



STUDENT SUCCESS: ALUMNI SURVEY 2022-2023

In addition to the post-graduation success measures reported in this Combined Analysis, USNWC graduation rates for resident students in Newport for AY 2022 - 2023 were: 40 of 40 (100%) for November 2022 CNW and CNC&S students; 56 of 56 (100%) for March 2023 CNW and CNC&S students; and 298 of 302 (98.6%) for June 2023 CNW and CNC&S students.

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INTRODUCTION

PURPOSE

The results of the USNWC 2022/2023 Alumni Survey are presented in this analysis. It combines responses from alumni of both the College of Naval Warfare (CNW) and College of Naval Command and Staff (CNC&S) to present an overall picture of the two educational programs. Detailed reports for the ILC (CNC&S) and SLC (CNW) are forthcoming as a part of this assessment protocol.

Alumni results provide trustworthy indicators of institutional effectiveness of the educational experience offered, and they are a very important stakeholder group to assess. This analysis uses USNWC program learning outcomes (PLOs) and JPME objectives to organize and present results. These outcomes will be updated as new ones are approved in the future.

DATA, SURVEY ADMINISTRATION, AND RESPONSE RATE

The report contains responses to Likert style questions, multiple choice questions, and an open-ended question. Likert style questions are ranked on a 7-point scale with 7 being the most favorable response (1 = “none” to 7 = “greatly”). With the exception of the OPMEP (F) Joint Learning Areas (JLAs), items with an average score above 5.500 are presented in the Topline tables. The JLAs use a different scale. The individual program-level alumni analysis will cover all items in more detail. While this analysis is not a tracking report comparing yearly means and noting statistical differences, we will occasionally mention them.

The 2022/2023 Alumni Survey was administered to the academic year classes of 2015-2016, 2017-2018, and 2021-2022. The online survey was administered from December 14, 2022 to April 29, 2023 by Hanover Research Council. It was sent to a total of 1,230 alumni and obtained 145 responses, for a response rate of 11.8%. Of those, 117 responses were complete (80.7%), while 28 (19.3%) were partial, but still useful, responses.

EXECUTIVE SUMMARY

Overall, alumni are very satisfied with their USNWC experience as demonstrated by the very high 6.407 combined satisfaction mean (Figure 5); indicating that the College is meeting the goal of producing critical thinking warfighters, enhancing military professionalism, further developing leaders, and preparing students for a joint future. As a matter of fact, the combined alumni mean for meeting program goals was quite high for both CNC&S (6.083) and CNW (6.068) as shown in Figure 4.

The highest rated items were the intellectual challenge of the NWC educational experience (6.305) and the overall quality of instruction (6.271, Figure 5). Other highly rated Educational Outcome items include fostering thinking in a more critical way (6.205), enhancing students’ professional development (6.188), and understanding of the maritime environment (6.060), as noted in Figures 6 and 7.

In general, alumni rated both programs highly regarding PLOs as two of five items scored above 6.000 (Figures 8 and 9).

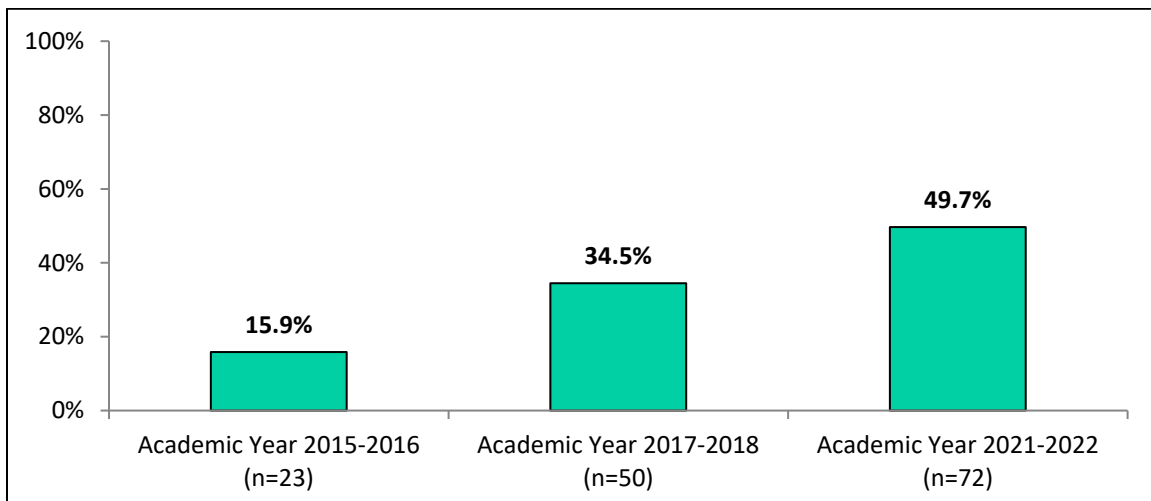
Finally, the majority of graduates who were eligible for promotion or command received those positions. Of the 57.2% of alumni who were eligible for promotion, more than half (66.3%) were selected for one. Likewise, of the 53.1% of alumni eligible for command, 59.7% were selected. This underscores the USNWC's ability to produce competent and leadership-ready graduates. Reflecting on the College's leadership development, one alumnus summarized:

Relationships with professors and classmates. I learned from people with experience and benefited from different perspectives. I was able to speak freely and felt respected, appreciated, and understood.

DEMOGRAPHICS

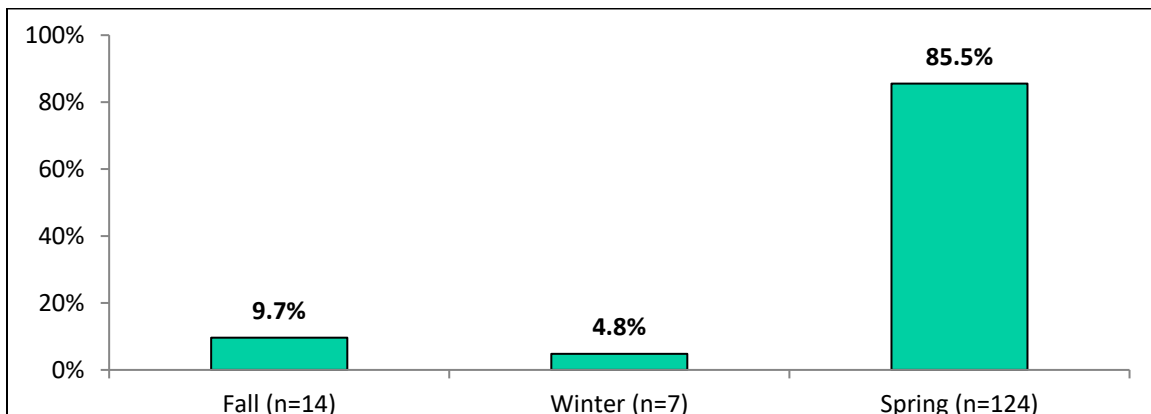
As shown in Figure 1, most responding students graduated in AY 2021-2022 (49.7%), followed by 2017-2018 (34.5%), and 2015-2016 (15.9%). As expected, most alumni graduated in the spring trimester (85.5%). In contrast, graduates from the fall and winter semesters (i.e., the off-cycle cohorts) comprised just 9.7% and 4.8% of the sample, respectively (Figure 2). Figure 3 shows that the US Army and Navy are the largest represented Services among alumni (25.0% for both), followed by the US Air Force (17.4%) and US Marine Corps (16.7%).

Figure 1: Graduation Year



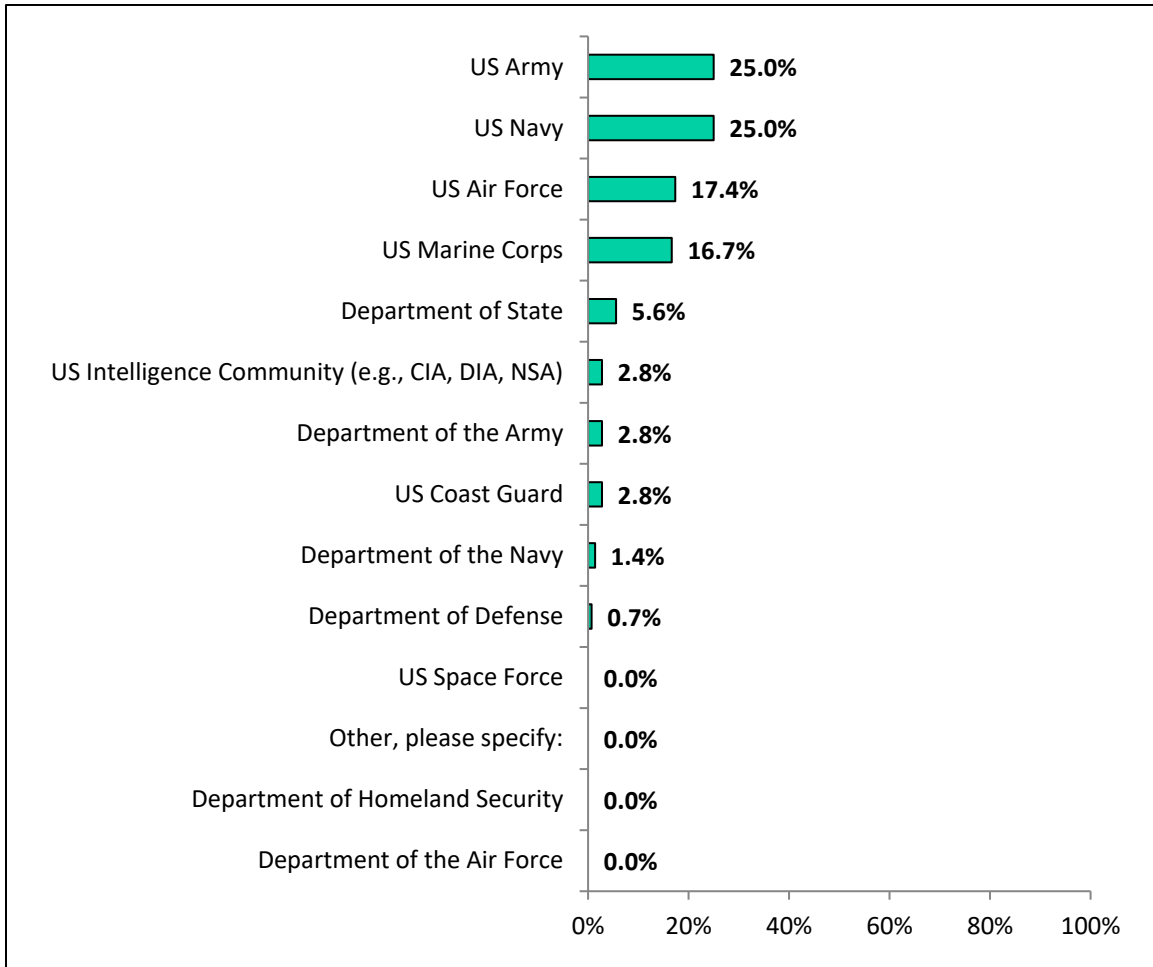
n=145

Figure 2: Graduation Semester



n=145

Figure 3: Service Area or Department



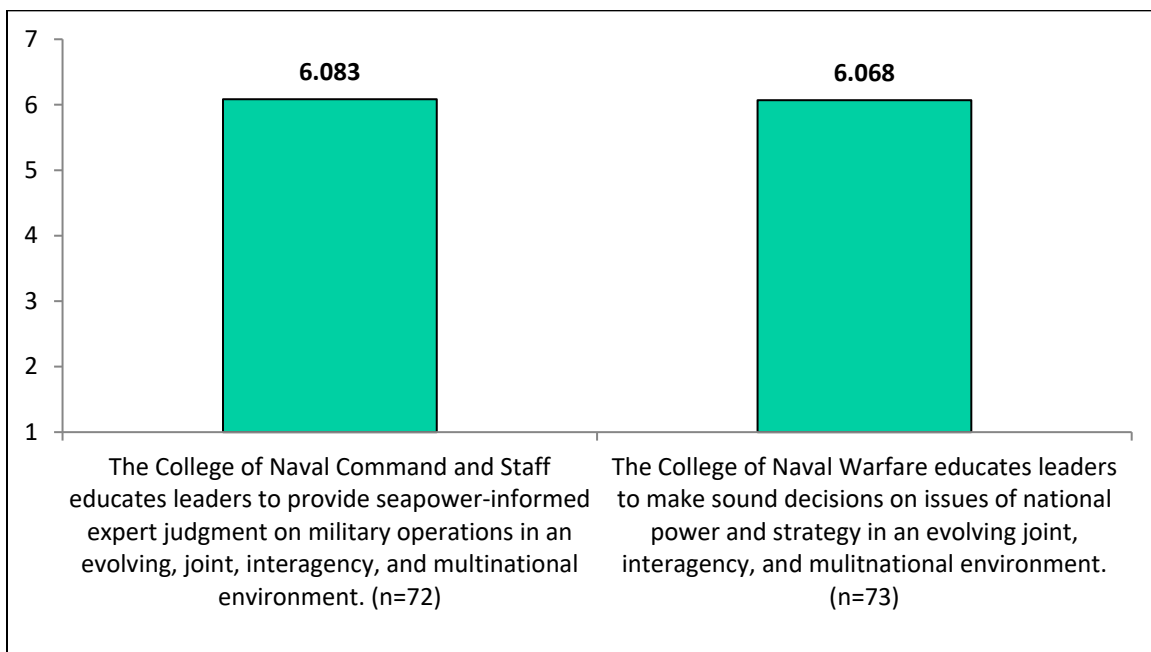
n=144

PROGRAM EXPERIENCE

ALL RESPONDENTS

Alumni from both the CNW and CNC&S programs gave the USNWC high marks on meeting their respective educational goal. The CNC&S mean was 6.083, while the CNW mean was a bit lower at 6.068. This represents a slight decrease from last year (CNC&S was 6.116 and CNW was 6.282), but the differences are not statistically significant. Moreover, the consistently high ratings exceeding the 6.000 level of excellence clearly demonstrate the College is delivering on its mission and program goals.

Figure 4: CNC&S and CNW Average Scores on Meeting Program Goals



Note: Items are rated on a 7-point scale, where “7” represents a more favorable score. Mean score is represented above.

Combined alumni denoted very high satisfaction with USNWC, as the overall satisfaction mean registered 6.407; higher than last year’s rating of 6.013. The improvement in satisfaction approached, but did not reach, statistical significance.

The top item was the Intellectual challenge of the NWC educational experience (6.305; Figure 5). Additionally, respondents have very positive perceptions of the overall quality of instruction (6.271), overall quality of faculty (6.246), the degree of peer-to-peer collaboration in an active learning environment (6.178), and having current and relevant curriculum (6.085). These are all important OPMEP standards and requirements.

Figure 5: Combined College Educational Satisfaction Items

ITEM	N	MEAN
Overall satisfaction with your NWC experience	118	6.407
Quality of faculty	118	6.246
Overall quality of instruction	118	6.271
Degree of peer to peer collaboration in an active learning environment	118	6.178
Intellectual challenge of the NWC educational experience	118	6.305
Quality, relevancy, and currency of the curriculum	118	6.085
Opportunity for advanced or specialized studies	118	5.975

Note: Items are rated on a 7-point scale, where “7” represents a more favorable score. Question: *To what degree were you satisfied with the overall NWC educational experience?*

Responding alumni from both programs indicated that the USNWC helped them achieve the key additional educational outcomes featured in Figure 6. **As shown below, four items exceed the 6.000 threshold for excellence, with fostering thinking in a more critical way (6.205) leading the scores.**

Figure 6: Combined Other Educational Outcomes Items

ITEM	N	MEAN
Enhance your professional development	117	6.188
Foster thinking in a more critical way	117	6.205
Enhance your ability to communicate in writing	117	6.162
Foster reading in a more critical fashion	117	6.077
Enhance your commitment to the Profession of Arms	117	5.684
Deepen your understanding of the key attributes- understanding, intent, and trust- of mission command	117	5.769
Enhance your ability to communicate verbally	117	5.803

Note: Items are rated on a 7-point scale, where “7” represents a more favorable score. Question: *To what degree did your NWC education affect the following?*

Three of six items in the Value to the Service and the Nation battery received or approached the 6.000 level, with understanding of the maritime environment leading the scores rankings (6.060)).

Figure 7: Value to Service and Nation

ITEM	N	MEAN
Your trust and confidence in Service members from other US military departments	117	5.932
Your understanding of the perspectives of other military services	117	5.974
Your understanding of the maritime environment	117	6.060
Your trust and confidence in Service members from other nations	117	5.726

ITEM	N	MEAN
Your trust and confidence in DOD or US Interagency civilians	117	5.641
Your understanding of other nations, including their cultures and perspectives	117	5.701

Note: Items are rated on a 7-point scale, where “7” represents a more favorable score. Question: *To what degree did your NWC education enhance your effectiveness in the following areas?*

Joint Learning Areas (JLAs)

Since the J7 is considering assessing the JLAs in alumni assessments, from which our PLOs are developed, USNWC added them to the Alumni Survey this year, using the proposed 4-point scale. As noted, all six JLAs received means indicating good levels of proficiency. Respondents indicated that demonstrating expertise and applying knowledge in the theory, principles, concepts, and history specific to instruments of national power and the art and science of warfighting (3.459) was the highest mean. The lowest mean (at an acceptable proficiency level of 3.246), related to applying knowledge of law, policy, doctrine, concepts, processes, and systems to design, assess, and revise or sustain risk-and resource-informed strategies and globally integrated, all-domain joint plans (Figure 8).

Figure 8: JLAs

ITEM	N	MEAN
Demonstrate advanced cognitive and communications skills employing critical, creative, and systematic thought. (Strategic Thinking and Communication.)	134	3.373
Demonstrate joint-mindedness and possess a common understanding of the values of their chosen profession demonstrated through the exercise of sound moral judgement and the embodiment and enforcement of professional ethics, norms, and laws. (The Profession of Arms.)	134	3.366
Demonstrate expertise and apply knowledge in the theory, principles, concepts, and history specific to instruments of national power and the art and science of warfighting. (The Continuum of Competition, Conflict, and War.)	134	3.459
Assess the security implications of the current and future operational environment. (The Security Environment.)	134	3.440
Apply knowledge of law, policy, doctrine, concepts, processes, and systems to design, assess, and revise or sustain risk- and resource-informed strategies and globally integrated, all-domain joint plans. (Strategy and Joint Planning)	134	3.246
Apply U.S., allied, and partner military power to conduct globally integrated, all-domain operations and campaigns. (Globally Integrated Operations.)	134	3.336

Note: Items are rated on a 4-point scale, where “4” represents a more superior levels of proficiency. Question: *Please assess your JPME program’s proficiency in preparing graduates to apply these skills. Did USNWC instill in you the outcomes to...*

PROGRAM EFFECTIVENESS

Through CJCS Standard 4 & NEASC Standard 4, the College seeks to ensure that the educational outcomes comprehensively prepare graduates for their joint duties and responsibilities. There are five program learning outcomes (PLOs) for each program as explained below.

CNC&S RESPONDENTS – PLOs

Two of the five CNC&S PLOs were scored above 6.000: demonstrating critical, creative, and structured thought through professional communication (6.328), and applying theory, history, doctrine, and relevance of seapower to support strategic thinking and decision making (6.241; Figure 9). The remaining three are at an acceptable level, and one, theater and national military strategies, approached the 6.000 level of excellence (5.966).

Figure 9: CNC&S PLOs

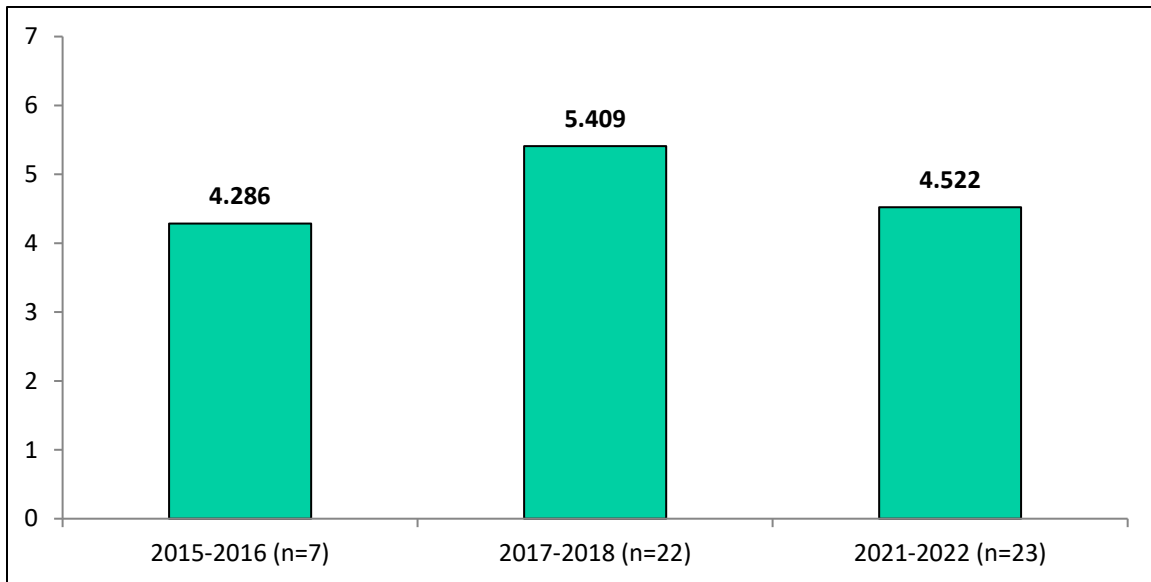
ITEM	N	MEAN
Apply theory, history, doctrine, and relevance of seapower to support strategic thinking and decision making	58	6.241
Demonstrate critical, creative, and structured thought through professional communication	58	6.328
Apply the organizational, legal, and ethical concepts integral to the Profession of Arms to decision-making in theater-level joint and multinational operations.	58	5.741
Apply effective theater and national military strategies that factor in contemporary and future security environments.	58	5.966
Demonstrate, as a Joint Warfighter, the ability to enhance planning and execution of major operations and campaigns across the continuum of competition.	58	5.828

Note: Items are rated on a 7-point scale, where “7” represents a more favorable score. Question: *to what degree did your CNC&S education enhance your professional abilities or effectiveness in the following PME or JPME areas?*

MBTI/HPTI QUESTIONS

CNC&S alumni were asked specifically about the helpfulness of the Myers Briggs Type Indicator (MBTI) or the High Potential Trait Indicator (HPTI) assessments used in leadership development. Across all respondents, CNC&S alumni provided an average MBTI/HPTI helpfulness rating of 4.865. As shown in Figure 10, graduates from 2017-2018 rate the helpfulness of this assessment higher than alumni from 2015-2016 and 2021-2022.

Figure 10: Helpfulness of MBTI/HPTI Leadership Assessments



Note: Items are rated on a 7-point scale, where “7” represents a more favorable score. Question only shown to CNC&S alumni.

As shown in Figure 11, 2017-2018 alumni were also more likely to have returned to their MBTI/HPTI results to help them be more self-aware and/or to aid their leadership development. **Across all CNC&S alumni respondents, 48% have returned to their MBTI/HPTI results. This is a sizable ratio but it is lower than last year’s alumni cohort (59%).**

Figure 11: Return to MBTI/HPTI Since Graduation

	2015-2016 (N=7)	2017-2018 (N=22)	2021-2022 (N=23)
Yes, returned to MBTI/HPTI	43%	55%	43%
No, have not returned to MBTI/HPTI	57%	45%	57%

CNW RESPONDENTS – PLOs

CNW respondents also rated the degree the program enhanced their professional or effectiveness in the PLOs. As shown, two of the six are rated above the 6.000 threshold, with demonstrating critical, creative, and structured thought through reasoned argument and professional communication (6.032), and applying theory, history, doctrine, and relevance of seapower to strategic thinking and decision making (6.032) as the two most positively rated learning outcomes. Similar to CNC&S alumni, the PLO mean for apply effective national security strategies that factor in contemporary and future security environments approached the threshold of excellence (5.905).

Figure 12: CNW Educational and Professional Outcome Items

ITEM	N	MEAN
Demonstrate critical, creative, and structured thought through professional communication	63	6.032
Apply theory, history, doctrine, and relevance of seapower to strategic thinking and decision making	63	6.032
Apply the organizational, legal, and ethical concepts integral to the Profession of Arms while incorporating elements of national power into decision-making.	63	5.619
Apply effective national security strategies that factor in contemporary and future security environments.	63	5.905
Demonstrate, as joint warfighting leader the ability to interpret, plan and lead, globally integrated operations across the continuum of competition.	62	5.823

Note: Items are rated on a 7-point scale, where “7” represents a more favorable score. Question: *To what degree did your CNW education enhance your professional abilities or effectiveness in the following PME/JPME areas?*

LEADERSHIP DEVELOPMENT COMMENTS

Graduates were asked a series of open-ended questions regarding their leadership development while at NWC. Select quotations are displayed below; all are available upon request from the Office of Institutional Effectiveness.

NOW THAT YOU HAVE BEEN AWAY FROM THE ACADEMIC ENVIRONMENT FOR A WHILE, WHAT ASPECT(S) IN THE USNWC CURRICULUM DO YOU FEEL WERE MISSING FROM A LEADERSHIP AND ETHICS PERSPECTIVE?

- *...I felt the entire TSDM syllabus was inferior to other departments and not at all useful to me after graduation. I appreciate that the faculty tried to teach leadership and ethics, but it didn't work at a graduate level. Two of my peers that I took leadership and ethics with were later relieved of command due to ethical breaches - not as a result of the course, but in spite of it. The leadership and ethics syllabus is a waste of time. – 2015-2016 CNC&S Alumnus*
- *Another item to round out the curriculum should be on leading civilians and requiring the online qualification for the civilian foundations course and the supervisors course. Most of us have, are, or will supervise civilians and this little feather in our cap might prepare us better. – 2021-2022 CNW Alumnus*
- *...The US Navy is going through a leadership ethics crisis and the topic of Senior Leader corruption in Fat Leonard is NEVER Mentioned. A historical look at leadership application. – 2021-2022 CNW Alumnus*
- *This is a difficult question because I think much of the problems were/are with the students. It seemed like LPA wasn't taken very seriously by the students, and was a check-in-the-box. Shame, really. I say that because multiple surveys I've seen in the past often cite poor leadership as one of the key reasons servicemembers leave their given service. I say this is partially the student problem as we/they have all been in*

their services for 10-14 years, so they "have it figured out." On top of that, the discussions and weekly assignments/responses never felt natural. I was writing for a grading rubric, not focusing on how I could use the material to be a better leader. So what is missing? I don't think the students' perspective is changing, so somehow the NWC needs to revamp the LPA curriculum to avoid the check-in-the-box feel. This is akin to a culture shift, which is incredibly difficult to force. But like a good speech that has a hook, attention grabber, maybe something to kick off LPA that puts it on the level of the other courses. (no one is worried about passing LPA to graduate, people are worried about not doing terrible on their papers). So in that respect, maybe elevating its importance of the eyes of the student would help. – 2021-2022 CNC&S Alumnus

- *Ethical fitness training. We need to offer leaders - especially as they elevate in rank - the opportunity to learn skills that will help them successfully navigate ethical challenges. In short, develop skills so leaders/ commanders can inject before poor decisions are made. – 2015-2016 CNW Alumnus*
- *A lot. The core of the senior course is the planing and execution of campaigns. The instruction is thorough and adds a lot of perspective on the what and the why and that's good. But the legal and ethical training varied based on the interest and passions of the instructor. Some took a day and focused hard on these issues before resuming the examination of the campaigns. Others emphasized the "bread and butter" of what it takes to move forces around in an organized way to support a campaign plan with almost no mention of ethics or legal. For example the study of the Campaign to retake the Philippines is devoid of any mention of the legal or ethical concern of moving Pacific Islanders to make room for US bases. And yet that is an issue today, albeit, not moving them around but using the land of the CNMI, FSM, and Republic of Palua to counter the PRC. Recommend a POL-MIL discussion of the legal and ethical challenges of based US forces on allied territory. – 2017-2018 CNC&S Alumnus*
- *Elephant in the room was strategic managing of violence in war. Success is doing what is necessary to avoid it - this failing implementing the judicious use of violence and killing necessary to re-establishing peace. I feel like all avoided the issues related to killing in an effort to appease political correctness. – 2017-2018 CNW Alumnus*
- *Staff rides. In past experience I have found that off-site staff rides are a catalyst for experiential learning and fosters group dynamics. – 2021-2022 CNC&S Alumnus*
- *How to effectively address toxic leadership issues within a command or staff. – 2015-2016 CNC&S Alumnus*

WHAT ASPECTS OF THE USNWC EXPERIENCE MADE THE LARGEST IMPACT ON YOUR PERSONAL LEADER DEVELOPMENT? WHY?

- *The self-awareness for leaders elective had the biggest impact. It helped me to understand more about my strengths/weaknesses/tendencies as a leader. The elective also helped me think through how my leadership should adjust at the higher levels of formalized leadership roles. – 2017-2018 CNW Alumnus*
- *The people I met there continue to have significant impact on my personal and professional life. – 2015-2016 CNW Alumnus*
- *Increased perspective and understanding how actions impact many levels of government or international relationships. The electives offered allowed me to pick topics I had some knowledge on and improved my understanding. Civil-Military Relations was extremely beneficial when addressing COVID-19 in the formations. Being a Reserve Component Leader, many didn't understand why it was so important that members were being reprimanded and (working through) discharge for not getting the vaccine. Explaining and educating the importance of Civil Control of the Military and why it makes us the premier fighting force while not threatening our population. – 2021-2022 CNC&S Alumnus*
- *Hattendorf Maritime History Program was the single hardest, most rewarding, and most enjoyable part of my year. It completely changed the way I think about history and how events unfold. It also supplemented my entire courseware beautifully and enabled me to get the most of my year spent away from my family. A very close 2nd was the interactions with my peers and classmates. I developed life-long friendships and a professional ties that I continue to explore. – 2021-2022 CNW Alumnus*
- *S&W and JMO. These are the two areas where I really saw the impact of leadership in the campaigns and the impact of that leadership on the successful outcomes. – 2015-2016 CNC&S Alumnus*
- *International student activities, because my peers in those other services regularly came to me for assistance with specific courses or translations. This enabled me to deepen my knowledge base to explain complex items at a more-simple level. I still use this successfully today. – 2017-2018 CNC&S Alumnus*

FROM YOUR PERSPECTIVE, HOW SHOULD THE USNWC HELP STUDENTS IMPROVE THEIR "CHARACTER AND COMPETENCE" AS LEADERS?

- *More real-world experience and guest speakers who have "failed" and learned valuable lessons. For example, request CAPT Crozier to come and speak to the college, or other senior leaders such as McCrystal or others that have made some ethically questionable decisions. While many may not want to discuss their "shortcomings" there may be one or two that would. – 2021-2022 CNW Alumnus*
- *Continue to challenge the idea that all our decisions can be 100% "right." Leaders who attend the NWC tend to be top performers who generally excel at many things and*

generally are "right" in the things they say / do / decide. However, the Services really need leaders who can admit that they do not have everything correct. The realization we could be wrong forces us to examine the implications or consequences of being wrong and pushes us to think and act in the "grey zone," where we create options for a future that is less certain than we want it to be. Recognizing that our situational understanding and decision making could be flawed, makes us better leaders capable of leading in multiple dimensions. – 2021-2022 CNC&S Alumnus

- *Make them think about their experiences as they go through the curriculum. Then they can deliberately apply lessons learned from the past and formulate future goals and areas for personal development. – 2017-2018 CNW Alumnus*
- *JMO should be more comprehensive. For others services, curriculum was more of a review from previous PME. I did not walk away with a great understanding of operational art. – 2017-2018 CNC&S Alumnus*
- *Enhance opportunities for community service while attending. Consider making a compulsory volunteer service leadership task a requirement during at least one quarter of the student's time at USNWC. – 2015-2016 CNC&S Alumnus*
- *More lectures from current and senior leaders on the leadership and ethical challenges they faced during their careers. These should not be limited to military, but can include leaders from industry and business. I also believe the lectures from Justice Sotomayor and Senator King were exceptional. We need to hear from the most senior leaders in our Federal Government. – 2015-2016 CNW Alumnus*

MOST VALUABLE ELEMENT OF USNWC EDUCATIONAL EXPERIENCE

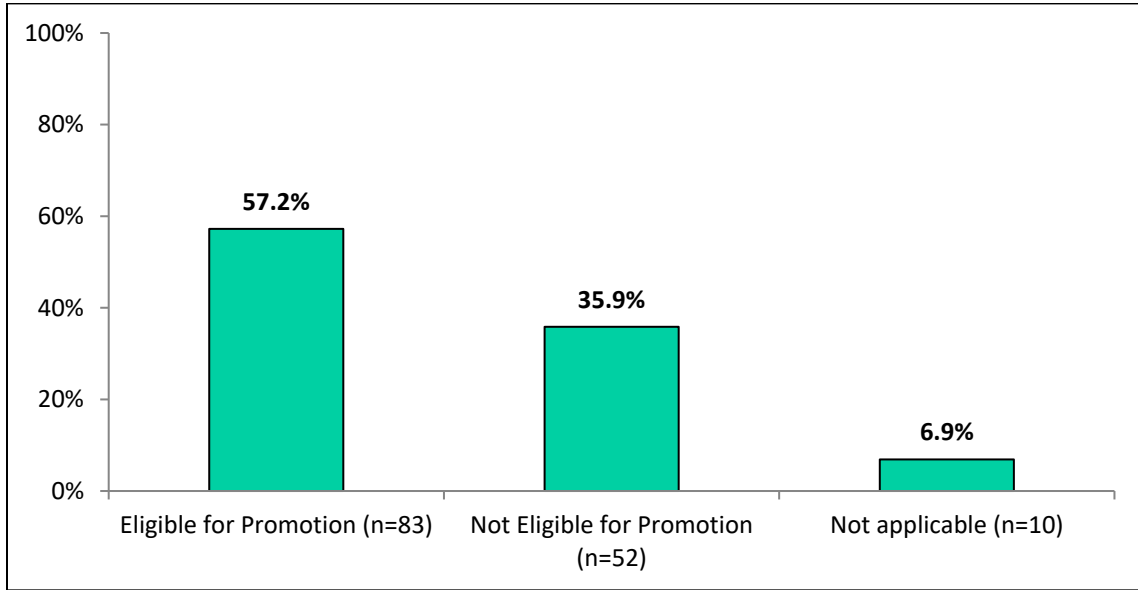
Alumni respondents were given the opportunity to opine on what they felt were the most valuable elements of the educational experience. Using a "word cloud" to analyze the terms that resonated with alumni (the more mentions the larger the text), shows that the expressions: "relationships," "writing," "education," and "peers" were often cited. However, terms such as "skills," "Halsey," "services" "gained," "thinking," and "ability" also resonated with alumni. These elements echo, in general, the knowledge, skills, abilities, and outcomes of our educational programs.

POST-GRADUATION EXPERIENCE

PROMOTIONS

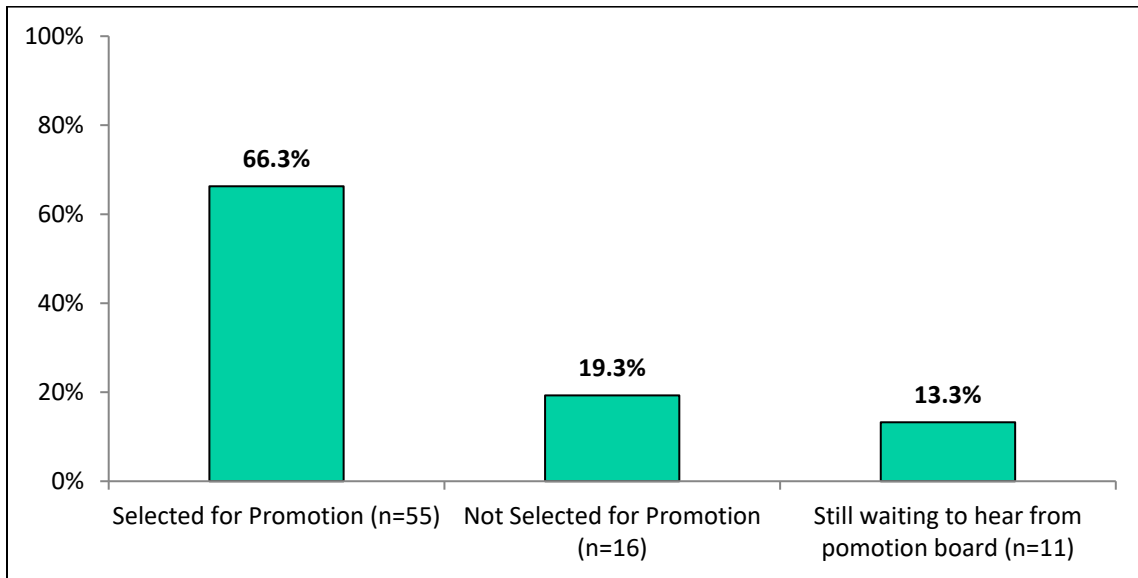
Of the 57.2% (n=83) of USNWC graduates who indicated they were eligible for promotion, 66.3% (n=55) were selected for promotion (Figure 14, Figure 15).

Figure 14: Eligibility for Promotion



n=145

Figure 15: Selection for Promotion

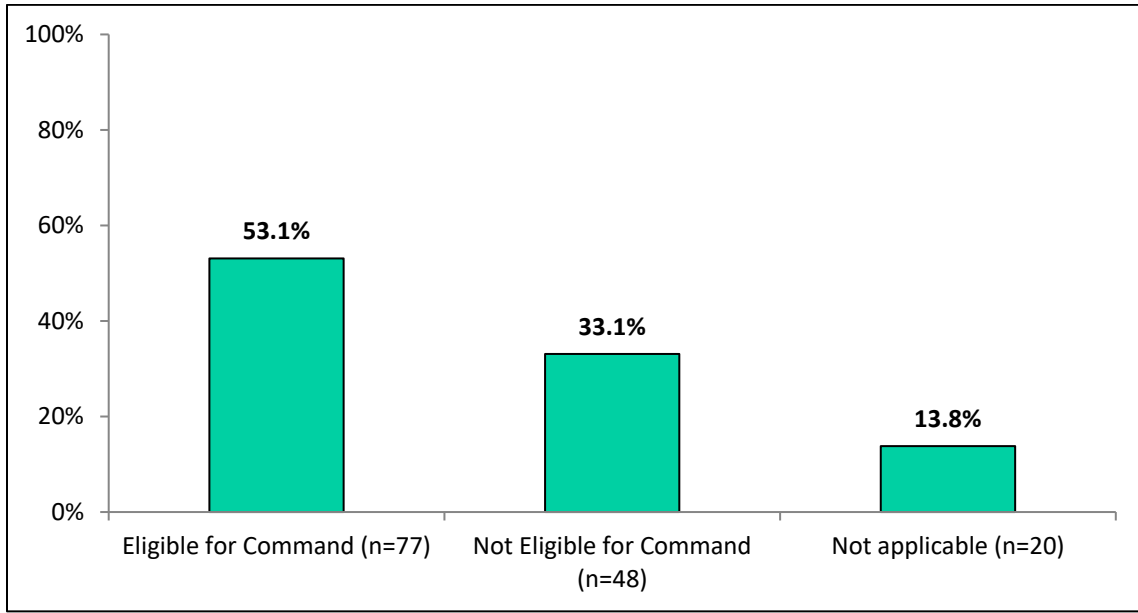


n=83

COMMAND

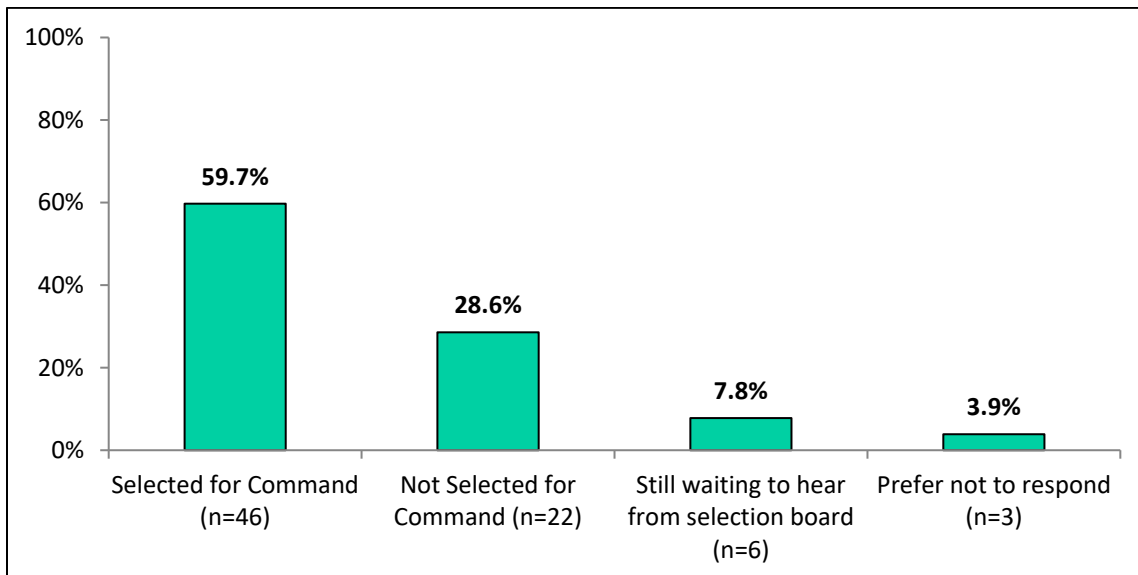
Of the 53.1% (n=77) of USNWC graduates who indicated they were eligible for Command, or service/community equivalent, 59.7% (n=46) were selected (Figure 16, Figure 17).

Figure 16: Eligibility for Command



n= 145

Figure 17: Selection for Command

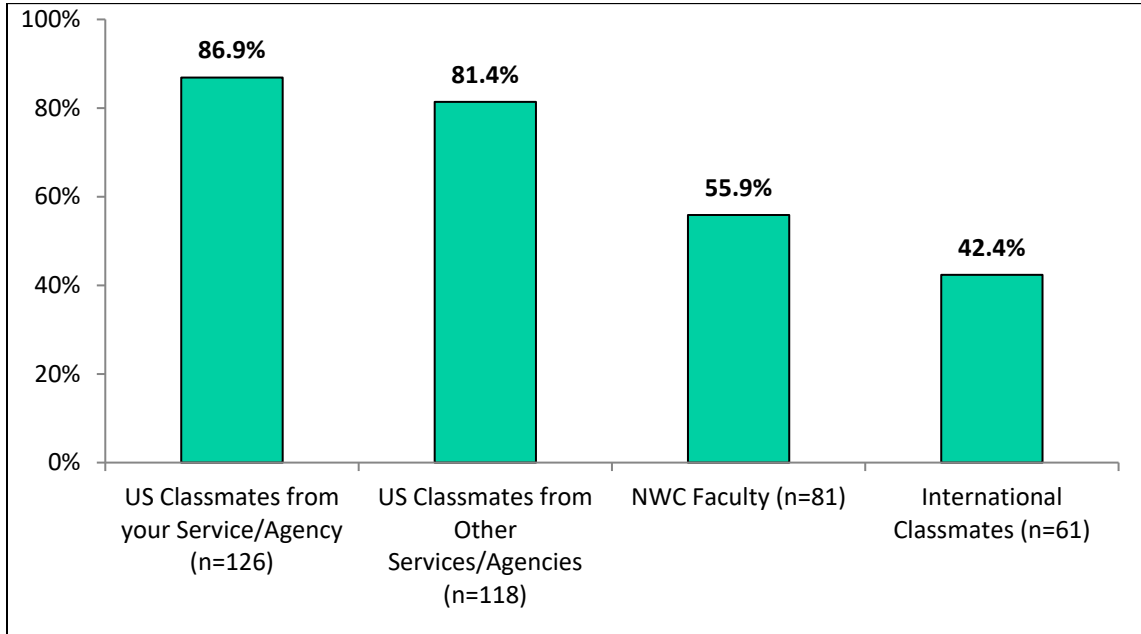


n=77

NETWORKING

Most USNWC alumni respondents have kept in touch with their American classmates: 86.9% reported contacting or networking with US classmates from their own Service/agency and 81.4% reported contacting or networking with US classmates from other Services/agencies. About half of alumni reported communication with NWC Faculty (55.9%) and four in ten reported being in contact with international classmates (42.4%).

Figure 18: Networking Since Graduation

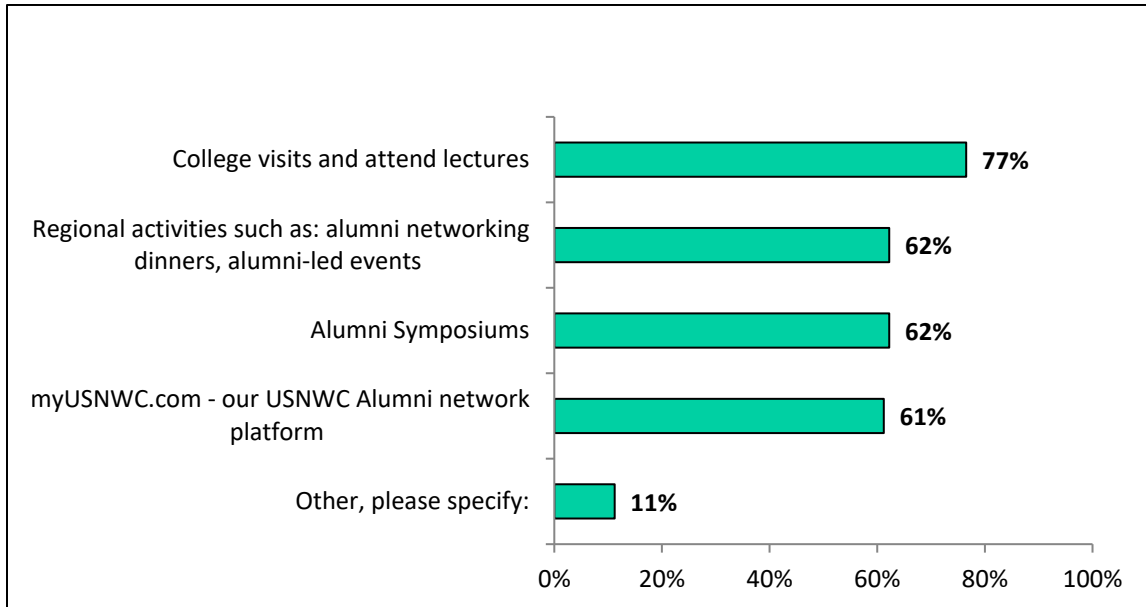


Note: Responses sum to over 100% because respondents could select multiple options. The “Count” column represents respondents who answered, “Yes” to the networking questions.

ALUMNI PROGRAMS

Figures 20-23 detail alumni interest and engagement in a variety of Alumni Programs outreach initiatives. At least half of respondents find college visits and lecture attendance (77%), regional activities (62%), alumni symposiums (62%), and myUSNWC.com (61%) to be appealing opportunities to stay connected, as shown in Figure 19.

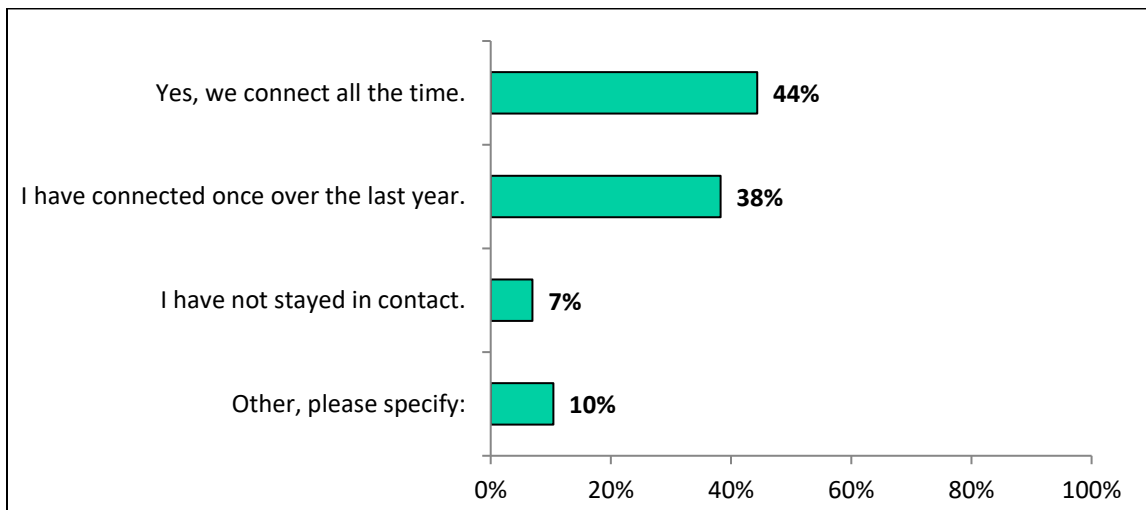
Figure 19: Alumni Programs: Opportunities to Connect



n=98

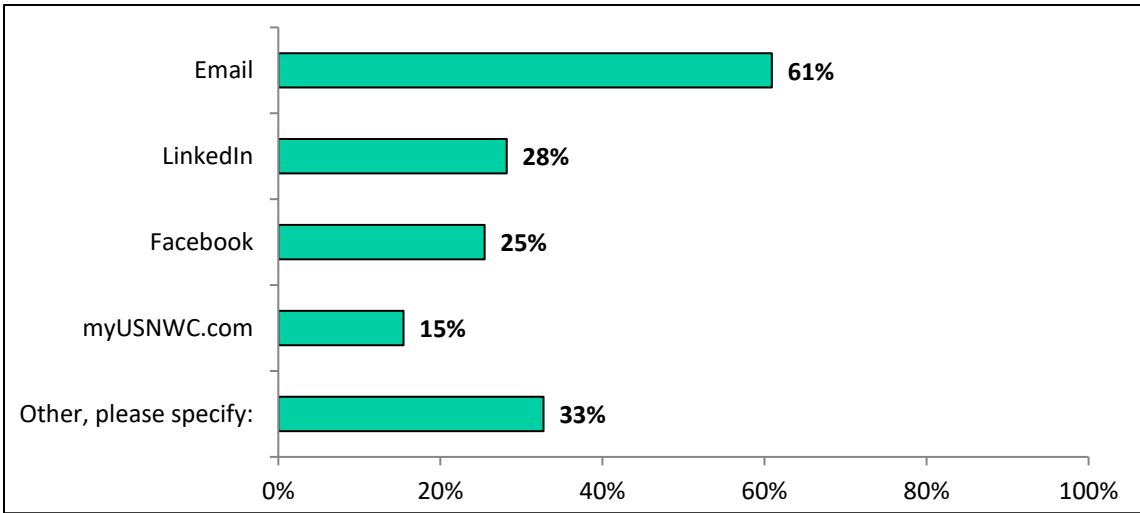
Most alumni connect either all the time (44%) or once a year (38%); and there is a small minority that has not stayed in contact (7%, Figure 20). The best channel to communicate is via email (61%). While only 15 percent of alumni indicate they connect through myUSNWC.com, most have not joined because they do not know about it (48%, Figure 22). More than half of alumni express interest in Policy & Strategy and Leadership & Ethics Podcasts, while Cyber Warfare may not be an effective avenue at connecting with most graduates through this medium (Figure 23).

Figure 20: Alumni Programs: Communication Frequency



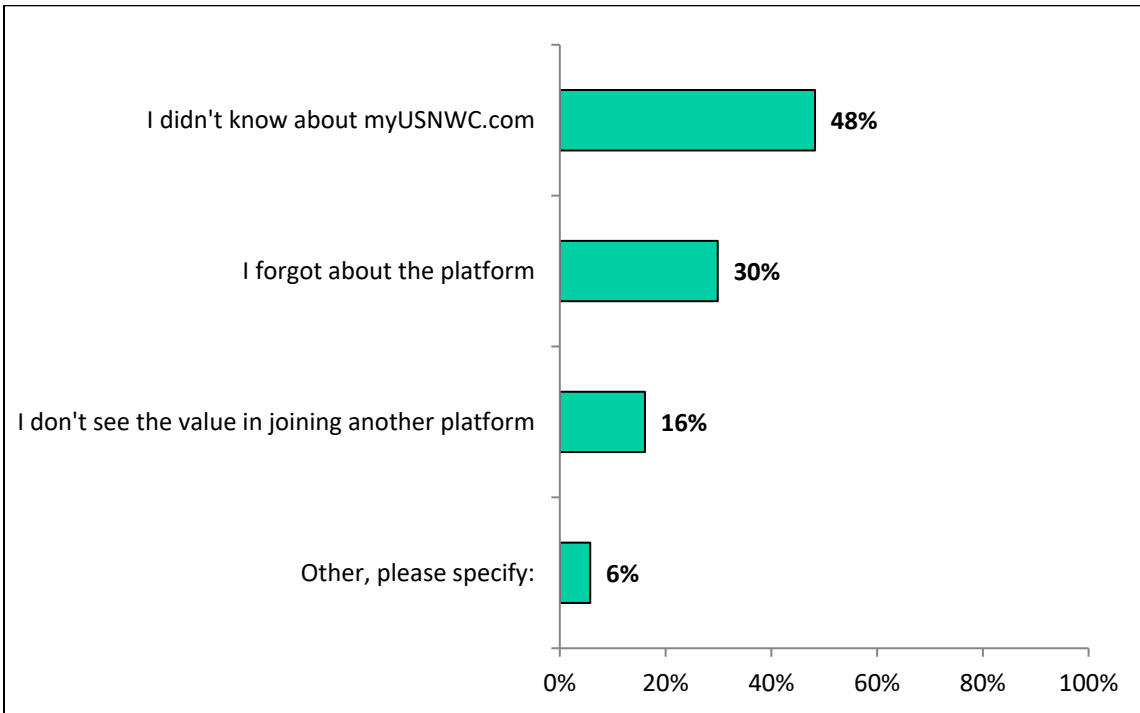
n=115

Figure 21: Alumni Programs: Means of Connection



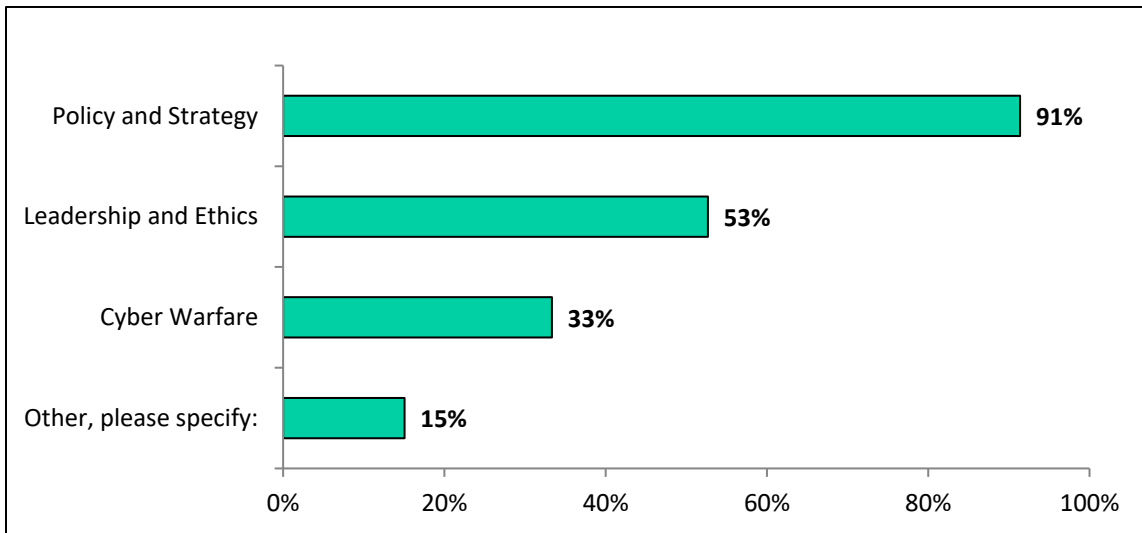
n=110

Figure 22: Alumni Programs: myUSNWC.com



n=87

Figure 23: Alumni Programs: Podcast Interest



n=93

End of Report