ALUMNI SURVEY ANALYSIS: COMBINED (TOPLINE) REPORT

March 2020

This report presents results of the 2019-2020 Alumni Survey. It was prepared by Hanover Research and the USNWC Office of Insitutional 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 2019-2020 the College graduated all 40 November CNC&S and CNW graduates (100%) who started the preceding November; 57 of 58 of the March graduates who started the preceding March (98.3%); and 307 of the 310 June 2020 students who started the preceding August (99.0%). 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 2019-2020 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, as is a Supervisor Analysis.

Alumni results are lagging indicators of institutional and educational effectiveness of the courses/experiences offered, 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 released in the future.

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"). 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 Alumni Survey is conducted annually at one, five and seven-years after graduation. This annual Alumni Survey was administered to the academic year classes of 2012, 2014, and 2018. The online survey was administered from November 26, 2019 to February 18, 2020 by Hanover Research Council. It was sent to a total of 1,348 alumni and obtained 266 responses, for a response rate of 19.7%. Of those, 251 responses were complete (94.4%), while 15 (5.6%) were partial, but still useful, responses.

EXECUTIVE SUMMARY

Overall, alumni are very satisfied with their USNWC experience as demonstrated by the very high 6.506 mean score for overall satisfaction (Figure 5) on the traditional 1-7-point scale. All ratings of program-specific goals surpassed the 5.500 threshold; indicating that the College is meeting the goal of producing critical thinking joint warfighters, enhancing military professionalism, further developing leaders, and preparing students for a joint future.

Importantly, all measures of satisfaction received average ratings above the 6.000 threshold for excellence, indicating that alumni value and appreciate the quality, support, and relevancy of the USNWC experience. The highest rated items were the quality, support, and access to library staff and resources (6.423, Figure 5) and the intellectual challenge of the

NWC education experience (6.415, Figure 5). Other highly rated Educational Outcome items include enhancing alumni's professional development (6.278, Figure 6) and fostering thinking in a more critical way (6.190, Figure 6).

Both CNC&S and CNW alumni give the degree programs high scores: all six items in the CNC&S Educational and Professional Outcomes battery have scores higher than 5.500 and all of the items in the CNW Educational and Professional Outcomes battery have scores higher than 5.500. These strong ratings are also reflecting in graduates' ranking of their program's ability to meet its established educational goals: CNC&S graduates' score was 5.962 while CNW graduates' score exceeded the 6.000 threshold with a ranking of 6.280 (Figure 4).
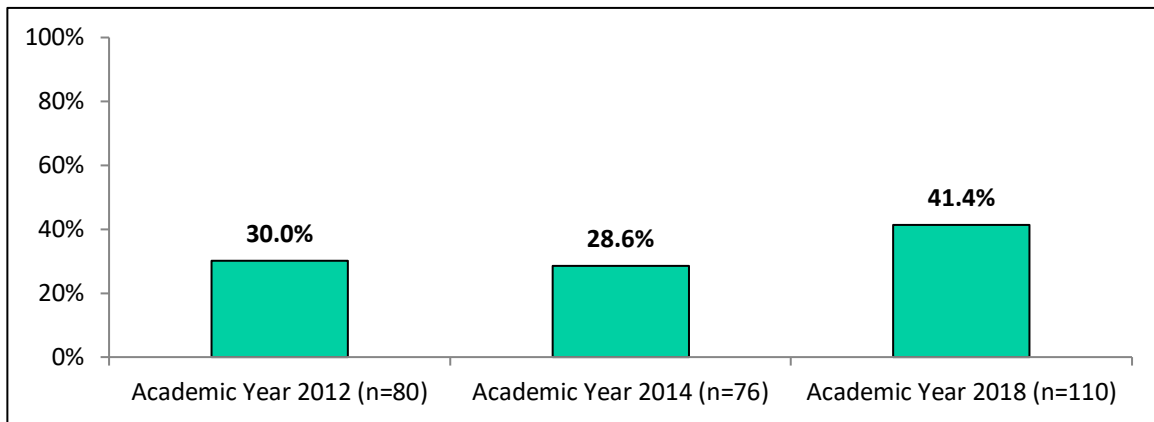
Finally, the majority of graduates who were eligible for promotion or command received those positions. Of the 61.7% of alumni who were eligible for promotion, almost seven out of ten (68.9%) were selected for one. Likewise, of the 53.4% of alumni eligible for command, 69.0% were selected. This underscores the USNWC's ability to produce competent warfighters, ready for additional leadership challenges. Reflecting on the College's leadership development, one alumnus summarized:

Just being immersed with professionals from a different leadership culture very much broadened my view of what makes a good leader.
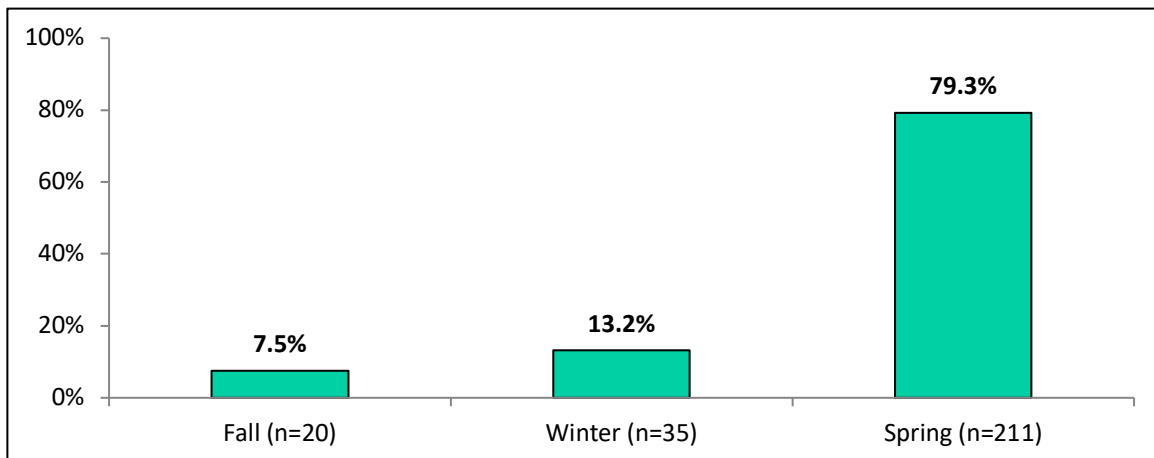
DEMOGRAPHICS

As shown in Figure 1, most responding students graduated in AY 2018 (41.4%), followed by 2012 (30.0%), and 2014 (28.6%). As expected, most alumni graduated in the spring trimester (79.3%). In contrast, graduates from the fall and winter semesters (i.e., the off-cycle cohorts) comprised 7.5% and 13.2% of the sample, respectively (Figure 2). Figure 3 shows that the US Navy is the largest represented Service among alumni respondents (37.2%), followed by the US Army (24.1%) and US Air Force (13.9%).
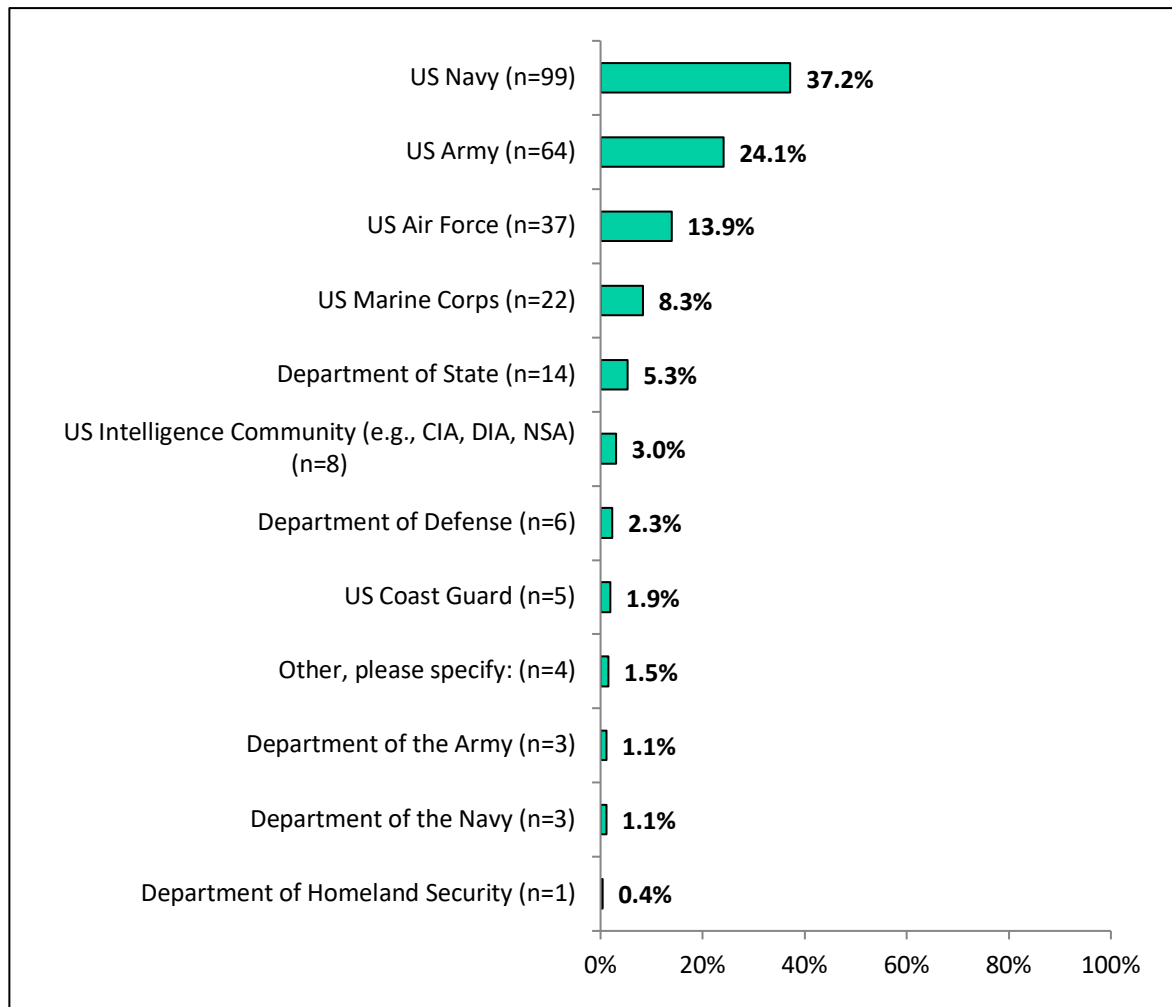
Figure 1: Graduation Year

n=266

Figure 2: Graduation Semester

n=266

Figure 3: Service Area or Department

US Navy (n=99) — 37.2%
US Army (n=64) — 24.1%
US Air Force (n=37) — 13.9%
US Marine Corps (n=22) — 8.3%
Department of State (n=14) — 5.3%
US Intelligence Community (e.g., CIA, DIA, NSA) (n=8) — 3.0%
Department of Defense (n=6) — 2.3%
US Coast Guard (n=5) — 1.9%
Other, please specify: (n=4) — 1.5%
Department of the Army (n=3) — 1.1%
Department of the Navy (n=3) — 1.1%
Department of Homeland Security (n=1) — 0.4%

n=266

PROGRAM EXPERIENCE

ALL RESPONDENTS

As shown below, alumni from both the CNW and CNC&S gave the USNWC high marks on meeting the respective educational goal of the individual program. On the 7-point scale, the CNC&S mean was 5.952, while the CNW mean was a bit higher at 6.280. This represents a slight directional decrease among CNC&S graduates' score from 2018-2019, and a slight directional increase among CNW graduates. However, the consistently high ratings of the College's ability to meet program goals show that the educational experience is on track.

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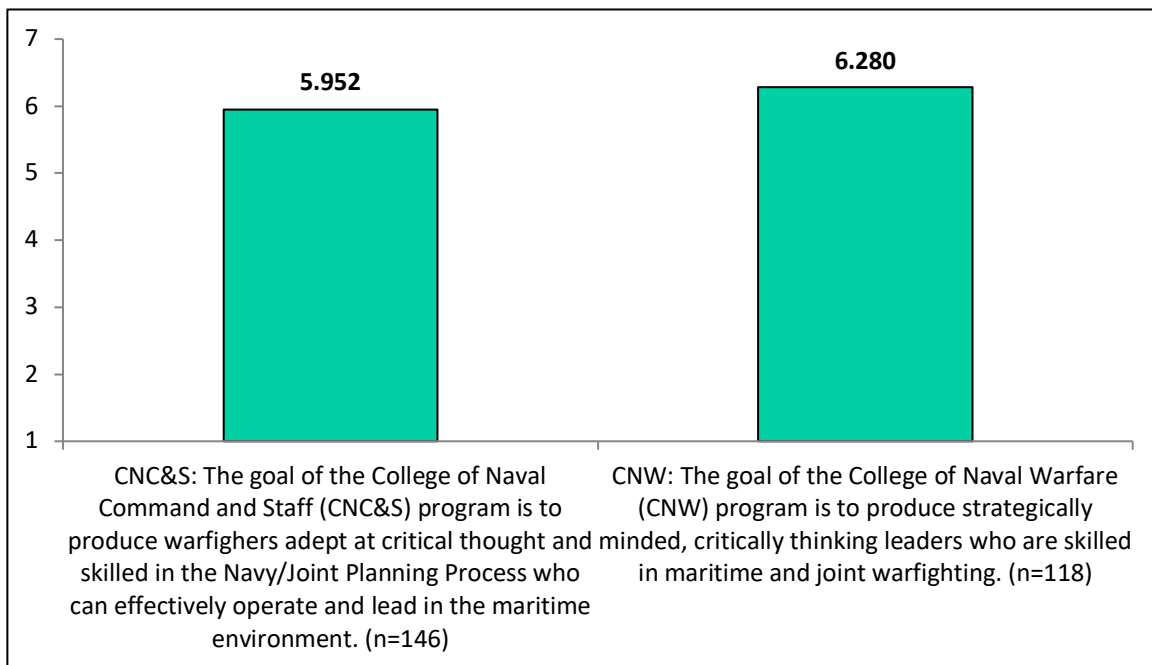
Note: Items are rated on a 7-point scale, where "7" represents a more favorable score. Mean score is represented above.

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 6.249 or above. Overall satisfaction received a mean score of 6.506, while the next highest satisfaction score was the quality*,* support, and access to library staff and resources, followed by the intellectual challenge (6.423 and 6.415, respectively; Figure 5). Overall satisfaction is consistent with last year's ratings. Additionally, respondents have very positive perceptions of the quality of faculty (6.328) and instruction (6.372), support/access to electronic information resources (6.265), and current and relevant curriculum (6.249).

Figure 5: Combined College Educational Satisfaction Items

ITEM	N	MEAN
Overall satisfaction with your NWC experience	**253**	**6.506**
Quality, support, and access to library staff and resources	253	6.423
Intellectual challenge of the NWC educational experience	253	6.415
Overall quality of instruction	253	6.372
Quality of faculty	253	6.328
Quality, support, and access to electronic information resources	253	6.265
Quality, relevancy, and currency of the curriculum	253	6.249

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 four exceed the 6.000 threshold for excellence. Enhancing professional development (6.278), fostering thinking in a more critical way (6.190), ability in written communication (6.095), and critical reading (6.040) were the highest rated items.

Figure 6: Combined Other Educational Outcomes Items

ITEM	N	MEAN
Enhance your professional development	252	6.278
Foster thinking in a more critical way	252	6.190
Enhance your ability to communicate in writing	252	6.095
Foster reading in a more critical fashion	251	6.040
Deepen your understanding of the key attributes- understanding, intent, and trust- of mission command	252	5.869
Develop a habit of mind toward reading	252	5.802
Enhance your commitment to the Profession of Arms	251	5.793
Enhance your ability to communicate verbally	252	5.694

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 the Service and the Nation received an average score above 5.500. Looking at joint acculturation, understanding of the perspectives of other military Services (6.135), and alumni trust and confidence in Service members from other military departments (6.048) received the highest scores (Figure 7).

Figure 7: Value to Service and Nation

ITEM	N	MEAN
Your understanding of the perspectives of other military services	252	6.135
Your trust and confidence in Service members from other US military departments	251	6.048
Your understanding of the maritime environment	252	5.992
Your trust and confidence in Service members from other nations	252	5.817
Your trust and confidence in DOD or US Interagency civilians	252	5.813
Your understanding of other nations, including their cultures and perspectives	252	5.782

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 – EDUCATIONAL AND LEADERSHIP OUTCOMES

Of the six educational and professional outcomes, CNC&S respondents ranked all of them above the 5.500 threshold. Two items scored above a 6.000: demonstrating the ability to think critically and creatively through reasoned argument and professional communication (6.254), and recognizing and applying appropriate decision-making based on the political, organizational, legal, and ethical context (6.014; Figure 8).

Figure 8: CNC&S Educational and Professional Outcome Items

ITEM	N	MEAN
Demonstrate the ability to think critically and creatively through reasoned argument and professional communication	142	6.254
Recognize and apply appropriate decision-making based on the political, organizational, legal, and ethical context	141	6.014
Apply doctrine, theory, history, and strategy to operational decision-making	142	5.923
Comprehend the dimensions of joint operational leadership	142	5.901

| ITEM	N	MEAN
Develop theater strategies across all domains that are informed by the regional security environment, innovation, and the evolving character of war	142	5.754
Demonstrate preparedness as a seapower-minded warfighter capable of enhancing joint military planning in an interagency and international environment	142	5.746

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 College orientation. Across all respondents, CNC&S alumni provided an average MBTI helpfulness rating of 4.629. As shown in Figure 10, graduates from AY 2018 rate the helpfulness of this exercise higher than alumni from 2012 and 2014.

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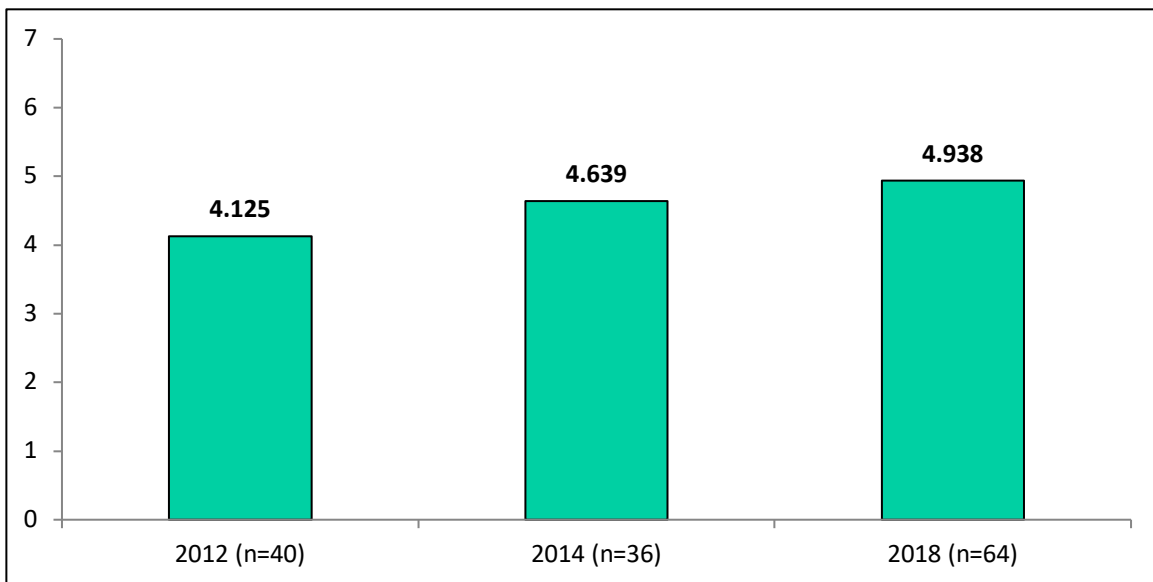
Note: Items are rated on a 7-point scale, where "7" represents a more favorable score. Question only shown to CNC&S alumni.

As shown in Figure 11, 2018 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, 51% 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

	2012 (N=41)	2014 (N=36)	2018 (N=64)
Yes, returned to MBTI	37%	56%	58%
No, have not returned to MBTI	63%	44%	42%

CNW RESPONDENTS – EDUCATIONAL AND LEADERSHIP OUTCOMES

CNW respondents also rated all six of the Educational and Professional Outcomes above the 5.500 threshold. Additionally, four of the six are rated above the 6.000 threshold, with demonstrating the ability to think critically and creatively through reasoned argument and professional communication (6.267), and applying theory, history, and doctrine to strategic leadership and decision-making (6.181), receiving the most positive ratings.

Figure 12: CNW Educational and Professional Outcome Items

ITEM	N	MEAN
Demonstrate the ability to think critically and creatively through reasoned argument and professional communication	116	6.267
Apply theory, history, and doctrine to strategic leadership and decision-making	116	6.181
Recognize and apply appropriate decision-making based on the political, organizational, legal, and ethical context	116	6.164
Evaluation of strategic leadership and the Profession of Arms	115	6.035
Develop national defense strategies across all domains that are informed by the global security environment, innovations, and the evolving character of war	116	5.983
Demonstrate preparedness as a seapower-minded joint-warfighting leader by interpreting and planning in an interagency and international environment	115	5.626

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.

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?

- *As a member of the Profession of Arms, what is a military member to do when national leaders are acting unethically? Where does resignation from service become an appropriate/obligatory course of action in the face of questionable conduct by senior military and/or civilian leaders? This should be a greater focus of discussion and study in the LPA curriculum.– 2018 CNC&S Alumnus*

- *I think expanding S&P and minimizing JMO would be valuable. In the expansion of S&P, I'd recommend increasing the study of campaign planning, operation, and adaptation. – 2012 CNW Alumnus*

- *Leadership cannot be taught through a distance learning/meet once a month method. It needs to be a program that meets often to enable enough continuity and focus. Also, the leadership and ethics program doesn't effectively teach leadership and ethics. It teaches psychology and theory, and I don't think it gets after the right discussion for a truly effective leadership development program. – 2018 CNC&S Alumnus*

- *There was little to NO counter-point presented to some of the major themes (complexity and challenges of AI age, rising China/Russia, lesser extent climate change) presented during the academic year. – 2018 CNW Alumnus*

- *Don't see anything missing from a leadership and ethics profession. However, NWC can do better on giving students a broader perspective on DOS and its role in the interagency. – 2014 CNW Alumnus*

- *I don't believe anything was missing. However, I am not a complete believer in the TSDM semester. With the exception of the group projects, it lacks clarity of purpose. – 2014 CNC&S Alumnus*

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

- *Historical studies. Opened my eyes to all of the invaluable lessons of the past and how they still apply today. I have become an avid reader of military history, since completion of the course–2014 CNC&S Alumnus*

- *I enjoyed the intimate setting, with plenty of opportunity to interact with the world-class faculty. I've reached out to several of my [teachers during] the intervening years to draw on their expertise. They've invariably been helpful and responsive. I hope to be their colleague one day. – 2012 CNC&S Alumnus*

- *I feel like it was the times we were placed into concentrated group efforts to produce a deliverable ... that is when we had to sometimes lead and sometimes lead by being a good and faithful follower. You could see those who only know how to expect cooperation and compliance as compared to those who knew how to inspire innovations and creativity and accept diverse views with confidence. – 2014 CNC&S Alumnus*

- *Just being immersed with professionals from a different leadership culture very much broadened my view of what makes a good leader. – 2014 CNW Alumnus*

- *Improving my knowledge of naval capabilities, concerns, etc., has improved my ability to lead units comprised of services other than Marines. I currently am the CO of an NROTC unit, and am able to use the knowledge I gained at the NWC about the Navy to better educate, inform and inspire our future Naval leaders. I also appreciated the time with family, as it helped me develop better balance in my life (critical to good leaders) – 2014 CNW Alumnus*

- *Thinking about the context of decisions and how our own personal strengths/weaknesses impact and constrain them. – 2018 CNW Alumnus*

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

- *Add a few more "back to the basics" lessons from philosophers. Frame it with common issues of the day, and show how the most senior and prestigious leaders of our day responded. – 2012 CNW Alumnus*

- *Don't attempt to grade "character and competence" development. Focus more on who actually compromises the audience and provide tools for that level of leader. – 2018 CNC&S Alumnus*

- *I don't think this is the role of the USNWC. The MBTI was a good tool and lesson on understanding yourself. Experiences like that give students the opportunity to learn more about themselves, which is the true essence of developing your character and competence as a leader. – 2014 CNC&S Alumnus*

- *I would recommend that every NWC student be required to take one leadership elective and I would offer more of the "leadership" related assessments to help students better understand not only their individual leadership styles but perhaps more important, how to identify the leadership/personality/information processing styles of those they supervise so they can be more effective leaders with greater character and competence. As part of the NSLDC elective concentration, I had the opportunity to take the Foundations of Moral Obligation elective, it was fantastic and helped me think deeply on character, ethical, and competency issues. – 2018 CNW Alumnus*

- *Its hard to build character in a semester. Competence however can be taught by exploring the benefits and costs of various leadership styles and how and when they have been used to work. – 2018 CNC&S Alumnus*

- *More real scenarios about leader failures and the lack of diversity in senior leadership! This plays apart in assessing character and competence to me! – 2012 CNC&S 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," "experience," "time," and "strategic" were often cited. However, terms such as "think", "critical," "joint" "opportunity," "services," "leadership," "NWC," "writing," "officers," and "strategy" also reverberated among alumni. These elements echo both the hard and soft skills Navy graduate education attempts to deliver; although the results seem to privilege the soft skills.

**Figure 14: Most Valuable Element of USNWC Education/Experience**

n=148. Question: *the most valuable element of my USNWC education and experience has been…*
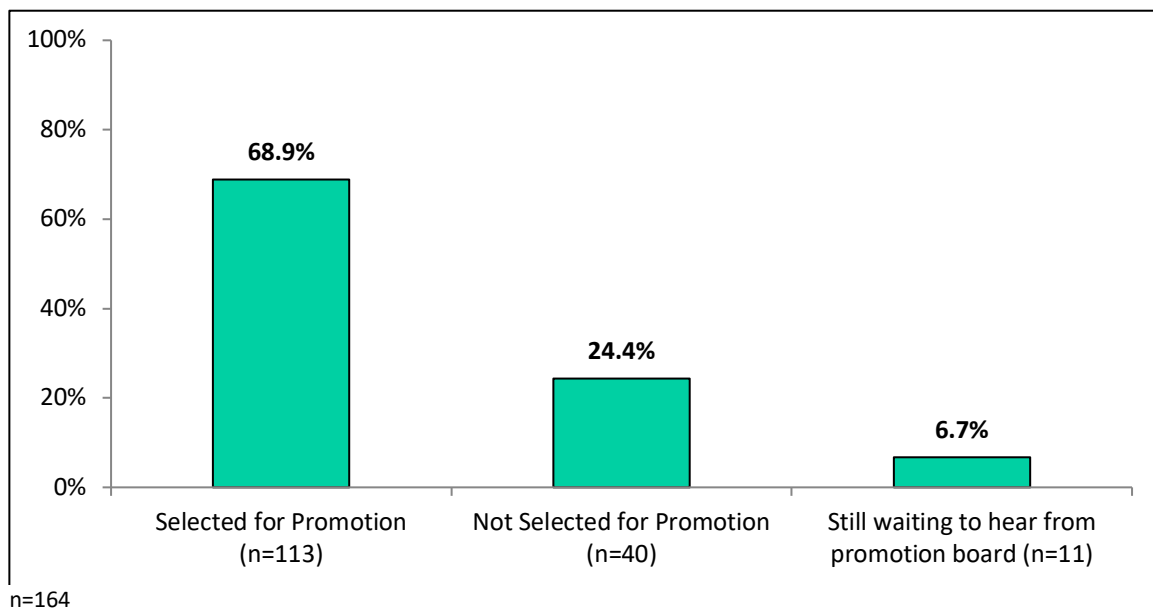
POST-GRADUATION EXPERIENCE

PROMOTIONS

Of the 61.7% (n=164) of USNWC graduates who indicated they were eligible for promotion, 68.9% (n=113) were selected for promotion (Figure 15, Figure 16).
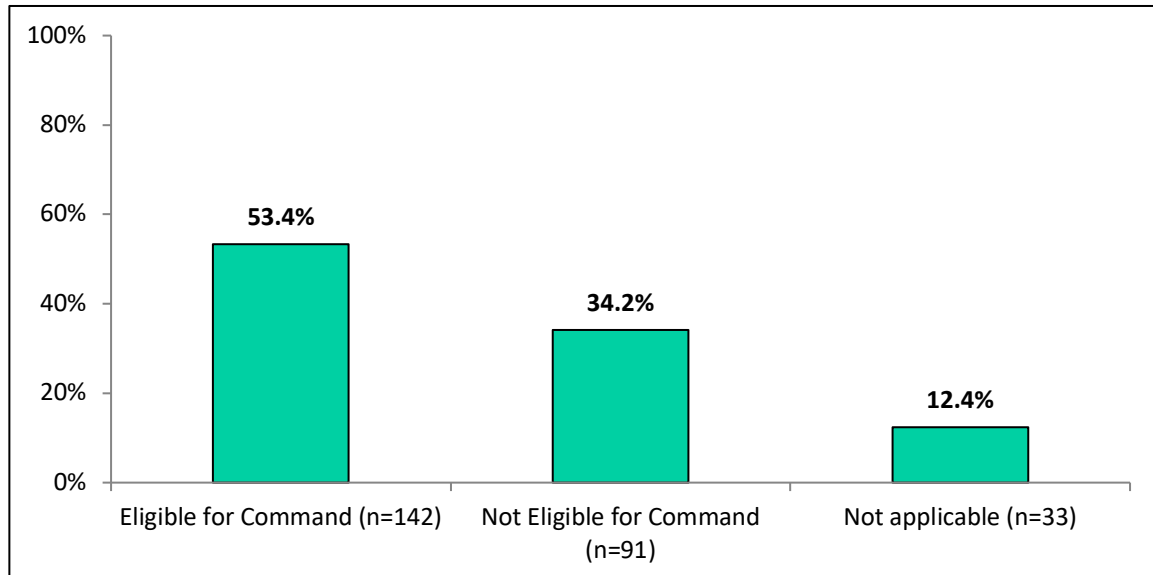
Figure 15: Eligibility for Promotion
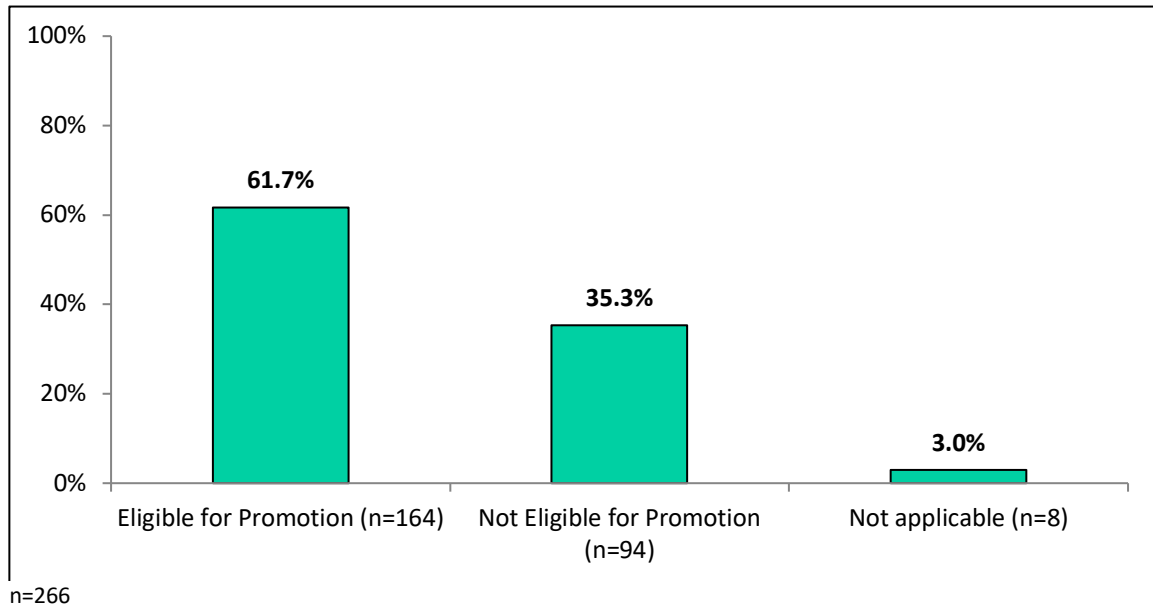
n=266

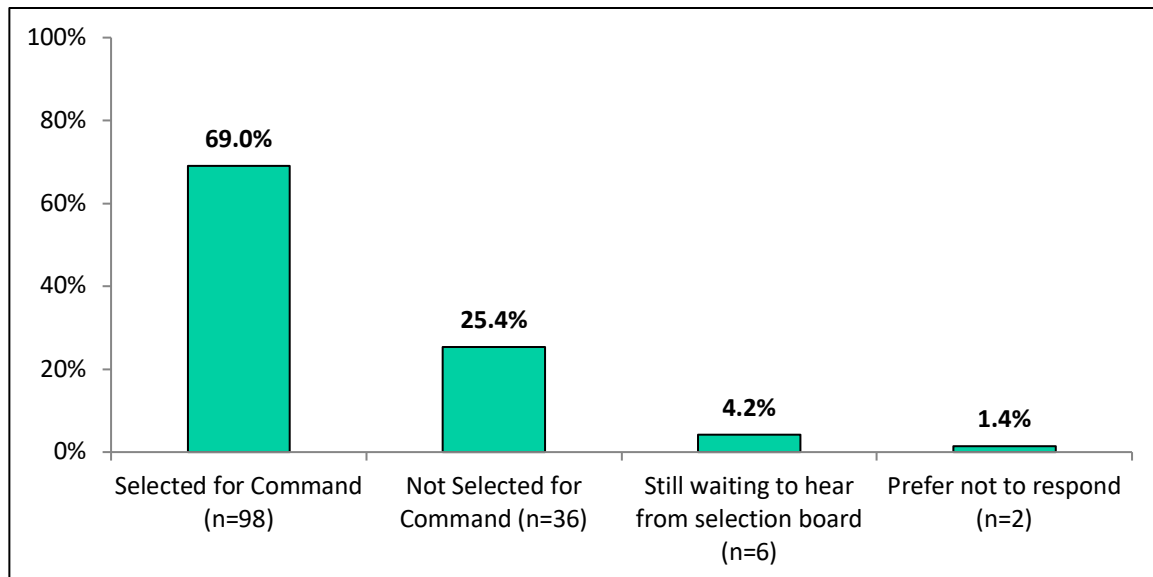**Figure 16: Selection for Promotion**

n=164

COMMAND

Of the 53.4% (n=191) of USNWC graduates who indicated they were eligible for Command, or service/community equivalent, 69.0% (n=98) were selected (Figure 17, Figure 18).

Figure 17: Eligibility for Command

n= 266

Figure 18: Selection for Command

n=142

NETWORKING

Most USNWC alumni respondents have kept in touch with their American classmates: 85.7% reported contacting or networking with US classmates from their own Service/agency and 70.3% reported contacting or networking with US classmates from other Services/agencies. Just over a quarter of alumni reported having kept in touch with international classmates (27.8%).

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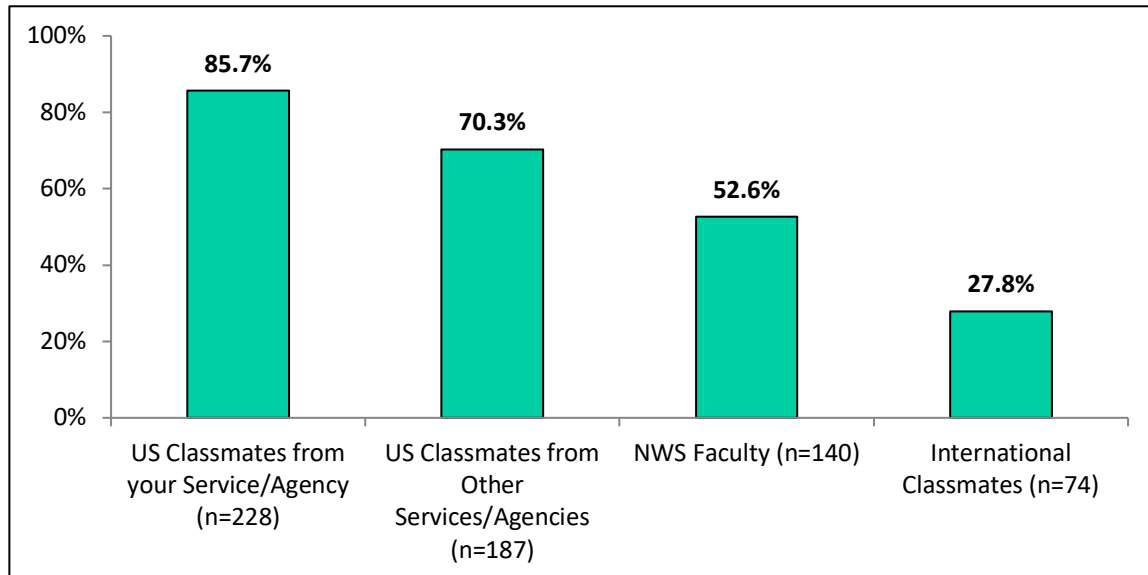
Note: Responses sum to over 100% because respondents could select multiple options. The "Count" column represents respondents who answered, "Yes" to the networking questions.

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 (69%), college visits and lecture attendance (56%), alumni symposiums (55%), and regional activities (52%) to be appealing opportunities to stay connected, as shown in Figure 20.

Figure 20: Alumni Programs: Opportunities to Connect
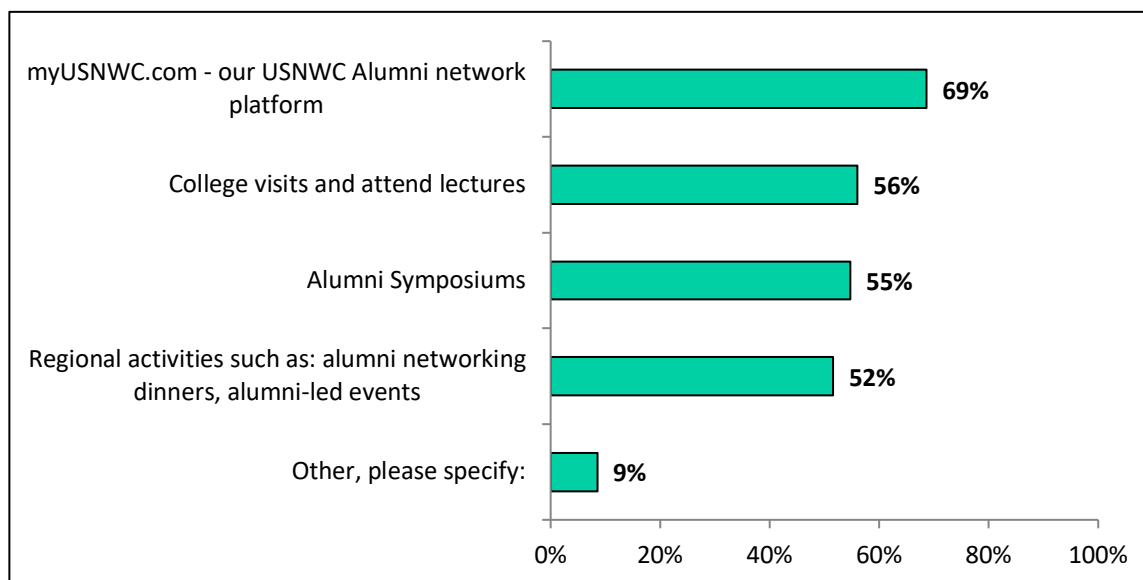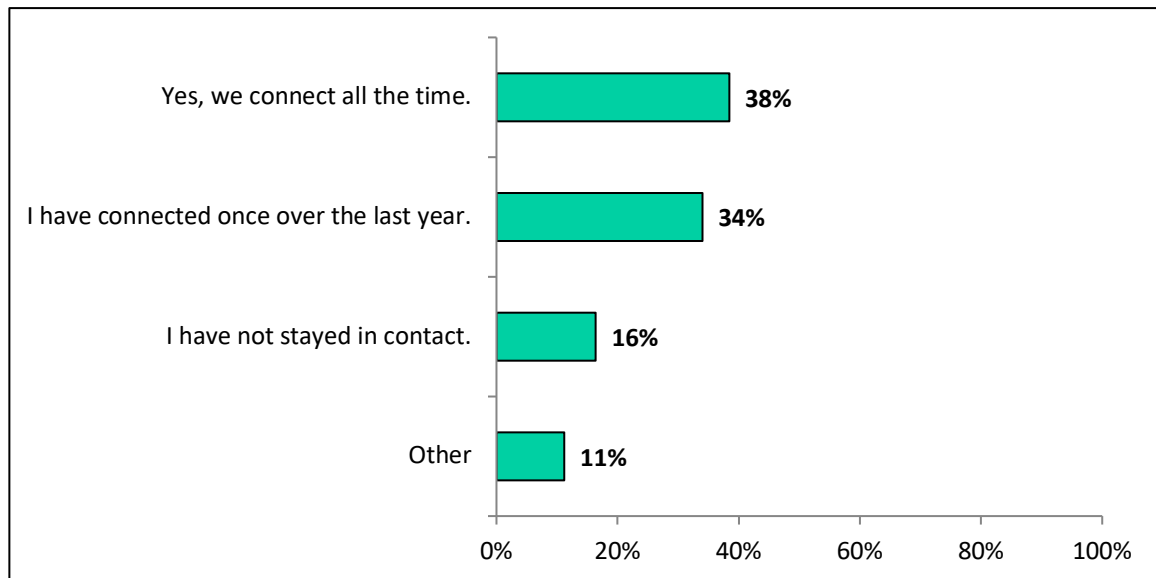

n=223

Most alumni connect either all the time (38%) or once a year (34%), though there is a sizeable minority that has not stayed in contact (16%, Figure 21). The best channel to communicate is via email (66%). While only 14 percent of alumni indicate they connect through myUSNWC.com, most have not joined because they do not know about it (56%, Figure 23).
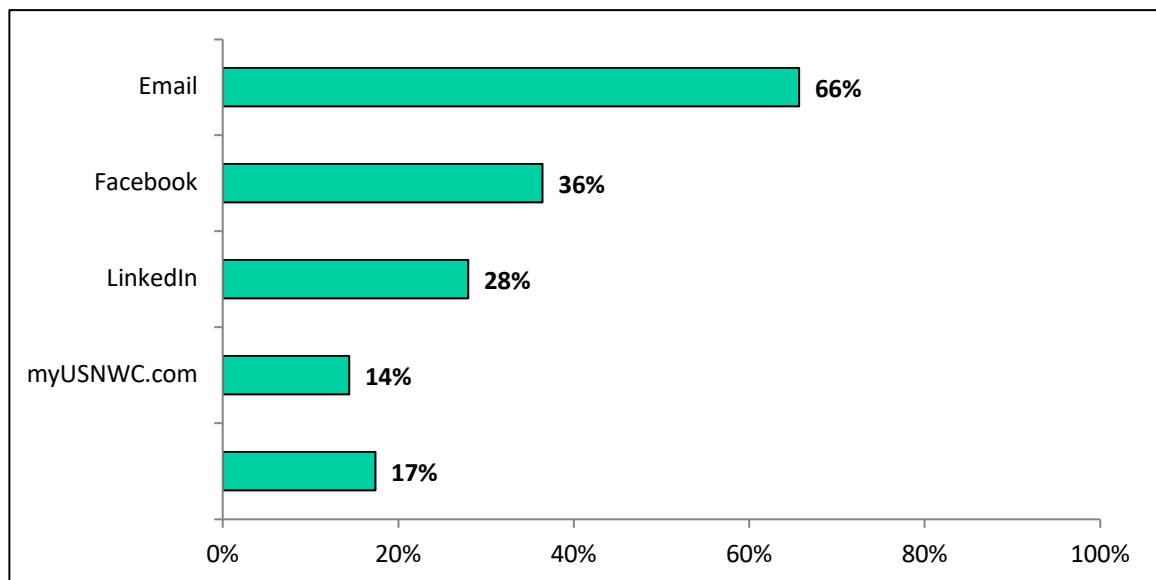
When asked about educational products, more than half of alumni expressed interest in S&P and L&E Podcasts (83% and 64%, respectively), while a smaller percentage have an interest in Cyber Warfare (49%) using this medium (Figure 24). Satisfying this demand signal would support the E4S Strategy of encouraging lifelong learners.

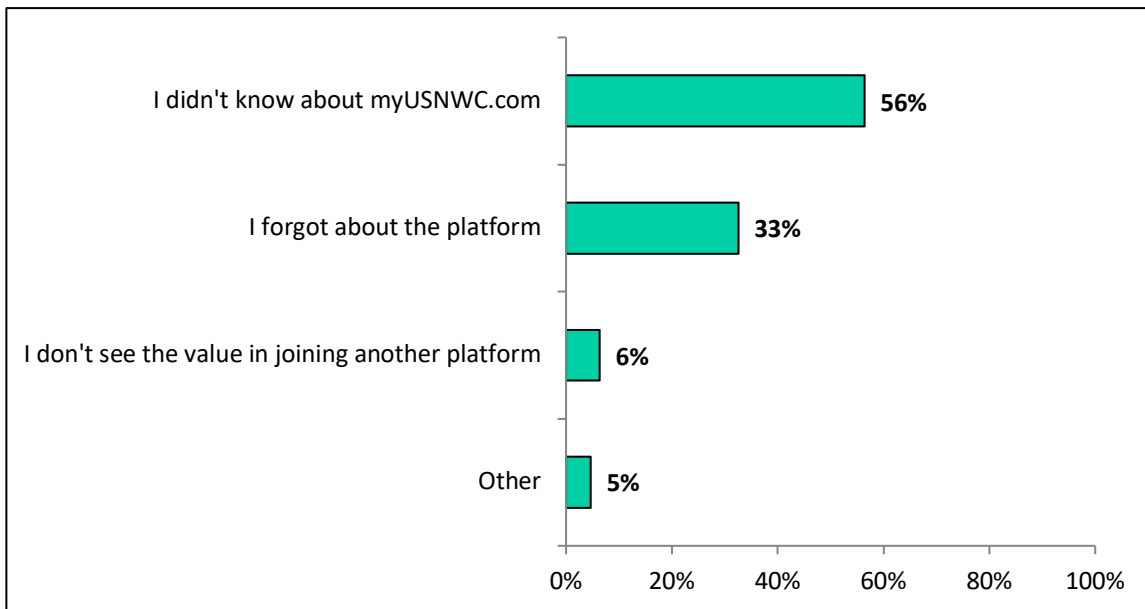**Figure 21: Alumni Programs: Communication Frequency**

Yes, we connect all the time. **38%**

I have connected once over the last year. **34%**

I have not stayed in contact. **16%**

Other **11%**

n=250

Figure 22: Alumni Programs: Means of Connection

Email **66%**

Facebook **36%**

LinkedIn **28%**

myUSNWC.com **14%**

17%

n=236

Figure 23: Alumni Programs: myUSNWC.com

Category	Percentage
I didn't know about myUSNWC.com	56%
I forgot about the platform	33%
I don't see the value in joining another platform	6%
Other	5%

n=172

Figure 24: Alumni Programs: Podcast Interest

Category	Percentage
Policy and Strategy	83%
Leadership and Ethics	64%
Cyber Warfare	49%
Other	9%

n=199