Focus group participants generally favored this option.

Figure 35. Officer ratings for eligibility to complete JPME II anytime as a LTC.



Modular Education & Developmental Experiences

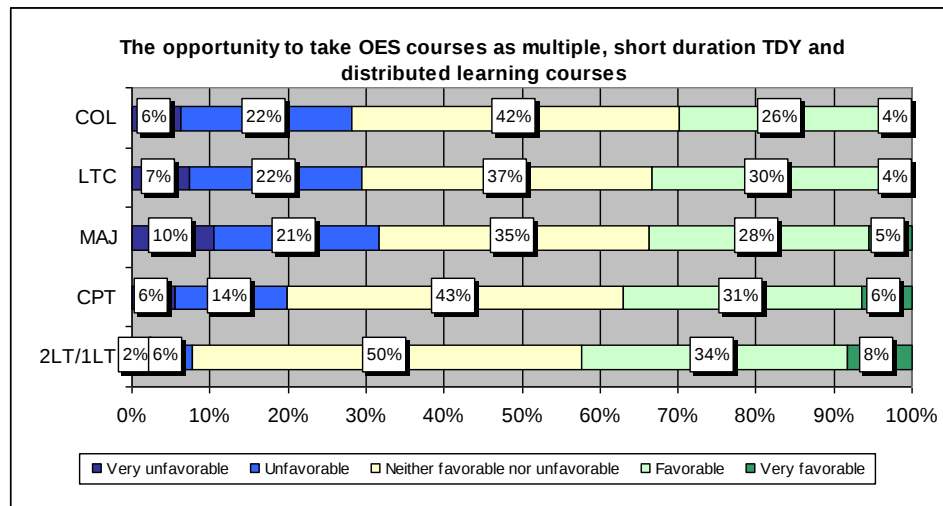
Officers were asked to rate the favorability of proposed changes to modular education and the opportunity for developmental experiences. The specific items that were presented were: ‘the opportunity to take OES courses as multiple, short duration TDY and distributed learning courses’, ‘the opportunity for a joint, interagency, intergovernmental or multinational (JIIM) experience as a Major’, and ‘the opportunity for a 2 year period of graduate school’.

Modular Course Delivery

Officers were asked to rate the favorability of ‘the opportunity to take OES courses as multiple, short duration TDY and distributed learning courses’. However, no definitive findings emerged from this item, as the highest frequencies of responses were ‘neither favorable nor unfavorable’ (43-50%). Findings indicate that many officers are either uncertain or undecided on what impact a modular delivery method of education will have on a course or their education. About one-third of MAJs (33%), LTCs (34%), and COLs (30%) favor an opportunity for modular education with multiple, short duration TDY and dL courses. However, nearly an equal amount (28-31%) rated this option as unfavorable or very unfavorable. The ranks that favor this option the most are CPTs (37%) and 2LT/1LTs (42%). Only 20% of CPTs and 8% of 2LT/1LTs rated this option as unfavorable or very unfavorable. Results are presented in Figure 36.

Officer comments regarding this option were generally negative. The ratio of positive to negative comments about the opportunity to take OES courses as multiple TDY or dL courses was 1 to 4. The most frequent of the 294 comments was that distributed learning (dL) does not work well for learning (35) or that there is no time for it (56). More comments noted the benefits of resident learning (25) compared to dL being a good alternative (4).

Figure 36. Officer ratings for a modular change to OES.



One comment pointed out that for dL to work it needs strong support by the commander. Others noted that dL is acceptable as a supplement to, but not a replacement for, resident instruction. Another noted that the amount of content should be a determining factor in deciding whether to use dL or a resident course. Some had a concern about learning associated with this option, such that long interruptions could interfere with learning or the benefits of the option go away if the course cannot be completed.

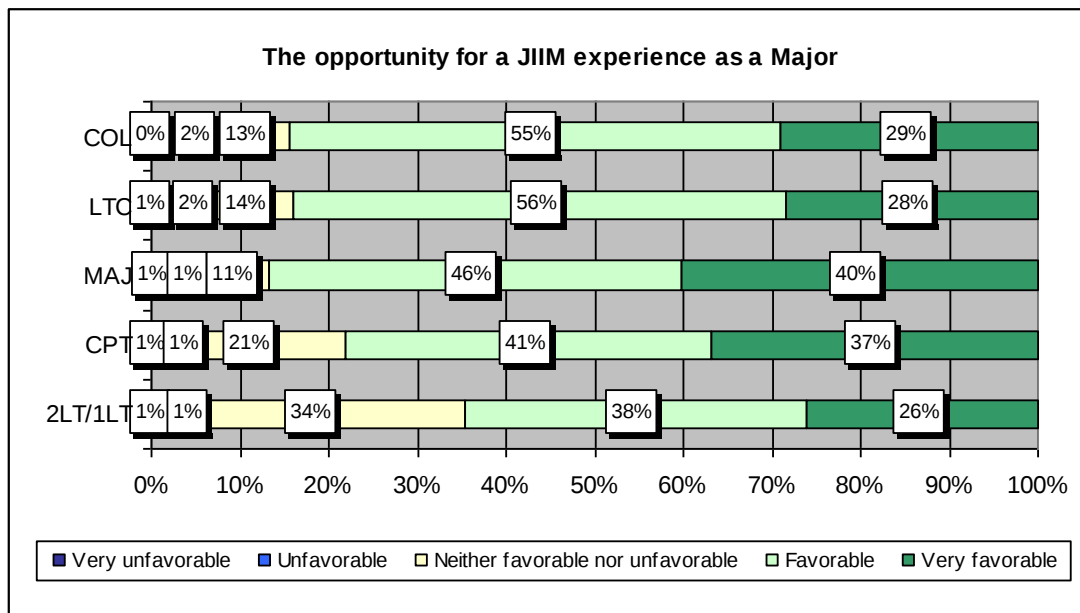
Concerns were also raised about family time (35). Some raised a concern of dL interfering with family time and others raised a concern about TDY taking the leader away from the family after long and multiple deployments. A few comments expressed the sentiment that, if education is important, “then provide it.”

JIIM Opportunity as a Major

The opportunity for a joint, interagency, intergovernmental or multinational (JIIM) experience as a Major is generally favored as a developmental experience. A majority of MAJs (86%), LTCs (84%), and COLs (84%) favor this option. A lesser degree of support for this opportunity was also found from CPTs (78%) and 2LT/1LTs (64%). Very few officers (2-3%) indicated that this opportunity as a major would be unfavorable or very unfavorable. Results are presented in Figure 37. Similarly, focus group participants favored this option.

Officer comments directed toward the opportunity for a JIIM experience as a major were generally positive. Of the 121 comments relating to this item, 69 were positive and 5 represented a negative impression. Some comments recommended variations to this opportunity, such as offering JIIM experiences as opportunities for captains, or offering them regardless of rank.

Figure 37. Officer ratings for the opportunity for a JIIM experience as a major.

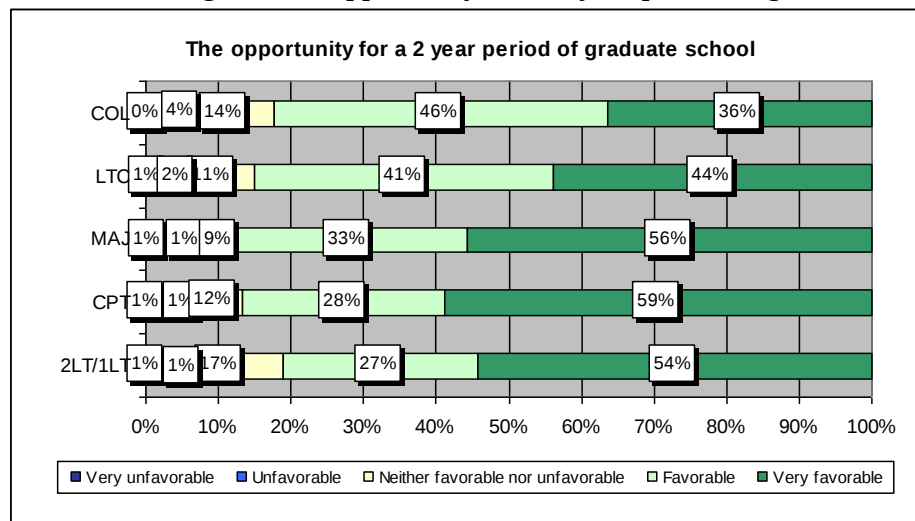


Graduate School

Officers also favor the opportunity for a 2 year period for graduate school. A majority of CPTs (87%), MAJs (89%) and LTCs (85%) indicated that this option was favorable or very favorable. This option was further favored by COLs (82%) and 2LT/1LTs (81%) (see Table 38).

Officer comments on the opportunity for a 2 year period of graduate school were generally positive. Of the 322 comments, 154 represented a very favorable impression of the concept, while only 27 comments represented a generally unfavorable impression. Comments ranged from “2 years is not long enough for an advanced degree” to “2 years is too long to be away from the troops”. Some comments questioned why the Army does not offer an advanced degree for military courses like the Naval Post Graduate School does. A few comments suggested that if an officer already has an advanced degree, they be offered a different broadening experience or the opportunity for a Ph.D. At least one comment was concerned that time out for this experience should not have a negative impact on career progression.

Figure 38. Officer ratings for the opportunity for a 2 year period of graduate school.



Proposed Change to Promotion Criteria

Officers were asked to indicate how favorable they viewed ‘a shift in the focus for promotion selection criteria away from time in grade and manner of performance to completion of key criteria and manner of performance.’ Officers were also given space to provide comments regarding their opinions about changes to the promotion criteria.

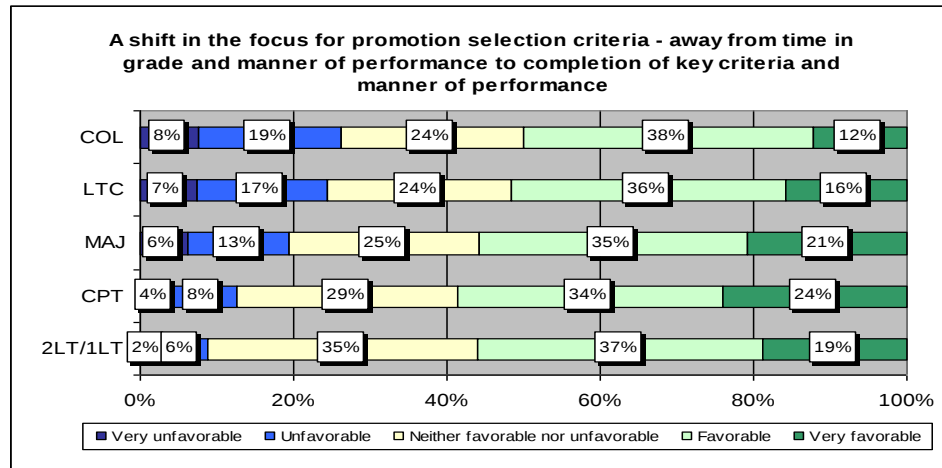
One-half or more of officers favor a shift in the focus for promotion selection criteria - away from time in grade to completion of key criteria. CPTs (58%), MAJs (56%), and 2LT/1LTs (56%) have the highest frequency of favorable ratings for this change. However, about one-quarter of LTCs (24%) and COLs (27%) rated this change to promotion criteria as unfavorable or very unfavorable, while only a small percentage of CPTs (12%) and 1LT/2LT (8%) rated this as such. It should be noted that about one-quarter of officers (24-35%) indicated indifference to this criteria change, reporting it as neither favorable nor unfavorable (see Figure 40).

Of the comments that officers provided regarding promotion criteria changes, negative comments outpaced positive comments by 309 to 186. Many comments reinforced the idea that promotion should be based on performance (324). Other factors recommended for promotion consideration included: experience and maturity (158), time in grade (122), education completed (55), positions or assignments (49), and future potential (28).

Three primary concerns were raised about key criteria. The most frequent (201) was concern about the fairness of the shift since everyone does not have equal opportunities for positions. The next most frequent concern (72) was that selection criteria would lead to a focus on ticket punching and excessive careerism. There was concern that such a system could lead to less cooperation among peers and back-stabbing and that focus on taking care of Soldiers could be diminished. The third most frequent type of comment was that their perception of the option depended on what the key

criteria would be (33). Several comments (27) pointed out that the OER has problems that need to be addressed to make various promotion options work. Comments numbering less than 20 raised doubts about (a) implementing the proposed system and (b) that OPTEMPO contributes to the problem or the need to change promotion criteria.

Figure 39. Officer ratings for potential promotion criteria changes.



A few comments (22) related to the desire for flexibility in relation to promotion selection criteria. Some comments (11) noted that promotions occur too fast, too soon, or that the proportion of promotions is so high that selection criteria do not matter right now. A few others (7) felt that promotions are not occurring fast enough.

One COL pointed out that if there is a “shift away from emphasis on course completion, then there will be more resistance to allow the best and hardest workers to attend courses”. A suggestion for implementation of the shift noted that there should be a check built into the system for those who are not yet ready (mature enough) to take on the responsibilities of a promotion.

SUMMARY AND CONCLUSIONS

The purpose of the Leader Development and Education survey was to conduct research to inform the Army on the attitudes of officers and warrant officers about leader development and education, to confirm that re-design of OES is valuable, and to provide perspective, information and concepts for re-design of OES. Primary focus was placed on active duty captains, majors and lieutenant colonels. Other ranks and components were included to provide perspective.

Officer Attitudes on OES - Most Positive and Least Positive Findings

Active Duty Captains

The most positive findings for active duty captains relate to family time, learning outcomes, broadening experiences, resident course attendance, and the opportunity to have input into their development. Quality family time is important, as is time away from the operational pace while attending OES courses. Captains value the learning component of OES, specifically learning from others/peers and networking. Captains also value and want opportunities for broadening experiences, JIIM assignments, and advanced civilian schooling such as graduate school. Captains prefer resident course attendance, and most would rather attend in a TDY status than PCS. Captains value flexibility and choice in the education system, as well as the opportunity to have input into their own development. Better integration of educational opportunities into a career path is viewed as beneficial by captains.

The least positive findings for active duty captains include balancing requirements, certain methods of course attendance and higher level command opportunities. Many captains do not believe that Army officers balance work requirements with personal and family interests. Distributed learning (dL) is not a preferred method of course attendance, nor is PCS with a PME waiver. Opportunities for battalion or higher command are not yet of high interest to most captains.

Captains do favor the proposed option of eligibility to complete ILE as early as a CPT with 8 years of service, but show more indifference toward the eligibility to do so as late as a junior LTC. These officers were noncommittal toward the timing of AOWC and JPME II options, though a JIIM opportunity as a Major and graduate school opportunities are largely favored.

Demographic variables were assessed across findings to determine where individual differences exist within each cohort. Demographic variables of interest included marital status, whether officers have children, deployment experience, highest level of civilian education, and career goals. Each rank cohort was examined across these variables to determine whether positive findings differed for specific groups within the cohort.

Analysis of demographic variables generally tended to yield nonsignificant differences. However, there were a couple of notable exceptions—namely for having children and level of civilian education. Captains who did not have children reported slightly higher favorability for TDY en route to a new station more frequently than those with children. Also, captains who have children reported a higher favorability of attending OES courses earlier than captains without children. Captains with doctorate or professional degrees were more likely to have a neutral response toward the favorability of broadening experiences (e.g., JIIM or graduate school).

Active Duty Majors

The most positive findings for active duty majors relate to learning outcomes, broadening opportunities, family time, resident course attendance, and the opportunity to have input into their development. Majors value the learning component of OES, specifically through learning from and networking with peers. Majors also value and want opportunities for broadening experiences, JIIM assignments, and advanced civilian schooling such as graduate school. Quality family time is important, and resident OES course through a PCS move is preferred. Majors value flexibility and choice in the education system and the opportunity to have input into their own development. Majors favor better integration of educational opportunities into their career paths.

The least positive findings for majors include balancing requirements and certain methods of course attendance. Many majors do not believe that Army officers balance work requirements well with personal and family interests. Distributed learning is not received favorably, nor is resident PCS attendance with a PME waiver.

Majors' opinions are essentially divided toward options of being eligible to complete ILE either early or late. However, a majority favor the choice to complete AOWC right after ILE or up to 3 years later. Majors also favor the option to complete JPME II anytime as a LTC. Both JIIM experiences and a two year period for graduate school are highly favored by majors.

Analysis of demographic variables for majors tended to provide nonsignificant findings. However, there were a couple of notable differences. Majors who had children reported a greater preference for attending courses in a resident mode via PCS than those who did not have children. More majors who held doctorate or professional degrees reported neutrality for broadening experiences than did majors with lower civilian degrees.

Active Duty Lieutenant Colonels

The most positive findings for active duty lieutenant colonels relate to quality family time, opportunities for command, advanced civilian schooling and broadening experiences, and learning outcomes associated with resident course attendance. Battalion and higher command time is an important educational and assignment choice for

lieutenant colonels. Lieutenant colonels also value and want opportunities for broadening experiences, JIIM assignments, and advanced civilian schooling such as graduate school. The learning component of OES is valued, specifically learning from and networking with peers and others. Quality family time is important, and resident OES course through a PCS move is preferred. Lieutenant colonels see OES attendance as time away from the operational pace of the Army, and value flexibility and choice in the education system, as well as the opportunity to have input into their own development. Further, better integration of educational opportunities into a career path is favored by lieutenant colonels.

The least positive findings for lieutenant colonels were course attendance through the methods of dL and resident PCS with a PME waiver. While a majority of lieutenant colonels favor the eligibility to complete JPME II anytime as a LTC, more lieutenant colonels believe ILE should be completed earlier (i.e. CPT with 8 years of service) than later (i.e. as a junior LTC), though reactions to both options are mixed. JIIM opportunities as a Major and an opportunity for a 2 year period of graduate school are favored by most.

Analysis of demographic variables generally did not show differences for lieutenant colonels. The only notable difference for lieutenant colonels was civilian education and broadening experiences. More lieutenant colonels that held professional degrees or doctorates were neutral in their favorability toward broadening experiences compared to lieutenant colonels that held lower civilian degrees.

Reserve Component Captains, Majors, and Lieutenant Colonels

There were no unexpected differences between the target sample ranks and reserve component officers in those ranks. However, most RC captains, majors, and lieutenant colonels believe Army officers balance Army requirements with personal and family interests. Important educational and assignment choices to this officer group are quality family time, flexibility to direct own development, and opportunity for advanced civilian schooling. Important outcomes of education are both learning (i.e., increasing understanding or knowledge, improving skills) and preparing for the next level (i.e. completing requirements for advancement).

Resident instruction is well received as an effective method of course attendance for RC captains, majors, and lieutenant colonels. However, reactions are mixed among those who have experience with dL as to the effectiveness of dL. While some of these officers support placing a greater amount of emphasis on learning that occurs through dL, many are indifferent. Greater emphasis on development through broadening experiences is favored.

Perspectives and Concepts for the Re-design of OES

The results of this survey generally indicate that the current state of OES is well accepted. There is definitely not widespread dissatisfaction with the current state of OES. There was mixed reaction to proposed changes in OES and related assignments and promotions. The uncommitted responses about possible options probably reflect uncertainty about the briefly described concepts and the less-than-clear implications on the officers' careers. However, the results do identify some areas that could be improved and many changes that would be accepted.

- Structure and requirements of OES. Officers would be more satisfied if they better understood the structure and requirements of OES, including how it relates to their career progression. Officers prefer that this information come from their raters, who should be well informed and prepared to serve in an advisory role.
- Awareness and predictability of OES. Officers are comfortable conforming to education requirements imposed on them, such as method of attendance and timing, provided they understand the requirements and there is some degree of predictability.
- Choice and input in OES. Officers want to have input into education-related choices to match special circumstances they are in and that may change for them at any point in time.
- Flexibility of OES for developmental experiences. Officers highly value learning and developmental experiences, including experiences outside the traditional educational setting. Officers want flexibility and developmental or broadening experiences, provided these opportunities do not delay promotions, or otherwise disadvantage them compared to their peers.
- Quality of courses and instructors. While many officers like the content of current courses and the quality of instructors, others believe that both could be improved by increasing the relevancy and currency of instruction and what instructors know. Specific areas where course content could be improved or increased include leadership instruction, and foreign language and culture training.
- Expanded use of dL. Officers are willing to engage in and complete dL coursework, especially if it is tied to promotion requirements. An increased use of dL should utilize methods with high interactivity and dynamic information rather than low interactivity and static information.

APPENDIX A

COMPLETE LEADER DEVELOPMENT AND EDUCATION SURVEY

Center for Army Leadership
2008 Officer & Warrant Officer Leader Development and Education Survey

Background Information I

(rank). What is your current rank? [Required response] (6-W01; 7-CW2; 8-CW3; 9-CW4; 10-CW5; 11-2LT; 12-1LT; 13-CPT; 14-MAJ; 15-LTC; 16-COL; 17-Other)

(rankyears). How long have you served at this rank? (*Open-ended- Years*)

(years). How many total years of service (AFMS) do you have? (*Open-ended- Years*)

[SKIP – LTC and COL only] (rater). Do you currently serve as a rater or senior rater for subordinates? (1-Yes; 2-No)

(status). Which of the following describes your current military status?

- 1-Regular Army
- 2-Army Reserve – Active Guard/Reserve (AGR)
- 3-Army Reserve – Drilling Reservist
- 4-Army Reserve – Individual Mobilization Augmentee (IMA)
- 5-Army Reserve – Individual Ready Reserve (IRR) or other inactive status
- 6-Army National Guard – Active Guard/Reserve (AGR)
- 7-Army National Guard – Drilling Guardsman
- 8-Army National Guard – Dual Status Technician
- 9-Retired (from any component of the Army)
- 10-Other (please specify)

(status_other). If you selected other, please specify: (*Open-ended*)

[SKIP – IRR] You do not meet the rank or duty status required of this survey. Thank you for your time.

Officer Education and Assignments

Indicate how much you agree or disagree with the following statements. (1-Strongly disagree; 2-Disagree; 3-Neither agree nor disagree; 4-Agree; 5-Strongly agree)

(q1). Army officers do a good job of balancing Army requirements with personal and family interests.

(q2). Army officers are generally satisfied with the educational and operational choices that the Army gives them.

(q3). Army officers want as many developmental experiences as they can get.

There are many educational and assignment choices that are important to Army officers. What three are the most important to you? [Select the most important first (q4a)., the second most important next (q4b)., and the third most important third (q4c).]

- 1-Battalion or higher command time
- 2-Broadening opportunities outside the military (e.g. with interagency or intergovernmental activities)
- 3-Choice of the method of attendance to education courses
- 4-Choice in the timing of education courses
- 5-Flexibility to direct own professional development
- 6-Opportunity to attend advanced civilian schooling
- 7-Quality family time
- 8-Traditional military education courses

Value of Education

(q5a) (q5b) (q5c). What are the three most important outcomes of Army education? [Select the most important first.]

- 1-Completing requirements for advancement (career enhancement)
- 2-Improving my skills
- 3-Increasing my understanding or knowledge
- 4-Learning from my peers
- 5-Networking (expanding contacts with military professionals)
- 6-Opportunity for quality time with family
- 7-Time away from the operational pace of the Army (chance to 'take a knee')
- 8-Time to explore own interests
- 9-Time to work on advanced civilian degrees

(q6). Describe any other aspect of Army education that is important to you. (*Open-ended*)

For all courses you have attended, enter how long each course was. For nonresident, distributed learning courses, and reserve component courses indicate the number of months from enrollment to completion.

[Officers]

- (q7a). Officer Basic Course (OBC) (varies) (*Open-ended- Months*)
- (q7b). Basic Officer Leader Course (BOLC) II (typically 6 wks.) (*Open-ended- Weeks*)
- (q7c). Basic Officer Leader Course (BOLC) III (varies) (*Open-ended- Months*)
- (q7d). Officer Advanced Course (OAC) (Typically from 3-9 mos.) (*Open-ended- Months*)
- (q7e). Combined Arms Services Staff School (CAS3) (ended in 2004) (typically 6 or 9 wks) (*Open-ended- Months*)
- (q7f). Captains Career Course (CCC) (typically from 1-7 mos.) (*Open-ended- Months*)
- (q7g). Command and General Staff College (CGSC) resident (up through 2004) (usually 10 mos.) (*Open-ended- Months*)
- (q7h). Intermediate Level Education (ILE) common core (2005-) (usually 2.5 mos.) (*Open-ended- Months*)
- (q7i). CGSC Nonresident or ILE distributed learning (*Open-ended- Months*)
- (q7j). Advanced Operations and Warfighting Course (AOWC) (varies) (*Open-ended- Months*)
- (q7k). Army War College (AWC) or other Senior Service College (about 11 mos.) (*Open-ended- Months*)
- (q7l). Army War College (AWC) Nonresident (*Open-ended- Months*)

[Warrant Officers]

(q8a). Warrant Officer Candidate School (WOCS) (typically 7 or 9 wks.) (*Open-ended- Weeks*)

(q8b). Warrant Officer Basic Course (WOBC) (*Open-ended- Months*)

(q8c). Warrant Officer Advanced Course (WOAC) (*Open-ended- Months*)

(q8d). Warrant Officer Staff Course (WOSC) (typically 4 wks.) (*Open-ended- Weeks*)

(q8e). Warrant Officer Senior Staff course (WOSSC) (typically 2 wks.) (*Open-ended- Weeks*)

Select the most recent course you have attended or are attending.

(course_o) [Officers]

1-Officer Basic Course

2-Basic Officer Leader Course (BOLC) II

3-Basic Officer Leader Course (BOLC) III

4-Officer Advanced Course

5-Combined Arms & Services Staff School (CAS3) (ended in 2004)

6-Captains Career Course

7-Command and General Staff College (CGSC) resident (up through 2004)

8-Intermediate Level Education (ILE) common core (2005-)

9-CGSC Nonresident or ILE distributed learning

10-Advanced Operations and Warfighting Course (AOWC)

11-Army War College (AWC) or other Senior Service College Program

12-Army War College (AWC) Nonresident

(course_wo) [Warrant Officers]

13-Warrant Officer Candidate School (WOCS)

14-Warrant Officer Basic Course (WOBC)

15-Warrant Officer Advanced Course (WOAC)

16-Warrant Officer Staff Course (WOSC)

17-WO Senior Staff Course (WOSSC)

18-I have not attended any of these courses

(grad_year). What year did you (or will you) graduate from the most recent course you selected above? (1990 or earlier; 1991; 1992; 1993; 1994; 1995; 1996; 1997; 1998; 1999; 2000; 2001; 2002; 2003; 2004; 2005; 2006; 2007; 2008)

(q9). Did your most recent course occur at the right time to prepare you for your responsibilities you have held? (1-Way too early; 2-Too early; 3-About right; 4-Too late; 5-Way too late)

(q10). How should the length of this course be changed? (1-The length should not be changed – it is already about right; 2-Increased; 3-Decreased)

(q11a). By how many days should this course be increased? (*Open-ended- Days*)

(q11b). By how many days should this course be decreased? (*Open-ended- Days*)

For the next question it is important that you understand how the Army distinguishes between education and training.

The Army defines **education** as instruction with increased knowledge, skill, and/or experience as the desired outcome for the student. This is in contrast to **training**, where a task or performance basis is

used and specific conditions and standards are used to assess individual and unit proficiency (AR 350-1).

(q12). How many months do you think should be allocated to education through the completion of your MEL 4 course (ILE or WOSC)? (*Open-ended- Months*)

How much emphasis should be placed by the Army on the following items compared to current emphasis? (*1-Much less; 2-Somewhat less; 3-Emphasis is about right; 4-Somewhat more; 5-Much more; 6-No basis to assess*)

(q13). Broadening experiences such as joint, interagency, intergovernmental or multinational opportunities.

(q14). Learning that occurs through distributed learning.

Leader Development – Education Delivery

How much experience do you have with each method of course delivery?

(q15a). Resident instruction – a course conducted at a TRADOC school (*Open-ended- Months*)

(q15b). Blended learning – a combination of resident instruction and distributed learning (*Open-ended- Months*)

(q15c). Distributed learning – low interactivity, static information is primarily presented to the student (*Open-ended- weeks*)

(q15d). Distributed learning – high interactivity, information is dynamic depending on student inputs and demonstration of understanding (*Open-ended- Weeks*)

How effectively have you learned with each of these 4 methods? (*1-Very ineffectively; 2-Ineffectively; 3-Neither effectively nor ineffectively; 4-Effectively; 5-Very effectively; 6-No basis to assess*)

(q16). Resident instruction – a course conducted at a TRADOC school

(q17). Blended learning – a combination of resident instruction and distributed learning

(q18). Distributed learning – low interactivity, static information is primarily presented to the student

(q19). Distributed learning – high interactivity, information is dynamic depending on student inputs and demonstration of understanding

[SKIP – Active Only]

How favorable or unfavorable do you view the different methods of attendance (duty status) for courses? (*1-Very unfavorable; 2-Unfavorable; 3-Neither favorable nor unfavorable; 4-Favorable; 5-Very favorable; 6-No basis to assess*)

(q20). Resident course as PCS

(q21). Resident course as PCS with PME waiver (officer bears all PCS costs while leaving family at former duty location)

(q22). Resident course as TDY and return to duty station

(q23). Resident course as TDY en route to new duty station

(q24). Resident course via video tele-teaching

(q25). Distributed learning conducted at your duty station while continuing duty responsibilities

(q26). Distributed learning conducted at your duty station but with partial split of normal duty hours reserved for course work

(q27). How important is it to you to have input into the choice of the method of course attendance? (1-Not very important; 2-Not important; 3-Neither important nor unimportant; 4-Important; 5-Very important)

(q28). Which method of course attendance do you like most?

1-Resident course as PCS

2-Resident course as PCS with PME waiver (officer bears all PCS costs while leaving family at former duty location)

3-Resident course as TDY and return to duty station

4-Resident course as TDY en route to new duty station

5-Resident course via video tele-teaching

6-Distributed learning conducted at your duty station while continuing duty responsibilities

7-Distributed learning conducted at your duty station but with partial split of normal duty hours reserved for course work

(q29a) (q29b) (q29c). What are the top 3 reasons why you like the method of attendance you selected? [Select 3]

1-Best opportunity for an operational break

2-Best quality time with family

3-Least disruption to family

4-Minimum time away from family or friends

5-Minimum time away from unit

6-Most advantageous to career

7-Most effective learning

8-Opportunity to have a clean break from old duties

9-Opportunity to move/relocate

10-Overall enhancement to quality of life

11-Pay and benefits/financial results

(q30). For TDY courses, what is the ideal length of TDY for a course? (Open-ended- Weeks)

(q31). In your current assignment how many hours of distributed learning are you willing to do on a monthly basis, in addition to your normal duties? (Open-ended- Hours)

(q32). Of the 2 options below which is of more value to you when you take a course?

1-To request a preference for the method of attendance (type of duty status)

2-To know with certainty the year when a course will be taken or the prerequisite event(s) for taking the course

Leader Development – Favorability of Options

[SKIP – Active Officers only]

How favorable or unfavorable is each of the items described below? (1-Very unfavorable; 2-Unfavorable; 3-Neither unfavorable nor favorable; 4-Favorable; 5-Very favorable)

(q33). Eligibility to complete ILE as early as a CPT with 8 years of service

(q34). Eligibility to complete ILE as late as a junior LTC

- (q35). Eligibility to complete JPME II anytime as a LTC
(q36). The choice to complete AOWC: (a) right after ILE or (b) up to 3 years after
(q37). The opportunity to take OES courses as multiple, short duration TDY and distributed learning courses
(q38). The opportunity for a joint, interagency, intergovernmental or multinational (JIIM) experience as a Major
(q39). The opportunity for a 2 year period of graduate school
(q40). A shift in the focus for promotion selection criteria – away from time in grade and manner of performance to completion of key criteria and manner of performance

(q41). Use this space to comment on any of the items above. Specify which item your comment relates to. (*Open-ended*)

Leader Development - Policy

- (q42). Identify any Army policy that has negatively affected your development as a leader. Describe what the negative impact was. (*Open-ended*)

(q43). Identify any Army policy that has negatively affected your desire to stay in the Army until you are eligible for retirement. Describe what the negative impact was. (*Open-ended*)

Impact of Education

[SKIP – COL and LTC only]

- (q44). How effective are OES courses at providing well educated graduates to your unit or organization? (*1-Very ineffective; 2-Ineffective; 3-Neither effective nor ineffective; 4-Effective; 5-Very effective*)

(q45). How effective is your unit or organization at utilizing what graduates learned during OES courses? (*1-Very ineffective; 2-Ineffective; 3-Neither effective nor ineffective; 4-Effective; 5-Very effective*)

What has kept your subordinates from attending OES courses? [Mark all that apply.]

- (q46a). Nothing has kept them from attending
(q46b). Unit requirements for training, deployment preparation, or deployments
(q46c). Insufficient course authorizations
(q46d). Funding unavailable
(q46e). Course too long
(q46f). My chain of command does not support their attendance
(q46g). I do not believe the course is useful
(q46h). Subordinates don't believe it to be useful
(q46i). Malingerers (those who want to avoid requirements associated with a course, e.g., weight standards)
(q46j). Other (please specify)

(q46j_text). If you selected other, please specify: (*Open-ended*)

Background Information II

(branch). What is your current Branch of Functional Area assignment?

BR 11- Infantry
BR 13- Field Artillery
BR 14- Air Defense Artillery
BR 15- Aviation
BR 18- Special Forces
BR 19- Armor
BR 21- Corps of Engineers
FA 30- Information Operations
BR 31- Military Police
BR 37- Psychological Operations
BR 38- Civil Affairs
FA 46- Public Affairs
BR 74- Chemical, Biological, Radiological and Nuclear
FA 24- Telecommunications Systems Engineering
BR 25- Signal Corps
FA 34- Strategic Intelligence
BR 35- Military Intelligence
FA 40- Space Operations
FA 47- Permanent Academic Professor
FA 48- Foreign Area Officer
FA 49- Operations Research/Systems Analysis
FA 50- Force Management
FA 52- Nuclear & Counterproliferation
FA 53- Systems Automation Officer
FA 57- Simulations Operations
FA 59- Strategic Plans & Policy
BR 42- Adjutant General Corps
FA 43- Human Resource Management
BR 44- Finance Corps
FA 45- Comptroller
FA 51- Research, Development and Acquisition
BR 88- Transportation Corps
BR 89- Ammunition
BR/FA 90- Logistics
BR 91- Ordnance
BR 92- Quartermaster Corps
BR 27- Judge Advocate General
BR 56- Chaplain
BR 60- Medical Corps
BR 61- Medical Corps
BR 62- Medical Corps
BR 63- Dental Corps
BR 64- Veterinary Corps
BR 65- Army Medical Specialist Corps
BR 66- Army Nurse Corps
BR 67- Medical Services Corps
Other (please specify)

(branch_other). If you selected other, please specify: *(Open-ended)*

(assignment). What kind of unit or organization is your current assignment? *(1-MTOE; 2-TDA; 3-Joint; 4-Allied/multinational; 5-Currently attending a military school; 6-Other (please specify))*

(assignment_other). If you selected other, please specify: *(Open-ended)*

(current_brfa). Are you currently working in your branch or functional area? *(1-Yes; 2-No)*

(times_deployed). How many times have you been deployed for 180 days or more since September 11, 2001? *(0, 1, 2, 3, 4, 5, 6, 7 or more)*

Since Sept. 11, 2001, where have you been deployed for 30 days or more? (Do not include accompanied PCS moves.) [Mark all that apply.]

(dep_afghan). Afghanistan

(dep_kuwait). Kuwait

(dep_iraq). Iraq

(dep_swasia). Elsewhere in SW Asia (e.g., Qatar, Saudi Arabia)

(dep_asia). Elsewhere in Asia (e.g., Japan, Kazakhstan)

(dep_balkans). Bosnia, Kosovo, or nearby location

(dep_europe). Elsewhere in Europe

(dep_korea). Korea

(dep_oconus). At another OCONUS site

(dep_conus). At a CONUS site

(deployed). Are you currently on a deployment of 30 days or more? *(1-Yes; 2-No)*

(education) What is the highest level of civilian education you have completed? *(1-High school diploma/GED; 2-Some college; 3-Bachelor's degree; 4-Some graduate school credits; 5-Master's degree or equivalent; 6-Doctorate or professional degree (e.g., MD, DDS, JD))*

(marital). What is your current marital status? *(1-Married; 2-Legally separated or filing for divorce; 3-Single, never married; 4-Divorced; 5-Widowed)*

(children). How many dependent children do you have (for whom you provide over half of their support)? *(None, 1, 2, 3, 4 or more)*

[Officers]

(goal_officer). As an officer, what one career goal do you most aspire to?

1-Promotion to CPT

2-Promotion to MAJ

3-Promotion to LTC

4-Promotion to COL

5-Promotion to general officer

6-Command a battalion

7-Command a division or higher unit

8-Lead a TDA/sustaining force organization

9-Become a leading functional area expert

10-Other (please specify)

(ogol_other). If you selected other, please specify: *(Open-ended)*

[Warrant Officers]

(goal_warrant). As a warrant officer, what one career goal do you most aspire to?

11-Promotion to CW2

12-Promotion CW3

13-Promotion to CW4

14-Promotion to CW5

15-Become CWOB/RCWO

16-Become CCWO

17-Become a leading functional area expert

18-Other (please specify)

(wgoal_other). If you selected other, please specify: *(Open-ended)*

(retirement). Are you currently eligible for retirement from military service? *(1-Yes; 2-No)*

(career). Which of the following best describes your current career intentions? *(1-I plan to stay in the Army until retirement eligible; 2-I plan to stay in the Army beyond my obligation, but am undecided about staying until retirement; 3-I am undecided whether I will stay in the Army upon completion of my obligation; 4-I will probably leave the Army upon completion of my obligation; 5-I will definitely leave the Army upon completion of my obligation)*

(commands). How many Company or Detachment commands have you had? *(0, 1, 2, 3, 4 or more)*

Developmental Experiences

Identify any key developmental assignments that you have held at your current grade. If none, then leave the fill-in blank.

(dev_joint). Joint assignment *(Open-ended)*

(dev_allied). Allied or multinational assignment *(Open-ended)*

(dev_interagency). Interagency assignment *(Open-ended)*

(dev_intergovern). Intergovernmental assignment *(Open-ended)*

(dev_industry). Training with industry *(Open-ended)*

(dev_congress). Congressional or White House internship/fellowship *(Open-ended)*

(dev_other). Please list other developmental experiences that you have had that are not listed above. *(Open-ended)*

Aspects of OES to Sustain, Improve

(q47). What do you like about the Officer Education System that you would most like to see continued in the future? *(Open-ended)*

(q48). How would you most like to see the Officer Education System improved? *(Open-ended)*

APPENDIX B

SAMPLING PLAN AND RESPONSE RATES

Active Component Officers and Warrant Officer Sample

Branch	Active Component														
	LTC					MAJ					CPT				
Maneuver Fires & Effects	Population	Sample	Return	Response Rate	Sampling Error	Population	Sample	Return	Response Rate	Sampling Error	Population	Sample	Return	Response Rate	Sampling Error
11 IN	524	260	150	57.7%	6.8	864	285	157	55.1%	7.1	1,659	515	232	45.0%	6.0
13 FA	400	240	140	58.3%	6.7	806	283	171	60.4%	6.7	1,343	500	218	43.6%	6.1
14 AD	157	157	78	49.7%	7.9	274	200	123	61.5%	6.6	566	438	199	45.4%	5.6
15 AV	400	240	143	59.6%	6.6	778	280	163	58.2%	6.8	1,415	510	245	48.0%	5.7
18 SF	251	190	100	52.6%	7.6	468	250	125	50.0%	7.5	837	376	153	40.7%	7.2
19 AR	292	218	139	63.8%	6.0	553	260	169	65.0%	6.3	1,003	488	225	46.1%	5.8
21 EN	341	227	145	63.9%	6.2	600	266	167	62.8%	6.4	1,131	491	246	50.1%	5.5
31 MP	172	172	97	56.4%	6.6	332	225	122	54.2%	7.1	618	450	231	51.3%	5.1
37 PO	73	73	37	50.7%	11.4	146	137	80	58.4%	7.4	177	177	79	44.6%	8.2
38 CA	77	77	40	51.9%	10.8	161	161	83	51.6%	7.5	241	240	97	40.4%	7.7
74 CM	133	133	83	62.4%	6.6	192	192	111	57.8%	6.1	357	357	154	43.1%	6.0
Other			0					2					2		
Operational Support															
25 SC	346	230	131	57.0%	6.8	558	280	180	64.3%	6.0	1,304	500	166	33.2%	7.1
35 MI	411	242	127	52.5%	7.2	832	260	141	54.2%	7.5	1,658	520	185	35.6%	6.8
Other			5					14					16		
Force Sustainment															
42 AG	201	184	91	49.5%	7.6	315	225	132	58.7%	6.5	658	450	209	46.4%	5.6
44 FI	62	62	28	45.2%	13.8	67	67	34	50.7%	11.9	237	200	102	51.0%	7.3
90 TC, OD, QM, LOG	920	655	381	58.2%	3.8	1,508	765	455	59.5%	3.9	2,726	1,443	687	47.6%	3.2
51 RDA	480	3	30	N/A	17.3	898	8	4	50.0%	48.9	194	0	22	N/A	19.7
Other			8					19					35		
Special Branches															
27 JA	211	184	93	50.5%	7.6	354	275	164	59.6%	5.6	824	475	236	49.7%	5.4
56 CH	210	184	114	62.0%	6.2	410	240	158	65.8%	6.1	700	457	260	56.9%	4.8
60, 61, 62 MC	698	148	57	38.5%	12.5	1,244	254	88	34.6%	10.1	1,768	499	106	21.2%	9.2
63 DC	130	94	48	51.1%	11.3	447	130	59	45.4%	11.9	128	128	59	46.1%	9.4
64 VC	84	83	52	62.7%	8.4	139	139	77	55.4%	7.5	174	172	87	50.6%	7.5
65 SP	78	75	41	54.7%	10.6	200	186	105	56.5%	6.6	699	457	215	47.0%	5.6
66 AN	407	240	118	49.2%	7.6	653	270	136	50.4%	7.5	1,096	490	221	45.1%	5.9
67 MS	549	260	135	51.9%	7.3	1,490	306	174	56.9%	7.0	853	475	219	46.1%	5.7
Other			0					2					5		

	Active Component Summary														
	LTC					MAJ					CPT				
	Population	Sample	Return	Response Rate	Sampling Error	Population	Sample	Return	Response Rate	Sampling Error	Population	Sample	Return	Response Rate	Sampling Error
MFE	2,820	1,987	1,152	58.0%	2.2	5,174	2,539	1,473	58.0%	2.2	9,347	4,542	2,081	45.8%	1.9
OS	757	472	263	55.7%	4.9	1,390	540	335	62.0%	4.7	2,962	1,020	367	36.0%	4.8
FS	1,663	904	538	59.5%	3.5	2,788	1,065	644	60.5%	2.5	3,815	2,093	1,055	50.4%	2.1
SP	2,367	1,268	658	51.9%	3.3	4,937	1,800	961	53.4%	2.8	6,242	3,153	1,408	44.7%	2.3
Unknown			13					11					27		
Total			2,624					3,424					4,938		

	Active Component Summary														
	COL					CW2-CW5					2LT-1LT				
	Population	Sample	Return	Response	Error	Population	Sample	Return	Response	Error	Population	Sample	Return	Response	Error
MFE	1,323	300	129	43.0%	8.2	6,411	418	164	39.2%	7.6	9,516	560	285	50.9%	5.7
OS	276	200	116	58.0%	6.9	1,306	400	205	51.3%	6.3	1,911	523	128	24.5%	8.4
FS	626	270	160	59.3%	6.7	2,590	400	243	60.8%	6.0	2,915	540	205	38.0%	6.6
SP	867	270	134	49.6%	7.8	187	191	106	55.5%	6.3	3,563	545	217	39.8%	6.4
Unknown			3					6					4		
Total			542					724					839		

Total LDESurvey (Active and Reserve)	Population	Sample	Return	Response	Error
	144,124	37,013	17,884	48.3%	0.7

Reserve Component Officers and Warrant Officer Sample

Reserve Component Summary															
LTC-MAJ-CPT (USAR)					LTC-MAJ-CPT (ARNG)					LTC-MAJ-CPT (Reserve Component)					
	Population	Sample	Return	Response Rate	Sampling Error	Population	Sample	Return	Response Rate	Sampling Error	Population	Sample	Return	Response Rate	Sampling Error
MFE	7,736	415	215	51.8%	6.6	10,913	420	185	44.0%	7.1	18,649	835	400	47.9%	4.9
OS	2,537	390	196	50.3%	6.7	1,808	390	153	39.2%	7.6	4,345	780	349	44.7%	5.0
FS	5,280	410	230	56.1%	6.3	3,026	405	176	43.5%	7.2	8,306	815	406	49.8%	4.7
SP	8,040	413	168	40.7%	7.5	2,470	400	137	34.3%	8.1	10,510	813	305	37.5%	5.5
Unknown			5					2					7		
Total			814					653					1,467		

		Reserve Component Summary														
		LTC					MAJ				CPT					
		Population	Sample	Return	Response Rate	Sampling Error	Population	Sample	Return	Response Rate	Sampling Error	Population	Sample	Return	Response Rate	Sampling Error
MFE OS FS SP		4,623	228	115	50.4%	9.0	7,369	331	172	52.0%	7.4	6,657	276	115	41.7%	9.1
		1,006	196	105	53.6%	9.1	1,601	247	132	53.4%	8.2	1,738	337	116	34.4%	8.8
		2,208	212	109	51.4%	9.2	3,428	324	162	50.0%	7.5	2,670	279	138	49.5%	8.1
		2,338	185	89	48.1%	10.2	3,446	247	96	38.9%	9.9	4,726	381	120	31.5%	8.8
Unknown		0					2				5					
Total		418					564				494					

		Reserve Component Summary														
		COL					CW2-CW5					2LT-1LT				
		Population	Sample	Return	Response	Error	Population	Sample	Return	Response	Error	Population	Sample	Return	Response	Error
MFE OS FS SP		1,581	565	288	51.0%	5.2	3,781	755	229	30.3%	6.3	7,646	1,045	443	42.4%	4.5
		261	182	113	62.1%	7.0	828	507	233	46.0%	5.4	2,152	935	381	40.7%	4.6
		627	397	230	57.9%	5.1	2,984	770	388	50.4%	4.6	3,052	1,020	356	34.9%	4.9
		1,173	515	235	45.6%	5.7	127	114	51	44.7%	10.7	2,352	965	349	36.2%	4.8
Unknown		0					6					13				
Total		866					907					1,542				

APPENDIX C

ITEM LEVEL ANALYSIS FOR SURVEY QUESTIONS

Officer Education and Assignments

Component: Active													
Q1 Army officers do a good job of balancing Army requirements with personal and family interests													
Rank		Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly Agree		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
	COL	4%	21	31%	167	18%	98	44%	237	3%	18	100%	541
	LTC	6%	155	33%	864	18%	470	40%	1,052	3%	79	100%	2,620
	MAJ	7%	253	38%	1,299	18%	618	34%	1,175	2%	67	100%	3,412
	CPT	7%	347	34%	1,655	19%	932	38%	1,864	2%	121	100%	4,919
	2LT/1LT	4%	34	20%	165	21%	178	51%	430	4%	30	100%	837
	CWO	5%	37	22%	156	22%	156	46%	331	6%	43	100%	723
	Total	6%	847	33%	4,306	19%	2,452	39%	5,089	3%	358	100%	13,052

Component: Reserve													
Q1 Army officers do a good job of balancing Army requirements with personal and family interests													
Rank		Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly Agree		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
	COL	3%	22	20%	170	16%	142	53%	460	8%	72	100%	866
	LTC	2%	9	22%	90	17%	73	52%	218	7%	28	100%	418
	MAJ	4%	22	23%	128	19%	109	48%	271	6%	33	100%	563
	CPT	4%	19	19%	95	20%	97	51%	251	6%	31	100%	493
	2LT/1LT	3%	39	12%	192	19%	288	58%	899	8%	119	100%	1,537
	CWO	3%	29	15%	136	22%	195	54%	490	6%	55	100%	905
	Total	3%	140	17%	811	19%	904	54%	2,589	7%	338	100%	4,782

Component: Active													
Q2 Army officers are generally satisfied with the educational and operational choices that the Army gives them													
Rank		Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly Agree		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
	COL	1%	7	12%	65	15%	82	68%	366	4%	21	100%	541
	LTC	2%	61	19%	485	19%	508	56%	1,465	4%	99	100%	2,618
	MAJ	4%	137	27%	904	22%	737	45%	1,540	3%	89	100%	3,407
	CPT	6%	282	31%	1,529	22%	1,063	39%	1,916	3%	127	100%	4,917
	2LT/1LT	4%	36	25%	210	23%	191	43%	361	4%	37	100%	835
	CWO	7%	50	33%	240	23%	167	33%	241	3%	24	100%	722
	Total	4%	573	26%	3,433	21%	2,748	45%	5,889	3%	397	100%	13,040

Component: Reserve													
Q2 Army officers are generally satisfied with the educational and operational choices that the Army gives them													
Rank		Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly Agree		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
	COL	2%	14	14%	118	16%	136	62%	538	7%	60	100%	866
	LTC	3%	11	18%	77	19%	80	56%	236	3%	14	100%	418
	MAJ	4%	25	23%	131	22%	121	47%	266	3%	19	100%	562
	CPT	4%	22	25%	124	22%	109	45%	223	3%	15	100%	493
	2LT/1LT	4%	65	22%	333	25%	377	45%	688	5%	71	100%	1,534
	CWO	3%	30	21%	190	25%	223	48%	433	3%	30	100%	906
	Total	3%	167	20%	973	22%	1,046	50%	2,384	4%	209	100%	4,779

Component: Active													
Q3 Army officers want as many developmental experiences as they can get													
Rank		Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly Agree		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
	COL	1%	3	3%	18	11%	59	59%	318	26%	143	100%	541
	LTC	1%	25	3%	84	10%	263	57%	1,477	29%	765	100%	2,614
	MAJ	1%	42	4%	144	10%	350	55%	1,863	30%	1,005	100%	3,404
	CPT	1%	54	3%	160	9%	453	50%	2,470	36%	1,773	100%	4,910
	2LT/1LT	0%	4	2%	16	10%	86	44%	364	44%	366	100%	836
	CWO	2%	16	2%	15	8%	60	50%	361	37%	270	100%	722
	Total	1%	144	3%	437	10%	1,271	53%	6,853	33%	4,322	100%	13,027

Component: Reserve													
Q3 Army officers want as many developmental experiences as they can get													
Rank		Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly Agree		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
	COL	1%	12	3%	22	10%	82	55%	472	32%	275	100%	863
	LTC	1%	6	3%	13	10%	41	54%	224	32%	134	100%	418
	MAJ	1%	5	4%	25	11%	59	55%	310	29%	162	100%	561
	CPT	1%	7	3%	16	12%	60	48%	238	35%	172	100%	493
	2LT/1LT	2%	33	2%	32	8%	115	46%	703	42%	648	100%	1,531
	CWO	1%	6	3%	27	12%	111	54%	492	30%	270	100%	906
	Total	1%	69	3%	135	10%	468	51%	2,439	35%	1,661	100%	4,772

Component: Active																			
		Q4 Most important educational and assignment choice (Aggregated)																	
		Battalion or higher command time		Broadening opportunities outside the military		Choice of the method of attendance to education courses		Choice in the timing of education courses		Flexibility to direct own professional development		Opportunity to attend advanced civilian schooling		Quality family time		Traditional military education courses		Total	
																		Count	%
Rank	COL	297	18%	224	14%	49	3%	85	5%	261	16%	217	13%	348	22%	134	8%	1,615	100%
	LTC	1,368	18%	1,072	14%	309	4%	413	5%	1,141	15%	1,136	15%	1,930	25%	436	6%	7,805	100%
	MAJ	1,220	12%	1,410	14%	528	5%	645	6%	1,704	17%	1,652	16%	2,602	25%	465	5%	10,226	100%
	CPT	840	6%	2,029	14%	702	5%	1,030	7%	2,742	19%	2,906	20%	3,829	26%	676	5%	14,754	100%
	2LT/1LT	95	4%	339	14%	133	5%	213	8%	460	18%	513	20%	607	24%	150	6%	2,510	100%
	CWO	18	1%	338	16%	137	6%	166	8%	394	18%	462	21%	531	25%	115	5%	2,161	100%
	Total	3,838	10%	5,412	14%	1,858	5%	2,552	7%	6,702	17%	6,886	18%	9,847	25%	1,976	5%	39,071	100%

Component: Active																			
		Q4 Most important educational and assignment choice (Aggregated and Adjusted)																	
		Battalion or higher command time		Broadening opportunities outside the military		Choice of the method of attendance to education courses		Choice in the timing of education courses		Flexibility to direct own professional development		Opportunity to attend advanced civilian schooling		Quality family time		Traditional military education courses		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Rank	COL	775	24%	383	12%	71	2%	143	4%	500	15%	428	13%	692	21%	239	7%	3,231	100%
	LTC	3,351	21%	1,772	11%	513	3%	670	4%	2,221	14%	2,207	14%	4,145	27%	742	5%	15,621	100%
	MAJ	2,632	13%	2,375	12%	891	4%	1,088	5%	3,446	17%	3,324	16%	5,908	29%	800	4%	20,464	100%
	CPT	1,562	5%	3,441	12%	1,102	4%	1,653	6%	5,533	19%	5,997	20%	9,106	31%	1,133	4%	29,527	100%
	2LT/1LT	178	4%	605	12%	197	4%	355	7%	918	18%	1,063	21%	1,434	29%	274	5%	5,024	100%
	CWO	35	1%	598	14%	233	5%	287	7%	765	18%	983	23%	1,224	28%	199	5%	4,324	100%
	Total	8,533	11%	9,174	12%	3,007	4%	4,196	5%	13,383	17%	14,002	18%	22,509	29%	3,387	4%	78,191	100%

Component: Reserve																			
		Q4 Most important educational and assignment choice (Aggregated)																	
		Battalion or higher command time		Broadening opportunities outside the military		Choice of the method of attendance to education courses		Choice in the timing of education courses		Flexibility to direct own professional development		Opportunity to attend advanced civilian schooling		Quality family time		Traditional military education courses		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Rank	COL	470	18%	321	12%	277	11%	214	8%	354	14%	298	12%	442	17%	213	8%	2,589	100%
	LTC	199	16%	145	12%	124	10%	106	9%	192	15%	157	13%	219	18%	103	8%	1,245	100%
	MAJ	200	12%	177	10%	176	10%	179	11%	259	15%	233	14%	327	19%	135	8%	1,686	100%
	CPT	90	6%	176	12%	164	11%	159	11%	266	18%	225	15%	282	19%	109	7%	1,471	100%
	2LT/1LT	208	5%	594	13%	417	9%	505	11%	807	17%	796	17%	832	18%	454	10%	4,613	100%
	CWO	61	2%	332	12%	308	11%	335	12%	502	19%	440	16%	488	18%	241	9%	2,707	100%
	Total	1,228	9%	1,745	12%	1,466	10%	1,498	10%	2,380	17%	2,149	15%	2,590	18%	1,255	9%	14,311	100%

Component: Reserve																			
		Q4 Most important educational and assignment choice (Aggregated and Adjusted)																	
		Battalion or higher command time		Broadening opportunities outside the military		Choice of the method of attendance to education courses		Choice in the timing of education courses		Flexibility to direct own professional development		Opportunity to attend advanced civilian schooling		Quality family time		Traditional military education courses		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Rank	COL	1,161	22%	597	12%	500	10%	379	7%	699	13%	539	10%	885	17%	421	8%	5,181	100%
	LTC	485	19%	264	11%	225	9%	167	7%	385	15%	291	12%	485	19%	188	8%	2,490	100%
	MAJ	425	13%	319	9%	342	10%	312	9%	531	16%	453	13%	750	22%	243	7%	3,375	100%
	CPT	173	6%	320	11%	291	10%	286	10%	542	18%	458	16%	684	23%	192	7%	2,946	100%
	2LT/1LT	378	4%	1,066	12%	762	8%	927	10%	1,656	18%	1,626	18%	1,944	21%	872	9%	9,231	100%
	CWO	116	2%	574	11%	583	11%	635	12%	1,028	19%	885	16%	1,143	21%	455	8%	5,419	100%
	Total	2,738	100%	3,140	100%	2,703	99%	2,706	99%	4,841	174%	4,252	155%	5,891	213%	2,371	89%	28,642	1000%

Value of Education

Component: Active																			
		Q5 Most important outcome of Army education (Aggregated)																	
		Completing requirements for advancement		Improving my skills		Increasing my understanding or knowledge		Learning from my peers		Networking		Opportunity for quality time with family		Time away from the operational pace of the Army		Time to explore own interests		Time to work on advanced civilian degrees	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Rank	COL	144	9%	249	15%	463	29%	207	13%	209	13%	146	9%	116	7%	37	2%	52	3%
	LTC	867	11%	1,317	17%	2,082	27%	867	11%	794	10%	726	9%	624	8%	159	2%	403	5%
	MAJ	1,220	12%	1,584	15%	2,588	25%	939	9%	855	8%	1,204	12%	885	9%	289	3%	673	7%
	CPT	1,818	12%	2,554	17%	3,639	25%	908	6%	1,127	8%	1,482	10%	1,426	10%	570	4%	1,246	8%
	2LT/1LT	332	13%	468	19%	639	25%	136	5%	215	9%	231	9%	136	5%	114	5%	243	10%
	CWO	310	14%	486	22%	558	26%	137	6%	246	11%	106	5%	114	5%	30	1%	177	8%
	Total	4,691	12%	6,658	17%	9,969	25%	3,194	8%	3,446	9%	3,895	10%	3,301	8%	1,199	3%	2,794	7%

Component: Active																			
		Q5 Most important outcome of Army education (Aggregated and Adjusted)																	
		Completing requirements for advancement		Improving my skills		Increasing my understanding or knowledge		Learning from my peers		Networking		Opportunity for quality time with family		Time away from the operational pace of the Army		Time to explore own interests		Time to work on advanced civilian degrees	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Rank	COL	291	9%	495	15%	1,222	38%	361	11%	324	10%	235	7%	171	5%	52	2%	94	3%
	LTC	1,692	11%	2,623	17%	5,395	34%	1,474	9%	1,288	8%	1,221	8%	1,023	7%	237	2%	731	5%
	MAJ	2,395	12%	3,188	16%	6,503	32%	1,611	8%	1,408	7%	2,153	11%	1,497	7%	442	2%	1,294	6%
	CPT	3,384	11%	5,282	18%	8,986	30%	1,480	5%	1,759	6%	2,846	10%	2,390	8%	945	3%	2,486	8%
	2LT/1LT	593	12%	957	19%	1,563	31%	205	4%	357	7%	466	9%	233	5%	177	4%	480	10%
	CWO	543	13%	1,045	24%	1,407	32%	211	5%	382	9%	200	5%	165	4%	44	1%	334	8%
	Total	8,898	11%	13,590	17%	25,076	32%	5,342	7%	5,518	7%	7,121	9%	5,479	7%	1,897	2%	5,419	7%

Component: Reserve																			
		Q5 Most important outcome of Army education (Aggregated)																	
		Completing requirements for advancement		Improving my skills		Increasing my understanding or knowledge		Learning from my peers		Networking		Opportunity for quality time with family		Time away from the operational pace of the Army		Time to explore own interests		Time to work on advanced civilian degrees	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Rank	COL	414	16%	528	20%	757	29%	293	11%	327	13%	92	4%	77	3%	25	1%	74	3%
	LTC	205	16%	265	21%	360	29%	135	11%	131	11%	45	4%	42	3%	14	1%	46	4%
	MAJ	346	21%	356	21%	458	27%	156	9%	165	10%	54	3%	62	4%	28	2%	57	3%
	CPT	280	19%	334	23%	411	28%	107	7%	141	10%	68	5%	31	2%	27	2%	78	5%
	2LT/1LT	797	17%	1,069	23%	1,277	28%	346	8%	479	10%	180	4%	68	1%	114	2%	276	6%
	CWO	457	17%	636	23%	759	28%	211	8%	345	13%	109	4%	48	2%	39	1%	111	4%
	Total	2,499	17%	3,188	22%	4,022	28%	1,248	9%	1,588	11%	548	4%	328	2%	247	2%	642	4%

Component: Reserve																			
		Q5 Most important outcome of Army education (Aggregated and Adjusted)																	
		Completing requirements for advancement		Improving my skills		Increasing my understanding or knowledge		Learning from my peers		Networking		Opportunity for quality time with family		Time away from the operational pace of the Army		Time to explore own interests		Time to work on advanced civilian degrees	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Rank	COL	837	16%	1,018	20%	1,976	38%	438	8%	502	10%	141	3%	114	2%	29	1%	125	2%
	LTC	416	17%	502	20%	928	37%	208	8%	213	9%	69	3%	53	2%	19	1%	82	3%
	MAJ	700	21%	704	21%	1,139	34%	234	7%	247	7%	100	3%	91	3%	42	1%	109	3%
	CPT	513	17%	667	23%	1,026	35%	164	6%	221	7%	138	5%	47	2%	44	1%	137	5%
	2LT/1LT	1,486	16%	2,177	24%	3,197	35%	517	6%	710	8%	367	4%	101	1%	171	2%	490	5%
	CWO	861	16%	1,302	24%	1,886	35%	309	6%	543	10%	219	4%	67	1%	54	1%	190	3%
	Total	4,813	17%	6,370	22%	10,152	35%	1,870	7%	2,436	9%	1,034	4%	473	2%	359	1%	1,133	4%

Q6. Describe any other aspect of Army education that is important to you.													
Themes	Active						Reserve						Total
	CPT	MAJ	LTC	2LT-1LT	CWO	COL	CPT	MAJ	LTC	2LT-1LT	CWO	COL	
Original Responses													
1. Completing requirements for advancement (career enhancement or prep for promotion)	54	34	44	12	13	9	9	11	8	16	14	11	235
2. Improving my skills and abilities													
a. Gaining technical proficiency; Better at what I do	50	18	14	7	18	4	5	6	5	14	12	4	157
b. Developing as Leader	27	6	15	3	2	1	5	2	5	24	5	10	105
c. Staying current with relevant information; Updates on changes	31	25	24	1	8	5	3	6	4	10	15	6	138
d. Improving my skills and abilities (in general)	39	19	22	7	8	4	3	5	4	25	12	4	152
3. Increased my understanding of knowledge; Becoming educated	42	29	26	8	5	8	1	4	3	12	4	15	157
4. Learning from Others													
a. Learning from peers	34	37	26	7	3	10	3	9	6	10	7	9	161
b. Learning from superiors/mentors	8	3	6	4	2	1	2	1	0	3	1	4	35
c. Learning from others (in general)	32	40	40	6	10	3	6	7	4	7	14	9	178
5. Networking (expanding contacts with military professionals)	59	51	50	8	9	12	5	15	8	27	22	24	290
6. Opportunity for quality time with family	69	59	56	8	3	10	4	1	3	7	3	8	231
7. Time away from the operational pace of the Army (slower OPTEMPO; Take a Knee; Change in surroundings)	62	48	38	2	8	9	3	2	4	4	7	9	196
8. Time to explore own interests	11	13	9	5	3	0	1	0	0	7	1	5	55
9. Advanced civilian degrees, college, certifications	63	62	22	6	16	5	3	5	3	6	12	10	213
Additional Themes													
10. Prepare for life after the Army (civilian life, career, education, etc.)	69	41	27	10	8	4	4	11	8	16	12	7	217
11. Broadening perspective/Scope of the big picture (awareness)	40	41	32	6	4	14	1	4	4	9	4	18	177
12. Relevance/Utility - Applicability of what is learned to real world	42	28	9	8	8	2	9	9	2	22	10	15	164
13. Problems or Suggested Improvement for Course or Education System	38	34	17	4	18	1	3	5	4	11	14	9	158
14. Variety and flexibility of the system; Having choices	26	16	3	3	5	4	2	5	4	7	5	4	84
15. Quality Education, Experience, Training, Preparation (nonspecific comment)	15	7	8	10	6	2	1	3	2	14	10	4	82
16. Opportunity for Joint or Interagency experiences	10	15	20	0	2	3	0	2	3	4	1	7	67
17. Professional Development (nonspecific comment)	24	9	4	2	2	0	1	2	1	3	2	2	52
18. Use or availability of Funding, Financial help, Tuition assistance	15	7	5	6	2	1	1	2	1	7	4	0	51
19. Better the Army or the Unit (in general)	11	12	7	1	1	2	2	0	3	2	1	3	45
20. Reserve or National Guard issue	1	0	0	0	0	0	5	8	3	12	5	9	43
21. Time to think and self-reflect	7	11	12	0	0	9	0	0	0	1	0	2	42
22. The challenge of learning; Sense of accomplishment	5	6	1	2	2	1	1	0	0	3	2	2	25
23. Improve a specific attribute (Confidence, Resilience, Army values)	4	1	4	1	0	1	2	0	0	5	1	1	20
24. Mention of Specific Course (Ranger, Airborne, etc.)	8	0	2	0	1	0	2	0	0	5	0	0	18
25. Geographic Location of Education (Travel)	5	4	2	1	0	1	1	0	1	1	1	0	17
26. Become a well-rounded officer	6	4	3	0	0	0	0	0	1	0	0	2	16
27. Re-charge after a deployment; Re-Green/Blue with others	3	5	4	0	0	2	0	1	1	0	0	0	16
28. Evaluate/diagnose problems or self-assess abilities	5	1	2	1	0	0	0	0	0	2	0	0	11
29. Distance Learning / Distributed Learning													
a. Positive Comment on dL	1	0	3	0	0	0	0	0	1	1	1	3	10
b. Negative Comment on dL	0	4	3	0	0	2	0	0	0	1	0	1	11
30. Resident Course Attendance/Instruction													
a. Positive Comment on resident	2	9	4	0	0	0	1	1	0	2	0	1	20
b. Negative Comment on resident	1	0	0	0	0	0	0	1	0	0	0	0	2
Other comment	29	23	17	5	6	3	3	6	4	18	5	4	123
Irrelevant comment	14	14	11	3	8	1	4	1	1	10	7	3	77
Total Comments	962	736	592	147	181	134	96	135	101	328	214	225	3,851
Total N (Respondents)	903	687	558	142	175	120	92	128	96	310	196	211	3,618

Commissioned Officer Courses	Q9 Did your most recent course occur at the right time to prepare you for your responsibilities you have held?											
	Way too early		Too early		About right		Too late		Way too late		Total	
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Army War College (AWC) Nonresident	0%	1	1%	3	82%	323	14%	56	3%	11	100%	394
Army War College (AWC) or other Senior Service College Program	0%	1	1%	6	88%	459	11%	55	0%	2	100%	523
Advanced Operations and Warfighting Course (AOWC)	0%	0	1%	3	77%	277	20%	71	2%	8	100%	359
CGSC Nonresident or ILE distributed learning	0%	10	2%	49	75%	1,741	17%	407	5%	123	100%	2,330
Intermediate Level Education (ILE) common core (2005-)	0%	3	1%	8	72%	556	21%	165	5%	41	100%	773
Command and General Staff College (CGSC) resident (up through 2004)	0%	1	1%	27	87%	1,629	11%	202	1%	24	100%	1,883
Captains Career Course	0%	11	2%	72	79%	2,550	13%	422	5%	156	100%	3,211
Combined Arms & Services Staff School (CAS3) (ended in 2004)	0%	6	2%	27	81%	1,225	13%	194	4%	56	100%	1,508
Officer Advanced Course	1%	5	4%	35	77%	730	14%	135	5%	44	100%	949
Basic Officer Leader Course (BOLC) III	1%	4	2%	18	88%	672	6%	49	2%	17	100%	760
Basic Officer Leader Course (BOLC) II	2%	6	3%	7	77%	193	12%	31	6%	15	100%	252
Officer Basic Course	1%	39	2%	70	91%	2,775	4%	112	2%	46	100%	3,042
Total	1%	87	2%	325	82%	13,130	12%	1,899	3%	543	100%	15,984

Warrant Officer Courses	Q9 Did your most recent course occur at the right time to prepare you for your responsibilities you have held?											
	Way too early		Too early		About right		Too late		Way too late		Total	
	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
WO Senior Staff Course (WOSSC)	1%	1	0%	0	65%	92	21%	30	13%	19	100%	142
Warrant Officer Staff Course (WOSC)	0%	1	1%	2	65%	149	27%	62	7%	16	100%	230
Warrant Officer Advanced Course (WOAC)	0%	1	2%	10	68%	390	22%	127	8%	48	100%	576
Warrant Officer Basic Course (WOBC)	1%	6	2%	12	88%	567	7%	44	2%	14	100%	643
Total	1%	9	2%	24	75%	1,203	16%	263	6%	97	100%	1,596

Commissioned Officer Courses	Q10 How should the length of this course be changed?							
	Decreased		The length should not be changed		Increased		Total	
	%	Count	%	Count	%	Count	%	Count
Army War College (AWC) Nonresident	15%	58	84%	330	1%	5	100%	393
Army War College (AWC) or other Senior Service College Program	1%	5	96%	504	3%	15	100%	524
Advanced Operations and Warfighting Course (AOWC)	10%	37	85%	305	5%	17	100%	359
CGSC Nonresident or ILE distributed learning	19%	436	78%	1,794	3%	71	100%	2,301
Intermediate Level Education (ILE) common core (2005-)	14%	110	77%	593	9%	71	100%	774
Command and General Staff College (CGSC) resident (up through 2004)	8%	143	89%	1,672	4%	66	100%	1,881
Captains Career Course	16%	501	67%	2,144	18%	577	100%	3,222
Combined Arms & Services Staff School (CAS3) (ended in 2004)	14%	210	77%	1,125	8%	124	100%	1,459
Officer Advanced Course	15%	146	72%	688	12%	118	100%	952
Basic Officer Leader Course (BOLC) III	13%	100	52%	394	35%	271	100%	765
Basic Officer Leader Course (BOLC) II	39%	98	54%	135	7%	18	100%	251
Officer Basic Course	13%	397	70%	2,146	17%	506	100%	3,049
Total	14%	2,241	74%	11,830	12%	1,859	100%	15,930

Warrant Officer Courses	Q10 How should the length of this course be changed?							
	Decreased		The length should not be changed		Increased		Total	
	%	Count	%	Count	%	Count	%	Count
WO Senior Staff Course (WOSSC)	1%	2	35%	49	64%	91	100%	142
Warrant Officer Staff Course (WOSC)	9%	20	67%	154	24%	55	100%	229
Warrant Officer Advanced Course (WOAC)	17%	96	62%	357	21%	122	100%	575
Warrant Officer Basic Course (WOBC)	14%	88	62%	402	24%	155	100%	645
Warrant Officer Candidate School (WOCS)	0%	0	80%	4	20%	1	100%	5
Total	13%	206	61%	966	27%	424	100%	1,596

		Q11b By how many days should this course be decreased?					Q11a By how many days should this course be increased?				
		Mean	Median	Standard Deviation	Mode	Count	Mean	Median	Standard Deviation	Mode	Count
Course	Army War College (AWC) Nonresident	196.86	180	91.918	180	58	136.20	180	124.793	180	5
	Army War College (AWC) or other Senior Service College Program	186.00	180	68.411	180	5	67.93	60	40.529	60	15
	Advanced Operations and Warfighting Course (AOWC)	73.00	60	53.445	90	37	59.94	60	36.436	60	17
	CGSC Nonresident or ILE distributed learning	135.88	90	105.389	300	436	106.43	60	100.401	180	71
	Intermediate Level Education (ILE) common core (2005-)	69.32	60	58.911	60	110	69.66	60	64.653	60	71
	Command and General Staff College (CGSC) resident (up through 2004)	96.91	90	62.258	60	143	81.98	60	69.209	60	66
	Captains Career Course	43.84	30	32.134	30	501	43.65	30	41.221	30	577
	Combined Arms & Services Staff School (CASS) (ended in 2004)	27.51	20	34.152	14	210	23.56	14	23.843	14	124
	Officer Advanced Course	43.99	30	37.641	30	146	43.97	30	50.135	30	118
	Basic Officer Leader Course (BOLC) III	23.02	15	19.656	14	100	28.11	21	27.575	30	271
	Basic Officer Leader Course (BOLC) II	17.22	14	11.534	14	98	22.00	14	19.066	14	18
	Officer Basic Course	34.35	30	27.616	30	397	33.58	30	29.299	30	506

		Q11b By how many days should this course be decreased?					Q11a By how many days should this course be increased?				
		Mean	Median	Standard Deviation	Mode	Count	Mean	Median	Standard Deviation	Mode	Count
Course	WO Senior Staff Course (WOSSC)	6.00	6	1.414	5	2	25.47	14	35.727	14	91
	Warrant Officer Staff Course (WOSC)	10.25	9	4.241	7	20	25.58	14	34.046	14	55
	Warrant Officer Advanced Course (WOAC)	22.99	20	15.114	30	96	25.84	15	23.448	14	122
	Warrant Officer Basic Course (WOBC)	28.67	21	24.433	30	88	29.75	30	27.668	30	155
	Warrant Officer Candidate School (WOCS)					0	60.00	60		60	1

Component: Active						
		Q12 How many months do you think should be allocated to education through the completion of your MEL 4 course (ILE or WOSC)?				
		Mean	Median	Standard Deviation	Mode	Count
Rank	COL	16.61	12.00	11.43	24.00	542
	LTC	14.99	12.00	11.55	10.00	2,624
	MAJ	12.28	10.00	9.03	12.00	3,426
	CPT	9.82	6.00	8.60	6.00	4,938
	2LT/1LT	8.04	6.00	8.54	6.00	839
	CWO	5.57	3.00	6.76	2.00	724

Component: Reserve						
		Q12 How many months do you think should be allocated to education through the completion of your MEL 4 course (ILE or WOSC)?				
		Mean	Median	Standard Deviation	Mode	Count
Rank	COL	17.40	12.00	13.23	12.00	866
	LTC	14.73	12.00	13.46	12.00	418
	MAJ	11.79	9.00	13.54	12.00	564
	CPT	7.49	5.00	8.18	6.00	494
	2LT/1LT	6.54	4.00	8.56	6.00	1,542
	CWO	5.61	2.00	9.11	2.00	907

Component: Active												
		Q13 Compared to current emphasis, what amount of emphasis should be placed on: Broadening experiences such as joint, interagency, intergovernmental or multinational opportunities										
		Much less		Somewhat less		Emphasis is about right		Somewhat more		Much more		Total
		%	Count	%	Count	%	Count	%	Count	%	Count	Count
Rank	COL	0%	0	1%	5	13%	66	32%	169	54%	282	522
	LTC	0%	10	2%	51	14%	361	31%	796	52%	1,328	2,546
	MAJ	1%	22	2%	73	15%	478	31%	1,000	51%	1,652	3,225
	CPT	0%	12	1%	65	15%	653	33%	1,456	50%	2,223	4,409
	2LT/1LT	0%	2	2%	11	17%	120	40%	287	42%	302	722
	CWO	0%	2	2%	14	15%	101	33%	224	50%	339	680
	Total	0%	48	2%	219	15%	1,779	32%	3,932	51%	6,126	12,104

Component: Reserve												
		Q13 Compared to current emphasis, what amount of emphasis should be placed on: Broadening experiences such as joint, interagency, intergovernmental or multinational opportunities										
		Much less		Somewhat less		Emphasis is about right		Somewhat more		Much more		Total
		%	Count	%	Count	%	Count	%	Count	%	Count	Count
Rank	COL	0%	4	1%	9	14%	116	30%	247	55%	451	827
	LTC	0%	2	2%	8	11%	46	39%	159	47%	189	404
	MAJ	0%	2	2%	13	14%	74	34%	184	49%	261	534
	CPT	0%	2	2%	7	18%	81	33%	151	47%	210	451
	2LT/1LT	0%	4	1%	19	16%	220	37%	511	45%	622	1,376
	CWO	0%	4	2%	15	18%	152	36%	304	44%	377	852
	Total	0%	18	2%	71	16%	689	35%	1,556	47%	2,110	4,444

Component: Active													
		Q14 Compared to current emphasis, what amount of emphasis should be placed on: Learning that occurs through distributed learning											
		Much less		Somewhat less		Emphasis is about right		Somewhat more		Much more		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	10%	50	22%	108	40%	201	20%	98	8%	40	100%	497
	LTC	10%	250	21%	511	35%	866	24%	586	10%	259	100%	2,472
	MAJ	10%	314	18%	547	36%	1,087	24%	740	12%	372	100%	3,060
	CPT	5%	195	13%	522	34%	1,410	32%	1,343	16%	675	100%	4,145
	2LT/1LT	2%	12	5%	35	33%	228	40%	281	21%	145	100%	701
	CWO	4%	25	11%	72	31%	210	35%	231	20%	131	100%	669
	Total	7%	846	16%	1,795	35%	4,002	28%	3,279	14%	1,622	100%	11,544

Component: Reserve													
		Q14 Compared to current emphasis, what amount of emphasis should be placed on: Learning that occurs through distributed learning											
		Much less		Somewhat less		Emphasis is about right		Somewhat more		Much more		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	4%	33	11%	88	34%	281	31%	257	19%	159	100%	818
	LTC	5%	18	12%	49	36%	144	29%	113	18%	71	100%	395
	MAJ	6%	31	16%	87	38%	201	27%	145	13%	68	100%	532
	CPT	5%	22	14%	61	33%	145	29%	127	20%	87	100%	442
	2LT/1LT	2%	29	7%	94	33%	447	37%	502	21%	287	100%	1,359
	CWO	3%	27	10%	83	33%	284	31%	270	23%	194	100%	858
	Total	4%	160	10%	462	34%	1,502	32%	1,414	20%	866	100%	4,404

Leader Development – Education Delivery

Component: Active						
		Q15a Experience with: Resident Instruction - a course conducted at a TRADOC school (Months)				
		Mean	Median	Standard Deviation	Mode	Count
Rank	COL	24.64	24.00	12.47	24.00	542
	LTC	19.67	20.00	10.74	24.00	2,624
	MAJ	16.98	15.00	10.09	12.00	3,426
	CPT	11.42	10.00	8.25	12.00	4,938
	2LT/1LT	9.62	7.00	9.03	6.00	839
	CWO	15.03	12.00	13.28	12.00	724

Component: Reserve						
		Q15a Experience with: Resident Instruction - a course conducted at a TRADOC school (Months)				
		Mean	Median	Standard Deviation	Mode	Count
Rank	COL	15.49	12.00	12.32	12.00	866
	LTC	12.46	12.00	8.31	12.00	418
	MAJ	11.45	10.00	9.11	12.00	564
	CPT	8.87	6.00	8.47	6.00	494
	2LT/1LT	9.18	6.50	8.16	6.00	1,542
	CWO	13.26	10.00	12.73	6.00	907

Component: Active						
		Q15b Experience with: Blended learning - a combination of resident instruction and distributed learning (Months)				
		Mean	Median	Standard Deviation	Mode	Count
Rank	COL	12.18	6.00	13.20	3.00	542
	LTC	9.65	6.00	11.06	2.00	2,624
	MAJ	7.31	4.00	8.95	2.00	3,426
	CPT	6.00	3.00	8.59	2.00	4,938
	2LT/1LT	6.61	3.00	12.28	2.00	839
	CWO	6.02	2.00	10.46	2.00	724

Component: Reserve						
		Q15b Experience with: Blended learning - a combination of resident instruction and distributed learning (Months)				
		Mean	Median	Standard Deviation	Mode	Count
Rank	COL	25.38	24.00	18.96	24.00	866
	LTC	18.66	13.00	15.16	24.00	418
	MAJ	10.39	6.00	9.60	12.00	564
	CPT	6.97	4.00	8.28	2.00	494
	2LT/1LT	5.92	3.00	8.35	2.00	1,542
	CWO	6.59	3.00	9.84	2.00	907

Component: Active						
		Q15c Experience with: Distributed learning - low interactivity, static information is primarily presented to the student (Weeks)				
		Mean	Median	Standard Deviation	Mode	Count
Rank	COL	16.61	8.00	27.36	12.00	542
	LTC	20.08	8.00	37.00	6.00	2,624
	MAJ	14.86	6.00	29.65	6.00	3,426
	CPT	8.41	4.00	17.08	2.00	4,938
	2LT/1LT	11.07	4.00	30.16	2.00	839
	CWO	8.97	4.00	16.30	2.00	724

Component: Reserve						
		Q15c Experience with: Distributed learning - low interactivity, static information is primarily presented to the student (Weeks)				
		Mean	Median	Standard Deviation	Mode	Count
Rank	COL	24.91	12.00	39.14	12.00	866
	LTC	21.51	8.00	37.08	2.00	418
	MAJ	13.58	6.00	17.15	6.00	564
	CPT	8.25	4.00	12.35	2.00	494
	2LT/1LT	8.37	4.00	12.54	2.00	1,542
	CWO	9.59	4.00	16.56	2.00	907

Component: Active						
		Q15d Experience with: Distributed learning - high interactivity, information is dynamic depending on student inputs and demonstration of understanding (Weeks)				
		Mean	Median	Standard Deviation	Mode	Count
Rank	COL	19.16	6.00	33.75	6.00	542
	LTC	15.03	6.00	23.95	2.00	2,624
	MAJ	12.90	6.00	19.64	6.00	3,426
	CPT	9.41	4.00	20.66	2.00	4,938
	2LT/1LT	9.47	5.00	16.18	2.00	839
	CWO	9.18	4.00	15.24	2.00	724

Component: Reserve						
		Q15d Experience with: Distributed learning - high interactivity, information is dynamic depending on student inputs and demonstration of understanding (Weeks)				
		Mean	Median	Standard Deviation	Mode	Count
Rank	COL	23.57	10.00	40.13	2.00	866
	LTC	13.85	6.00	23.48	2.00	418
	MAJ	14.30	6.00	24.42	2.00	564
	CPT	5.81	4.00	7.60	2.00	494
	2LT/1LT	9.89	4.00	24.80	2.00	1,542
	CWO	8.63	4.00	20.12	2.00	907

Component: Active													
		Q16 How effectively do you learn with this method: Resident Instruction - a course conducted at a TRADOC school											
		Very ineffectively		Ineffectively		Neither effectively nor ineffectively		Effectively		Very effectively		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	1%	4	1%	5	2%	12	33%	160	63%	306	100%	487
	LTC	1%	32	1%	30	3%	81	38%	902	56%	1,329	100%	2,374
	MAJ	1%	39	2%	67	5%	149	41%	1,228	51%	1,525	100%	3,008
	CPT	1%	45	4%	181	9%	354	48%	1,989	38%	1,566	100%	4,135
	2LT/1LT	2%	12	7%	43	11%	71	51%	327	29%	184	100%	637
	CWO	1%	6	3%	21	9%	59	43%	275	44%	279	100%	640
	Total	1%	138	3%	347	6%	726	43%	4,881	46%	5,189	100%	11,281

Component: Reserve													
		Q16 How effectively do you learn with this method: Resident Instruction - a course conducted at a TRADOC school											
		Very ineffectively		Ineffectively		Neither effectively nor ineffectively		Effectively		Very effectively		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	0%	3	1%	5	3%	20	32%	234	64%	459	100%	721
	LTC	1%	2	1%	4	4%	13	36%	128	59%	209	100%	356
	MAJ	1%	5	1%	7	3%	14	36%	179	59%	291	100%	496
	CPT	1%	4	1%	3	4%	17	36%	146	58%	239	100%	409
	2LT/1LT	1%	16	4%	49	6%	68	47%	562	41%	490	100%	1,185
	CWO	1%	9	3%	22	5%	42	39%	313	52%	414	100%	800
	Total	1%	39	2%	90	4%	174	39%	1,562	53%	2,102	100%	3,967

Component: Active													
		Q17 How effectively do you learn with this method: Blended learning - a combination of resident instruction and distributed learning											
		Very ineffectively		Ineffectively		Neither effectively nor ineffectively		Effectively		Very effectively		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	1%	2	3%	9	17%	46	55%	148	23%	62	100%	267
	LTC	1%	13	4%	53	15%	180	62%	751	18%	217	100%	1,214
	MAJ	1%	8	7%	69	15%	155	59%	609	19%	192	100%	1,033
	CPT	1%	14	6%	64	16%	179	57%	617	20%	216	100%	1,090
	2LT/1LT	0%	1	4%	8	17%	36	62%	135	17%	37	100%	217
	CWO	1%	2	4%	13	17%	64	57%	210	22%	80	100%	369
	Total	1%	40	5%	216	16%	660	59%	2,470	19%	804	100%	4,190

Component: Reserve													
		Q17 How effectively do you learn with this method: Blended learning - a combination of resident instruction and distributed learning											
		Very ineffectively		Ineffectively		Neither effectively nor ineffectively		Effectively		Very effectively		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	0%	0	2%	10	8%	51	57%	370	34%	218	100%	649
	LTC	0%	1	3%	9	10%	32	62%	193	24%	74	100%	309
	MAJ	1%	5	3%	10	14%	56	63%	252	19%	75	100%	398
	CPT	1%	4	7%	21	16%	45	57%	161	19%	53	100%	284
	2LT/1LT	0%	2	5%	27	12%	62	57%	287	25%	125	100%	503
	CWO	0%	2	3%	16	13%	74	61%	357	23%	133	100%	582
	Total	1%	14	3%	93	12%	320	59%	1,620	25%	678	100%	2,725

Component: Active													
		Q18 How effectively do you learn with this method: Distributed learning - low interactivity, static information is primarily presented to the student											
		Very ineffectively		Ineffectively		Neither effectively nor ineffectively		Effectively		Very effectively		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	8%	18	25%	56	27%	60	34%	74	5%	12	100%	220
	LTC	12%	143	29%	350	26%	317	29%	352	4%	45	100%	1,207
	MAJ	10%	118	26%	295	25%	283	34%	383	5%	52	100%	1,131
	CPT	8%	102	25%	327	29%	379	34%	454	5%	60	100%	1,322
	2LT/1LT	3%	7	24%	60	32%	81	33%	82	8%	20	100%	250
	CWO	5%	18	13%	48	34%	122	40%	145	8%	28	100%	361
	Total	9%	406	25%	1,136	28%	1,242	33%	1,490	5%	217	100%	4,491

Component: Reserve													
		Q18 How effectively do you learn with this method: Distributed learning - low interactivity, static information is primarily presented to the student											
		Very ineffectively		Ineffectively		Neither effectively nor ineffectively		Effectively		Very effectively		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	4%	20	18%	95	28%	147	43%	221	7%	34	100%	517
	LTC	7%	14	22%	47	26%	55	39%	82	6%	13	100%	211
	MAJ	9%	27	20%	62	27%	84	38%	117	6%	17	100%	307
	CPT	8%	18	21%	48	28%	65	37%	86	6%	14	100%	231
	2LT/1LT	5%	30	21%	114	24%	135	44%	244	5%	29	100%	552
	CWO	4%	24	18%	105	31%	180	40%	233	7%	42	100%	584
	Total	6%	133	20%	471	28%	666	41%	983	6%	149	100%	2,402

Component: Active													
		Q19 How effectively do you learn with this method: Distributed learning - high interactivity, information is dynamic depending on student inputs and demonstration of understanding											
		Very ineffectively		Ineffectively		Neither effectively nor ineffectively		Effectively		Very effectively		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	2%	2	9%	11	19%	23	42%	52	29%	36	100%	124
	LTC	3%	18	8%	55	15%	104	45%	308	29%	197	100%	682
	MAJ	3%	23	7%	51	15%	106	44%	322	31%	226	100%	728
	CPT	2%	19	5%	48	14%	136	43%	422	36%	352	100%	977
	2LT/1LT	2%	4	3%	6	13%	28	43%	97	39%	88	100%	223
	CWO	1%	2	3%	8	21%	58	46%	125	29%	78	100%	271
	Total	2%	68	6%	179	15%	455	44%	1,326	33%	977	100%	3,005

Component: Reserve													
		Q19 How effectively do you learn with this method: Distributed learning - high interactivity, information is dynamic depending on student inputs and demonstration of understanding											
		Very ineffectively		Ineffectively		Neither effectively nor ineffectively		Effectively		Very effectively		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	1%	4	3%	11	12%	47	46%	175	38%	146	100%	383
	LTC	1%	1	3%	5	16%	24	49%	75	31%	48	100%	153
	MAJ	1%	2	8%	14	16%	29	44%	79	31%	56	100%	180
	CPT	2%	2	9%	11	14%	18	50%	62	26%	32	100%	125
	2LT/1LT	0%	2	7%	29	13%	51	47%	190	33%	133	100%	405
	CWO	2%	8	7%	28	16%	68	49%	205	26%	111	100%	420
	Total	1%	19	6%	98	14%	237	47%	786	32%	526	100%	1,666

Component: Active													
		Q20 How do you view this method of course attendance: Resident course as PCS											
		Very unfavorable		Unfavorable		Neither favorable nor unfavorable		Favorable		Very favorable		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	2%	11	4%	19	7%	39	33%	176	53%	281	100%	526
	LTC	2%	56	6%	141	6%	146	32%	816	54%	1,376	100%	2,535
	MAJ	4%	135	8%	277	7%	236	32%	1,061	48%	1,562	100%	3,271
	CPT	8%	365	12%	540	12%	522	35%	1,566	34%	1,542	100%	4,535
	2LT/1LT	5%	31	12%	82	16%	109	41%	282	26%	176	100%	680
	CWO	7%	45	15%	96	17%	113	35%	225	26%	171	100%	650
	Total	5%	643	9%	1,155	10%	1,165	34%	4,126	42%	5,108	100%	12,197

Component: Active													
		Q21 How do you view this method of course attendance: Resident course as PCS with PME waiver											
		Very unfavorable		Unfavorable		Neither favorable nor unfavorable		Favorable		Very favorable		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	37%	175	38%	180	10%	47	11%	52	4%	21	100%	475
	LTC	41%	945	36%	812	11%	247	9%	195	3%	79	100%	2,278
	MAJ	44%	1,283	33%	949	11%	335	9%	255	3%	92	100%	2,914
	CPT	41%	1,627	32%	1,267	13%	532	10%	397	4%	151	100%	3,974
	2LT/1LT	35%	213	35%	213	19%	115	9%	54	3%	20	100%	615
	CWO	46%	280	31%	190	14%	86	7%	43	2%	13	100%	612
	Total	42%	4,523	33%	3,611	13%	1,362	9%	996	3%	376	100%	10,868

Component: Active													
		Q22 How do you view this method of course attendance: Resident course as TDY and return to duty station											
		Very unfavorable		Unfavorable		Neither favorable nor unfavorable		Favorable		Very favorable		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	4%	21	13%	65	14%	74	46%	240	23%	117	100%	517
	LTC	5%	125	12%	311	15%	383	43%	1,066	24%	610	100%	2,495
	MAJ	6%	201	12%	381	13%	424	40%	1,276	29%	933	100%	3,215
	CPT	4%	176	9%	384	13%	552	38%	1,670	37%	1,622	100%	4,404
	2LT/1LT	1%	7	6%	39	16%	106	44%	294	34%	229	100%	675
	CWO	1%	8	3%	18	9%	66	39%	276	47%	332	100%	700
	Total	4%	538	10%	1,198	13%	1,605	40%	4,822	32%	3,843	100%	12,006

Component: Active													
		Q23 How do you view this method of course attendance: Resident course as TDY en route to new duty station											
		Very unfavorable		Unfavorable		Neither favorable nor unfavorable		Favorable		Very favorable		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	3%	17	11%	56	9%	48	44%	226	32%	167	100%	514
	LTC	4%	111	11%	267	10%	258	40%	997	34%	838	100%	2,471
	MAJ	5%	164	10%	325	11%	359	39%	1,242	34%	1,084	100%	3,174
	CPT	3%	140	7%	317	11%	496	37%	1,613	42%	1,830	100%	4,396
	2LT/1LT	3%	18	6%	39	15%	104	43%	300	34%	242	100%	703
	CWO	3%	18	8%	50	9%	60	35%	231	46%	303	100%	662
	Total	4%	468	9%	1,054	11%	1,325	39%	4,609	37%	4,464	100%	11,920

Component: Active													
		Q24 How do you view this method of course attendance: Resident course via video tele-teaching											
		Very unfavorable		Unfavorable		Neither favorable nor unfavorable		Favorable		Very favorable		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	18%	77	36%	157	24%	104	19%	84	4%	17	100%	439
	LTC	21%	468	35%	791	23%	526	17%	373	4%	99	100%	2,257
	MAJ	26%	752	34%	975	20%	570	15%	422	5%	151	100%	2,870
	CPT	25%	971	32%	1,262	22%	883	16%	622	5%	204	100%	3,942
	2LT/1LT	16%	92	27%	158	28%	165	23%	137	6%	33	100%	585
	CWO	15%	86	29%	171	25%	149	22%	132	9%	55	100%	593
	Total	23%	2,446	33%	3,514	22%	2,397	17%	1,770	5%	559	100%	10,686

Component: Active													
		Q25 How do you view this method of course attendance: Distributed learning conducted at your duty station while continuing duty responsibilities											
		Very unfavorable		Unfavorable		Neither favorable nor unfavorable		Favorable		Very favorable		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	37%	182	34%	167	14%	70	12%	59	2%	8	100%	486
	LTC	38%	926	35%	853	14%	327	11%	263	2%	48	100%	2,417
	MAJ	47%	1,446	30%	914	11%	334	10%	316	3%	84	100%	3,094
	CPT	37%	1,541	32%	1,334	16%	674	12%	526	3%	135	100%	4,210
	2LT/1LT	18%	114	31%	189	24%	151	22%	133	5%	31	100%	618
	CWO	25%	162	31%	200	20%	128	19%	125	6%	39	100%	654
	Total	38%	4,371	32%	3,657	15%	1,684	12%	1,422	3%	345	100%	11,479

Component: Active													
		Q26 How do you view this method of course attendance: Distributed learning conducted at your duty station but with partial split of normal duty hours reserved for course work											
		Very unfavorable		Unfavorable		Neither favorable nor unfavorable		Favorable		Very favorable		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	25%	116	31%	144	14%	66	25%	114	4%	20	100%	460
	LTC	27%	628	28%	649	15%	337	23%	531	8%	175	100%	2,320
	MAJ	35%	1,055	25%	740	13%	390	18%	546	9%	279	100%	3,010
	CPT	25%	1,047	23%	934	17%	708	25%	1,011	10%	416	100%	4,116
	2LT/1LT	10%	63	20%	121	21%	127	34%	206	16%	97	100%	614
	CWO	17%	108	21%	132	18%	115	29%	186	15%	93	100%	634
	Total	27%	3,017	24%	2,720	16%	1,743	23%	2,594	10%	1,080	100%	11,154

Component: Active													
		Q27 How important is it to you to have input into the choice of the method of course attendance?											
		Not very important		Not important		Neither important nor unimportant		Important		Very important		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	1%	4	1%	5	6%	31	52%	277	41%	220	100%	537
	LTC	1%	13	1%	36	8%	215	52%	1,336	38%	983	100%	2,583
	MAJ	1%	22	1%	33	6%	211	46%	1,577	46%	1,550	100%	3,393
	CPT	1%	26	1%	62	8%	399	49%	2,380	41%	2,000	100%	4,867
	2LT/1LT	1%	5	1%	12	13%	103	51%	419	34%	276	100%	815
	CWO	0%	2	1%	6	7%	50	47%	337	45%	319	100%	714
	Total	1%	72	1%	154	8%	1,009	49%	6,326	41%	5,348	100%	12,909

Component: Active															
		Q28 Which method of course attendance do you like most?													
		Resident course as PCS		Resident course as PCS with PME waiver		Resident course as TDY and return to duty station		Resident course as TDY en route to new duty station		Resident course via video tele-teaching		Distributed learning conducted at your duty station while continuing duty responsibilities		Distributed learning conducted at your duty station but with partial split of normal duty hours reserved for course work	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	69%	365	2%	8	13%	70	11%	57	0%	1	2%	13	3%	18
	LTC	63%	1,632	1%	30	18%	457	12%	303	1%	22	1%	26	4%	104
	MAJ	56%	1,895	2%	52	21%	709	13%	455	1%	43	2%	52	5%	166
	CPT	41%	1,987	1%	50	29%	1,405	24%	1,161	1%	37	1%	34	4%	183
	2LT/1LT	30%	234	1%	7	37%	291	24%	192	1%	4	1%	10	6%	51
	CWO	15%	106	1%	4	53%	377	21%	153	2%	12	1%	6	8%	55
	Total	48%	6,219	1%	151	26%	3,309	18%	2,321	1%	119	1%	141	4%	577

Q28 Which method of course attendance do you like most? Resident course as PCS																									
		Q29 Reason why you like the method of attendance selected (Aggregated)																							
		Best opportunity for an operational break		Best quality time with family		Least disruption to family		Minimum time away from family or friends		Minimum time away from unit		Most advantageous to career		Most effective learning		Opportunity to have a clean break from old duties		Opportunity to move-relocate		Overall enhancement to quality of life		Pay and benefits-financial results		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Rank	COL	147	13%	201	18%	58	5%	35	3%	10	1%	49	4%	321	29%	163	15%	15	1%	77	7%	13	1%	1,089	100%
	LTC	722	15%	941	19%	249	5%	177	4%	56	1%	146	3%	1,388	29%	811	17%	91	2%	247	5%	32	1%	4,860	100%
	MAJ	790	14%	1,087	19%	285	5%	255	5%	49	1%	185	3%	1,552	27%	937	17%	181	3%	291	5%	40	1%	5,652	100%
	CPT	866	15%	1,116	19%	284	5%	258	4%	45	1%	222	4%	1,458	25%	886	15%	396	7%	281	5%	110	2%	5,922	100%
	2LT/1LT	72	10%	109	16%	51	7%	36	5%	12	2%	38	6%	152	22%	60	9%	53	8%	54	8%	49	7%	686	100%
	CWO	35	11%	35	11%	33	10%	19	6%	5	2%	23	7%	83	26%	47	15%	16	5%	17	5%	3	1%	316	100%
	Total	2,632	14%	3,489	19%	960	5%	780	4%	177	1%	663	4%	4,954	27%	2,904	16%	752	4%	967	5%	247	1%	18,525	100%

Q28 Which method of course attendance do you like most? Resident course as PCS																									
		Q29 Reason why you like the method of attendance selected (Aggregated and Adjusted)																							
		Best opportunity for an operational break		Best quality time with family		Least disruption to family		Minimum time away from family or friends		Minimum time away from unit		Most advantageous to career		Most effective learning		Opportunity to have a clean break from old duties		Opportunity to move-relocate		Overall enhancement to quality of life		Pay and benefits-financial results		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Rank	COL	262	12%	354	16%	105	5%	67	3%	14	1%	78	4%	880	40%	281	13%	19	1%	102	5%	19	1%	2,181	100%
	LTC	1320	14%	1702	17%	425	4%	311	3%	98	1%	223	2%	3724	38%	1422	15%	130	1%	335	3%	45	0%	9,735	100%
	MAJ	1435	13%	2086	18%	508	4%	503	4%	85	1%	286	3%	4088	36%	1591	14%	267	2%	405	4%	68	1%	11,322	100%
	CPT	1646	14%	2353	20%	516	4%	510	4%	79	1%	337	3%	3721	31%	1468	12%	659	6%	395	3%	174	1%	11,858	100%
	2LT/1LT	144	10%	241	17%	96	7%	73	5%	17	1%	63	5%	397	29%	100	7%	91	7%	71	5%	86	6%	1,379	100%
	CWO	71	11%	74	12%	58	9%	37	6%	10	2%	36	6%	219	35%	75	12%	27	4%	20	3%	6	1%	633	100%
	Total	4878	13%	6810	18%	1708	5%	1501	4%	303	1%	1023	3%	13029	35%	4937	13%	1193	3%	1328	4%	398	1%	37,108	100%

Q28 Which method of course attendance do you like most? Resident course as PCS with PME waiver																									
		Q29 Reason why you like the method of attendance selected (Aggregated)																							
		Best opportunity for an operational break		Best quality time with family		Least disruption to family		Minimum time away from family or friends		Minimum time away from unit		Most advantageous to career		Most effective learning		Opportunity to have a clean break from old duties		Opportunity to move-relocate		Overall enhancement to quality of life		Pay and benefits-financial results		Total	
Rank		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
	COL	1	4%	1	4%	8	33%	1	4%	0	0%	0	0%	5	21%	3	13%	1	4%	3	13%	1	4%	24	100%
	LTC	9	10%	7	8%	19	21%	2	2%	3	3%	3	3%	24	27%	13	14%	3	3%	4	4%	3	3%	90	100%
	MAJ	9	6%	13	8%	33	21%	7	4%	1	1%	5	3%	40	26%	32	21%	5	3%	6	4%	5	3%	156	100%
	CPT	16	11%	13	9%	30	21%	8	6%	1	1%	6	4%	29	20%	17	12%	3	2%	13	9%	9	6%	145	100%
	2LT/1LT	3	14%	3	14%	4	19%	0	0%	2	10%	0	0%	5	24%	2	10%	1	5%	1	5%	0	0%	21	100%
	CWO	2	18%	1	9%	2	18%	0	0%	1	9%	0	0%	3	27%	1	9%	1	9%	0	0%	0	0%	11	100%
	Total	40	9%	38	9%	96	21%	18	4%	8	2%	14	3%	106	24%	68	15%	14	3%	27	6%	18	4%	447	100%

Q28 Which method of course attendance do you like most? Resident course as PCS with PME waiver																									
		Q29 Reason why you like the method of attendance selected (Aggregated and Adjusted)																							
		Best opportunity for an operational break		Best quality time with family		Least disruption to family		Minimum time away from family or friends		Minimum time away from unit		Most advantageous to career		Most effective learning		Opportunity to have a clean break from old duties		Opportunity to move-relocate		Overall enhancement to quality of life		Pay and benefits-financial results		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Rank	COL	1	2%	2	4%	20	42%	1	2%	0	0%	0	0%	14	29%	4	8%	1	2%	3	6%	2	4%	48	100%
	LTC	16	9%	13	7%	48	27%	2	1%	5	3%	5	3%	53	29%	23	13%	3	2%	7	4%	5	3%	180	100%
	MAJ	11	4%	25	8%	86	28%	15	5%	2	1%	6	2%	93	30%	47	15%	10	3%	9	3%	8	3%	312	100%
	CPT	33	11%	25	9%	81	28%	15	5%	1	0%	8	3%	63	22%	24	8%	5	2%	20	7%	16	5%	291	100%
	2LT/1LT	6	14%	7	17%	9	21%	0	0%	5	12%	0	0%	9	21%	3	7%	1	2%	2	5%	0	0%	42	100%
	CWO	4	17%	2	9%	4	17%	0	0%	1	4%	0	0%	9	39%	2	9%	1	4%	0	0%	0	0%	23	100%
	Total	71	8%	74	8%	248	28%	33	4%	14	2%	19	2%	241	27%	103	11%	21	2%	41	5%	31	3%	896	100%

Q28 Which method of course attendance do you like most? Resident course as TDY and return to duty station																									
		Q29 Reason why you like the method of attendance selected (Aggregated)																							
		Best opportunity for an operational break		Best quality time with family		Least disruption to family		Minimum time away from family or friends		Minimum time away from unit		Most advantageous to career		Most effective learning		Opportunity to have a clean break from old duties		Opportunity to move-relocate		Overall enhancement to quality of life		Pay and benefits-financial results		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Rank	COL	32	15%	4	2%	48	23%	16	8%	16	8%	8	4%	44	21%	17	8%	1	0%	11	5%	13	6%	210	100%
	LTC	183	14%	45	3%	332	25%	93	7%	105	8%	63	5%	317	23%	97	7%	8	1%	55	4%	55	4%	1,353	100%
	MAJ	268	13%	66	3%	496	24%	149	7%	154	7%	126	6%	451	22%	168	8%	9	0%	96	5%	114	5%	2,097	100%
	CPT	574	14%	184	4%	867	21%	281	7%	274	7%	243	6%	820	20%	239	6%	36	1%	232	6%	378	9%	4,128	100%
	2LT/1LT	112	13%	26	3%	153	18%	69	8%	59	7%	50	6%	166	19%	58	7%	15	2%	47	5%	108	13%	863	100%
	CWO	188	17%	31	3%	229	20%	72	6%	71	6%	106	9%	277	25%	48	4%	10	1%	32	3%	55	5%	1,119	100%
	Total	1,357	14%	356	4%	2,125	22%	680	7%	679	7%	596	6%	2,075	21%	627	6%	79	1%	473	5%	723	7%	9,770	100%

Q28 Which method of course attendance do you like most? Resident course as TDY and return to duty station																									
		Q29 Reason why you like the method of attendance selected (Aggregated and Adjusted)																							
		Best opportunity for an operational break		Best quality time with family		Least disruption to family		Minimum time away from family or friends		Minimum time away from unit		Most advantageous to career		Most effective learning		Opportunity to have a clean break from old duties		Opportunity to move-relocate		Overall enhancement to quality of life		Pay and benefits-financial results		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Rank	COL	56	13%	11	3%	118	28%	31	7%	33	8%	11	3%	99	24%	27	6%	2	0%	13	3%	19	5%	420	100%
	LTC	321	12%	96	4%	772	28%	174	6%	187	7%	90	3%	751	28%	157	6%	11	0%	81	3%	77	3%	2,717	100%
	MAJ	507	12%	131	3%	1,163	28%	284	7%	272	6%	207	5%	1,058	25%	269	6%	11	0%	136	3%	172	4%	4,210	100%
	CPT	1,086	13%	376	5%	2,065	25%	553	7%	477	6%	424	5%	1,885	23%	385	5%	55	1%	363	4%	626	8%	8,295	100%
	2LT/1LT	234	14%	53	3%	350	20%	132	8%	101	6%	70	4%	401	23%	104	6%	21	1%	73	4%	193	11%	1,732	100%
	CWO	350	16%	62	3%	492	22%	140	6%	116	5%	176	8%	688	31%	79	4%	13	1%	50	2%	79	4%	2,245	100%
	Total	2,554	13%	729	4%	4,960	25%	1,314	7%	1,186	6%	978	5%	4,882	25%	1,021	5%	113	1%	716	4%	1,166	6%	19,619	100%

Q28 Which method of course attendance do you like most? Resident course as TDY en route to new duty station																									
		Q29 Reason why you like the method of attendance selected (Aggregated)																							
		Best opportunity for an operational break		Best quality time with family		Least disruption to family		Minimum time away from family or friends		Minimum time away from unit		Most advantageous to career		Most effective learning		Opportunity to have a clean break from old duties		Opportunity to move-relocate		Overall enhancement to quality of life		Pay and benefits-financial results		Total	
Rank	COL	21	12%	7	4%	25	15%	7	4%	12	7%	9	5%	31	18%	38	22%	7	4%	10	6%	4	2%	171	100%
	LTC	116	13%	65	7%	145	16%	29	3%	61	7%	35	4%	177	20%	184	20%	44	5%	33	4%	16	2%	905	100%
	MAJ	162	12%	89	7%	217	16%	48	4%	64	5%	49	4%	225	17%	258	19%	92	7%	82	6%	70	5%	1,356	100%
	CPT	399	12%	213	6%	435	13%	127	4%	106	3%	150	4%	540	16%	528	15%	378	11%	200	6%	365	11%	3,441	100%
	2LT/1LT	62	11%	29	5%	40	7%	29	5%	32	6%	32	6%	88	16%	75	13%	79	14%	42	7%	59	10%	567	100%
	CWO	70	15%	35	8%	61	13%	22	5%	32	7%	26	6%	76	17%	67	15%	42	9%	12	3%	16	3%	459	100%
Total		830	12%	438	6%	923	13%	262	4%	307	4%	301	4%	1,137	16%	1,150	17%	642	9%	379	5%	530	8%	6,899	100%

Q28 Which method of course attendance do you like most? Resident course as TDY en route to new duty station																									
		Q29 Reason why you like the method of attendance selected (Aggregated and Adjusted)																							
		Best opportunity for an operational break		Best quality time with family		Least disruption to family		Minimum time away from family or friends		Minimum time away from unit		Most advantageous to career		Most effective learning		Opportunity to have a clean break from old duties		Opportunity to move-relocate		Overall enhancement to quality of life		Pay and benefits-financial results		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Rank	COL	46	13%	12	4%	51	15%	16	5%	23	7%	12	4%	74	22%	77	23%	12	4%	13	4%	6	2%	342	100%
	LTC	241	13%	124	7%	303	17%	54	3%	115	6%	56	3%	416	23%	360	20%	60	3%	56	3%	26	1%	1,811	100%
	MAJ	349	13%	173	6%	471	17%	97	4%	125	5%	86	3%	525	19%	497	18%	154	6%	114	4%	124	5%	2,715	100%
	CPT	841	12%	443	6%	970	14%	253	4%	216	3%	277	4%	1,242	18%	994	14%	679	10%	317	5%	666	10%	6,898	100%
	2LT/1LT	137	12%	56	5%	77	7%	59	5%	58	5%	66	6%	200	18%	143	13%	157	14%	73	6%	109	10%	1,135	100%
	CWO	149	16%	76	8%	120	13%	42	5%	68	7%	49	5%	177	19%	125	14%	68	7%	22	2%	22	2%	918	100%
Total		1,763	13%	884	6%	1,992	14%	521	4%	605	4%	546	4%	2,634	19%	2,196	16%	1,130	8%	595	4%	953	7%	13,819	100%

Q28 Which method of course attendance do you like most? Resident course via video tele-teaching																									
		Q29 Reason why you like the method of attendance selected (Aggregated)																							
		Best opportunity for an operational break		Best quality time with family		Least disruption to family		Minimum time away from family or friends		Minimum time away from unit		Most advantageous to career		Most effective learning		Opportunity to have a clean break from old duties		Opportunity to move-relocate		Overall enhancement to quality of life		Pay and benefits-financial results		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Rank	COL	0	0%	0	0%	1	33%	1	33%	0	0%	0	0%	1	33%	0	0%	0	0%	0	0%	0	0%	3	100%
	LTC	1	2%	8	12%	19	29%	11	17%	4	6%	1	2%	9	14%	4	6%	2	3%	6	9%	1	2%	66	100%
	MAJ	11	9%	26	20%	28	22%	16	12%	15	12%	4	3%	12	9%	6	5%	1	1%	8	6%	2	2%	129	100%
	CPT	7	6%	22	20%	27	25%	21	19%	9	8%	2	2%	6	6%	4	4%	0	0%	8	7%	3	3%	109	100%
	2LT/1LT	0	0%	2	17%	2	17%	2	17%	2	17%	0	0%	2	17%	0	0%	0	0%	2	17%	0	0%	12	100%
	CWO	3	8%	5	14%	10	28%	4	11%	4	11%	1	3%	3	8%	2	6%	0	0%	3	8%	1	3%	36	100%
	Total	22	6%	63	18%	87	25%	55	15%	34	10%	8	2%	33	9%	16	5%	3	1%	27	8%	7	2%	355	100%

Q28 Which method of course attendance do you like most? Resident course via video tele-teaching																									
		Q29 Reason why you like the method of attendance selected (Aggregated and Adjusted)																							
		Best opportunity for an operational break		Best quality time with family		Least disruption to family		Minimum time away from family or friends		Minimum time away from unit		Most advantageous to career		Most effective learning		Opportunity to have a clean break from old duties		Opportunity to move-relocate		Overall enhancement to quality of life		Pay and benefits-financial results		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Rank	COL	0	0%	0	0%	2	33%	1	17%	0	0%	0	0%	3	50%	0	0%	0	0%	0	0%	0	0%	6	100%
	LTC	1	1%	23	17%	44	33%	20	15%	6	5%	1	1%	19	14%	6	5%	3	2%	7	5%	2	2%	132	100%
	MAJ	17	7%	50	19%	69	27%	32	12%	32	12%	5	2%	26	10%	10	4%	2	1%	11	4%	4	2%	258	100%
	CPT	9	4%	54	25%	61	28%	44	20%	15	7%	2	1%	13	6%	5	2%	0	0%	13	6%	4	2%	220	100%
	2LT/1LT	0	0%	6	25%	4	17%	3	13%	5	21%	0	0%	3	13%	0	0%	0	0%	3	13%	0	0%	24	100%
	CWO	7	10%	12	17%	22	31%	7	10%	8	11%	3	4%	3	4%	3	4%	0	0%	5	7%	2	3%	72	100%
	Total	34	5%	145	20%	202	28%	107	15%	66	9%	11	2%	67	9%	24	3%	5	1%	39	5%	12	2%	712	100%

Q28 Which method of course attendance do you like most? Distributed learning conducted at your duty station while continuing duty responsibilities																									
		Q29 Reason why you like the method of attendance selected (Aggregated)																							
		Best opportunity for an operational break		Best quality time with family		Least disruption to family		Minimum time away from family or friends		Minimum time away from unit		Most advantageous to career		Most effective learning		Opportunity to have a clean break from old duties		Opportunity to move-relocate		Overall enhancement to quality of life		Pay and benefits-financial results		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Rank	COL	0	0%	4	11%	5	14%	8	22%	7	19%	3	8%	7	19%	2	5%	0	0%	1	3%	0	0%	37	100%
	LTC	2	3%	5	7%	21	28%	11	14%	15	20%	5	7%	11	14%	0	0%	0	0%	5	7%	1	1%	76	100%
	MAJ	3	2%	18	12%	35	23%	24	16%	35	23%	11	7%	18	12%	3	2%	1	1%	5	3%	0	0%	153	100%
	CPT	3	3%	16	16%	20	20%	17	17%	18	18%	10	10%	8	8%	0	0%	1	1%	7	7%	1	1%	101	100%
	2LT/1LT	2	7%	1	3%	5	17%	2	7%	5	17%	4	13%	7	23%	0	0%	2	7%	1	3%	1	3%	30	100%
	CWO	1	6%	2	11%	5	28%	1	6%	3	17%	1	6%	4	22%	0	0%	1	6%	0	0%	0	0%	18	100%
	Total	11	3%	46	11%	91	22%	63	15%	83	20%	34	8%	55	13%	5	1%	5	1%	19	5%	3	1%	415	100%

Q28 Which method of course attendance do you like most? Distributed learning conducted at your duty station while continuing duty responsibilities																									
		Q29 Reason why you like the method of attendance selected (Aggregated and Adjusted)																							
		Best opportunity for an operational break		Best quality time with family		Least disruption to family		Minimum time away from family or friends		Minimum time away from unit		Most advantageous to career		Most effective learning		Opportunity to have a clean break from old duties		Opportunity to move-relocate		Overall enhancement to quality of life		Pay and benefits-financial results		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Rank	COL	0	0%	9	12%	10	13%	14	19%	14	19%	4	5%	19	25%	4	5%	0	0%	1	1%	0	0%	75	100%
	LTC	2	1%	11	7%	45	29%	23	15%	33	22%	7	5%	22	14%	0	0%	0	0%	9	6%	1	1%	153	100%
	MAJ	7	2%	40	13%	68	22%	51	17%	68	22%	22	7%	36	12%	6	2%	1	0%	9	3%	0	0%	308	100%
	CPT	4	2%	44	22%	41	20%	31	15%	33	16%	19	9%	19	9%	0	0%	1	0%	8	4%	3	1%	203	100%
	2LT/1LT	3	5%	3	5%	10	17%	6	10%	12	20%	5	8%	16	27%	0	0%	3	5%	1	2%	1	2%	60	100%
	CWO	2	6%	4	11%	13	36%	2	6%	4	11%	2	6%	8	22%	0	0%	1	3%	0	0%	0	0%	36	100%
	Total	18	2%	111	13%	187	22%	127	15%	164	20%	59	7%	120	14%	10	1%	6	1%	28	3%	5	1%	835	100%

Q28 Which method of course attendance do you like most? Distributed learning conducted at your duty station but with partial split of normal duty hours reserved for course work																					
		Q29 Reason why you like the method of attendance selected (Aggregated)																			
Rank		Best opportunity for an operational break		Best quality time with family		Least disruption to family		Minimum time away from family or friends		Minimum time away from unit		Most advantageous to career		Most effective learning		Opportunity to have a clean break from old duties		Opportunity to move-relocate		Overall enhancement to quality of life	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
	COL	1	2%	7	13%	12	23%	8	15%	10	19%	3	6%	8	15%	1	2%	0	0%	1	2%
	LTC	10	3%	41	13%	84	27%	41	13%	42	14%	17	6%	34	11%	4	1%	0	0%	29	9%
	MAJ	19	4%	57	12%	119	24%	75	15%	76	15%	24	5%	53	11%	2	0%	1	0%	60	12%
	CPT	26	5%	81	15%	120	22%	87	16%	69	13%	24	4%	65	12%	13	2%	3	1%	46	8%
	2LT/1LT	12	8%	18	12%	26	18%	22	15%	22	15%	10	7%	21	14%	1	1%	1	1%	12	8%
	CWO	3	2%	25	15%	42	26%	30	19%	26	16%	8	5%	17	10%	0	0%	0	0%	9	6%
	Total	71	4%	229	13%	403	24%	263	15%	245	14%	86	5%	198	12%	21	1%	5	0%	157	9%

Q28 Which method of course attendance do you like most? Distributed learning conducted at your duty station but with partial split of normal duty hours reserved for course work																					
		Q29 Reason why you like the method of attendance selected (Aggregated and Adjusted)																			
Rank		Best opportunity for an operational break		Best quality time with family		Least disruption to family		Minimum time away from family or friends		Minimum time away from unit		Most advantageous to career		Most effective learning		Opportunity to have a clean break from old duties		Opportunity to move-relocate		Overall enhancement to quality of life	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
	COL	1	1%	14	13%	28	26%	15	14%	23	21%	7	7%	14	13%	2	2%	0	0%	1	1%
	LTC	17	3%	91	15%	185	30%	85	14%	81	13%	25	4%	70	11%	7	1%	0	0%	50	8%
	MAJ	35	4%	125	13%	271	27%	160	16%	144	15%	39	4%	113	11%	4	0%	2	0%	88	9%
	CPT	51	5%	192	18%	267	25%	186	17%	124	11%	35	3%	122	11%	24	2%	6	1%	66	6%
	2LT/1LT	25	8%	39	13%	52	18%	46	15%	45	15%	19	6%	48	16%	3	1%	1	0%	17	6%
	CWO	4	1%	64	20%	87	27%	61	19%	46	14%	15	5%	30	9%	0	0%	0	0%	13	4%
	Total	133	4%	525	15%	890	26%	553	16%	463	14%	140	4%	397	12%	40	1%	9	0%	235	7%

Component: Active						
		Q30 What is the ideal length of TDY for a course? (in weeks)				
		Mean	Median	Standard Deviation	Mode	Count
Rank	COL	6.65	6	5.319	6	536
	LTC	6.71	6	8.075	6	2,576
	MAJ	7.99	6	8.080	6	3,376
	CPT	9.63	6	10.805	4	4,797
	2LT/1LT	8.67	7	10.415	6	786
	CWO	7.36	6	5.140	4	715

Component: Active							
		Q31 In your current assignment, how many hours of distributed learning are you willing to do on a monthly basis, in addition to your normal duties?					
		Zero		One or more		Total	
		Count	%	Count	%	Count	%
Rank	COL	205	38%	330	62%	535	100%
	LTC	901	35%	1,671	65%	2,572	100%
	MAJ	1,274	38%	2,076	62%	3,350	100%
	CPT	1,311	27%	3,461	73%	4,772	100%
	2LT/1LT	95	12%	671	88%	766	100%
	CWO	123	17%	587	83%	710	100%
	Total	3,909	31%	8,796	69%	12,705	100%

Component: Active						
		Q31 In your current assignment, how many hours of distributed learning are you willing to do on a monthly basis, in addition to your normal duties? (Only responses greater than zero)				
		Mean	Median	Standard Deviation	Mode	Count
Rank	COL	12.08	8	12.397	8	330
	LTC	12.85	10	14.593	8	1,671
	MAJ	14.72	10	17.294	8	2,076
	CPT	15.37	10	17.936	10	3,461
	2LT/1LT	18.28	12	20.255	10	671
	CWO	17.42	12	16.904	20	587

Component: Active						
		Q31 In your current assignment, how many hours of distributed learning are you willing to do on a monthly basis, in addition to your normal duties? (Including responses of zero)				
		Mean	Median	Standard Deviation	Mode	Count
Rank	COL	7.45	4	11.369	0	535
	LTC	8.35	4	13.265	0	2,572
	MAJ	9.12	4	15.374	0	3,350
	CPT	11.15	8	16.746	0	4,772
	2LT/1LT	16.01	10	19.891	0	766
	CWO	14.41	10	16.724	0	710

Component: Active							
		Q32 Of the 2 options below which is of more value to you when you take a course?					
		To request a preference for the method of attendance (type of duty status)		To know with certainty the year when a course will be taken or the prerequisite event(s) for taking the course		Total	
		%	Count	%	Count	%	Count
Rank	COL	57%	304	43%	233	100%	537
	LTC	57%	1,477	43%	1,109	100%	2,586
	MAJ	60%	2,042	40%	1,342	100%	3,384
	CPT	57%	2,764	43%	2,083	100%	4,847
	2LT/1LT	45%	361	55%	447	100%	808
	CWO	51%	362	49%	353	100%	715
	Total	57%	7,310	43%	5,567	100%	12,877

Leader Development – Favorability of Options

Component: Active													
		Q33 How favorable is the following: Eligibility to complete ILE as early as a CPT with 8 years of service											
		Very unfavorable		Unfavorable		Neither favorable nor unfavorable		Favorable		Very favorable		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	2%	12	21%	112	30%	162	41%	219	5%	29	100%	534
	LTC	9%	230	25%	657	25%	656	35%	896	5%	140	100%	2,579
	MAJ	13%	442	26%	894	25%	834	29%	995	7%	221	100%	3,386
	CPT	2%	97	7%	335	29%	1,389	45%	2,169	17%	824	100%	4,814
	2LT/1LT	1%	8	2%	15	42%	328	45%	352	11%	83	100%	786
	Total	7%	789	17%	2,013	28%	3,369	38%	4,631	11%	1,297	100%	12,099

Component: Active													
		Q34 How favorable is the following: Eligibility to complete ILE as late as a junior LTC											
		Very unfavorable		Unfavorable		Neither favorable nor unfavorable		Favorable		Very favorable		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	8%	42	40%	215	26%	140	24%	126	2%	11	100%	534
	LTC	13%	342	39%	1,006	22%	570	22%	575	3%	85	100%	2,578
	MAJ	11%	382	27%	902	21%	710	31%	1,052	10%	337	100%	3,383
	CPT	7%	357	20%	955	42%	1,995	26%	1,246	5%	236	100%	4,789
	2LT/1LT	2%	18	10%	76	59%	458	25%	195	4%	29	100%	776
	Total	9%	1,141	26%	3,154	32%	3,873	26%	3,194	6%	698	100%	12,060

Component: Active													
		Q35 How favorable is the following: Eligibility to complete JPME II anytime as a LTC											
		Very unfavorable		Unfavorable		Neither favorable nor unfavorable		Favorable		Very favorable		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	2%	9	4%	19	29%	153	56%	292	10%	53	100%	526
	LTC	1%	31	4%	108	28%	712	53%	1,365	13%	341	100%	2,557
	MAJ	1%	50	4%	136	37%	1,244	45%	1,512	12%	410	100%	3,352
	CPT	1%	50	2%	112	59%	2,787	32%	1,494	6%	279	100%	4,722
	2LT/1LT	1%	6	2%	14	64%	490	30%	229	4%	32	100%	771
	Total	1%	146	3%	389	45%	5,386	41%	4,892	9%	1,115	100%	11,928

Component: Active													
		Q36 How favorable is the following: The choice to complete AOWC: (A) right after ILE or (B) up to 3 years after											
		Very unfavorable		Unfavorable		Neither favorable nor unfavorable		Favorable		Very favorable		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	1%	4	6%	30	47%	246	44%	229	3%	14	100%	523
	LTC	1%	32	7%	181	46%	1,173	40%	1,029	5%	131	100%	2,546
	MAJ	3%	86	8%	255	38%	1,259	43%	1,452	9%	292	100%	3,344
	CPT	1%	32	2%	80	56%	2,652	35%	1,626	7%	309	100%	4,699
	2LT/1LT	1%	6	2%	12	65%	496	28%	215	4%	34	100%	763
	Total	1%	160	5%	558	49%	5,826	38%	4,551	7%	780	100%	11,875

Component: Active													
		Q37 How favorable is the following: The opportunity to take OES courses as multiple, short duration TDY and distributed learning courses											
		Very unfavorable		Unfavorable		Neither favorable nor unfavorable		Favorable		Very favorable		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	6%	33	22%	116	42%	222	26%	139	4%	19	100%	529
	LTC	7%	189	22%	567	37%	948	30%	763	4%	91	100%	2,558
	MAJ	10%	350	21%	711	35%	1,163	28%	943	5%	184	100%	3,351
	CPT	6%	264	14%	672	43%	2,036	31%	1,449	6%	300	100%	4,721
	2LT/1LT	2%	12	6%	48	50%	383	34%	262	8%	64	100%	769
	Total	7%	848	18%	2,114	40%	4,752	30%	3,556	6%	658	100%	11,928

Component: Active													
		Q38 How favorable is the following: The opportunity for a joint, interagency, intergovernmental or multinational (JIIM) experience as a Major											
		Very unfavorable		Unfavorable		Neither favorable nor unfavorable		Favorable		Very favorable		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	0%	2	2%	10	13%	71	55%	293	29%	154	100%	530
	LTC	1%	18	2%	40	14%	353	56%	1,434	28%	729	100%	2,574
	MAJ	1%	25	1%	44	11%	382	46%	1,569	40%	1,361	100%	3,381
	CPT	1%	24	1%	29	21%	988	41%	1,961	37%	1,758	100%	4,760
	2LT/1LT	1%	4	1%	7	34%	263	38%	298	26%	203	100%	775
	Total	1%	73	1%	130	17%	2,057	46%	5,555	35%	4,205	100%	12,020

Component: Active													
		Q39 How favorable is the following: The opportunity for a 2 year period of graduate school											
		Very unfavorable		Unfavorable		Neither favorable nor unfavorable		Favorable		Very favorable		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	0%	2	4%	19	14%	73	46%	243	36%	192	100%	529
	LTC	1%	29	2%	64	11%	294	41%	1,063	44%	1,129	100%	2,579
	MAJ	1%	29	1%	47	9%	309	33%	1,112	56%	1,889	100%	3,386
	CPT	1%	27	1%	33	12%	583	28%	1,333	59%	2,821	100%	4,797
	2LT/1LT	1%	4	1%	9	17%	137	27%	213	54%	429	100%	792
	Total	1%	91	1%	172	12%	1,396	33%	3,964	53%	6,460	100%	12,083

Component: Active													
		Q40 How favorable is the following: A shift in the focus for promotion selection criteria - away from time in grade and manner of performance to completion of key criteria and manner of performance											
		Very unfavorable		Unfavorable		Neither favorable nor unfavorable		Favorable		Very favorable		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	8%	40	19%	98	24%	126	38%	200	12%	64	100%	528
	LTC	7%	190	17%	435	24%	621	36%	919	16%	407	100%	2,572
	MAJ	6%	210	13%	445	25%	840	35%	1,183	21%	702	100%	3,380
	CPT	4%	192	8%	405	29%	1,380	34%	1,644	24%	1,146	100%	4,767
	2LT/1LT	2%	18	6%	51	35%	277	37%	293	19%	148	100%	787
	Total	5%	650	12%	1,434	27%	3,244	35%	4,239	21%	2,467	100%	12,034

Q41. Theme Counts for Additional Comments Related to Proposed Changes to OES Items

(Q41) Q33. Eligibility to complete ILE as early as a CPT with 8 years of service

General	
2. Generally positive comment (e.g. This option needs to be incorporated)	50
3. Generally negative comment	58
Promotion, career path	
5. Reinforce the importance of experience & maturity	27
All others regarding promotion	9
Conditions, modifications	
20. Relates to timing, timing needs to be managed, timing (seq. of events) is important	7
15. Added a suggested revision or addition to the option	6
21. Offered a 2nd or 3rd order consequence based on an "if"/a qualifying statement	4
17. How this works will differ by branch	2
Other	11
Total	173

(Q41) Q34. Eligibility to complete ILE as late as a junior LTC

General	
2. Generally positive comment (e.g. This option needs to be incorporated)	11
3. Generally negative comment	21
Other	14
Total	46

(Q41) Q37. The opportunity to take OES as multiple, short duration TDY and distributed learning courses

General	
2. Generally positive comment (e.g. This option needs to be incorporated)	18
3. Generally negative comment	73
4. Expressed a general concern of change (possibly related to one of the options)	1
Quality of life	
7. Need or want greater flexibility	5
27. Need predictability	1
19. Family is an important consideration (family impacted negatively if not done or positively if adopted), family needs to be taken into account	35
Education content/outcome	
39. Education is important so provide it	7
32. Need to fix what's taught in a course or across OES	2
Delivery of education	
8. Resident learning is beneficial	25
35. dL is a good alternative	4
9. Distance/distributed learning has problems	33
34. There is no time for dL	56
Promotion, career path –	
18. Inequitable opportunities, ticket punching	5
Systems	
25. OPTEMPO contributes to the problem or need	5
38. Should apply to everyone, more opportunity, be fair	2
Conditions, modifications	
20. Relates to timing, timing needs to be managed, timing (seq. of events) is important	5
15. Added a suggested revision or addition to the option	2
21. Offered a 2nd or 3rd order consequence based on an "if"/a qualifying statement	6
Other	9
Total	294

(Q41) Q38. The opportunity for a joint interagency, intergovernmental or multinational (JIIM) experience as a Major

General	
2. Generally positive comment (e.g. This option needs to be incorporated)	69
3. Generally negative comment	5
Quality of life	
7. Need or want greater flexibility	2
Education content/outcome	
39. Education is important so provide it	1
28. Universal ILE is undesirable, better when selected for CGSOC	1
Broadening	
37. JIIM experience is a priority	6
48. Provide JIIM experience as a CPT	9
Promotion, career path	2
Conditions, modifications	
20. Relates to timing, timing needs to be managed, timing (seq. of events) is important	2
15. Added a suggested revision or addition to the option	14
21. Offered a 2nd or 3rd order consequence based on an "if"/a qualifying statement	2
17. How this works will differ by branch	2
Other	7
Total	121

(Q41) Q39. The opportunity for a 2 year period for graduate school

General	
2. Generally positive comment (e.g. This option needs to be incorporated)	154
3. Generally negative comment	27
Quality of life	
7. Need or want greater flexibility	5
19. Family is an important consideration (family impacted negatively if not done or positively if adopted), family needs to be taken into account	13
Education content/outcome	
39. Education is important so provide it	3
26. OES has problems, OES is broke	1
32. Need to fix what's taught in a course or across OES	3
Delivery of education	
8. Resident learning is beneficial	1
9. Distance/distributed learning has problems	1
Broadening	
42. Provide grad degree credit for military course	12
Promotion, career path	
22. Promotion should be based on education completed (not exclusively)	2
18. Selection criteria – inequitable, opportunities will be unequal, disadvantage to deployers	8
54. Promotions occur too fast, too soon, too high of proportion	1
16. Selection criteria – similar to ticket punching, careerism, passing through gates	1
Systems	
25. OPTEMPO contributes to the problem or need	6
38. Should apply to everyone, more opportunity, be fair	5
Conditions, modifications	
20. Relates to timing, timing needs to be managed, timing (seq. of events) is important	10
15. Added a suggested revision or addition to the option	36
21. Offered a 2nd or 3rd order consequence based on an "if"/a qualifying statement	13
17. How this works will differ by branch	5
Career	
53. Reason(s) for staying in the Army	7
51. Reason(s) for leaving the Army	1
Other	7
Total	322

(Q41) Q40. A shift in the focus for promotion selection criteria – away from time in grade and manner of performance to completion of key criteria and manner of performance.

General	
2. Generally positive comment (e.g. This option needs to be incorporated)	186
3. Generally negative comment	309
4. Expressed a general concern of change (possibly related to one of the options)	12
Quality of life	
7. Need or want greater flexibility	22
19. Family is an important consideration (family impacted negatively if not done or positively if adopted), family needs to be taken into account	7
Education content/outcome	
39. Education is important so provide it	2
26. OES has problems, OES is broke	1
32. Need to fix what's taught in a course or across OES	2
28. Universal ILE is undesirable, better when selected for CGSOC	2
Delivery of education	
8. Resident learning is beneficial	2
9. Distance/distributed learning has problems	2
34. There is no time for dL	2
Broadening	
42. Provide grad degree credit for military course	1
37. JIIM experience is a priority	4
Promotion, career path	
5. Reinforce the importance of experience & maturity	158
6. Promotion should be based on performance	324
22. Promotion should be based on education completed (not exclusively)	55
29. Position held should impact promotions, not all positions/assignments are equal	49
33. Leader potential is important, needs to be assessed	28
14. Selection criteria - depends on what the criteria are	33
18. Selection criteria – inequitable, opportunities will be unequal, disadvantage to deployers	201
23. Selection criteria – current BZ promotions are adequate	2
57. Time in grade should be a criterion, should stay as is	122
58. Time in grade is alright, but not the most important, depends	40
56. Time in grade should not be a criterion, not as prominent	92
46. Make it happen sooner, it happens too slow	7
54. Promotions occur too fast, too soon, too high of proportion	11
40. OER, has problems, make it compatible with proposed revisions	27
16. Selection criteria – similar to ticket punching, careerism, passing through gates	72
Systems	
41. Difficult to implement, need care in implementing	11
25. OPTEMPO contributes to the problem or need	9
38. Should apply to everyone, more opportunity, be fair	48
Leader qualities	
47. Value leaders (for promotion) who care for Soldiers, who motivate Soldiers	8
50. Need more objective criteria for performance, test for promotion	4
Conditions, modifications	
20. Relates to timing, timing needs to be managed, timing (seq. of events) is important	15
15. Added a suggested revision or addition to the option	32
21. Offered a 2nd or 3rd order consequence based on an "if"/a qualifying statement	31

17.How this works will differ by branch	24
Career	
53. Reason(s) for staying in the Army	5
51.Reason(s) for leaving the Army	7
Other	45
Total	2,014

(Q41) Other - OES or specific course

General	
2. Generally positive comment (e.g. This option needs to be incorporated)	11
3.Generally negative comment	24
4.Expressed a general concern of change (possibly related to one of the options)	6
Quality of life	
7. Need or want greater flexibility	58
27.Need predictability	2
19.Family is an important consideration (family impacted negatively if not done or positively if adopted), family needs to be taken into account	30
Education content/outcome	
39.Education is important so provide it	12
26.OES has problems, OES is broke	12
32.Need to fix what's taught in a course or across OES	32
28.Universal ILE is undesirable, better when selected for CGSOC	7
Delivery of education	
8. Resident learning is beneficial	10
35. dL is a good alternative	11
9.Distance/distributed learning has problems	5
34. There is no time for dL	9
Broadening	
42. Provide grad degree credit for military course	3
37. JIIM experience is a priority	3
Promotion, career path	
5. Reinforce the importance of experience & maturity	13
6. Promotion should be based on performance	4
29. Position held should impact promotions, not all positions/assignments are equal	2
18. Selection criteria – inequitable, opportunities will be unequal, disadvantage to deployers	13
46.Make it happen sooner, it happens too slow	1
40.OER, has problems, make it compatible with proposed revisions	2
16. Selection criteria – similar to ticket punching, careerism, passing through gates	3
Systems	
25.OPTempo contributes to the problem or need	10
38.Should apply to everyone, more opportunity, be fair	18
Conditions, modifications	
20. Relates to timing, timing needs to be managed, timing (seq. of events) is important	48
15. Added a suggested revision or addition to the option	13
21.Offered a 2nd or 3rd order consequence based on an "if"/a qualifying statement	4
17.How this works will differ by branch	15
Other	24
Total	405

OES Output

Component: Active													
		Q44 How effective are OES courses at providing well educated graduates to your unit or organization?											
		Very ineffective		Ineffective		Neither effective nor ineffective		Effective		Very effective		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Career Field	Maneuver Fires and Effects	1%	14	5%	47	18%	176	71%	683	4%	37	100%	957
	Operational Support	1%	3	4%	11	26%	68	66%	176	3%	7	100%	265
	Force Sustainment	1%	4	4%	20	26%	135	65%	339	4%	22	100%	520
	Special Branches	2%	10	5%	27	37%	205	54%	301	3%	17	100%	560
	Total	1%	31	5%	105	25%	584	65%	1,499	4%	83	100%	2,302

Component: Reserve													
		Q44 How effective are OES courses at providing well educated graduates to your unit or organization?											
		Very ineffective		Ineffective		Neither effective nor ineffective		Effective		Very effective		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Career Field	Maneuver Fires and Effects	2%	8	2%	7	14%	50	74%	257	7%	24	100%	346
	Operational Support	2%	3	4%	7	20%	33	70%	115	4%	6	100%	164
	Force Sustainment	1%	4	4%	10	17%	46	69%	187	9%	25	100%	272
	Special Branches	3%	7	5%	12	26%	64	62%	152	5%	12	100%	247
	Total	2%	22	3%	36	19%	193	69%	711	7%	67	100%	1,029

Component: Active													
		Q45 How effective is your unit or organization at utilizing what graduates learned during OES courses?											
		Very ineffective		Ineffective		Neither effective nor ineffective		Effective		Very effective		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Career Field	Maneuver Fires and Effects	2%	15	7%	65	27%	260	60%	576	4%	41	100%	957
	Operational Support	1%	3	8%	22	34%	90	55%	146	2%	4	100%	265
	Force Sustainment	2%	12	6%	32	33%	174	55%	289	3%	14	100%	521
	Special Branches	3%	16	11%	60	42%	236	41%	229	3%	17	100%	558
	Total	2%	46	8%	179	33%	760	54%	1,240	3%	76	100%	2,301

Component: Reserve													
		Q45 How effective is your unit or organization at utilizing what graduates learned during OES courses?											
		Very ineffective		Ineffective		Neither effective nor ineffective		Effective		Very effective		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Career Field	Maneuver Fires and Effects	3%	10	9%	32	25%	88	58%	200	5%	16	100%	346
	Operational Support	2%	3	9%	15	28%	45	57%	93	4%	7	100%	163
	Force Sustainment	2%	6	7%	20	34%	92	52%	142	4%	12	100%	272
	Special Branches	2%	6	13%	31	35%	87	47%	115	3%	7	100%	246
	Total	2%	25	10%	98	30%	312	54%	550	4%	42	100%	1,027

Component: Active		
What has kept your subordinates from attending OES courses?		
	%	Count
Q46a Nothing has kept them from attending	29%	688
Q46b Unit requirements for training, deployment preparation, or deployments	52%	1,220
Q46c Insufficient course authorizations	18%	418
Q46d Funding unavailable	15%	348
Q46e Course too long	8%	177
Q46f My chain of command does not support their attendance	7%	160
Q46g I do not believe the course is useful	1%	33
Q46h Subordinates don't believe it to be useful	5%	107
Q46i Malingerers (those who want to avoid requirements associated with a course)	3%	79
Total N (LTC and COL Raters)		2,335

Component: Reserve		
What has kept your subordinates from attending OES courses?		
	%	Count
Q46a Nothing has kept them from attending	17%	174
Q46b Unit requirements for training, deployment preparation, or deployments	45%	468
Q46c Insufficient course authorizations	36%	372
Q46d Funding unavailable	33%	344
Q46e Course too long	25%	262
Q46f My chain of command does not support their attendance	4%	42
Q46g I do not believe the course is useful	1%	8
Q46h Subordinates don't believe it to be useful	7%	78
Q46i Malingerers (those who want to avoid requirements associated with a course)	18%	186
Total N (LTC and COL Raters)		1,041

Deployment Experience

Component: Active							
		How many times have you been deployed for 180 days or more since September 11, 2001?					
		0		Once or More		Total	
		Count	Row N %	Count	Row N %	Count	Row N %
Rank	COL	228	42%	312	58%	540	100%
	LTC	606	23%	2,006	77%	2,612	100%
	MAJ	605	18%	2,809	82%	3,414	100%
	CPT	850	17%	4,063	83%	4,913	100%
	CWO	129	18%	591	82%	720	100%
	2LT/1LT	452	55%	374	45%	826	100%
	Total	2,870	22%	10,155	78%	13,025	100%

Component: Reserve							
		How many times have you been deployed for 180 days or more since September 11, 2001?					
		0		Once or More		Total	
		Count	Row N %	Count	Row N %	Count	Row N %
Rank	COL	332	38%	531	62%	863	100%
	LTC	142	34%	275	66%	417	100%
	MAJ	119	21%	442	79%	561	100%
	CPT	96	20%	395	80%	491	100%
	CWO	266	29%	638	71%	904	100%
	2LT/1LT	727	48%	794	52%	1,521	100%
	Total	1,682	35%	3,075	65%	4,757	100%

Component: Active							
		Are you currently on a deployment of 30 days or more?					
		Yes		No		Total	
		Count	Row N %	Count	Row N %	Count	Row N %
Rank	COL	62	12%	473	88%	535	100%
	LTC	399	16%	2,163	84%	2,562	100%
	MAJ	659	20%	2,707	80%	3,366	100%
	CPT	1,183	25%	3,641	75%	4,824	100%
	CWO	164	23%	544	77%	708	100%
	2LT/1LT	180	22%	638	78%	818	100%
	Total	2,647	21%	10,166	79%	12,813	100%

Component: Reserve							
		Are you currently on a deployment of 30 days or more?					
		Yes		No		Total	
		Count	Row N %	Count	Row N %	Count	Row N %
Rank	COL	138	16%	722	84%	860	100%
	LTC	116	28%	296	72%	412	100%
	MAJ	117	21%	439	79%	556	100%
	CPT	103	21%	384	79%	487	100%
	CWO	173	19%	722	81%	895	100%
	2LT/1LT	308	20%	1,197	80%	1,505	100%
	Total	955	20%	3,760	80%	4,715	100%

Component: Active									
		Combat Deployment ISO OIF-OEF (Iraq, Afghanistan, Kuwait)							
		Yes		No, deployed elsewhere		Have not deployed since 9-11-01		Total	
		Count	%	Count	%	Count	%	Count	%
Rank	COL	317	58%	85	16%	140	26%	542	100%
	LTC	1,898	72%	389	15%	337	13%	2,624	100%
	MAJ	2,676	78%	403	12%	347	10%	3,426	100%
	CPT	3,921	79%	446	9%	571	12%	4,938	100%
	CWO	553	76%	106	15%	65	9%	724	100%
	2LT/1LT	345	41%	124	15%	370	44%	839	100%
	Total	9,710	74%	1,553	12%	1,830	14%	13,093	100%

Component: Reserve									
		Combat Deployment ISO OIF-OEF (Iraq, Afghanistan, Kuwait)							
		Yes		No, deployed elsewhere		Have not deployed since 9-11-01		Total	
		Count	%	Count	%	Count	%	Count	%
Rank	COL	403	47%	256	30%	207	24%	866	100%
	LTC	221	53%	104	25%	93	22%	418	100%
	MAJ	359	64%	124	22%	81	14%	564	100%
	CPT	315	64%	110	22%	69	14%	494	100%
	CWO	477	53%	246	27%	184	20%	907	100%
	2LT/1LT	587	38%	341	22%	614	40%	1,542	100%
	Total	2,362	49%	1,181	25%	1,248	26%	4,791	100%

Component: Active																							
		Iraq		Afghanistan		Kuwait		Elsewhere in SW Asia (eg, Qatar, Saudi Arabia)		Elsewhere in Asia (eg, Japan, Kazakhstan)		Korea		Elsewhere in Europe		Bosnia, Kosovo, or nearby location		A CONUS site		Other OCONUS site		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Rank	COL	237	44%	94	17%	88	16%	43	8%	19	4%	43	8%	46	8%	40	7%	59	11%	33	6%	542	100%
	LTC	1,523	58%	532	20%	568	22%	309	12%	109	4%	346	13%	182	7%	197	8%	342	13%	191	7%	2,624	100%
	MAJ	2,224	65%	677	20%	714	21%	269	8%	133	4%	445	13%	169	5%	270	8%	417	12%	299	9%	3,426	100%
	CPT	3,460	70%	852	17%	839	17%	210	4%	124	3%	713	14%	169	3%	185	4%	532	11%	265	5%	4,938	100%
	CWO	452	62%	168	23%	185	26%	65	9%	26	4%	122	17%	37	5%	52	7%	82	11%	75	10%	724	100%
	2LT/1LT	300	36%	53	6%	67	8%	11	1%	8	1%	64	8%	13	2%	10	1%	71	8%	28	3%	839	100%
	Total	8,196	63%	2,376	18%	2,461	19%	907	7%	419	3%	1,733	13%	616	5%	754	6%	1,503	11%	891	7%	13,093	100%

Component: Reserve																							
		Iraq		Afghanistan		Kuwait		Elsewhere in SW Asia (eg, Qatar, Saudi Arabia)		Elsewhere in Asia (eg, Japan, Kazakhstan)		Korea		Elsewhere in Europe		Bosnia, Kosovo, or nearby location		A CONUS site		Other OCONUS site		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Rank	COL	273	32%	110	13%	131	15%	30	3%	10	1%	21	2%	32	4%	52	6%	291	34%	53	6%	866	100%
	LTC	154	37%	55	13%	58	14%	20	5%	3	1%	6	1%	13	3%	34	8%	151	36%	16	4%	418	100%
	MAJ	237	42%	87	15%	118	21%	32	6%	7	1%	17	3%	17	3%	38	7%	172	30%	33	6%	564	100%
	CPT	251	51%	56	11%	103	21%	17	3%	4	1%	11	2%	20	4%	31	6%	154	31%	19	4%	494	100%
	CWO	340	37%	103	11%	194	21%	36	4%	10	1%	11	1%	19	2%	60	7%	319	35%	56	6%	907	100%
	2LT/1LT	429	28%	111	7%	158	10%	28	2%	8	1%	14	1%	21	1%	48	3%	381	25%	51	3%	1,542	100%
	Total	1,684	35%	522	11%	762	16%	163	3%	42	1%	80	2%	122	3%	263	5%	1,468	31%	228	5%	4,791	100%

Component: Active																					
		How many times have you been deployed for 180 days or more since September 11, 2001?																			
		0		Once or More		1		2		3		4		5		6		7 or more		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Rank	COL	228	42%	312	58%	170	31%	116	21%	18	3%	3	1%	4	1%	0	0%	1	0%	540	100%
	LTC	606	23%	2,006	77%	957	37%	720	28%	246	9%	55	2%	12	0%	7	0%	9	0%	2,612	100%
	MAJ	605	18%	2,809	82%	1,326	39%	993	29%	345	10%	95	3%	25	1%	7	0%	18	1%	3,414	100%
	CPT	850	17%	4,063	83%	1,874	38%	1,572	32%	500	10%	89	2%	17	0%	4	0%	7	0%	4,913	100%
	CWO	129	18%	591	82%	193	27%	243	34%	104	14%	42	6%	4	1%	1	0%	4	1%	720	100%
	2LT/1LT	452	55%	374	45%	287	35%	66	8%	15	2%	5	1%	0	0%	0	0%	1	0%	826	100%
	Total	2,870	22%	10,155	78%	4,807	37%	3,710	28%	1,228	9%	289	2%	62	0%	19	0%	40	0%	13,025	100%

Component: Reserve																					
		How many times have you been deployed for 180 days or more since September 11, 2001?																			
		0		Once or More		1		2		3		4		5		6		7 or more		Total	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Rank	COL	332	38%	531	62%	324	38%	148	17%	38	4%	9	1%	3	0%	6	1%	3	0%	863	100%
	LTC	142	34%	275	66%	146	35%	76	18%	29	7%	11	3%	6	1%	4	1%	3	1%	417	100%
	MAJ	119	21%	442	79%	280	50%	126	22%	23	4%	7	1%	3	1%	1	0%	2	0%	561	100%
	CPT	96	20%	395	80%	243	49%	116	24%	28	6%	5	1%	1	0%	0	0%	2	0%	491	100%
	CWO	266	29%	638	71%	385	43%	186	21%	46	5%	9	1%	6	1%	2	0%	4	0%	904	100%
	2LT/1LT	727	48%	794	52%	577	38%	167	11%	27	2%	14	1%	3	0%	3	0%	3	0%	1,521	100%
	Total	1,682	35%	3,075	65%	1,955	41%	819	17%	191	4%	55	1%	22	0%	16	0%	17	0%	4,757	100%

Demographics

Component: Active													
		Which of the following best describes your current career intentions?											
		I plan to stay in the Army until retirement eligible		I plan to stay beyond my obligation, undecided about retirement		Undecided about staying upon completion of my obligation		I will probably leave upon completion of my obligation		I will definitely leave upon completion of my obligation		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	82%	32	3%	1	10%	4	5%	2	0%	0	100%	39
	LTC	91%	1,215	4%	49	3%	41	1%	17	1%	15	100%	1,337
	MAJ	78%	2,367	8%	250	8%	253	3%	85	3%	92	100%	3,047
	CPT	42%	1,963	19%	874	22%	1,023	8%	400	10%	463	100%	4,723
	2LT/1LT	26%	212	19%	158	33%	268	13%	104	9%	73	100%	815
	CWO	78%	344	5%	23	11%	47	3%	14	3%	11	100%	439
	Total	59%	6,133	13%	1,355	16%	1,636	6%	622	6%	654	100%	10,400

Component: Reserve													
		Which of the following best describes your current career intentions?											
		I plan to stay in the Army until retirement eligible		I plan to stay beyond my obligation, undecided about retirement		Undecided about staying upon completion of my obligation		I will probably leave upon completion of my obligation		I will definitely leave upon completion of my obligation		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	89%	104	3%	4	5%	6	1%	1	2%	2	100%	117
	LTC	83%	109	7%	9	5%	6	2%	2	4%	5	100%	131
	MAJ	79%	284	8%	27	9%	32	3%	10	1%	5	100%	358
	CPT	62%	270	12%	52	12%	54	8%	36	6%	25	100%	437
	2LT/1LT	48%	708	15%	222	23%	338	8%	122	5%	71	100%	1,461
	CWO	78%	281	8%	30	8%	27	3%	10	3%	12	100%	360
	Total	61%	1,756	12%	344	16%	463	6%	181	4%	120	100%	2,864

Component: Active													
		How many Company of detachment commands have you had?											
		None		1		2		3		4 or more		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	15%	79	48%	258	30%	163	5%	25	2%	12	100%	537
	LTC	17%	445	45%	1,173	27%	717	8%	221	2%	52	100%	2,608
	MAJ	21%	716	44%	1,504	26%	900	7%	231	2%	52	100%	3,403
	CPT	57%	2,808	33%	1,635	8%	387	1%	45	1%	28	100%	4,903
	2LT/1LT	94%	786	5%	38	1%	7	0%	2	0%	1	100%	834
	CWO	83%	596	9%	64	3%	25	1%	7	3%	23	100%	715
	Total	42%	5,430	36%	4,672	17%	2,199	4%	531	1%	168	100%	13,000

Component: Reserve													
		How many Company of detachment commands have you had?											
		None		1		2		3		4 or more		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	16%	137	40%	342	27%	230	12%	100	6%	50	100%	859
	LTC	21%	87	40%	165	26%	107	11%	47	3%	11	100%	417
	MAJ	18%	102	43%	243	27%	151	9%	49	3%	17	100%	562
	CPT	39%	190	38%	185	18%	86	4%	21	2%	9	100%	491
	2LT/1LT	71%	1,086	23%	348	4%	68	1%	16	1%	8	100%	1,526
	CWO	69%	616	19%	167	6%	56	2%	21	4%	36	100%	896
	Total	47%	2,218	31%	1,450	15%	698	5%	254	3%	131	100%	4,751

Component: Active																							
		As an officer, what one career goal do you most aspire to?																					
		Promotion to CPT		Promotion to MAJ		Promotion to LTC		Promotion to COL		Promotion to general officer		Command a battalion		Command a brigade		Command a division or higher unit		Lead a TDA-sustaining force organization		Become a leading functional area expert		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	0%	1	0%	0	1%	5	16%	74	16%	73	4%	17	31%	140	5%	24	7%	31	20%	94	100%	459
	LTC	0%	2	0%	2	11%	265	43%	1,032	3%	79	18%	439	14%	327	1%	26	1%	30	8%	189	100%	2,391
	MAJ	0%	1	1%	46	31%	960	27%	836	4%	113	21%	639	5%	166	1%	40	1%	22	8%	259	100%	3,082
	CPT	2%	84	13%	539	22%	902	21%	863	6%	268	12%	488	4%	166	2%	75	1%	45	17%	705	100%	4,135
	1LT	23%	84	10%	36	17%	63	16%	57	8%	30	5%	19	2%	6	2%	7	1%	2	17%	61	100%	365
	2LT	22%	82	12%	45	17%	63	15%	56	9%	34	5%	19	3%	12	2%	8	1%	3	14%	54	100%	376
	Total	2%	254	6%	668	21%	2,258	27%	2,918	6%	597	15%	1,621	8%	817	2%	180	1%	133	13%	1,362	100%	10,808

Component: Reserve																							
		As an officer, what one career goal do you most aspire to?																					
		Promotion to CPT		Promotion to MAJ		Promotion to LTC		Promotion to COL		Promotion to general officer		Command a battalion		Command a brigade		Command a division or higher unit		Lead a TDA-sustaining force organization		Become a leading functional area expert		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	COL	0%	0	0%	0	1%	4	10%	74	36%	267	1%	11	22%	162	11%	79	3%	25	16%	116	100%	738
	LTC	1%	2	0%	0	5%	18	59%	232	8%	31	9%	36	8%	30	1%	5	2%	7	8%	31	100%	392
	MAJ	0%	0	1%	4	32%	168	35%	187	6%	34	10%	55	5%	27	0%	2	1%	6	9%	45	100%	528
	CPT	2%	7	24%	104	22%	96	23%	102	7%	31	6%	28	2%	11	1%	5	1%	4	12%	53	100%	441
	1LT	20%	169	16%	133	15%	123	20%	162	6%	50	7%	54	3%	21	2%	18	0%	2	12%	97	100%	829
	2LT	18%	100	16%	92	16%	89	18%	103	11%	63	4%	24	3%	18	2%	10	0%	2	12%	66	100%	567
	Total	8%	278	10%	333	14%	498	25%	860	14%	476	6%	208	8%	269	3%	119	1%	46	12%	408	100%	3,495

Component: Active																			
		As a warrant officer, what one career goal do you most aspire to?																	
		Promotion to CW2		Promotion to CW3		Promotion to CW4		Promotion to CW5		Become CWOB-RCWO		Become CCWO		Become a leading functional area expert		Other		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	CW5	0%	0	0%	0	2%	1	7%	3	14%	6	12%	5	43%	18	21%	9	100%	42
	CW4	0%	0	0%	0	8%	14	51%	88	8%	13	1%	1	20%	34	13%	23	100%	173
	CW3	0%	0	4%	10	27%	67	33%	82	3%	7	0%	0	25%	63	9%	23	100%	252
	CW2	0%	1	10%	25	23%	56	28%	69	2%	6	0%	1	25%	63	11%	27	100%	248
	Total	0%	1	5%	35	19%	138	34%	242	4%	32	1%	7	25%	178	11%	82	100%	715

Component: Reserve																			
		As a warrant officer, what one career goal do you most aspire to?																	
		Promotion to CW2		Promotion to CW3		Promotion to CW4		Promotion to CW5		Become CWOB-RCWO		Become CCWO		Become a leading functional area expert		Other		Total	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Rank	CW5	0%	0	0%	0	1%	1	4%	3	4%	3	29%	22	35%	26	27%	20	100%	75
	CW4	0%	0	0%	0	5%	11	64%	139	1%	3	7%	16	13%	28	9%	20	100%	217
	CW3	0%	0	0%	1	41%	115	26%	72	0%	1	8%	23	18%	50	6%	18	100%	280
	CW2	1%	2	18%	60	31%	104	18%	59	1%	3	5%	18	21%	70	5%	16	100%	332
	Total	0%	2	7%	61	26%	231	30%	273	1%	10	9%	79	19%	174	8%	74	100%	904

Aspects of OES to Sustain, Improve

Q47. What do you like about the Officer Education System that you would most like to see continued in the future?														
Themes	Active						Reserve						Count	
	CPT	MAJ	LTC	2LT-1LT	CWO	COL	CPT	MAJ	LTC	2LT-1LT	CWO	COL	Sub-theme	Total
Specific Areas of Interest (Responses from Q5)														786
1. Completing requirements for advancement (career enhancement)	2	6	8	0	2	1	0	4	1	3	7	3	37	
2. Improving my skills (continued learning/development)	8	5	2	0	0	0	1	1	0	1	1	0	19	
3. Increasing my understanding of knowledge (to get an education)	4	6	3	0	1	0	1	0	0	0	0	2	17	
4. Networking or interaction with others (Learning from peers)	98	92	72	10	14	19	5	11	13	16	12	22	384	
5. Quality time with family	25	34	31	3	1	5	0	0	0	1	1	3	104	
6. Time away from operational pace of the Army (chance to "take a knee" or break from OPTEMPO)	70	69	57	3	3	12	0	2	3	2	3	1	225	
OES Qualities														850
7. Sequential/Well-timed/Predictable/Appropriate duration	35	39	39	1	11	9	5	8	7	9	8	13	184	
8. Flexibility/Availability/Varied Options	30	23	25	3	2	1	9	7	4	17	12	21	154	
9. Quality instructors/facilitators	22	15	14	4	2	1	0	0	2	10	4	7	81	
10. Universal attendance/Everyone attends	3	25	27	0	0	3	0	1	5	1	1	3	69	
11. Emphasis on small-group instruction	21	10	18	0	1	3	2	4	2	3	1	3	68	
12. Current, contemporary, applicable content	11	12	14	1	2	3	3	5	1	3	5	6	66	
13. JPME/JIIM training or experiences	13	21	15	3	1	1	3	1	1	0	2	3	64	
14. Professional, Quality OES or Positive Comment	9	4	10	3	3	2	1	1	3	3	4	8	51	
15. Army's emphasis on formal, continued education and development	8	8	3	1	5	3	1	1	0	2	4	2	38	
16. Hands-on Learning/Field Application	4	3	5	5	2	0	2	3	0	7	4	0	35	
17. Emphasis on basic warfighting skills	7	4	3	5	0	0	0	1	1	0	4	1	26	
18. Adult-learning model/Critical Thinking	0	3	5	0	1	2	0	0	2	0	0	1	14	
Method of Attendance														961
19. Residency requirement	91	147	143	2	11	28	11	19	17	14	14	41	538	
21. Correspondence/Distance Learning/Distributed Learning	14	18	17	2	4	4	22	12	7	19	9	29	157	
20. PCS move	76	91	42	2	0	7	0	0	1	0	0	0	219	
22. TDY period (enroute or return)	16	21	4	2	1	2	0	0	1	0	0	0	47	
Continued Education - Civilian or Military														502
23. Time/opportunity to work on civilian degree (ACS,EGSP)	161	102	39	25	12	12	3	4	1	14	5	6	384	
24. Other Technical/Developmental Training or Education	8	7	14	0	2	2	2	1	0	2	8	1	47	
25. Tuition assistance	8	8	2	3	2	0	2	3	0	4	5	0	37	
26. Training With Industry/Fellowships	11	6	2	4	8	1	0	2	0	0	0	0	34	
Reference Specific OES course														350
BOLC I/OCS/WOCS	7	3	8	5	1	0	2	5	1	3	3	3	41	
BOLC II,III/OBC/WOBC	10	4	5	3	1	1	1	3	2	16	9	0	55	
CAS3/OAC/CCC/WOAC/WOSC	33	19	9	2	0	2	3	4	1	3	7	2	85	
CGSC/ILE/SAMS	8	64	46	0	0	5	1	8	6	0	0	5	143	
AWC/WOSSC/Other SSC	1	0	3	0	3	8	0	0	0	0	0	11	26	
Other comment	23	23	20	9	13	6	6	4	5	14	18	12	153	
Irrelevant comment	45	37	16	5	8	3	2	7	3	30	27	16	199	
Total Comments	882	929	721	106	117	146	88	122	90	197	178	225	3,801	
Total N (Respondents)	668	666	500	96	100	100	74	98	65	172	153	173	2,865	

Q48. How would you most like to see the Officer Education System improved?														
Theme	Active						Reserve						Count	
	CPT	MAJ	LTC	2LT-1LT	CWO	COL	CPT	MAJ	LTC	2LT-1LT	CWO	COL	Sub-theme	Total
Education and Training Opportunities														1,055
1. More opportunities/better availability (in general)	70	42	35	7	10	9	4	10	7	29	19	19	261	
2. More Joint/Interagency/Inter-branch Training	42	59	53	1	4	23	2	5	9	7	5	18	228	
3. Training with Industry Opportunities	8	4	5	0	2	4	1	0	1	1	2	1	29	
4. Integrate educational opportunities into Soldier career path more effectively	62	56	46	5	9	14	1	12	6	10	5	10	236	
5. Increased flexibility	37	32	12	5	0	6	0	3	4	6	10	9	124	
6. Tuition issue/eliminate 2 year commitment for tuition	25	10	7	5	5	0	4	1	3	7	3	6	76	
7. More time allotted for Soldier education	4	5	1	1	0	1	0	1	0	1	0	1	15	
8. More mentoring/Networking with military professionals	24	17	14	3	2	4	1	2	3	10	2	4	86	
Improve Educational Focus														570
9. More Relevant and Up-to-date	41	36	22	1	5	1	1	7	4	10	9	7	144	
10. More Realistic or Real-world	22	21	17	4	2	2	1	4	1	7	8	3	92	
11. More Hands-on	28	13	5	7	2	1	5	2	2	18	4	3	90	
12. More Technical Training (Towards Improving skills)	10	10	13	1	4	2	1	1	2	6	9	2	61	
13. Mentioned a specific topic (e.g. "Need to teach...")	19	6	8	2	2	2	2	1	3	7	5	3	60	
14. More Branch specific	10	10	3	2	2	4	2	0	2	2	6	3	46	
15. Cross-training	10	5	1	1	0	1	0	0	0	5	4	0	27	
16. More Leadership Content	7	8	5	1	0	0	0	1	0	1	4	0	27	
17. Foreign Study and Languages	1	8	4	2	0	4	0	0	0	2	1	1	23	
Selection and Assignment to OES Courses														587
18. More information on course availability, options, application process	25	20	6	7	4	1	1	7	1	27	7	7	113	
19. Universal Attendance/Everyone Attends	7	19	22	2	2	1	2	2	1	2	5	3	68	
20. More selective in assignments/not all go	7	9	10	0	3	0	0	1	0	2	0	2	34	
21. More predictability and structure for assignment to OES	2	7	1	0	1	0	0	0	0	0	0	0	11	
22. More Equity in Assignment of Education/Training														
a. For Warrant officers	2	5	2	0	67	0	0	2	0	0	58	0	136	
b. For Reserves/Guard	2	1	0	1	1	0	16	27	25	49	10	47	179	
c. For Medical or other Functional Areas	14	9	7	0	1	2	2	2	0	0	0	2	39	
d. More Equity in Assignment of Education/Training (in general)	1	1	2	0	0	3	0	0	0	0	0	0	7	
Method of OES Attendance														451
23. More Resident courses	15	17	29	0	0	5	4	16	8	8	4	11	117	
24. Increase availability of Distance Learning	21	23	17	1	2	3	5	8	5	16	4	17	122	
25. Negative view of Distance Learning	8	21	22	0	0	8	5	5	2	2	2	3	78	
26. Improve content or organization of dL	1	1	2	0	0	0	1	1	0	1	0	2	9	
27. Blended learning	5	8	4	0	0	3	2	0	1	3	3	7	36	
28. Alternative content presentation (simulations, discussion circles, MITT teams)	7	4	2	0	0	0	0	2	1	2	1	2	21	
29. TDY (not PCS)	30	17	13	1	4	1	1	1	0	0	0	0	68	
Means for Improvement / Making OES Worthwhile														499
30. Up the standards, Make OES harder	26	21	13	7	2	5	3	0	2	4	6	4	93	
31. Improve instructors	28	21	11	4	2	2	0	2	1	9	3	3	86	
32. Remove Unnecessary training/specific course	20	9	5	6	3	0	3	2	3	8	8	4	71	
33. Bring back a specific training module or course	7	12	11	1	0	0	0	2	1	0	1	1	36	
34. Make OES time spent more worthwhile (in general)	6	3	8	0	2	2	0	0	0	3	1	0	25	
35. More input from field	1	1	0	0	0	0	0	0	0	2	0	1	5	
36. More interaction with peers/learning from peers	3	4	3	0	0	0	0	0	0	0	0	1	11	
37. More convenient locations	2	5	3	1	0	1	0	0	2	1	0	0	15	
38. Better use of assessments and refresher courses	2	3	1	0	1	0	0	0	0	0	1	0	8	
39. More resources, up to date resources	6	1	1	1	1	0	0	2	0	2	0	0	14	
40. Course Length - Shorten and Make More Modular	8	9	11	3	2	1	2	8	2	9	5	5	65	
41. Course Length - Lengthen (or Stop Shortening courses)	24	9	7	6	1	2	0	5	0	6	7	3	70	
Specific Areas of Interest (Responses from Q5)														535
42. Completing requirement for advancement (career enhancement) - Civilian credit for Army coursework	5	14	3	0	3	2	0	1	1	0	2	1	32	
43. Opportunity for quality time with family	14	12	10	1	1	2	0	3	0	2	1	2	48	
44. Time away from the operational pace of the Army (chance to 'take a knee')	19	10	10	3	0	2	0	1	1	3	2	3	54	
45. Time to explore own interests	5	2	2	2	1	1	0	0	0	0	0	0	13	
46. Time and resources to work on advanced civilian	129	99	66	14	20	7	7	8	5	14	10	9	388	
Other comment	41	43	24	8	10	5	8	4	3	20	12	12	190	
Irrelevant comment	28	11	5	6	3	1	0	2	2	13	5	5	81	
Total Comments	941	793	584	123	186	138	87	164	114	335	254	247	3,966	
Total N (Respondents)	701	609	431	96	128	101	65	111	74	248	188	174	2,925	