STUDENT SUCCESS: ALUMNI TOPLINE SURVEY

2023-2024

In addition to the post-graduation success measures reported in this Combined Topline Alumni Analysis, USNWC graduation rates for resident students in Newport for AY 2023-2024 were: 37 of 37 (100%) for November 2023 CNW and CNC&S students; 48 of 48 (100%) for March 2024 CNW and CNC&S students; and 333 of 335 (99.4%) for June 2024 CNW and CNC&S students.

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INTRODUCTION

PURPOSE

The results of the USNWC 2023-2024 Alumni Survey are presented in this analysis, which combines responses from the College of Naval Warfare (CNW) and the College of Naval Command and Staff (CNC&S) to present an overall picture of the two educational programs.

Alumni results are lagging indicators of institutional and educational effectiveness of the courses/experiences offered, but very important ones for OBME. This report uses historical USNWC PME/JPME program-level standards and learning objectives to organize and present results. These outcomes will be updated as new program-level OPMEP/PME/JPME outcomes are released in the future.

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

SURVEY ADMINISTRATION AND RESPONSE RATE

The 2024 Alumni Survey was administered to the academic year classes of 2016-2017, 2018-2019, and 2022-2023. The online survey was administered from April 16, 2024 to September 1, 2024 by Hanover Research Council. It was sent to a total of 1,195 alumni and obtained 91 responses, for a response rate of 7.6%. Of those, 77 responses were complete (80.7%), while 14 (19.3%) were partial, but still useful, responses. The response sample is sufficient for a global program review.

EXECUTIVE SUMMARY

Overall, alumni are very satisfied with their USNWC program, providing an average rating of 6.474 on a 1 to 7 scale, where higher values indicate a high degree of satisfaction. This mean reflects a slight increase from last's years' average (6.407). Ratings of satisfaction, other educational outcomes, and value to service are very high with 9 of 13 items exceeding the 6.000 threshold for excellence. For example, overall quality of instruction and quality faculty (both at 6.442) received high satisfaction ratings. In most cases, these high scores also represent an increase from the previous year's survey.

Ratings for the JPME Proficiency levels were also quite high, with all scores exceeding a score of 3.000 (on a 1 to 4, scale with a 4 representing higher levels of proficiency). Similar to last year, alumni report the most superior level of proficiency on *demonstrate expertise and apply knowledge in the theory, principles, concepts, and history specific to instruments of*

national power and the art and science of warfighting **(3.565, up from 3.459)**, and the lowest level on *apply knowledge of law, policy, doctrine, concepts, processes, and systems to design, assess, and revise or sustain risk- and resource-informed strategies and globally integrated, all-domain joint plans* **(3.395),** although this represents an increase from the previous year (3.246). This consistency suggests both an area of strength as well as an opportunity for growth, although the overall growth across all six items is a good sign.

Program effectiveness scores on educational and professional outcomes were strong with one of four CNC&S items and three of four CNW items meeting or exceeding the 6.000 level of excellence. Apply theory, history, doctrine, and seapower through critical, strategic thought in professional communication was the highest rated item for both programs.

Survey results suggest that CNC&S fewer students are using the MBTI/HPTI leadership assessments over time after graduation, with the 2022-2023 alumni class providing the lowest helpfulness rating (4.722). However, usage tends to increase over time.

Compared to last year, a higher percentage of alumni from the current year's survey indicated eligibility for promotion (63.7%, up from 57.2%), selection for promotion (82.8%, up from 66.3%), eligibility for command (61.5%, up from 53.1%), and selection for command (73.2%, up from 59.7%).

Although most respondents continue to indicate that they keep in touch with US classmates from their service/agency (80.2%), this is lower than the percentage in the previous year (86.9%).
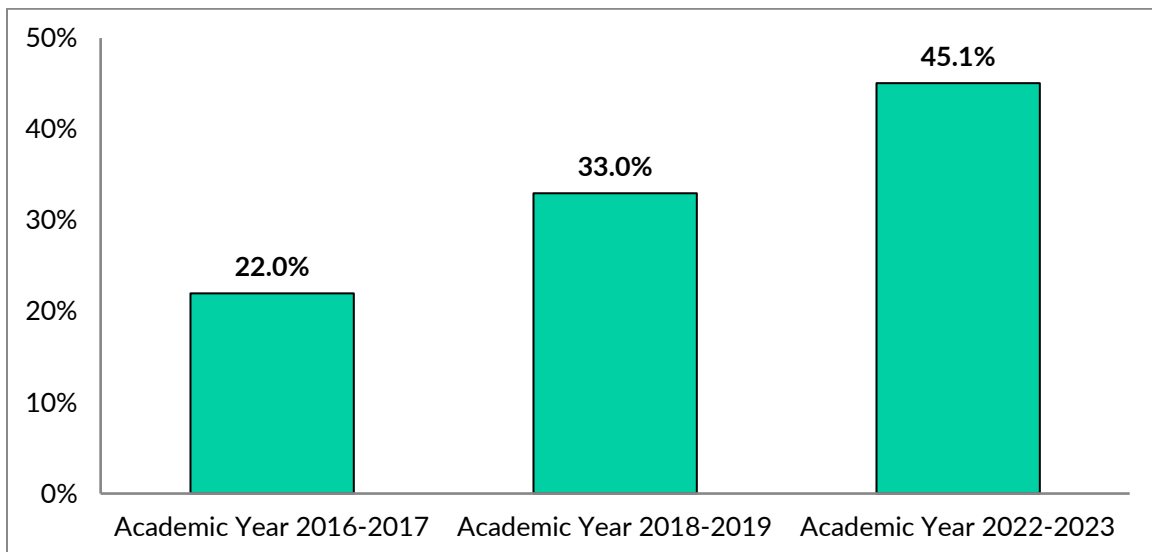
Usage of the myUSNWC.com alumni networking platform (with 31.5% using the platform, up from 15%), as well as more interest (with 72.9% of alumni finding it appealing, up from 61%). *This is a good increase and likely a function of renewed attention in the Alumni Programs area.* Similar to last year, the main reason for not using the networking platform (among alumni who did not use it) was a lack of awareness of the program, with a greater percentage not using it for this reason (59.3%, up from 48%). Taken together, these findings show both an increased appreciation for the program and a need to market the program more effectively to prospective users.

Finally, alumni continue to express a high degree of interest in policy and strategy podcasts (with 92.4% of alumni expressing interest, similar to last year's 91%) and leadership and ethics podcasts (66.7%, up from 53%). These results suggest that podcasts in both of these areas may be of high interest to alumni. Cyber warfare continues to be of interest to the lowest percentage of alumni (37.9%), although this area also shows a slight increase (37.9%, up from 33%).
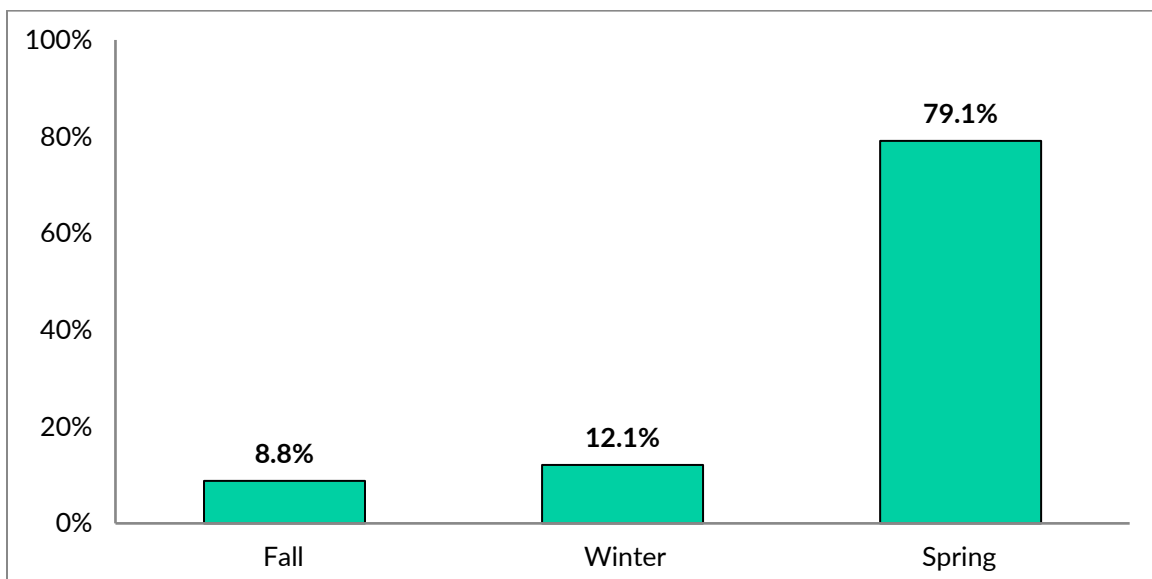
DEMOGRAPHICS

As shown in Figure 1, most responding students graduated in AY 2022-2023 (45.1%), followed by 2018-2019 (33.0%), and 2016-2017 (22.0%). As expected, most alumni graduated in the spring trimester (79.1%). In contrast, graduates from the fall and winter semesters (i.e., the off-cycle cohorts) comprised just 12.1% and 8.8% of the sample, respectively (Figure 2). Figure 3 shows that the Navy is the largest represented Services among alumni (31.9%), followed by the US Army (17.6%) and the US Air Force (13.2%).
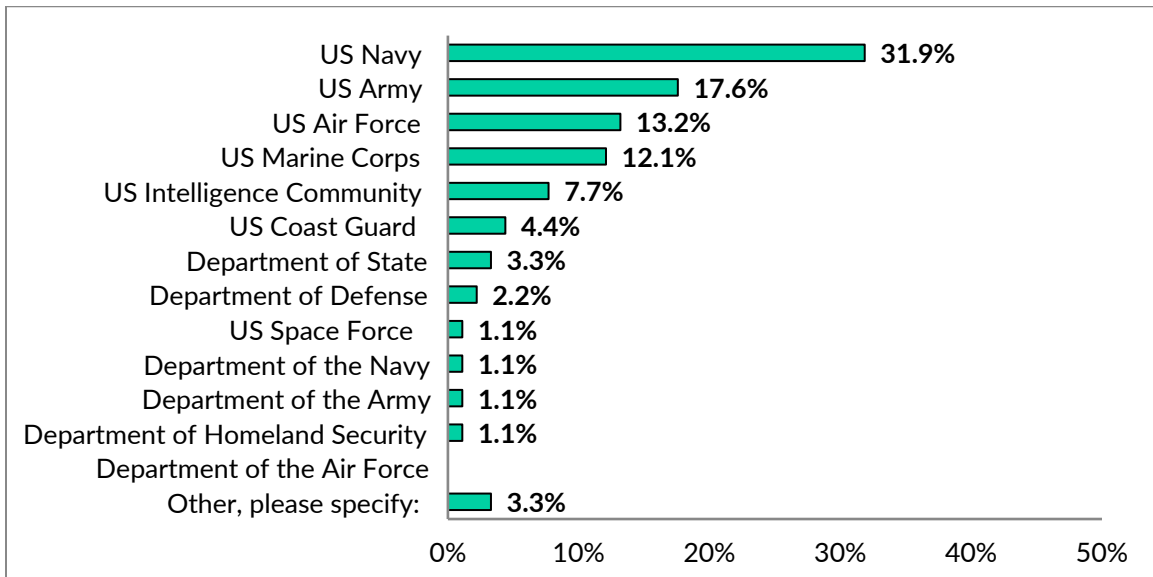
Figure 1: Graduation Year

n=91

Figure 2: Graduation Semester

n=91

Figure 3: Service Area or Department

| Service Area or Department	Percentage
US Navy	31.9%
US Army	17.6%
US Air Force	13.2%
US Marine Corps	12.1%
US Intelligence Community	7.7%
US Coast Guard	4.4%
Department of State	3.3%
Department of Defense	2.2%
US Space Force	1.1%
Department of the Navy	1.1%
Department of the Army	1.1%
Department of Homeland Security	1.1%
Department of the Air Force	
Other, please specify:	3.3%

n=91

PROGRAM EXPERIENCE

ALL RESPONDENTS

As shown below, alumni from both the CNW and CNC&S programs gave the USNWC high marks on meeting their respective educational goal. The missions, in effect at survey time, were described as follows:

CNC&S: The College of Naval Command and Staff educates leaders in order to develop graduates with expert sea power-informed judgment focused on the ethical creation and execution of joint military operations in an evolving, competitive, all domain environment.

CNW: The College of Naval Warfare educates leaders in order to develop graduates who can make ethically informed decisions on applying national power to maritime, joint, interagency, and multinational strategies in an evolving, competitive, all domain security environment.

Alumni were asked how well their NWC education did regarding their programs' respective mission. On the 7-point scale, the CNC&S mean was 6.102, while the CNW mean was a bit higher at 6.238. These results represent a slight directional increase from the prior year (6.083 and 6.068, respectively). ***The consistently high alumni ratings attest to of the College's ability to meet stated program goals.***

Figure 4: CNC&S and CNW Average Scores on Meeting Program Goals
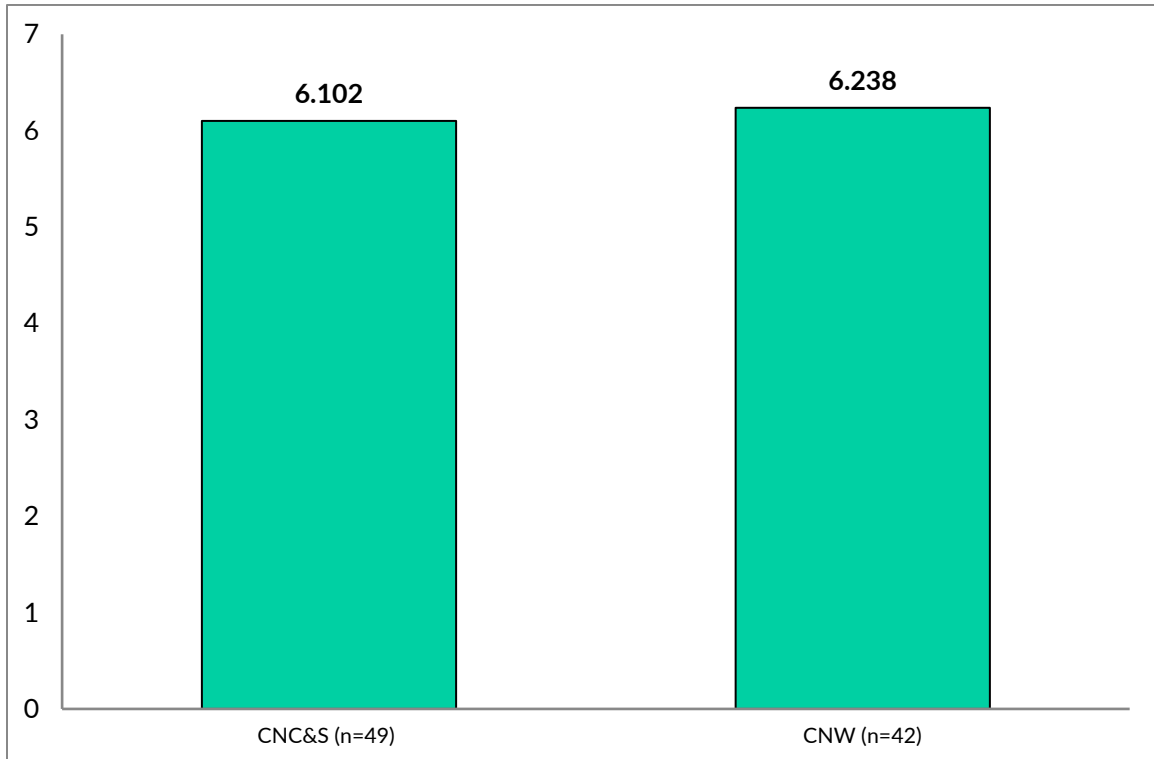
Overall n=91
Note: Items are rated on a 7-point scale, where "7" represents a more favorable score. Mean score is represented above.

CNC&S and CNW alumni indicated very high satisfaction with the NWC experience. Overall satisfaction received an average score of 6.474 (an increase from 6.407 in the previous year), while the highest satisfaction score was the overall quality of instruction (6.442; Figure 5). ***On average, alumni rated*** **all** ***seven items pertaining to Satisfaction with the Educational Experience highly and all scores represent an increase from the previous year.***

Figure 5: Combined College Educational Satisfaction Items

ITEM	N	MEAN
Overall satisfaction with your NWC experience	**78**	**6.474**
Overall quality of instruction	77	6.442
Quality of faculty	77	6.442
Degree of peer to peer collaboration in an active learning environment	78	6.372
Intellectual challenge of the NWC educational experience	78	6.359
Opportunity for advanced or specialized studies	78	6.231
Quality, relevancy, and currency of the curriculum	78	6.218

Note: Items are rated on a 7-point scale, where "7" represents a more favorable score. Question: *To what degree were you satisfied with the overall NWC educational experience?*

Responding alumni from both programs indicated that the USNWC helped them achieve the key additional educational outcomes featured in Figure 6. Six out of seven items exceed the 6.000 threshold for excellence. Enhance your professional development (6.429) was the highest rated items while verbal communication was rated lowest, but acceptable (5.896).

Figure 6: Combined Other Educational Outcomes Items

ITEM	N	MEAN
Enhance your professional development	77	6.429
Foster thinking in a more critical way	77	6.390
Enhance your ability to communicate in writing	77	6.195
Foster reading in a more critical fashion	77	6.156
Deepen your understanding of the key attributes- understanding, intent, and trust- of mission command	77	6.117
Enhance your commitment to the Profession of Arms	77	6.078
Enhance your ability to communicate verbally	77	5.896

Note: Items are rated on a 7-point scale, where "7" represents a more favorable score. Question: *To what degree did your NWC education affect the following?*

All six items in the battery on Value to the Service and Nation received strong scores. Importantly, alumni understanding of the perspective of other military services received the highest score (6.312) as shown in Figure 7. This is strongly related to enhancing joint acculturation, an OPMEP standard.

Figure 7: Value to Service and Nation

ITEM	N	MEAN
Your understanding of the perspectives of other military services	77	6.312
Your understanding of the maritime environment	77	6.247
Your trust and confidence in Service members from other US military departments	76	6.211
Your trust and confidence in Service members from other nations	77	5.974
Your understanding of other nations, including their cultures and perspectives	77	5.961
Your trust and confidence in DOD or US Interagency civilians	77	5.948

Note: Items are rated on a 7-point scale, where "7" represents a more favorable score. Question: *To what degree did your NWC education enhance your effectiveness in the following areas?*

As shown below, all six items in the JPME Proficiency Levels received close to the highest levels of proficiency (4.000). Similar to last year, alumni report the highest level of proficiency on *demonstrate expertise and apply knowledge in the theory, principles, concepts, and history specific to instruments of national power and the art and science of warfighting* (3.565, an increase from 3.459; see Figure 8). Once again, alumni report the lowest level of proficiency on *apply knowledge of law, policy, doctrine, concepts, processes, and systems to design, assess, and revise or sustain risk- and resource-informed strategies and globally integrated,*

all-domain joint plans (3.395), although this represents an increase from the previous year (3.246).

Figure 8: JPME Proficiency Levels

ITEM	N	MEAN
Demonstrate expertise and apply knowledge in the theory, principles, concepts, and history specific to instruments of national power and the art and science of warfighting. (The Continuum of Competition, Conflict, and War.)	85	3.565
Assess the security implications of the current and future operational environment. (The Security Environment.)	86	3.512
Demonstrate advanced cognitive and communications skills employing critical, creative, and systematic thought. (Strategic Thinking and Communication.)	86	3.477
Demonstrate joint-mindedness and possess a common understanding of the values of their chosen profession demonstrated through the exercise of sound moral judgement and the embodiment and enforcement of professional ethics, norms, and laws. (The Profession of Arms.)	86	3.430
Apply U.S., allied, and partner military power to conduct globally integrated, all-domain operations and campaigns. (Globally Integrated Operations.)	85	3.412
Apply knowledge of law, policy, doctrine, concepts, processes, and systems to design, assess, and revise or sustain risk- and resource-informed strategies and globally integrated, all-domain joint plans. (Strategy and Joint Planning)	86	3.395

Note: Items are rated on a 4-point scale, where "4" represents a more superior levels of proficiency. Question: *Please assess your JPME program's proficiency in preparing graduates to apply these skills. Did USNWC instill in you the outcomes to...*

PROGRAM EFFECTIVENESS

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

CNC&S RESPONDENTS – EDUCATIONAL AND LEADERSHIP OUTCOMES

CNC&S respondents ranked all of the educational and professional outcomes highly and one item scored at the 6.000-level: *apply theory, history, doctrine, and seapower through critical, strategic thought in professional communication* (see Figure 9).

Figure 9: CNC&S Educational and Professional Outcome Items

| ITEM	N	MEAN
Apply theory, history, doctrine, and seapower through critical, strategic thought in professional communication.	46	6.000

ITEM	N	MEAN
Apply the organizational and ethical concepts integral to the profession of arms to decision-making in theater-level, joint, and multinational operations.	46	5.891
Create theater and national military strategies designed for contemporary and future security environments.	46	5.783
Demonstrate joint planning and joint warfighting ability in military operations and campaigns across the continuum of competition.	46	5.761

Note: Items are rated on a 7-point scale, where "7" represents a more favorable score. Question: *to what degree did your CNC&S education enhance your professional abilities or effectiveness in the following PME or JPME areas?*

MBTI/HPTI QUESTIONS

CNC&S alumni were asked specifically about the helpfulness of the Myers Briggs Type Indicator (MBTI) or the High Potential Trait Indicator (HPTI) assessments used in leadership development. Across all respondents, CNC&S alumni provided an average MBTI/HPTI helpfulness rating of 4.909 (slightly up from 4.865 in the previous year's survey). As shown in Figure 10, graduates from 2018-2019 rate the helpfulness of this exercise higher (5.067) than alumni from 2016-2017 (5.067) and 2022-2023 (4.722). ***The lower level for respondents in the most recent year is a typical pattern; use of the assessment tends to increase over time.***

Figure 10: Helpfulness of Myers Briggs Type Indicator or High Potential Trait Indicator
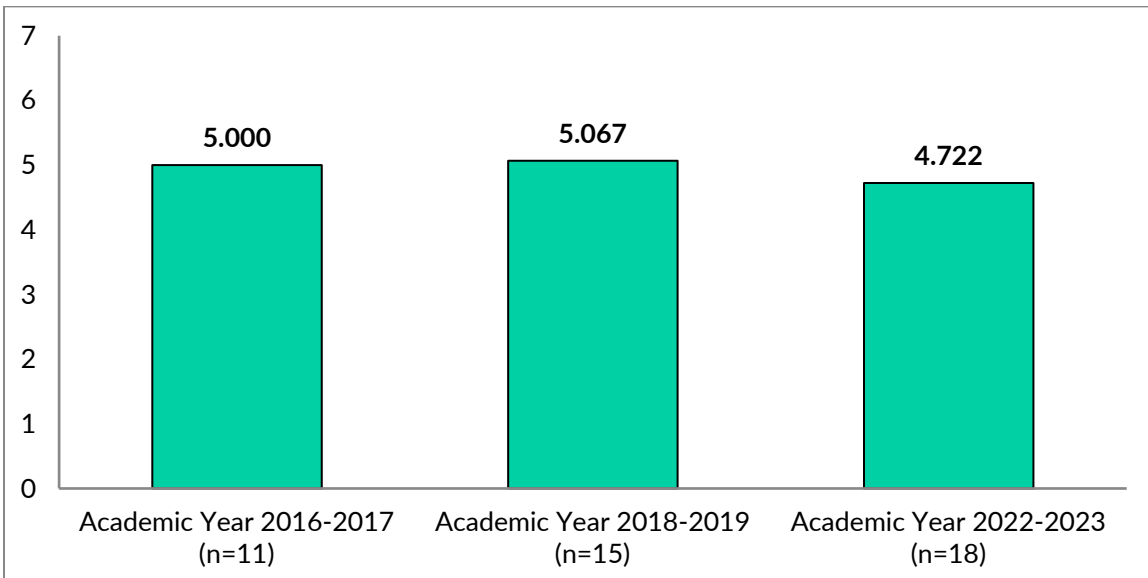
Overall n=44

Note: Items are rated on a 7-point scale, where "7" represents a more favorable score. Question only shown to CNC&S alumni.

As shown in Figure 11, the percentage of alumni who have returned to the assessments is lower among respondents from later alumni years. The lowest percentage of 2022-2023 alumni report returning to the MBTI/HPTI (33%), aligns with the lower ratings of initial helpfulness indicated in the previous question.

Figure 11: Return to MBTI Since Graduation

	2016-2017 (N=11)	2018-2019 (N=15)	2022-2023 (N=18)
Yes, returned to MBTI	45%	40%	33%
No, have not returned to MBTI	55%	60%	67%

CNW RESPONDENTS – EDUCATIONAL AND LEADERSHIP OUTCOMES

CNW respondents also rated all four of the Educational and Professional Outcomes highly with three of four meeting or exceeding the 6.000 level of excellence, with *apply theory, history, doctrine, and relevance of seapower to strategic thinking and decision making* (6.128) and *apply the organizational and ethical concepts integral to the profession of arms to national and multinational strategic decision-making* (6.103) the most positively rated items.

Figure 12: CNW Educational and Professional Outcome Items

ITEM	N	MEAN
Apply theory, history, doctrine, and seapower through critical, strategic thought in professional communication.	39	6.128
Apply the organizational and ethical concepts integral to the profession of arms to national and multinational strategic decision-making.	39	6.103
Demonstrate joint-warfighting leadership when integrating the instruments of national power across the continuum of competition.	39	6.000
Create national security strategies designed for contemporary and future security environments.	39	5.923

Note: Items are rated on a 7-point scale, where "7" represents a more favorable score. Question: *To what degree did your CNW education enhance your professional abilities or effectiveness in the following PME/JPME areas?*

LEADERSHIP DEVELOPMENT COMMENTS

Graduates were asked a series of open-ended questions regarding their leadership development while at NWC. Select quotations are displayed below; all are available upon request.

NOW THAT YOU HAVE BEEN AWAY FROM THE ACADEMIC ENVIRONMENT FOR A WHILE, WHAT ASPECT(S) IN THE USNWC CURRICULUM DO YOU FEEL WERE MISSING FROM A LEADERSHIP AND ETHICS PERSPECTIVE?

- *I believe more engagement from senior leaders should be part of the curriculum. Ideally more direct contact with improved opportunity for discussions. We had two such opportunities with LPA courses combined with the Intermediate and Senior classes, but this is not consistent across the college. As an alternative, additional leadership lectures or TED Talk style presentations would be beneficial. –2018-2019 CNW Alumnus*

- *More practice over theory. Leadership discussions and ethical decision making are critical, but students need more time under tension to practically apply. I don't know*

how you do this, but place students in a leadership Decision Game where they have to decide between two terrible options. Discuss the thought process for decisions afterwards. – 2016-2017 CNC&S Alumnus

- *When considering the ethical challenges affecting our services, it's ironic that the individuals currently evaluating these issues are the same individuals who, as lower-ranking commanders, either failed to address them or allowed them to persist. – 2022-2023 CNC&S Alumnus*

- *Frankly, I feel that with the inclusion of LPA and electives such as the George Washington course, leadership and ethics are very well covered. – 2022-2023 CNW Alumnus*

- *If anything, the school's attempt to teach leadership and ethics was not great. You attempted to have us work through it in a seminar, with a crash course of Stockdale's teaching. However, many of the civilian faculty did not have a coherent understanding of the concepts of leadership and ethics. I would encourage the leadership of the NWC to really put a lot of vetting into who you let teach these courses. It should not be just any PhD from (insert university), you really need to make sure people are qualified to teach these classes based on their experience and character. If not, you will keep seeing unqualified civilians (and even some military types) getting destroyed by students in small group discussions and arguments. There really isn't an easy answer for this, just because you make O6 or have a PhD doesn't make you qualified. You need a trusted team, probably led by the admiral, to decide who should teach these courses. – 2018-2019 CNC&S Alumnus*

- *How to better be not just a leader, but also a follower (these two aspects exist in parallel); how to better lead teams, understand team and human behavior dynamics, and the psychology of decision-making related to our profession. – 2016-2017 CNC&S Alumnus*

- *Stop teaching leadership and ethics from books...have the students learn this through war games. If ethics was taught to me....I don't remember it. – 2018-2019 CNW Alumnus*

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

- *The time away allowed me to really reflect and develop a deliberate plan on how I wanted to lead in my community. That time and perspective was phenomenal to my own development as a leader. – 2018-2019 CNCS Alumnus*

- *Getting to work with members of the other services and participating in war gaming in the Halsey B program. The war games we conducted are directly relatable to current world events going on in the CENTCOM AOR. That has given me a huge amount of perspective on the current conflict. – 2022-2023 CNC&S Alumnus*

- *I think the interaction with other students - U.S. and international military, civilians from other agencies - had the greatest impact. I'm a civilian with the Department of State and I've had limited interaction with U.S. military, so it was really useful to be able to spend more time hearing and learning from military classmates. – 2022-2023 CNW Alumnus*

- *The concept of an organization's center of gravity. It has helped me educate others when something changes the center of gravity remains. It has kept morale getting low when a key member departed. – 2016-2017 CNW Alumnus*

- *Strategy and War - by far the best post-graduate learning experience of my life. Great lectures, superb reading assignments, and solid seminars. – 2022-2023 CNC&S Alumnus*

- *The leadership course because I learned a lot of as far as what it takes to be a great leader. – 2022-2023 CNC&S Alumnus*

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

- *Possibly include more situational experiences such as speaking or presenting in front of the class or seminar. There were opportunities, but due to the short trimesters, not all students may have been afforded the opportunity to partake in a capstone brief at the end of the term. If students had more encounters to present, defend their stances, and debate, such activities would make everyone stronger. – 2022-2023 CNW Alumnus*

- *Emphasize the global nature of problem sets and how small the U.S. military's role is comparatively IRT DIME. – 2016-2017 CNC&S Alumnus*

- *Teach philosophy as a starting point for the course of study. If every case study is examined through this lens and leaders discissions are critiqued during seminar we can examine our own character and build confidence in our decision-making processes. – 2022-2023 CNC&S Alumnus*

- *Character doesnt develop until its tested. You need to put students in difficult decision-making environments and then dissect. Do this multiple times for reps. – 2016-2017 CNC&S Alumnus*

- *NWC should improve one's competence in military affairs at a senior level. Character is something an officer has or doesn't at this point in one's career. – 2018-2019 CNW Alumnus*

- *Remind them of the singular lesson that it's lonely at the top. It is ok to be alone and that subordinates are not your friends, lovers, or drinking buddies. – 2022-2023 CNW Alumnus*

MOST VALUABLE ELEMENT OF USNWC EDUCATIONAL EXPERIENCE

Alumni respondents were given the opportunity to opine on what they felt were the most valuable elements of the educational experience. Using a "word cloud" to analyze the terms that resonated with alumni (the more mentions the larger the text), shows that the expressions: "learning," "time," "studnets," and "writing" were often cited. However, terms such as "relationships", "strategy," "interactions" "disucssions," "war," and "environment" also reverberated among alumni. These elements echo both the hard and soft skills Navy graduate education attempts to deliver.

Figure 13: Most Valuable Element of USNWC Education/Experience
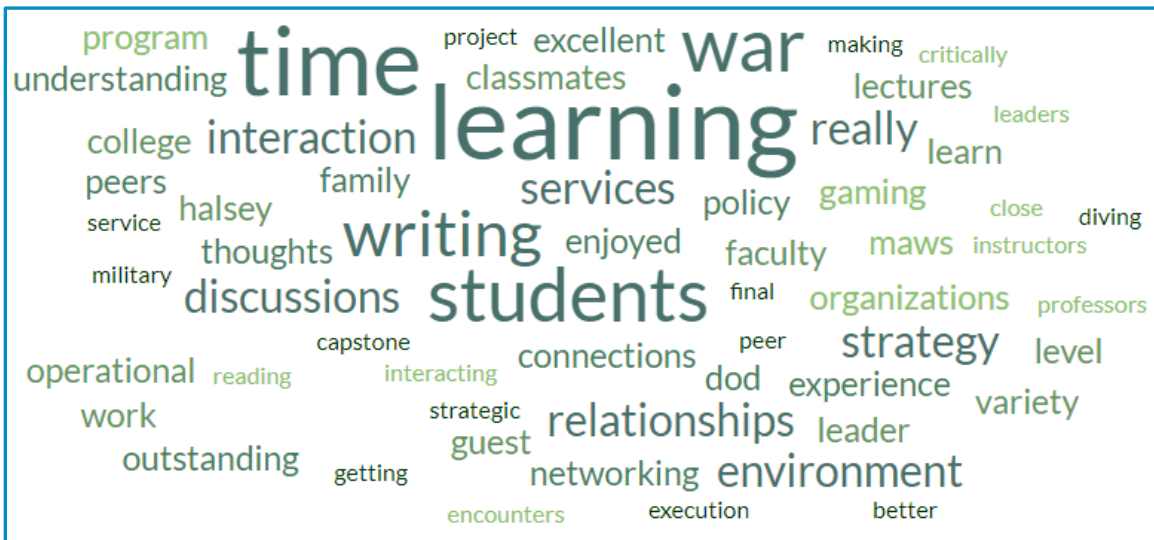
n=43. Question: *the most valuable element of my USNWC education and experience has been…*

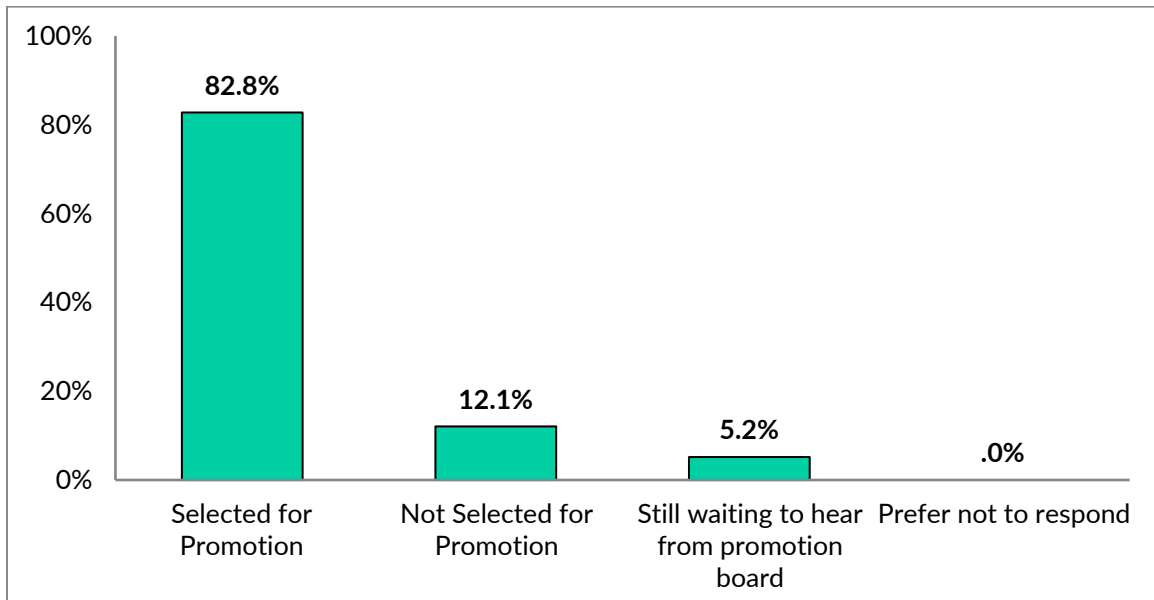## POST-GRADUATION EXPERIENCE

PROMOTIONS

Of the 63.7% of USNWC graduates who indicated they were eligible for promotion, 82.8% were selected for promotion (Figure 14, Figure 15).

Figure 14: Eligibility for Promotion
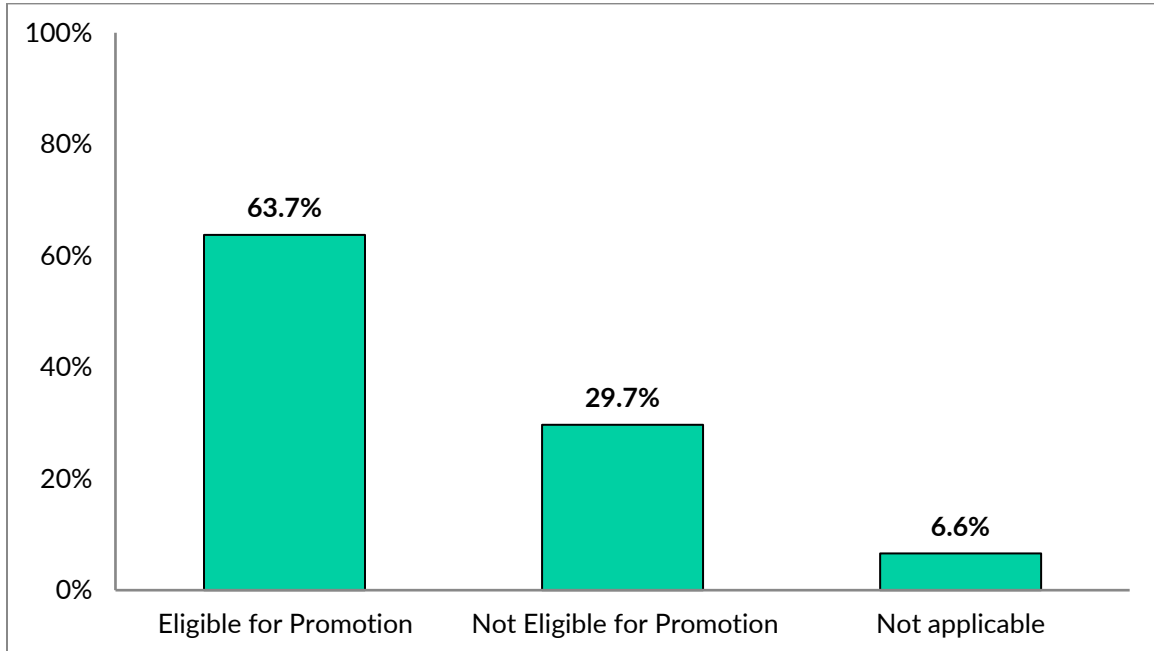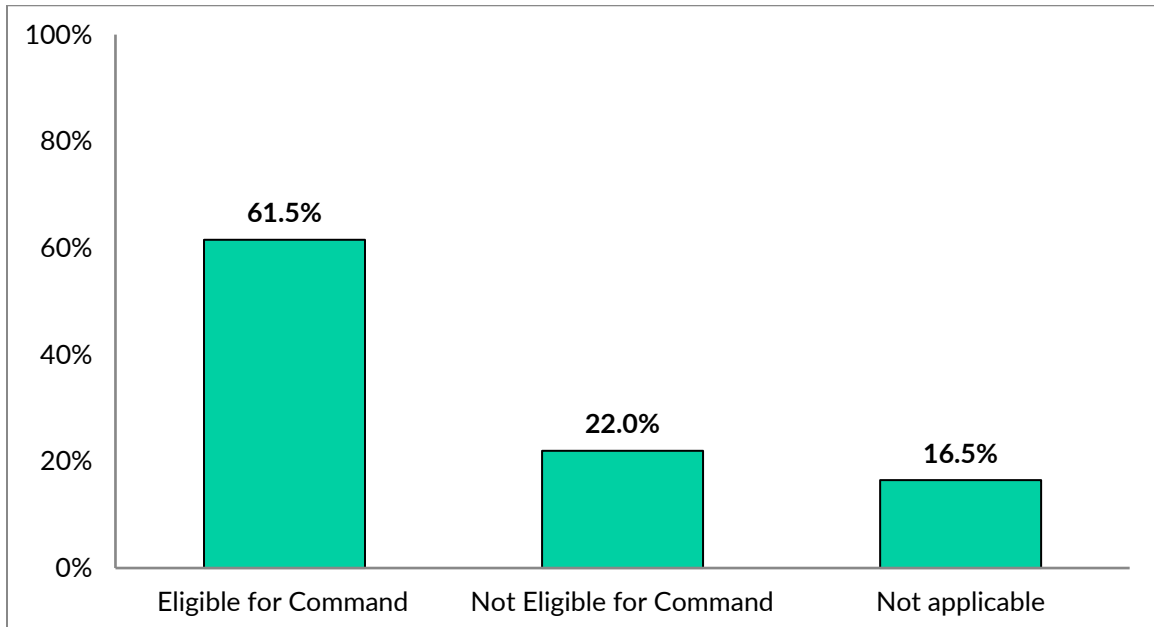

n=91

Figure 15: Selection for Promotion
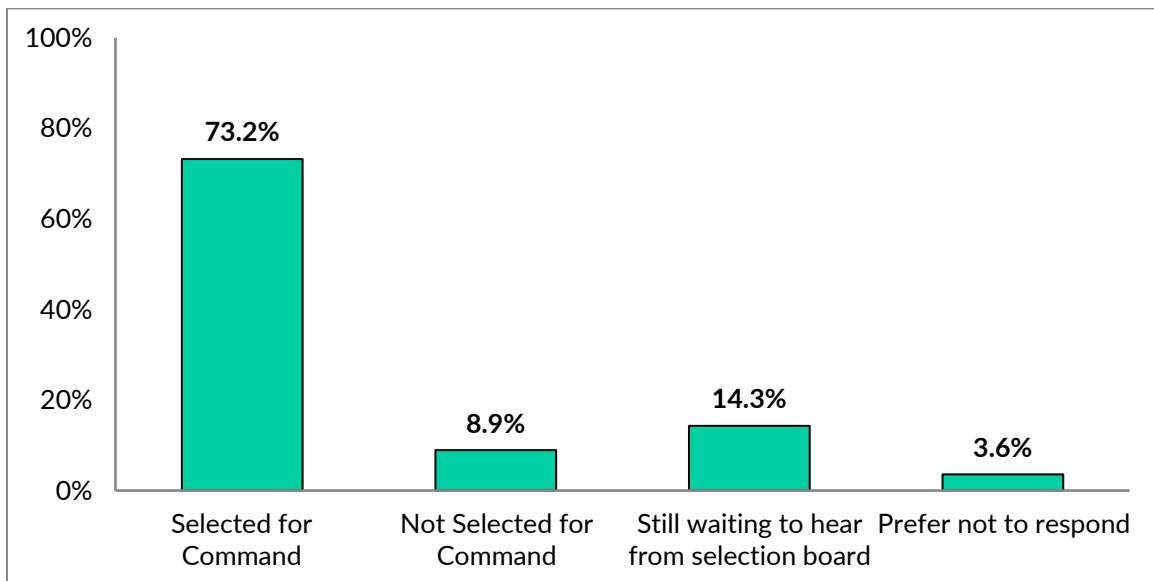

n=58

COMMAND

While imperfect, measures of promotion and command are proxies for post graduate success. Of the 61.5% of USNWC graduates who indicated they were eligible for Command, or service/community equivalent, 73.2% were selected (Figure 16, Figure 17).

Figure 16: Eligibility for Command


n= 91

Figure 17: Selection for Command

n=56

NETWORKING

Most USNWC alumni respondents have kept in touch with their American classmates from their service/agency (80.2%), as well as from other services/agencies (81.3%). Over half report keeping in touch with NWC faculty (56.0%), while nearly three in four (37.4%) report keeping in touch with international classmates.
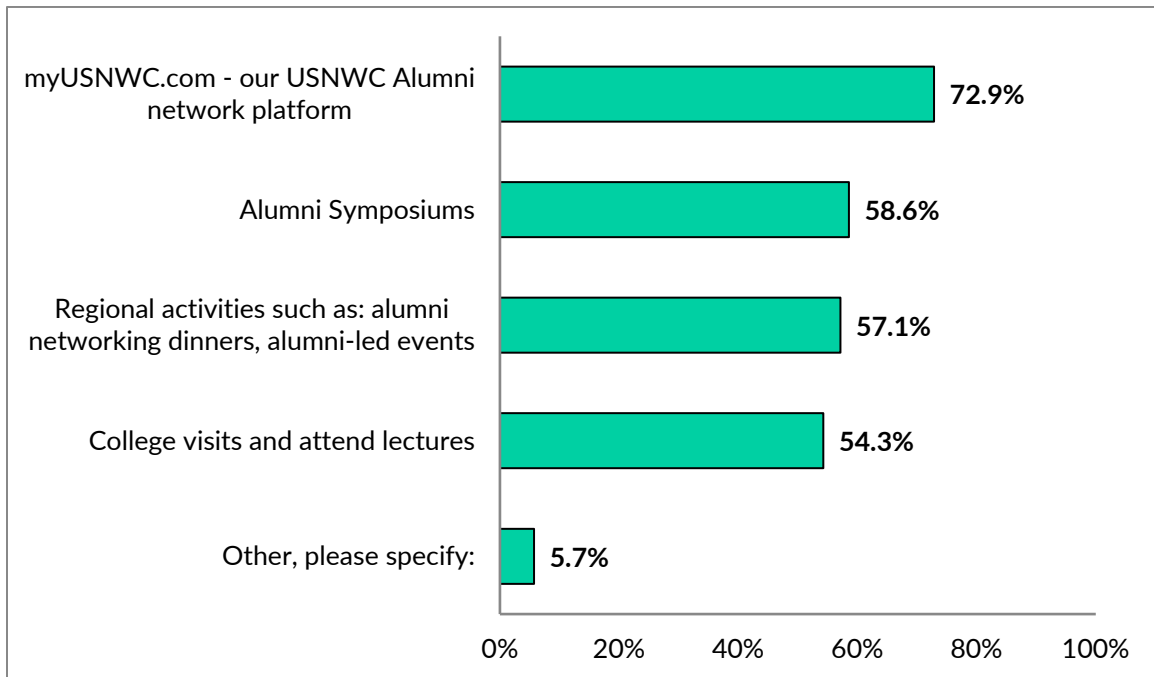
Figure 18: Networking Since Graduation
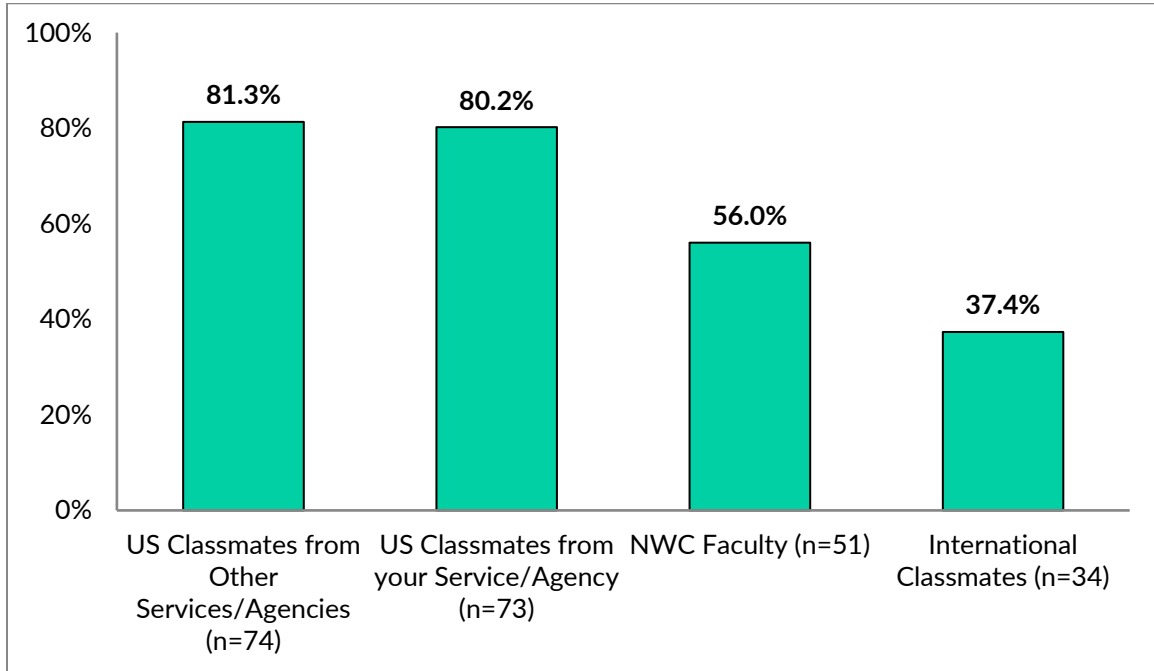
Overall n=91

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

ALUMNI PROGRAMS

Figures 19-23 detail alumni interest and engagement in a variety of Alumni Programs outreach initiatives. At least half of respondents find all four of the described connection opportunities as appealing opportunities to stay connected. Among the provided options, myUSNWC.com was viewed as appealing by the greatest percentage of respondents (72.9%; see Figure 19).
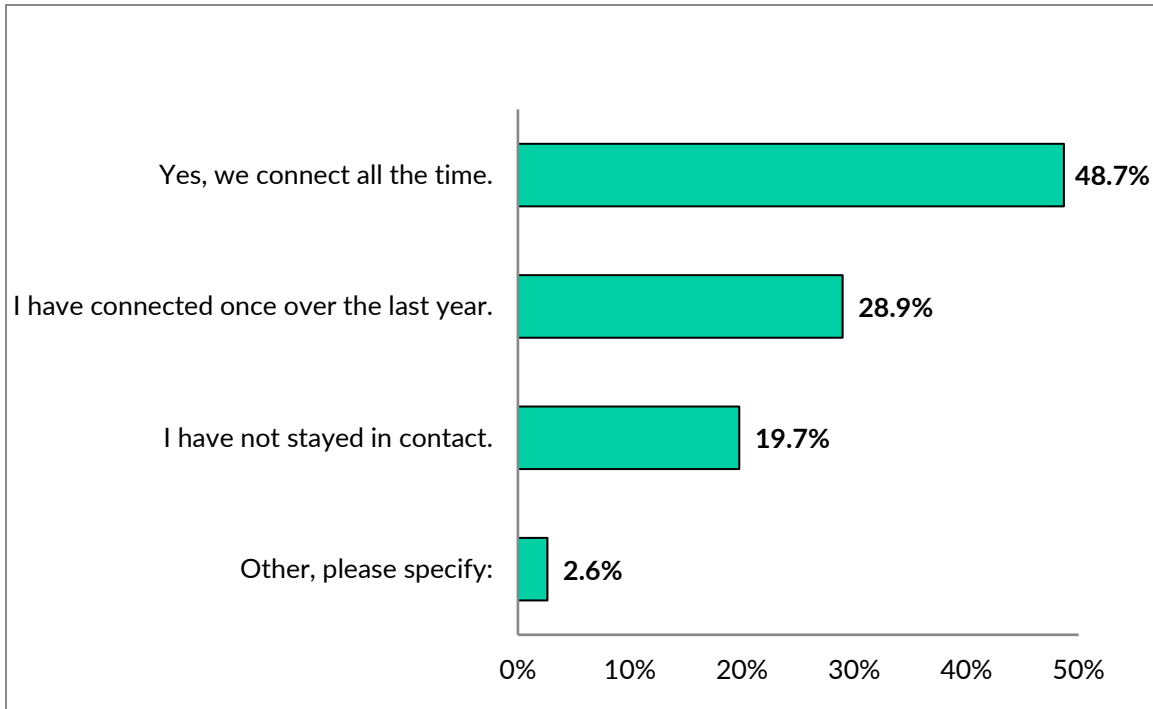
Figure 19: Alumni Programs: Opportunities to Connect

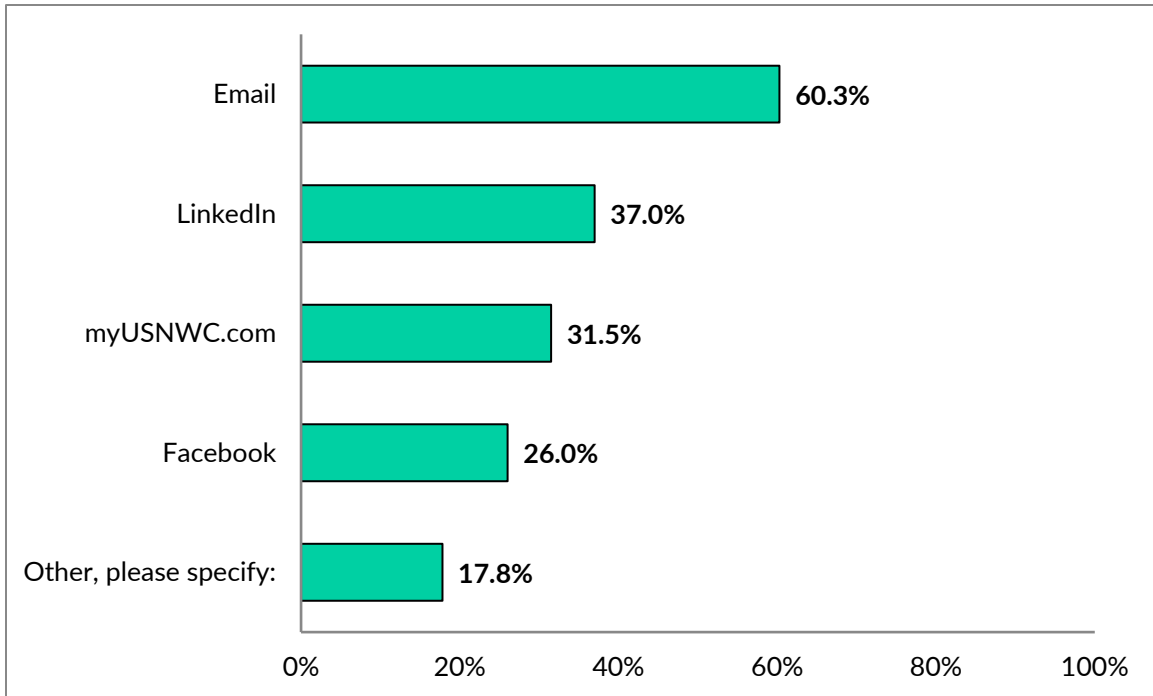|	
myUSNWC.com - our USNWC Alumni network platform	72.9%
Alumni Symposiums	58.6%
Regional activities such as: alumni networking dinners, alumni-led events	57.1%
College visits and attend lectures	54.3%
Other, please specify:	5.7%

n=70

Most alumni connect either all the time (48.7%) or once a year (28.9%). However, about one-fifth of alumni have not stayed in contact (19.7%, Figure 20). The best channel to communicate is via email (60.3%). Almost one-third of respondents (31.5%) report using myUSNWC.com, with most respondents who have not joined have not done so because they do not know about it (59.3%, Figure 22). More than half of alumni express interest in podcasts related to *policy & strategy* (92.4%) and *leadership & ethics* (66.7%), only about one-third (37.9%) express interest in podcasts related to *cyber warfare* (37.9%, Figure 23).

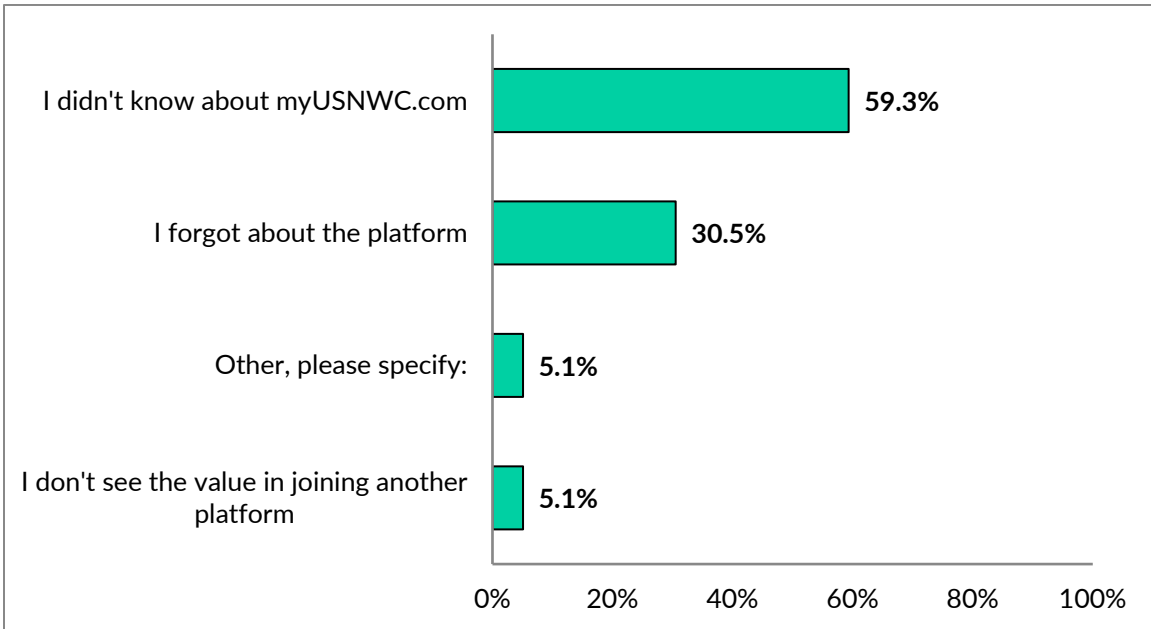**Figure 20: Alumni Programs: Communication Frequency**

Yes, we connect all the time. — 48.7%
I have connected once over the last year. — 28.9%
I have not stayed in contact. — 19.7%
Other, please specify: — 2.6%

n=76

Figure 21: Alumni Programs: Means of Connection

Email — 60.3%
LinkedIn — 37.0%
myUSNWC.com — 31.5%
Facebook — 26.0%
Other, please specify: — 17.8%

n=73

Figure 22: Alumni Programs: myUSNWC.com

I didn't know about myUSNWC.com — 59.3%
I forgot about the platform — 30.5%
Other, please specify: — 5.1%
I don't see the value in joining another platform — 5.1%

n=59

Figure 23: Alumni Programs: Podcast Interest

Policy and Strategy — 92.4%
Leadership and Ethics — 66.7%
Cyber Warfare — 37.9%
Other, please specify: — 13.6%

n=66

End of Report