Assessment of Student and Program Performance at Post University
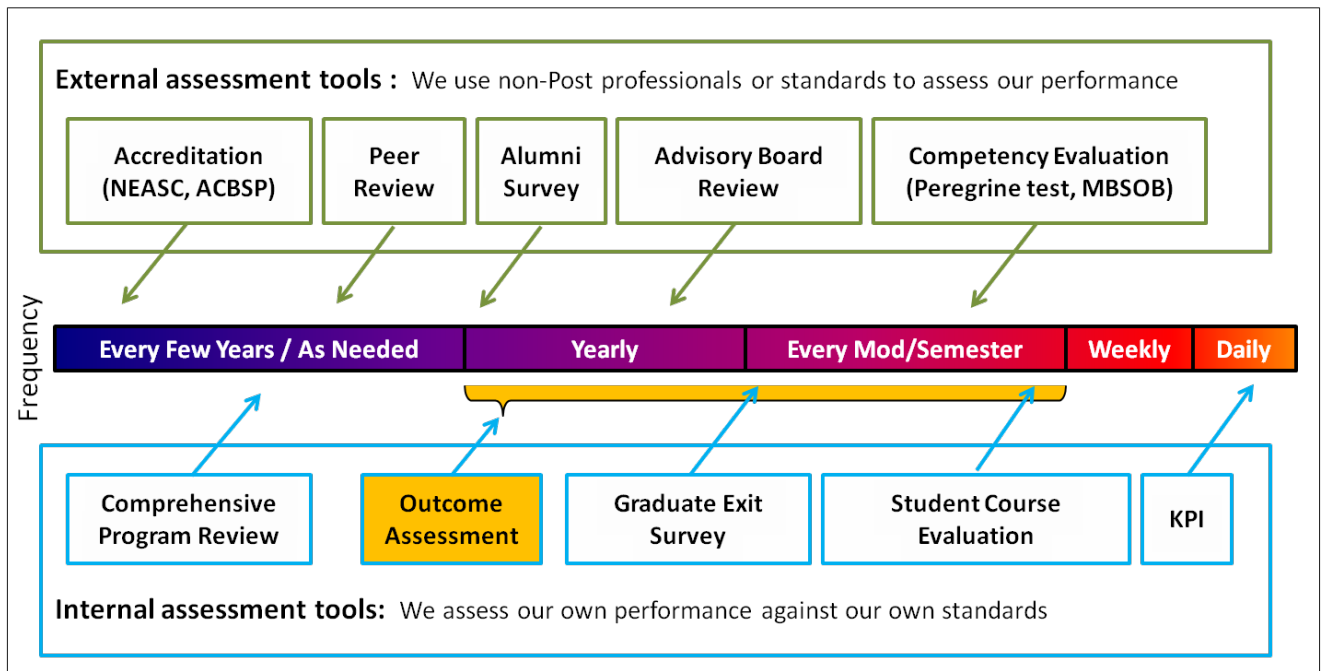## Fall 2014

Goals

The major goals of our assessment system at Post are (1) to evaluate the quality and value of academic content and services delivered to students; and (2) to assess student learning outcomes in all programs.

Assessment Approach

Post University has developed a comprehensive framework to assess our academic goals and outcomes. Figure 1 shows the variety and frequency of tools and perspectives (external and internal) we use in our assessment process. This system enables Post to analyze program performance and student satisfaction data, leading to improvements in curriculum and teaching practices.

Post Assessment Framework
Frequency of Use of the Various Tools

External assessment tools : We use non-Post professionals or standards to assess our performance

| Accreditation (NEASC, ACBSP) | Peer Review | Alumni Survey | Advisory Board Review | Competency Evaluation (Peregrine test, MBSOB) |

Frequency

| Every Few Years / As Needed | Yearly | Every Mod/Semester | Weekly | Daily |

| Comprehensive Program Review | Outcome Assessment | Graduate Exit Survey | Student Course Evaluation | KPI |

Internal assessment tools: We assess our own performance against our own standards

MBSOB: Malcom Baldrige School of Business; **NEASC:** New England Association of Schools and Colleges; **ACBSP:** Accreditation Council for Business Schools and Programs; **KPI:** Key Performance Indicators

Performance Results

The assessment results included here present examples of performance data using three primary tools from the assessment framework:

1. *Outcome Assessment*, to evaluate the effectiveness of our programs
2. *Competency Evaluation,* to assess student knowledge in critical business content
3. *Student Course Evaluation*, to identify the level of student satisfaction with our courses, teaching practices, and Post University overall.

Results Highlights

Overall, Post University is seeing very positive results on both internal and external assessments. Some highlights include:

- Post programs are achieving their intended educational outcomes
- More than 90% of students would recommend Post University to other students
- 90% of students agreed that their instructors encouraged them to think critically and ask questions
- 92% said their instructor was knowledgeable in the course subject matter
- Post's MBA students scored higher than the national benchmark on 75% of the core business areas evaluated on the Peregrine Common Professional Components test.

1. Program Outcomes Assessment Results

Each program at Post is associated with student learning outcomes, assessed mostly at the exit level of the program. A *student learning outcome* is what we expect students to gain from the program. Table 1 highlights the average outcome assessment scores to date (Dec 2014), aggregated by school and program. The assessment of most outcomes is ongoing and the results included in this report are therefore intermediate results.

How we use this data: We institute corrective actions in curriculum or teaching practice for outcomes scoring 2.8 or below on a 4 point scale.

Table 1. Average Assessment Scores Against Expected Outcomes by Program

School & Program (Number of artifacts evaluated)		Averaged Outcome Assessment Score (scale of 1-4, 4=high)
School of Arts & Sciences	Biology (18)	3.0
	Computer Science (42)	3.4
	Equine (24)	2.6
Malcolm Baldrige School of Business	Accounting (33)	3.2
	Business Admin (114)	3.0
	Finance (10)	3.0
	Int. Bus. Admin (198)	3.3
	Management (514)	3.1
	Marketing (44)	3.4
	Sport Mgmt (56)	3.1
	MBA (58)	3.0
School of Education	Child Studies (31)	2.8
	M.Ed. (52)	3.4
John P. Burke School of Public Service	Criminal Justice (88)	3.3
	Human Services (131)	2.8
	Legal Studies (47)	3.1
	Psychology (97)	3.3
	Sociology (91)	2.9
	MPA (18)	3.6
	M.S. Human Services (38)	3.1
Post University	GenEd (553)	3.1

Conclusion: **The average scores for student learning outcomes assessed to date show Post's programs are achieving their intended educational outcomes.**

2. Competency Evaluation Results (School of Business)

The Peregrine Comprehensive Exam (COMP), administered to all our business students, is based on the Common Professional Components (CPC) in Business Higher Education. This external, standardized test assesses student knowledge in 12 critical business areas (CPCs). Figure 2 shows a comparison of test results for Post MBA students to comparable programs.

How we use this data: Results significantly below those of benchmarked programs trigger analysis of program content, leading to warranted improvements.

Figure 2. Comparison of Post MBA Student Performance to Comparable Programs
(Based on Peregrine CPC test, 1/1/2012 to 6/30/2014 data)
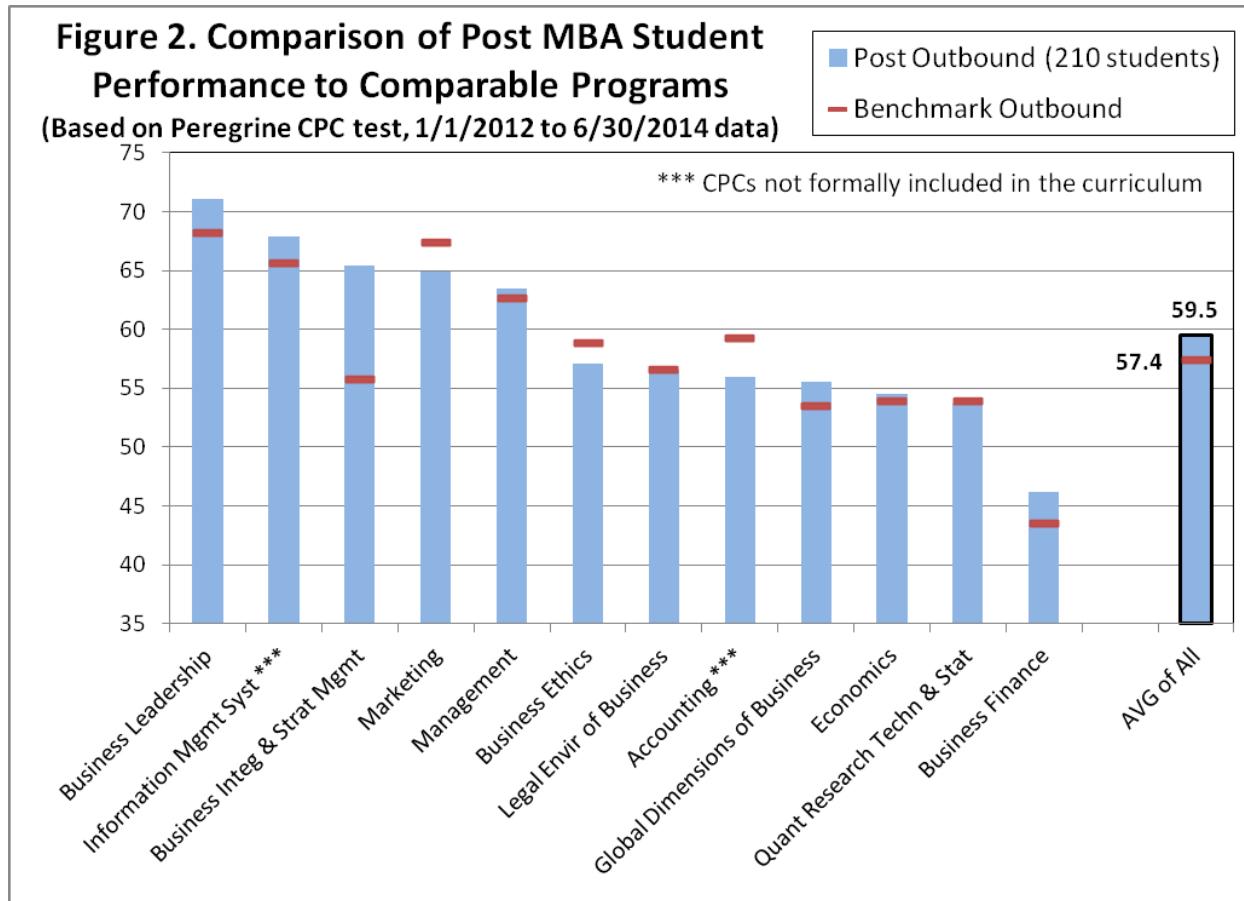
Note: Peregrine interprets CPC scores as follows: 80-100% as Very High, 70-79% as High, 60-69% as Above Average, 40-59% as Average, 30-39% as Below Average, 20-29% as Low and 0-19% as Very Low.

Conclusion: **Post University MBA students outperform nationally benchmarked institutions in most Common Professional Components in Business Higher Education.**
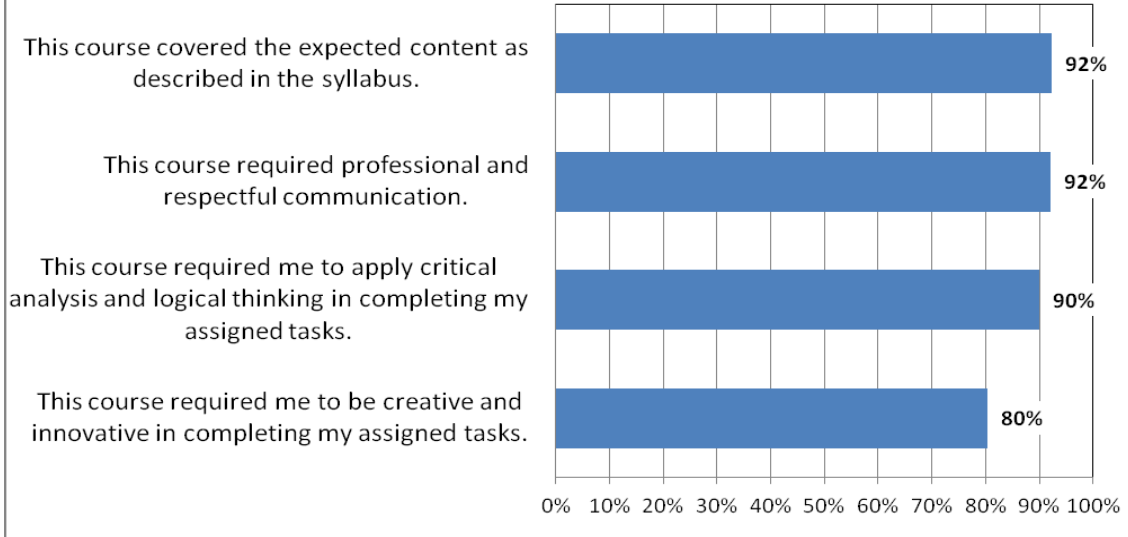
3. Student Satisfaction Results

Student Course Evaluation Tool: A common course evaluation survey is administered to all Post students in each class at the end of every module or term. Figures 3 through 5 illustrate the level of student satisfaction based on survey results in several areas.

How we use this data: Student evaluation scores that fall below 75% or trend downward over time trigger additional scrutiny and prompt changes to address identified issues in our courses and/or programs.

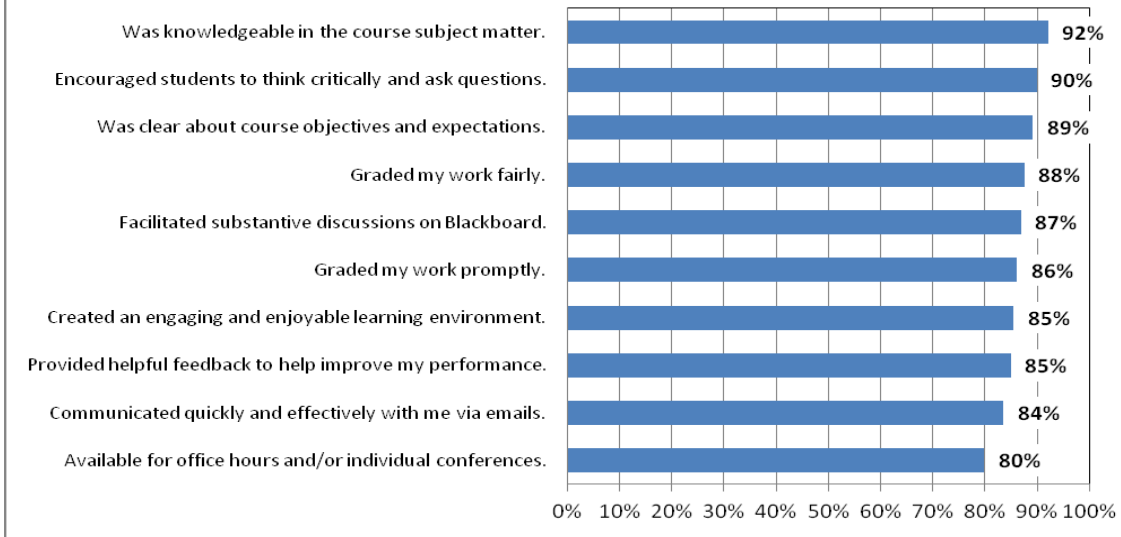## Figure 3. Level of Student Satisfaction Related to Common Course Goals

MOD1 2014 online students, 47% response rate, N=4549

Statement	Percentage
This course covered the expected content as described in the syllabus.	92%
This course required professional and respectful communication.	92%
This course required me to apply critical analysis and logical thinking in completing my assigned tasks.	90%
This course required me to be creative and innovative in completing my assigned tasks.	80%

Conclusion: **Students are highly satisfied with course coverage of the curricular goals of creativity, critical thinking and communication.**

## Figure 4. Level of Student Satisfaction with Instructor Performance and Practices

MOD1 2014 online students, 47% response rate, N=4549

Statement	Percentage
Was knowledgeable in the course subject matter.	92%
Encouraged students to think critically and ask questions.	90%
Was clear about course objectives and expectations.	89%
Graded my work fairly.	88%
Facilitated substantive discussions on Blackboard.	87%
Graded my work promptly.	86%
Created an engaging and enjoyable learning environment.	85%
Provided helpful feedback to help improve my performance.	85%
Communicated quickly and effectively with me via emails.	84%
Available for office hours and/or individual conferences.	80%

Conclusion: **Students give high marks on instructor quality and teaching practices.**

Figure 5. Level of Student Satisfaction with Post University and Instructors

MOD1 2014 online students, 47% response rate, N=4549
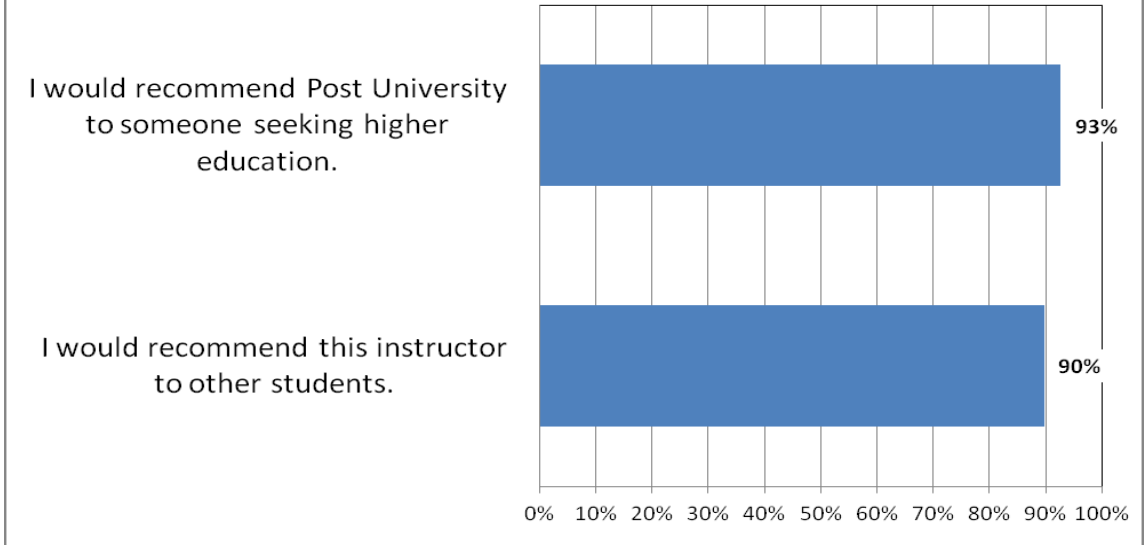
Conclusion: **Students highly recommend Post University and their instructors.**