



Student Engagement at NPS

2018 Report

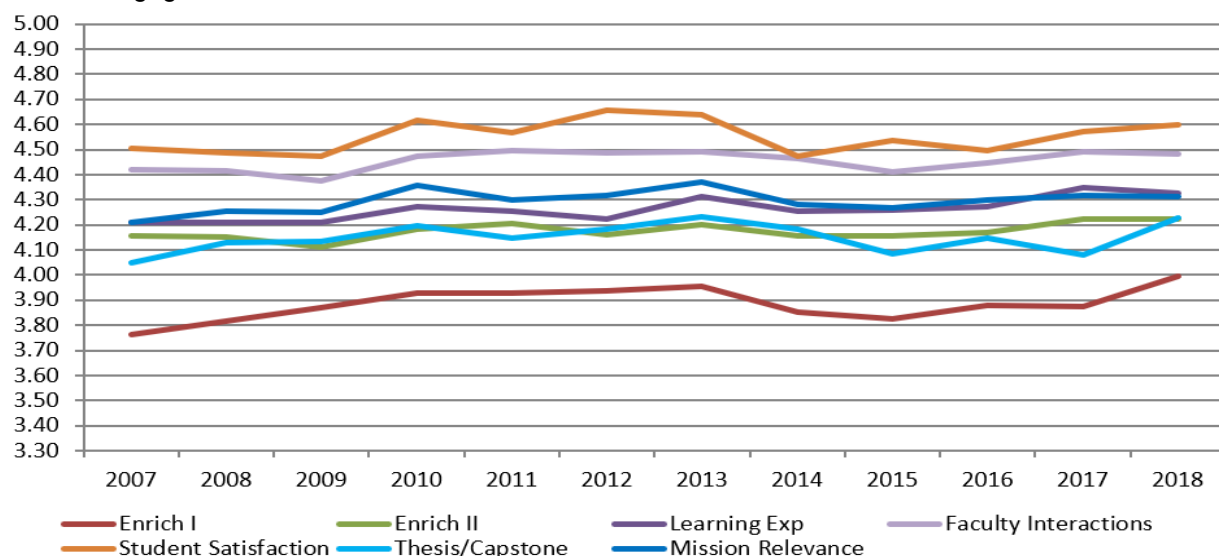
In 2009 NPS developed a framework for measuring student engagement (StE) at NPS. Student engagement is a nationally recognized education construct. The underlying premise is that high student achievement follows from students being highly interested in, actively involved, and “engaged” with their studies.

This 2018 report explains student engagement and describes an NPS-developed framework for measuring student engagement. The report explains seven different dimensions -- indicators of conditions and outcomes at NPS that are associated with, or promote, student engagement and hence student learning. StE measures are reported for the period 2007 – 2018 at the NPS and School levels. General observations for each dimension are reported from the data.

The graph below displays scores for the StE dimensions over the past eleven years. Three summary observations are noted:

- In general, NPS students score NPS very highly on each of these StE dimensions, with average scores between 4 (Positive) and 5 (Strongly Positive).
- Two areas are consistently highest: NPS students are most strongly satisfied with their program at NPS (Student Satisfaction) and their interactions with NPS faculty (Student-Faculty Interaction). Although still positive, one area is consistently lower: Students are less satisfied with the Diversity of their Learning Experience (Enrichment I).
- Although there are year-to-year fluctuations, in general, the StE dimensions exhibited an increasing trend from 2007 through 2013, some decline 2013-2015 but an increase in 2016 mostly continuing into 2018. The data itself provides no single explanation for this decline but it is noted that 2013-2015 was a period of significant constraints at NPS.

Student Engagement Dimensions



Scale: 5=Strongly Positive; 4=Positive; 3=Neutral; 2=Negative; 1=Strongly Negative

NPS Student Engagement Measurement Construct and Findings

Abstract

This report describes the development of the Student Engagement Measurement framework applicable to NPS, and data and information from it. NPS' framework consists of seven dimensions. Student engagement indices were created using, principally, student responses to questions from NPS survey instruments. Data related to student engagement is reported for NPS and for the four NPS Graduate Schools. Student Engagement data is also tracked for individual NPS Departments but is not part of this report. Findings, and observations from those findings, are reported for each student engagement dimension.

The Student Engagement Construct:

The gold standard evidence of educational effectiveness involves clear demonstration of student learning and achievement, both at the degree and institutional levels. Approaches to measuring student learning and achievement may be both direct and indirect. Though survey data, principally from students, are not a means of measuring learning or achievement directly, such can provide useful perspectives on the student experience as it relates to student learning and achievement.

One construct that has gained significant visibility relating to student achievement is student engagement. "There is widespread agreement among educational researchers that... active engagement with the subject matter enhances student learning... Engagement appears to be a strong predictor of both learning and college GPA.... evidence suggests that "self-reports" of learning from surveys correlate with actual learning outcomes.... Surveys of student engagement capture the extent to which Faculty structure their courses... to facilitate engagement through practices such as active learning, collaborative learning, and community-based projects... Student engagement surveys also measure the extent to which students engage with their subject matter on their own. Independent of its apparent positive effect on learning and academic performance, student engagement is also desirable in its own right. Thus, data on engagement are thought to be a great intrinsic value for purposes of continuous improvement within an institution...." (From *Student Achievement at the Institutional and Degree Level: Guidance on Disclosing Data to External Audiences*, WASC Task force on Transparency and Accountability, 10/09, p11)

An NPS Student Engagement Index: In 2009 NPS engaged in an initiative to measure student engagement, and report and use the resulting information for program improvement. Numerous national and other survey instruments exist for measuring student engagement (e.g., National Survey of Student Engagement, Course Experience Questionnaire, College Student Experiences Questionnaire, Community College Survey of Student Engagement, Beginning College Survey of Student Engagement, Faculty Survey of Student Engagement, College Senior Survey, University of California Undergraduate Experience Survey). While there is no universally agreed-to definition of student engagement or agreement on the specific dimensions underlying student engagement, there is wide consensus among different surveys concerning many of the constructs. NPS' approach to measuring student engagement has been to develop its own index, heavily informed by student engagement measures and indices existing in the public domain.

The broad objectives of the NPS student engagement initiative have been:

- To provide a common framework – theoretically-based and known to be related to student achievement and learning -- in which to organize and understand existing data and information available at NPS.
- To provide a common framework for communication and discussion on campus about assessment, student learning and student achievement.

- To provide a common framework for distributing student-related information to schools and departments to inform program reviews and other program improvement processes.
- To identify areas where NPS currently lacks information on dimensions of student engagement and achievement and efforts toward improvement might be directed.

The end state for NPS continues to be an institutionalized process for the measurement and communication of student engagement information for purposes of improving programs and student learning.

NPS' approach to developing the student engagement framework was as follows:

- Examine and review the literature on student engagement and the publicly available student engagement indices to understand the student engagement construct, dimensions, and relevant questions appropriate to measuring student engagement.
- Examine and review NPS' existing sources of data potentially relating to student engagement. These sources included NPS student surveys, NPS alumni survey, NPS department surveys, and other NPS existing academic data (e.g., student load data, class size data). The purpose of this was to understand where NPS was already collecting information relevant to the student engagement construct.
- Informed by the student engagement literature, develop a set of student engagement dimensions tailored to NPS' mission as a graduate university oriented toward the defense community.

NPS Student Engagement (StE) Dimensions: NPS' Student Engagement framework includes the following dimensions:

1. Enriching Educational Experiences – Diversity/Flexibility: The degree to which NPS' educational environment provides students with a diversity in modes of learning experiences.
2. Enriching Educational Experiences – Diverse People/Ideas: The degree to which NPS' educational environment provides students with exposure to a diversity of people and viewpoints.
3. Learning Experience – Challenge and Involvement: The degree to which NPS' programs employ teaching and learning approaches that challenge and actively involve students.
4. Student/Faculty Interactions: The degree to which NPS students have direct and concerted involvement and interactions with faculty.
5. Student Satisfaction: The degree to which NPS students' overall impression and response to their academic programs is positive.
6. Thesis/Capstone Experience: The degree to which students' capstone experience is involving, beneficial, and positive.
7. Mission Relevance: The degree to which students' programs actively engage them in knowledge, issues, and problems relevant to the defense/security communities in which they will serve.

These seven dimensions comprise NPS' overall StE framework and are analogous to dimensions existing in recognized approaches and indices to measure student engagement. Positive responses, along all of these StE dimensions have been shown to be positively related to student learning and achievement. NPS has developed or adopted a set of questions for measuring each of the dimensions (typically 4-5 questions per dimension) and creates an index (combining the questions) from each dimension.

Results and Methods: Tables displaying the results from these seven Student Engagement dimensions are provided at the end of this report. Comments on methods used in construction:

- **Version:** This report may be considered Version 3.0 of the NPS Student Engagement framework. Some questions have been added, deleted or reorganized (under a different dimension) from earlier versions. An eighth dimension (Student Gains), included in earlier versions, has been deleted due to lack of current data.

- **Surveys:** Currently all student engagement indices are aggregates of responses from questions from NPS' Graduating Students Survey. (Questions formerly used from the NPS Alumni Survey have been deleted, as the Alumni Survey has not been recently conducted.)
- **Scales:** Questions in those surveys ask for responses on 2-, 3-, 4- and 5-point scales. For purpose of combining into indices, responses for all questions were transformed to a common 5- point scale, by treating the highest scale score as = 5, the lowest scale score as = 1, and intermediate scale scores as proportional between 1 and 5. In general, scale values have qualitative meaning as follows:
 - 5: Strongly Positive
 - 4: Positive
 - 3: Neutral
 - 2: Negative
 - 1: Strongly Negative
- **Indices:** Once normalized to a 5-point scale, responses from individual questions are aggregated into indices via weighted averages.
- **Data Display - Years:** Responses/data from the Graduating Students Survey exist for the period 2007-2018, hence are available in total and separately for each of these eleven years. Table displays reflect these years.
- **Data Display – Organizational Units:** Students are assigned to curricula. Responses from curricula are aggregated and reported at the NPS level, School level, and at the Department level.

The Student Engagement Indices: Observations from the Data:

1. Enriching Educational Experiences – Diverse Learning & Flexibility (Enrichment I):

This dimension reflects the degree to which NPS' educational environment provides students with a diversity in modes of learning experiences. Student engagement is associated with the opportunities for, and the value attached to, learning experiences beyond routine coursework and the standard curriculum. (Index scores: 2018: 4.00; All Years Ave: 3.89)

Components: (Graduating Student Survey: GSS)

- Capstone Value: Q6. Completing a thesis, group project or capstone project was a valuable component of my NPS education. (Scores: 2018: 4.20 / Ave: 4.13)
- Research Integration: Q8. My coursework and research at NPS were closely integrated. (Scores: 2018: 4.11 / Ave: 4.06)
- Outside Program: Q15. NPS provided opportunities for learning outside the regular curricular program. (Score: 2018: 4.04 / Ave: 3.86)
- Electives: Q16. My NPS program provided me with sufficient electives to pursue my special military career interests. (Scores: 2018: 3.63 / Ave: 3.50)

Selected observations from Enrichment I Index:

- Although year-to-year differences are small, there had been a steady increase in the index over the prior seven years (2007-2013), a drop in 2014 and 2015, but a rise starting in 2016 and continuing to 2018.
- There are consistently lower positive scores on the questions related to program flexibility (Q15, Q16). Students may prefer additional opportunity for learning experiences outside of the standard courses in their curriculum.
- Students in GSDM appear to experience the lowest opportunities for choice and program flexibility.
- Students in technical curricula GSEAS, GSOIS tend to attribute more value to their thesis/capstone experience (Q6) than students in GSDM & SIGS.

Enrichment I Index

Item	School	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	All Years Index
Capstone Value Q6	GSDM	3.57	4.05	3.93	4.10	3.59	3.62	4.23	4.03	3.50	3.84	3.18	3.94	3.80
	GSEAS	4.25	4.18	4.42	4.42	4.14	4.37	4.41	4.29	4.02	4.05	4.14	4.19	4.24
	GSOIS	4.19	4.21	4.26	4.42	4.21	4.24	4.16	4.21	4.21	4.23	4.36	4.25	4.25
	SIGS	3.47	4.25	4.25	4.03	4.29	4.41	4.31	4.18	4.33	4.18	4.32	4.54	4.21
	NPS	3.97	4.18	4.24	4.26	4.09	4.16	4.28	4.19	3.98	4.06	3.95	4.20	4.13
Research Integration Q8	GSDM	4.01	4.14	3.86	4.08	4.02	3.99	4.12	4.01	3.97	4.09	3.82	4.03	4.01
	GSEAS	3.85	3.62	3.91	3.82	3.81	3.99	4.13	3.99	4.01	4.08	4.14	4.02	3.95
	GSOIS	4.03	4.01	3.86	4.16	4.06	4.08	4.01	3.95	4.02	4.02	4.07	4.03	4.03
	SIGS	4.24	4.22	4.21	4.15	4.24	4.37	4.39	4.32	4.21	4.39	4.33	4.45	4.29
	NPS	4.01	4.00	3.95	4.07	4.05	4.11	4.14	4.03	4.04	4.12	4.08	4.11	4.06
Outside Program Q15	GSDM	3.25	3.13	3.41	3.59	3.72	3.69	3.75	3.61	3.76	3.85	3.77	3.85	3.62
	GSEAS	3.51	3.12	3.72	3.69	3.95	3.83	3.89	3.78	3.71	3.79	3.91	4.06	3.75
	GSOIS	3.76	3.72	3.85	3.86	3.91	4.00	4.10	3.97	3.96	3.86	4.05	3.96	3.92
	SIGS	3.99	4.27	4.06	4.09	4.13	4.00	4.09	3.99	4.08	4.15	4.30	4.31	4.12
	NPS	3.63	3.60	3.79	3.83	3.95	3.91	3.96	3.84	3.87	3.89	3.98	4.04	3.86
Electives Q16	GSDM	3.13	2.66	2.80	2.93	2.88	2.92	3.16	2.99	2.95	3.15	3.06	3.22	2.99
	GSEAS	3.27	3.49	3.50	3.82	3.89	3.71	3.43	3.27	3.29	3.38	3.37	3.61	3.50
	GSOIS	3.63	3.69	3.61	3.64	3.68	3.69	3.57	3.56	3.67	3.47	3.71	3.64	3.63
	SIGS	3.71	3.94	3.83	3.81	3.87	3.81	3.57	3.55	3.76	3.90	3.97	4.10	3.82
	NPS	3.44	3.48	3.50	3.56	3.63	3.56	3.44	3.35	3.41	3.45	3.48	3.63	3.50
All Items	GSDM	3.49	3.50	3.50	3.68	3.55	3.56	3.82	3.66	3.55	3.73	3.46	3.76	3.60
	GSEAS	3.72	3.60	3.89	3.94	3.95	3.97	3.97	3.83	3.76	3.82	3.89	3.97	3.86
	GSOIS	3.90	3.91	3.90	4.02	3.96	4.00	3.96	3.92	4.21	4.23	4.05	3.97	4.00
	SIGS	3.85	4.17	4.09	4.02	4.13	4.15	4.09	4.01	4.33	4.18	4.23	4.35	4.13
	NPS	3.76	3.81	3.87	3.93	3.93	3.94	3.96	3.85	3.83	3.88	3.87	4.00	3.89

2. Enriching Educational Experiences – Diverse People/Ideas (Enrichment II):

This dimension reflects the degree to which NPS' educational environment provides students with exposure to a diversity of people and viewpoints. Student engagement is enhanced by student diversity. Diversity at NPS relates to culture, ethnicity and gender, and additionally to military service. (Index scores: 2018: 4.23; Ave: 4.18)

Components: (GSS)

- Diversity: Q17. Diversity in service, culture, ethnicity, and gender enriched my NPS education.
- Service: Q17a. (Scores: 2018: 4.47 / Ave: 4.43)
- Culture: Q17b. (Scores: 2018: 4.27 / Ave: 4.26)
- Ethnicity: Q17c. (Scores: 2018: 4.09 / Ave: 4.10)
- Gender: Q17d. (Scores: 2018: 4.07 / Ave: 3.91)

Selected observations from the Enrichment II Index:

- NPS students see diversity associated with different military services as the strongest enhancer of their educational experience (Q17a), trumping the other diversity indicators. SIGS stands out with the highest score relating the diversity associated to different military services.
- In contrast, students see relatively low impact/enhancement from gender diversity (Q17d). (Likely because of the low actual degree of gender diversity rather than attaching low value to what diversity there is.) These patterns are consistent across all the schools.

Enrichment II Index

Item	School	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	All Years Index
Service Q17a	GSDM	4.59	4.47	4.43	4.42	4.50	4.43	4.44	4.42	4.33	4.38	4.43	4.45	4.44
	GSEAS	4.34	4.30	4.31	4.32	4.32	4.20	4.44	4.32	4.30	4.27	4.36	4.31	4.32
	GSOIS	4.39	4.42	4.37	4.41	4.50	4.44	4.43	4.51	4.50	4.46	4.45	4.44	4.44
	SIGS	4.41	4.50	4.47	4.52	4.46	4.55	4.50	4.56	4.65	4.72	4.63	4.72	4.56
	NPS	4.42	4.43	4.39	4.42	4.45	4.42	4.43	4.43	4.44	4.43	4.45	4.47	4.43
Culture Q17b	GSDM	4.33	4.17	4.10	4.29	4.38	4.29	4.26	4.07	4.12	4.27	4.20	4.24	4.23
	GSEAS	4.09	4.02	4.13	4.30	4.15	4.14	4.20	4.14	4.12	3.97	4.19	4.23	4.14
	GSOIS	4.27	4.21	4.24	4.23	4.40	4.28	4.27	4.34	4.27	4.31	4.29	4.16	4.27
	SIGS	4.37	4.52	4.47	4.35	4.37	4.37	4.50	4.41	4.49	4.48	4.52	4.48	4.44
	NPS	4.25	4.24	4.25	4.29	4.33	4.28	4.30	4.23	4.23	4.23	4.28	4.27	4.26
Ethnicity Q17c	GSDM	4.23	4.00	3.92	4.16	4.09	3.96	4.11	3.93	3.94	4.07	4.03	4.07	4.04
	GSEAS	4.04	3.98	3.96	4.17	4.05	3.93	4.07	4.02	4.02	3.84	4.13	4.02	4.02
	GSOIS	4.06	4.06	4.02	4.08	4.13	4.10	4.06	4.17	4.03	4.13	4.09	3.99	4.08
	SIGS	4.20	4.06	4.26	4.08	4.24	4.21	4.39	4.27	4.34	4.26	4.41	4.29	4.25
	NPS	4.11	4.10	4.04	4.12	4.13	4.07	4.14	4.08	4.06	4.06	4.16	4.09	4.10
Gender Q17d	GSDM	4.04	3.79	3.70	3.92	3.82	3.76	3.99	3.86	3.79	4.03	4.04	4.08	3.90
	GSEAS	3.70	3.73	3.57	3.94	3.85	3.74	3.99	3.89	3.94	3.84	3.94	3.94	3.84
	GSOIS	3.75	3.78	3.70	3.83	3.93	3.94	3.65	3.82	3.79	3.89	3.89	3.88	3.82
	SIGS	3.95	4.05	4.13	3.95	3.96	4.04	4.16	4.04	4.12	4.10	4.17	4.41	4.09
	NPS	3.84	3.84	3.77	3.91	3.90	3.89	3.93	3.89	3.89	3.96	4.01	4.07	3.91
All Items	GSDM	4.30	4.11	4.04	4.20	4.20	4.11	4.20	4.07	4.04	4.19	4.17	4.21	4.15
	GSEAS	4.04	4.01	3.99	4.18	4.09	4.00	4.18	4.09	4.10	3.98	4.15	4.13	4.08
	GSOIS	4.12	4.12	4.08	4.14	4.24	4.19	4.10	4.21	4.15	4.20	4.18	4.12	4.15
	SIGS	4.23	4.28	4.33	4.22	4.26	4.29	4.39	4.32	4.40	4.39	4.43	4.48	4.34
	NPS	4.16	4.15	4.11	4.18	4.20	4.16	4.20	4.16	4.16	4.17	4.22	4.23	4.18

3. Learning Experience: Challenge, Preparation & Involvement

This dimension reflects the degree to which NPS' programs are perceived as challenging and involving to students. Students are more engaged with their programs when their studies are challenging but surmountable, and when their learning experiences are participative and involving. (Index scores: 2018: 4.33 / Ave: 4.26)

Components: (GSS)

- Knowledge Expectation: Q10. I understood the body of knowledge and skills I was expected to master for my degree program. (Scores: 2018: 4.37 / Ave: 4.32)
- Preparation: Q11. My academic background was adequate preparation for successful completion of my program. (Scores: 2018: 4.36 / Ave: 4.30)
- Grades: Q12. The grades I received at NPS accurately reflected the level of my performance. (Scores: 2018: 4.28 / Ave: 4.25)
- Refresher: Q14. Refresher courses at NPS were sufficient to prepare me for subsequent course work. (Scores: 2018: 4.19 / Ave: 4.04)
- Active Learning: Q21. NPS faculty members involved me in active and participative learning experiences. (Scores: 2018: 4.44 / Ave: 4.41)

Selected observations from the Learning Experience Index:

- Students direct responses to the question of "active and participative learning experiences" (Q21) are consistently the highest of the dimension over the past 11 years. Active and participative learning experiences are synonymous with engaged students.
- Refresher course preparedness (Q14) consistently scored the lowest of the dimension over the past 11 years.

Learning Experience Index

Item	School	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	All Years Index
Expectation Knowledge and Skills Q10	GSDM	4.30	4.27	4.13	4.34	4.37	4.33	4.44	4.25	4.30	4.31	4.33	4.31	4.31
	GSEAS	4.18	4.22	4.23	4.28	4.30	4.20	4.40	4.30	4.24	4.27	4.32	4.28	4.27
	GSOIS	4.31	4.24	4.16	4.38	4.29	4.36	4.29	4.22	4.27	4.19	4.37	4.37	4.29
	SIGS	4.18	4.34	4.45	4.41	4.34	4.47	4.45	4.35	4.47	4.51	4.55	4.57	4.42
	NPS	4.25	4.27	4.24	4.36	4.32	4.35	4.39	4.28	4.30	4.30	4.38	4.37	4.32
Adequate Academic Background Q11	GSDM	4.38	4.39	4.22	4.32	4.24	4.41	4.35	4.28	4.43	4.38	4.29	4.39	4.34
	GSEAS	4.28	4.25	4.34	4.37	4.29	4.23	4.49	4.43	4.42	4.44	4.44	4.42	4.37
	GSOIS	4.32	4.18	4.08	4.13	4.07	4.16	4.21	4.31	4.10	4.16	4.40	4.30	4.20
	SIGS	4.22	4.29	4.30	4.35	4.31	4.37	4.26	4.24	4.31	4.41	4.21	4.31	4.30
	NPS	4.30	4.27	4.22	4.28	4.21	4.27	4.34	4.33	4.31	4.35	4.35	4.36	4.30
Grades Reflected Performance Q13	GSDM	4.11	4.27	4.19	4.28	4.27	4.25	4.33	4.22	4.23	4.25	4.30	4.25	4.25
	GSEAS	4.16	4.01	4.29	4.16	4.19	4.24	4.28	4.33	4.28	4.20	4.25	4.31	4.22
	GSOIS	4.16	4.12	4.22	4.21	4.29	4.24	4.22	4.28	4.19	4.25	4.29	4.14	4.22
	SIGS	4.26	4.30	4.24	4.32	4.28	4.48	4.37	4.29	4.18	4.28	4.37	4.43	4.32
	NPS	4.17	4.17	4.24	4.25	4.26	4.30	4.29	4.28	4.22	4.24	4.30	4.28	4.25
Refresher Courses Preparation Q14	GSDM	4.20	4.00	3.88	4.08	3.67	2.90	3.81	3.85	3.84	3.92	3.94	4.04	3.85
	GSEAS	4.05	4.00	4.32	4.12	4.12	3.94	4.18	4.12	4.21	4.14	4.27	4.20	4.14
	GSOIS	3.77	3.84	3.83	3.99	4.09	3.84	4.20	3.92	4.15	4.08	4.40	4.13	4.02
	SIGS	3.92	4.42	4.25	3.96	4.02	4.35	4.22	4.07	4.16	4.33	4.38	4.52	4.22
	NPS	3.96	3.99	4.03	4.05	4.01	3.76	4.11	3.99	4.10	4.09	4.22	4.19	4.04
Involvement in Learning Experiences Q21	GSDM	4.39	4.39	4.27	4.48	4.34	4.36	4.43	4.27	4.30	4.39	4.50	4.41	4.38
	GSEAS	4.31	4.16	4.27	4.31	4.45	4.40	4.37	4.36	4.29	4.30	4.38	4.33	4.33
	GSOIS	4.38	4.39	4.28	4.44	4.43	4.42	4.43	4.44	4.36	4.38	4.44	4.38	4.40
	SIGS	4.40	4.47	4.52	4.46	4.56	4.56	4.54	4.50	4.55	4.56	4.73	4.69	4.54
	NPS	4.37	4.36	4.33	4.43	4.45	4.44	4.43	4.38	4.36	4.38	4.49	4.44	4.41
All Items	GSDM	4.28	4.26	4.14	4.30	4.18	4.05	4.27	4.17	4.22	4.25	4.27	4.28	4.22
	GSEAS	4.20	4.13	4.29	4.25	4.27	4.20	4.34	4.31	4.29	4.27	4.33	4.31	4.26
	GSOIS	4.19	4.15	4.12	4.23	4.23	4.20	4.27	4.23	4.21	4.21	4.38	4.26	4.22
	SIGS	4.20	4.36	4.35	4.30	4.30	4.44	4.37	4.29	4.33	4.42	4.45	4.50	4.36
	NPS	4.21	4.21	4.21	4.27	4.25	4.22	4.31	4.25	4.26	4.27	4.35	4.33	4.26

4. Faculty Interactions:

This dimension reflects the degree to which students have direct and concerted involvement and interactions with faculty. Student engagement with their academic programs and learning opportunities are enhanced by frequent and positive interactions with faculty, promoting positive student outcomes. (Index scores: 2018: 4.48 / Ave: 4.45)

Components: (GSS)

- Faculty Teaching: Q20. NPS faculty in my program were dedicated to teaching. (Scores: 2018: 4.46 / Ave: 4.43)
- Student Success: Q22. NPS faculty in my program were dedicated to my success as a student. (Scores: 2018: 4.48 / Ave: 4.46)
- Faculty Availability: Q23. NPS faculty in my program were generally available to provide additional assistance outside the classroom when I needed it. (Scores: 2018: 4.54 / Ave: 4.51)
- Faculty Advising: Q26. I received the faculty advice and guidance that I needed to successfully complete my thesis, group project or capstone research project. (Scores: 2018: 4.45 / Ave: 4.41)

Selected observations from the Faculty Interactions Index:

- Scores are consistent and universally strong and positive for all aspects of Faculty Interactions.
- Differences across the four Schools are minimal, hence students in all the Schools find faculty interactions strongly positive.

Faculty Interactions Index

Item	School	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	All Years Index
Faculty Dedication to Teaching Q20	GSDM	4.44	4.43	4.32	4.55	4.49	4.34	4.45	4.36	4.33	4.40	4.51	4.41	4.42
	GSEAS	4.36	4.24	4.33	4.24	4.35	4.43	4.45	4.44	4.34	4.36	4.43	4.43	4.37
	GSOIS	4.42	4.35	4.25	4.46	4.43	4.47	4.38	4.46	4.33	4.38	4.45	4.32	4.39
	SIGS	4.50	4.55	4.46	4.52	4.55	4.58	4.67	4.57	4.54	4.61	4.72	4.75	4.58
	NPS	4.42	4.39	4.33	4.45	4.46	4.46	4.47	4.45	4.37	4.42	4.51	4.46	4.43
Faculty Dedication to Student Q22	GSDM	4.42	4.46	4.18	4.51	4.53	4.44	4.49	4.38	4.38	4.45	4.53	4.40	4.43
	GSEAS	4.40	4.28	4.37	4.41	4.35	4.49	4.52	4.51	4.44	4.38	4.41	4.44	4.42
	GSOIS	4.43	4.46	4.25	4.42	4.56	4.47	4.44	4.51	4.42	4.42	4.50	4.41	4.44
	SIGS	4.41	4.54	4.50	4.57	4.57	4.55	4.66	4.50	4.55	4.57	4.70	4.73	4.57
	NPS	4.42	4.44	4.32	4.48	4.51	4.49	4.52	4.48	4.44	4.44	4.51	4.48	4.46
Faculty Availability Q23	GSDM	4.45	4.44	4.40	4.59	4.57	4.60	4.58	4.41	4.38	4.50	4.54	4.52	4.50
	GSEAS	4.56	4.39	4.53	4.44	4.48	4.54	4.55	4.46	4.51	4.53	4.51	4.50	4.50
	GSOIS	4.49	4.54	4.43	4.51	4.65	4.49	4.50	4.53	4.55	4.50	4.55	4.48	4.52
	SIGS	4.35	4.49	4.38	4.56	4.55	4.62	4.61	4.47	4.53	4.53	4.65	4.68	4.53
	NPS	4.47	4.47	4.44	4.52	4.57	4.55	4.55	4.47	4.49	4.52	4.55	4.54	4.51
Faculty Guidance Q26	GSDM	4.39	4.33	4.33	4.48	4.39	4.47	4.45	4.52	4.34	4.42	4.26	4.39	4.40
	GSEAS	4.41	4.17	4.44	4.31	4.38	4.34	4.41	4.48	4.27	4.26	4.44	4.38	4.36
	GSOIS	4.38	4.46	4.42	4.49	4.55	4.43	4.35	4.48	4.39	4.51	4.37	4.47	4.44
	SIGS	4.15	4.45	4.35	4.43	4.43	4.59	4.56	4.29	4.40	4.57	4.47	4.61	4.44
	NPS	4.36	4.36	4.40	4.44	4.45	4.45	4.43	4.46	4.35	4.42	4.38	4.45	4.41
All Items	GSDM	4.43	4.41	4.31	4.53	4.50	4.46	4.49	4.42	4.36	4.44	4.46	4.43	4.44
	GSEAS	4.44	4.27	4.42	4.35	4.39	4.45	4.48	4.47	4.39	4.38	4.45	4.44	4.41
	GSOIS	4.43	4.45	4.34	4.47	4.55	4.46	4.42	4.50	4.42	4.45	4.47	4.42	4.45
	SIGS	4.35	4.51	4.42	4.52	4.52	4.59	4.63	4.46	4.51	4.57	4.63	4.69	4.53
	NPS	4.42	4.42	4.37	4.47	4.50	4.49	4.49	4.47	4.41	4.45	4.49	4.48	4.45

5. Student Satisfaction:

This dimension reflects the degree to which students' overall impression and response to their academic program at NPS is positive. (Note: Earlier versions of the StE instrument had additional questions for this dimension, but lack of data currently reduces it to one.)

Component: (GSS)

- Recommend NPS: Q32. I would recommend NPS to other military officers or defense civilians for their graduate education. (Scores: 2018: 4.60 / Ave:4.55)

Selected observations from the Student Satisfaction Index:

- Graduating students would overwhelmingly recommend NPS to other officers or government civilians.
- Differences between the four Schools are minimal (although year-to-year fluctuations show variance).

Student Satisfaction Index

Item	School	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	All Years Index
Recommend NPS Q32	GSDM	4.56	4.36	4.34	4.57	4.44	4.53	4.66	4.40	4.51	4.52	4.61	4.56	4.50
	GSEAS	4.42	4.36	4.46	4.61	4.62	4.58	4.58	4.45	4.47	4.35	4.45	4.52	4.49
	GSOIS	4.57	4.56	4.43	4.63	4.54	4.72	4.63	4.52	4.55	4.53	4.65	4.56	4.57
	SIGS	4.46	4.62	4.65	4.64	4.65	4.74	4.72	4.52	4.64	4.66	4.67	4.82	4.65
	NPS	4.51	4.49	4.47	4.62	4.57	4.66	4.64	4.47	4.53	4.50	4.57	4.60	4.55

6. Capstone Experience:

This dimension reflects the degree to which students see their capstone experience (thesis or project) as involving, beneficial, and positive. (Index scores: 2018: 4.23 / Ave: 4.15)

Components: (GSS)

- Capstone Value: Q6. Completing a thesis, group project or capstone project was a valuable component of my NPS education. (Scores: 2018: 4.20 / Ave: 4.13)
- Contribution to Defense: Q7. My thesis or capstone research project at NPS made a useful contribution to combat effectiveness or another national security need. (Scores: 2018: 4.15 / Ave: 4.00)
- Capstone Integration: Q8. My coursework and research at NPS were closely integrated. (Scores: 2018: 4.11 / Ave: 4.06)
- Capstone Advising: Q26. I received the faculty advice and guidance that I needed to successfully complete my thesis, group project or capstone research project. (Scores: 2018: 4.45 / Ave: 4.41)

Selected observations from the Thesis/Capstone Experience Index:

- NPS students are overwhelmingly satisfied with the faculty guidance they receive during their thesis/capstone experience (Q26). This is universal across the four Schools.
- Students in GSOIS tend to see the most connection between their thesis/capstone work and contributions to the defense/national security community (Q7).

Capstone Experience Index

Item	School	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	All Years Index
Capstone Value Q6	GSDM	3.57	4.05	3.93	4.10	3.59	3.62	4.23	4.03	3.50	3.84	3.18	3.94	3.80
	GSEAS	4.25	4.18	4.42	4.42	4.14	4.37	4.41	4.29	4.02	4.05	4.14	4.19	4.24
	GSOIS	4.19	4.21	4.26	4.42	4.21	4.24	4.16	4.21	4.21	4.23	4.36	4.25	4.25
	SIGS	3.47	4.25	4.25	4.64	4.29	4.41	4.31	4.18	4.33	4.18	4.32	4.54	4.26
	NPS	3.97	4.18	4.24	4.26	4.09	4.16	4.28	4.19	3.98	4.06	3.95	4.20	4.13
Defense Relevance Q7	GSDM	3.55	4.08	3.71	3.94	3.69	3.54	4.14	3.94	3.72	3.87	3.43	3.95	3.80
	GSEAS	3.90	3.84	4.13	4.06	3.98	4.17	4.07	4.12	3.99	4.01	4.05	4.18	4.04
	GSOIS	4.12	4.06	4.01	4.33	4.14	4.09	4.08	4.12	4.16	4.19	4.08	4.21	4.13
	SIGS	3.62	3.91	3.78	3.60	4.07	4.18	4.06	3.85	4.08	3.93	4.13	4.32	3.96
	NPS	3.86	3.98	3.94	4.03	4.00	4.00	4.09	4.04	3.98	4.00	3.91	4.15	4.00
Research Integration Q8	GSDM	4.01	4.14	3.86	4.08	4.02	3.99	4.12	4.01	3.97	4.09	3.82	4.03	4.01
	GSEAS	3.85	3.62	3.91	3.82	3.81	3.99	4.13	3.99	4.01	4.08	4.14	4.02	3.95
	GSOIS	4.03	4.01	3.86	4.16	4.06	4.08	4.01	3.95	4.02	4.02	4.07	4.03	4.03
	SIGS	4.24	4.22	4.21	4.15	4.24	4.37	4.39	4.32	4.20	4.39	4.33	4.45	4.29
	NPS	4.01	4.00	3.95	4.07	4.05	4.11	4.14	4.03	4.04	4.12	4.08	4.11	4.06
Faculty Q26	GSDM	4.39	4.33	4.33	4.48	4.39	4.47	4.45	4.52	4.34	4.42	4.26	4.39	4.40
	GSEAS	4.41	4.17	4.44	4.31	4.38	4.34	4.41	4.48	4.27	4.26	4.44	4.38	4.36
	GSOIS	4.38	4.46	4.42	4.49	4.55	4.43	4.35	4.48	4.39	4.51	4.37	4.47	4.44
	SIGS	4.15	4.45	4.35	4.43	4.43	4.59	4.56	4.29	4.40	4.57	4.47	4.61	4.44
	NPS	4.36	4.36	4.40	4.44	4.45	4.45	4.43	4.46	4.35	4.42	4.38	4.45	4.41
All Items	GSDM	3.88	4.15	3.96	4.15	3.92	3.91	4.23	4.12	3.88	4.06	3.67	4.08	4.00
	GSEAS	4.10	3.95	4.23	4.15	4.08	4.22	4.25	4.22	4.07	4.10	4.19	4.19	4.15
	GSOIS	4.18	4.18	4.14	4.35	4.24	4.21	4.15	4.19	4.19	4.24	4.22	4.24	4.21
	SIGS	3.87	4.21	4.15	4.20	4.26	4.39	4.33	4.16	4.25	4.27	4.31	4.48	4.24
	NPS	4.05	4.13	4.13	4.20	4.15	4.18	4.23	4.18	4.09	4.15	4.08	4.23	4.15

7. Mission Relevance:

This dimension reflects the degree to which students' programs actively engage them in knowledge, issues, and problems relevant to the defense/security communities in which they will serve. Student engagement and outcomes are enhanced to the degree students see their studies as relevant to their professional careers. Relevance to defense and/or national security (i.e., mission relevance) is a singular goal for all NPS graduate programs and an expected student outcome acknowledged across NPS. (Index scores: 2018: 4.31 / Ave: 4.29)

Components: (GSS)

- NPS Goal: Q1. Instruction and research at NPS had the ultimate goal of enhancing combat effectiveness of the US and Allied armed forces. (Scores: 2018: 4.36 / Ave: 4.36)
- NPS Defense Environment: Q3. The unique defense-oriented environment made my graduate education at NPS more relevant than it would have been at a civilian university. (Scores: 2018: 4.36 / Ave: 4.31)

- Program Relevance: Q4. My curriculum was related to national security or defense needs. (Scores: 2018: 4.41 / Ave: 4.36)
- Career Relevance: Q5. My education at NPS is relevant to my future assignments and responsibilities. (Scores: 2018: 4.45 / Ave: 4.34)
- Defense Contribution: Q7. My thesis or capstone research project at NPS made a useful contribution to combat effectiveness or another national security need. (Scores: 2018: 4.15 / Ave: 4.00)
- Faculty Qualifications: Q25. My faculty appeared to be well qualified for the defense-related teaching and research done in my curriculum or program. (Scores: 2018: 4.15 / Ave: 4.41)

Selected observations from the Mission Relevance Index:

- Scores on this student engagement index are among the highest. Broadly, NPS students see a high connection between their programs of study and their careers as military/defense professionals. But interesting differences exist across the four NPS Schools:
 - GSOIS students -- studying in the operational disciplines -- attach the highest value to the unique defense-related environment unavailable outside NPS (Q3), and most strongly see the connection between NPS education/research and the goal of enhancing combat-effectiveness (Q1).
 - GSDM students -- defense business management professionals -- report the lowest connection of instruction and research (Q1) and thesis (Q7) to "combat effectiveness." GSDM students see higher relevance of their studies to their future jobs (Q5).
 - SIGS students -- preparing to be national security professionals -- score their academic programs highest with respect to relevance to national security/defense needs (Q4). SIGS students also found their programs highly relevant to their future jobs (Q5).
 - GSEAS students -- in the science and engineering disciplines -- while still very positive, see lesser direct relevance of their academic programs to national security/defense needs (Q4), and less relevance to their future jobs (Q5) than students in the other NPS Schools.

Mission Relevance Index

Item	School	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	All Years Index
Instruction Research Q1	GSDM	4.29	4.33	4.26	4.38	4.24	4.26	4.35	4.30	4.14	4.19	4.33	4.26	4.28
	GSEAS	4.19	4.18	4.32	4.58	4.41	4.37	4.38	4.35	4.35	4.30	4.44	4.35	4.35
	GSOIS	4.34	4.18	4.40	4.64	4.45	4.41	4.43	4.40	4.35	4.37	4.52	4.39	4.40
	SIGS	4.30	4.32	4.41	4.37	4.32	4.37	4.41	4.33	4.25	4.36	4.40	4.47	4.36
	NPS	4.28	4.35	4.36	4.50	4.37	4.36	4.39	4.35	4.28	4.30	4.42	4.36	4.36
NPS Environment Q3	GSDM	4.33	4.19	3.95	4.46	4.24	4.15	4.42	4.25	4.18	4.24	4.22	4.34	4.25
	GSEAS	4.05	3.96	4.08	4.24	4.30	4.21	4.37	4.26	4.27	4.30	4.37	4.28	4.22
	GSOIS	4.35	4.54	4.37	4.60	4.31	4.40	4.43	4.21	4.40	4.30	4.29	4.38	4.38
	SIGS	4.22	4.27	4.36	4.28	4.38	4.39	4.38	4.26	4.17	4.50	4.50	4.49	4.35
	NPS	4.24	4.27	4.22	4.41	4.31	4.31	4.40	4.24	4.26	4.32	4.34	4.36	4.31
Program Relevance Q4	GSDM	4.31	4.22	4.16	4.20	4.13	4.17	4.41	4.18	4.16	4.20	4.27	4.27	4.22
	GSEAS	3.84	3.96	4.07	4.20	4.13	4.05	4.22	4.25	4.24	4.23	4.22	4.30	4.14
	GSOIS	4.36	4.41	4.37	4.50	4.41	4.46	4.48	4.41	4.46	4.46	4.52	4.42	4.44
	SIGS	4.62	4.63	4.70	4.55	4.60	4.71	4.74	4.53	4.60	4.69	4.64	4.75	4.65
	NPS	4.26	4.32	4.34	4.38	4.35	4.39	4.43	4.32	4.35	4.35	4.37	4.41	4.36
Job Relevance Q5	GSDM	4.32	4.48	4.40	4.38	4.33	4.32	4.44	4.34	4.26	4.41	4.33	4.36	4.36
	GSEAS	4.03	3.75	4.22	4.40	4.28	4.16	4.43	4.24	4.42	4.35	4.31	4.36	4.25
	GSOIS	4.24	4.36	4.27	4.34	4.22	4.45	4.44	4.35	4.38	4.47	4.44	4.51	4.37
	SIGS	4.20	4.39	4.24	4.26	4.37	4.48	4.49	4.34	4.40	4.42	4.44	4.64	4.39
	NPS	4.19	4.26	4.27	4.34	4.29	4.37	4.45	4.31	4.36	4.41	4.37	4.45	4.34
Defense Relevance Q7	GSDM	3.55	4.08	3.71	3.94	3.69	3.54	4.14	3.94	3.72	3.87	3.43	3.95	3.80
	GSEAS	3.90	3.84	4.13	4.06	3.98	4.17	4.07	4.12	3.99	4.01	4.05	4.18	4.04
	GSOIS	4.12	4.06	4.01	4.33	4.14	4.09	4.08	4.12	4.16	4.19	4.08	4.21	4.13
	SIGS	3.62	3.91	3.78	3.60	4.07	4.18	4.06	3.85	4.09	3.93	4.13	4.32	3.96
	NPS	3.86	3.98	3.94	4.03	4.00	4.00	4.09	4.04	3.98	4.00	3.91	4.15	4.00
Faculty Q25	GSDM	4.29	4.33	4.35	4.59	4.53	4.30	4.42	4.37	4.29	4.32	4.42	3.95	4.35
	GSEAS	4.41	4.18	4.34	4.33	4.38	4.37	4.41	4.37	4.38	4.36	4.46	4.18	4.35
	GSOIS	4.46	4.39	4.30	4.49	4.51	4.55	4.38	4.45	4.40	4.42	4.51	4.21	4.42
	SIGS	4.46	4.50	4.46	4.51	4.46	4.59	4.71	4.56	4.52	4.63	4.66	4.32	4.53
	NPS	4.41	4.36	4.35	4.48	4.47	4.47	4.46	4.42	4.38	4.41	4.49	4.15	4.41
All Items	GSDM	4.18	4.27	4.14	4.32	4.19	4.12	4.36	4.23	4.13	4.21	4.17	4.19	4.21
	GSEAS	4.07	3.98	4.19	4.30	4.25	4.22	4.31	4.27	4.27	4.26	4.31	4.28	4.23
	GSOIS	4.31	4.32	4.29	4.48	4.34	4.39	4.37	4.32	4.36	4.37	4.39	4.35	4.36
	SIGS	4.24	4.33	4.32	4.26	4.37	4.45	4.46	4.31	4.34	4.42	4.46	4.50	4.37
	NPS	4.21	4.25	4.25	4.36	4.30	4.32	4.37	4.28	4.27	4.30	4.32	4.31	4.29