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 DL students.

- Surveys were administered to 449 graduating DL students.
  - Total respondents = 125 students 28% 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 DL 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.
Results

1. Instruction and research at NPS had the ultimate goal of enhancing combat effectiveness of the US and Allied armed forces.
2. The University administration is committed to supporting teaching and research for the purpose of enhancing combat effectiveness of the US and Allied armed forces.
3. The unique defense-oriented environment made my graduate education at NPS more relevant than it would have been at a civilian university.
4. My curriculum was related to national security or defense needs.
5. My education at NPS is relevant to my future assignments and responsibilities.
6. Completing a thesis, group project or capstone project was a valuable component of my NPS education.
7. My thesis or capstone research project at NPS made a useful and research for the purpose of enhancing combat effectiveness of the US and Allied armed forces.

10. I understood the body of knowledge and skills I was expected to need.
11. My academic background was adequate preparation for successful continuation in my degree program.
12. The grades I received at NPS accurately reflected the level of my performance.
13. The tests that I took at NPS were fair and relevant.
14. Refresher courses at NPS were sufficient to prepare me for subsequent course work.
15. NPS provided opportunities for learning outside the regular curricular program.
16. My NPS program provided me with sufficient electives to pursue my special military career interests.
17. Diversity in Service enriched my NPS education.
18. Diversity in culture enriched my NPS education.
19. Diversity in ability enriched my NPS education.
20. Diversity in gender enriched my NPS education.
21. NPS represented itself accurately in promotional materials and representations about the school.
22. I was aware that NPS had an appeals process for student academic complaints.
23. NPS faculty in my program were dedicated to teaching.
24. NPS faculty members involved me in active and participative learning experiences.
25. NPS faculty in my program were dedicated to my success as a student.
26. NPS faculty in my program were generally available to provide additional assistance outside the classroom when I needed it.
27. NPS faculty in my program utilized student feedback to improve the educational program.
28. My faculty appeared to be well qualified for the defense-related teaching and research done in my curriculum or program.
29. I received the faculty advice and guidance that I needed to successfully complete my thesis, group project or capstone research project.
30. NPS personnel facilitated my transition to student life.
31. Registrar: NPS staff provided sufficient support to enable me to meet my educational goals.
32. Scheduling: NPS staff provided sufficient support to enable me to meet my educational goals.
33. Student Services: NPS staff provided sufficient support to enable me to meet my educational goals.
34. Program Officer: NPS staff provided sufficient support to enable me to meet my educational goals.
35. Program Office Staff: NPS staff provided sufficient support to enable me to meet my educational goals.
36. Thesis Processing: NPS staff provided sufficient support to enable me to meet my educational goals.
37. Lab Techs: NPS staff provided sufficient support to enable me to meet my educational goals.
38. Books: NPS library resources met all my course work and research needs.
39. Databases: NPS library resources met all my course work and research needs.
40. Journals: NPS library resources met all my course work and research needs.
41. Facilities (computers, study rooms, carrels): NPS library resources met all my course work and research needs.
42. Reference Assistance & Instruction: NPS library resources met all my course work and research needs.
43. Restricted Resources and Services: NPS library resources met all my course work and research needs.
44. Services (circulation, interlibrary loan, course reserve, printing, etc): NPS library resources met all my course work and research needs.
45. NPS computer services met all my course work and research needs.
46. I would recommend NPS to other military officers or defense civilians for their graduate education.
47. Commuting and parking were not a problem at NPS.
48. The CLASSROOM and other NON-LABORATORY facilities for my program had the following characteristics: Accessible.
49. The CLASSROOM and other NON-LABORATORY facilities for my program had the following characteristics: Adequate in number.
50. The CLASSROOM and other NON-LABORATORY facilities for my program had the following characteristics: Good Working Condition.
51. The CLASSROOM and other NON-LABORATORY facilities for my program had the following characteristics: Equipped w/ Current Technologies.
52. The CLASSROOM and other NON-LABORATORY facilities for my program had the following characteristics: Responsive to Course & Research Needs.
53. The LABORATORY facilities for my program had the following characteristics: Accessible.
54. The overall quality, appearance and currency of the LABORATORIES in my program left me with a favorable, positive impression.
55. The LABORATORY facilities for my program had the following characteristics: Good working condition.
56. The LABORATORY facilities for my program had the following characteristics: Equipped w/current technologies.
57. The LABORATORY facilities for my program had the following characteristics: focused on combat capabilities.
58. The LABORATORY facilities for my program had the following characteristics: responsive to course & research needs.
Chart 2
Top 10 Positive Responses for All DL Students

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>% All Resident Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. I understood the body of knowledge and skills I was expected to master for my degree program.</td>
<td>96%</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>11. My academic background was adequate preparation for successful completion of my program.</td>
<td>95%</td>
</tr>
<tr>
<td>24. NPS faculty members involved me in active and participative learning experiences</td>
<td>94%</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>94%</td>
</tr>
<tr>
<td>23. NPS faculty in my program were dedicated to teaching</td>
<td>93%</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>4. My curriculum was related to national security or defense 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>1. Instruction and research at NPS had the ultimate goal of enhancing combat effectiveness of the US and Allied armed forces.</td>
<td>90%</td>
</tr>
</tbody>
</table>

Positive Responses = Strongly agree + Agree

Chart 3
Top 10 Negative Responses for All DL Students

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>% All Resident Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. I was aware that NPS had an appeals process for student academic complaints.</td>
<td>30%</td>
</tr>
<tr>
<td>16. My NPS program provided me with sufficient electives to pursue my special military career interests</td>
<td>14%</td>
</tr>
<tr>
<td>18. Diversity in culture enriched my NPS education</td>
<td>13%</td>
</tr>
<tr>
<td>6. Completing a thesis, group project or capstone project was a valuable component of my NPS education.</td>
<td>12%</td>
</tr>
<tr>
<td>20. Diversity in gender enriched my NPS education</td>
<td>12%</td>
</tr>
<tr>
<td>19. Diversity in ethnicity enriched my NPS education</td>
<td>10%</td>
</tr>
<tr>
<td>15. NPS provided opportunities for learning outside the regular curricular program.</td>
<td>10%</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>10%</td>
</tr>
<tr>
<td>17. Diversity in Service enriched my NPS education</td>
<td>9%</td>
</tr>
<tr>
<td>45. NPS computer services met all my course work and research needs</td>
<td>9%</td>
</tr>
</tbody>
</table>

Negative Responses = Strongly disagree + Disagree
Exit Survey Demographics

Chart 4

All DL Respondents by Race/Ethnicity

- American Indian/Alaskan Native: 1%
- Asian American/Pacific Islander: 5%
- Black/African American: 7%
- Hispanic/Latinos: 6%
- Int'l: 0%
- Unknown: 34%
- White: 48%

Chart 5

All DL Respondents by Service

- USA: 0%
- USAF: 0%
- USMC: 3%
- USN: 25%
- Int'l: 0%
- Other Services: 0%
- Civilian: 72%

Chart 6

All DL Respondents by Gender

- Male: 79%
- Female: 21%