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IRAP

15 Aug 2019

From: Director, Institutional Research, Assessment, and Planning
To: Vice President for Operations and Plans

Subj: ACADEMIC YEAR 19 INSTITUTIONAL EFFECTIVENESS ASSESSMENT REPORT
(ACADEMIC UNITS)

Encl: (1) MCWAR Summary of Results & Recommendations
(2) SAW Summary of Results & Recommendations
(3) CSC Summary of Results & Recommendations
(4) EWS Summary of Results & Recommendations
(5) CEME Summary of Results & Recommendations
(6) CSCDEP Summary of Results & Recommendations
(7) EWSDEP Summary of Results & Recommendations

1. Purpose. This certifies completion of the AY19 institutional effectiveness review process by Marine Corps University's (MCU) Academic Units.

2. Background.

a. Process: All MCU organizations – academic programs and academic and educational support (AES) units - participate in an annual, comprehensive review process. Academic units use a four-column matrix to document and analyze their student learning outcomes and measures, performance results, and propose improvements for the following year. These four elements are also synthesized in a narrative Director's Report. The student learning outcomes (objectives), measures, and changes to curriculum are discussed at school-level Course Content Review Boards (CCRBs) and approved by the Curriculum Review Board (CRB).

b. Report Format: As an extension of the effort to improve the IE reporting process, this report reflects numerous modifications to the format used for earlier Academic Years. The Director, IRAP will continue to examine the timing, scope, and content of IE feedback mechanisms to ensure optimal utility for decision-makers.

3. Summary. This document and its enclosures provide evidence of a thoughtful and continuous review process occurring across the university. The overall review process included evidence from 189 measures of 168 student learning outcomes at 7 programs. The enclosures provide excerpts from Directors' Reports and four column matrices of each school to highlight ongoing activities, successes, challenges, and recommendations from AY18. Detailed assessment results

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are available in the AY19 Directors' Reports and four-column matrices on file in Director, IRAP office.

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President's Planning Council

MARINE CORPS WAR COLLEGE (MCWAR) SUMMARY OF RESULTS AND RECOMMENDATIONS

Four-Column Matrix Summary

MCWAR concluded the curriculum review process in AY19 by completing the MCU Four-Column Matrix. The matrix provided a detailed review of the AY19 learning outcomes and measures and provided the way ahead for AY20. The matrix evaluated:

- 7 Blocks of Instruction
- 4 Program Outcomes
- 24 Learning Outcomes
- 25 Measures used to assess the learning outcomes

Annual Director's Report AY19

2. Annual Director's Report AY19

1. Director's Assessment: On June 5, 2019, MCWAR concluded another successful academic year, graduating 29 students; all 29 with master's degrees. MCWAR was successful in implementing a timely and agile curriculum, responsive to the requirements set down by the President, Marine Corps University, the Commandant of the Marine Corps, and the Joint Staff. At the beginning of the academic year MCWAR's intent was to have students develop the ability to think critically and creatively with respect to specific areas: strategic thinking, warfighting and leadership. Critical thinking and creative leadership in those areas emerges from a solid knowledge base, which the MCWAR curriculum lays down as a first step. A second step is educating MCWAR students in organizing, analyzing, and evaluating raw data and situational challenges, and then creating or formulating sound judgments, options, and recommendations. Finally, MCWAR provides opportunities for students to practice and polish these skills and abilities. The stated MCWAR learning objectives are designed with this game plan in mind. As evidenced by the attached results, the students and faculty accomplished the College's learning objectives. Additionally, MCWAR improved as an educational institution as outlined below in this memorandum, but especially in the areas highlighted by the Quality Enhancement Program (QEP) and MCU President's stated priority areas: Naval Expeditionary Power, Great Power Competition, and Operations in the Information Environment (OIE).

2. QEP Assessment: The MCWAR AY18/ 19 QEP initiatives were successful. Student surveys indicated that the changes to the AY 18/19 curriculum improved the curriculum and the creativity of this academic year's students; a majority of students surveyed believed the MCWAR curriculum added to institutional quality and the quality of the students' learning experience. Quantitatively, the QEP designed evaluation of student writing assessed at the beginning of the academic year and evaluated again near the end of the academic year showed improvement; the utilization of "Info-chess" as a gaming and simulation measure of student creativity exhibited improvement when evaluated near the end of the academic year compared to a baseline evaluation conducted at the beginning of the AY. 100% of student respondents agreed in the end of year survey that they had improved in the (10) MCU Core Learning Areas but specifically in the QEP targeted areas of written communication skills, and creative problem-solving. As described below, a majority of the students highlighted "war-gaming" (86.2%) and "group activities" (51.7%) in particular as contributing to their improved creative problem-solving skills. The following are summaries of specific initiatives undertaken by the Faculty to

MCWAR SUMMARY OF RESULTS AND RECOMMENDATIONS

help improve the quality of critical and creative thinking during the MCWAR educational experience\:

a. War-gaming and Practical Application Simulations. During this academic year the MCWAR faculty took steps to introduce more opportunities for the students to participate in wargames and practical application simulations. The War, Policy, and Strategy Course Director specifically focused on creative problem solving in the games that he introduced to the AY18/19 students, continued to utilize interactive case studies, practical exercises and other experiential learning techniques to execute the curriculum. The National Security course created, drafted, and executed a scenario on “How Washington Really Works” that included role play of students across the interagency with real time injects to maximize student creative problem management opportunities. Additionally the National Security course also executed a simulation taking place twenty years into the future where students role played various senior leaders across the national security enterprise designed to encourage creative problem strategic management. Student surveys concur that these efforts significantly improved their creative problem solving skills, in fact of all of the creative problem solving initiatives that the MCWAR faculty executed in AY 18/9, wargames and simulations resulted in the highest positive responses from the student surveys (86.2%).

b. Advanced Studies Program. The purpose of the ASP is to “provide students with the opportunity to explore critical subjects more deeply than is feasible within the core curriculum.” ASP is a QEP-related initiative because it fosters deeper, critical thinking. The learning objectives of ASP are to create defensible, well-stated positions to address complex strategic issues either in a paper or in an oral presentation; to demonstrate an ability to think and read critically at the strategic level, including an emphasis on examining assumptions, evaluating alternatives courses of action, assessing evidence, making logical inferences, and using appropriate analogies. The National Security ASP utilized the novel World War Z to have students use their creativity to imagine gaps, seams, opportunities, and threats that exist in the US, allies’, and enemies’ national security enterprises. In AY 18/9 24 students participated in the ASP while two students elected to participate in Individual Research Projects overseen by the Dean. All MCWAR students for AY 18/9 achieved either a High Pass or a Pass for each of the Advanced Studies Programs offered, accomplishing 100% student effectiveness. The year-end student survey also supports the conclusion that the ASP accomplished its objective with a 100% positive response rate either “strongly agree” or “agree” that the ASP allowed the exploration of subjects more deeply and critically.

c. Field Studies and Other Group Activities. Another category of activity which the MCWAR faculty excelled in to enhance student creativity and critical thinking learning outcomes were field studies, trips and other group activities. In fact these types of activities were the second highest rated educational initiative in support of creative problem solving skills (51.7%). Field studies at Gettysburg and Antietam led by a subject matter expert helped the students picture the strategic implications of these two well-known Civil War battles. The Normandy field study in which the students were able to go over the terrain of the Normandy beaches, preceded by visits to London and Portsmouth where the principle strategic planning took place, helped them picture the strategic and operational difficulties that the Allies had to think critically to overcome. Visits to Combatant Commands gave the students an appreciation

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for the policy difficulties confronting these higher level, strategically focused, military organizations. Lastly, the OCONUS field trips, one to Europe and one to Asia, gave the students direct exposure to the significant array of diplomatic, political, economic and military interests and problems of the U.S. that must be managed and resolved in these respective theaters.

3. President MCU Focus Areas (Naval Expeditionary Power, Great Power Competition, and Operations in the Information Environment (OIE)). The MCWAR faculty adjusted the core curriculum to meet the intent of MCU President's new focus areas. The Diplomacy and Statecraft courses included additional readings and writing assignments focusing on nuclear deterrence, arms control, and strategic weapons. The Joint Warfare course continued its course work on naval and amphibious planning for Normandy and added (2) two-hour seminars on the joint and amphibious planning for the invasion. War Policy and Strategy increased the number of readings and seminars related to naval operations in the Pacific and also did its part to increase instruction to the students on naval warfare in World War II. Most of the courses continued their shift toward an emphasis on Great Power competition. Diplomacy and Statecraft continued its five course offerings focused on China, War Policy and Strategy continued its shift away from Counterinsurgency and toward Great Power War including more courses on the Second World War and courses on the run up to the First World War. The National Security Course utilized a near future scenario involving China's increased involvement and exploitation of Africa to examine how U.S. and China's information operations aids or detracts from each actor's goals in the region. In addition the National Security Course conducted a one-day education event on information operations and effective communications, followed by students practicing what they learned by developing information operations strategic-level talking points to deliver in a press briefing environment.

4. Other Measures of Performance. Analysis of the end of the year student survey demonstrates that MCWAR received overwhelmingly positive feedback on its achievement of mission and (4) program learning outcomes, with 100% of respondents agreeing. Students also unanimously agreed that their educational experience at MCWAR was excellent. All nine indicators of Academic Program Quality exceeded 90% positive feedback; 6 of 9 with 100 % agreement. Student reports on technology aiding their learning represented an improvement from prior years at 93 % agreement (AY 18, 82%, AY 17, 79%). The weakest indicator was whether student examinations and grading systems were fair measurements of their learning, at 91%. Five of the six indicators of Instructional Quality exceeded 95% agreement, but students indicated concerns with timeliness of feedback. The MCWAR-specific questions on educational methodology also had robust positive feedback, with all but one element exceeding 95% agreement. Only 80% of students agreed that faculty feedback was provided in a clear, coherent, consistent, objective and timely manner. All seven Organizational Quality indicators also exceeded 95% positive feedback, including unanimous agreement that respondents accomplished their educational goals and that they would recommend MCWAR to others.

5. Changes and Recommendations for Next Academic Year. Given the Commandant's Planning Guidance (CPG), new Special Areas of Emphasis (SAEs) provided by the Joint Staff, and the Commander Education Command's Enduring Commander's Guidance, MCWAR recommends the following adjustments to the curriculum for the Academic Year 19/20: a) Introduction to Space Operations; b) Integrating Electronic Warfare; c) Additional offerings on Naval Warfare

MCWAR SUMMARY OF RESULTS AND RECOMMENDATIONS

(to include history and theory of as well as a primer on Composite Warfare); d) additional war-gaming and experiential learning; and e) evaluating strategy in order to foster increased strategic thinking for the AY19/20 student body. Concurrent with this will be a focused effort on improving the writing of the students and offering additional student opportunities to write for the AY 19/20.

SCHOOL OF ADVANCED WARFIGHTING (SAW) SUMMARY OF RESULTS & RECOMMENDATIONS

Four-Column Matrix Summary

SAW concluded the curriculum review process in AY19 by completing the MCU Four-Column Matrix. The matrix provided a detailed review of the AY19 learning outcomes and measures and provided the way ahead for AY20. The matrix evaluated:

- 3 Blocks of Instruction
- 16 Learning Outcomes
- 27 Measures used to assess the learning outcomes

Annual Director's Report AY19

1. Director's Assessment.

a. The School of Advanced Warfighting (SAW) concluded as successful academic year (AY) on 05 June 2019 with 26 graduating students (19 USMC, 02 USAF, 02 USA and 03 IMS) achieving the educational and organizational objectives set forth for the year. As has been the case in recent years, SAW continues to deliver the curriculum with a smaller faculty than desired.

b. Strengths – SAW remains a premier advanced education institution. Closer coordination with the other advanced schools (SAMS, SAASS, MAWS) as well as closer coordination with MMOA during the selection process, will ensure that the graduates of SAW, and the Marine graduates of the other institutions, will continue to provide exceptionally qualified officers to serve in high demand planning and command billets.

c. Weaknesses – The National Defense Strategy emphasizes the return to great power competition and the Joint force is planning and executing activities to compete with China and Russia short of armed conflict. While the topic of competition short of traditional armed conflict is integrated into many of the seminar discussions it was not specifically addressed as a focus area. Further, SAW graduates will spend the preponderance of their time as planners working on this problem.

d. Opportunities –

i. SAW will leverage outside support to exploit the use of a Map Based Planning System/Joint Planning Services as a vehicle for the schools exercise program and to prepare student to use the system in their subsequent planning tours. This process was begun at the end of AY 19 and will continue in AY20.

ii. SAW conducted coordination with the University of Foreign Military and Cultural Studies (UFMCS), as well as conversations with the Army's Training and Doctrine Command (TRADOC), to integrate the Red Team curriculum into SAW, which already contains much of the critical thinking and red teaming techniques. With this integration, SAW will be able to grant the FMOS 0506 Red Team to graduating SAW students.

SAW SUMMARY OF RESULTS & RECOMMENDATIONS

iii. SAW's location in the National Capital Region allows relatively easy access to Joint, interagency, and service headquarters. During AY19, SAW conducted initial coordination and engagements with HQMC and Joint Staff J5. SAW will continue to grow the use of these resources during AY20.

iv. The Marine Corps and Joint wargaming enterprise has accelerated the study of critical problem sets in the past three years, an effort directly related to planning. During AY19, SAW laid a foundation to improve its use of wargaming within the curriculum which will come to fruition during AY20.

v. Gaps – Currently the only gap being carried over to AY 20 is the hiring process for the new professor. SAW has a plan to mitigate the disruption should the process not be complete, but it still will represent a gap within the school.

2. QEP Assessment

a. Overall QEP assessment is positive. QEP relevant assessments;

1. Evaluate the decisions made by past planners and commanders in the formulation of campaign plans.

2. Devise alternative solutions to historical examples of campaign planning and design.

3. Evaluate how critical thinking and decision-making theory contribute to complex problem-solving, planning and the art of command.

b. Strengths – written products (3 staff ride papers) showed a general improvement trend over the course of the AY. Additional steps with regard to grading and observation will assist in building on the trend in the upcoming AY.

c. Weaknesses – The consensus grading of the QEP assignments requires evaluation and potential adjustment to ensure the most valuable feedback to students.

d. Opportunities – The AY 20 curriculum has revised themes (learning areas) that specifically address the importance of Great Power Competition which will also be integrated into the exercise program. Further, the use of competitive wargames during AY20 provides an opportunity to evaluate creativity under an exercise scenario.

e. Gaps – There are no current identified gaps with regard to the QEP requirements.

3. President MCU Priority Areas. In AY19 SAW integrated a more succinct approach to Operations in the Information Environment (OIE). AY 20 has taken the additional step of including an OIE block that will serve as a foundation for the coming seminars and exercises across the curriculum. Key to the success of last year's approach was the integration of the Cyber Chair and subject matter expertise from across the university. SAW will again integrate the Cyber Chair into this block and will add more practical application to the seminars that will

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assist the student's learning and execution during the exercise program. As SAW goes forward the challenge, not necessarily a weakness, is the classification level of many cyber tools and other aspects of OIE. As the program of instruction matures these challenges should be mitigated.

4. Core Institutional Effectiveness Areas

a. Professional Learning

1. SAW is currently working to get approval to grant the 0506 Red Team FMOS to graduates of SAW. While the concepts and theories associated with Red Team activities have been an integral part of the SAW curriculum the ability to officially recognize this capability is a net advantage for the individual student and the commands to which they will be assigned.

b. Faculty and Staff Development. SAW has instituted a quarterly Faculty/Staff Development session. These sessions will concentrate on those subjects needed to increase our institutional effectiveness and increase the quality of the instruction and dialogue with the students.

c. Organizational Strength. The key organizational strength of SAW is its size. The close relationship between the faculty and staff and the student population provides a unique opportunity to build academic and operational relationships that carry forward to the OpFor and Supporting Establishment.

d. Outreach.

1. SAW has been involved in a significant amount of outreach across the National Capital Region (NCR) and ISO other services and countries,

a. Operations Officer participation in an Atlantic Council Matrix Wargame, October 2018.

b. Director and Professor speaking engagement with the Indian Defence College, November, 2018.

c. Director participates in MCWL Wargame, Feb 2019.

d. SAW student participation in JINSA, March 2019.

e. SAW Professor conducts Adjunct teaching with the University of Virginia, Spring 2019.

f. SAW OpsO coordinating with the University of Foreign Military and Cultural Studies for the inclusion of the Red Team FMOS into the SAW curriculum, Apr 2019.

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g. SAW includes the Marine SAASS student in one of the SAW exercises. The plan is to continue this relationship, Apr 2019.

h. SAW is coordinating with the School of Advanced Military Studies (SAMS) to conduct a joint exercise. In this construct SAW will conduct JFEO planning and then pass this plan to SAMS to conduct the landward portion of the exercise.

i. Director participates in Joint World Wide Planner's Seminar, May 2019.

j. SAW Professor supported evolutions in the United Kingdom.

k. SAW Professor supported operational requirements with US Army, May 2019.

l. Operations Officer participation in Center for Strategy and Business Analysis (CSBA) wargame, May, 2019.

m. SAW Professor supported evolutions at the Australian Defence College, June 2019.

n. SAW Professor supported RAND Corp. Wargame, June 2019.

2. Faculty Publications

a. Dr. Marston, Book – “Payback: The Burma Campaign in 1945” (co-authored with Prof Raymond Callahan), 2020 publication.

b. Dr. Marston, Article – “Operation TELIC VIII to XI: Difficulties of 21st Century Command”, planned for inclusion in Journal of Strategic Studies, special edition, 2020.

c. Dr. Rudd, Book Review, “Journal of Military History”.

5. Changes and Recommendations for Next Academic Year.

a. Changes

1. We have taken four seminars within the Operational Planning LoE and developed a “Foundations of Planning” block to better introduce various planning topics and concepts (strategic guidance, design, etc.) earlier in the curriculum. This initial discussion will then be further developed over the course of the Operational Planning LoE and the exercise program.

2. We have added a day to the initial staff ride, Yorktown, to incorporate visits to EWTGLANT and 2nd Fleet/JFC Norfolk. This will expose the students to briefs on amphibious and blue water assets as well as serve as a coordination opportunity to better incorporate Naval aspects of the SAW curriculum.

SAW SUMMARY OF RESULTS & RECOMMENDATIONS

3. In an effort to better reflect the contemporary environment SAW re-worked its themes for AY20.
4. Along the same lines as the themes, SAW has re-organized our exercise program to incorporate great power competition with 6 major exercises and a series of smaller “steady state” exercises.
5. With the addition of a new Professor, SAW’s Future War Program is being adjusted to better align with a focus on critical and creative thinking and how that applies to future conflict.
6. In an effort to continually improve student writing SAW has added additional short time horizon writing assignments.

COMMAND & STAFF COLLEGE (CSC) SUMMARY OF RESULTS & RECOMMENDATIONS

Four-Column Matrix Summary

CSC concluded the curriculum review process in AY19 by completing the MCU Four Column Matrix. The completion of this process provided a detailed review of the learning outcomes and measurements for AY19 and provided the way ahead for AY20. The matrix evaluated:

- 10 Blocks of Instruction
- 36 Learning Outcomes
- 28 Measurements used to assess the learning outcomes

Annual Director's Report AY19

1. Director's Assessment. The college was successful in implementing a dynamic and relevant curriculum, one responsive to the priorities and guidance of the President, Marine Corps University, the Commandant of the Marine Corps, and the Joint Staff. As seen from the attached results, the students achieved the college's learning outcomes defined. In addition, the college evolved and improved as outlined in the enclosures. This assessment will also focus on the results for the planned Quality Enhancement Program (QEP) initiatives and the MCU President's priority area: Operations in the Information Environment (OIE).

2. QEP Assessment. Overall, the CSC AY19 QEP initiatives were successful, though the college will require further analysis and testing to implement across the college. Student and faculty surveys indicated a strong perception that initiatives improved the curriculum and creativity of students; a clear majority believed the initiatives added to the college's and students' quality. However, quantitative results were mixed. Therefore, the college may refine its measures and revamp its instruction to better test implementation and effectiveness of the Quality Enhancement Plan. The following are specific results for each initiative:

a. Testbed Conference Group (see Encl 1). Labeled Conference Group X (CGX X), the initiative showed tremendous potential. The quantitative results were mixed, with the CG X students showing increased creativity in the written products, but no significant improvement in the exercises and no significant difference in change from that of the control conference group. However, as discussed above, the grading may not have been equally understood across the faculty and the increasing complexity of the exercise scenarios and student exercise billets/ assignments affected the results. While the testbed conference group demonstrated qualitative improvements, it also showed the college will require further experimentation, refinement of measures, and better faculty development. The college may implement these initiatives in future academic years after further testing and analysis.

b. Gray Scholars. The Gray Scholars graduate certificate program was successful in enhancing the college. There were a number of successful elements of the program, including the selection process, lines of inquiry, and the program's integration with the Krulak Center and MCU's Innovation Initiative. The results were very positive: 10 of 20 Gray Scholars were distinguished graduates, two Gray Scholars presented their research at the April 2019 MCU Innovation Summit, they supported multiple service and joint exercises / wargames to develop future concepts and capabilities with MCWL, and won a number of awards. The college will continue this program.

CSC SUMMARY OF RESULTS & RECOMMENDATIONS

c. MCWL collaboration. This was also successful. In addition to the Gray Scholars, CSC supported four service-level wargames and exercises in support of concept development and testing capabilities. Both student and MCWL feedback indicated these unique experiences gave greater context, in-depth knowledge, and exposure to Marine Corps service-level efforts. The college will continue this program.

d. Decision-forcing exercises. This was a continuation of the AY18 initiatives, which included changes to the Pacific Challenge exercise continuum to emphasize a progressive program focused on the operational level of war and Great Power competition. In AY19, the college improved the following: two practical applications were added, the first exercise was changed from a Civil War event to a near-peer competitor scenario (Pacific Challenge II), lessons on Operations in the Information Environment (OIE) and How the Navy Fights were added, and the exercise-continuum increased in complexity. Feedback from student and faculty focus groups and surveys indicated the college achieved its goal of improved and challenging exercises that prepared students for operational planning.

3. President MCU Priority Areas (Understanding and Planning Operations in the Information Environment (OIE)). CSC moved several of the OIE courses to earlier in the year, allowing the students to consider the information environment during exercises and practical applications. Key guest speakers (i.e. Deputy Commandant for Information, CG MARFORCYBER, Commander MCIOC) provided timely expertise. OIE was incorporated to each initiative: Ender's Galley, Gray Scholars, and electives. Focus groups and surveys indicated students thought OIE was well presented and they wanted further inclusion in the curriculum. The college will continue to improve the sequencing of lessons, include in exercise evaluation and take advantage of the college's location in the National Capital Region to bring in experts.

4. Core Institutional Effectiveness Areas. Not applicable.

5. Changes and Recommendations for Next Academic Year. For AY19/20, the college will implement improvements across multiple elements of the curriculum. The Leadership course will subsume the Think, Decide, and Communicate course, reinstate the Persuasion and Negotiation seminar, and will re-sequence its lessons. Warfighting has several improvements, including resequencing of lessons to emphasize operational design and MCPP early in the first semester, a timed-writing assessment, practical applications for MCPP and Law of War, and "How the Air Force Fights" for the culminating Pacific Challenge X CJTF-level exercise. In the second semester, Security Studies will combine like-lessons, allowing the addition of lessons on Economics as an instrument of national power and disruptive technologies. Overall, the curriculum improvements will continue to better develop critical thinkers, innovative problem solvers and ethical leaders who will serve as commanders and staff officers.

EXPEDITIONARY WARFIGHTING SCHOOL (EWS) SUMMARY OF RESULTS & RECOMMENDATIONS

Four-Column Matrix Results

EWS concluded the curriculum review process in AY19 by completing the MCU Four-Column Matrix. The completion of this process provided a detailed review of the learning outcomes and measurements for AY19 and provided the way ahead for AY20. The Director's recommendations as a result of the analysis are provided below.

- 6 Blocks of instruction
- 16 Learning Outcomes
- 21 Measurements used to assess the learning outcomes

Annual Director's Report AY19

1. Introduction. In accordance with reference (a), this report provides an assessment of Expeditionary Warfare School's (EWS) institutional effectiveness for Academic Year 2019 (AY19). Reference (b) is the report of the EWS AY18 Curriculum Review Board (CRB), which was approved by the President MCU on 30 May 2018. No changes to the mission, program outcomes, student learning outcomes, or significant changes to the curriculum were proposed. References (c) and (d) are the President MCU FRAGO and Quality Enhancement Program (QEP) Impact Report that provide specific guidance and tasks related to the MCU Quality Enhancement Plan. Enclosure (1) provides the EWS AY19 Four Column Matrix as required by reference (a). Enclosure (2) provides the Course Curriculum Review Board (CCRB) Record of Proceedings (ROP) for the six courses in the EWS curriculum as required by reference (a). This report also describes other topics related to the EWS academic endeavor serving as a comprehensive report to the President and as a historical reference document for future EWS Directors.

2. Academic Year 2019 (AY19) Institutional Effectiveness Assessment. Two hundred and forty-seven Marine, sister service, and international military students attended EWS during AY19. All attendees completed the course and received graduation credit. I can confidently state that EWS accomplished its mission and achieved its program outcomes. EWS graduates accomplished the 18 approved Student Learning Outcomes (SLO) throughout six core courses, as described in the Four Column Matrix (Enclosure (1)).

a. QEP Assessment. The following assessments are related to the MCU Quality Enhancement Plan and are per the supporting objectives:

(1) Develop curricula that require students to solve problems creatively. Curriculum development efforts are outlined in detail in paragraphs 3, 4, and 5 below.

(2) Prepare faculty to create learning environments conducive to creative problem solving. Faculty development of EWS personnel was a concerted effort that began during a summer faculty development (FACDEV) period attended by all new and returning Faculty Advisors (FACADs) and Curriculum Development (CDEV) personnel. This period was substantial in preparing the faculty for the first sixty days of the year. Faculty also participated in MCU level FACDEV period during this time. Subsequent Course Preparation Instructions (CPI) were conducted as required for further course and lesson understanding and execution by

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FACADs. A new initiative of a subsequent FACDEV period of two days in December was conducted this AY. This was a focused effort to prepare FACADs for the first 30 days upon return from the holiday period. CPIs continued again during the second semester. Faculty attended MCU level events when schedule and workload allowed, but these opportune sessions were a challenge for EWS faculty to attend due to competing calendars and proximity to venue (Warner Center). A summary of the AY19 faculty development efforts can be found in Enclosure (3). FACDEV is recognized as a critical component of the success of EWS and will continue to be a resourced priority.

(3) Provide integrated learning opportunities that challenge students to collaborate outside traditional cohorts and constructs. These opportunities for EWS students are outlined below in paragraphs 4.g [Research Fellows Program] and 4.h.(1) [Professional Development Enrichment]. For AY20 we are looking to add the Gray Scholars as an additional opportunity for EWS students to interact with other MCU schools and centers.

b. President MCU Priority Area (Ops in the Information Environment). EWS approached Operations in the Information Environment (OIE) this academic year in a building block approach. A continuum including informational lectures, emphasis during the MAGTF Operations Ashore Course rotations, and practical application during our capstone exercise ANGKOR CROSS ensured focus on this area throughout the year. Specifically, this approach included tie-ins with related topics such as cyber operations, communications in the information environment, maneuver warfare in the cognitive domain, and historical perspectives on the impact of information on military operations. The continuum culminated in the 2019 Mutter Symposium where the Deputy Commandant for Information and the Commanding General of Marine Forces Cyber came to speak to the students on command and control in OIE.

3. Background.

a. At the beginning of AY17, the Director convened an operational planning team (OPT) to review all pertinent higher headquarters guidance and conduct a task analysis to identify potential changes to ensure the EWS mission, program outcomes, student learning outcomes, and major course framework are fully nested with the guidance, direction, and intent captured in the source documents. These changes were approved in an off-cycle CRB in June 2017. The report of that CRB is included as part of reference (b). The revised curriculum was first executed in AY18. As described in reference (b), the regular biennial CRB on 30 May 2018 proposed no changes to the EWS mission, program outcomes, student learning outcomes, and major course framework. The six major courses (Profession of Arms, Warfighting, Marine Air Ground Task Force Operations Ashore, Marine Air Ground Task Force Operations Afloat, Future Operating Environment, and Occupational Field Expansion Course) that made up the EWS curriculum from AY18 were executed again in AY19 with minor changes. EWS anticipates keeping these courses but making some minor improvements for AY20. We are also prepared to make adjustments in response to emergent SECDEF, CMC, and President MCU guidance. Below is the evolution of the course structure from AY17 to AY19 to visualize our curriculum evolution.

EWS SUMMARY OF RESULTS & RECOMMENDATIONS

AY17	AY18	AY19
Doctrine Course	Warfighting Course	Warfighting Course
Planning Course	Doctrine Subcourse	Doctrine Subcourse
	Planning Subcourse	Planning Subcourse
MAGTF Operations Course	MAGTF Operations Ashore Course	MAGTF Operations Ashore Course
Amphibious Operations Course	MAGTF Operations Afloat Course	MAGTF Operations Afloat Course
Small Wars Course	Future Operating Environment Course	Future Operating Environment Course
		* <u>Historical Studies Subcourse</u>
		* <u>Global Security Environment Subcourse</u>
		* <u>Future Warfare Subcourse</u>
Foundations Course	Profession of Arms Course	Profession of Arms Course
Leader Development Course	Officership Subcourse	Officership Subcourse
Professional Communication Course	Professional Communication Subcourse	Professional Communication Subcourse
	Total Force Fitness Subcourse	Total Force Fitness Subcourse
Occupational Field Expansion Course (Fall – 1 week, Spring – 2 weeks)	Occupational Field Expansion Course (Fall – 1 week, Spring – 3 weeks)	Occupational Field Expansion Course (Fall – 1 week, Spring – 3 weeks)

b. Focus. Three common threads build unity of effort within the EWS curriculum remain unchanged and are worth repeating here.

(1) Who We Are with specific emphasis on the Marine Corps’ ethos, Core Values, history, and Naval Character, coupled with our roles and missions within the Joint Force. Particular attention is paid to the sacred leadership responsibilities inherent in service as commissioned officers in the Armed Forces of the United States.

(2) How We Fight as an integrated combined arms Marine Air Ground Task Force, employing our maneuver warfare doctrine across the range of military operations. The Occupational Field Expansion Course (OFEC) sharpens the mission essential physical, cognitive, and technical skills unique to each specialty.

(3) Where We Fight...Past, Present, and Future incorporates a detailed study of MAGTF operations at sea, from the sea, and ashore, as well as an exposure to the diversity of the Naval expeditionary environment. The curriculum employs historical case studies, preserving critical lessons from history while maintaining an eye towards the continuously evolving and distributed future battlefield.

c. Horizon-The Next Three to Five Years of an Officer’s Career. The EWS share of the officer professional military education (OPME) continuum bridges the science and training gained at TBS to the art and education of the Command and Staff College. We will continue to

EWS SUMMARY OF RESULTS & RECOMMENDATIONS

focus on the tactical level of war and preparing the students for the next three to five years of their careers, generally from now until they attend intermediate level PME. The combined arms MAGTF, primarily at the MEU level, serves as the table of organization and equipment vehicle for our planning exercises.

4. AY19 Initiatives and Activities.

a. Assessments. Improving timely and substantive feedback to students on their assignments was a concerted effort during AY19. Efforts taken this year include:

(1) Changed the due date for the Officership Written Assignment to earlier in the fall semester to allow students to receive feedback from their FACADs and familiarize themselves with the way the FACAD grades in advance of Argumentative Research Paper. In conjunction, the Argumentative Research Paper was moved to later in the academic year.

(2) 15 hours of student counseling time was scheduled prior to Winter PSPT to allow FACADs dedicated time to counsel students on the MAGTF OPS Ashore exam results, as well as, close out other items of concern from the fall semester.

(3) Students and billet evaluators were provided with rubrics which included the responsibilities for specific billets and how they would be assessed in the billets. The rubrics attempted to standardize the grading process and provide more substantial feedback to the students being evaluated.

(4) During the capstone exercise, ANGKOR CROSS, dedicated time blocks of six to eight hours were allocated in the schedule to provide key billets holders' feedback on their performance evaluation. All students were required to be debriefed within 48 hours of the billet turnover.

(5) After the Afloat exams were graded, 14 hours of student counseling time was scheduled to allow FACADs sufficient time to debrief students on their exam performance.

b. Future Operating Environment Course. The Future Operating Environment course was first implemented at EWS in AY18. In its first year, the FOE Course was managed centrally by the Director of Curriculum Development, but each subordinate course director developed the components of FOE which were directly linked to their course material. In AY19, the decision was made to mature the FOE course by establishing a subcourse structure (Historical Studies, Global Security Environment, and Future Warfare) under the FOE Course Director. This move ensured continuity of course material throughout the Expeditionary Warfare School (EWS) curriculum rather than having a portion of FOE resident in every other course. Additionally, this move consolidated oversight of FOE material under a single individual. The FOE Course is designed to provide students a base knowledge of history to allow for the comparison and analysis of the current operational environment and to aid students in synthesizing and anticipating future aspects of the complex and distributed naval expeditionary environment across all domains.

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c. Joint Shaping Week. Preceding the MAGTF Operations Ashore Course, we incorporated the Joint Shaping Week. The intent of this week was to expose the students to actions that would occur prior to the start of major combat operations in the Joint Operations Area. Organizations that briefed this week included; DC-I, MCIOC, MARFORCYBER, Director of Strategic Communications, and MARSOC. In addition to briefing the capabilities these organizations bring, there was also discussion and dialogue of how our adversaries are contesting us in all domains during shaping operations. The week included a block of instruction and practical exercise on Force Deployment Planning and Execution.

d. Personal Study and Preparation Time (PSPT). During AY19, we broadened the allocated PSPT within the schedule. This additional “reading, writing, and reflection” time was commented on favorably in the end of year survey and we feel that this contributed to a generally higher quality on student papers. In AY20, we will continue to achieve the right balance of PSPT with student reading and writing requirements, to place more of the responsibility for learning on the students as adult learners.

e. Staff Ride Program. The EWS Staff Ride Program has continued to evolve over the past three academic years. The staff ride program consists of staff rides to Antietam and Gettysburg, as well as a student-led battle study on Chancellorsville. Conference Groups have the choice to do the battle study at Chancellorsville or at Geiger Hall. The EWS approach to the staff rides is to provide students with the appreciation of the events that took place on those hallowed grounds, examine key leaders from each battle, and follow them from Antietam to Gettysburg. This allows students to gain context and appreciation for the decisions that they made and to reinforce key themes from the EWS curriculum. The themes extensively discussed and examined from the battle and tied to the present are ethos and values, maneuver warfare, single battle, warfighting functions, and integrated combined arms.

f. Books for AY19. The assignment of an entire book is a significant commitment of the student’s time. For AY19, the students were assigned three books to read:

- First to Fight, by LtGen Victor Krulak (Assigned as a pre-reading)
- Black Hearts: One Platoon's Descent into Madness in Iraq's Triangle of Death by Jim Frederick
- Neptune's Inferno: The U.S. Navy at Guadalcanal by James D. Hornfischer

Neptune’s Inferno and Black Hearts were new assigned books for AY19. These books were appropriately chosen to nest within the EWS curriculum. Through student hotwashes, these additional books were well received. Each book had associated conference group discussions to explore their importance to key themes throughout the curriculum. Additionally, students chose a leadership book and completed a paper on the importance of the book to their outlook on leadership.

g. Research Fellows Program. Initiated in AY16, EWS continued the Research Fellows program this year for students wanting to take their research beyond that of the required Argumentative Research Paper. All students were offered the opportunity to submit proposals for independent research projects on topics of their choice. Students could choose to produce traditional thesis papers or other nontraditional products, to include videos, presentations, or

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other innovative ideas. Ten students submitted proposals, and four of these were selected. Each research Fellow selected a uniformed faculty mentor as well as a mentor from Professional Communications. Each Fellow was required to present their project to the faculty and student body at the end of the year. Entries were also made on the Fellows' transcripts.

h. EWS Enrichment Program. The EWS Enrichment Program was established at the start of AY16 to foster personal and professional development. This program has continued since then, and we intend to continue the program in AY20.

(1) Professional Development Enrichment.

(a) Energy and Innovation Scholars Program. In AY19 under the tutelage of Dr. Michael Baskins, Professor of Energy Studies, the Energy and Innovation Scholars Program (E&ISP) was initiated. This program was designed to allow students across all of MCU to collaborate regarding how to address the nation's energy concerns. The program met 12 times throughout the academic year. As a part of the program, EWS students participated in the 2nd quarter Commandant's Innovation Challenge. An EWS student group won the Innovation Challenge with two other groups receiving an honorable mention.

(b) Quatrefoil Society. This is a self-selected group of about 20 students who meet about once a month for dinner and discussion with a distinguished guest. MCUF supports this event by arranging the guest speakers and paying for the guest speaker's meal and for a decanter of port that is used for toasts at the end of the evening. A military member of the faculty was the society advisor this year but will be replaced by a to be hired Chief Academic Officer.

(c) Futurist Forum. In AY19, a new enrichment program known as the "Futurist Forum" was initiated to serve as community of interest to explore and exchange ideas regarding the impact of rapid technological change on the profession of arms. This program, delivered primarily online, consisted of a series of book studies, online discussions, and speaker engagements. During AY19, the program saw involvement from 47 students and 13 faculty members, roughly 20% of the total population. Though most students only participated by registering and viewing online interactions, the concept proved viable in reaching beyond the traditional student demographic of PME-focused enrichment programs. In February 2019, members of the Futurist Forum began a collaborative writing project in the form of a Future Warfare Case Study with the intent of incorporating the final case into the EWS curriculum. The Futurist Forum will remain for AY20 with a few modifications to format.

(d) Seminar on War, Strategy, and Military History. Since AY14, EWS has offered a MCUF-sponsored voluntary elective titled Seminar on War, Strategy, and Military History taught by Dr. Williamson Murray. This demanding seminar requires the students to read, write a review, and participate in the discussion on ten significant works of military literature. About 10-12 students have participated each year, and in AY19, 21 students participated. An entry is included on the transcript of all students who complete this course, and each is provided a copy of the syllabus. Surveys of past graduates are unanimously favorable in their assessment of this course to their professional development. This seminar should be continued. Dr. Murray currently holds the MCU Marshall Chair (designated as focused on support to EWS) and when

EWS SUMMARY OF RESULTS & RECOMMENDATIONS

he retires, every effort should be made to fill this chair, specifically for the purpose of continuing this seminar.

(e) Captains' Combat Leadership Seminar. In AY18, we initiated a series of discussions of a book and a related movie moderated by the Director or the Chief Academic Officer. Unlike Dr. Murray's seminar, which focused more at the operational/strategic level, this series focused more at the tactical level. This seminar continued into AY19 and was led by one of the Faculty Advisors on staff. This year's seminar read seven books with associated movies. These voluntary sessions grew slightly in participation and regularly drew 15-22 participants, and the program continues to receive favorable reviews from its participants. This seminar should be continued.

(2) Recreational Enrichment. A slate of non-curriculum activities was developed based on activity proposals from students who wanted to organize an activity. A lunch time "county fair" was held to allow organizers to solicit participation. After a sign up period, 13 self-running activities were established, most with a small but active group of participants. Some of the recreational activities included woodworking, basketball, table top wargaming, board games, orienteering, and Jiu Jitsu.

i. Writing and Published Work.

(1) In conjunction with the writing awards sponsored by the Marine Corps Gazette and the Naval Institute Proceedings, EWS submitted 21 student Argumentative Research papers to the Gazette and 11 papers to the Naval Institute Proceedings. At the time of this report, four have been selected for publishing in the Gazette and one in Proceedings.

(2) The AY19 student class proved to be an extraordinary class in terms of submissions of writing works for various essay contests throughout the AY. In total, seven students won or received recognition through their writing. Captain Matthew Hanks earned first place in the Marine Corps Association's 2018 MajGen Harold W. Chase Essay Contest, as well as earning third place in both the Brute Krulak Center for Innovation and Creativity's 2018 Lord Lecture Essay Contest and the Marine Corps University Foundation's AY18-19 Reinvigorating Strategic Thought: The Future of Naval Expeditionary Operations Essay Contest. Captain Michael Magyar earned first place in both the Brute Krulak Center for Innovation and Creativity and MCUF Essay Contests. Captains Charles Kelly and Michael Cubillos were co-winners of the inaugural Krulak Center Essay Washington's Crossing Essay Contest. Captain Michael Scotto won the MCU's Re-invigorating Strategic Thought Essay Contest. Captains Jonathan Eng and Kristina Warren were finalists in the MCU's Women, Peace, and Security Essay Contest.

(3) The faculty during AY19 also had several members published. Major Christopher Nelson produced a case study for EWS curriculum which was accepted for publication by the Marine Corps Gazette and hosted online by MCU's Lejeune Leadership Institute. Major Nicola Brunetti-Lihach was published in the Naval Institute Proceedings twice, the Gazette, and Strategy Bridge, and Major Jeffrey Cummings was published in the Gazette and multiple times in War on the Rocks.

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j. Marine Corps University Foundation. MCUF has once again provided outstanding support to EWS. MCUF supported multiple activities for AY19, most notably, they support the Quatrefoil Society and the Seminar on War, Strategy, and Military History described above. In addition, they support the Mutter Symposium. The Mutter Symposium is supported by a gift to MCUF by Lieutenant General and Colonel Mutter for the purpose of supporting a command and control symposium near the end of the AY. We were fortunate to have the Mutters in attendance this year. The AY19 symposium included presentations by two general officers: LtGen Reynolds, the Deputy Commandant for Information and MajGen Glavy, the Commanding General of MARFORCYBER. The event also included a reception in classroom one, where students from the occupational field of communications, cyber, and intelligence had the opportunity to meet with the Mutters and several Colonels in positions linked to Operations in the Information Environment. Specifically, we were fortunate to host the Commanding Officers of the Marine Corps Intelligence Activity, the Marine Corps Information Operations Command, and Officer Candidates School.

k. Enhanced Partnerships with Centers of Excellence. EWS has continued to foster partnerships with external stakeholders and centers of excellence. We continued this endeavor in AY19 and will do so in AY20 as well. Organizations of particular note are:

- Marine Corps Communications Electronics School (MCCES)
- Marine Corps Logistics Operations Group (MCLOG)
- Marine Corps Tactics and Operations Group (MCTOG)
- Tactical Training Exercise Control Group (TTECG)
- Marine Corps Combat Engineer School
- Marine Aviation Weapons and Tactics Squadron One (MAWTS-1)
- Expeditionary Warfare Training Group Atlantic (EWTGLANT)
- Marine Corps Artillery Detachment Fort Sill
- Navy Amphibious and Mine Warfare Weapons and Tactics Instructor (AMW WTI) Course

5. AY20 Academic Initiatives and Activities.

a. Integration with MCU and other Academic Institutions. AY19 saw the inclusion of a scenario-based examination for the MAGTF Operations Afloat Course following the EWS capstone exercise ANGKOR CROSS. This examination was developed with the assistance from the Naval Postgraduate School in Monterey, California. This example was just one from many of how EWS leveraged other academic entities to support our curriculum and faculty development. These efforts will continue and we will look to leverage faculty participation in the Innovation Bound symposium. For AY20, we will continue to leverage the expertise that is within the MCU enterprise to provide a first class educational experience to our students.

b. Surveys and Feedback. The MCU Student End of Year Survey includes a section for EWS. We will continue to review the items in the EWS section of the survey to ensure that we are asking the right questions in a manner that will provide us usable feedback for future refinement of processes and curriculum. AY19's survey results were just released to the faculty and will be incorporated into subsequent EWS improvements and enhancements.

EWS SUMMARY OF RESULTS & RECOMMENDATIONS

c. Further Integration of Neptune's Inferno. As noted above, Neptune's Inferno was an addition to the required reading for AY19. The introduction of this book into the curriculum proved to be extremely valuable to our MAGTF Operations Afloat curriculum and is a great historical case study exemplifying the single naval battle. More examination will take place during our curriculum preparation period and through first semester to further nest Neptune's Inferno into the MAGTF Operations Afloat Course.

d. Review of Professional Communication's Curriculum. The Profession of Arms Course Director and the faculty of the Professional Communication Program are working to revise the course offerings of the Writing Improvement Program and the school-wide Professional Communication classes. The intent for AY 20 is to align and deliver the Professional Communication curriculum in a manner that will aid in the development of Argumentative Research papers. In addition, we are hoping to be able to improve the assessment of writing skills developed here by having students complete an additional grammar assessment late in the year to better assess the efficacy of the program.

6. Additional Topics. EWS is built on the foundation of four pillars: the faculty and staff, the curriculum, the facility, and the students. The preceding pages provide a detailed assessment of the curriculum's status. The following paragraphs highlight noteworthy observations within the other three pillars.

a. Faculty and Staff

(1) Military Faculty. In the past two years, EWS was able to "recruit" an exceptionally well qualified slate of officers with the right mix of MOSs for the faculty. By paying closer attention to the right demographics and career paths for inbound faculty, we have reduced the annual turnover so that this AY we will be replacing less than half of our 16 FACADs. Both our Director of Curriculum Development (Maj Nelson) and the Chief Instructor (Maj Ledbetter) will be filled by current faculty members. The Deputy position will be filled by LtCol Chesarek, who is on his second year. This continuity will be most helpful with the high level of leadership turnover expected at the end of AY19 but will most likely not be the same for next summer where we are predicting a higher level of turnover.

(2) Civilian Faculty and Staff. The hiring process continues to hinder our ability to provide the optimal support to the students. Gaps in critical billets existed for the entirety of AY19. EWS ended AY19 with vacancies for Chief Academic Officer, Visual Information Specialist, and Management Assistant, all of which were vacant at the beginning of the year. The hiring process is ongoing for the Chief Academic Officer (tentative selection made). Management Assistant (interviews being conducted), and a Visual Information Specialist (tentatively accepted the job offer).

b. The Facility - Geiger Hall. Over the course of AY19, Geiger Hall received several upgrades to our facilities. The SPAWAR upgrade of our AV equipment that began in AY18 continued throughout the first half of AY19. The upgraded VTC capability has yet to be tested due to MCU level issues with the VTC apparatus. Having a Visual Information Specialist on our

EWS SUMMARY OF RESULTS & RECOMMENDATIONS

staff will help us to fully incorporate these capabilities. The other notable upgrades were to tables and chairs in classroom two and all conference group rooms and the installation of new dividers between the conference group rooms in the basement. EWS received great assistance from MCU and MCB Public Works to address maintenance issues with Geiger Hall throughout the year. We are currently working through a facility wide repair and evaluation of our HVAC systems which are in various stages of repair, antiquated/obsolete, and minimally understood by users and technicians alike. The age and condition of the building would lead one to believe these issues, and others, will persist. EWS asks for continued support in this regard.

c. Students.

(1) Navy Students. Per a 2012 agreement between CMC and CNO, the Navy agreed to send up to 16 unrestricted line officers to attend EWS each year. Over the ensuing four academic years, EWS averaged between 9 and 12 Navy students each year. Of particular concern was the subpar quality of these students, who over these four academic years had the lowest academic average of any student population, to include international officers. For AY18, EWS had three Navy students (two Medical Planners and one Submarine Officer), AY19 there were six Navy Student (four Medical Planners and two Surface Warfare Officers. We anticipate two Navy officers for AY20 (one Aviation Supply and one Medical Planner). It remains unfortunate that more line officers with amphibious experience are not being assigned to attend EWS.

(2) Air Force Students. In AY19 and 20, our numbers of these traditionally high-quality students were doubled (to 13 and 12 respectively). For AY21, the Air Force is looking to fill this number, but will diversify students' occupational specialties to include Engineering, Logistics, and Security Forces.

(3) Reduced number of students. AY20 will see the first appreciable deviation from normal USMC student numbers since the creation of EWS in 2003 (from ~185 to 162). This is largely due to prioritization of NPS SEP over resident EWS. This topic will continue to be developed but is worth EDCOM and TECOM prioritization efforts for next year's CCLEB to ensure we have representative MAGTF experience in every conference group.

(4) Reduced number of aviator students. In AY18, the school received only 16 instead of the usual 32 aviators in the class. In AY19, that number was reduced to 15 and will be 14 for AY20. This means that 14 out of 16 conference groups will have only a single Marine aviator. This reduction in Marine aviators adversely impacts the peer learning that is an important part of the EWS experience, and we hope that the aviation manpower situation will allow a return to the assignment of 32 aviators to each class as soon as possible.

7. Conclusion. EWS continues to build on the firm foundation set by the 2014 MCU Zero Base Curriculum Review, solidified by my predecessors and reinforced by the AY17 Curriculum Review OPT. The faculty and staff worked diligently to prepare for upcoming summer faculty development and the next academic year. We eagerly anticipate the arrival of our students and the opportunity to embark on a journey with them through the "EWS Experience."

COLLEGE OF ENLISTED MILITARY EDUCATION (CEME) SUMMARY OF RESULTS & RECOMMENDATIONS

Four-Column Matrix Results

CEME concluded the curriculum review process in AY19 by completing the MCU Four-Column Matrix. The completion of this process provided a detailed review of the learning outcomes and measurements for AY19 and provided the way ahead for AY20. The matrix evaluated:

- 4 Programs of Instruction
- 21 Learning Outcomes
- 52 Measurements used to assess the learning outcomes

Annual Director's Report AY19

1. Director's Assessment. Academic year 2018/2019 was another busy year for the College of Enlisted Military Education (the Enlisted College). To date, the Enlisted College has graduated 905 Gunnery Sergeants, 1,196 Staff Sergeants, and 2,767 Sergeants from the active duty resident schools located at the six regional Staff Noncommissioned Officer Academies (SNCOA). There have been 46 Staff Sergeants, and 357 Sergeants from the Marine Corps Reserves who have graduated from the reserve component version of our schools. In addition, the Senior Enlisted Academy has graduated 208 from the Senior Enlisted Professional Military Education (SEPME) course, and 118 from the First Sergeants Course.

a. Following the completion of two pilot Sergeants School classes at all six academies, an in-depth and thorough after action review was completed. The Sergeants School curriculum underwent a series of minor revisions and then was launched live in January 2019.

b. After the successful implementation of the new five week Sergeants School program of instruction, the Enlisted College staff then shifted their focus to the revision of the Career School curriculum. The rewrite of the Career School is now nearing completion with the expectation of implementation at the beginning of AY 2019/2020.

c. All Schools. During AY 2018/2019, students from the Enlisted College schools demonstrated their understanding of content through various assessments that consisted of: multiple choice exams, quizzes, written assignments, oral presentations, performance-based assessments, and individual performance evaluations. An achievement score of 80 percent or higher for each assessment was the metric used to determine mastery of Learning Outcomes.

d. Sergeants School. An analysis of data from the six academies showed that the average passage rate for Sergeants School is 96.7 percent. A little more than 3 percent of students failed evaluations during AY 2018/2019. The mean grade point average is 92.22 percent, which is indicative of student mastery of overall content. The Sergeants School graduate survey results indicate that the majority of students continue to have a positive impression of the Sergeants School and is reflected in the 86 percent overall satisfaction rating. The academics overall received a satisfaction rating of 78 percent and the faculty advisors overall received a rating of 90 percent positive.

e. Career School. An analysis of data from the five academies that host the Career School showed that the average passage rate for students is 97.2 percent. Less than 3 percent of students failed an evaluation during AY 2018/2019. The mean grade point average is 93.69 percent, which is indicative of student mastery of overall content. The Career School graduate survey results indicate that the majority of students have a positive impression of the Career School and

CEME SUMMARY OF RESULTS & RECOMMENDATIONS

is reflected in the 81 percent overall satisfaction rating. The academics overall received a satisfaction rating of 71 percent and the faculty advisors received a rating of 84 percent positive. For AY 2018/2019, the Career School survey responses continues a trend in which they have progressively improved over the past three years.

f. Career School. The second iteration of the Career School was implemented at the Hawaii Academy in January 2019 with great success. The students continue to provide excellent reviews of the school overall and the opportunity to remain on the island to complete their resident professional military education requirement.

g. Advanced School. An analysis of data from the five academies that host the Advanced School showed that the average passage rate for students is 95.5 percent. Approximately 4.5 percent of students failed an evaluation during AY 2018/2019. The mean grade point average is 92.64 percent, which is indicative of student mastery of overall content. The Advanced School graduate survey results indicate that the majority of students continue to have a positive impression of the Advanced School and is reflected in the 84 percent overall satisfaction rating. The academics overall received a satisfaction rating of 71 percent and the faculty advisors received a satisfaction rating of 84 percent. The Advanced School survey responses continues a trend in which they have progressively improved over the past three years.

h. All Schools. During AY 2018/2019, graduate survey results and student comments across all academies and schools have consistently highlighted the faculty advisors as a key strength and are integral to the successful execution of the programs of instruction. Faculty advisors received a satisfaction rating of 84 percent for the Career and Advanced Schools, and 90 percent for the Sergeants School.

i. All Schools. Graduate survey results have regularly identified several areas in need of improvement pertaining to resources and facilities. Specifically, most academies have little to no internet connectivity and/or adequate Information Educational Technology (IET) capabilities and equipment. Access to and the availability of IET resources and equipment consistently received the lowest scores on the surveys with satisfaction levels regularly at or below 50 percent satisfaction.

j. Corporals Course. Survey data from Corporals Course students was collected for the first time in AY 2018/2019. Overall, the Corporals Course survey results indicate that the majority of students have a positive impression of the course and is reflected in the 91 percent overall satisfaction rating. The academics overall received a satisfaction rating of 83 percent and the faculty advisors received a satisfaction rating of 91 percent.

k. During AY 2018/2019, a Reserve Sergeants School was implemented at the Camp Lejeune Academy to provide greater opportunities and more flexibility for reserve Sergeants to attend their resident professional military education.

l. The Enlisted College continues to work collaboratively with the College of Distance Education and Training (CDET) to ensure that CDET courses serve as a supplement to the Enlisted College Schools, and to develop distance education courses that support approved Learning Outcomes.

m. In January 2019, the Camp Lejeune Staff Noncommissioned Officer Academy conducted a pilot to test of the use of the Moodle learning management system in conjunction with a Sergeants School class.

CEME SUMMARY OF RESULTS & RECOMMENDATIONS

n. CRB for Sergeants, Career and Advanced Schools completed on 25 March 2019 during which the President, Marine Corps University approved new Student Learning Outcomes for the Career and Advanced School.

o. During the past year, the Enlisted College formed partnerships with schools including New England College and Northern Virginia Community College.

Notes: Data from the First Sergeants and Sergeants Major Courses are not included in the 4-Column Matrix reporting efforts. The Sergeants Major Course is evaluated through presentation briefs and projects, which are not graded. Presentations and projects are discussed in-depth with presenters or mentors. This course was designed to follow the Commanders Course format.

2. QEP Assessment.

a. Sergeants School. At the beginning of AY 2019, the newly redeveloped Sergeants School was implemented which featured curriculum that placed a greater emphasis on developing students cognitive capabilities. The newly revised curriculum integrated critical thinking and creative problem solving concepts throughout the program of instruction using a variety of direct and indirect methods to include case studies, multiple analytical writing assignments, small group discussion, and the small unit leadership evaluation. In addition, the new Sergeants School curriculum introduced operations in the information environment as a warfighting function.

b. Survey feedback. The student survey contains questions that focus on the students' perceptions regarding the curriculum specifically pertaining to creative problem solving and critical thinking. Although the survey results indicate the student satisfaction levels are not currently meeting acceptable levels (80 percent or higher), the scores for all three schools represent a marked improvement over the 2017/2018 academic year. For critical thinking and creative problem solving, the Sergeants School saw increases from 73 percent to 79 percent and from 71 percent to 74 percent respectively; the Career School saw increases from 61 percent to 64 percent and from 59 percent to 61 percent respectively; and the Advanced School saw increases from 62 percent to 63 percent and from 60 percent to 64 percent respectively. The higher ratings within the Sergeants School is directly attributed to the revised curriculum designed to specifically address these areas. While the Career and Advanced School improvements were modest, they are attributed to the greater emphasis within faculty development that focused on increasing opportunities to inject critical thinking or creative problem solving situations or scenarios within complex operational environments into small group discussions and case studies.

c. Focus Group feedback. Focus group sessions with student provided significant qualitative feedback regarding critical thinking and creative problem solving. Sergeants School students commented that the school incorporates a variety of activities that promote critical thinking and enhances the Marines ability to operate in complex environments to include case studies, tactical decision games, as well as the many small group discussions. These methods allow the students to think critically as well as provide the opportunity to gain other perspectives on developing solutions to problems. Both Career and Advanced School students commented that one of the best opportunities they have to develop their critical thinking capabilities is within the small group discussions. The faculty advisors foster an environment that encourages everyone to think critically and to understand varying perspectives. However, as the schools currently stand these occasions are limited and leave students wanting more.

CEME SUMMARY OF RESULTS & RECOMMENDATIONS

d. Initiatives. Curriculum redevelopment within the Career School in AY 2018/2019 and subsequently the Advanced School next year is focused on aligning the curriculum with the requirements within QEP and provide greater opportunities for creative problem solving, critical thinking and decision making, incorporating greater use of case studies, tactical and ethical decision games, as well as analytical writing assignments. In conjunction with current revision of the Career School and pending revision of the Advanced School curriculum, information environment operations will be integrated into relevant lessons as an explicit educational objective.

3. President MCU Priority Areas.

a. Deeply imprint our Corps' ethos and values into our students. Sergeants School students read and discuss MCTP 6-10B, Marine Corps Values: A User's Guide for Discussion Leaders. Career School students read and discuss *The Values Based Leadership Integration Booklet*. The Advanced School students participate in a guided discussion after watching a video entitled *Lost Honor*.

b. Expand how we think and write about employing naval expeditionary power in the future operating environment. Advanced School students conduct a battle study using a SPMAGTF conducting an amphibious landing, read and discuss MCDP 1-0, *Operations* as well as read and discuss excerpts from JP 1, *Doctrine for the Armed Forces of the United States*.

c. Personally and professional develop leaders of character is a core theme woven throughout all schools within the Enlisted College.

d. Improve our operational capability and warfighting effectiveness is a core theme woven throughout all schools within the Enlisted College. The Sergeants School students apply the Troop Leading Steps as the planning process used by small unit leaders, which is reinforced through tactical decision games, and applied during sand table exercises and the small unit leader evaluation. Career Scholl students apply the Troop Leading Steps as the planning process used by small unit leaders and discuss the Marine Corps planning process, read and discuss warfighting functions, principles of war, tactical tenets, and tactical thought process, which are subsequently reinforced through tactical decision games. Advanced School students read and discuss MCDP 1-0 Marine Corps Operations, MCDP 5 Planning, MCWP5-10 Marine Corps Planning Process, and MSTP 5-0.1 Marine Corps Design Methodology, Executive Summary and apply the Marine Corps planning process as a member of an OPT.

e. Maneuver Warfare and Amphibious operations. While there is existing coverage of maneuver warfare within all schools of the Enlisted College, there are significant opportunities to further enhance coverage of both maneuver and amphibious operations as ongoing modernization efforts continue.

f. Curriculum redevelopment within the Career School in AY 2019 and subsequently the Advanced School next year is focused on incorporating the MCU Presidents priority areas into components within the curriculum to ensure all priorities receive adequate coverage.

4. Changes and Recommendations for Next Academic Year.

a. Career School. The Career School will implement a revised and curriculum and a reorganized schedule to reflect a collegiate format on 1 October 2019.

CEME SUMMARY OF RESULTS & RECOMMENDATIONS

b. Advanced School. The Enlisted College curriculum development team will initiate the redevelopment of the Advanced School curriculum.

c. Career School. Continue to evaluate the success of the Hawaii Career School for determination of the continuation of future iterations as well as the possibility of adding additional iterations.

d. All Schools. Continue to assess results obtained from graduate surveys (students and supervisors) to validate the students' ability to apply the Learning Outcomes while serving in the operational forces.

e. Continue to create partnerships and memoranda of understanding with universities, colleges, and community colleges which identify specific college credits accepted for their students who complete their resident and non-resident PME requirements.

f. Corporals Course and Sergeants Schools. Complete the Course Content Review Board.

g. Career and Advanced Schools. Continue to monitor the impact of having Career and Advanced School faculty advisors also being required to teach Sergeants Schools. Identify best practices and implement change as needed.

h. Marine Forces Reserve has a liaison who works with the Colleges of Enlisted Military Education and Distance Education and Training. The Enlisted College will continue to work with the liaison in the development of new curricula that addresses its needs concurrently with active duty courses.

COMMAND AND STAFF COLLEGE DISTANCE EDUCATION PROGRAM (CSCDEP)
SUMMARY OF RESULTS & RECOMMENDATIONS

Four-Column Matrix Results

CSCDEP concluded the curriculum review process in AY19 by completing the MCU Four-Column Matrix. The matrix provided a detailed review of the AY19 learning outcomes and measures and provided the way ahead for AY20. The matrix evaluated:

- 8 Blocks of Instruction
- 36 Learning Outcomes
- 27 Measures used to assess the learning outcomes

Annual Director's Report AY19

1. Director's Assessment

a. Strengths:

i. The initial course successfully establishes student expectations that CSCDEP will not tell them what to think, but instead challenge their notions of how to think, and communicates that this will require a serious personal academic investment.

ii. In the last three years courses have incorporated new material to address the MCU program and learning outcomes on military change and innovation.

iii. Upwards of 75% of some courses have all readings in audio or video format.

iv. Updated material pertaining to emerging/recent joint concepts to maintain course relevancy included: pros/cons of establishing a U.S. Space Force, designation of USCYBERCOM as a combatant command, renaming of USPACOM to USINDO-PACOM, structural changes at USSTRATCOM, continued emphasis on the Chairman's concept of 'Global Integration,' updated material on the current operating environment, and updated material on the status of information as a joint function.

v. The research essay required students to perform real-world research tasks on a specific country they choose, CSCDEP provided a recommended list based on COCOM and geopolitical priorities. At least 16 other countries were chosen by learners based on personal selection preferences. The research centered on national security strategy and policy issues for the final exam. The Course Director coordinated with CAOCL to utilize RCLF OB4 workbook material for learners to read during initial country research.

vi. Historical case studies were very well received and helped students make sense of amphibious doctrine and newer concepts such as Littoral Operations in a Contested Environment (LOCE) and Expeditionary Advanced Base Operations (EABO). This year featured a new WWII case study, Operation POSTERN. POSTERN was an amphibious operation carried out in a contested air and maritime environment and highlights many key ideas in the latest warfighting concepts.

EWSDEP SUMMARY OF RESULTS & RECOMMENDATIONS

vii. The Operation Planning interactive multimedia instruction (IMI) effectively brings together elements of the curriculum. It reinforces the doctrine readings through commentator instruction and immerses students into the practical exercise scenario. Since all browsers were no longer able to play the IMI's Flash based files without multiple adjustments, the IMI flash files were replaced with MP3 audio files/MP4 video files and placed in a Moodle Book format. This allowed all browsers on all iOS devices and computer operating systems to play the IMI without issue, which was well received.

viii. The Final Exercise was elevated to planning at the JTF level using the Joint Planning Process (JPP). This facilitated planning at the JTF operational level, continued the understanding of the planning nuances between Phase IV operations and Phase III operations, and provided an understanding of the JPP while comparing it to the MCPP.

b. Weaknesses:

i. Students continue to ask for more audio and video presentations but not all visitors to MCU agree to be recorded.

ii. The Boyd module added has not created as deep an appreciation of John Boyd's theories as it was designed to accomplish. This is a problem because Boyd's theory is critical to a deeper understanding of Warfighting doctrine, among other things. The problem seems to relate to the quality of the required viewing for this lesson, which is a lengthy compilation of excerpts from a presentation Boyd gave in 1986, and is not understood well enough to alter long-help misconceptions about his theory.

c. Opportunities:

i. There will be further focus on the reading/viewings by producing a new, interpretive Boyd video. Enough thoughtful material is also available on the impacts of potentially disruptive trends in warfare (such as swarming and Artificial Intelligence) to incorporate these topics in a new Future War module.

ii. Expanded coverage of the Philippine War case study will include revisions within Lessons titled "The Law of War and Ethical Leadership in Small Wars." The revision to the lesson will offer historical insights into ethical leadership as part of the exploration of the Law of War and ethical decision-making in small wars. Thus, the case study will be addressed within 5 of the 8 lessons within the course.

d. Gaps: All courses would be enhanced and made more directly relevant if additional lessons were added.

2. QEP Assessment

i. CSCDEP builds an understanding of the contemporary security environment by requiring students to pick a Country of Interest that they research and then provide a final research essay that requires knowledge of the U.S. National Security Strategy and U.S. policy goals regarding

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the Country of Interest. The research must take into account strategic culture, US and Country of Interest security objectives and interests, current alliances and agreements, and finally assess risks to current policies while recommending policy changes.

ii. The CSCDEP Operation Planning (and Final Exercise) course studied and applied the Joint Planning Process (JPP) performing CJTF level planning for a Phase IV Stabilization operations. This effectively took the learners assessment of the security environment and problem solving use of all instruments of national power to the JTF and component level.

iii. CSCDEP provides an introductory exposure to strategic complexity and causality factors that can help determine causal factors in a complex international security environment, helping officers to develop and design potential policy solutions to present to leadership to help advance U.S. interests.

iv. CSCDEP Operation Planning (and Final Exercise) course studied and applied the Marine Corps Planning Process (MCP) COA War Game and JPP COA Analysis and Wargaming steps utilizing thinking and reacting enemy red and civilian green cells, forcing friendly force response to surprise and uncertainty.

v. CSCDEP discusses how organizational leaders demonstrate command climates- both good and bad. In concert with the Philosophy of Command essay, students learn to implement organizational change and pursue ethical and effective command climates.

vi. CSCDEP Operation Planning (and Final Exercise) course studied and applied the MCP for MEF level conventional operation planning and the JPP for CJTF level stabilization planning, deeply analyzing an operational environment and problem set to determine creative COAs that will ensure mission accomplishment.

vii. CSCDEP has a focused research paper that asks officers to critically review the U.S. National Security Strategy and determine if current U.S. policy matches its stated intent. If it does not, recommend creative policy actions that will provide desired outcomes.

3. President MCU Priority Areas

i. Deeply Imprint our Corps' ethos and values into our students: MCU's students will appreciate the process of the "Transformation" and how to sustain this in their people. They will ensure we remain disciplined war-fighters, most ready when the Nation is least ready.

ii. CSCDEP requires a Philosophy of Command paper as a student challenge to assess their own original thought (especially the implementation plan for how to execute and C2).

iii. Expand how we think and write about employing naval expeditionary power in the future operating environment: We will think more broadly, deeply, and holistically about how we will employ naval expeditionary power in the future.

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iv. CSCDEP requires an essay asking if the MAGTF is still a relevant force design- given the return to great power competition and the current operating environment. This requires a Naval strategy consistent with the recent CPG. The second question requires students to determine the relevance of the MPF concept given current threats in the OE. This also demands analysis of our Naval strategy, applied to the MPF operations.

v. Personally and professionally develop leaders of character: All programs at the MCU will work to produce educated and ethical leaders who possess selflessness, honesty, and moral courage.

vi. CSCDEP has lessons that focus on our joint and service ethical and leadership traits and how we instill and cultivate them, individually and collectively within organizations.

vii. Improve our Corps' operational capability and warfighting effectiveness: We must produce leaders capable of fighting with a maneuver warfare mindset in an expeditionary and amphibious environment.

viii. The concepts and capabilities of the MAGTF are deeply discussed within CSCDEP. It covers all warfighting functional areas within both conventional war and within irregular warfare settings. The previous CMC was videoed and remains one of our highlighted requirements using the CMC himself to describe and demonstrate our maneuver warfare philosophy, capabilities, and adaptability for all environments

4. Core Institutional Effectiveness Areas (Not Required)

5. Changes and Recommendations for Next Academic Year.

a. In AY20 two regional campuses (Camp Lejeune and Quantico) will investigate faculty workload mitigation through the use of Adobe Connect, a synchronous virtual classroom. Lessons learned will be studied and a decision will be made during the AY20 8902 CCRB whether to use Adobe Connect for all 8902 OL courses. This might pave the way for all OL Seminars to make partial use of Adobe Connect.

b. For AY20, revisions include updating coverage of hybrid warfare, stabilization efforts (with emphasis on U.S. efforts in Syria), updates of non-DOD perspectives which challenge our doctrine and approaches to small wars, and an update of the "Worldwide Threat Assessment." These revisions ensure learners are provided the most relevant and updated information regarding current and future operational environments, the major threats existing within those environments, and how the Joint force must adapt based on these challenges.

c. Expanded coverage of the Philippine War case study will include revisions within lesson titled "The Law of War and Ethical Leadership in Small Wars." The revision to the lesson will offer historical insights into ethical leadership as part of the exploration of the Law of War and ethical decision-making in small wars. Thus, the case study will be addressed within 5 of the 8 lessons within the course.

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d. The recently published 38th Commandant's Planning Guidance (CPG) will lead to modifications to portions of the CSCDEP curriculum. There are current curriculum areas that are already well-covered (e.g. focus on latest warfighting concepts, Littoral Operations in a Contested Environment (LOCE) and Expeditionary Advanced Base Operations (EABO)).

EXPEDITIONARY WARFIGHTING SCHOOL DISTANCE EDUCATION PROGRAM
(EWSDEP) SUMMARY OF RESULTS & RECOMMENDATIONS

Four-Column Matrix Summary

EWSDEP concluded the curriculum review process in AY19 by completing the MCU Four-Column Matrix. The matrix provided a detailed review of the AY19 learning outcomes and measures and provided the way ahead for AY20. The matrix evaluated:

- 4 Blocks of Instruction
- 19 Learning Outcomes
- 10 Measures used to assess the learning outcomes

Annual Director's Report AY19

1. Director's Assessment.

a. Strengths: The learning outcomes for EWSDEP were attained by the vast preponderance of the students who completed the program. Several changes implemented this year proved to have the intended impact on student learning. Interactive multi-media instruction for online students taking the MAGTF Operations Ashore Practical Exercise course helped to close the gap for those students unable to participate in an onsite seminar. The more narrowly focused essays in the MAGTF Operations Ashore course allowed the students to better express understanding of both the exercise of command and control and the single battle concept. The Amphibious Operations sub-course in the MAGTF Operations Afloat course was completely revised and achieved its intended results. The where we've been, where we are, and where we're going approach enhanced student awareness of emerging concepts buttressed with a firm grasp of how amphibious warfare has evolved to date.

b. Weaknesses: The online version of the MAGTF Operations Ashore Practical Exercise course does not provide the same depth of learning as the onsite version. Attempts to close the gap have achieved positive results. But the disparity between conducting a collaborative planning exercise virtually versus onsite continues to exist.

c. Opportunities: In 2013 EWSDEP moved to discontinue the Individual Guided Studies (IGS), aka box of books, with the current construct which requires all students to complete at least one year of the program in seminar. In academic year 2020 EWSDEP will transition to an all seminar program. The growth of the blended seminar program has reduced the pool of distance education program students to the point where a two year seminar program can be supported with both a sufficient number of highly qualified adjunct faculty members and the financial resources to support them.

d. Gaps: The all seminar construct will not be implemented until academic year 2020. And the disparity described above between the conduct of onsite and online seminars continues to exist.

2. QEP Assessment. The following essay from the Amphibious Operations sub-course with MAGTF Operations Afloat requires the student to exercise creativity while crafting a response that reflects knowledge acquired throughout the program to a problem that doesn't have a set

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response. The guidance provided to the student following the question frames the question and the daunting nature of the issue.

Given the changing character of war, what steps should the Marine Corps take to best posture to conduct amphibious operations in the future?

Guidance

In the early-1920's, Major Earl "Pete" Ellis, published *Operation Plan 712 - Advanced Base Operations in Micronesia*, which became the foundation of War Plan Orange and ultimately the campaign to defeat the Empire of Japan following Pearl Harbor. As part of his analysis supporting that document, Ellis peered into the future, assessed the changing character of war and advocated for adjustments to doctrine, manning, training and equipping that would best posture the Marine Corps for the reality he envisioned. Foremost in his focus was the future role of the Marine Corps in amphibious operations. It could be argued that we are currently at a similar inflection point in the history of warfare, where the changing character of war in the coming decades will drastically alter the Marine Corps' approach to amphibious operations. This essay assignment requires that you highlight key aspects of the changing character of war, followed by a well-supported argument as to the specific steps the Marine Corps should take to best position itself to conduct amphibious operations in light of these changes.

Note the essay prompt has two components, both of which must be addressed in your submission. First, and primarily, you must explain how the Marine Corps should posture itself to conduct amphibious operations in the future. Second, the actions you espouse must be driven by how you foresee the impact of the changing character of war. *The Maritime Operating Environment* lesson provides very good insight into potential changes to the character of war that may dramatically affect amphibious operations. You are encouraged to consider not only the impacts of emerging technology, but also the realities of the future physical and political environments that will shape the character of war and therefore the Marine Corps' amphibious approach. The historical perspective presented at the beginning of the Amphibious Foundations sub-course will also assist you in gaining a perspective on change in amphibious operations. Your argument as to steps the Marine Corps should take to prepare for the future can select from a number of different perspectives; including, doctrine, organization, training, material, leadership and education, personnel and/or facilities (DOTMLPF). Do not fall into the trap of simply listing initiatives discussed in the *Marine Corps Operating Concept* (MOC), the Commandant's challenge quoted on the previous page. Finally, the scope of this essay assignment is very broad and therefore some students may be challenged by the limited word count (i.e., no more than 1,500 words). In such a situation, you will certainly have to carefully balance and prioritize elements of your essay.

3. President MCU Priority Areas

- a. Deeply imprint our Corps' ethos and values into our students:
 - i. EWSDEP Program Outcome #1: EWSDEP graduates will be capable of exhibiting the Marine Corps' Core Values and standards in keeping with the highest level of professionalism expected of commissioned officers

EWSDEP SUMMARY OF RESULTS & RECOMMENDATIONS

- ii. Particular emphasis in initial course (Warfighting)
- b. Expand how we think and write about employing naval expeditionary power in the future operating environment:
 - i. EWSDEP mission statement explicitly highlights the linkage to the “naval expeditionary environment”
 - ii. Addressed throughout the MAGTF Operations Afloat Course
- c. Personally and professionally develop leaders of character:
 - i. EWSDEP mission statement explicitly highlights the “mental and moral” emphasis in our curriculum
 - ii. EWSDEP Program Outcomes #1 and #2: EWSDEP graduates will be capable of exhibiting the Marine Corps’ Core Values and standards in keeping with the highest level of professionalism expected of commissioned officers, and demonstrating critical and creative thinking, ethical decision making, and effective communication as leaders
- d. Improve our operational capability and warfighting effectiveness:
 - i. This is focal point of the entire curriculum.
 - ii. EWSDEP mission statement explicitly highlights the “emphasis on warfighting capabilities across the MAGTF.”
 - iii. SLO 2.2 – Apply Marine Corps doctrine, maneuver warfare philosophy, and the Marine Corps Planning Process (MCP) to tactical planning for the integration of a combined arms MAGTF, incorporating considerations across all warfighting functions.
 - iv. SLO 2.3 – Apply an integrated tactical plan, across all five domains, grounded in warfighting doctrine for an integrated combined arms shore based MAGTF.

5. Changes and Recommendations for Next Academic Year.

- a. During the Curriculum Review Board (CRB) for AY19/20, the President of MCU approved EWSDEP’s revised mission statement, program outcomes, and student learning outcomes. These were directly linked to changes already made by the resident school. The President also approved the transition to an all seminar program to be executed in AY20/21. The MARADMIN announcing this transition is included as an enclosure.
- b. The changes approved at the CRB led to changes in the Doctrine and Planning sub-courses. Student learning outcomes led to a revision of educational objectives which drove the changes to the curriculum. The MAGTF Operations Afloat is largely revised with many aspects

EWSDEP SUMMARY OF RESULTS & RECOMMENDATIONS

serving as the pilot for the aforementioned curriculum transition in the following academic year. Many of the items to be piloted involve enhanced feedback mechanisms for student and faculty alike. A revised Faculty Development site is also being piloted. Results will be assessed after the fall semester, revised as needed in the spring, and become the templates for the all seminar program when it launches.