



STUDENT SUCCESS: ALUMNI SURVEY

In addition to the post-graduation success measures reported in this report, USNWC graduation rates for resident students in Newport for AY 2020-2021 were: 44 of 44 (100%) for November 2020 CNW and CNC&S students; 53 of 53 (100%) for March 2021 CNW and CNC&S students; and 314 of 316 (99.4%) for June 2021 CNW and CNC&S students. The alumni success measures in the report are for earlier graduating cohorts.



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INTRODUCTION

PURPOSE

The results of the USNWC 2020 - 2021 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 are lagging indicators of institutional and educational effectiveness of the courses/experiences offered, but very important ones. Indeed, OPMEP (F) requires JPME institutions to cast a wide net in assessing stakeholders on the Common Educational Standards (CES); especially for #2 the Academic Experience, #3 Student Achievement, and #4 Program Review. This report uses historical USNWC PME/JPME program-level standards and learning objectives to organize and present results. These outcomes will be updated as new PLOs are promulgated.

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”). 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 2020 – 2021 Alumni Survey was administered to the academic year classes of 2013, 2015, and 2019. The online survey was administered from March 31, 2021 to August 4, 2021 by Hanover Research Council. It was sent to a total of 1,309 alumni and obtained 229 responses, for a response rate of 17.5%. Of those, 205 responses were complete (89.5%), while 24 (10.5%) were partial, but still useful, responses.

EXECUTIVE SUMMARY

Alumni are very satisfied with their USNWC experience as demonstrated by the very high 6.531 mean score for overall satisfaction (Figure 5). ***Indeed, eight of nine combined program satisfaction items were above 6.000, 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.***

The highest rated combined program items were the quality of faculty (6.449; Figure 5) and the overall quality of instruction (6.372; Figure 5). Other highly rated items include enhancing alumni’s professional development (6.200; Figure 6) and fostering thinking in a more critical way (6.166; Figure 6). This is a key PLO for both degree programs.

Both CNC&S and CNW alumni give the degree program high scores. These high ratings are also reflected in graduates' ranking of their program's ability to meet its established educational goals: CNC&S graduates' score was 6.276 and CNW graduates' score was 6.228, both scores exceeded the 6.000 threshold of excellence (Figure 4).

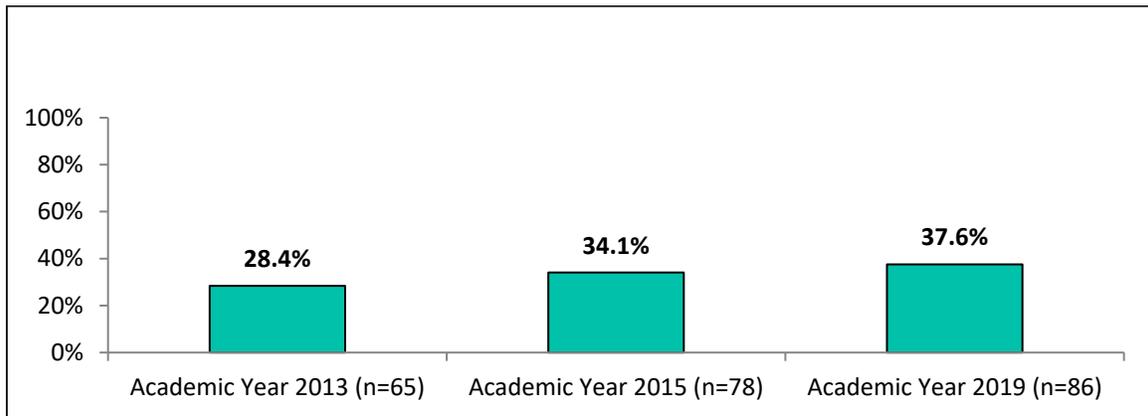
Finally, the majority of graduates who were eligible for promotion or command received those positions. Of the 67.7% of alumni who were eligible for promotion, almost three-quarters (73.5%) were selected for one. Likewise, of the 61.1% of alumni eligible for command, 68.3% were selected. These results underscore the USNWC's ability to produce competent and leadership-ready graduates. Reflecting on the College's leadership development, one alumnus summarized:

NWC provided the opportunity to be able to take the time to think and learn from other perspectives (classmates and senior leaders). The case studies and various discussions from other warfare communities (to include other Services) was instrumental for me to become a more effective leader. It was an honor and privilege to have the opportunity to attend the NWC. You get a sense of pride and trust from the Navy to take the NWC experience and make our Navy better.

DEMOGRAPHICS

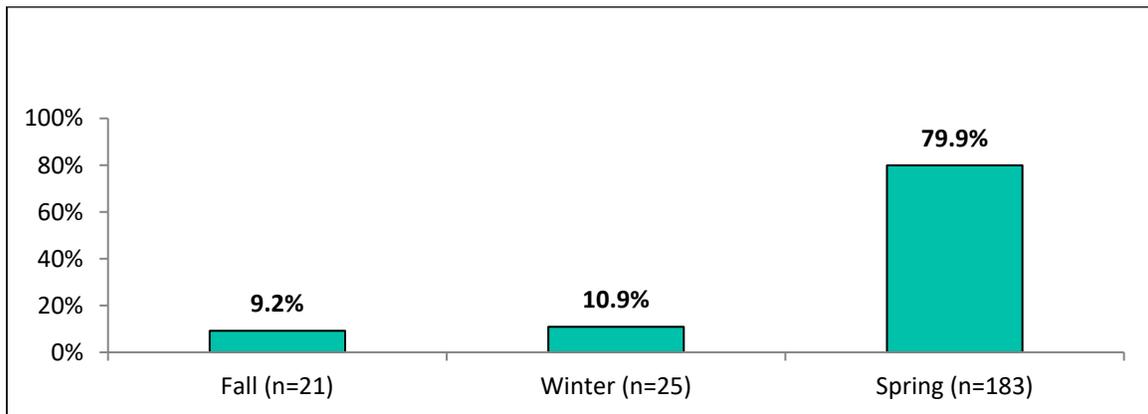
As shown in Figure 1, most responding students graduated in AY 2019 (37.6%), followed by 2015 (34.1%), and 2013 (28.4%). As expected, most alumni graduated in the spring trimester (79.9%). In contrast, graduates from the fall and winter semesters (i.e., the off-cycle cohorts) comprised just 9.2% and 10.9% of the sample, respectively (Figure 2). Figure 3 shows that the US Navy is the largest represented Service among alumni (38.4%), followed by the US Army (27.1%) and US Air Force (10.9%).

Figure 1: Graduation Year



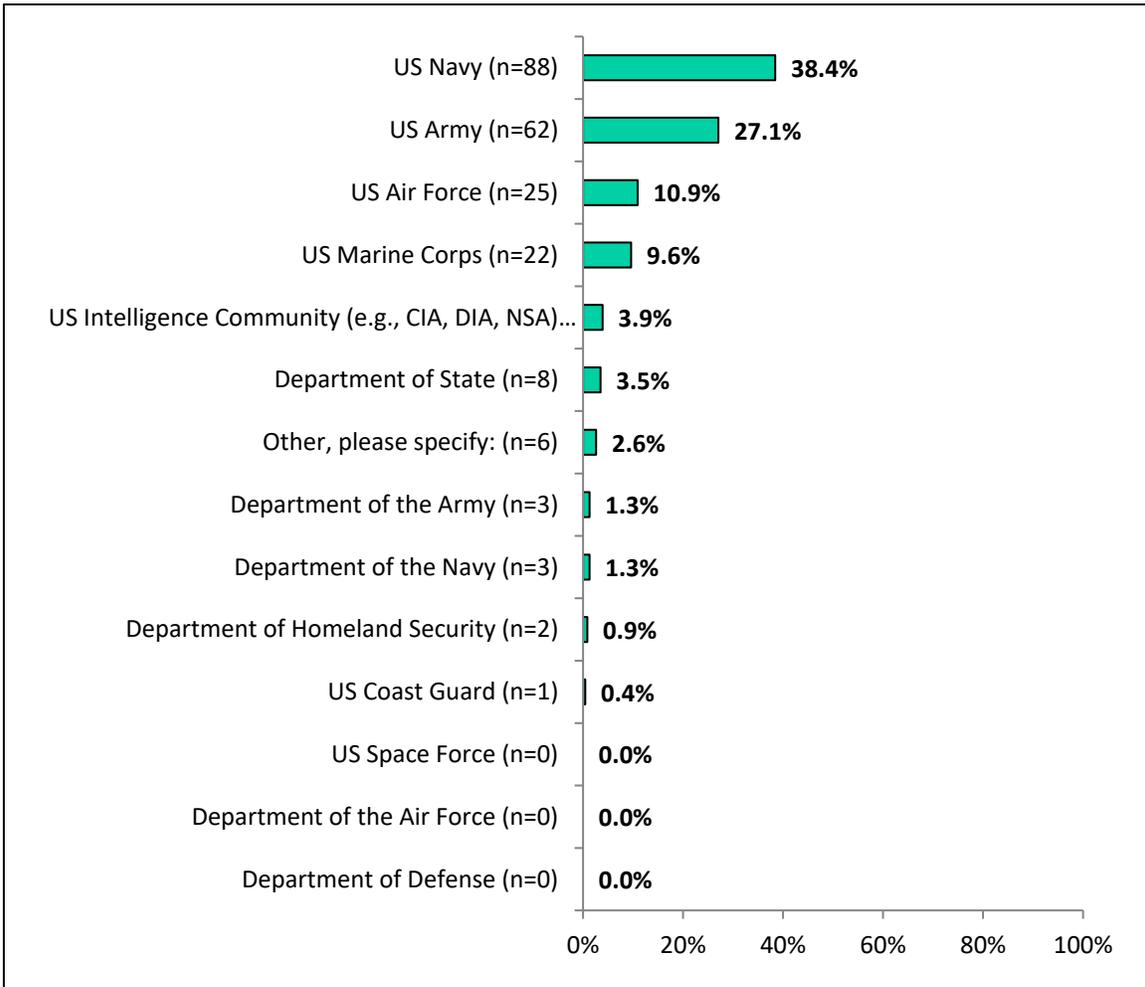
n=229

Figure 2: Graduation Semester



n=229

Figure 3: Service Area or Department



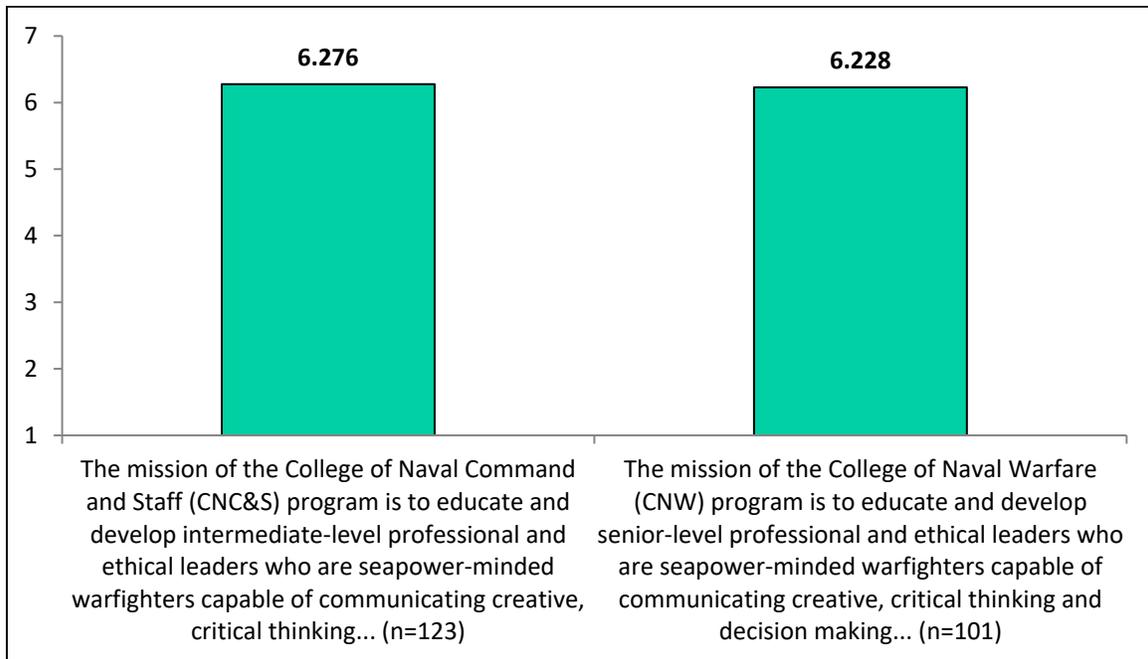
n=229

PROGRAM EXPERIENCE

ALL RESPONDENTS

As shown below, alumni from both the CNW and CNC&S gave the USNWC high marks on meeting the respective program mission. On the 7-point scale, the CNC&S mean was 6.276, while the CNW mean was 6.228. This represents a slight directional increase among CNC&S graduates' score from the 2019-2020 Annual Alumni Survey, and a slight directional decrease among CNW graduates from last period. However, the consistently high ratings of the USNWC's ability to meet program goals show that alumni clearly believe that the educational missions are being attained.

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.

CNC&S and CNW alumni indicated very high satisfaction with USNWC. On average, alumni rated **all** nine items pertaining to *Satisfaction with the Educational Experience* highly. Overall satisfaction received an average score of 6.531, while the next highest item was the quality of faculty (6.449; Figure 5). Overall satisfaction is consistent with last year's Annual Alumni Survey ratings. Additionally, respondents have very positive perceptions of the overall quality of instruction (6.372), degree of peer to peer collaboration (6.364), intellectual challenge of the NWC educational experience (6.324), and having a current and relevant curriculum (6.267).

Figure 5: Combined College Educational Satisfaction Items

ITEM	N	MEAN
Overall satisfaction with your NWC experience	207	6.531
Quality of faculty	207	6.449
Overall quality of instruction	207	6.372
Degree of peer to peer collaboration in an active learning environment	206	6.364
Intellectual challenge of the NWC educational experience	207	6.324
Quality, relevancy, and currency of the curriculum	206	6.267
Quality, support, and access to electronic information resources	207	6.256
Quality, support, and access to library staff and resources	207	6.227
Opportunity for advanced or specialized studies	205	5.907

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. Three items exceed the 6.000 threshold for excellence: enhancing professional development (6.200), fostering thinking in a more critical way (6.166), and enhancing the ability to communicate in writing (6.063).

Figure 6: Combined Other Educational Outcomes Items

ITEM	N	MEAN
Enhance your professional development	205	6.200
Foster thinking in a more critical way	205	6.166
Enhance your ability to communicate in writing	205	6.063
Foster reading in a more critical fashion	204	5.946
Enhance your commitment to the Profession of Arms	204	5.814
Deepen your understanding of the key attributes- understanding, intent, and trust- of mission command	205	5.727
Enhance your ability to communicate verbally	205	5.707
Develop a habit of mind toward reading	204	5.696

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?*

Taken together, these mission, satisfaction, and educational outcomes attest to the academic rigor and intellectual challenge of the USNWC’s programs, which require: *“students to engage with faculty and other students to ascertain and analyze diverse perspectives.”*

From a value to the Service and the nation perspective, and importantly from a joint acculturation viewpoint (CES # 1), USNWC alumni trust and are confident in Service members from other military departments (6.144). Moreover, alumni value international student participation in PME (6.106). All seven items in the battery received a score above the 5.500 threshold (Figure 7).

Figure 7: Value to Service and Nation

ITEM	N	MEAN
Your trust and confidence in Service members from other US military departments	208	6.144
From your perspective to what extent does participation with international students in PME increase our international partner’s capability, capacity, and interoperability	208	6.106
Your understanding of the perspectives of other military services	208	6.101
Your understanding of the maritime environment	207	5.957
Your trust and confidence in Service members from other nations	208	5.904
Your trust and confidence in DOD or US Interagency civilians	208	5.846
Your understanding of other nations, including their cultures and perspectives	208	5.750

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 OPMEP (F) CES #4 and NECHE Standard 4, both related to Program Review/the Academic Program, 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. As noted below, ***all*** were rated highly.

CNC&S RESPONDENTS – EDUCATIONAL AND LEADERSHIP OUTCOMES

Of the six educational and professional outcomes, CNC&S respondents ranked four items above a 6.000: applying theory, history, doctrine, and relevance of seapower to strategic thinking and decision making (6.347); demonstrating critical, creative, and structured thought through operational planning, reasoned argument, and professional communication (6.237); demonstrating the qualities of an experienced member of the profession of arms, including effective and ethical leadership of operational and staff organizations, and understanding and promoting professional values (6.220); and 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 (6.110; Figure 8).

Figure 8: CNC&S Educational and Professional Outcome Items

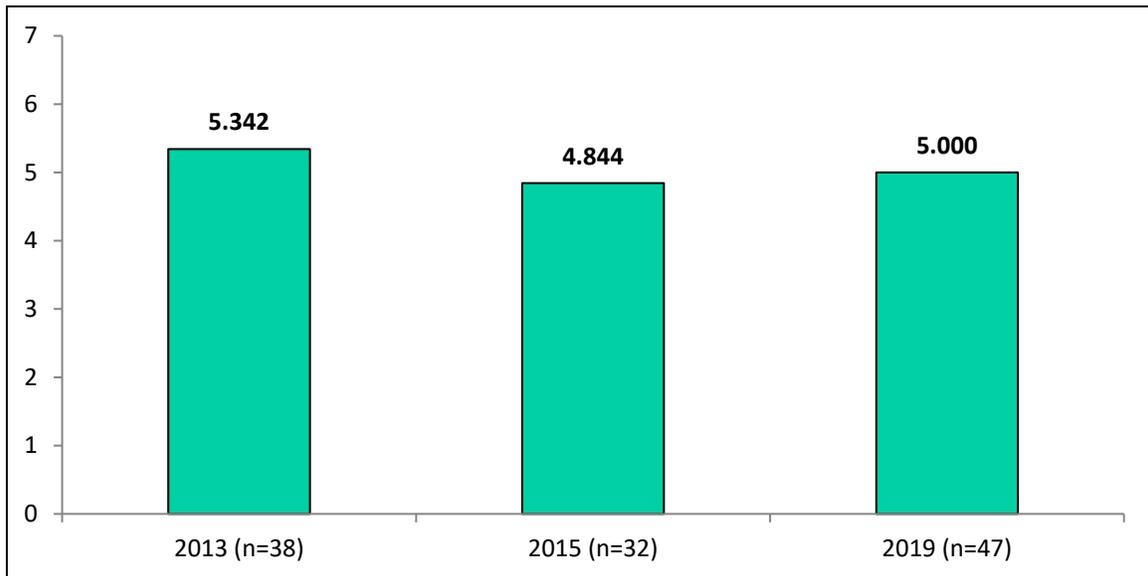
ITEM	N	MEAN
Apply theory, history, doctrine, and relevance of seapower to strategic thinking and decision making	118	6.347
Demonstrate critical, creative, and structured thought through operational planning, reasoned argument, and professional communication	118	6.237
Demonstrate the qualities of an experienced member of the profession of arms, including effective and ethical leadership of operational and staff organizations, and understanding and promoting professional values	118	6.220
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	118	6.110
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	118	5.949
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	118	5.847

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 5.068. As shown in Figure 10, graduates from 2013 rate the helpfulness of this exercise higher than alumni from 2015 and 2019.

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, 2013 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. Overall over half (56%) have returned to their MBTI results. This is a sizable ratio attesting to the value of leadership self-assessment instruments and related coaching.

Figure 11: Return to MBTI Since Graduation

	2013 (N=38)	2015 (N=32)	2019 (N=47)
Yes, returned to MBTI	68%	44%	53%
No, have not returned to MBTI	32%	56%	47%

CNW RESPONDENTS – EDUCATIONAL AND LEADERSHIP OUTCOMES

CNW respondents rated three of the six Educational and Professional Outcome items above the 6.000 level of excellence. As shown, demonstrating critical, creative, and structured thought through reasoned argument and professional communication (6.172), applying theory, history, doctrine, and relevance of seapower to strategic thinking and decision making (6.158), and 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 (6.042), are the three most highly-rated items.

Figure 12: CNW Educational and Professional Outcome Items

ITEM	N	MEAN
Demonstrate critical, creative, and structured thought through reasoned argument and professional communication	93	6.172

ITEM	N	MEAN
Apply theory, history, doctrine, and relevance of seapower to strategic thinking and decision making	95	6.158
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	95	6.042
Demonstrate the qualities of a senior member of the profession of arms, including effective and ethical leadership of large organizations, and fostering the development of professional values and skills within the Joint Force	95	5.958
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	93	5.892
Demonstrate, as a seapower-minded, warfighting leader, the ability to interpret, plan and lead globally integrated operations across the continuum of competition in a joint, interagency, multi-domain, and international environment	95	5.695

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 USNWC. Select quotations are displayed below; all are available upon request. A separate data pull of leadership comments will be made/provided to CLE.

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?

- *Integrating the study of leadership and ethical failures into the curriculum of all classes would be beneficial to stimulate broader thinking about how the overall mission can suffer when leaders don't act in an ethical manner. – 2019 CNC&S Alumnus*
- *Heavily focused on Maritime operations in the Pacific region instead of a broader global perspective. Likely due to the Naval Forces shift towards the Pacific. Would like to have seen broader invitations and events from the International community. – 2015 CNW Alumnus*
- *I would like to have had a little more experience/education on interacting with contractors. I have over 200 contractors that work for me and I don't feel I was prepared on the Do and Do Nots of dealing with contractors. The relationships are different. – 2015 CNC&S Alumnus*
- *I cannot emphasize enough how much the lack of diversity of the staff, student, body, and readings impacted this part of the curriculum. The lack of diverse viewpoints and the frequent shutting down on those who had them really killed good discussions on*

- leadership and ethics. I think it also chilled the participation of our international counterparts. – 2019 CNW Alumnus*
- *Critical analysis of institution or profession. We touched on it a bit during the leadership elective, but I think a serious discussion of Institutional Culture. How does it change, who's responsible for it. An example is how does racism still exist in the military 72 years after desegregation. Why is the Service so slow to react and why does it give more lip service than action. – 2019 CNC&S Alumnus*
 - *Hearing from leaders who failed in some way, especially those who were relieved for ethics violations. We all receive the same training and take the same oath, so it would be interesting to hear what went wrong. – 2015 CNC&S Alumnus*
 - *In terms of leadership and ethics, NWC should include more on civil-military relations, particularly the military's role/non-role in domestic politics, and the military's foundations in the Constitution and law. – 2013 CNW Alumnus*
 - *Real-world, relevant scenarios involving contemporary issues such as diversity, sexual assault, racism, sexism, and other misconduct that can tear a unit apart. How do you support a victim and a subject? How do you keep a unit together and work through a volatile event? How do you make decisions, and lead your staff and subordinates in a contested situation? How do you put aside your own biases and make decisions for the unit? – 2019 CNW Alumnus*
 - *I really think leadership and ethics should make up more of the foundational curriculum. The difficult truth in making that a reality is that, in order to make such a curriculum effective, you need students who are committed to growth in leadership, reflection on their ethical principles, and motivation to examine themselves in a meaningful way. I found there to be two general camps at NWC, those embracing academia, excited to take on this examination and growth and those who did not. I can't say for certain the latter camp detracted from the experience, but they certainly didn't enhance it for others. With that context, my recommendation is to offer a separate track for those who are committed to growth, reflection, and examination. Something more than the Leadership and Ethics electives; rather, a yearlong curriculum (separate elective track) designed to achieve and foster these personal objectives. – 2013 CNC&S Alumnus*

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

- *Discussing and debating the material presented with the best and brightest from across the Services, the interagency, and allies. As already stated, this made me a more mature, wholistic thinker when evaluating strategy, plans, and operations. The speakers we had were phenomenal as well. Hearing directly from senior military, legislative (Senator Anus King), and judicial (Justice Sotomayor) leaders added perspective and enhanced the sense that our preparation of higher levels of responsibility truly mattered. –2015 CNW Alumnus*

- *The Foundations of Moral Obligation elective. This course led to vast personal reflection and a continual thirst for knowledge in examining and determining my own truths. The course's exposure to cultures, religions, philosophy, moral and ethical scholars revealed vast points of view that changed the way I think. Overall, the experience developed me both professionally and personally. Moreover, the time I was allowed to devote to this experience is key. Time is a precious commodity for an active duty officer - the time to pause and focus on personal development cannot be understated. – 2013 CNC&S Alumnus*
- *1. The focus on developing my understanding of strategy and the current global political context in which it must be developed and assessed. 2. The focus on military history and demonstrating its importance as a tool for understanding current and future challenges. 3. Leadership and Ethic's concept that leadership at the O-6 level will need to shift; that the habits and tendencies that made us successful below to the Senior Leader level may hinder our ability to succeed at the Senior leader level unless we shift our leadership style. – 2019 CNW Alumnus*
- *The emphasis on writing and the ability to gain help from the Writing Center informed the professional development program I instituted in command. The improvement gained through the feedback gained at NWC enhanced my ability to communicate effectively; a critical component for command. – 2019 CNW Alumnus*
- *LPA Course, particularly the MBTI and the further study we did of personality types and communication strategies as well as the Foundations of Moral Obligation Course, I can't stress enough how highly I think of that course. – 2019 CNC&S Alumnus*
- *Forced reading & thinking! NWC made me read things I never would have taken the time to read before -- and then discuss it with peers -- and then write papers and/or be tested on it. – 2015 CNW Alumnus*

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

- *Focus on "why" and continue to provide perspective -- History and historical examples that explain why things are the way they are most helpful and seemingly the thing that younger officers don't seem to understand. When provided with background and perspective - they move out focusing on what CAN practically be done rather than what theoretically should be done. – 2013 CNC&S Alumnus*
- *Weave in addressing some of the current societal challenges instead of sticking to historical case studies. Senior leaders will likely encounter many of them in some way during follow on assignments. While some of these issues are not relevant to most in the class, they are societal challenges that all should be aware of before they end up in your lap as a senior leader. – 2015 CNW Alumnus*
- *Roundtable conversations. There is no substitute for first-person accounts (candid and non-attribitional environment) as the availability of any kind of precedence to draw*

- upon during time-sensitive, delicate, worst-case scenario decision points is invaluable.*
– 2013 CNC&S Alumnus
- *More candid discussion on past leadership/character failures needs to occur as a way to share knowledge among peers.* – 2019 CNW Alumnus
 - *Include DEI training. As it is, the USNWC barely even gives it lip service. Understanding others' experiences makes for better leaders. I saw and experienced entirely too much white male lens while there, with little recourse. I was shocked to see how poorly the college's faculty make up reflected the diversity of the armed services and the Nation, and how fiercely that status quo was defended.* – 2019 CNW Alumnus
 - *Talk about failure in an open and honest way - in a world where blame is up front; what's survivable - what mistake is forgivable and how do we see that in this modern era?* – 2015 CNW Alumnus

MOST VALUABLE ELEMENT OF USNWC EDUCATIONAL EXPERIENCE

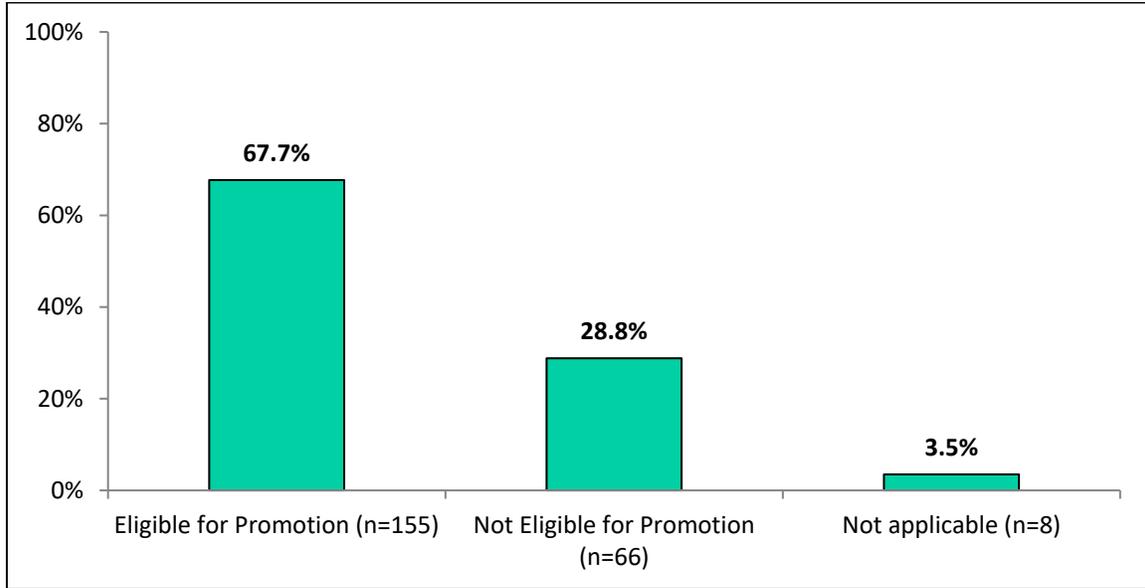
Alumni respondents were given the opportunity to opine on what they felt were the most valuable elements of the educational experience. Using a “word cloud” to analyze the terms that resonated with alumni (the more mentions the larger the text), shows that the expressions: “thinking,” “time,” “writing,” and “critical” were often cited. However, terms such as “interaction”, “reading,” “group” “strategy,” “war,” and “perspectives” also resonated among alumni. These elements echo both the hard and soft skills Navy graduate education attempts to deliver.

POST-GRADUATION EXPERIENCE

PROMOTIONS

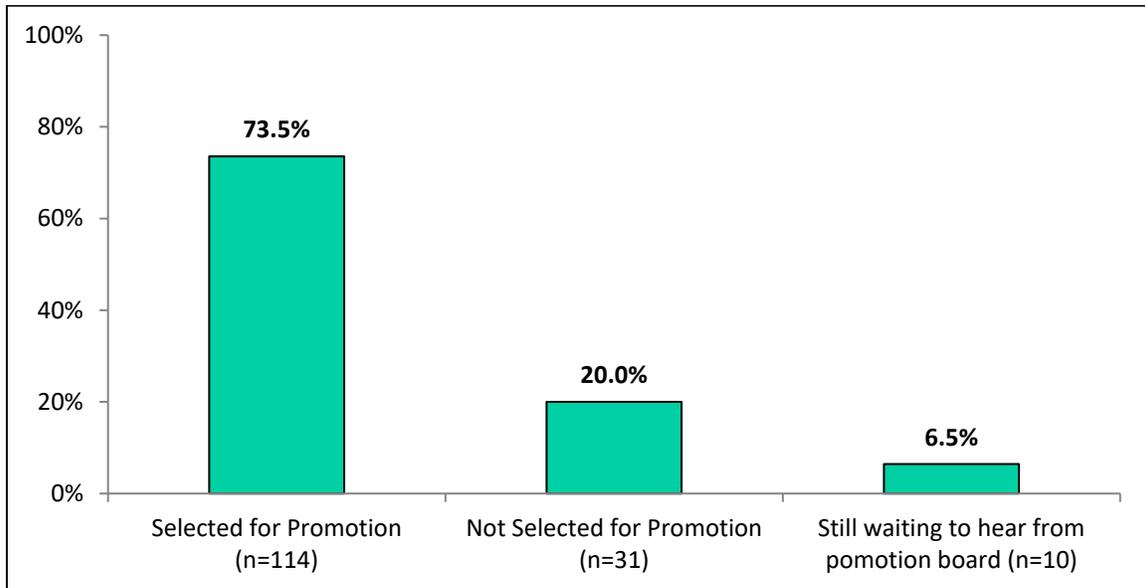
Of the 67.7% (n=155) of USNWC graduates who indicated they were eligible for promotion, 73.5% (n=114) were selected for promotion (Figure 15, Figure 16).

Figure 15: Eligibility for Promotion



n=229

Figure 16: Selection for Promotion

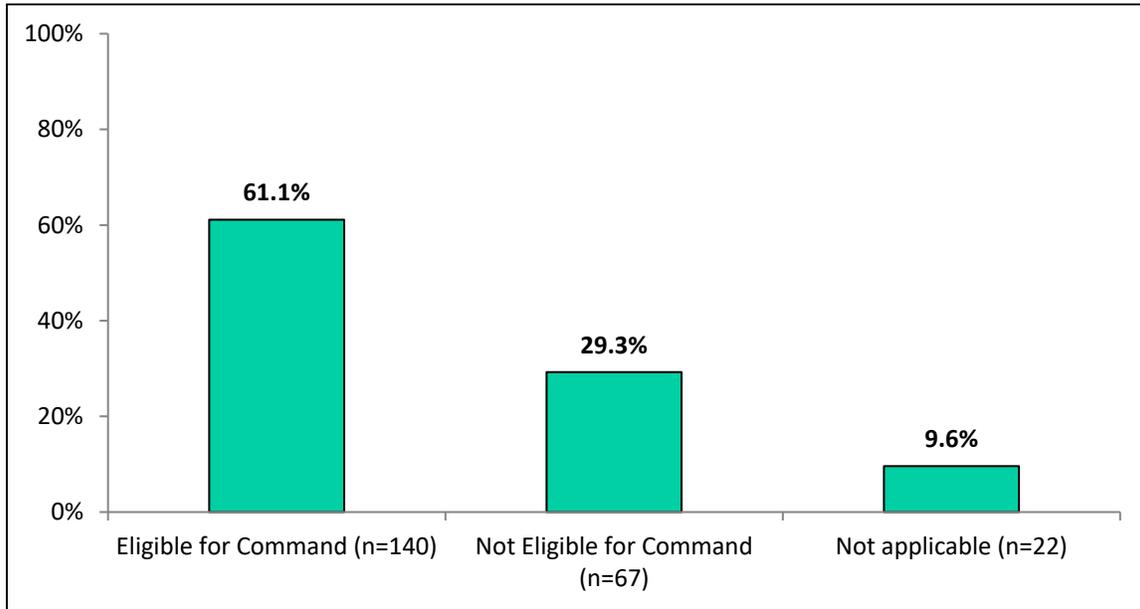


n=115

COMMAND

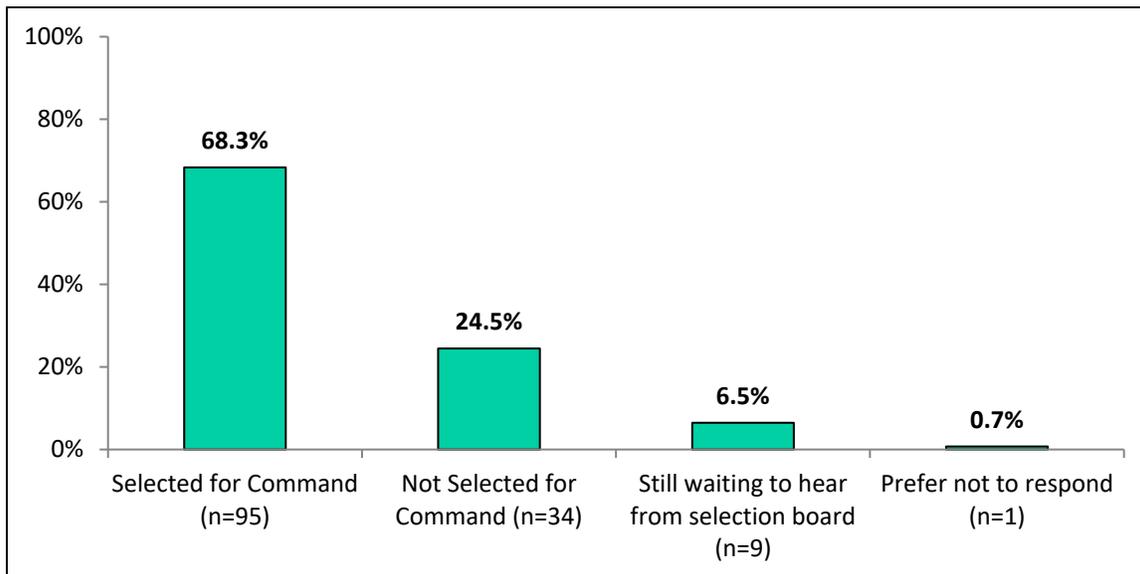
Of the 61.1% (n=140) of USNWC graduates who indicated they were eligible for Command, or Service/Community equivalent, 68.3% (n=95) were selected (Figure 17, Figure 18).

Figure 17: Eligibility for Command



n= 229

Figure 18: Selection for Command

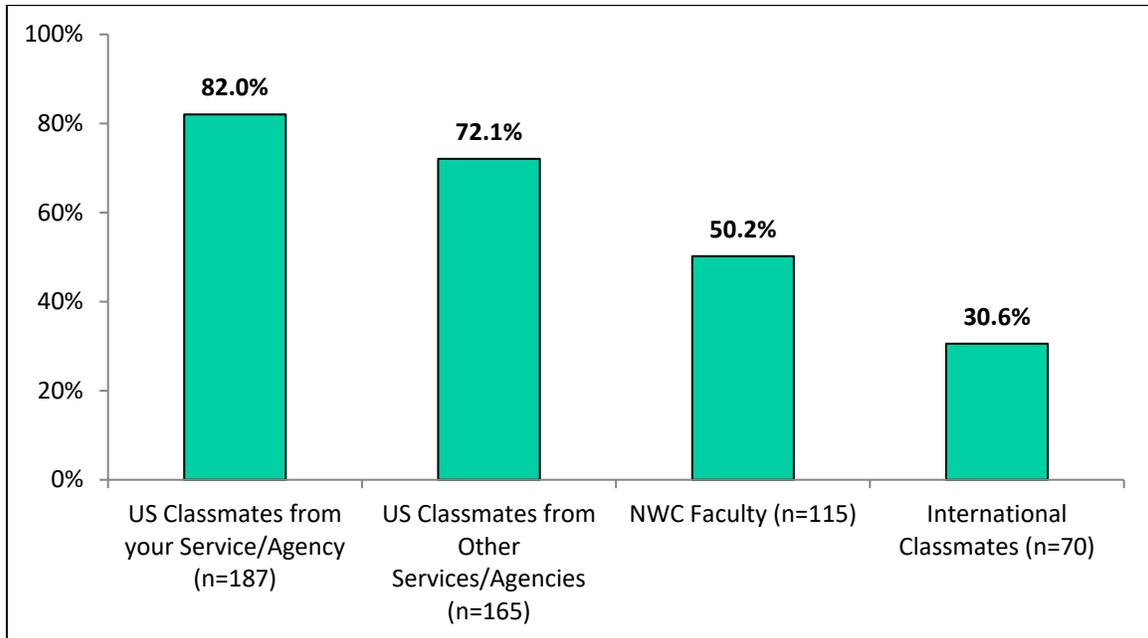


n=139

NETWORKING

Most USNWC alumni respondents have kept in touch with their American classmates: 82.0% reported contacting or networking with US classmates from their own Service/Agency and 72.1% reported contacting or networking with US classmates from other Services/Agencies. Half reported that they have kept in touch with NWC Faculty (50.2), and nearly a third say they are in touch with international classmates (30.6%).

Figure 19: Networking Since Graduation

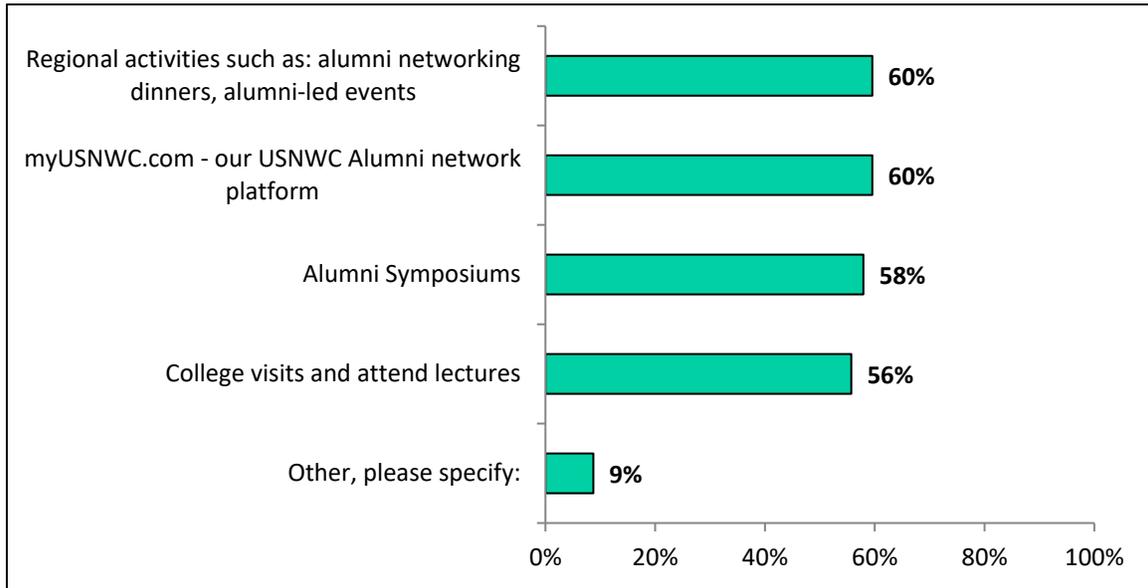


Note: Responses sum to over 100% because respondents could select multiple options. The “Count” column represents respondents who answered, “Yes” to the networking questions.

ALUMNI PROGRAMS

Figures 20-24 detail alumni interest and engagement in a variety of Alumni Programs outreach initiatives. Over half of respondents find regional activities (60%), myUSNWC.com (60%), alumni symposiums (58%), and college visits and lecture attendance (56%) to be appealing opportunities to stay connected, as shown in Figure 20.

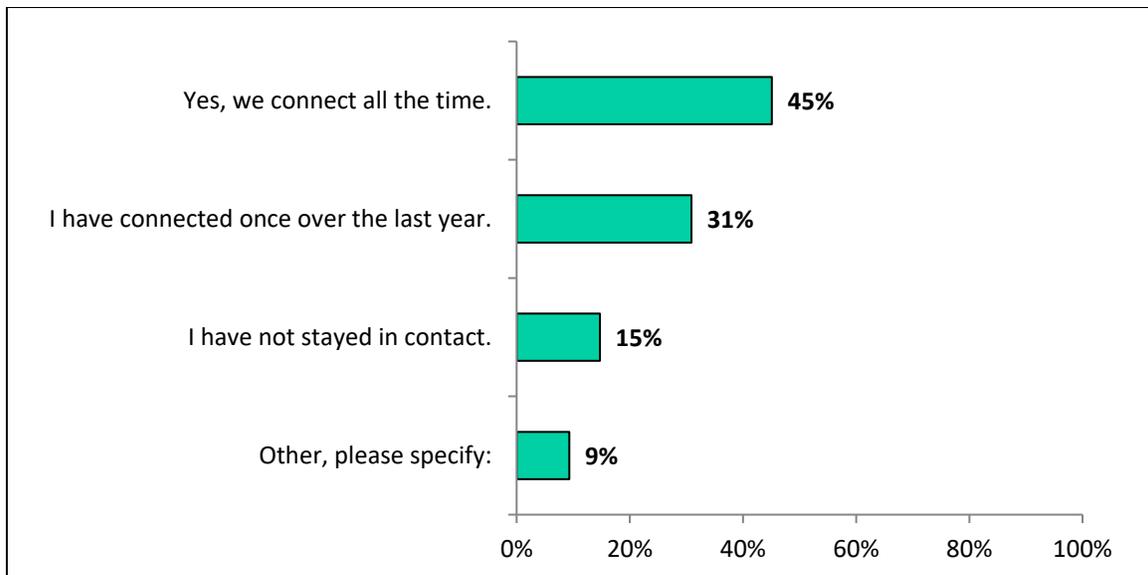
Figure 20: Alumni Programs: Opportunities to Connect



n=183

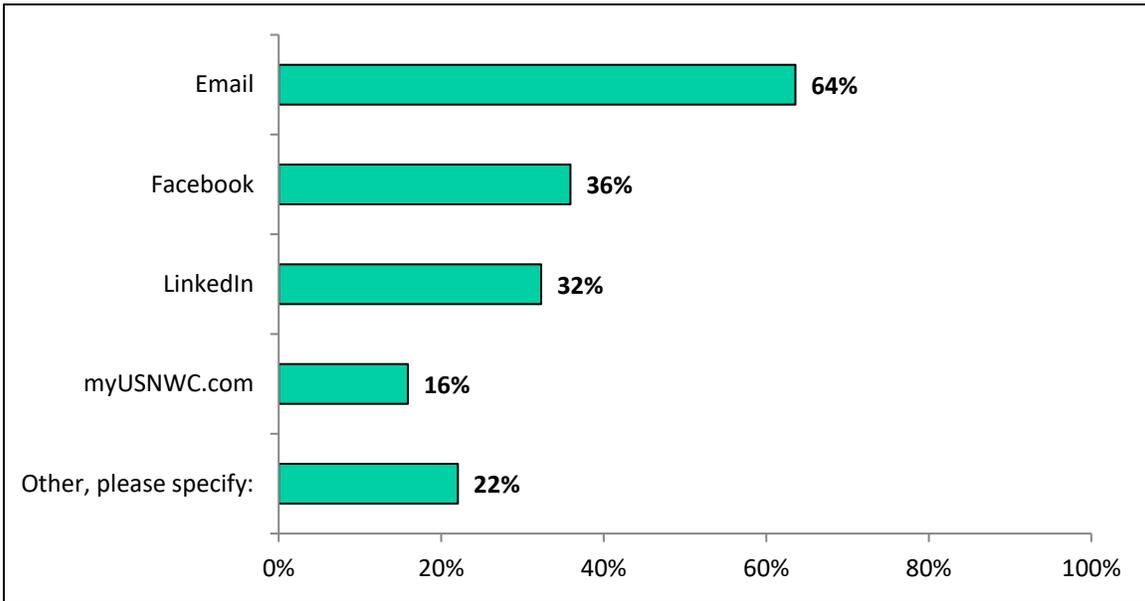
Most alumni connect with classmates either all the time (45%) or once a year (31%), though there is a sizeable minority that has not stayed in contact (15%, Figure 21). The best channel to communicate is via email (64%). While only 16 percent of alumni indicate they connect through myUSNWC.com, most have not joined because they do not know about it (53%, Figure 23).

Figure 21: Alumni Programs: Communication Frequency



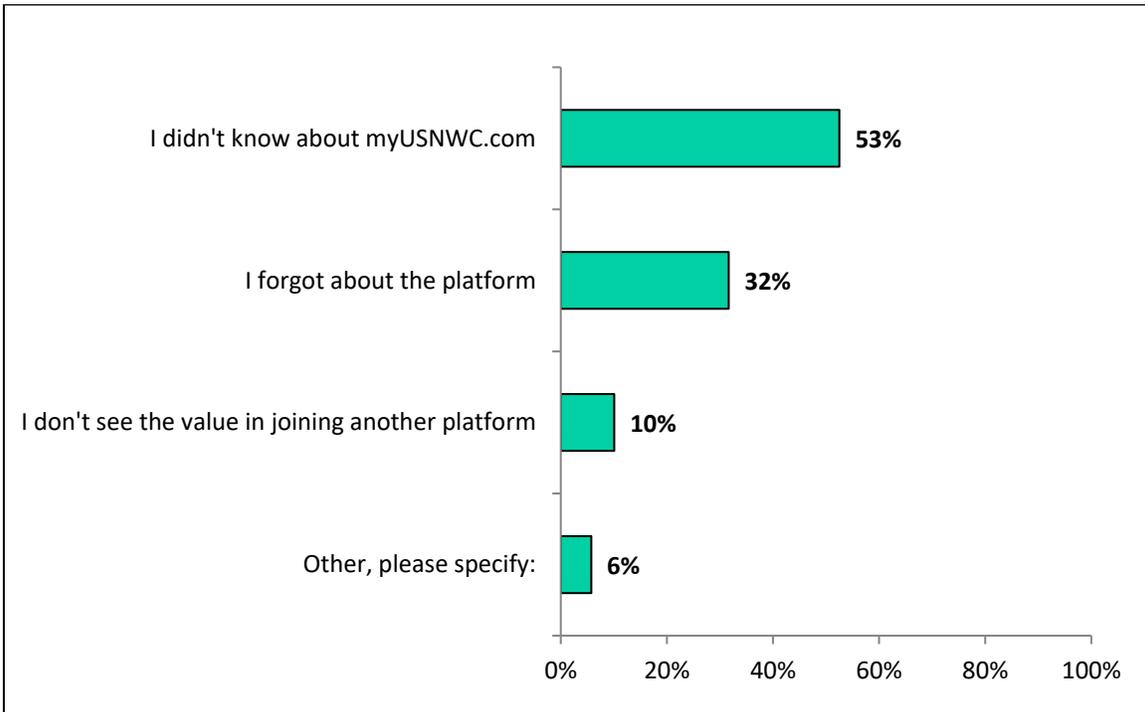
n=204

Figure 22: Alumni Programs: Means of Connection



n=195

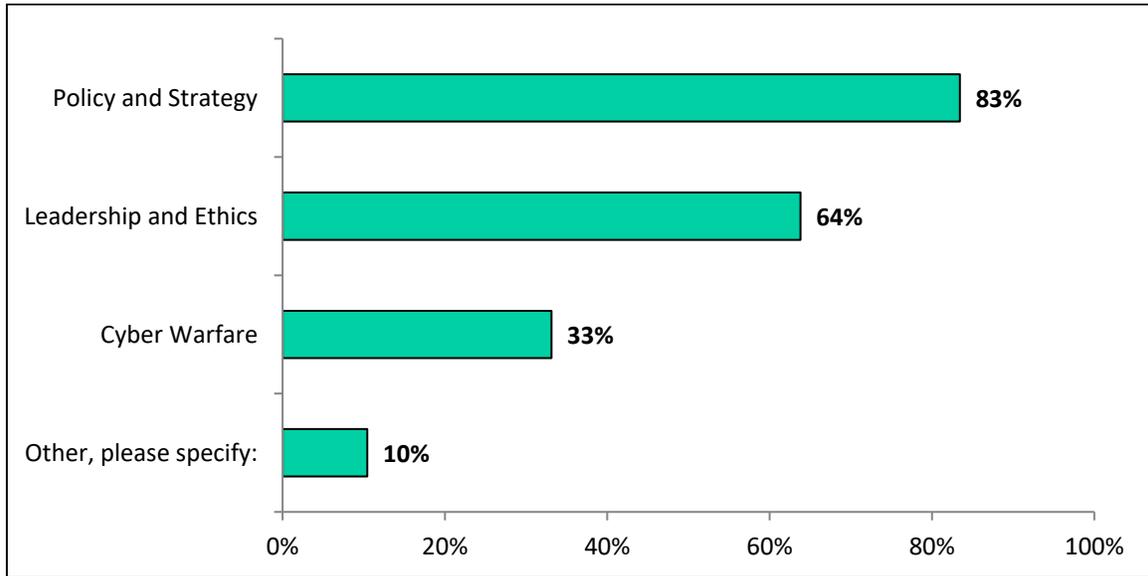
Figure 23: Alumni Programs: myUSNWC.com



n=139

Regarding future products, eight in ten (83%) alumni express an interest in Policy & Strategy podcasts and nearly two thirds (64%) are interested in Leadership & Ethics Podcasts. Cyber Warfare comes in third (Figure 24).

Figure 24: Alumni Programs: Podcast Interest



n=163

END of REPORT