

**U.S. Naval War College  
Newport, Rhode Island**



**Interim Report**

**Submitted to the  
New England Commission of Higher Education  
19 July 2019**

## Introduction

### Process Used

The College adopted a collaborative, multi-phased approach to the development of this five-year interim report. The process began on April 24, 2018, with the attendance of the Accreditation Liaison Officer (Associate Provost) and the Director of Institutional Effectiveness at an orientation workshop held at the then-NEASC office complex. Following that session, a three-person core writing team was assigned. Using an evidenced-based methodology, this team drafted the various portions of the mandated report structure. Various stakeholders across the institution then reviewed sections of the draft report to ensure accuracy, inclusiveness, and completeness. Following these reviews, and the associated rewrites, the report was reviewed by successive levels of the College's leadership, both academic and administrative. A semi-final draft was submitted to the NECHE staff for review in April 2019, with the formal submission occurring in July 2019.

Through this process the College's leadership, faculty, and students (where appropriate) have conducted a comprehensive assessment of its academic programs, research analysis and gaming activities, and the resources that support them using the mission, functions, and tasks assigned to the President, Naval War College by the Chief of Naval Operations; the revised mission statement developed during the College's strategic planning effort; the policy guidance, standards, and learning areas and objectives promulgated by Chairman, Joint Chiefs of Staff in the Officer Professional Military Education Policy; and, in particular, the guidance and Standards for Accreditation provided by New England Commission of Higher Education as the benchmarks for this study.

Individuals involved in this self-assessment included:

Lewis M. Duncan, PhD, Acting President / Provost

RADM Jeffrey A. Harley, USN, Former President

CAPT Tamara Graham, USN, Former Vice President / Chief of Staff

James E. "Jay" Hickey, PhD, Acting Provost / Associate Provost / Accreditation Liaison Officer

Richard Menard, Deputy to the Provost / Director, Mission Support

Phil Haun, PhD, Dean, Academic Affairs / Chief Academic Officer

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Kristin Mulready-Stone, PhD, Director, Writing and Teaching Excellence Center

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Shawn Bogdan, Director, Facilities Maintenance

Thomas Bayley, Professor / Chief Diversity and Inclusion Officer

Jaye Panza, Designated Federal Official for NWC/NPS Board of Advisors

James Kraska, LL.M., S.J.D., Chair, Stockton Center for International Law

David Kohlen, PhD, Director, John B. Hattendorf Center for Maritime Historical Research

Thomas Gibbons, EdD, Associate Professor

Al Neff, Professor, College of Distance Education

Timothy Schultz, PhD, Associate Dean of Academics for Electives and Directed Research

Robert Gardner, Associate Director, Maritime Advanced Warfighting School

Joseph McGraw, Professor, Joint Military Operations

David Burbach, PhD, Professor, National Security Affairs

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Michael Bush, EdD, Associate Director, Alumni Affairs

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James Lewis, Deputy Director, Strategic Communications

CDR Gary Ross, USN, Public Affairs Officer

## Institutional Overview

### Institutional Character and Purpose

In this its 135<sup>th</sup> anniversary year, the College holds fast to the belief, first articulated by its Founding President, Rear Admiral Stephen Bleeker Luce, USN 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.*" Vice Admiral Stansfield Turner, USN added focus and specificity to that depiction of the character of the institution when he charged the College to "*Always keep in mind the product which this country . . . needs is military men [and, today, women] 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.*"

The intent of Luce and Turner constitute the strategic tradition and purpose of the Naval War College and are the driving forces of the College's approach to education and research, analysis, and gaming. This strategic tradition is more than rhetoric; it has a very practical and abiding influence in everything that the College does. As the Navy's only graduate professional military education institution, the College provides for career-long educational opportunities related to the mission of the naval service, supports the professional and personal growth of all Sailors, officer, and enlisted. The heart of that system is the College's resident programs, senior- and intermediate-level professional military education, educating career officers from each of the military services as well as senior-level civilians in the federal service and their military counterparts from partner nations around the world. Numbering more than five hundred, these students arrive at the College with considerable experience, ten to twenty years, in the profession of arms or in the national security arena. They have been selected to attend because of their superb performance and demonstrated potential for further service and greater responsibility.

The intermediate- and senior-level courses at the College, which are accredited for master's of arts degrees in defense and strategic studies and in national security and strategic studies, respectively, are not intended to prepare these leaders for a specific follow-on assignment. Rather, these courses prepare them for the challenges of operational and/or strategic level leadership over the remainder of their careers as decision makers and problem solvers. The College's educational programs foster the required mental flexibility and discipline to cope effectively with the intellectual demands of addressing the uncertainty inherent in the issues addressed by those in positions of significant responsibility within the broader national security community in the United States and that of our friends and allies.

Nevertheless, the hard reality is that not every officer has the opportunity to study war in the resident program at Newport. The Naval War College recognized this fact early on and 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. This Order 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 practice continues today in the form of three non-resident, intermediate-level programs that enroll over five thousand officers annually through the College of Distance Education (CDE). Each of these programs, like the resident programs, are accredited by the Chairman, Joint Chiefs of Staff with meeting the statutory and policy requirements for joint professional military education.

To reach junior officers and enlisted Sailors, the College uses distance learning delivered globally by Navy eLearning. Within this framework, the College conducts four distance-learning programs. There are also resident and non-resident courses for flag-level leaders, and a series of focused courses delivered on campus for Navy personnel en route to duties at maritime operations centers around the world. All

together the College has eighteen educational programs, which comprise the Navy's professional military education continuum, and now reach about 320,000 individual registrants.

This extensive educational outreach is possible because of the superb efforts of the College's staff and faculty. As with any professional school, the College's faculty is a mix of practitioners and academics. About forty-two 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. Moreover, each department employs a faculty team-teaching concept across one or two seminars. For these seminar-based programs, the College employs one hundred and seventy-seven faculty members for its five hundred plus resident students resulting in a faculty-to student ratio of less than 1:4.

While professional military education is the principal function of the College, its mission is broader involving research focused on future requirements for the naval service, support to the Navy's operating fleet, and international outreach related to maritime security. To meet these mission requirements, the College has over three hundred and thirty faculty positions and approximately one hundred 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 provide them the resources and environment from which they can continue to excel.

The Naval War College fully embraces the Navy core values of honor, courage, and commitment. We believe truthfulness, clarity, and fairness are fundamental to the accomplishment of the College's mission. We also enumerate in our strategic plan three key values that derive from our unique position of trust within the U.S. Navy. They are academic responsibility, institutional excellence, and internationalist perspective. This self-assessment has been conducted with these values in the forefront.

## **Areas Identified for Special Emphasis**

On May 28, 2015, the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges continued the Naval War College in accreditation and directed the submission of this fifth-year interim report. The Commission requested the College give emphasis to its success in: (1) strengthening the effectiveness of its governing board, with emphasis on the appointment of members to the Board of Advisors and increasing opportunities for the Board to meet on a regular basis; (2) managing financial uncertainty and aligning mission and purposes with available resources; (3) strengthening the role of faculty in institutional governance, and; (4) achieving its goals to increase diversity among faculty. After careful consideration of the matters raised by the Commission, the College took purposeful steps to improve our success in each area. During the last five years, considerable progress has been made as described below.

### **Strengthening the Effectiveness of its Governing Board, with Emphasis on the Appointment of Members to the Board of Advisors and Increasing Opportunities for the Board to Meet on a Regular Basis**

In 2010, the Secretary of Defense created a combined Board of Advisors for the Naval War College and Naval Postgraduate School to “provide independent advice to the Secretary of Defense and the Deputy Secretary of Defense, through the Secretary of the Navy, on matters relating to the Naval Postgraduate School and the Naval War College. These matters include, but are not limited to, organizational management, curricula and methods of instruction, facilities, and other matters of interest.” While this organizational structure leverages the full Board’s expertise across the Navy’s graduate education enterprise, the subcommittee chartered for each institution ensures that the “board has a clear understanding of the institution’s distinctive mission.” Members of the Board must be approved by the Secretary of Defense annually, and are subject to the Federal Advisory Committee Act (FACA) and other laws and policies governing governmental advisory bodies. While the visiting team observed that “there does not appear to be an active, approved charter for the Board,” a current charter has been in place since June 2018.

As noted in the College’s 2014 self-study, two critical challenges had prevented the institution from reaping the full benefits of the talented individuals serving on the Board. First, Federal budget sequestration, and the resulting reductions in funds available for travel, negatively affected the ability of the Board and sub-committees to meet at its required periodicity of once annually for the full committee and once annually for each of the sub-committees. Additionally, the bureaucratic process for initial certification, and annual re-certification, of Board members had become overly extended, forcing postponement or cancellation of some Board meetings. The visiting team documented these challenges in its report to the Commission.

In its reaffirmation letter to the College, the Commission noted: “We are therefore pleased to learn that a review panel established by the Secretary of the Navy is in the ‘final stretch’ of streamlining the solicitation and nomination process for the Naval Postgraduate School and Naval War College Board of Advisors.” The College is pleased to inform the Commission that since 2015, as anticipated, both of these challenges have been overcome. The College has successfully recruited and seated a number of highly qualified members while increasing overall diversity on the panel. The Board of Advisors and associated sub-committees have met regularly in accordance with its approved charter.

Of particular note, and in keeping with the requirement to establish and maintain “appropriate and productive channels of communication among its members and with the institutional community,” the Board has been very effective in sustaining substantive discussions between the institution, the Board, and

the senior leadership of the Department of the Navy. The current Secretary of the Navy, Undersecretary of the Navy, and Chief of Naval Operations have all have met with the Board during their annual meetings.

Additionally, the second external governing body that the College is responsible to, the Advanced Education Review Board (AERB), has continued to meet on a semi-annual basis. Included among the AERB's assigned duties is the responsibility to ensure that resource investments are in keeping with Navy's strategies. As will be explained in the following section, the AERB, under the auspices of the Vice Chief of Naval Operations, enacted a significant and positive policy that will help ensure the financial stability of the institution moving forward.

More recently, under the auspices of the Undersecretary, in April 2018 the Department undertook an "Education for Seapower" study to review "how the Navy can upgrade its education methods in order to maintain a competitive edge at a time when adversaries are increasing their technical know-how." The College has been, and remains, a fully involved partner in this process. While the final report and associated Secretary of the Navy implementation memorandum were released in February 2019, the contours of the mandated organizational changes, such as the creation of a Chief Learning Officer for Naval Education, the development of a Naval University System, and the creation of a Naval Community College are not yet fully understood. Significantly, in June the Secretary of the Navy stated that no change to the Board of Advisors was anticipated.

### **Managing Financial Uncertainty and Aligning Mission and Purposes with Available Resources**

The most persistent challenge still facing the Naval War College is the mismatch between mission and resources. The College consistently has been asked to take on additional tasks beyond its traditional professional military education by Chief of Naval Operations and other senior leaders, often with a promise of resources later in the Program Objective Memorandum cycle. As a military institution, subject to the orders of its military superiors, the College has a limited ability to turn down such requests. Additionally, while some resources have been forthcoming, they have never fully-funded the additional tasks. As a result, the College has been forced to take internal efficiencies and assume risk in other, previously funded missions that continue to have a demand signal. Of note, in January 2019 the Chief of Naval Operations approved the reassignment of two organizations (Naval Leadership and Ethics Center and the Senior Enlisted Academy – both non-degree programs) aligned with the Naval War College to the Naval Education and Training Command.

As the Commission noted at the time of its 2015 reaffirmation letter, it was a "challenging environment for the United States military, in general." That fiscal environment, while having experienced some vicissitudes over the last five years, remains largely the same as evidenced by the current public political discourse and the extended government shutdown starting in late 2018. As noted above, the "Education for Seapower" study has concluded. One decision from the Secretary, was to fully resource the educational institutions, including the Naval War College, for at least the next two years. This would have resulted in a cash infusion, on the order of \$7.5 million, being received before 30 September 2019 with a second, similar infusion next year. Fiscal challenges at the Department of the Navy-level have reduced the anticipated plus-up for this fiscal year to about \$3.7 million, the first installment of \$800,000 was received at the end of June, although the College remains optimistic for next year. While internal adjustments have been difficult for those involved, the College has not achieved the required balance at the expense of the quality of the core academic program. Indeed some 83% of the College's total budget is devoted to the "intellectual capital" supporting our degree programs.

We are also at the limits of what the physical infrastructure can support in terms of education and gaming, particularly following the loss of the Brett Hall academic building. This facility had been vacated by another command and had helped alleviate some of the space pressures the College was facing. With

the return of that command, the Navy's Chaplain School, to Newport, the College must relinquish that building. While, as discussed in the 2014 Self Study, the College had hopes of a major military construction project, P479, current fiscal realities make that aspiration unrealistic. However, the physical resources picture is not entirely bleak as the College has experienced some positive movement during the last five years.

First, the P103 Hewitt Hall Learning Commons project to renovate and expand the Eccles Library, described in the 2014 Self Study and visiting team report, was completed in the summer of 2016. This success has provided the College with a state-of-the-art collaborative workspace for students and faculty alike and has served as the model for other Department of Defense educational institutions. Next, while the construction of P479 will not be realized, the College has been successful in obtaining \$7.5M in funding to rehabilitate Sims Hall. The improvements to this large facility, once targeted for demolition, will provide critically needed space for the expansion of wargaming and emergent programs. Finally, as noted above, in October 2017 the Vice Chief of Naval Operations promulgated a major Navy funding agreement.

Known as the "Flagship Institution Agreement," this document codifies ongoing financial levels of support for facilities at three key Navy educational institutions including the Naval War College. As a hundred-plus year-old institution comprised of several historical buildings, maintaining the physical plant to modern standards had been difficult. As discussed in the 2014 Self Study, an annual \$2 million shortfall in sustainment, restoration, and modernization funding had been identified. In the two years prior to enactment, NWC sustainment (ST) funding had been provided at 54% of Office of the Secretary of Defense Facilities Sustainment Model. The Flagship agreement sets the minimum ST funding at 80% of the stated requirement. Additionally, during 2015-2018 the College had received only \$503K in restoration and modernization (RM) funding. As implemented, the Flagship agreement will provide \$7.5 million in RM funding in each odd-numbered fiscal year starting this year (FY 2019). These funds are separate from the anticipated "Education for Seapower" plus-up noted earlier in this section.

As a federal institution, the College cannot directly solicit outside donations for equipment, programs, buildings etc. as could a normal civilian institution. Additionally, given our assigned mission, the College receives relatively little reimbursable money from external organizations (\$15M in the last five years). However, the institution does receive significant support from an external partner. The Naval War College Foundation provides about 8 percent of the College's discretionary income each year. This significant annual contribution, totaling more than \$8.66M over the last five years, funds a number of items that we simply cannot internally resource given fiscal constraints. This includes a significant contribution towards faculty development efforts as well as conference support, funding of endowed chairs, as well as numerous outreach programs. Of particular note, in June it was announced that the Foundation had been awarded a grant of \$9.75 million for direct support to College initiatives. This grant is expected to be received in September of this year.

### **Strengthening the Role of Faculty in Institutional Governance**

Admittedly, the Naval War College initially presents a somewhat unconventional working environment for new civilian academic professionals who have no prior experience with the military. On the one hand, the College is a graduate degree granting academic institution; on the other hand, it is a military command led by a senior Naval officer. As a result, the role of faculty in shared governance might be seen as more limited than at other academic institutions. This first impression, however, masks the critical and enduring role faculty play in the leadership and management of the institution.

As outlined in the 2014 Self Study, faculty, serving in positions of leadership, constitute the majority of the executive team and most remain active as scholars and educators. Department Chairs are active participants in academic policy-making and serve as conduits for the opinions and concerns of their



fellow faculty members. In its reaffirmation letter to the College, the Commission “note[d] with favor that faculty have full control over academics at NWC and that academic freedom and faculty expression are ‘embraced fully’ by the College.” This remains the case. In fact, since his arrival in January 2015, the current Provost, himself a former long-term college president, has spearheaded an effort to “normalize” civilian academic life at the College. This effort has been embraced as a major line of effort by the last two War College presidents.

As noted by the visiting team, early efforts included the creation of an “unofficial” faculty advisory group that continues to meet with senior leadership on a monthly basis. Of note, while respective department chairs or deans selected the first faculty group, in subsequent years new members have been chosen by the off-going faculty. Since the reaccreditation visit, the College is pleased to report on a number of initiatives that have served to strengthen the role of our faculty in institutional governance.

Following the dedicated and detailed work of two faculty committees, in 2016 new College policies on faculty awards for excellence (teaching, scholarship, and service) and on faculty promotions were adopted. In both cases, rank-and-file faculty own these processes providing recommendations to senior leadership for review and approval. For the faculty awards, a College first, this ownership includes the nomination process of those deemed most deserving by their peers. In 2017, the College took a major step by instituting tenure for the first time. This, too, is a faculty-owned process and the College-wide Faculty Promotion Committee became the College-wide Faculty Promotion and Tenure Committee.

In early 2018, a faculty committee developed an updated, transparent, and repeatable policy on civilian faculty recruitment and selection. Long an established fixture at the College, faculty committees have, and continue, to lead the recruitment, selection, and nominate candidates for new hires to the faculty.

Finally, the commission noted in its reaccreditation letter that “a committee has been formed to explore the establishment of a faculty senate.” After much internal deliberation, the College is pleased to report that the Naval War College Advisory Faculty Senate became a reality in January 2019. This twenty-one member panel, currently chaired by one of the College’s five “University Professors,” is a carefully designed blend of scholars, practitioners, and military faculty to ensure all faculty constituencies are represented and their concerns heard. It contains both ethnic (two members) and gender (seven members) diversity. While much of the Senate’s early efforts have been focused on the development of the group’s “rules and norms,” the Senate was asked by the President to advise him on equitable promotion criteria for non-tenure track faculty. In total, the efforts of the last five years have served to ensure that “Faculty have a substantive voice in matters of educational programs, faculty personnel, and other aspects of institutional policy that relate to their areas of responsibility and expertise.”

### **Achieving its Goals to Increase Diversity Among Faculty**

As noted in its 2015 reaffirmation letter, the Commission “appreciates that NWC values diversity among its faculty and staff, as evidenced by its acknowledgment that diversity is not only ‘imperative to the function of military operations,’ but is also a ‘critical element’ in the generation of ideas and plans.” The Commission also recognized that “the College faces challenges in achieving its diversity goals, including financial constraints and a ‘limited pool of applicants.’” The institution has continued to focus significant attention to the issue of diversity and is pleased to report that it has experienced a growth in gender diversity during the last five years. As reported in its 2014 Self Study, for Academic Year 2014-15 10.3% of fulltime faculty were female. Today, that number stands at 17%. The College has also made strides in the area of ethnic diversity, successfully hiring one African-American, three Asian and one individual claiming “two or more categories” as new faculty of both genders. These gains are, however, difficult to fully quantify as they rely on an individual self-reporting as a minority.

Upon assumption of his duties, the previous President ordered a review of all faculty compensation to explore whether gender inequities existed. Once complete, the study revealed that the salaries of eight female faculty (out of twenty-two at that time) were out of alignment with comparable male faculty by an average of 12%. Those salaries were immediately adjusted an average of \$5,000 (range of increases was \$2,000 to \$9,600). A subsequent annual review of compensation indicated a Director was receiving approximately \$20,000 less than her male counterparts and this was immediately corrected.

As a professional military education institution, the Naval War College's core curriculum is a carefully crafted blend of traditional liberal academic and professional military topics. To successfully achieve its primary assigned mission, "to educate and develop future leaders," the College requires a broad array of talent. In short, the term "diversity" has many meanings at the College. For the assigned military faculty, which comprise about forty-two percent of the core teaching cadre, diversity is needed across military Service, warfare community, operational and combat experience, as well as gender and ethnicity. Of note, while the College does not formally recruit and select its military faculty, it does negotiate, when possible, with the personnel branch of each of the Services. If a candidate is deemed unqualified, the College may disapprove a military faculty member's appointment. As noted by the visiting team, the College "must rely on the military to have diversity for the NWC to be one of the considerations it employs in sending officers to the faculty." As a result, while the military faculty has attained most of the desired diverse attributes outlined, it falls short in the area of gender (6.25% female), a common challenge in American Professional Military Education overall.

For the civilian academics, the College fully controls the composition of the faculty body. This portion of the faculty is comprised of a mix of traditional academics, retired military officers with terminal degrees, and retired military officers and others (such as retired State Department ambassadors) hired for their significant practical experience. As noted in the Self Study and visiting team report, the College, although it holds direct hire authority, as a matter of policy recruits through nationwide searches using faculty committees. As explained above in the section on Faculty Governance, a faculty committee led the effort to produce a policy on civilian faculty hires. Germane to this discussion, this policy document reaffirmed the need to advertise widely in diversity journals and mandated that each hiring committee have diverse representation to ensure equity in the selection process and to embrace the widest range of perspectives.

This focused attention on a faculty-led hiring process has resulted "in a variety of academic and professional backgrounds, training and experience." The College has done well in attracting highly qualified scholars and practitioners with the diverse academic disciplines, educational pedigrees, and practitioner skills required to effectively deliver our blended program. However, the College's location and the relatively limited pool of diverse applicants, mentioned in both the 2014 Self Study and the visiting team report, has made the recruitment and hiring of gender and ethnically diverse faculty an ongoing challenge. Additionally, federal laws prohibit using such attributes explicitly as part of the selection process or to "tip the scales" in favor of any given applicant. Once the application window has closed, only merit-based principles may be used during the screening and hiring decision-making process.

In 2015 the visiting team correctly reported that, "After observing the USNWC leadership and faculty...it was obvious that the USNWC is almost all white and male. There is little diversity in the top leadership." Advances have also been made in the area of senior leadership. While having recently departed as the result of a normal military rotation, between 2016-19 the Vice President, a senior Naval officer, was a woman. In 2017 the College appointed its first female academic Dean, while in January 2019 the College promoted a racially diverse candidate to the position of Associate Provost. These individuals have brought much needed diversity to the relatively small senior leadership team. Additionally, the visiting team reported that only one African-American and three females held leadership position at the program level. Today, ethnically diverse individuals head three programs, while female faculty head five.

Finally, on June 14, 2019, Secretary of the Navy Richard Spencer announced that the next President of the Naval War College would be Rear Admiral Shoshana Chatfield, USN – the institutions first female President and the first to hold an earned terminal degree in more than twenty years.

Two other examples demonstrate the College’s continuing efforts to address “its own goals for the achievement of diversity among its faculty and academic staff.” First, in early 2016, the College created and filled the position of Chief Diversity and Inclusion Officer (CDIO). This individual, a full-time faculty member, reports directly to, and meets routinely with, the College President. Next, gender diversity has been greatly expanded for those individuals holding endowed chairs. In 2015, men held all chairs; today, women hold 45% (five of eleven). While overall diversity remains high, and gender diversity in particular has improved, challenges remain as the College moves forward with its diversity goals.

## Mission and Purposes

Since the NEASC on-site visit in 2014, the overall mission of the United States Naval War College has evolved. As the College has grown, its missions have been expanded and updated to better reflect the College's current functions, serving the Fleet, the Department of the Navy, the Department of Defense, and nation. The College's new supporting missions are a better indicator of what is accomplished at the College. As highlighted on the College's website, the primary mission "will always be to educate and develop future leaders through the development of strategic perspective, critical thinking, and enhancing the capability to advise senior leaders and policy-makers." Other lasting missions include "helping to define the future Navy and its roles and missions," "supporting combat readiness," and "strengthening global maritime partnerships."

The three expanded supporting missions reflect the emphasis the Chief of Naval Operations (CNO) is placing on leader development in his guiding document, *A Design for Maintaining Maritime Superiority*. These supporting missions are "Promoting ethics and leadership throughout the force," "Contributing knowledge to shape effective decisions through the expertise in our John B. Hattendorf Center for Maritime Historical Research," and "Providing expertise to the international law community and contributing to the development of international law through the Stockton Center for International Law. These missions are outlined in the College's Strategic Plan as well as in its "Annual Review 2017-2018."

The mission areas of the College are further explicated below:

**1. Educate and Develop Future Leaders:** The College shall provide current, rigorous, and relevant Professional Military Education (PME) programs supporting the Navy's PME Continuum. These PME programs must meet the standards required in law and policy and be accessible to the maximum number of qualified U.S. officers and enlisted personnel, civilian employees of the U.S. Government, and international officers and senior enlisted leaders. The education should foster an active and growing community linked by PME that furthers global maritime security. The desired effect is a career continuum of PME including leadership development and professional ethics that produces leaders with character. These leaders have trust and confidence in each other and are operationally- and strategically-minded critical thinkers who are proficient in naval, maritime, and joint matters—skilled Naval and Joint Warfighters prepared to meet the operational-level-of-war and strategic challenges of today and tomorrow.

**2. Help to Define the Future Navy and Its Roles and Missions:** The College conducts research, analysis, and gaming to support the requirements of the Secretary of the Navy, the Chief of Naval Operations, the Combatant Commanders, the Navy Component Commanders, the Navy's numbered Fleet Commanders, other Navy and Marine Corps Commanders, the U.S. Intelligence Community, and other departments and agencies of the U.S. Government. In support of this mission, the College hosted two "Breaking the Mold" workshops in 2018 for senior military and civilian leaders from across the Navy to generate novel ideas that "break the mold of conventional thinking."

**3. Support Combat Readiness:** The College conducts operational-level-of-war education, leadership and professional ethics education and training, and assessment activities to support the ability of the Navy's Joint Force Maritime Component Commanders and Navy Component Commanders to function effectively as operational commanders. This effort includes supporting the needs of Joint Force Commanders, Navy Component Commanders, and the Navy's numbered Fleet Commanders for operational planning, analysis, assessment, and wargaming to respond to emerging operational requirements.

**4. Strengthen Global Maritime Partnerships:** The College brings together Flag, senior, and intermediate-level naval leaders from other countries to develop them for high command in their navies and

cost guards; promote an open exchange of views between international-security professionals, which encourages friendship and cooperation and builds trust and confidence; and study operational-planning methods and common maritime security challenges. The College develops research and gaming collaboration with its sister institutions in other navies and works to improve the general level of maritime research and analysis. The International Seapower Symposium, hosted by the Chief of Naval Operations, brings naval leaders from across the world to the College every other year and was hosted in 2016 and 2018. Additionally, the College hosts approximately 110 international students each academic year.

**5. Promote Ethics and Leadership throughout the Force:** Leader development rests on the twin prongs of competence and character. Effective leaders work from a foundation of humility, embracing the Navy's core values of honor, courage, and commitment. Behaving with integrity, accountability, initiative, and toughness, leaders commit to improving the character of themselves and their teams. As the Chief of Naval Operations' Executive Agent for Leadership and Ethics, the College helps the Navy to strengthen the ability of its leaders to always behave consistently with our core values, throughout their careers. The College stood up the College of Leadership and Ethics (CLE) in April 2018 to oversee the leadership and ethics programs. CLE also oversees Flag officer development and the Navy's Leader Development framework.

**6. Contribute Knowledge to Shape Effective Decisions through the expertise of the John B. Hattendorf Center for Maritime Historical Research:** The College holds the unique mission of educating service professionals about concepts of sea power and the military policy of the United States. Since the earliest lectures delivered at the College in the 1880s, Rear Admiral Stephen B. Luce argued, "Naval strategy adopts some of its most important measures during peace." As Luce intended, the Maritime History Center performs the task of conducting original historical research of interest to contemporary practitioners, strategic thinkers, and the American public to inform the future military policy of the United States into the 21st century and beyond. The John B. Hattendorf Center for Maritime Historical Research was established in August 2017. The Center coordinates the historically focused functions and related activities at the College. For example, the Center sponsors the Jutland Program that exploits war gaming techniques from the institutional history of the Naval War College to educate contemporary practitioners on historic war gaming floors. Additionally, the Center recently hosted the Victory at Sea Conference in March 2019 marking the end of US involvement in the First World War.

**7. Provide Expertise and Advice to the International Legal Community through the Stockton Center for the Study of International Law:** The Stockton Center provides original research, analysis, teaching, and engagement with the global international law community; contributes to the education and training of Navy leadership; and supports the conduct of naval, joint, interagency, and combined operations in accordance with international law. The Center also studies the international law of the sea, the law of armed conflict, aerospace and cyberspace law, international organizations, human rights, and other aspects of law. The Center conducts Annual workshops with Harvard Law School, the International Committee of the Red Cross, the International Maritime Organization's International Maritime Law Institute and the Command and Staff College of the Japan Maritime Self Defense Force. The Center also played a key role in the publication of Tallinn Manual 2.0 on the International Law Applicable to Cyber Operations (Cambridge University Press).

## **Planning and Evaluation**

### **Planning**

The College has a proven strategic planning system that systematically provides direction through a unifying vision, a set of institutional values, and a set of clearly defined goals. The strategic planning process benefits from a robust system of continuous evaluation, from a wide range of internal and external sources, from systematic planning at nearly every level, and from the implementation of annual objectives

as articulated by the President. Personnel throughout the College are provided opportunities to review and comment on the draft strategic plan, and the supporting draft objectives that are crafted annually. In 2017 the College released the latest version of the strategic plan ... *Strategic Plan 2017-2021*. It highlights goals for both the near term and extending across multiple years. The plan highlights the President's priorities to operationalize, navalize, futurize, and internationalize operations in the future.

The long-term planning remains focused at least five to seven years in the future and coincides with the planning horizon for the federal budgeting system. As each academic year ends, the College is completing its formal assessments in preparation for both the near- and far-term planning processes. That data supports a formal self-assessment on the status of the mission objectives and the objectives supporting the goals of the strategic plan. After gauging progress, College leadership formulates the budget submission for future years in alignment with the College's plans and priorities. Typically, each strategic plan contains the College's mission, vision, guiding principles, and strategic goals. The strategic goals are areas identified requiring action and resources.

## **Evaluation**

The evaluation process continuously seeks to assess the College's achievement of its mission; analyze the information collected through its assessment programs; and, apply the insights from this analysis to the planning processes to achieve improved results. The College's assessment process uses both internal and external sources to evaluate achievement of its mission, with particular emphasis on educational objectives. Participants in this process include all students and faculty, alumni, the mission support staff, the Board of Advisors, recognized experts in relevant fields of study, and users of College facilities and products.

The College practices a two-tiered form of internal evaluation. Academic departments, mission support organizations, and single or special event coordinators are responsible for ascertaining the effectiveness of their activities. They do so through a variety of means, chiefly quantitative, 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 data and then assesses it to gauge the overall effectiveness of the College's educational and co-curricular programs. This data, collected through formal and informal means, is analyzed and provided to the collective academic leadership.

This mode of evaluation spreads the 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. By endeavoring to function as a learning organization, the College seeks to further integrate assessment and improvement into its routine business. Together, the data from these sources provide a comprehensive view of the College's effectiveness in achieving its mission, functions, and tasks.

As both a Navy command and a federal institution, the College undergoes regular routine scrutiny (monthly, quarterly, semiannually, and annually) of many activities supporting the academic mission and periodically more comprehensive reviews that carefully examine the manner in which it performs its mission, especially its educational responsibilities. The College has been the subject of several external reviews. In 2015, NWC completed two self-assessments and published two respective self-studies for the Chairman of the Joint Chiefs of Staff (CJCS) accreditation for Joint Professional Military Education, Phases I and II which are analogous to specialized accreditations common in civilian academia. The Department of the Navy's Human Research Protection Program (DON HRPP) Office recently completed an on-site assessment of the College's Institutional Review Board Process. Earlier this year, the Government

Accountability Office (GAO) sent a three-person team to the College to look at Joint Professional Military Education and Professional Military Education. The results of this examination are pending.

### **Organization and Governance**

The President of the College is accountable for all operations and is responsible for education and research, analysis and gaming activities that contribute to its mission accomplishment. Normally a rear admiral, the President exercises oversight across all elements of the College, subject to broad policy guidance from the Chief of Naval Operations. The President also maintains professional contacts with the fleet and military and civilian institutions of higher learning in the United States and around the world. The selection of the Provost, deans, department chairs, directors and other key personnel is at the discretion of the President, as outlined in the faculty handbook.

The President of the College is assisted in his/her governance by an executive leadership team consisting of the Provost, Vice President/Chief of Staff, Dean of Academics, Dean of the Center for Naval Warfare Studies, Dean of the College of Maritime Operational Warfare, Dean of the College of Leadership and Ethics, Dean of International Programs, and Dean of the College of Distance Education who are responsible to him for their respective functions and supporting tasks. The expanded management group includes two Associate Provosts, the Dean of Students, department chairs and college directors, assistant deans, division heads, and special advisors to the president. The Provost is the chief operating officer of the College. As such, the Provost is responsible to the President for the effective and efficient functioning of the College.

As the chief operating officer, the Provost is also responsible to the President to ensure that the College accomplishes its mission, functions, and supporting tasks. Because of this – and in order to link the College’s operations that support its mission accomplishment with its financial resource management processes – the Provost exercises oversight of the preparation of the College’s annual budget as well as its participation in the Department of Defense Planning, Programming, Budgeting and Execution (PPBES) process.

The Provost also performs the duties normally associated with a Dean of Faculty. The Provost acts as the executive agent for the President in educational matters. The Dean of Academics, working through the Provost, is responsible to the President for the establishment and maintenance of academic policy, standards and procedures, and three of the core academic departments.

The Dean of Academics directs and coordinates the Professional Military Education programs of the College. 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. The Dean of the Center for Naval Warfare Studies oversees the efforts of a full-time, government-funded research, analysis and gaming faculty and staff organized into three departments: Strategic and Operational Research, War Gaming, and the Naval War College Press. The Center also provides a direct interface coordination with the Office of Naval Intelligence (ONI) detachment at the College. The Dean of the College of Maritime Operational Warfare (CMOW) directs and coordinates efforts in the operational-level educational programs including Joint/Combined Force Maritime Component Commander (JFMCC/CFMCC) courses, Maritime Operational Planners Course (MOPC), Maritime Staff Operators Course (MSOC), the Executive Level Operational Level of War Course (ELOC), and the Assess and Assist Team (AAT). The Dean of the College of Leadership and Ethics (CLE) is responsible for the Leadership in the Profession of Arms (LPA) core course, leadership and ethics elective areas of study, and the Navy’s Senior Leader Development Concentration (NSLDC), a specialized elective track for selected students. The Dean of CLE also coordinates the Flag Leader Development program, to include the Two- and Three-Star leader development courses, the Intermediate Flag Executive (IFLEX)

and Advanced Flag Executive (AFLEX) courses respectively. The Dean of the College of Distance Education (CDE) directs and coordinates the non-resident programs including the Fleet Seminar Program, the NWC program at the Naval Postgraduate School, and the Web-Enabled program.

The College has a Board of Advisors (BOA) established by the Secretary of the Navy; it advises and assists the President. Over the past five years, the BOA has become an active force in supporting many initiatives to help the College. For example, the BOA played an important role in soliciting flagship institution status for NWC, NPS and USNA. Unlike the governing board at a civilian institution, however, this board is not ultimately responsible for College quality and integrity, nor does it hold either property or assets. The Board, under the provisions of the Federal Advisory Committee Act (FACA) of 1972, as amended, provides the Secretary of the Navy – through the Chief of Naval Operations and the Presidents of the United States Naval Postgraduate School and United States Naval War College – independent advice and recommendations on matters pertaining to the educational, doctrinal, and research policies and activities of both institutions. BOA members meet twice each year once in Newport and again in the metropolitan Washington DC area. The President keeps the members informed on a regular basis through the designated federal officials assigned to the College. The Secretary of the Navy and the Chief of Naval Operations routinely meet with BOA members and solicit their feedback on a number of issues.

### **The Academic Program**

The U.S. Naval War College academic program is graduate-level education taught by seasoned, professional educators and practitioners. It consists of two Masters of Arts Degree programs: the senior-level College of Naval Warfare (CNW); and the intermediate-level College of Naval Command and Staff (CNCS). Each is comprised of a core curriculum of four courses plus three electives. The College of Distance Education uses relevant curricula, and relevant advanced delivery methodologies, to parallel the resident Intermediate-level College of Naval Command and Staff.

The Strategy and Policy, National Security Decision Making, and Joint Military Operations core courses in the CNW are taught in thirteen-week trimesters, each worth eight credit hours. In the CNCS, the Strategy and War, Theater Security Decision Making, and Joint Maritime Operations core courses also taught in thirteen-week trimesters are worth eight credit hours. Each of the three electives is currently worth two credit hours and the Leadership in the Profession of Arms (LPA) core course is worth one credit hour. During AY 2018-19 the LPA core course was taught, on average, once per month. However, based on detailed feedback from both students and faculty, changes are being formulated for the coming academic year.

The CNW is designed for mid-career officers (pay grade 0-5 or 0-6) and U.S. government civilians and grants an M.A. in National Security and Strategic Studies to students in good standing. The CNCS currently grants a M.A. in Defense and Strategic Studies to earlier career officers (0-4) and civilians who complete the course in good standing.

### **Core Curriculum**

The College has four core teaching departments: Strategy and Policy, National Security Affairs, Joint Military Operations, and the College of Leadership and Ethics, each with separate faculty. The first three each teach one intermediate course and one senior course per year, while Leadership and Ethics teaches both student levels throughout the year.



## **Strategy and Policy Department**

The Strategy and Policy (S&P) curricula teaches students to think strategically and prepares them for positions of senior leadership. Strategy is the relationship between war's purpose, objective, and means. The courses are designed to sharpen the students' ability to assess how alternative strategic courses of action achieve broad, national-level objectives. Students will think in a disciplined, critical, and original manner about the international strategic environment, about a range of potential strategies, and about the strategic effects of joint, interagency, and multinational operations.

## **Joint Military Operations Department**

The Joint Military Operations (JMO) curricula focuses on Joint warfighting at the theater-strategic and operational levels of war. The JMO course prepares future military and civilian leaders for high-level policy, command, and staff positions requiring Joint planning expertise, and Joint warfighting skills. It emphasizes the theory and practice of operational art in terms of maritime and Joint Forces. JMO students will learn to apply operational art, the Joint operational planning process, and critical thinking skills in a seminar environment to employ Joint Forces to achieve a broad array of objectives. Extensive faculty and student interaction fosters professional attitudes and perspectives essential to successful military operations.

## **National Security Affairs Department**

The National Security Affairs (NSA) curricula educates students in effective decision making and leadership on security issues, particularly those involving force selection and planning challenges within national and theater resource constraints. The curricula also focuses on national defense and military strategic concepts.

## **College of Leadership and Ethics**

The College of Leadership and Ethics focuses on leadership and ethics topics throughout the year. Students meet in seminar approximately once each month. During the course of the academic year, all students will build a leader development plan.

## **Students**

Prior to June's graduation, there were 521 resident students enrolled in the senior- and intermediate-level courses. Students in the senior-level are Lieutenant Colonels, Colonels, Commanders, and Captains, from all Services and invited countries, with approximately 16 to 18 years of commissioned service along with government civilians. Students in the intermediate-level are Lieutenant Commanders, senior Lieutenants, and Majors, with approximately 8-12 years of commissioned service and civilians from various government agencies.

Every academic year, selected departments and agencies are invited to nominate civilian applicants in the grades of GS-14/15 or equivalent for admission to the College of Naval Warfare and civilian applicants in the grade of GS-13 or equivalent for admission to the College of Naval Command and Staff.

## **Senior-Level Course**

The Senior-Level Course (SLC) is comprised of the College of Naval Warfare (CNW) and the international students of the Naval Command College (NCC). Currently, the senior-level course is composed of 213 students (172 degree-seeking). Military officers, including international officers, comprise 88% of the class (22% U.S. Navy) and the federal civilian community comprises 12%.

International military officers comprise 24% of the class. The student to faculty ratio of the SLC is approximately 3.5:1.

### **Intermediate-Level Course**

The Intermediate-Level Course (ILC) consists of students of the College of Naval Command and Staff (CNC&S) and the international students of the Naval Staff College (NSC). The intermediate-level course is composed of 308 students (259 degree-seeking). Military officers, including international officers, comprise 95% of the class (38% US Navy) and federal civilians comprise 5% of the class. International military officers comprise 19% of the class. The student to faculty ratio for the ILC is approximately 4.0:1.

This academic year the 110 international officers represent fifty-one different countries from every region of the world. Of particular note, for the last two academic years, and a first for the College, carefully screened international officers have competed for the College's two graduate degrees.

### **College of Distance Education**

The student body of the College of Distance Education (CDE) is comprised of members of all the military services as well as many federal government agencies in the Graduate Degree Program and the other non-degree granting programs. For AY 2018-19 there were 4863 students; 3404 were U.S. Navy officers. The College of Distance Education also has a significant number of Congressional Staff (87) students and civilian Executive Department Staff (227) students.

The Naval War College offers an array of tailored programs to meet the requirements and circumstances of its non-resident student population in the Fleet Seminar, NWC-at-NPS, and Web-enabled programs. The CDROM-based program is being discontinued this academic year as most students now have persistent internet access. The College of Distance Education fulfills all requirements for the CNCS with JPME I.

The respective student bodies continue to be one of the strengths of the College's academic programs. These are professional military officers or federal civilians, most with more than a decade of experience, often in highly stressful, combat conditions. They are mature, proven leaders who have not just succeeded but excelled. They are steeped in professional knowledge, leavened by experience. Their discipline and dedication leads them to exert a complete effort toward their studies.

Student services at the Naval War College for U.S. and international resident students and distance students are outstanding. The new Learning Commons houses the library, the Information Resources Department Help Desk, a café, the Writing and Teaching Excellence Center, and numerous student carrels, collaborative workspaces, and classrooms. The College and community offer a range of recreational activities, and a wide variety of social, athletic, and cultural activities are available as well as limited on-site medical services. Orientation and guidance are thorough, and participation in the evaluation and maintenance of these programs is extensive. The welfare of students is a priority, and their problems and concerns are addressed through established processes.

### **Teaching, Learning, and Scholarship**

#### **Faculty and Academic Staff**

One of the enduring strengths of the Naval War College is its faculty. The College seeks to recruit, develop, and retain faculty members that are best suited to the College's mission, functions, and tasks. The

mission requires the College's faculty to design and deliver a number of short, non-credit, professional courses in addition to its two graduate-degree programs; the College's approach is to organize the faculty accordingly. The graduate-level courses are taught principally by a dedicated faculty under the Dean of Academics and the Dean of Leadership and Ethics. The non-credit courses are the responsibility of the Dean of the College of Maritime Operational Warfare and the Dean of the College of Distance Education. As a professional military education institution, however, the NWC differs from most other institutions of higher education in several respects.

Internally, the College is structured along the lines of a military organization. Additionally, as an institution focused on professional military education, the faculty is composed of a number of experienced professionals or practitioners (active duty and retired military and national security professionals) and more traditional civilian academics.

## **Faculty Profile**

Civilian professors, U.S. and international military officers, and representatives from selected U.S. Government departments and agencies constitute the faculty. As all civilian professors are hired under U.S. Code Title 10 authorities, they are collectively referred to as "faculty." However, day-to-day, civilian professors are engaged in a wide variety of pursuits such as teaching in accredited programs, teaching in non-accredited certificate type programs, research and analysis, and wargaming on the basis of their primary assigned responsibility.

The faculty teaching accredited programs is largely located in the three major core academic departments (Strategy and Policy (S&P), National Security Affairs (NSA), and Joint Military Operations (JMO)), the Maritime Advanced Warfighting School (MAWS), and the College of Leadership and Ethics (CLE). As of 1 March 2019, the combined faculty of these five organizations consisted of 74 military officers and 103 civilians. Broken down, S&P has 21 military and 22 civilians, NSA has 13 military and 28 civilians, JMO has 29 military and 19 civilians, MAWS has 4 military and 4 civilians, CLE has 7 military and 13 civilians, while 4 civilians from the Center for Naval Warfare Studies assist in teaching the core program.

The College of Distance Education (CDE) has 44 civilian faculty members in residence at Newport who administer and teach the College's non-resident intermediate-level programs. CDE also has 18 faculty located at the Naval Postgraduate School in Monterey, CA and one faculty member located in Washington, DC. Additionally, CDE currently has 56 adjunct faculty members in the Fleet Seminar Program teaching at 19 Additional Instructional Locations (AILs) across the country. In the non-degree Web-enabled Program there are 48 adjunct faculty who normally teach the annual cohorts. Some adjunct faculty members are employed in more than one program.

The Center for Naval Warfare Studies (CNWS) includes 23 officers and 45 civilian faculty members. While the primary duties of CNWS faculty involve research, analysis, and wargaming, many teach elective courses in the master's degree program.

The College of Maritime Operational Warfare (CMOW) has 13 military officers and 35 civilian professors. The majority of the teaching load in CMOW is in a series of short, non-accredited professional programs that are provided in direct support of ongoing Department of the Navy maritime operations. As is the case with CNWS, a number of CMOW faculty members are also active participants in the Electives Program.

## **Recruitment, Advancement, and Terms of Employment**

The Human Resources (HR) department provides counselling and career guidance and support to our civilian personnel. The department maintains a list of NWC employment opportunities, and offers information on civilian careers within other areas of the Navy. The department also hosts health fairs and provides educational opportunities throughout the year to improve skills within civilian personnel team. For example, the HR department sponsors classes to improve skills using Excel and other software packages. The Military Personnel Office provides similar personnel support and oversees the active duty military personnel assigned to the College.

While granted the authority under U.S. Code Title 10 to make direct faculty hires, as a matter of policy and procedure, the College routinely undertakes advertised national searches to fill civilian faculty positions. These searches are consistent with the norms of the academic units and they place advertisements in the newsletters, job circulars, and websites of the pertinent academic disciplines (especially history, political science, international relations, and area studies), in *The Chronicle of Higher Education*, *Affirmative Action Register*, *American Association of Hispanics in Higher Education*, *Tribal Council Journal*, *Journal of Blacks in Higher Education*, *Women in International Security*, and occasionally in newspapers and non-academic journals with intellectually oriented readerships.

The salaries and benefit packages offered by the College are consistent with the Secretary of the Navy's Faculty Schedule and have been competitive in the past. Through a series of four compensations reviews, the President undertook an effort to ensure equality of salary across gender, academic skill set, and academic rank. The College has continued to attract superb scholars and teachers or researchers who contribute fully to the College's mission and help to sustain our standard of academic excellence.

Military faculty members are ordered into the College by their parent Service. The Director of the Joint Staff and the Directors of the Service Personnel Departments signed a Memorandum of Understanding outlining the qualifications expected of military faculty members. Quality is ensured by adhering to those minimum professional standards for military faculty, reviewing the records of officers nominated for faculty positions, and by actively "observing and recruiting" from the student body. Some officers are turned down for assignment as faculty based on this review process.

## **Professional Development, Research, and Scholarship**

Scholarship remains vital to the rigor, relevancy, currency, and quality of the College's academic programs as an important, supporting academic responsibility. Professional development opportunities are available to every faculty member. Fortunately, the Naval War College Foundation has provided additional funding to support faculty development when funding was not available from the federal government. Across funding sources, the College has been able to provide approximately \$450,000 of faculty development over each of the last four years (approximately \$1,500 per faculty member). Because military faculty only serve for a relatively short period, normally 2-3 years, less emphasis on scholarly production is placed on them although many are active researchers.

The College is in the process of establishing a Teaching Excellence Center under the supervision and direction of the Director of the Writing Center. The purpose of the expanded Writing and Teaching Excellence Center will be to provide instruction on contemporary issues related to teaching and learning at the graduate level of education in order to enhance instructional effectiveness. The College expects the center to begin operations in August 2019.

## **Institutional Resources**

As explained in detail in the earlier section on areas of special interest, the most persistent challenge still facing the Naval War College is the mismatch between mission and resources. Positive progress is being made as NWC was recently granted “flagship status” along with the Naval Postgraduate School and the Naval Academy. This means the three institutions will receive funding priority. The Secretary of the Navy made the decision in February 2019 to fully resource the three educational institutions, including the Naval War College, for at least the next two years. This will result in a first infusion of cash, on the order of \$3.7 million, to be received before 30 September 2019 (\$800,000 was received in June) with a second infusion in the next year. Competition for resources within the Navy is always an issue, but the flagship status makes it more difficult to divert resources away. With the implementation of the Education for Seapower (E4S) initiative, and the Naval University system, funding for the three flagship institutions will be provided by the OPNAV N7.

The NWC Foundation also provides funding for faculty development that includes attendance at sabbaticals and conferences. The Foundation is generous and supports the College in many other ways. The Naval War College Foundation provides about 8 percent of the College’s discretionary income each year. This significant annual contribution, totaling more than \$8.66M over the last five years, funds a number of items that we simply cannot internally resource given fiscal constraints. As earlier noted, in June it was announced that the Foundation had been awarded a \$9.75 million grant for direct support for College initiatives.

The Naval War College library dates back to August 1885 when books were requisitioned for the first officers assigned to the College. Nineteen years later, in 1904, a building was erected to house the library, which was then named Alfred Thayer Mahan Library and the first librarian was appointed in 1905. Since 1976, the library has been housed in Hewitt Hall, named in honor of the late Rear Adm. Henry Effingham Eccles, a noted logistician, strategist, and author whose association with the Naval War College spanned 38 years. In August 2016, the transformation of the library into a modern collaborative learning and support environment in Hewitt Hall, now known as the NWC Learning Commons was completed. The Learning Commons focuses on the needs of the students and faculty to enable/foster teaching, learning, research and collaboration in an environment conducive to academic success. The Learning Commons brings together resources, services and support including: classrooms, study areas (in both individual and group settings), research and reference support, a bookstore, Writing and Teaching Excellence Center, student affairs, dining facilities, computer labs, Information Technology User Services center, Wireless access and printing in support of “Bring Your Own Device” (BYOD), and the Instructional Technology Design Center (ITDC). The ITDC provides faculty with a private setting to develop technology-enhanced curricula with the aid of any needed support resource. The ITDC contains an example of all Academic Technologies available on the campus.

Contained within the NWC Learning Commons is the Naval War College library. It supports the research and academic missions of the college and promotes lifelong learning by providing information resources, services and instruction on information literacy. The Information Resources Department (IRD) and the library not only serve the resident college community, but also serves distance education students, visiting scholars, dignitaries, and the broader academic and military communities. The library is composed of three divisions:

The Henry E. Eccles Library is the main library. It houses the reference, microform, periodicals, and general circulating collections, along with the Federal (Superintendent of Documents) Depository collection. The library collections include more than 300,000 books, electronic and print, more than 60,000 full text journal titles online and 350 current print subscriptions, more than 500,000 microforms, and access to approximately 100 online databases.

The classified library offers students and faculty access to classified internet terminals and a wide range of classified and restricted print and electronic resources. The classified library's collection of more than 70,000 items includes Strategy and Policy lectures and lecture outlines, NWC student research papers, Naval Warfare Publications, Army Field Manuals, NATOPS Manuals, JCS publications, Rand studies, and CNA studies. Access requires a security clearance.

NWC adopted the concept of a Learning Commons because its design and intent is well suited for the NWC community and the NWC mission. The notion of a commons or *village green* in the center of town and social interaction in a shared space became the underlying philosophy guiding the Learning Commons design. The educational model relies on the active participation and interaction of our mid-career professional students with each other and the faculty in addressing the international security challenges facing the nation. Research shows that personal development and student learning are intertwined and that there is an imperative for libraries to collaborate with other campus units to promote student learning. The Learning Commons brings together the functions of many student support entities, including the library, computer labs, lounges, Writing and Teaching Excellence Center, and seminar areas in a single community-gathering place. It also provides significant support for the faculty in their scholarly work and fosters further interaction among faculty and between faculty members and students outside of the classroom.

Along with a variety of social and informational events, there is increased traffic in the library and significantly increased student usage of library resources in the Learning Commons. The library increased its study and research space by 49% to 86,000 total square feet, bringing together in one location all of the book collections previously housed in off-site storage. It also increased the visitor numbers 200%, from an average of 6,000 visitors per month to over 18,000. The Learning Commons has become a vibrant hub of campus academic and social activity.

The integration of IRD and associated IT support into the new Learning Commons facilitated students and faculty continuing to embrace technology throughout their program of study. The use of the cloud-based technology supporting access from any access point makes it easier for customers to access reference materials when conducting research.

Additional measures by library staff to improve student success include assessments of student use of information resources and services. Research and instruction librarians lead the efforts and continue to demonstrate increasing use of their services. The librarians now maintain 59 unique LibGuides offering research support on most topics in the curricula. Both resident and distance education students accessed the research guides 54,313 times in 2018.

Distance learners make up a large part of the student body. Adjunct faculty members are off campus and many of the on-campus faculty members routinely travel in their duties. The use of cloud-based technology also facilitates their access to library resources and reference materials, lecture capture and synchronous on-line learning technology, along with many other academic tools ensuring the same level of resources and support as the local resident student.

## **Integrity, Transparency, and Public Disclosure**

### **Integrity**

The U.S. Naval War College continues to set high standards for ethical conduct and academic integrity in both its policies and procedures and in the day-to-day practices of students, staff, faculty, and

senior leadership. This is clearly reflected by both graduates and alumni in the surveys and focus groups conducted every year.

The 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, broad policy guidance, and governance. The Deputy Chief of Naval Operations for Manpower, Personnel, Training and Education (CNO N1) serves as NAVWARCOL's resource sponsor and budgeting office.

As officers and civilian employees of the federal government, College personnel must 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.

The College's programs, policies, and processes to prevent discrimination in any form are viable. They are aligned with Navy and federal government regulations, guidance, and intent. The Staff Judge Advocate serves as Command Ethics Advisor and is deeply involved with every aspect of the NWC community as it relates to ethics and standards of behavior. College leadership strives to encourage diversity and diverse points of view throughout the institution.

The principles of "honor, courage, and commitment" remain fundamental to the mission of the Naval War College and are explicitly mentioned in our current strategic plan in the section on Naval War College Values. The College of Leadership and Ethics (CLE) oversees the Leadership in the Profession of Arms core course and the leadership and ethics area of studies in the electives program.

The Leadership in the Profession of Arms (LPA) course is designed to advance military and civilian leader's knowledge, provide skills that will help them to understand themselves and those they lead, and become aware of their individual strengths and weaknesses. The future security environment is characterized by dynamic, complex situations that will require adaptive leaders who are able to thrive under conditions of uncertainty. The primary objective of the LPA course is to provide a developmental experience through a self-learning journey that combines educational rigor and professional relevance. Student focus is on internal growth in order to be more effective leaders in future roles. The intended outcome of this course is to enhance the ability to self-assess, apply critical thinking, and the strength of character needed by leaders in the profession of arms. The James B. Stockdale Chair of Professional Military Ethics is also a part of the CLE.

CLE also directs the Navy Senior Leader Development Concentration (NSLDC), a specialized elective track completed in conjunction with the 10-month August to June curricula. This concentration is open to a select number of students every year. The goal of the NSLDC is to prepare students for senior leadership roles by enhancing their leadership abilities and increasing their mental capacity.

Policies and procedures supporting academic integrity readily available, published in the Student and Faculty Handbooks. Additionally, academic integrity is discussed during the new student orientation and reinforced in student seminars at the outset of each trimester.

The College maintains a Memorandum of Understanding with the Naval Postgraduate School concerning the Institutional Review Board (IRB) process for students and faculty conducting human subject testing as a part of their research. The IRB requests are staffed here at the College and sent to the NPS IRB and then approved by the Provost prior to any research being conducted.

The College's contracts with faculty members require their engagement in the appropriate discipline and encourages them to communicate with American citizens regarding matters of national

security and defense. As a result, faculty are seen, heard, and read within their disciplines as well as the public at large.

## **Public Disclosure & Transparency**

Public disclosure at the Naval War College addresses both an external and internal audience. The College provides a variety of materials to inform the interested general public and the national security community about the activities and programs at the College. These materials include pamphlets, electronic media such as DVD's, and electronic information available on the public website. Within the Navy, such materials are used to acquaint Navy commands and prospective students with the opportunities available at the College. This information is provided to the other military services so that those services may select their own best students for attendance. Since students in the Naval War College's resident programs are not recruited in the traditional manner of most colleges, information is tailored to heighten student interest in attending the College, but does not contain traditional application procedures and cost information. The goal of the information is 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 to encourage individual applications by those who are unable to attend the resident programs. Publications in the form of periodic reports are also forwarded to Department of the Navy and Department of Defense offices. Internally, the intranet and a variety of official publications serve the staff, faculty and student populations.

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 web site and contains links to other military commands as well as internal departments. Information links between the intra and inter net make information on the internet available to personnel assigned to the College.

Another means of addressing the external audience is the *Naval War College Review* and the *Newport Papers*. These scholarly journals serve to maintain contact with the Navy and alumni as well as the 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. The *NWC Press* site is accessible through the public website; it contains (1) full text of all issues of the *Naval War College Review* since the Autumn 1996 issue, as well as on-line indices of articles, essays, and book reviews (from 2000); (2) listings and descriptions of the books published directly by the Press; (3) listings of the *Newport Papers*, with the more recent titles available in Acrobat and certain earlier titles available (in full or part) in html; and (4) reader services, contributors guidance, contact information, and a selection of color images that have appeared in the *Review*.

The *NWC Catalog* is released each year in the spring with updated information that incoming students find useful. A *Student Handbook* is also available via the public website. It also provides valuable information about the College for students and their families. Both of these are available on the College's website.



# Reflective Essay on Educational Effectiveness

## Description

The U.S. Naval War College (NWC) has a long tradition of conducting assessments to gather data to improve institutional effectiveness. This chapter answers key institutional effectiveness questions regarding what students gain, what and how are students learning, whether students have attained satisfactory levels of achievement of mission-critical outcomes, and whether students have been successful since graduation.

In 2014, the College recognized the need to create an Office of Institutional Effectiveness and hired an individual tasked with collecting, analyzing, and reporting institutional-level information derived from its various empirical research efforts. In 2016 NWC augmented the assessment effort by hiring an external research service specializing in higher education: Hanover Research Council. This sustainable structure ensures that College decision-makers have verifiable assessment results to use for planning and improvement. Assessment feedback helps to ensure that the institution is on target relative to academic outcomes and strategic efforts.

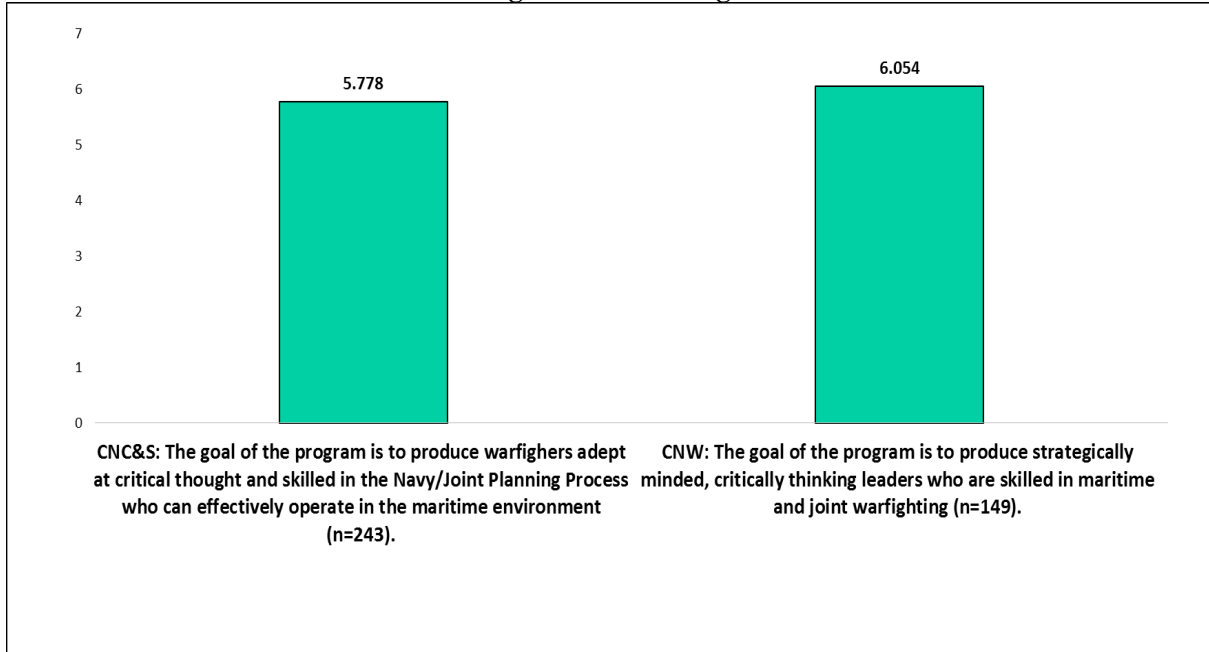
As stipulated in the *2017-2021 Strategic Plan*, **“the main priority of the College will always be to educate and develop future leaders through the development of strategic perspective, critical thinking, and cultural awareness, as well as enhancing the capability to advise senior leaders and policymakers.”** The NWC accomplishes this goal by designing and delivering a current and relevant curriculum, attracting and retaining a world-class faculty and staff, drawing the best and brightest joint student body, and actively engaging and challenging them while in Newport. A robust alumni program extends the College’s impact through a program of lifelong learning.

The resident academic program consists of two Master of Arts Degree programs taught by a common faculty of seasoned, professional educators and practitioners. The two degree programs are:

- The senior-level College of Naval Warfare (CNW) grants an MA in National Security and Strategic Studies; while
- The intermediate-level College of Naval Command and Staff (CNC&S) awards an MA in Defense and Strategic Studies.

Each program is comprised of a core curriculum of four courses plus two electives. Faculty teaching or co-teaching a core course operate from a common syllabus. The NWC and the Navy established two distinct sets of student learning outcomes for these programs. The College tracks educational effectiveness through a number of different assessment devices. For example, the Alumni Survey is conducted annually. The 2017-2018 Alumni Survey was administered to the academic year classes of 2010, 2012, and 2016. Respondents rated the degree to which the respective degree programs met their educational goals. As shown below, alumni from both the CNW and CNC&S gave the school relatively high marks on meeting the articulated educational goals. On a 1-to-7-point scale where 7 is the most positive value, the CNC&S mean was 5.778, while the CNW mean was slightly higher at 6.054. Clearly, alumni value the Navy graduate education provided by the College.

### NWC Alumni CNC&S and CNW Average Scores on Program Educational Goals



Scale 1-7; where a “7” represents a more favorable score. Source: 2017-2018 Alumni Survey

NWC operationalizes these broad educational goals by formulating program-level or course-of-study-level goals/outcomes. These PLOs, developed by the College in 2005 and approved by senior Navy leaders, have been assessed every academic year since that time.

CNC&S PLOs	CNW PLOs
Skilled in applying operational art (OPART) to maritime, joint, interagency and multinational warfighting	Skilled in formulating and executing strategy and U.S. policy
Skilled in Joint/Navy Planning Process	Skilled in joint warfighting, theater strategy and campaign planning
Capable of critical thought with operational perspectives	Capable of strategically minded critical thinking
Prepared for operational level leadership challenges	Capable of excelling in positions of strategic leadership
Effective maritime spokespersons	

These Navy PME student learning outcomes are articulated in the course syllabus, online catalogs, curriculum maps, and various educational briefings, such as new faculty orientations.

### Assessment Methods

While the majority of assessment efforts produce quantitative data, the College also employs qualitative assessment methods, including program-level and course-level focus groups, and open-ended

questions in End-of-Course Critiques, resident student Graduation and Alumni Surveys, International Program Student Surveys, and other efforts. Some academic departments and research centers have used external program reviews to collect feedback on curriculum or solicit client satisfaction with research or wargaming products.

### Assignments and Grading

Faculty use tests, papers, simulations, presentations, final examinations, and capstone events in the classroom to evaluate and grade individual students in a course. These direct measures of student learning tap into course-level outcomes, and are not currently aggregated for a program-level perspective. However an Assessment Committee will review the portfolio of assessment devices (see table below) to determine whether they can be employed to gauge PLO outcomes. This effort will include working with departments to ensure course-level outcomes support program-level outcomes and that direct assessments are properly linked to learning outcomes. The projection section below explains the College Assessment Committee's current and future plans.

Core Courses & Key Assessments	
Course	Direct Assessment of Student Learning
<a href="#">CNC&amp;S</a>	
Theater Security Decision Making <i>Fall Trimester</i>	Two written mid-term exams; one comprehensive policy analysis exam; one analytic research paper; a group oral capstone presentation; and daily seminar contribution.
Strategy & Warfare <i>Winter Trimester</i>	Two written seminar essays; Final Exam: comprehensive synthesis essay; and Daily preparation and contribution
Joint Maritime Operations <i>Spring Trimester</i>	Operational art written exam; Contemporary operational written exam; Operations research paper; Daily seminar contribution; and Capstone contribution.
<a href="#">CNW</a>	
Joint Military Operations <i>Fall Trimester</i>	Operational art written exam; Contemporary operational written exam; Daily seminar/exercise contribution; and Capstone research paper.
National Security Decision Making <i>Winter Trimester</i>	Two written mid-term exams; one comprehensive policy analysis exam; one analytic research paper; a group oral capstone presentation; and daily seminar contribution.
Strategy & Policy <i>Spring Trimester</i>	Two written seminar essays; Final exam: comprehensive synthesis essay; and Daily preparation and contribution
College of Leadership and Ethics: Leadership in the Profession of Arms course (CNW & CNC&S)	Class participation; blackboard discussions; and Personal Leadership Development Plan (PLPD).

### Assessment of Other Programs and Services

The institutional assessment research protocol includes collecting data to gauge the effectiveness of other services, including Orientation, Writing and Teaching Excellence Center, Library, Café, college parking, Future Warfighting Symposium, Humanitarian and Disaster Response workshops, local housing and schools, Naval Station Newport base services, and other areas. Results are shared with the appropriate individual/unit at the College.

## Appraisal

### Are Students Attaining Satisfactory Levels of Achievement on Mission-Appropriate Outcomes?

The College's key mission focuses on educating and developing leaders and it has articulated associated leadership learning outcomes. CNC&S alumni respondents rated five of the six outcomes pertaining to Leadership Development with an average score above 5.500 (the threshold for attention) on a 7-point Likert Scale. This means that students believe they are mastering these outcomes. *Comprehension of critical thinking and decision making skills needed to anticipate and recognize change, lead transitions, and anticipate/adapt to surprise and uncertainty* was rated the highest (5.892); followed by *the ability to communicate with clarity and precision* (5.726). Not shown is the lowest scoring item: the ability to analyze the application of mission command in a joint, interagency, intergovernmental, and multinational (JIIM) environment (5.117).

### Highest Scoring CNC&S Leadership Development Outcome Items

ITEM	N	MEAN
Your comprehension of critical thinking and decision making skills needed to anticipate and recognize change, lead transitions, and anticipate/adapt to surprise and uncertainty	231	<b>5.892</b>
Your ability to communicate with clarity and precision	230	<b>5.726</b>
Your ability to understand the ethical dimensions of operational leadership and the challenges that it may present when considering the values of the Profession of Arms	230	<b>5.700</b>
Your ability to analyze the importance of adaptation and innovation in military planning and operations	231	<b>5.667</b>
Your ability to comprehend the role of the Profession of Arms in the contemporary environment	231	<b>5.658</b>

Note: Items are rated on a 7-point scale, where "7" represents a more favorable score. Question: *To what degree did you CNC&S education enhance the following abilities?* Source: *2017-2018 Alumni Survey Combined Report*

The College has associated leadership development outcomes for senior-level students as well. As shown below, all seven CNW leadership development items received high mean scores from alumni, indicating strong self-assessed mastery. *The ability to evaluate critical strategic thinking, decision making, and communication by strategic leaders* is rated the highest with an average score of 6.062; followed by *the ability to evaluate historical and contemporary applications of the elements of mission command by strategic-level leaders in pursuit of national objectives* (6.027).

### Highest Scoring CNW Leadership Development Outcome Items

ITEM	N	MEAN
Your ability to evaluate critical strategic thinking, decision making, and communication by strategic leaders	146	<b>6.062</b>
Your ability to evaluate historical and contemporary applications of the elements of mission command by strategic-level leaders in pursuit of national objectives	146	<b>6.027</b>
Your ability to evaluate how strategic leaders communicate a vision; challenge assumptions; and anticipate, plan, implement, and lead strategic change in complex joint or combined organizations	146	<b>5.877</b>
Your ability to evaluate how strategic leaders foster responsibility, accountability, selflessness, and trust in complex joint or combined organizations	146	<b>5.863</b>
Your ability to evaluate the skills, character attributes, and behaviors needed to lead in a dynamic, joint, interagency, intergovernmental, and multinational strategic environment	146	<b>5.829</b>
Your ability to evaluate how strategic leaders develop innovative organizations capable of operating in dynamic, complex, and uncertain environments; anticipate change; and respond to surprise and uncertainty	146	<b>5.795</b>
Your ability to evaluate to evaluate how strategic leaders establish and sustain an ethical climate among joint and combined forces, and develop/preserve public trust with their domestic citizenry	145	<b>5.724</b>

Note: Items are rated on a 7-point scale, where “7” represents a more favorable score. Question: *To what degree did your CNW education enhance the following abilities?* Source: 201-20187 Alumni Survey Combined Report

### What and How Are Students Learning?

The institution seeks to ensure that the educational outcomes comprehensively prepare graduates for their future joint duties and responsibilities. There are eleven CNC&S and eleven CNW program-specific outcomes assessed in the Alumni Survey. Of the twenty-two total outcomes, fifteen (made up of eight items for CNC&S and seven items for CNW) were rated above the 5.500 threshold level for attention, indicating satisfactory self-assessed mastery as shown below.

The College recognizes that these are indirect measures of assessment and that, at present, program-level group outcomes are not measured utilizing direct measures of assessment. As noted earlier, the College is moving in that direction with an Assessment Committee working to address this issue as part of their charge to review and update the original 2005 PLOs. This will include determining whether any of the many course-level assessment devices listed earlier, which are direct measures of assessment, can also be used to gauge PLO learning.

### CNC&S – Educational and Professional Outcomes: Summative

Alumni respondents ranked eight of the eleven CNC&S educational and professional outcomes above the 5.500 threshold; meaning they have sufficient mastery of these items. The two highest scoring items were *comprehending national military capabilities, command structure, and strategic guidance* (6.115); and *employing critical thought with operational perspectives* (6.089). Not shown are the items that scored below 5.500: understanding the joint planning and execution process (5.415), using the

Joint/Navy planning process (5.085), and serving as an effective maritime spokesperson (5.073). These areas may require attention if these outcomes are retained as part of the outcomes review process.

### Highest Scoring CNC&S Educational and Professional Outcome Items

ITEM	N	MEAN
Comprehending national military capabilities, command structure, and strategic guidance	233	6.115
Employing critical thought with operational perspectives	235	6.089
Preparing for operational leadership challenges	235	5.660
Applying operational art to maritime, joint, interagency, and multinational warfighting	235	5.647
Comprehending and analyzing joint and multinational forces at the operational level of war	233	5.644
Understanding of joint doctrine and concepts	235	5.613
Comprehending the dimensions of joint operational leadership	234	5.543
Understanding joint command and control	233	5.528

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

Source: 2017-2018 Alumni Survey Combined Report

### CNW – Educational and Professional Outcomes: Summative

CNW respondents rated seven of the eleven Educational and Professional Outcomes above 5.500; again indicating sufficient mastery. The ability to apply *strategically-minded critical thinking* received the highest score (6.190). The second highest scoring item was the *evaluation of strategic leadership and the Profession of Arms* (5.945). The four items falling below the 5.500 threshold for improvement and not shown below included skill in joint warfighting, theater strategy, and campaign planning (5.473); skill in aligning and maximizing capabilities across joint force components, services, agencies, and international forces (5.462); ability to lead staff elements in both design and joint operations planning processes (5.400); and ability to analyze national and joint planning systems and processes for the integration of JIIM capabilities (5.248).

### Highest Scoring CNW Educational and Professional Outcome Items

ITEM	N	MEAN
Application of strategically-minded critical thinking	147	6.190
Evaluation of strategic leadership and the Profession of Arms	146	5.945
Formulating and executing strategy and US policy	147	5.912
Ability to excel in positions of strategic leadership	146	5.877
Ability to formulate, analyze, and execute national strategies	147	5.803
Evaluation of opportunities and challenges of command, control, and coordination	147	5.667

ITEM	N	MEAN
Skill in evaluating joint warfare, theater strategy, and campaigning for traditional and irregular warfare in a joint, interagency, intergovernmental, and multinational environment	146	<b>5.658</b>

### Other Important Learning

As a graduate professional military education institution, the College is interested in fostering life-long learning beyond Newport; as such, engendering and sustaining good personal development practices, or habits of mind, is important. The following table combines CNW and CNC&S alumni feedback on these more general graduate outcomes. Respondents strongly indicate that the educational experience at *NWC enhanced their professional development* (6.200), *fostered thinking in a more critical way* (6.096), and *improved their ability in written communication* (6.005). These were the highest rated outcomes and likely contributed to the relatively high marks given by alumni in meeting the articulated program goals cited earlier.

### Other Educational Outcomes

ITEM	N	MEAN
Enhance your professional development	365	<b>6.200</b>
Foster thinking in a more critical way	365	<b>6.096</b>
Enhance your ability to communicate in writing	365	<b>6.005</b>
Foster reading in a more critical fashion	365	<b>5.871</b>
Enhance your commitment to the Profession of Arms	362	<b>5.729</b>
Develop a habit of mind toward reading	366	<b>5.710</b>
Deepen your understanding of the key attributes- understanding, intent, and trust- of mission command	364	<b>5.698</b>
Enhance your ability to communicate verbally	365	<b>5.589</b>

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?*

Source: *2017-2018 Alumni Survey Combined Report*

### What Do Students Gain? Value-Add Growth

The College uses indirect assessments to determine what students gain during their educational experience. At the start of the program, and again at the end of the course of study, students are questioned on a variety of learning outcomes, including global program-level outcomes. The tables below demonstrate student self-assessments of pre/post learning levels on these outcomes and the difference (delta  $\Delta$ ) between the August 2017 Indoctrination and June 2018 Graduation Survey. Individual student pre/post responses are matched and the Wilcoxon Signed Value Test is used to determine whether there is a statistically significant difference between indoctrination and graduation.

As shown below, CNC&S growth ranges from 10.51% to 78.83% and the improvement in **all five** PME outcomes is statistically significant. The largest growth is in *applying operational art to various warfighting contexts*.

CNC&S PME Global Outcomes	Indoc Mean	Grad Mean	Δ	Growth	Wilcoxon Sign Test P Value
Capable of critical thought with operational perspectives	5.043	5.801	0.758	15.02%	P<0.001
Prepared for operational leadership challenges	4.858	5.369	0.511	10.51%	P<0.001
Being an effective maritime spokesperson	3.333	5.013	1.680	50.39%	P<0.001
Skilled in applying OPART to maritime, joint, interagency, and multinational warfighting	3.031	5.421	2.391	78.83%	P<0.001
Skilled in the joint Navy Planning Process	2.820	4.943	2.123	75.29%	P<0.001

Source: August 2017 Indoctrination Survey and 2018 June Graduation Survey

Note: Items are rated on a 7-point scale, where “7” represents a more favorable score. P<0.001 shows the test (growth) is statistically significant in both tables for all outcomes.

Likewise, CNW growth on the program-level outcomes ranges from 30.13% to 55.38% and the growth in **all four** Navy PME outcomes is statistically significant. The largest gain is in being *skilled in joint warfighting, theater, strategy and campaign planning*. We can conclude from the pre/post analysis that the statistically significant improvement is not due to chance, but to the NWC educational experience.

CNW PME Global Outcomes	Indoc Mean	Grad Mean	Δ	Growth	Wilcoxon Sign Test P Value
Applying strategic-minded critical thinking	4.520	5.882	1.362	30.13%	P<0.001
Excelling in positions of strategic leadership	4.007	5.531	1.525	38.06%	P<0.001
Formulating and executing strategy and US policy	4.020	5.522	1.532	38.16%	P<0.001
Skilled in joint warfighting, theater, strategy, and campaign planning	3.347	5.200	1.853	55.38%	P<0.001



Alumni respondents were given the opportunity to comment on what they felt were the most valuable elements of the educational experience. Using a “word cloud” to depict the terms that resonated (the more mentions the larger the text), shows that the terms: “critical,” “thinking,” “time,” and “students” were often cited. However, phrases such as “War focus,” “better faculty,” “exposure,” “skills,” “military,” “JMO,” “writing,” “think,” “joint” and “peers” also were mentioned. These elements echo both the hard and soft skills Navy graduate education attempts to deliver; although the results seem to privilege the soft skills.



Source: 2017-2018 Alumni Survey (n=305). Question: *the most valuable element of my USNWC education and experience has been...*

### NWC Critical Thinking Indicators: Longitudinal

A desired outcome of the Professional Military Education (PME) program is to create a group of strategically-minded critical thinkers. The table below, from the June 2018 College of Naval Command and Staff (CNC&S) Graduation Survey Analysis shows that the students believe the program is tracking well on this important target.

June CNC&S graduates highlighted that they were *given the opportunity to analyze problems from a broader perspective* (5.958) and to *place them (problems) in a historical, cultural, or analytical perspective* (5.898). These graduates also *learned to appreciate the regional context of issues* (5.892). Importantly, scores increased on all 10 items between 2017 and 2018, but just one was statistically significant compared to 2017: *the encouragement of diverse viewpoints*. Three items, however, continue to fall below the College’s 5.500 threshold level: *formulate creative/original ideas and solutions* (5.431), *communicate well orally* (5.337), and *be an innovator/initiator of programs, policies, or solutions* (5.192). These areas will receive additional attention in ongoing curricular reviews.

## CNC&S Critical Thinking Indicators

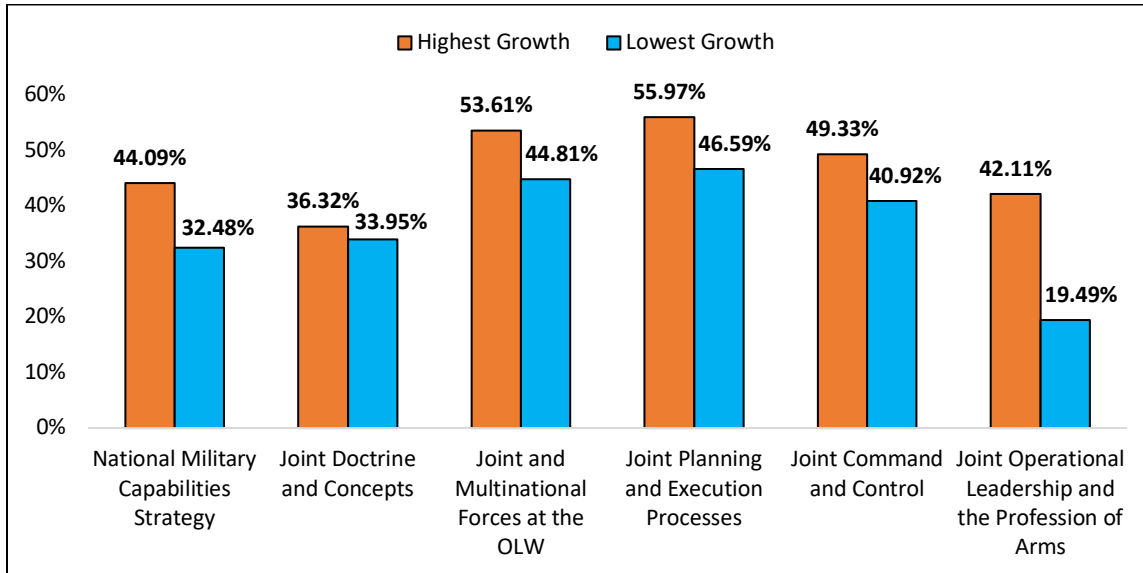
ITEM	JUNE 16	JUNE 17	JUNE 18
	N=157	N=189	N=168
Analyze problems from a broader perspective	5.898	5.819	5.958
Place current problems in historical, cultural, or analytical perspective	5.903	5.766	5.898
Appreciate the regional context of issues	5.822	5.739	5.892
Think critically	5.750	5.757	5.851
Diverse viewpoints are encouraged and expressed at the College	5.706	5.524 (18)	5.815 (17)
Write effectively	5.667	5.569	5.790
Think analytically and logically	5.692	5.725	5.774
<b>POTENTIAL AREA FOR IMPROVEMENT</b>			
<i>Formulate creative/original ideas and solutions</i>	5.465	5.370	5.431
<i>Communicate well orally</i>	5.291	5.319	5.337
<i>Be an innovator/initiator of programs, policies, or solutions</i>	5.166	5.048	5.192

Scale: 1-7 where 7 is the highest score. Note: Statistically significant differences are calculated using independent t-tests at the  $p < 0.05$  level. **Statistically significant items are indicated by parentheses with the corresponding year(s)**. Items with means less than the traditional 5.500 threshold for three years are italicized. Source: June 2018 CNC&S Graduation Survey Analysis.

In addition to College-developed and Navy-approved program-level outcomes, the institution receives curricular guidance from various external bodies, including the Chairman of the Joint Chiefs of Staff. This direction is outlined in the Officer Professional Military Education Policy (OPMEP) instruction and includes Joint Learning Areas (JLAs) requirements. It lists the military accreditation policies, procedures, review processes, accreditation standards, learning areas, and objectives associated with awarding JPME I and JPME II professional certifications, which are woven into the College's MA programs. On the civilian side, these are akin to specialized business or engineering accreditation requirements. These military bodies have signaled the need for PME institutions to move from focusing on delivering course content to concentrating on outcomes-based education, especially emphasizing direct measures of student learning at the program level.

June 2018 CNC&S graduates' pre/post OPMEP/JLA improvement ranged from 19.49% to 55.97%. The two largest areas of improvement were *Joint Planning and Execution Processes*, whose sub-item growth ranged from 44.86% to 55.97%, and *Joint and Multinational Forces at the Operational Level of War (OLW)*, whose sub-item growth ranged from 44.81% to 53.61%. The smallest improvements were made in *Joint Doctrine and Concepts*, whose sub-items ranged from 33.95% to 36.32%.

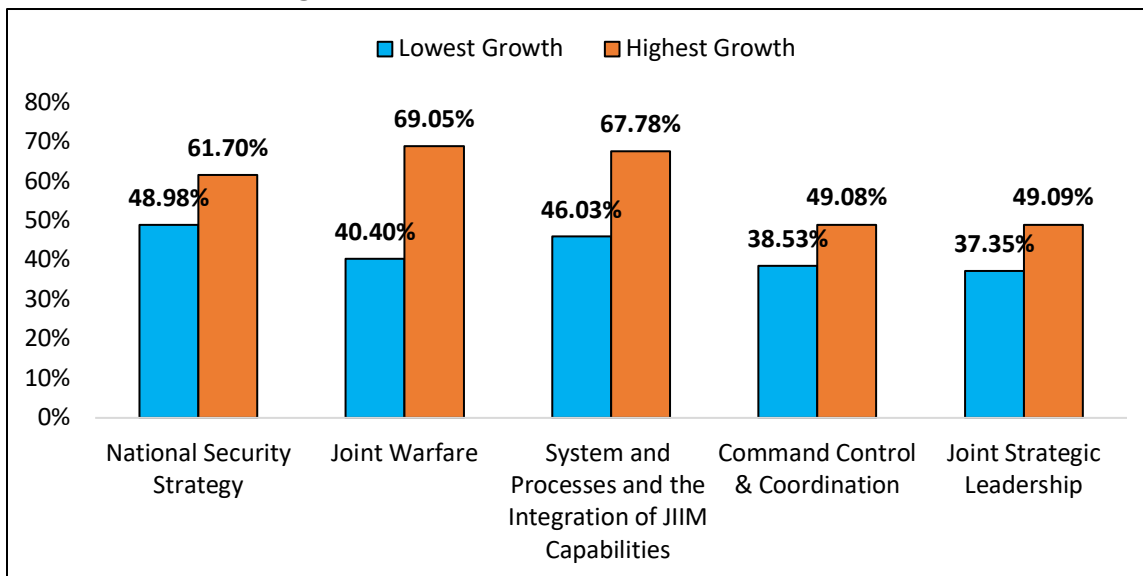
**CNC&S - OPMEP/JLA Learning Objectives: Highest and Lowest Percent Change in Mean Scores for each of the Six Learning Areas**



Analyzing the self-assessed student growth for the CNW OPMEP outcomes / JLAs shows improvement across all sub-items ranging from 37.35% growth to 69.05% growth during the program. Growth was higher in *Joint Warfare*, and *Systems and Processes and the Integration of JIMM Capabilities*, and somewhat smaller for *Joint Strategic Leadership and Command and Control* outcomes.

Overall, students in both programs showed statistically significant growth in all OPMEP/JLA Learning Objectives and sub-objectives.

**CNW - OPMEP/JLA Learning Objectives: Highest and Lowest Percent Change in Mean Scores for each of the Six Learning Areas**



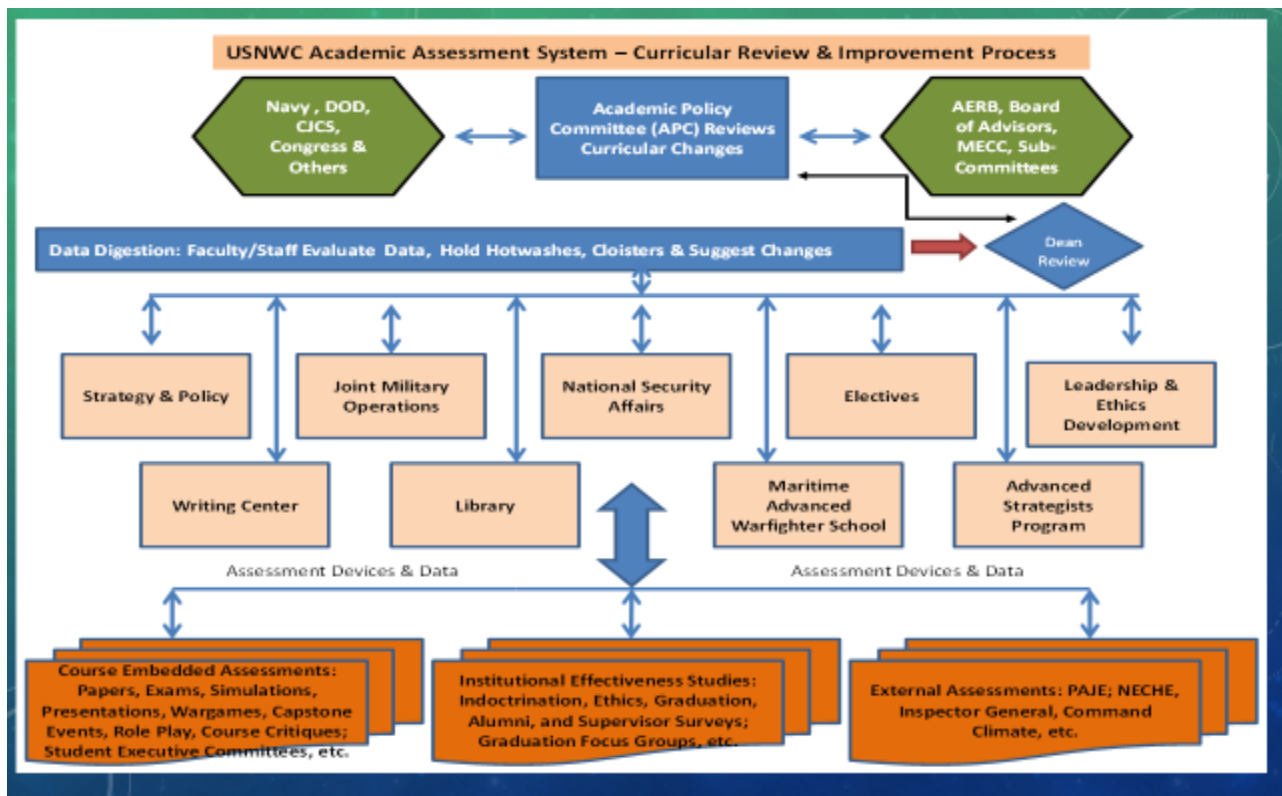
Source for both charts: June 2018 CNC&S and CNW Graduation Survey Analysis Reports.

## Linking Assessment and Departmental Curricular Changes

During the summer of 2017, the Dean of Academics strengthened and improved the College’s Syllabus Submission Guidelines. This included requiring answers to assessment-related questions patterned after NECHE E-Series Forms. This process improvement spurred reflection and documentation of curricular changes, the rationale for the adjustments, related assessments, and identifies the individuals who interpret the evidence of student learning.

The College’s curricular review process for core and elective academic programs is depicted below. Assessment devices, shown at the bottom of the page, include primarily indirect measures for PLOs, while faculty utilize primarily direct assessments in courses for grading. Feedback from external bodies that review the school’s programs, procedures, and policies also contribute to the process. For example, the National Security Affairs Department recently had nationally-recognized external reviewers analyze the curriculum as part of their review process.

Data from these bodies and activities inform the academic units that “digest” the results in a variety of forums and suggest curricular and other changes to improve student learning and the learning environment. Changes are reviewed and approved by the dean and the College’s senior leadership, including the President, through the Academic Policy Council. A variety of external bodies may also review changes, although generally these bodies typically introduce new mandates or topics to be covered in the PME/JPME curriculum.



## **What Are Your Student Success Measures? Promotions and Selection to Command**

The NWC tracks military promotions and selection to command for the cohorts who graduated during the academic years covered in the 2017-2018 Alumni Survey. Among Alumni respondents eligible for promotion, 73.7% were selected for promotion. Of the graduates who indicated they were eligible for Command, 66.4% were selected for command. The College recognizes that promotion and command are imperfect measures at best, but they can be viewed as a proxy of student success post-graduation.

### **College of Distance Education (CDE)**

Each course in every CDE program employs an associated end-of-course student survey, the results of which are compiled and reviewed by the corresponding department head. Overall graduates are also surveyed regarding their respective program when completed. Individual faculty members, in consultation with their respective department head, 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. At present, CDE has opened a dialogue with respect to a targeted CDE Alumni Survey; however, the extended time to complete a program or the MA degree, nominally three years but often seven years or more, makes this assessment method very challenging.

The College of Distance Education is conducting beta testing of a competency-based approach to learning and assessment in both its face-to-face and web-based methodologies. In this approach, rather than allowing students to successfully complete a course of instruction by averaging-out and demonstrating competence in only certain areas of a curriculum, this approach confirms student learning by requiring that they demonstrate an acceptable level of learning and competence at every point of assessment, both formative and summative. In the on-going test, feedback from students and faculty is being collected and analyzed in order to complete a comprehensive overall assessment of the applicability of this education model at the Naval War College.

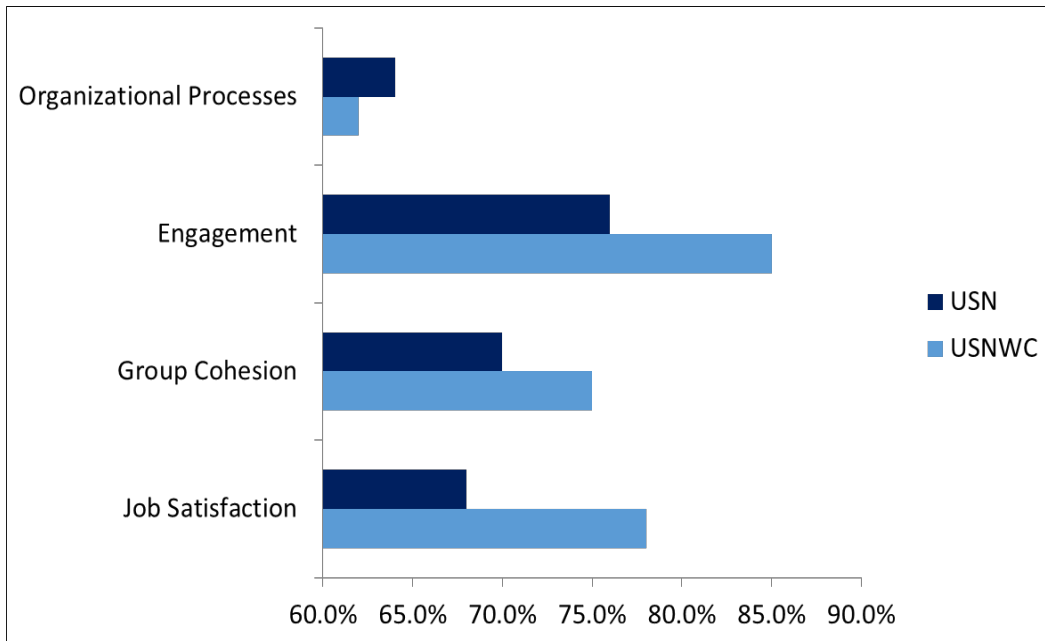
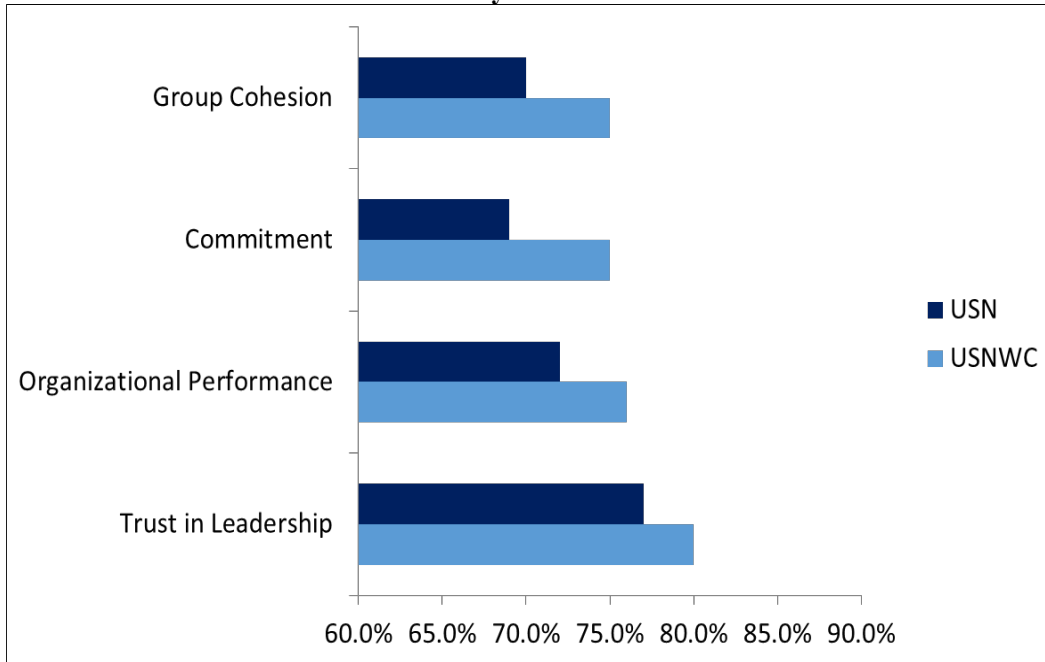
### **Assessing Institutional Effectiveness**

The College's institutional assessment process includes gauging employee perspectives on a variety of work-related measures through the Annual Command Climate Survey, a DOD-mandated assessment. A 30+ member Command Resilience Team (CRT) comprised of faculty, staff, administration, and military members work throughout the academic year to address areas identified in the survey as requiring attention. The CRT also administers the survey and analyzes results.

The charts below depict the NWC 2018 Command Climate Survey results in comparison with the Navy on key institutional effectiveness items. As shown, the College's favorable ratings exceed the Navy's in all but one item, including employee engagement, commitment, and job satisfaction. Only organizational processes were rated below the Navy's benchmark level.

Given the fact that the College answers to the Navy and the DOD bureaucracy, and has numerous regulations in the areas of hiring, security, funding, travel, and facilities construction not encountered by a civilian institution, this result is not surprising. Command Climate Survey results are shared internally and briefed up the chain of command externally to the level of Vice Chief of Naval Operations.

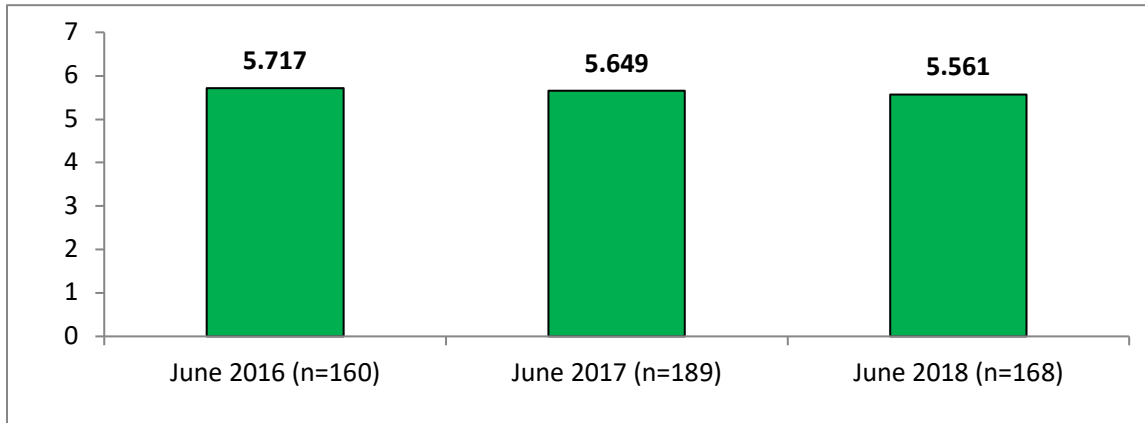
## 2018 Annual Command Climate Survey Results



## Student Satisfaction and Likelihood to Recommend NWC's Programs

The College tracks student satisfaction with the educational program as part of its Graduation Survey protocol. Overall satisfaction with the CNC&S program marginally decreased directionally, but not significantly, in 2018.

### CNC&S Academic Program Satisfaction

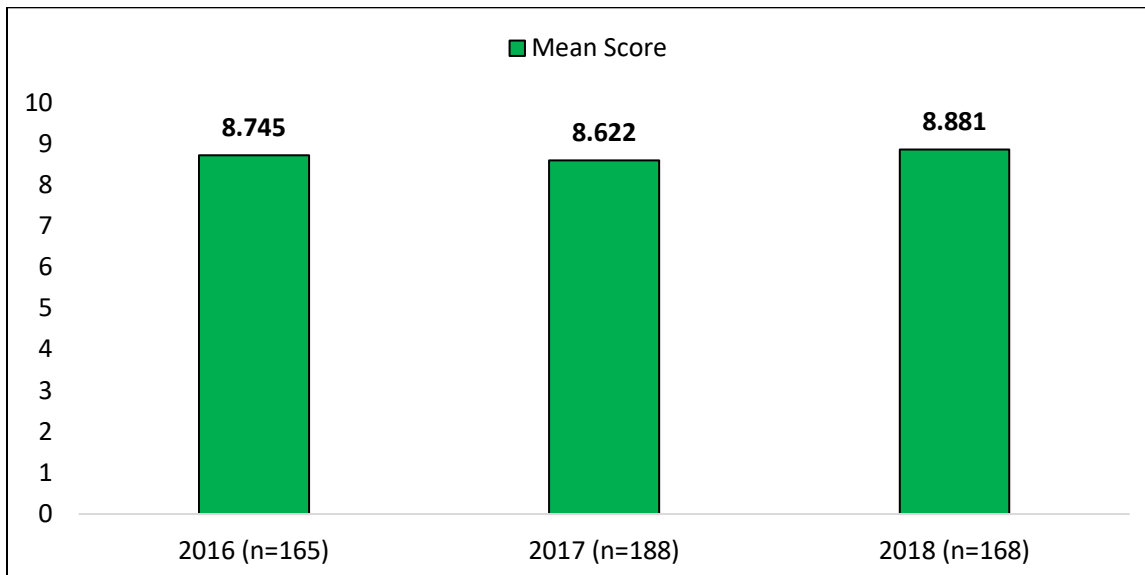


Scale: 1-7 where 7 is the highest score.

Note: Statistically significant differences are calculated using independent t-tests at the  $p < 0.05$  level.

The ultimate question to ask is whether students will recommend the academic program to colleagues. Overall, June 2018 graduates strongly endorse the CNC&S program with a very high average score of 8.881 on a 10-point scale. This mean is directionally above that of previous year's level.

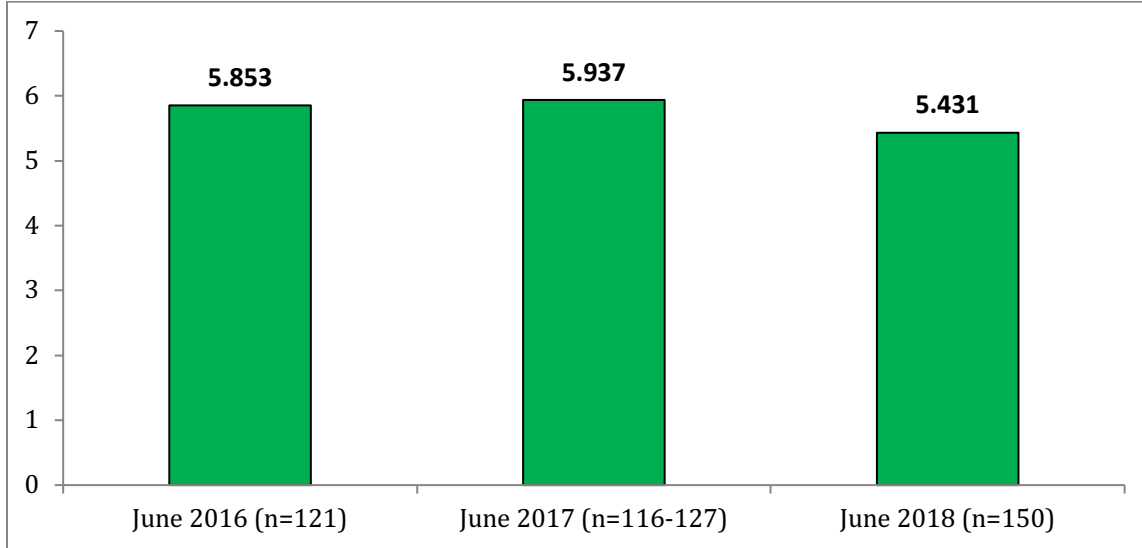
### June 2018 Graduates' Likelihood to Recommend CNC&S Program



Note: Statistically significant differences are calculated using independent t-tests at the  $p < 0.05$  level. No statistically significant differences were found.

Overall satisfaction with the CNW decreased from previous years and the June 2018 level is below the 5.500 threshold. However, the difference is not statistically significant. Faculty and administrators review sub-items on an ongoing basis to determine root causes of changes.

### CNW Academic Program Satisfaction

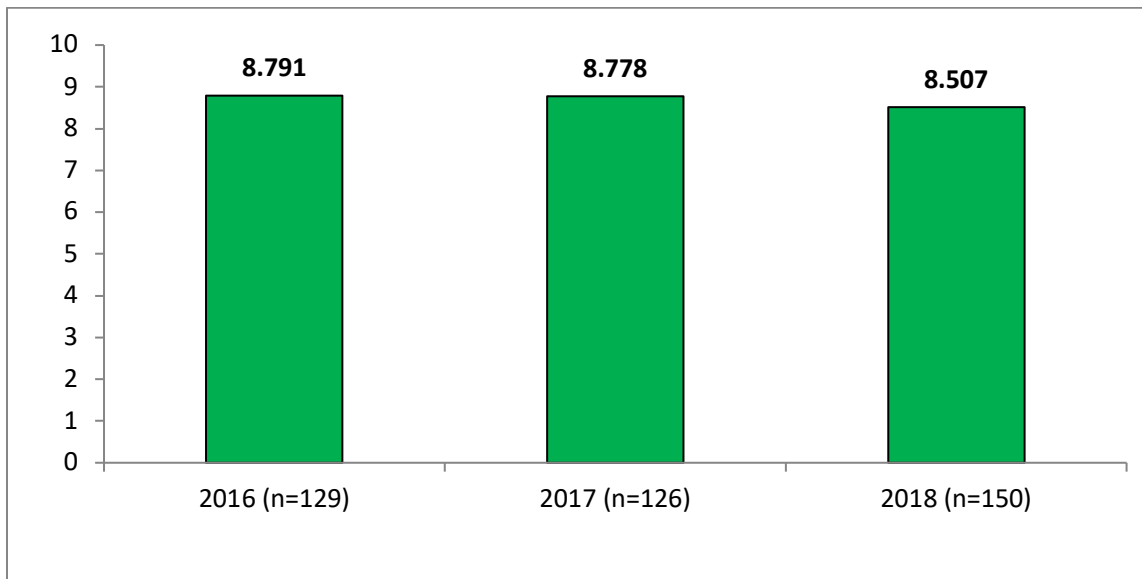


Scale: 1-7 where 7 is the highest score.

Note: Statistically significant differences are calculated using independent t-tests at the  $p < 0.05$  level. No statistically significant differences were found.

Overall likelihood to recommend the CNW program remains quite high (8.507), which represents a slight decrease from the previous two years' cohorts. While no statistical differences were noted, continued monitoring is suggested.

### June Graduates' Likelihood to Recommend CNW Program



Note: Scale: 1-7 where 7 is the highest score. Statistically significant differences are calculated using independent t-tests at the  $p < 0.05$  level. No statistically significant differences were found.



## Modeling Student Satisfaction

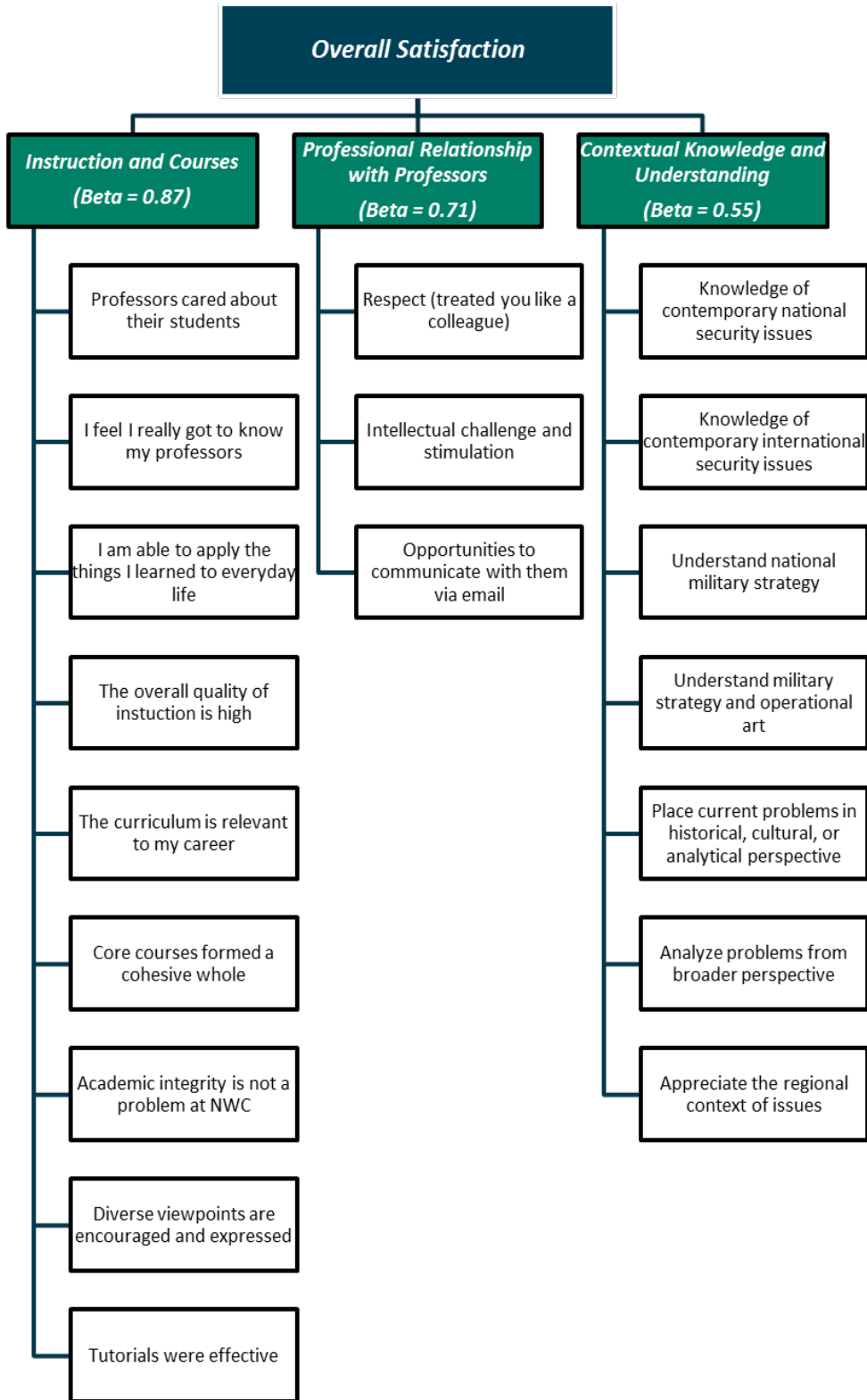
The College tries to maximize the utility of its assessment efforts by reviewing and analyzing its instruments and processes. During the 2017-18 academic year, for example, NWC used the prior year's Graduation Study results to model student satisfaction. The College recognizes that student satisfaction at a graduate PME institution is different than at a civilian institution. Nevertheless, the modeling exercise is part of the College's ongoing efforts to improve understanding of the student experience and to evaluate its assessment processes and refinement of survey instruments.

*The analysis strongly attests to the overall relevance, quality, and effectiveness of the NWC's two master's degree programs.* For example, regression analysis identified 13 factors that are statistically predictive of student satisfaction. The factors are shown below ranked by their respective beta weights. A larger beta weight indicates a stronger relationship between the factor and overall satisfaction; it is a better predictor. The most predictive factors appear in dark-green, light-green factors are moderately predictive, and factors in grey are the least-predictive.

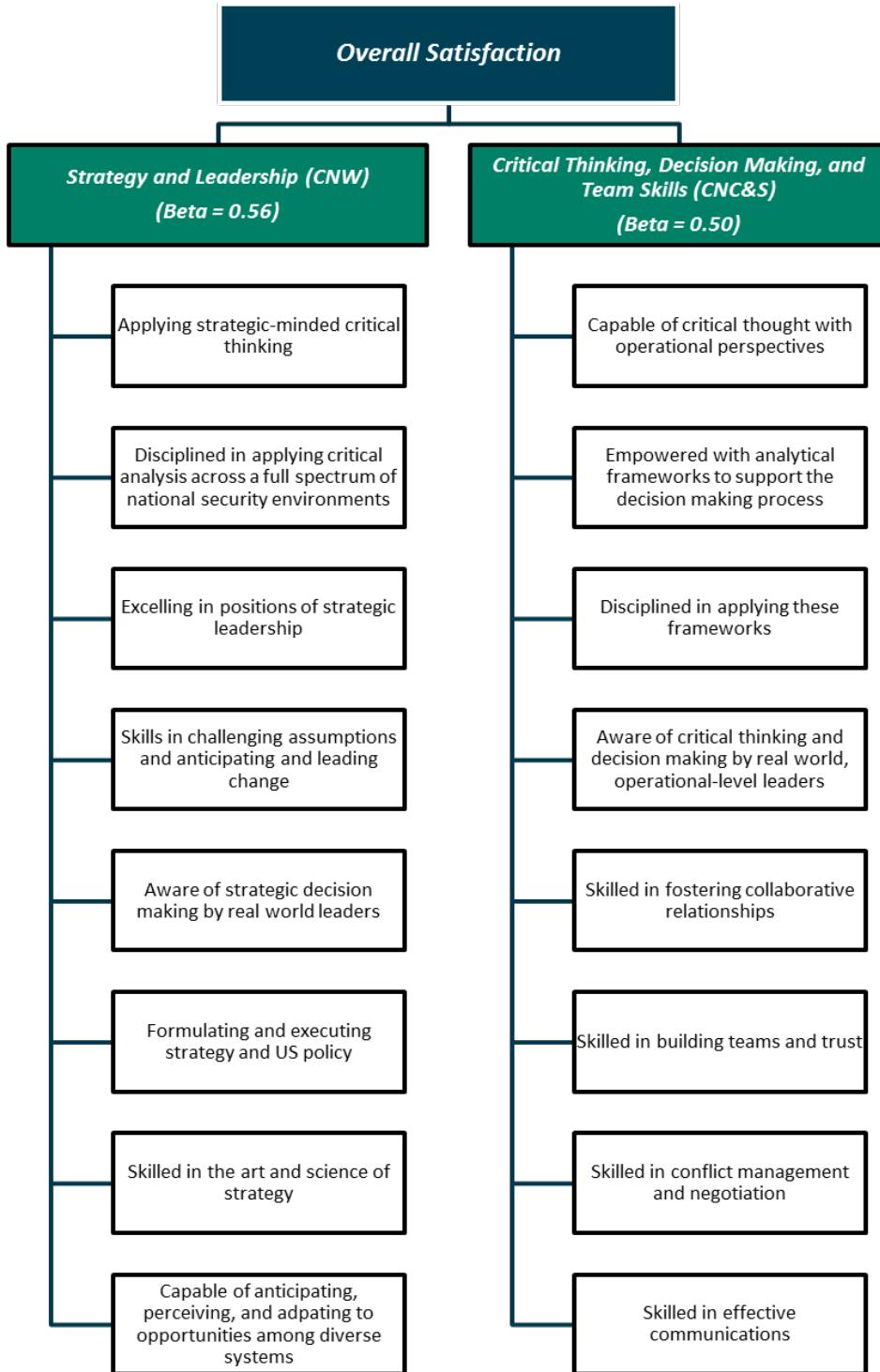
**Factors that are Predictive of Satisfaction, by Beta Weights**

FACTOR	BETA WEIGHTS
Instruction and Courses	0.87
Professional Relationship with Professors	0.71
Strategy and Leadership (CNW)	0.56
Contextual Knowledge and Understanding	0.55
Critical Thinking, Decision-Making, and Team Skills (CNCS)	0.50
Discussions with U.S. Students	0.43
Team and Joint-Based Skills (CNW)	0.34
Feedback and Improvement of Skills	0.29
Decision-Making and Preparation for Functioning	0.20
Having a Wider Perspective (CNCS)	0.17
Planning and Resource Allocation (CNCS)	0.14
Acquiring New Skills and Education	0.14
Independent Work and Interests	0.09

The factor most predictive of overall satisfaction for *all* students is *Instruction and Courses*. As shown below, having a caring faculty who get to know their students; provide quality instruction and tutorials using a relevant, cohesive curriculum; and do so in an environment where diverse viewpoints are encouraged and academic integrity is high is important. The second ranked factor is having a *Professional Relationship with Professors*, while the third is gaining *Contextual Knowledge and Understanding*.



Shown here, CNW-specific satisfaction items are related to *Strategy and Leadership* while the CNC&S-specific items focus on *Critical Thinking, Decision Making, and Building Teams*. In general, model findings align with curricular intent.



## **Projection – What Do We Need to/Plan to Do Next?**

### **Planned Teaching Excellence Center**

The institution has had a Writing Center since 2009. Following the retirement of the founding director, an expanded Writing Center was relaunched in summer 2016 under new leadership and with an expanded faculty. With the expanded capacity, Writing Center annual appointments have grown from 964 in AY 2016-2017 to 1,999 in AY 2018-2019; a 107% increase. It is the only academic support center in the College and although the primary focus of its work is on writing, it effectively functions as a learning center. For example, the Center assesses all new students via a writing sample. This exercise serves as an early indicator to determine whether an individual student needs writing assistance. The Writing Center is currently in the process of becoming the Writing and Teaching Excellence Center, which will transform it into a true teaching and learning center. The College has recently hired an Associate Director of the Teaching Excellence Center with an anticipated start date of mid-August 2019.

Working together with the Director of the Writing and Teaching Excellence Center, the new Associate Director will fill out the preliminary vision for the Teaching Excellence Center and provide a wide range of opportunities for all faculty, military and civilian, new and longstanding, to engage in professional development in the area of teaching. The Associate Director will have extensive experience in this kind of faculty development and in assessment mechanisms for services, programs, initiatives, and centers.

The Teaching Excellence initiative will foster increased discussion among faculty within and across departments that will allow for reflection on one's own and one's colleagues' teaching methods; increase familiarity with the ever-growing literature of the Scholarship of Teaching and Learning (SoTL); and bring the quality of teaching at NWC to an ever-higher level.

As the Writing and Teaching Excellence Center develops, we expect that faculty will avail themselves of the new resource. This will facilitate measuring student mastery of program-level outcomes, enhance pedagogy, and improve student learning.

### **Assessment Committee Creation: PLO Review / Update**

As mentioned previously, during the fall of 2018, the Dean of Academics constituted a cross-departmental faculty team to review and update the aforementioned Navy PME program-level outcomes, and ensure alignment with course objectives as well as external military guidance. This was done primarily as the result of conversations and feedback received from the Joint Staff regarding military accreditation results and a renewed focus assessing student achievement and program effectiveness. The Assessment Committee initially reviewed/updated the senior-level program outcomes, then addressed the intermediate-level program learning outcomes, with a ultimate goal of moving more firmly towards direct measures of assessment.

While still in draft form, the December 14, 2018 PLO versions appear below.

### **Proposed Draft CNW Program Learning Outcomes**

1. Apply theory, history, and doctrine to strategic leadership and decision making.
2. Demonstrate the ability to think critically and creatively through reasoned argument and professional communication.

3. Demonstrate preparedness as a seapower-minded, joint-warfighting leader by interpreting and planning in an interagency and international environment.
4. Recognize and apply appropriate decision making based on the political, organizational, legal, and ethical context.
5. Develop national and defense strategies across all domains that are informed by the global security environment, innovations, and the evolving character of war.

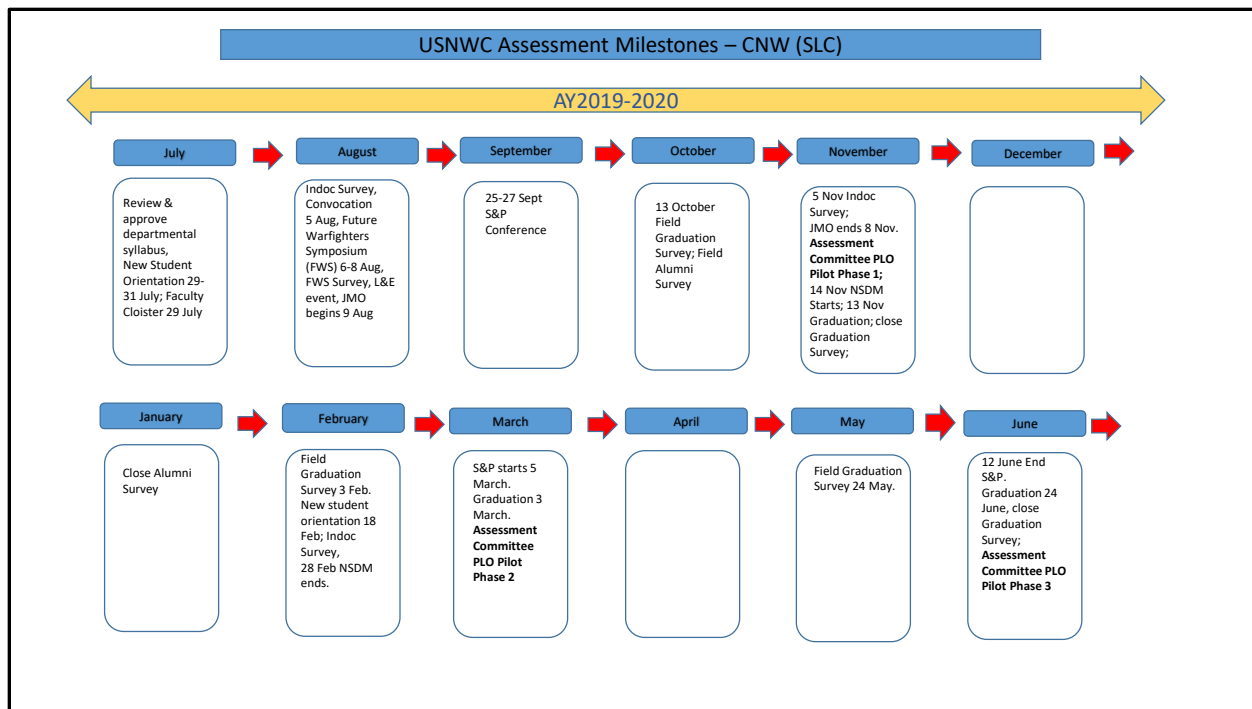
### **Revised Draft CNC&S Program Learning Outcomes**

1. Apply doctrine, theory, history, and strategy to operational decision making.
2. Demonstrate the ability to think critically and creatively through reasoned argument and professional communication.
3. Demonstrate preparedness as a seapower-minded warfighter capable of enhancing joint military planning in an interagency and international environment.
4. Recognize and apply appropriate decision making based on the political, organizational, legal, and ethical context.
5. Develop theater strategies across all domains that are informed by the regional security environment, innovations, and the evolving character of war.

### **Future Academic Assessment Plans**

In the spring of 2019, individual departments reviewed and re-worked the course-level learning outcomes that support the new program outcomes. Results of these efforts will be presented in the summer of 2019 to the faculty and administration, as well as to appropriate external bodies.

The College Assessment Committee will write and execute an Academic Assessment Pilot Plan. Assessment Committee intentions during the 2019-20 academic year and beyond entail selecting one or more PLOs and CLOs and measuring student group learning. A pilot plan with possible PLO milestones appears below for the CNW program; a similar plan will be designed and implemented for the CNC&S program. To be cost-effective, the process will likely use one or more of the myriad direct assessments currently used by faculty for class grading. This will represent a first for the College as it will involve designing and employing PLO and CLO rubrics to enable measurement of outcomes faculty have deemed as important. Initially, the pilot will focus on one or two well-defined and important learning goals; possibly at the summative level. As the PLO assessment program matures, and as results provide useful evidence to faculty and administration, these findings will inform the Curricular Review and Improvement Process depicted earlier.



## Concluding Thoughts

The NWC considers its assessment of student learning and the evaluation of the educational environment to be an ongoing process. As an organization, it has worked diligently and systematically to enhance the process used to collect, analyze, share, and use results from indirect measures of assessment to improve the educational effectiveness of its programs. For example, assessment results are now posted on the College's intranet site. The NWC integrates the findings of its assessment processes and measures of student success into its program evaluation pursuits. However, the institution recognizes that more effort is needed to produce verifiable information yielding direct measurement of student learning at the program and course levels. This will reduce the over-reliance on indirect assessments methods that characterize the existing assessment system.

The new organizational structures, such as the Assessment Committee, the revised syllabi approval process, the Competency-Based Education pilot experience of the College of Distance Education, and the planned Teaching Excellence Center, will enable faculty and staff to better understand student achievement and the student experience. Complementing new organizational structures are NWC's internal survey system (Verint EFM) and external research supplier (Hanover Research Council). Taken together, these resources and enhancements will strengthen the College's effectiveness as a learning organization.

## Institutional Plans

As outlined in the Naval War College's 2014 self-study, and later recorded by the evaluation team, the decade leading up to the College's last reaffirmation of accreditation was a time of significant change and expansion for the institution. Leveraging its enduring strengths as an academic and research institution, the College undertook a number of major initiatives that underscored the catalytic role being played by the school in meeting the challenges of the emerging global security environment – but efforts that also stressed the institution.

These initiatives included:

- Transforming a single core curriculum into two distinct curricula for the senior and intermediate academic programs.
- Expanding and more keenly focusing those curricula on current and future maritime operational challenges.
- Placing greater emphasis of the research, analysis, and gaming mission in direct support of the Chief of Naval Operations (CNO), Combatant Commanders, the Navy Staff (OPNAV), Navy Component Commanders, Numbered Fleet Commanders, the Joint Staff, and other elements of the national security community.
- Developing a career continuum of enlisted and officer Professional Military Education (PME) courses.
- Initiating a series of short, non-degree programs designed to strengthen Navy combat readiness at the operational level of war
- Development of a coherent Leader Development Continuum focused on developing leaders of character who are prepared for operational and strategic level leadership challenges.
- Serving as the coordinating authority for the work that developed and produced the Sea Services' unified maritime strategy, *A Cooperative Strategy for 21<sup>st</sup> Century Seapower*.

These significant, but varied, efforts reflect a continuing commitment by the Navy's senior leadership to turn to NWC for the visionary strategic thinking that supports the Navy's needs. But, as noted throughout our self-study, the evaluation team report, and this interim report, these initiatives severely strained the College's resources in terms of funding, human capital, and physical space.

Coming out of this period of significant change, the College had anticipated that it would experience a period of consolidation focused on refining the College's policies, processes, and practices in order to improve effectiveness and to discover efficiencies. It envisioned no new major programs or activities, rather intending to improve those programs already underway. We also expected our relationship with other Navy units involved in developing leaders to deepen. Over the last five years, that expectation has largely been realized. While certainly emergent and episodic challenges have arisen, the College has been able to focus much of its attention on incremental improvements to existing programs designed to enhance our students' educational experience.

Upon assumption of his office in the summer of 2016, the former President charted a clear way forward along two coherent and interrelated lines of effort. The first effort, referred to elsewhere in this document as the "izes" (operationalize, navalize, futurize, internationalize, and normalize) focused on ensuring the continued relevancy of the College, and its academic programs to our students, the Navy, and our Nation. Simply put, the institution must never forget that we exist to prepare our students, if called, to fight and win our nation's wars. The second line of effort, known as the "Contours" and indelibly connected to the first, focuses the College on building upon its strengths to "make a great institution greater."

Combined, these two efforts nest nicely with accreditation's twin goals of quality control and process improvement.

The vehicle for this consolidation and improvement process has been the College's *Strategic Plan 2017-2021*. Over the last two years, this plan has been a living document, actively guiding the College's efforts and serving as a focal point for the alignment of strategic messaging both internally and externally. Significantly, the strategic plan not only charts the way forward in a cogent year-by-year fashion, with clearly measurable and attainable benchmarks, it also envisions a future path forward for the school beyond the current document's horizon.

Moving forward, a number of efforts feature in the College's strategic plan. Leader development has continued to receive considerable attention both within the College and by the Navy's senior leadership and will serve as a key focal point for year three of the current plan. Internally, over the last two years, the school has restructured how it addresses "Leadership in the Profession of Arms" as part of the core academic program. The first major curricular changes were delivered this past academic year. While largely successful, there remains clear room for improvement and refinements are already being put into place for the coming academic year. Externally, the demand signal for NWC-delivered leader development for the most senior Naval officers continues to increase. The College was tasked with developing, and has delivered, tailored week-long educational programs for newly-promoted two-, and three-star admirals and their civilian equivalents. Years four and five of the current strategic plan focus on continuing stabilization and consolidation efforts.

The four areas of emphasis highlighted by the Commission will also continue to receive focused attention. As noted earlier, the College has made excellent progress in all areas but these early gains may prove fragile and must be continually addressed. Specifically, the Board of Advisors has evolved into a strong advocate for the College with the senior leadership of the Navy. As current Board members terms expire, the College must remain diligent in identifying high quality replacements. Additionally, we must continue to communicate effectively with the members so that they understand the College deeply, and can advocate effectively on its behalf. While we have made significant progress in aligning mission with resources, the Flagship Agreement being one key enabler, any gains made in these challenging fiscal times may be tenuous. Another path to achieving a more realistic balance is to reduce the scope of our overall mission. Recent Navy decisions to decouple two major, non-degree programs from the College's portfolio (the Naval Leadership and Ethics Center and the Senior Enlisted Academy) may realize efficiencies for the institution.

The gains in faculty shared governance have been promising, particularly given the College's status as a military command, and the inaugural Faculty Advisory Senate has now been convened. Assessment of its eventual effectiveness must necessarily be determined in the future. Finally, our gains in increasing diversity, in the areas of both line faculty and leadership/administration have been positive. Continuing these advances, as we seek greater diverse representation across the College, will also require ongoing and focused effort.

In other efforts, as the College has moved from an "inputs-based" approach to education more than a decade ago, to an "outcomes-based" approach today, our assessment regimen has lagged to a degree. As noted, we are currently re-examining our program level outcomes, with a further goal of grounding our program-level evaluative efforts more firmly on direct measures of assessment. Additionally, the institution has taken a multi-year look at competency-based education and experiential learning. Early efforts in those areas have been positive and the College will continue to leverage those initiatives in the coming years. Finally, the College recognizes that it must be prepared to deal with a challenging fiscal environment and a changing geo-strategic landscape. As a military institution, we must be prepared to react to external



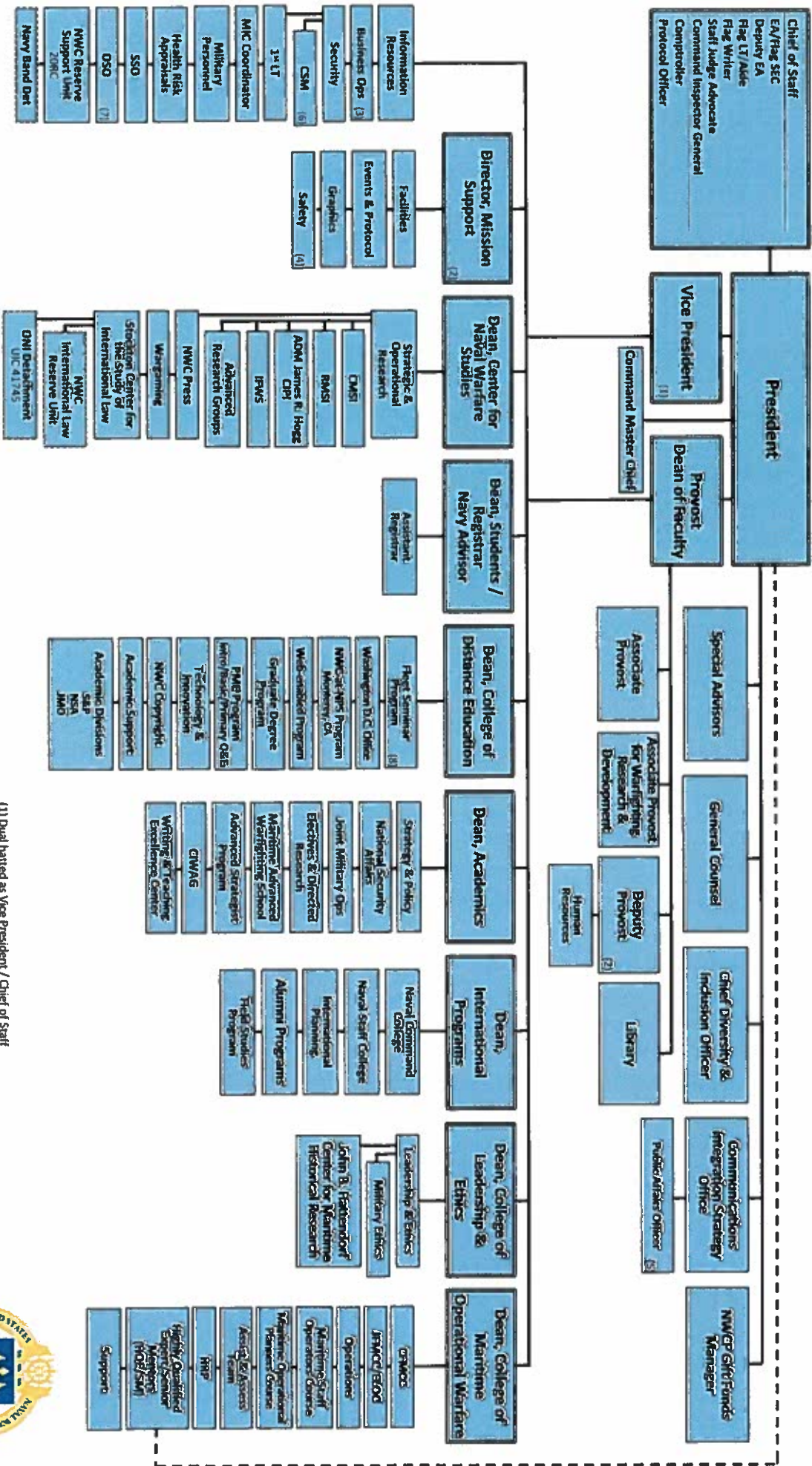
guidance, protecting the enduring aspects of the curricula while balancing the requirements and expectations of the nation's civilian and military senior leaders.

One area of great potential promise, but significant current uncertainty, is the Secretary of the Navy's "Education for Seapower" reforms. This may prove a "golden moment" as both the civilian and uniformed leadership seem fully aligned concerning the value of graduate education in an officer's career development. However, significant structural and cultural changes will need to occur for this vision to be realized. The College must remain a fully engaged partner during this transition to ensure that externally mandated actions, however well intentioned, do not degrade the educational experience of our students. Additionally, the College must, and will, resist any actions that might put its accreditation, both regional and specialized, in jeopardy.

Overall, the outlook for the College is positive. While the competition for resources will continue, the Navy's senior leadership, the Secretary of the Navy and the Chief of Naval Operations, personally recognize the value of the College to the mission of the Navy in terms of current warfighting readiness and future challenges. Key, senior flag leaders across the Navy are involved with various elements of the College and value that relationship. Those connections have become increasingly steadfast and important over the last ten years. The Navy, in turn, has demonstrated its respect for the College's contribution by providing the resources necessary to support the increase in mission and responsibility. Such bodes well for the challenges ahead.

Our people – students, faculty, and staff – remain the true strength of the College. They make the Naval War College a world-class professional military education institution. This, the Navy's home of thought, relies on their intellectual energy and drive, their cohesion, and absolute dedication to the functions and tasks of the College. Their selfless service remains the key to any future success. Based on their superb performance through the recent period of expansion, the College's leadership has every reason to be confident in facing the challenges ahead.

# U.S. Naval War College



(NWC Org Chart as of August 2019 (Q3\_Rev1))

- (1) Dual hatred as Vice President / Chief of Staff
- (2) Dual hatred as Deputy Provost / Director, Mission Support
- (3) Direct report to PNWC for 10 USC 1701-1734
- (4) Direct report to PNWC for command-safety concerns
- (5) Direct report to PNWC for matters set forth in SECNAVINST 5720.44C
- (6) Direct report to PNWC for command CSM concerns
- (7) Administrative support
- (8) 19 CONUS locations



August 2019



### 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 Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (NECHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	<a href="https://dnngwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2019_2020">https://dnngwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2019_2020</a>
Print Publications	Academic Catalog U.S. Naval War College 2019-2020
Self-study/Fifth-year report Page Reference	Page 16 (Note: CIHE Standard 4.34)

- 2. 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* 4.38, 4.39 and 9.19.)

URL	<a href="https://dnngwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2019_2020">https://dnngwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2019_2020</a>
Print Publications	Faculty Handbook/Student Handbook/Academic Catalog U.S. Naval War College 2019-2020
Self-study/Fifth-year Report Page Reference	Page 16 (Note: CIHE Standard 4.38, 4.39, and 9.19)

- 3. 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 9.19.)

URL	INTRANET <a href="https://navalwarcollegeohsreport.com/sites/intranet/USNWCHomeNet3/berof%20Documents/Form/Allims.aspx?id">https://navalwarcollegeohsreport.com/sites/intranet/USNWCHomeNet3/berof%20Documents/Form/Allims.aspx?id</a>
Print Publications	Student Handbook
Self-study/Fifth-year Report Page Reference	Page 17 (Note: CIHE Standard 5.18, 9.8, and 9.19)

- 4. 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	Common Access Card (CAC) Verification
Self-study/Fifth-year Report Page Reference	

- 5. 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	
Print Publications	
Self-study Page Reference	NOT APPLICABLE TO THE INTERIM FIFTH-YEAR REPORT

The undersigned affirms that U.S. Naval War College (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: Lewis M. Duncan, Acting President

Date: July 17, 2019

18 July 2019

Memorandum

An auditor's management letter is not provided with this report.

The US Naval War College, unlike many other colleges and universities in New England, is not financially a stand-alone institution. The College operates as an organization under the auspices of the US Navy with the President directly responsible to the Chief of Naval Operations, the Navy's Service Chief. As a federal entity, the College operates as an integral entity of the Department of the Navy's financial system designed to account for the proper funding and auditing of Congressional appropriations.

The College's financial operations are regularly monitored and closely reviewed by the US Navy throughout the fiscal year. Systematic electronic record-keeping provides the means to closely track and account for the College's assets, funding, and expenditures. Within federal organizations, formal financial audits are conducted at the "corporate" Navy level with subordinate organizations such as the Naval War College subject to scrutiny on a routine basis.

## INTERIM REPORT FORMS GENERAL INFORMATION

Institution Name:

OPE ID:

				Annual Audit	
				Certified: Yes/No	Qualified Unqualified
Financial Results for Year Ending:	U	U	U		
Most Recent Year					
1 Year Prior				-	
2 Years Prior		-			

Fiscal Year Ends on:  (month/day)

Budget / Plans

Current Year	-
Next Year	-

Contact Person:

Title:

Telephone No:

E-mail address:

### 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="https://usnwc.edu/About/Mission">https://usnwc.edu/About/Mission</a>	

### Standard 2: Planning and Evaluation

#### PLANNING

##### Strategic Plans

Immediately prior Strategic Plan

Current Strategic Plan  
Next Strategic Plan

Year approved by governing board	Effective Dates	Website location
	2014-2018	<a href="https://apps.dtic.mil/dtic/tr/fulltext/u2/a607989.pdf">https://apps.dtic.mil/dtic/tr/fulltext/u2/a607989.pdf</a>
	2017-2021	<a href="https://dnnlgwick.blob.core.windows.net/portals/0/GlobalContent/Strategic%20Plan.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=N1%2BfaSVqkUWI47sOeMopd5qhYp4nY4RHiv7IrDKnVQs%3D">https://dnnlgwick.blob.core.windows.net/portals/0/GlobalContent/Strategic%20Plan.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=N1%2BfaSVqkUWI47sOeMopd5qhYp4nY4RHiv7IrDKnVQs%3D</a>

Year completed	Effective Dates	Website location
N/A		
N/A		
N/A		
N/A		
N/A		
N/A		

##### Other institution-wide plans\*

- Master plan
- Academic plan
- Financial plan
- Technology plan
- Enrollment plan
- Development plan

##### Plans for major units (e.g., departments, library)\*


#### EVALUATION

##### Academic program review

- CNW PAJE by Joint Staff J7 Team - May 2015
- CNC&S/CDE PAJE by Joint Staff J7 - November 2015

\*Insert additional rows, as appropriate.

Website location

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

Please attach to this form:

- 1) A copy of the institution's organization chart(s).

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

US Navy
<a href="https://my.nps.edu/web/board-of-advisors/home">https://my.nps.edu/web/board-of-advisors/home</a>

##### Governing Board

Website location

By-laws

<https://my.nps.edu/web/board-of-advisors/npw-nwc-charter>

Board members' names and affiliations

<https://my.nps.edu/web/board-of-advisors/nwc-members>

Please enter any explanatory notes in the box below

The Naval War College and the Naval Postgraduate School share a Board of Advisors. Each institution has a subcommittee to the overarching NPS/NWC BOA. The board provides independent advice and recommendations on matters pertaining to the educational, doctrinal and research policies and activities of the NPS and NWC to the Secretary of the Navy.

**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 (FY 2017)	1 year prior (FY 2018)	Current year (FY 2019)
Main campus	Newport, RI	2/26/1905	599	560	546
Other principal campuses					
Branch campuses (US)					
Other instructional locations (US)	Monterey, CA	9/27/1999	1,640	1,640	1,640
	Port Hueneme, CA	8/27/2001	14	11	12
	San Diego, CA	8/27/2001	90	86	110
	Washington DC/Northern VA	8/28/2000	324	325	325
	Jacksonville, FL	8/27/2001	32	26	18
	Mayport, FL	8/27/2001	16	17	16
	Pensacola, FL	8/27/2001	9	12	19
	Pearl Harbor, HI	8/27/2001	54	38	44
	Great Lakes, IL	8/27/2001	18	16	10
	New Orleans, LA	8/27/2001	18	14	17
	Annapolis, MD	8/27/2001	99	109	109
	Patuxent River, MD	8/27/2001	15	16	11
	Newport, RI	8/28/2000	89	79	73
	Millington, TN	8/27/2001	11	8	6
	Dallas/Fort Worth, TX	9/12/2005	17	9	14
	Dahlgren, VA	8/27/2001	18	18	18
	Norfolk, VA	8/27/2001	108	93	89
	Everett, WA	8/27/2001	10	10	8
	Whidbey Island, WA	8/27/2001	7	10	8
	Bangor, WA	8/27/2001	18	15	16
Branch campuses (overseas)					
Other instructional locations (overseas)					

**Educational modalities**

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior (FY 2017)	1 year prior (FY 2018)	Current year (FY 2019)
Distance Learning Programs					
	Web-enabled Course		1,440	1,440	1,440
	Web-enabled Electives		270	270	270
Correspondence Education	CDROM-Based Program		680	680	0
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs					
Contractual Arrangements involving the award of credit					

Please enter any explanatory notes in the box below

NOTE - The CDROM-based program has been discontinued.



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

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

<b>Degree Level/ Location &amp; Modality</b>	<b>Associate's</b>	<b>Bachelor's</b>	<b>Master's</b>	<b>Int'l Students (Degree)</b>	<b>Graduate Degree Program</b>	<b>Clinical doctorates (c.g., Pharm.D., DPT, DNP)</b>	<b>Professional doctorates (c.g., Ed.D., Psy.D., D.B.A.)</b>	<b>M.D., J.D., DDS</b>	<b>Ph.D.</b>	<b>Total Degree-Seeking</b>
Main Campus FT			411	15						426
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 (GDP)					700					700
Overseas Locations FT										0
Overseas Locations PT										0
Distance education FT										0
Distance Education PT										0
Correspondence FT										0
Correspondence PT										0
Low-Residency FT										0
Low-Residency PT										0
<b>Unduplicated Headcount Total</b>	0	0	411		700	0	0	0	0	1,111
<b>Total FTE</b>			411.00	15.00	164.00					590.00
<b>Enter FTE definition:</b>										
<b>Degrees Awarded, Most Recent Year (AY 2016-17)</b>			434	20						454

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

Students enrolled in the Graduate Degree Program (GDP) work through the College of Distance Education. This program provides an opportunity for an increased number of eligible students to work toward and be awarded the Master of Arts Degree in Defense and Strategic Studies along with JPME 1. Non-resident students are enrolled in the Fleet Seminar Program to complete their core courses along with a series of electives.

**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 (Int'l)				95		95
Main Campus FT					426	426
Main Campus PT				0		0
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations PT (GDP)				0	700	700
Other Location PT (NPS)				338		338
Other Locations PT (FSP)				985		985
Overseas Locations FT				0		0
Overseas Locations FT				0		0
Distance education FT				0		0
Distance education PT (CDROM)				337		337
Distance education PT (Web)				890		890
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
<b>Unduplicated Headcount Total</b>	0	0	0	2,645	1,126	3,771
<b>Total FTE</b>				828	590.00	1,418.00
<b>Enter FTE definition:</b>						
<b>Certificates Awarded, Most Recent Year</b>						

**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

Note Distance Ed PT = Web-Enabled & CD-ROM Other Locations PT = FSP Main Campus FT= NCC & NSC. NOTE - There are 15 international students that are included with the degree-seeking student because they are pursuing the NWC degree. This is a new opportunity for the International Students.

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

	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					
Certificate					
Associate					
Baccalaureate					
<b>Total Undergraduate</b>	0	0	0	0	0

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

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2016)	(Fall 2017)	(Fall 2018)	(Fall 2019)	(Fall 2020)
For Fall Term, as of Census Date					
Master's	1181	1152	1161	1126	1158
Doctorate					
First Professional					
Other					
<b>Total Graduate</b>	1,181	1,152	1,161	1,126	1,158

**Standard 4: The Academic Program**  
**(Credit Hours Generated at the Undergraduate and Graduate Levels)**

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(Fall 2 016)	(Fall 2017)	(Fall 2018)	(Fall 2019)	(Fall 2020)
Undergraduate					
Graduate	30	30	31	31	31
<b>Total</b>	30	30	31	31	31

**Standard 4: The Academic Program**  
**(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					
<b>URL of Information Literacy Reports</b>					

Please enter any explanatory notes in the box below

**Standard 5: Students**  
**(Admissions, 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

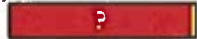
	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)	Goal (specify year) (FY 2020)
<b>Freshmen - Undergraduate</b>					
Completed Applications					
Applications Accepted					
Applicants Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Percent Change Year over Year					
Completed Applications	na	-	-	-	-
Applications Accepted	na	-	-	-	-
Applicants Enrolled	na	-	-	-	-
Average of statistical indicator of aptitude of enrollees: (define below)					
<b>Transfers - Undergraduate</b>					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
<b>Master's Degree</b>					
Completed Applications	1,181	1,152	1,161	1,126	1,158
Applications Accepted	1,181	1,152	1,161	1,126	1,158
Applications Enrolled	1,181	1,152	1,161	1,126	1,158
% Accepted of Applied	100.0%	100.0%	100.0%	100.0%	100.0%
% Enrolled of Accepted	100.0%	100.0%	100.0%	100.0%	100.0%
<b>First Professional Degree</b>					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
<b>Doctoral Degree</b>					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

Please enter any explanatory notes in the box below

Each Service or Agency has procedures in place to select officers for attendance. The Army, Air Force, and Marine Corps all have a competitive board process to select incoming students.

**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 (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)	Goal (specify year) (FY 2020)
<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	481	452	461	426	458
	Part-Time Headcount	700	700	700	700	700
	Total Headcount	1,181	1,152	1,161	1,126	1,158
	Total FTE	645	616	625	590	
	% Change FTE Graduate	na	-4.5%	1.5%	-5.6%	-100.0%
<b>GRAND TOTAL</b>						
	Grand Total Headcount	1,181	1,152	1,161	1,126	1,158
	Grand Total FTE	645	616	625	590	0
	% Change Grand Total FTE	na	-4.5%	1.5%	-5.6%	-100.0%

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?

--

Three-year Cohort Default Rate

Three-year Loan repayment rate  
(from College Scorecard)

(FY 2 )	(FY 2 )	(FY 2 )

Student Financial Aid

- Total Federal Aid
- Grants
- Loans
- Work Study
- Total State Aid
- Total Institutional Aid
- Grants
- Loans
- Total Private Aid
- Grants
- Loans

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 )


**Student Debt**

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


**Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)**

- English as a Second/Other Language
- English (reading, writing, communication skills)
- Math
- Other


Please enter any explanatory notes in the box below

The College describes the students it seeks to serve in the NWC's Academic Catalog 2018-2019 located at the following <a href="https://usnwc.edu/Academics-and-Programs/Academic-Resources/Academic-Catalog">https://usnwc.edu/Academics-and-Programs/Academic-Resources/Academic-Catalog</a>
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**Standard 6: Teaching, Learning, and Scholarship**  
**(Faculty by Category and Rank; Academic Staff by Category, Fall Term)**

3 Years Prior (Fall 2016)	2 Years Prior (Fall 2017)	1 Year Prior (Fall 2018)	Current Year (Fall 2019)
---------------------------------	---------------------------------	--------------------------------	-----------------------------

**? Number of Faculty by category**

Full-time	228	236	257	246
Part-time				
Adjunct				
Clinical				
Research				
Visiting				
Other; specify below:				
Full-time Military Faculty	126	130	126	124
<b>Total</b>	<b>354</b>	<b>366</b>	<b>383</b>	<b>370</b>

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

--	--	--	--	--

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

Professor	101	107	106	94
Associate	114	116	123	120
Assistant	10	6	18	22
Instructor	2	4	5	6
Other; specify below:				
Military Faculty (Core)	65	69	66	65
Post Doctoral Fellows	1	3	5	4
Military Faculty (Other)	61	61	60	59
<b>Total</b>	<b>354</b>	<b>366</b>	<b>383</b>	<b>370</b>

**? Number of Academic Staff by category**

Librarians	15	13	14	
Advisors				
Instructional Designers				
Other; specify below:				
Library Technicians	11	10	9	
<b>Total</b>	<b>26</b>	<b>23</b>	<b>23</b>	<b>0</b>

Please enter any explanatory notes in the box below

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

3 Years Prior (Fall 2016)		2 Years Prior (Fall 2017)		1 Year Prior (Fall 2018)		Current Year (Fall 2019)	
FT	PT	FT	PT	FT	PT	FT	PT

**Number of Faculty Appointed**

Professor	6		9		2		1	
Associate	0		8		15		3	
Assistant	0		3		10		1	
Instructor	0		4		2		0	
No rank	0		0		0		0	
Military Faculty	25		18		25		4	
<b>Total</b>	<b>31</b>	<b>0</b>	<b>42</b>	<b>0</b>	<b>54</b>	<b>0</b>	<b>9</b>	<b>0</b>

**Number of Faculty in Tenured Positions**

Professor	1		6		53		1	
Associate	0		0		7		0	
Assistant	0				0		0	
Instructor	0		0		0		0	
No rank	0		0		0		0	
Other	0		0		0		0	
<b>Total</b>	<b>1</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>60</b>	<b>0</b>	<b>1</b>	<b>0</b>

**Number of Faculty Departing**

Professor	4		5		1		0	
Associate	6		5		4		0	
Assistant	4		0		1		0	
Instructor	0		0		0		0	
No rank	0	0	0		0		0	
Military Faculty	20		10		19		4	
<b>Total</b>	<b>34</b>	<b>0</b>	<b>20</b>	<b>0</b>	<b>25</b>	<b>0</b>	<b>4</b>	<b>0</b>

**Number of Faculty Retiring**

Professor	5		6		2		1	
Associate	2		3		2		4	
Assistant	0		0		0		0	
Instructor	0		0		0		0	
No rank	0		0		0		0	
Military Faculty	4		6		4		1	
<b>Total</b>	<b>11</b>	<b>0</b>	<b>15</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>6</b>	<b>0</b>

Please enter any explanatory notes in the box below



**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		
	(Fall 2016)			(Fall 2017)			(Fall 2018)			(Fall 2019)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff			0			0			0			0
Research Staff	11		11	10		10	3		3	4		4
Public Service Staff			0			0			0			0
Librarians	7		7	12		12	12		12	12		12
Library Technicians	10		10	8		8	8		8	6		6
Archivists, Curators, Museum staff	3		3	2		2	2		2	2		2
Student and Academic Affairs			0			0			0			0
Management Occupations			0			0			0			0
Business and Financial Operations	35		35	33		33	35		35	32		32
Computer, Engineering and Science			0			0			0			0
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media			0			0			0			0
Healthcare Practitioners and Technical			0			0			0			0
Service Occupations			0			0			0			0
Sales and Related Occupations			0			0			0			0
Office and Administrative Support	35		35	31		31	32		32	32		32
Natural Resources, Construction, Maintenance			0			0			0			0
Production, Transportation, Material Moving			0			0			0			0
<b>Total</b>	<b>101</b>	<b>0</b>	<b>101</b>	<b>96</b>	<b>0</b>	<b>96</b>	<b>92</b>	<b>0</b>	<b>92</b>	<b>88</b>	<b>0</b>	<b>88</b>

Please enter any explanatory notes in the box below

**Standard 7: Institutional Resources  
(Statement of Revenue and Program Costs)**

Fiscal Year Ends - 09/30	2 Years Prior (FY 2017)		1 Year Prior (FY 2018)		Most Recent Year (July 15 2019) 10 Months		Percent Change	
	\$K	\$K	\$K	\$K	\$K	\$K	2 yrs-1 yr prior	1 yr-most recent
<b>REVENUE (RESOURCES)</b>								
Allotments Received - O&M	\$80,211	\$84,830	\$83,539		5.8%		-1.5%	
Allotments Received - R&D	\$4,043	\$4,434	\$5,060		9.7%		14.1%	
Other Revenue	\$6,568	\$5,868	\$4,071		-10.7%		-30.6%	
Gifts	\$1,096	\$768	\$806		-29.9%		4.9%	
<b>Total Revenue</b>	<b>\$91,918</b>	<b>\$95,900</b>	<b>\$93,476</b>		<b>4.3%</b>		<b>-2.5%</b>	
<b>PROGRAM COSTS</b>								
Personnel Compensation and Benefits	\$55,672	\$58,893	\$48,441		5.8%		-17.7%	
Travel and Transportation of Persons	\$6,936	\$7,680	\$5,896		10.7%		-23.2%	
Transportation of Things	\$159	\$114	\$30		-28.3%		-73.7%	
Rent, Communications & Utilities	\$387	\$213	\$114		-45.0%		-46.5%	
Printing and Reproduction	\$162	\$135	\$17		-16.7%		-87.4%	
Other Services	\$12,029	\$15,219	\$12,824		26.5%		-15.7%	
Supplies and Materials	\$1,818	\$1,949	\$1,150		7.2%		-41.0%	
Equipment		\$263	\$387					
Undelivered Orders	\$10,815	\$7,193						
Future Funded Expenses	\$3,692	\$4,096						
<b>Total Costs</b>	<b>\$91,670</b>	<b>\$95,755</b>	<b>\$68,859</b>		<b>4.5%</b>		<b>-28.1%</b>	
<b>NET POSITION</b>	<b>\$248</b>	<b>\$145</b>	<b>\$24,617</b>					

**Notes:**

- (1) Fiscal Year 2019 Revenue and Program Costs through 15 July 2019
- (2) Undelivered Orders and Future Funded Expenses populate General Ledger Accounts at Year End
- (3) Naval War College working closely with Bureau of Naval Personnel to estimate and cover all costs for FY19
- (4) DoD financial statements continuing to work toward audit readiness
- (5) DoD audit efforts include General Ledger Account realignment, making year-to-year accounting comparison difficult
- (6) Naval War College under STARS-FL Accounting System (FY17) and SABRS (FY18/FY19)
- (7) Transition to SABRS part of DoD/DoN audit readiness corrective actions

**Standard 8: Educational Effectiveness  
(Graduate Programs, Distance Education, Off-Campus Locations)**

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2 )

<b>?</b> <b>Master's Programs (Add definitions/methodology in #1 below)</b>					
Retention rates first-to-second year					
Graduation rates @ 150% time	99%	98%	98%	100%	100%
Average time to degree					
Other measures, specify:					

<b>?</b> <b>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>?</b> <b>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					
Retention rates					
Graduation rates					
Other measures, specify:					

<b>Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)</b>					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					

<b>Definition and Methodology Explanations</b>	
1	
2	
3	
4	
5	

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

<b>Policies</b>	<b>Last Updated</b>	<b>Website location where policy is posted</b>	<b>Responsible Office or Committee</b>
Academic honesty		https://usnwc.edu/Academics-and-Programs/Academic-Resources/Academic-Policies	Provost
Intellectual property rights	Pending	Faculty Handbook	Provost
Conflict of interest	Pending	Faculty Handbook	Provost
Privacy rights	Oct 2014	DoD Privacy Pgm DOD 5400.11R	Provost
Fairness for students	Pending	Faculty & Student Handbooks	Provost
Fairness for faculty	Pending	Faculty Handbook	Provost
Fairness for staff	Pending	Faculty Handbook	Provost
Academic freedom	Pending	Faculty Handbook	Provost
Research	Pending	Faculty Handbook	Provost
Title IX			
Other; specify			

**Non-discrimination policies**

Recruitment and admissions	Pending	Faculty Handbook	Provost
Employment	Pending	Faculty Handbook	Provost
Evaluation	Pending	Faculty Handbook	Provost
Disciplinary action	Pending	Faculty Handbook	Provost
Advancement	Pending	Faculty Handbook	Provost
Other; specify			

**Resolution of grievances**

Students	2018	Student Handbook	PNWC
Faculty	Pending	Faculty Handbook	PNWC
Staff	Pending	Faculty Handbook	PNWC
Other; specify			

<b>Other</b>	<b>Last Updated</b>	<b>Website location or Publication</b>	<b>Responsible Office or Committee</b>
Sexual Assault Prevention Response	Nov 2018	Intranet Popular Links	PNWC
EEO	May 2019	Intranet Popular Links	PNWC
Safety & Occupational Health	Dec 5 2016	PNWC Policy Letter	PNWC
Command Climate Assessment	Nov 7 2018	Assessment - Intranet	PNWC

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://dnnlgwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2018_2019%20091118.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=jDzw%2BtMef'sNjgK4vn63u7PIXURQ0yzgggdwQ4%2BUxgZU%3D">https://dnnlgwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2018_2019%20091118.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=jDzw%2BtMef'sNjgK4vn63u7PIXURQ0yzgggdwQ4%2BUxgZU%3D</a>
Notice of availability of publications and of audited financial statement or fair summary	<a href="https://dnnlgwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2018_2019%20091118.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=jDzw%2BtMef'sNjgK4vn63u7PIXURQ0yzgggdwQ4%2BUxgZU%3D">https://dnnlgwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2018_2019%20091118.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=jDzw%2BtMef'sNjgK4vn63u7PIXURQ0yzgggdwQ4%2BUxgZU%3D</a>
Processes for admissions	<a href="https://dnnlgwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2018_2019%20091118.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=jDzw%2BtMef'sNjgK4vn63u7PIXURQ0yzgggdwQ4%2BUxgZU%3D">https://dnnlgwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2018_2019%20091118.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=jDzw%2BtMef'sNjgK4vn63u7PIXURQ0yzgggdwQ4%2BUxgZU%3D</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	Institutional Effectiveness & Accreditation on INTRANET
Processes for student discipline	Resident Student Handbook 2018 on INTRANET
Processes for consideration of complaints and appeals	<a href="https://dnnlgwick.blob.core.windows.net/portals/0/GlobalContent/Resident%20Students/Student%20Handbook%202018.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=g3BRVZ9NIXO116hpc6Fco98N8Rpf81'sjsjWlQIHYNYM%3D">https://dnnlgwick.blob.core.windows.net/portals/0/GlobalContent/Resident%20Students/Student%20Handbook%202018.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=g3BRVZ9NIXO116hpc6Fco98N8Rpf81'sjsjWlQIHYNYM%3D</a>

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
Program Outcomes	Vision-and-Outcomes
PME/JPME Outcomes	<a href="https://dnnlgwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2018_2019%20091118.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=jDzw%2BtMef'sNjgK4vn63u7PIXURQ0yzgggdwQ4%2BUxgZU%3D">https://dnnlgwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2018_2019%20091118.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=jDzw%2BtMef'sNjgK4vn63u7PIXURQ0yzgggdwQ4%2BUxgZU%3D</a>
Faculty Achievements	<a href="https://usnwc.edu/Faculty-and-Departments/Directory">https://usnwc.edu/Faculty-and-Departments/Directory</a>
USNWC Fast Facts	<a href="https://dnnlgwick.blob.core.windows.net/portals/0/GlobalContent/fast%20facts%20press112217.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=F3R0o0Lk1amhQjG53f17xtl.q0cl.jd2kIOswbGxgVil%3D">https://dnnlgwick.blob.core.windows.net/portals/0/GlobalContent/fast%20facts%20press112217.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=F3R0o0Lk1amhQjG53f17xtl.q0cl.jd2kIOswbGxgVil%3D</a>

Date of last review of:	
Print publications	
Digital publications	

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-Resources/Academic-Catalog">https://usnwc.edu/Academics-and-Programs/Academic-Resources/Academic-Catalog</a>
Obligations and responsibilities of students and the institution	Resident Student Handbook 2018 on Intranet
Information on admission and attendance	<a href="https://usnwc.edu/Faculty-and-Departments/Administrative-Departments/Registrar">https://usnwc.edu/Faculty-and-Departments/Administrative-Departments/Registrar</a>
Institutional mission and objectives	<a href="https://www.usnwc.edu/About/Mission">https://www.usnwc.edu/About/Mission</a>
Expected educational outcomes	<a href="https://usnwc.edu/Academics-and-Programs/Academic-Vision-and-Outcomes">https://usnwc.edu/Academics-and-Programs/Academic-Vision-and-Outcomes</a>
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	N/A
Requirements, procedures and policies re: admissions	<a href="https://dnnlgwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2018_2019%20091118.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=jDzw%2BtMeFsNJgK4vn63u7PIXURQ0yzgqgdwQ4%2BUxgZU%3D">https://dnnlgwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2018_2019%20091118.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=jDzw%2BtMeFsNJgK4vn63u7PIXURQ0yzgqgdwQ4%2BUxgZU%3D</a>
Requirements, procedures and policies re: transfer credit	<a href="https://dnnlgwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2018_2019%20091118.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=jDzw%2BtMeFsNJgK4vn63u7PIXURQ0yzgqgdwQ4%2BUxgZU%3D">https://dnnlgwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2018_2019%20091118.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=jDzw%2BtMeFsNJgK4vn63u7PIXURQ0yzgqgdwQ4%2BUxgZU%3D</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://dnnlgwick.blob.core.windows.net/portals/0/GlobalContent/Resident%20Students/Student%20Handbook%202018.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=g3BRVZ9NIXOI6hpc6Feo98N8Rpf8FsjmsjWlQHYnYM%3D">https://dnnlgwick.blob.core.windows.net/portals/0/GlobalContent/Resident%20Students/Student%20Handbook%202018.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=g3BRVZ9NIXOI6hpc6Feo98N8Rpf8FsjmsjWlQHYnYM%3D</a>
Procedures for student appeals and complaints	Resident Student Handbook 2018 on Intranet
Other information re: attending or withdrawing from the institution	Resident Student Handbook 2018 on Intranet AND <a href="https://usnwc.edu/Student-Information/Resident-Students-Domestic-and-International">https://usnwc.edu/Student-Information/Resident-Students-Domestic-and-International</a>
Academic programs	<a href="https://dnnlgwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2018_2019%20091118.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=jDzw%2BtMeFsNJgK4vn63u7PIXURQ0yzgqgdwQ4%2BUxgZU%3D">https://dnnlgwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2018_2019%20091118.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=jDzw%2BtMeFsNJgK4vn63u7PIXURQ0yzgqgdwQ4%2BUxgZU%3D</a>

	<a href="https://usnwc.edu/Faculty-and-Departments/Academic-Departments">https://usnwc.edu/Faculty-and-Departments/Academic-Departments</a>
Courses currently offered	
Other available educational opportunities	
	<a href="https://usnwc.edu/Academics-and-Programs/Academic-Resources">https://usnwc.edu/Academics-and-Programs/Academic-Resources</a>
Other academic policies and procedures	
Requirements for degrees and other forms of academic recognition	<a href="https://dnnlgwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2018_2019%20091118.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=jDzw%2BtMeFsNjgK4vn63u7PIXURQ0yzzgqgdwQ4%2BUxgZU%3D">https://dnnlgwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2018_2019%20091118.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=jDzw%2BtMeFsNjgK4vn63u7PIXURQ0yzzgqgdwQ4%2BUxgZU%3D</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>
	<a href="https://www.usnwc.edu/Faculty-and-Departments/Administrative-Departments">https://www.usnwc.edu/Faculty-and-Departments/Administrative-Departments</a>
Names and positions of administrative officers	
	<a href="https://my.nps.edu/web/board-of-advisors/nwc-members">https://my.nps.edu/web/board-of-advisors/nwc-members</a>
Names, principal affiliations of governing board members	
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://dnnlgwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2018_2019%20091118.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=jDzw%2BtMeFsNjgK4vn63u7PIXURQ0yzzgqgdwQ4%2BUxgZU%3D">https://dnnlgwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2018_2019%20091118.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=jDzw%2BtMeFsNjgK4vn63u7PIXURQ0yzzgqgdwQ4%2BUxgZU%3D</a>
Programs, courses, services, and personnel not available in any given academic year.	<a href="https://dnnlgwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2018_2019%20091118.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=jDzw%2BtMeFsNjgK4vn63u7PIXURQ0yzzgqgdwQ4%2BUxgZU%3D">https://dnnlgwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2018_2019%20091118.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=jDzw%2BtMeFsNjgK4vn63u7PIXURQ0yzzgqgdwQ4%2BUxgZU%3D</a>
	<a href="https://dnnlgwick.blob.core.windows.net/portals/0/GlobalContent/fast%20facts%20press112217.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=F3R0o0Lk1amhQIG53f17xtLq0cLjd2kiOswbGxgVil%3D">https://dnnlgwick.blob.core.windows.net/portals/0/GlobalContent/fast%20facts%20press112217.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=F3R0o0Lk1amhQIG53f17xtLq0cLjd2kiOswbGxgVil%3D</a>
Size and characteristics of the student body	
	<a href="https://usnwc.edu/Student-Information/Resident-Students-Domestic-and-International">https://usnwc.edu/Student-Information/Resident-Students-Domestic-and-International</a>
Description of the campus setting	
	<a href="https://dnnlgwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2018_2019%20091118.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=jDzw%2BtMeFsNjgK4vn63u7PIXURQ0yzzgqgdwQ4%2BUxgZU%3D">https://dnnlgwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2018_2019%20091118.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=jDzw%2BtMeFsNjgK4vn63u7PIXURQ0yzzgqgdwQ4%2BUxgZU%3D</a>
Availability of academic and other support services	
	<a href="https://dnnlgwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2018_2019%20091118.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=jDzw%2BtMeFsNjgK4vn63u7PIXURQ0yzzgqgdwQ4%2BUxgZU%3D">https://dnnlgwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2018_2019%20091118.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=jDzw%2BtMeFsNjgK4vn63u7PIXURQ0yzzgqgdwQ4%2BUxgZU%3D</a>
Range of co-curricular and non-academic opportunities available to students	
	<a href="https://usnwc.edu/Academics-and-Programs/Academic-Resources">https://usnwc.edu/Academics-and-Programs/Academic-Resources</a>
Institutional learning and physical resources from which a student can reasonably be expected to benefit	
	<a href="https://dnnlgwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2018_2019%20091118.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=jDzw%2BtMeFsNjgK4vn63u7PIXURQ0yzzgqgdwQ4%2BUxgZU%3D">https://dnnlgwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2018_2019%20091118.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=jDzw%2BtMeFsNjgK4vn63u7PIXURQ0yzzgqgdwQ4%2BUxgZU%3D</a>
Institutional goals for students' education	



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	N/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	N/A
Statement about accreditation	<a href="https://dnnlgwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2018_2019%20091118.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=jDzw%2BtMef%20sNjgk4vn63u7PIXURQ0yzgggdwQ4%2BUxgZU%3D">https://dnnlgwick.blob.core.windows.net/portals/0/AcademicCatalog/catalog2018_2019%20091118.pdf?sr=b&amp;si=DNNFileManagerPolicy&amp;sig=jDzw%2BtMef%20sNjgk4vn63u7PIXURQ0yzgggdwQ4%2BUxgZU%3D</a>



**E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT  
 OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION**

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Joint Staff JT Process Accreditation for Joint Education (PA/E)	May 2015 (GNM) November 2015 (CNCS) November 2015 (CDE)	Key factors for accreditation include all joint hearing areas and objectives identified for Service Intermediate- and senior-level cadets.	Officer Professional Military Education Policy (OPMPE) Chairman of the Joint Chiefs of Staff Instruction 1800.01E dated 28 May 2015	May 2021 (GNM) November 2021 (CNCS and CDE)

\*Record results of key performance indicators in form 8.3 of the Data First Forms.  
 Institutions selecting E1b should also include E1a.