



STUDENT SUCCESS: ALUMNI SURVEY 2021-2022

In addition to the post-graduation success measures reported in this report, USNWC graduation rates for resident students in Newport for AY 2021 - 2022 were: 49 of 49 (100%) for November 2021 CNW and CNC&S students; 61 of 61 (100%) for March 2022 CNW and CNC&S students; and 305 of 307 (99.35%) for June 2022 CNW and CNC&S students. The alumni success measures in this report are for earlier graduating cohorts.

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INTRODUCTION

PURPOSE

The results of the USNWC 2021-2022 Alumni Survey are presented in this analysis. The survey is conducted annually and analyzes 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 Alumni reports for the CNC&S and CNW programs are forthcoming as a part of this important stakeholder assessment protocol, as are separate Supervisor's reports.

Alumni results are lagging indicators of institutional and educational effectiveness of the courses/experiences offered, but very important ones. This report uses USNWC program-level standards and learning objectives (PLOs) to organize and present results.

The report contains responses to Likert style questions, multiple choice questions, and open-ended questions. Likert style questions are ranked on a 7-point scale with 7 being the most favorable response (1 = "none" to 7 = "greatly"). Items with an average score above 5.500 are presented in the tables. If an item has an average rating below the 5.500 internal threshold for attention, it is noted in the description for each section, but is not displayed in the tables. Sample sizes are presented either within or below figures. Some questions were displayed only to CNC&S or CNW alumni; these are noted.

SURVEY ADMINISTRATION AND RESPONSE RATE

The 2021-2022 Alumni Survey was administered to the academic year classes of 2014, 2016, and 2020. The online survey was administered from January 25, 2022, to June 30, 2022, by Hanover Research Council. It was sent to a total of 1,372 alumni and obtained 176 responses, for a response rate of 12.8%. Of those, 176 responses were complete (86.4%), while 24 (13.6%) were partial, but still useful, responses. In general, the response rate is about average for these types of surveys.

EXECUTIVE SUMMARY

Overall, alumni are quite satisfied with their USNWC experience as demonstrated by the very high 6.013 mean score for overall satisfaction (Figure 5). Indeed, five of eight sub-items reached the 6.000 level of excellence; 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. However, these measures were somewhat below last year's results (6.531 overall and eight of nine satisfaction items above the 6.000 level); but alumni still value and appreciate the quality, support, and relevancy of the USNWC experience. The highest rated items this year were the intellectual challenge of the NWC educational experience (6.284), quality of faculty (6.252, Figure 5), and the overall quality of instruction (6.219, Figure 5). Other highly rated Educational Outcome items include

enhancing alumni's professional development (6.131, Figure 6) and fostering thinking in a more critical way (5.987, Figure 6).

Both CNC&S and CNW alumni give fairly scores on the programs ability to deliver on the PLOs, as means ranged from 6.025 - 5.722 for CNC&S and 6.200 - 5.573 for CNW (Figures 8 and 12, respectively). These high PLO ratings like provide the foundation for graduates' positive evaluation of their program's ability to meet its established mission: CNC&S 6.116 and CNW 6.282 (Figure 4).

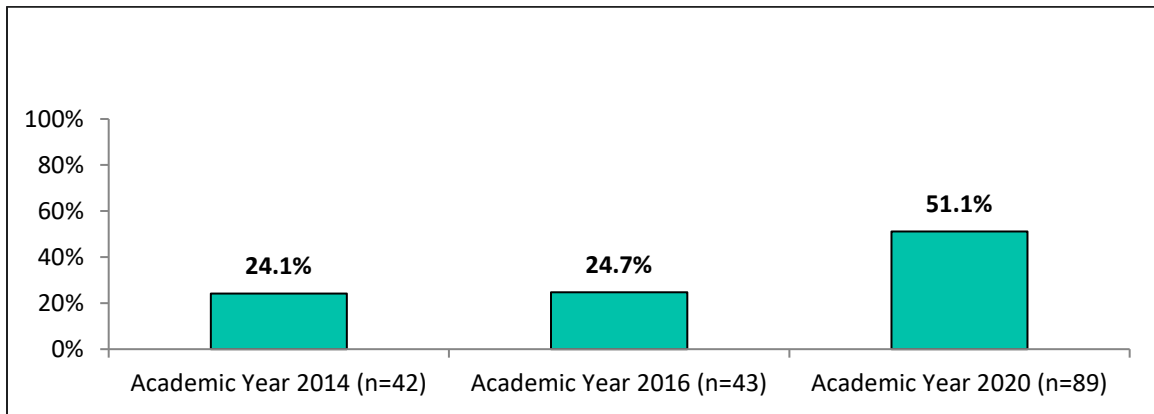
Finally, the majority of graduates who were eligible for promotion or command received those positions. Of the 59.8% of alumni who were eligible for promotion, almost seven in ten (69.2%) were selected for one. Likewise, of the 54.6% of alumni eligible for command, 66.3% were selected. Many others remain in the pipeline. Overall, these results underscore the USNWC's ability to produce competent and leadership-ready graduates. Reflecting on the educational experience, one alumnus summarized:

Hands down, the relationships built. These gave me great confidence in my interactions with other services/agencies. And, also, NWC served to be a "fire starter" for me in the way that it ignited interests that I continue to pursue.

DEMOGRAPHICS

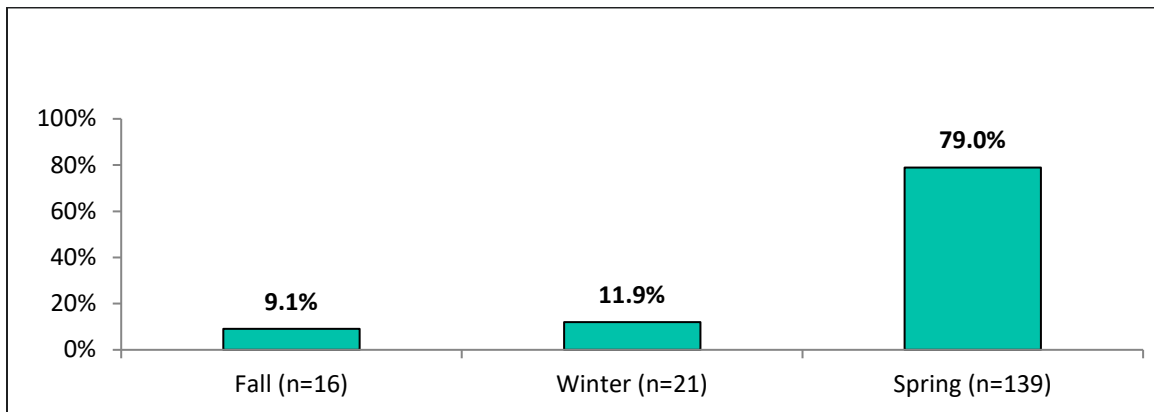
As shown in Figure 1, most responding students graduated in AY 2020 (51.1%), followed by 2016 (24.7%), and 2014 (24.1%). As expected, most alumni graduated in the spring trimester (79.0%). In contrast, graduates from the fall and winter semesters (i.e., the off-cycle cohorts) comprised just 9.1% and 11.9% of the sample, respectively (Figure 2). Figure 3 shows that the US Navy is the largest represented Service among alumni (27.6%), followed by the US Army (23.6%) and US Air Force (17.8%).

Figure 1: Graduation Year



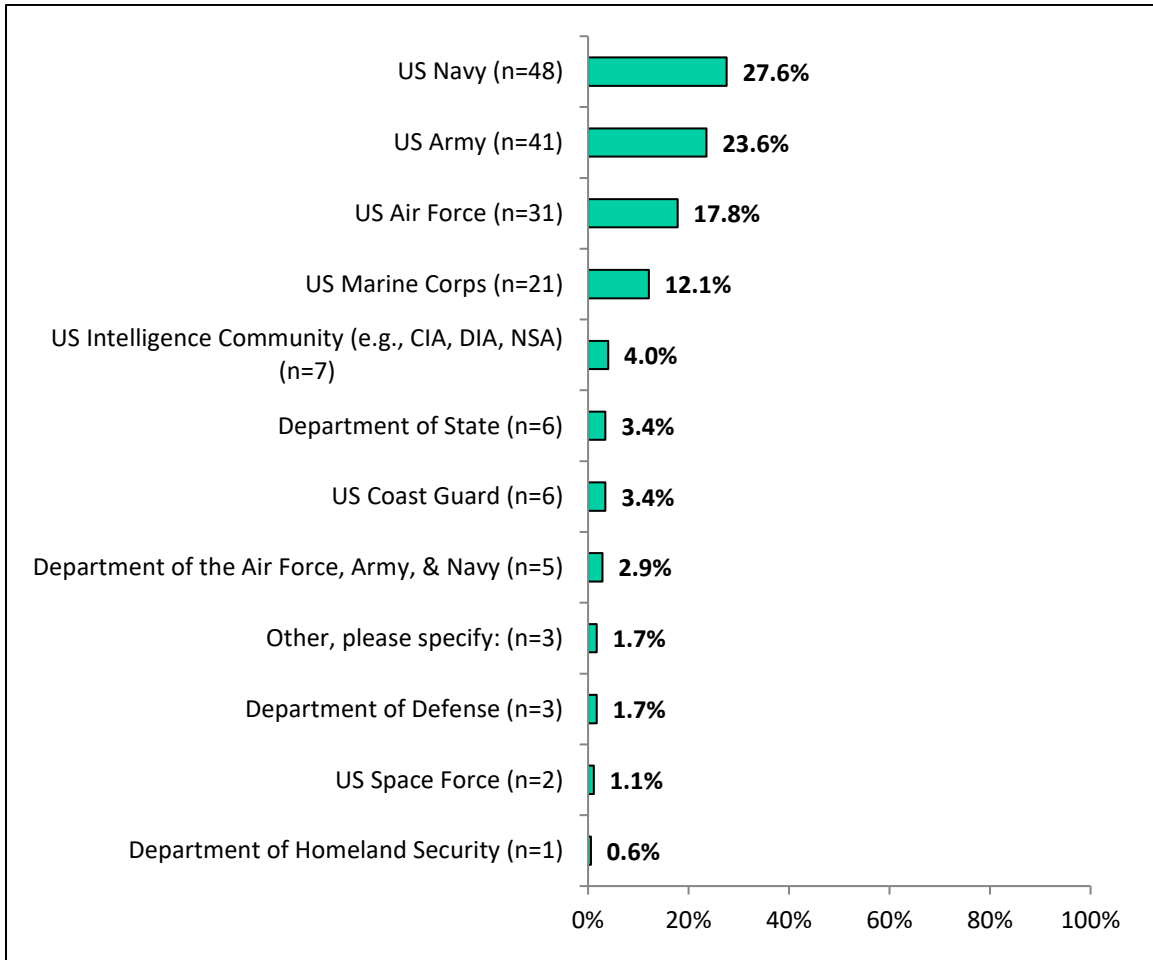
n=174

Figure 2: Graduation Semester



n=176

Figure 3: Service Area or Department



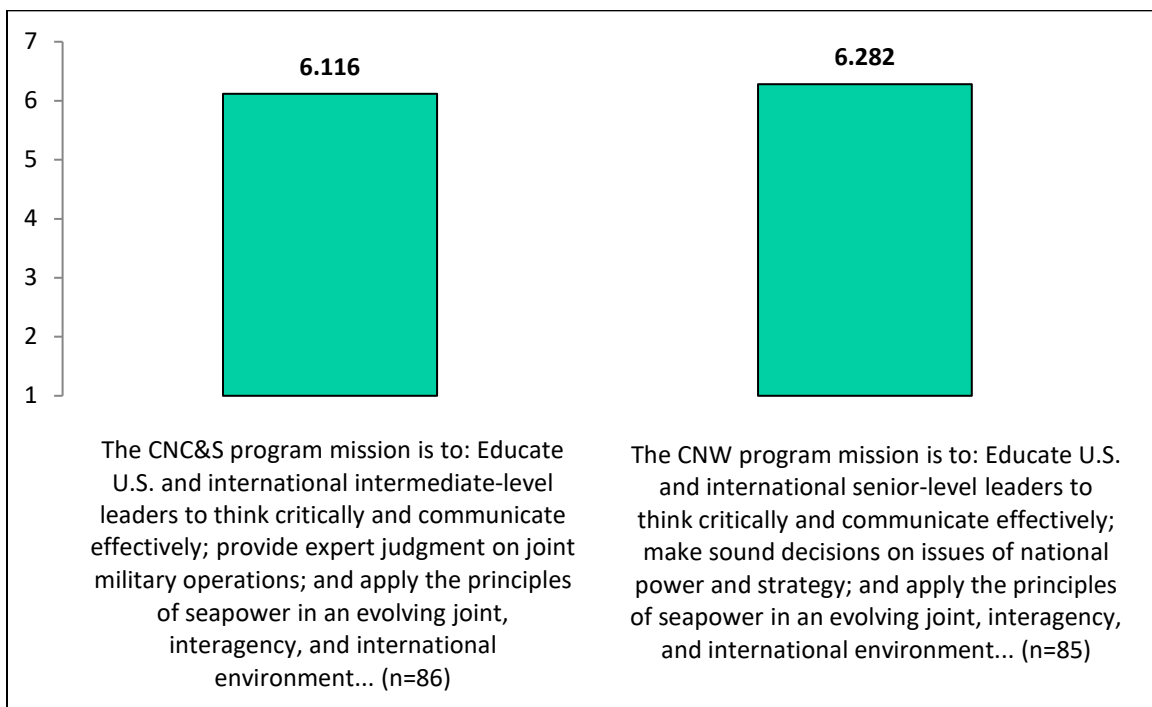
n=174

PROGRAM EXPERIENCE

ALL RESPONDENTS

As shown below, alumni from both the CNW and CNC&S programs gave the USNWC high marks on meeting their respective educational goal or mission. On the 7-point scale, the CNC&S mean was 6.116, while the CNW mean was a bit higher at 6.282. This represents a slight decrease among CNC&S graduates' score from last year, and a slight directional increase among CNW graduates from last year. However, the consistently high ratings show that alumni clearly believe the College is delivering on its educational goals and program mission.

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



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

Combined alumni indicated very high satisfaction with USNWC. On average, alumni rated 6 of 9 items pertaining to *Satisfaction with the Educational Experience* above the 6.000 level of excellence (Figure 5). Overall satisfaction received an average score of 6.013, while the highest satisfaction score was the Intellectual challenge of the NWC educational experience (6.284). Overall satisfaction among this year's AY cohorts is slightly lower than last year (6.531). Nonetheless, respondents have very positive perceptions of the overall quality of faculty (6.252); overall quality of instruction (6.219); the quality, support, and access to electronic information resources (6.161); and current and relevant curriculum (6.058).

Figure 5: Combined College Educational Satisfaction Items

ITEM	N	MEAN
Overall satisfaction with your NWC experience	154	6.013
Quality of faculty	155	6.252
Overall quality of instruction	155	6.219
Degree of peer-to-peer collaboration in an active learning environment	155	5.587
Intellectual challenge of the NWC educational experience	155	6.284
Quality, relevancy, and currency of the curriculum	155	6.058
Quality, support, and access to electronic information resources	155	6.161
Quality, support, and access to library staff and resources	155	5.839
Opportunity for advanced or specialized studies	155	5.839

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. All eight items in this battery received an average score of 5.500 or better, and one exceed the 6.000 threshold for excellence. Enhancing professional development (6.131) was the highest rated items.

Figure 6: Combined Other Educational Outcomes Items

ITEM	N	MEAN
Enhance your professional development	153	6.131
Foster thinking in a more critical way	153	5.987
Enhance your ability to communicate in writing	153	5.974
Foster reading in a more critical fashion	153	5.863
Enhance your commitment to the Profession of Arms	153	5.641
Deepen your understanding of the key attributes- understanding, intent, and trust- of mission command	152	5.632
Enhance your ability to communicate verbally	153	5.536
Develop a habit of mind toward reading	153	5.588

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?*

All seven items in the battery on Value to the Service and the Nation received an average score above 5.500. Importantly from an acculturation perspective, alumni perspective of international student participation in PME (6.058) received the highest score (Figure 7).

Figure 7: Value to Service and Nation

ITEM	N	MEAN
Your trust and confidence in Service members from other US military departments	155	5.897
From your perspective to what extent does participation with international students in PME increase our international partner’s capability, capacity, and interoperability	155	6.058
Your understanding of the perspectives of other military services	154	5.870
Your understanding of the maritime environment	155	5.981
Your trust and confidence in Service members from other nations	155	5.587
Your trust and confidence in DOD or US Interagency civilians	155	5.561
Your understanding of other nations, including their cultures and perspectives	154	5.513

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?*

PROGRAM EFFECTIVENESS

Through CJCS Standard 4 & NECHE Standard 4, the College seeks to ensure that the educational outcomes comprehensively prepare graduates for their joint duties and responsibilities. There are six CNC&S and six CNW program-specific outcomes assessed in the Alumni Survey. Of these items, ***all*** were rated above the 5.500 threshold level for attention, indicating good mastery as shown below.

CNC&S RESPONDENTS – PLOs

CNC&S respondents rated 3 of 6 PLOs above the 6.000 level of excellence. They were: demonstrating critical, creative, and structured thought through operational planning, reasoned argument, and professional communication (6.114), applying political and socio-economic concepts as well as organizational, legal, and ethical principles to design and assess theater-level joint and multinational operations across the continuum of cooperation, competition, conflict, and war (6.051), and applying theory, history, doctrine, and relevance of seapower to support strategic thinking and decision making (6.025; Figure 8).

Figure 8: CNC&S Educational and Professional Outcome Items

ITEM	N	MEAN
Apply theory, history, doctrine, and relevance of seapower to support strategic thinking and decision making	79	6.025
Demonstrate critical, creative, and structured thought through operational planning, reasoned argument, and professional communication	79	6.114

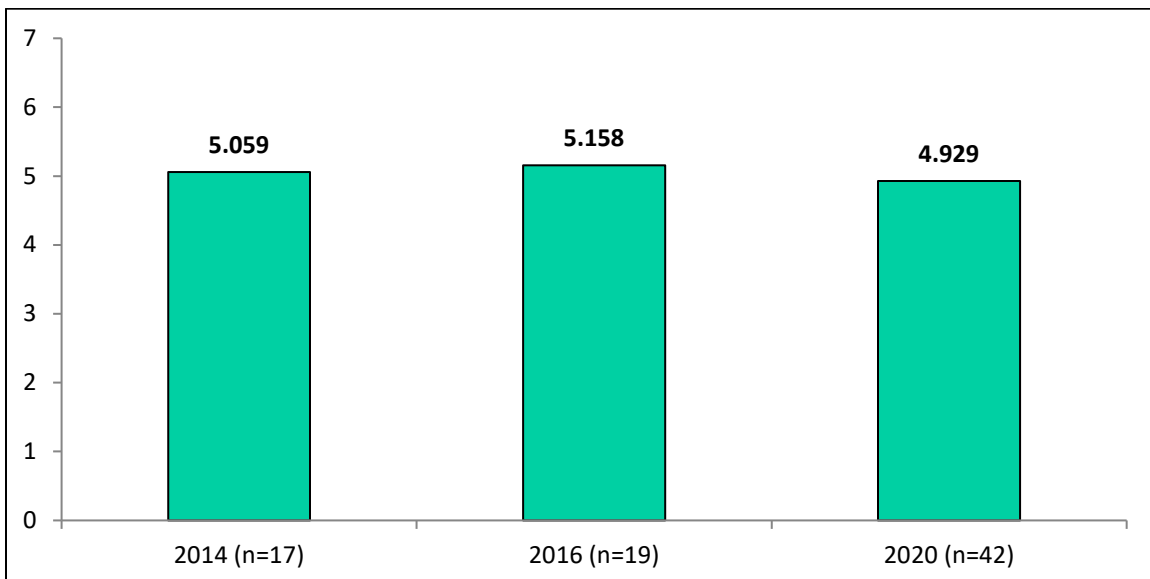
ITEM	N	MEAN
Demonstrate the attributes of an ethical, experienced member of the profession of arms, including effective leadership and moral judgement, and promote professional values within the Joint Force	78	5.872
Apply political and socio-economic concepts as well as organizational, legal, and ethical principles to design and assess theater-level joint and multinational operations across the continuum of cooperation, competition, conflict, and war	79	6.051
Apply innovative theater strategies across all domains, from a globally integrated perspective and informed by the contemporary security environment, technological change, and the evolving character of war and competition	79	5.772
Demonstrate, as a seapower-minded warfighter, the ability to enhance both planning and execution of Globally Integrated Operations across the continuum of competition in a joint, interagency, multi-domain, and international environment	79	5.722

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 QUESTIONS

CNC&S alumni were asked specifically about the helpfulness of the Myers Briggs Type Indicator (MBTI) during their orientation. Across all respondents, CNC&S alumni provided an average MBTI helpfulness rating of 5.013. As shown in Figure 10, graduates from AY 2016 rate the helpfulness of this exercise higher than alumni from 2014 and 2020. CLE is phasing in the High Potential Trait Indicator (HPTI) psychometric test as a replacement for the MBTI and plans to use it for both degree programs.

Figure 10: Helpfulness of Myers Briggs Type Indicator at Orientation



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, 2016 alumni were also more likely to have returned to their MBTI results to help them be more self-aware and/or to aid their leadership development. Across all alumni respondents, 59% have returned to their MBTI results. This is a sizable ratio and may inform future Leadership and Ethics curriculum planning.

Figure 11: Return to MBTI Since Graduation

	2014 (N=17)	2016 (N=19)	2020 (N=42)
Yes, returned to MBTI	65%	74%	50%
No, have not returned to MBTI	35%	26%	50%

CNW RESPONDENTS – PLOs

CNW respondents also rated three of the six PLOs above the 6.000 level of excellence. The most positively-rated items include: demonstrating critical, creative, and structured thought through reasoned argument and professional communication (6.200); evaluating political and socio-economic concepts as well as organizational, legal, and ethical principles to integrate national power across the continuum of cooperation, competition, conflict, and war (6.171); and demonstrating the attributes of an ethical, senior member of the profession of arms, including effective leadership and moral judgement, and foster the development of professional values within the Joint Force (6.160).

Figure 12: CNW Educational and Professional Outcome Items

ITEM	N	MEAN
Demonstrate critical, creative, and structured thought through reasoned argument and professional communication	75	6.200
Apply theory, history, doctrine, and relevance of seapower to strategic thinking and decision making	75	5.973
Evaluate political and socio-economic concepts as well as organizational, legal, and ethical principles to integrate national power across the continuum of cooperation, competition, conflict, and war	76	6.171
Demonstrate the attributes of an ethical, senior member of the profession of arms, including effective leadership and moral judgement, and foster the development of professional values within the Joint Force	75	6.160
Apply innovative national strategies across all domains, from a globally integrated perspective and informed by the contemporary security environment, technological change, and the evolving character of war and competition	75	5.907
Demonstrate, as a seapower-minded warfighter, the ability to interpret, plan and lead, Globally Integrated Operations across the continuum of competition in a joint, interagency, multi-domain, and international environment	75	5.573

Note: Items are rated on a 1 to 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/SUGGESTIONS

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 or in the Office of Institutional Effectiveness. Note: At the request of the FAC, we will code key open-ended questions/comments for the program-level Alumni analysis.

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?

(n=83)

- *Case studies on toxic leadership. Nothing is more detrimental to unity cohesion and teamwork, and almost nothing is more misunderstood than senior leaders destroying morale. More specifically, how does toxic leadership undermined strategy goals. For instance, senior leaders lying about the anticipated outcomes in Iraq or Afghanistan. – 2014 CNC&S Alumnus*
- *Deeper study of the philosophical underpinnings to serve as frameworks would have been appreciated. In hindsight it seems that the expectation is that students are simply supposed to intuit what is right without developing an understanding of what goes into the process. – 2020 CNW Alumnus*
- *Teaching senior leaders how to better stand up to the political pressures that are continually eroding the Military as a Profession. We in the uniform have sworn an oath to protect and defend the constitution of the United States against all enemies, foreign and domestic. This oath does not state that we will protect and defend any of the three branches of the US Government or bow to the whims of any of the three. This does not have to [be] accomplished with an attitude of obstinance, but it should, at times, be done. – 2020 CNW Alumnus*
- *In-person education. We missed out on a significant part of the in-residence education. – 2020 CNC&S Alumnus*
- *The legislative process. Subsequent to graduating from NWC, my next joint tour enlightened me as to the DoD's involvement in authoring significant segments of the NDAA. I learned that the HASC/SASC PSMs depend heavily on the Executive Branch (DoD) for language regarding a host of NDAA sections. For example, Supply Chain Risk Mgt. The DoD supplied nearly all the language regarding SCRM to the HASC/SASC PSMs which then passed into law by vote. In a sense, the DoD wrote the very law they must implement/follow. I found that enlightening and also missing from the NWC curriculum/experience. – 2014 CNW Alumnus*
- *Joint Planning scenario and lesson plan was a bit outdated. Lacked a true joint domain approach and appreciation for the reality of how our services integrate and to the degree they are and are not doctrinally/culturally/technically compatible (calling audibles is what ends up saving the plan/execution). Also, US students understand how we went to war in 1991, 1995, 2001, 2003. But we also are current on where the*

force is going today and so at times there was a bit of 'old' think holding back student group progress. Not saying we don't learn a ton from our experienced instructors/professors but admit where your experience ends and ours begins so we can merge our experiences and have a more informed and understanding discussion. Regardless, I am forever grateful and thankful for my time spent in Newport, RI and will always remember the best times learning from men like Dr Nichols, Col (Ret) David Brown, Dr Jackson, etc... On behalf of USAF students, thank you Navy!!! – 2016 CNC&S Alumnus

- *I think there could have been more in-depth discussions on diversity and inclusion and the positive aspects of deliberate decisions to increase diversity and inclusion and HOW to do that. As the only woman in ALL of my seminars and one of my electives (my other two electives, there was another woman, and it was the same woman for both classes) it became a bit exhausting to regularly speak on behalf of this important topic as well as advocate that it is more than just filling quotas and makes our teams and organizations stronger. – 2016 CNW Alumnus*
- *How to address institutional failings when leaders at echelon are more concerned with the appearance of behavior, rather than the substance of behavior. The most senior leaders of all services deal more in politically popular catch phrases and platitudes than making sound, reasoned ethical/moral/legal decisions. – 2020 CNC&S Alumnus*
- *A more critical look at U.S. strategy during the last 20 years, i.e., the Iraq conflict. For instance, in my MIT Seminar XXI course, we had Mr. Ken Pollack apologize for his role in the conflict, as an advisor on the NSC. That was a powerful class and gave us the ability to be more critical of U.S. policy so that we may give better military advice to decision makers. – 2016 CNW Alumnus*

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

(n=91)

- *Discussions with peers and NWC staff. People were able to share their personal experiences and what had worked for them. That provided more benefit than anything I read in the course. –2016 CNW Alumnus*
- *NWC's strategy and policy curriculum had the greatest positive impact on my ability to lead at a strategic level, as it helped me better understand the context of the environment, I would be leading in... but there was no true focus on individual leadership development. NWC helped me be a leader on a staff more than it helped me be a strategic organizational leader in my major command. As I noted in an earlier comment, I leaned heavily on my Air War College leadership education for success in my major command tour. – 2014 CNW Alumnus*
- *Interaction and conversations with the faculty and other students, particularly those from other services, agencies, and countries. – 2020 CNC&S Alumnus*

- *Making a personal development plan in LPA was hugely helpful to me. But beyond that--getting to know colleagues as friends and being able to ask frank questions has helped me and will continue to reap dividends for my entire career. In addition, I felt cared for and invested in, and this has increased my dedication to my career. – 2020 CNC&S Alumnus*
- *I'm a civilian so the opportunity to interact so much, and at such greater depth, with outstanding military colleagues was priceless. Their work ethic, drive, and focus were also inspirational (cheesy perhaps but true, at least for me). – 2014 CNW Alumnus*
- *Being able to have specific time in my career set aside to read, think, and write about strategic themes was the best experience for me out of NWC. It made my development deliberate which makes it more enduring in my development as a leader. – 2016 CNW Alumnus*

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

(n=69)

- *I think NWC already does a good job--from the material covered, to the emphasis on small group seminars with meaningful contributions from moderators and students. I think we improve character and competence by studying historical examples--so the emphasis on teaching through history is well-placed--and also engaging in substantive and meaningful discussions with peers and subject matter experts. – 2020 CNW Alumnus*
- *Lectures from notable leaders. Our year was hampered by COVID restrictions, and I understand in the past there were more lectures available, but I would have liked to attend some of the more interesting lectures by notable leaders. Even now it's hard to listen to broadcast lectures due to being stationed overseas. If there is a library of these lectures, I'd be interested in being able to view some of them. – 2020 CNC&S Alumnus*
- *Encouraging self-reflection, case studies on counterproductive leadership and moral failings, and the importance of the profession of arms at the senior service leadership level. – 2016 CNW Alumnus*
- *Maybe be a bit harder on students who pander to the instructors perceived political views and write papers as such to get by. I realize that fixing this is easier said than done. Also, some students barely do the reading, others almost never add to seminar discussion, and worst... those same students don't pitch in on group projects. Again, fixing this is easier said than done. – 2016 CNC&S Alumnus*
- *Army War College's Leonard Wong has a good program called "lying to ourselves." I do not recall a similar program at NWC...maybe assimilate some of his topics into the "character/leadership" piece at NWC? Similar thread: Commander of Naval Special Warfare Command issued a memo dated 20 Aug 2019 talking about deviations in honor, courage, commitment after 20 years at war...in short, the Fleet still has*

character/trust/do-the-right-thing issues. Have a senior leader talk about these subjects at a few evening events in the main hall? (More case studies might not be the answer) – 2014 CNC&S Alumnus

- *All students should engage in some manner of debate. Complete with topic research and standardized rules. The ability to communicate with any command requires this skill. DOD organizations count on war college graduates to provide cogent analysis and recommendations in an efficient manner backed up by facts. – 2014 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 and 93 did do. Using a “word cloud” to analyze the terms that resonated with alumni (the more mentions the larger the text), shows that the expressions: “thinking,” “critical,” “experience,” and “students” were often cited. However, terms such as “faculty”, “relationships,” “academic” “course,” “lectures,” and “services” also reverberated among alumni.

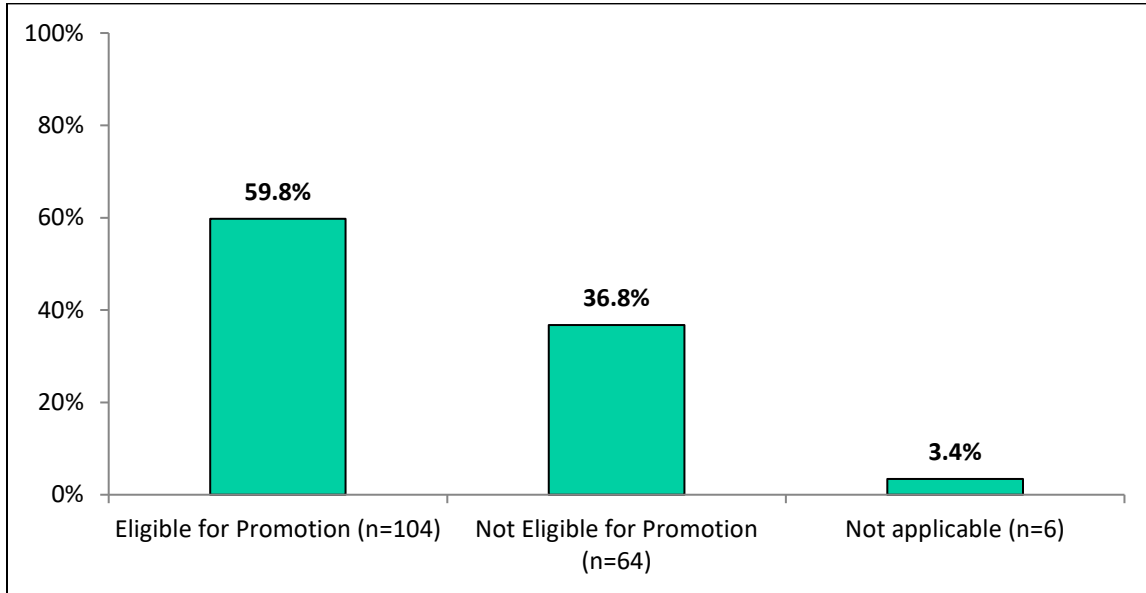
These elements echo both the hard and soft skills Navy graduate education attempts to deliver. The fact that many are cognitive, experiential, and relational would indicate that the College is addressing the proper areas for career growth and development, and those areas resonate with graduates even after years in follow-on assignments.

POST-GRADUATION EXPERIENCE

PROMOTIONS

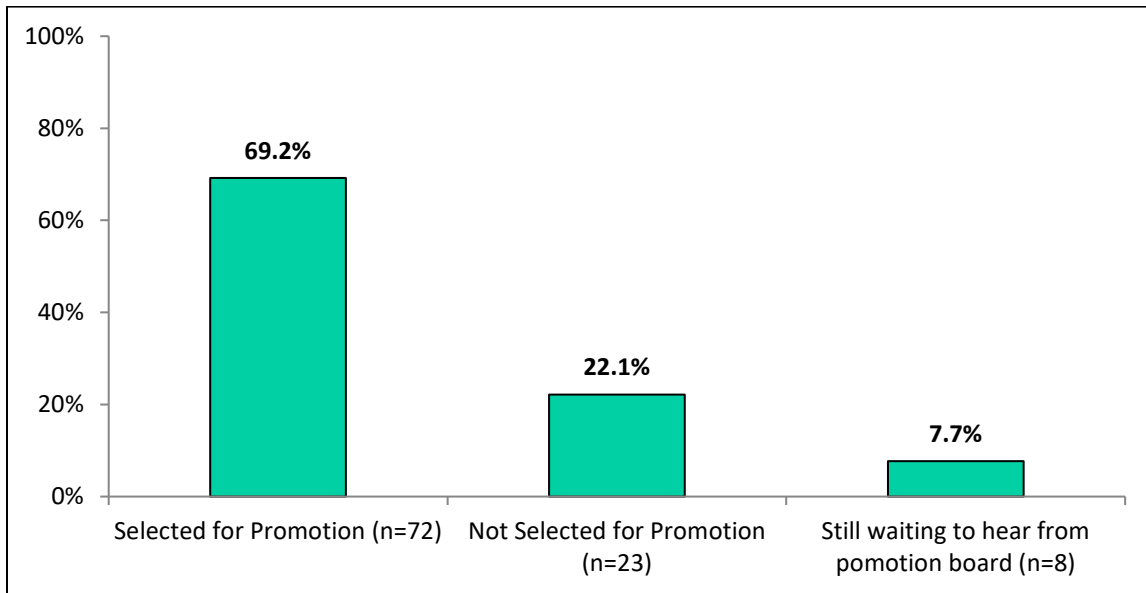
Of the 59.8% (n=104) of USNWC graduates who indicated they were eligible for promotion, 69.2% (n=72) were selected for promotion (Figure 15, Figure 16).

Figure 15: Eligibility for Promotion



n=174

Figure 16: Selection for Promotion

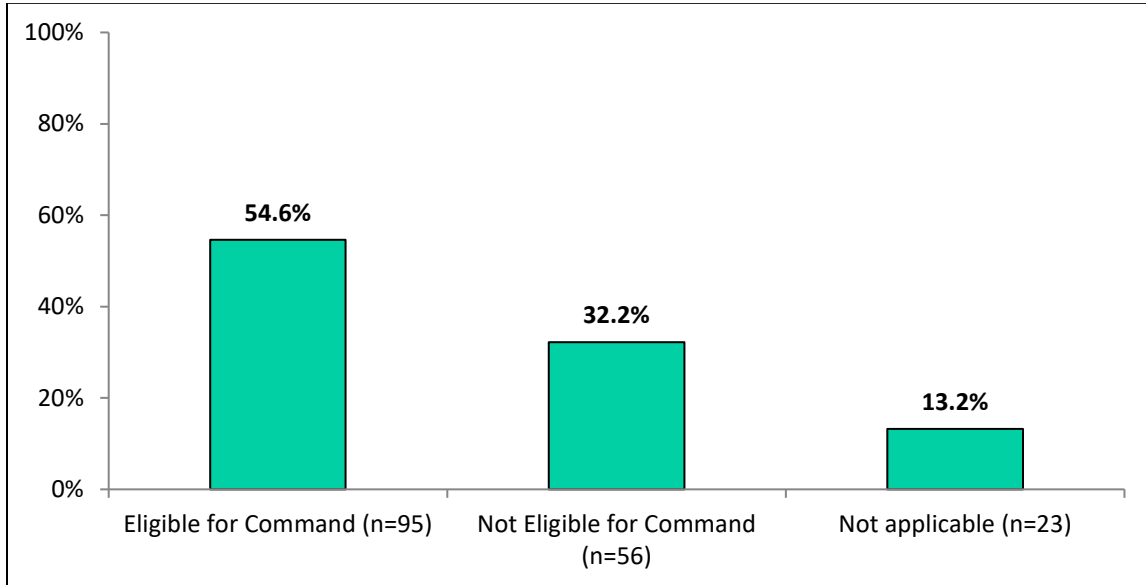


n=104

COMMAND

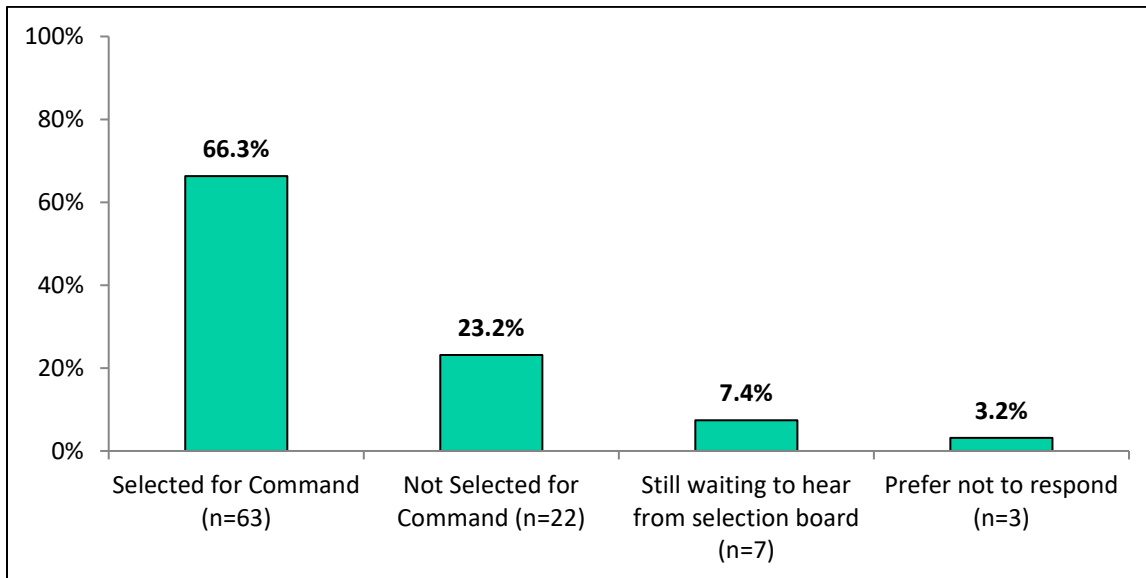
Of the 54.6% (n=95) of USNWC graduates who indicated they were eligible for Command, or service/community equivalent, 66.3% (n=63) were selected (Figure 17, Figure 18).

Figure 17: Eligibility for Command



n= 174

Figure 18: Selection for Command

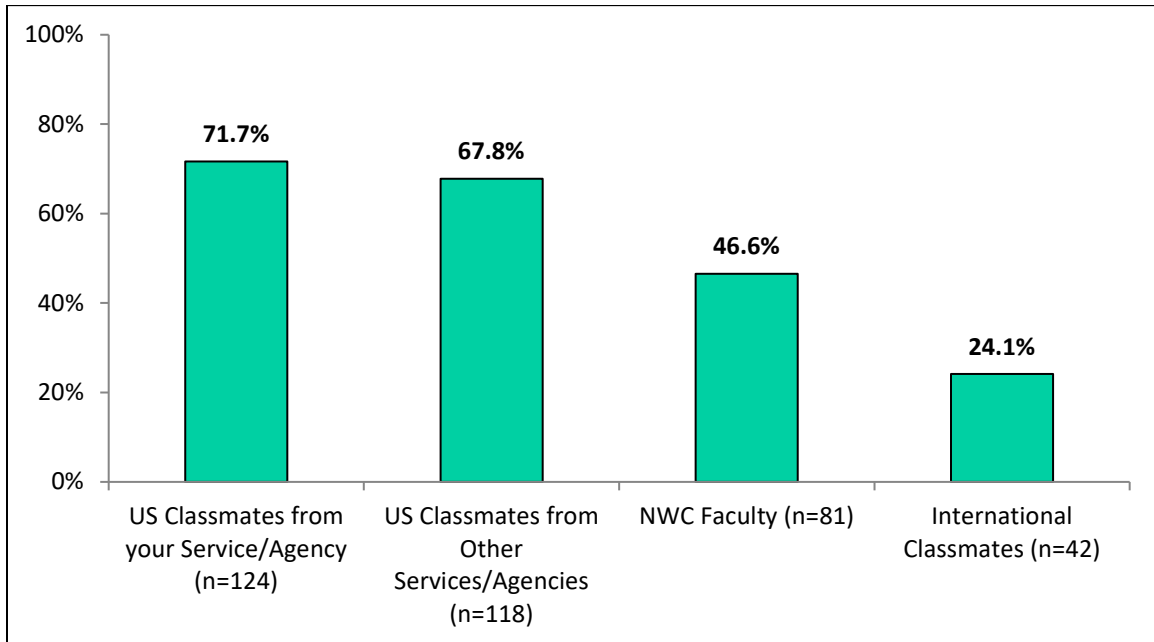


n=95

NETWORKING

Most USNWC alumni respondents have kept in touch with their American classmates: 71.7% reported contacting or networking with US classmates from their own Service/agency and 67.8% reported contacting or networking with US classmates from other Services/agencies. About half of alumni reported having kept in touch with NWC Faculty (46.6%) and nearly a quarter of alumni reported having kept in touch with international classmates (24.1%).

Figure 19: Networking Since Graduation

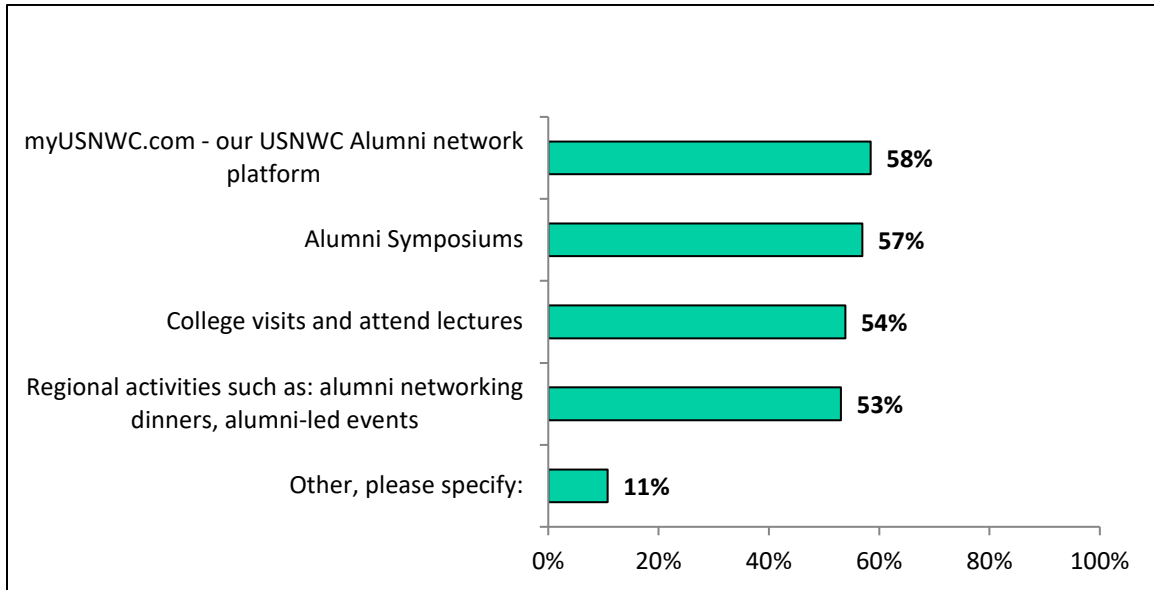


Note: Responses sum to over 100% because respondents could select multiple options. The “Count” column represents respondents who answered, “Yes” to the networking questions.

ALUMNI PROGRAMS

Figures 20-24 detail alumni interest and engagement in a variety of Alumni Programs outreach initiatives. At least half of respondents find myUSNWC.com (58%), alumni symposiums (57%), college visits and lecture attendance (54%), and regional activities (63%) to be appealing opportunities to stay connected, as shown in Figure 20.

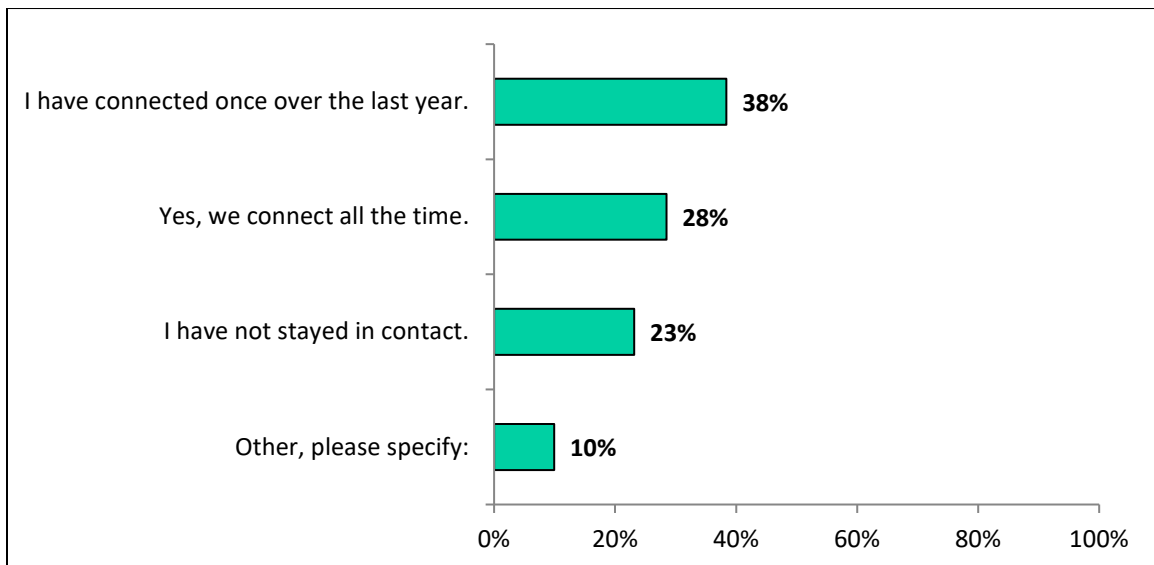
Figure 20: Alumni Programs: Opportunities to Connect



n=119

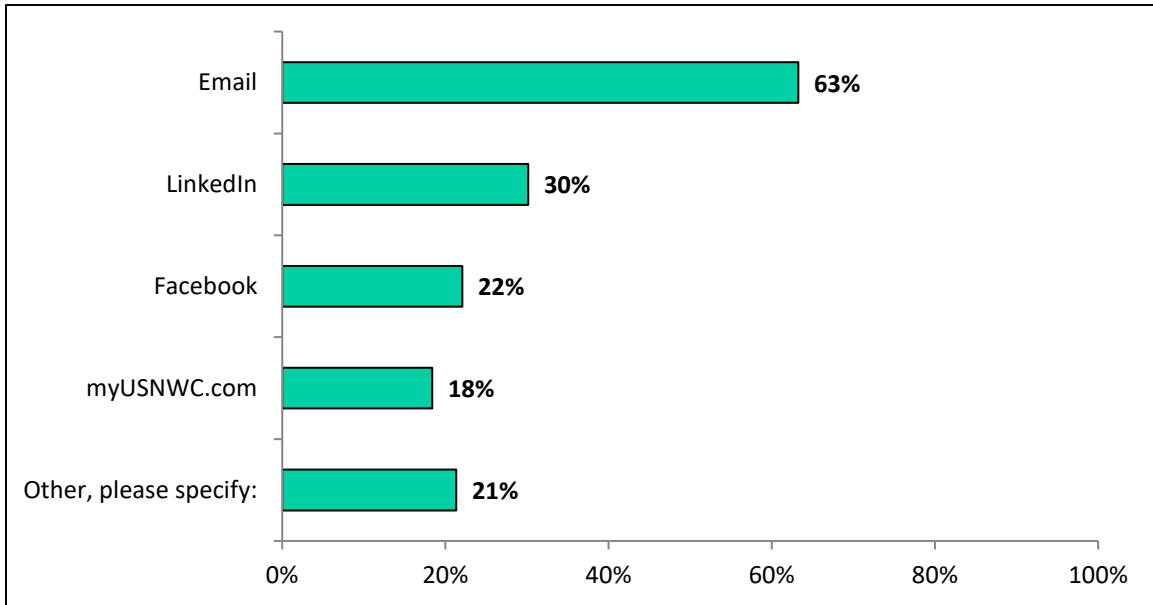
Most alumni connect either once a year (38%) or all the time (28%), though there is a sizeable minority that has not stayed in contact (23%, Figure 21). The best channel to communicate is via email (63%). While only 18 percent of alumni indicate they connect through myUSNWC.com, most have not joined because they do not know about it (47%, Figure 23). More than half of alumni express interest in Policy & Strategy and Leadership & Ethics. As noted, Cyber Warfare may not be an effective podcast topic (Figure 24).

Figure 21: Alumni Programs: Communication Frequency



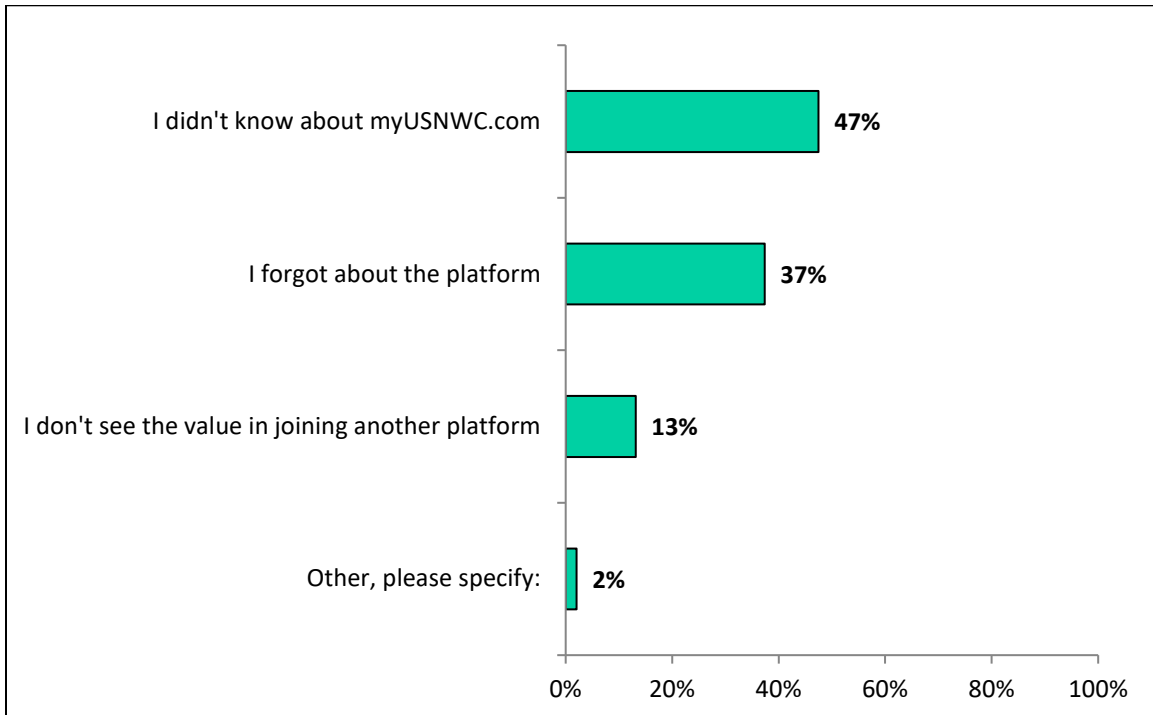
n=151

Figure 22: Alumni Programs: Means of Connection



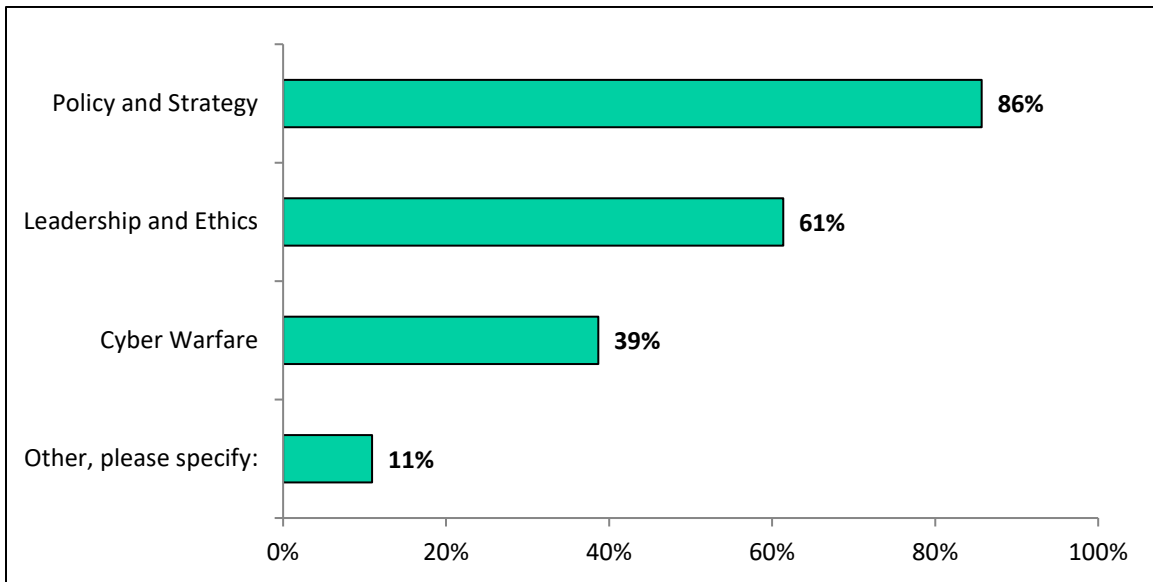
n=136

Figure 23: Alumni Programs: myUSNWC.com



n=99

Figure 24: Alumni Programs: Podcast Interest



n=119

End of Report