NPS Graduating Students Survey  
AY 2015 All Resident Students 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 75 items rated on a five-point Likert scale, extending from strongly disagree to strongly agree, not very satisfied to very satisfied, and not very important to very important, as well as a yes-no question and a non-choice option. The last item asks for (open-ended) comments on any experience at NPS. GSEAS has four additional questions beyond the open-ended question. The AY 2015 survey data spans December 2014 - September 2015.

Target Population consisted of current term graduating students in NPS degree programs for resident students.
- Survey invitations were emailed to: 874 graduating resident students
- Total graduating resident respondents: 553 students 63% response rate

Data Presented

The data for NPS Graduating Resident Students is represented in six charts by percentage of respondents:
Chart 1. Positive responses to all survey questions - percentage of respondents who answered strongly agree, agree, very satisfied, satisfied, very important, and important.
Chart 2. The top 10 positive responses (Strongly agree, agree, very satisfied, satisfied, very important, important)
Chart 3. The top 10 negative responses (Disagree, strongly disagree, not satisfied, not very satisfied, not important, not very important)
Chart 4. Percentage of respondents by race/ethnicity
Chart 5. Percentage of respondents by service
Chart 6. Percentage of respondents by gender
Results

Chart 1
Percentage of Positive Responses for All Residents

Survey Questions

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 contribution to combat effectiveness or another national security need.
8. My coursework and research at NPS were closely integrated.
9. NPS is always working to improve instruction and research.
10. I understood the body of knowledge and skills I will have to represent the technical needs and interests of my service both within my service, as well as to other services, constituencies and communities (including OSD, Joint Staff and industry).
11. My academic background was adequate preparation for successful completion of my program.
12. The grades that I received at NPS were fair and relevant.
13. The faculty at NPS were well qualified for the defense-related teaching and research done in my curriculum or program.
14. I received the faculty advice and guidance that I needed to successfully complete my thesis, group project or capstone research project.
15. NPS personnel facilitated my transition to student life.
16. NPS staff provided sufficient support to enable me to meet my educational goals.
17. Diversity in service, culture, ethnicity, and gender enriched my NPS education.
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19. Diversity in service, culture, ethnicity, and gender enriched my NPS education.
20. Diversity in service, culture, ethnicity, and gender enriched my NPS education.
21. My NPS program provided me with sufficient electives to meet my educational needs.
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 staff was always responsive to my needs.
26. NPS was responsive to my academic complaints.
27. NPS was responsive to my financial needs.
28. NPS was responsive to my personal needs.
29. NPS was responsive to my technology needs.
30. NPS provided opportunities for learning outside the regular course work.
31. NPS was responsive to my career needs.
32. NPS staff provided sufficient support to enable me to meet my educational goals.
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51. NPS staff provided sufficient support to enable me to meet my educational goals.
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<th>Survey Questions</th>
<th>% of All Resident Respondents</th>
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<td>26. NPS faculty in my program were generally available to provide additional assistance outside the classroom when I needed it.</td>
<td>97%</td>
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<td>57. The CLASSROOM and other NONLABORATORY facilities for my program had the following characteristics: [Accessible]</td>
<td>97%</td>
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<td>58. The CLASSROOM and other NONLABORATORY facilities for my program had the following characteristics: [Adequate in number]</td>
<td>95%</td>
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<td>25. NPS faculty in my program were dedicated to my success as a student.</td>
<td>94%</td>
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<td>24. NPS faculty members involved me in active and participative learning experiences.</td>
<td>93%</td>
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<td>23. NPS faculty in my program were dedicated to teaching.</td>
<td>93%</td>
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<td>17. Diversity in service, culture, ethnicity, and gender enriched my NPS education. [Service]</td>
<td>92%</td>
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<td>55. I would recommend NPS to other military officers or defense civilians for their graduate education.</td>
<td>92%</td>
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<td>4. My curriculum was related to national security or defense needs.</td>
<td>92%</td>
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<td>12. The tests that I took at NPS were fair and relevant.</td>
<td>91%</td>
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Positive Responses = Strongly Agree, Agree, Very Satisfied, Satisfied, Very Important, Important

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<td>16. My NPS program provided me with sufficient electives to pursue my special military career interests.</td>
<td>32%</td>
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<td>56. Commuting and parking were not a problem at NPS.</td>
<td>27%</td>
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<td>22. I was aware that NPS had an appeals process for student academic complaints.</td>
<td>26%</td>
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<td>6. Completing a thesis, group project or capstone project was a valuable component of my NPS education.</td>
<td>20%</td>
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<td>20. Diversity in service, culture, ethnicity, and gender enriched my NPS education. [Gender]</td>
<td>20%</td>
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<td>15. NPS provided opportunities for learning outside the regular curricular program.</td>
<td>18%</td>
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<td>71. Adequate health services were available for my family and me while at NPS.</td>
<td>17%</td>
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<td>8. My coursework and research at NPS were closely integrated.</td>
<td>16%</td>
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<td>61. The CLASSROOM and other NONLABORATORY facilities for my program had the following characteristics: [Well Maintained]</td>
<td>16%</td>
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<td>27. NPS faculty in my program utilized student feedback to improve the educational program.</td>
<td>15%</td>
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Negative Responses = Disagree, Strongly Disagree, Not Satisfied, Not Very Satisfied, Not important, Not Very Important
Exit Survey Demographics

Chart 4
All Resident Respondents by Race/Ethnicity

- American Indian/Alaskan Native: 0%
- Asian American/Pacific Islander: 5%
- Black/African American: 6%
- Hispanic/Latinos: 7%
- Int'l: 16%
- Unknown: 2%
- White: 62%

Chart 5
All Resident Respondents by Service

- USA: 14%
- USAF: 6%
- USMC: 14%
- USN: 41%
- Int'l: 8%
- Other Services: 0%
- Civilian: 15%

Chart 6
All Resident Respondents by Gender

- Male: 89%
- Female: 10%