Chadron State College

Comparative Analysis Report For:

Global Educational Support
Academic Services
Peregrine

Summery Analysis: August 2010 - May 2011
Understanding and Using the Interpretive Report

Champion State College Summary Analysis August 2010 - May 2011
### Exam Score

<table>
<thead>
<tr>
<th>Relative Interpretation of Exam Score</th>
<th>CGC-Based COMP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low</td>
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**Student Competency**

Performance based upon competency level.

The following table shows an approximate relationship between the CGC-Based COMP exam results and relative student performance. In general, earning an extra credit or in lieu of a prior assignment is the best approach.

To encourage students to do their best with the outbound exams, an incentive is usually needed. Exam incentives include a directed grade, grade for extra credit, or an incentive that is above a certain threshold, or credit for a future assignment/activity within a course. In general, using an extra credit or in lieu of a prior assignment is the best approach.

Outbound exam results, pooled cumulatively and individually DO NOT correspond directly to a traditional academic grading scale. The exam is designed to only to the inbound results as well as the external aggregate comparisons. Therefore, academic grading and completion or near completion of the degree program.

Outbound exam results are a direct measure of academic performance since the students taking the outbound exams have performed other than perfect extra credit (or some other incentive) to complete the exam.

Individual student results from inbound exams (provided in a separate file) can be used to help guide, advise, and recommend individual student results to the appropriate students to direct their academic performance. Cumulative exam results are only used to derive the outbound results to directly measure academic performance and are not obtained from inbound students who have not completed their advance program of study.

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**Interpreting and Using the Exam Scores**

Chatham State College Summary Analytics August 2017 - May 2017
1. Large Private. This aggregate pool includes large, privately owned universities within the United States.

Pools Based on Institutional Characteristics


Pools Based on Location

4. Blended. The program is delivered to students using a combination of online and campus-based instruction and/or the student completing their degree program.

2. Online. The majority of the program is delivered online to students, and there is little to no requirement of the students to go to a campus location.

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:

Aggregate Pools. The aggregate pool is the data set used for external benchmarking and comparisons and is based on the results of zero for each unanswered question. These exams are only included in the schools' raw data, not in the reporting of analyses.

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

Glossary of Terms

Chamberlain College Summary Analytic August 2019 - May 2021
Common Professional Component (CPC) As defined by the business degree accreditation bodies, the Common Professional Component (CPC) includes the following business topics:

- Core areas of study including accounting, economics, finance, and management.
- Business ethics and social responsibility.
- Business law and regulation.
- International business.
- Social media and marketing.
- Business technology.
- Business analytics.
- Business communication.
- Global business.
- Business leadership.
- Business law.
- Business ethics.
- Business finance.
- Business economics.
- Business strategy.
- Business operations.
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The frequency of questions missed for each subject within a CPE topic is measured by the beginning of the academic program, usually during their first or second business course. An aggregate data set is composed of the cumulative results from a school with a derogatorially similar.

External Benchmarking: Analyses performed by comparing the CPE topics to the CPE topics of other programs. Exams are also shown for each topic in the subject, usually during their first or second business course.

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

Frequency of Questions Missed: For outbound exams, the frequency of questions missed is calculated for each subject within a specific academic program, usually during their first or second business course.

CPE-Based Comprehensive (COMP) Exam: An exam that includes all of the CPE topics to be assessed for a specific academic program.

1. Accounting
2. Business Ethics
3. Business Law and Strategic Management
4. Business Information and Systems
5. Business Leadership
6. Economics (Macro and Micro)
7. Global Dimensions of Business
8. Information Management Systems
9. Legal Environment of Business
10. Management (Operations, Production, Management, Human Resource Management, and Organizational Behavior)
11. Marketing
12. Quantitative Techniques and Business Statistics

Chatham State College Summary Analysis August 2010 - May 2011
Total Exam Score Significance. If a student simply randomly selected responses to questions, the statistic mean of the total mini/macro/mode scores

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

The implications for the management, human resource management, and organizational behavior.

Supertopic. For the topics of Economics and Management, there are identified subtopics. For the CPO of Economics, the

Vert.

Learning outcomes associated with each CPO topic. In using these data, consider the student is the learning outcome within the

Subjects. For each CPO topic, questions are grouped using 4-6 subject areas. CPO 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

Comparison represents a relative learning difference between the specific school and demographically similar schools.

Percent change between Inbound and outbound exam results. Percent change between Inbound and outbound exam results and the aggregate, calculated using the following formula: (Outbound Score / Inbound Score) - 1.

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

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

assessments, etc.

Additional Incentives may be necessary to encourage better student performance (extra credit, points, letter grades, credit for future

exams have a greater effect on mean completion time. This may be an indication that the students are not putting in their best effort.

Mean completion time is also shown for each CPO
Sample Size(s): 72 Outbound Exams
Included Course(s): MGMT 434 OUTBOUNDED Exam AND Culumminating Experience
August 2010 - May 2011
Academic Level: Bachelors
Chadron State College
Internal Benchmarking
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.

<table>
<thead>
<tr>
<th>Competency Range</th>
<th>Relative Interpretation of Exam Score</th>
</tr>
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<tbody>
<tr>
<td>Very Low</td>
<td>0-19%</td>
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Exam results, internal benchmarking includes a direct comparison (percent change) between the students' inbound exam results. Internal benchmarking is conducted using a variety of statistical tools based upon outbound exam results with or without included within a course.

If specific academic credit (grade and points) are to be awarded to students based on their exam results, the table above should be used to assist in grading.

Internal benchmarking also includes scatter plots of exam results so that program managers can readily see how students performed on the exam as well as individual results on each of the CPC topics assessed with the exam. A summary of all CPC topics assessed on the exam (as well as individual results on each of the CPC topics assessed with the exam) is also available to students.

Exam results, internal benchmarking includes a direct comparison (percent change) between the students' inbound exam results.
Overview of Outbound Results

Chesdon State College Summary Analysis August 2010 - May 2011
Sample Size(s): 72 Outbound Exams

Included Course(s): MGMT 434 OUTBOUND Exam AND CUmminating Experience

August 2010 - May 2011

Academic Level: Bachelor's

Chadron State College

External Benchmarking
Included within a course.

Credit and/or course points, assuming the exam is awarded to students based on their exam results.

If specific academic credit (grade and points) are to be awarded, students should use the following table as a relative index for overall performance.

<table>
<thead>
<tr>
<th>Exam Score</th>
<th>Relatively Interpretation of GPA-Based Comp</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100%</td>
<td>Very High</td>
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Since GPA-based COMP exam results do not equate directly to traditional higher education grading scale, program managers should use the following table as a relative index for overall performance.

Although there is some overlap in questions, the International exam is focused on International Business.

We distinguish between US schools and non-US schools. For non-US schools, we use an international version of our CP.

The aggregate goal is to produce 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 exams has been conducted by the school, external benchmarking includes the percentage difference between the inbound exam results.

External benchmarking is conducted using a variety of statistical tools based on inbound exam results with or without.
Aggregate Pool for Blended/Hybrid Delivery Mode Programs

Overview: Outbound Exam Results Compared to the
Chadron State College Blended/Hybrid Delivery Mode
Chadron State College Summary Analysis August 2010 - May 2011