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 or six-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. GSEAS DL students responded to questions 53, 56-71; these questions were not administered to non-GSEAS DL students.

Target Population consisted of current term graduating students in NPS degree programs for distance learning (DL) students.

- Survey invitations were emailed to: 510 graduating distance learning students
- Total graduating resident respondents: 253 students 50% response rate

Data Presented

The data for NPS Graduating Distance Learning 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, or important. NOTE: Questions 53, 56-71 were eliminated from the DL survey after quarter one (not applicable to DL students).

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
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 education at NPS more relevant than it would have been at a civilian university.
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 relevant component of my NPS education.
8. My coursework and research at NPS were closely integrated.
9. NPS is always working to improve instruction and research.
10. NPS personnel facilitated my transition to student life.
11. My academic background was adequate preparation for successful completion of my program.
12. The嫉妒 that I took at NPS were fair and relevant.
13. The grades I received at NPS accurately reflected the level of my performance.
14. Reheater courses at NPS were sufficient to prepare me for subsequent course work.
15. NPS provided opportunities for learning outside the regular curriculum program.
16. My NPS program provided me with sufficient electives to pursue my special military career interests.
17. Diversity in service, culture, ethnicity, and gender enriched my NPS education.
18. Diversity in service, culture, ethnicity, and gender enriched my NPS education.
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. NPS represented itself accurately in promotional materials and presentations 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 professional 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. NPS staff provided sufficient support to enable me to meet my educational goals.
32. NPS staff provided sufficient support to enable me to meet my educational goals.
33. NPS staff provided sufficient support to enable me to meet my educational goals.
34. NPS staff provided sufficient support to enable me to meet my educational goals.
35. NPS staff provided sufficient support to enable me to meet my educational goals.
36. NPS staff provided sufficient support to enable me to meet my educational goals.
37. NPS staff provided sufficient support to enable me to meet my educational goals.
38. Please rate the importance of the following NPS Library services: Library staff assistance.
39. Please rate the importance of the following NPS Library services: Library staff assistance.
40. Please rate the importance of the following NPS Library services: Library staff assistance.
41. Please rate the importance of the following NPS Library services: Library staff assistance.
42. Please rate the importance of the following NPS Library services: Library staff assistance.
43. Please rate the importance of the following NPS Library services: Library staff assistance.
44. Please rate the importance of the following NPS Library services: Library staff assistance.
45. Please rate the importance of the following NPS Library services: Library staff assistance.
46. Please rate the importance of the following NPS Library services: Library staff assistance.
47. Please rate your satisfaction with the NPS Library services: Library staff assistance.
48. Please rate your satisfaction with the NPS Library services: Library staff assistance.
49. Please rate your satisfaction with the NPS Library services: Library staff assistance.
50. Please rate your satisfaction with the NPS Library services: Library staff assistance.
51. Please rate your satisfaction with the NPS Library services: Library staff assistance.
52. Please rate your satisfaction with the NPS Library services: Library staff assistance.
53. Please rate your satisfaction with the NPS Library services: Library staff assistance.
54. Please rate your satisfaction with the NPS Library services: Library staff assistance.
55. I would recommend NPS to other military officers or defense civilians for their graduate education.
56. Commuting and parking were not a problem at NPS.
57. The CLASSROOM and other NONLABORATORY facilities for my program had the following characteristics: Accessible.
58. The CLASSROOM and other NONLABORATORY facilities for my program had the following characteristics: Accessible.
59. The CLASSROOM and other NONLABORATORY facilities for my program had the following characteristics: Accessible.
60. The CLASSROOM and other NONLABORATORY facilities for my program had the following characteristics: Accessible.
61. The CLASSROOM and other NONLABORATORY facilities for my program had the following characteristics: Accessible.
62. The CLASSROOM and other NONLABORATORY facilities for my program had the following characteristics: Accessible.
63. The overall quality, appearance and currency of the NONLABORATORY facilities in my program left me with a favorable, positive impression.
64. The LABORATORY facilities for my program had the following characteristics: [Lab: Well Maintained].
65. The LABORATORY facilities for my program had the following characteristics: [Lab: Well Maintained].
66. The LABORATORY facilities for my program had the following characteristics: [Lab: Well Maintained].
67. The LABORATORY facilities for my program had the following characteristics: [Lab: Well Maintained].
68. The LABORATORY facilities for my program had the following characteristics: [Lab: Well Maintained].
69. The LABORATORY facilities for my program had the following characteristics: [Lab: Well Maintained].
70. The overall quality, appearance, and currency of the LABORATORIES in my program left me with a favorable, positive impression.
71. Adequate health services were available for my family and me while at NPS.
72. My education in GSEAS provided me advanced technical and scientific knowledge so that I am confident that I understand the capabilities and limitations of current/future technologies in battle space environments.
73. My education in GSEAS provided me advanced technical and scientific knowledge so that I am confident that I am able to apply emerging and advanced technologies to enhanced joint warfighting capabilities.
74. My education in GSEAS provided me advanced technical and scientific knowledge so that I am confident that I am able to anticipate, respond and lead in future complex, rapidly changing technological environments.
75. My education in GSEAS provided me advanced technical and scientific knowledge so that I am confident that I will be able to anticipate, respond and lead in future complex, rapidly changing technological environments.
76. The LABORATORY facilities for my program had the following characteristics: [Lab: Focused on Combat Capabilities].
77. Did you attend the majority of your courses on the NPS campus?
### Chart 2
**Top Positive Responses for Distance Learning Student**

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>% of Distance Learning Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. The tests that I took at NPS were fair and relevant.</td>
<td>98%</td>
</tr>
<tr>
<td>11. My academic background was adequate preparation for successful completion of my program.</td>
<td>98%</td>
</tr>
<tr>
<td>23. NPS faculty in my program were dedicated to teaching.</td>
<td>97%</td>
</tr>
<tr>
<td>25. NPS faculty in my program were dedicated to my success as a student.</td>
<td>97%</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>97%</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>96%</td>
</tr>
<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>24. NPS faculty members involved me in active and participative learning experiences.</td>
<td>95%</td>
</tr>
<tr>
<td>5. My education at NPS is relevant to my future assignments and responsibilities.</td>
<td>95%</td>
</tr>
<tr>
<td>13. The grades I received at NPS accurately reflected the level of my performance.</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>55. 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>91%</td>
</tr>
<tr>
<td>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.</td>
<td>90%</td>
</tr>
</tbody>
</table>

Positive Responses = Strongly Agree, Agree, Very Satisfied, Satisfied, Very Important, Important

### Chart 3
**Top Negative Responses for Distance Learning Students**

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>% of Distance Learning Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. I was aware that NPS had an appeals process for student academic complaints.</td>
<td>31%</td>
</tr>
<tr>
<td>16. My NPS program provided me with sufficient electives to pursue my special military career interests.</td>
<td>19%</td>
</tr>
<tr>
<td>15. NPS provided opportunities for learning outside the regular curricular program.</td>
<td>16%</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>54. NPS computer services met all my course work and research needs</td>
<td>11%</td>
</tr>
<tr>
<td>19. Diversity in service, culture, ethnicity, and gender enriched my NPS education. [Ethnicity]</td>
<td>11%</td>
</tr>
<tr>
<td>3. The unique defense-oriented environment made my graduate education at NPS more relevant than it would have been at a civilian university.</td>
<td>11%</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>18. Diversity in service, culture, ethnicity, and gender enriched my NPS education. [Culture]</td>
<td>8%</td>
</tr>
<tr>
<td>20. Diversity in service, culture, ethnicity, and gender enriched my NPS education. [Gender]</td>
<td>8%</td>
</tr>
<tr>
<td>29. I received the faculty advice and guidance that I needed to successfully complete my thesis, group project or capstone research project.</td>
<td>8%</td>
</tr>
<tr>
<td>27. NPS faculty in my program utilized student feedback to improve the educational program.</td>
<td>7%</td>
</tr>
</tbody>
</table>

Negative Responses = Disagree, Strongly Disagree, Not Satisfied, Not Very Important
Exit Survey Demographics

Chart 4

Distance Learning Respondents by Race/Ethnicity

- American Indian/Alaskan Native: 2.0%
- Asian American/Pacific Islander: 5.5%
- Black/African American: 6.7%
- Hispanic/Latinos: 8.3%
- Int'l: 0.8%
- Unknown: 5.9%
- White: 70.8%

Chart 5

Distance Learning Respondents by Service

- USA: 1.6%
- USAF: 0.0%
- USMC: 6.3%
- USN: 21.7%
- Int'l: 0.8%
- Other Services: 0.0%
- Civilian: 69.3%

Chart 6

Distance Learning Respondents by Gender

- Male: 77.6%
- Female: 21.7%