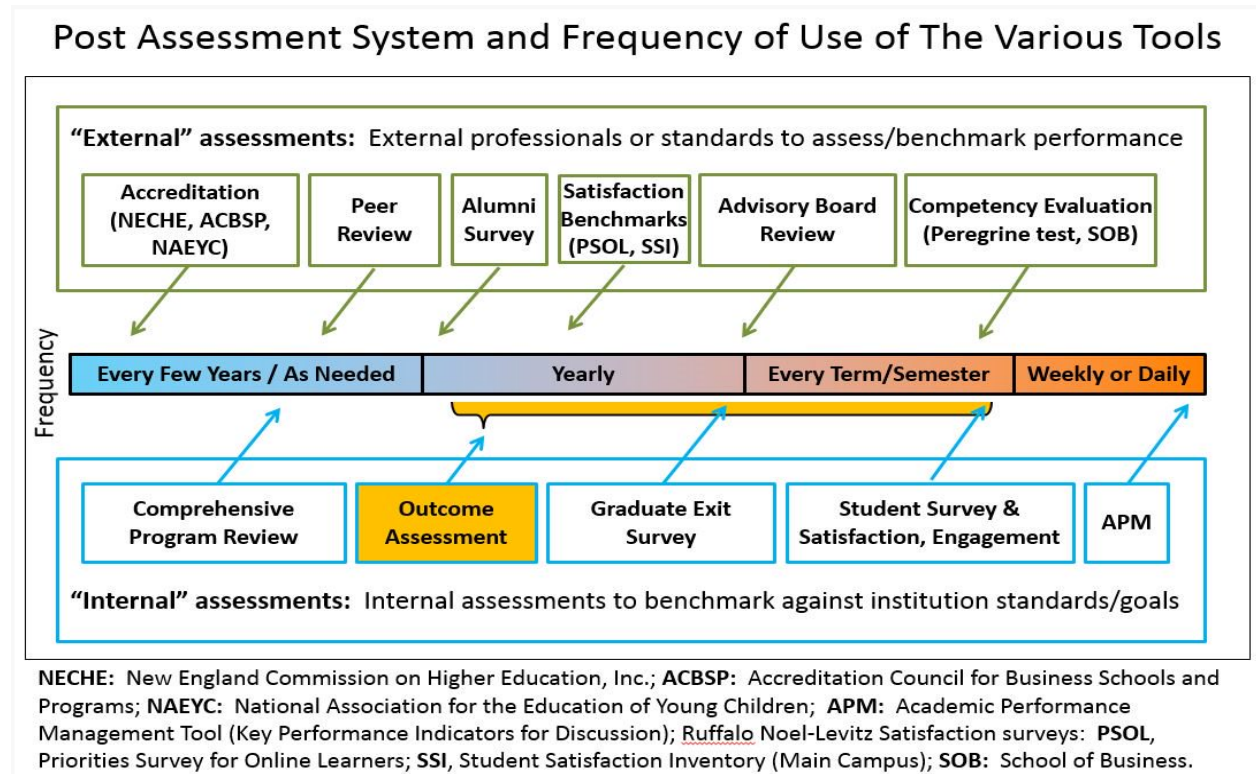# 2017-2018 Assessment of Student and Program Performance

Goals

The major goal of assessment at Post University is to assess and evaluate the quality and value of academic content and services to continuously improve the overall student experience.

Assessment Approach

Post University has developed a comprehensive system to assess our academic goals and outcomes. The figure below shows the variety and frequency of tools and perspectives (external and internal) we use in our assessment process. This system enables analysis of program performance and student satisfaction data which informs improvements in programs, curriculum, and instructional practices.

Post Assessment System and Frequency of Use of The Various Tools

"External" assessments: External professionals or standards to assess/benchmark performance

| Accreditation (NECHE, ACBSP, NAEYC) | Peer Review | Alumni Survey | Satisfaction Benchmarks (PSOL, SSI) | Advisory Board Review | Competency Evaluation (Peregrine test, SOB) |

Frequency: Every Few Years / As Needed — Yearly — Every Term/Semester — Weekly or Daily

| Comprehensive Program Review | Outcome Assessment | Graduate Exit Survey | Student Survey & Satisfaction, Engagement | APM |

"Internal" assessments: Internal assessments to benchmark against institution standards/goals

NECHE: New England Commission on Higher Education, Inc.; **ACBSP:** Accreditation Council for Business Schools and Programs; **NAEYC:** National Association for the Education of Young Children; **APM:** Academic Performance Management Tool (Key Performance Indicators for Discussion); Ruffalo Noel-Levitz Satisfaction surveys: **PSOL,** Priorities Survey for Online Learners; **SSI,** Student Satisfaction Inventory (Main Campus); **SOB:** School of Business.

Performance Results

The assessment results included represent examples of performance data using some of the major tools of the assessment system described above:

A.   Outcome Assessment, to evaluate the effectiveness of our programs.
B-E.   Student and alumni satisfaction, to evaluate the value, relevancy and competitiveness of our programs.

A. Student Learning Outcomes

Each program at Post University has been aligned to student learning outcomes which are assessed at appropriate points in the student's learning journey. Each student learning outcome represents expect learning that students gain from their program. The table below lists the outcome assessment results to date (August, 2018), aggregated by program. Assessment of student learning outcomes is ongoing and the results included in this report are therefore intermediate results.

Program	# of Assessments	Average Score	Below Expectations (Scores <3)	Meets/Exceeds Expectations (Score >=3)
General Education	3011	3.11	34%	66%
BA in Psychology	323	3.20	30%	70%
BS in Accounting	66	3.05	35%	65%
BS in Biology	115	2.62	68%	32%
BS in Business Administration	206	3.21	30%	70%
BS in Child Studies	534	3.42	25%	75%
BS in Computer Information Systems	464	3.28	19%	81%
BS in Criminal Justice	562	3.41	18%	82%
BS in Emergency Management & Homeland Security	29	3.33	10%	90%
BS in Equine Studies	174	2.97	43%	57%
BS in Finance	116	3.30	26%	74%
BS in Human Services	329	3.15	30%	70%
BS in Legal Studies	71	3.45	14%	86%
BS in Marketing	275	3.06	43%	57%
BS in Nursing	120	3.40	25%	75%
BS in Sports Management	179	3.39	12%	88%
Master of Business Administration	286	2.96	43%	57%
Master of Education	205	3.37	15%	85%
Master of Public Administration	117	3.66	5%	95%
Master of Science in Accounting	50	2.73	68%	32%
Master of Science in Counseling and Human Services	453	3.69	4%	96%

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

B. Accelerated Degree Students (Online), from the 2017 Ruffalo Noel-Levitz external survey (Prioritization Survey for Online Learners)

1. In general, Post trended over the National Online Learners benchmark since 2013.
2. Post graduate and undergraduate students are more satisfied with their overall college experience than the National Online Learners respective benchmarks.
3. Post undergraduate students are significantly more satisfied than the National Online Learners Undergraduate benchmark on three out of five categories: Academic Services, Instructional Services and Student Services.
4. Post graduate students are significantly more satisfied than the National Online Learners Graduate benchmark on Academic Services and Student Services (and at par on other three performance categories of Institutional Perception, Enrollment Services and Instructional Services).

C. Main Campus Students, from the 2017 Ruffalo Noel-Levitz external survey (Student Satisfaction Index)

1. Post students (mostly undergraduate) are more satisfied than the National benchmark on all 12 performance categories, and significantly on 9 of them.
2. In comparison to 2015, Post continues to improve student satisfaction on nearly all 12 performance categories, significantly on Safety and Security, Response to Diverse Populations, and Campus Support Services.

D. Post Alumni, from the 2017 Post Alumni Survey

1. 57% of alumni are employed in a position in which they use their degree; only 7% are unemployed.
2. 82% of alumni strongly agreed or agreed that the time and money spent working towards their degree at Post were valuable.
3. 93% of alumni thought that the value of their degree from Post either remained or increased over time.
4. 80% of alumni would strongly agreed or agreed to recommend and refer students to Post.

E. All students, from the 2017 End-of Course Student Surveys:

1. 84% of Post online students would strongly recommend or recommend their course to their peers.
2. 87% of Post online students would strongly recommend or recommend their instructor to their peers.
3. 94% of Post online students would strongly recommend or recommend Post University to their peers.