

# **United States Naval War College**

**Self-Study 22 September 2024**



**Submitted to**

**The New England Commission of Higher Education**

Naval War College  
Newport, RI  
22 September 2024

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**Institutional Characteristics Form**

Date 22 September 2024

1. Corporate name of institution: United States Naval War College
2. Date institution was chartered or authorized: 6 October 1884
3. Date institution enrolled first students in degree programs: 8 August 1991
4. Date institution awarded first degrees: 10 June 1992
5. Type of control:

Public

**Private**

State

**Independent, not-for-profit**

City

Religious Group

Other

(Name of Church)

(Specify) \_\_\_\_\_

Proprietary

Other: (Specify) \_\_\_\_\_

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant?

The Department of the Navy; Master of Arts

7. Level of postsecondary offering (check all that apply)

**Less than one year of work**

First professional degree

At least one but less than two years

**Master's and/or work beyond the first professional degree**

Diploma or certificate programs of at least two but less than four years (e.g., Specialist in Education)

Work beyond the master's level but not at the doctoral level

Associate degree granting program of at least two years

A doctor of philosophy or equivalent degree

Four- or five-year baccalaureate degree granting program

Other doctoral programs \_\_\_\_\_

Other (Specify)

8. Type of undergraduate programs (check all that apply)

Occupational training at the crafts/clerical level (certificate or diploma)

Liberal arts and general

Occupational training at the technical or semi-professional level (degree)

Teacher preparatory

Two-year programs designed for full transfer to a baccalaureate degree

Professional

Other \_\_\_\_\_

9. The calendar system at the institution is:

Semester

Quarter

**Trimester**

Other \_\_\_\_\_

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each trimester?

a) Undergraduate \_\_\_\_\_ credit hours

b) **Graduate 10 credit hours**

c) Professional \_\_\_\_\_ credit hours

11. Student population:

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	N/A	409	
Part-time student headcount	N/A	1850	
FTE	N/A		

b) Number of students (headcount) in non-credit, short-term courses: Approximately 1,800 per year.

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
CNW	NECHE	1991	2019	2029
CNC&S	NECHE	1991	2019	2029
GDP	NECHE	1991	2019	2029

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year.

	Full degree	50%-99%	FTE
A. In-state Locations			
Newport, RI	Yes	No	41x.23=12
B. Out-of-state Locations			
Annapolis, MD	Yes	No	74x.23=17
Bangor, WA	Yes	No	16x.23=4
Dahlgren, VA	Yes	No	5x.23=1
Everett, WA	Yes	No	7x.23=2
Great Lakes, IL	Yes	No	17x.23=4
Jacksonville, FL	Yes	No	38x.23=9
Mayport, FL	Yes	No	18x.23=4
Monterrey, CA	Yes	No	1244x.23=286
New Orleans, LA	Yes	No	9x.23=2
Norfolk, VA	Yes	No	77x.23=23
Patuxent River, MD	Yes	No	21x.23=5
Pearl Harbor, HI	Yes	No	32x.23=10
Pensacola, FL	Yes	No	8x.23=2
San Diego, CA	Yes	No	67x.23=15
Whidbey Island, WA	Yes	No	5x.23=1
Washington, D.C.	Yes	No	405x.23=93
Virtual Seminar	Yes	No	57x.23=13

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.” **Do not include study abroad locations.** **NOTE:** While NWC does not offer a distance graduate program at overseas locations, we did have 234 online students enrolled in CNC&S Online from overseas duty stations during Academic Year 2023-2024.

Name of program(s)	Location	Headcount
N/A		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate’s, baccalaureate, master’s, professional, doctoral),

the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
CNC&S Online	Certificate	100	1280x.23=294

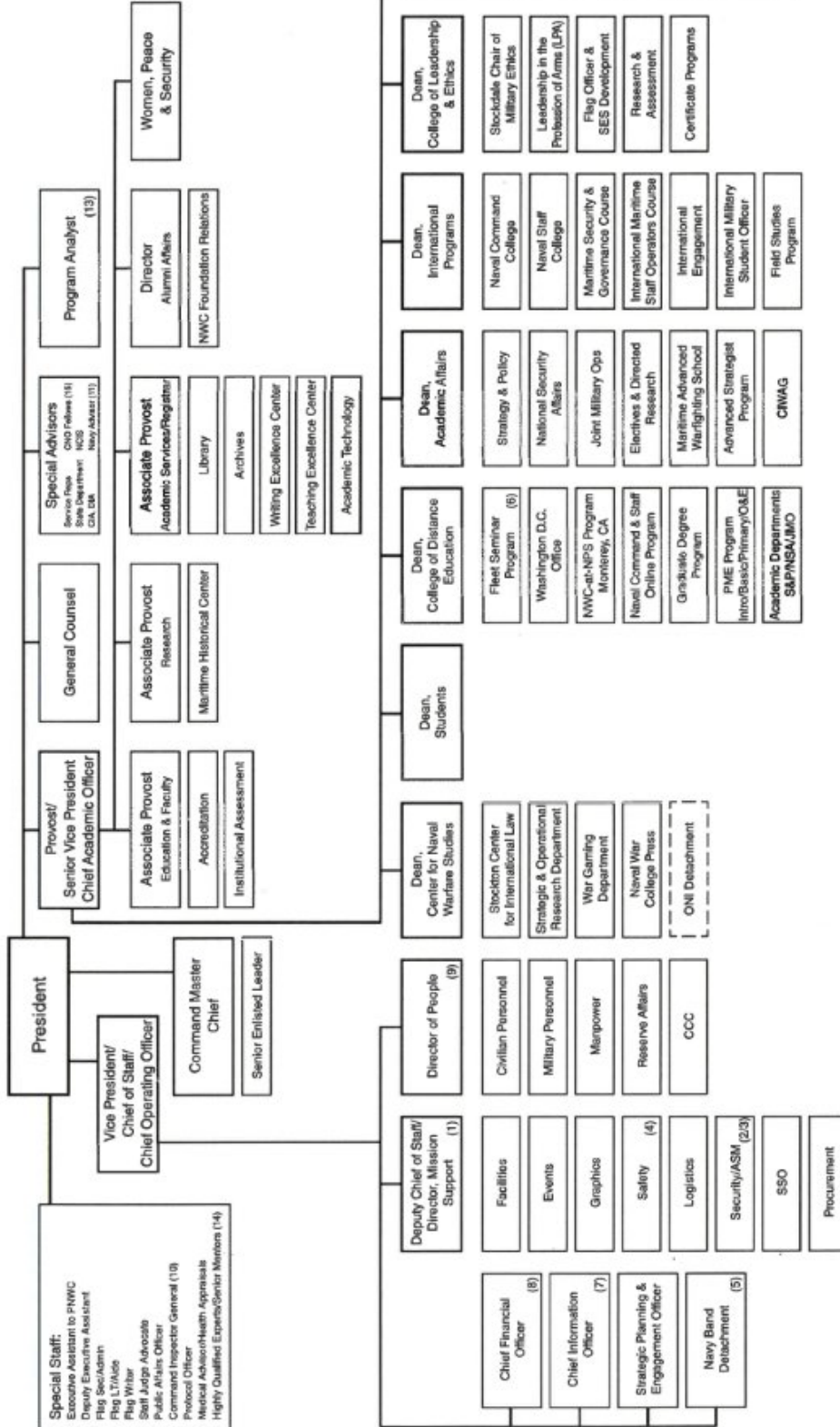
16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
N/A				

17. List by name and title the chief administrative officers of the institution. Rear Admiral Darryl L. Walker, President; Dr. Stephen J. Mariano, Senior VP/Provost/Chief Academic Officer; Captain Peter F. Halvorsen, Vice President/Chief of Staff;

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
- b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
- c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
- d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.



- (1) Dual hat/duties as Deputy COS / Director, Mission Support
- (2) Direct report to PNWC for 10 USC 1701-1734
- (3) Direct report to PNWC for command Activity Security Management concerns
- (4) Direct report to PNWC for command safety concerns
- (5) Administrative support
- (6) Newport-based team with 19 CONUS locations
- (7) Direct report to PNWC for network operations and security
- (8) Direct report to PNWC as CFO
- (9) Via AP for Faculty, via DCOS for GSWG
- (10) Direct report to PNWC
- (11) Navy student advisor role via COS
- (12) NWC EO/EEC point of contact in Washington DC
- (13) Per FY24 NDAA, Diversity, Equity, and Inclusion duties under review.
- (14) ACCO to CNO/W
- (15) ACCO to International Programs

Approved by:   
P.A. Garvin, Rear Admiral, USN

EO/EEC: Ms. Theresa Matthews  
(703) 509-0895  
(571) 72-8579 (12)

REVISED  
JULY 2024

19. The central elements in the history of the institution:

- 1884 NWC created
- 1914 First Non-Resident Course
- 1917-19 Programs suspended during WWI
- 1956 First international students admitted
- 1972 “Turner Revolution” increased academic rigor and radically expanded civilian faculty
- 1989 First Joint Chiefs of Staff certification achieved
- 1991 First residential graduate degrees awarded
- 1999 US Naval War College at Naval Postgraduate School established
- 2001 College of Distance Education awards first graduate degrees
- 2008 Bifurcation of intermediate and senior courses`
- 2017 International Students allowed to earn a Master of Arts Degree
- 2019 Two credit course, *Leadership in the Profession of Arms*, added
- 2024 (Fall) Two credit course, *Perspectives on Modern War*, added

**CHIEF INSTITUTIONAL OFFICERS**

<b>Function or Office</b>	<b>Name</b>	<b>Exact Title</b>	<b>Year of Appointment</b>
Chair Board of Trustees	Sean O’Keefe, Former Secretary of the Navy	Chair, Education for Seapower Advisory Board	2023
President	Darryl L. Walker, RADM, USN	President	2024
Chief Academic Officer	Stephen J. Mariano, PhD	Senior VP/Provost	2022
Chief of Staff	Peter Halverson	VP/Chief Operating Officer	2022
Dean of Academics	Doyle K. Hodges, PhD	Dean	2024
Dean, College of Leadership and Ethics	Jeffrey Macris, PhD	Dean	2024
Dean, International Programs	Thomas E. Mangold, Jr., MPA	Dean	2016
Dean, Center of Naval Warfare Studies	Michael O’Hara CAPT, USN	Interim Dean	2024
Dean, College of Maritime Operational Warfare	Edward B. Cashman, MA	Dean	2022
Dean, College of Distance Education	Sergio Costa, PhD	Dean	2024
Student Affairs Officer	Brian D. Doherty, CAPT USN	Dean of Students	2024
Chief Financial Officer	Jeffrey L. Capuno, MBA	CFO/Comptroller	2020



Command Information Officer	Joseph Pangborn, MA	CIO	2010
Director of Strategic Planning and Engagement	Vacant		
Institutional Research	Edward J. Gillen, EdD	Director of Institutional Effectiveness	2014
Assessment	David Vacchi, PhD Robert Gardner, MA	Co-Chairs Assessment Committee	2023 2023
Naval War College Foundation Liaison	Michael Sherlock, MA	Deputy Dean of Academics	2007
Library	Lori Brostuen, MA	Interim Director	2022
Continuing Education	NA	NA	
Grants/Research	J Ross Dancy, DPhil	Associate Provost for Research	2023
Admissions	Michael Bush, EdD	Registrar	2024
Registrar	Michael Bush, EdD	Registrar	2024
Financial Aid	N/A		
Public Relations	Peter Pagano, LCDR USN	PAO	2023
Alumni Association	Kavinda Arthenayake, MA	Director, Alumni Programs	2023
Climate and Culture Advisor	Adrianna Gonzalez, MA	Program Analyst for Climate and Culture	2023

## **Table of NECHE Actions**

NECHE memorandum dated 3 February 2020 listed three items on which NWC was to focus for the 2024 self-study. In various ways, we have improved in these three areas:

### **Continuing to strengthen the effectiveness of the Board of Advisors in advising the President and advocating for the College to Navy senior leadership**

The Education for Seapower Advisory Board (E4SAB), along with all U.S. government advisory boards, was disbanded in 2020. The three-year hiatus was resolved when the Secretary of the Navy reconstituted the Board in 2023, under the leadership of former Secretary of the Navy Sean O’Keefe. The Board has met four times and is actively advising the Naval War College on five agreed topics: preparing for NECHE accreditation, revising the USNWC strategic plan, renewing emphasis on creating joint warfighters, increasing diversity of the faculty, and re-creating the Strategic Studies Group. In several virtual and in-person meetings, the Board gathered information, conducted interviews with faculty, and reviewed the self-study. In July 2024, they identified 12 issue areas and made 30 recommendations (the electronic reading room contains the composition of the board and their written advice to the E4SAB). The College has already implemented several of their suggestions, and the leadership team is assessing the viability of implementing several more controversial recommendations. Though reestablished, the Board has already experienced turnover and will need another round of appointments. The remaining Board members have remained engaged, however, and continue to be valuable advisors and advocates. The Secretary of the Navy also created the Naval Education Board (NEB), which is comprised of senior leaders across the US Navy and US Marine Corps. The US Naval War College participates in the NEB on an as needed basis and routinely participates in the Naval Education Steering Committee. This information applies to NECHE Standard Three, and further discussion can be found on pages 28 and 32.

### **Assessing the effectiveness of the Flagship Institution Agreement in assuring that the institution has an appropriate level of resources to support its mission**

The Flagship Institution Agreement reference in the 2019 Interim Report has evolved into what the Navy calls the Naval University System (NUS). This burgeoning system includes the Naval Community College (USNCC), the Naval Academy (USNA), the Naval Postgraduate School (NPS), Marine Corps University, and the Naval War College. While the NUS does not formally have President or Chancellor, Mr. Franklin R. Parker, Assistant Secretary of the Navy for Manpower at Reserve Affairs is the Department of the Navy lead for NUS activity. With the encouragement of the Education for Seapower Advisory Board (E4SAB) and the Naval Education Board (NEB), the NUS schools have increased their funding and collaboration across a range of activity including information technology services, human resource policies, and fiscal resource management. An example is an initiative by the Navy Staff to secure a \$16 million contract for licenses for all faculty and academic scholarly and institutional research with a single contract through Qualtrics for data management software. Another initiative is migrating institutions’ student information managements systems to a common Salesforce platform and the school’s Chief Information Officers are collaborating on network security initiatives. Increasingly, NUS schools are providing representatives on each other's search committees, especially for academic administration and senior faculty positions. Additionally, and largely independent of the E4SAB advice to Navy Leadership, the Navy has not only stabilized the

College's budget, but it has also committed to a multi-year funding increase. Though the anticipated increases will not address every Naval War College capability gap, Secretary of the Navy Carlos Del Toro's commitment to the NUS has helped ensure that the College has the appropriate resources necessary to perform the mission. These efforts apply to NECHE Standard Three and Seven, and further discussion can be found on pages 32 and 72-75.

### **Implementing its educational effectiveness plan**

In addition to sustaining end-of-course and end-of-program surveys and assessments aimed at refining the courses, NWC established an Assessment Committee in 2017 and a Curriculum Coordination Council in 2024. While the institutional effectiveness program discussed under Standard Eight reviews the student/alumni-facing efforts to improve courses at the faculty level, the Assessment Committee has led the migration to Outcomes Based Military Education. The Assessment Committee ensures appropriate program-level assessments are in place and are collecting data on the overall effectiveness of graduate programs. During AY 2021-22, the College piloted an end-of-course Crisis Management Exercise to assess student and program outcomes. During AY 2024-25, NWC will collect the first set of program-level assessment data from key assessments in the core courses.

Working with Alumni Programs, NWC's Institutional Effectiveness Office conducts an Annual Alumni Survey for graduates who have been out of school for one, five, and seven years. Key items are captured for overall satisfaction, quality of faculty and instruction, intellectual challenge, and willingness to recommend the program. Promotions, command selection, and suitability of program learning outcomes are also collected. Finally, a supervisor section is included to invite evaluations of NWC graduates from alumni who have supervisor responsibility in the fleet. This applies to NECHE Standard Eight, and further discussion can be found on pages 80-86 – as well as the entire chapter.

NECHE memorandum dated 13 October 2021 gave NWC two additional items on which to focus for the 2024 self-study. In various ways, we have improved in these two areas:

### **Achieving its diversity, equity, and inclusion goals**

NWC has undertaken several efforts to assess its diversity, equity, and inclusion goals. First, the College hired a full time Chief, Inclusion and Diversity Officer and made her a direct report to the NWC President. Second, the College undertook a comprehensive effort to collect data on faculty and staff gender and race over the past 10 years. (See Electronic Reading Room Standard 6 for recent data trends) Third, the College is establishing a Faculty Recruitment and Retention Committee to help increase faculty recruitment of underrepresented populations. The goal of these initiatives is for USNWC to attain Navy-wide averages (for example, the Navy Officer corps is roughly 20% women, but the USNWC faculty is comprised of just 15.1% women) and that eventually, women graduates will develop meaningful plans, policies, and outcomes on par with men. Ten years' worth of data shows generally positive trends in the College's gender diversity profile, largely made through civilian faculty hires, though the last two years have shown a slightly negative trend in female retention. Similarly, underrepresentation of people of color is a deficiency at the College. The reconstituted Board is advising on diversity issues and connecting us to communities from which the College would benefit. These issues are connected

to NECHE Standard Six, Seven, and Nine and further discussion can be found on pages 55, 59, 61, 88, and 90.

**Developing a consistent and transparent method for listing the categories of employees on the institution's website**

The U.S. government limits the ways in which the College talks about personally identifiable information (PII), which constrains the way in which employee information is made available to the public. The most severe restriction concerns contractors, specifically contracted faculty. A complaint levied against the college asserted that contract faculty are not qualified to teach, in that many of them do not possess terminal degrees nor are they listed on the USNWC website. These allegations are misinformed. First, we are prohibited from posting personal information about contractors on the website except in aggregate numbers. Second, per NECHE Standard Six, the institution determines necessary faculty qualifications, and the College continuously assesses faculty need by department and discipline. For the JPME and degree granting programs, faculty are required to have a master's degree and the JPME level of education for which they will be an instructor. While terminal degrees are highly desirable, they are not necessary for contract faculty who completed JPME-I or JPME-II education within the DOD. Civilian faculty teaching in NWC graduate programs typically hold terminal degrees and a special area of expertise. This applies to NECHE Standard Six and Nine, and further discussion can be found on pages 52 and 89-90.

NECHE memorandum dated 22 October 2022 gave NWC one additional item on which to focus for the 2024 self-study. In various ways, we have improved in this area:

**Include evidence that the USNWC is implementing its policies and procedures related to faculty awards in a fair and equitable manner.**

The faculty awards policies at NWC are applied fairly and have been successfully implemented in recent years, though additional explanation of the NWC awards policy is warranted. Faculty are eligible to receive awards in at least two ways. First, deans, department chairs, and supervisors may nominate faculty members for government civilian awards (for example, Navy Meritorious Civilian Service Award). Supervisors may offer "special act" awards any time of year and are usually presented quarterly. Second, faculty members nominate peers for Faculty Excellence Awards in Teaching, Research, and Service. In 2024, NWC created parity between military and civilian faculty awards, so each category is awarded for teaching, research, and service. Winners of these peer-nominated and peer-selected awards are recognized annually, (see electronic reading room (ERR) Faculty Excellence Awards policy and list of previous winners). This fairness is ensured by close consultation between NWC leadership, the Faculty Excellence Awards Committee, and the Faculty Advisory Council regarding the nominations process. Faculty award nomination processes and forms are available on the College's Intranet page and published in the Faculty Handbook. Note: the faculty complainant thought they were deserving of an award in 2022, which violates the College's peer-nomination policy. This assessment applies to NECHE Standard Nine, and further discussion can be found on page 90.

## Introduction

### Self-Study Process

The US Naval War College seeks to improve its effectiveness with the assistance of the Department of Defense (DOD), Department of the Navy (DON), Chairman of the Joint Chiefs of Staff (CJCS), and other stakeholders. The NECHE accreditation process is critical to USNWC improvement as an institution. The goals for this self-study were manifold. First, the report addresses areas from the 2019 five-year Interim Review, and this report demonstrates good progress in all areas. Second, the report identifies and shores up any areas that may have slipped over the last five to ten years. Third, College leadership wanted to involve a significant number of faculty and staff, as well as select students, as a way of assuring the diversity of input and quality of the product. Finally, we wanted to take advantage of the timing of the self-study, which follows closely behind the College's ten-year Navy's Inspector General visit, coincides with the CJCS joint accreditation process for Outcomes Based Military Education (OBME), the implementation of a new core course, and revisions to the USNWC mission statement and strategic plan. All of this comes as a new NWC President charts a path for the College's next five years.

The College adopted a collaborative, multi-phased approach to developing this self-study. First, NECHE-accreditation lead, Dr. David Vacchi, attended the October 2022 Self-Study Workshop and began to learn the process and develop a plan. Shortly afterwards, the Provost, Dr. Stephen Mariano attended NECHE's orientation for new Chief Academic Officers. In February 2023, the self-study committee formed up and started with monthly meetings, to familiarize itself with NECHE standards and develop timelines. Teams began drafting the self-study chapters and followed up by gathering information for the Data First Forms. This approach was critical to getting faculty and staff buy-in for doing the work and assuring the final product would be a good one. In August of 2023, Dr Aaron Perkus from NECHE addressed the entire faculty on the accreditation process, which helped prepare them for the forthcoming work.

In January 2024, the College hosted NECHE President, Dr. Larry Schall and the committee began to accelerate its work. In February 2024, Dr. Vacchi and Dr. Gibbons attended the NECHE Self-study Workshop – II. The team met tight internal deadlines for drafting chapters for all nine Standards and submitted these to college leadership for initial review. The Provost met with representatives from each of the nine standards, and in late April, a draft self-study was submitted to three important stakeholders for comments: NECHE staff, the entire NWC community, and the E4SAB NWC Subcommittee. Based on these three reviews, the committee made additional edits and as of this writing is only awaiting any relevant Navy Inspector General findings. The study was finalized and submitted to the NECHE portal on 22 September 2024.

## Institutional Overview

In 2024, the US Naval War College's 140th year, the institution holds fast to the belief first articulated by its founding President, Rear Admiral Stephen B. Luce, that "*The War College is a place of original research on all questions relating to war and to statesmanship connected with war, or the prevention of war.*" In 1972, Vice Admiral Stansfield Turner added focus and specificity to that vision by charging the College to "*Always keep in mind the product which this country needs is military men [sic] with the capability of solving complex problems and executing their decisions. Scholarship for scholarship's sake is of no importance to us. You must keep your sights set on decision making or problem solving as your objective.*"

Luce and Turner's intentions have come to constitute the College's strategic tradition and provide purpose to the pursuit of excellence in education, research, analysis, and gaming. This strategic tradition is more than rhetoric; it has a practical and abiding influence on everything the college does. As the Navy's primary professional military education (PME) institution, the college provides career-long educational opportunities related to naval service and supports the professional and personal growth of all students. The heart of that system is the college's resident programs, senior- and intermediate-level Joint Professional Military Education (JPME), educating career officers from each of the military services as well as senior-level civilians in the federal service and military counterparts from Allied and Partner nations around the world. More than five hundred resident students arrive at the college each year with considerable experience in the profession of arms or in the national security arena. They have been selected to attend because of their superb performance and have demonstrated potential for greater responsibility.

The intermediate- and senior-level courses at the college, which are accredited for Master of Arts degrees in Defense and Strategic Studies and in National Security and Strategic Studies, respectively, are intended to prepare students for the challenges of operational and/or strategic level leadership over the remainder of their careers. The college's educational programs foster the mental flexibility and discipline required to cope with the intellectual demands of uncertain, contemporary issues and emphasize doing so alongside non-military members of the US national security community as well as those of its Allies and Partners.

The Navy recognizes that not every officer will have the opportunity to attend the resident courses in Newport and consequently, saw the importance of bringing professional military education to military officers where they live and work. On 1 April 1914, the Secretary of the Navy (SECNAV) issued General Order No. 89, which affirmed, "The Naval War College is prepared to conduct extension courses by correspondence for the benefit of officers who are not at present available for attendance at the College." That goal is met today by three nonresident intermediate-level programs that enroll over three thousand officers annually through the College of Distance Education (CDE). Each of these programs, like the resident programs, is accredited by the Chairman, Joint Chiefs of Staff (CJCS) as meeting the statutory and policy requirements for JPME.

This extensive educational outreach is possible because of the superb efforts of the College's staff and faculty. Like most professional schools, the College's faculty is a mix of practitioners and academics. About 24 percent of the faculty members teaching the intermediate- and senior-

level programs on campus are senior military officers. Civilian faculty members are a mix of academics, national security practitioners, and retired military officers. Organized into four multidisciplinary academic departments, the faculty develops and delivers two distinct but universal curricula for the core academic program for intermediate- and senior-level students, respectively. The College employs over 140 faculty members for its five hundred-plus resident graduate students, resulting in a CJCS-mandated student-to-faculty ratio of less than 4:1.

In addition to the graduate programs, the College conducts staff and leader development courses for many student populations of nearly all Navy ranks. These courses were developed in response to the Fleet requests and to help the Navy perform its mission at sea. Further, the JPME programs serve an international student population of nearly 100 officers in residence each year, several of whom meet entrance requirements for the master's degree. A significant number of these international students will become senior leaders in their nations' navies or coast guards, and a robust alumni program has been essential in building, preserving, and strengthening global Alliances and Partnerships.

While professional military education is the principal function of the College, its mission involves applied research with focuses on future force design, support to the Navy's operating fleet, and international outreach related to maritime security. To meet these requirements, the College has over 258 civilian faculty positions, approximately 100 military faculty members, and nearly the same number of adjunct faculty members. The College's true strength lies in the creativity, energy, and intellectual capital of its people. It endeavors, first and foremost, to create an environment for students in which they can continue to excel.

### ***Strategic Assessment and Areas of Concern***

Over the past 10 years since the US Naval War College's last accreditation, the faculty and staff have experienced a significant amount of pedagogical, curricular, policy, financial, organizational, and leadership transitions. This strategic assessment identifies six influential drivers of institutional stress and four specific concerns.

As with most academic institutions, the College underwent pronounced changes due to the COVID-19 pandemic in 2020. Although the College had some experience delivering live, online education, most of its programs were not designed to be executed in a fully remote, synchronous environment. The team adapted well, however, and was able to achieve program objectives. An on-going challenge has been incorporating the right lessons from the COVID experience.

Additionally, significant changes in the international environment affected the curriculum. Primarily, Russia's unlawful, armed attacks in Ukraine, China's dramatic illegal activity in Southeast Asia, and the U.S. Navy's combat operations in the Red Sea have produced a sense of immediacy regarding course content. For the resident, degree-granting programs, two new courses have been created, and the long-standing resident-course electives schedule has been altered. In other parts of the College, new short courses for planners and international partners have also been created. The future challenge will be assessing the effectiveness and sustainability of these changes.

Curricular changes have been accompanied by organizational changes as well. Several units – the archives, the maritime historical center, the alumni office, the library, and the teaching and writing center, have all experienced adjustments in their reporting lines. A recent reassignment initiative that increased the number of associate Provosts has caused some stress on faculty.

A number of policy changes have also been developed and implemented during the past ten years. Chief among them has been the first-ever Naval War College Promotion and Tenure (P&T) policy. First implemented in 2019, the College has revised its P&T policy to address emerging faculty concerns and faculty attitudes are trending positively.

Another noteworthy influence has been the College's inconsistent budget profile. As noted in previous comprehensive and interim evaluations, the College requires a sufficient and predictable budget to execute its mission. Though the last three years have demonstrated a positive trend, the federal budget system, and the Navy's reaction to it, negatively impacts the way the College performs its mission.

Finally, since the last accreditation, College employees have endured substantial and sometimes controversial leadership turnover. In the last ten years, the College has had six presidents and four provosts. NWC has also experienced lengthy gaps in dean and department chair positions, which has meant, in some cases, relying on deputies to serve in multiyear interim capacities. Everyone has served admirably, but the net effect on workforce morale has been unsettling. When combined with socioeconomic factors like inflation and local housing prices, College employees have expressed sharp feelings of uncertainty about their futures.

Specifically, this self-study revealed four areas of concern. First, we continue to strive toward a goal of increasing diversity, particularly across the faculty, but have uncovered structural, procedural, and cultural barriers. In 2023, a full-time Chief, Inclusion and Diversity Officer was hired to help develop short-, medium-, and long-term plans to improve the College's diversity profile but progress has been slow. The faculty and staff have undertaken a multi-year process to collect demographic data over the past ten years, and as the data is disaggregated, the diversity profile is becoming clearer. The faculty is comprised of three main categories - civilians, military, and retired military – each with its own distinctive diversity challenges. The College has little control over the military faculty composition (the Navy and other services assign officers), which eventually impacts the College's retired military faculty demographic. The College has the most control over the civilian faculty but there too, minority candidates are in high demand. Departments recruit from academic fields with national security relevance, for example, military and naval history, international relations, political science, and organizational psychology, and need to expand their recruitment efforts to access more diverse pools of applicants. The College is standing up a Faculty Recruitment and Retention Task Force to more fully explore creative and department-specific recruitment strategies. For example, recruiting at academic conferences that enjoy diverse memberships must be an active part of future efforts. Finally, we have undertaken a thorough review of internal hiring policies that may have contributed to a lack of diversity in some departments.

A second area of concern is the increased number of functions that the College is now performing without a commensurate increase in resources. A recent Office of Personnel



Management (OPM) study and one recent Navy inspection have identified that the College workforce is short between 10%-20% of the necessary personnel. (Note: the human and financial resource paragraphs in Standard 7 provide additional detail). As described above, this challenge is exacerbated by unpredictable world events and contentious domestic politics that impact Congressional approval of a federal budget upon which the College depends. This uncertainty has become an annual feature of the College's planning, programming, budgeting, and execution processes, with several variables outside the College's control.

A third area of concern is the College's aging infrastructure. Several buildings are in poor condition and experienced significant damage; others are not accessibility-compliant or are historic buildings that have special, expensive preservation requirements. The two central academic buildings are scheduled for significant rehabilitation over the next five years, which will likely disrupt academic operations from 2025 through 2030. The College also recently commissioned a study that assessed the feasibility of building a new Future Warfighting Center and Campus Quad, while creating a Newport Naval History and Education Center on Navy property just outside the base entrance. The requirements for these facilities are clear, but the Navy's resources are finite. Working with the Navy and exploring public-private partnerships for portions of these projects will be essential.

A final area of interest is in the transition to Outcomes Based Military Education (OBME) and the impact on curriculum and faculty. The Chairman of the Joint Chiefs of Staff recognizes the challenges associated with this transition and are allowing the us up to eight years to complete the process. The faculty is alert to a new era of program assessments that will complement traditional course grading practices, but successful OBME implementation may require the faculty to develop new assessment skills and to access additional resources. This shift will also require integrating direct assessments of student learning with indirect assessments of program design. This new approach will likely require a culture shift for many faculty members not well-versed in program assessment; faculty appear to be open to this new system if it is efficient and logical.

## Standard One – Mission and Purposes

**Mission and Purposes – Description.** The United States Naval War College (NWC) has a unique mission, “to educate tomorrow’s leaders, inform today’s decision-makers, and engage with allies and partners on all matters of naval power in order to preserve the peace, respond in crisis, and win decisively in war.” The current mission statement is informed by the Secretary of the Navy (SECNAV) and the Chief of Naval Operations (CNO) policy instructions, as well as by the 2023 Naval Education Strategy, which makes the College aligned with the most up-to-date guidance for educating and developing students as future leaders in the military and U.S. government. The new mission speaks to the College’s role as a graduate degree-granting institution and as a leader in Professional Military Education (PME).

The NWC’s top priority is to achieve and maintain the highest standards of academic excellence in preparing students to assume positions of greater responsibility in fulfillment of this mission. The College’s educational scope extends beyond the two graduate degree programs and serves more than 4,000 students each year in non-degree granting programs.

The Naval War College is an integral part of the United States national security enterprise, and its education, training, research, and professional development programs are complementary and intertwined. Appreciating the College’s distinctive and interrelated functions is critical to understanding how and where the graduate degree programs add value for the Navy and Nation.

In addition to the degree-granting programs, the College performs critical functions for the Navy and Nation. The College conducts applied research and wargaming to test and validate operational and strategic plans and concepts. Faculty members lead students through Advanced Research Projects and publish some of the Navy’s most insightful analysis. Another critical function is supporting the Fleet Commanders during an era of strategic competition. The College runs short courses that educate over 1,000 students annually on operational planning and maritime operations. NWC faculty and staff also make enormous contributions to strengthening global maritime partnerships and improve America’s ability to operate in the maritime domain. Finally, the College promotes leadership and ethics throughout the force by providing instruction as part of the master's program and conducting flag officer development courses.

**Mission and Purposes – Appraisal.** Since the NECHE 2014 and 2019 reviews, the Joint Staff and Navy have provided additional tasks and guidance to the College, which is prompting a review of the NWC Strategic Plan. (See Data First Form 1.1). The Navy also provided new policy instruction on “missions, functions, and tasks.” Accordingly, the NWC is revising its functions and tasks to reflect the new guidance. While elements of the previous five mission statements will likely become “functions” or purposes,” College leadership agreed that a single mission statement was needed for clarity of purpose. It is important to focus attention on Chairman of the Joint Chiefs of Staff, Joint Professional Military Education (JPME) requirements while simultaneously pursuing NECHE accreditation standards. The College is evolving its academic model toward what the Joint Staff calls, “Outcomes Based Military Education” (OBME) for all JPME programs; in the case of NWC resident course programs the JPME and Master's Degree requirements are nearly identical (minus electives). Perhaps most critical to understanding this connection is broad use of the phrase *leader development*, which is

inclusive of but goes beyond formal coursework, to include personal and professional development opportunities in concert with graduate degree programs.

With the advent of JPME phase I and II requirements, and the desire to offer accredited graduate degrees, the Naval War College routinely manages professional and academic tensions, between developing joint warfighting leaders and developing strategic thinkers. The institutional assessment, however, is consistently the same: the two goals are not incongruent, and the College must accomplish both.

Another tension, not only within the Navy but across the DOD, pertains to the primacy of residential instruction when compared to non-resident or distance education. The COVID19 experience dramatically showed academic institutions what could be possible in delivery content, even if virtual instruction was not the preferred method. A specified and desired outcome of NWC programs is “joint acculturation”, whereby students increase their familiarization, appreciation of, and ability to work with military members from other services. The institution’s experience is that residential instruction best acculturates service members but the demand for low-resident and non-resident programs cannot be ignored (See Chapter 8 of this self-study for specific taskings to the NUS).

Over the last ten years, the College has assumed more education, research, and engagement responsibility, which increased faculty and funding to perform these core tasks. Unfortunately, the College has not experienced a commensurate growth in its mission support staff, which has been validated in recent reports by the Office of Personnel Management and the Navy Inspector General’s Office. Also, as the mission changed and the College assumed more responsibilities, its authorities, structures, and processes were knocked out of alignment.

By and large, the College is satisfied with the extent to which it fulfills its mission and meets NECHE Standard One elements. There is still work to do, however. First, the Navy is asking the College to explore more options for prospective students to earn credentials or “stackable certificates” in resident, low-resident, and non-resident modalities. Second, the Navy recognizes it has not yet provided adequate educational experiences to the most promising warfighting leaders. The Navy is asking the NUS schools to explore how to enable these prospective students to receive education without derailing them from established promotion timelines or career pathways. A third area to improve is the diversity of faculty expertise, for example, analyzing and incorporating warfighting lessons learned, hiring new Artificial Intelligence experts, and leveraging “big data” in policy making. Finally, the College must develop better metrics for mission accomplishment, beyond student grades, alumni satisfaction surveys and senior leader testimonials.

**Mission and Purposes – Projection.** The College’s purpose has remained steadfast for nearly 140 years and the new mission statement will likely endure. Culture and climate trends should stabilize in the coming years, particularly as the CNO approves a new mission statement and relevant portions of the College mission, function, tasks document. The Navy will likely continue to give the College additional tasks so the College must continually assess the global security environment and provide clear-eyed recommendations to Senior Leadership. Given Russia’s unlawful and aggressive behavior in Eastern Europe and China’s rise a strategic

competitor, the Naval War College must consider what it means to be a “war time war college.” Consequently, historians and other researchers are initiating a study of the War College’s posture during the First and Second World Wars, the Korean War, the Vietnam War, the recent Gulf Wars and the so-called War on Terror; the goal of the research would be to illuminate past practices and examine how the College’s mission might change during a major future conflict.

The recent initiative to realign the College's authorities, responsibilities, policies, and resources, aims to strike a balance between administrative oversight and shared governance with faculty. (See Realignment Memo in ERR). If the new alignment is successful, though dynamic and controversial, the organizational change should settle by the end of AY 2024–25. One leadership goal is to be more responsive to stakeholder “demand signals” for more hybrid educational opportunities and better alignment of courses to obtain officer credentials. Finally, we endeavor to explore ways in which we can shore up some needs on the educational horizon, such as expertise to inform curricula on climate issues, the use of AI and “big data” in the classroom and in the Fleets, and greater capacity for classified instruction that prepares graduates for immediate impact. We expect notable progress on all these areas before the next NECHE five-year interim review.

Demonstrating the College is meeting its educational goals and fulfilling its purpose will be critical to future success. Implementing the newly established governance structures, refining new policies, and moving to OBME will improve educational effectiveness and ensure high quality experiences for faculty, staff, and students. With a unifying mission statement, a clear vision of the institution's future, and a commitment to transparent decision-making, the College will better manage adversity, increase its resilience, and become more effective.

**Standard 1: Mission and Purposes**

**Attach a copy of the current mission statement.**

Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	<a href="chrome-extension://efaidnbmnnnibpcajpcglclefndmkaj/https://dnnlgwick.blob.core.windows.net/portals/0/GlobalContent/OPNAV%20INSTRUCTION%205450.207E.pdf?sv=2017-04-17&amp;sr=b&amp;si=DNNFileManagerPolicy&amp;sig=IqYbaCHpN9OCiIOGa8v5Cjmv3wUV3z8aT270s7wzGOE%3D">chrome-extension://efaidnbmnnnibpcajpcglclefndmkaj/https://dnnlgwick.blob.core.windows.net/portals/0/GlobalContent/OPNAV%20INSTRUCTION%205450.207E.pdf?sv=2017-04-17&amp;sr=b&amp;si=DNNFileManagerPolicy&amp;sig=IqYbaCHpN9OCiIOGa8v5Cjmv3wUV3z8aT270s7wzGOE%3D</a>	18 May 2021
Educate and Develop Leaders. Support Defining the Future Navy and Associated Roles and Missions. Support the Navy During an Era of Great Power Competition. Strengthen Global Maritime Partnerships. Promote Ethical Leadership Across the Force.		
Mission Statement published	Website location	Print Publication
? Strategic Plan	? <a href="https://usnwc.edu/About/Mission-Vision">https://usnwc.edu/About/Mission-Vision</a>	
Faculty Handbook	<a href="https://dnnlgwick.blob.core.windows.net/portals/0/GlobalContent/Faculty%20Handbook/Faculty_Handbook_010421.pdf?sv=2017-04-17&amp;sr=b&amp;si=DNNFileManagerPolicy&amp;sig=xtGp8ibpsbQ664WMIJ2CIO3SxmLr3wfOU6tZVOuy9A%3D">https://dnnlgwick.blob.core.windows.net/portals/0/GlobalContent/Faculty%20Handbook/Faculty_Handbook_010421.pdf?sv=2017-04-17&amp;sr=b&amp;si=DNNFileManagerPolicy&amp;sig=xtGp8ibpsbQ664WMIJ2CIO3SxmLr3wfOU6tZVOuy9A%3D</a>	
Student Handbook	<a href="https://dnnlgwick.blob.core.windows.net/portals/0/GlobalContent/Resident%20Students/Student%20Handbook%202023.pdf?sv=2017-04-17&amp;sr=b&amp;si=DNNFileManagerPolicy&amp;sig=UGlOpXltLxFmV6CBO9d7%2BPtFrZVuqX868C6JiK30BFE%3D">https://dnnlgwick.blob.core.windows.net/portals/0/GlobalContent/Resident%20Students/Student%20Handbook%202023.pdf?sv=2017-04-17&amp;sr=b&amp;si=DNNFileManagerPolicy&amp;sig=UGlOpXltLxFmV6CBO9d7%2BPtFrZVuqX868C6JiK30BFE%3D</a>	
Academic Catalog	<a href="https://usnwc.edu/Academics-and-Programs/Academic-Resources/Academic-Catalog">https://usnwc.edu/Academics-and-Programs/Academic-Resources/Academic-Catalog</a>	
Related statements	Website location	Print Publication
? Vision Statement	? <a href="#">Vision</a>	Strategic Plan
The U.S. Naval War College (NWC) informs today's decision-makers and educates tomorrow's leaders by providing educational experiences and learning opportunities that develop their ability to anticipate and prepare strategically for the future, strengthen the foundations of peace, and create a decisive warfighting advantage.		
	<a href="#">Programs/Academic-</a>	Academic Catalog
Please enter any explanatory notes in the box below		
The Navy operates with OPNAV instructions. Much like military orders, these more rigid frameworks standardize the way the Department of the Navy communicates to subordinate commands. This doesn't translate well to simple transmission on a website. We do influence what appears in the OPNAV instructions and will review our mission and vision statements for clarity and simplicity.		

## Standard Two – Planning and Evaluation

**Description.** Planning and evaluation are integral to the culture of the Naval War College. These efforts include planning and evaluation of the College’s education, research, alumni, and international engagement programs as well as its mission support activities. Most planning and evaluation efforts are conducted by assigned personnel, but external contracts are also leveraged. For example, the College’s Director of Institutional Effectiveness, Dr. Ed Gillen, is the lone person in the office managing a \$125k contract with Hanover Research Council. Additionally, the Office of Personnel Management reviewed the College’s human capital management processes, Brent Glass and Associates conducted a campus revitalization facility study, Saalex/NETSMCO is executing a data needs assessment, and a hiring action for a Strategic Planning and Engagement Analyst is underway. This combined approach to planning and evaluation is effective in supporting academic operations and enhancing institutional effectiveness.

**Planning – Description.** NWC has a variety of planning systems that drive its academic calendars. Key priorities for NWC are identified internally and informed externally by the Chief of Naval Operations (see First Day Letter in ERR) and the Naval Education Strategy (2023). The Officer Professional Military Education Policy (OPMEP; see ERR materials) also provides strategic guidance for the Professional Military Education (PME) of officers in the Armed Forces of the United States.

In addition to the NWC Strategic Plan, the College maintains a master calendar and several related academic, research, engagement and conference calendars. Personnel throughout NWC are given opportunities to review and comment on the annual calendar and draft strategic plans. In 2022, NWC released a strategic plan, *The United States Naval War College Strategic Plan 2022–2027* (see Data First form 1.1). The plan contains a vision, assigned missions and identifies the primary lines of effort that enable achievement of desired outcomes. A Strategic Plan Working Group meets bi-weekly to update objectives and track progress toward goals. The working group updates the President and Provost quarterly. The strategic plan is validated annually by the Education for Seapower Advisory Board (E4SAB) and the Academic Policy Council (APC). A revised strategic plan, based on new guidance from the Navy, was drafted in July 2024 (Data First Form 2.1) and will cover the years 2024–29.

Long-term planning coincides with the federal budgeting system’s five-year planning horizon. As each academic year ends, NWC completes its formal assessments in preparation for the short-, mid-, and long-term planning processes, largely fiscal, facility, and curricular in nature. Resulting data supports a formal self-assessment on the status of the mission objectives and of objectives supporting the strategic plan’s lines of effort. After gauging progress, NWC leadership formulates the requirements and Department of the Navy budget submission for future years in alignment with the College’s plans and priorities.

The institution plans for and responds to financial and other contingencies by continuous assessment of achievement of the lines of effort outlined in the strategic plan and priorities developed internally by the College and informed externally. The Resource Board, comprised of leadership throughout the College, is the primary mechanism to respond to near-term financial contingencies through the review of established priorities and development of courses of action

in the allocation of resources (see Resource Board Charter, unfunded request template, and minutes in ERR). The inability of Congress to pass yearly budgets causes instability in the resource allocation process for the Department of Defense and, in turn, the College. Chronic operation under continuing resolution acts (CRs) results in significant disruption of and/or delay in planning and execution. Additionally, the College's planning process is complicated by a misalignment of academic and fiscal years. For example, in AY 2023–24 the CR dynamic left the College “treading water” for six months. When a budget was approved, so much of the FY was complete that the College had to “tighten our belts”; because expenditures were not according to planned budgets, the result was having to defer \$1M worth of work and hiring actions to FY 2025.

The College's strategic planning system provides direction and priorities for the length of the plan and a means of steady navigation as the College develops the next plan, setting a new course for the coming academic and fiscal years. For example, the recent effort to plan a multi-year renovation of Connolly and Hewitt Halls has involved the facilities management team, the faculty-led classroom committee, and the senior leadership. Though the College does not possess a strategic planning office, the experienced judgement of the faculty, staff, and leadership have permitted the College to crisis plan and react in a superior manner. The relatively smooth transitions to alternative teaching modalities in remote-work and -learning situations during the COVID-19 pandemic, is a great example. The College experienced significant modifications to NWC procedures during the latter half of the 2019–20 and 2020–2021 academic years. The College formed a COVID Working Group and used a disciplined planning approach in transitioning to virtual learning technologies and implementing effective telework practices to continue to carry out its mission safely and effectively.

**Planning – Appraisal.** *The United States Naval War College Strategic Plan 2022–2027* contains the College's guiding vision, missions, values, and specific lines of effort. The actions and resources needed are identified and tracked regularly. For each line of effort in the strategic plan, a committee of faculty and staff members has been assigned to revise objectives. Those draft objectives associated with each line of effort are critically reviewed by the NWC community in a series of facilitated sessions designed to capture feedback. The committees refine and submit prioritized objectives to the Strategic Plan Working Group (SPWG), which recommends a collective prioritization of objectives to the President and Provost for approval. Committees then establish a schedule for completion and periodically report progress to the SPWG. Constituting as they do the framework for managing positive change and keeping pace with the financial planning process, these five-year plans are reviewed and updated annually.

Feedback from command climate surveys as well as anecdotal feedback from faculty and staff indicates the College is generally successful in its planning and evaluation efforts at the department level, but from an institutional perspective it is somewhat federated and not necessarily as transparent or integrated as it could be. For example, faculty, staff, and leadership want a more integrated calendar that shows all education, research, and outreach activities. Additionally, faculty have requested additional transparency in the planning and execution of faculty development funding.

The academic year and the federal government's fiscal year serve as the College's horizon for shorter-term planning. Planning for execution of the next academic year initially begins about

two years in advance, with establishing the dates for graduation and orientation for the Navy's Bureau of Personnel, which selects and assign Navy students to attend the College. Planning begins in earnest with the drafting of the academic calendar, which is generally approved by February. The calendar establishes the number of teaching days for each core academic course, allowing the faculty to design and refine the curricula for specific teaching days. For NWC leadership, financial planning for the next fiscal year begins early in the calendar year with high-level discussions of the upcoming budget. The larger NWC audience is engaged in the May–June timeframe, with draft budgets, projected requirements, and spending plans for the next fiscal year. After a series of iterations, the comptroller submits the recommended requirements and budget to senior leadership, then to the Provost and President for approval, before submitting to the Department of the Navy.

The College reinstated its Resource Board in 2020. This board has proven critical to the development of courses of action and the establishment of feasible priorities, especially when financial shortfalls are foreseen due to instability of resource allocation resulting from budget cuts by DOD or DON. It has also proved effective when the College is forced to operate under a CR instead of a Congressionally approved budget.

The College identified the need for and produced a 15-Year Infrastructure, Modernization, and Maintenance Plan (See ERR Chapter 8 folder). From this plan the College has successfully planned for and secured resources to begin renovation projects for the main academic facilities and provide state-of-the-art faculty offices and classrooms. Construction began with the Mahan Hall renovation in 2022 and will continue through AY 2028–29. Both faculty and staff played an important role in this planning process; input from both resulted in significant changes to the plan. Specifically, input from faculty resulted in Conolly Hall being converted into a single space dedicated to academics, to enhance faculty-to-faculty and faculty-to-student collaboration.

**Evaluation – Description.** The evaluation process assesses the College's achievement of its missions, analyzes the information collected through its assessment programs, and applies insights from these analyses to the planning processes to achieve improved results. The College's institutional assessment process gauges student learning and program effectiveness and gathers employee perspectives on a variety of work-related measures. For example, the Strategic Planning Implementation Group tracks and reports progress on the individual lines of effort. In another effort to assess mission fulfillment, the Annual Command Climate Survey is conducted by a Command Resilience Team (CRT) with 30-plus faculty, staff, administration, and military members. The group administers the DOD designed survey, conducts focus groups on key identified areas, analyzes results, and works throughout the academic year to design solutions in areas requiring attention.

The College practices a two-tiered form of internal evaluation. Academic departments, mission support organizations, and event coordinators are responsible for conducting after action reviews and ascertaining their activities' effectiveness. They do so through a variety of means; these are chiefly quantitative surveys, but they also use formal and informal qualitative feedback. These organizations collect and analyze their own data, use it for improving their operations, and brief the College's executive leadership on the results and their planned actions. Under the auspices of the Director of Institutional Effectiveness, the College also employs several institution-wide methods to collect, then assess, data to gauge the overall effectiveness of its education and co-



curricular programs. This data, collected through formal and informal means, is analyzed and provided to the collective academic leadership and made available on the College's Intranet and accreditation websites. Select student success results are also placed on the NWC website. This mode of evaluation shares responsibility for assessment and improvement throughout the College's community, involving its members in building a culture of assessment and empowering them to develop improvements.

Evaluating student performance is essential in judging how well the College achieves its mission of enhancing its students' professional capabilities to meet the nation's national security challenges as leaders and decision makers. The College is transitioning from a curriculum design-based learning objectives model to an outcomes-based military education (OBME) model focusing on actual student learning and program learning outcomes. Faculty in the core academic departments have developed Course Learning Objectives related to the overall program learning outcomes for both the intermediate-level programs and senior-level programs. Student learning outcomes are measured directly through a combination of graded events (such as papers and examinations) and ungraded events. Two of the four departments culminate their courses with capstone events requiring students, individually and collectively, to apply their knowledge in practical exercises demonstrating learning outcomes to the faculty. The other two departments use an incremental process, a series of essays and a comprehensive examination, to evaluate the progress of students in applying the course's analytical constructs. Elective courses, although graded on a "high pass/pass/fail" basis, also require either examinations or papers. The number of graded events varies by department and changes as the curriculum evolves, but these events consistently include both research papers and comprehensive examinations. Additionally, students are evaluated daily on their contributions in discussion-based seminars. Since students meet frequently over a period of eleven to fifteen weeks with the same faculty members, this direct observation is most insightful in gauging mastery of learning outcomes.

Faculty are well supported in efforts to research and remain abreast of emerging curricular topics relevant to each course. Faculty members attend frequent meetings within their respective departments to evaluate curricular recommendations. Short-term assessments of the curriculum by students have been a long-standing practice of the College (See ERR). It has evolved into a continuous, systematic, and comprehensive evaluation program that provides students with the means to stimulate consideration of curricular revisions. Student recommendations from session critiques and end-of-course questionnaires are considered during these meetings and in retreats.

The Naval War College uses various means to gather formal and informal feedback on the quality and timeliness of academic and mission support services. Principal among them are electronic surveys for resident students. The Electives Program and the non-resident end-of-course critiques solicit feedback on the quality of staff support. For many events, such as New Student Orientation, the Future Warfighting Symposium, and the Women, Peace and Security Symposium, special surveys are administered. For resident U.S. graduates, the graduation survey elicits a comprehensive view of the quality and value of the co-curricular and academic support activities, as well as insights into overall quality of life in Newport. The International Student Program collects student feedback on academic and co-curricular activities, particularly their field study site visits.

The College has demonstrated success in using the results of its evaluation activities to inform planning, changes in programs and services, and resource allocation. Intensive analysis of all aspects of the College's operations during COVID afforded its senior leaders the opportunity to identify shortcomings, challenges, and opportunities. The College's strategic plan identifies missions, functions and tasks essential to excellence in education, research, and outreach. For example, the College recently underwent a major core course realignment based on data gathered from student and faculty surveys and feedback and direction from external sources.

Also, faculty feedback on the lack of an in-house Institutional Review Board process resulted in the College creating a Human Subjects Research Determination Official under the office of the Associate Provost for Research. Additionally, student and faculty feedback from surveys indicated a need for a dedicated writing and teaching center. As a result, the College created a Writing and Teaching Excellence Center (WTEC) in 2015 to assist students in writing assignments and faculty in teaching methodology.

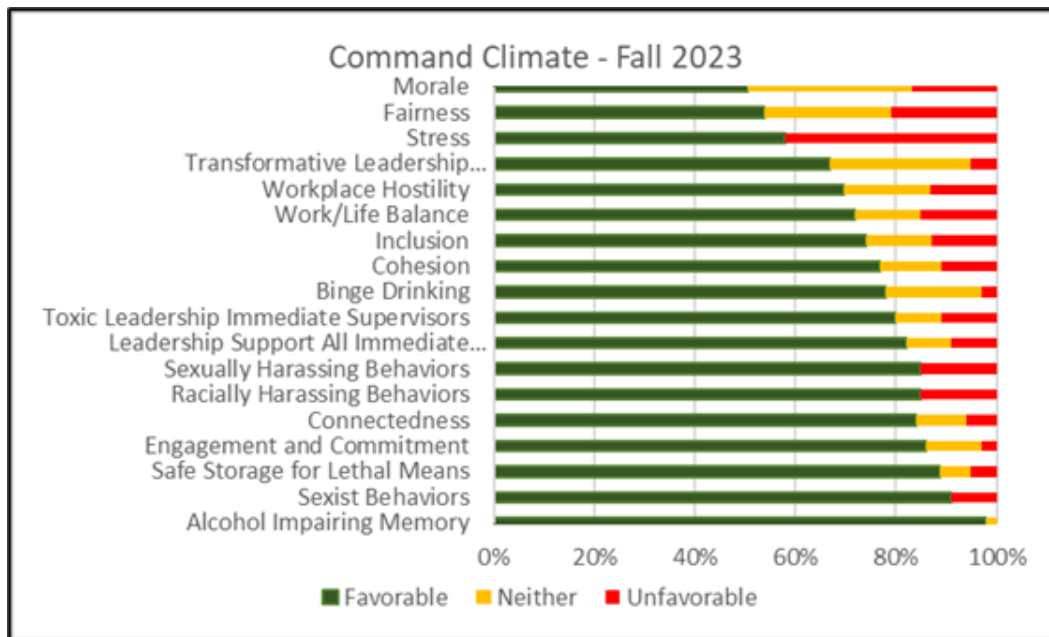
Additionally, the College has collected years of data on its Leadership and the Profession of Arms curriculum. The feedback indicated the course needed further bifurcation on content for the College of Naval Warfare and the College of Naval Command and Staff. The College used this data to inform the decision to hire a second course director to better develop the leadership curriculum for the two courses.

Furthermore, following the pandemic, feedback from both faculty and staff resulted in a work scheduling policy that realized the benefits of telework, flexible work schedules, and remote work. As a result, a comprehensive Naval War College telework instruction will be revised soon to account for its academic mission; meanwhile, the College uses existing DOD and DON instructions.

Since 2009, NWC has been assessed by several external organizations. All have been very positive in their assessments of the College's educational mission accomplishment. During 2009 and again in 2015, the Colleges of Naval Warfare, Naval Command and Staff, and Distance Education earned re-affirmation of accreditation of the JPME programs by the Chairman, Joint Chiefs of Staff. A Congressional report noted the Naval War College satisfactorily met all requirements for joint professional military education (See ERR for report). The Naval Inspector General (IG) reported in 2014 that the College was successfully executing its four-fold mission and operating in compliance with accreditation standards for professional military and graduate-level education. Using survey data and focus groups, the IG team discovered a favorable quality of life and command climate. They also affirmed that the issues, such as departmental infighting, reported though the self-assessment were valid and held no risk for the longer-term health of the College and the Navy. Preliminary results from the 2024 IG inspection suggest that the College must regain the quality of command climate that existed in 2014.

**Evaluation – Appraisal.** As both a Navy command and a federal institution, the College undergoes routine scrutiny (monthly, quarterly, semiannually, and annually) of many activities supporting the academic mission and periodically undergoes more comprehensive reviews that examine the way we perform our mission, especially its educational responsibilities. The College has been the subject of several external reviews. The College of Naval Warfare underwent a Process Accreditation for Joint Education (PAJE) in May 2015. In 2019, the College received

Joint Staff reaffirmation of accreditation for JPME, along with the NECHE five-year interim review. Additionally, in 2022, the Secretary of the Navy established the Naval Education Task Force (NETF) to recommend and prioritize current and future efforts to maximize return on naval education investment. The task force focused on three major areas of inquiry within the Naval University System (NUS): the continuum of learning for Sailors and Marines, the policy and management needs for effective education governance and oversight, and human and capital investment.



As an example of how the College regularly and systematically evaluates the achievement of its mission and purposes, the chart above depicts the results of the fall 2023 Command Climate Survey on key institutional effectiveness items. The College trended positively in eight of eleven “protected factors.” As shown, the College’s favorable ratings in alcohol-related items, as well as Sexist and Harassing Behaviors (or lack thereof), Safe Storage of Lethal Means, Engagement and Commitment, Connectedness, Leadership Support by Immediate Supervisors, and Cohesion are highly rated. In three areas, the trends were negative: morale, fairness, and stress levels.

Disaggregating data is also important for unpacking causes of apparent trends. From the chart above, it appears that overall employee morale is comparatively low, but context matters. While staff and faculty morale were satisfactory, junior enlisted morale was low, skewing the overall indicator for the College. The scores also do not address the causes of morale, so in this instance, the College has been paying closer attention to contributing factors. Various levels of information about Command Climate Survey results are shared internally at the College; the aggregated information in the table above is shared with all employees; deans and directors receive information about their units; and the senior leader team has access to all information. An executive summary of the results is briefed to the Vice Chief of Naval Operations, (which is unfortunately not able to be included in the document library).

As part of the transition to outcomes-based education, at the end of academic year 2022–23 the College piloted a Crisis Action Planning Exercise (CAPEX) to assess program learning outcomes for both the intermediate- and senior-level Colleges. The CAPEX uses a realistic crisis scenario, with minimal scripting, and scenario input from the faculty. The faculty utilizes a multi-mode assessment platform to assess student mastery of selected program learning outcomes. The College undertook a 100% faculty and student iteration of the CAPEX in June 2024. The results validated the CAPEX assessment model, but the cost for student, faculty, facilities, and technology support was significant. In parallel, the Assessment Committee conducted a gap analysis to ensure that all program learning outcomes are accounted for in the regular curriculum to meet assessment needs for Joint Staff certification. The results ensured that all program learning outcomes can be assessed at the course level.

The low-resident program—the Fleet Seminar Program (FSP) combined with the Graduate Degree Program (GDP) to award the Master of Arts—uses similar methods. Students are evaluated on a series of graded writing assignments (short essays, research papers, etc.), presentations, and in-class and online contributions. Given that CDE students vary in the time they require to complete their JPME-1 certification and the GDP, CDE leadership is working to develop an optimal assessment for program learning outcomes.

Explicit curriculum assessments are routinely provided by all students through surveys during the academic year. These include topic, curriculum block, sub-course, or course questionnaires completed by students at the conclusion of each seminar to evaluate quality. Such critiques provide immediate feedback to the faculty and are an indication of each course’s success: an example can be found in the electronic reading room. A comprehensive end-of-course questionnaire is employed by all academic departments, the Electives Program, the Advanced Research Programs, and the low-resident Fleet Seminar Program; again, an example can be found in the electronic reading room. The anonymous responses of students are compiled into both statistical and narrative summaries, which are analyzed and interpreted by faculty. This data, along with data from graduating students and alumni, are integral to NWC’s curricular and program review processes. The results are presented to the President and Provost for endorsement each year at an Academic Policy Council.

Over the last ten years, the College has also asked students to judge their own mastery of the respective subject matter when they begin their NWC studies and again when they graduate. While this self-assessment is an indirect measurement of learning outcomes, it is performed by serious professionals who understand the importance of honest self-assessment. Alumni are also retrospectively queried on the effectiveness of their educational experience in preparing them for subsequent assignments. The results of these assessments appear in Standard Eight. While program learning outcomes are in the final evolutionary process, as academic year 2024–25 begins program-level assessment rubrics will be added to faculty grading and assessment activities.

Students have informal opportunities to express opinions on the College and its programs to peers, faculty, department chairs, the provost, and President. Student leaders periodically meet with the Dean of Students and department chairs to exchange views on the academic or co-curricular programs. The President and other senior leaders occasionally travel with the international programs’ representatives and use the opportunity to obtain qualitative feedback

about the College from an international student perspective. This perspective has been, and will continue to be, a critical validation of the College's internal evaluation results.

The results of the various meetings and surveys help inform the faculty as they develop and refine the curricula. All course syllabi are submitted to the respective dean for review and approval, and overall course results are reviewed by the Academic Policy Council. Faculty members also examine the curriculum as it is being delivered, through a workshop process. These faculty workshops are conducted prior to the sessions, allowing them to review previous sessions and prepare for forthcoming ones. Workshops primarily focus on conducting seminars on given curriculum topics. Faculty use workshops to share insights and emphasis with their colleagues; however, faculty also use this forum to exchange personal insights and student input to the ongoing educational process. (An example of LPA faculty workshop notes is provided in the ERR).

Student on-campus organization has varied over the last ten years. Occasionally, each course has had class president which provided College leadership with feedback on academic as well as non-academic issues. The Army, Air Force, Space Force, Marine Corps, and Coast Guard service advisors also mentor students from their respective services. The State Department and Intelligence Community faculty members serve a similar advisory function for students from their agencies. More recently, the President has appointed several faculty members as “community leads” for Navy students (see ERR for full listing). This arrangement not only provides students with community-specific mentorship opportunities, but it also provides the College with a direct link to senior flag officers serving in the fleet.

Students also provide input to the planning and execution of intramural athletics, social events, recreational activities, and support services. Housing for students in the local area and the lack of a full-service cafeteria, for example, are two issues routinely highlighted in surveys. The College is taking steps to address student concerns and the recent opening of a mini market in a former cafe space was an effort to accommodate their concerns.

The nature of the NWC student body, composed of mid-career professionals with highly developed leadership skills and experience, enables wide participation and productive dialogue. The College’s leadership remains deeply committed to improving the quality of life of its faculty, staff, and students.

**Planning and Evaluation – Projection.** The College believes that its institutional research is marginally sufficient to support its planning and evaluation, but its processes could be more transparent and findings more integrated into the decision-making process.

The frequent communication between the students and faculty, staff, and administrators provides a substantive, informal source of qualitative feedback to complement the quantitative means. Decisions, especially those involving the academic programs, are well informed with data and the experienced judgement of dedicated faculty and staff. One of the most important future lines of effort concerns the Officer Professional Military Education (OPMEP) Milestone process to obtain full Joint Staff OBME certification.

Introducing new evaluation methods and educating faculty and staff on the differences between program assessment and individual student grading will require sustained effort. Still, outcomes

assessments and self-evaluations have begun to permeate the College. The Joint Staff allows for full OBME certification by 2029, but the NWC goal is to complete the mindset shift by the summer of 2026. The College will evaluate the CAPEX as a capstone assessment event and determine the optimal approach for program level assessment.

A poignant example of academic services feedback is the Writing and Teaching Excellence Center's (WTEC) inadequate capacity to meet the student demand for writing help. In the short term, the College is contracting for "surge" services to assist during peak writing assignment periods. In the long term, a more holistic assessment of student needs is required, which ideally would help all degree and non-degree program students with their writing.

The College's planning process is somewhat complicated by the misalignment of academic and fiscal years, but the situation is well understood by the entire community. The College recently adopted the Navy's Enterprise Resource Program, and the transition has not been smooth. To evaluate how the College is executing financial plans, the College is fielding a Resource Dashboard and financial management system. Conceptually, the dashboard would be an Intranet page that would display the financial resources of the College, including civilian and military personnel status.

In July 2024, NWC underwent an inspection by the Naval IG, but the full report is not complete. The results of this inspection will be coupled with the findings of the NECHE review team to chart a path forward for continued improvement of programs and organization.

External to the College, the utility of annual alumni surveys is proven, and the new Alumni Director will sustain that effort even while looking at other evaluation modalities. Alumni survey results are provided to the APC and Assessment Committee in conducting curriculum and program reviews. We also will actively recruit graduates to teaching positions at the College to enhance the academic program's currency.

Internal to the College, leadership will leverage the results of the command climate survey and the recent Navy IG inspection results. One takeaway is that the College should maintain the Command Resilience Team (CRT) as a permanent entity rather than standing it up for limited periods of time to administer and assess survey results.

On the research side, client satisfaction comes in the form of "repeat business" and frequently offered testimonials regarding the College's analytic research agenda, focused primarily on Department of Defense and Department of the Navy priorities. These research products are widely disseminated, allowing for critical feedback from consumers who read the books, monographs, and journal articles produced by the faculty. Research products are consistently cited by political and military leaders as providing unique contributions to the military's preparedness. Our nearly 10,000 faculty publications have been downloaded over 4M times.

On the support side, the College is continuously exploring options to provide sufficient eating options for faculty, staff, and students. The COVID19 pandemic caused the cafe to close, and no vendors have been willing to reestablish a new café. As a result, NWC arranged with the local Navy Exchange to establish a robust mini mart. Notwithstanding, the College seeks to establish a healthier set of eating options for the community.

Given the complex nature of the College's planning and evaluation environment, the leadership is considering several adaptations. First, it is hiring a Director of Strategic Planning and Engagement. Second, it is undergoing a data needs assessment to better inform planning and evaluation activity. Third, the College is exploring an expansion of the Assessment Committee's responsibilities to help inform education, research, and outreach planning efforts that would enhance institutional effectiveness.

## Standard 2: Planning and Evaluation

<b>PLANNING</b>	Year approved by governing board	Effective Dates	Website location
<b>Strategic Plans</b>	?	?	?
Immediately prior Strategic Plan			
Current Strategic Plan		2022-27	<a href="https://dnnlgwick.blob.core.windows.net/portals/0/GlobalContent/Strategic%20Plan/Strategic%20Plan%202022-2027.pdf?sv=2017-04-17&amp;sr=b&amp;si=DNNFileManagerPolicy&amp;sig=l8N3AIU7qjOWUsUzRf3Kfw18mTn%2F%2B2f%2F34VM0CfqE%3D">https://dnnlgwick.blob.core.windows.net/portals/0/GlobalContent/Strategic%20Plan/Strategic%20Plan%202022-2027.pdf?sv=2017-04-17&amp;sr=b&amp;si=DNNFileManagerPolicy&amp;sig=l8N3AIU7qjOWUsUzRf3Kfw18mTn%2F%2B2f%2F34VM0CfqE%3D</a>
Next Strategic Plan	2024	2024-29	
	Year completed	Effective Dates	Website location
<b>Other institution-wide plans*</b>			
Master plan			<a href="#">15 Year Infrastructure Modernization and Maintenance Plan Oct22 (1).pdf</a>
Academic plan			
Financial plan			<a href="https://navalwarcollege-my.sharepoint.com/personal/dana_struckman_usnwc_edu/_layouts/15/Doc.aspx?sourcedoc=%7BA24FA92B-5EAF-4834-9904-DA6EF2F02973%7D&amp;file=7.0%20Data_First_Forms_USNWC%20Internal_COMPROLLER%203%20JAN%202024.xlsx&amp;action=default&amp;mobileredirect=true&amp;DefaultItemOpen=1">https://navalwarcollege-my.sharepoint.com/personal/dana_struckman_usnwc_edu/_layouts/15/Doc.aspx?sourcedoc=%7BA24FA92B-5EAF-4834-9904-DA6EF2F02973%7D&amp;file=7.0%20Data_First_Forms_USNWC%20Internal_COMPROLLER%203%20JAN%202024.xlsx&amp;action=default&amp;mobileredirect=true&amp;DefaultItemOpen=1</a>
Technology plan			<a href="#">IRD STATGIC PLAN CY22-27 V1-0 (1).docx</a>
Enrollment plan			
Development plan			
<b>Plans for major units (e.g., departments, library)*</b>			
NEASC Self-study/Report	2014		hard copy
NECHE Self-study/Report	2019		hard copy
PAJE	2014		hard copy
<b>EVALUATION</b>			Website location
<b>Academic program review</b>			
Program review system (colleges and departments). System last updated:			?
Program review schedule (e.g., every 5 years)			OBME - inprogress 2025
Sample program review reports (name of unit or program)*			?
<b>System to review other functions and units</b>			
Program review schedule (every X years or website location of schedule)			
Sample program review reports (name of unit or program)*			
Inspector General Review - 2014			hard copy
Inspector General Review - 2024			TBP
<b>Other significant institutional studies (Name and web location)*</b>			Date
*Insert additional rows, as appropriate.			
Please enter any explanatory notes in the box below			
30			



### Standard Three – Organization and Governance

**Introduction – Description.** Professional military education (PME) institutions, including the Naval War College, are different from their civilian counterparts in that the President of the Naval War College (PNWC) is an active-duty admiral who is appointed by the Secretary of the Navy (SECNAV) and is confirmed by the U.S. Senate. The PNWC reports to the Chief of Naval Operations for mission accomplishment, policy guidance, and governance. Additionally, PNWC receives direction and guidance from the Secretary of Defense (SECDEF), SECNAV, and the Chairman of the Joint Chiefs of Staff (CJCS), ideally through the CNO. Additionally, as an academic institution that is also a government organization, the College takes on a hybrid structure that looks partially like a military organization with military chains of command, and partially like a civilian academic institution with management and faculty sharing responsibilities. The wire diagram shown on page 7, shows the President overseeing the academic enterprise via the Provost, Associate Provosts, and several Deans, while overseeing the “mission support” functions via the Chief of Staff and Deputy Chief of Staff; these functions include human, financial, and information technology management as well as events, facilities, safety, and security. The PNWC also benefits from a variety of special advisors, ranging from legal, medical, and protocol experts to senior fellows and service advisors. The PNWC holds a Senior Leadership meeting on a bi-weekly basis; the deans and directors meet at the Resource Board monthly; the provost meets with deans on a bi-weekly basis; the Chief of Staff holds a weekly meeting. The Faculty Advisory Council meets on a weekly basis and meets with the provost on a bi-weekly basis. Decisions are made at the appropriate level, with major academic decisions being presented to the PNWC at a quarterly Academic Policy Council meeting and major fiscal or human resource decisions being made at the monthly Resource Board. (Page 20 of the Faculty Handbook depicts the general relationship of these entities). This organizational design and top-level meeting structure creates and sustains an environment that allows the College to perform its mission.

During the last ten years, the College created a Faculty Senate, but then transitioned its name and role to the Faculty Advisory Council (FAC), which better represents the limits of shared governance in a government institution. The FAC consists entirely of faculty – elected by faculty – and its composition is representative of the College “deaneries”. The FAC operated for years without an approved charter, though a draft is currently under review and will likely be approved by the time of the accreditation visit.

The FAC serves primarily as an advisory, not decision-making body, though it has the latitude to draft and propose policy. The FAC is consulted on nearly every major policy decision in which faculty have a stake. This consultation usually comes from the FAC Executive Committee to the Provost but also happens through the deans, department chairs, directors, and/or associate provosts. The FAC serves as a conduit in two directions – it communicates faculty concerns to college leadership and assists the college leadership in communicating its policies. The FAC also has established relationships with the other major elements of faculty involved in NWC governance, such as the nascent Associate Provost Councils, the Faculty Handbook Committee, and the Promotion and Tenure Committee.

**Introduction – Appraisal.** The College's organization and governance is evolving positively, particularly through its alignment initiatives and by realistic adaptation of the shared governance principle. This progress is most notable in the increased influence of the FAC and faculty leadership in various committees. Faculty members lead the Promotion and Tenure Committee, the Faculty Excellence Awards Committee, and soon, the Faculty Recruitment and Retention Task Force. Faculty co-chair the Assessment Committee and the Research Council, giving voice to the faculty perspective on institution-wide decisions. The College is just beginning the process of fine-tuning faculty roles and will continue to evolve in the coming years. For example, FAC input was a significant factor in several institution-wide initiatives, including the development of the new Faculty Promotion and Tenure instruction, the new Faculty Hiring instruction, the revised Faculty Handbook, and organizational realignment.

The College reestablished one associate provost position (for research) and created two new associate provost positions (academic services, outreach and engagement), to reduce “stovepipes,” address perceptions of unfairness, and increase transparency. The College is assessing the effectiveness of these changes and will likely be refining them in the coming years. For example, after a one-year trial, the College leadership recognized that the Associate Provost for Outreach and Engagement was unable to fulfill the role as originally conceived and is pursuing an alternative course. The outreach duties will be combined with strategic planning responsibilities and a new director of strategic planning and engagement will be piloted during AY 2024-25.

**Governing Board – Description.** The Naval War College Board of Advisors (BOA), is formally called the Education for Seapower Advisory Board (E4SAB), under the provisions of the Federal Advisory Committee Act (FACA) of 1972, as amended, provides SECNAV – through the CNO and the presidents of the Naval Community College, The U.S. Naval Academy, the Naval Postgraduate School, and the U.S. Naval War College – independent advice and recommendations on matters pertaining to the educational, doctrinal, and research policies and activities of all four institutions. SECNAV and CNO routinely meet with the E4SAB and solicit their feedback on issues related to the Navy’s education enterprise. The NWC board is technically the E4SAB Naval War College subcommittee. (For simplicity, this section of the self-study will refer to the E4SAB NWC Subcommittee as “the BOA”; see ERR for a list of the E4SAB members as well as the NWC Subcommittee members).

BOA members meet twice each year, once in Washington DC and once again at a campus location in Annapolis, MD, Monterey, CA, or Newport, RI. PNWC keeps BOA members informed regularly through email and at these biannual meetings. The BOA advises and assists PNWC by leveraging personal experience with the Navy, higher education, or corporate entities to shape and guide the direction, policies, and curricula. Unlike the governing boards or boards of trustees at civilian institutions, this board is responsible only for providing advice. Having no endowment or traditional budget, it has no fiduciary responsibility, nor does it hire, or exercise traditional oversight of, the President. In fact, The Federal Advisory Committee Act (1972) prohibits such roles.

Over the past ten years, the BOA has been an intermittent influence on the College, due primarily to its disbandment in 2019. Since its reestablishment in 2022, board members have

become an active force in advocating for education within the Navy and strengthening a collaborative relationship between the various education organizations within the Navy, loosely referred to as the Naval University System (NUS). The tenuous nature and restrictive rules of the federal government regarding advisory boards have impacted the College and the Navy's current leadership seems intent on not letting the BOA's work be interrupted due to potentially contentious political environments in Washington, DC.

**Governing Board – Appraisal.** With the suspension of the BOA during COVID, the valuable perspectives brought by so many military and higher education senior leaders were lost and the BOA's advisory work was interrupted. The reconstituted BOA, with many new members, met for the first time in three years in the Spring of 2023 and has focused on catching up to recent developments; the College provided updates on Joint Staff-directed curricular adjustments, new faculty positions, and the migration to an outcomes-based education model. The board strikes a good balance between advocacy and advice giving and embraces the intent of advisory philosophy required by the Federal Advisory Committee Act in reviewing and endorsing policies, missions, and purposes. The College has been encouraged by the rapid progress of the reestablished BOA, but instability in board membership has presented a new challenge. The BOA provided invaluable reviews of this self-study during its preparation (see ERR documents for a summary of recommendations). An example is their recommendation to add a Vice Provost for Faculty Recruiting and Development to the organization. While the timing is not right to add another associate provost, the deans and faculty have been supportive of creating a Faculty Recruitment and Retention Task Force to explore the College's diversity challenges.

**Internal Governance – Description.** The PNWC, normally a rear admiral with over 30 years' service to the Navy, is responsible and accountable for the College's education, research, outreach, gaming, and support operations. The PNWC reports to the Chief of Naval Operations and enjoys a relationship with the Navy Staff N3/5/7 Director as a "resource sponsor." The PNWC holds military command authority which is divested to the Chief of Staff wearing a "Commander of Troops" hat. The PNWC also maintains professional contacts with the Fleet and military and civilian institutions of higher learning in the United States and around the world. When effective flag officers lead organizations such as NWC, they choose to lead more like traditional college presidents than typical commanding officers, because most employees of the College not being active-duty members are not subject to the authorities granted to military commanders under the Uniform Code of Military Justice.

Due to this workforce dynamic, PNWC needs the assistance in governance of a senior civilian, the Provost. As the Senior Vice President, Chief Academic Officer, and Dean of Faculty, the Provost is responsible for the effective and efficient functioning of all aspects of education, research, and outreach activities of the College. The Provost also serves as the senior civilian, and in his role as Chief Operating Officer, had historically exercised oversight of the NWC's Planning, Programming, Budgeting and Execution (PPBE) process. The comptroller manages the budget and reports to the PNWC through the Chief of Staff. During much of the past ten years, the Chief Academic Officer was the Dean of Academics. In the 2023 realignment initiative, the Provost became the Chief Academic Officer and the Chief of Staff became the Chief Operating Officer. The Chief of Staff received a new report – the Deputy Chief of Staff / Director of Mission Support that previously reported to the Provost. The Provost gained three new direct

reports in the form of associate provosts, one each for research, academic services, and outreach and engagement. This authority-responsibility realignment, which was largely informed by recommendations in previous reviews by NECHE, NEASC, and the Navy Inspector General is still maturing but active feedback loops are providing insightful recommendations on refinements. (See a PNWC signed alignment memo with wire diagram in the ERR).

The academic enterprise consists of seven deans. The Dean of Academics is responsible for the establishment and maintenance of academic policy, standards and procedures for two in-residence master's degree programs, the core of which comprises the Navy's Joint Professional Military Education (JPME) credentials. The Dean of International Programs is responsible for sustaining and strengthening international programs to enhance navy-to-navy relationships, the Joint Security Assistance Training Plan, and maritime and theater security cooperation through the International Maritime Staff Operators Course and the Maritime Security and Governance Staff Course. The Dean of CNWS oversees the efforts of a full-time, government-funded research, analysis, and war-gaming faculty and staff organized into three departments: Strategic and Operational Research, Wargaming, and the Naval War College Press. CNWS also maintains a direct interface with the Department of the Navy Office of Naval Intelligence (ONI) detachment at the College. The Dean of CMOW directs and coordinates efforts for operational-level education and training programs including Joint/Combined Force Maritime Component Commander courses, the Maritime Operational Planners Course, the Maritime Staff Operators Course, the Executive Level Operational Level of War Course, the Maritime Headquarters Staff Course, and the Assess and Assist Team. The Dean of CLE is responsible for the Leadership in the Profession of Arms (LPA) graduate program core course, leadership and ethics elective areas of study, and the Navy's Flag Leader Development program. The Dean of CDE directs and coordinates the non-resident programs including the Fleet Seminar Program, the Naval War College at the Naval Postgraduate School program, and the online program. Of these, the Fleet Seminar program is the only program that offers pathways to a graduate degree at NWC. The Dean of Students supports and advocates for the students in our resident graduate programs and is discussed in greater detail in Chapter five of this self-study.

**Internal Governance – Appraisal.** The College is working to bridge its external and internal governance structures. For example, the College shared the BOA's 30 recommendations with the entire faculty and invited comments. Additionally, board members have had increased access to faculty members. Transparency of decision-making rationales has been a problem from the faculty perspective since 2014. The current NWC leadership has taken great strides toward transparency and based on a recent FAC pulse survey (See ERR), the faculty recognizes and appreciates the effort, particularly in Promotion and Tenure policy adjustments. Improving trust and transparency is a work in progress, however, and will take time to become part of the College culture. Radical transparency is not a typical way of doing business in a military organization. Part of alleviating this tension is to continue to ensure faculty voices are being considered, and to the extent possible, empower the faculty to make decisions. An example is the Associate Provost for Outreach and Engagement position which was tried and discontinued based on faculty feedback. Since 2014, NWC has been working toward increased faculty representation on committees and in governance. This increased emphasis resulted in the establishment of the Faculty Senate and then the transition to the Faculty Advisory Council. To

date, FAC has implemented three successful cycles of elections, with wide representation across the deans and departments.

The faculty has always taken the lead in developing exemplary curricula for academic programs. While guidance comes from the President, Chief Academic Officer, the Navy, and the Joint Staff, incorporating this guidance in the various curricula is a faculty function. This is a point of pride at NWC and has had the added benefit of ensuring that faculty are aware of the higher-level guidance and documents that govern academic programs. The faculty was involved in tracking the implementation of the 2022–27 strategic plan and was fully involved and represented in all aspects of developing and tracking progress toward the draft 2024–29 strategic plan (Data First Form 1.1).

The student perspective is included in course, end of course, end of program, and alumni surveys. NWC surveys students too much, however. The student perspective is more comprehensively captured in Standard Five, but student input is valuable and considered by the faculty and NWC leadership. Often there is a perspective among students that the College should add more relevant content and eliminate what might be considered less relevant. There is always a tension between responding to student input and preserving a stable curriculum, so academic programs cannot always accommodate short-term interests or “chasing headlines.” One way this will be addressed in AY 2024–25 is through a new course, Perspectives on Modern War, that is responsive to current events, senior leader guest speakers, and contemporary readings (please find the course syllabus in the ERR).

The Naval War College has a few relevant agreements with other institutions. One is the Naval Postgraduate School, in which NPS students enrolled in master’s programs accredited by the Western Association of Schools and Colleges (WASC), take four NWC-at-NPS courses as their electives to achieve JPME I certification. Though NWC is not granting the degree, several NPS accredited master’s degree rely on NWC-at-NPS courses as electives for their degree. Therefore, academic rigor in the NWC-at-NPS program is essential. Within the College of Distance Education, the Fleet Seminar Program offers graduate degrees that accept approved electives from other accredited institutions to meet the nine-credit-hour elective requirement and the degree requirements. These programs are discussed in Chapter four of this self-study.

NWC contracted with the Office of Personnel Management for a human capital inventory and will be completed in October 2023. Among the main findings were that position descriptions needed updating and that the College was short nearly 100 full time equivalent positions. Further, the senior leadership of the Navy has questioned the names of organizational elements of the College, questions that are fueling potentially harmful perspectives of the organization. The Faculty Advisory Council has agreed to provide alternative structures – including the naming conventions during the academic year 2024/2025.

The NWC excels at seeking the perspective of faculty and students, but the staff perspective is notably missing as an advisory agent for NWC leadership. Based on feedback in the command climate surveys, the College recognized that there was not a commensurate staff organization to mirror the FAC. Consequently, the College is initiating a Staff Advisory Council to address staff concerns.

Additional challenges to governance are the constant pressures of the Department of Defense Chief Information Officer (DODCIO), the Department of the Navy Chief Information Officer (DONCIO), the Deputy Chief of Naval Operations (DCNO) for Information Warfare (OPNAV N2N6), and Fleet Cyber Command and Tenth Fleet (FCC/C10F) leadership on the .edu network technical systems and services supporting academics and research. These pressures aim to dictate that .edu networks be compliant with more secure DOD .mil network requirements. As an operational network, the Department of Defense Information Network (DODIN) is secure and highly restrictive. The academic/research mission of the institution cannot be accomplished on such a network and the attempt would result in mission failure. While the network security and advice from these directorates is appreciated, these organizations struggle to recognize the necessity for agility, flexibility, and local control of networks in support of the education missions. In 2007 military higher education institutions were ordered to migrate away from the DODIN / DISN (Defense Information System Network) to Regional Education Network providers. The Naval Education Information Technology Consortium Concept of Operations was created. This ensures that the Navy's education enterprise can successfully accomplish its missions while presenting no risk to the DODIN/DISN networks and allowing situational awareness to DOD and Navy authorities using Risk Management Framework (RMF) and Naval Instruction (NIST) 800.53 and eMass for local network accreditation processes.

In this connection, a new policy addressing changes in support of the NUS is currently in staffing at OPNAV for signature in 2024. These challenges to local control and pressure to be compliant with military operational networks is a constant battle that takes up extraordinary amounts of time for IT leadership, affecting thinking and planning on future research and academic systems, delivery modes, and academic support services.

As the nascent NUS comes together, the schools' leaders are finding areas of mutual interest. One discussion point is the confusion caused by three different systems used by three different schools: semester, trimester, and quarter. There may not be a near term solution to this challenge, but some synchronization and deconfliction may be necessary because the current system disadvantages students. An internal challenge to NWC is a heavy focus on the residential program as opposed to low- and non-resident programs, (although most of the students are in, and graduates come from distance education programs by a 6:1 ratio). Another challenge is the perception that adding two new associate provosts is evidence of administrative growth that infringes on the role of both the faculty and the deans. The College leadership believes these positions are necessary but acknowledges that the rollout was not as well-communicated as it could have been. The unintended consequence was that some high-quality faculty are skeptical about their involvement in the governance of the college. Associated with the transparency challenge is the historical "stovepipe" environment in which many of the academic units operate. This mix has caused confusion and misinformation in messaging up and down the supervisory chain. Breaking down barriers through increasing transparency will be essential for the healthy growth of the institution.

**Organization and Governance – Projection.** The College organizational structure is not expected to change in the coming years, but its personnel end strength is expected to increase by more than 10%. Deans and directors will need to conduct thorough analyses to ensure their

workspaces and processes are ready to absorb this growth. Additionally, by the 2029 Interim Report, NWC should be postured to have a more balanced governance model in two ways. Externally, Board of Advisor input should flow more routinely and internally, the faculty's voice should be more prominent in the College's decision-making processes. These transitions will happen through more transactions, robust communication, and process maturation. To complement the effectiveness of the FAC, the College is establishing a Staff Advisory Council to ensure inclusivity in decision-making. Similarly, the College intends to refine its suite of decision-making processes to leverage the successes of the Resource Board and Academic Policy Council. Further, the maturation of the offices of the associate provosts and the realignment of functions to the COS will create a more effective governance structure that should bear fruit by the next interim report. As faculty and staff become more familiar with and accepting of the realignment, a more effectively functioning institutional governance model should emerge. College leadership is open to rethinking the realignment and the new associate provost positions, as evidenced by the reconsideration of the Associate Provost for Outreach and Engagement in favor of a Director of Strategic Planning and Engagement that will report to the COS. A focus over the next five years will be to strike a more appropriate balance between the primacy of the resident, low-resident and non-resident programs. Faculty and staff will need flexibility in aligning curricula and program assessments more closely. One thing that happens regularly but without a formal process is review of NWC organizational structure. By the next interim report, the College expects to have a process established to do so formally. With intentional efforts by leadership and departments to be open and transparent, the College expects many concerns to fall away, as realignment does not disrupt the internal governance but is laying the foundation for future growth and possibly transitioning to a wartime war college. Finally, as the BOA membership is reconstituted, its advice-giving role should be stabilized by 2026. Their advice will help the College be even more effective in the conduct of its mission during this 2024-2029 period.

### Standard 3: Organization and Governance (Board and Internal Governance)

Please attach to this form:

- 1) A copy of the institution's organization chart(s).
- 2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity	
Website location of documentation of relationship	

**Governing Board**

By-laws	<b>Website location</b>
	Hard Copy
Board members' names and affiliations	<a href="https://usnwc.edu/About/College-Leadership-and-Advisory-Board/Senior-Service-Advisors">https://usnwc.edu/About/College-Leadership-and-Advisory-Board/Senior-Service-Advisors</a>

Board committees *	<b>Website location or document name for meeting minutes</b>
<span style="background-color: red; color: white; padding: 2px;">?</span> E4SAB Naval War College Subcommittee	Hard Copy

**Major institutional faculty committees or governance groups\***

Faculty Advisory Committee	<b>Website location or document name for meeting minutes</b>
Curriculum Coordination Council	Intranet Access Only
Assessment Committee	Intranet Access Only
Research Council	Intranet Access Only

**groups\***

Student Representatives	<b>Website location or document name for meeting minutes</b>
	N/A

**Other major institutional committees or governance groups\***

Senior Leadership group	<b>Website location or document name for meeting minutes</b>
Resource Board	Hard Copy
Promotion and Tenure	Hard Copy
Awards	Intranet access only
	Hard Copy

\*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below





**Standard 3: Organization and Governance  
(Locations and Modalities)**

**Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)**

*(Insert additional rows as appropriate.)*

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior (AY2022)	1 year prior (AY 2023)	Current year (AY 2024)
U Main campus	Newport, RI	1 June 1884	518	484	509
U Other principal campuses	None				
U Branch campuses (US)					
U Other instructional locations (US)	FSP sites/NWC-at-NPSE	8/1/1997	1,238	1,201	1,017
U Branch campuses (overseas)					
U Other instructional locations (overseas)					

**Educational modalities**

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior (AY2022)	1 year prior (AY 2023)	Current year (AY 2024)
Distance Learning Programs					
Programs 50-99% on-line					
Programs 100% on-line	1	8/1/03	1,369	1,095	838
U Correspondence Education	N/A				
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs					
Contractual Arrangements involving the award of credit					

\*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

AY year = academic year ending in June of that year; See FSP branch campus locations in the latest Annual Report at Appendix 3A

## Standard Four – The Academic Program

**The Academic Program – Overview.** NWC was created, in the words of its founder, as “a place of original research on all questions relating to war and to the statesmanship connected with war, or the prevention of war.” These words, combined with a recent call by the Department of the Navy and the Joint Chiefs of Staff (JCS) to “rise to the challenge of educating and developing officers to deal with future uncertainty and complexity,” philosophically guide the College’s education programs. According to the CJCS, the Master of Arts degrees in National Security and Strategic Studies, and Defense and Strategic Studies must develop leaders who are “strategically minded, critical thinking and creative joint warfighters skilled in the operational art of war and the application of lethal military power.” Learning goals for each of these degrees are found in the course syllabi and on the College’s website. The Program Learning Outcomes (PLO) tie curricula into coherent executive master’s degree programs and are being further enhanced with a new course starting in academic year 2024–25.

The master’s in National Security Strategies is only offered in residence as part of the Senior Leader Course, while the master’s in Defense and Strategic Studies is offered in residence, in low residence, at satellite locations. It should be noted that we have no undergraduate programs and do not accept transfer credit.

**Assuring Academic Quality – Description.** NWC has assembled human capital resources (faculty, students, and support staff), infrastructure (brick-and-mortar and informational technologies), and financial resources to accomplish its mission. During COVID 19, the institution pursued technology upgrades to enable learning to continue, whether in-person, remote, or in hybrid contexts. Since 2014, the library has significantly expanded with more physical space and enhanced digital capabilities to create a Learning Commons that enhances the student experience. The NWC has several internal organizations and processes to ensure that the educational programs continually assess the attainment by students of desired learning outcomes, refine curricula, develop faculty, and seek the most effective methods to remain ready, relevant, and mission focused. Finally, NWC has vigorous programs of self-assessment, to NECHE and the DON hierarchy, to reflect upon student outcomes and engage in evidence-based analysis with which to pursue improvement.

**Assuring Academic Quality – Appraisal.** The academic program at the Naval War College is diverse in scope, demanding, and tailored to guidance from the JCS. NWC programs strive to hone intellectual capabilities grounded in an understanding of technological capabilities that both challenge students and afford them opportunities to consider the employment of national military instruments of power as they ascend to higher positions of authority and responsibility across the military and national security enterprise. The College’s master’s degrees are rigorous programs taught by highly accomplished faculty who foster a culture of continuous learning. NWC’s professional student body demands the best possible courses, with current and relevant material, and the College’s world-class faculty answers this demand. NWC continues to recruit, develop, and retain first-rate and appropriately credentialed academics and practitioners (see Standard Six). Deeply committed faculty remains the heart of this institution. They design, deliver, assess, and refine the curricula using formal and informal data collected from internal and external sources in their search for ever higher levels of academic excellence across a continuum of learning.

The College enforces a strict academic code requiring students to properly cite source materials used in any written work submitted towards fulfillment of diploma/degree requirements. Simply

put, plagiarism is prohibited. Likewise, this academic code prohibits cheating and the misrepresentation of a paper as a student's original thought. Plagiarism, cheating, and misrepresentation are inconsistent with the professional standards required of all military personnel and government employees. Further, in the case of U.S. military officers, such conduct clearly violates the "Exemplary Conduct Standards" delineated in Title 10, U.S. Code, Sections 3583 (U.S. Army), 5947 (U.S. Naval Service), and 8583 (U.S. Air Force). The Naval War College also has specified policies for "permissible and impermissible use of ChatGPT and other artificial intelligence (AI) generative text tools by students in preparation and completion of assignments submitted for grades or credit." Students assessed to have violated this policy can be "disqualified from receiving a master's degree, JPME credit, and/or disenrolled from NWC." NWC has an Academic Integrity Review Committee to address these issues and employs Turnitin to help execute these policies and processes. (See current and proposed AI policy as well as the Academic Integrity policy in the ERR)

Each of the core courses is comprehensive, arranged with a variety of case studies, in-class applications, group exercises, papers, examinations, and, in two departments, capstone exercises designed for direct observation of student application of course concepts. The faculty's mix of seasoned academics, civilian practitioners, and military professionals facilitates the mastery of Course Learning Objectives that feed into PLOs and spurs development of optimal ways to deliver a curriculum that creates opportunities for observation and evaluation.

One of the current issues that the Naval War College faces is assessing PLOs. While each of the core courses evaluates student performance and it is possible to extrapolate program level outcomes achievement from each of them, there is a need for a separate and distinct program-level assessment for each modality. This assessment is at the core of what the Joint Staff seeks in moving all JPME programs to OBME, in which faculty and staff gather and report evidence of student achievement of PLOs, not merely an accumulation of grades but a separate assessment that assesses effective program design as much as student achievement. The College has piloted a stand-alone culminating exercise (the Crisis Action Planning Exercise or CAPEX, mentioned earlier), to assess program outcomes and will explore embedded course assessment options during AY 2024–25 and evaluate which is the best way to assess PLOs.

The Program Level Outcomes for both MA degrees are designed by a faculty-led Assessment Committee that reports to the Provost / Chief Academic Officer. These outcomes are derived from the learning foci required by the JCS and are approved internally at NWC and by the Joint Staff as part of the OBME validation process. The desired end-state of the shift to OBME is to enable better problem solving in a dynamic strategic security environment by cultivating a bias for informed decision-making and action in volatile, ambiguous, and uncertain operating conditions.

NWC employs the most effective assessment policies, processes, and tools across the naval warfighting education ecosystem. This includes – but is not limited to – reviewing each aspect of every lesson plan and course module, as well as the relationships between the core programs and offered electives. Given the complexities of the interlocking subjects taught across the core courses, and myriad directives from senior DON and CJCS, effectively changing curriculum, integrating those changes must be done intentionally. This effort includes continued refinement of the new program-level capstone exercise to balance the demands of time, faculty, and students

against a demanding academic year program. Ongoing deliberations reflect this tension, and we project that there will be continued iterations of the scale of this end-of-year program.

A core part of this process is the Academic Policy Committee (APC). The APC advises the President and Provost on academic policy issues requiring presidential guidance or decision. These matters include curriculum review, review of research programs planned or in progress, and determination of academic eligibility and standards. This council's membership consists of PNWC, the Provost, Associate Provost for Education and Faculty, academic deans, chairs of the three academic departments, the Dean of Academics, and others by invitation as required based on the educational program to be discussed. This council meets semi-annually.

The faculty in each of the four core teaching departments is responsible for the relevancy and currency of their curricula. While the rhythm for curricular assessment and development varies by department, curricular development happens annually, or at the conclusion of each trimester, depending on the department. The departments use formal and informal feedback to refine curricula. The formal self-assessment process includes a student critique process and a faculty critique process, culminating in an academic retreat during which faculty research and recommendations are weighed and curricular changes are decided. Each department briefs proposals to the Dean of Academics and the Provost.

The student critique process allows every student to comment on the course composition, lessons, materials, and methods of teaching. The primary tool for assessment by students for each of the teaching departments is an end-of-course survey submitted by all students, but informal feedback is welcomed by all faculty. Curriculum performance is contrasted with other years to measure performance trends over time. Other data provides insights as to how the students see the curricular elements.

Informal feedback occurs routinely at NWC. Each seminar's Student Academic Representative is responsible for collecting and conveying students' concerns regarding academic matters. Faculty moderators normally foster close relationships with the student representatives, who serve as conduits for student feedback. Faculty members regularly meet with individual students, and tutorial sessions provide additional opportunities to discuss curriculum content. Graduation surveys continue to indicate students often discuss academic matters outside of the classroom with faculty (see Standard Eight).

The faculty is deeply involved in assessing the curricula. Its ownership of the curricula remains a key factor in the College's academic effectiveness. The faculty has a strong interest in maintaining quality in the curriculum and making changes that support the defense enterprise and US national security. Data and assessments from the graduation and alumni surveys are provided to the College's leadership and the APC, including the chairs of the core teaching departments for their use in curricular development. This ongoing self-assessment helps to ensure that the curricula and supporting materials remain current, relevant, and comprehensive in both the intermediate and senior-level education at the Naval War College. One way to constantly update the curriculum is rigorous review of the electives offered. Some electives, such as "Churchill," are perennial favorites, but the Electives Director seeks to introduce ten new or updated electives every year. For example, this year the offering included "Technology and Military Innovation," "America's China Game since 1949," and "Wargaming Theory and

Practice.” We also integrate responsiveness with assessing the evolving nature of war and security challenges with student interest that reflects their diverse backgrounds, specialties, and interests by identifying key Areas of Study in which at least one relevant elective is offered each trimester, and we permit students to “commit” to a specific Area of Study if they desire. This arrangement means students get priority enrollment in an elective within that Area of Study for the two trimesters in which they take an elective. These areas of study include the Asia-Pacific, Europe-Russia, Africa, as well as enterprise strategic planning, operational law, information operations, and irregular warfare.

**The Major or Concentration and Graduate Degree Programs – Description.** The master’s degree in National Security and Strategies Studies provided by the College of Naval Warfare (CNW) is a year-long academic program that meets the statutory requirements for JPME Phase II to educate leaders in order to develop graduates who can make ethically informed decisions on the application of national power to maritime, joint, interagency, and multinational strategies in an evolving, competitive security environment. The curriculum emphasizes critical thinking and reasoning skills rather than absorption or memorization of factual knowledge. Faculty mentoring provides students ample time for introspection. (The PLOs for the CNW degree program are provided in the syllabi which is available on the NWC website and in the ERR)

To qualify for this CNW program students are typically senior officers (O-5 and O-6, i.e., commander, lieutenant colonel, and captain, colonel) and must have completed JPME-I. A small number of equivalent civilian students from federal agencies and departments qualify with similar prerequisites. Additionally, foreign military officers of the Naval Command College are embedded with their U.S. counterparts in the CNW program; however, only 10% earn the master’s degree due to a combination of factors, including conflicts with the field study program, English language proficiency, officer interest, and faculty concerns about seminar dynamics. There have been four component courses to the CNW program: Joint Military Operations, National Security Decision Making, Strategy and Policy, and Leadership in the Profession of Arms. Beginning in AY 2024-25, Perspectives on Modern War will also join the core curriculum.

The master's degree in Defense and Strategic Studies from the College of Naval Command & Staff is an academic year intermediate-level program that meets the statutory requirements for JPME Phase I to educate leaders with expert seapower-informed judgment focused on the creation and execution of military operations in an evolving, competitive environment. Graduates employ disciplined, critical thinking from an operational perspective and can excel in command and operational-level billets on fleet, joint, interagency, or multinational staffs.

The CNC&S curriculum is centered on four core courses plus electives or applicable research programs. The curriculum emphasizes critical thinking and reasoning skills rather than absorption or memorization. Faculty mentoring affords students ample time to think and reflect on the subject matter. Seminars are based on the Socratic Method, to encourage discussion and sharing ideas. The requirements for joining this student population are mainly the completion of a bachelor’s degree and initial entry training for the U.S. military and advancement to a mid-grade officer (O-4); civilian students from federal agencies and departments must have earned bachelor’s degrees. Additionally, foreign military officers of the Naval Staff College are embedded with their U.S. counterparts in the CNC&S program, though few earn the master’s

degree due to language proficiency requirements. There are four component courses to the CNC&S program: Joint Maritime Operations, Theater Security Decision Making, Strategy and War, and Leadership in the Profession of Arms. Beginning in AY 2024-25, Perspectives on Modern War will also join the core curriculum.

The Graduate Degree Program in the College of Distance Education provides a means for non-resident students who participate in the Fleet Seminar Program or non-resident JPME-I program to earn the Defense and Strategic Studies Master of Arts Degree from the War College. FSP students who apply to the GDP must first meet federal employment eligibility requirements, have been awarded a baccalaureate degree, completed military initial entry training or civilian equivalent, and completed at least one FSP course with no grade lower than a B-minus. Applicants are reviewed by the GDP Admissions Board, comprising faculty from CDE and a minimum of one NWC civilian faculty member from outside of CDE. Recommendations for admission are made to the Dean of CDE based on the board's determination that the applicant has a "reasonable potential for success in the program" (see Standard Five). The evidentiary basis for the board's evaluation comprises four items: grades earned for completed FSP courses, NWC faculty letters of recommendation, external letters of recommendation, and transcripts of previous academic work. The Dean of CDE makes the final determinations of acceptance. The requirements for students enrolled in the GDP are like those for the CNC&S residential program.

The CDE core course requirement consists of three seven-hour courses—Strategy and War (S&W), Joint Military Operations (JMO), and Theater Security Decision Making (TSDM)—totaling 21 semester credit hours. The courses are taught primarily by highly qualified faculty contracted through an external vendor over an academic year. Numbers vary from year to year – in 2024 there are 127 adjunct faculty members in CDE providing instruction across the FSP and a spectrum of courses available online. The syllabi are derived from and parallel to the resident CNC&S syllabus, sharing CLOs and PLOs with slight variations in content and delivery method (see ERR for master's degree syllabi). Electives constitute the GDP's remaining nine semester credit hours. CDE students are eligible to enroll in NWC electives offered to residential students on a space available basis; however, most GDP students meet their elective requirements by completing courses from accredited graduate degree-granting institutions and by requesting those credits be transferred to the GDP. All elective coursework must be at the graduate level. All nine elective credit hours must be approved by the GDP program manager, who liaises with the Associate Dean of Academic Affairs for Electives and Directed Research to ensure elective course criteria are standardized between resident and non-resident students. Of note, over the last several years 7,113 electives from 96 institutions have been approved, the top five of which have been American Military University, Troy University, the National Intelligence University, Liberty University, and the University of Maryland.

The College of Distance Education incorporates Leadership in the Profession of Arms into its TSDM syllabus in the FSP, the Naval Command and Staff online program, and the Naval War College at Naval Postgraduate School program. This was the same for the resident program until 2019, when the resident programs began experimenting with a separate LPA course. The FSP TSDM syllabus includes eight modules, and students are assessed as part of four events, including the capstone exercise, which incorporates all CLOs. For the online program and the Naval Postgraduate School program, CDE bundles these LPA topics into four modules, also

evaluated in four different assessments. Significant elements of LPA are also contained in the FSP S&W syllabus, which emphasizes ethical leadership by studying historical cases.

**Resident Course Electives.** The faculty offers as many as 120 two-credit hour electives, taught by resident and adjunct professors. (See a complete list of AY 2024–25 electives on the College website [here](#)) Students participate in two two-credit-hour electives, so that the sum of credit hours is thirty. In general, there are 23 electives offered each trimester. Students provide their top five preferences and usually receive one of their top three choices. There are also special programs integrated with the core curriculum that direct students into designated courses and upon successful completion award additional military qualifications.

1) Advanced Research Programs, all centered on the maritime domain.

- **Halsey Alfa** (full year) addresses on challenges in East Asia with war games, lectures (including guest speakers), individual and group research efforts, and group seminars focused on the tactical-operational level of warfighting within a realistic theater strategic framework. Coursework is normally conducted at the Secret / Not Releasable to Foreign Nationals (NOFORN) level, with weekly sessions that may be held at the Top Secret (TS) / Special Compartmented Information (SCI) level. Elective concentrations focus on East Asia subjects.
- **Halsey Bravo** (full year) addresses challenges in the Middle East with war games, lectures (including guest speakers), individual and group research efforts, and group seminars focused on the tactical-operational level of warfighting within a realistic theater strategic framework. Coursework is normally conducted at the Secret/NOFORN level, with weekly sessions that may be held at the TS/SCI level. Elective concentrations focus on the Middle East.
- **Holloway Group** (full year), studying under the College’s Russia Maritime Studies Institute, enables students to conduct war gaming, data collection, research, and analysis on Russian military challenges. War-game scenarios involve a variety of access-denial challenges and joint-maritime high-intensity conflict at the operational and tactical levels of war. Course work is normally conducted at the Secret/NOFORN level, with weekly sessions that may be held at the TS/SCI level. Electives focus on Russian topics.
- **Joint Land, Air, Sea Strategic–Special (JLASS) Program** (two trimesters) involves only senior-level course students, as part of a strategic-level experiential learning program conducted collaboratively by U.S. and international senior-level war colleges, with a focus on strategic planning and simulation of the interagency process. Planning and game play are based upon a fictional yet realistic scenario taking place ten years in the future. The culminating exercise forces players to collaborate with the other schools and develop/execute a whole-of-government approach aimed at achieving national security objectives while balancing global force management and risk acceptance. JLASS culminates with a week-long collaborative execution phase at the Army War College in Carlisle Barracks, Pennsylvania, during the spring.

2) Directed Research Projects (normally one-trimester) are for individual students to conduct scholarly research on focused subjects under the direction of faculty members with relevant experience.



- The **Cyber Innovation and Policy Institute (CIPI) Gravely Program** guides advanced student research on cyber and information operations and the information environment. Students conduct research, informed by rigorous social scientific theories and analytical methods, on cybersecurity and information-related capabilities. This work results in publication-quality writing to help shape operational and strategic thinking for the Navy and Joint Force. Research is typically unclassified; opportunities to write at higher levels of classification depend on research questions and student expertise.
  - **Individual Directed Research Projects**, though rare, afford exceptionally qualified students the opportunity to work on unclassified areas in which they would like to research and publish. Students may be permitted to pursue this effort in lieu of one, occasionally two, traditional two-credit electives.
- 3) 13-Month Advanced Programs build upon and go beyond the core courses, including a summer capstone project.
- The **Advanced Strategist Program (ASP)** is for students interested in formulating, developing, and executing strategies at various leadership levels to fill key billets in Navy, joint, and high-level political staffs. Taught by specially selected professors from across NWC, it includes interaction with nationally known academics and leaders and focuses on various topics intrinsic to strategy and grand strategy. ASP is the only NWC program that requires a master's thesis; students choose a strategic topic and are guided by a principal academic advisor along with a military faculty member and the ASP director. Students may do an Economic Policy Trip to New York City and a Washington, DC, Engagement Trip to interact with senior uniformed and civilian officials. ASP's ten-week summer capstone project includes a strategic planning practicum. These requirements are completed in addition to all regular degree requirements. Navy students are selected for ASP before arrival at NWC; sister service and interagency students may apply for remaining slots.
  - The **Maritime Advanced Warfighting School (MAWS)**, open to only intermediate-level college (ILC) students, develops strategic and operational planners with the cognitive and critical thinking skills required to plan, execute, and assess combined, joint, and naval operations plans. Students take MAWS, a program classified at the TS/SCI level, as an elective in the fall and winter trimesters and then full-time in the spring trimester; they extend through the summer with a Fleet- or Combatant Command-sponsored capstone planning project typically briefed in-person to a four-star leader and staff. Courses include seminar engagement, planning exercises, war-game participation, and interaction with notable experts outside NWC. Students may do twelve days of interactive study in Italy on World War II campaigns and spend four days at Revolutionary War sites in Saratoga Springs, NY. These requirements are in addition to the regular ILC degree requirements. Navy students are selected for MAWS prior to arrival at NWC; sister service and interagency students may apply for the remaining slots.
- 4) Graduate Certificate Programs
- The **Ethics and Emerging Military Technology (EEMT)** program deepens expertise in the ethical complexities imposed by new technology. Students

examine the ethical and military relevance of such technologies as artificial intelligence, genetic manipulation, neuro-enhancements, quantum computing, autonomous systems, and hypersonic weapons. They also develop the ability to apply ethics-based reasoning to the challenges and consequences of rapid technological change in the modern security environment. Recent student cohorts interacted with national thought leaders such as the Defense Advanced Research Projects Agency (DARPA) chief of staff, and the director of the Joint Artificial Intelligence Center. Integral to the program is a professional paper on a student-chosen topic concerning current or potential technologies and their ethical implications for the profession of arms.

- The **Graduate Certificate in Maritime History (GCMH)** is a specialized track for students seeking to deepen their expertise in maritime and naval history. Over the year, students will write an article-length academic paper on a maritime history topic. To choose their topic and develop their research, students work closely with a faculty supervisor from the Hattendorf Historical Center (HHC) or other College departments. Paper topics and research may draw from the unique resources of the Naval Historical Collection (NHC, the College's archives).
  - The **Stockdale Leader Development Concentration (SLDC)** focuses on increasing students' capability in and capacity for senior leadership. Participation is limited to a few students who show proven performance, desire, and the potential for promotion to senior military and civilian leadership roles. During this year-long, immersive experience students will engage in the study of ethics, self-awareness, critical thinking, and mental complexity. SLDC uses self-assessment and executive coaching to enhance cognitive readiness and prompt vertical development. The faculty measures student progress through cognitive developmental assessment.
- 5) A unique program over the last two years is the **Deputy Secretary of Defense Research Challenge**. This effort is a DOD enterprise-wide effort led by the Joint Staff for representatives from each of the service colleges and National Defense University to examine and propose actionable solutions to some of the major warfighting challenges facing the Joint Force at the operational level of war. Five teams of students conducted research and analysis, and then prepared fifteen-to-twenty-page papers and presentations for senior leaders for projects, which counted as their electives.

**The Major or Concentration and Graduate Degree Programs – Appraisal.** The majors and concentrations at NWC have evolved out of the needs of the Navy, the Joint Force, and other U.S. government entities. These degree foci are deliberately intended to meet these needs and to serve the needs of stakeholder organizations that send students to NWC better. While these programs may sometimes need review for relevance, they have stood the test of time and are enduring programs due to their caliber and relevance to the defense enterprise. It is sometimes misunderstood why many special programs require work above and beyond the basic requirements of the master's degree programs. These programs are highly regarded across the U.S. government and defense enterprises and are responsive to the ever-changing dynamics of the contemporary world raising the stakes for graduates of these highly selective programs. These programs typically experience a 5%-10% dropout rate, with students reverting to a standard master's degree program.

**Integrity in the Award of Academic Credit – Description.** The NWC degrees are appropriately named. Each requires 30 credit hours to complete. All core and elective courses are available on the NWC website by program, and in the Academic Catalog, which is no longer available in print but is readily available on the College website. Course content authority was described in the previous section. Evaluation of student learning is done based primarily on individual student performance in graded work. There are some group activities that are graded, which are done so because they more appropriately represent realistic work done in the field more appropriately than would artificial academic grading. Credit for courses has long been in line with NECHE /NEASC standards and is appropriate for graduate level work. There are rare instances in which students are readmitted to NWC. Due to Navy requirements, students can enroll, disenroll, and reenroll in non-resident programs as suits their career patterns. Students enrolled in the resident programs almost exclusively complete their degrees, but certain students, such as those with medical or personal emergencies, disenroll from the resident program and complete it in non-resident modalities. Conditions for termination from NWC programs are published in the Student Handbook and are presented to all students during orientation.

Graduation requirements are straightforward and published in numerous places online and are presented at orientation. Faculty grading is calibrated by each department to allow for appropriate rigor and course completion requirements. Plagiarism results in an appearance before the College's Academic Integrity Review Board and can result in expulsion. All policies and procedures for cheating are presented during orientation and are available in the Student Handbook. All non-resident programs have the same rigorous academic standards and are integral parts of the institution, including participation at graduation. Faculty and students have access to the Writing and Teaching Excellence Center for support during the academic year. All non-resident students have enough opportunity to interact with their seminar faculty throughout their courses. Finally, the College validates non-resident students through student ID numbers and DOD ID Card Personal Identity Validation cards, commonly known to DOD members as *CAC cards*.

**Integrity in the Award of Academic Credit – Appraisal.** One of the developments of the forthcoming academic year will be the introduction of a new course required for the two resident master's degrees, Perspectives on Modern War (PMW). This is part of the overarching push to make the educational processes and programs of the Naval War College more agile and responsive to the needs of the joint war fighter in the contemporary and near-future strategic environment. One credit hour each from the National Security Affairs and Strategy & Policy curricula has been reapportioned to support this year-long course, devoting 15 days throughout the academic year to address contemporary and emerging topics, synthesize course material, and analyze the strategic environment. This course was developed quickly and designed to preserve the integrity of the College's degrees, while creating the platform to address current events and emerging topics. It will do this by integrating course concepts across all trimesters, connecting the College's three major symposia to the core, providing a forum for students to critically evaluate content provided by senior speakers and relate it to their Naval War College education. and creating a seminar-based learning community that will endure throughout the students' time at NWC and in future service.

With off-cycle student starts in November and March, the Curriculum Coordination Council also had to carefully consider how to preserve 30 credit hours for students who will not undertake the

entire PMW course as planned during the upcoming academic year before their November or March graduations. This is an acute example of the care NWC faculty takes when adjusting the curriculum to meet new and emerging needs.

Perhaps the most critical appraisal of the NWC academic programs is that the College is still developing a plan for program level assessment for the transition to OBME. Once these plans are finalized, approved by the Joint Staff and put in place, faculty will be better able to demonstrate program level outcomes with reliable data. The Assessment Committee's initial evidence is that students adequately achieve program outcomes for the PLOs assessed during the pilot.

**The Academic Program – Projection.** The National Defense Strategy and National Military Strategy place demands on the Naval War College, so the College needs to sustain its emerging flexibility and dexterity. Recognizing shifts in student preferences toward certificate programs and online or hybrid offerings, NWC will seek to expand, innovate, evaluate, and iterate additional education opportunities. As part of a larger process to deliver the highest possible quality professional development to students, LPA will tailor delivery of leader development outcomes to the intermediate-level course (ILC) and senior-level course (SLC). CLE recently hired a new ILC director to start this bifurcation in the summer of 2024. This additional faculty member will accelerate the curriculum changes and provide ILC students with more tools before assuming positions of greater responsibility. For SLC students, the focus will shift to the leadership of larger organizations, with both internal and external features. These changes will be completed well ahead of the next interim review.

With the advent of LPA and PMW, the resident programs are evolving differently than the non-resident and low-resident courses. While the integrity of the degrees remains the same, the increasing variation is something to examine in the coming years. If the value of the LPA and PMW courses make value contributions, then after a review period the College will explore a similar opportunity for non-resident and low-resident course students as well.

The Conolly Hall renovation project will displace two academic departments, Joint Military Operations (JMO) and National Security Affairs (NSA). JMO and NSA will move into offices and classrooms in Hewitt Hall. Modular classrooms, replicating the existing classrooms in Hewitt Hall in both technology and space, will be installed starting in the fall of 2024 to accommodate the loss of use of the Hewitt Hall classrooms expected for AY 2025-26. Conolly Hall is a main pedestrian thoroughfare on campus and contains two classrooms, but taking the building offline for parts of three academic years will not degrade delivery of the academic program at NWC due to the modular classrooms. Hewitt Hall construction will start in 2027 and conclude in 2029. The Hewitt Hall project will displace CDE, the Strategy and Policy (S&P) Department, and the remainder of the classrooms. CDE will move into purpose-built modular offices; S&P, JMO and NSA will move into new permanent offices in the new Conolly Hall. The remaining classrooms will be moved to modular classrooms. There is a plan to transition to modular classrooms as they come online so as not to disrupt any classes (See ERR).

The NWC recently created an Associate Provost for Academic Services. Under this arrangement, the College intends to provide more comprehensive and equitable academic service to faculty and students. Additionally, the roles and responsibilities of the Associate Provost for Education and Faculty have been modified over the past year to increase focus on cross-college issues. For

example, the College created a Curriculum Coordination Council (CCC) which the Associate Provost for Education and Faculty co-chairs with the Dean of Academics. The CCC has already proved successful in developing the PMW course by pulling together stakeholders from across the NWC enterprise to review, coordinate, and adjust curriculum content and delivery.

Overall, the College's senior leadership is embracing the challenge of evaluating every program within the Naval War College for adjustment, modification, or, where needed, elimination. A significant goal is building a culture of aggressive learning, so graduates are prepared to cope with the inevitable uncertainty, friction, and confusion inherent in the contemporary operating environment. The faculty, drawing upon all available assessment resources, will continue to identify and eliminate barriers to achieving the mission: to inform today's decision-makers, educate tomorrow's leaders, and engage with Allies and partners.

**Standard 4: The Academic Program  
(Summary - Degree-Seeking Enrollment and Degrees)**

**Fall Enrollment\* by location and modality, as of Census Date**

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT			415					415
Main Campus PT								0
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations PT								0
Distance education FT								0
Distance education PT			554					554
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
<b>Unduplicated Headcount Total</b>	0	0	969	0	0	0	0	969
<b>Total FTE</b>			600					600
<b>Enter FTE definition:</b>	Each resident student takes 10 hours/trimester (8 hours in the core curriculum and 2 hours per elective or Leadership in the Profession of Arms). We calculated an FTE factor for each of the various education programs based on this requirement and multiplied by the number of students.							
<b>Degrees Awarded, Most Recent Year</b>			588					588

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

\* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

173 (CDE) + 415 (resident) June 2023; Distance Education PT = Fleet Seminar Program's Graduate Degree Program

**Standard 4: The Academic Program**  
**(Summary - Non-degree seeking Enrollment and Awards)**

**Fall Enrollment\* by location and modality, as of Census Date**

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT		275		275		275
Main Campus PT		132		132		132
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0	554	554
Overseas Locations FT		332		332		332
Overseas Locations FT		890		890		890
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT		994		994		994
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total				0		0
Total FTE				0		0
Enter FTE definition:	0	2,623	0	2,623		2,623
Certificates Awarded, Most Recent Year						

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

\* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

CMOW Full time are short courses that are non-degree granting. Annual enrollment for AY 24 = 825. Fall enrollment = 275

**Standard 4: The Academic Program**  
**(Headcount by UNDERGRADUATE Major)**

P	Number of credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(Fall 2 )	(Fall 2 )	(Fall 2 )	(Fall 2 )	(Fall 2 )
	For Fall Term, as of Census Date					
	<b>Certificate (add more rows as needed)</b>					
P						
	Total	0	0	0	0	0
	<b>Associate (add more rows as needed)</b>					
P						
P	Undeclared					
	Total	0	0	0	0	0
	<b>Baccalaureate (add more rows as needed)</b>					
P						
	Undeclared					
	Total	0	0	0	0	0
	Total Undergraduate	0	0	0	0	0

\* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

No Undergraduate Students



**Standard 4: The Academic Program  
(Headcount by GRADUATE Major)**

For Fall Term, as of Census Date						
	Number of credits*	3 Years Prior Fall 2020	2 Years Prior Fall 2022	1 Year Prior Fall 2022	Current Year Fall 2023	Next Year Forward (goal) Fall 2024
<b>Master's (add more rows as needed)</b>						
CNW	30	163	160	162	160	165
CNC&S	30	246	248	241	255	255
GDP	30	211	168	173	165	160
Total		620	576	576	580	580
<b>Doctorate (add more rows as needed)</b>						
N/A						
Total		0	0	0	0	0
<b>First Professional (add more rows as needed)</b>						
<b>International Programs</b>						
Naval Command College (NCC)	26	13	13	8	4	10
Naval Staff College (NSC)	26	12	13	9	14	10
<b>College of Distance Education</b>						
Fleet Seminar	21	286	258	246	210	200
Online	7	809	1,161	1,144	800	1,100
NWC@Naval Postgraduate School	12	262	352	333	326	325
Total		1,382	1,797	1,740	1,354	1,645
<b>On-line Professional Military Education</b>						
Introductory		1,479	373	253	250	250
Basic		126	1,032	614	600	600
Primary (Enl)		1,248	918	956	950	950
Primary (Off)		826	319	247	250	250
Total		3,679	2,642	2,070	2,050	2,050
<b>Other; specify (add more rows as needed)</b>						
MSOC		305	426	392	400	367
CFMCC		0	49	114	97	85
JFMCC		0	32	20	20	24
ELOC		0	34	67	81	71
MOPC		35	59	41	59	40
IMSOC		16	25	22	23	21
MSGSC		29	40	38	39	36
Total		385	665	694	719	644
Total Graduate		2,387	3,038	3,010	2,653	4,919

\* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

Online Program did not run a course one quarter of AY23-24 while changing curriculum.

**Standard 4: The Academic Program  
(Credit Hours Generated and Information Literacy)**

**Credit Hours Generated By Department or Comparable Academic Unit**

3	3 Years	2 Years	1 Year	Current	Next Year
	Prior	Prior	Prior	Year	Forward (goal)
	(AY 2021)	(AY 2022 )	(AY 2023)	(AY 2024)	(AY 2024-25)

**Undergraduate (add more rows as needed)**

3					
	Total	0	0	0	0

**Graduate (add more rows as needed)**

Leadership in the Profession of Arms	2	2	2	2	2
Joint Military Operations	8	8	8	8	8
National Security Affairs	8	8	8	8	8
Strategy and Policy	8	8	8	8	8
Electives (Dean of Academics)	4	4	4	4	4
	Total	30	30	30	30

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**Information Literacy Sessions**

Main campus

Sessions embedded in a class

Free-standing sessions

Branch/other locations

Sessions embedded in a class

Free-standing sessions

Online sessions



**URL of Information Literacy Reports:**

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Please enter any explanatory notes in the box below

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## Standard Five – Students

**Description.** The Naval War College educates and trains more than 6,000 students annually. The five student bodies at NWC are diverse and not limited to the roughly 500 graduate degree students each year residentially. While this chapter focuses on two resident programs and one distance education program, the College delivers professional military education for many more students. The College of Maritime Operational Warfare educates over 1,000 students each year in maritime operations and planning courses as well as national and international senior leader courses. The Wargaming Department in the Center for Naval Warfare Studies plans and organizes up to eight large-scale war-gaming simulations each year to test and validate regional war plans, serving more than 1,600 students each year. Finally, the College of Distance Education educates roughly 3,000 low- and non-resident students each year and graduated roughly 1,700 from three programs in 2024. The online graduate program is the Graduate Degree Program of the Fleet Seminar Program, as outlined under Standard Four. The College has two resident graduate programs, locally referred to as the intermediate- and senior-level courses. The Intermediate program, or Intermediate Level Course (ILC) is also referred to the JPME-I program and requires three electives to earn Master of Arts in Defense and Strategic Studies; this program may also be referred to as the College of Naval Command and Staff course. The CNC&S is not an actual organization but a way of differentiating the intermediate-level U.S. students from the international students in the JPME-I program, who are “housed” in the Naval Staff College (NSC). The Senior program, or Senior Level Course (SLC) comprises the JPME-II plus three electives, leading to the Master of Arts in National Security and Strategic Studies; it may also be called the College of Naval Warfare program. The CNW is not an actual organization but the title that differentiates the senior-level U.S. students from the international students in the JPME-II program, which are “housed” in the Naval Command College (NCC). The NCC and NSC students are administratively and operationally supported by the international Programs department.

**Admissions – Description.** The NWC admits a wide array of students through military service or civilian agency selection processes. These students include early-career through senior-level officers and enlisted members. Most students are assigned to NWC for their education, including the residential master’s degree programs. Students admitted to the non-resident and low-resident distance education programs, including the Fleet Seminar Program, are self-selected mid-career officers.

Students attending CMOW and CNWS short courses are similarly selected and assigned by virtue of their roles in the Fleet. The admissions processes described below are evaluated regularly to ensure the integrity of standards and processes.

For military students, the individual service’s personnel commands conduct the admissions process for graduate degrees through administrative boards that select the highest qualified officers from each year group to attend the different DOD residential colleges: the Naval War College, Army War College, Army Command and General Staff College, Air War College, Marine Corps War College, and National Defense University. These administrative boards review officer personnel files and emphasize equality of educational opportunity for all individuals who demonstrate a strong potential for success. These officers are then scheduled for

attendance at the appropriate time. Resident U.S. students are fully funded to attend their programs.

For international students, the Navy Staff and NWC confer annually about which nations should be invited to attend the College. The selections align with the priorities in national and naval strategies for strengthening global partnerships and continuing longstanding relationships. International officers are required to possess sufficient academic credentials and proficiency in English, passing the Test of English as a Foreign Language (TOEFL) exam with a minimum score of 80. U.S. military attachés at embassies around the globe ensure basic qualifications are met. International students interested in taking the master's degree programs are ranked based on TOEFL score against the limited number allowed by the Dean of Academics. Based on need, international students are fully funded either by the State Department or their host nations.

Civilian agencies nominate candidates for attendance, normally after convening administrative boards for screening the most qualified personnel. The NWC Admissions Committee reviews the nomination packages, academic records, and writing samples and makes appropriate recommendations to the Associate Provost for Faculty and Education.

Students interested in the low- and non-resident programs (non-degree programs) complete an online application. Enrollment is open to eligible active and reserve officers in the sea services (Navy, Marine Corps, Coast Guard) in the grade of O-3 (lieutenant, captain) or above. Active and reserve officers in other military services (Army, Air Force, and Space Force) must be in the grade of O-4 or above to be eligible. Civilians in the grade of GS-11 and equivalent or above are also eligible; through CNO agreement, selected staff members in the federal executive, legislative, and judiciary branches are also eligible. All applicants must possess a baccalaureate degree, and all admitted are fully funded.

Students applying for the distance GDP must possess baccalaureate degrees and have completed one or more of the FSP courses with grades no lower than B-minus and meet the requirements outlined above. Students submit applications with two letters of recommendation and official transcripts. The GDP Admissions Board reviews and evaluates each complete application. The board makes recommendations concerning admission to the Dean of CDE, who makes final determinations. The only potential out-of-pocket cost for GDP students is for the three electives, which they take at another accredited institution. However, most students use other military sources to pay these costs and are thus effectively fully funded.

Retention and graduation rates for the resident programs continue to remain near 100%. As high-achieving professionals, resident students undergo a rigorous selection process before arriving for their year of study. Consequently, few if any do not complete resident master's degrees each year. For the non-resident programs taught at outside instructional locations via in-person seminars, the retention rate remains over 90%.

In the non-resident programs conducted as distance education, retention is lower, at roughly 80%. These programs are designed to fit into the student's busy life. Operational assignments, increased workload, and competing demands often cause these students to disenroll voluntarily or be disenrolled for insufficient progress. There are no lost application or tuition fees and no

negative consequences to careers for disenrolling. Many who disenroll either enroll again later or subsequently attend the resident program. Retention for the online program ranges from 70 to 75 percent. The Fleet Seminar Program retains from 80 to 85 percent of its part-time students, depending largely on the demands of their normal duties.

All programs take the same systematic approach to providing accessible and effective services for enrolled students. Each student is given guidance and information about the opportunities and experiences available to them to ensure their success. NWC conducts regular and systematic evaluations of its efforts to achieve equitable educational experiences for all students. This includes access to academic support and student and family services designed to provide tools needed to complete programs. Evaluations include course surveys, formal and informal instructor evaluation processes, and solicitation of feedback from students on the effectiveness of support services.

**Admissions – Appraisal.** Entrance standards have not been easy to find on the website historically, which is a question of transparency but also reflects the relatively static and controlled method for assignment of students, rather than applications. Still, international students and non-military agencies should know the admissions requirements and be able to find that information easier, which is being addressed broadly with a series of easy-to-find web links related to accreditation areas, as noted under Standard Nine.

Overall, the admissions process works well in getting highly qualified students to the College, as demonstrated by high retention and graduation rates. The services select officers who have the greatest potential for increased service to the nation, and education provides them tools to succeed in positions of increased responsibility. Civilian agencies also nominate high achievers, as their academic success attests. Data from surveys and research indicate that NWC graduates fare well professionally in terms of choice of assignments and promotion and believe their NWC education has contributed to their success as officers. One exception arises from the fact that the Navy reduces the floor for admission of students to the ILC by assigning junior to mid-grade lieutenants (O3) when the course is intended for lieutenant commanders (O4). AY 2023–24 was the first year we collected data from program assessments to describe the performance of these students, which was found to be lowest of all student categories at NWC.

The admissions process for non-resident students also works well. While enrollments are slightly declining, retention and graduation rates for the GDP are trending up. Four sites with physical classrooms for the FSP have been closed due to low enrollment. However, students whose locations do not have physical FSP spaces are placed in virtual classrooms instead. No students are disenfranchised.

As noted in the various Data First forms, graduation rates for the resident programs are over 99% and typically 100%. In annual alumni surveys, data indicates residential graduates are routinely selected for promotion and command at a rate comparable to their peers from other resident programs, and above that of those who were not selected for resident education. Moreover, alumni wholeheartedly endorse NWC and encourage attendance by peers and subordinates. Flag and general officers who come to speak or attend conferences at the College affirm the value of their NWC educations. While at the College, Navy students do not receive “observed” fitness

reports that measure their potential as an officer and recommends their promotion to higher rank. The Marine Corps, Army, and Air Force students provide “observed” fitness reports. Students and Fleet leadership perceive that “not observed” fitness reports can hinder promotion opportunities and therefore retention. That is, lack of observed fitness reports can lead to students being assigned to new duty positions that are less competitive for promotion in the Navy and do not leverage the skills acquired at the College. The Secretary of the Navy has acknowledged this issue and in his Naval Education Strategy 2023 mandated “observed” fitness reports be instituted. The College is working with higher command on an equitable and viable process to provide observed fitness reports, in a fashion like what the Marine Corps already does. AY 2023–24 was the first year for these fitness reports, so it is too soon to see any benefit to a graduates’ careers.

Unlike the ILC, the SLC program is not offered in any distance modality, which sets us behind a few of the peer JPME institutions. Not having conducted a Navy-wide needs analysis, the College does not know if this shortcoming is limiting opportunities for the Navy’s senior officer corps.

**Student Support Services and Co-curricular Experiences – Description.** Processes and practices for orientation, housing, counseling, health services, social and religious activities, athletics, recreation, and extracurricular activities are vibrant. Academic support services exist for all students in the forms of instructor access, intermediate/senior mentorship assignments, the writing center, the library, and branch/international-specific mentors. Student services are available to all students, regardless of the program. These include access to clubs, fitness centers, spiritual centers, and other programs designed to meet the physical, emotional, spiritual, and mental needs of students. Additionally, their salaries and government employment benefits continue while they are studying. Naval Station Newport provides certain support services to military officers and their families; unfortunately, the College cannot influence the variety or quality of these services.

Student Orientation and regular email updates provide students with a clear description of the nature, extent, and availability of student services. These services are supported by a robust staff of highly trained professionals available to all students, in accordance with the mission statement on diversity, equity, and inclusion. Students are also informed of, and acknowledge as a part of the orientation process, NWC’s ethical standards regarding student services and its policies on student rights and responsibilities, including those regarding conduct and grievance procedures. All policies are published and accessible to all students through various sources, including the Dean of Student’s welcome packet, Student Handbook, Blackboard online access, Intranet access, school administrators, and each student’s respective branch or international representative. (Some of the aspects of this NECHE standard are not applicable to NWC due to the no-cost nature of the school.)

**Student Support Services and Co-curricular Experience – Appraisal.** Student services at the Naval War College for U.S. and international resident students and non-resident students meet Navy standards, but improvement initiatives are under way. Student survey data routinely indicate a high level of satisfaction with NWC student support and a satisfactory level of support from the Naval Station. Orientation and guidance are thorough, and participation in the

evaluation and maintenance of these programs is extensive. The Learning Commons (which incorporates the Henry E. Eccles Library, the WTEC, and the College's Information Services Department) was remodeled in 2016 to improve support for student study and collaboration. The Dean of Students office, MicroMart, Library, Writing Center, and Information Technology User Services (help desk) are all co-located in the Learning Commons. Academic support services exist for all students with instructor access (for both resident and remote learning environments), intermediate/senior mentorship assignments, and access to the Writing Center (resident students only). With the recent creation of the Associate Provost for Academic Support Services, a more comprehensive, centralized program for academic support services has been emerging for all programs, to enhance curriculum delivery. Among the biggest demands for increased support is from the Writing Center, which, due to staffing limitations, must limit support to resident programs and for only a few visits per academic year. This is an area for staff growth in the coming years; it is also an indicator of the relatively poor writing skills of the student body.

The College and community offer a range of recreational activities and a wide variety of social, athletic, and cultural activities. The annual picnic and International Food Nights are favorites among faculty, staff, and students. The President's Cup is a broad moniker covering co-curricular events that bring together staff, faculty, and students to meet, bond, and share experiences while engaging in non-academic events—for example, tennis, hockey, volleyball, bowling, karaoke, and trivia contests. The sports events usually involve several weeks of practice and play culminating in a championship event. The teams are usually divided into staff/faculty, intermediate class, and senior class and include international students on the appropriate teams. College leaders usually attend events and encourage all teams. The College also incorporates history into competitions. In October of each year, the Cardines Classic commemorates an Army-versus-Navy baseball game played in London during World War I on July 4, 1918. During that game, King George V presented a signed baseball to the commander of U.S. naval forces in Europe, Vice Adm. William S. Sims, who had been PNWC before World War I and would be again after it. Sims used baseball competitions to bring together personnel of operational units not used to operate under the same unified command. In the modern version of the game, staff, faculty, and students organize into Army and Navy teams, practice for several weeks, and hold a competition in period uniforms on Cardines Field in Newport. The field is the oldest continuously operated baseball field in the country and is named after a local immigrant soldier who gave his life for his new country during World War I. In November, close to the date of the Army-Navy football game, the faculty, staff, and students organize into Army and Navy teams to play a flag-football version of the annual spectacle. Then, in the spring, the SLC unites to represent NWC against the other service graduate schools during the Jim Thorpe Sports Days held at the Army War College in Carlisle, PA. There are many opportunities to meet other students and staff throughout the school year.

Orientation and guidance for the resident programs is thorough and sufficient. Student counseling meets standards as faculty, and the academic program managers are dedicated to quick resolution of student academic issues. However, the Air Force, Marine Corps, and Army students have more robust processes, managed by their senior service advisors, which Navy and civilian students do not have. The Dean of Academics and Dean of Students initiated a pilot academic advisor program that includes faculty and student training throughout the College. The feedback has been positive, although students seem to prefer non-mandatory meetings and more

ad hoc interactions. The program will eventually be extended throughout the College. Student feedback and evaluation are routinely collected from the resident programs. Current surveys do not delve into demographics or issues that could help predict students who need additional support. The Command Managed Equal Opportunity managers, Command Resilience Team, Culture and Climate Advisor (see Standard Eight), and the Dean of Students office are working to construct a survey to identify those in need of extra support proactively.

Various forms of family dislocations affect the College's resident students. Nearly one-third of the student body arrives from assignments or deployments during which they have been separated from their families for at least six months. In these cases, it is important to ensure there are opportunities for reintegration, especially when the student returns from a combat assignment. However, this is not always possible when the students choose to keep their families where they have the best support and to come to the College alone as a geographic bachelor. Many of these professionals have the experience and maturity to manage the challenges adequately. However, there are many who have difficulty and require mental health, family advocacy, legal, medical, and academic support throughout their time at the College. One significant challenge is to establish programs and create awareness of those programs, in concert with Naval Station Newport, to support these students.

The College actively uses base and community mental health resources to support students. Mental health resources have dwindled nationally over the last few years, and this is the same in military treatment facilities. Access to care at the base clinic is difficult, but a phone call from the College for support usually avails an appointment. Chaplains have traditionally helped to bridge the lack of mental health providers. Unfortunately, there is no chaplain assigned to the College. The base has a chaplain, and the Chaplaincy School is also here. However, the ability to access a chaplain during times of crisis is crucial, and the College is working to regain the chaplain billet it once enjoyed. The Fleet and Family Support Center on base has counselors on staff who support the Naval War College. Again, this service is very busy but can be arranged for students more quickly with a phone call for support. The availability of community care has also decreased, and long wait times for care have occurred. The Naval Health Care New England Newport Clinic assists in arranging quicker access to care as needed. There are tele-health options as well, through Military One-Source and Rhode Island services. However, there is no documentation of the care received in these cases, which makes military readiness difficult to determine and required follow-on care difficult to set up. Military and civilian students often have critical national security follow-on jobs for which good mental health is paramount. Mental health is an area of concern and focus for the College.

Another area of focus is the quality of government housing available to students. Commercial housing costs on Aquidneck Island have risen over 100 percent in the last five years. Students attempt to offset this cost by choosing to live in housing on-base, which would allow them to live close to school as well. This housing is contractor-operated, however, and rents have recently risen to the full government housing allowance, rates of which are publicly available. A house that costs \$2,000 to rent in 2023 could cost up to \$4,000 in 2024. Meanwhile the housing itself remains the same, with no upgrades commensurate with houses available farther away. Some students opt for better houses with lower prices and therefore live farther away. In the meantime, road traffic has increased significantly, with area bridges undergoing constant construction issues



that have increased drive times by over 50 percent. PNWC has been involved with improving the conditions of base housing and the standard of maintenance; base leadership and the housing office have also been tremendous allies in improving quality and rapidity of response for issues that arise. Affordable, quality, nearby housing continues to be a concern for students.

Civilian students receive various kinds of compensation for housing. Some civilian students are sent to Newport on permanent change of station (PCS) orders that allow them to receive housing allowances that cover costs in the Newport area. Other civilian students are sent to Newport on temporary-duty orders that allow a per diem housing rate that is notably less than the PCS amount. Finally, there are civilian students who received no allowance for housing and effectively pay their own way in the expensive Newport market. This all depends on the agency to which the students belong and the method in which they are recruited to attend the College. These conspicuous differences can promote a sense of unfairness and distraction from studies among people who have all been sent to Newport to do the same thing. Compounding this, civilian students with prior military service who attempt to take advantage of Veterans Administration education benefits are being told by the VA that the Naval War College does not qualify for this program. PNWC is aware of this, and the Dean of Students office is working with state and federal VA representatives on making NWC a qualifying educational institution.

The College is committed to continuous improvement of the academic environment. The remodeled Learning Commons reflects a commitment to creating a learning environment conducive to student success. Computer and information support have improved substantially, with the Information Resources Department (IRD) support desk now central in the Learning Commons. Classroom modernization is beginning in the fall of 2024 and will continue for several years.

NWC is constantly looking at areas to integrate non-resident students more fully into the on-campus learning environment. Events such as the Current Strategy Forum, the Joint Warfighting Symposium, and the Women, Peace, and Security Symposium, as well as special guest speaker fora that take place in Newport, are live-streamed and captured on video and made available to all NWC students worldwide.

**Students – Projection.** In maintaining the excellence of the student body, the College must improve monitoring of at-risk students. Balancing the priority demands of a fleet operating at a high tempo and of human resources and talent management has been challenging for the Navy. Two recent DON documents, Naval Education Strategy (2023) and the Navy Leader Development Framework (2019), have reinforced the importance of education for today's naval profession. Some uncertainty remains with the financial outlook for overall defense funding, which could affect NWC's student throughput. However, the Navy and the other military services will continue to select their highest achievers for in-residence educational opportunities. In the short term, the College anticipates the expansion of international students, raising throughput to about 150 annually. If the U.S. military and civilian student throughput remains steady, this growth may require additional staff and budgetary resources.

The non-resident NWC student body has reached its programmed steady state, which suffices to serve the overall Navy officer population. Likewise, the Graduate Degree Program has matured

and has sufficient capacity. Possible Navy force structure reductions would result in a re-examination of the required student throughput and might result in fewer students. Still, the unpredictable nature of world events could create an increased demand for non-resident options, so the College continues to explore flexibility in low- and non-resident programs and preserve and ability to increase faculty to serve these students through an existing government contract.

Navy officers who wish to remain competitive in their fields must complete the intermediate-level program. More Navy officers now take the initiative to find information about residential opportunities and, if not selected, apply for low- or non-resident programs. Other military services continue to send their best officers, based on competitive boards. When these officers graduate and move to operational assignments, they mentor subordinates about the value of the professional academic programs offered by NWC. Graduates remain the best ambassadors for the resident programs. The College has only nominal influence over the matter, but with the help of the Board of Advisors, the message will be communicated to the Navy; there is a critical need to make attendance at Senior-level / JPME-II a requirement for future command opportunities at the most senior levels of the Navy.

Naval officers desiring to receive a high-quality intermediate-level education can choose one of NWC's non-resident programs to achieve this. As in the resident program, non-resident graduates continue to be the best ambassadors for NWC education. A good mix of other military service students is a testament to the value placed on this education by graduates who mentor their subordinates. We seek to continue to meet the education needs of students where they are, in the Fleet, with non-resident and low-resident options.

As anticipated, space limitations created by necessary renovations to the College's older buildings, combined with growth in resident enrollment, have required some interim measures. Conversion of parking to training/education space is planned; pre-construction design is already under way. Additionally, several alternatives are currently under study to achieve the Navy's longer-term vision for an expanded campus, as expressed in *Naval Station Newport Vision 2035 Master Plan*. Placement by the Chief of Naval Operations of the College in a special category for logistical support opens a clear avenue to fund short-term and mid-range projects to rectify a deficit in space and ensure top-level support to the College's current campus and spaces.

NWC is committed to providing its students with premier support services and cultivating an atmosphere conducive to a first-rate education. To that end, many complex situations require navigation and leadership. The Dean of Students and the Culture and Climate Advisor have teamed up with the Dean of Academics to survey student needs upon arrival at the College. This team developed a Navy Academic Advisor program to match the efforts of the Army, Air Force, and Marines to provide appropriate student interventions early, before crises arise. This will be scaled to incorporate all resident students after evaluation of effectiveness in the 2023–24 school year. Extracurricular activity offerings will continue to include sports and activities and ensure that all students are included no matter their skill level or interests. The Dean of Students will continue to assess, and collaborate with, base and community resources to ensure easy access to services. As an institution priding itself in strategic thinking, NWC leadership looks forward to these challenges as opportunities to effect long-term change for the good of the student body, the community, and the citizens of the United States.

**Standard 5: Students  
(Admissions, Fall Term)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

P

Credit Seeking Students Only - Including Continuing Education

		3 Years Prior (AY 2021 )	2 Years Prior (AY 2022)	1 Year Prior (AY 2023 )	Current Year (AY 2024)	Goal (AY 2025)
<b>Freshmen - Undergraduate</b>	P					
Completed Applications	P					
Applications Accepted	P					
Applicants Enrolled	P					
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Percent Change Year over Year						
Completed Applications		na	-	-	-	-
Applications Accepted		na	-	-	-	-
Applicants Enrolled		na	-	-	-	-
Average of statistical indicator of aptitude of enrollees: (define below)	P					
<b>Transfers - Undergraduate</b>	P					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
<b>Master's Degree</b>	P					
Completed Applications		2,075	2,457	2,313	2,359	
Applications Accepted		2,075	2,457	2,313	2,359	
Applications Enrolled		2,075	2,457	2,313	2,359	
% Accepted of Applied		100.0%	100.0%	100.0%	100.0%	-
% Enrolled of Accepted		100.0%	100.0%	100.0%	100.0%	-
<b>First Professional Degree</b>	P					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
<b>Doctoral Degree</b>	P					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-

Please enter any explanatory notes in the box below

Applications = Enrollments

**Standard 5: Students  
(Enrollment, Fall Term)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (AY 2021 )	2 Years Prior (AY 2022)	1 Year Prior (AY 2023 )	Current Year (AY 2024)	Goal (specify year) (AY 2025)
<b>UNDERGRADUATE</b>						
First Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Second Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Unclassified	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
<b>Total Undergraduate Students</b>						
	Full-Time Headcount	0	0	0	0	0
	Part-Time Headcount	0	0	0	0	0
	Total Headcount	0	0	0	0	0
	Total FTE	0	0	0	0	0
	% Change FTE Undergraduate	na	-	-	-	-
<b>GRADUATE</b>						
	Full-Time Headcount	507	518	484	509	
	Part-Time Headcount	1,568	1,939	1,829	1,850	
	Total Headcount	2,075	2,457	2,313	2,359	0
	Total FTE					
	% Change FTE Graduate	na	-	-	-	-
<b>GRAND TOTAL</b>						
	Grand Total Headcount	2,075	2,457	2,313	2,359	0
	Grand Total FTE	0	0	0	0	0
	% Change Grand Total FTE	na	-	-	-	-

Please enter any explanatory notes in the box below

**Standard 5: Students**  
**(Financial Aid, Debt, Developmental Courses)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

? Where does the institution describe the students it seeks to serve?

	(FY 2 )	(FY 2 )	(FY 2 )	
? <b>Three-year Cohort Default Rate</b> (from College Scorecard)				

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2 )	(FY 2 )	(FY 2 )	(FY 2 )	(FY 2 )

? <b>Student Financial Aid</b>					
Total Federal Aid					
Grants					
Loans					
Work Study					
Total State Aid					
Total Institutional Aid					
Grants					
Loans					
Total Private Aid					
Grants					
Loans					

<b>Student Debt</b>					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates					
Graduates					
First professional students					
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates					
Graduates					
First professional students					
Average amount of debt for students leaving the institution without a degree					
Undergraduates					
Graduate Students					
First professional students					

<b>Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)</b>					
English as a Second/Other Language					
English (reading, writing, communication skills)					
Math					
Other					

Please enter any explanatory notes in the box below

N/A

**Standard 5: Students  
(Student Diversity)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled		
<b>Category of Students (e.g., male/female); add more rows as needed</b>					
Graduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled		
<b>Category of Students (e.g., male/female); add more rows as needed</b>					
Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
<b>Category of Students (e.g., male/female); add more rows as needed</b>					
			0		
			0		
			0		
			0		
			0		
			0		
			0		
Graduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
<b>Category of Students (e.g., male/female); add more rows as needed</b>					
Men	437		437	537	400
Women	72		72	72	109
Navy	204	1,383	1,587	550	1,550
Marine Corps	40		40	40	42
Army	85		85	85	83
Coast Guard	6		6	6	6
Air Force	48		48	48	48
Space Force	5		5	5	10
Civilian	36	41	77	52	77
International	94		94	94	150
Total	1,027	1,424	2,451	1,489	2,475

Please enter any explanatory notes in the box below

Admissions = enrollments - - -For CDE- Other services includes USMC, USA, USAF, USCG, USSF = 291. Other agencies includes civilian non DoD = 56. No international students. also, man/woman not tracked  
CDE FTE = headcount X 0.25

## Standard Six – Teaching, Learning and Scholarship

**Faculty and Academic Staff – Description.** Among the enduring strengths of NWC are its faculty and academic staff. Post-doctoral fellows through full professors serve in three categories: active military faculty, retired military, and civilian faculty with no military background. Qualified personnel are recruited and affiliated with academic units that align with their experience and credentials. Following orderly hiring processes in which current faculty are involved, new faculty members receive a memorandum of understanding (MOU) that specifies their teaching, research, outreach, and ethical behavior responsibilities congruent with NWC’s mission. MOUs are reviewed by NWC’s legal team and signed by the faculty, their respective deans, and the provost and are reviewed regularly. A sample MOU for both a tenure-track and non-tenure-track faculty appointment may be found in the ERR. Even though salaries and benefits for all DON employees are congressionally determined, NWC regularly completes an analysis to compare faculty salaries with local institutions using the annual data compiled by *The Chronicle of Higher Education*. A copy of the DON faculty pay scale, and the cost-of-living comparison may be found in the electronic reading room materials. NWC’s Faculty Handbook includes policies affecting all members and categories of the faculty including promotion, tenure, and expectations (See ERR for Faculty Handbook).

By design, NWC faculty deliver academic programs that focus on the professional military educational needs espoused by the DOD and DON and informed by CJCS via the Officer Professional Military Education Policy (OPMEP) to prepare operational and strategic leaders. (See ERR for the current OPMEP).

Faculty, instructors, academic staff, and administrators are qualified civilian and military personnel. The collaborative design by which qualified civilian faculty, holding associated terminal degrees, partner with active-duty and retired military officers possessing pertinent professional experience ensures graduate-level academic standards and curricular relevance within the degree programs. Leveraging the knowledge and expertise of civilian scholars and retired or active-duty military faculty throughout academic instruction ensures alignment with the institutional mission and the student body. NWC balances an intentionally diverse body of faculty to meet best practices that align with NECHE accreditation standards and federal mandates within the OPMEP required to maintain Joint Professional Military Education accreditation. Not only do retired and active-duty military professionals enhance the relevance and timeliness of the curriculum, but CJCS mandates that NWC maintains a civilian and military faculty and further requires that the military faculty represent all services to preserve the “jointness,” or representation of all military services, in JPME.

Because many military faculty assigned to NWC typically do not hold terminal degrees and may not have previous teaching experience, they join their civilian counterparts in regular instructor preparation sessions. These sessions provide opportunities for continuous improvement and consistency in course quality, content, and student experience. In addition to “in-stride” instructor preparation sessions while a course is being delivered, faculty are involved in curriculum updates and teaching prep when they are not actively teaching. Similarly, recognizing that many civilian faculty do not have military experience, the active and retired military faculty share their expertise to contribute to course preparation and delivery. Thus, working together during instructor preparation sessions and in the classroom, civilian and military faculty share

experiences that identify pragmatic theory-to-practice connections that contribute to student learning. Informal feedback and development associated with instructor preparation sessions complement formal annual faculty performance evaluations. For example, in the Strategy & Policy Department, peer teaching evaluations are formally incorporated into evaluations and tenure and promotion packets (see ERR for a copy of this departmental policy).

In addition to department-specific support and guidance, the NWC Teaching Excellence Center hosts teaching strategy workshops and small group discussion sessions and offers individual class review sessions. Military and civilian faculty have access to all Teaching Excellence Center support and extensive opportunities for professional development in their specialty areas, research agenda, and outreach. These opportunities for faculty development (FACDEV) represent the College's intent to retain faculty and academic staff who are uniquely equipped to meet the institution's academic missions, functions, and tasks. Such events/activities include lectures of opportunity (LOOs) and various department- or institution-wide speakers. Underscoring the unique nature of NWC students and mission, the College also coordinates opportunities for faculty to embark on active Navy ships, with the goal of advancing the professional awareness of NWC graduates' working environments. Annually, faculty and academic staff may submit requests for professional FACDEV funds, which are reviewed first within each faculty member's home department and funded by central administration in accordance with their relevance to enhance fulfillment of the institution's mission. The Naval War College Foundation plays a vital role in sponsoring faculty/professional development, with roughly \$200K annually, and exemplifies how the College respects academic freedom in supporting faculty contributions to their specialized fields and interests. The NWC operational budget also allocates roughly \$200K annually for faculty development opportunities. (See ERR for a document with the breakdown of FACDEV funds)

**Faculty and Academic Staff – Appraisal.** Based on their qualifications and experiences, civilian and military faculty at NWC are assigned to home departments to support specific aspects of the institution's missions, functions, and tasks, as informed by the DON. In addition to the core academic courses, NWC faculty support elective courses, non-degree certification courses, and student research in special programs, as well as DON-sponsored war gaming, flag officer development, and research. For example, every trimester, resident students enroll in elective courses to supplement their required courses. Typically, 25 elective courses are offered by faculty each trimester, such that during their NWC graduate school experience, students have access to at least six courses taught by numerous faculty members. For example, 98 faculty taught 75 elective courses during the Spring 2022, Winter 2022, and Fall 2023 trimesters, 16 of these faculty contributed to more than one course. The average class size in the electives is 12 students; the range is from 7–14. As in these elective courses, the average class size of the core courses is 12 students. The overall student to faculty ratio across the resident programs is 3:1, while the CDE ratio is 13:1. While on the surface the low student to faculty ratio at NWC appears luxurious compared to most civilian higher education institutions, this is as required by CJCS for JPME. Considering the intensity of the 10-month graduate degree program, paired with density of the course content, it is prudent for NWC to maintain a lower student to faculty ratio, so students receive sufficient time, attention, and instruction from faculty to support their academic progress through degree completion. NWC students are the nation's present and future national security leaders: the lessons mastered prepare them to defend democracy at home and abroad. Suffice it to say, the curriculum and students are unique, and the sensitivity of the work



NWC graduates complete underscores the prudence of smaller student to faculty ratios. The mandate for student to faculty ratios are noted in OPMEP-F on page A-11 and can be found in the electronic reading room.

The faculty commitment to the intensity and urgent nature of the institution's mission is laudable; however, this same force of conscience contributes to the tension they experience in meeting not only immediate needs of key stakeholders but fostering innovative research to advance scholarship and planning for future possibilities. For example, while the typical teaching load of NWC faculty when compared to their peers at civilian institutions is not egregious (two trimesters teaching a core course and one trimester to teach an elective and update the next trimester's curriculum), the compressed nature of the curriculum dictates that interactive core course lessons are delivered in multiple-hour sessions, almost daily. Considered holistically, the curriculum is both dense and intense, contextually and temporally. The theoretical and historical foundations of the curricula are persistent, yet the global dynamics in which NWC prepares students to operate dictate constant curricular updates.

Timely content delivery influences NWC residential degree programs as well as the low- and non-resident programs. Faculty in CDE are responsible for delivering seminars weekly on weeknights and serve students who are enrolled in the Fleet Seminar Program (FSP) – a subset of whom will also apply for admission into the Graduate Degree Program (GDP) and will be eligible to earn the MA degree from the NWC. While there is a robust electives program in place for the residential students, students in the FSP working towards the GDP typically do not have access to these elective courses, given that they are working full-time jobs and electives are offered during the workday in Newport and are rarely offered online. Instead, they must complete nine credit hours of elective coursework at a non-NWC regionally accredited institution.

During teaching trimesters, in addition to course preparation and delivery, providing student feedback, grading, and advising, tenure-track faculty must give attention to their research and outreach efforts. Promotion and tenure (P&T) standards were not in place during the last NECHE accreditation process, and their presence now represents the institution's commitment to advancing scholarship as well as recruiting and retaining talented academic faculty. Initially devised in 2019, the P&T standards across the institution have recently been revised to better align with the NWC strategic plan's lines of effort, including teaching, research, and service. Due to the diversity of NWC stakeholders, each deanery within the college devised guidance for faculty that aligns with the deanery's mission, functions, and tasks, informed by DON and NWC guidance. Intended to create a clearer understanding of expectations for tenure-track faculty based on their home department, internal P&T guidelines for each deanery may be found in the electronic reading room, as well as the College-wide P&T guidelines. As with most academic institutions, the demands on faculty members' time while focusing on remaining current and effective in the classroom, especially given the intensity of the curriculum, is stressful for faculty seeking to earn tenure. The implications of dynamic NWC, DON, and DOD priorities, influenced by national security situations, means that faculty workloads are unpredictable and often exceed faculty members' capacities to foster innovative research or teaching methods that advance scholarship. The Faculty Advisory Council (FAC) proactively reviewed P&T processes to help the College develop fair standards.

While there are enough faculty and academic staff to meet the institution's current needs to ensure that NWC fulfills its mission and purposes, contemporary worldwide issues and conflicts dictate constant curricular enrichment. NWC graduates transition to leadership positions that address volatile, complex, and ambiguous situations amidst rapid technological advances. Therefore, NWC is assessing faculty resource gaps and the best ways to organize current resources and acquire resources needed to deliver the education graduates must have to be successful leaders for the nation. Data regarding NWC's faculty demographic, credential, and assignment breakdowns are provided in the associated Data First forms. The primary requirement for diversity from the Joint Staff is to ensure no more than 60% Navy faculty and students and to ensure an appropriate mix from other military services. The second requirement is that greater than 75% of faculty delivering instruction in graduate degree programs must be graduates themselves from the appropriate level of JPME education. Finally, while not required, the College seeks a balance of civilian terminal degree holders to ensure the highest caliber of instruction, faculty expertise, and educational experience for the students. When viewed longitudinally, the diversity among faculty is slowly gaining ground relative to gender: additional details regarding NWC's plans to enhance diversity among faculty will be discussed later in this chapter, while assessment for academic resources and gap management plans are in a recent Office of Personnel Management report that is included in the electronic reading room documents.

The nature of NWC as an institution focusing on PME, educating and developing leaders for warfighting, is rare. For most faculty, the sense of institutional and professional purpose is motivating and rewarding, while for others the dissonance between traditional military culture, operations tempo, and academia's disposition for reflective thought is unexpected and stark. Recognizing the dissonance that new faculty experience, NWC is revisiting the traditional "onboarding" processes through which new hires are indoctrinated into the college. Currently, newly hired faculty and staff experience an extensive "onboarding" process that introduces them to some of the DOD, DON, and NWC culture dynamics, as well as the traditional resources and services they need to be successful "shipmates." The program is designed to welcome new personnel, support them in their transition to the college and military mission, provide them with resources to be successful, and develop peer networks throughout the departments. An overview of the implemented orientation for new faculty may be found in the electronic reading room documents.

NWC is also actively addressing some of the dissonance through enhanced faculty governance opportunities and increased academic administrative support that aligns with the strategic plan, including the development of three associate provost positions one for academic services, one focusing on research, and another facilitating outreach. The development of these three positions was communicated to the entire college via a memo from the President (the realignment memo is in the ERR documents). These new positions represent the institution's dedication to fostering alignment among the three lines of effort in the strategic plan, tenure and promotion, and the primary components of faculty MOUs and annual review processes. The three new associate provost positions support representatives from each academic unit and college, as faculty contribute to institutional policy, guidance, and structures designed to support their success in all three lines of effort. Furthermore, the FAC reviews and offers feedback on policies related to tenure, promotion, and other faculty concerns that arise, while promoting transparency between academic administration and faculty. FAC liaisons are also embedded into each associate

provost's committee/council to ensure coordination, consistency, and communication across the College. For example, the Research Council is developing pre-publication review guidance that supports academic freedom for all faculty regardless of rank while complying with DON/DOD information security policies. Simultaneously, subcommittees within the Academic Services Council and the Outreach Committee review desired technology and software conducive to maximizing student learning and ways in which NWC engages with external communities and stakeholders. Considered collectively, the enhanced academic administrative processes serve to coordinate efforts for faculty to contribute to institutional governance, policy, and planning to support a collaborative educational climate that fosters student inquiry and learning. These increased opportunities for faculty to contribute to institutional processes, instructions, and policy, along with faculty governance via the FAC, demonstrate how NWC is advancing support of cross-disciplinary collaboration while unifying faculty productivity to align with the three lines of effort outlined in the strategic plan: teaching, research, and outreach.

**Teaching and Learning – Description.** NWC is known as the “Navy’s Home of Thought,” hosting learning opportunities for a diverse range of students and military professionals. In addition to the residential graduate degree programs, the college hosts numerous short courses, delivered in various ways, to enhance the nation’s wartime readiness as well as reinforce relationships among and readiness of allies and international partners. Content of the two graduate degree programs is tailored for the students’ needs to prepare them for their follow-on assignments and career progression. Similarly, the non-degree programs prepare students for success in mission-critical functions within current and future assignments. NWC instructional techniques are typically Socratic in seminar format, relying on the contributions of the students to maximize discussion and shared learning. Instruction in all programs is rigorously reviewed by department representatives and peer instructors and is sampled by NWC leadership for quality and student learning. Creative approaches to class facilitation are encouraged and supported by modeling other faculty and faculty development from the WTEC and through external faculty development opportunities. While some seminars are taught by a single faculty member, students will receive instruction from a minimum of eight faculty members throughout their year with NWC. Academic advising is simple and straightforward, as students have little flexibility in their choice of courses or sequencing of those courses, limited to elective selection alone.

Faculty and academic staff in the Center for Naval Warfare Studies, the College for Maritime Operational Warfare, and International Programs support the educational mission of NWC by delivering Fleet-facing courses for military leaders who command and fight in joint, maritime, and combined force environments. Many of these courses fall outside the graduate degree program; however, they are vital to NWC’s ability to meet DON and DOD demand for instruction. For example, CNWS facilitates global war games across time zones, CMOW delivers the Combined Force Maritime Component Commander Course (CFMCC), and the International Programs (IP) office delivers the International Maritime Staff Operators Course (IMSOC). (A full list of non-degree programs offered by NWC can be found in the ERR.)

While many of the Fleet-focused short courses and learning experiences take place at the Newport campus, the College of Distance Education expands NWC’s reach by providing non-resident, low-resident, hybrid, and satellite courses to students unable to attend the residential program. These students may earn their graduate degrees by completing the Fleet Seminar Program, (FSP) delivered through CDE. However, to earn the graduate degree, these students

must complete three graduate electives from accredited institutions because NWC does not have an electives program for low-resident students. CDE serves roughly 2,000 students each year, of which an average of 15% participate in the Fleet Seminar Program apply their credits earned towards a graduate degree.

Another example of NWC's educational reach beyond the residential graduate degree program is the College of Leadership and Ethics' responsibility to the Navy for providing leadership, critical thinking, and ethics training for flag officers up to the three-star level. CLE faculty contribute to the graduate degree program core, teach electives for the resident degree program, and deliver tailored and advanced leader development courses for the Navy's most senior officers. CLE, CMOW, and CNWS faculty members have distinct research and educational responsibilities to DON that complement and inform the courses they teach for resident degree-seeking students. NWC resident students benefit from the associated faculty's expertise and cutting-edge research incorporated into their learning experiences. Faculty with primary assignments in CLE, CMOW, CNWS, IP, and CDE contribute to degree program courses by expanding the students' exposure to varied perspectives and teaching approaches. Faculty members develop and deliver elective courses that are related to their scholarly expertise and encourage student inquiry. Furthermore, NWC provides interested residential students with opportunities to complement the core curriculum with focused sequential electives and original research through certificates or special programs.

**Teaching and Learning – Appraisal.** NWC students, both civilian and military, enrolled in residential graduate degree programs, are assigned by their military service branches or government organizations to complete the program as their primary professional duty while assigned to NWC. Enrolling a student population that better demonstrates contemporary aspects of race, gender, and ethnic diversity is not within the College's control. Intentional factors of diversity that JPME institutions address relate to the diversity of military or government agency, thought, experiences, and responsibilities among these national security professions. However, the need to better support underrepresented students is recognized and remains a challenge. Women, ethnic and racial minorities, civilians and students who identify with more than one of these categories are often relied upon to "represent" or diversify course cohorts. Therefore, recent efforts to develop affinity and support groups among students and faculty warrant dedicated resources to maintain. Further, the College will "pilot" seminars in AY 2024–25 in which some underserved populations are deliberately not represented and others with greater representation to explore the quality of experiences of these important students.

Regardless of military service or agency affiliation, NWC resident students receive their annual salaries and benefits; therefore, they are expected to maintain focused engagement in learning. Even though the program is delivered in an accelerated 10-month format, faculty facilitate instructional environments that foster student learning and skill development. When students struggle with the rigor and pace of the program, they are encouraged to meet with their faculty to identify obstacles and ways to succeed. Learning challenges that fall outside of the faculty's ability to support may be referred to faculty in the Learning Commons. In addition, senior service advisors, the Dean of Students, and some service-specific mentor initiatives are available. Capacity is insufficient to service the needs of all resident students, so services are largely unavailable to distance education students.

Resident degree seeking students are required to complete four core courses and two elective courses. Students enroll in one eight-credit-hour core course each trimester. The fourth core course is Leadership in the Profession of Arms, a two-credit-hour course completed during one trimester alongside one of the eight-credit-hour core courses. During the trimester that students do not enroll in LPA, they enroll in one two-credit-hour elective course of their choice. (A graphic of the curriculum pattern is provided in the ERR) The approximately 20% of international students who seek a master's degree must complete the same academic courses as their U.S. peers. While most NWC resident degree-seeking students follow this structured curriculum, roughly 20% are assigned to, or choose to enroll in, intensive research or specialized curricula. (More details about the Advanced Research Programs (ARPs), MAWS, and the Advanced Strategist Program may be reviewed in ERR documents.)

In lieu of traditional academic advisors, the Naval War College relies on naval community leads and senior service or agency advisors as resources for students as they transition into and through their academic experience. The Dean of Students also advises students and in AY2023/24, the College piloted an academic advisor program for populations judged to be most at risk. Furthermore, because most students complete a standard curriculum for their degree, they are assigned their core courses through a centralized registrar process. The order in which each student completes the core courses is consistent with start dates (i.e., the College has three resident start dates in August, November, and March of each academic year; the course sequence varies for each start date). Students' ability to indicate preferences for elective courses increases student interest in learning and furthers opportunities for students to develop relationships with faculty members outside their core courses. The small cohort of students who complete specialized advanced study, focused research, or certificate programs is supported by the associated program's director and faculty and research advisors as applicable.

Most NWC teaching is grounded in andragogy, incorporating a variety of methods, including assigned readings, videos, audio recordings, lectures, seminars, case studies, and such interactive learning experiences as war-gaming, small group activities, or deliberative practices. The teaching methods are informed by the course learning objectives, instructor expertise, and a course's applicability to joint warfighting and the joint force. The content of the courses is informed by OPMEP, designed to foster consistent quality of education across the entire DOD. Core courses follow a standardized syllabus to promote consistency across all sections of a given course. Most courses are co-taught or "co-moderated," which increases students' ability to benefit from instructors' expertise and teaching styles while mastering course content. In most co-taught courses, military and civilian faculty members collaborate to create an excellent student experience.

At the end of every trimester, for every course, students complete course evaluations. (An example of an end-of-course evaluation survey can be found in the ERR) End-of-course surveys provide feedback on the students' perspectives on the instruction's efficacy and suggestions for course improvement. Student feedback, coupled with co-moderator insights and evidence of student learning via assessment processes, are referenced when preparing for the next time the course is delivered. When feedback is counterintuitive or individual faculty desire additional support to enhance their efficacy in the classroom, they may engage the Writing and Teaching Excellence Center (WTEC) for support. Up to now, however, WTEC resources have been limited to residential graduate program faculty.

Course content delivery in the College of Distance Education generally mirrors that of the resident program, though each of the three modalities have unique characteristics. The distinction for CDE is that core courses within the FSP occur weekly, with each core course covering 34 weeks (about 8 months). Teaching in CDE's FSP occurs one weekday evenings at 22 locations throughout the United States (See ERR for a listing of FSP locations). CDE faculty in Newport oversee curriculum development and manage over 100 adjunct faculty delivering the curriculum at naval bases or civilian facilities such as the Government Accountability Office and Capitol Hill. Students across the FSP enterprise are eligible to enroll in the GDP after successful completion of at least one core course (JMO, S&W, or TSDM) with a grade of at least a B-minus. While several CDE faculty members contribute to the residential electives program in Newport, non-resident students must complete their nine credit hours of elective coursework at non-NWC regionally accredited institutions. CDE's two other modalities – the online Naval Command and Staff Course and the Naval War College-at-Naval Postgraduate School program – offer the JPME I credential without the master's degree. The NCS Online program is offered fully asynchronously and the NWC-at-NPS program is 100% in residence, day-time instruction.

The institution is taking steps toward organizing demographic data to understand how diversity (or lack thereof) is impacting teaching, learning, and scholarship. In 2022, the College hired the Naval University System's first and only, full-time Chief Inclusion in the Diversity Office. The CIDO worked with several offices including the Director of Institutional Effectiveness, Dean of Students, the Human Resources Office (HRO), the Military Personnel Office, and DON to gather and organize data. These efforts have provided a clearer picture of the College's diversity profile and disaggregation of the faculty populations revealed different issues for different departments. Similarly, a variety of efforts are unfolding to investigate perceptions of inclusion, belonging, and value. NWC faces a situation where it has widely variance in its ability to hire faculty; it is unable to determine which military faculty members it employs, and the population of civilian faculty members varies from very senior retired military practitioners without PhDs to very junior civilian academics with no military experience. The College has an increased awareness of its challenges and opportunities but recognizes it cannot transform the diversity profile over a short time span.

**Teaching Learning and Scholarship – Projection.** The Naval War College is engaging in crucial conversations to address diversity, equity, and inclusion among faculty and academic staff. Despite hiring a Chief Inclusion and Diversity Officer (CIDO) in 2022, the 2024 National Defense Authorization Act, constrained the duties of the position, so diversity efforts will undergo a transition where responsibilities will be distributed between a program coordinator for culture and climate and a faculty recruitment and retention task force. The College seeks to have a gender profile that is on par with the general military average of about 17% women; right now, the College is at 14%. (See data first forms for 10-year perspective of faculty growth and gender demographics).

The NWC is exploring options to enhance the diversity within recruiting pools by cultivating relationships with professional associations and academic associations that support underrepresented populations and their professional pursuits. The college expects to develop networks that foster new professional “pipelines,” by working with external stakeholders that support pre-professional opportunities for underrepresented populations. Attendance and

presentation of research by current faculty at new venues that reach more diverse audiences and advertisement of positions in new media are two additional initiatives designed to recruit more diverse qualified applicant pools. NWC is also developing a strategic plan to recruit faculty who represent diversity of thought from underrepresented academic fields and backgrounds. Accordingly, the College is forming a Faculty Recruitment and Retention Task Force to develop strategies that will allow the College's population profile to more closely reflect the society it serves.

In addition to advancing efforts to diversify the faculty population the College has undertaken a "long onboarding" concept whereby new faculty continue to participate in a series of events throughout their first year. These include presentations on "what it's like to work for the government", roundtable discussions on promotion and tenure policy, and orientation visits to Washington DC. The Faculty Advisory Council (FAC) also just updated the Faculty Handbook to provide a resource that faculty – especially new faculty - can consult throughout their service at the College. (The recently completed Faculty Handbook may be reviewed in the ERR) The updated handbook process is a good example of how shared governance impacts teaching, learning, and scholarship. Members of the FAC did the hard work of redrafting the handbook to reflect the diversity of faculty perspectives and NWC leaders consulted at every step of the way. For example, teaching an elective course was previously identified as "Service to the College" but after the creation of new Promotion and Tenure standards, teaching an elective is now categorized in the P&T "Education" category and neatly aligned with and contributes to, the education line-of-effort in the strategic plan. Further, as the unifying effort of aligning faculty work into teaching, research, and outreach continues, actions will be taken to update the annual performance review plan process with more common language related to these expectations. While not all faculty are on the same track, most expectations remain the same for tenure and non-tenure track: every faculty member should teach, conduct research, and conduct service. The specifics for each faculty member are articulated in their contractual Memorandum of Understanding and in their co-agreed annual performance elements.

Looking forward, the recent organizational realignment meant locating the Writing and Teaching Excellence Center (WTEC) under the Associate Provost for Academic Services; the intent is to create a service-oriented enterprise in the learning commons that supports all faculty, students, and staff. Regarding innovative course design and the electives program, the College would benefit from additional analysis and experimentation. Many faculty at NWC are not experienced in developing and delivering new courses in hybrid or fully online formats. Therefore, potential expansion of the mission of the WTEC to support faculty throughout the institution would benefit the College and the Navy. To meet the growing demands, additional WTEC personnel will be needed. Extending the WTEC's reach to faculty in all teaching roles will be an excellent opportunity to increase the quality of teaching and learning across the college, particularly in the graduate programs. The College also intends to start offering electives in hybrid, synchronous, and asynchronous online formats, during evening time slots; doing so would increase the diversity of electives offered, provide some relief on a packed resident course schedule, and simultaneously reach non-resident or low-resident students.

In addition to expanding the elective course offerings, NWC is discussing ways to increase the number of students able to complete special programs. On average, 20% of students enroll in

advanced research or other specialized academic programs. The limitation on the number of students participating in these exceptional programs is self-imposed. There are many factors to consider when determining the potential to expand these opportunities for more students, including but not limited to, faculty availability, JPME requirements for diversity of students, and the implications of required security clearances that prohibit participation of students from partner and Allied nations. While NWC leaders, in concert with the FAC, consider ways to advance and expand the institution's academic offerings to support the next generation of national security professionals, one question looms large: What does a wartime war college look like? NWC dedication to prepare students who will lead and maintain the national security interests of the United States is a perpetual motivator for continuous improvement.



**Standard 6: Teaching, Learning, and Scholarship**  
**(Faculty by Category and Rank; Academic Staff by Category, Fall Term)**

	3 Years Prior (AY 21)	2 Years Prior (AY 22)	1 Year Prior (AY 23)	Current Year (AY 23-24)
<b>?</b> Number of Faculty by category				
Full-time	323	353	338	342
Part-time	1	1	1	3
Adjunct	125	141	139	146
Clinical				
Research				
Visiting	2	2	3	4
Other; specify below:				
Post Doctoral Fellow	3	1	2	2
Total	454	498	483	497

**Percentage of Courses taught by full-time faculty**

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**?** Number of Faculty by rank, if applicable

Professor	93	87	85	85
Associate	120	124	124	132
Assistant	20	26	15	14
Instructor				
Other; specify below:				
Military Faculty	76	93	81	79
Visiting/Post Doc	6	5	5	5
AD-1 Research Associate	3	2	3	2
Contractor	14	20	18	18
Research Contractor	3	2	3	2
Total	335	359	334	337

**?** Number of Academic Staff by category

Librarians	30	30	29	29
Advisors				
Instructional Designers				
Other; specify below:				
Alumni Affairs	2	3	2	3
Cocontractors	14	14	14	14
Admin Staff	49	52	54	55
Archivist	3	3	3	3
Academic Coordinator	3	3	3	3
Total	101	105	105	107

Please enter any explanatory notes in the box below

**Standard 6: Teaching, Learning, and Scholarship  
(Highest Degrees, Fall Term)**

		3 Years Prior (AY 21)	2 Years Prior (AY 22)	1 Year Prior (AY 23)	Current Year (AY 23-24)
<b>Highest Degree Earned: Doctorate</b>					
<b>Faculty</b>	Professor	67	64	64	68
	Associate	39	40	42	42
	Assistant	17	21	24	20
	Instructor				
	No rank	1	3	3	2
	Military Faculty	13	16	15	13
	<b>Total</b>	<b>137</b>	<b>144</b>	<b>148</b>	<b>145</b>
<b>Academic Staff</b>	Librarians				
	Advisors				
	Inst. Designers				
	Other; specify* Academic Coordinator	2	2	2	1
<b>Highest Degree Earned: Master's</b>					
<b>Faculty</b>	Professor	38	33	32	32
	Associate	80	84	83	94
	Assistant	7	8	8	19
	Instructor	5	4	4	5
	No rank	14	18	16	19
	Military Faculty	71	89	76	66
	<b>Total</b>	<b>215</b>	<b>236</b>	<b>219</b>	<b>235</b>
<b>Academic Staff</b>	Librarians	20	20	19	19
	Advisors				
	Inst. Designers				
	Other; specify* Academic Coordinator	6	6	6	5
<b>Highest Degree Earned: Bachelor's</b>					
<b>Faculty</b>	Professor	21	17	16	15
	Associate	18	21	22	25
	Assistant	4	5	5	2
	Instructor				
	No rank	2	2	3	3
	Other			1	1
	<b>Total</b>	<b>45</b>	<b>45</b>	<b>47</b>	<b>46</b>
<b>Academic Staff</b>	Librarians	9	9	8	8
	Advisors				
	Inst. Designers				
	Other; specify* Office Admin	17	19	19	20
<b>Highest Degree Earned: Professional License</b>					
<b>Faculty</b>	Professor				
	Associate				
	Assistant				
	Instructor				
	No rank				
	Other				
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Academic Staff</b>	Librarians				
	Advisors				
	Inst. Designers				
Other; specify*					

**Standard 6: Teaching, Learning, and Scholarship**  
**(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)**

		3 Years Prior (AY 21)		2 Years Prior (AY 22)		1 Year Prior (AY 23)		Current Year (AY 23-24)	
		FT	PT	FT	PT	FT	PT	FT	PT
<b>P</b>	<b>Number of Faculty Appointed</b>								
	Professor	4		6		4		3	
	Associate	12		5		10		7	
	Assistant	0		8		6		17	
	Instructor	6		6		6		7	1
	No rank								
	Military faculty	0		11		7		2	
	Total	22	0	36	0	33	0	36	1
<b>P</b>	<b>Number of Faculty in Tenured Positions</b>								
	Professor	58	5	47	6	44	6	45	
	Associate	18		17	1	18	1	15	
	Assistant								
	Instructor								
	No rank								
	Other								
	Total	76	5	64	7	62	7	60	0
<b>P</b>	<b>Number of Faculty Departing</b>								
	Professor			11	0	6		4	0
	Associate	5		4		4		2	
	Assistant	2	1	4		1		3	
	Instructor	2	1	4		3		2	
	No rank					2		2	
	Military Faculty	8		2		10		13	
	Total	17	2	25	0	26	0	26	0
<b>P</b>	<b>Number of Faculty Retiring</b>								
	Professor	1		4		2		6	
	Associate	3		3				3	2
	Assistant								
	Instructor								
	No rank							1	
	Military Faculty	2				2		3	
	Total	6	0	7	0	4	0	13	2
<b>Fall Teaching Load, in credit hours</b>									
	Professor	Maximum		10.00		10.00		10.00	
		Median		5.50		5.50		5.50	
	Associate	Maximum		10.00		10.00		10.00	
		Median		5.50		5.50		5.50	
	Assistant	Maximum		10.00		10.00		10.00	
		Median		5.50		5.50		5.50	
	Instructor	Maximum							
		Median							
	No rank	Maximum							
		Median							
	Other	Maximum							
		Median							

Explanation of teaching load if not measured in credit hours

Core course = 7 or 8 hours; electives/LPA = 2 hours; Core + LPA + 1 elective = 12 (e.g.)

**Standard 6: Teaching, Learning, and Scholarship**  
**(Number of Faculty by Department or Comparable Unit, Fall Term)**

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
	(AY 21)		(AY 22)		(AY 23)		(AY 24)	
	FT	PT	FT	PT	FT	PT	FT	PT
	<b>Number of Faculty by Department (or comparable academic unit); insert additional rows as needed</b>							
JMO	41		46		41		44	
NSA	40		34		36		36	
S&P	47		50		46		40	
CLE	20	2	21	2	17	2	18	2
CDE	42	130	43	132	42	133	43	140
CMOW	46		46		46		51	
CNWS	3		3		3		3	
NWC Press	1		4		5		5	
SCIL	9		10		10		8	
SORD	33		35		36		38	
WGD	45		53		48		51	
MAWS	8		8		9		9	
International Programs	10		14		14		16	
Writing & Teaching Excellence Ctr	4	1	6	0	7	0	6	1
Front Office	4		4		4		4	
<b>Total</b>	<b>353</b>	<b>133</b>	<b>377</b>	<b>134</b>	<b>364</b>	<b>135</b>	<b>372</b>	<b>143</b>
Please enter any explanatory notes in the box below								
Front Office - Mariano; Yamin, Gibbons, Vacchi;								

**Standard 6: Teaching, Learning, and Scholarship  
(Faculty and Academic Staff Diversity)**

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (AY 25-26)
<b>Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed</b>				
Women	50	3	53	58
Men	323		323	323
People of Color	33		33	39
Air Force Background	19		19	20
Army Background	33		33	34
Navy Background	207		207	207
Marine Corps Background	21		21	22
Civilian Background	69		69	69
Academic Staff	Full-time	Part-time	Total Headcount	Headcount Goal (AY 25-26)
<b>Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed</b>				
Women	44		44	49
Men	83		83	83
People of Color	9		9	15
Air Force Background	17		17	17
Army Background	8		8	8
Navy Background	61		61	61
Marine Corps Background	2		2	2
Civilian Background	27		27	27
Please enter any explanatory notes in the box below				
1 Coast Guard included in Navy Background Faculty				

## Standard Seven – Institutional Resources

The description and appraisal sections for each separate area of Standard Seven—human resources, financial resources, information resources, physical resources, and technological resources—are addressed in individual sections below. There is a combined projection section at the end of the chapter.

**Human Resources – Description.** The Human Resources Office performs command advisor functions involving strategic advice and assistance on all civilian human resources matters, ensuring a diverse and inclusive workforce by incorporating the principles of equal opportunity. The services include the following human resources (HR) programs: recruitment, staffing, strategic recruitment planning, employee development, position management, classification, and labor and employee relations. HRO’s functions do not include those relating to Equal Opportunity (EO) or Equal Employment Opportunity (EEO), which are contracted out in concert with other DON education organizations. NWC complies with guidance provided by the Office of Personnel Management (OPM), DOD, and DON. HRO services approximately 490 civilian employees, of whom 250 are faculty and 240 staff.

The HRO operates with a lean staff of six personnel. Its policies are readily accessible on the NWC Intranet’s Human Resources Department page. Terms of employment are delineated in MOUs with each employee, while compensation is somewhat set by DON and DOD guidelines. Challenges to attracting and retaining qualified personnel are described in the next section. Supervisory training is provided twice per year for all supervisors. All civilian employees are required to complete EEO, sexual assault, sexual harassment, security, whistleblower, and other training each year. All civilian employees are rated in accordance with the Department or Defense Performance and Appraisal Program. NWC completes this requirement each year. Professional development opportunities are available to all faculty and staff (see next section for challenges).

**Manpower, Military Personnel, and Reserve Affairs – Description.** The Manpower office manages organizational structure in line with leadership vision. Performance of this function is executed through connection with senior leadership through a monthly Resource Board meeting, as well as through key linkages with external resource sponsors and support offices. The Military Personnel office oversees military personnel assignments for service members assigned as faculty and staff. This office provides pay and personnel support to all faculty, staff, and in-residence students through administration of and compliance with DOD and DON policies and guidance. The Reserve Affairs office manages reserve funding and coordinates reserve personnel assignments to augment faculty and staff support. The Reserve Affairs function is performed through external partnership and coordination with Commander, Navy Reserve Forces Command (CNRFC) and in compliance with DOD, DON, and CNRFC directives and guidance.

**Human Resources – Appraisal.** The college has had notable growth in faculty over the last five years, but growth of the staff has not kept pace, resulting in an imbalance. Progress is slowly being made toward diversity, equity, and inclusion (DEI) goals, impeded by difficulty in accessing sufficient underserved populations aware of employment opportunities at the college. Assessments of these efforts were anecdotal until a 2024 analysis of historical employment data. Each year NWC completes the Federally required MD-715 questionnaire to report goals and

achievements on diversity hiring and inclusion. The MD-715 requires commands to take proactive steps to ensure equal employment opportunity for all employees and applicants for employment by regularly evaluating employment practices to identify and eliminate barriers that hamper the advancement of any racial or ethnic group. The NWC exceeded the national goals for hiring individuals with targeted disabilities and people with disabilities in 2023. However, the typical faculty hiring requirements are such that applicant pools produce limited numbers of minorities and women. NWC hired a Chief Diversity and Inclusion Officer in 2023; however, the most recent National Defense Authorization Act eliminates this position and requires that DEI duties and functions not exceed 49% of any staff member's assigned duties. The result is a renaming and partial repurposing of the position to a Program Specialist dealing with onboarding, training, and interest group management.

In 2022, the Naval War College hired the Office of Personnel Management to conduct a workload survey that would enhance NWC's organizational design and workload structure. OPM was tasked to identify and recommend efficiencies. Among the findings was a determination that the College was understrength by as many as 219 full-time equivalents (FTE). The College is considering their analysis and examining appropriate ways to implement their feedback.

**Financial Resources – Description.** The Chief Financial Officer (CFO) /Comptroller office's mission is to empower and enable informed decision-making while ensuring the optimal allocation of financial resources for the NWC in support of its mission. Through the CFO's office, annual budget and requirements are formulated and budget exhibits are submitted to the Department of the Navy. The primary source appropriated Operations and Maintenance, Navy (O&M, N) funding, which expires at the end of each fiscal year on 30 September. Approximately 75% of the college's O&M, N goes to civilian faculty and staff salaries and benefits. An additional 10–15% pays for contracts and software and hardware licenses. The remaining O&M, N supports travel, life cycle replacement of information technology equipment required for the network, professional development, training, and supplies. Research, Development, Testing and Evaluation, Navy (RDT&E, N) funding is appropriated annually and expires after 24 months. This funding is mainly used to support the War Gaming Department's contractor support and faculty research travel in the Strategic Operations Research Department. The Naval War College Foundation (NWCF) supports NWC with financial donations and in-kind support. The College receives about \$2M from NWCF annually.

**Financial Resources – Appraisal.** The Naval War College experienced fiscal uncertainty between FYs 2014 and 2019. It was routine for higher headquarters, the Bureau of Navy Personnel, to extend additional appropriated funds so the College could pay existing civilian staff and faculty. In FY 2017–19, the then-PNWC hired additional faculty members and increased pay for various faculty to create gender pay equality, but the unprogrammed hiring and raises placed additional strain on an already stretched budget. Furthermore, the Resource Board, a group of senior leaders—the deans, associate provost, and CFO, that reviewed resource positions and endorsed new requirements for funding was suspended. Towards the end of FY 2019 a new PNWC closed FY 2019 with a \$5M increase in O&M, N from the higher headquarters.

Beginning in fiscal year 2020, the Resource Board was reconstituted and froze 19 civilian positions so the College could remain solvent and close fiscal year 2020 without requesting additional O&M, N. Subsequently during FY 2022, the Navy stood up a new office specifically

to support and advocate for higher education across the Navy. This new office, led by a vice admiral and called the Deputy Chief of Naval Operations Office for Warfighting Development (OPNAV N7), was established to serve as the College’s resource sponsor and immediate higher headquarters. The college has been successful in bringing additional financial resources to support its missions for FY 2021–29. This was accomplished through the Program Objective Memorandum (POM) process and close coordination with all internal and external stakeholders. During the POM 2025 process, the college brought in an additional \$16M for FY 2025. As DOD and DON task the NWC to do more work, the College will require additional fiscal resources required. The table below depicts the change in financial resource levels between fiscal years 2018 and 2029:

Type of Funding	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28	FY29
O&M,N	84,196	86,857	82,387	84,196	91,478	94,593	98,397	99,702	101,580	103,601	105,736	107,659
IMET Infrastructure					1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200
IMET Admin					600	600						
RDT&E,N	4,353	4,659	5,944	4,749	5,758	5,910	6,035	6,160	6,286	6,412	6,540	6,540
Other Procurement, Navy			1,496	1,442								
International Tuition	5,099	2,467	2,495	2,875	7,112	7,200	7,500	7,600	7,700	7,800	7,900	8,000
Reimbursable	1,341	1,319	363	1,515	1,362	1,800	1,800	1,800	1,800	1,400	1,400	1,400
Approved POM25 Issues								16,365	19,501	19,727	20,263	20,625
POM26 Requested Funding									10,960	11,582	11,618	11,846
<b>TOTALS (\$K)</b>	<b>94,989</b>	<b>95,302</b>	<b>92,685</b>	<b>94,777</b>	<b>107,510</b>	<b>111,303</b>	<b>114,932</b>	<b>132,827</b>	<b>149,027</b>	<b>151,722</b>	<b>154,657</b>	<b>157,270</b>
Notes: Pink text indicates estimates based on historical data												
POM26 Requested Funding = Naval War College Requests to HQ Navy for Additional Resources												
IMET = International Military Education & Training												
IMET Captured in O&M,N for FY18 - FY21												

The steady increases each fiscal year, beginning in FY 2022, reflect regular, consistent engagement by the CFO and NWC leaders. The resource sponsor’s and SECNAV’s support was critical in achieving financial stability and communicating the value of education to the Navy. As shown above, the Naval War College has seen an approximate 21% increase in overall funding levels comparing FYs 2018 to 2024. Between FYs 2024 and 2025, the Naval War College is positioned to receive an additional 14%. However, the OPNAV N7 will be subsumed into a larger unit (the N3/5/7), which may jeopardize the recent funding stability (and growth), that the College has enjoyed.

NWC continues to experience moderate challenges with the beginning of each fiscal year because of persistent threats of government shutdowns and the pattern of beginning each year under a continuing resolution act (CRA). A continuing resolution causes the college to rework scheduled activities such as war games for very senior admirals or generals. Also, a CRA forces us to cancel or reschedule activities such as guest speaker engagements, and Navy-wide admiral education. From a purely fiscal perspective, because a CRA limits the funding to the number of days the legislation is valid (often weeks or one or two months), the CFO’s team must constantly work with the Navy contracting partner, the Fleet Logistics Center (FLC), to modify periods of performance on contracts and partially fund the contracts so the College have sufficient funding to support the pay staff and faculty.

NWC is standing up a Resource Dashboard and financial management system that will provide transparency to NWC stakeholders on how all the resources are being allocated and executed. The Resource Dashboard has taken longer than expected, particularly with respect to training and management. Also, shifts in internal responsibilities for travel authorization and local purchase card holders increase the need for training in and oversight of these functions. Additional efforts are underway to document unfinanced needs for communicating to DON and other stakeholders.



**Information, Physical, and Technological Resources – Description.** NWC has sufficient and appropriate information, physical, and technological resources to achieve and maintain its institutional mission and functions. The Learning Commons space opened in 2016. It added to the preexisting library an entire floor that houses the physical collections, which can now be housed together onsite. The shelving on this level is predominantly mobile compact shelving, and there is space for predicted future growth.

The college offers both primary and secondary information and research resources via the Henry E. Eccles Library and Naval Historical Collection (NHC), the NWC archives. Both departments fall under the newly created Associate Provost for Academic Services. Facilities exist with sufficient space to conduct the mission, with three caveats: the condition of some buildings is not entirely satisfactory, the archives are experiencing a temporary storage constraint, and the amount of classified instruction space is also insufficient. Still, the physical and electronic environments are conducive to study and research.

The library, named in honor of Rear Admiral Henry Effingham Eccles, supports the College's mission, functions, and tasks by offering essential services to NWC's resident and distant communities. The library provides information resources in both physical and electronic format, research assistance, reading list preparation for electronic course reserves, research and information literacy instruction, and interlibrary loan service. The library also aids curricular development by assisting faculty research and publishing bibliographies and library guides.

The library offers various types of study spaces and seating on three floors: three small group study rooms, 12 open access computer stations, 92 carrels (with 74 computer workstations), 63 seats at tables, and 54 mobile soft seats. Finally, the Learning Commons integrates a MicroMart with tables and seating within the learning spaces to facilitate student and faculty collaboration in an open environment. The library is composed of three essential elements: information resources in the form of physical and electronic research materials, professional services and education in information literacy, and a research and collaboration ecosystem within the Learning Commons.

The library contains (as of June 2024) 142,197 print book and document titles, 3,122 total physical media titles, 221 print serials subscriptions, 95,253 full text electronic journals, and 683,786 electronic books. There are 14 full-time professional librarians and 10 support personnel working in the library. The library is organized into four functional subdivisions: infrastructure and content, classified library, access services, and research and instruction. The classified library branch provides access to the classified material for educational and research needs. Also, it meets a particular need, providing rooms where classified seminars, lectures, and discussions are held.

The library implemented a new library management system in 2020, Ex Libris Alma/Primo/Leganto. Faculty, students, and staff members can search resources in one place (Primo), a cloud-based catalog, which integrates seamlessly with electronic reserves system (Leganto) and back-end library management system (Alma), for acquisitions, cataloging, circulation, and analytics. For the past two years the library has used the acquisitions module to track expenditures for in-depth analysis using Alma Analytics. For example, librarians use cost per use reports for electronic resources to allocate the library budget effectively. This integrated

system lets us compare electronic collections for duplication when making acquisition decisions and provides many reporting features. The Primo catalog features various Curated Collections. These collections bring like materials together visually in Primo and allow patrons to search just within that collection. They highlight and make it easier to find popular resources, such as faculty publications and student papers.

NHC preserves the college's enduring legacy of educating future leaders through a documentary collection available for connection to the curricula, education, and research. As stated in the College's Mission, Functions, and Tasks, NHC provides support in "original documentary research on historical issues of contemporary interest to the CNO, Fleet Commanders, and the Navy of the 21st Century with specific purpose to inform future American concepts of sea power."

The archive consists of over 11,000 linear feet of unique, irreplaceable records and manuscripts. The collection's scope focuses on the history of the College from its establishment to the present, the history of navies in the Narragansett Bay, and the history of U.S. and allied navies. NHC collects material useful to faculty and students by linking primary sources to the curriculum. There are three main collecting areas: manuscripts, consisting of personal papers and oral histories; college records, administrative and records; and rare books and special collections, the latter including hard to find, or unique, printed material. These resources are open to the NWC community and, by arrangement, to the public.

The Naval War College is a tenant command of the Naval Station Newport (NAVSTA). All facilities fall under the umbrella of Commander, Navy Installations Command (CNIC), Commander, Navy Region Mid-Atlantic (CNRMA), NAVSTA, and the technical managing agency, Naval Facilities Engineering Command (NAVFAC) for maintenance and service.

The Naval War College's campus covers about twenty-seven acres of waterfront property on Coasters Harbor Island, within NAVSTA, Rhode Island. The eleven-core academic, research, and administrative buildings comprise 670K square feet of interior space, plus 103K square feet of parking, for 773K square feet total. These buildings contain classrooms, offices, conference and event areas, classified war-gaming centers, operational planning trainers, four auditoriums, the Learning Commons / library, computer rooms, a museum, archival storage, and designated international officer communal spaces. Buildings range in age from Founders Hall, built in 1819, to McCarty Little Hall, built in 1999, an average age of 87 years. Seven of the buildings were purpose built to support the Naval War College. The remaining four legacy buildings were ceded to the college from the NAVSTA, built as an asylum for the poor (1819), a bakery (1918), dormitory (1904), and a simulator building (1986, for the Surface Warfare Officers School).

The NWC Information Resources Department has a small, talented, and hardworking staff of 36, including 30 civilians and 6 contractors. This team not only supports the current mission of NWC but has embraced expanding innovative programs, all while maintaining network security, meeting DON network accreditation requirements, and providing expanded and more comprehensive services. Nonetheless, while the mission of NWC has grown, the IRD staff has not. Mission accomplishment has been achieved by proper planning and implementation of modern, strategic technologies by IRD and the support of college leadership.

The unclassified education and research network (.edu) consists of a 1 Gbps connection available to every desktop, with a multi-10 Gigabit redundant backbone across campus to a central core housed in the data center in McCarty Little Hall. There is a 1 Gbps connection to Internet 1 (the commodity “Internet”) and a 10 Gbps connection to Internet2 (a research network reserved for users in higher education). These services are provided by a regional education network (REN) 501c3 (non-profit) service provider serving PK-20+ in Rhode Island and Southeastern Massachusetts (OSHEAN.org). NWC configuration provides dual-homed redundancy in the connectivity to campus to ensure availability for teaching, learning, research, and support. Each of these connections can be scaled to multi-10 Gbps connections to meet such future requirements as large research dataset movements or high-bandwidth real-time applications for research, simulation, High Performance Computing, or gaming. NWC also employs the Blackboard Ultra Learning Management System in resident and non-resident programs. The migration of many systems and services to the “cloud” has enhanced access and services to all students, faculty, and staff. Recently NWC completed the migration of its Empower Student Information System (SIS) to the Oracle Government Cloud, ensuring access from any network anywhere for the students, faculty, and staff.

Since 2014, NWC has migrated to a nearly 96% virtualized desktop environment for the .edu network, using 10Zig thin-clients on campus and both 10Zig thin-clients and VMWare Horizon Client Software, allowing for secure remote access for faculty and staff. This architecture model allowed NWC to migrate to fully remote in minutes on 13 March 2020, when the COVID-19 pandemic hit, and the country effectively shut down. With new technologies introduced prior to the pandemic—e.g., VDI, Zoom, integration of library management and integrated library systems (LMS and ILS) systems, O365, Hosted Enterprise Unified Communication (HEUC, a cloud-based Voice or Internet Protocol, or VoIP, system), and other cloud-based systems—the College continued its mission without interruption. For doing so it was awarded a Meritorious Unit Citation by the Chief of Naval Operations for “extraordinary resilience and innovation.”

Two connected classified networks on campus to support mission essential tasks. The Secret Internet Protocol Router Network (SIPRNet) provides access to information up to NATO Secret, and the Joint Worldwide Intelligence Communications System (JWICS) for information up to Top Secret / SCI. The SIPRNet has recently been upgraded to a 1 Gbps connection supporting simultaneous large bandwidth applications, such as classified VoIP and video teleconference (VTC) capability. SIPR is centrally operated as a DON fully accredited network consisting of centralized servers and thin-client workstations via virtual desktop infrastructure. This management model allows for the constant maintenance, patching, updates, and software modifications to a central “master” workstation image and eliminates the need to manage over 400 traditional SIPR workstations, thereby remaining as compliant as possible with DON/DOD requirements. The JWICS network is housed in special classified areas on campus. War games are conducted on one of 6 dedicated standalone gaming networks (Unclassified, Secret NOFORN, Secret REL, TS/SCI, SAPNet, SAPNet2). The unclassified gamenet is non-persistently connected externally to the .edu border router for ease of setup and patching to meet the requirements of the game as defined by the game sponsor. All classified gamenets (Secret and above) are standalone, not externally connected, and configured to meet the goals and criteria of each game as required by its sponsor.

Like the unclassified .edu network, the classified workstations are 10Zig thin-client devices connected back to a VMWare based server core housed in the data center. These clients currently run Windows 22H2 (Windows 11) VDI session images. SIPRNet is implemented, certified, and Risk Management Framework accredited (by DON Authorizing Official) as a fully compliant DON enclave. Other resources include SharePoint site, Exchange based email/calendaring systems, and NWC SIPR website.

Cloud-hosted services include MS Office 365 A5 providing email, disk/file sharing and collaborative services (in addition to web, audio, video, chat services) and a myriad of other functions. Zoom and other integrated applications provide a highly robust collaborative environment. EZProxy has been implemented to allow for authentication and off-site access to proprietary library electronic resource collections, eJournals, and eBooks. Zoom, Panopto Lecture Capture, WC Online, and other applications have been integrated into the library management system (Ex Libris Alma/Primo/Leganto) and the LMS (Blackboard Ultra) to provide a comprehensive solution to students and faculty no matter their location. NWC successfully migrated the integrated library system from Sirsi/Dynix Symphony system to the more robust and collaborative library management system, Ex Libris Alma/Primo/Leganto, providing comprehensive library services. The Information Resources Department migrated an antiquated on-premises telephone system to a HEUC system providing many more features and services serving the faculty and staff both locally and teleworking.

An academic synchronous and asynchronous online delivery system utilizes a hosted version of the latest Blackboard, Inc. Learning Management System (Ultra). NWC replaced its former “iPad program” with a “bring your own device” (BYOD) model, providing Chromebook options for international students who do not have any technology. NWC designed and deployed a robust, cloud based, academic Wi-Fi solution in support of BYOD. Former iPad specific Apple TV systems in classrooms have been replaced with more modern technology (AirServers) supporting all common modern platforms for student and faculty BYOD. Airservers are integrated into the audio/visual systems in each classroom and lecture hall. This solution allows for real time research and presentation to classroom displays for discussion by the faculty and students as necessary for collaborative work or scenario discussion. Additional integrated classroom technologies include a large format displays, short throw projectors, wireless connectivity, Smart Sympodiums capable of digitizing pen/marker movement, a teaching workstation with CD/DVD drive/player, a Blue Ray player, document camera, audio systems, VoIP phone, VTC systems supporting Zoom for hybrid or online synchronous course delivery, confidence monitors (in hybrid classrooms), and campus wide Internet Protocol Television (IPTV) covering both local lectures and commercial news services.

**Information, Physical, and Technological Resources – Appraisal.** In 2018, NHC (archives) lost its primary engagement point for researcher and student access when the construction of the Mahan Hall General Board Room displaced the existing Archives Reading Room. Users of the NWC archives are experiencing their fifth year of impeded access. Additionally, in August 2021 NHC relocated 95% of its collection to offsite storage to make way for renovation of its facility. The collection has been almost entirely inaccessible since that time. NHC personnel and approximately 30 linear feet of storage were relocated to one office. At this resource level, NHC cannot meet its mission to support the College’s third line of effort, Excellence in Research.

NHC faces a fundamental challenge between intellectual and physical or visual access. Users can see that NWC holds the document they are looking for but cannot access it. During the period of mandated telework due to the pandemic, archivists pivoted to incorporating all recorded information about the collection into an online database at [www.usnwcarchives.org](http://www.usnwcarchives.org). This is the first time in the archives' 54-year history that collection information could be accessed in a Google-like search environment from anywhere, without contacting an archivist. The database also integrates with the NWC Library catalog, giving the archival collection more exposure than ever.

With the creation of its first online catalog, NHC has experienced an increased demand for access. Scholars from all over the globe are in contact with lists of items discovered in the holdings. Students in the college's research programs can identify material that may be promising for their area of focus. Faculty are seeing for the first time how NWC archives can support their research requirements for tenure. One NWC faculty member reports, "I would not be able to answer my research question if I did not have access to the NWC Archives materials. I would have to abandon my project."

Having a comprehensive source of collection information has allowed NHC to find new ways to make use of its primary sources in the NWC curriculum. In the winter of 2022, the archives director partnered with a faculty member to create a unit dedicated to teaching archival intelligence in the elective "Research and Data Analysis: Becoming a Confident Consumer and Producer of Knowledge." Studies have shown that practiced interpretation of archival and primary sources increases students' critical thinking skills. NHC has also begun an embedded archivist program to provide instruction and hands-on assistance to students in the Graduate Certificate in Maritime History.

No data is collected by the College regarding use or perception of NWC archives. Responses from graduates and alumni to the College's annual surveys consistently indicate that they are satisfied with the support and service received from Eccles Library. Librarians are often mentioned by name as having contributed significantly to the respondents' intellectual, personal, and/or professional development during their time at NWC. Overall, library personnel have gained a reputation for responsiveness and cooperation.

NHC collects data from visiting researchers regarding their experience. Users have reported that archives staff members responded to their needs in a timely and helpful manner 100% of the time but often commented on the inaccessibility of collections in both physical and digital forms. These comments from NWC faculty members sum up the archives' user experience: "The staff is extremely helpful. But the current offsite storage program imposes real impediments on the ability to do research." Since July 2023, 81.6% of archival research requests could not be satisfied by staff. Finally, access to the naval station restricts the accessibility of the archives to the public.

The library has been operating without a director since the last director retired in December 2022, though an offer has been made and the new director is expected to arrive the first week of January 2024. The deputy director has been serving as interim director and is very effective in this role, but covering two positions is not sustainable. During this period the college re-aligned

the following related functions: Academic Technology and Innovation, Archives, Writing and Teaching Excellence Center, Data Officer, Library Information and Research Services, Records Management, Registrar, and learning spaces, which include classrooms, laboratories, learning commons, and a digital campus under a newly created Associate Provost for Academic Services. This new reporting structure allows the library and NHC to coordinate better with other departments supporting research and instruction, many of which are physically located together in the Learning Commons.

The library collection's strengths are in political science, international relations/foreign policy, military/naval science, history, international and maritime law, leadership, and ethics. Library publications, such as library guides, enhance access to information about the collection and specific topics and constitute a key element of academic support for courses and faculty research. Since 2014 the library's electronic resources have kept pace with the significant growth in available electronic collections, digital full-text periodicals, and eBooks, which now represent over 80% of the library's collection. Funding for the library has increased but will need to keep increasing to meet the college's expanding missions. Librarians have added streaming videos and have expanded access to resources via new acquisition methods, such as evidence-based acquisitions that allow the library to access thousands of resources for one year and then to apply the subscription price to purchasing perpetual access to the most-used titles.

NWC adopted the concept of a learning commons because its design and intent are well suited for the NWC community and mission. The educational model relies on the active participation and interaction of mid-career professional students with each other and the faculty. The Learning Commons brings together the functions of many academic support entities, including the library, computer labs, writing and teaching excellence center, Dean of Students, lounges, and seminar areas in a single community gathering place. The library and other functions in the Learning Commons provide significant support for faculty and students in their scholarly work and foster further interaction among them outside the classroom.

Students and faculty receive initial training on using library and archives assets during orientation. The research and instruction librarians have completed courses in teaching, with a focus on teaching information literacy across NWC's curricula and have drafted an Information Literacy Policy. Library skills/information literacy sessions are addressed in NECHE Standards 4.12, 4.15, and 4.19 but are not mandatory for students. Librarians, however, have observed that all students would benefit from comprehensive training in library skills and information literacy at the start of their time at NWC. The content of library research workshops has evolved to focus on guiding students in defining their information needs, locating and evaluating information, organizing findings, and interpreting information.

The library established an assessment team in 2012 to measure and analyze outcomes and track customer satisfaction more effectively. Recently, the library staff conducted a survey over a three-month period to assess usage of the various study spaces and seating types in the library. This analysis revealed a need for more small room collaborative study spaces and showed that the study carrels are well used on all floors of the library. The library participated in the Association of College and Research Libraries (ACRL) Benchmark Survey for the first time in 2023, and the College can now benchmark Eccles Library data against those of peer institutions to inform decision making.

Librarians actively monitor curricular and research needs to ensure the NWC collection includes resources in new areas of study. The library follows the collection development policy, which is updated regularly to reflect current areas of study and best practices. NHC, however, has instituted an acquisition moratorium until more space can be allocated for the storage and care of collections. As a result, NHC has been unable to meet its mission of collecting documentary evidence of naval history in support of NWC's curriculum as directed by its collection development policy, NAVWARCOLINST 5400.1.

During the pandemic, when the physical library spaces were closed, the library implemented contactless pickup for patron-reserved materials. This service remained popular once the College re-opened and is now a regular library service. The e-reserves platform migrated to Leganto, a course reading list platform, in support of student learning. Leganto allows the NWC community to access the library's resources efficiently and consistently for both resident and distance education while remaining compliant with vendor license terms, Navy instructions, and copyright law. It provides access transparency, so departmental budgets are not spent on licensing for resources that the library already owns or can access. Many departments are using Leganto, but many others are not yet taking advantage of this service.

The NWC Copyright Office, formerly a part of the College of Distance Education, was moved organizationally to the library in 2020. The office previously focused on purchasing permission licensing. As part of the library, the focus is on copyright literacy education and connecting users to library resources when appropriate. Within the copyright evaluation framework, permission licensing is still an option for instructors. NWC is committed to ensuring that the use of materials for research, learning, teaching, and publishing complies with copyright law, Navy instructions, and vendor agreements. The NWC Library and its Copyright Librarian assist in the fulfillment of that commitment using education and coaching. Support for good faith decision-making is found in NWC Copyright Policy (approval pending), the NWC Copyright Guide, an annual NWC Copyright Reminder, sent to the entire NWC community, and educational and inquiry informational support.

Mahan Hall, NWC's original library and archival collections facility, built between 1904 and 1960 in three phases, is currently undergoing an \$18.2M renovation. It will bring major building systems, including fire/safety, electrical, mechanical, and telecommunications, up to code and/or modern standards and restore original ornate finishes while incorporating advances in technology for conference/event spaces. The project also includes improvements in environmental conditioning and fire protection for archival collection spaces. However, limitations in capacity and accessibility have led to a project, now being developed, to relocate the archives and expand its footprint and resources. Mahan construction is scheduled for completion in October 2024.

NWC facilities funding is allocated as part of the National Defense Authorization Act and disseminated to the local office of NAVFAC via CNIC, CNRMA, and the NAVSTA for the following programs: annual sustainment, restoration and modernization, facilities planning, military construction, and base operating services.

Annual sustainment funding, which covers maintenance, repairs, and minor projects, is based on the current Office of the Secretary of Defense Facilities Sustainment Model. Allocations are based on facility location, size, utilization, and historic designation. Typically, naval stations are funded at 60% to 70% and disperse this funding throughout applicable tenant commands based on facilities conditions and mission requirements. However, as a member of the Naval Education Enterprise (NEE), NWC receives a fenced allotment equating to 80% of the full facilities sustainment model, now approximately \$5M per fiscal year. In addition to annual sustainment funding (ST), NWC has been the benefactor of restoration and modernization (RM), facilities planning (FP), and military construction (MILCON) funding for capital improvements design and construction services. From FY 2009 through FY 2023, NWC has received approximately \$127.4M (\$8.5M/year) in overall (ST, RM, and FP) funding. Below is a summary of capital improvements projects completed since 2009.

FY 2009: Luce Hall Interior Renovation (\$6.8M)

FY 2011: Pringle Hall Renovation (\$5.3M)

FY 2012: Colbert Plaza Repairs (\$3.8M)

FY 2016: Luce Hall Basement Upgrades (\$3.6M) and  
Hewitt Hall Learning Commons MILCON (\$14.3M)

FY 2018: Sims Hall Maritime Operational Planners Course Upgrades (\$1.9M)

FY 2019: Sims Hall Center Wing Classified War Gaming Facility Upgrades (\$12.3M)

FY 2020: NWC Parking Garage Repairs (\$4.96M)

FY 2021: Mahan Hall Renovation (\$18.2M)

FY 2022/23: Conolly Hall Renovation and Hewitt Hall Upper Floors Design (\$5.2M)

Due to limited on-base options and challenges with base access, onsite food options are necessary to support students, faculty, staff, and numerous event participants. This led NWC to create a cafe with a full commercial kitchen on the first floor of Hewitt Hall. Until the Hewitt Hall Learning Commons Renovation (2013–16), the cafe was serviced by Naval Station Newport Morale, Welfare, and Recreation (MWR), which also manages the Officers' Club. In 2016, NWC engaged with the Navy Exchange (NEX) and was able to improve food services and selections by turning over cafe operations to a commercial vendor, Green Beans Coffee. Unfortunately, when the COVID lockdown began, Green Beans Coffee decided to cease operations. Despite multiple attempts, NWC has been unable to attract another full retail food establishment. In 2023, NWC in conjunction with the NEX, re-purposed the cafe by creating one of the largest self-serve mini marts, which provides a limited selection of drinks, prepackaged foods, and snacks. This added food option was an upgrade to a micro-mart concept originally brought to NWC campus by the NEX back in 2016.

In the past year, the Facilities Department has incorporated space planning and management software which allows immediate access to real time data for every space on campus as well as the ability to plan for future moves. This software ties together the building and space database with AutoCAD drawings of every building and parking surface and integrates the network's active directory information to provide room occupancy data across campus.

NWC provides a modern, 21st century environment that incorporates and fosters technology to enhance teaching, learning, and research. It provides the necessary agility and timeliness in



communications required to support the four major functions of the college's mission. Students, faculty, and staff are involved mainly in professional military education with embedded joint matters, including programs conferring a degree.

To accomplish its mission, NWC must communicate effectively with the Navy and throughout the Department of Defense. Additionally, military faculty and mid-career students must sustain their professional networks. The principal network with DOD is the *.mil* network. For security reasons, this *.mil* network is highly regulated, focused on information assuredness and DOD operational requirements, with resulting restrictions. The nature of this network significantly lessens its suitability for academic and research efforts, to the point of preventing successful accomplishment of the institutional mission.

Sustaining connectivity through *.mil* on both unclassified and classified networks remains essential if the NWC community is to accomplish its mission and sustain key professional networks. This is a complex environment, merging the "open" needs of an *.edu* for academics and research and the "closed and constrained" *.mil* environment. Therefore, NWC must continue to comply with DOD and DON regulations as best as possible, operating per the NUS Concept of Operations (CONOPS) and sustain respective network RMF accreditations. This complex environment requires local control and operational flexibility to meet both goals (*.edu* and *.mil*).

Consequently (and per Navy orders), NWC switched from a *.mil* to its current *.edu* network environment as its primary domain. Since NWC must sustain its *.mil* connectivity, the College engineered a technical solution to allow for communication in both domains. As presently configured, users on the *.edu* network have transparent access to most *.mil* networks through a secured on-campus connection of these two disparate network domains. This configuration meets the necessary security requirements and provides users secure access to needed resources residing in both systems. Without this capability, many Navy sites and systems would be inaccessible, because FCC/C10F does not allow connectivity from the general Internet or "whitelist" NWC Internet Protocol (IP) address space through its security "stack." This is a critical improvement to NWC technological resources since 2014, but more must be done. Recently Fleet Cyber Command rolled out "Nautilus Virtual Desktop" (NVD), a cloud-based virtual desktop housed in the Microsoft Information Level 5 environment for access to Navy restricted information systems. NWC is currently testing and providing these capabilities to solve access issues to meet the requirements of such NWC offices as Finance, HRO, etc., that need this level of access to restricted Navy assets.

Additionally, those involved in research, gaming, and analysis are well served by this dual connectivity. Equally important, the adoption of the *.edu* network eases connectivity to NWC from off campus and especially serves international students and faculty. The *.mil* mode requires authentication for access via an identification card with embedded data and a personal identification number. Some on-campus personnel and many of non-resident students and faculty simply lack the proper equipment and/or credentials to participate in the *.mil* domain, foreign nationals are without access, and distance students on foreign domestic networks may not be allowed to connect to the *.mil* network. The *.edu* network provides access to all those individuals.

The other Navy educational institutions, the Naval Academy and the Naval Postgraduate School, face similar challenges trying to use the *.mil* network in accomplishing their academic missions. All the Navy's degree granting institutions have individually migrated to the *.edu* domain to better accomplish their missions. Subsequently, they joined NWC in forming the Navy Higher Education Information Technology Consortium (NHEITC) to support collaboration, data sharing, applications, technical solutions, curriculum, knowledge, planning, and research. This syndicate proved to be an ideal forum for sharing best practices, lessons learned, and discussing approaches to mutual challenges. The Navy formally approved the NHEITC as the Naval Education Community of Interest, empowering the respective chief information officers to accept risk and accredit the *.edu* networks and authorize local network adaptations that conformed to information security standards necessary for Institutions of Higher Education. Oversight is provided by the Navy FCC/C10F, OPNAV N2/N6, and representatives from the Navy Staff N7 and N1, who are these institutions' resource sponsors. Subsequently The Navy's report on Higher Education within the DON directed the addition of the Naval Community College and the U.S. Marine Corps University to the group, forming what is now the Naval University System Information Technology Working Group (NUSITWG), a consortium with the same goals as NHEITC.

In recent years the operation of the *.edu* networks has come under constant challenge by FCC/C10F and N2N6D with the goal of forcing the higher education institution *.edu* environments to comply with the *.mil* network requirements and be under FCC / Navy Authorizing Official (NAO) command and control. This would cripple the mission (see Standard 3).

Students are highly satisfied with the information technology services at NWC. They laud the *.edu* network, Wi-Fi services, and user services provided to support their studies. Quantitative and qualitative data and informal feedback indicate equally high satisfaction with the help desk, its personnel's responsiveness and individual service. The reliability and overall responsiveness of the system is valued across the college community, as evidenced by IRD being nominated and awarded Newport's "Best of" for five years in a row (2020–24) in the "College's category," thereby achieving Newport Business Hall of Fame status.

Currently, personnel levels are sufficient to support the technology environment requirements. Contract labor is used to bring in Tier 1 (user services) employees, the best possibly promoted into open billets using direct hire authority for 2210 series positions. This provides for team cohesiveness, command loyalty, staff stability, and possible long term career paths in the Civil Service's General Schedule (GS) at NWC. However, IRD has reached the limit of mission expansion without additional resources. The efficiency gained by modern technologies, implemented in a centrally managed architecture over the past 13 years, has now caught up with the current (expanded) institutional missions. Any new endeavor or further expansion of the mission will require additional personnel resources.

The single most significant challenge is the sustainment of the *.edu* network environment under local direction/control in accordance with the CONOPS established and practiced by the Navy's three higher education institutions. (See the OPNAV challenge outlined in Standard 3)

**Institutional Resources – Projection.** In conjunction with the Navy Inspector General and the Office of Personnel Management visits, Human Resources will focus on two areas in the coming years: updating position descriptions so employees can develop and earn promotions based on the work they do and facilitating addition of new employees, with approximately 15 positions being added to the college during AY 2024-2025.

In the decade ahead, the millennial and post-millennial generations will become the middle-ranking and senior career officers who are NWC students. They will be different. They will be visual learners, multi-threaded thinkers, and will have used and integrated technology into almost every aspect of their lives. They will expect to be able to accomplish their work, when, where, and in the manner that best suits them – that is, in Individualized Learning Environments. This perspective presents both a challenge and an opportunity. The challenge is being prepared to support these students with the appropriate resources in the new learning environment. Future solutions will likely include additional blended/hybrid learning, more on-line learning, both synchronous and asynchronous, and the integration of technology into the curriculum. The more significant challenge is ensuring faculty and staff are prepared and supported to deliver the curriculum in this new environment.

NWC will review the recommendations provided by OPM and implement them as needed, as part of a top to bottom review of staffing.

The NWC will continue to incorporate new requirements for resources into its budget and build a robust resource dashboard for all NWC stakeholders. Also, NWC will build robust and flexible models for all major academic, research, and outreach activities so the College can communicate resource requirements with greater accuracy.

The Naval Historical Collection (NHC) needs increased space allocation for storage, curatorial work, and access to return to a state in which the archives can meaningfully contribute to the College's education, research, and outreach lines of effort. Considering college-wide lack of awareness about NHC, its holdings and its services, as well as about its potential for furthering the College's mission, organizational alignment with other information resource services would enhance NHC's profile and allow it to participate in academic outcomes with efficacy. In the short term, the archives will merge with the current library spaces in the Learning Commons.

The Learning Commons will continue to play a prominent role in the College's success in the future. The administrative grouping of the library, archives, and other academic services in the Learning Commons under the new Associate Provost for Academic Services will further solidify that ecosystem as a place for research, learning, and collaboration. One challenge may be a decrease in study and gathering spaces because of the planned renovation of Connolly Hall. The currently approved plan is to re-locate some displaced people and materials to the Learning Commons. As no space is being added to the Learning Commons, this means that the library will lose study space, approximately one third of its stack space, and one third of its study space for as long as five years.

Professional development and continuing education are extremely challenging, owing to two main issues: budget for professional development and DOD rules for travel and attendance at

non-DOD conferences. These rules are administratively burdensome and require planning as much as four months in advance to be sure all approvals are received. If this process is not simplified, NWC will be disadvantaged in providing innovative solutions to support teaching, learning, and research. This may also affect recruitment and retention of the excellent highly qualified library and archival professionals needed. While the budget is sufficient to provide information resources for the existing NWC programs and missions, any additional areas of research or study would require an increase in financial resources.

In the middle of FY 2024, the library acquired an annual academic permission license for academic institutions to use covered copyright-protected materials in coursework while compensating rights holders. This promotes due diligence in the community to respect the rights of copyright holders while complying with naval instructions and U.S. Code.

The library will continue to solicit feedback from students, faculty, and other users to implement new and improve existing services. The library's assessment team is revising how it collects statistics to focus on data showing the library's effectiveness and impact, for inclusion in an annual report. A project to conduct citation analysis of faculty publications to measure quality and quantity of publications, peer review, committee review, and formulation of a dashboard of self-evaluation, is planned for FY 2024. One objective for the library is to generate data to assess how well the library collection is being used and how well it meets the research community's needs.

Future resources will include additional cloud services where appropriate and cost effective. Examples include additional "Infrastructure as a Service" (providing servers, systems, and networking) in a virtual "Data/Communications Center" hosted in the cloud for unclassified, non-sensitive data and applications. Examples may include the "lab/open" desktops as a service both for distance students, cloud-based war gaming supporting experiential learning, and support for teleworking. All students, whether resident or non-resident, in the continental United States or overseas, on domestic or foreign home networks, must have access to all the same academic resources and support services required for successful completion of their academic endeavors.

To sustain and improve future capacity in network resources, NWC has taken two major steps. The first to embrace the Naval University System structure. It is working with NPS in development of a "next generation" student information system using the cloud-based system already in use at USNCC and partially in use at USNA. A second major undertaking will be to work with the other institutions to select and implement a single, more robust LMS across the NUS. As AY 2024–25 begins the College will undertake a new multi-tenant agreement across the NUS to work seamlessly within the MicroSoft Office 365 suite for ease of collaboration.

As the Navy assigns more tasks to the College, the human, financial, information technology and facility requirements will increase. The College is constantly revising its capability requirements, reviewing legacy systems, and considering all available sources of funding and personnel. Recently NWC converted eight contract positions to government service status, which has been a huge success, saving substantial fiscal resources.

Continuation of the NHEITC/NUSITWG collaborative and governance structure to sustain the .edu network is critical for future success. IRD leadership will continue to monitor the network accreditation process to ensure the current arrangement continues to meet mission needs. Together the three educational institutions in this agreement can assess the next generation of technology to serve the colleges' academic/research mission requirements.

A recent review of NWC information technology resources concluded that technology was approached by many leaders, faculty, and staff as a utilitarian service rather than a strategic partner and an institutional enabler. A change in NWC culture is required, not in perspective, if the College is to realize the full potential of modern information technology resources in the educational arena. The passage of time will assist with cultural maturation. However, fostering an agile environment of change will also require more capability in terms of equipment, expertise, and organization. NWC leadership has purposefully included the Chief Information Officer (CIO) in its senior leader meetings and deliberations to enable this change in mindset.

The Associate Provost for Academic Support Services, working closely with the CIO, has identified a requirement for a Chief Data Officer and the establishment of an Office of Institutional Research supporting all data needs of the institution to facilitate continuous improvement through detailed analysis of data collected. This data will inform and be critical for data driven decision-making. This will be supported by a modern business intelligence and analysis system.

Facilities investment is a top priority for the Secretary of the Navy. NWC has several large-scale improvement projects to primary academic buildings programmed for the next five years. These projects are highlighted NWC's updated 15-Year Infrastructure, Modernization, and Maintenance Plan and the recently published Campus Revitalization Concept Plan.

Conolly Hall, built in 1972, will undergo an estimated \$64M renovation in 2024–27 to upgrade all the mechanical, electrical and plumbing systems and reconfigure it to be the core academic building, housing the preponderance of NWC's faculty. A renovation of the upper two floors of Hewitt Hall is scheduled for 2027 to upgrade major building systems and faculty/staff offices and expand the classroom inventory. Classrooms will be designed to a standard size and incorporate an up-to-date technological teaching system. Beyond 2029, additional renovation and new construction projects are planned to bring older buildings up to code and to enhance the effectiveness of NWC's educational capabilities and expand the military mission as directed by the Secretary of the Navy.

Sims Hall is a 120-year-old building, first built as a barracks in 1904. There are several issues with the building's construction, including 12-foot on-center columns throughout a substantial portion of the building and outdated mechanical, electrical, and plumbing systems. Projects are being developed to upgrade the East and West Wings of Sims Hall. The East Wing project is tentatively scheduled for Fiscal Year 2029 at a cost of \$16.95M. These projects will establish flexible space for NWC's maritime operational planning courses and other Navy specific training environments. This will include providing classified teaching spaces and connectivity in portions of the building to allow NWC to increase the amount of classified instruction conducted. These upgrades will work in concert with a project done to the Center Wing, completed in 2022, which incorporated secure war-gaming facilities.

Founders Hall, a National Historic Landmark built in 1819 and now the home of NWC Museum, is tentatively programmed for a project in 2030 to address heating, ventilation, and air-conditioning issues. It is open to the public, but access by its intended audience is severely restricted due to the museum's location within the Naval Station's secure boundary. In the campus' revitalization plan, the museum would be moved to a more publicly accessible location.

One part of NWC's 15-year and revitalization plans is a new purpose-built facility outside the base's security perimeter for the museum, the archives, and IP, an unclassified learning environment with a large, multipurpose, and reconfigurable auditorium/concert hall. NWC and the Navy's reputations have been damaged by multiple "open to the public" directional signs for the museum throughout Newport, signs that prove misleading; this building will make inroads to repairing this damage. The auditorium would be open for use to the public for large events. The building may be a private/public (U.S. government) venture modeled on a similar building at the U.S. Army Heritage and Education Center at Carlisle Barracks, PA. This outside-the-gate complex would not only improve Naval Station Newport's ability to train and educate its own sailors and international partners but would also focus on the U.S. Navy's outreach and engagement efforts in New England.

Another part of the 15-year plan is to build a new 150,000 square foot Future Warfighting Center to incorporate multiple aspects of the war-gaming program at the highest levels of classification. This facility will provide a large, classified auditorium for plenary sessions during the largest and most complex war games hosted at NWC. This project will require the demolition of Hooper and Schonland Halls, built in 1918; and the repurposing of the central portion of campus as a "quad" in which students can connect, including an outdoor amphitheater; new roads around campus, simplifying the overall traffic pattern; covered walkways between certain buildings for days of inclement New England weather.

The sea wall bordering Narragansett Bay is deteriorating, as found by an engineering assessment completed in 2019. Some parking spaces near the shore were restricted from use at that time. A seawall, design-focused, inspection was completed in June 2024 that will lead to repairs (deteriorating concrete retaining wall and missing granite block below the mean high-water mark) and provide additional parking for students. Additionally, there are designs in place to improve on-campus parking. One parking lot, north of Hewitt Hall and currently covered with gravel, has a land use restriction mandated by the Naval Station due to measured PCB contamination from a demolished steam plant previously located there. NWC is working with NAVFAC to have the site remediated and then transformed into a proper and safe parking lot for students. Other parking lot refinishing will occur after completion of the Hewitt Hall Upper Floors renovation project, since until then they will be used as the sites for modular classrooms and offices.

**Standard 7: Institutional Resources**  
**(Headcount of Employees by Occupational Category)**

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form:

[https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package\\_1\\_43.pdf](https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf)

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	AY20-21			(AY 21-22 )			(AY 22-23)			(AY 23-24)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	253	3	256	257	2	259	255		255	260		260
Research Staff			0			0			0	0		0
Public Service Staff	33		33	34		34	33		33	34		34
Librarians	13		13	13		13	13		13	13		13
Library Technicians	8	1	9	8	1	9	9	1	10	9	1	10
Archivists, Curators, Museum staff	1	1	2	2	1	3	2	1	3	2	1	3
Student and Academic Affairs			0			0			0	0		0
Management Occupations	13		13	10		10	10		10	10		10
Business and Financial Operations	30		30	30		30	32		32	33		33
Computer, Engineering and Science	20		20	22		22	25		25	25		25
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	11		11	12		12	13		13	13		13
Healthcare Practitioners and Technical			0			0			0	0		0
Service Occupations			0			0			0	0		0
Sales and Related Occupations			0			0			0	0		0
Office and Administrative Support	42	2	44	45	3	48	45	1	46	46	1	47
Natural Resources, Construction, Maintenance	30	2	32	27	2	29	28	1	29	29	1	30
Production, Transportation, Material Moving	5		5	6		6	6		6	6		6
<b>Total</b>	<b>459</b>	<b>9</b>	<b>468</b>	<b>466</b>	<b>9</b>	<b>475</b>	<b>471</b>	<b>4</b>	<b>475</b>	<b>480</b>	<b>4</b>	<b>484</b>

Please enter any explanatory notes in the box below

Security Personnel are the Public Service Staff. FY24 is an estimated based off 484 actual end strength as of 12-30-23.

**Standard 7: Institutional Resources**  
**(Statement of Financial Position/Statement of Net Assets)**

Fiscal Year ends - month & day: ( / )		2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Most Recent Year (FY 2023)	Percent Change	
					2 yrs-1 yr prior	1 yr-most
<b>ASSETS (in 000s)</b>						
?	Cash and Short Term Investments	\$17,631	\$21,438	\$20,542	21.6%	-4.2%
?	Cash held by State Treasurer				-	-
?	Deposits held by State Treasurer				-	-
?	Accounts Receivable, Net				-	-
?	Contributions Receivable, Net				-	-
?	Inventory and Prepaid Expenses				-	-
?	Long-Term Investments				-	-
?	Loans to Students				-	-
?	Funds held under bond agreement				-	-
?	Property, plants, and equipment, net	\$15,409	\$14,738	\$14,700	-4.4%	-0.3%
?	Other Assets				-	-
	<b>Total Assets</b>	<b>\$33,040</b>	<b>\$36,176</b>	<b>\$35,242</b>	<b>9.5%</b>	<b>-2.6%</b>
<b>LIABILITIES (in 000s)</b>						
?	Accounts payable and accrued liabilities	\$15,812	\$21,065	\$18,808	33.2%	-10.7%
?	Deferred revenue & refundable advances				-	-
?	Due to state				-	-
?	Due to affiliates				-	-
?	Annuity and life income obligations				-	-
?	Amounts held on behalf of others				-	-
?	Long-term investments				-	-
?	Refundable government advances				-	-
?	Other long-term liabilities				-	-
	<b>Total Liabilities</b>	<b>\$15,812</b>	<b>\$21,065</b>	<b>\$18,808</b>	<b>33.2%</b>	<b>-10.7%</b>
<b>NET ASSETS (in 000s)</b>						
Unrestricted net assets						
	Institutional	\$17,228	\$15,111	\$16,434	-12.3%	8.8%
?	Foundation				-	-
	<b>Total</b>	<b>\$17,228</b>	<b>\$15,111</b>	<b>\$16,434</b>	<b>-12.3%</b>	<b>8.8%</b>
Temporarily restricted net assets						
	Institutional				-	-
?	Foundation				-	-
	<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>-</b>	<b>-</b>
Permanently restricted net assets						
	Institutional				-	-
?	Foundation				-	-
	<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>-</b>	<b>-</b>
	<b>Total Net Assets</b>	<b>\$17,228</b>	<b>\$15,111</b>	<b>\$16,434</b>	<b>-12.3%</b>	<b>8.8%</b>
	<b>TOTAL LIABILITIES and NET ASSETS</b>	<b>\$33,040</b>	<b>\$36,176</b>	<b>\$35,242</b>	<b>9.5%</b>	<b>-2.6%</b>

Please enter any explanatory notes in the box below

Line 5 Note: Appropriated funds (OMN, RDTE, ORF, OPN), Reimbursable funds, and Navy Gift funds: Authorizations minus liquidations; Line 14 Note: Equipment: Defense Property Accounting System; Line 18 Note: Appropriated funds (OMN, RDTE, ORF, OPN), Reimbursable funds, and Navy Gift funds: Obligations minus liquidations



Standard 7: Institutional Resources (Statement of Revenues and Expenses)					
Fiscal Year ends - month& day: ( / )	3 Years Prior (FY2021)	2 Years Prior (FY2022)	Most Recently Completed Year (FY 2023)	Current Year (FY 2024)	Next Year Forward (FY 2025)
<b>OPERATING REVENUES (in 000s)</b>					
Tuition and fees					
Room and board	\$0	\$0	\$0	\$0	\$0
Less: Financial aid	\$0	\$0	\$0	\$0	\$0
Net student fees	\$0	\$0	\$0	\$0	\$0
Government grants and contracts	\$0	\$0	\$0	\$0	\$0
Private gifts, grants and contracts	\$1,205	\$878	\$1,923	\$1,965	\$2,006
Other auxiliary enterprises	\$0	\$0	\$0	\$0	\$0
Endowment income used in operations	\$0	\$0	\$0	\$0	\$0
Other revenue (specify):	\$91,725	\$96,100	\$101,767	\$104,685	\$121,514
Other revenue (specify):	\$3,207	\$8,819	\$9,515	\$9,865	\$10,111
Net assets released from restrictions	\$1,218	\$1,425	\$1,144	\$490	\$502
<b>Total Operating Revenues</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>OPERATING EXPENSES (in 000s)</b>					
Instruction					
Research	\$41,495	\$46,458	\$50,306	\$51,874	\$63,555
Public Service	\$15,280	\$17,454	\$18,499	\$19,075	\$23,245
Academic Support	\$1,630	\$2,145	\$2,040	\$2,104	\$2,132
Student Services	\$14,784	\$16,447	\$17,893	\$18,451	\$18,697
Institutional Support	\$314	\$350	\$351	\$362	\$367
Fundraising and alumni relations	\$19,106	\$19,964	\$19,438	\$20,044	\$20,856
Operation, maintenance of plant (if not allocated)	\$286	\$481	\$1,108	\$1,143	\$1,158
Scholarships and fellowships (cash refunded by public institution)	\$2,643	\$3,550	\$2,983	\$3,076	\$3,117
Auxiliary enterprises					
Depreciation (if not allocated)					
Other expenses (specify):					
Other expenses (specify):					
<b>Total operating expenditures</b>	<b>\$95,538</b>	<b>\$106,849</b>	<b>\$112,618</b>	<b>\$116,129</b>	<b>\$133,127</b>
<b>Change in net assets from operations</b>	<b>-\$95,538</b>	<b>-\$106,849</b>	<b>-\$112,618</b>	<b>-\$116,129</b>	<b>-\$133,127</b>
<b>NON OPERATING REVENUES (in 000s)</b>					
State appropriations (net)					
Investment return					
Interest expense (public institutions)					
Gifts, bequests and contributions not used in operations					
Other (specify):					
Other (specify):					
Other (specify):					
<b>Net non-operating revenues</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Income before other revenues, expenses, gains, or losses</b>	<b>-\$95,538</b>	<b>-\$106,849</b>	<b>-\$112,618</b>	<b>-\$116,129</b>	<b>-\$133,127</b>
Capital appropriations (public institutions)					
Other (specify):					
<b>TOTAL INCREASE/DECREASE IN NET ASSETS</b>	<b>-\$95,538</b>	<b>-\$106,849</b>	<b>-\$112,618</b>	<b>-\$116,129</b>	<b>-\$133,127</b>

Navy Gift Funds / DON25: FY24 +2.2% INFL / FY25 + 2.1% INFL

Appropriated funds (OMN, RDTE, ORF, OPN)  
International Officers Course Earnings (Foreign Military Sales and International Military Education and Training (State Department funds)) / Reimbursable funds: College of Distance Education / FY24/25: DON25 CP-23

Miscellaneous Reimbursable funds / FY24/25: DON25 CP-23 Reimbursables E

FY24: Prorate based on FY23 execution / FY25: +2.1% INFL + POM26 increases

FY24: Prorate based on FY23 execution / FY25: +2.1% INFL + POM26 increases

FY24: Prorate based on FY23 execution / FY25: +2.1% INFL

FY24: Prorate based on FY23 execution / FY25: +2.1% INFL

FY24: Prorate based on FY23 execution / FY25: +2.1% INFL

FY24: Prorate based on FY23 execution / FY25: +2.1% INFL + POM26 increases

FY24: Prorate based on FY23 execution / FY25: +2.1% INFL

FY24: Prorate based on FY23 execution / FY25: +2.1% INFL

Unobligated funds authorized balances at fiscal year end

**Standard 7: Institutional Resources**

**(Statement of Debt)**

FISCAL YEAR ENDS month & day ( / )		3 Years Prior (FY2 )	2 Years Prior (FY2 )	Most Recently Completed Year (FY 2 )	Current Year (FY 2 )	Next Year Forward (FY 2 )
<b>Long-term Debt</b>						
	Beginning balance					
	Additions					
	Reductions					
	Ending balance	\$0	\$0	\$0	\$0	\$0
	Interest paid during fiscal year					
	Current Portion					
<b>Bond Rating</b>						
<b>Debt Service Coverage</b> Operating Income / (Annual Interest + Current Portion of Debt)						
<b>Debt to Net Assets Ratio</b> Long-tem Debt / Total Net Assets						
<b>Debt to Assets Ratio</b> Long-term Debt / Total Assets						
<b>Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the EXHIBIT DOES NOT APPLY - NWC DOES NOT HAVE ANY BORROWINGS /LONG TERM DEBT</b>						
<b>Line(s) of Credit: List the institutions line(s) of credit and their uses.</b>						
<b>Future borrowing plans (please describe).</b>						

**Standard 7: Institutional Resources**

**(Supplemental Data)**

FISCAL YEAR ENDS month & day ( / )		3 Years Prior (FY2 )	2 Years Prior (FY2 )	Most Recently Completed Year (FY 2 )	Current Year (FY 2 )	Next Year Forward (FY 2 )
<b>NET ASSETS</b>						
	Net assets beginning of year					
	Total increase/decrease in net assets					
	Net assets end of year	\$0	\$0	\$0	\$0	\$0
<b>FINANCIAL AID</b>						
Source of funds						
	Unrestricted institutional					
	Federal, state and private grants					
	Restricted funds					
	Total	\$0	\$0	\$0	\$0	\$0
	% Discount of tuition and fees					
?	% Unrestricted discount					
	Net Tuition Revenue per FTE					
?	<b>FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE</b>					
Please indicate your institution's endowment spending policy:						
Please enter any explanatory notes in the box below.						

**Standard 7: Institutional Resources**

**(Liquidity)**

FISCAL YEAR ENDS month & day ( / )	3 Years Prior (FY2021)	2 Years Prior (FY2022)	Most Recently Completed Year (FY 2023)	Current Year (FY 2024)	Next Year Forward (FY 2025)
<b>CASH FLOW</b>					
Cash and Cash Equivalents beginning of year	\$14,984	\$17,631	\$21,438	\$20,542	\$21,069
Cash Flow from Operating Activities	\$2,647	\$3,807	(\$896)	\$527	\$3,084
Cash Flow from Investing Activities					
Cash Flow from Financing Activities					
Cash and Cash Equivalents end of year	<b>\$17,631</b>	<b>\$21,438</b>	<b>\$20,542</b>	<b>\$21,069</b>	<b>\$24,153</b>
<b>LIQUIDITY RATIOS</b>					
Current Assets	\$17,631	\$21,438	\$20,542	\$21,069	\$24,153
Current Liabilities	\$15,812	\$21,065	\$18,808	\$19,603	\$22,473
Current Ratio	1.12	1.02	1.09	1.07	1.07
Days Cash on Hand (Cash and Cash Equivalents) / [Operating Expenses - Depreciation and other noncash expenses]/365)	67.36	73.23	66.58	66.22	66.22

Please enter any explanatory notes in the box below that may impact the institution's cash flow.

Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.

Please enter any explanatory notes in the box below.

**Standard 7: Institutional Resources  
(Information Resources)**

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	(FY 20)	(FY 21)	(FY 22)	(FY 23)	(FY 24)
<b>Total Expenditures</b>					
Materials	\$868,439	\$795,079	\$881,250	\$838,700	\$881,000
Salaries & wages (permanent staff)		\$2,813,573	\$2,878,060	\$2,812,006	
Salaries & wages (student employees)	\$0	\$0	\$0	\$0	\$0
Other operating expenses	\$155,210	\$236,778	\$245,431	\$270,000	\$283,400
<b>Expenditures/FTE student</b>					
Materials	\$1,737	\$1,590	\$1,763	\$1,677	\$1,762
Salaries & wages (permanent staff)		\$5,627	\$5,756	\$5,624	
Salaries & wages (student employees)	\$0	\$0	\$0	\$0	\$0
Other operating expenses	\$310	\$474	\$491	\$540	\$567
<b>Collections</b>					
Percent available physically	33%	33%	20%	20%	20%
Percent available electronically	67%	67%	80%	80%	80%
Number of digital repositories	1	1	1	1	1
<b>Personnel (FTE)</b>					
Librarians - main campus	13	14	14	14	14
Librarians - branch /other locations	0	0	0	0	0
Other library personnel - main campus	10	10	10	10	11
Other library personnel - branch/other locations	0	0	0	0	0
<b>Availability/attendance</b>					
Hours of operation/week main campus	40	40	40	40	40
Hours of operation/week branch/other locations	0	0	0	0	0
<b>Consortia/Partnerships</b>					
<p>Member of CRIARL (Consortium of Rhode Island Academic and Research Libraries). Membership allows students and faculty access to the libraries of the other CRIARL institutions; Library is staffed in person 40 hours per week. The library building and physical collection are available 24/7 to students and faculty with their CAC and electronic resources are available 24/7. Research &amp; reference assistance is available after hours through a chat service cooperative. Total FTE students = We used 500 for the FTE number of students in the above calculations</p>					
<b>URL of most recent library annual report:</b>					
<a href="https://usnwc.edu/learning-commons/Services-and-Support/Henry-E-Eccles-Library">https://usnwc.edu/learning-commons/Services-and-Support/Henry-E-Eccles-Library</a>					
Please enter any explanatory notes in the box below					
<p>The Library is staffed 40 hours a week Monday-Friday from 8-4 but it is open 24/7 to students and faculty for use of the study spaces and the collection. There are 2 self-check machines for patrons to checkout materials when the library is not staffed.</p>					
See Form 4.5 for data about Information Literacy					

**Standard 7: Institutional Resources  
(Technological Resources)**

						?
		3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
		(FY 21 )	(FY 22 )	(FY 23 )	(FY 24 )	(FY 25 )
?	<b>Course management system</b>	Blackboard Learn Ultra				
	Number of classes using the system					
	<b>Bandwidth</b>					
	On-campus network	20Mbps	40Mbps	40Mbps	40Mbps	100Mbps
	Off-campus access					
?	commodity internet (Mbps)	1Gbps	1Gbps	1Gbps	1Gbps	1Gbps
?	high-performance networks (Mbps)	10Gbps	10Gbps	10Gbps	10Gbps	10Gbps
?	Wireless protocol(s)	802.11b	802.11af	802.11af	802.11af	802.11af
	<b>Typical classroom technology</b>					
	Main campus	PC, DVD/BlueRay,SmartPodium, @nd Monitor, Doc Camera, TVoIP, A				
	Branch/other locations					
	<b>Software systems and versions</b>					
	Students	Windows, Office 365, Specialty s/w where required for Research				
	Finances	Provided by Navy				
	Human Resources	Empower and that Provided byNavy				
	Advancement	N/A				
	Library	ExLibris (Alma/Primo/Leganto), Springshare Suite,				
	Website Management	DNN Hosted (CMS) Solution				
	Portfolio Management	N/A				
	Interactive Video Conferencing	Zoom, Teams, H.323				
	Digital Object Management	N/A				
	<b>Website locations of technology policies/plans</b>					
	Integrity and security of data	RMF A&A Process loaded in eMass				
	Privacy of individuals	SJA info on Intranet				
	Appropriate use	SAAR Forms in TWMS				
	Disaster and recovery plan					
	Technology replacement	Varies by technology				
	Please enter any explanatory notes in the box below					

**Standard 7: Institutional Resources**

**(Physical Resources)**

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus	11	385
Other U.S. locations	2	30
International locations	0	0

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)	(FY 2025)

<b>Revenue (\$000)</b>					
Capital appropriations (public institutions)					
Operating budget					
Gifts and grants					
Debt					
<b>Total</b>	\$0	\$0	\$0	\$0	\$0

<b>Expenditures (\$000)</b>					
New Construction					
Renovations, maintenance and equipment	\$22,392,422	\$4,447,258	\$4,651,825	\$53,999,400	\$5,000,000
Technology					
<b>Total</b>	\$22,392,422	\$4,447,258	\$4,651,825	\$53,999,400	\$5,000,000

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	71,411	0	71,411
Laboratory	11,719	0	11,719
Office	131,786	0	131,786
Study	54,190	0	54,190
Special	23,604	0	23,604
General	43,907	30,405	74,312
Support	26,728	0	26,728
Residential	0	0	0
Other	21,677	0	21,677

<b>Major new buildings, past 10 years (add rows as needed)</b>				
Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year

<b>New buildings, planned for next 5 years (add rows as needed)</b>				
Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year

<b>Major Renovations, past 10 years (add rows as needed)</b>				
The list below includes renovations costing \$XXX or more				
Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Mahan Hall	Maritime History	36,500.00	\$18,189	2021
Sims Hall Center Wing	Wargaming Facility	28,800.00	\$12,447	2019
Hewitt Hall Learning Commons	Library	94,000.00	\$14,318	2014

<b>Renovations planned for next 5 years (add rows as needed)</b>				
The list below includes renovations costing 5,000 or more				
Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Conolly Hall	Core academic building	138,000.00	\$49,000	2024
Hewitt Hall	Core classroom building	48,000.00	\$39,000	2027
Sims Hall East Wing	Maritime Operations Wing	26,000.00	\$17,000	2027

## Standard Eight – Educational Effectiveness

**Introduction – Description.** This chapter answers key educational effectiveness questions regarding what students gain, what and how students are learning, whether students have attained satisfactory levels of achievement of mission-critical outcomes, and whether students have been successful since graduation. This chapter also discusses the evidence the College uses to support its assertions. Student and curricular assessments are regular and comprehensive to ensure NWC meets the needs of the Navy and the broader DOD and government communities.

**Introduction – Appraisal.** While there is always room for improvement, the current processes keep curricula current and responsive to the requirements of the Navy and Joint Staff. The move to Outcomes Based Military Education (OBME) is an important step in moving away from inputs-based curriculum designs toward outputs-based curricular design philosophies. Additionally, the move to OBME is in keeping with the Naval Education Strategy 2023 (NES 2023) to improve how courses are evaluated, as suggested by the Education for Seapower Board (E4SASAB).

**Educational Effectiveness – Description.** The resident academic program at Newport, RI consists of two master of arts degree programs taught by a common faculty of seasoned, professional educators and practitioners.

- The senior-level College of Naval Warfare (CNW) grants a Master of Arts in National Security and Strategic Studies.
- The intermediate-level College of Naval Command and Staff (CNC&S) awards a Master of Arts in Defense and Strategic Studies.

Each program comprises of a core curriculum of four courses plus two electives. Integrated in the curriculum are the requirements for Professional Military Education and Joint Professional Military Education for senior- and intermediate-level officers in the armed forces: JPME-II and JPME-I, respectively. Additionally, within this framework, NWC offers select U.S. students opportunities for specialized study through Advanced Research Programs on the classified level and 22 tracks of study for Additional Qualification Designations (AQDs, e.g., for the Asia-Pacific) or several certificates and subspeciality codes (e.g., Advanced Strategists Program “2300”). These degrees support the success of students in current and future positions of increased significance within the Navy, the U.S. government and abroad.

The College of Distance Education has three academic programs: The Fleet Seminar Program at various external locations, Naval Command & Staff Online, and Naval War College at the Naval Postgraduate school (NWC-at-NPS). CDE provides an opportunity for FSP students to earn the MA in Defense and Strategic Studies via the Graduate Degree Program (GDP), which consists of three core 7-credit courses and the completion of nine graduate credit hours of electives in a designated area of study as approved by the GDP manager. The electives are usually taken at accredited graduate institutions outside NWC. CDE ensures that NWC modernizes curriculum and delivery methods as suggested by NES 2023.



While the CNW and CNC&S resident programs and low-resident CDE's FSP/GDP are the primary graduate-level academic programs, NWC also offers courses and diplomas through its International Programs Office, the College of Maritime and Operational Warfare, and the Center for Naval Warfare Studies. While these programs will not be discussed in detail, the combined faculty teaches courses that involve about 2,000 students each year and are subject to the same academic and administrative policies as their master's degree teaching counterparts. Additionally, the College of Leadership and Ethics (CLE) runs tailored professional development leadership courses for flag officers as listed in the NES 2023.

Historically, NWC has had a decentralized organizational structure, possibly reflecting the nature of naval operations in general. This has resulted in a federated assessment system whereby individual colleges, departments, or units are responsible for collecting, analyzing, and using assessment information to gauge effectiveness of their programs and courses and plan and execute required educational enhancements.

In 2014, the College recognized the need to create an Office of Institutional Effectiveness and hired a director tasked with collecting, analyzing, and reporting institutional-level information. In 2016 NWC augmented the assessment effort by hiring an external data analysis service specializing in higher education: Hanover Research Council. This sustainable contract ensures that NWC decision-makers have verifiable assessment results to use for planning and improvement.

In 2017–18 the College created the College Assessment Committee to help academic departments address direct measures of students learning, especially program learning outcomes (PLOs). This group soon proved critical, as new military educational policy directives were promulgated in the 2020 Officer Professional Military Education Policy and a separate document to implement them in 2022. The College focused on the move to an OBME approach in its 2022–27 strategic plan. Implementation of PLO measures begin in AY 2024–25.

The College's curricular review process for its master's degree programs includes senior leadership review, dean and department review, and faculty review, assisted by staff as needed. Assessment devices include quantitative and qualitative indirect and direct measures to gauge PLOs, primarily via course-embedded assignments and assessments. Indirect assessment devices include end of course evaluations, graduation surveys and focus groups, alumni surveys, and the Student Representative Program, in which students provide course feedback to department faculty and administration at the end of a trimester. In NWC's federated assessment system, faculty are responsible for course assessments; the Institutional Effectiveness Office and feedback from external bodies that review the school's programs, procedures, and policies also contribute to educational assessment.

Assessments inform academic units, which digest these results for curricular improvements. Changes are reviewed and approved by departmental curriculum leads, the respective deans, the provost, and the College's Academic Policy Council and President. A variety of external bodies may also review changes, although generally these bodies introduce new mandates or topics to be covered in the PME/JPME curricula and trust us to include these changes in curricula.

The College’s Annual Alumni Survey is an indirect assessment of achievement of program goals. The 2022–23 Alumni Survey was administered to the graduating classes of 2015–16, 2017–18, and 2021–22. Alumni from both resident graduate programs and all years gave NWC high marks for meeting program missions/goals. (Reports are available in the ERR)

The measures of student success include grade-point average, PLO achievement, and post-graduation success; the other measures in Standard 8.6 are not applicable to NWC students. As reported in the 2023 Combined Alumni Analysis (Topline Report, on the College’s website and in the ERR), NWC resident student graduation rates for AY 2022–23 were: 40 of 40 for November 2022 CNW and CNC&S students; 56 of 56 for March 2023 CNW and CNC&S students; and 298 of 302 for June 2023 CNW and CNC&S students. While an overall graduation rate of over 99% is high compared with civilian institutions, it is not for a military education system. The post-graduation success of NWC alumni is high, partially due to the education received at NWC but also because the various agencies that send us students typically send their “best and brightest,” with high potential for future promotion.

NWC’s faculty builds the curricula from a variety of guiding documents, such as the National Security Strategy, National Defense Strategy; the National Military Strategy; the OPMEP; the Chief of Naval Operations Navigation Plan; Navy Competencies; Joint Learning Areas (JLAs), Special Areas of Emphasis (SAEs), Desired Leadership Attributes (DLAs), the Navy Leadership Development Framework, and others. Within the nascent Navy University System, NWC has been assigned responsibility for seven competencies by the Deputy Chief of Naval Operations for Warfighting Development – OPNAV N7 (see bold topics below). NPS and USNA have the lead on the other competencies.

Competency	NUS Partner - Lead Agent
Problem Solving	NPS
<b>Critical and Strategic Thinking</b>	<b>NWC</b>
Management	NPS
<b>Leadership</b>	<b>NWC</b>
<b>Understanding Adversaries</b>	<b>NWC</b>
Communication (oral and written)	USNA
<b>The Global Strategic Environment</b>	<b>NWC</b>
<b>Navy Strategy</b>	<b>NWC</b>
STEM	NPS
Financial and Fiscal Management	NPS
<b>Operational and Administrative Law</b>	<b>NWC</b>
<b>Operational Planning and the Art of War</b>	<b>NWC</b>
Logistics and Sustainment	NPS

NWC faculty use the curricular review process, assessment data, published guidance, and professional judgement to plan and deliver curricula that meet internal and external requirements and align with individual program missions and PLOs. Assessments are both internal and external, formative and summative, direct and indirect. They provide data and inform the feedback loop for curricular improvements.

As noted earlier, military accreditation criteria, called Common Educational Standards, are directed by the Joint Staff but tend to focus more on assessing student mastery of PLOs. OPMEP states that assessments of student performance on PLOs should approximate conditions the graduates would most likely encounter in an operational environment. These authentic assessment preferences have led the NWC Assessment Committee to recommend a Crisis Action Planning Exercise, as both an authentic capstone assessment and as a vehicle in which students synthesize courses into a unified whole. The CAPEX is described later in this chapter.

OBME is a cultural change for military institutions, shifting focus from inputs and content areas covered to student outcomes. It is consonant with the CNO’s “Get Real, Get Better” (GRGB) effort described later. The OBME process is unique for each institution, respects the services’ contributions to national security, and is gradual, with maximum flexibility and faculty involvement. Military education goals are articulated in the key guiding documents mentioned earlier.

NWC operationalizes these broad military educational goals by formulating PLOs designed by the Assessment Committee and approved by departmental faculty, the Chief Academic Officer, NWC’s President, and finally the Joint Staff (J7) at the Pentagon. These student learning outcomes are articulated in the course syllabi, online catalogs, curriculum maps, and various educational briefings, such as new-faculty orientations. Faculty design curriculum with PLOs in mind. PLOs are discussed in more detail in the Appraisal and Projection section.

Faculty working groups have been designing and piloting the CAPEXes as key summative, authentic assessments since 2022. This assessment is designed to address select PLOs each year. Results for June 2023 are reported in the Appraisal section below. After several beta tests, a CAPEX scale-up for all resident students in June 2024. (CAPEX results are available in the ERR)

**Educational Effectiveness – Appraisal.** The 2022–23 Annual Alumni Survey was administered to the classes of academic years 2015–16, 2017–18, and 2021–22 from 14 December 2022 to 1 May 2023. There were five PLOs in effect at that time, and results appear in the table below. Alumni from 2015–16 had higher ratings, with mean scores for all items at or above 6.0 on a 7.0 scale. 2021–22 graduates had generally lower means, perhaps due to interruptions from COVID 19. One item fell below the 5.500 threshold for improvement for the 2021–22 cohort. Of concern are the response rates, which are relatively low, though on a par with those of many civilian institutions.

**CNW PLOs**

TO WHAT DEGREE DID YOUR CNW EDUCATION ENHANCE YOUR PROFESSIONAL ABILITIES OR EFFECTIVENESS IN THE FOLLOWING PME OR JPME AREAS?	2015-2016 (N=10)	2017-2018 (N=19)	2021-2022 (N=34)
Apply theory, history, doctrine, and relevance of sea power to strategic thinking and decision making	6.600	6.053	5.853
Demonstrate critical, creative, and structured thought through professional communication	6.600	6.211	5.765
Apply effective national security strategies that factor in contemporary and future security environments.	6.400	6.000	5.706

Demonstrate, as Joint warfighting leader, the ability to interpret, plan and lead, globally integrated operations across the continuum of competition.	6.300	6.105	5.515
Apply the organizational, legal, and ethical concepts integral to the Profession of Arms while incorporating elements of national power into decision-making.	6.300	6.053	<b>5.176</b>

Source: CNW and CNC&S Alumni Analysis 2023

For the CNC&S program, two of the five PLO items scored above the 6.000 mark of excellence in all three years. Two items in the 2015-16 AY were below the internal 5.500 threshold for attention but have improved in recent years.

### CNC&S PLOs

TO WHAT DEGREE DID YOUR CNC&S EDUCATION ENHANCE YOUR PROFESSIONAL ABILITIES OR EFFECTIVENESS IN THE FOLLOWING PME OR JPME AREAS?	2015-2016 (N=8)	2017-2018 (N=23)	2021-2022 (N=27)
Demonstrate critical, creative, and structured thought through professional communication	6.000	6.478	6.296
Apply theory, history, doctrine, and relevance of sea power to support strategic thinking and decision making	6.250	6.391	6.111
Apply effective theater and national military strategies that factor in contemporary and future security environments.	5.500	6.261	5.852
Demonstrate, as a Joint Warfighter, the ability to enhance planning and execution of major operations and campaigns across the continuum of competition	<b>5.375</b>	6.130	5.704
Apply the organizational, legal, and ethical concepts integral to the Profession of Arms to decision-making in theater-level Joint and multinational operations.	<b>5.375</b>	6.043	5.593

Source: CNW and CNC&S Alumni Analysis 2023

Looking at the combined program results, NWC alumni indicated very high satisfaction with the College; the overall satisfaction mean registered a 6.407, higher than the previous year's rating of 6.013. The top item was the Intellectual Challenge of NWC educational experience (6.305). Additionally, respondents have very positive perceptions of the overall quality of instruction (6.271), overall quality of faculty (6.246), the degree of peer-to-peer collaboration in an active learning environment (6.178), and currency and relevance of curricula (6.085).

In a related curricular assessment effort, student feedback from graduation focus groups and graduation surveys, combined with departmental end of course critiques and faculty course after-action reviews, surfaced the need for a better distinction between the content of the Leadership in the Profession of Arms course as taught to CNW and CNC&S students, respectively. An iterative curriculum review is under way and will be completed during AY 2024–25. Additionally, while not shown here, the non-graduate education training and education programs undergo similar review, and often the curricular revision process is faster than for the graduate programs, which typically happens only once per academic year.

NWC struggles to collect feedback from key leader engagements and to get direct fleet feedback on PME/JPME assessment (owing perhaps to the high operating tempos of Fleet commanders supervising the graduates). The Get Real, Get Better (GRGB) initiative may facilitate this

somewhat, as NWC develops key performance indicators (KPIs) for the program. The College does, however, receive feedback from external bodies, such as a Pentagon focus group study on JPME-II program effectiveness: overall, JPME-II programs are effective, but more work is needed in the planning area and in globally integrated operations. GRGB will improve how courses are routinely evaluated at NWC, in accordance with guidance from the NES 2023 and at the suggestion of the E4SAB.

The College’s key mission focuses on educating and developing leaders, and OPMEP has articulated associated Desired Leadership Attributes for the entire career learning trajectory of all officers. NWC tracks DLA progress indirectly using its indoctrination, graduation, and alumni surveys. A PLO also covers leadership and ethics and will likely be assessed in the CAPEX and LPA course upon full migration to OBME.

NWC seeks to ensure that the educational outcomes comprehensively prepare graduates for their future joint duties and responsibilities. The College recognizes that Alumni Survey results are indirect measures of assessment. Direct measures of assessment are used in the CAPEX and in course-embedded assessments, which will be explained in the Projection section although preliminary results are addressed below.

**CAPEX Preliminary Results.** A second Crisis Action Planning Exercise test run was executed in June 2023. Shown below is the distribution of CNW students for the assessment of *PLO1: Demonstrate Joint-warfighting leadership when integrating the instruments of national power across the continuum of competition.*

There were 168 lines of data, with faculty assessors completing criterion scores (mastery levels) for a sample of graduates. Two data points were generally provided for each student, and there seemed to be good agreement on the level that an individual student achieved. As shown, over 90% were deemed proficient or above. CAPEX has proven to be a good program assessment tool, although there are issues to overcome, including its resource-intensive nature, scenario prompt design, and the extent to which it is truly an authentic assessment. NWC’s Assessment Committee will be working on this process, identifying embedded course assessments/assignments that may also support PLO program assessment efforts beyond, or in lieu of, the CAPEX.

**CAPEX June 2023 CNW/SLC Graduates**

Total PLO1 CNW/SLC		168
Not Observed	10.71%	18
Deficient	1.33%	2
Rudimentary	8.00%	12
Proficient	60.00%	90
Exemplary	30.67%	46
Total June Assessments		150

Source: June 2023 Preliminary CAPEX Data

Common Educational Standard 1 in OPMEP addresses Joint Acculturation, defined as the process of understanding the separate service cultures, resulting in joint attitudes and the perspectives, common beliefs, and trust that occur when diverse groups come into continuous

direct contact. Acculturation occurs during activities involving members of services, agencies, and/or countries other than one's own. The goal is designed to encourage critical analysis of current and emerging national strategies from a joint perspective and nurture a commitment to joint, interagency, and multinational cooperation. For example, OPMEP requires that the college's resident programs have a mix of students and faculty to foster a joint learning experience and their curricular topics to focus on joint operations. NWC tracks joint acculturation progress in its indoctrination and graduation surveys to meet this co-curricular standard. Still, with predominantly Navy student populations in the distance programs, achieving the goals of CES 1 is problematic in these programs. As shown in the Joint Acculturation Report (June 2023) for CNW graduates in the ERR, the services' views of themselves and of their sister services increased, suggesting more positive views upon program completion.

During the 2022–23 academic year, NWC expanded its PLOs to six. Electronic reading room documents show the complete data in the graduation survey, but the CNW pre/post PLO analysis revealed wide growth (+18% to +50%) and positive improvement in every instance. Indeed, all six CNW graduation PLOs showed statistical improvement. The largest growth occurred in PLO 1, the lowest in PLO 3. CNC&S students' self-assessed pre/post PLO analysis revealed a wide range of growth (+10% to +33%) as well and statistical improvement in five of six PLOs. Therefore, we can conclude that the difference in these means is due to NWC educational experience. The largest PLO growth was in PLO6, the lowest in PLO3. (For past and current PLO listings see the ERR)

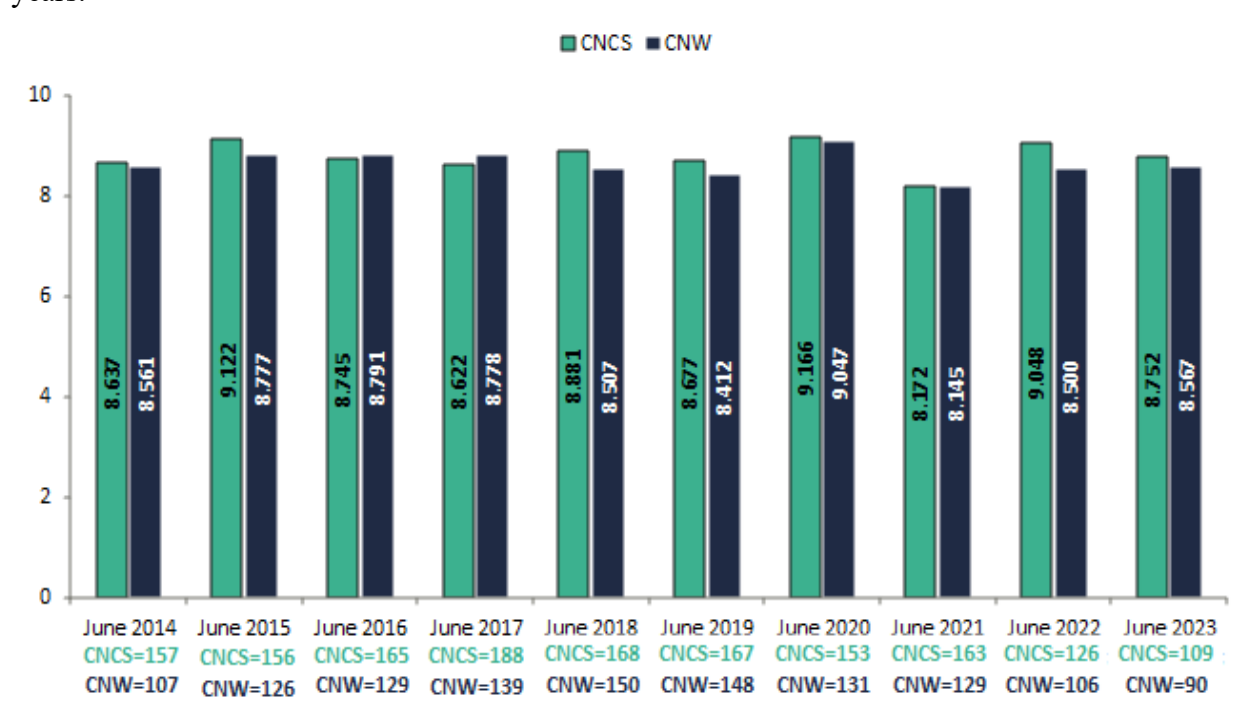
Alumni respondents were given the opportunity to reflect on what they felt were the most valuable elements of the NWC educational experience. A word cloud suggested, in general, the knowledge, skills, abilities, and outcomes of the military educational programs. Specifically, the alumni highlight relationships with other alumni and academic skills developed, such as writing, as benefits of the programs.

Another desired outcome of PME programs is to create a group of strategically minded critical thinkers (CT). CT is also on the Navy's competency listing assigned to NWC. Assessment of this outcome is done using the graduation survey. (Complete data is available in the ERR) Additionally, CT may be assessed in the CAPEX and course embedded assessments. June 2023 graduates report that the CNW education is effective at helping with critical thinking. One item increased significantly from 2022: *Think critically and strategically in applying Joint warfighting principles and concepts of Joint operation* (5.878). Several CT items met or exceeded the 6.000 mark of excellence: *Place current problems in historical, cultural, or analytical perspective* (6.141); *Analyze problems from a broader perspective* (6.066). Only one item decreased directionally from the previous year: *diverse viewpoints are encouraged and expressed at the College*.

NWC tracks military promotions and selection to command for the cohorts who graduated during the academic years covered in the 2022–23 alumni survey. Among alumni respondents eligible for promotion, 66.3% were selected for promotion. Likewise, among the graduates who indicated they were eligible for command, 59.7% were selected. Roughly 8.0–13.0% were still waiting to hear from the respective boards, so more could be advanced. The College recognizes that promotion and command are imperfect measures at best, but the College views these as

proxies for student post-graduation success. As noted in the Data First forms, 100% of NWC resident graduates return to the operational environment or a national security agency after graduation, so we would expect this statistic to be much different than a civilian institution's. CDE students do not leave their work environment to take courses.

NWC has used Reichheld's (2006) ultimate question, "Would you recommend the program to a colleague?", as a key measure of program effectiveness in the graduation survey. As noted below, both programs consistently receive high marks and have rebounded from the COVID 19 years.



Source: June 2023 Graduation Survey, 0-10 scale. Past five year's stat testing: CNW independent t-tests at the  $p < 0.05$  level showed statistically significant differences between 2019 and 2020, 2021 and 2020, 2022 and 2021; CNC&S showed statistically significant differences between 2019 and 2020, 2019 and 2021, 2020 and 2021, 2021 and 2022, 2021 and 2023.

**College of Distance Education.** As noted earlier, CDE has three academic programs, FSP, NC&S online, and NWC-at-NPS, all of which grant JPME-I diplomas. CDE, through its GDP, provides an opportunity for its FSP students to earn NWC Master of Arts in Defense and Strategic Studies degree. The program mission and PLOs are the same as those of the CNC&S resident program but delivered slightly different ways. The GDP consists of three core courses, with embedded leadership topics, and students then complete nine graduate credit hours of electives at an accredited institution in a designated area of study as approved by the GDP program manager. Each core course employs an associated end-of-course student survey, the results of which are compiled and reviewed by the corresponding department chair for curricular and program refinements. Individual faculty members, in consultation with their respective department chair, continually review and assess indications of the effectiveness of the curricula they deliver, as indicated in survey results, initially with colleagues and ultimately with the Dean of the College of Distance Education. There is no Joint Acculturation OPMEP co-curricular requirement for distance education students.

A diversity learning analysis was done in 2021 in response to national DEI concerns. While students self-assessed their own learning, the study found interesting differences as noted in the executive summary: “Overall, there does not appear to be any worrisome learning deficits among the student groups analyzed here. However, it was somewhat surprising that White students had lower means than Other [*sic*] students in nearly all the CNW outcomes, and there were over thirty statistically significant differences (among 116 total CNW race/ethnicity background items). However, this may be partially a function of the size of the two groups compared. CNC&S students registered a few statistical differences on background items. Overall, many ethnic, service, and gender items tracked the same for both programs.”

As noted earlier, NWC’s indirect assessment devices are long-standing, diverse, and abundant; they provide important data on educational effectiveness. However, the College’s direct measures of student learning, apart from academic grades, are in their infancy, especially assessing PLO mastery. Part of the challenge is designing program level assessments that cover the PLOs and provide needed data for program enhancement in a way that does not unduly tax faculty and support staff. The CAPEX, as currently structured, is thought to be a very heavy lift. The scale-up for all June 2024 class sections provided important operational and assessment data, as off-cycle and international students were incorporated in the event. The cost of using the CAPEX as an assessment vehicle is very high at a critical time, when all students and faculty are focusing on the end of the academic year. Also, faculty are beginning to design course embedded assessments by linking course level outcomes to the PLOs and planning assessments at key opportunities to demonstrate program outcome achievement. These key assessments and their associated rubrics have yet to be tested or verified as to the degree to which they provide useful evidence of student PLO achievement. They will be developed during the upcoming two academic years.

The Writing and Teaching Excellence Center was relaunched in summer 2016 under new leadership and with an expanded faculty. With the expanded capacity, annual usage of WETC has grown from 964 student appointments in AY 2016–17 to 1,663 student appointments in AY 2022–23. The average annual usage of 1,676 student appointments between AY 2016–17 and AY 2022–23 represents an increase of 74%. It is the only academic support center in the College, and although its primary focus is writing, it effectively functions as a learning center. For example, the center assesses all new students via writing samples. This exercise serves as an early indicator of whether an individual student needs writing assistance. The College hired an associate director for the Teaching Excellence Center in August 2019. Working with the director, the associate director has created a vision for the center and has provided a wide range of support and professional development opportunities for all faculty to enhance the quality of teaching.

**Educational Effectiveness – Projection.** The College’s overall projection is finishing the OBME process over the next three years; assessing and smoothing out the resident course changes that have been implemented over the past six years; balancing resources to meet new requirements; and deploying better educational effectiveness tools in the non-resident and low-resident courses.



In the future, the Teaching Excellence initiative will foster increased discussion among faculty within and across departments and thereby allow for reflection on teaching methods; increase familiarity with the ever-growing literature of the teaching and learning; and bring the quality of teaching at NWC to an ever-higher level. As the WTEC develops, we expect that faculty will avail themselves of this new resource to improve student learning.

The Joint Staff has designed a seven milestone OBME process for schools to follow to receive OBME certification. This milestone process will include writing and executing an Academic Assessment Plan to demonstrate the methodology for showing how students achieve program outcomes. CAPEX results and a review of course-embedded assessments as PLO assessment devices will inform the plan. We expect to be complete with the transition to OBME by the next five-year interim report to NECHE. This estimate is in keeping with the NES 2023 and the GRGB initiative.

The Curriculum Coordination Council was established in spring 2024 to assess and monitor the effective development, maintenance, and relevance of the College's academic curriculum which grew beyond the scope of a single dean. Included in its charter is the responsibility to assess the extent to which courses and programs address the evolving needs of the Joint Force, DOD, interagency, and international communities. The council's first charge, based upon assessments of student workload, feedback on lack of cohesion among core courses, low satisfaction with the Leadership in the Profession of Arms course, and the emphasis of the Chairman of the Joint Chiefs of Staff on warfighter development, was to create a course that unified three academic symposia, incorporated distinguished visitor national security talks, cross-identified key themes in core courses, and increased emphasis on leadership topics. The resulting concept, "Perspectives on Modern War," will be taught in AY 2024–25. It will be a two-credit-hour course that meets 15 times throughout the academic year. (See the ERR for a complete description and syllabus) To accommodate PMW in the curriculum, the college will repurpose two credit hours from existing core courses.

Nonetheless, the institution recognizes that more effort and resources, especially in technology and faculty development, are needed to realize its assessment plans fully and the move to OBME certification. Some of these will be addressed in the normal Resource Board budget process as the strategic plan is updated and executed. Other aspects, such as executing the Perspectives on Modern War course and determining the utility of the CAPEX and the quality of course embedded assessments, will inform the College assessment plan in the future. The biggest future challenge for continued educational effectiveness is management of the complex tasks required as part of the military's OBME certification process by maximizing the best of the federated system while working to offset its inherent drawbacks.

**Standard 8: Educational Effectiveness  
(Undergraduate Retention and Graduation Rates)**

Student Success Measures/ Prior Performance and Goals		3 Years	2 Years	1 Year	Current Year	Next Year
		Prior	Prior	Prior		Forward
		(FY 2 )	(FY2 )	(FY 2 )	(FY 2 )	(goal) (FY 2 )
<b>IPEDS <u>Retention</u> Data</b>						
	Associate degree students					
	Bachelors degree students					
<b>?</b>	<b>IPEDS <u>Graduation</u> Data (150% of time)</b>					
	Associate degree students					
	Bachelors degree students					
<b>?</b>	<b>IPEDS <u>Outcomes Measures</u> Data</b>					
	<b>First-time, full time students</b>					
	Awarded a degree within six years					
	Awarded a degree within eight years					
	Not awarded within eight years but still enrolled					
	<b>First-time, part-time students</b>					
	Awarded a degree within six years					
	Awarded a degree within eight years					
	Not awarded within eight years but still enrolled					
	<b>Non-first-time, full-time students</b>					
	Awarded a degree within six years					
	Awarded a degree within eight years					
	Not awarded within eight years but still enrolled					
	<b>Non-first-time, part-time students</b>					
	Awarded a degree within six years					
	Awarded a degree within eight years					
	Not awarded within eight years but still enrolled					
<b>?</b>	<b>Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)</b>					
1						
2						
3						
4						
5						
<b>?</b>	<b>Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)</b>					
1						
2						
3						
4						
5						
<b>Definition and Methodology Explanations</b>						
1						
2						

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

**Standard 8: Educational Effectiveness**  
**(Student Success and Progress Rates and Other Measures of Student Success)**

		Bachelor Cohort Entering		Associate Cohort Entering	
Category of Student/Outcome Measure		6 years ago	4 years ago	6 years ago	4 years ago
P	<b>First-time, Full-time Students</b>				
	Degree from original institution				
	Not graduated, still enrolled at original institution				
	Degree from a different institution				
	Transferred to a different institution				
P	<b>First-time, Part-time Students</b>				
	Degree from original institution				
	Not graduated, still enrolled at original institution				
	Degree from a different institution				
	Transferred to a different institution				
P	<b>Non-first-time, Full-time Students</b>				
	Degree from original institution				
	Not graduated, still enrolled at original institution				
	Degree from a different institution				
	Transferred to a different institution				
P	<b>Non-first-time, Part-time Students</b>				
	Degree from original institution				
	Not graduated, still enrolled at original institution				
	Degree from a different institution				
	Transferred to a different institution				

Measures of Student Achievement and Success/Institutional Performance and Goals					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2 )	(FY2 )	(FY 2 )	(FY 2 )	(FY 2 )

Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)					
1					
2					
3					
4					

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)					
1					
2					
3					
4					

Definition and Methodology Explanations					
1					
2					

**Standard 8: Educational Effectiveness**

	<b>3-Years Prior</b>	<b>2 Years Prior</b>	<b>1 Year Prior</b>	<b>Year</b>
	<b>(FY 2 )</b>	<b>(FY 2 )</b>	<b>(FY 2 )</b>	<b>(FY 2 )</b>

<b>?</b>	<b>State Licensure Examination Passage Rates</b>								
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1									
2									
3									
4									
5									

<b>?</b>	<b>National Licensure Passage Rates</b>								
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1									
2									
3									
4									
5									

<b>?</b>	<b>Job Placement Rates</b>									
	Major/time	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1										
2										
3										
4										
5										

\* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

**Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible**

						<b>3 Years Prior</b>	<b>2 Years Prior</b>	<b>1 Year Prior</b>	<b>Current Year</b>	<b>Next Year Forward (goal)</b>
						<b>(FY 2 )</b>	<b>(FY2 )</b>	<b>(FY 2 )</b>	<b>(FY 2 )</b>	<b>(FY 2 )</b>

<b>?</b>	<b>Completion Rates</b>									
1										
2										
3										
4										
5										

<b>?</b>	<b>Placement Rates</b>									
1										
2										
3										
4										
5										

Please enter any explanatory notes in the box below

### Standard 8: Educational Effectiveness

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	AY 20/21	AY 21/22	AY 22/23	AY 23/24	AY 24/25
<b>1 Master's Programs (Add definitions/methodology in #1 below)</b>					
Retention rates first-to-second year					
Graduation rates @ 150% time	99.50%	99.50%	98.90%	99.00%	99.00%
Average time to degree	51.00%	38.00%	39.00%	40.00%	40.00%
Other measures, specify:					
<b>2 Doctoral Programs (Add definitions/methodology in #2 below)</b>					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
<b>3 First Professional Programs (Add definitions/methodology in #3 below)</b>					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
<b>Distance Education (Add definitions/methodology in #4 below)</b>					
Course completion rates					
Online	83%	64%	68%	68%	70%
NWC at Naval Postgraduate School (NWC@NPS)	100%	100%	100%	100%	100%
Retention rates					
Graduation rates					
Other measures, specify:					
<b>Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)</b>					
Course completion rates	85%	85%	84%	83%	85%
Retention rates					
Graduation rates					
Other measures, specify:					
<b>Definition and Methodology Explanations</b>					
1	Three trimester AY graduations: November, March and June combined CNW & CNC&S AY 23/24 & 24/25 estimated.				
2	GDP is the number of students graduating as a percentage of number of students in the program at the start of the academic				
3	Retention rates and graduation rates are not useful metrics for the Fleet Seminar, Online, and NWC@NPS programs. Many				

## Standard Nine – Integrity, Transparency, and Public Disclosure

**Integrity – Description.** The Naval War College operates as a U.S. Navy shore activity in an active, fully operational status under the command of a President, who reports to the Chief of Naval Operations for mission accomplishment, policy guidance, and governance. The DCNO for Manpower, Personnel, Training and Education (OPNAV N1) serves as the College’s Budget Submitting Officer (BSO), while the Deputy Chief of Naval Operations Office for Warfighting Development (OPNAV N7) serves as the resource sponsor. This chain of command affirms that the Navy’s core values of “honor, courage, and commitment” are fundamental to the command’s operations. These arrangements are supported in the Naval War College’s strategic plan.

The administration continues to set high standards for ethical conduct and academic integrity in its policies and procedures and the daily practices of students, staff, faculty, and leadership. This includes establishing local command policies, to include a “Culture of Excellence, Dignity, and Respect” in 2023. This policy and others like it are introduced to all new personnel within 30 days of reporting, which helps set expectations of campus culture. Leadership also hosts quarterly College-wide meetings to share updates of pertinent information and to engage in dialogue with community members to address concerns and solicit feedback. Also, unlike most higher education institutions, faculty, staff, and the Board of Advisors swear an oath of office, to uphold the ethical core values of the nation.

Through combined guidance from federal human resource policies and Navy values charges College personnel to conform to high standards of ethical conduct. Staff, faculty, and students all share the responsibility for ensuring that high standards of ethical conduct are maintained. Resources such as the Faculty Handbook, Student Handbook, and required annual training ensure that all personnel have access to explicit standards of conduct and are aware of points of contact for questions, concerns, or reports.

Academic integrity is critical to the College’s identity as a professional military education institution and is supported with faculty involvement and well-proven processes. These processes are described in the Faculty Handbook and help assure the integrity of faculty and student work. Academic integrity is also currently supported through a Memorandum of Understanding with the Naval Postgraduate School concerning the Institutional Review Board (IRB) process for students and faculty conducting human subjects research. Along with the IRB, a newly formed pre-publication review instruction is being revised and should provide additional safeguards for faculty research.

As representatives of an institution charged to represent the Navy within the higher education community, faculty communicate with public constituents regarding national security and defense matters through research, public speaking, and academic and trade journal publication. Faculty are well-known as experts in their respective communities and are routinely called on to represent the Navy and the DOD.

The College has viable programs, policies, and processes to discourage discrimination. They align with Navy and federal government regulations, guidance, and intent. The Staff Judge Advocate serves as the Command Ethics Advisor and is involved with every aspect of the NWC community related to ethics and standards of behavior. In addition, the appointment of a full-time Inspector General adds strength to pursuing program compliance. In 2023, the College hired

a Chief Inclusion and Diversity Officer, who embarked on an institution-wide assessment of programs and policies, (recently retitled, Program Coordinator for Culture and Climate). This work has resulted in updates to civilian faculty hiring processes, such as the inclusion of blind curriculum vitae (CV) reviews. Furthermore, the College seeks to establish more robust equity measures in civilian student admissions and student academic processes. Clear indicators from various diverse data points across the College have empowered leadership to make focused improvements in diversity of perspectives.

The Department of the Navy launched the Get Real, Get Better campaign to empower everyone to contribute to focused improvements through self-assessing, self-correcting, and always learning. The College of Leadership and Ethics supports NWC's activation of GRGB by working with senior leadership monthly to identify areas of improvement and through collaborative assessment to address growth opportunities in new and innovative ways. For example, NWC leadership is advancing their efforts in the transparency of staffing work and institution-wide decisions, keeping the College community aware of major actions and events, and following-up from staff and faculty campus-wide meetings.

NWC has ethics professionals with terminal degrees in relevant academic disciplines. They are the command's ethicists, who advise on issues of integrity, transparency, conflicts of interest, and other related matters from social, moral and philosophical perspectives. This is a recent addition to the command's commitment to integrity and transparency. It is recommended that a formal relationship between professional ethicists and command leadership be established. Their role would differ from that of legal advisors; both perspectives are necessary for ethical issues.

**Integrity – Appraisal.** The NWC functions with integrity, but there is always room for improvement. The College has addressed, or responded to, several formal complaints made to NECHE about NWC since 2021. While some of these complaints were valid and addressed immediately, others were redundant or without merit. Responding to real or perceived issues is critical to maintaining institutional integrity, and the College has demonstrated integrity in its responses to formal complaints.

Improvements in oversight and processes for hiring constitute another example of important progress in maintaining the integrity of the NWC. Confidential applications and blind CV reviews have helped eliminate potential "blind spots" induced by individual biases. The College still falls short in candidate diversity and is undertaking steps to address this difficult challenge. Part of this problem arises from responsive rather than planned searches. That is, when the College experiences an off-cycle faculty departure, it is forced to make a choice: announce immediately and risk a limited applicant pool or wait to follow a higher education tradition of advertising positions in the fall, accepting a belated summer start date. In its effort to bring talent in quickly, the College may unintentionally limit candidate pools, specifically, women and people of color, who are in high demand. While the College has slightly improved its faculty and staff diversity profile, the College can also do better at retaining women and people of color.

Finally, an area of improvement that is helping with both institutional integrity and transparency is expanded faculty involvement in governance of the institution, by sharing rationales behind various high-level decisions. While this is an area of notable improvement, timing can be improved, and the senior leadership has pledged its commitment toward that goal. The new

direction the President and Provost is taking in being more transparent is universally appreciated across the institution.

**Transparency – Description.** In military organizations it is possible for leaders to govern by fiat and overlook broader perspectives into decision making or to share the rationale for certain decisions. This approach might be efficient during operations or at war but can cause significant internal strife within an academic environment that typically enjoys a more collegial and inclusive decision-making culture. There have been poorly communicated decisions since the last self-study, but the College recognizes the issue and has corrected the behavior.

Efforts toward transparency include sharing long-term strategic plans for realignment initiatives, campus improvements, curricular modifications, policy changes, and distribution resources. An excellent example is the nine-month period in which NWC leadership socialized the addition of new associate provosts that generated complaints about “administrative bloat.” The challenge was one of communication between the senior leaders, the mid-level leaders, and the line faculty and staff. Increasingly, the associate provosts’ functions are being better understood and the additional positions in the Office of the Provost’s are being better received by the faculty and staff alike.

Some of the specific ways in which college leadership realizes transparency are through email, spot appearances at committee meetings, podcasts by the Provost, and town hall–style meetings with the entire college community or specific communities. These mediums give voice to faculty and staff concerns, involve the campus community in governance, and keep the community abreast of the rationale for decisions or initiatives. The academic catalog is offered on the NWC website, along with other information that markets the College, is consistent and accurately portrays the opportunities across the school’s various programs.

Finally, resident faculty are listed on the College website with associated department information, contact information, short biographies, and areas of expertise. Per U.S. laws, the College is not permitted to disclose the specifics of contract faculty teaching in CDE nor make available personally identifiable information. The germane question about the contract faculty qualifications to teach in the Fleet Seminar Program, can be addressed through a review of contract requirements; all adjuncts have completed JPME-I which is the minimum criteria set forth by the CJCS to teach in the JPME programs. In fact, JPME-I completion is part of the posted eligibility for these faculty and cannot be exempted from consideration for these contract faculty positions.

**Transparency – Appraisal.** Recent efforts to become more transparent as an institution are laudable but are not yet a firm part of the “DNA” of the College. With a sustained effort to be transparent, organizational culture will gradually change. A place in which NWC can improve is in sharing thoughts and plans at the beginning of processes. When problems are identified early without proposed solutions, the faculty and staff grow concerned. When options are considered but not widely communicated, the specter of a lack of transparency can arise. This situation is a difficult challenge, given certain U.S. Government laws and policies that require certain issues to be confidential.



In an honest effort to respond to concerns expressed by some faculty, College leadership has taken great care in responding to complaints levied against the institution. Several letters from NECHE, specifically of 3 February 2020, 13 October 2021, and 24 October 2022, document the Commission acknowledgement of the efforts the College has taken to address complaints and agrees with the position that Department of Defense and U.S. government guidelines and laws are not amenable to some aspects of transparency. Three of these complaints merit additional reinforcement in this self-study, specifically concerning fair and equitable policies and procedures for faculty awards, consistent and transparent categories of employees at the college, and DEI goals. First, the College has created a simple information sheet located on the Accreditation Information landing page on the website. While pay scales for these categories are available, it is against government and DOD policies to connect names with positions and pay for privacy reasons. Second, the College recently codified a policy for faculty awards and recognition that is now the standard for making consistent awards for faculty performance. Finally, the College is exploring new ways to expand the diversity of the faculty, staff, and leadership recruiting efforts and have even engaged with the Board of Advisors to assist in awareness of employment opportunities among a wider audience than the College have historically reached. While not the end-all-be-all, the College believes that these are earnest efforts to address these concerns, and that the College is in full compliance with federal and NECHE guidelines for all recent concerns from complainants.

**Public Disclosure – Description.** Public disclosure at the Naval War College addresses both internal and external audiences. The college provides various materials to inform the public and national security communities about its activities and programs. The website and social media accounts are the main vehicles; others include pamphlets and briefing cards. The newly established Associate Provost of Outreach and Engagement is responsible for a council of key College program managers who ensure alignment of strategic communication messaging for these products. The Public Affairs Officer, the Culture and Climate Advisor, the Director of Alumni Relations, and the Director of Protocol and Events all participate to ensure diversity of thought and perspective to produce high quality information products.

These products are utilized in various ways. Internally, these materials are used for bringing on board new personnel and for maintaining the awareness and education of current faculty, staff, and students. The Intranet, available only to college personnel, also serves as a hub for information and materials for awareness. Periodic reports are also forwarded to DON and DOD offices. Internally, the Intranet and a variety of official DOD and DON publications serve the staff, faculty, and student populations.

Externally, these materials may be used for faculty and staff recruitment or general college awareness and visibility on the part of external stakeholders and visitors to the college. Since students in the Naval War College's resident programs are not recruited in traditional manners, information is tailored to heighten student interest in attending the college but does not contain application procedures and cost information. The NWC Academic Catalog and the Student Handbook are on the website and provide information that incoming students may find valuable. This information is meant to help bring students with the highest potential for future leadership positions in each of the services together for a top-level professional education. The College of Distance Education also disseminates informational materials to explain its programs and encourage individual applications from those unable to attend the resident programs.

Another means of addressing the external audience involves the *Naval War College Review* and the Newport Papers monograph series. These scholarly publications maintain contact with the Navy, alumni, and national and international security communities. Sections such as “President’s Forum” found in the *Review* keep readers up to date on developments at the College, and the scholarly excellence of the *Review* and the Newport Papers presents to all readers a very positive image of the institution. In addition to these printed publications, the College also hosts various podcasts where faculty share their research and academic thoughts on issues relating to national security and strategy, history, and current affairs.

The College’s public internet site is found at <http://www.usnwc.edu> and provides informational links to the general public as well as government and military personnel. This is an official U.S. Navy website that contains links to other military commands and internal departments that visitors may also find helpful in understanding the full scope of NWC’s programs and offerings. The web platform has certain peculiarities that can make information difficult to find, depending on how deep the information is inside the website. Unfortunately, this web platform is under contract and cannot be changed for some time. In the meantime, the College created an accreditation landing page that features key information for stakeholders interested in accreditation issues and includes reports and resources about the state of the college including the public announcement of the Evaluation visit and opportunity for public comment. Oversight and review of the Internet site are continuous, with an aim to enhance messaging that supports the Outreach and Engagement strategic line of effort and that demonstrates transparency and a culture of inclusion and belonging. One piece of information not available on the website is the cost of attending College programs. Technically, there is no cost for attending, but the Comptroller has an approximate cost for compensation from the U.S. Department of State for attendance by international students, roughly \$85K per annum. Also, public display of the organizational chart is prohibited by DOD policy. This is not to keep the information secret but for the security of military and civilian employees. An organization chart is included in this study's forward material, the electronic reading room materials, and is also available for college employees on the Intranet site.

**Public Disclosure – Appraisal.** Some of the most important weaknesses are easy accessibility of information about the college, the successes, and the extent to which the College meets NECHE standards for accreditation. The College has taken criticisms of how difficult it is to find information on the website seriously and has made important progress. Still, what goes on at the Naval War College can be an enigma, even for Aquidneck Island community members right outside the gates of the Naval Station. One goal is to become a more integral part of the Newport community, but it may take a generation to do so, by virtue of long-term plans for multipurpose buildings outside the base.

Despite difficulties, website traffic remains consistent. To what extent the number of webpage hits is related to the difficulty of navigating the site remains to be conclusively determined, but over the last ten years nearly 10,000 faculty publications and Naval War College Press articles have been downloaded nearly four million times. The College knows that the website needs improvement on many levels, and this will be addressed in the coming years. Another area for improvement is workflow management, particularly as it pertains to posting information on the

website. Current processes are inconsistent and sometimes slow, which can be improved by documenting the problem and devising a new process.

**Integrity, Transparency, and Public Disclosure – Projection.** The College is beginning an important and lengthy change process to catch up with many organizations that have outpaced NWC in public disclosure, active web presence, and internal and external transparency. The College has work to do and have already started, but this is a lengthy process and will be measured better during the next five- and ten-year reviews. Specifically, the College's goals are to create a world-class web presence, streamline accessibility of information the public and prospective students may seek, and create efficiencies where possible to maximize the benefits of an Internet presence. As the webmaster develops a new process for putting content on the website over the next five years, the speed and consistency will benefit users greatly and will create a culture that constantly reflects on questions about what content should be put online. One item that will be posted is the estimated compensation of the College for international student attendance. Going forward, leadership will seek transparency as early and often as practical to ensure that claims of lack of leadership transparency fade into distant memory.

**Standard 9: Integrity, Transparency, and Public Disclosure  
(Integrity)**

<b>?</b> Policies	<b>Last Updated</b>	<b>Website location where policy is posted</b>	<b>Responsible Office or Committee</b>
Academic honesty	June 2024	Student & faculty Handbooks	Dean of Students
Intellectual property rights	June 2024	Faculty Handbook	Provost
Conflict of interest	2018	Faculty Handbook	Staff Judge Advocate
Privacy rights	2018	DOD 5400.11R	Department of Defense
Fairness for students	June 2024	Student & Faculty Handbooks	Dean of Students
Fairness for faculty	June 2024	Faculty Handbook	Provost
Fairness for staff	June 2024	Faculty Handbook	Chief of Staff
Academic freedom	June 2024	Faculty Handbook	Provost
Research	January 2024	N/A	Research Council
Title IX	19 April 2024	N/A	Department of the Navy
Other; specify			

**Non-discrimination policies**

Recruitment and admissions	June 2024	Faculty Handbook	Department of the Navy
Employment	June 2024	Faculty Handbook	Department of the Navy
Evaluation	June 2024	Faculty Handbook	Department of the Navy
Disciplinary action	June 2024	Faculty Handbook	Department of the Navy
Advancement	June 2024	Faculty Handbook	Department of the Navy
Other; specify			

**Resolution of grievances**

Students	June 2024	Student Handbook	Dean of Students
Faculty	June 2024	Faculty Handbook	Human Resources
Staff	June 2024	Faculty Handbook	Human Resources
Other; specify			

<b>?</b> Other	<b>Last Updated</b>	<b>Website location or Publication</b>	<b>Responsible Office or Committee</b>

Please enter any explanatory notes in the box below

**Standard 9: Integrity, Transparency, and Public Disclosure  
(Transparency)**

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	<a href="https://usnwc.edu/About/Contact-Us">https://usnwc.edu/About/Contact-Us</a>
Notice of availability of publications and of audited financial statement or fair summary	<a href="https://usnwc.edu/Publications">https://usnwc.edu/Publications</a>
Processes for admissions	<a href="https://usnwc.edu/Academics-and-Programs/Application-and-Enrollment">https://usnwc.edu/Academics-and-Programs/Application-and-Enrollment</a>
Processes for employment	<a href="https://usnwc.edu/Faculty-and-Departments/Administrative-Departments/Human-Resources">https://usnwc.edu/Faculty-and-Departments/Administrative-Departments/Human-Resources</a>
Processes for grading	<a href="https://usnwc.edu/Academics-and-Programs/Academic-Resources/Examination-and-Grading">https://usnwc.edu/Academics-and-Programs/Academic-Resources/Examination-and-Grading</a>
Processes for assessment	<a href="https://usnwc.edu/Academics-and-Programs/Academic-Vision-and-Outcomes">https://usnwc.edu/Academics-and-Programs/Academic-Vision-and-Outcomes</a>
Processes for student discipline	<a href="https://usnwc.edu/Academics-and-Programs/Academic-Resources/Academic-Policies">https://usnwc.edu/Academics-and-Programs/Academic-Resources/Academic-Policies</a>
Processes for consideration of complaints and appeals	

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.

Statement/Promise	Website location and/or publication where valid documentation can be found

Date of last review of:	
Print publications	6/1/24
Digital publications	6/1/24

Please enter any explanatory notes in the box below

**Standard 9: Integrity, Transparency, and Public Disclosure  
(Public Disclosure)**

Information	Website location
Institutional catalog	<a href="https://usnwc.edu/Academics-and-Programs/Academic-">https://usnwc.edu/Academics-and-Programs/Academic-</a>
Obligations and responsibilities of students and the institution	<a href="https://usnwc.edu/Academics-and-Programs/Academic-">https://usnwc.edu/Academics-and-Programs/Academic-</a>
Information on admission and attendance	<a href="https://usnwc.edu/Academics-and-Programs/Application-and-">https://usnwc.edu/Academics-and-Programs/Application-and-</a>
Institutional mission and objectives	<a href="https://usnwc.edu/About/Mission">https://usnwc.edu/About/Mission</a>
Expected educational outcomes	<a href="https://usnwc.edu/Academics-and-Programs/Programs-">https://usnwc.edu/Academics-and-Programs/Programs-</a>
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	<a href="https://usnwc.edu/Accreditation-Information">https://usnwc.edu/Accreditation-Information</a>
Requirements, procedures and policies re: admissions	<a href="https://usnwc.edu/Academics-and-Programs/Application-and-">https://usnwc.edu/Academics-and-Programs/Application-and-</a>
Requirements, procedures and policies re: transfer credit	<a href="https://usnwc.edu/college-of-distance-education/Graduate-Degree-">https://usnwc.edu/college-of-distance-education/Graduate-Degree-</a>
A list of institutions with which the institution has an articulation agreement	n/a
Student fees, charges and refund policies	n/a
Rules and regulations for student conduct	<a href="https://usnwc.edu/Academics-and-Programs/Academic-">https://usnwc.edu/Academics-and-Programs/Academic-</a>
Procedures for student appeals and complaints	<a href="https://usnwc.edu/Student-Information">https://usnwc.edu/Student-Information</a>
Other information re: attending or withdrawing from the institution	<a href="https://usnwc.edu/Faculty-and-Departments/Administrative-Departments/Registrar">https://usnwc.edu/Faculty-and-Departments/Administrative-Departments/Registrar</a>
Academic programs	<a href="https://usnwc.edu/Academics-and-Programs/Programs-">https://usnwc.edu/Academics-and-Programs/Programs-</a>
Courses currently offered	<a href="https://usnwc.edu/Academics-and-Programs/Programs-">https://usnwc.edu/Academics-and-Programs/Programs-</a>
Other available educational opportunities	<a href="https://usnwc.edu/Academics-and-Programs/Academic-">https://usnwc.edu/Academics-and-Programs/Academic-</a>
Other academic policies and procedures	n/a
Requirements for degrees and other forms of academic recognition	<a href="https://usnwc.edu/Academics-and-Programs/Programs-Offered">https://usnwc.edu/Academics-and-Programs/Programs-Offered</a>
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	<a href="https://usnwc.edu/Faculty-and-Departments/Directory">https://usnwc.edu/Faculty-and-Departments/Directory</a>
Names and positions of administrative officers	<a href="https://usnwc.edu/About/College-Leadership-and-Board-of-Advisors">https://usnwc.edu/About/College-Leadership-and-Board-of-Advisors</a>
Names, principal affiliations of governing board members	<a href="https://usnwc.edu/About/College-Leadership-and-Board-of-Advisors">https://usnwc.edu/About/College-Leadership-and-Board-of-Advisors</a>
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	<a href="https://usnwc.edu/college-of-distance-education">https://usnwc.edu/college-of-distance-education</a> <a href="https://usnwc.edu/college-of-distance-education/NWC-at-NPS-Program">https://usnwc.edu/college-of-distance-education/NWC-at-NPS-Program</a>
Programs, courses, services, and personnel not available in any given academic year.	n/a
Size and characteristics of the student body	<a href="https://dnnlgwick.blob.core.windows.net/portals/0/GlobalCo">https://dnnlgwick.blob.core.windows.net/portals/0/GlobalCo</a>
Description of the campus setting	<a href="https://usnwc.edu/About/History-and-Campus">https://usnwc.edu/About/History-and-Campus</a>
Availability of academic and other support services	<a href="https://usnwc.edu/Academics-and-Programs/Academic-Resources/Student-Support">https://usnwc.edu/Academics-and-Programs/Academic-Resources/Student-Support</a>
Range of co-curricular and non-academic opportunities available to students	<a href="https://usnwc.edu/Student-Information/Resident-Domestic-Students/Recreation-Extracurricular-and-Social-Activities">https://usnwc.edu/Student-Information/Resident-Domestic-Students/Recreation-Extracurricular-and-Social-Activities</a>
Institutional learning and physical resources from which a student can reasonably be expected to benefit	<a href="https://usnwc.edu/Learning-commons">https://usnwc.edu/Learning-commons</a>
Institutional goals for students' education	<a href="https://usnwc.edu/About/Mission">https://usnwc.edu/About/Mission</a>
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	<a href="https://usnwc.edu/About/Fundamentals">https://usnwc.edu/About "Fundamentals" section</a>
Total cost of education and net price, including availability of financial aid and typical length of study	n/a
Expected amount of student debt upon graduation and loan payment rates	\$0.00
Statement about accreditation	<a href="https://usnwc.edu/Accreditation-Information">https://usnwc.edu/Accreditation-Information</a>

## AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

**1. Credit Transfer Policies.** The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.29-4.32 and 9.18.)

URL	<a href="https://usnwc.edu/college-of-distance-education/Graduate-Degree-Program/Electives-and-Area-of-Study">https://usnwc.edu/college-of-distance-education/Graduate-Degree-Program/Electives-and-Area-of-Study</a>
Print Publications	N/A
Self-study/Fifth-year Report Page Reference	40 & 44

**2. Student Complaints.** “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (*Standards for Accreditation* 5.18, 9.8, and 9.18.)

URL	<a href="https://dnnlgwick.blob.core.windows.net/portals/0/GlobalContent/Resident%20Students/Student%20Handbook%202024.pdf?sv=2017-04-">https://dnnlgwick.blob.core.windows.net/portals/0/GlobalContent/Resident%20Students/Student%20Handbook%202024.pdf?sv=2017-04-</a>
Print Publications	N/A
Self-study/Fifth-year Report Page Reference	56

**3. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	US Navy, or government, ID card and registration process
Self-study/Fifth-year Report Page Reference	48

**4. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (NECHE Policy 77.)

URL	<a href="https://usnwc.edu/Accreditation-Information">https://usnwc.edu/Accreditation-Information</a>
Print Publications	N/A
Self-study Page Reference	127

The undersigned affirms that the US Naval War College meets the above federal requirements relating to Title IV program participation, including enumerated above.

Chief Executive Officer: \_\_\_\_\_  \_\_\_\_\_ Date: 20 Sep 2024 \_\_\_\_\_



**E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT**  
**OPTION E3. INSTITUTIONAL CLAIMS FOR STUDENT ACHIEVEMENT, WITH VALIDATING**  
**EVIDENCE**

CATEGORY	(1) What are the claims for student achievement or student success?	(2) Where are the claims published? (please specify) Include URLs where appropriate.	(3) Other than course completion and grades, what outcomes evidence is used to support the claims?	(4) Who interprets the evidence? What is the process? (e.g. by the curriculum committee)	(5) What changes have been made in the program, the claims or the evidence?
At the institutional level:	98+% graduation rate	<a href="https://usnwc.edu/Accreditation-Information">https://usnwc.edu/Accreditation-Information</a>	Currently just GPA and end of course/ alumni surveys	Director of Institutional Effectiveness; Academic Planning Council; College Senior Leadership	None
For general education if an undergraduate institution:	N/A	N/A	N/A	N/A	N/A
1. Master of Arts in National Security Strategies	98+% graduation rate	<a href="https://usnwc.edu/Accreditation-Information">https://usnwc.edu/Accreditation-Information</a>	Currently just GPA and end of course/ alumni surveys	Director of Institutional Effectiveness; Academic Planning Council; College Senior Leadership	None
2. Master of Arts in Defense and Strategic Studies	98+% graduation rate	<a href="https://usnwc.edu/Accreditation-Information">https://usnwc.edu/Accreditation-Information</a>	Currently just GPA and end of course/ alumni surveys	Director of Institutional Effectiveness; Academic Planning Council; College Senior Leadership	None

# Most Recent Audited Financial Statements

DATE: 10/19/2023  
PAGE: 1

Corporate Automated Resource Information System (CARIS)  
CMIEF Main Report for FY 2023 As Of 9/30/2023 Month End (uploaded 10/05/2023 9:44:32 AM) - SABRS

TIME: 12:36:49PM

	Authorizations	Obligations	Liquidations	Commitments	Obli + Com	Balance	Obli %
<b>Direct</b>							
<b>BA - 01 OPERATING FORCES</b>							
OLDSAG -	607,000.00	0.00	0.00	0.00	0.00	607,000.00	0.00
OLDSAG - NW Naval War College	0.00	504,137.69	499,582.69	0.00	504,137.69	-504,137.69	0.00
OLDSAG - Z4 Facilities Support	0.00	88,966.21	98,966.21	0.00	88,966.21	-98,966.21	0.00
<b>BA - 01 OPERATING FORCES</b>	<b>607,000.00</b>	<b>603,103.90</b>	<b>598,548.90</b>	<b>0.00</b>	<b>603,103.90</b>	<b>3,896.10</b>	<b>99.36</b>
<b>BA - 03 TRAINING &amp; RECRUITING</b>							
OLDSAG -	94,486,000.00	9,714.05	0.00	0.00	9,714.05	94,476,285.95	0.01
OLDSAG - L6 Navy Language	0.00	3,994,881.89	3,896,777.93	0.00	3,994,881.89	-3,994,881.89	0.00
OLDSAG - NJ Educational Institutions (NWC)	0.00	3,042,824.79	2,972,188.30	0.00	3,042,824.79	-3,042,824.79	0.00
OLDSAG - NW Naval War College	0.00	86,291,698.84	71,567,574.96	0.00	86,291,698.84	-86,291,698.84	0.00
OLDSAG - WC NWC Contributing Terorista	0.00	1,039,870.26	1,151,678.65	0.00	1,039,870.26	-1,039,870.26	0.00
<b>BA - 03 TRAINING &amp; RECRUITING</b>	<b>94,486,000.00</b>	<b>94,378,989.83</b>	<b>79,588,219.84</b>	<b>0.00</b>	<b>94,378,989.83</b>	<b>107,010.17</b>	<b>99.89</b>
<b>BA - 04 ADMIN &amp; SERVICEWIDE ACTIVITIES</b>							
OLDSAG -	762,000.00	0.00	0.00	0.00	0.00	762,000.00	0.00
OLDSAG - PN FLIGHT TRAINING AFDLR	0.00	600,502.08	380,115.73	0.00	600,502.08	-600,502.08	0.00
<b>BA - 04 ADMIN &amp; SERVICEWIDE ACTIVITIES</b>	<b>762,000.00</b>	<b>600,502.08</b>	<b>380,115.73</b>	<b>0.00</b>	<b>600,502.08</b>	<b>161,497.92</b>	<b>78.81</b>
<b>Grand Total:</b>	<b>95,853,000.00</b>	<b>95,582,595.81</b>	<b>80,556,884.47</b>	<b>0.00</b>	<b>95,582,595.81</b>	<b>272,404.19</b>	<b>99.72</b>

## **Auditor's Management Letter**

NOTE: NWC doesn't receive audits in the same way that traditional colleges and universities do. Strict compliance with federally awarded budgets is assured through regular reporting and a general inability to spend beyond the budget. The exception being when unauthorized pay increases were awarded to NWC faculty in fiscal year 2018-2019 by the President who was subsequently relieved of duties for doing so. Please see Electronic Reading Room materials for Chapter 7 for our most recent DAR-Q reports that document budget compliance. These were the most recent reports before NWC began migrating to a new budget management system, which has taken longer than anticipated to adopt. Demonstration of the in-progress migration to the new budgeting system is welcomed when the review team visits NWC 3-6 November 2024.

## **List of supporting documents available in the workroom or provided electronically**

1. Faculty and Staff Data (Diversity Trends (Chapter 6)
2. Faculty Excellence Award Policy and Winners (Chapter 6)
3. PNWC Realignment Memo (Chapter 3)
4. PNWC First Day memo (Chapter 1)
5. OPMEP-G (Chapter 8)
6. SECNAV Naval Education Task Force Report (Chapter 2)
7. GAO Congressional Report on PME (Chapter 2)
8. Analytic Research Paper rubric (Chapter 2)
9. Navy Community Leads (Chapter 5)
10. Resource Board Charter and minutes (Chapter 2)
11. Board Bylaws and charter (Chapter 3)
12. Unfunded request template (Chapter 2)
13. Resource Board Minutes (Chapter 3)
14. NSDM Student Feedback to Faculty (Chapter 2)
15. Academic Integrity Policy (Chapter 4)
16. LPA faculty workshop notes (Chapter 2)
17. FAC Pulse Survey Results (Chapter 3)
18. Draft NUS CONOPS (Chapter 3)
19. NHEITC Concept of Operations (Chapter 3)
20. Naval Education Strategy (Chapter 3; Chapter 8)
21. Non-Degree Programs Offered by NWC (Chapter 4)
22. GDP Institutions that have provided electives (Chapter 4)
23. BOA feedback and recommendations on Self-study (Chapter 3; Chapter 8)
24. E4SAB members and NWC Subcommittee Members (Chapter 3)
25. PMW Course Syllabus (Chapter 3)
26. Master's Degree Course Syllabi (Chapter 4)
27. Separate PLO and Mission document (Chapter 4)
28. DON Faculty PayScale and COLA (Chapter 7)
29. Faculty handbook (Chapter 4)
30. Interim Guidance on AI and Chat GPT (Chapter 4)
31. S&P Department policy on peer teaching evals (Chapter 6)
32. Faculty Development Funds breakdown (Chapter 6)
33. Deanery P&T Policies and College Wide P&T Policy (Chapter 6)
34. OPM Report (Chapter 7)
35. New Faculty Orientation Schedule (Chapter 6)
36. Curriculum Pattern for CNW/CNWS (Chapter 4)
37. ARP, MAWS, ASP Syllabi (Chapter 4)
38. End of Course evaluation survey (Chapter 8)
39. Joint Acculturation Reports (Chapter 8)
40. Equity and Learning Analysis (Chapter 8)
41. Fleet Seminar Program location listing (Chapter 4)
42. Faculty Handbook (Chapter 6)

43. Alumni Survey Reports (Chapter 2)
44. Navy Competencies (Chapter 8)
45. Topline Report (Chapter 8)
46. Capex Results (Chapter 8)
47. Graduation Survey 2022-2023 Chapter 8)
48. Org chart (Chapter 3)
49. 15-year Modernization Plan (Chapter 7)
50. Project 150 Report (Chapter 7)
51. Library Strategic Plan (Chapter 7)
52. Library Development Policy (Chapter 7)
53. Eccles Library Annual Report (Chapter 7)
54. Introduction to Eccles Library (Chapter 7)
55. Learning Commons Seat Usage tracking Survey June 2023 (Chapter 7)
56. DAR-Q Financial Audit Reports (Chapter 7)
57. Summary of Complaints by Dr. Bruce Elleman (Chapter 2)