


Your Thought-Partners in Higher Education



PEREGRINE ACADEMIC SERVICES
Global Educational Support

Accreditation, Quality Assurance, and Academic Continuous Improvement Solutions

Two Companies, One Mission:



PEREGRINE LEADERSHIP INSTITUTE
Inspiring Leaders. Creating Success.

HOME | PROGRAMS | EVENTS | ABOUT US | CONTACT US

Leadership Development
The Peregrine falcon is the premier hunter of the skies. It is built with the single purpose of being an unstoppable force in the sky.
[READ MORE](#)

LEADERSHIP DEVELOPMENT
The Peregrine falcon is the premier hunter of the skies. It is built with the single purpose of being an unstoppable force in the sky.
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EXECUTIVE LEADERSHIP PROGRAMS
A Peregrine falcon is built to soar. It must have wings that extend beyond the horizon to reach its prey.
[READ MORE](#)

TEAM & EMPLOYEE DEVELOPMENT
By looking to teams, peregrine falcons are able to perform better and overcome odds.
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360° ASSESSMENT
Peregrine falcons are the premier hunters, soaring high with a precision and focus that is unmatched.
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LEAD IMPROVEMENT
Peregrine falcons are built to soar. It must have wings that extend beyond the horizon to reach its prey.
[READ MORE](#)

PEREGRINE ACADEMIC SERVICES
Global Educational Support

Our Services | Students, Learners, and Clients | Student Login | Resources | Support

Are you ready for the internet - APPLICATION

We Have You Covered
Are you using program-level assessment exams that are specifically designed for students outside of the US. Do you need online exam services provided in the student's native language? Do you require that the reporting be in your native language?
Obtain student material knowledge, change in learning, and your program-level learning outcomes with our CRC-based CQIP exam services provided in several native languages including English, French, Spanish, German, Russian, Portuguese, and Mongolian.
[View Our Complete Brochure of Assessment Services for non-US Programs](#)

Program Assessment Exams | Academic Learning Courses | AKA Writing Style | Consulting Services | International Services

ACBSP | **IAOBE**

Make a difference in our world.

Peregrine Academic Services provides a variety of services related to obtaining and sustaining program and university accreditation. Our service offerings are based on our personal experience with accreditation, academics, and program administration.

We understand that you have a choice in service providers. Our goal is to ensure that you make the right choice based on the most important considerations related to accreditation, program assessment, and your needs for continuous improvement.

At Peregrine Academic Services, our value added services include:

- Alignment of services with your learning outcomes
- Accreditation experience as a site evaluator and accreditation manager
- An academic background that includes instruction and program management at the undergraduate, graduate, and doctoral levels
- Professionalism in all that we do with the highest regard for confidentiality and customer service
- Flexibility to ensure the most precise match between what you need and what we provide
- Inclusive, flexible, and sensitive pricing without the hidden fees and add-on charges
- Global academic experience and the ability to create country and/or regional aggregate pools for peer-level comparisons and benchmarking

Not other provider of similar services has these credentials and experience when it comes to assisting you with your accreditation and higher learning needs.



The *Signature* Differences

A team of professionals who are with you on your accreditation journey.

Peregrine Academic Services



Superior Customer Service

The Client Services Management Team



Josh Duryea



Sarah Warne



Brenda Bishop



Kayla Vos



Odgerel Batmunkh



Your team for on-boarding, service administration, technical support, data analyses, and reporting of results.



Thought Partners in Higher Education



Olin Oedekoven, Ph.D.



Rick Mansheim, Ed.D.



Alimaa Jamiyansuren, MA



Luis Rodriguez, Ph.D.



Bill Parrott, MA




Markus Roth, MS



Debbie Robbins, MS

Your team for all accreditation, leadership, quality assurance, and academic continuous improvement.



Defining Characteristics

Customized Solutions:
Services customized to align with your specific learning outcomes requirements.

Accreditation Focus:
Services designed around the specific accreditation standards and principles.

Comprehensive Reporting:
Detailed reports that address stakeholder needs with 24/7 client access using Client Admin.

With over 200,000 online services provided, we have the needed experience and comparative data



Global Higher Education Support

BUSINESS ADMINISTRATION
LEARNING OUTCOMES AND RETAINED KNOWLEDGE

GENERAL EDUCATION
ACADEMIC PROGRAM ASSESSMENT
LEARNING OUTCOMES AND RETAINED KNOWLEDGE

EARLY CHILDHOOD EDUCATION
ACADEMIC PROGRAM ASSESSMENT
LEARNING OUTCOMES AND RETAINED KNOWLEDGE

ARE YOUR TRANSFER STUDENTS TRULY READY TO CONTINUE THEIR EDUCATION?
CONSIDER USING OUR ACADEMIC LEVELING COURSE MODULES

ARE YOU READY FOR YOUR ACCREDITATION INITIAL OR REAFFIRMATION SUBMISSION?
CONSIDER USING OUR ACCREDITATION CONSULTING

DO YOU NEED ASSESSMENT EXAMS IN LANGUAGES OTHER THAN ENGLISH?
CONSIDER USING OUR INTERNATIONAL SERVICES

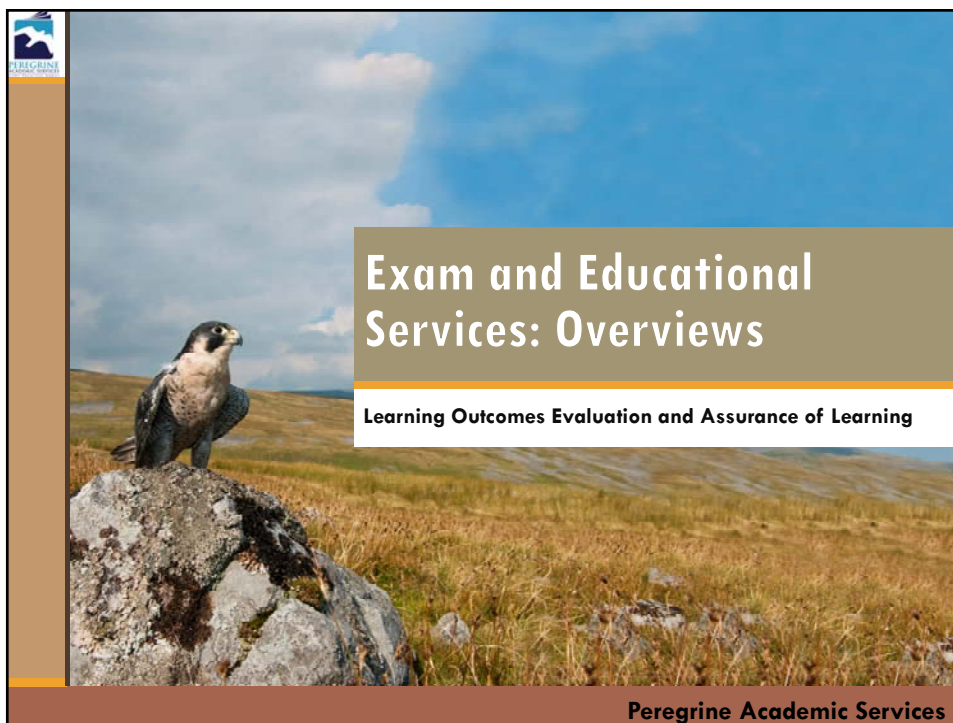
HEALTHCARE ADMINISTRATION
DEGREE PROGRAM ASSESSMENT
LEARNING OUTCOMES AND RETAINED KNOWLEDGE

PUBLIC ADMINISTRATION
DEGREE PROGRAM ASSESSMENT
LEARNING OUTCOMES AND RETAINED KNOWLEDGE

CAN YOUR STUDENTS WRITE EFFECTIVELY?
CONSIDER USING OUR APA WRITING STYLE SERVICES

¿PUEDE SUS ESTUDIANTES ESCRIBIR DE FORMA EFECTIVA?
CONSIDER USAR NUESTROS SERVICIOS DE ASISTENCIA Y COMPAÑIA EN EL ESTILO DE ESCRITURA APA


If accreditation and assurance of learning seem dark and stormy, no worries - We Have You Covered!



Exam and Educational Services: Overviews


Learning Outcomes Evaluation and Assurance of Learning

Peregrine Academic Services




Business Program Assessment Services

- **Business and Business-related programs**
- **Advanced Topics for Marketing and Human Resource Management**
- **Separate Accounting and Finance Program Assessments**



DO YOU HAVE
ASSESSMENT PLANS?
ARE THESE PLANS THOROUGHLY ASSESSING YOUR PROGRAMMATIC LEARNING OUTCOMES?
CONSIDER USING OUR
PROGRAM-LEVEL ASSESSMENT SERVICES



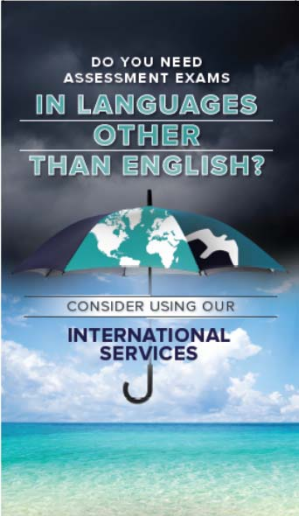
Global Business Education

CPC-based COMP Exams in English and translated into:

- German
- Spanish
- French
- Portuguese
- Mongolian
- Russian

Spanish APA Writing Style Training course and competency exam

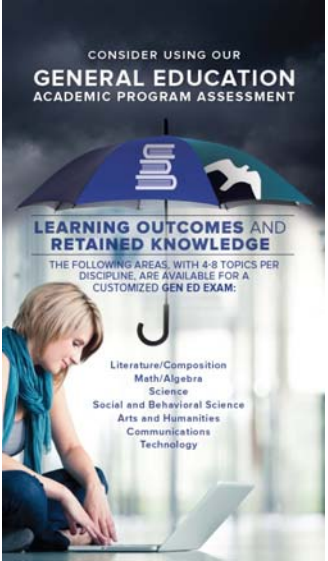
Spanish ALC modules



DO YOU NEED
ASSESSMENT EXAMS
IN LANGUAGES OTHER THAN ENGLISH?
CONSIDER USING OUR
INTERNATIONAL SERVICES

General Education Assessment Services

- ❑ **GEN ED Exam Service for Institutional Assessment and Regional Accreditation Needs**
- ❑ **30+ Topic areas aligned within 7 academic discipline areas**
- ❑ **Customizable for a fixed-GEN Program OR customizable to the student's past GEN ED coursework (requires API technical integration)**



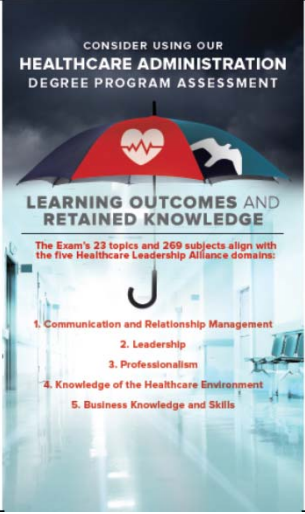
CONSIDER USING OUR
GENERAL EDUCATION
ACADEMIC PROGRAM ASSESSMENT

LEARNING OUTCOMES AND RETAINED KNOWLEDGE
THE FOLLOWING AREAS, WITH 4-8 TOPICS PER DISCIPLINE, ARE AVAILABLE FOR A CUSTOMIZED GEN ED EXAM:

- Literature/Composition
- Math/Algebra
- Science
- Social and Behavioral Science
- Arts and Humanities
- Communications
- Technology

Healthcare Administration Assessment Services

- ❑ **A programmatic assessment service designed for AUPHA accreditation requirements**
- ❑ **23 topic areas aligned within the 5 HCA academic discipline areas**
- ❑ **Customizable for both undergraduate or graduate HCA academic degree programs**



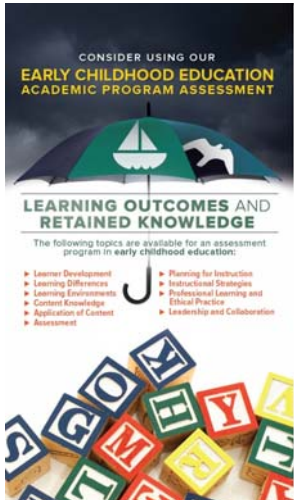
CONSIDER USING OUR
HEALTHCARE ADMINISTRATION
DEGREE PROGRAM ASSESSMENT

LEARNING OUTCOMES AND RETAINED KNOWLEDGE
The Exam's 23 topics and 269 subjects align with the five Healthcare Leadership Alliance domains:

1. Communication and Relationship Management
2. Leadership
3. Professionalism
4. Knowledge of the Healthcare Environment
5. Business Knowledge and Skills

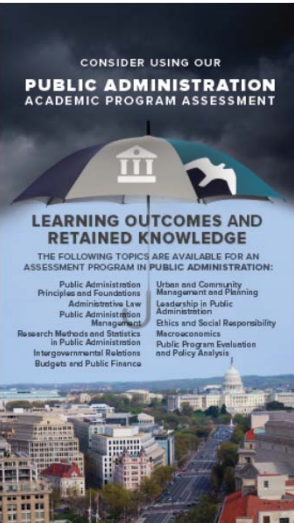
Early Childhood Education Program Assessment Services

- **Based on inTASC, NCATE, and NBPTS ECE Competency Areas**
- **Designed for CAEP and NAEYC accreditation and certification requirements**
- **Also applicable for state-level certifications**



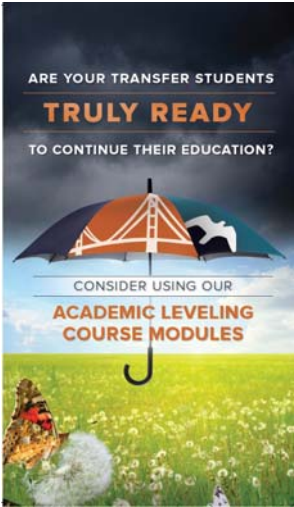
Public Administration Assessment Services

- **Based on the NASPAA defined competencies**
- **Designed for the NASPAA accreditation requirements**
- **Both graduate and undergraduate academic degree programs**



Online Academic Leveling Course Modules


1. Marketing	9. Macroeconomics
2. Operations/Production Management	10. Microeconomics
3. Human Resource Management	11. Legal Environment of Business
4. Organizational Behavior	12. Information Management Systems
5. Business Ethics	13. Quantitative Business Research Techniques & Statistics
6. Global Dimensions of Business	14. Leadership
7. Business Finance	15. Strategic Management/Business Integration
8. Accounting	




ARE YOUR TRANSFER STUDENTS
TRULY READY
TO CONTINUE THEIR EDUCATION?
CONSIDER USING OUR
**ACADEMIC LEVELING
COURSE MODULES**

APA Writing Style Training & Testing Services (Along with App versions: Apple, Android, & Windows). Version 2.0 Release in June 2014

1. Manuscript Layout	10. Numbers
2. Writing Style	11. Metrication
3. Grammar	12. Statistical and Mathematical Copy
4. Scholarly Writing and Word Choices	13. Tables
5. Punctuation	14. Figures
6. Capitalization and Italics	15. Reference Citations in Text
7. Abbreviations	16. Reference List
8. Headings and Series	17. Electronic Media
9. Quotations	



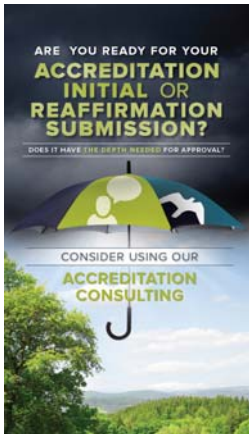
¿PUEDEN SUS ESTUDIANTES
**ESCRIBIR
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CONSIDERE UTILIZAR NUESTROS
SERVICIOS DE ADIESTRAMIENTO
Y COMPETENCIA EN EL
**ESTILO DE
ESCRITURA APA**



CAN YOUR STUDENTS
**WRITE
EFFECTIVELY?**
CONSIDER USING OUR
**APA WRITING
STYLE SERVICES**

Consulting Services for Institutions of Higher Education

- ❑ Seeking or renewing accreditation with planning, organizing, self-study development, and self-study quality assurance and review
- ❑ Developing new academic programs or reviewing existing programs
- ❑ Requiring assistance with developing, reviewing or simplifying outcome assessment (quality assurance) processes for programs and non-academic departments
- ❑ Assistance with faculty evaluation, faculty development, and management
- ❑ Creating or revising a strategic plan for the institution or business unit
- ❑ Expanding or creating program delivery with online curriculum



Leadership and Strategic Planning

- ❑ Strategic planning for the Institution and/or Business Unit
- ❑ Leadership seminars for faculty/staff education and senior leader development
- ❑ Assisting organizations (accreditation bodies) to review, develop and improve their standards/principles






The Client Admin Site

24/7 Access to All Data and Reporting



**PEREGRINE
ACADEMIC SERVICES**
Global Educational Support

Peregrine Academic Services



Welcome to the Peregrine Academic Services Client Admin Site

The purpose of this site is to provide designated school officials with access to their student registration information along with the ability to generate individual and summary reports.

Please use your e-mail address along with the password provided to you by Client Services of Peregrine Academic Services to access this site.

Email Address

Password

If you do not have a Client Admin access account with us, please contact client services at pasclientservices@peregrineacademics.com

24/7 Access capabilities so that clients, at no additional cost, can:

- **Generate all summative and comparative reports**
 - **Review individual student results**
 - **Edit student information**
- **Download the aggregate pool summaries**

The current view depends upon the service sections and the date ranges.

Viewing All Service Types: Viewing All Academic Degree Levels: View by Exams/Courses

10902 Registrations
8854 Completions
348 Abandonned

Student Registration & Course Completion Activity

Export Results to MS Excel

Viewing Results for: January 01, 2013 to January 01, 2014

Below is a list of totals broken down by each month:

	Jan 2013	Feb 2013	Mar 2013	Apr 2013	May 2013	Jun 2013	Jul 2013	Aug 2013	Sep 2013	Oct 2013	Nov 2013	Dec 2013
Total Registrations:	1191	836	762	628	806	742	648	1240	1118	1287	875	584
Total Completions:	808	688	683	607	772	719	688	832	1091	893	648	508
Total Abandonned:	38	35	79	21	34	20	30	20	41	20	41	3

2014 Pelgrin Academic Services™ LLC

Dashboard View:

- Graphical plot with summary table
- Adjustable time interval to display
- Export summary results to Excel

The current view depends upon the service sections and the date ranges.

Common Professional Comp. - (CPC): Bachelors: View by Exams/Courses

Accounting Common Prof. - (ACPC)
Academic Learning Course (ALC)
APA 5th Edition (APA)
Common Professional Comp. - (CPC)
Unaffiliated (Unaffiliated)

Student Registration & Course Completion Activity

Export Results to MS Excel

Viewing Results for: July 01, 2013 to January 01, 2014 (CPC) Common Professional Co. - Bachelors - 8 Assessment(s)

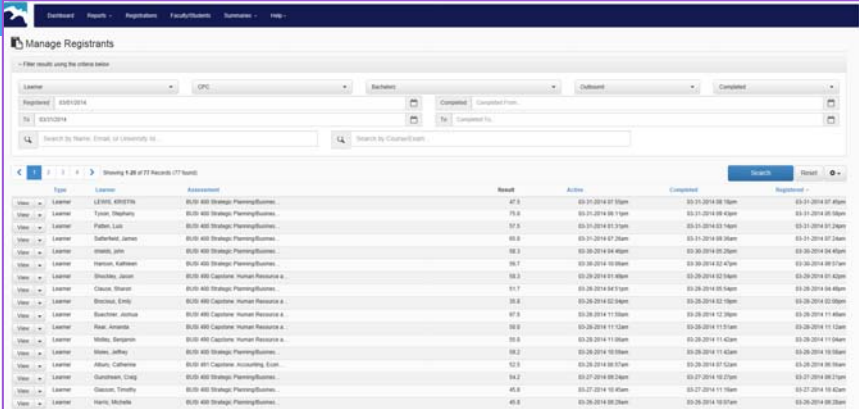
Below is a list of totals broken down by each month:

	Jul 2013	Aug 2013	Sep 2013	Oct 2013	Nov 2013	Dec 2013
Total Registrations:	37	76	93	62	96	3
Total Completions:	17	45	59	59	48	2
Total Abandonned:	3	7	9	9	9	0

2014 Pelgrin Academic Services™ LLC

Selectable Views:

- Select service(s) to display
- Select the academic degree level(s) to display
- Select specific exam(s) to display



Manage Registrants

Filter results using the criteria below:

Learner: [CPC] | Batch(es): [] | Outbound: [] | Completed: []

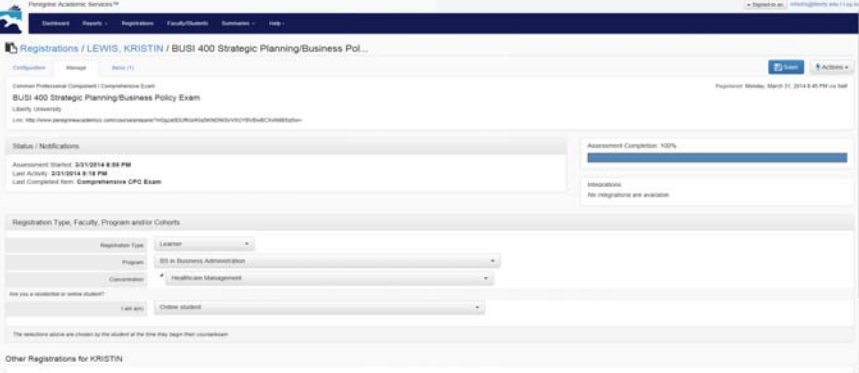
Registered: [03/01/2014] | Completed From: [] | Completion To: []

Search by Name, Email, or University ID: [] | Search by Outbound code: []

Name	Learner	Assessment	Result	Action	Completed	Registered
LEWIS, KRISTIN	BU51400	Strategic Planning/Business	47.9	03/27/2014 07:50pm	03/27/2014 08:15pm	03/27/2014 07:45pm
Tyler, Matthew	BU51400	Strategic Planning/Business	79.9	03/27/2014 08:17pm	03/27/2014 08:43pm	03/27/2014 08:15pm
Palmer, Lori	BU51400	Strategic Planning/Business	57.9	03/27/2014 07:23pm	03/27/2014 07:51pm	03/27/2014 07:20pm
Schubert, James	BU51400	Strategic Planning/Business	66.9	03/27/2014 07:26pm	03/27/2014 08:08pm	03/27/2014 07:26pm
SHAW, John	BU51400	Strategic Planning/Business	66.9	03/26/2014 04:45pm	03/26/2014 05:25pm	03/26/2014 04:45pm
Hansen, Kathleen	BU51400	Strategic Planning/Business	66.7	03/26/2014 03:05pm	03/26/2014 03:47pm	03/26/2014 03:07pm
Shawles, Jason	BU51400	Capstone: Human Resource s	66.3	03/26/2014 01:05pm	03/26/2014 02:24pm	03/26/2014 01:03pm
Clark, Susan	BU51400	Strategic Planning/Business	61.7	03/26/2014 07:07pm	03/26/2014 08:05pm	03/26/2014 06:45pm
Stout, Eric	BU51400	Capstone: Human Resource s	39.9	03/26/2014 02:34pm	03/26/2014 03:19pm	03/26/2014 02:35pm
Swanson, Joshua	BU51400	Capstone: Human Resource s	47.9	03/26/2014 11:33pm	03/26/2014 12:28pm	03/26/2014 11:45pm
Rae, Amanda	BU51400	Capstone: Human Resource s	66.9	03/26/2014 11:13pm	03/26/2014 11:51pm	03/26/2014 11:13pm
Wiley, Benjamin	BU51400	Capstone: Human Resource s	66.9	03/26/2014 11:05pm	03/26/2014 11:45pm	03/26/2014 11:05pm
Watts, Jeffrey	BU51400	Strategic Planning/Business	66.3	03/26/2014 09:05pm	03/26/2014 11:03pm	03/26/2014 10:05pm
Allen, Catherine	BU51400	Capstone: Accounting, Busi	52.9	03/26/2014 07:57pm	03/26/2014 07:57pm	03/26/2014 06:56pm
Gundlach, Craig	BU51400	Strategic Planning/Business	64.2	03/27/2014 08:23pm	03/27/2014 10:27pm	03/27/2014 08:23pm
Garcia, Timothy	BU51400	Strategic Planning/Business	45.9	03/27/2014 10:45pm	03/27/2014 11:16pm	03/27/2014 10:45pm
Ward, Nicholas	BU51400	Strategic Planning/Business	46.9	03/26/2014 08:28pm	03/26/2014 10:57pm	03/26/2014 08:28pm

Individual Registration Management:

- Filter results based on time intervals (registration and completion), service type, specific exams, academic degree level, and completion date



Registrations / LEWIS, KRISTIN / BUSI 400 Strategic Planning/Business Pol...

Completion: [] | Manage: [] | More (7): []

BU51400 Strategic Planning/Business Policy Exam

Liberty University

Assessment Completion: 100%

Assessment Started: 03/27/2014 8:00 PM

Last Activity: 03/27/2014 8:18 PM

Last Completed Item: Comprehensive CPC Exam

Registration Type, Faculty, Program and/or Cohort:

Registration Type: [Learner]

Program: [BU in Business Administration]

Cohort: [Healthcare Management]

Are you a residential or online student? []

Other Registrations for KRISTIN

Student Profile Management:

- Edit student registrations to include assigned cohorts, e-mail address, student ID number, and registration type in order to correct any registration errors

Individual Student Results:

- View completion certificates
- Export results to Excel

The Student Completion Certificate

Once students complete an online service (and an optional student survey), students view and download a completion certificates. Exam certificates show both the results for the current exam (in this example an Outbound Exam) as well as side-by-side with any previous exams (in this example both Inbound and Mid-point exams).

Review Your Report Information Below

Assessment Category: CPC
 Academic Degree Level: Bachelor's
 Application for External Comparison: Standard/Report Delivery Mode

Assessment Category	Academic Level	Aggregate Pool	Number Offered	Mean Score	Average Time	% Change
CPC	Bachelor's	Standard/Report Delivery Mode	9	81.46	47.271	17.223
CPC	Bachelor's	Standard/Report Delivery Mode	14	86.23	52.116	17.817
CPC	Bachelor's	Standard/Report Delivery Mode	9	88.89	47.166	18.914
CPC	Bachelor's	Standard/Report Delivery Mode	14	86.23	56.45	16.491
CPC	Bachelor's	Standard/Report Delivery Mode	9	89.49	43.34	17.189
CPC	Bachelor's	Standard/Report Delivery Mode	15	87.28	55.214	17.743
CPC	Bachelor's	Standard/Report Delivery Mode	9	89.59	42.9	18.6
CPC	Bachelor's	Standard/Report Delivery Mode	15	87.28	48.979	17.732
CPC	Bachelor's	Standard/Report Delivery Mode	4	89.6	47.402	18.402
CPC	Bachelor's	Standard/Report Delivery Mode	13	89.19	51.24	18.524

Aggregate Summary Access:

- View/download any of the aggregate pools by academic degree level


Student Registration & Course Completion Activity

Viewing Results for: January 01, 2013 to August 01, 2013 | (ACPC) Accounting Common Prof.

Month	Jan 2013	Feb 2013	Mar 2013	Apr 2013	May 2013	Jun 2013	Jul 2013
Total Registrations	38	35	51	54	38	42	48
Total Completions	23	25	38	41	38	38	39
Total Abandoned	8	9	9	9	9	7	7


Individual, Survey, Summative, and Comparison Reports:

- Graphical snapshot to identify each report
- Unlimited access to all reports



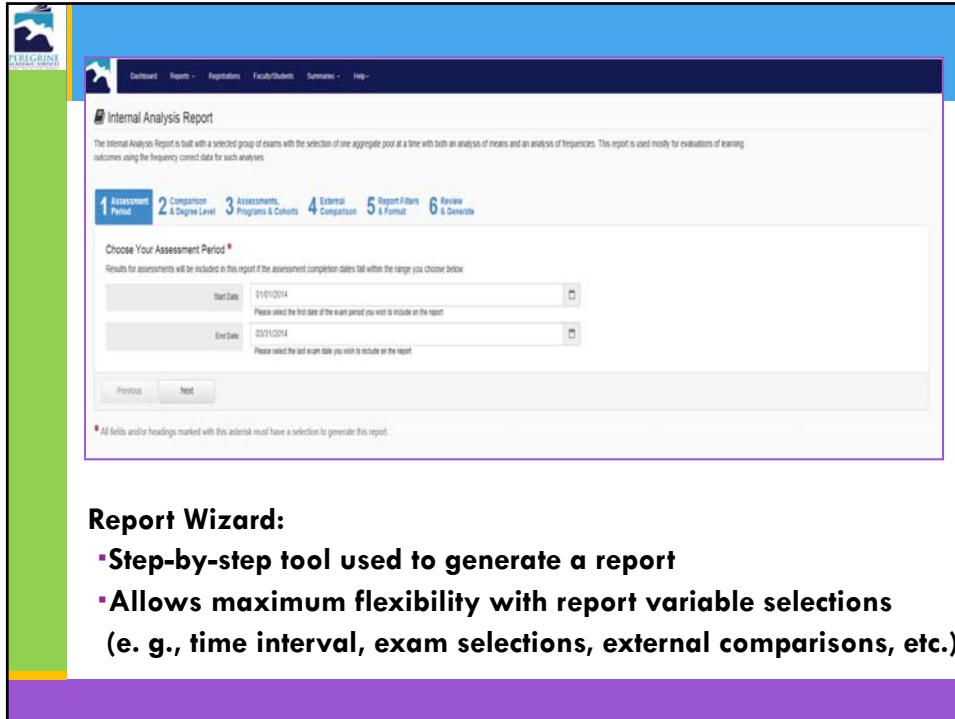
Available Reports 1 of 2

1. **Individual Student Data Report.** An Excel file with the student-by-student results showing the percent correct for each topic and subject.
2. **Internal Analysis Report.** A report of a selected group of exams with the selection of one aggregate pool at a time with both an analysis of means and an analysis of frequencies.
3. **Executive Summary: Internal Analysis Report.** An abbreviated summary report of the internal analysis report.
4. **External Comparison Report.** A report of a selected group of exams comparing the results against one or more aggregate pools.
5. **Executive Summary: External Comparison Report.** An abbreviated summary report of the External analysis report.
6. **Program/Cohort Comparison Report.** A side-by-side comparison of the results between one or more academic programs or cohorts of students where there is overlap of topics on the student exams.



Available Reports 2 of 2

7. **Longitudinal Analysis Report.** A side-by-side comparison of different exam periods (up to 5 exam periods can be shown on the report).
8. **Pairwise Report.** Shows student-by-student results when the same students who took the Inbound Exam also complete a Mid-point or Outbound Exam.
9. **ALC Report.** A student-by-student summary of the student's ALC module results.
10. **APA Report.** A student-by-student summary of the students APA results.
11. **Grade Scale Report.** A report based upon the client school's COMP exam results used to determine a school-specific grading scale based on percentile scoring.
12. **Student Survey Report.** A summary report of the results from the optional student survey administered in conjunction with an Outbound Exam.



Internal Analysis Report

The Internal Analysis Report is built with a selected group of exams with the selection of one aggregate pool at a time with both an analysis of means and an analysis of frequencies. This report is used mostly for evaluations of learning outcomes using the frequency correct data for each analysis.

1 Assessment Period 2 Comparison & Degree Level 3 Assessments, Programs & Cohorts 4 External Comparison 5 Report Filters & Format 6 Review & Generate

Choose Your Assessment Period*

Results for assessments will be included in this report if the assessment completion dates fall within the range you choose below.

Start Date: 01/01/2014
Please select the first date of the exam period you wish to include in the report.

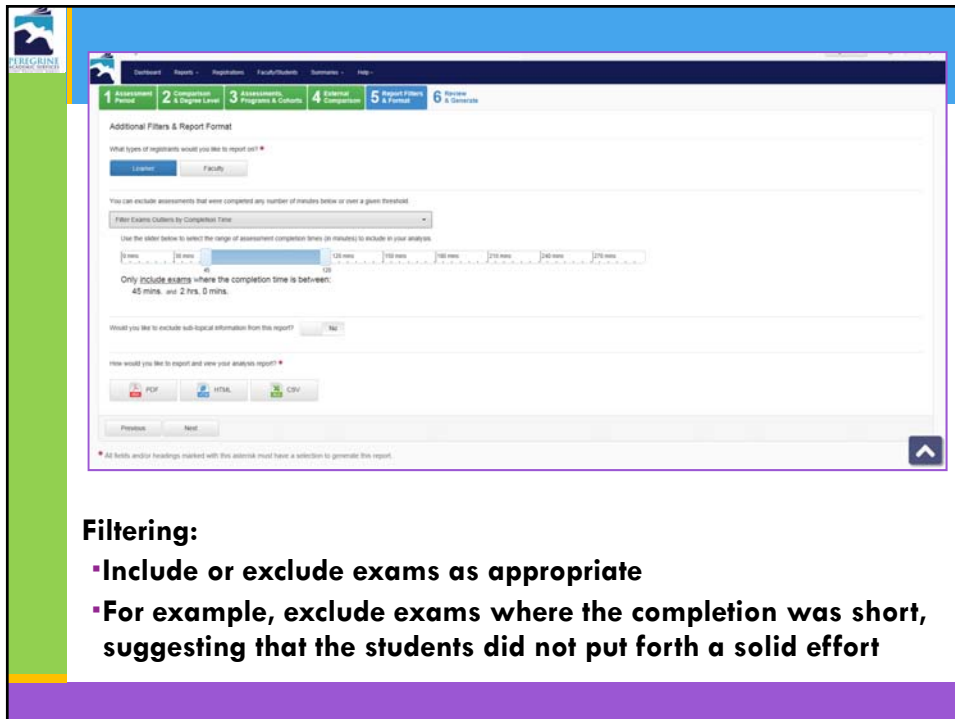
End Date: 03/31/2014
Please select the last exam date you wish to include in the report.

Previous Next

* All fields and/or headings marked with this asterisk must have a selection to generate this report.

Report Wizard:

- **Step-by-step tool used to generate a report**
- **Allows maximum flexibility with report variable selections (e. g., time interval, exam selections, external comparisons, etc.)**



Additional Filters & Report Format

What types of registrants would you like to report on? *

Student Faculty

You can exclude assessments that were completed any number of minutes below or over a given threshold.

Filter Exams Outliers by Completion Time

Use the slider below to select the range of assessment completion times (in minutes) to include in your analysis.

0 mins 30 mins 45 mins 60 mins 75 mins 90 mins 105 mins 120 mins 135 mins 150 mins

Only include exams where the completion time is between: 45 mins. and 2 hrs. 0 mins.

Would you like to exclude sub-topical information from this report? No

How would you like to export and view your analysis report? *

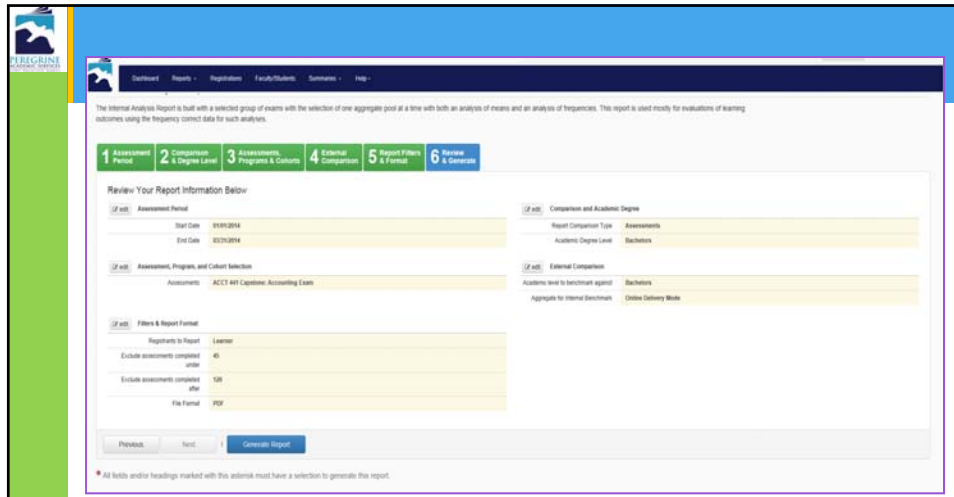
PDF HTML CSV

Previous Next

* All fields and/or headings marked with this asterisk must have a selection to generate this report.


Filtering:

- **Include or exclude exams as appropriate**
- **For example, exclude exams where the completion was short, suggesting that the students did not put forth a solid effort**



Report Summary View:

- Adjust variable section as needed
- Output options include PDF, HTML, and Excel




Summative and Comparison Reports

Designed base on Accreditation Initial or Reaffirmation Submission Requirements and Learning Outcomes Evaluation



Peregrine Academic Services




Report Applications: *Internal Analysis Report*

The purpose of this report is primarily associated with internal benchmarking; however, one aggregate comparison is shown to help establish relativity of the data.

This report is used mostly for evaluations of learning outcomes using the frequency correct data for such analyses.

Peregrine Academic Services - Internal Analysis Report Page 1 of 12




Internal Analysis Report

Peregrine Academic Services

Exam Period for this Report: 6/10/2012 - 6/10/2013
 Total Number of Exams Included: 267 (Inbound Exams = 200; Outbound Exams = 67)
 Academic Level: Bachelor's
 Delivery Modes: Traditional
 Status: Scheduled
 Aggregate: Located Inside the US

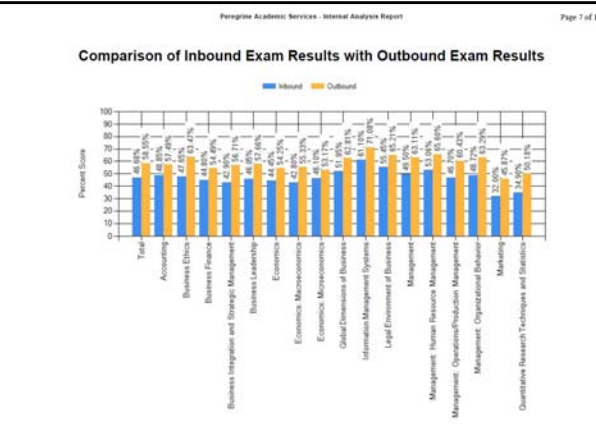
Report created from: 10/28/2013 11:12 AM Peregrine Academic Services L2077 6/20/2013 10:28 AM



Report Section: *Inbound/Outbound Overview*

Peregrine Academic Services - Internal Analysis Report Page 7 of 11

Comparison of Inbound Exam Results with Outbound Exam Results



Subject	Inbound (%)	Outbound (%)
Total	66.6%	63.0%
Accounting	52.4%	52.4%
Business Ethics	47.6%	47.6%
Business Finance	44.8%	44.8%
Business Integration and Strategic Management	51.6%	51.6%
Business Leadership	46.2%	46.2%
Economics	54.2%	54.2%
Economics - Macroeconomics	49.0%	49.0%
Economics - Microeconomics	51.1%	51.1%
Global Dimensions of Business	43.1%	43.1%
Information Management Systems	57.0%	57.0%
Legal Environment of Business	49.2%	49.2%
Management	49.0%	49.0%
Management - Human Resource Management	45.7%	45.7%
Management - Operations/Production Management	48.1%	48.1%
Management - Organizational Behavior	52.4%	52.4%
Marketing	49.7%	49.7%
Quantitative Research Techniques and Statistics	44.6%	44.6%

The first graph is a side-by-side overview of the exam results. If Inbound Exams are included, this graph will display both the inbound and outbound exam averages. The topic averages and the sub-topic averages will both be shown (the topics of Management and Economics include sub-topics).

Report Section: Score/Completion Time Scatter Plots

Outbound Exam Total Result

Sample Size: 167
 Mean Completion Time for this Topic (mins): Outbound = 116.10
 Mean Score: 58.52%, Max Score: 86.67%, Min Score: 35.63%
 Standard Deviation: 10.51
 *Results are sorted by number of minutes taken to complete the exam.

Inbound Exam Total Result

Sample Size: 200
 Mean Completion Time for this Topic (mins): Inbound = 59.50
 Mean Score: 49.63%, Max Score: 70.00%, Min Score: 28.33%
 Standard Deviation: 7.63
 *Results are sorted by number of minutes taken to complete the exam.

The scatter plots are sorted by Exam Completion Time (low to high) and plotted as such with the scores of the shorter completion time shown to the left and the scores with the longer completion time shown towards the right. The Y axis is exam score and the X axis is completion time. Scatter plots are shown for both Inbound and Outbound Exam results for total, topic, and subtopic.

Report Section: Exam Summary Table

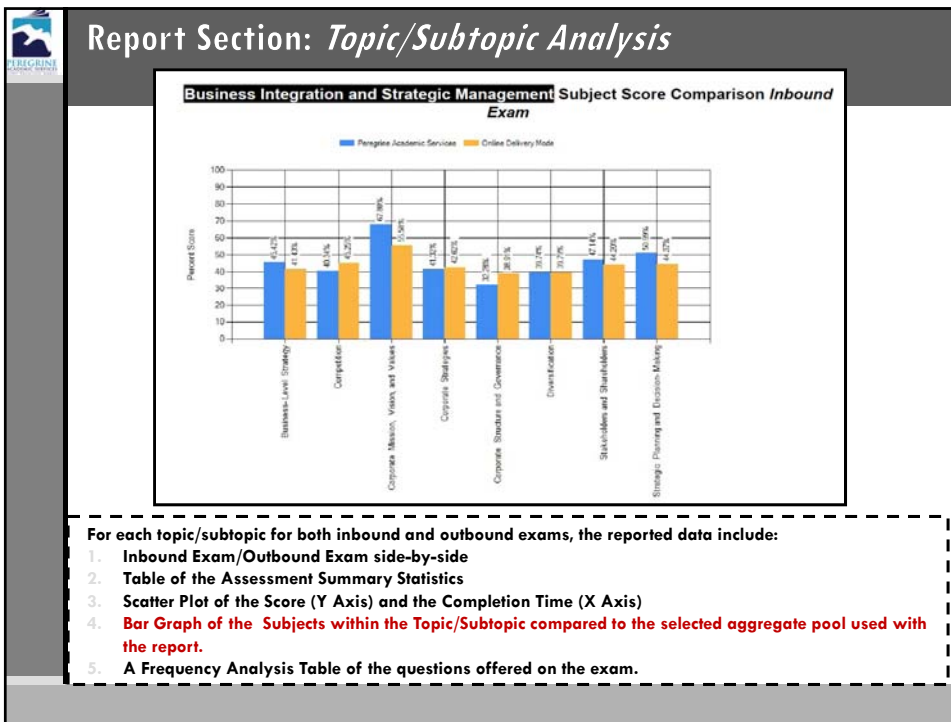
Inbound Exam Summary

Inbound	Results for This Report's Dataset		Averages for the Selected Aggregate Pool		Percentile Rank for This Report's Dataset	Required Scores for Identified Percentiles Based on the Selected Aggregate Pool			
	Number of Questions Offered	Frequency Correct	Number of Questions Offered	Frequency Correct		80th	85th	90th	95th
Accounting	2000	48.85%	2974	48.81%	79	49.25%	52.00%	61.25%	63.10%
Business Ethics	2000	47.65%	2370	47.70%	44	61.25%	61.67%	62.60%	64.20%
Business Finance	2000	44.80%	2574	43.91%	82	47.00%	47.92%	48.50%	49.40%
Business Integration and Strategic Management	2000	42.80%	1891	42.92%	91	44.67%	45.90%	45.67%	46.00%
Business Leadership	2000	48.25%	1797	47.20%	47				
Economics	2000	44.65%	2854	42.30%	68				
Economics Macroeconomics	1000	42.80%	1239	45.47%	63				
Economics Microeconomics	1000	48.10%	1291	42.25%	79				
Global Dimensions of Business	2000	51.90%	2178	50.90%	62				
Information Management Systems	2000	61.10%	1810	58.24%	79				
Legal Environment of Business	2000	55.40%	2378	54.62%	84				
Management	2000	49.90%	2967	49.19%	47				
Management Human Resource Management	849	52.78%	848	51.69%	58				
Management Operations/Production Management	846	48.92%	801	46.93%	63				
Management Organizational Behavior	846	48.78%	808	49.70%	41				
Marketing	2000	52.00%	2574	50.90%	69				
Quantitative Research Techniques and Statistics	2000	54.90%	1808	53.00%	73				

Outbound Exam Summary

Outbound	Results for This Report's Dataset		Averages for the Selected Aggregate Pool		Percentile Rank for This Report's Dataset	Required Scores for Identified Percentiles Based on the Selected Aggregate Pool			
	Number of Questions Offered	Frequency Correct	Number of Questions Offered	Frequency Correct		80th	85th	90th	95th
Accounting	1670	67.46%	7260	62.31%	60	65.90%	66.36%	67.47%	69.90%
Business Ethics	1670	63.47%	7298	67.88%	82	61.00%	62.00%	62.67%	64.30%
Business Finance	1670	54.49%	7260	60.44%	61	64.33%	64.90%	65.00%	67.20%
Business Integration and Strategic Management	1670	58.71%	6990	49.89%	95	60.00%	60.00%	64.67%	66.67%
Business Leadership	1670	67.60%	6481	63.67%	67	67.33%	68.14%	69.00%	69.10%
Economics	1670	64.29%	7177	49.02%	68	63.00%	63.70%	66.00%	66.64%
Economics Macroeconomics	835	66.33%	3689	49.71%	62	62.67%	63.40%	64.67%	66.61%
Economics Microeconomics	835	62.17%	3643	49.93%	78	63.30%	64.00%	66.00%	66.67%
Global Dimensions of Business	1670	62.61%	6428	59.05%	69	61.67%	62.33%	63.00%	65.00%
Information Management Systems	1670	71.08%	6870	66.86%	61	70.80%	72.00%	73.33%	74.93%
Legal Environment of Business	1670	68.21%	7384	60.89%	69	64.33%	66.00%	66.00%	68.67%
Management	1670	63.11%	7260	67.17%	63	62.20%	62.20%	64.67%	67.16%
Management Human Resource Management	841	68.30%	2435	59.68%	68	64.30%	65.30%	66.00%	68.37%
Management Operations/Production Management	566	80.38%	2481	54.93%	61	60.00%	61.17%	63.41%	68.23%
Management Organizational Behavior	563	63.10%	2486	67.44%	69	62.34%	63.20%	64.67%	66.89%
Marketing	1670	49.67%	7060	39.64%	61	43.33%	44.00%	45.33%	47.67%
Quantitative Research Techniques and Statistics	1670	50.18%	6697	44.70%	82	48.33%	51.00%	52.30%	53.60%

The Exam Summary Table is an overview of each topic/subtopic data with the percent correct, a comparison with the aggregate data, a percentile rank, and the percentile benchmarks used for learning outcomes evaluation. Similar tables are shown for each topic, with similar subject-level data.




Report Section: *Topic/Subtopic Analysis*

Frequency of Questions Offered on Outbound Exams

Business Integration and Strategic Management	Results for This Report's Dataset		Averages for the Selected Aggregate Pool		Percentile Rank for This Report's Dataset	Required Scores for Identified Percentiles Based on the Selected Aggregate Pool			
	Number of Questions Offered	Frequency Correct	Number of Questions Offered	Frequency Correct		80th	85th	90th	95th
Business-Level Strategy	192	55.21%	7815	50.54%	74	56.41%	58.01%	59.91%	62.47%
Competition	99	50.51%	4083	49.42%	55	56.10%	57.52%	58.68%	60.74%
Corporate Mission, Vision, and Values	54	77.76%	1851	66.18%	84	75.76%	77.55%	80.15%	82.45%
Corporate Strategies	577	57.54%	24097	49.63%	90	54.90%	55.73%	57.00%	59.86%
Corporate Structure and Governance	130	46.92%	5347	45.33%	59	53.68%	55.21%	57.29%	60.00%
Diversification	297	54.88%	13561	48.32%	85	53.92%	54.85%	57.14%	60.86%
Stakeholders and Shareholders	127	58.27%	4828	50.93%	82	57.21%	59.48%	60.25%	64.15%
Strategic Planning and Decision-Making	194	61.34%	7368	50.99%	92	56.60%	58.49%	60.70%	63.36%
Topic Summary	1670	56.71%	69300	49.80%	95	53.00%	53.50%	54.67%	56.67%


For each topic/subtopic for both inbound and outbound exams, the reported data include:

1. Inbound Exam/Outbound Exam side-by-side
2. Table of the Assessment Summary Statistics
3. Scatter Plot of the Score (Y Axis) and the Completion Time (X Axis)
4. Bar Graph of the Subjects within the Topic/Subtopic compared to the selected aggregate pool used with the report.
5. A Frequency Analysis Table of the questions offered on the exam. This table shows the percentile rank and the percentile benchmarks based on the selected aggregate pool. For percentile ranking calculations and for the percentile benchmarks shown for the selected aggregate pool, results are subject to sample size limitations. In general, percentile ranking and percentile benchmarks should be used with caution relative to making programmatic changes based on the results if the sample of Questions Offered for the aggregate pool is less than 300 for a specific subject.



Report Applications: *External Comparison Report*

Peregrine Academic Services - External Comparison Report Page 1 of 14



External Comparison Report


Peregrine Academic Services

Exam Period for this Report: 8/15/2012 - 8/15/2013
Total Number of Exams Included: 367 (Inbound Exams = 200; Outbound Exams = 167)

Academic Level: Bachelors
Delivery Modes: Traditional
Blended
Online
Aggregates: Blended/Hybrid Delivery Mode
Faith-based Institution
Online Delivery Mode
Traditional/Campus-based Delivery Mode

External Comparison Report, Version 2013.04.1.0 Peregrine Academic Services, LLC™ 8/27/2013 12:01:05 PM

The propose of the external comparison report is to show the school's inbound/outbound exam results compared to one or more selected aggregate pools. Up to 8 aggregate pools can be selected for comparison proposes. Comparisons include a comparison of the scores and a comparison of percent change (when inbound exams are included).

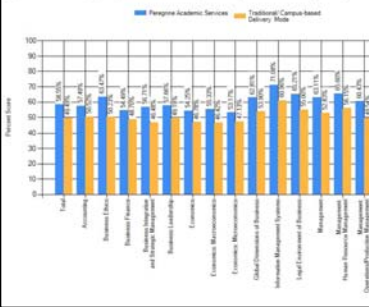


Report Applications: *Summary Comparisons*

2 of 3

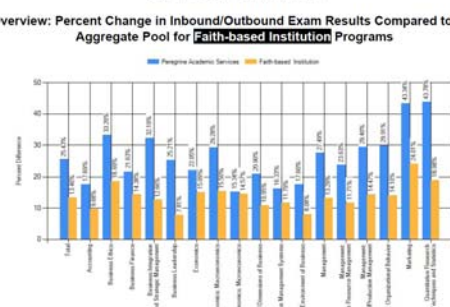
Peregrine Academic Services - External Comparison Report Page 11 of 14

Overview: Outbound Exam Results Compared to the Aggregate Pool for **Delivery Traditional Program**



Peregrine Academic Services - External Comparison Report Page 11 of 14

Overview: Percent Change in Inbound/Outbound Exam Results Compared to the Aggregate Pool for **Faith-based Institution Programs**



For both inbound and outbound exam sets, overview graphs are provided for both the comparison of the means and the comparison of percent change (only available with inbound exams). Different graph sets are provided for each of the selected aggregate pools.

Report Section: *Topic/Subtopic Comparisons*

Peregrine Academic Services - External Comparison Report Page 10 of 13

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

Delivery Mode	Percent Score
Peregrine Academic Services	86.21%
Blended Hybrid Delivery	80.46%
Faith-based Institution	85.88%
Online Delivery Mode	80.50%
Traditional Campus-based Delivery Mode	80.50%

5.82% Difference with the Blended Hybrid Delivery Mode Aggregate
 6.94% Difference with the Faith-based Institution Aggregate
 4.41% Difference with the Online Delivery Mode Aggregate
 10.21% Difference with the Traditional Campus-based Delivery Mode Aggregate

External Comparison Report, Version: 2013.14.1.0 Peregrine Academic Services, LLC™

Peregrine Academic Services - External Comparison Report Page 11 of 13

Percent Change in Inbound/Outbound Economics: Macroeconomics Results Compared to the Different Aggregate Pools

Delivery Mode	Percent Difference
Peregrine Academic Services	29.25%
Blended Hybrid Delivery	16.14%
Faith-based Institution	16.63%
Online Delivery Mode	16.63%
Traditional Campus-based Delivery Mode	16.63%

12.54% Difference with the Blended Hybrid Delivery Mode Aggregate
 13.78% Difference with the Faith-based Institution Aggregate
 13.65% Difference with the Online Delivery Mode Aggregate
 10.79% Difference with the Traditional Campus-based Delivery Mode Aggregate

External Comparison Report, Version: 2013.14.1.0 Peregrine Academic Services, LLC™

Comparisons are shown for each topic and subtopic and include both a comparison of the score means and a comparison of the percent change from inbound to outbound (if inbound exams are included).

Report Applications: *Program/Cohort Report*

The purpose of this report is to show a side-by-side comparison of exam results for different programs or cohorts of students and then compare these results with one or more selected aggregate pools.

A “program” is an academic program (e. g. BA in Business Economics). Usually, these are different exams, but could also be pull-down menus that students use when they start the exam.

A “cohort” could be any number of areas including specializations, campus locations, online vs. on-campus students, etc.). Students use pull-down menus to indicate their cohort at the start of the exam.


Peregrine Academic Services Program/Cohort Report - Program/Cohort Page 1 of 2

Comparative Cohort Report for:

Peregrine Academic Services

610003 - 610003 n = 18 seats
 Business Economics = 4 Entrepreneurship = 6
 Human Resources Management = 10 Information Systems = 1
 Logistics Management = 10
 Academic Levels: Bachelor's
 Postgraduate Outbound

Program/Cohort Report, Version: 2013.14.1.0 Peregrine Academic Services, LLC™



Report Section: *Topic/Subtopic Analysis*

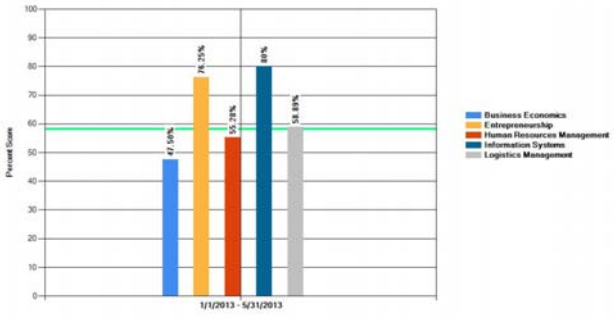
Peregrine Academic Services Program Cohort Report - Program Cohort

Page 11 of 28

Comparative Cohort: Business Ethics

Aggregate


Outbound/ Delivery Online
- 57,809



Program	Percent Score
Business Economics	47.56%
Entrepreneurship	76.25%
Human Resources Management	55.24%
Information Systems	88%
Logistics Management	58.89%
Aggregate Pool	57,809

1/1/2013 - 5/31/2013

In this example, the exams for each of the 5 compared programs included the topic "Business Ethics". The green line (and data point shown above the graph) are for the selected aggregate pool. More than one pool can be selected when generating this report.




Report Applications: *Longitudinal Analysis Report*

The purpose of this report is to show a side-by-side comparison of exam results for different exam periods (e. g. semester, year, quarter) and then compare these results with one or more selected aggregate pools.

The user can select up to 5 different exam periods and each period is defined by a specific date range.

Aggregate data are available for both Inbound and Outbound exam averages; however, we do not have similar aggregate pools for mid-point exams.

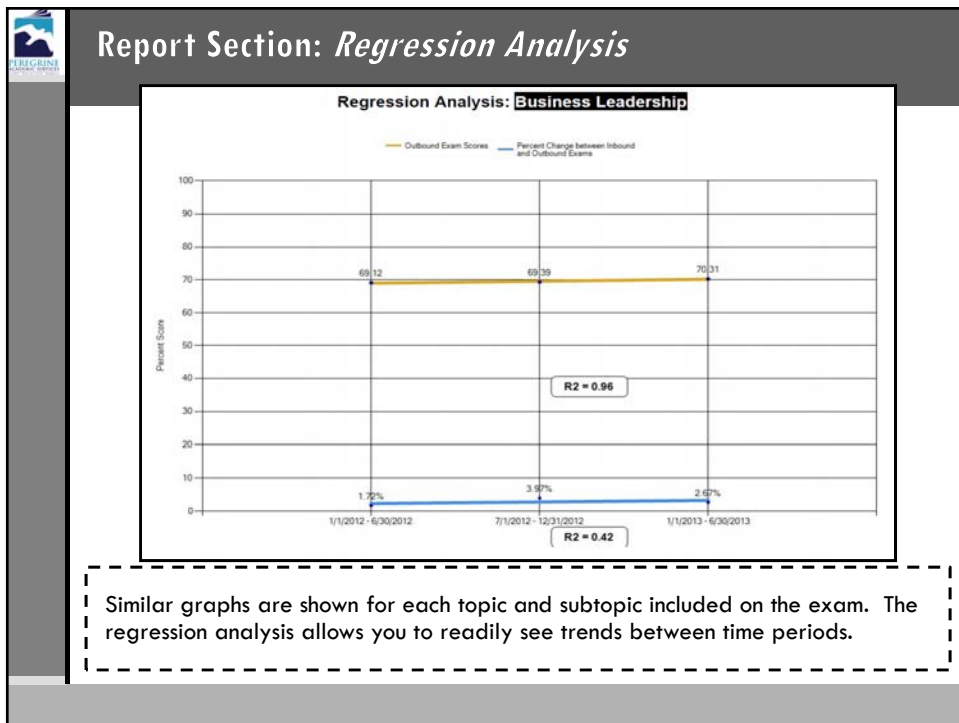
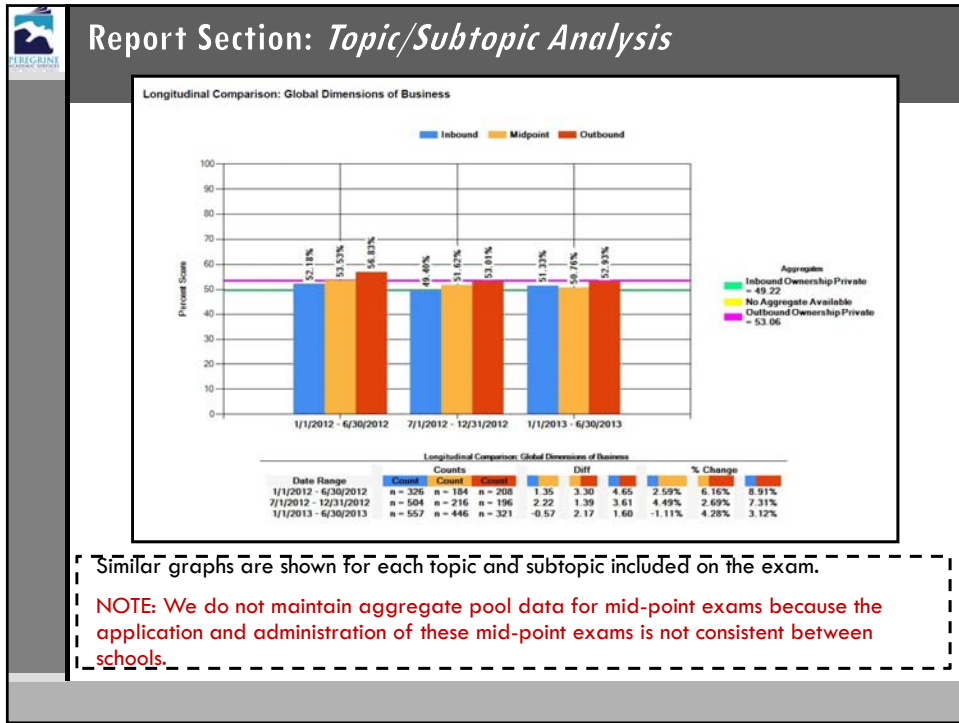
Use of this report is typically with accreditation submissions to show data points over time.




Longitudinal Analysis Report for:

Peregrine Academic Services

1/1/2012 - 6/30/2012	n = 118 tests
Inbound = 524	Midpoint = 164
Outbound = 208	
7/1/2012 - 12/31/2012	n = 318 tests
Inbound = 166	Midpoint = 216
Outbound = 196	
1/1/2013 - 6/30/2013	n = 1524 tests
Inbound = 557	Midpoint = 488
Outbound = 329	
Total	n = 2558 tests
Academic Level(s): Bachelor	
Program(s): MBA	
Exam(s): Inbound	
Exam(s): Midpoint	
Exam(s): Outbound	







Report Applications: *Pairwise Report*

If the school uses both inbound and outbound exams, then pairwise reporting is possible once the individual students who completed an inbound exam also complete an outbound exam.

Pairwise reporting possible after 2-3 years of testing because it will generally take that long for a student starting their program (inbound exam) to then graduate from the program (outbound exam).

The purpose of the report is to show a summary of individual student results over time.



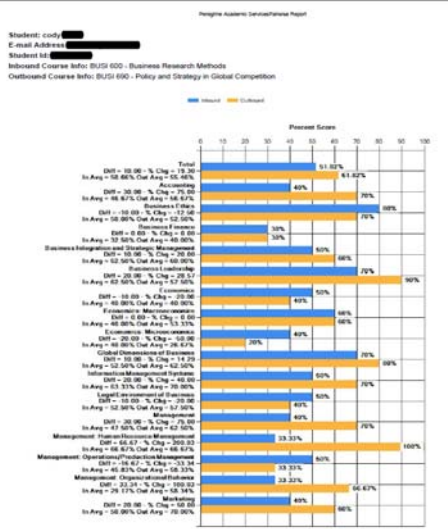


Report Section: *Student Analysis*


For each selected student, the side-by-side inbound/outbound exam results are shown.

Shown for each topic/subtopic are:

- Percent Difference
- Percent Change
- Inbound Average (based on this set of results)
- Outbound Average (based on this set of results)



Report Applications: *ALC Student Summary Report*



Peregrine Academic Services ALC Report - ALC Page 1 of 23

Academic Leveling Course Report for:

Peregrine Academic Services

Report Period: 8/12/13 - 8/12/13 n = 45 tests

Module	Score	Grade
Algebra	2	C
Geometry	2	C
Statistics	2	C
Calculus	2	C
Trigonometry	2	C
Mathematical Reasoning	2	C
Mathematical Problem Solving	2	C
Mathematical Communication	2	C
Mathematical Connections	2	C
Mathematical Applications	2	C
Mathematical Modeling	2	C
Mathematical Reasoning	2	C
Mathematical Problem Solving	2	C
Mathematical Communication	2	C
Mathematical Connections	2	C
Mathematical Applications	2	C
Mathematical Modeling	2	C

ALC report 2013-14 12 Peregrine Academic Services, LLC 11 000013 0204-14

The purpose of this report is to simply summarize the total set of results and to show student-by-student results. The score results by each student are the same as what is listed on the individual student completion certificates.

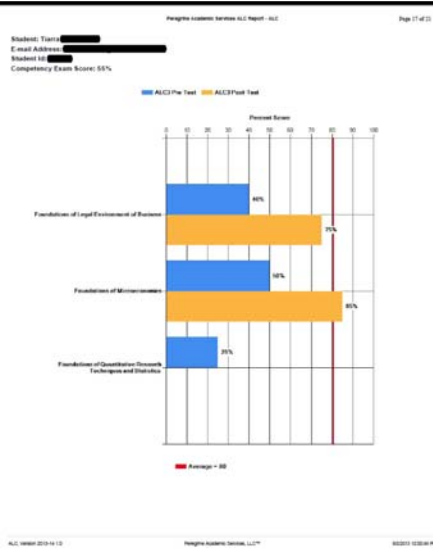
The dates of the report are listed on the report cover.

The student names and ID numbers included within the report are also listed on the report cover.

Report Section: *Student Results*

For each student, a summary of the student's results are shown for each ALC Module. If no data are shown, as with the post-test score for Quant/Statistics in this example, it means that the student has not completed the post-test within the reported period.

The red vertical line is the total average scores, that is the averages of the ALC module post-test scores. This line is shown to indicate relativity of the scores.



Peregrine Academic Services ALC Report - ALC Page 17 of 23

Student: [Redacted]
 Email Address: [Redacted]
 Student ID: [Redacted]
 Competency Exam Score: 55%


Legend: ALC Pre Test (Blue), ALC Post Test (Orange)

Module	ALC Pre Test Score	ALC Post Test Score
Foundations of Legal Environment of Business	40%	55%
Foundations of Microeconomics	50%	65%
Foundations of Quantitative Research Techniques and Statistics	40%	-

Average = 68

ALC report 2013-14 12 Peregrine Academic Services, LLC 11 000013 0204-14

Report Applications: *APA Student Summary Report*



Peregrine Academic Services

American Psychological Association (APA) Writing Style Training and Competency Exam Report For:

Peregrine Academic Services

Report Period: 01/2013 - 12/2013 n = 8 tests

Graysen [REDACTED] N/A [REDACTED] N/A
 Jack [REDACTED] N/A [REDACTED] N/A
 Rose [REDACTED] N/A [REDACTED] N/A

Peregrine Academic Services, LLC™

The purpose of this report is to simply summarize the total set of results and to show student-by-student results. The score results by each student are the same as what is listed on the individual student completion certificates.

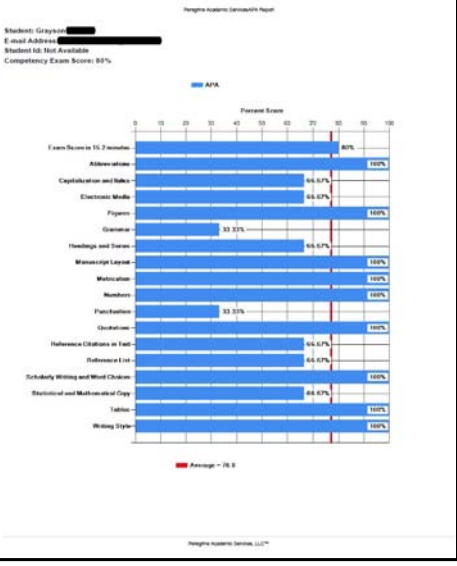
The dates of the report are listed on the report cover.

The student names and ID numbers included within the report are also listed on the report cover.

Report Section: *Student Results*

For each student, a summary of the student's results are shown including total exam score and the subject-level score. These are simple percent correct values.

The red vertical line is the total average scores, that is the averages of the subject-level scores. This line is shown to indicate relativity of the scores.




Peregrine Academic Services Report

Student: Graysen [REDACTED]
 E-mail Address: [REDACTED]
 Student ID: Not Available
 Competency Exam Score: 81%

Category	Score (%)
Earn Points in 15.2 minutes	81%
Abbreviations	100%
Capitalization and Punctuation	84.67%
Electronic Media	84.67%
Figures	100%
Grammar	81.33%
Headings and Tables	84.67%
Manuscript Layout	100%
Mathematical	100%
Numbers	100%
Plagiarism	81.33%
Quotations	100%
Reference Citations in Text	84.67%
Reference List	84.67%
Tabular Writing and Word Choice	100%
Historical and Mathematical Copy	84.67%
Tables	100%
Writing Style	100%

Average = 76.9

Peregrine Academic Services, LLC™



The Grade Scale Report


After you have used our exam services and if you wish to hone your grading scale, there is an option to generate your own grading scale based on your exam results.

This simple report takes your student results and sorts those results to generate the 60th....99th percentile marks that you can then use for your grading purposes.

Since there are many grading scales used in higher education, this report only shows the percentile scores and then you can determine what scores correspond to the actual letter (and point) grades: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F.


NOTE: You should have at least 50 completed Outbound Exams to make this report statistically meaningful.

	D	E	F	G	H
	Total COMP Exam Score	Letter Grade on a 60-100% Scale	Letter Grade on a 65-100% Scale	Letter Grade on a 70-100% Scale	
Percentile					
99th	78	A	A	A	
98th	77	A	A	A	
97th	76	A	A	A-	
96th	75	A	A-	A-	
95th	74	A	A-	A-	
94th	73	A	A-	B+	
93rd	72	A	A-	B+	
92nd	71	A-	B+	B	
91st	70	A-	B+	B	
90th	69	A-	B+	B	
89th	68	B+	B	B-	
88th	67	B+	B	B-	
87th	66	B+	B	C+	
86th	65	B	B-	C+	
85th	64	B	B-	C	
84th	63	B	C+	C	
83rd	62	B	C+	C	
82nd	61	B-	C+	C	
81st	60	B-	C+	C-	
80th	59	B-	C+	C-	
79th	58	C+	C	C-	
78th	57	C+	C	C-	
77th	56	C+	C	D+	
76th	55	C	C	D+	
75th	54	C	C	D+	
74th	53	C	C-	D	
73rd	52	C	C-	D	
72nd	51	C-	C-	D	
71st	50	C-	C-	D-	
70th	49	C-	C-	D-	
69th	48	D+	D+	F	
68th	47	D+	D+	F	
67th	46	D+	D	F	
66th	45	D	D	F	
65th	44	D	D-	F	
64th	43	D	F	F	
63rd	42	D	F	F	
62nd	41	D-	F	F	
61st	40	D-	F	F	
60th	39	D-	F	F	
59th	38	F	F	F	



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- 2. We will send you instructions so that you and your faculty team can evaluate any of the services using our online DEMO site.**
- 3. Complete a client on-boarding packet that identifies how you want to integrate and customize the service(s).**



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Standard #4 - Measurement and
Analysis of Student Learning and
Performance**

**Accepted by the IACBE for Principle
#1 - Outcomes Assessment**

The CPC-based COMP Exam: Development, Validity, and Reliability

December, 2012

Citation:
Pergine Academic Services. (2012). *The CPC-based COMP Exam: Development, validity, and reliability* (Report No. 2012-2). Odessa, WY: Author.

Pergine Academic Services, LLC

The CPC-based COMP Exam: Development, Validity, and Reliability

The need for program level evaluation in higher education includes more than just accreditation, as other stakeholders also expect greater accountability through learning assessment (Harter, 2009). Although quantifying the impact on higher education is important, perhaps even more important is measuring the change that occurs as a result of the educational experience. Continuous improvement can then be achieved when the results from the assessment are incorporated into instructional activities.

Therefore, the purpose of this report is for Pergine Academic Services to assess the need for education for the purposes of reliability. Conceptually and test bank, the developmental, Educational Research Association, Council on Measurement in Education.

Exam Development

The CPC-based COMP Exam was developed based upon the business program Common Professional Components [knowledge] as defined by the Accreditation Council for Business Schools and Programs (ACBSP) and the International Assembly for Collegiate Business Education (IACBE) and discussed in greater detail by Coops, Clarke, and Oshelovs (2011). As identified by the ACBSP (2010) and the IACBE (2011), the business program CPC topics are:

1. Marketing
2. Business Finance
3. Accounting
4. Management (Operations-Production, Management, Human Resource Management, Organizational Behavior)
5. Legal Environment of Business
6. Economics

2

This report is available on our website under Resources

More Opportunities to Customize Exams for Your Academic Programs by Aligning Topic Selection with Program Content & Learning Outcomes

Topics	Associate		Bachelors		Masters	
	Management	Accounting	Business Administration	Marketing	MBA	MS in Accounting
Marketing	X		X	X	X	X
Finance		X	X		X	X
Management	X		X	X	X	
Legal	X		X	X	X	X
Accounting	X	X	X	X	X	X
Economics			X		X	X
Business Ethics		X	X	X	X	X
Global Dimensions			X	X	X	
Information Management	X		X			
Quant./ Statistics			X	X	X	X
Leadership			X			
Business Integration			X	X	X	X
Supplemental Accounting Topics		X				X
New Topic #1				X		
New Topic #2					X	

As shown in this example you:

- ✓ Can have multiple exams
- ✓ Align by Topic Selection
- ✓ Opportunity to Create New Topics

Clarity of Pricing:

No extra fees or charges associated with customization requirements, reports and services, e.g. setup and admin access.

Value Added:

Student surveys are included at no additional cost; detailed data analysis, multiple aggregate pool reporting, quick turnaround, and excellent customer service.

November, 2012

Citation:
 Peregrine Academic Services. (2012). A comparison between Peregrine Academic Services' CPC-based COMP Exam and the Educational Testing Service's MFT (Report No. 2012-1) Gillette, WY: Author.

Peregrine Academic Services, LLC

A Comparison between Peregrine Academic Services' CPC-based COMP Exam and the Educational Testing Service's MFT

The purpose of this report is to describe the differences and similarities of two business education assessment exams, the Common Professional Component (CPC)-based Comprehensive (COMP) Exam offered by Peregrine Academic Services (PAS) and the Major Field Test (MFT) offered by Educational Testing Service (ETS).

Major sections in this report include:

1. Exam Purpose and Application
2. Summary Table of the CPC-based
3. Discussion of Comparison Areas
4. Change Considerations and
5. Four Common Reasons for
6. Exam Administration Comparison
7. Testimonials Regarding the Sw

Exam Purpose and Application

ETS MFT

The purpose of the ETS MFT is to measure the critical knowledge and understanding obtained by students in a major field of study, in this case business education. The focus of the exam is on assessing student knowledge. Results can be used for outcomes assessment. The exams have to be pre-ordered with separate pricing for reports beyond the base report included with the exam order.

The proctored, non-customizable exam includes 120 questions from nine topical areas:

1. Accounting (~15%)
2. Economics (~13%)
3. Management (~15%)
4. Quantitative Business Analysis (~11%)
5. Information Systems (~10%)

This report is available on our website under Resources

✓ Technical Reports

✓ Best Practices

✓ Assessment Literature

✓ Institute Publications & Presentations

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Resources

Technical Reports

[Comparing the PAS CPC-based COMP Exam to the Education Testing Service \(ETS\) Major Field Test \(MFT\)](#)
 How does our CPC-based COMP Exam compare to the Education Testing Service (ETS) Major Field Test (MFT)? If you are considering a change or if you are comparing these two exam services, then we respectfully invite you to consider this posted document. The comparison explains in detail 36 comparison areas including price, administration, purpose, reporting, customization, and application for program-level assessment. The document also describes the exam administration differences.

[The CPC-based COMP Exam: Development, Validity, and Reliability](#)
 This document discusses the validity and reliability measures used to ensure our CPC-based COMP Exams meet the required academic rigor for program assessment in higher education.

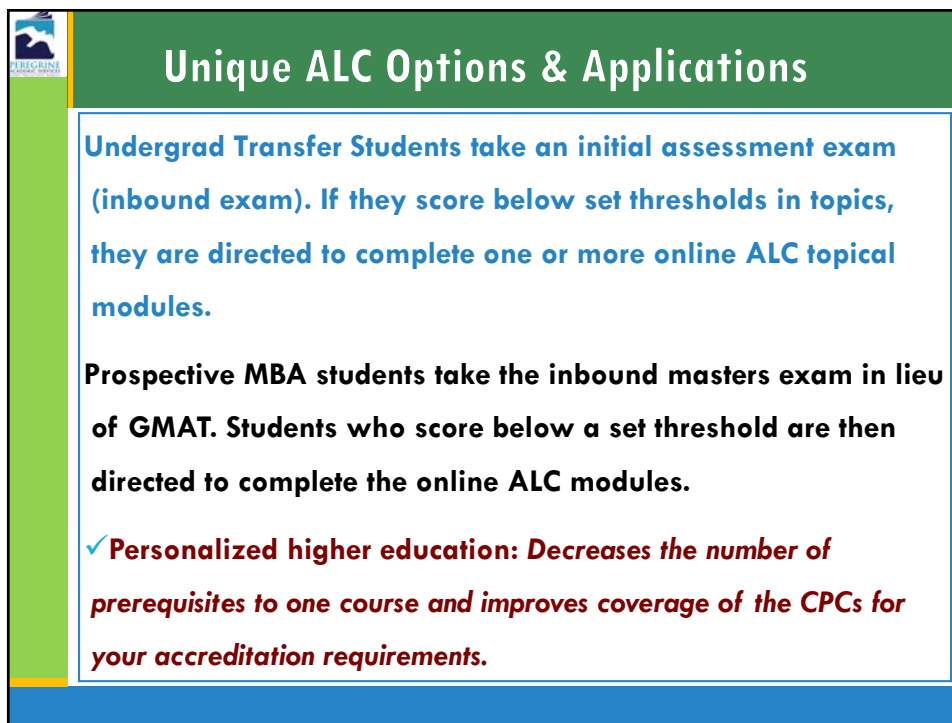
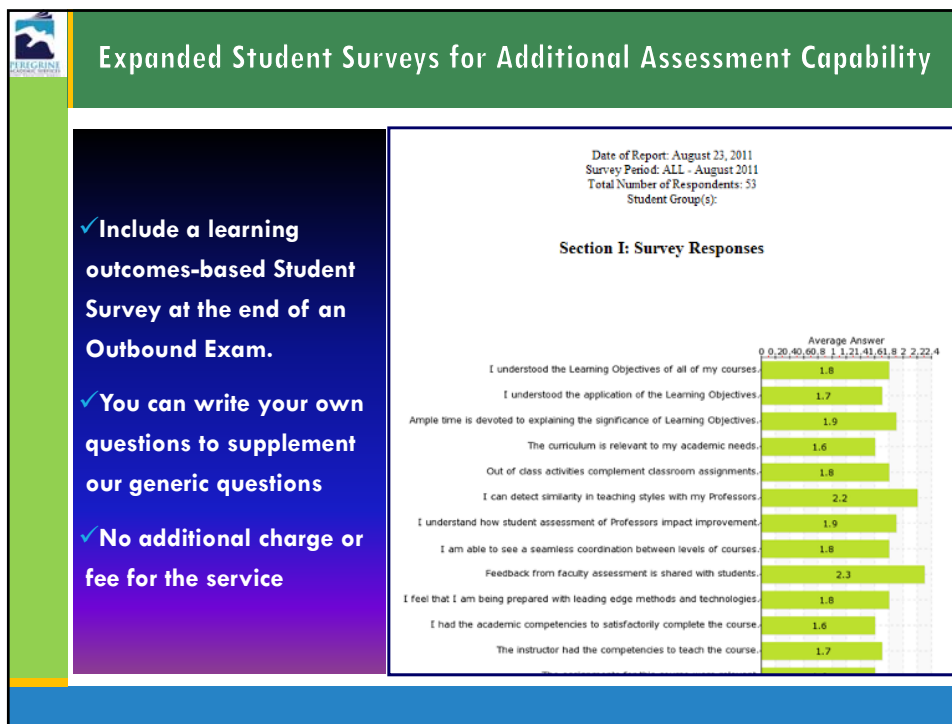
Accreditation, Assessment, and Leadership Resources

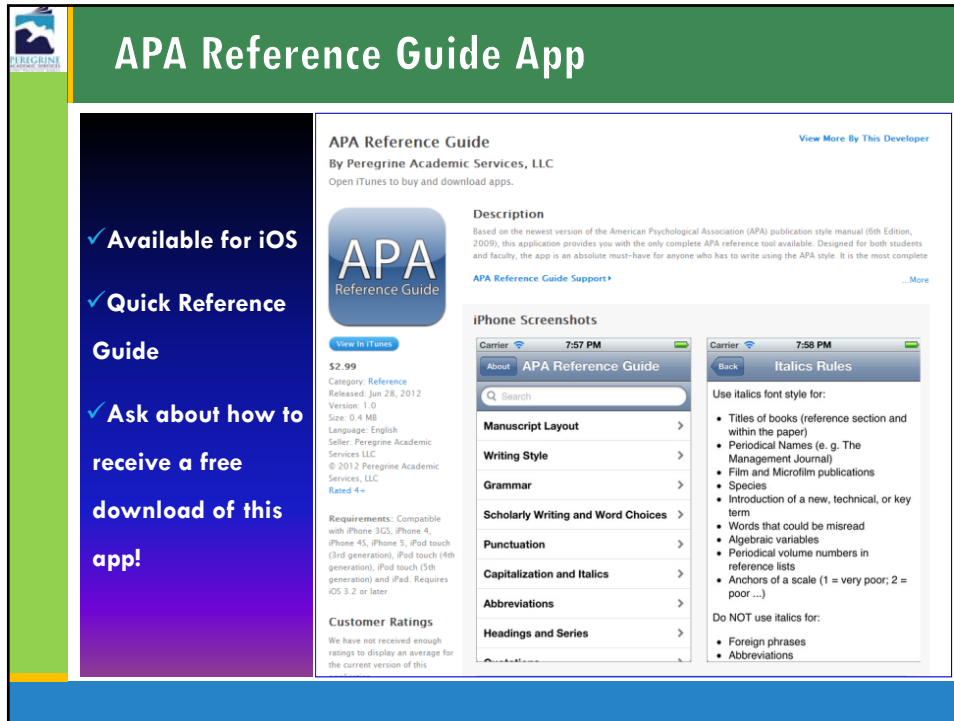
[The Undergraduate Common Professional Component \(CPC\): Origins and Process](#)
 Are you curious about the origins and application of the Common Professional Component for business education? If you are, then please take a look at the paper where Olin Oedekeoven, President of Peregrine Academic and his European education colleagues explore and discuss this topic.

[Promoting a Values-Based Leadership Environment for your Organization](#)
 How do you promote a values-based culture with your academic team? In this article, author Olin Oedekeoven, President and CEO of Peregrine Academic Services, discussed several methods you can use as a leader of your organization towards promoting a values-based workplace environment.

[Applications of Direct Assessment towards Closing the Loop in Higher Education: A Gardner-Webb University Case Study](#)
 A Case Study in Undergraduate Business Program Assessment. Olin Oedekeoven recently presented a case-study paper at the Gardner-Webb University Assessment Workshop. Gardner-Webb agreed to allow their program assessment data to be shared for this case study analysis. The attached presentation shows in detail how the program assessment was conducted and how the results can be used for continuous improvement of the business program and to fulfill several program accreditation requirements.

[Comparing your PAS results to ETS](#)
 Have you wondered how our CPC-based COMP Exam compares to the ETS Major Field Test? This fall, our colleagues with Alabama State University along with Olin Oedekeoven, President of Peregrine Academic Services presented a paper at the ACBSP Region 3 meeting in Asheville NC. This paper focused on comparing the results of the two testing services and their use with a business program that is focused more on





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APA Reference Guide
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Description
Based on the newest version of the American Psychological Association (APA) publication style manual (6th Edition, 2009), this application provides you with the only complete APA reference tool available. Designed for both students and faculty, the app is an absolute must-have for anyone who has to write using the APA style. It is the most complete

iPhone Screenshots

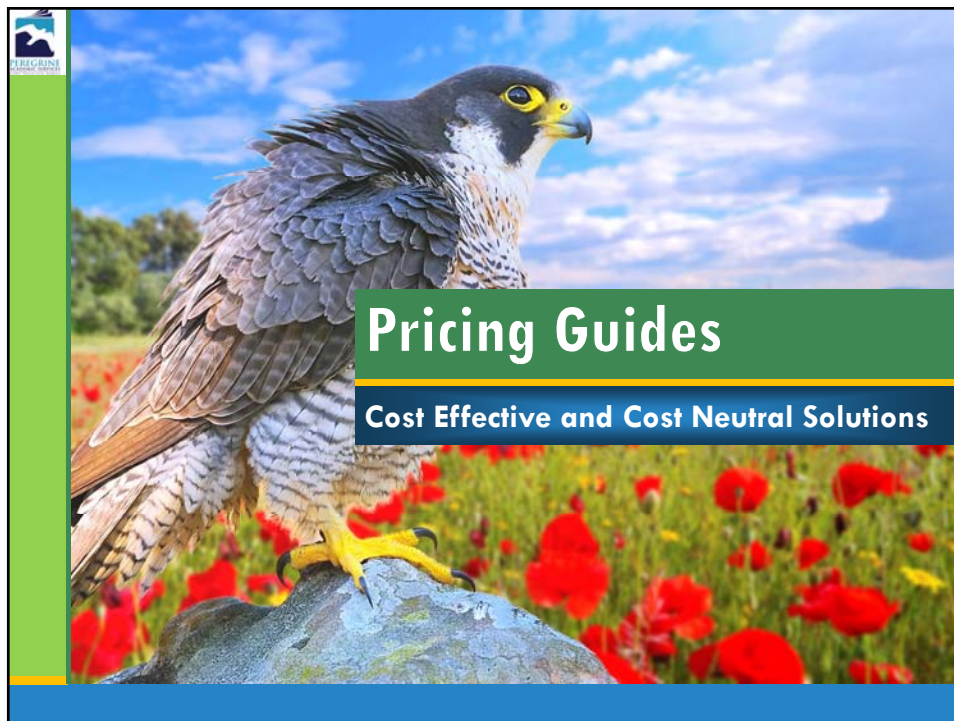
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Punctuation >
Capitalization and Italics >
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Back Italics Rules
Use italics font style for:

- Titles of books (reference section and within the paper)
- Periodical Names (e. g. The Management Journal)
- Film and Microfilm publications
- Species
- Introduction of a new, technical, or key term
- Words that could be misread
- Algebraic variables
- Periodical volume numbers in reference lists
- Anchors of a scale (1 = very poor; 2 = poor...)


 Do NOT use italics for:

- Foreign phrases
- Abbreviations



Pricing Guides


Cost Effective and Cost Neutral Solutions



COMP Exam Pricing Guide

All prices listed are inclusive of the costs associated with the service. *There are no extra charges for reports and customization.*


<u>Exams/Year</u>	<u>Discount</u>	<u>Price Per Test</u>	
		<u>BA/BS/Grad</u>	<u>AA/AS</u>
1 – 50	Full Price	\$40	\$20
51 - 100	5%	\$38	\$19
101 - 250	10%	\$36	\$18
251 - 500	15%	\$34	\$17
> 501	20%	\$32	\$16



APA Writing Style Services

All prices listed are inclusive of the costs associated with the service. *There are no extra charges for reports and customization.*


<u>Units/Year</u>	<u>Discount</u>	<u>Course</u>	<u>Exam</u>
1 - 50	Full Price	\$35.00	\$10.00
51 - 100	5%	\$33.25	\$9.50
101 - 250	10%	\$31.50	\$9.00
251 - 500	15%	\$27.75	\$8.75
> 501	20%	\$28.00	\$8.00



Academic Leveling Courses

Online Learning Modules that can be customized to create specific ALC courses.

- \$35 for each module includes the pre-test, 4-6 online learning sections, and the module post-test.
- For 10 or more modules, fixed discounted price of \$350.




THE COMPLETE PACKAGE FOR INCOMING GRADUATE STUDENTS

A Graduate Package Includes:

- ✓ Inbound Exam (\$40)
- ✓ 10-15 ALC Modules (\$350)
- ✓ APA Writing Style Services (\$45)
- ✓ Outbound Exam (\$40)

\$395/student: Cost-neutral if you have the students purchase the services directly from us or if included in your course/materials fee.




THE COMPLETE PACKAGE FOR TRANSFER UNDERGRAD STUDENTS

An Undergrad Transfer Package Includes:

- ✓ Inbound Exam (\$40)
- ✓ 8-12 ALC Modules (\$280)
- ✓ Outbound Exam (\$40)

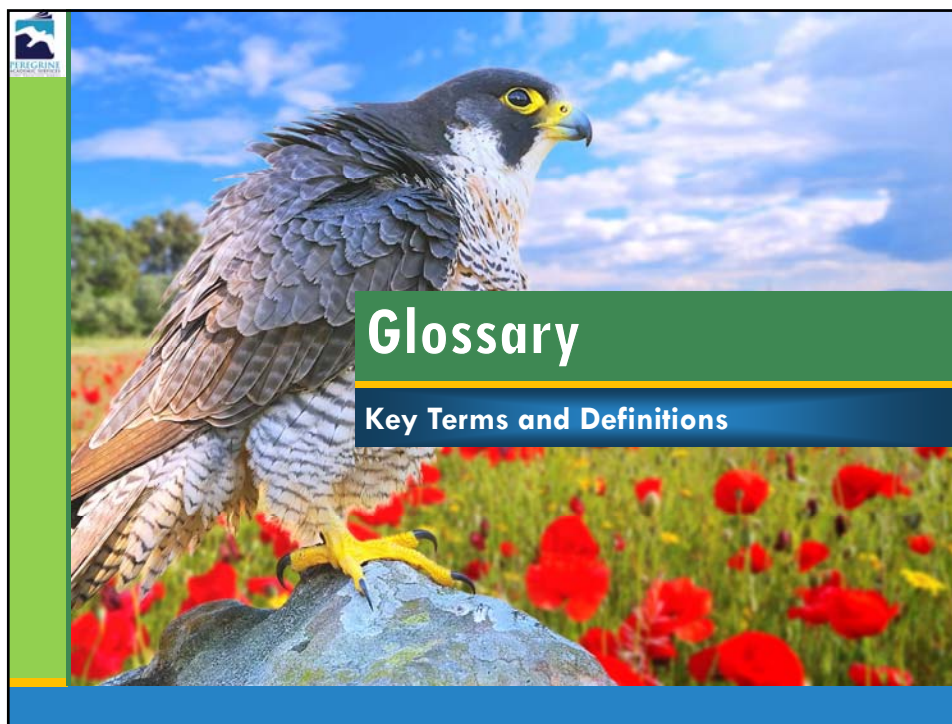
\$295/student: Cost-neutral if you have the students purchase the services directly from us or if included in your course/materials fee.




GEN ED Exam Service Pricing

Number of Exams/Year	Institutional Price/Year
1-249	\$3,750
250-499	\$7,500
500-749	\$11,250
750-999	\$15,000
1,000-1,249	\$18,250
1,250-1,499	\$22,250
1,500-1,999	\$30,000
2,000-2,499	\$37,500
2,400-4,999	\$75,000
>5,000	Contact Us for Pricing

Peregrine Academic Services





Glossary of Key Terms


1 of 6

Aggregate Pools. The aggregate pool is the data set used for external benchmarking and comparisons and is based on the results from accredited institutions.

Assessment Period. The date range for the report, which includes all the exams administered within these dates. For synchronous schools, the assessment period is generally based upon the semester or quarter. For asynchronous schools, the assessment period is generally annual, semiannual, or quarterly. School officials determine the assessment period.

Cohort. A group of students based upon a demographic factor such as degree program, course delivery modality, campus location, program start date, etc. We provide cohort-level analysis based upon cohort categories identified at the start of the exam cycle.

Frequency of Questions Correct. For outbound exams, the frequency of questions correct is calculated for each subject within a CPC topic. The formula is: $\text{Number of Questions Correct} / \text{Number of Questions Offered} * 100$. In order to provide a relative index for understand these data, an average of questions correct is shown for the aggregate pool selected for the Analysis Report. To see the comparisons for other pools, the Analysis Report can be re-run with a different pool selected.



Glossary of Key Terms


2 of 6

Inbound Exam. A student exam administered early in the student's program, usually during their first or second core course, that measures the student's knowledge level at the beginning of their academic program.

Outbound Exam. A student exam administered at the end of the student's academic program, usually within their last course, that measures the student's knowledge level at the end of their academic program.

Percentage Change. The percentage change between two scores. For inbound/outbound testing, the percentage change is calculated using the following formula: $(\text{Outbound Score} / \text{Inbound Score}) - 1$.

Percentage Difference. The percentage difference between a school's outbound student results and the aggregate, calculated using the following formula: $\text{Aggregate Score} - \text{School Score}$.




Glossary of Key Terms

3 of 6

Percentile. Percentiles are shown within the subject level analysis based upon the frequency of questions answered correctly. The measure is used to establish relevancy of the school's score with the selected aggregate pool used for the Analysis Report. The percentile benchmarks indicate to what level an average score is needed in order to be at the 80th, 85th, 90th, or 95th percentile, which school officials can subsequently use for academic benchmarking and for setting performance targets.

A **percentile rank** is the percentage of scores that fall at or below a given score and is based on the following formula: $((\text{NumValuesLessThanScore} + (0.5 * \text{NumValuesEqualScore})) / \text{TotalNumValues}) * 100$. When shown, the percentile rank of the school's exam sample of the subject/subtopic/topic score to the aggregate pool is based on using exam results within the aggregate pool grouped by school and calculated using samples of 30 exams. The percentile rank is not a ranking based on the number of individual schools included within the aggregate pool, rather it is a percentile ranking compared to the exam results included within the aggregate pool.

The **percentile benchmark** values are calculated using the Empirical Distribution Function with Interpolation based upon the Excel Function of PERCENTILE.INC (array,k) with the following formula: $(n-1)p=i+f$ where i is the integer part of $(n-1)p$, f is the fractional part of $(n-1)p$, n is the number of observation, and p is the percentile value divided by 100. The percentile benchmark then is the required score of questions correct to be at a specific percentile value (80th, 85th, 90th, or 95th) and is based on interpolation.




Glossary of Key Terms

4 of 6

Percent Change Comparison. The percent difference between the school's percent change between inbound and outbound exam results and the aggregate pool's percent change between inbound and outbound exam results. The percent change comparison represents a relative learning difference between the specific school and demographically similar schools.

Topic. A broad category of a Common Professional Component (CPC) Area, often associated with a course or courses within a degree program.




Glossary of Key Terms

5 of 6

Subtopic. For the CPCs of Economics and Management, there are identified subtopics. For the CPC topic of Economics, the subtopics are Macroeconomics and Microeconomics. For the CPC topic of Management, the subtopics are Operations/Production Management, Human Resource Management, and Organizational Behavior. **NOTE:** When analyzing and evaluating the sub-topic scores, the cumulative totals of the subtopic scores (percentages) will not equal the topic score. The subtopic scores are based on the number of questions answered correctly for that specific subtopic. For example, getting 2 out 3 questions correct for the subtopic of Human Resource Management is a score of 66.66%, 3 out of 4 correct on Organization Behavior is 75% and 1 out of 3 on Operations/Production Management is 33.33%. The total Management topic score, however, is $2+3+1 = 6$ out of 10, or 60%.

Subjects. For each CPC topic and subtopic, questions are grouped using 4-8 subject areas. Subjects generally correspond to the school's learning outcomes associated with each CPC topic. In using these data, consider the Subject is the Learning Outcome without the verb. The school then sets their specific benchmarks based on the subject-level scores (frequencies) in conjunction with the topic/sub-topic level scores (means).





Glossary of Key Terms

6 of 6

Inbound/Mid-Point/Outbound Exams. These are COMP exams that span the topics of the academic degree program.


Pre/Post Tests. These are tests administered with either an APA writing style service or an ALC module that cover only the material included in the specific learning material.

Course-level Test. Upon request, we can develop specific course-level (or concentration/specialization-level) tests that include only one or two topics, usually 40-60 questions in length.



Aggregate Pools

Used for External Comparisons




Aggregate Pools (Used with COMP Exam Reports): *The aggregate pool is the data set used for external benchmarking and comparisons.*

1 of 5

Pools Based on Program Delivery Modality (for each academic degree level):

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.




Aggregate Pools (Used with COMP Exam Reports): *The aggregate pool is the data set used for external benchmarking and comparisons.*

2 of 5


Pools Based on Location (for each academic degree level):

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 specific countries (e.g. Mongolia). Program delivery is primarily campus-based; however, the pools may include some blended and online course delivery.
3. **US.** Includes all US-based schools and programs.

 Aggregate Pools (Used with COMP Exam Reports): *The aggregate pool is the data set used for external benchmarking and comparisons.* 3 of 5


Pools Based on Institute Characteristics (for each academic degree level):

1. **Large Private.** This aggregate pool includes large, privately owned universities within the United States.
2. **HBCU.** Includes colleges and university that are designated as Historically Black Colleges and Universities.
3. **Private.** US schools that are privately owned.
4. **Public.** US schools that are governmentally owned.
5. **Not-for-Profit.** US Schools that are privately owned and not-for-profit.
6. **Faith-based.** US schools that have a specific religious affiliation or association.

 Aggregate Pools (Used with COMP Exam Reports): *The aggregate pool is the data set used for external benchmarking and comparisons.* 4 of 5

Pools Based on Masters Programs:

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



5 of 5

Aggregate Pools (Used with COMP Exam Reports): *The aggregate pool is the data set used for external benchmarking and comparisons.*

Pools Based on Dual-Accreditation Affiliation (for each academic degree level):

1. **IACBE.** Includes business schools and programs affiliated with the International Assembly for Collegiate Business Education. Where available, this pool is further divided by IACBE Region.
2. **ACBSP.** Includes business schools and programs affiliated with the Accreditation Council of Business Schools and Programs. Where available, this pool is further divided by ACBSP Region.
3. **AACSB.** Includes business schools and programs accredited with the Association to Advance Collegiate Schools of Business.



Integration and Micro-site

Service Access By Your Students



INTEGRATION INFORMATION REQUIREMENTS

In order to integrate the service into your programs, we need to know:

1. What service(s) are required
2. What, if any, customization you require (e. g. topic selection for a program assessment exam)
3. The course names and numbers where you will insert the service (you do not have to insert in courses, but it does help from an accountability/tracking perspective)
4. What, if any, student segregation you want (e. g. distinguish between campus locations, online vs. on-campus groups, by specialization, etc.)
5. Any content customization you want for the micro-site
6. Timing and frequency of reports and receiving the raw data
7. How payment will be made (e. g., by invoice or with student purchases, or a combination of both)



PROCESS OVERVIEW AND THE STUDENT EXPERIENCE

Once we have your integration data (see previous slide), we then create a Frequently Asked Questions (FAQ) Guide and a micro-site for your institution whereby students self-register for their exam access key(s) and subsequently use the service.

The following slides show what this looks like.


THE FREQUENTLY ASKED QUESTIONS (FAQ) GUIDE

Program Assessment Exam from Peregrine Academic Services Frequently Asked Questions Guide		Program Assessment Exam from Peregrine Academic Services Frequently Asked Questions Guide	
Question	Response	Question	Response
Why are I taking this assessment exam?	Your school requires students to take comprehensive assessment exams in order to assess your learning and to evaluate the program learning outcomes associated with the program of study. The purpose of this exam is to allow school officials the ability to assess the quality of the academic program, so that the school can improve its program and provide the best possible educational experience for all students. The assessment exam helps ensure that the school maintains the highest quality of education.	My assessment exam site prepared does not work anymore after I used the exam link.	Contact your instructor if you need the exam re-set due to extenuating circumstances. Peregrine Academic Services requires instructor school faculty involvement with this step in order to ensure the academic integrity of the exam process. The number of access attempts is limited in order to protect the integrity of the online exam.
How should I prepare for the assessment exam?	The comprehensive exam covers topics taught throughout the degree program, which are aligned to the topics required for accreditation. If you are taking this exam early in your program (the advanced exam), there is no need to prepare. This exam simply assesses the baseline skills the school needs for its analysis. This exam is not graded, but rather you must complete the exam to receive course credit. If you are taking the exam at the end of your program (the advanced exam), then the preparation for the exam comes from your educational experience with the school, specifically through the required courses for your degree. The exam assesses the foundational knowledge areas. There is no need to prepare for the exam.	I have the e-mail, but how do I access the assessment exam site?	Click on the blue, underlined hyperlink content included with the title of the exam in which you are enrolled. The hyperlink directs you to the browser to the appropriate site and initiates the registration information.
Does this assessment exam affect my final grade?	Please refer to your course syllabus or course instructor for information on how the exam will be graded. Keep in mind that the "scores" you receive on the exam are relative, meaning the scores do not relate directly to a traditional 100% grading scale. If you are graded on the exam, you will most likely be graded on an adjusted grading scale.	How much time do I have to take the assessment exam?	Most schools allow you to have 48 hours to complete the exam once the exam link has been created. The 48-hour clock starts when you start the exam. The exam access link does not expire, but rather the 48-hour site begins after you click "Proceed with Exam" and start the online exam.
What do I need to access the exam?	You will need a computer with internet access. No other plug-ins are required. The online exam will require an all internet browser type.	What if I need to stop during the exam?	You are allowed to stop during an exam and restart a later time. However, most schools allow 3 access attempts within the 48 hours. You cannot log-in or log-off on the traditional sense, rather you access the exam with the exam access link and exit the exam by closing your internet browser. Please be advised that the 3 access attempts have been added to address internet issues (i.e. loss of internet connectivity, suspension). Do not use these as breaks during the exam. Rather, please use the "take a break" feature within the exam window to pause the exam for up to 15 minutes. If you do stop the exam and restart later, you will resume the exam at the next question from where you submit the previous answer. You will consequently forfeit the questions you were on. You cannot go back and review previously answered questions. These measures are needed to protect the integrity of the exam process.
How do I register for the exam?	Students obtain their exam access link by self-registration from a micro-site created for your university. Be sure to follow the instructions from your course professor. In most cases, you will select from the list the course you are currently enrolled in, which includes the exam as a course requirement.	How many questions are on the assessment exam?	It depends on the exam and selection of topics by school officials.
How do I start the exam once I am registered for the exam?	At the conclusion of the self-registration process, a hyperlinked course name will be displayed. When you click the hyperlink, your web browser will open to the exam screen. This method is the best method to start the exam. If you do not complete the exam at the end of the self-registration process, you can also access the exam by using the e-mail sent to you upon completion of the self-registration process. This e-mail also has a hyperlinked issue to take you to the exam page.	How long will I need to take the exam?	Typically, the exam should take about 60-90 minutes.
I have an e-mail, but I never received the e-mail.	Please check your SPAM or JUNKMAIL folders for the e-mail from Peregrine Academic Services. (Email@PeregrineAcademics.com). You can also have the e-mail re-sent to you using the link found on the micro-site page where you began the self-registration process. If you still do not see the e-mail, then there is an issue with your Internet Service Provider (ISP) blocking or otherwise restricting the e-mails and Peregrine Academic Services may not be able to assist you with receiving this e-mail. The last resort option is to submit a support e-mail to Peregrine.	Can I "check back" during the exam?	No, you will not be able to go back to a question if you decide to skip it. You need to do your best to answer each question within the allotted time. Otherwise, it will be graded as a guess. The reason why this restriction is in place is due to the need to protect the integrity of the exam process.
		Is the score weighting the same for an assessment question versus a question answered incorrectly?	Yes.
		How do I print or save my completion certificate?	After completing the exam, you will be asked to view and save your certificate. A link to download the exam completion certificate will also be automatically e-mailed to you at the end of the exam. Finally, you can also retrieve your completion certificate from the micro-site page where you began the self-registration process.

You distribute the FAQ Guide to your faculty and students. This Guide has the self-registration directions for your micro-site along with answers to the most frequently asked questions. We will send you a generic guide that you can edit.

THE MICRO-SITE ACCESS

From our website (www.PeregrineAcademics.com) click on the tab entitled For Our Students, Learners, and Clients



STUDENTS SELECT THE EXAM OR SERVICE BASED ON THE COURSE ASSOCIATION

The CPC-based comprehensive (COMP) exams include 10 questions from each of the topical areas associated with your program. Questions are either multiple choice or true/false. CPC topics are defined by the business degree accreditation organizations. The specific topics selected for evaluation correspond directly with the required courses associated with your degree program. To learn more about the CPC-Based COMP exam, click here: <http://www.peregrineacademics.com/services/cpc>

Your completion of the assessment is required for your course. Please do your best in order to provide your institution with the best possible information to guide academic decision-making. Please refer to your course syllabus for the grading requirements of this assessment for your course.

UNIVERSITY

Undergraduate Degree Programs

Select your course


- ADM496 Capstone: Business Policy and Strategy Comprehensive CPC Exam
- HSM370 Principles and Trends in Human Services Comprehensive CPC Exam
- HSM491 Capstone: Human Services Strategy Comprehensive CPC Exam
- MGT405 Management and Leadership Comprehensive CPC Exam
- MGT499 Capstone: Strategic Organizational Leadership Comprehensive CPC Exam
- PSM495 Capstone: Strategic Leadership for Public Safety Organizations Comprehensive CPC Exam
- SMS494 Capstone: Strategic Management of Information Systems Comprehensive CPC Exam

Graduate Degree Programs


Select your course

- CMB504 Legal and Ethical Issues for Managers Comprehensive CPC Exam
- CMB544 Capstone: Global Business Policy and Strategy Comprehensive CPC Exam
- CMB620 Ethics and Social Responsibility for Business Leaders Comprehensive CPC Exam
- CMB639 Capstone: Advanced Business Policy and Strategy Comprehensive CPC Exam
- CMB649 Capstone: Healthcare Strategy Comprehensive CPC Exam
- CMB659 Capstone: Global Business Policy and Strategy Comprehensive CPC Exam
- MGT532 Advanced Human Resource Management Comprehensive CPC Exam

You can have multiple exams to address assessment requirements for more than one program.



STUDENT IS READY TO TAKE THE EXAM/COURSE



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Cardinal Stritch University / Registration Confirmation

Thank you Olin Oedekoven, your registration is complete.

Your exam key(s) have been sent to xyz@vcn.com addressed from receipt@peregrineacademics.com. Please allow a few minutes for this email to arrive. Please also check your SPAM or JUNKMAIL inbox to ensure our email(s) have not been delivered there.

You can now proceed directly with the exam by clicking the hyperlinked Course/Exam name shown below.

Exam Key	Course/Exam
CU-3593794	CMB504 Masters Comprehensive CPC Exam

If you have any questions regarding your registration, please contact us at Support@PeregrineAcademics.com.

The student can click the hyperlinked exam access key and start immediately. The student also receives an e-mail with the exam access key(s) if the exam is to be taken later or to go back to the service.

STUDENT PURCHASE OPTION

Registration Information

University: John Brown University

First Name: Olin

Last Name: Oedekoven

Email: XYZ@VCN.COM

Confirm Email: XYZ@VCH.COM

Please ensure that you have typed your e-mail address correctly. This e-mail address will be used to send you your exam keys.

Billing Information

Company:

Address: PO BOX 222

City: Gillette

Country: United States

State/Province: WY

Postal Code: 82717

Phone: 3076851555 ext:

Credit Card Information

Name on Card: Olin Oedekoven

Credit Card #: 1234567812345678

Exp. Date: 04 / 2017

CVC2/CVC2 #: 123 [where is this?](#)

[Back to Course list](#) | [Edit Registration list](#) | [Review Registration](#)

We can invoice the college or university for services completed; however, you can also require student direct purchase. This approach is more common for the APA writing style service and for the Academic Leveling Course service.

GRADING

In order to get students to do their best, our services should be graded or otherwise incentivized. Extra credit works well for most situations. The service could be an assignment within a course in order to get the best performance out of the students.

COMP Exam Grading:


- Inbound exams should be graded for completion only; max credit just for taking the exam.
- Outbound exams should be incentivized to encourage the student's best effort; however, the grade should be on a scale.

ALC Test Grading

- The pre-test is generally not graded
- The post-test is generally graded on a traditional 100pt scale

APA Service Grading

- The training course should be graded for completion
- The 50-question competency exam should be graded on a traditional 100pt grading scale



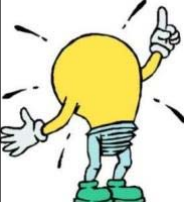

TIPS AND TECHNIQUES FROM OUR LESSONS LEARNED FILES

We see the best results when the outbound exam is included as part of the course grade; however, extra credit can also work to incentivize the COMP Exam. For example:

Completing the **Inbound Exam** is worth 5 extra credit points

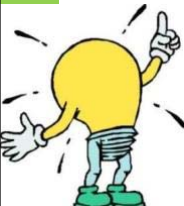
Completing the **Outbound Exam** is worth 5 extra credit points and then if you score above 50%, it's worth 6pts; if you score above 55%, it's worth 7pts; if you score above 60%, it's worth 8 pts; if you score above 70%, it's worth 9 points; if you score above 75%, it's worth 10 points.


Scores are relative and must be **graded on a curve based on national averages.**

TIPS AND TECHNIQUES FROM OUR LESSONS LEARNED FILES

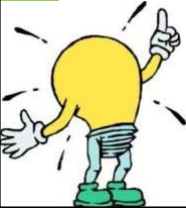
You do not have to insert the service into established courses; however, if you do, then **your course professors can hold the students accountable to complete the exam or service.** If left to be voluntary for the students, the exam or course may not be completed.






TIPS AND TECHNIQUES FROM OUR LESSONS LEARNED FILES

To keep the service **cost-neutral** for your college or university, consider a course fee or assessment fee so that any costs to the students are reimbursable through tuition assistance.




Client References

And Testimonials




Peter J. Holbrook, Ph.D.
Dean
College of Business and Management




“We have found Peregrine Academic Services to be responsive, not only in the timeliness of the reporting but in the ability to produce customized reports that allow us to drill down and analyze student learning at various levels, across programs and geographic regions.

When you become a client of Peregrine, you have a thought partner in the assessment arena. Olin and his staff not only provide you with the data, but they also are available to help you make sense of your student learning data.”




Teresa Hutchinson, MBA
MBA Program Director





“The St. Ambrose MBA program uses the Peregrine COMP exam as a pre-test and post-test assessment for students. We are in the process of building a paired results data base to measure the effectiveness of our program curriculum. Many times it is not the total outbound results that tell the story, but rather the increase in student learning from attending the program.

Additionally, we use the inbound exam to determine student readiness for the MBA program. If a student scores low in one area, then they take one of the Peregrine ALC courses to get ready for class. We also use the outbound Peregrine COMP data against the normed results chart to determine which areas to focus in the MBA curriculum. It is proving to be an excellent guiding tool for the MBA program.”




Lucas W. Loafman, J.D., M.B.A.
Department Chair - Management & Marketing

“We are in the beginning stages of re-designing our assessment process and decided to ‘test’ Peregrine's CPC exams after struggling with the reporting aspects of ETS. We also like the fact that we could ultimately see the learning on an individual student basis from entry to graduation. In our initial round of testing, we tested our entering students (juniors) and tested our outbound students and saw a significant (23%) growth in knowledge in the areas we tested.”


William S. Lightfoot, Ph.D.
Dean
College of Business & Mass Communication




Brenau University
1878

“Having used the Major Field Test for 8 years, we are committed to external assessment. What Peregrine Academics has done is extend the reach of external assessment so that we can now capture data from 100% of our student population.


They also provide a range of relevant solutions that help us ensure the quality of our academic programs. Peregrine obviously has listened to the evolving needs of business schools globally.”



Les Crall, Ph.D.
Associate Dean, School of Business & Technology




“Previously, we had used the ETS Major Field Exam in Business and the ETS MBA Exam. The results in terms of details we receive from Peregrine Academic Services are far superior.”




Michael Reilly, Ph.D.
Executive Dean
College of Business & Professional Studies


“We administer the CPC exam to our students in business capstone courses. We find the results important for our students and for our University to assure our student they are receiving a high quality business education and to provide our faculty well documented direct assessment of student retained learning. The CPC testing process is helping us close the quality loop.”



Ashford
UNIVERSITY™


 Timothy A. O. Redmer, Ph. D.
Professor of Accounting
School of Global Leadership & Entrepreneurship


“We appreciate the flexibility of these exams by your allowing us to develop a specialized section, entrepreneurship, to be incorporated into the exam.”

 **REGENT
UNIVERSITY**

 Roger Roy, Ph.D.
Dean
College of Business



“Spring testing went well. Your people were outstanding dealing with any student problems, and the reports were perfect for evaluating the effectiveness of our programs.”

 **UNIVERSITY OF MAINE
FORT KENT**
UNIVERSITÉ DU MAINE



John L. Graham, Ph.D.
Dean
School of Business


“Truthfully, Peregrine Academic Services gives us perspective and widens our internal lens, particularly among those who think that things are okay. Peregrine is the enterprise that's helping us to refine our learning outcomes across the curriculum in the School of Business as we prepare for reaccreditation. I must say that this has been a very good measure for us and provides the much needed impetus to re-engage faculty.”

Charles Finn Ph.D. MA
Management Professor
Heuther School of Business


“We at the Heuther School of Business, College of Saint Rose have been looking for some time for a way to measure student progress and performance utilizing an outcome based rubric. We have used other firms in the past, but were not happy with their approach or service. All that has changed since we have been working with Peregrine Academic Services! Their testing instruments are excellent and easy to administer. Outcomes assessment is immediate and can easily be adapted to our particular programs. Most important, the staff at Peregrine are readily available and happy to help with questions or concerns. Peregrine is an excellent partner for us.”

The College of Saint Rose **PASSION. KNOWLEDGE. PURPOSE.**



William S. Lightfoot, Ph D
Dean
College of Business & Mass Communication

“We use the external assessment as one critical component in our overall annual assessment process. It helps us compare our results internally (between cohorts) as well as to peer institutions nationally. We use the data accumulated over a period of time to focus on opportunities for improvement, and share that with faculty, staff, and our executive team periodically to (a) keep them informed; (b) secure commitment to our continuous improvement initiatives.”



Brenau University
1878




Alain Gracianette, Ph.D.
Chair, MBA Department

“Peregrine Academic Services has been a pleasure to work with. The effectiveness of their application and value of their assessment reports are only surpassed by the quality and friendliness of their customer service, and responsiveness of their management team.”





MARYHURST
UNIVERSITY




David Russell, Ph.D.
Assessment and Accreditation Coordinator
Paris School of Business

“The CPC exams furnished by Peregrine were exactly what we were looking for in terms of a comprehensive exam that would enable us to measure student outcomes at both the undergraduate and graduate level. We believe that these tools and the results greatly assist us in the process of accreditation. Peregrine has provided us with prompt and comprehensive service; it’s a pleasure to work with them and it makes doing our job of delivering education that much easier.”





Peter J. Holbrook, Ph.D.
Dean
College of Business and Management



“Peregrine Academic Services and their products provide our College with the assessment tools, data collection, and analysis that allows us to effectively demonstrate student learning outcomes and CPC competencies. Specifically, the ability to compare our student learning outcomes with other ACBSP institutions is invaluable. We now have a reliable, valid, and external measurement of student learning for ACBSP and HLC/NCA accreditation.



After a year of using the CPC testing we have the data necessary to document student learning outcomes, with the ability to identify areas of strengths and opportunities for improvement. In January, we were able to for the first time publicly share student learning outcomes on our website. More importantly, we were able to show the quality of our students and their learning outcomes.”



John H. Nugent, Ph.D.
Associate Professor
School of Management

“TWU's MBA program requirements are changing such that new student intakes will require either an undergraduate business degree or the successful completion of an appropriate business education leveling course that addresses business learning components as determined in courses that meet the CPC guidelines.


We determined that Peregrine Academic Services' offerings ideally meet the leveling business education requirements.”

William S. Lightfoot, Ph D
Dean
College of Business & Mass Communication

“Three things stand out to me with regard to what you offer:

- 1. Portfolio of academic solutions that help us identify challenges, and provide solutions.*
- 2. Accessibility of assessment – ALL of our students – regardless of location can now be included in our end of program external assessment process.*
- 3. Quality of information – the information is easily understood, includes additional information (such as completion time), and is available in multiple languages.”*






Alain Gracianette, Ph.D.
Chair, MBA Department

“Marylhurst’s MBA Department beta-tested Peregrine’s online APA tutorial and assessment services. We are pleased to report that test results do support expanded and continued use of the services.”




MARYLHURST
UNIVERSITY



David Russell, Ph.D.
Assessment and Accreditation Coordinator
Paris School of Business

“Everything about your service was impeccable...especially the quick turnaround time with regard to results, as well as the administrative support we received to help us through the initial process....”




PARIS
SCHOOL
OF BUSINESS

 Michael E. Dillon, Jr., PhD
Director, MBA Programs and Department Chair
Lincoln Memorial University


“I want you to know that we have been very impressed with your services and response to issues and that we are very happy with our decision to use the Peregrine services.”




 Mary Jean Thornton
Professor, Management Degree Program
Capital Community College

“Miranda Irby is Peregrine to me. She is thoughtful, responsive and timely.

- **On-Line Tools:** *The CCC web site [for registration and exam completion] is easy to use. I have been so impressed with Miranda showing the initiative in suggesting changes we should make to enhance the web site.*
- **College Support:** *She reviewed the instructor guide for completeness and accuracy which I provide to full-time and adjunct faculty who must proctor the exam. I am certain this is not part of her job description! She does the ordinary things extraordinarily well.*
- **Exam Administration:** *She makes herself available on the dates of exam administration to help faculty or students with any technical issues.*
- **Results:** *We received the exam results in a very timely fashion.”*







Joe Adamo, Ph.D.
Professor, Business & Management
Cazenovia College

“We have many good things to say about the comprehensive exam. Your customer service is excellent. The department faculty use the results to help identify weak areas in our curriculum. The exams are fair and rigorous and we find it an excellent way for business faculty to gauge specific outcomes related to the areas they teach.


We receive monthly reports in a timely fashion and whenever I have contacted the office your staff is professional, helpful, courteous, and informative. The department is ever so happy with your program. It has saved us many hours of the development, administration, and correction of this type of an exam.”





CAZENOVIA COLLEGE






Peter J. Holbrook, Ph.D.
Dean
College of Business and Management




“In addition to the ability to demonstrate student learning with reliable evidence, we are using the CPC testing results to strengthen the curriculum and identify key assessments that allow our students to have greater competency in key CPC topic areas.”


	<p>Dr. Les Crall Associate Dean, School of Business & Technology</p>	
<p><i>“Peregrine Academic Services has been outstanding to work with! We use their CPC-Based testing services for our inbound as well as our outbound test in our MBA and MS Management programs. They have tailored an exam that fits the CPC for each degree. This has helped our assessment program tremendously, giving us a direct measure that learning is indeed occurring in our programs. We also use the CPC-Based outbound exam for our BBA degrees and plan to use them for an inbound BBA exam as well. Previously, we had used the ETS Major Field Exam in Business and the ETS MBA Exam. The results in terms of details we receive from Peregrine Academic Services are far superior.”</i></p>		


	<p>Rhonda C. Anderson Associate Dean, Adult Degree Program Northwood University</p>	
<p><i>“In fall 2011, Northwood University piloted the Peregrine Assessments for both BBA and MBA graduates and based on the pilot, implemented this across our system in 2012. The primary reason we chose this assessment was because it could be implemented online, in the eight states we operate, and internationally. We found no other assessment that could meet our needs at this level. The web-based assessment allowed us to incorporate the exam into our capstone class without using valuable classroom time. The results were quickly available and we were able to segment students by major, location, and other key data points. Using these data, we quickly saw where our strengths were and areas where we could improve.”</i></p>		

 Dr. John Kachurick
Associate Professor
Misericordia University

“We use the data from the Peregrine assessment to close the loop in the assessment process. The assessment provided us with data to support making changes, since the numbers indicate areas where we need to concentrate our efforts. Without the data, we would be flying blindly in attempts to improve our educational processes.”



MISERICORDIA
UNIVERSITY

 Dr. Gerelmaa
Vice President of Academic Affairs
Institute of Finance and Economics, Ulaanbaatar, Mongolia




“Монголын сургуулиудын хувьд энэ үнэлгээний хөтөлбөрт хамрагдсанаар өөрсдийн чансааг дотоодод төдийгүй олон улсад хэрхэн харьцуулагдахыг мэдэх боломжтой болж байгаа нь бидний хувьд чухал юм. Энэ үнэлгээний хөтөлбөр нь мэргэжлийн түвшинд түргэн шуурхай хийгддэг, агуулга цар хүрээ өргөнтэй нь бидэнд их таалагдсан. Цаашид жил бүр уламжлал болгон энэ хөтөлбөрт оюутнуудаа хамруулах төлөвлөгөөтэй байгаа.”


“What is most important for the Mongolian universities is that taking part in this assessment test opens up an opportunity for them to learn about how the quality of their programs compare not only to each other but also to the rest of the world. This assessment program is conducted on a highly professional level and in a timely manner. We also liked the content and the coverage of topics very much. In the future we plan to make the participation of our students in this assessment program an annual tradition.”

 Sr. Edwin A, Ortiz Mundo, MBA
Director Administrativo
Universidad Metropolitana

“Nos alegra contar con el apoyo de una empresa sólida y de trayectoria como Peregrine Academic Services. Su servicio es excepcional y la disponibilidad de sus productos en español representa un valor añadido importante para nosotros. Sus informes son fáciles de interpretar y ofrecen un vehículo ágil para evaluar la efectividad de nuestros programas académicos.”


“We are glad to work with a company with a solid track record such as Peregrine Academic Services. They offer superb service, with the added value of having their products available in Spanish. Their reports are easy to interpret and provide valuable insight for assessing the effectiveness of our academic programs. ”




 MUNKHBAYAR Vanjil
Head of Business Administration Dept
Ulaanbaatar Mongolia

“Бизнесийн хөтөлбөрөөр суралцаж буй оюутнуудыг Peregrine academic services-ийн сургалтын үйл явцын үнэлгээний программаар үнэлүүлсэн нь хөтөлбөрийнхөө үр дүнг хөндлөнгөөс бодитой харах боломжийг олгож өгч байна. Ингэснээр бидний ажил сайжирч байгаа эсэхийг хялбархан мэдэх боломжтой болж байгаа юм. Peregrine academic services байгууллага нь сайн түнш юм.”

“We are provided with an opportunity to receive an independent, third party assessment of our business programs through the Peregrine Academic Services direct assessment of student learning outcomes of students enrolled in our business programs. This has provided us with an ready opportunity to see if we are working towards the continuous improvement of our educational services. Peregrine Academic Services is a great partner. ”





 Dr. Jose Manuel Carbonell
Director
UDI Global Learning - Guatemala

“I hereby express my sincere thanks to Mr. Bill Parrott because through his leadership and guidance we achieved successfully the accreditation of Escuela Superior Internacional de Guatemala y El Salvador, with International Assembly for Collegiate Business Education (IACBE).

During the four years of the process, Mr. Parrott remained constant monitoring through phone calls, visits to Guatemala to monitor scheduled tasks, coordinate workshops in the United States, in order to train in the terminology and especially in the quality philosophy requiring educational programs in the United States.

This experience was completely constructive and I highly recommend Mr. Parrott as a Consultant to develop programs, assist new schools, and implement quality assurance processes for continuous improvement and students achieving successful learning outcomes.”



 Arlene Mlodzik
Dean Emeritus

THE AMERICAN
BUSINESS SCHOOL

PARIS

“Bill Parrott is an incredibly perceptive person. When he visits a non-US school abroad, he goes in without preconceptions and tries to understand how that school does things. He does not go in with US standards as a model. Instead, Bill tries to see how the foreign school's evaluation and learning outcomes processes can be improved and adapted to international accrediting requirements.

As a accreditation coach, there's no one better.”

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