Sample Size(s): 25 Outbound Exams
Included Course(s): MBA Outbound taken towards the end of your MBA Program at Chadron State College
July 2012 - March 2013
Academic Level: Masters

Chadron State College

Comparative Analysis Report For:

Global Educational Support
Academic Services
Percegrine

Chadron State College Summary Analysis July 2012 - March 2013
which would be nearly impossible and most likely unpreventable.

Extrinsic comparisons of outcomes scores with the aggregated data pool should only be used as a relative index of how the programs performed.

Program-level analysis.

If identified, cohort level analysis provides program administrators with comparisons across institutions or between programs. 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 are relative. Outbound exam results are relative. Outbound exam results are relative. Outbound exam results are relative. Outbound exam results are relative.

An Inbound/Outbound Exam Testing construct provides data for internal benchmarking. Students regarding the foundational learning outcomes of the business degree curriculum.

The purpose of the following analyses is to assist academic program managers and assessment coordinators with program assessment of the College/University Business programs. These data should be used to assess the strengths and opportunities for improvement associated with the academic programs based upon the knowledge levels of the student.

Understanding and Using the Interpretable Report

Chadron State College Summary Analysis July 2012 - March 2013
Interpreting and Using the Exam Scores

Chamberlain College Summary May 2012 - March 2013
1. Large Private. This aggregate pool includes large, privately owned universities within the United States.

Pools Based on Institutional Characteristics
3. US. Includes all US-based schools and programs.
2. Regional. Includes colleges and universities outside of the United States. This pool is usually campus-based.
1. Outside-US. Includes colleges and universities outside of the United States. Program delivery is usually campus-based.

Pools Based on Location
3. Blended. The program is delivered in an accelerated format. The course load is 1 year or less, 6 to 8 weeks. Online course-based instruction and/or the student's decision to complete the program on weekends.
2. Online. The majority of the program is delivered online to students and there is little to any requirements of the students to go to a campus location at an established college or university. The majority of the students are recent high school gradudates, typically 16-22 years old. Business courses are taught in a semester or quarter basis, typically Monday through Friday.
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 16-22 years old. Business courses are taught in a semester or quarter basis, typically Monday through Friday.

Pools Based on Program Delivery Modality
4. From accredited institutions. The various aggregate pools are defined as follows:

Academic Level. The academic degree level of the program: associate's, bachelor's, master's, and doctoral.
Abandoned Exam. An exam that has the 6-hour time limit elapsed. These exams are also-completed, giving the student a score of 0. For each unanswered question, these exams are only included in the schools raw data, not in the reporting of results.

Component (CP) (includes the following business topics:

Common Professional Component (CPC), as defined by the business degree accreditation bodies, the Common Professional

of the exam cycle:

Location: Program Start Date, etc. We provide cohort-level analysis based upon one (1) cohort category that you identify at the step

Cohort: A group of students based upon a demographic factor such as degree program, course delivery modality, campus

period is generally annual, semi-annual, or quarterly. School officials determine the assessment period.

Assessment Period: The date range for the report, within which includes all the exams administered within these dates. For synchronous

Programs, when available, this pool is further divided by ACBSP Region.

1. ACBE: Includes business schools and programs accredited with the Accreditation Council for Business Schools and

2. ACBSP: Includes business schools and programs accredited with the Accreditation Council for Business Schools and

Pools Based on Dual-Accreditation Affiliation

1. Masters-MA: Includes programs that are designated as Masters of Arts.
2. Masters-MB: Includes programs that are designated as Masters of Science.
3. Masters-MS: Includes programs that are designated as Masters of Business Administration.

Masters-Level Pools Based on Degree Type

1. HBCU: Includes colleges and universities that are designated as Historically Black Colleges and Universities.
2. Private: US schools that are privately owned.
3. Public: US schools that are publicly owned.
4. Faith-based: US schools that have a specific religious affiliation or association.
5. Faith-based: US schools that have a specific religious affiliation or association.
Internal Benchmarking. Analyses performed by comparing the inbound and outbound exam scores and/or the analyses of the frequency of questions missed for each subject within a CPC topic.

Inbound Exam. A student exam administers early in the student's program, usually during their first or second business course.

Extrinsic Benchmarking. Analyses performed by comparing the cumulative results from a school with a demographically similar aggregate data set.

Textbooks associated with the topic and the academic degree level. A 12-topic exam includes 120 questions, 10 questions per topic. The topics covered in each section of the exam are developed based on the foundational topic information included within introductory chapters of the textbook. Questions were developed based on the same test bank of questions. Exam includes 300-500 exam questions. Inbound and outbound exams are generated from the same test bank of questions, and questions included within exam are randomly selected from a validated test bank that is used for each of the CPC topics to be assessed for a specified business program. Each CPC topic has 10 questions included within exam, randomly selected from a validated test bank that

CPC-Based Comprehensive (COMP) Exam. An exam that includes all of the CPC topics to be assessed for a specified topic.

1. Accounting
2. Business Ethics
3. Business Finance
4. Business Information and Strategic Management
5. Business Leadership
6. Economics (Micro and Macro)
7. Global Dimensions of Business
8. Information Management Systems
9. Legal Environment of Business
10. Management (Operations, Production, Management)
11. Marketing
12. Quantitative Techniques and Business Statistics
Therefore, exam scores above 30% could be considered significant in terms of measuring social knowledge levels. The exam topics such as a randomly selected response to exam would be approximately 30% +/- 2.5% depending upon the number of questions on the exam. Exam topics significantly above or below the mean of the total exam scores is also shown for each CPC subject.

Summary Statistics includes the mean completion time, sample size, average score, standard deviation, and the min/max/median/mode scores.

Management, Human Resource Management, and Organizational Behavior: For the CPC topic of Management, the subtopics are Microeconomics and Macroeconomics. For the CPC topic of Organizational Behavior, the subtopics are Operations/Production.

Subjects: For the CPC topic of Economics and Management, there are identified subtopics. For the CPC topic of Economics, the subject areas are grouped using 4 subject areas. CPC subjects generally correspond to the school's visual reference for the ranges in results. Scatter Plot: A visual representation of the exam results for all students. The purpose of the scatter plot is to provide you with a visual representation of the exam results for every student. The purpose of the scatter plot is to provide you with a visual representation of the exam results for every student.

Comparison: The percent difference between the schools' percent change between the schools' percent change between Inbound and Outbound exam results and the aggregate percent change is calculated. Using the following formula: (Inbound Score / Outbound Score) - 1. The percent change is calculated using the following formula: (Outbound Score / Inbound Score) - 1. Outbound exam is a student exam administered at the end of the students' academic program. Usually within their last course, that is assessed (assignments, etc.). Additional iconography may be necessary to encourage better student performance (extra credit, points, letter grades, etc.).
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Academic Level: Masters
Chadron State College
Internal Benchmarking
<table>
<thead>
<tr>
<th>Student Competency</th>
<th>Relative Interpretation</th>
<th>Exam Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low</td>
<td>0-19%</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
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<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td>Very High</td>
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<td></td>
</tr>
</tbody>
</table>

Includes within a course.

Credit and/or course points, assuming that the exam is to the letter, could be used to assign letter grades, extra awarded to students based on their exam results. The table below specific academic credit (grade and points) to be awarded.

The following table shows an approximate relationship of the CPG-based COMP exam results and student performance based upon competency level.

The following table shows an approximate relationship between the CPG-based COMP exam results and student performance on the exam. Internal benchmarking also includes scatter plots of exam results so that program managers can readily see how students performed on the exam. Internal benchmarking includes four direct comparisons (percentile change) between the students' inborn exam results. Internal benchmarking is conducted using a variety of statistical tools based upon outborn exam results with or without

**Internal Benchmarking**

Chadron State College Summary Analytics July 2012 - March 2013
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Chadron State College

External Benchmarking
### Externally Benchmarked

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</table>

The aggregate pool using demographically 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 school, external benchmarking includes the percent difference between the inbound exam results with or without.

**External Benchmarking**

Chadron State College Summary Analysis: July 2012 - March 2013