NPS Graduating Students Survey
AY 2017 Distance Learning (DL) 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 it’s 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 54 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 (open-ended) asks for comments on any experience at NPS. GSEAS has four additional questions beyond the open-ended question. The AY 2017 survey data spans December 2016 - September 2017.

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
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 relevant 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 valuable 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 was expected to master for my degree program.
11. My academic background was adequate preparation for successful completion of my program.
12. The goals that I set as I progressed were relevant and realistic.
13. The grades I received at NPS accurately reflected the level of my performance.
14. Refresher courses at NPS were sufficient to prepare me for subsequent 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, culture, ethnicity, and gender enriched my NPS education. [Service]
18. Diversity in service, culture, ethnicity, and gender enriched my NPS education. [Cultural]
19. Diversity in service, culture, ethnicity, and gender enriched my NPS education. [Ethnicity]
20. Diversity in service, culture, ethnicity, and gender enriched my NPS education. [Gender]
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 members involved me in active and participative learning experiences.
24. NPS faculty in my program were dedicated to teaching.
25. NPS faculty in my program were generally available to provide additional assistance outside the classroom when I needed it.
26. NPS faculty in my program utilized faculty feedback to improve the educational program.
27. My faculty appeared to be well qualified for the defense-related teaching and research done in my curriculum or 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. [Registrar]
32. NPS staff provided sufficient support to enable me to meet my educational goals. [Thesis Processing]
33. NPS staff provided sufficient support to enable me to meet my educational goals. [Lab Techs]
34. NPS staff provided sufficient support to enable me to meet my educational goals. [Library staff assistance]
35. NPS staff provided sufficient support to enable me to meet my educational goals. [Library staff assistance]
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99. NPS staff provided sufficient support to enable me to meet my educational goals. [Library staff assistance]
100. NPS staff provided sufficient support to enable me to meet my educational goals. [Library staff assistance]
### Chart 2
**Top Positive Responses for Distance Learning Students**

<table>
<thead>
<tr>
<th>Survey Questions</th>
<th>% of All Distance Learning 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>97%</td>
</tr>
<tr>
<td>11. My academic background was adequate preparation for successful completion of my program.</td>
<td>97%</td>
</tr>
<tr>
<td>24. NPS faculty members involved me in active and participative learning experiences.</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>25. NPS faculty in my program were dedicated to my success as a student.</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>12. The tests that I took at NPS were fair and relevant.</td>
<td>96%</td>
</tr>
<tr>
<td>23. NPS faculty in my program were dedicated to teaching.</td>
<td>96%</td>
</tr>
<tr>
<td>q13. The grades I received at NPS accurately reflected the level of my performance.</td>
<td>95%</td>
</tr>
<tr>
<td>54. I would recommend NPS to other military officers or defense civilians for their graduate education.</td>
<td>94%</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 All 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>28%</td>
</tr>
<tr>
<td>16. My NPS program provided me with sufficient electives to pursue my special military career interests.</td>
<td>22%</td>
</tr>
<tr>
<td>15. NPS provided opportunities for learning outside the regular curricular program.</td>
<td>15%</td>
</tr>
<tr>
<td>6. Completing a thesis, group project or capstone project was a valuable component of my NPS education.</td>
<td>13%</td>
</tr>
<tr>
<td>54. NPS computer services met all my course work and research needs</td>
<td>13%</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>20. Diversity in service, culture, ethnicity, and gender enriched my NPS education. [Gender]</td>
<td>10%</td>
</tr>
<tr>
<td>19. Diversity in service, culture, ethnicity, and gender enriched my NPS education. [Ethnicity]</td>
<td>8%</td>
</tr>
<tr>
<td>18. Diversity in service, culture, ethnicity, and gender enriched my NPS education. [Culture]</td>
<td>8%</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>7%</td>
</tr>
<tr>
<td>30. NPS personnel facilitated my transition to student life.</td>
<td>7%</td>
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</tbody>
</table>

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

Chart 4
Distance Learning Respondents by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian American/Pacific Islander</td>
<td>10.8%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>9.6%</td>
</tr>
<tr>
<td>Hispanic/Latinos</td>
<td>6.7%</td>
</tr>
<tr>
<td>Unknown</td>
<td>9.6%</td>
</tr>
<tr>
<td>White</td>
<td>63.3%</td>
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</tbody>
</table>

Chart 5
Distance Learning Respondents by Service

<table>
<thead>
<tr>
<th>Service</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>USA</td>
<td>0.42%</td>
</tr>
<tr>
<td>USAF</td>
<td>0.42%</td>
</tr>
<tr>
<td>USMC</td>
<td>2.50%</td>
</tr>
<tr>
<td>USN</td>
<td>23.33%</td>
</tr>
<tr>
<td>Civilian</td>
<td>73.33%</td>
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Chart 6
Distance Learning Respondents by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>77.5%</td>
</tr>
<tr>
<td>Female</td>
<td>22.5%</td>
</tr>
</tbody>
</table>