

NAVAL POSTGRADUATE SCHOOL

100 Years of Relevance and Excellence: Education and Research Serving National Security

The Naval Postgraduate School (NPS) will celebrate its centennial in 2009. In anticipation of this milestone, the over-arching theme of the accreditation review is “100 Years of Relevance and Excellence: Education and Research Serving National Security.” Central to the theme is the NPS mission.

Provide relevant and unique advanced education and research programs in order to increase the combat effectiveness of the U.S. and Allied armed forces and enhance the security of the United States.

NPS’ mission is unique among higher education institutions. Nowhere else can military officers and federal civilians pursue graduate degrees in a wide range of disciplines while immersed in a defense-oriented community and focused on defense issues. NPS’ institutional ability to provide first-rate graduate education with a defense focus has enabled its graduates over the years to bring enormous value to the military services of the United States and its allies.

In pursuing this mission, NPS has mastered the art of balancing creative tensions. One tension is in its research program, in which the NPS maintains a range of projects from pure to applied research. With this mix, NPS is able to advance the state of knowledge while simultaneously producing useful applications. A second creative tension is in its education program, in which NPS provides pathways to master’s degrees for many students who have not been in school recently and who do not have undergraduate degrees in the same field as their graduate studies. NPS curricula provide rich mixtures of dual-level courses that review undergraduate material while introducing advanced graduate courses, and a thesis or project that enables every student to demonstrate graduate proficiency. A third creative tension is between academic inquiry, which is deliberate and reflective, and operational readiness, which is immediate, focused and action oriented. NPS must be agile and adaptive to meet the needs of the defense community in its education and research programs, while maintaining academic standards of excellence.

This accreditation effort will focus on NPS mission and how competing requirements are balanced while still meeting WASC academic standards. In particular, this proposal will consider the themes of integrating a campus-wide program of continuous improvement, supporting an evolving academic enterprise and strategic planning for the next NPS centennial. NPS will use the opportunity to look at its past and its successes and consider the future and how NPS may better accomplish its mission.

INSTITUTIONAL CONTEXT

History

The idea for a graduate education program for naval officers first emerged in the late 19th century. Initially, the concept found few advocates. However, great advances in technology, including Marconi’s invention of the “wireless” in 1901, the Wright brothers’ flight in 1903, and

the global trek of the steam-powered Great White Fleet from 1907 to 1909, turned that around. By 1909, many naval leaders supported advanced education for U.S. naval officers.

On June 9, 1909, less than four months after the completion of the record-setting world cruise of the Great White Fleet, Secretary of the Navy George von L. Meyer established a school of marine engineering at Annapolis, Maryland. This small program, consisting of 10 officer students and two Navy instructors, would later become the Naval Postgraduate School. The Navy Secretary's order placed the fledgling school under the direction of the Naval Academy Superintendent, who was charged with "securing ample use of the educational plant of the Naval Academy to students and instructors of the school without interfering with the instruction of midshipmen." This translated into two attic rooms being set aside for the new school's classroom and laboratory space.

On October 31, 1912, Secretary Meyer signed Navy General Order No. 233, which renamed the school the Postgraduate Department of the Naval Academy. The order established courses of study in ordnance and gunnery, electrical engineering, radio telegraphy, naval construction, and civil engineering, and also continued the original program in marine engineering. With the additional curricula, enrollment increased to 25. Officers who attended the school finished their academic programs at accredited civilian institutions such as Yale, Harvard, the Massachusetts Institute of Technology, and Johns Hopkins and Columbia universities.

During World War II, Fleet Admiral Ernest King, Chief of Naval Operations and Commander-in-Chief of both the Atlantic and Pacific fleets, established a commission to review the role of graduate education in the Navy. The recommendations from this group, the Pye Commission, were regarded highly within the Navy and Congress. In 1945, Congress passed legislation to make the school a fully-accredited, degree-granting graduate institution.

In December 1951, in a move virtually unparalleled in the history of the academy, the Postgraduate School moved lock, stock, and wind tunnel across the nation, establishing its current campus in Monterey. The coast-to-coast move involved 500 students, about 100 faculty and staff, and tons of books and research equipment. The move, supervised by Rear Adm. Ernest Edward Herrmann, pumped new vitality into the Navy's efforts to advance naval science and technology. NPS was first accredited in 1955, becoming the first of the nation's military graduate institutions to achieve this status.

Since its move to Monterey, NPS has continued its tradition of relevant, high-quality graduate education programs to serve national security. NPS' programs, the student body, and the customers served have grown over the years. Today, about 1,800 graduate students, including 300 international students, are enrolled in master's and doctoral degree programs in residence in Monterey. They study traditional engineering and physical sciences, as well as operational and information sciences, information security, modeling and simulation, space systems, defense-focused business, security studies programs in civil-military relations, stabilization and reconstruction, and regional studies. Students come from all branches of the U.S. defense community, as well as from the Coast Guard, the National Oceanic and Atmospheric Administration, and the services of more than 58 allied nations. NPS programs are also open to federal and other government civilians, and a limited number of defense contractors. NPS also offers more graduate degree and certificate programs for non-resident students worldwide, delivered in various combinations of online, web-enabled, video tele-education, and visiting faculty members. Non-resident graduate degree and certificate programs include Electrical Engineering, Mechanical Engineering, Systems Engineering, Information Systems and Operations/Technology, Space Systems, and Contract Management. NPS also offers short

courses and other educational programs, both in Monterey and abroad, to more than 49,000 people each year.

NPS has been the first in a number of important areas. It started a master's degree program in military operations analysis (operations research) in the 1950s. It incorporated the concepts of network-centric warfare into the defense analysis curriculum in the 1990s. It created the nation's first master's degree program focused on homeland security in 2002 as part of the response to the 9/11 attacks. NPS has other unique programs in systems engineering, space systems engineering, space systems operations, information warfare, and undersea warfare. The collaboration-rich environment is ready to create new graduate programs in new areas of importance to national security.

Faculty

NPS faculty are accomplished scholars and professionals. The 242 tenure/tenure track faculty members are part of a robust mix that also includes research faculty, lecturers, senior lecturers, military faculty, and visiting faculty. Almost all civilian tenure track faculty members hold doctorates and the military faculty have a minimum of a master's degree and bring extensive operational expertise to the classroom. NPS faculty are the strength of the learning institution. NPS recruits from academic, industry, defense, and government circles. NPS also has 35 Academic Chairs, sponsored by various federal, defense and industry agencies that bring relevance and expertise to degree programs.

Academic Programs

NPS offers degree programs in 43 areas including engineering, science, technology, business, and national security. All programs strive to be both excellent in academic quality and relevant to the needs of the Navy and national security interests. A few of the unique programs are Combat Systems, Defense Analysis for Special Operations, Space Systems Engineering and Space Systems Operations, Joint Command, Control, Communications, Computers and Intelligence, Operational Logistics/Operations Analysis, Manpower Systems Analysis, Information Systems and Operations, Meteorology and Operational Oceanography, Total Ship Systems Engineering, and Undersea Warfare.

Academic Organizations

NPS is organized into fourteen academic departments within four degree-granting graduate schools and three major research institutes.

The Graduate School of Business and Public Policy (GSBPP) offers a unique defense-focused resident MBA program, in addition to master's degrees in five other Department of Defense (DoD)-relevant areas. Faculty teach from the Monterey campus and other Navy and DoD locations around the world through video-teleconferencing and other distributed learning techniques. Faculty research, sponsored largely by Navy and DoD agencies, brings current and relevant issues to the School, and returns valuable results to the sponsors. Continuous entrepreneurial efforts by GSBPP faculty create exciting new educational and research opportunities.

The Graduate School of Engineering and Applied Sciences (GSEAS) has a two part mission. First, it provides cutting-edge graduate technical education to military officers from all services, DoD civilians, and their counterparts from allied countries. Second, it performs relevant, high-quality applied and classified research in the fields of engineering and applied sciences. The Graduate School of Engineering and Applied Sciences offers nine resident curricula leading to traditional Master of Science, Engineer, and Ph.D. degrees. GSEAS also offers several non-resident degree and certificate programs. GSEAS continues to have an outstanding research program supported by the USN, DoD agencies, NSF and a large number of industry firms.

The Graduate School of Operational and Information Sciences (GSOIS) delivers graduate-level education and conducts cutting-edge research responsive to naval and military customers. GSOIS focuses on knowledge domains that have become increasingly important in the last generation: Information Science and Technology, Military Computer Science, Military Operations Analysis and Research, and Special Operations and Defense Analyses. The GSOIS includes graduate resident and non-resident programs consisting of 16 technical curricula and awards Master of Science degrees and Ph.D. degrees across four academic departments.

The School of International Graduate Studies (SIGS) conducts research and offers master's and Ph.D. degrees in international security studies. Its programs seek to identify and address current and emerging security challenges, and to strengthen multi-lateral and bilateral defense cooperation between the United States and other nations. SIGS offers innovative interdisciplinary curricula—both in-residence and via distributed learning—in regional security studies, strategic studies, civil-military relations, defense resource management, and homeland security.

Three institutes, the Cebrowski Institute for Innovation and Information Superiority, the Wayne E. Meyer Institute of Systems Engineering, and the Modeling, Virtual Environments and Simulation (MOVES) Institute, conduct cutting-edge research activity that is supported and enhanced by the educational, research, and the physical and geographic resources of the surrounding Monterey community. The institutes provide a means to foster cross-disciplinary research on themes of long-standing interest to national security. Through them, the NPS has emerged as one of the most flexible and rapidly adaptable research institutions in the nation.

Governance Structure

The NPS Board of Advisors continues to be the main source of external governance for the Naval Postgraduate School. The Board advises the Secretary of the Navy, the Chief of Naval Operations, and the Commandant of the Marine Corps on the Naval Postgraduate School and graduate education. Upon the recommendation of NPS, the Secretary of the Navy has taken several steps to enhance the membership of the board by making several stakeholders in defense graduate education *ex officio* members of the board. NPS also relies on Navy leadership for graduate education policy and resources. The Navy is currently in the process of realigning its personnel, education, and training functions into a single organization focused on the recruiting, development, and retention of human capital. NPS has been involved in the development of this new organization over the past two years. This reorganization has created better communication among NPS, the United States Naval Academy and the Naval War College.

The NPS Faculty Council serves as the voice of the faculty at NPS and is asked to provide representation on significant NPS councils, committees, and task forces. The Faculty Council has standing committees that govern areas such as professional practices, and provide advice on facilities and other matters of significance. The Faculty Executive Board, together with the

Provost, Deans and Associate Provosts, comprise the Joint Policy Council. The Academic Council, chaired by the Provost with representation from all academic departments, is the authoritative board on academic issues.

Research and Sponsored Programs

NPS has a strong sponsored program that has grown steadily. In the fiscal year ending September 30, 2006, NPS faculty brought in over \$140 million in sponsored program funding. The research program at the Naval Postgraduate School supports and is fully integrated into the graduate education of the students. It does so by providing relevant thesis topics that address issues related to today's operations and the science and technology that is required to sustain the long-term effectiveness of the Navy, Department of Defense and other sponsors. It keeps NPS faculty current on Navy/DoD issues, and maintains the content of the upper division courses at the cutting edge of their disciplines.

Resources

The NPS operating budget, which supports the base teaching mission and academic support structures, is approximately \$90 million per fiscal year. This funding is provided by the Navy. The total annual funding, including reimbursable research and teaching, tuition, and other funds, is close to \$240 million. In keeping with its mission of relevant and advanced education and research, NPS continues to enhance and develop the resources critical to that function. The Dudley Knox Library, named the 2004 Federal Library/Information Center of the Year, provides substantial references both in traditional forms and online. Online reference services were added in 2004 and now handle 20% of all reference questions.

Information Resources has also met the demand for current and relevant technologies. Regional and statewide consortia provide NPS with access to broader network capability, including Internet2. Technology for the classroom ranges from the basic computer and data projector to advanced video conferencing.

Facilities are also being upgraded. The most recent upgrades are a \$40 million renovation to Herrmann Hall Bachelor Officer Quarters and a \$12 million addition to Glasgow Hall, home of the Graduate School of Operational and Information Science. Funding for facilities is provided by the Navy through the Commander of the Navy Region Southwest. Major construction projects are funded through the Congressional Military Construction process.

Worldwide Partnerships

To accomplish its far-reaching mission of education and research, NPS has formed worldwide partnerships with institutions of higher education, research, and defense. These partnerships run the gamut from the U.S. Department of Homeland Security and U.S. Department of Defense to NATO's Partnership for Peace. Faculty and students at NPS work closely with institutions such as the Lawrence Livermore National Laboratory, University of California Santa Barbara, the Air Force Institute of Technology (AFIT), George Mason University, Virginia Tech, and many others.

APPROACH TO THE PROPOSAL

In 2005, an accreditation planning group began to prepare for the drafting of this proposal. This small group established initial timelines and started to familiarize the campus with the upcoming accreditation activities. Key constituencies of the campus, e.g., Executive Council, Deans and Chairs, Faculty Council, President's Student Council, were regularly updated.

Communication was recognized early as critical to successful accreditation. In addition to presentations and updates to major committees, a web site was designed and established on the campus intranet. This site makes available all documentation regarding accreditation to the entire campus – students, staff, faculty and administration. All background documents, WASC publications, meeting minutes and proposal drafts are posted on this site. E-mail, intranet notices and other communication efforts direct the campus to this site for information.

To identify and understand the important issues facing NPS, two major information collection efforts were conducted. In early 2006, the Executive Council, which consists of the President, Provost, Deans and other key administrators, identified and analyzed NPS strengths, weaknesses, opportunities and threats (SWOT). Each area was invited to present their most important issues, which were then combined into one document. Following this effort, a survey was distributed to all faculty and staff asking for input on identifying these same issues. During this timeframe, NPS was also involved in a search for a Provost. Through this search process, the campus had an additional opportunity to identify issues important to the future of NPS.

An NPS Accreditation Steering Committee was appointed by the Provost to provide guidance and direction to the accreditation efforts over the next four years. This committee consists of eight faculty members representing each of the schools, the Faculty Council and Research. There are also administrative representatives from Information Resources, the Library, Comptroller, Human Resources, and the Director of Programs. Students are represented by a member of their operating council. A faculty member and the Associate Provost for Academic Affairs co-chair the committee which is staffed by the Director for Institutional Research.

One of the first tasks of the Steering Committee was to study the results of the two SWOT studies with the goal of identifying issues which would form the basis of the accreditation themes. An initial draft proposal was made available to the campus community through the website. Steering Committee members also sought feedback directly from their constituencies and from various campus groups. The Proposal presented here incorporates comments made by all the various review groups.

RESPONSE TO WASC RECOMMENDATIONS

Following the reaccreditation visit in 1999, the WASC final report contained a number of recommendations for NPS. Since that time, significant progress has been made in each of the areas mentioned in the team report. Some of the highlights are described in the summaries below.

Program Review and Assessment

At the time of the last WASC visit, the main program review activity was the curriculum review by an external Navy or other sponsor. This review provides departments with feedback from the future employers of NPS graduates. During a review, Departments negotiate

Educational Skill Requirements (ESR) with their sponsors and review their performance against the educational outcomes specified in the ESR. This review occurs approximately every two years. The WASC team recommended that NPS also institute program reviews that focus on the quality of education, the faculty, and on fiscal and physical resources inherent in each academic program. This external review, known as Academic Program Review, was developed and implemented over the past year and a half. The two reviews —curricular and academic — bring together assessments of the military and academic approaches in graduate education. How these processes are brought together will be one of the foci of this current accreditation review.

Also recommended by the WASC team was the systematic collection and documentation of the assessment of student learning outcomes. Each curriculum has a set of learning objectives, which is detailed in the NPS catalog. Each degree program requires a thesis, a culminating project, or a comprehensive exam. Departments are moving toward more detailed documentation of how each of these is evaluated for quality. NPS programs are also accredited by specialized accrediting agencies, including ABET (Accreditation Board for Engineering and Technology, NASPAA (National Association of Schools of Public Affairs and Administration, and AACSB (Association to Advance Collegiate Schools of Business). One of NPS' goals is to both leverage assessments developed for these accreditation reviews and assure the creation of complementary tools and assessments.

Distance Learning Programs

NPS recognizes the importance of distance and distributed technologies, which make its programs available to those who cannot come to the Monterey campus. For NPS, this means the ability to deliver programs not just to other land-based sites, but also to the naval fleet and other operational units around the world. Additionally, international security environments and the technological sophistication of defense systems are changing at unprecedented speed. NPS represents a unique repository and source of scientific, technical, management, and security expertise, all of which is shared throughout the defense community. NPS offers a variety of graduate courses and professional development opportunities to students whenever required, wherever they may be located, employing the most efficient and effective distributed learning (DL) methods.

Methods of delivering graduate level courses include visiting NPS faculty (Mobile Education Teams), video tele-education (VTE) systems, and streaming video. NPS is increasing its provision of online learning opportunities through web-based or web-supported education. Schools and departments maintain responsibility for the academic quality of programs. The Office of Continuous Learning (OCL) was chartered to develop, coordinate, and deliver focused, relevant, quality learning opportunities. OCL, through its faculty development role, also assists faculty in further developing the best practices in the assessment of student learning outcomes.

To maintain the high quality programs for which NPS is known, all new degree programs, whether resident or non-resident, are submitted to the Academic Council for approval. This process includes the development of program and course descriptions, scheduling, expected outcomes, and resources.

Strategic Planning and Budgeting

Recognizing that a strong and coherent strategic plan acts to both guide the institution and prioritize its commitments, NPS developed a new strategic plan as a result of the most recent

WASC visit. This plan, called “A View to the Future,” specifies four major initiatives by which NPS will achieve its vision. These initiatives are: (1) increase the number of Navy URL (unrestricted line officers) with graduate education; (2) improve the quality and applicability of research and teaching; (3) increase the number of meaningful partnerships and available markets for NPS services; (4) cut the right costs and invest resources in the right things. To the extent possible, NPS utilizes these initiatives to drive budget requests of the Navy and Department of Defense.

At the start of the recent BRAC (Base Realignment and Closure) decisions, NPS recognized the urgency of having data that clearly define the revenues and costs associated with graduate education and research. BRAC is a politically insulated process for closing and realigning military installations in the United States, provided by public law that considers every installation. As a military installation, NPS needed to account for effective and efficient spending of public funds, as well as relevancy to the defense mission. In response to this need, NPS developed and implemented several cost models for education and research that incorporate a high level of detail as to the types and sources of students (by service, by country, by location of instruction, etc), types and sources of funds (military service, grants, other countries, etc.), and faculty workload. These models continue to be refined in order to identify actual (direct and indirect) costs and to streamline them where possible.

The other issue that BRAC brought clearly to the forefront was the need for NPS to better inform its constituents (service officers, Department of the Navy, Department of Defense, alumni, local community, granting agencies, etc.) of the educational and research outcomes it produces. For many public institutions (in particular, for one that has traditionally obtained students through military assignment), the need for marketing and communication was not given high priority. From BRAC, NPS learned that there must be a significantly elevation of efforts to communicate successes and offerings in carrying out the mission. The Office of Institutional Advancement is working on development of a Communications Plan, addressing both internal and external constituents. NPS is also developing a consistent series of publications that tell the NPS story. The new communications stream will improve the understanding and knowledge of NPS across all constituencies.

Faculty Development

The quality of the faculty is central to the NPS mission. Faculty specialties, in research and instruction, are clearly in the forefront of defense-related knowledge. Yet, despite their areas of expertise, many new faculty members come to NPS with limited understanding of military and government structures and functions. Additionally, few graduate schools train future faculty in the various forms and methods of pedagogy and it is incumbent upon the institution to make that development possible. NPS continues to develop and enhance new faculty orientation programs as well as workshops in best teaching and assessment practices.

To assist faculty in the development of courses using advanced technologies in distance learning, the Office of Continuous Learning (OCL) has implemented a training program that introduces faculty to good instructional design and the various support tools available (e.g., Blackboard). Additionally, so that faculty may concentrate their efforts on the more important aspects of course content, a team of technology experts is available to develop web sites, add streaming video, etc. The OCL is preparing a faculty development plan to keep faculty up to date with the best practices in the field.

Governance

The Board of Advisors (BOA) has taken an active role in the governance of NPS. In accordance with WASC recommendations, the Board meets in person twice a year with the spring meeting held on campus. Interactions between campus administration and the Board have increased with attendance of key administrators (President, Provost, Associate Provost for Academic Affairs, Deans, Strategic Planner, Comptroller, and others) at the meetings. The result has been a more informed Board of Advisors. The senior leadership of the Navy and US Marine Corps (USMC) has taken significant interest in NPS and has demonstrated that interest through engagement with the BOA.

APPROACH TO THE CAPACITY AND PREPARATORY REVIEW

In developing an approach to the Capacity and Preparatory Review (CPR), NPS will be guided by its mission and endeavor to demonstrate the foundation of resources and infrastructure that underlie the academic and educational activities, as identified in the WASC standards. In doing so, NPS will depend on the engagement of not only faculty, staff, and students, but also the broader constituencies of alumni, the Navy and DoD, and the local community. NPS will accomplish this through direct consultation surveys and task forces, and by inviting community comment on data and draft reports. Regular reports to established committees such as the Faculty and Student Councils, as well as a newsletter, will help ensure all members are informed and all constituents are given ample opportunity to comment.

The CPR will be divided into two sections. The first will present the general results of the self-study relative to the Criteria for Review. The interwoven data elements will demonstrate the capacity of NPS to carry out its mission and vision. The second section will focus more specifically on the issues that the local community has deemed in need of special attention. Here, with a more thorough examination and analysis, those capacity issues directly related to the themes of the accreditation review and the educational effectiveness review will be addressed:

- Work with departments to ensure that their processes for continuous improvement are effective. Work with departments to ensure that faculty participate in development programs and design curricula that meet the stated learning objectives. Develop an institutional portfolio, which allows departments to track trends such as enrollments, numbers of graduates, graduation rates, student and alumni feedback, etc. Evaluate the progress of Academic Program Reviews, with a resulting report on best practices by departments. (Criteria for Review 2.2, 2.4, 2.7, 2.10, 3.4, 4.4, 4.7)
- Document and evaluate how requirements have changed as the institution has grown in levels of instruction and research. In particular, identify staffing requirements, business processes, and infrastructure, which may no longer be sufficient in size or capability. Document the current organizational structure and decision-making processes. (Criteria for Review 3.1, 3.3, 3.5, 3.8)
- Document evidence regarding how the strategic plan is used at multiple levels of administration to determine budgetary allocations. (Criteria for Review 4.1, 4.2)

The NPS Accreditation Steering Committee and its appointed task forces will conduct the preparation of the CPR. The preparation of data and other evidence will be coordinated through the NPS Accreditation Resources Committee, a group comprised of representatives from every support area (Comptroller, Human Resources, Registrar, Alumni, Institutional Advancement,

Command Evaluation, Staff, etc.). The Director of Institutional Research chairs this committee. The Resources Committee will gather, analyze, and present data, as required by the Task Force and Steering Committee.

APPROACH TO THE EDUCATIONAL EFFECTIVENESS REVIEW

In approaching the Educational Effectiveness Review, approaches suggested in extensive campus conversations and campus opinion surveys were considered, most notably the SWOT surveys described previously in this report, the findings during BRAC data gathering, and results from the Provost search. Steering Committee members also interviewed administrators and faculty from other institutions who had recently completed their own re-accreditation process.

The campus chose a thematic approach to frame the review. This approach provides NPS with an opportunity to choose several areas to explore within a larger framework of assessment and improvement consistent with the WASC Standards.

Three themes were chosen. The choices were made after consideration of those areas that are most responsive to institutional interest. The themes are:

1. Strategic planning for the next NPS centennial
2. Integrating a campus-wide program of continuous improvement
3. Supporting an evolving academic enterprise

These themes represent the central issues in defining an effective educational experience at NPS. The institution must seek to continuously improve the curricula and research programs. It must periodically examine the support structures and services to determine the best configuration and level of support for the mission. Finally, the university community must develop strategic directions to guide the institution as it undertakes program improvements and accommodates an evolving academic enterprise.

Because care was taken to select the themes, based on institutional priorities and campus community interest, the institution is prepared to make a long-term commitment to the thorough and meaningful consideration of the areas in question. Once the institutional proposal is approved, the formal process of identifying appropriate information and groups to conduct the inquiry will occur. The NPS Accreditation Steering Committee will provide general guidance to the process, while a number of subgroups will be named to assist. In guiding this work, the committee decided to agree upon general principles of inquiry:

- Transparency and engagement — Regular reporting and consultation with members of the campus community (faculty, staff, students, alumni, and the Board of Advisors) is a must. Stakeholders and sponsors also need to be engaged — leadership in the local community, Department of the Navy, Navy leaders, Department of Defense, Department of Homeland Security, international sponsors, etc. This will be carried out through regular requests for feedback, re-accreditation status as standing agenda items for major institutional meetings (Provost's Council, Executive Council, Deans/Chairs/Directors, Faculty Council, Student Council, Board of Advisors, etc.), a regular series of newsletters, a web site dedicated to WASC, and other measures.
- Visible institutional support for the Re-accreditation effort — NPS leadership has pledged the resources necessary for the re-accreditation effort for the entire time period of the process.

- Institutional integrity — This is in keeping with the commitment made that the re-accreditation process would maintain an ongoing connection to institutional relevance; that is, current institutional processes.
- Institutional commitment to the sustainability of changes recommended through the re-accreditation process.

THEME ONE: Strategic planning for the next NPS centennial

The last accreditation self-study was an opportunity to update the NPS strategic plan. That effort resulted in the publication of the current strategy, articulated in “A View to the Future,” published in 2002. This document has guided institutional actions since that time, and it still provides an inherently sound vision of where the organization is headed.

The Base Realignment and Closure (BRAC) data collection and preparation efforts have, over the past several years, provided significant evidence that this strategy was successful, including the highest scores of any DOD educational institution for military relevance and effectiveness. BRAC was a rallying point for the NPS campus, providing a common goal. As NPS approaches the next few years, however, it is again time to re-evaluate the campus’ direction.

The tremendous growth experienced at NPS brings significant challenges in terms of funding, monitoring, planning, and allocating resources. The upcoming NPS Centennial provides an opportunity to celebrate the past and consider the future. NPS can build upon the current plan and either continue in the same direction, or reset it one or more ways. Either way, it will require that there is effective communication and that the plan is articulated and understood by all stakeholders.

In exploring this theme, NPS will address the following questions:

- How are the appropriate stakeholders involved in strategic planning?
- Are resources allocated properly to achieve the vision?
- Is NPS sufficiently focused on the future?
- How well are the competing demands of academic excellence and defense relevance balanced?

NPS anticipates the following outcomes from this inquiry:

- Defined planning that incorporates opportunity for stakeholder input at appropriate and frequent intervals
- Resource allocation linked to planning
- An updated strategic plan
- A communication strategy and plan

THEME TWO: Integrating a campus-wide program of continuous improvement

NPS has a number of mechanisms for assessing the effectiveness of its academic programs and support activities. It is not clear, however, that their use is as effective as it might be, in order to continuously improve the curricula and research programs. NPS curriculum reviews provide

insight into how well the needs of sponsors and students are met. The educational outcomes are refined and validated during these reviews. Academic program reviews validate NPS academic quality. Surveys of students, faculty, alumni, and staff provide valuable information about educational quality and support services. And, faculty members use a variety of methods to assess student learning and achievement of educational outcomes. Nearly every student completes a thesis, or major project, as a culminating experience in his or her degree program. NPS is also expanding the faculty development program to address more effectively the issues of student learning, assessment, and innovation in teaching.

NPS programs are also accredited by AACSB, NASPAA and ABET. Departments and faculty members have developed ways to assess effectiveness in support of these other accreditation self-studies, or in ways to improve their own individual performance. As NPS moved into distributed learning, there have been improvements in the way faculty teach and enable learning in their classrooms, both on campus and in a distributed learning environment. However, currently there is no systematic way of identifying, validating, and sharing good practices. The feedback loop is not documented as effectively as it should. When those experiences are identified and collected, NPS will be far more effective as an institution.

In considering this theme, NPS will address the following questions:

- How are assessments used as a measure of NPS’ effectiveness as an institution?
- How well does the faculty development program prepare faculty for the current and future learning environment?
- What isn’t known about educational effectiveness and how might it be measured?
- How does NPS better integrate the curriculum and academic program reviews in a way that enhances both relevance and academic excellence?
- Is NPS prepared for the future in terms of students, technology, and innovations in learning?

NPS anticipates the following outcomes from this inquiry:

- The development of a more robust system of assessments and feedback to provide a more complete picture of effectiveness and an integrated framework for aligning resources to improve quality.
- A Faculty Development program that enables faculty to tap into the full system of assessments and understand how to improve student learning.
- Enhancements to current assessment tools and development of new assessment mechanisms.

THEME THREE: Supporting an evolving academic enterprise

NPS has changed significantly over the past 10 years. The institution has grown from a small collection of departments and research areas to the establishment of four academic schools and three major research institutes. While the number of students has increased only nominally, the external research program has doubled in size. Today, fewer than 50% of the students are Navy. All of the U.S. military services are represented, together with a small number of Department of Defense civilians. Approximately 20% of the students are officers or defense ministry personnel from other nations.

The trajectory of change has been significant, and the support services have struggled to maintain adequate support of the academic mission. In considering this theme, NPS will address the following questions:

- How well are administrative support areas serving the academic enterprise?
- How does NPS assess the efficiency and effectiveness of administrative support areas?
- How does NPS take advantage of best practices at other institutions to inform improvements?
- What better mechanisms can be developed to provide ongoing monitoring of service levels, ensuring the appropriate calibration of investments in support areas with programmatic expansion?

NPS anticipates the following outcomes from this inquiry:

- The development and implementation of comprehensive service support assessment tools
- The development and implementation of performance metrics for the major administrative support areas
- Applying benchmarking information from a group of peer institutions
- Development and adoption of an external review process for major administrative areas

TIMELINE

Proposed timetable for the Capacity and Educational Effectiveness (EE) reviews:

November 2006	Appointment of task forces for the themes
January 2006 – December 2007	Collection, review, and analysis of data
January - March 2008	Data analysis continues Steering Committee reviews task force reports & recommendations
April - June 2008	Data analysis continues First Draft of CPR
July - September 2008	Data analysis continues First reading and comment by campus; first revisions
October - December 2008	Data analysis continues CPR Report out to campus for review and comment
January - March 2009	Data analysis continues Final Revision of CPR Report
April - June 2009	Submission of Final CPR Report to WASC and Visit Completion of data analysis for EE Review
July – December 2009	First Draft of EE Review
January - March 2010	First reading and comment by campus; first revisions
April - June 2010	EE Report out to campus for review and comment
July - September 2010	Final Revision of EE Report
October - November 2010	Submission of Final EE Report to WASC and Visit

EFFECTIVENESS OF DATA GATHERING AND ANALYSIS SYSTEMS

Since the 1999 WASC visit, NPS has made substantial progress in data gathering and analysis. In 2002, the Office of Institutional Research (IR) was established to increase University effectiveness by providing and promoting information to enhance understanding of the institution. The office functions to:

- a) collect and preserve data, working with other campus offices to ensure data reliability and consistency;
- b) analyze and interpret institutional and higher education data, including benchmarking with peer institutions;
- c) develop systems, methodologies, and tools for effective analysis;
- d) develop print and web-based informational resources, with a schedule of periodical institutional analyses, surveys, and statistical and narrative reports;
- e) design and produce routine and ad hoc reports for internal constituencies, federal, and other external agencies;
- f) support assessment and accreditation processes by assisting academic areas to develop measures of educational effectiveness and improvement, by providing support in research and survey design and through coordination of accreditation reporting.

Over the past two years, the Office of Institutional Research has worked with the Registrar's Office, Information Technology, and other offices to improve the data integrity and reliability of the student data system. The Office of IR has also instituted a series of standard reports, such as a Factbook, an annual report, and other documents to disseminate institutional data more broadly. Finally, a new series of surveys and analyses have been developed, to collect data from incoming and current students as well as alumni, in order to systematically obtain feedback from those constituents.

Data dissemination from other campus offices has also improved over the past two years. The Registrar's Office enhanced its reporting capabilities through the development of an online analytical processing module that makes enrollment reports more consistent and gives easy access to more detail. In addition, the office has increased the types of reports and established regular timelines for delivery. There is an ongoing effort to enhance the student data system to better accommodate the growing number of students who are obtaining degrees and certificates through distance learning methods.

In response to many external accountability requests, NPS has developed a cost analysis model that is used to determine costs per student within each program. In addition, a data retrieval system is under development, intended to bring together student, faculty, and cost information. This system also provides information to departments on faculty workload and grading for strategic planning purposes.

Finally, NPS is committed to strengthening and enhancing the connection to its alumni. The new Director of Alumni Relations will be developing and implementing new strategies for better alumni tracking.

The high level of expertise and increased collaboration among data collection and analysis offices leads us to conclude that the current NPS data gathering systems are more than adequate to provide information in support of the re-accreditation efforts.



DEPARTMENT OF THE NAVY

NAVAL POSTGRADUATE SCHOOL
1 UNIVERSITY CIR
MONTEREY CA 93943-5000

IN REPLY REFER TO:

Institutional Stipulations

1. The Naval Postgraduate School is using the review process to demonstrate its fulfillment of the two Core Commitments. We will engage in the process with seriousness and candor, present data that are accurate and the Institutional Presentation will fairly present the School.
2. The Naval Postgraduate School has published and made publicly available policies in force as identified by the Commission. Such policies will be available for review on request throughout the period of accreditation. Special attention will be paid to the School's policies and recordkeeping regarding complaints and appeals.
3. The Naval Postgraduate School will abide by procedures adopted by the Commission to meet United States Department of Education (USDE) procedural requirements.
4. The Naval Postgraduate School will submit all regularly required data, and any data specifically requested by the Commission during the period of Accreditation.
5. The Naval Postgraduate School has reviewed its off-campus programs and distance education degree programs to ensure that they have been approved as required by the WASC Substantive Change process.

A handwritten signature in black ink, appearing to read "D. Smarsh", written over a horizontal line.

Colonel David A. Smarsh
United States Air Force
Acting President
Naval Postgraduate School

NAVAL POSTGRADUATE SCHOOL HEADCOUNT ENROLLMENT BY LEVEL (FALL TERM)

Average on Board

The Naval Postgraduate School operates on a modified quarterly school year – every three months new students arrive and new classes begin. Unlike many civilian universities, the summer quarter is a full three-month quarter. These factors combine with traditional military transfers, occurring at two peak times during the year, to create widely varying numbers of student on board (i.e., enrolled) from one quarter to the next. The Average On Board (AOB) student count is derived by averaging enrollments, that is, unduplicated headcounts, from each of the four quarters. AOB is used to describe the annual trends in student numbers, primarily for those seeking a degree.

Degree Program Student by Type of Enrollment Average on Board Trends Since 2000

Year	2000	2001	2002	2003	2004	2005
Full Time Resident	1,279	1,269	1,244	1,314	1,481	1,560
Distributed Learning	111	180	221	247	322	523
Total	1,390	1,449	1,465	1,561	1,803	2,083

NAVAL POSTGRADUATE SCHOOL DEGREES AND CERTIFICATES GRANTED BY LEVEL (ACADEMIC YEAR)

Year	Total	BS	Post- Baccalaureate*	MS	Ph.D.	BS	Post- Baccalaureate*	MS	Ph.D
2001	703	4	12	672	15	0.6%	1.7%	95.6%	2.1%
2002	798		3	781	14		0.4%	97.9%	1.8%
2003	674		9	653	12		1.3%	96.9%	1.8%
2004	940	9	6	916	9	1.0%	0.6%	97.4%	1.0%
2005	1057			1049	8			99.2%	0.8%

Percentage entries are all normalized on the first column of the report.

+ NPS is not required to submit IPEDS data; IPEDS Completions data are available only from 2003 and 2005; all other years are from NPS Student Records

* Post-baccalaureate degrees include post-masters certificates as defined by IPEDS

NAVAL POSTGRADUATE SCHOOL KEY FINANCIAL RATIOS

As a Department of Defense institution, NPS financial records are kept in accordance with Federal regulations and laws. As such, the rules used by most institutions, FASB or GASB, do not apply. NPS, as a federal institution without financial aid, is not required and does not submit the IPEDS Financial report. What appears on this chart are a series of ratios that best correspond to the WASC data request.

Return on Net Assets Ratio:

As a Department of Defense (DoD) Navy institution, measuring growth of institutional resources is calculated through growth in sources of funding. Direct allotted funds from the DoD (Navy) for education and sponsored funds for education and research are the sources.

Suggested Direct ratio: $\text{Change in Direct Allotted Funds Year 2} / \text{Direct Allotted Funds Year 1}$

Suggested Sponsored ratio: $\text{Change in Sponsored Funds Year 2} / \text{Sponsored Funds Year 1}$

Suggested Total Funding ratio: $\text{Change in Total Funds Year 2} / \text{Total Funds Year 1}$

Return on Net Assets Ratio (000s)

	FY02	FY03	FY04	FY05	FY06
Direct	48,806	61,732	74,630	76,533	90,126
\$chg		12,926	12,898	1,903	13,593
%chg		20.9%	17.3%	2.5%	15.1%
Sponsored	80,578	104,084	107,891	116,593	114,116
\$chg		23,506	3,807	8,702	-2,477
%chg		22.6%	3.5%	7.5%	-2.2%
Total	129,384	165,816	182,521	193,126	204,242
\$chg		36,432	16,705	10,605	11,116
%chg		22.0%	9.2%	5.5%	5.4%

Net Income Ratio:

The measure of operating within the available resources is governed by Appropriation law as outlined in United States Code Title 31, specifically 31 USC 1517, 1301 and 1341. According to the Anti-Deficiency Act, DoD institutions are prohibited from overspending and can only obligate funds for the intend appropriation. As this is federal law, no ratio meets the definition.

Operating Income Ratio:

The measure of operating activities meeting expenses can be stated in ratio terms: $\text{Allotted and Sponsored Funds} / \text{Expenses}$

Operating Income Ratio (000s)

	FY03	FY04	FY05	FY06
funds in	190,816	212,521	223,745	240,067
expenses	165,816	182,521	193,126	204,242
%	86.9%	85.9%	86.3%	85.1%

Viability Ratio:

As a Department of Defense (DoD) Navy institution, we do not carry debt, therefore a ratio is not applicable. The US government funds this institution annually through the National Defense Authorization Act each fiscal year. The current Future Year Defense Plan has funding identified through FY2013 to maintain this institution.

Instructional Expense per Student:

FY03 = \$26,313

FY04 = \$25,621

FY05 = \$26,017

FY06 = \$26,000 (estimated, as final cost/student not calculated)

Net Tuition per Student:

As a DoD funded entity, this Institution does not charge a “per student” tuition as practiced by civilian universities. For comparison purposes, the Instructional Expense per Student can be considered for this category.

FY03 = \$26,313

FY04 = \$25,621

FY05 = \$26,017

FY06 = \$26,000 (estimated, as final cost/student not calculated)

Naval Postgraduate School Faculty by Employment Status

Year ⁺	Total Headcount	Full-Time Faculty*	Part-Time Faculty	Total Faculty FTE
2001	398	398		398.0
2002	448	448		448.0
2003	454	454		454.0
2004	509	434	75	471.5
2005	513	488	25	500.5

Percentage entries are all normalized on the first column of the report.

+ NPS is not required to submit IPEDS data; IPEDS Staff data are available only from 2003, 2004 and 2005; all other years are from NPS Academic Planning

Military and contractor faculty are not included here as IPEDS does not collect this data.

* Faculty include both tenure/tenure track and non-tenure track which includes research faculty. Administrative faculty are not included.

Naval Postgraduate School						
Inventory of Educational Effectiveness Indicators						
Degree Programs						
	Have formal learning outcomes been developed?	Where are these learning outcomes published?	Other than GPA, what measure/indicators are used to determine that graduates have achieved the stated outcomes for the degree?	Date of last program review for this degree program**	Date of next program review for this degree program**	
THE GRADUATE SCHOOL OF OPERATIONS AND INFORMATION SCIENCES						
Information Systems and Operations	Yes	Catalog: print & online	Thesis	1-Aug-02	Overdue	
Computer Technology (DL)	Yes	Catalog: print & online	Capstone Paper			
Operations Analysis	Yes	Catalog: print & online	Thesis	18-Aug-06	2008 Aug	
Operational Logistics	Yes	Catalog: print & online	Thesis	4-Oct-05	2007 Oct	
Human Systems Integration	Yes	Catalog: print & online		N/A	2007 Oct	
Master of Systems Analysis - MSA (DL)	Yes	Catalog: print & online	Group Project			
Joint C4I Systems	Yes	Catalog: print & online	Thesis	1-Mar-02	Overdue	
Computer Science	Yes	Catalog: print & online	Thesis	3-Jun-04	2006 June	
Software Engineering	Yes	Catalog: print & online	Thesis	N/A	N/A	
Software Engineering (DL)	Yes	Catalog: print & online	Thesis			
Information Systems and Technology	Yes	Catalog: print & online	Thesis	1-Sep-02	Overdue	
Modeling, Virtual Environments and Simulations	Yes	Catalog: print & online	Thesis	1-Sep-02	Overdue	
Information Sciences	-	Catalog: print & online	Written/Oral Exams & Dissertation	N/A	N/A	
Information Warfare	Yes	Catalog: print & online	Thesis	1-Sep-02	Overdue	
Electronic Warfare Systems (International)	-	Catalog: print & online	Thesis	1-Sep-02	Overdue	
Joint Information Operations	Yes	Catalog: print & online	Thesis			
Special Operations and Irregular Warfare	Yes	Catalog: print & online	Thesis			

THE GRADUATE SCHOOL OF ENGINEERING AND APPLIED SCIENCES					
Systems Engineering (DL)	Yes	Catalog, & online	Capstone Project	N/A	2007 July
Space Systems Operations (DL)	-		Thesis		
Space Systems Operations (International)	Yes	Catalog: print & online	Thesis		
Space Systems Operations	Yes	Catalog: print & online	Thesis	2-Nov-04	2008 Aug
Meteorology	Yes	Catalog: print & online	Thesis	2006 May	2008 May
METOC	Yes	Catalog: print & online	Thesis	2006 May	2008 May
Operational Oceanography	Yes	Catalog: print & online	Thesis		
Applied Mathematics	Yes	Catalog: print & online	Thesis		
Oceanography	Yes	Catalog: print & online	Thesis	2006 May	2008 May
Undersea Warfare	Yes	Catalog: print & online	Thesis	7-Feb-05	2007 Feb
Undersea Warfare (International)	Yes	Catalog: print & online	Thesis		
Combat Systems Science and Technology	Yes	Catalog: print & online	Thesis	24-May-05	2007 May
Underwater Acoustic Systems (DL)	-		Thesis		
			Surveys of graduates, alumni, employers, curriculum sponsor; Thesis evaluation; engineering licensure exam; student presentations; Thesis		
Mechanical and Astronautical Engineering	Yes	Catalog: print & online	Reactor Design Report		
Reactors/Mechanical Engineering (DL)	-				
System Engineering (Resident) - PENDING APPROVAL	Yes	Catalog: print & online	Thesis	Start July 06	TBD
			Surveys of graduates; quarterly surveys of exiting students; annual surveys of ECE faculty; quarterly surveys of thesis and thesis presentation quality; biennial curriculum	ABET Fall 2001 w/ Fall 2003 followup; Curric Review 10/1/2002	ABET Fall 2007; curriculum review Fall 2006
Electronics Systems Engineering	Yes	Catalog: print & online (www.nps.navy.mil/ece/)			

THE GRADUATE SCHOOL OF ENGINEERING AND APPLIED SCIENCES					
Systems Engineering (DL)	Yes	Catalog, & online	Capstone Project	N/A	2007 July
Space Systems Operations (DL)	-		Thesis		
Space Systems Operations (International)	Yes	Catalog: print & online	Thesis		
Space Systems Operations	Yes	Catalog: print & online	Thesis	2-Nov-04	2008 Aug
Meteorology	Yes	Catalog: print & online	Thesis	2006 May	2008 May
METOC	Yes	Catalog: print & online	Thesis	2006 May	2008 May
Operational Oceanography	Yes	Catalog: print & online	Thesis	2006 May	2008 May
Applied Mathematics	Yes	Catalog: print & online	Thesis		
Oceanography	Yes	Catalog: print & online	Thesis	2006 May	2008 May
Undersea Warfare	Yes	Catalog: print & online	Thesis	7-Feb-05	2007 Feb
Undersea Warfare (International)	Yes	Catalog: print & online	Thesis		
Combat Systems Science and Technology	Yes	Catalog: print & online	Thesis	24-May-05	2007 May
Underwater Acoustic Systems (DL)	-		Thesis		
			Surveys of graduates, alumni, employers, curriculum sponsor; Thesis evaluation; engineering licensure exam; student presentations; Thesis		
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System Engineering (Resident) - PENDING APPROVAL	Yes	Catalog: print & online	Thesis	Start July 06	TBD
			Surveys of graduates; quarterly surveys of exiting students; annual surveys of ECE faculty; quarterly surveys of thesis and thesis presentation quality; biennial curriculum	ABET Fall 2001 w/ Fall 2003 followup; Curric Review 10/1/2002	ABET Fall 2007; curriculum review Fall 2006
Electronics Systems Engineering	Yes	Catalog: print & online (www.nps.navy.mil/ece/)			

Systems Acquisition Management	Yes	Catalog: print & online	MBA Project/Thesis. MBA Core survey. Exit survey and exit brief. Curriculum reviews.	7-Oct-05	2007 Oct
Defense Systems Analysis	Yes	Catalog: print & online	MBA Project/Thesis. MBA Core survey. Exit survey and exit brief. Curriculum reviews.	N/A	Ongoing 2007
Defense Systems Management (International)	Yes	Catalog: print & online	MBA Project/Thesis. MBA Core survey. Exit survey and exit brief.	N/A	N/A
Supply Chain Management	Yes	Catalog: print & online	MBA Project/Thesis. MBA Core survey. Exit survey and exit brief. Curriculum reviews.	5-May-05	2007 May
Resource Planning and Management for International Defense	Yes	Catalog: print & online	MBA Project/Thesis. MBA Core survey. Exit survey and exit brief.	N/A	N/A
Materials Logistics Support Management	Yes	Catalog: print & online	MBA Project/Thesis. MBA Core survey. Exit survey and exit brief. Curriculum reviews.	5-May-05	2007 May
Contract Management (DL)	Yes	Catalog: print & online	Application Project	24-Aug-06	2008 Aug
Program Management (DL)	Yes	Catalog: print & online	Application Project	7-Oct-05	2007 Oct
Financial Management	Yes	Catalog: print & online	MBA Project/Thesis. MBA Core survey. Exit survey and exit brief. Curriculum reviews. Conrad Honors program	4-May-05	2007 May
Manpower Systems Analysis	Yes	Catalog: print & online	MBA Project/Thesis. MBA Core survey.	11-Sep-02	2006 Feb

Information System Management	Yes	Catalog: print & online	MBA Project/Thesis. MBA Core survey. Exit survey and exit brief. Curriculum reviews. Thesis day		TBD
THE SCHOOL OF INTERNATIONAL GRADUATE STUDIES					
Homeland Defense and Security (DL)	Yes	Catalog: print & online	Thesis		
Middle East, Africa, South Asia	Yes	Catalog: print & online	Thesis and/or comp exams	30-Aug-05	2007 Aug
Far East, Southeast Asia Pacific	Yes	Catalog: print & online	Thesis and/or comp exams	30-Aug-05	2007 Aug
Western Hemisphere	Yes	Catalog: print & online	Thesis and/or comp exams	30-Aug-05	2007 Aug
Russia, Europe, Central Asia	Yes	Catalog: print & online	Thesis and/or comp exams	30-Aug-05	2007 Aug
Civil-Military Relations	Yes	Catalog: print & online	Thesis and/or comp exams	2005 Dec	TBD
Security Studies - Stabilization and Reconstruction	Yes	Catalog: print & online	Thesis	2005 Dec	TBD
Defense Decision-Making and Planning	Yes	Catalog: print & online	Thesis and/or comp exams	2006 Jan	TBD
Counterterrorism Policy and Strategy	Yes	Catalog: print & online	Thesis	2006 Feb	TBD
Homeland Defense and Security - Resident	Yes	Catalog: print & online	Thesis	ongoing	2007 Sept
SYSTEMS ENGINEERING AND ANALYSIS CURRICULUM COMMITTEE					
Systems Engineering and Analysis				TYCOM Review in 2003	TBD

**Naval Postgraduate School
List of Distance Learning Degree Programs
Included in Accreditation Review Process**

Program	Degrees Awarded
Computer Technology	MS Computing Technology
Master of Systems Analysis - MSA	MSA Master of System Analysis
Software Engineering	MS Software Engineering PhD Software Engineering
Systems Engineering	MS Systems Engineering or MS Systems Engineering Management
Space Systems Operations	MS Space Systems Operations
Underwater Acoustic Systems	MS Engineering Acoustics
Reactors/Mechanical Engineering	MS Engineering Science (ME)
Electrical Engineering	MS Electrical Engineering (MSEE) or MS Engineering Science (MSES-EE)
Systems Eng Management (SEM)	MS Systems Engineering Management, Systems Engineering, Product Development
Product Development	
Executive Master of Business Admin.	EMBA
Contract Management	MS Contract Management
Program Management	MS Program Management
Homeland Security and Defense	MA Security Studies (Homeland Security and Defense)