Performance Measure | Current Results | Analysis of Results | Action Taken or Improvements Possible | Insert Graphs or Tables of Resulting Trends
---|---|---|---|---
What is your measurement instrument or process? | Do not use grades. | | | 3-5 data points preferred
What is your goal? | (Indicate type of instrument) direct, formative, internal. | | |  
Goal: Maintain Post University performance above the 75% "Agree" (on a 5-level Likert scale). | "Agree" (on a 5-level Likert scale). | Learning. Accounting is one of our largest major of MBSOB undergraduate students. We knew that our Accounting students are satisfied, and now it is gratifying to affirm that competitively we are doing well in Accounting. | Action taken. | The Accounting program has revised several courses and added an Adaptive learning tool (CONNECT) in several courses in 2016. Progress will be tracked and adjusted as necessary in 2017. We will keep monitoring the trend to make sure that the performance of the Accounting major relative to the benchmark is incidental and that the gap is maintained.

Results. Post Accounting students scored substantively above the benchmark on Accounting CPC, and similarly to the benchmark on the average of all tested CPCs. | What did you learn from the results? | | | 

Goal: MBSOB performance on GenEd outcome assessment will exceed a score of 2.8 on a 1-5 Likert scale. | Measurement. Peregrine Outbound Common Professional Competencies (CPC) test (external, summative and comparative). Performance trend of Accounting MBSOB undergraduate students on Accounting CPC and an average of all measured CPCs (5), compared to a benchmark of comparable online students. Assessment period. Students were assessed beginning in January, 2012 and have continued to be assessed through July 2016. | Results. The interim results reflect a consistent lower performance of MBSOB students vs. other Post students on all GenEd outcomes which are critical to business students. | Learning. The observed trend can be attributed to (1) demographic difference, (2) programmatic difference, and/or (3) assessment process difference. These alternative causes need to be resolved. | Action taken. | To eliminate the possibility of assessor bias, additional assessors in the MBSOB are currently being trained and tasked to re-assess and validate the MBSOB low scores. Those trained will begin to assess MBSOB student learning outcome artifacts against the related assessment rubrics. The assessment process and results will continue to be monitored.

Results. The overall student satisfaction with being challenged to be creative, innovative critical thinker and collaborative is high and stable. Noticable lower satisfaction level is observed with the creativity and innovation challenge. | Learning. The observation about Creativity and Innovation may be corroborated with what we are starting to observe (intermediate results) with our Creativity and Innovation GenEd outcome assessment. The MBSOB is lagging our performance goal. | Action taken. | We have plan to complete the assessment collection and analysis of the GenEd outcome of Creativity and Innovation, look at the MBSOB data in isolation and start addressing observed deficiency once confirmed. The Business School has undertaken an analysis of the creativity scores. Although still above the 75% goal, a deeper dive is needed to determine how we can increase creativity throughout the curriculum. | 

Goal: The overall student perception on the application of the 4 C's in their classes (Creativity & Innovation, Critical Thinking, Communication, Collaboration) will exceed the 75% "Agree" level (in a 5-level Likert scale). | Measurement. Consolidated MBSOB undergraduate students response on student surveys conducted every module (direct, internal, summative and comparative test). Assessment period. Over three years (2014-16), 20 modules. | Results. A steady level of instructor-students engagement was observed for 2014-16. | Learning. The best utility of this tool may be at the program level or even course level to identify opportunities to spot-improve the instructor-students engagement. | Action taken. | The tool was shared with the full-time faculty to explore trends in their programs and correlate them with additional information they have about the instructors, towards improvement in teaching practices and student retention. Graduate business school held a training session (with Web-Ex for remote faculty) to review expectations and best practices for all Associate Faculty in in September 2016.

Results. In 2016, Progress will be tracked and adjusted as necessary in 2017. We will keep monitoring the trend to make sure that the performance of the Accounting major relative to the benchmark is incidental and that the gap is maintained.

Goal: Instructor-Student Engagement is a hallmark of our University and instructional focus. There is no explicit absolute level of aspiring “engagement”; the engagement performance is tracked relative to the population average, and performance below 1.5 standard deviation under the average is being explored. The general average engagement level should not get below 70%. | Measurement. Consolidated MBSOB students response on student surveys conducted every module (direct, internal, summative test). Assessment period. Over three years (2014-16), 20 modules. | Results. The overall student satisfaction with being challenged to be creative, innovative, critical thinker and collaborative is high and stable. Noticable lower satisfaction level is observed with the creativity and innovation challenge. | Learning. The observation about Creativity and Innovation may be corroborated with what we are starting to observe (intermediate results) with our Creativity and Innovation GenEd outcome assessment. The MBSOB is lagging our performance goal. | Action taken. | We plan to complete the assessment collection and analysis of the GenEd outcome of Creativity and Innovation, look at the MBSOB data in isolation and start addressing observed deficiency once confirmed. The Business School has undertaken an analysis of the creativity scores. Although still above the 75% goal, a deeper dive is needed to determine how we can increase creativity throughout the curriculum. | 

Goal: Alumni perception of Post education contributing to improvement of their critical thinking, communication and leadership skills is better than "Agree" (on a 5-level Likert scale). | Measurement. The annual alumni survey of all Post alumni students is conducted during Oct-Nov time frame. We explore alumni’s perception of the educational value and quality received from Post, and their career and placement advances. Assessment period. The annual alumni survey has been executed three times now, in 2014, 2015 and 2016. | Results. The general trend between 2014-16 is of increased appreciation of the value they received at Post (in improving critical thinking, communication and leadership skills). | Learning. Most responding alumni are from the past 1-3 years, and the results may therefore reflect recent improvements in program quality. We may need additional data points to confirm the observed trends. | Action taken. | We plan to complete the assessment collection and analysis of the GenEd outcome of Creativity and Innovation, look at the MBSOB data in isolation and start addressing observed deficiency once confirmed. The Business School has undertaken an analysis of the creativity scores. Although still above the 75% goal, a deeper dive is needed to determine how we can increase creativity throughout the curriculum. | 

Goal: MBSOB on GenEd outcome assessment will exceed a score of 2.8 on a 1-5 Likert scale. | Measurement. Assessment of MBSOB undergraduate students at the exit level on GenEd student learning outcomes (direct, internal, summative and comparative test). Assessment period. Intermediate results reflecting data collected since Jan 2014 to Jun 2016. | Results. The intermediate results reflect a consistent lower performance of MBSOB students vs. other Post students on all GenEd outcomes which are critical to business students. | Learning. The observed trend can be attributed to (1) demographic difference, (2) programmatic difference, and/or (3) assessment process difference. These alternative causes need to be resolved. | Action taken. | To eliminate the possibility of assessor bias, additional assessors in the MBSOB are currently being trained and tasked to re-assess and validate the MBSOB low scores. Those trained will begin to assess MBSOB student learning outcome artifacts against the related assessment rubrics. The assessment process and results will continue to be monitored. | 

Goal: MBSOB on GenEd outcome assessment will exceed a score of 2.8 on a 1-5 Likert scale. | Measurement. Consolidated MBSOB graduate students response on student surveys conducted every module (direct, internal, summative test). These 12 variables, divided into five categories of Programmatic and Results (with Web-Ex for remote faculty) | Results. A steady level of instructor-students engagement was observed for 2014-16. | Learning. The best utility of this tool may be at the program level or even course level to identify opportunities to spot-improve the instructor-students engagement. | Action taken. | The tool was shared with the full-time faculty to explore trends in their programs and correlate them with additional information they have about the instructors, towards improvement in teaching practices and student retention. Graduate business school held a training session (with Web-Ex for remote faculty) to review expectations and best practices for all Associate Faculty in in September 2016.

Goal: Instructor-Student Engagement is a hallmark of our University and instructional focus. There is no explicit absolute level of aspiring “engagement”; the engagement performance is tracked relative to the population average, and performance below 1.5 standard deviation under the average is being explored. The general average engagement level should not get below 70%. | Measurement. Consolidated MBSOB graduate students response on selected 12 variables from student surveys conducted every module (direct, internal, summative test). These 12 variables, divided into five categories of Programmatic and Results (with Web-Ex for remote faculty) | Results. A steady level of instructor-students engagement was observed for 2014-16. | Learning. The best utility of this tool may be at the program level or even course level to identify opportunities to spot-improve the instructor-students engagement. | Action taken. | The tool was shared with the full-time faculty to explore trends in their programs and correlate them with additional information they have about the instructors, towards improvement in teaching practices and student retention. Graduate business school held a training session (with Web-Ex for remote faculty) to review expectations and best practices for all Associate Faculty in in September 2016.