Sample Size(s): 25 Outbound Exams
Included Course(s): MBA Outbound taken towards the end of your MBA program at Chadron State College
August 2011 - May 2012
Academic Level: Masters

Chadron State College

Comparative Analysis Report For:

Global Educational Support
Perigrine Academic Services

Chadron State College Summary Analysis August 2011 - May 2012
which would be nearly impossible and most likely unreliable.

Student populations and educational delivery methods, not necessarily based on the exact curriculum of the business program

are of emphases or concentrations. Comparisons include other schools with relatively similar

assessed program comparisons with other programs. There is a high degree of variability between business schools with respect

external comparisons of outcomes scores with the aggregate data pool should only be used as a relative index of how the

Program-level analysis.

If identified, core level awareness provides program administrators with comparative information based upon the student cohort

from the time a student enters the program compared to when they graduate from the program.

Outbound exam results are relative. Outbound exam results reveal how the student cohort

exams is the direct measure of learning for internal benchmarking.

An inbound exam/outbound exam testing consistent provides data for internal benchmarking. The inbound exam evaluates the

students regarding the fundamental learning outcomes of the business degree curriculum.

opportunity for improvement associated with the business academic programs based upon the knowledge levels of the

level direct assessment of the College/University business programs. These data should be used to assess the strengths and

The purpose of the following analysis is to assist academic program managers and assess the

Understanding and Using the Interpretable Report

Chadron State College Summary Analyses August 2011 - May 2012
Interpreting and Using the Exam Scores

Student Competency Relative Interpretation of Exam Scores

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Competency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High</td>
<td>80-100%</td>
</tr>
<tr>
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</tr>
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</tbody>
</table>

For purposes other than progression to a program of study, however, individual results should generally not be used for academic grading or for acceptance into other programs. Interpreting student exam results involves examining exam results provided in a spreadsheet. The table below provides the cumulative exam results for each competency. Exam results are obtained from incoming students who have not yet completed their advanced program of study.
1. Large Private. This aggregate pool includes large, privately owned universities within the United States.

Pools Based on Institutional Characteristics

3. US. Includes all U.S.-based schools and online course delivery.

4. Programs delivered is primarily campus-based. However, the

Europe, Asia, etc. or from specific countries (e.g. Hong Kong) includes colleges and universities outside of the United States. However, the

The aggregate pool includes some blended programs and online programs.

Outside-US. Includes colleges and universities outside of the United States. Program delivery is usually campus-based.

Pools Based on Location

Their degree program.

3. Blended. The program is delivered to students using a combination of online and campus-based instruction and/or the

students completing their degree program.

2. Online. The majority of the program is delivered online to students and there is little, if any, requirement for the students to go

semester or quarter basis, preferably Monday through Friday.

1. Traditional. The majority of the program is delivered at a campus location at an established college or university.

Pools Based on Program Delivery Modality

from accredited institutions. The various aggregate pools are defined as follows:

Abandoned Exam. An exam that had the 4-hour time limit expire. These exams are also-imploded giving the student a score

Academic Level. The academic degree level of the program: Associates, bachelor's, master's, and doctoral.

Academic Pools. The aggregate pool is the data set used for external benchmarking and comparisons and is based on the results

of 0 for each unanswered question. These exams are only included in the schools raw data, not in the reporting or analysis.

Glossary of Terms
Component (CPC) includes the following business topics:

- Common Professional Component (CPC) as defined by the business degree accreditation bodies. The Common Professional Component of the exam is a group of students' majors or a demographic factor such as degree programs, course delivery models, campuses, or the exam period, which includes all the exams administered with these dates. For synchronous programs, where available, the pool is further divided by ACBSP Region.

1. ACBE: Includes business schools and programs affiliated with the Accreditation Council for Business Education.

2. ACBSP: Includes business schools and programs affiliated with the Accreditation Council for Business Education.

3. Masters-MA: Includes programs that are designed as Masters of Arts.
4. Masters-MS: Includes programs that are designed as Masters of Science.
5. Masters-MBA: Includes programs that are designed as Masters of Business Administration.

Masters-level pools are based on degree type and include:

- Faith-based: US schools that have a specific religious affiliation or association.
- Public: US schools that are publicly owned.
- Private: US schools that are privately owned.
- HBCU: Includes colleges and universities that are designated as Historically Black Colleges and Universities.

Internal Benchmarking: Analyses performed by comparing the inbound and outbound exam scores and/or by the analyses of the inbound Exam. A student exam administered early in the student’s program, usually during their first or second business course.

Frequencies of Questions Missed: For outbound exams, the frequency of questions missed is calculated for each subject within a topic. The formula is: Number of Questions Missed / Total Number of Questions. These data are also shown for frequency of questions within a topic.

Examinable Data Set

Textbooks associated with the topic and the academic degree level. A 12-topic exam includes 120 questions, 10 questions/topic.

Comprehensive Exam (Comp Exam): 121 questions, includes all of the topics to be assessed for a specified area.
Total Exam Score Significance. If a student simply randomly selected responses to questions, the statistic mean of the total
minimal/median/mode scores.

Summary Statistics. Includes the mean completion time, sample size, average score, standard deviation, and the
Learning outcomes associated with each CPC topic in using these data. Consider the subject is the learning outcome without the
subject. For each CPC topic questions grouped using 4-8 subject areas. CPC subjects generally correspond to the schools

Scatter Plot. A visual representation of the exam results for all students. The purpose of the scatter plot is to provide you with a
comparison with the average score for each school and district or similar districts.

Percent change. The percentage difference between two scores calculated using the following formula: (outbound score / inbound score) - 1.

Outbound Exam. A student exam administered at the end of the students academic program, usually within their last course or subject.

Additional incentives may be necessary to encourage better student performance (extra credit, points, letter grades, credit for future
Mean Completion Time. The average time, in minutes, to complete the exam. Mean completion time is also shown for each CPC.
Sample Sizes:

Ombound Exams

Included Courses(s): MBA Ombound taken towards the end of your MBA program at Chadron State College

August 2011 - May 2012

Academic Levels:

Chadron State College

Internal Benchmarking
### Internal Benchmarking

#### Student Competency

<table>
<thead>
<tr>
<th>Exam Score</th>
<th>Relative Interpretation of CPC-Based COMP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High</td>
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The following table shows an approximate relationship between the CPC-Based COMP exam results and relative student performance based upon competency level.

**Exam perfomed on the exam.**

Summary of all CPC topics assessed on the exam (as well as individual results on each of the CPC topics assessed with the exam) and student's cumulative exam results. These results include cumulative results between the students with in-bound exam results. Internal benchmarking includes direct comparison (percentile change) between the students without exam results.

**Internal Benchmarking is conducted using a variety of statistical tools based upon in-bound exam results with or without...**
Overview of Outbound Results

Chadron State College: Summary Analysis August 2011 - May 2012
Sample Size(s): 25 Outbound Exams

Included Course(s): MBA Outbound taken towards the end of your MBA program at Chandler State College

August 2011 - May 2012

Academic Level: Masters

Chandler State College

External Benchmarking
### Exam Score vs. CPF-Based COMP

<table>
<thead>
<tr>
<th>Student Competency</th>
<th>CPF-Based COMP</th>
</tr>
</thead>
</table>
| Exam Score               | %
| Very Low                 | 0-19%          |
| Low                      | 20-29%         |
| Below Average            | 30-39%         |
| Average                  | 40-69%         |
| Above Average            | 70-79%         |
| High                     | 80-100%        |

**Relative Interpretation of Exam Score:**

Managers should use the following table as a relative index for overall performance.

Since CPF-based COMP exam results do not equate directly to a traditional higher education grading scale, program managers should use the following table as a relative index for overall performance.

Exam scores and does not include L5-clip or L5-clip exam questions.

The aggregate score is calculated using demographical similar schools and programs.

If inbound exams are not included in the assessment program, then the schools results are only compared with the aggregate.

When inbound testing has been conducted by the external benchmarking declines the percent difference compared to the change.

Inbound benchmarking is conducted using a variety of statistical tools based upon inbound exam results with or without

**External Benchmarking**

Chatham State College Summary April 2011 - May 2017
Aggregate Pool for Online Delivery Mode Programs

Overview: Outbound Exam Results Compared to the Chadson State College Summary Analysis - August 2011 - May 2012
Outbound Exam Total Results Compared to the Different Aggregate Pools

Chadron State College Summary Analytics August 2011 - May 2012

3.1% Difference with the Online Delivery Mode Aggregate

<table>
<thead>
<tr>
<th></th>
<th>Online Delivery Mode</th>
<th>Chadron State College</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Score</td>
<td>59%</td>
<td>62.1%</td>
</tr>
</tbody>
</table>