NPS Graduating Students Survey
2008 AY All Residents Summary Findings

Introduction
The Naval Postgraduate School (NPS) maintains a constant commitment to high quality education and research relevant to the mission of the Navy and Department of Defense (DoD). Through the use of surveys, student feedback has provided valuable and essential information for evaluating and assessing the school’s effectiveness in achieving its strategic goals. Since 1993, a principal vehicle for monitoring student perception of these goals has been the exit survey, administered to graduating students at the end of each academic quarter. Specifically, the exit survey addresses educational effectiveness, support services and resources, and the uniqueness and relevance of the DoD to the graduate education of NPS students.

Methodology
Survey
The NPS Graduating Students Survey consisted of 37 items rated on a five-point Likert scale, extending from strongly disagree to strongly agree, as well as a non-choice option. The last item asks for (open-ended) comments on any experience at NPS. GSEAS has five additional questions beyond the open-ended question. Current WASC standards helped guide the development of the survey items. The relationship between the survey items and the WASC standards can be referenced from the document “Crosswalk of NPS Graduating Student Survey Items with WASC Criteria for Review”.

Analysis
Target Population consisted of current term graduating students in NPS degree programs for resident or Distance Learning (DL) students.

- Surveys were administered to 985 graduating resident students.
- Total respondents = 631 students 64% response rate

Data Analysis: Survey response data is organized and analyzed for all of the four schools (GSBPP, GSEAS, GSOIS, SIGS), examining percentage of all resident respondents. The top 10 positive responses (Strongly agree + Agree), as well as top 10 negative responses (Strongly disagree + Disagree) are presented. Additionally, a demographic analysis of gender, ethnicity, and service is presented.
The unique defense-oriented environment made my graduate combat effectiveness of the US and Allied armed forces.

My academic background was adequate preparation for successful completion of my program.

My NPS program provided me with sufficient electives to pursue my special military career interests.

Diversity in Service enriched my NPS education.

Diversity in culture enriched my NPS education.

Diversity in ethnicity enriched my NPS education.

Diversity in gender enriched my NPS education.

NPS represented itself accurately in promotional materials and representations about the school.

I was aware that NPS had an appeals process for student academic complaints.

NPS faculty in my program were dedicated to teaching.

NPS faculty members involved me in active and participative learning experiences.

NPS faculty in my program were dedicated to my success as a student.

NPS faculty in my program were dedicated to teaching related teaching and research done in my curriculum or

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### Chart 2
**Top 10 Positive Responses for All Residents**

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>% All Resident Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>48. The CLASSROOM and other NON-LABORATORY facilities for my program had the following characteristics: Accessible</td>
<td>97%</td>
</tr>
<tr>
<td>25. NPS faculty in my program were dedicated to my success as a student.</td>
<td>96%</td>
</tr>
<tr>
<td>26. NPS faculty in my program were generally available to provide additional assistance outside the classroom when I needed it.</td>
<td>96%</td>
</tr>
<tr>
<td>23. NPS faculty in my program were dedicated to teaching</td>
<td>95%</td>
</tr>
<tr>
<td>24. NPS faculty members involved me in active and participative learning experiences</td>
<td>95%</td>
</tr>
<tr>
<td>44. Services (circulation, interlibrary loan, course reserve, printing, etc): NPS library resources met all my course work and research needs</td>
<td>94%</td>
</tr>
<tr>
<td>28. My faculty appeared to be well qualified for the defense-related teaching and research done in my curriculum or program.</td>
<td>93%</td>
</tr>
<tr>
<td>52. The CLASSROOM and other NON-LABORATORY facilities for my program had the following characteristics: Well Maintained</td>
<td>18%</td>
</tr>
<tr>
<td>42. Reference Assistance &amp; Instruction: NPS library resources met all my course work and research needs</td>
<td>93%</td>
</tr>
<tr>
<td>46. I would recommend NPS to other military officers or defense civilians for their graduate education</td>
<td>93%</td>
</tr>
<tr>
<td>17. Diversity in Service enriched my NPS education</td>
<td>92%</td>
</tr>
</tbody>
</table>

Positive Responses = Strongly agree + Agree

### Chart 3
**Top 10 Negative Responses for All Residents**

<table>
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<th>Survey Question</th>
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</tr>
</thead>
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<tr>
<td>47. Commuting and parking were not a problem at NPS</td>
<td>70%</td>
</tr>
<tr>
<td>22. I was aware that NPS had an appeals process for student academic complaints.</td>
<td>38%</td>
</tr>
<tr>
<td>16. My NPS program provided me with sufficient electives to pursue my special military career interests</td>
<td>31%</td>
</tr>
<tr>
<td>15. NPS provided opportunities for learning outside the regular curricular program.</td>
<td>28%</td>
</tr>
<tr>
<td>62. Adequate health services were available for my family and me while at NPS.</td>
<td>18%</td>
</tr>
<tr>
<td>52. The CLASSROOM and other NON-LABORATORY facilities for my program had the following characteristics: Well Maintained</td>
<td>18%</td>
</tr>
<tr>
<td>20. Diversity in gender enriched my NPS education</td>
<td>17%</td>
</tr>
<tr>
<td>30. NPS personnel facilitated my transition to student life</td>
<td>16%</td>
</tr>
<tr>
<td>8. My coursework and research at NPS were closely integrated</td>
<td>15%</td>
</tr>
<tr>
<td>7. My thesis or capstone research project at NPS made a useful contribution to combat effectiveness or another national security need.</td>
<td>15%</td>
</tr>
</tbody>
</table>

Negative Responses = Strongly disagree + Disagree