External Analysis Report

Peregrine Academic Services, LLC™

Overview: Outbound Exam Results Compared to the
Aggregate Pool for IACBE (U.S.) - International Accreditation Council for Business Education
Programs

Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: <mark>Accounting</mark>
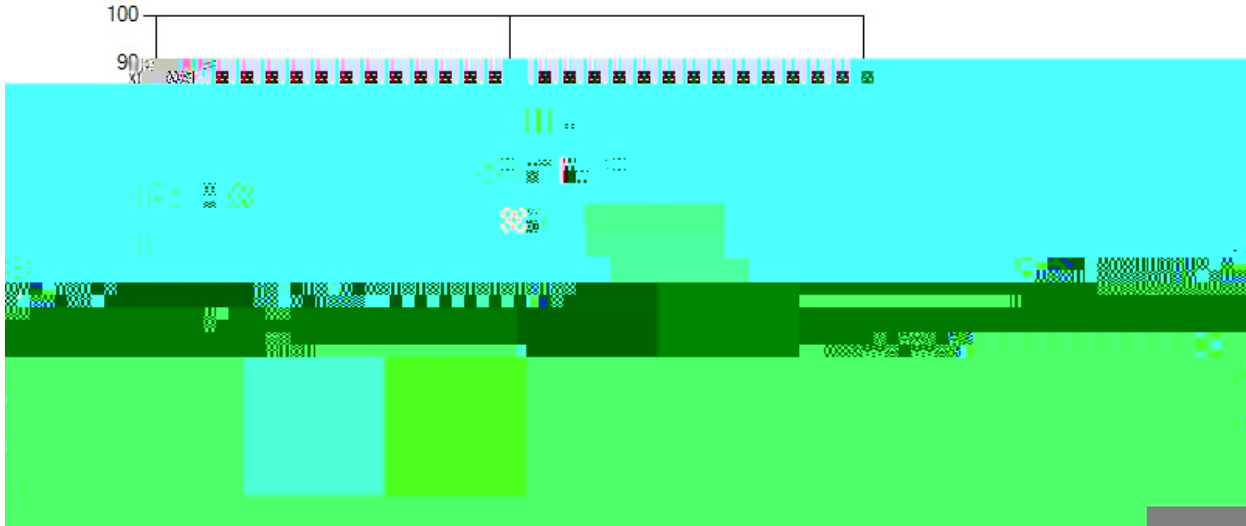
-4.75% Difference with the IACBE (U.S.) - International Accreditation Council for Business Education Aggregate

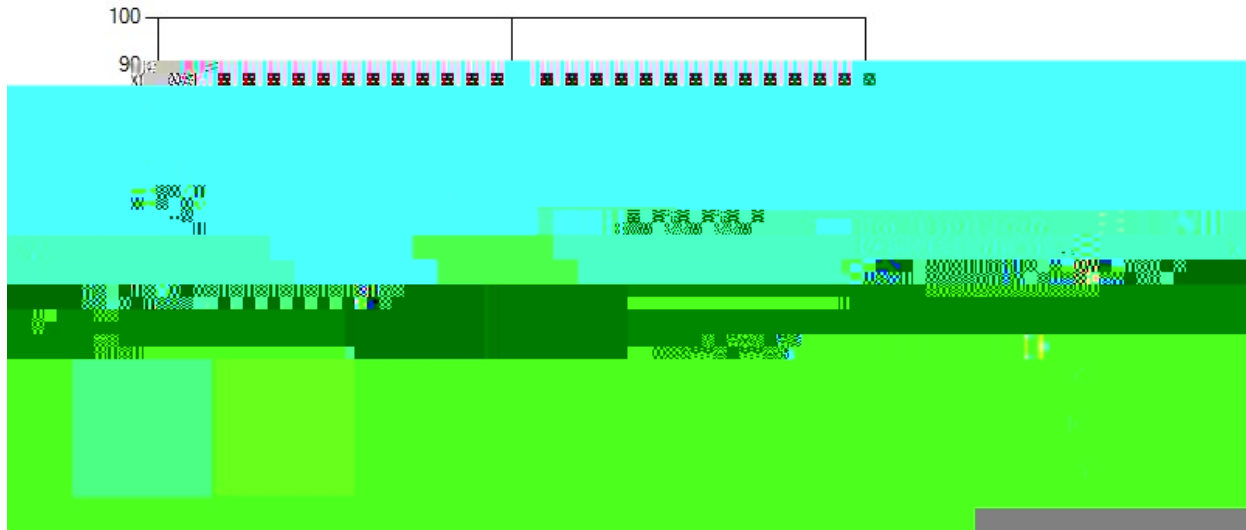# Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Business Ethics
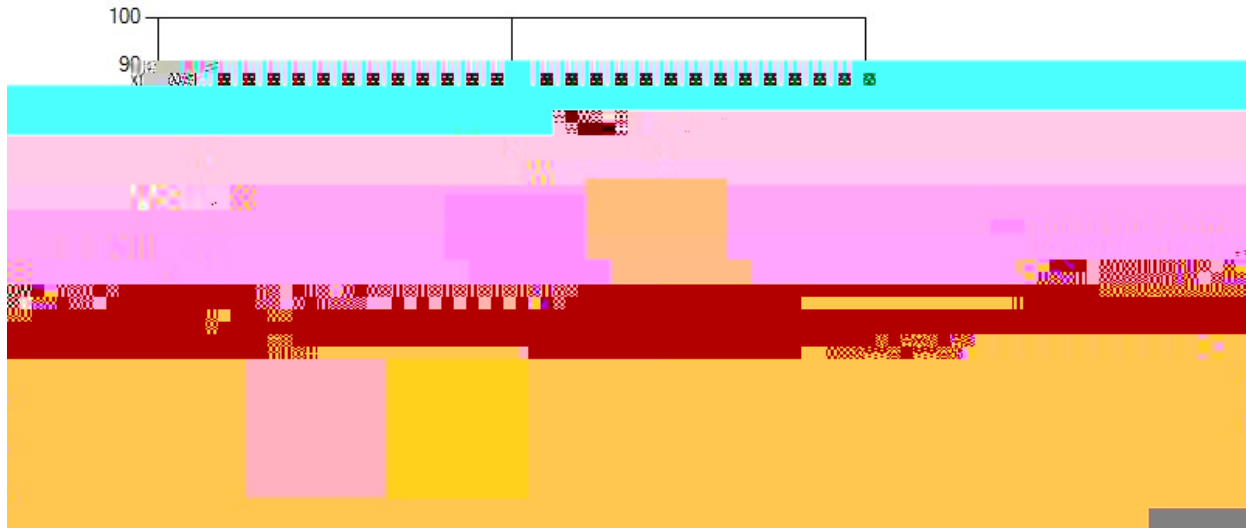
-2.98% Difference with the IACBE (U.S.) - International Accreditation Council for Business Education Aggregate

Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Business Finance
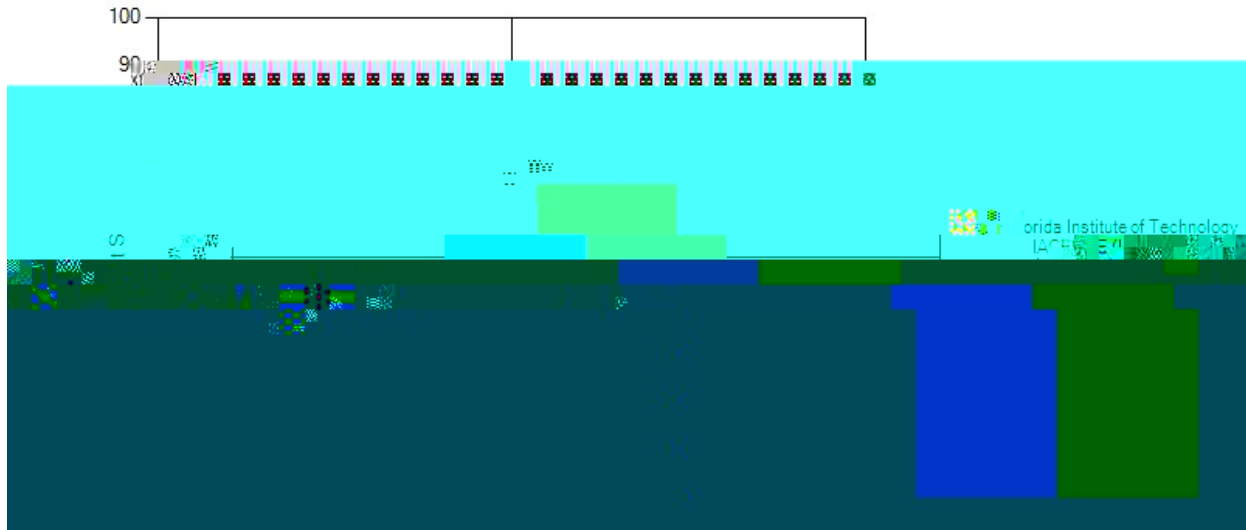

-0.82% Difference with the IACBE (U.S.) - International Accreditation Council for Business Education Aggregate

Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Business Integration and Strategic Management

-4.55% Difference with the IACBE (U.S.) -

Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Business Leadership

-3.01% Difference with the IACBE (U.S.) - International Accreditation Council for Business Education Aggregate

Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Economics
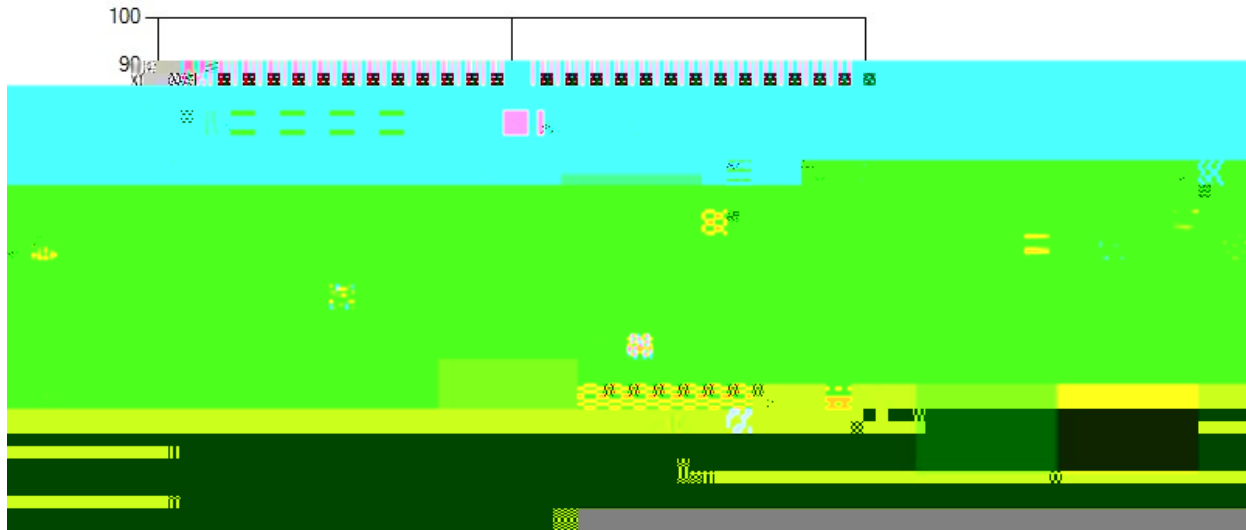

-0.98% Difference with the IACBE (U.S.) - International Accreditation Council for Business Education Aggregate

Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Economics: Microeconomics

-2.06% Difference with the IACBE (U.S.) - International Accreditation Council for Business Education Aggregate

Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Global Dimensions of Business

-4.62% Difference with the IACBE (U.S.) - International Accreditation Council for Business Education Aggregate

Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Information Management Systems

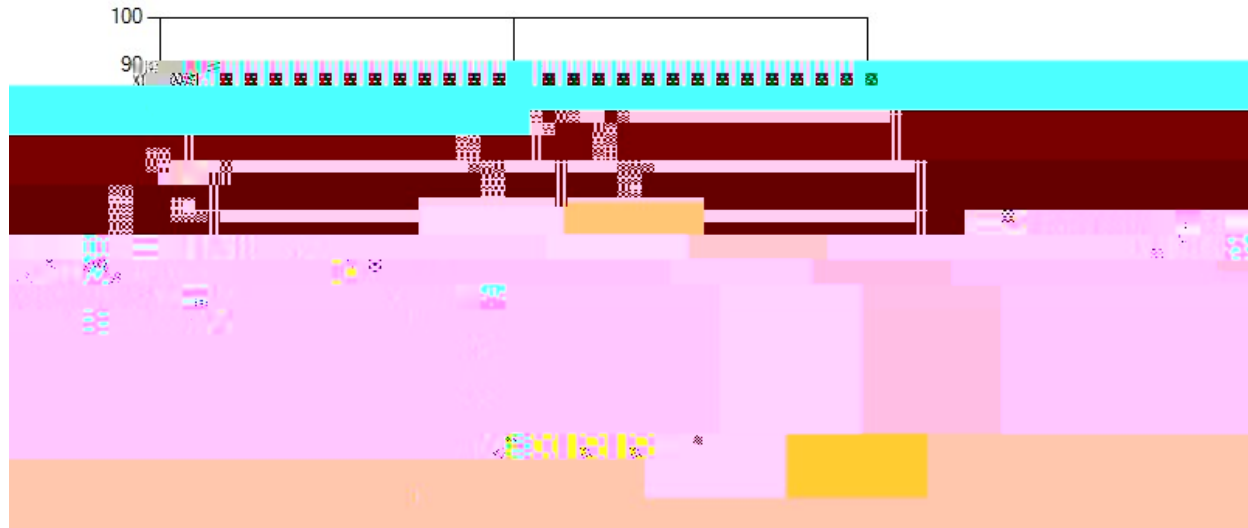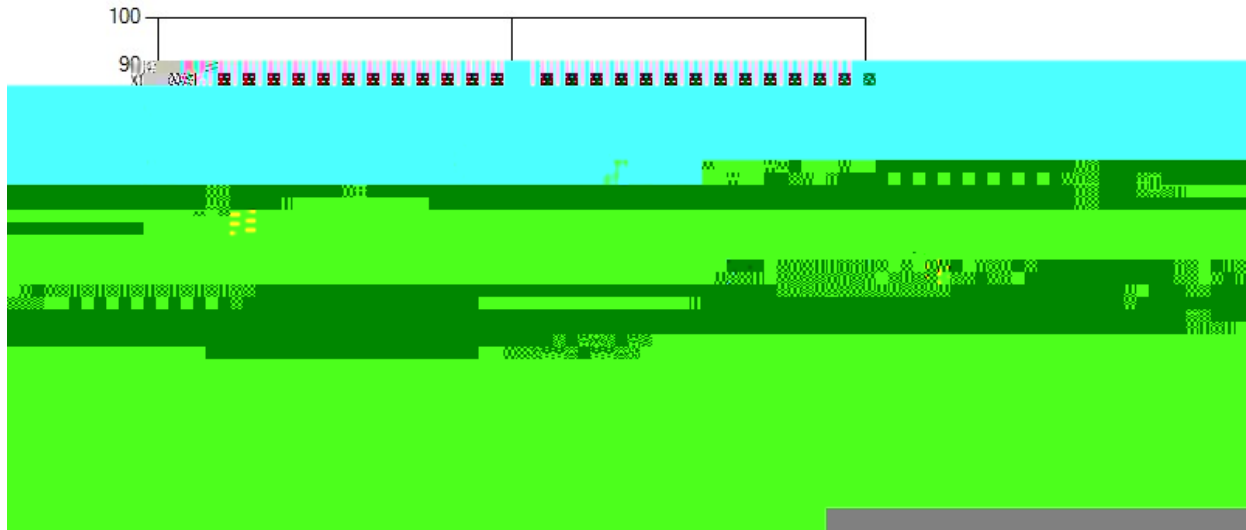# Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Legal Environment of Business
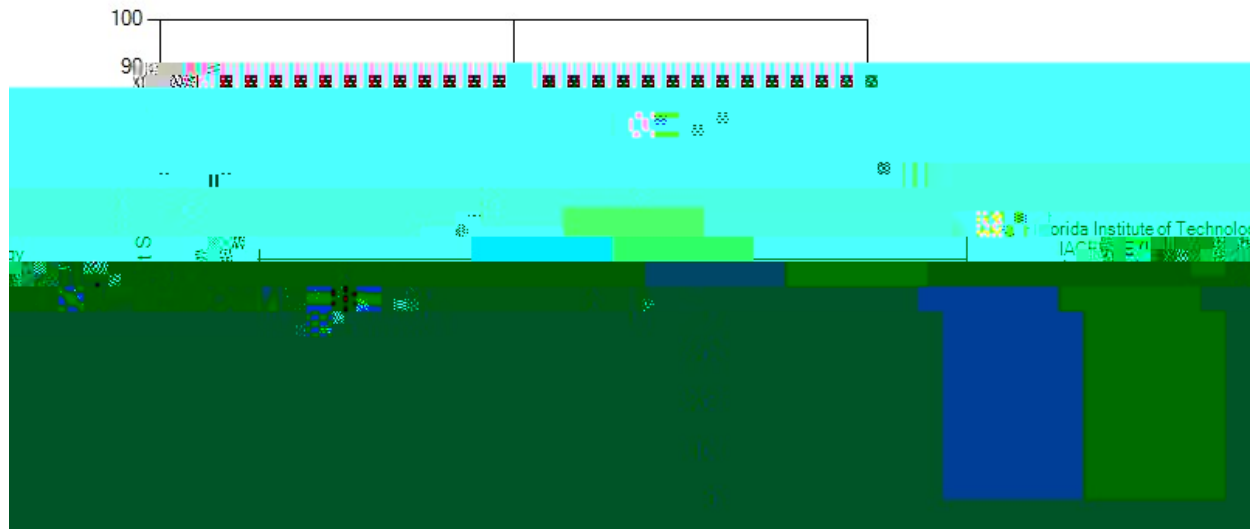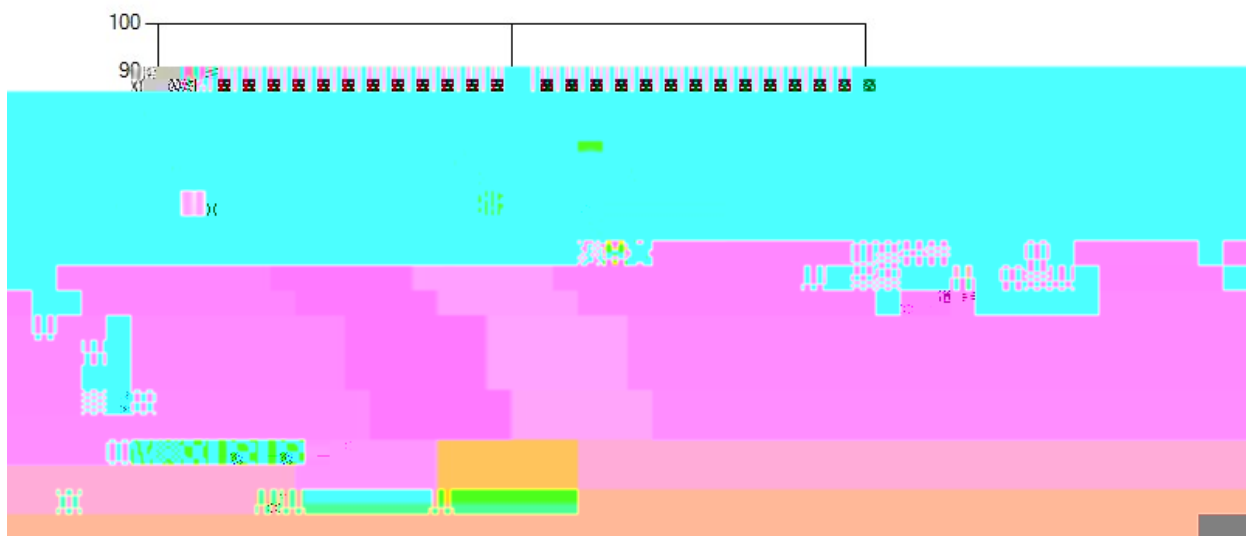

-6.47% Difference with the IACBE (U.S.) - International Accreditation Council for Business Education Aggregate

Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Management

Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Management: Human Resource Management

-3.67% Difference with the IACBE (U.S.) - International Accreditation Council for Business Education Aggregate

Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Management: Operations/ Production Management

Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Management: Organizational Behavior

0.27% Difference with the IACBE (U.S.) - International Accreditation Council for Business Education Aggregate

Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Marketing
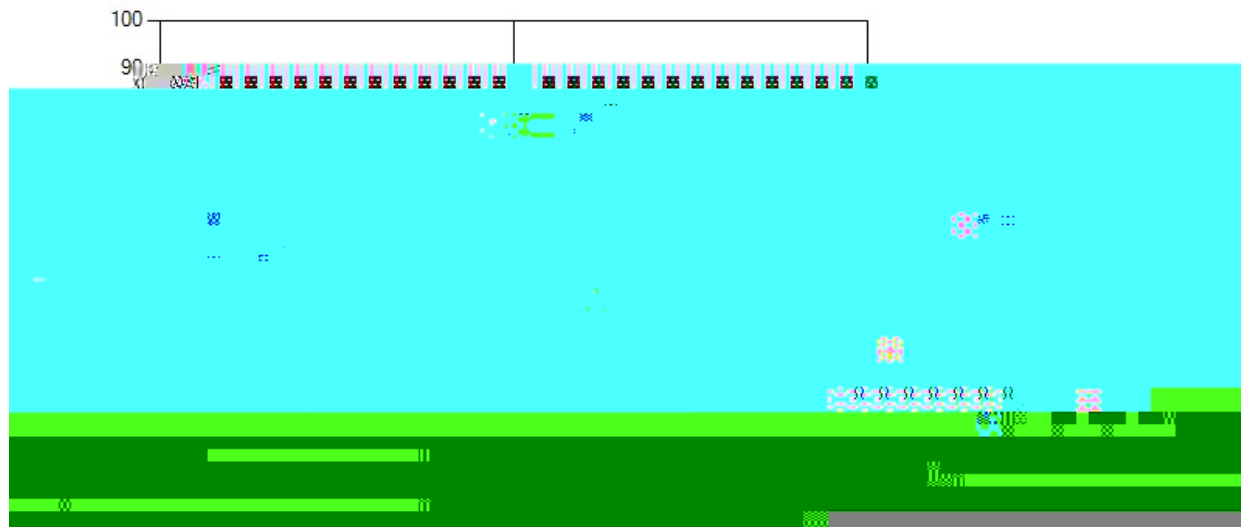
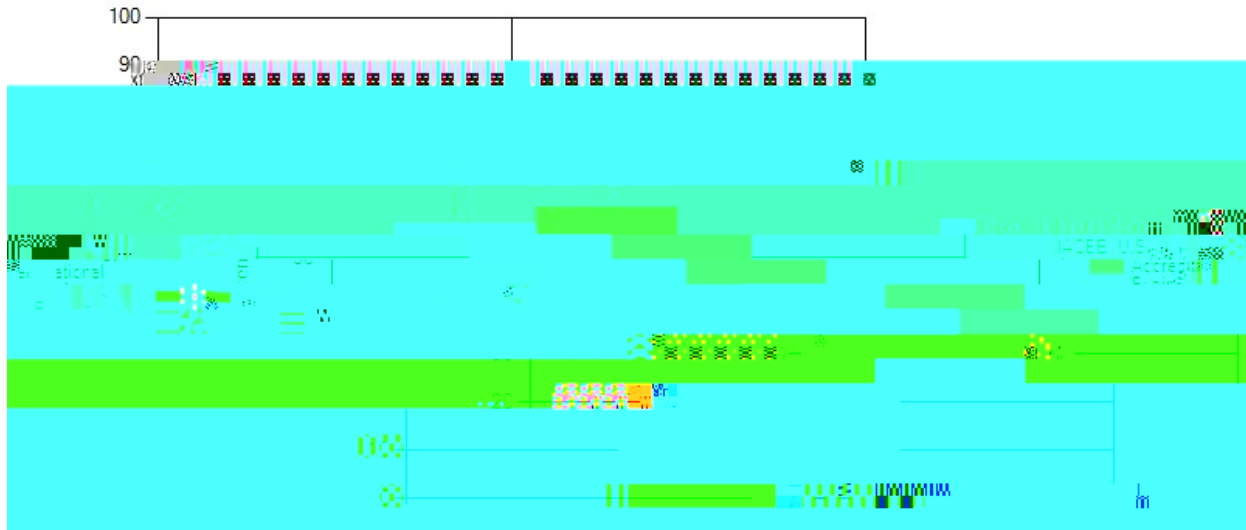-3.30% Difference with the IACBE (U.S.) - International Accreditation Council for Business Education Aggregate

Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Quantitative Research Techniques and Statistics
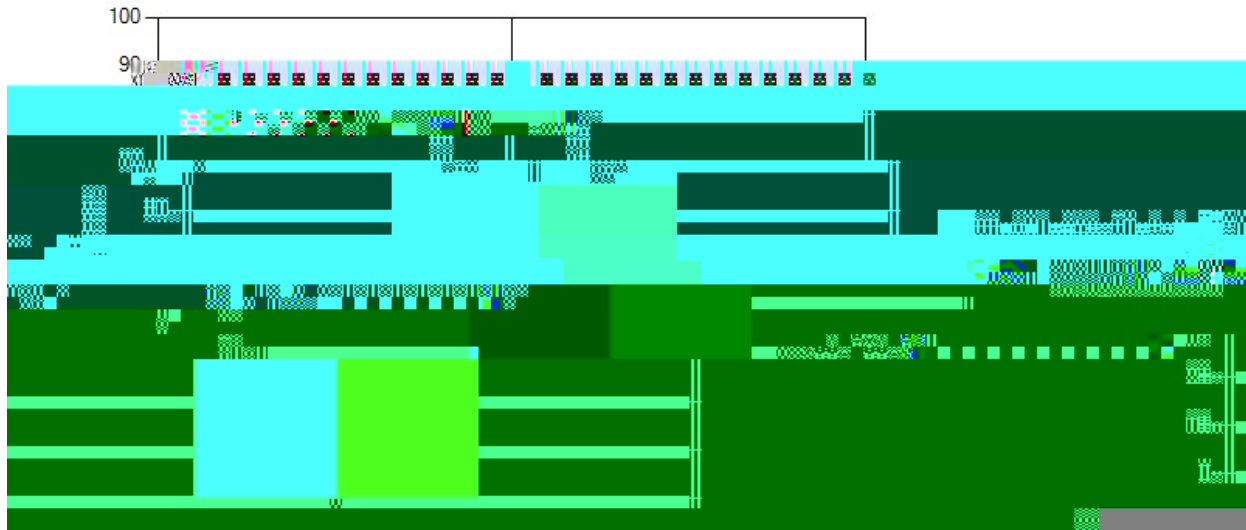

-4.40% Difference with the IACBE (U.S.) - International Accreditation Council for Business Education Aggregate

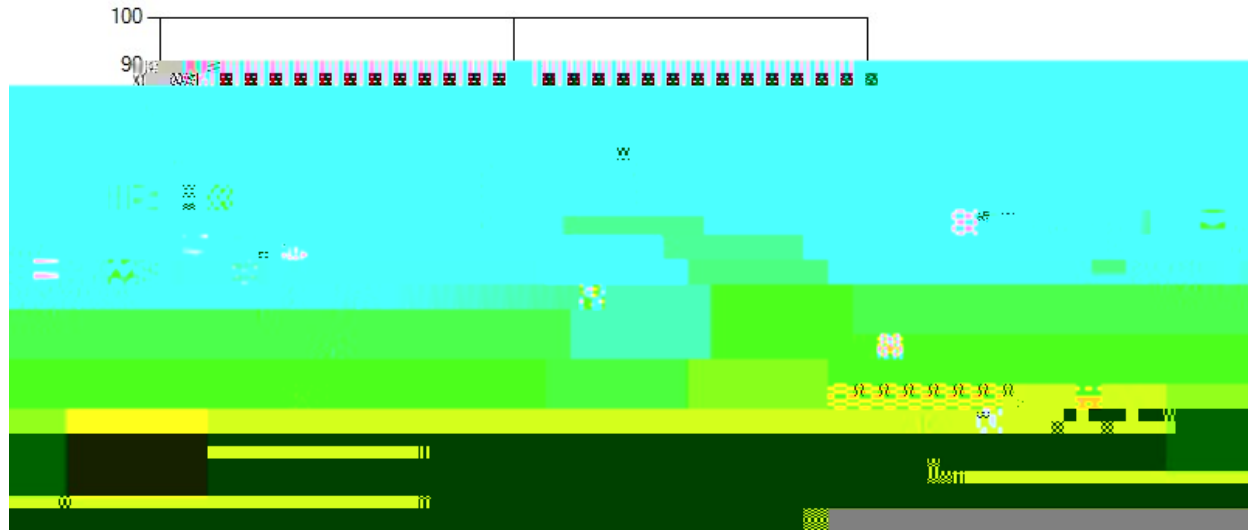# Understanding and Using the Report

Tips, Techniques, and Suggestions for Applying the Results of this Report for Academic Program-level Analysis and Continuous Improvement

The following tips, techniques, and suggestions for understanding and applying the results presented in this report for academic program-level analysis and continuous improvement are based on our years of experience in working with our client institutions, meeting with academic officials to review the results, and lessons learned from the accreditation institutions.

Reviewing the Results

- Topic and sub-topic level scores tend to be more significant in terms of analysis value than the total score. Although most exams include all available topics, not all exams will include all available topics. Therefore, the total score comparisons are shown for relative benchmarking whereas the topic and sub-topic level score comparisons will tend to be more meaningful in terms of understanding relevancy of the scores.
- If there are topics included on the exam that do not appear to be directly related to your curriculum and/or learning outcomes, consider removing these topics from future testing. It is generally best not to test on topics that are not included in the program's curriculum.
- We have an Aggregate Extraction report available that includes the aggregate pool summary data that is used for comparison analysis purposes. This report is available to you on your Client Administration site under the menu item *Reports*
- Consider the sample size for the exam period before making changes in the program based on the exam results. Lower sample sizes tend to have higher standard deviations. In general, it is best to have a sample of at least 100 exams before the results can be used for program changes. Since report period is a variable, we can go back and include past exam results for future reporting in order to get the sample size high enough for meaningful analysis.

Learning Outcome Analysis

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Interpreting and Using the Exam Scores

Inbound Exam results are obtained from incoming students who have not yet completed their advance program of study. Cumulative Inbound Exam results are only used relative to the cumulative outbound results to directly measure academic learning. Individual student results from Inbound Exams (Individual Results Report) can be used to help guide, advise, and place a student within a program of study however, individual results should generally not be used for academic grading purposes other than perhaps extra credit (or some other incentive) to complete the exam.

Outbound Exam results are a direct measure of academic learning since the students taking the Outbound Exams have completed or nearly completed the degree program.

Outbound Exam results, both cumulatively and individually, **DO NOT** correspond directly to a traditional academic grading scale. This is a nationally normed exam with an average degree of difficulty of approximately 55%-60%. The exam is relative to only to the inbound results as well as the external aggregate comparisons.

There is a distinct difference between evaluating results versus grading individual exams. Individual student grading of Outbound Exams should be conducted using the table shown below on a relative grading scale (school officials determine the exact letter/point grades). Evaluation of the results for internal and external benchmarking should be conducted based comparisons to aggregate pools and between the Inbound and Outbound Exam results.

NOTE: There is no such level as a "passing" or "acceptable" score based on the results of this nationally normed exam nor do accreditation organizations expect to see a passing or acceptable level. Rather, school officials determine what is passing/acceptable based on associated benchmarks.

To encourage students to do their best with the Outbound Exams, an incentive is usually needed. Exam incentives include a direct grade, grading for extra credit if the result is above a certain threshold, or credit for a future assignment/activity within a course. Some client schools also use top scores to determine prizes or gifts. Typically, simply grading the exam based on the following relative grading scale is the best approach to properly incentivize the exam.

Another useful way of evaluating scores of outbound exams is to review the mean completion times. Typically, for example, a 100-question exam should take the student about 60-90 minutes to complete. If exam completion times are below 30-45 minutes academic officials may consider further efforts to incentivize the exam in order to get the students to take the exam seriously and thus, improve results. Mean completion times are shown in many of the graphs and tables. Reports can be re-run to screen out exam results where the completion time is below a desired threshold.

The following table shows an approximate relationship between the exam results and relative student performance based upon competency level. **Note: This table should only be used for relative grading purposes of individual student exams. This table should not be used to evaluate exam results for program-level assessment, rather the evaluation of exam results should be based on scores and comparisons of scores with the benchmarks.**

Abandoned exams are not included in the data set for this report.

Exam Score	Relative Interpretation of Student Competency
80-100%	Very High
70-79%	High
60-69%	Above Average
40-59%	Average
30-39%	Below Average
20-29%	Low
0-19%	Very Low

If specific academic credit (grade and points) are to be awarded to students based on their exam results, the table to the left could be used to assign letter grades, extra credit, and/or course points, assuming that the exam is included within a course.

Glossary of Terms

Abandoned Exam. An exam that had the 48 hour time limit elapse. These exams are auto-completed, giving the student a score of "0" for each unanswered question. These exams are only included in the school's individual results, not in the reporting or analysis.

Academic Level. The academic degree level of the program: associate, bachelors, masters, and doctoral.

Aggregate Pools. The aggregate pool is the data set used for external benchmarking and comparisons and is based on the results from accredited institutions. The various aggregate pools are defined as follows:

Pools Based on Program Delivery Modality

1. **Traditional**. The majority of the program is delivered at a campus location at an established college or university. The majority of the students are recent high school graduates, typically 18-22 years old. Courses are taught on a semester or quarter basis, typically Monday through Friday.
2. **Online**. The majority of the program is delivered online to students and there is little, if any, requirement for the students to go to a campus location any time during their college or university experience. The majority of the students are considered non-traditional, meaning they tend to be older, may have some college credit prior to starting their program, and are often working adults completing their degree program.
3. **Blended**. The program is delivered to students using a combination of online and campus-based instruction and/or the program is delivered in an accelerated format. The course term is typically 4 to 8 weeks. Campus-based instruction tends to be either at night or on weekends with generally longer sessions. The student population tends to be non-traditional, meaning they tend to be older, may have some college credit prior to starting their program, and are often working adults completing their degree program.

Pools Based on Location

1. **Outside-US**. Includes colleges and universities outside of the United States. Program delivery is usually campus-based however, the aggregate pool includes some blended programs and online programs.
2. **Regional/Country**. Includes colleges and universities outside of the United States from specific regions (e.g. Latin America, Europe, Asia, etc.) or from