ALUMNI SURVEY ANALYSIS: COMBINED (TOPLINE) REPORT

August 2019

This report presents results of the 2018-2019 Alumni Survey. It was prepared by Hanover Research and the USNWC Office of Institutional Effectiveness.

> **In addition to the post-graduation resident student success measures reported in this report, USNWC graduation rates for the latest academic year are presented here to demonstrate student success while at Newport. During the Academic Year 2018-2019 the College graduated 40 of 41 November CNC&S and CNW graduates (97.6%) who started the preceding November; 51 of 52 of the March graduates who started the preceding March (98.0%); and 318 of the 320 June 2019 students who started the preceding August (99.4%). These figures are combined for both programs: CNW and CNC&S. The alumni success measures in the report are for earlier graduating cohorts.**

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INTRODUCTION

PURPOSE

The results of the USNWC 2018-2019 resident Alumni Survey are presented in this analysis, which combines responses from alumni of the College of Naval Warfare (CNW) and College of Naval Command and Staff (CNC&S) to present an overall picture. 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 educational experience, but very important ones. 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 program-level OPMEP/PME/JPME outcomes are finalized later this year.

The report contains responses to Likert style questions, multiple choice questions, and open-ended questions. Likert style questions use a seven-point scale with 7 being the most favorable response (1 = "none" to 7 = "greatly"). Historically, USNWC has considered a 5.5 average in surveys to be acceptable, and anything below that *might* warrant attention. While arbitrary, a 5.5 out of 7 roughly approximates the 80% average graduate student performance expectation. If an item has an average rating below the 5.500 internal threshold for attention, it is noted in the description or table. 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 USNWC surveys alumni at roughly the one, five, and seven year mark after graduation. This allows the College to gauge the success of its graduates and follows best practices for civilian and military accreditation. The 2018 Alumni Survey was administered to the academic year classes of 2011, 2013, and 2017. The online survey was administered from April 2, 2019 to June 29, 2019 by Hanover Research Council; the College's research partner. It was sent to a total of 1,260 alumni and obtained 337 responses, for a response rate of 26.7%. Of those, 276 responses were complete (81.9%), while 61 (18.1%) were partial, but still useful, responses. This response rate is quite strong considering the span of time covered.

EXECUTIVE SUMMARY

Overall, alumni are very satisfied with their USNWC experience as demonstrated by the very high 6.580 mean score for overall satisfaction (Figure 5). Quality, support, and access to the library staff and resources (6.458), quality of instruction (6.399), faculty quality (6.375), and intellectual challenge (6.387) also received high satisfaction ratings. Respondents felt the USNWC enhanced their professional development (6.295), fostered critical thinking (6.150), and enhanced written communication (6.045; Figure 6); while generating trust and confidence in members of other Services (6.045; Figure 7).

Ratings of program-specific goals often surpassed the 5.500 threshold; indicating that the College is meeting the goals of producing critically thinking warfighters, enhancing military professionalism, further developing leaders, and preparing students for a joint future. Both CNC&S and CNW alumni give the degree program high scores: 10 out of the 11 items in the CNC&S Educational and Professional Outcomes battery received a score higher than 5.500, and 8 out of 11 items in the CNW Educational and Professional Outcomes battery were rated higher than 5.500.

In the Leadership area, all but one item was rated above the 5.500 threshold for improvement in CNC&S. CNW respondents ranked all leadership items above the College's threshold for improvement. Comprehension of critical thinking and decision-making skills needed to anticipate and recognize change, lead transitions, and anticipate/adapt to surprise and uncertainty scored highest among CNC&S alumni (6.006, Figure 9). Among CNW alumni, the ability to evaluate critical strategic thinking, decision-making, and communication by strategic leaders was the highest rated leadership item: 6.100 (Figure 13). The lowest rated item was in CNC&S, where alumni rated their ability to analyze the application of mission command in a JIIM environment at a 5.407.
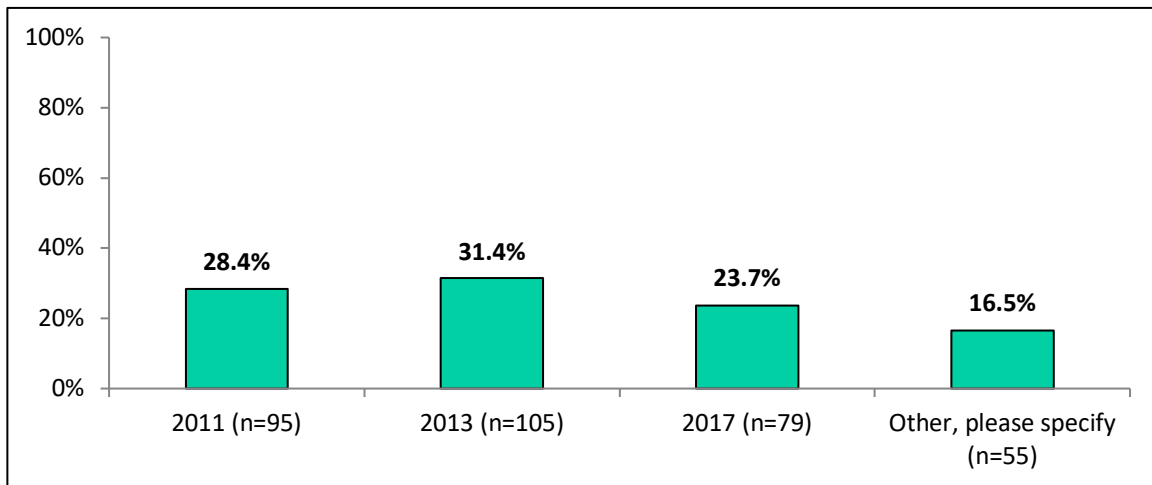
The most valuable elements of the USNWC experience are shown in a "word cloud" (Figure 14), among other open-ended comments related to leadership development.

Finally, there appears to be significant interest in an Alumni Programs podcast related to Strategy and Policy (78%) and Leadership and Ethics (67%).
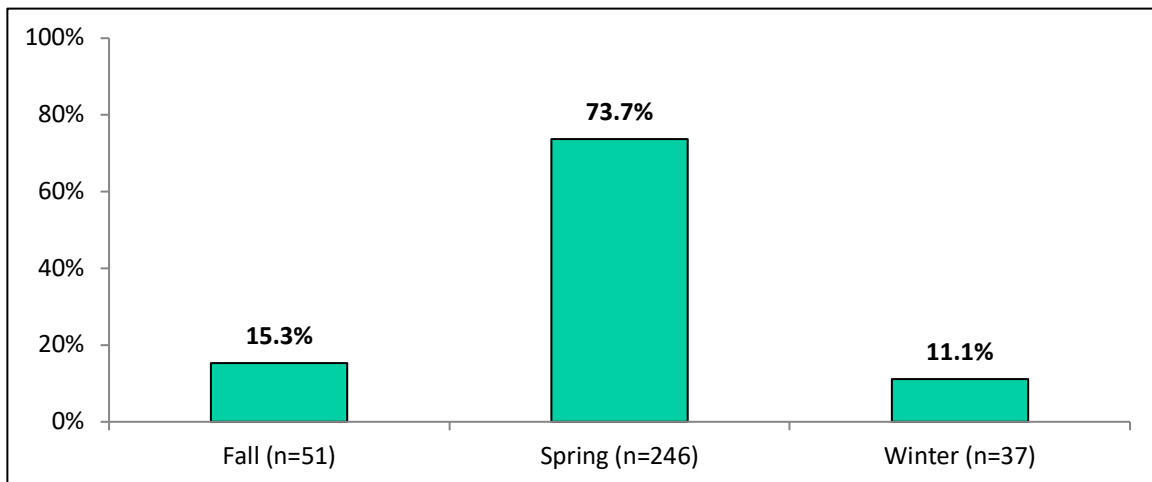
DEMOGRAPHICS

As shown in Figure 1, most responding students graduated in AY 2013 (31.4%), followed by 2011 (28.4%), and 2017 (23.7%). As expected, most alumni graduated in the spring trimester (73.7%). In contrast, graduates from the fall and winter trimesters comprised just 15.3% and 11.1% of the sample, respectively (Figure 2). Figure 3 shows that the US Navy was the largest represented Service among alumni (44.1%), followed by US Army (14.4%), and US Marine Corps (13.5%).
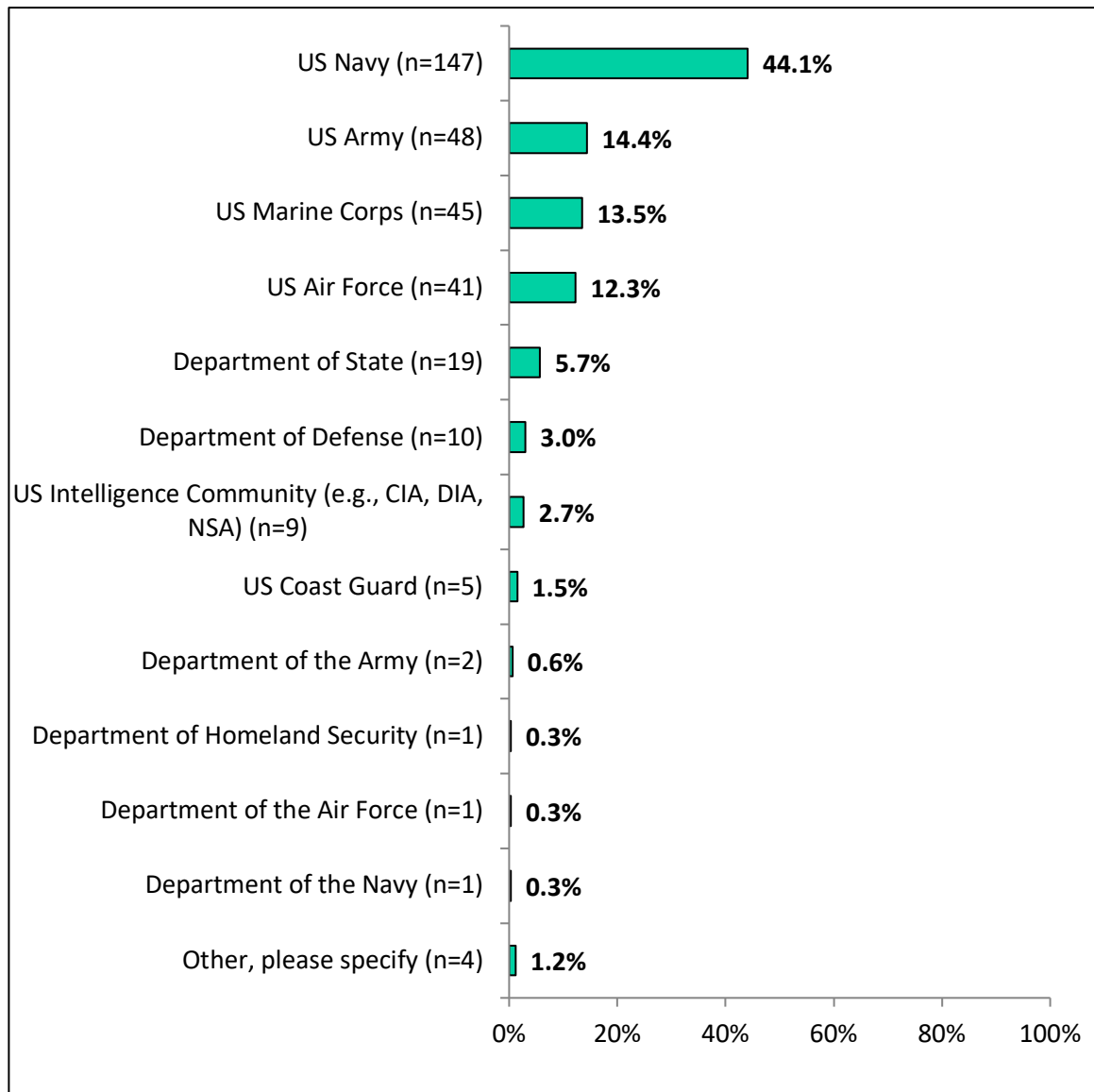
Figure 1: Graduation Year

n=334

Figure 2: Graduation Semester

n=334

Figure 3: Service Area or Department

US Navy (n=147) — 44.1%
US Army (n=48) — 14.4%
US Marine Corps (n=45) — 13.5%
US Air Force (n=41) — 12.3%
Department of State (n=19) — 5.7%
Department of Defense (n=10) — 3.0%
US Intelligence Community (e.g., CIA, DIA, NSA) (n=9) — 2.7%
US Coast Guard (n=5) — 1.5%
Department of the Army (n=2) — 0.6%
Department of Homeland Security (n=1) — 0.3%
Department of the Air Force (n=1) — 0.3%
Department of the Navy (n=1) — 0.3%
Other, please specify (n=4) — 1.2%

n=333

PROGRAM EXPERIENCE

ALL RESPONDENTS

As shown below, alumni from both the CNW and CNC&S programs gave the USNWC high marks on meeting the respective educational goal. On the 7-point scale, the CNC&S mean was 6.053, while the CNW mean was slightly higher at 6.071. Alumni clearly believe the College is hitting these targets. This year's CNC&S score is the highest in the past three survey administrations (5.778 in 2017-2018 and 5.736 in 2016-2017). The current CNW average tracks with the prior two year's level: 6.054 in 2017-2018 and 6.103 in 2016-2017.

Figure 4: CNC&S and CNW Average Scores on Meeting Program Goals
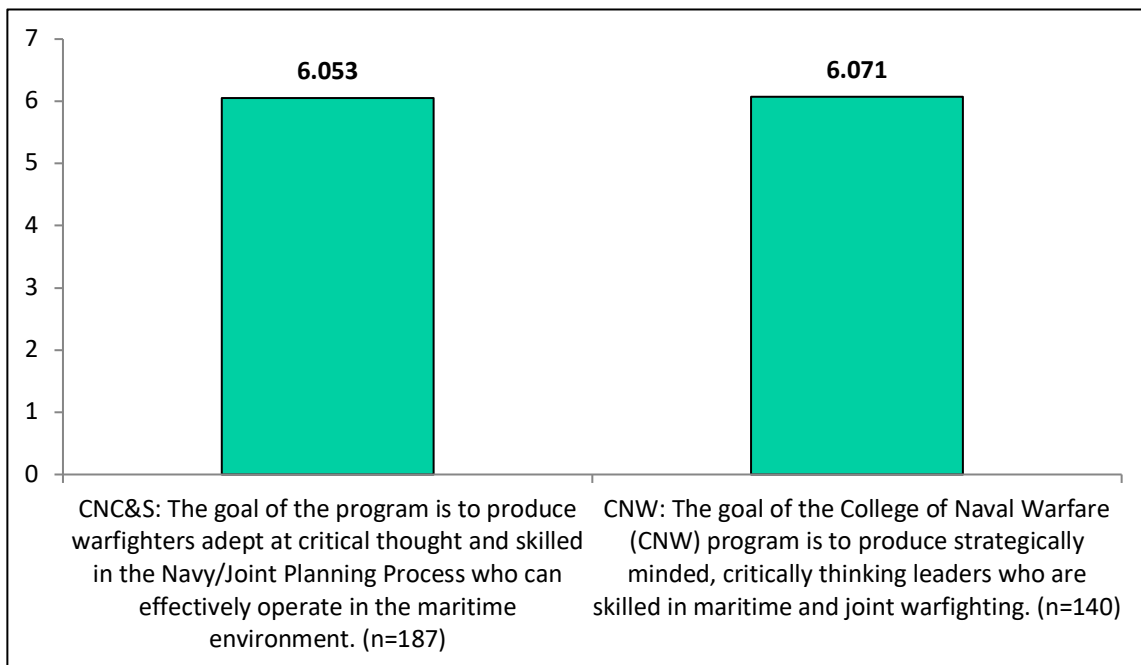
Note: Items are rated on a 7-point scale, where "7" represents a more favorable score. Mean score is represented above.

CNC&S and CNW alumni indicated very high satisfaction with USNWC. On average, alumni rated **_all_** seven items pertaining to satisfaction with the educational experience highly, with a mean of 6.000 or above. Overall satisfaction received an average score of 6.580, while the next highest satisfaction score was the quality, support, and access to library staff and resources (6.458; Figure 5). Additionally, respondents have very positive perceptions of the quality of faculty and instruction (6.375 and 6.399, respectively), support/access to electronic information resources (6.292), intellectually challenging environment (6.387), and current and relevant curriculum (6.296).

Figure 5: Combined College Educational Satisfaction Items

ITEM	N	MEAN
Overall satisfaction with your NWC experience	**300**	**6.580**
Quality, support, and access to library staff and resources	301	6.458
Overall quality of instruction	301	6.399
Intellectual challenge of the NWC educational experience	300	6.387
Quality of faculty	301	6.375
Quality, relevancy, and currency of the curriculum	301	6.296
Quality, support, and access to electronic information resources	301	6.292

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 USNWC helped them achieve the additional educational outcomes featured in Figure 6. All eight items in this battery received an average score of 5.500 or better. Enhancing professional development (6.295), fostering thinking in a more critical way (6.150), and improving written communication (6.045) were the highest rated items.

Figure 6: Combined Other Educational Outcomes Items

ITEM	N	MEAN
Enhance your professional development	292	6.295
Foster thinking in a more critical way	293	6.150
Enhance your ability to communicate in writing	292	6.045
Foster reading in a more critical fashion	293	5.857
Deepen your understanding of the key attributes- understanding, intent, and trust- of mission command	293	5.809
Enhance your commitment to the Profession of Arms	292	5.777
Develop a habit of mind toward reading	293	5.642
Enhance your ability to communicate verbally	293	5.631

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 six items in the battery on Value to Service and Nation received an average score above 5.500. Importantly from an acculturation perspective, alumni trust and confidence in Service members from other military departments (6.045), and understanding of the perspectives of other military Services (5.904) received the highest scores (Figure 7).

Figure 7: Value to Service and Nation

ITEM	N	MEAN
Your trust and confidence in Service members from other US military departments	292	6.045
Your understanding of the perspectives of other military services	293	5.904
Your trust and confidence in DOD or US Interagency civilians	293	5.788
Your understanding of the maritime environment	293	5.744
Your understanding of other nations, including their cultures and perspectives	293	5.696
Your trust and confidence in Service members from other nations	292	5.545

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 its educational outcomes comprehensively prepare graduates for their joint duties and responsibilities. There are 11 CNC&S and 11 CNW program-specific outcomes assessed in the Alumni Survey. Eighteen of the 22 outcomes – 10 items for CNC&S and 7 items for CNW – were rated above the 5.500 threshold level for attention, indicating good mastery as shown below.

Additionally, this survey iteration took a deeper dive into the perceived effectiveness of past leadership development efforts at the College to better inform curriculum planners. Those results are woven in here. Detailed data are available upon request in office H-201.

CNC&S RESPONDENTS – EDUCATIONAL AND LEADERSHIP OUTCOMES

Of the 11 educational and professional outcomes, CNC&S respondents ranked 10 above the 5.500 threshold. Two items scored above a 6.000: comprehending national military capabilities, command structure, and strategic guidance (6.225); and employing critical thought with operational perspectives (6.196; Figure 8). The only item to score below a 5.500 was serving as an effective maritime spokesperson (5.202).

Figure 8: CNC&S Educational and Professional Outcome Items

ITEM	N	MEAN
Comprehending national military capabilities, command structure, and strategic guidance	178	6.225
Employing critical thought with operational perspectives	179	6.196
Preparing for operational leadership challenges	179	5.894
Comprehending and analyzing joint and multinational forces at the operational level of war	178	5.893
Applying operational art to maritime, joint, interagency, and multinational warfighting	178	5.854
Understanding of joint doctrine and concepts	178	5.854
Comprehending the dimensions of joint operational leadership	179	5.827
Understanding the joint planning and execution process	179	5.709
Understanding joint command and control	179	5.676
Using the Joint/Navy planning process	179	5.542
Serving as a maritime spokesman	*179*	*5.202*

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?*

CNC&S respondents rated five of the six items pertaining to Leadership Development with an average score above 5.500. Comprehension of critical thinking and decision-making skills needed to anticipate and recognize change, lead transitions, and anticipate/adapt to surprise and uncertainty was rated the highest (6.006); followed by the ability to understand the ethical dimensions of operational leadership and the challenges that it may present when considering the values of the Profession of Arms (5.919; Figure 9). Only one item fell below 5.500: the ability to analyze the application of mission command in a JIIM environment (5.407).

**Figure 9: CNC&S Leadership Development Outcome Items**

ITEM	N	MEAN
Your comprehension of critical thinking and decision-making skills needed to anticipate and recognize change, lead transitions, and anticipate/adapt to surprise and uncertainty	173	6.006
Your ability to understand the ethical dimensions of operational leadership and the challenges that it may present when considering the values of the Profession of Arms	172	5.919
Your ability to communicate with clarity and precision	173	5.902
Your ability to analyze the importance of adaptation and innovation in military planning and operations	173	5.832
Your ability to comprehend the role of the Profession of Arms in the contemporary environment	173	5.757
Your ability to analyze the application of mission command in a JIIM environment.	*173*	*5.407*

Note: Items are rated on a 7-point scale, where "7" represents a more favorable score. Question: *To what degree did you CNC&S education enhance the following abilities?*

CNC&S alumni were asked specifically about the helpfulness of the Myers Briggs Type Indicator (MBTI) during their orientation. CNC&S alumni provided an average MBTI rating of 4.869. As shown in Figure 10, graduates from 2013 rate the helpfulness of this exercise higher than alumni from 2011 or 2017.

Figure 10: Helpfulness of Myers Briggs Type Indicator at Orientation
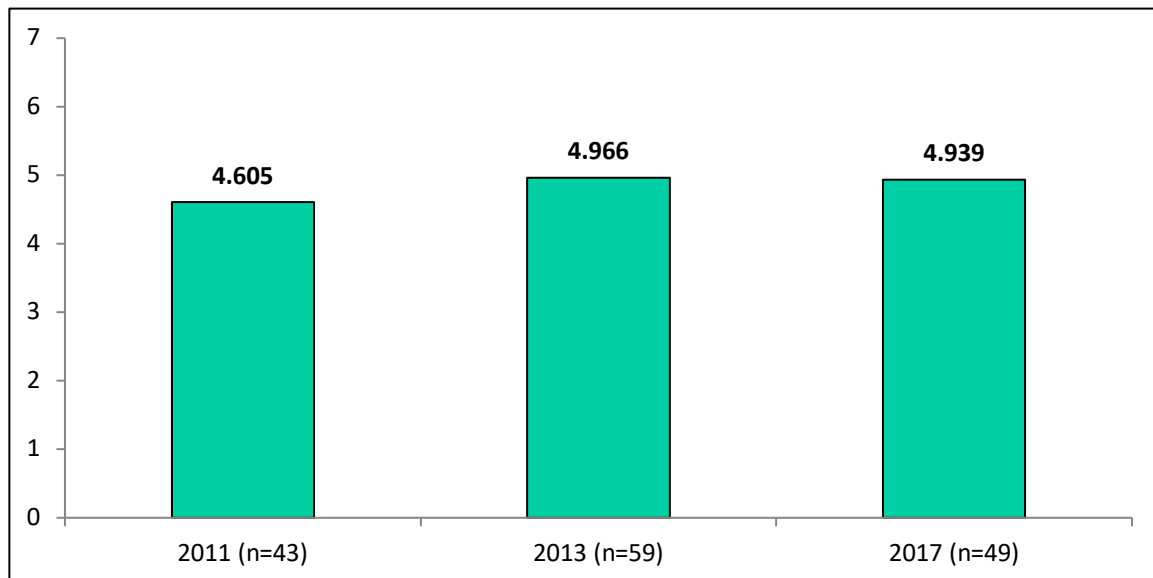
Note: Items are rated on a 7-point scale, where "7" represents a more favorable score. Question only shown to CNC&S alumni.

As shown below, 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. Across all CNC&S alumni respondents, 53% 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

	2011 (N=43)	2013 (N=59)	2017 (N=49)
Yes, returned to MBTI	49%	56%	49%
No, have not returned to MBTI	51%	44%	51%

CNW Respondents – Educational and Leadership Outcomes

CNW respondents rated eight of the 11 Educational and Professional Outcomes above the 5.500 threshold. The ability to apply strategically-minded critical thinking received the highest score (6.191). Also topping 6.000 was the evaluation of strategic leadership and the Profession of Arms (6.044; Figure 12). The three items falling below the 5.500 threshold for improvement all include a joint element.

Figure 12: CNW Educational and Professional Outcome Items

Item	N	Mean
Application of strategically-minded critical thinking	136	6.191
Evaluation of strategic leadership and the Profession of Arms	136	6.044
Ability to excel in positions of strategic leadership	136	5.949
Formulating and executing strategy and US policy	136	5.846
Ability to formulate, analyze, and execute national strategies	135	5.667
Evaluation of opportunities and challenges of command, control, and coordination	136	5.581
Skill in joint warfighting, theater strategy, and campaign planning	136	5.522
Skill in evaluating joint warfare, theater strategy, and campaigning for traditional and irregular warfare in a joint, interagency, intergovernmental, and multinational environment	136	5.515
Skill in aligning and maximizing capabilities across joint force components, services, agencies, and international forces	136	5.493
Ability to lead staff elements in both design and joint operations planning processes	136	5.360
Ability to analyze national and joint planning systems and processes for the integration of JIIM capabilities	136	5.051

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?*

The ability to evaluate critical strategic thinking, decision-making, and communication by strategic leaders had the highest CNW leadership development rating with an average score of 6.100. This was followed by the ability to evaluate historical and contemporary applications of the elements of mission command by strategic-level leaders in pursuit of national objectives (5.946; Figure 13). All seven CNW leadership development items received a rating of above 5.500.

Figure 13: CNW Leadership Development Outcome Items

Item	N	Mean
Your ability to evaluate critical strategic thinking, decision-making, and communication by strategic leaders	130	6.100
Your ability to evaluate historical and contemporary applications of the elements of mission command by strategic-level leaders in pursuit of national objectives	130	5.946

Item	N	Mean
Your ability to evaluate how strategic leaders communicate a vision; challenge assumptions; and anticipate, plan, implement, and lead strategic change in complex joint or combined organizations	131	5.824
Your ability to evaluate how strategic leaders foster responsibility, accountability, selflessness, and trust in complex joint or combined organizations	131	5.809
Your ability to evaluate how strategic leaders develop innovative organizations capable of operating in dynamic, complex, and uncertain environments; anticipate change; and respond to surprise and uncertainty	131	5.748
Your ability to evaluate the skills, character attributes, and behaviors needed to lead in a dynamic, joint, interagency, intergovernmental, and multinational strategic environment	131	5.718
Your ability to evaluate to evaluate how strategic leaders establish and sustain an ethical climate among joint and combined forces, and develop/preserve public trust with their domestic citizenry	131	5.641

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 the following abilities?*

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.

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 benefited greatly from the Self-Awareness for Leaders elective and it continues to be one of the more useful courses that I took away. More elements on that elective should be incorporated into the main course. – 2017 CNC&S Alumnus*

- *I have been thinking lately that the concept of "Profession of Arms" articulated at NWC is out of step with how the civilian leadership views the use and purpose of the military. I realize that this was part of the ethics discussion, but there is room for expansion to articulate the civil military divide. – 2013 CNC&S Alumnus*

- *Way too much focus on leadership from folks with no combat experience. Admiral Stavridis is great and all but warfighters don't look to leaders with no combat experience. Army, USMC, and Naval Aviators have been engaged in combat for almost 20 years continuously so more emphasis on combat leadership would be wise. – 2011 CNW Alumnus*

- *The most ethics discussions I participated in were in "Foundations of Moral Obligation" as an elective. Would be beneficial to have more ethics discussion in the core curriculum. Several of the case studies in JMO or leadership provide the opportunity for those discussions, but they were rarely pursued. – 2017 CNW Alumnus*

- *We need a serious look at large-group psychology, as well as the dynamics of cross-functional teams. – 2013 CNW Alumnus*

- *Not enough emphasis on accounting for junior enlisted capabilities and vulnerabilities, when developing COA's. – 2011 CNC&S Alumnus*

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

- *The skills I learned in thinking critically while reading and listening to oral debate have helped me tremendously. The ability to clearly and effectively communicate through writing has also served me well. Thinking critically and communicating clearly are two skills that I believe serve anyone well not only professionally by personally as well. I have not served in the joint environment since graduating but have returned to the aviation squadron level in the world of test and evaluation. I have had [to] justify several requests for critical items via writing point papers. The skills I learned at the NWC in formulating arguments and justifying them has helped greatly. –2017 CNC&S Alumnus*

- *The study and analysis of Strategic Leaders was beneficial. Examining a cross section of military, political and business leaders proved effective in the framing of what makes strategic leaders effective and what doesn't. – 2013 CNW Alumnus*

- *Interacting with civilian faculty who offered us their critical insight and perspective military officers don't often receive. – 2011 CNW Alumnus*

- *Self-reflection for leaders, the Vietnam elective and the Deception elective. These courses challenged me to look inward, find what works and what doesn't work. Vietnam allowed us to laser focus on one conflict and get into the details of what made that war what it was from the troops' perspective all the way up to the president. Deception made a compelling case for why it should be a part of every op plan, and how we can capitalize on the creativity in our ranks. – 2017 CNC&S Alumnus*

- *The service members I interacted with, and experiences gained from them to include the international students. – 2013 CNC&S Alumnus*

- *The ethics portion was of tremendous value. A close second was the ability to build confidence in writing professional academic products. – 2011 CNC&S Alumnus*

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

- *Demand more from students in terms of quality of work. Some students shouldn't be in graduate school. Treat them accordingly. – 2017 CNC&S Alumnus*

- *More emphasis on what character and competence are. I don't remember having much discussion on these during my school year. – 2013 CNC&S Alumnus*

- *Recognize, praise and reward leaders who embody the "character and competence" of extraordinary leadership. Beware not to undermine ethical principles by providing a platform to individuals, while popular among the Services or the media, failed to embody the principles of ethical leadership. – 2011 CNC&S Alumnus*

- *This can be easily accomplished with case studies on failures of character from senior officers throughout the services. At a minimum, links to studies we could review on our own time for further self-development. – 2017 CNC&S Alumnus*

- *As you're doing, case studies and historical readings. Also, it might be helpful to invite real-world guest lecturers who experienced some personal failing - what was the lesson learned? – 2013 CNW Alumnus*

- *Not sure USNWC can do this. Exposure to historical examples can be effective but character development for 20-year officers is difficult. – 2011 CNW Alumnus*

As leaders, are your values the same as the younger generation you lead? In what ways?

- *Yes; while specifics have changed, especially in regards to interaction with technology and use of social media, seeking a higher purpose through military service, a desire to contribute and the commitment to success during crunch time is the same across generations. – 2017 CNC&S Alumnus*

- *Yes. In every way. Hard work, honesty, sacrifice, and courage don't change from generation to generation. – 2013 CNW Alumnus*

- *Yes. Right is always right. Servicemembers of all ranks can usually have an understand of why we serve and what it means to serve honorably – 2011 CNW Alumnus*

- *No; American culture is shifting pathetically left. The younger generations are being raised by said culture. Unfortunately, I would classify the USNWC as a "left" institution and "progressive" does not equal progress. Noble values are eroding weekly in America unfortunately. We lack true leaders. – 2017 CNC&S Alumnus*

- *No; the younger generations seems to now interact with people as much, too much social media that runs lives. The younger do not interact with people as much and therefore do not communicate the same. They expect things to be given just for participating. – 2013 CNC&S Alumnus*

- *No; This generation feels entitled to receive what they perceive to be necessary for success. There is a significant lack of personal initiative and personal responsibility. – 2011 CNC&S Alumnus*

How important is character and moral decision making in your job? Please explain.

- *I think it's quite important for seeing value in people and thinking about their needs as well as how they are useful to a situation. I also think it's important in avoiding the*

appearance of inappropriate influence from others or impropriety. – 2017 CNC&S Alumnus

- *Critical. I am in command and moral decision making impacts the lives of all of my team. – 2013 CNC&S Alumnus*

- *Very, every decision is judged by the team and broader community and shortfalls here are seen as permanent while skill shortfalls can be fixed. – 2011 CNW Alumnus*

- *It is important in any job buy particularly with the military given the life and death decisions we make. I deal with members of Congress on a regular basis and the military is held to a much higher standard of conduct than anyone else in society. We must maintain and preserve the trust they have in us. – 2017 CNW Alumnus*

- *Extremely important. Without either, no one will follow, no one will trust, and irreparable harm could come to others individually, as a group or as a nation. – 2013 CNW Alumnus*

- *Have to stand up for what is right, make tough decisions that may impact others and provide guidance and feedback in a constructive and forthright way. Ethics must be a part of every decision and action... it is a normal part of every day and it is expected. – 2011 CNC&S Alumnus*

HOW DO YOU LEAD IN A DIGITAL WORLD?

- *Understanding the digital medium is important to disseminating policy and messaging. But, leadership requires face time and one on one personal contact to truly make it effective. – 2017 CNC&S Alumnus*

- *I assume that this question refers to information technology and not world defined by ones and zeros. Information technology creates a challenge for leaders in that it can sometimes be difficult to separate fact from fiction. There has always been a Lance Corporal Underground, or Spouses network of rumor and misinformation. All that is new is the form of the network. Character, telling the truth, and keeping everyone informed remains critical. However, just because on has a voice doesn't necessarily mean it deserves a response; e.g. it is unnecessary to respond to an individual standing on a street corner screaming that the world is going to end. – 2013 CNC&S Alumnus*

- *Continue to communicate and be transparent. Fight the tendency to let technology be the substitute for human connection. I trust my closest team to read all my work email and make most decisions as a team and communicate quickly and constantly. It's very easy as a leader to get pulled down into the weeds and it's a constant and conscious effort to stay above it due to so many digital distractions and constant demands on time. – 2011 CNW Alumnus*

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 the following:

Figure 14: Most Valuable Element of USNWC Education/Experience

n=189. Question: *the most valuable element of my USNWC education and experience has been…*

POST-GRADUATION EXPERIENCE

PROMOTIONS

Over seven in ten respondents (71.1%) indicated they were eligible for promotion (n=234). However, a smaller number than eligible answered the follow-up question (183). Among this group, 70.5% said they were selected for promotion (Figure 15, Figure 16).

Figure 15: Eligibility for Promotion
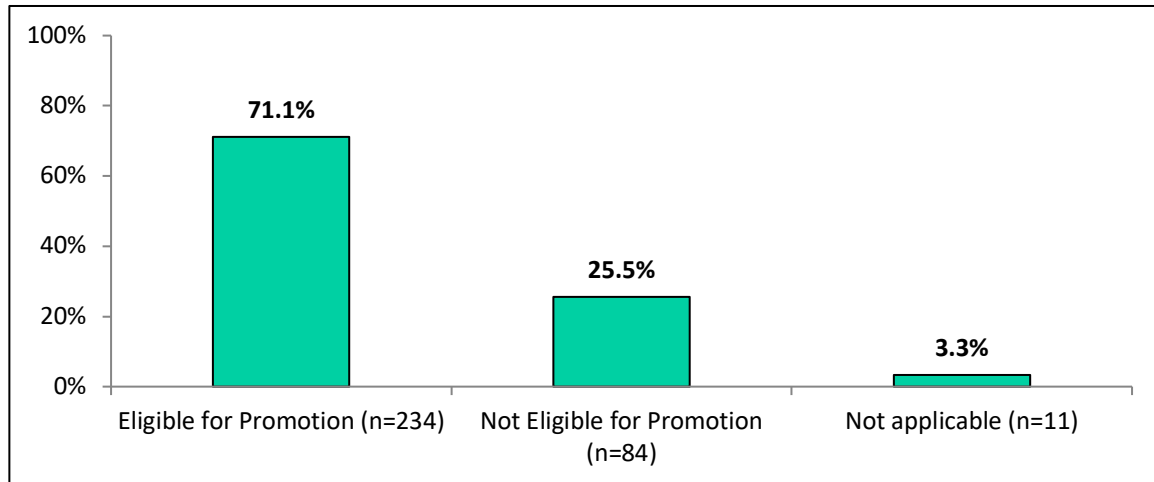
n=329

Figure 16: Selection for Promotion
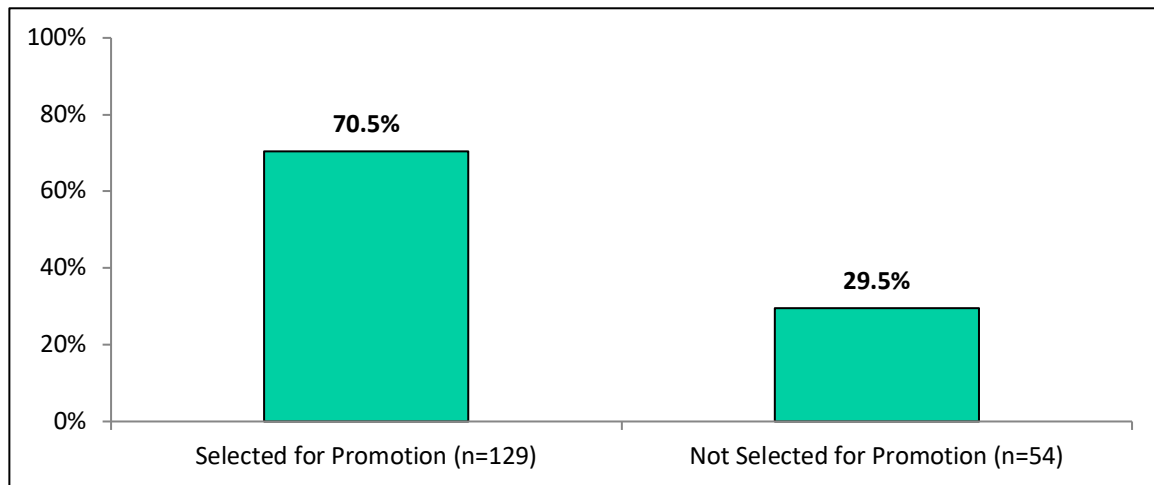
n=183

Note: We will be adding a third option to the follow-up question: Have yet to hear from the promotion board.

COMMAND

Nearly six in ten (58.2%) respondents said they were eligible for command (n=191). However, a smaller number than eligible answered the follow-up question (n=145). Among this group, 70.3% said they were selected for command (Figure 17, Figure 18).

Figure 17: Eligibility for Command
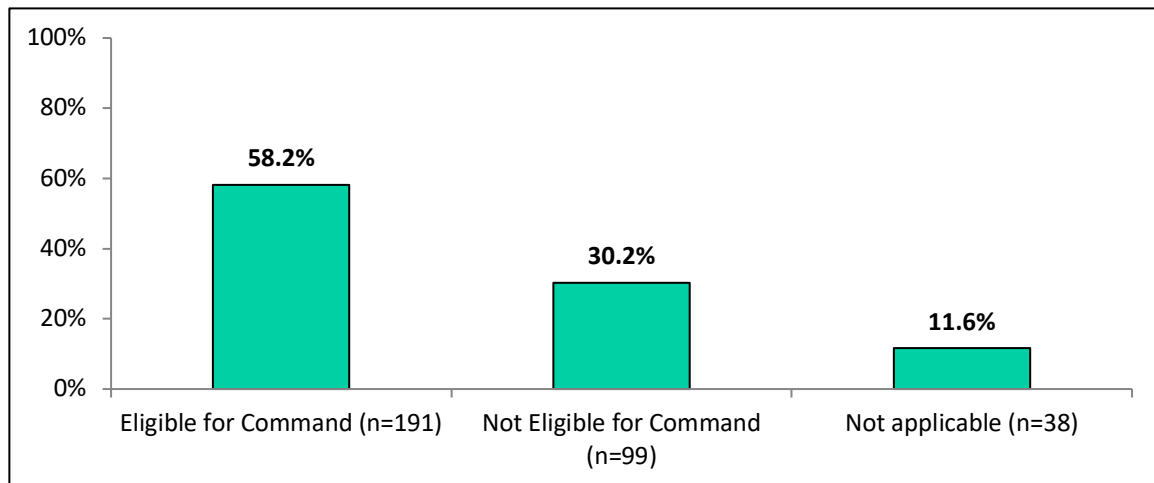

n= 328

Figure 18: Selection for Command
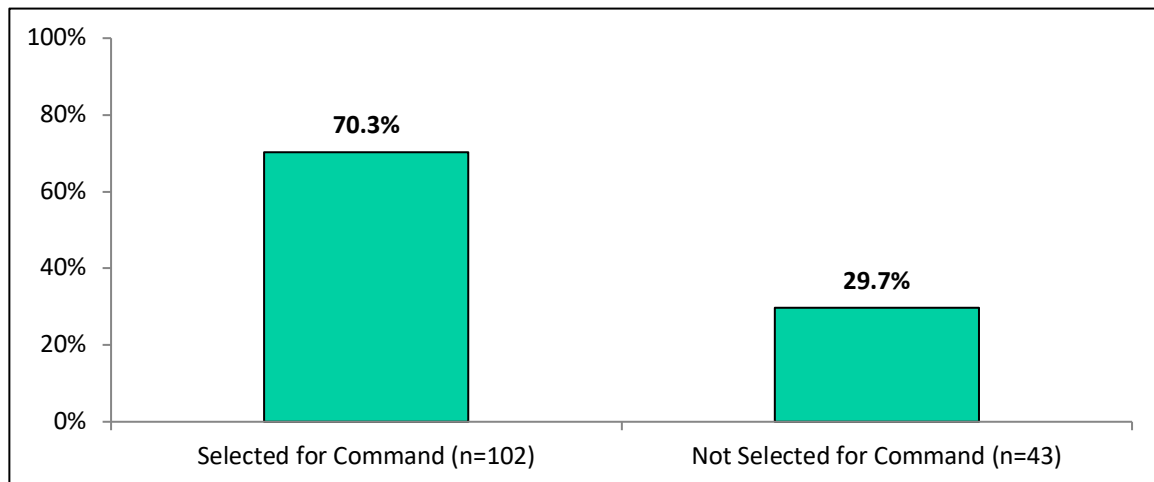
n=145

Note: We will be adding a third option to the follow-up question: Have yet to hear from the command selection board.

NETWORKING

Most USNWC alumni respondents have kept in touch with their American classmates: 82.4% reported contacting or networking with US classmates from their own Service/agency and 70.2% reported contacting or networking with US classmates from other Services/agencies. Importantly, nearly half (48.6%) have "reached-back" to faculty members since graduation. Slightly less than quarter of alumni reported having kept in touch with international classmates (24.0%).

Figure 19: Networking Since Graduation
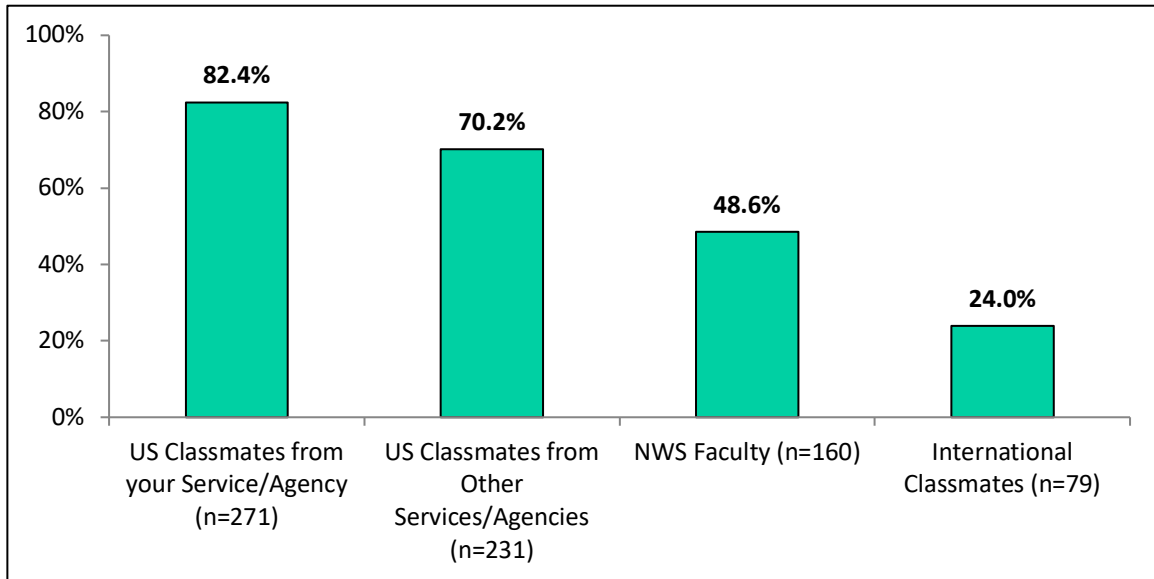
Note: Responses sum to over 100% because respondents could select multiple options. The "Count" column represents respondents who answered, "Yes" to the networking questions.

ALUMNI PROGRAMS

Figures 20-24 detail alumni interest and engagement in a variety of Alumni Programs outreach initiatives. At least half of respondents find college visits and lecture attendance (62%), alumni symposiums (56%), myUSNWC.com (54%), and regional activities (53%) to be appealing opportunities to stay connected (Figure 20).
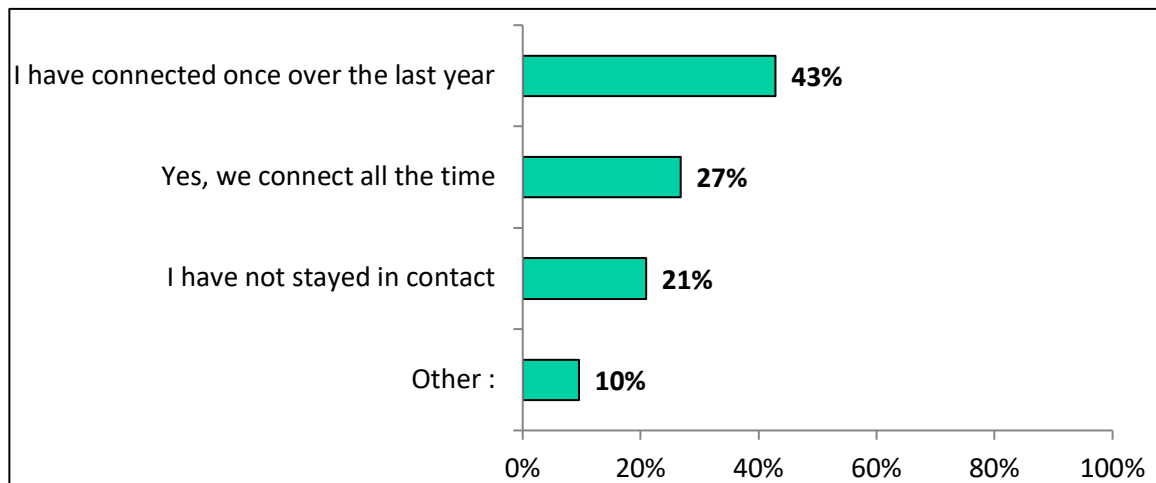
Figure 20: Alumni Programs: Opportunities to Connect
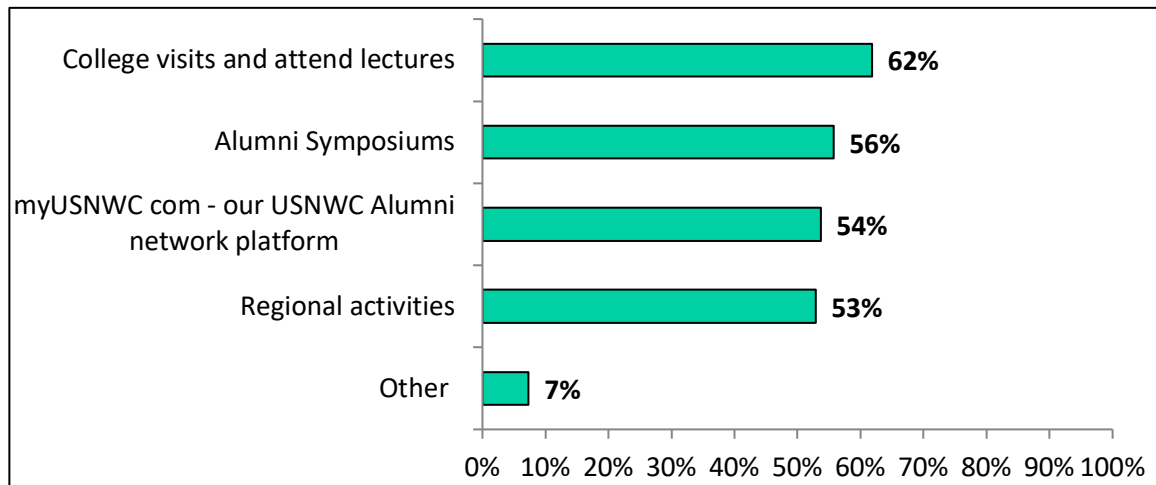
n=277

Most alumni connect at least once a year, although there is a sizeable minority that has not stayed in contact (21%, Figure 21).
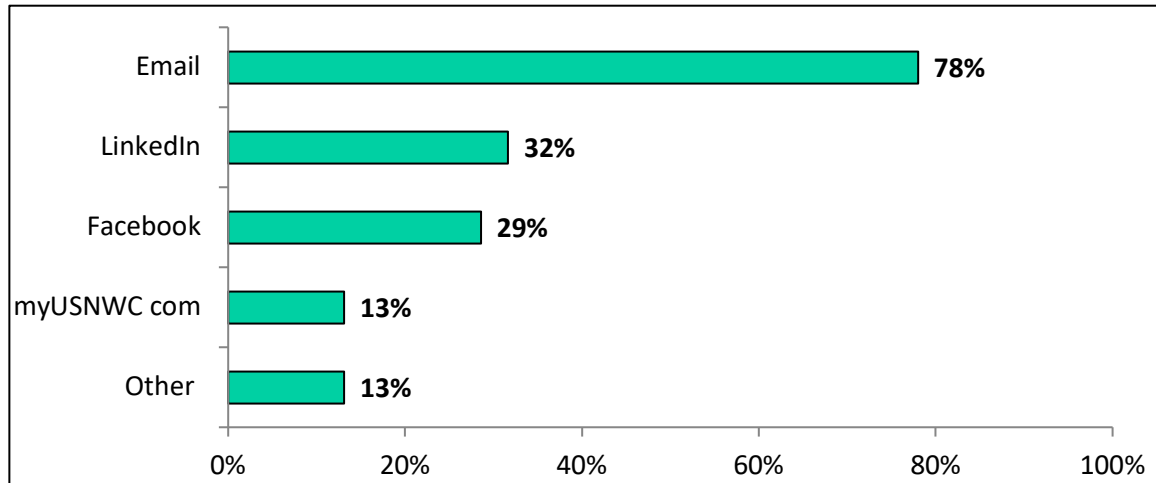
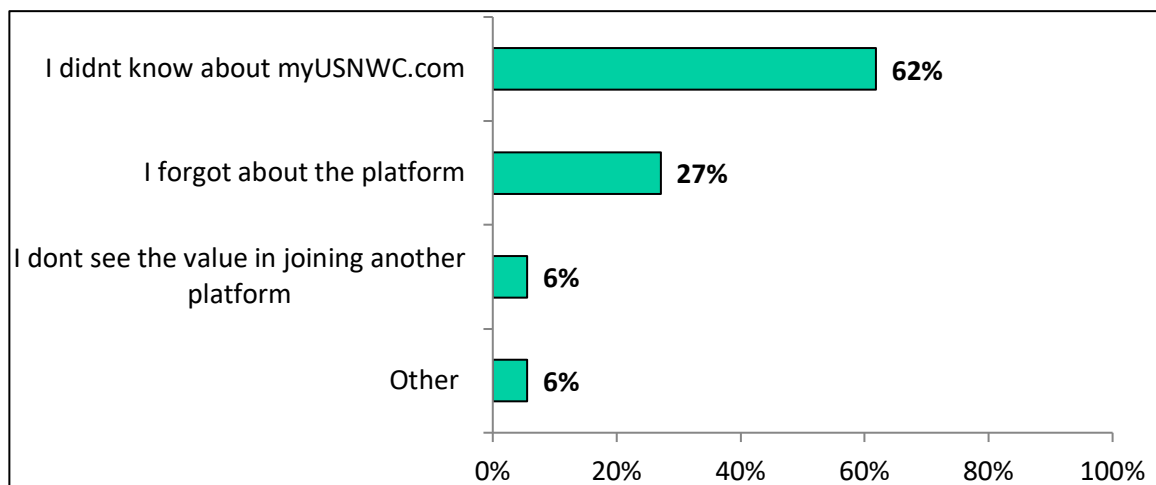**Figure 21: Alumni Programs: Communication Frequency**

n=273

The best mode to communicate is via email (78%; Figure 22). While only 13 percent of alumni indicate they connect through myUSNWC.com; most have not joined because they do not know about it (62%; Figure 23).

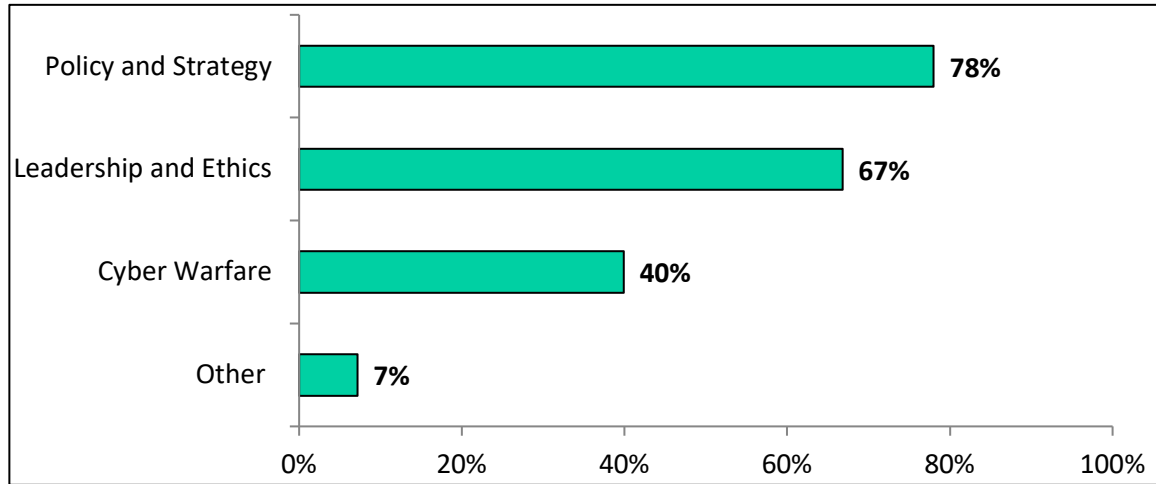**Figure 22: Alumni Programs: Means of Connection**

n=277

Figure 23: Alumni Programs: myUSNWC.com

n=144

When asked about possible podcast products, alumni respondents express significant interest in S&P and L&E topics. A smaller number have interest in a Cyber Warfare podcast (Figure 24).

Figure 24: Alumni Programs: Podcast Interest

n=277

Coming attractions: Alumni Supervisor Report, CNW Alumni Survey Analysis, and CNC&S Alumni Survey Analysis.