Chadron State College

Comparative Analysis Report For:

Pergrine

Global Educational Support
Academic Services
Understanding and Using the Interpretive Report

The purpose of the following analyses is to assist academic program managers and assessmen coordinators with programs.

External comparisons of outcomes with the aggregate data pool should only be used as a relative index of how the program compares with other programs. There is a high degree of variability between business schools with respect to specific curriculums and areas of emphasis or concentrations. Comparisons include other schools with relatively similar program competitors with other programs.

Program-level analysis.

If identical, cohort level analyses provide program administrators with comprehensive information based upon the student cohort from the time a student enters the program compared to when they graduate from the program.

Exams is the direct measure of learning for internal benchmarking. The difference in results between the inbound and outbound knowledge level at the end of the students program of study. The inbound exam evaluates the students' knowledge level towards the beginning of the students program of study. The outbound exam assesses the students' knowledge levels after the completion of the program.

An inbound exam/Outbound exam testing consistent provides data for internal benchmarking. The inbound exam evaluates the students’ knowledge levels of the business degree curriculum and the business programs associated with the business academic programs base.

Opportunities for improvement are identified when the standard levels of the level direct assessment of the College/University business programs. These data should be used to assess the strengths and weaknesses of the program and the business degree curriculum.
Abandoned exams are not included in the data set for this report.

### Performance Based Upon Competency Level

The following table shows an approximate relationship between the CPC-Based COMP Exam results and relative student performance based upon competency level.

<table>
<thead>
<tr>
<th>Exam Score</th>
<th>Relative Interpretation of Student Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-49%</td>
<td>Very Low</td>
</tr>
<tr>
<td>50-79%</td>
<td>Low</td>
</tr>
<tr>
<td>80-99%</td>
<td>Average</td>
</tr>
<tr>
<td>100%</td>
<td>High</td>
</tr>
</tbody>
</table>

Note: In general, using an extra credit or credit in lieu of a failure assignment is the best approach.

To encourage students to do their best with the outanding exams, an incentive is usually needed. Exam incentives include a direct grade, grading for extra credit or credit in lieu of a certain threshold, or credit for a future assignment.

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Interpreting and Using the Exam Scores

Chatham State College Summary Report: August 2010 - May 2011
1. **Large Private**. This aggregate pool includes large, privately owned universities within the United States.

   Pools Based on Institute Characteristics:

3. **US**. Includes all U.S.-based schools and programs.

   3.1 Includes some schools that are primarily online or distance learning.

   3.2 Includes colleges and universities outside of the United States, from specific regions (e.g., Latin America).

   3.3 Includes colleges and universities outside of the United States, from specific regions (e.g., Europe, Asia, etc.).

2. **Regional/Country**. Includes colleges and universities within the United States, from specific regions (e.g., Latin America).

   2.1 Includes colleges and universities within the United States, from specific regions (e.g., Europe, Asia, etc.).

   2.2 Includes colleges and universities within the United States, from specific regions (e.g., Latin America).

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

   Pools Based on Program Delivery Modality:

1. Online. The majority of the program is delivered online to students who are working on a bachelor's degree, typically completing programs through distance learning.

2. Traditional. The majority of the program is delivered to students who are working on a traditional college degree, either on a full-time or part-time basis.

3. Hybrid. The program is delivered to students who are working on a hybrid program, combining online and on-ground instruction.

4. On-Campus. The program is delivered on-campus, typically with a combination of online and on-ground instruction.

Glossary of Terms

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

*Aggregate Pool*. The aggregate pool is the data set used for external benchmarking and comparisons and is based on the results of formal and informal surveys.

*Abandoned Exam*. An exam that had the 4-hour time limit expire. These exams are not included in the school's raw data, as they are not considered to be completed.
Component (CP) includes the following business topics:

- Comprehensive Professional Component (CP) as defined by the business degree accreditation bodies, the Common Professional
- Component (CP), includes the following business topics:
- Location, Program start date, etc. We provide common-level analyses based upon one (1) cohort category that you identify at the start.
- Cohort: A group of students based upon a demographically factor such as degree program, course delivery modality, campus.
- Period: The date range for the report, which includes all the exams administered within these dates. For synchronous
- Assessment Period, the date range for the report, which includes all the exams administered within these dates. For synchronous
- Programs: Where available, this pool is further divided by ACBSP Region.
- 1. ACBSP: Includes business schools and programs affiliated with the Accreditation Council of Business Schools and
- 2. ACBSP: Includes business schools and programs affiliated with the Accreditation Council of Business Schools and
- Where available, the pool is further divided by ACBSP Region.
- 1. IACBE: Includes business schools and programs affiliated with the International Assembly for Collegiate Business Education.
- Pools Based on Dual-Accreditation Affiliation
- 3. Master's-MA: Includes programs that are designed as Masters of Arts.
- 2. Master's-MS: Includes programs that are designed as Masters of Science.
- 1. Master's-MBA: Includes programs that are designed as Masters of Business Administration.
- Masters-Level Pools Based on Degree Type
- 6. 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.
- 4. Public: US schools that are publicly owned.
- 3. Private: US schools that are privately owned.
- 2. HBCU: Includes colleges and universities that are designated as Historically Black Colleges and Universities.
Frequency of questions missed for each subject within a CPE topic. Internal benchmarking: Analyses performed by comparing the inbound and outbound exam scores and/or the analyses of the Inbound Exam, a student exam administered early in the student's program, usually during their first or second business course.

Average of questions missed/corrected is shown for US-based and outside US-based exams.


Frequent of Questions Missed: For outbound exams, the frequency of questions missed is calculated for each subject within a CPE. For inbound exams, the frequency of questions missed is calculated for each subject within a CPE.

External benchmarking: Analyses performed by comparing the cumulative results from a school with a demographically similar CPE-based Comprehensive (COMP) Exam. An exam that includes all of the CPE topics to be assessed for a specific CPE based Comprehensive (COMP) Exam.

1. Quantitative Techniques and Business Statistics
2. Business Accounting
3. Management (Operations/Production Management, Human Resource Management, and Organizational Behavior)
4. Business Information Systems
5. Economic DIMENSIONS of Business
6. Economic Foundations
7. Legal Environment of Business
8. Legal Environment of Business
10. Social Environment of Business
11. Marketing
12. International Business
The exam score of each student is considered significant in terms of measuring academic knowledge levels. Therefore, exam scores above 30% could be considered significant. A student's mean completion time, sample size, average score, standard deviation, and the

Summary Statistics: Includes the mean completion time, sample size, average score, standard deviation, and the

Management, Human Resource Management, and Organizational Behavior.

Management, Human Resource Management, and Organizational Behavior. For the CPC topic of Management, the subscales are Microeconomics and Macroeconomics. For the CPC topic of Economics, the subscales are generally correspondence to the schools' learning outcomes associated with each CPC topic. In using these data, consider the Subject is the learning outcome without the

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

Percentage difference: The percentage difference between each school and demographic similarly schools.

Using the following formula: \( \text{Percentage} = \left( \frac{\text{Examination Score} - \text{Inbound Score}}{\text{Inbound Score}} \right) \times 100 \)

Percentage change: The percentage change between two scores. For Inbound/Outbound testing, the percentage change is

Calculated using the following formula: \( \text{Percentage Change} = \left( \frac{\text{Outbound Score} - \text{Inbound Score}}{\text{Inbound Score}} \right) \times 100 \)

The Outbound Exam Score is the average score of all students in the Academic Program, usually within their last course, that

Additionally, instructors 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

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Champion State College Summer Analyst Program August 2010 - May 2011
Sample Size(s): 2 Outbound Exams
Included Course(s): MBA Outbound taken towards the end of your MBA program at Chadron State College
August 2010 - May 2011
Academic Level: Masters
Chadron State College
Internal Benchmarking
Exam Score  
\begin{tabular}{|c|c|}
\hline
CPC-Based COMP & \% \\
\hline
Very Low & 0-1.5 \\
Low & 2-2.5 \\
Below Average & 3-3.9 \\
Average & 4-5.9 \\
Above Average & 6-6.9 \\
High & 7-7.9 \\
Very High & 8-10.0 \\
\hline
\end{tabular}

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

Performance based upon competency level.

The following table shows an approximate relationship between the CPC-Based COMP exam results and relative 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.

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With inbound exam results, internal benchmarking includes a direct comparison (percentage change) between the students' inbound exam results with or without.

**Internal Benchmarking**

Chatham State College Summary Analysis August 2010 - May 2011
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
External Benchmarking
Extrinsic Benchmarking

Extrinsic Benchmarking is conducted using a variety of statistical tools based on outbound exam results with or without inbound exam results. If inbound exams are not included in the assessment program, then the schools’ results are only compared with the aggregate observed with other demographically similar institutions.

When inbound testing has been conducted by the school, extrinsic benchmarking includes the percent difference between the inbound exam results.

External Benchmarking

The ACCRAECEools 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 observed with other demographically similar institutions.

When inbound testing has been conducted by the school, extrinsic benchmarking includes the percent difference between the inbound exam results.

External Benchmarking

Extrinsic benchmarking is conducted using a variety of statistical tools based on outbound exam results with or without inbound exam results. If inbound exams are not included in the assessment program, then the schools’ results are only compared with the aggregate observed with other demographically similar institutions.
Aggregate Pool for Online Delivery Mode Programs

Overview: Outbound Exam Results Compared to the Chadron State College Summary Analysis August 2010 - May 2011
Outbound Exam Total Results Compared to the Different Aggregate Pools

59% 58.3%

Online Delivery Mode
Chadron State College

0.7% Difference with the Online Delivery Mode Aggregate