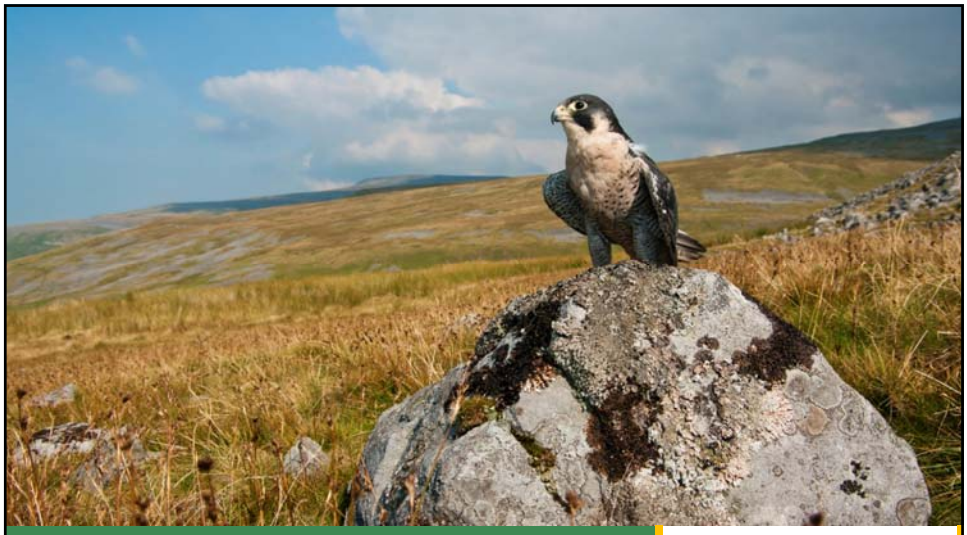
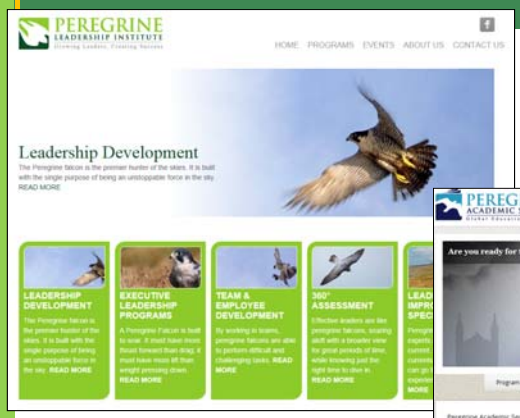


Your Thought-Partners in Higher Education

PEREGRINE ACADEMIC SERVICES
Global Educational Support

Accreditation, Quality Assurance, and Academic Continuous Improvement Solutions

Two Companies, One Mission:



Make a difference in our world.

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.

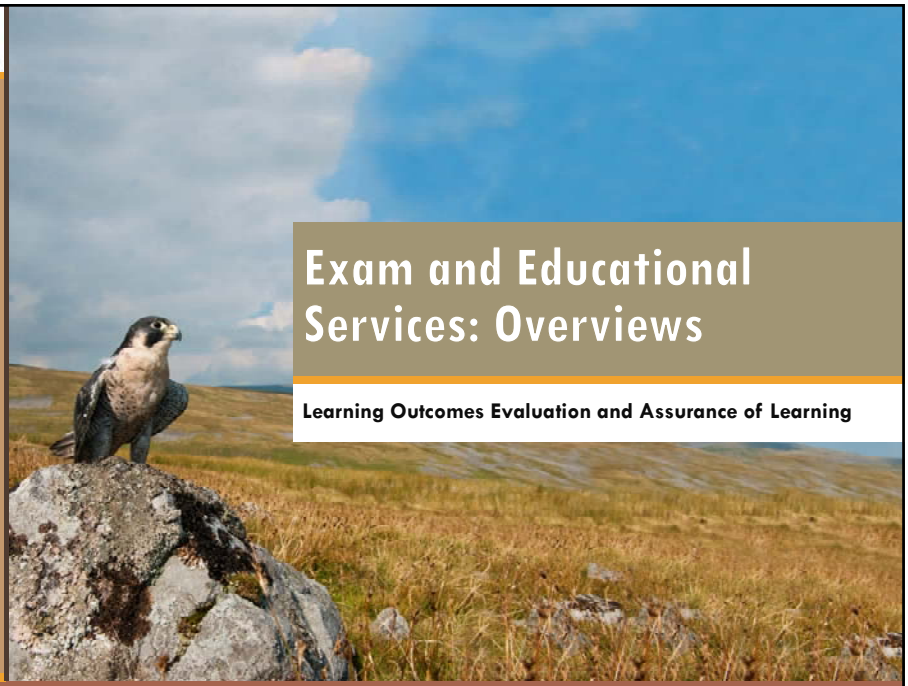
Comprehensive Reporting:

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

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

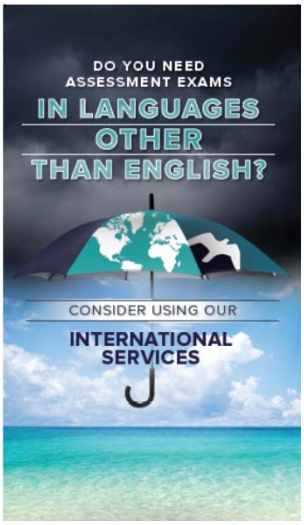
Global Business Education

CPC-based COMP Exams in English and translated into:

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

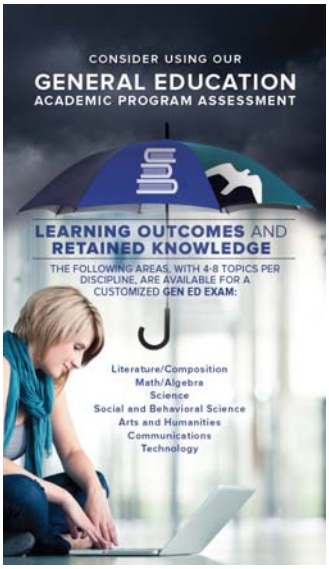
Spanish APA Writing Style Training course and competency exam

Spanish ALC modules



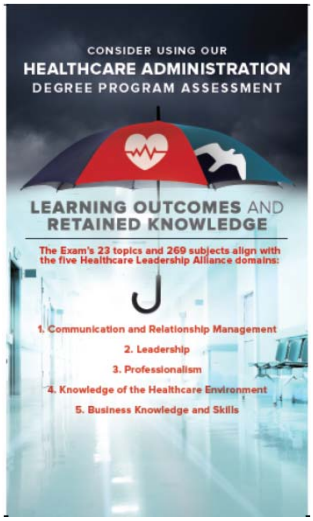
General Education Assessment Services

- 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)



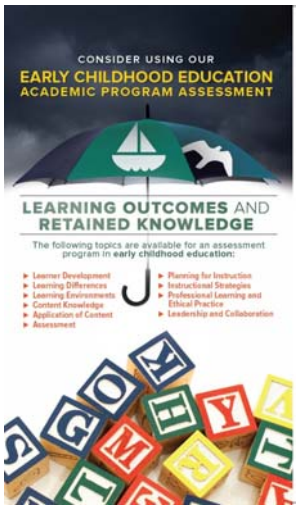
Healthcare Administration Assessment Services

- 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



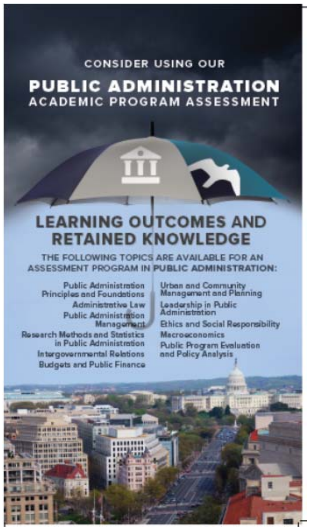
Early Childhood Education Program Assessment Services

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



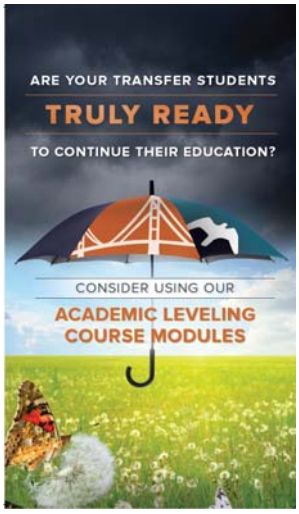
Public Administration Assessment Services

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



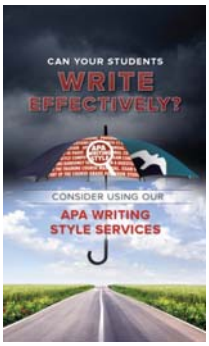
Online Academic Leveling Course Modules

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



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

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

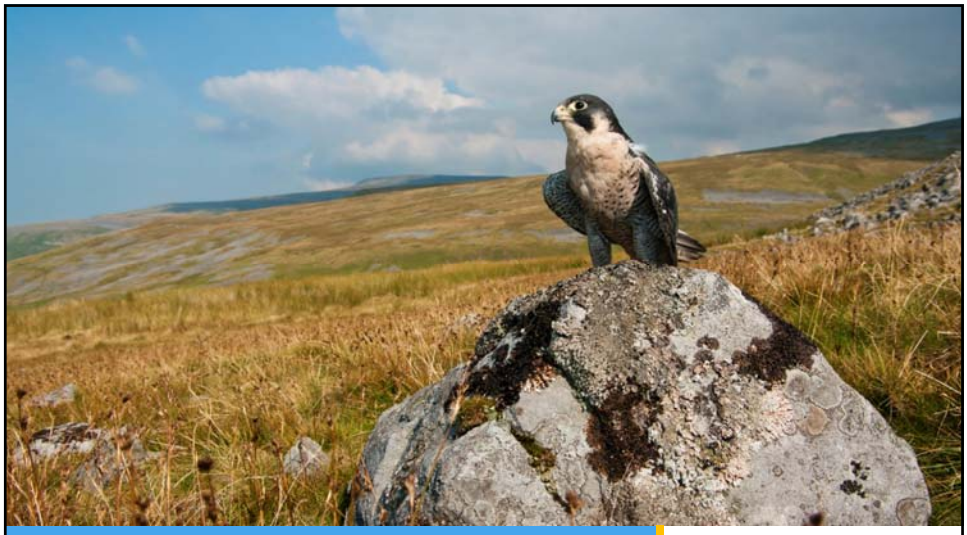


Consulting Services for Institutions of Higher Education

- 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

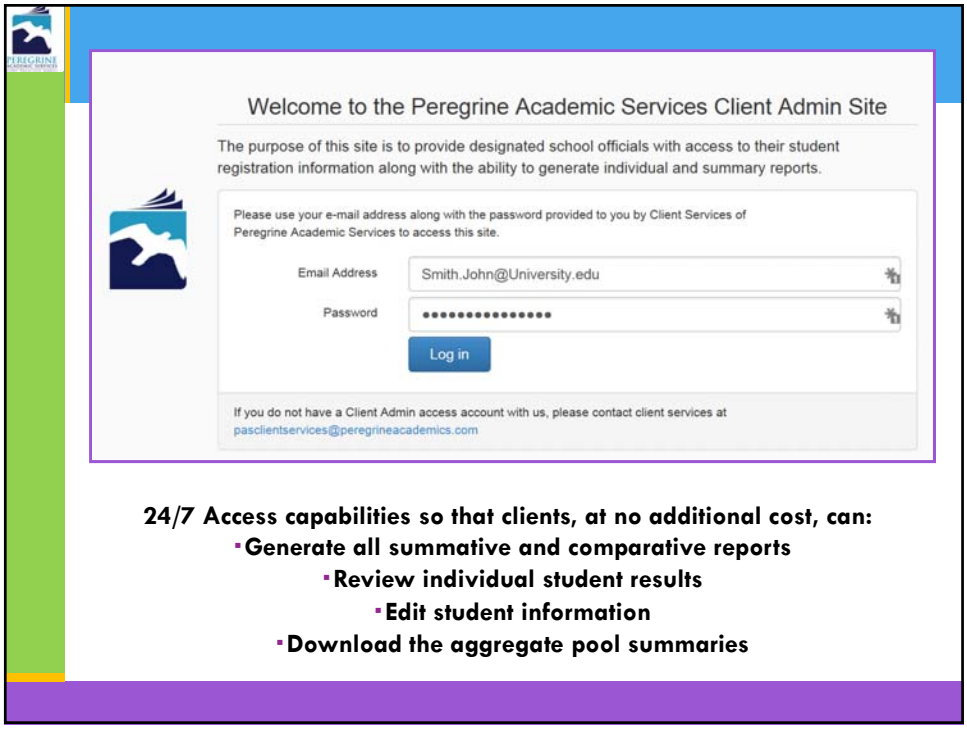


The Client Admin Site

24/7 Access to All Data and Reporting

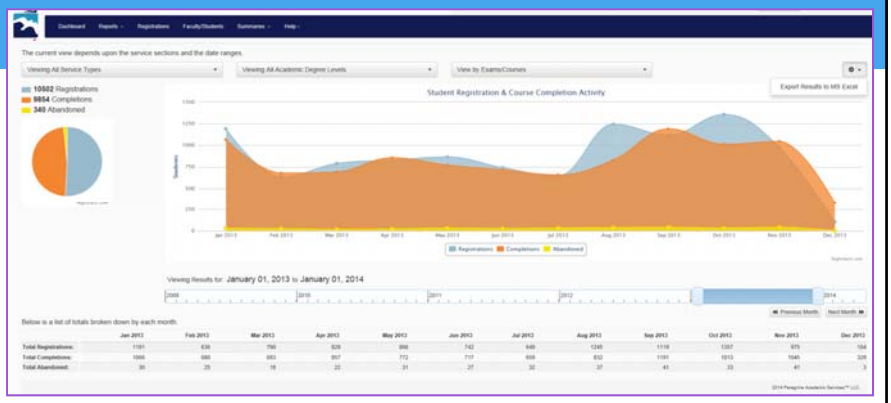
PEREGRINE ACADEMIC SERVICES
Global Educational Support

Peregrine Academic Services



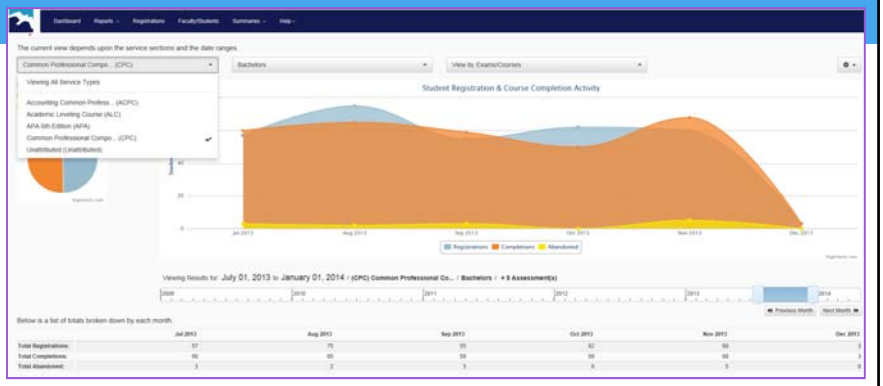
24/7 Access capabilities so that clients, at no additional cost, can:

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



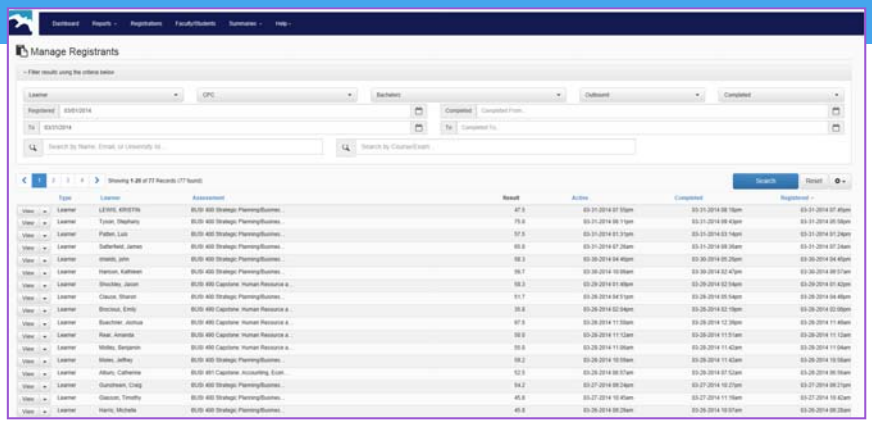
Dashboard View:

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



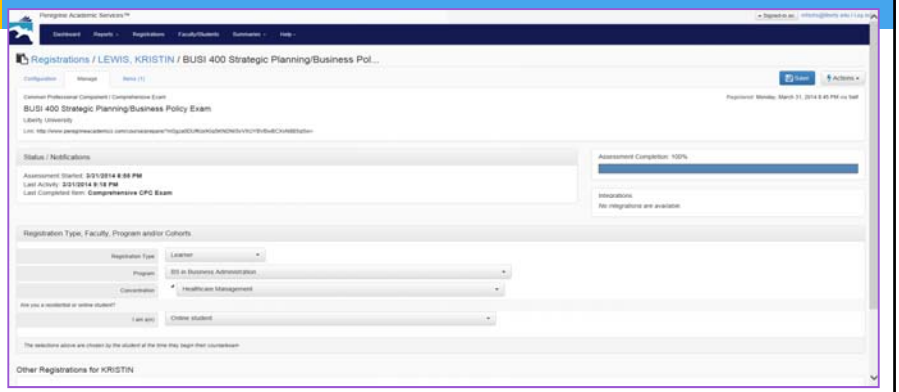
Selectable Views:

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



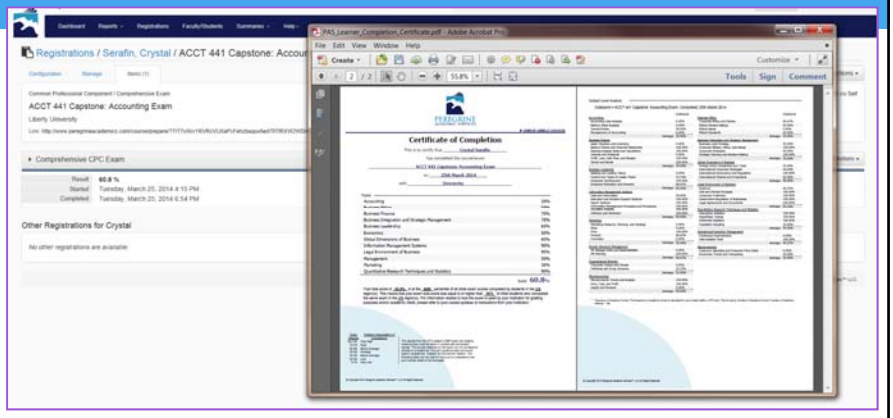
Individual Registration Management:

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



Student Profile Management:

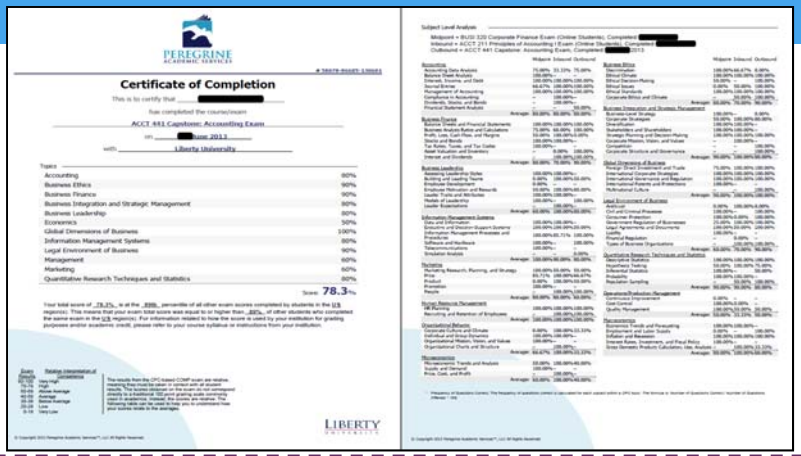
- **Edit student registrations to include assigned cohorts, e-mail address, student ID number, and registration type in order to correct any registration errors**



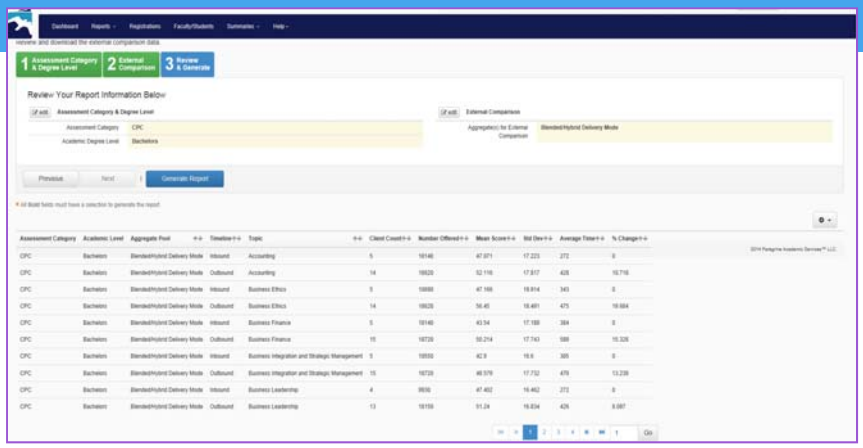
Individual Student Results:

- **View completion certificates**
- **Export results to Excel**

The Student Completion Certificate

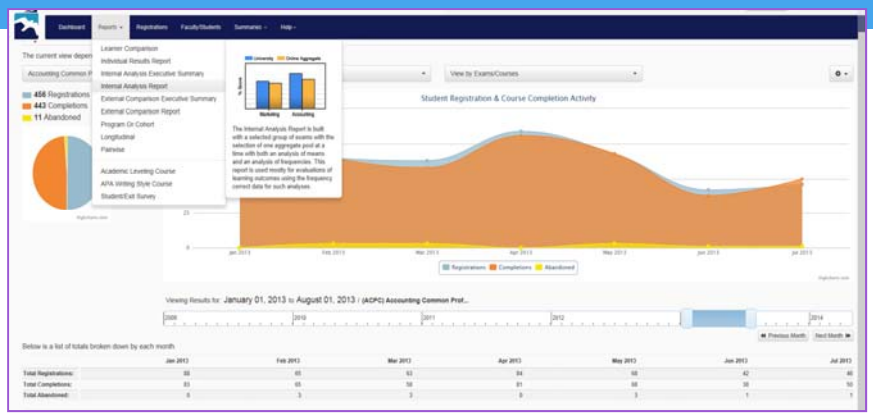


Once students complete an online service (and an optional student survey), students view and download a completion certificates. Exam certificates show both the results for the current exam (in this example an Outbound Exam) as well as side-by-side with any previous exams (in this example both Inbound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



Aggregate Summary Access:

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



Individual, Survey, Summative, and Comparison Reports:

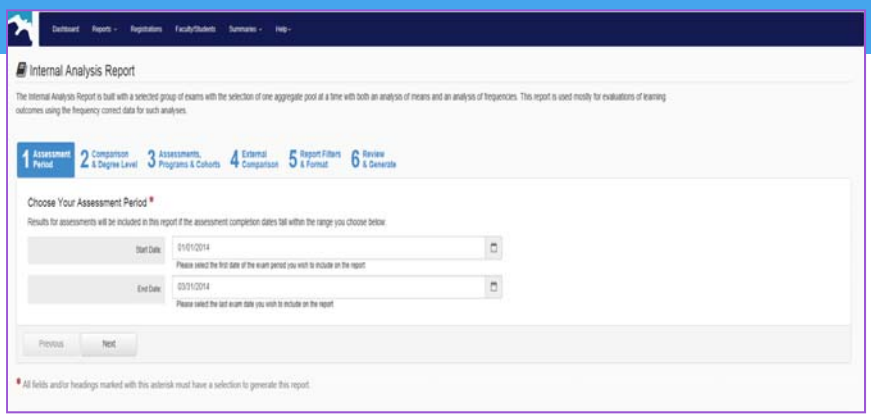
- **Graphical snapshot to identify each report**
- **Unlimited access to all reports**

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.

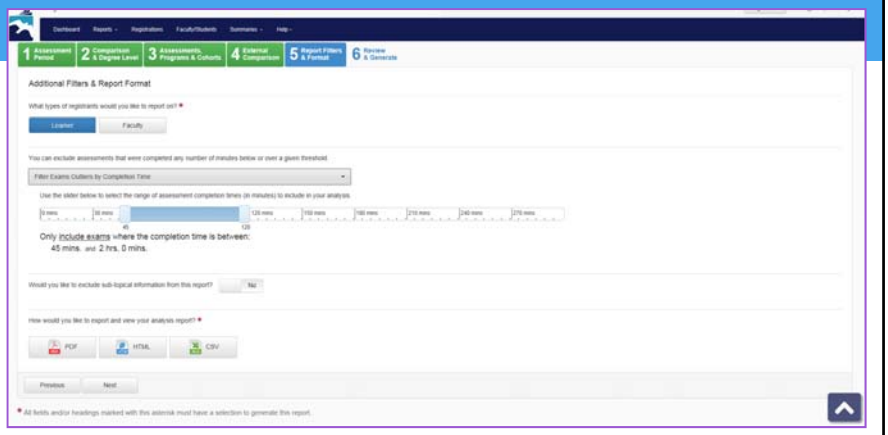
Available Reports 2 of 2

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.



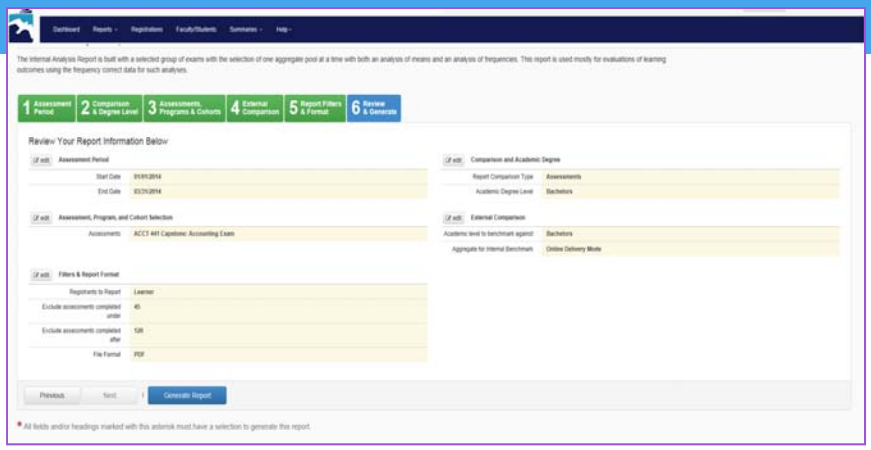
Report Wizard:

- **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.)**



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
Global Educational Support

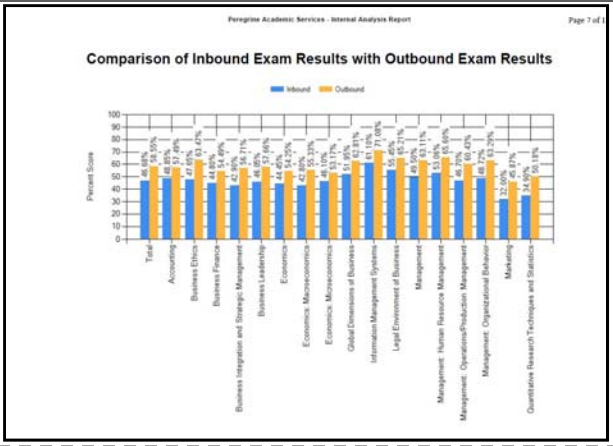
Peregrine Academic Services

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.

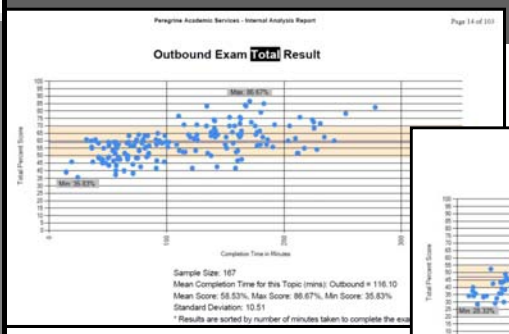
This report is used mostly for evaluations of learning outcomes using the frequency correct data for such analyses.

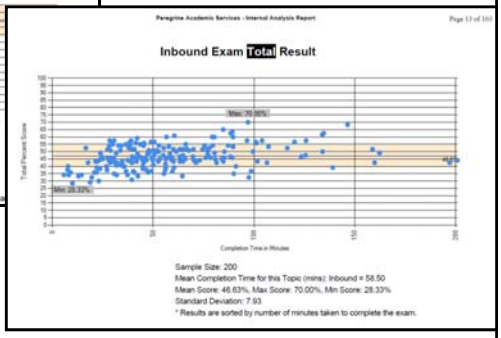
Report Section: *Inbound/Outbound Overview*



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).

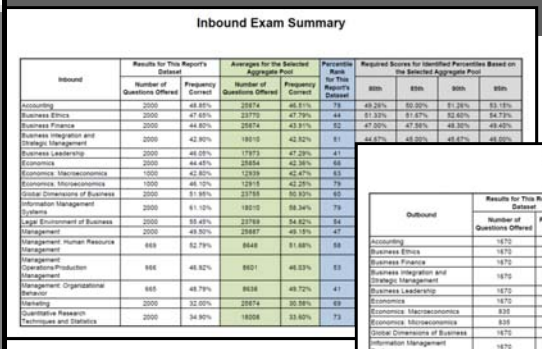
Report Section: *Score/Completion Time Scatter Plots*

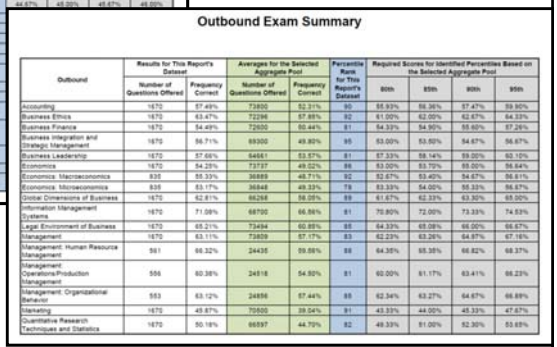




The scatter plot are sorted by Exam Completion Time (low to high) and plotted as such with the scores of the shorter completion time shown to the left and the scores with the longer completion time shown towards the right. The Y axis is exam score and the X axis is completion time. Scatter plots are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

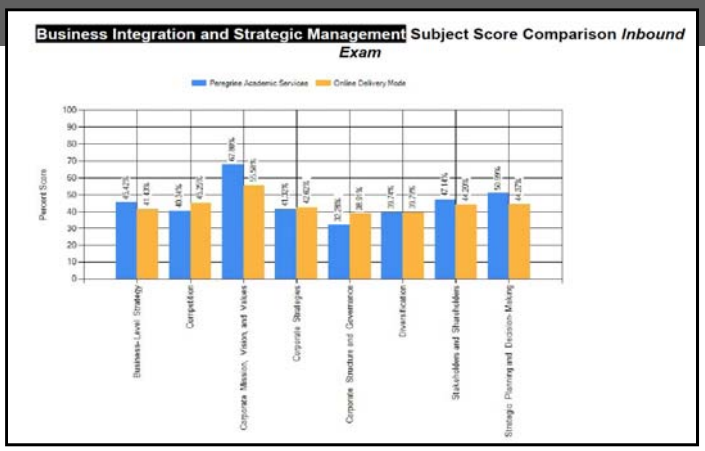
Report Section: *Exam Summary Table*





The Exam Summary Table is a 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*



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.

Report Section: *Topic/Subtopic Analysis*

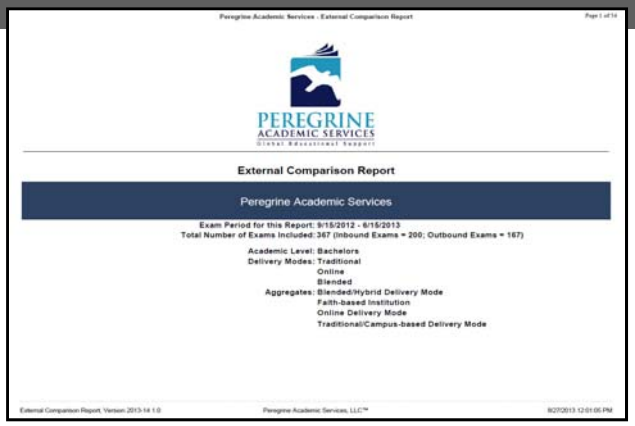
Frequency of Questions Offered on *Outbound* Exams

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	77.78%	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*



External Comparison Report

Peregrine Academic Services

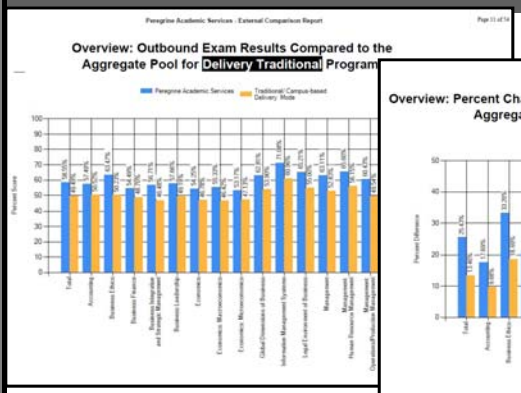
Exam Period for this Report: 9/15/2012 - 6/15/2013
Total Number of Exams Included: 367 (Inbound Exams = 200; Outbound Exams = 167)

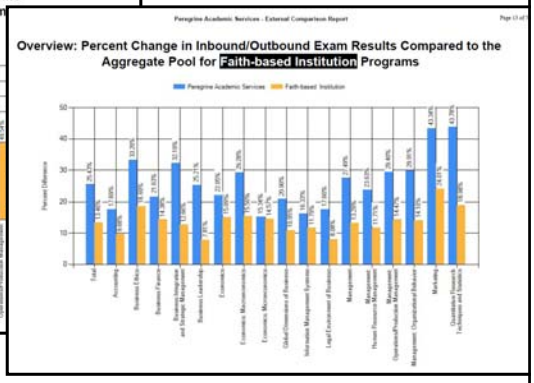
Academic Level: Bachelors
Delivery Modes: Traditional
Online
Blended
Aggregates: Blended/Hybrid Delivery Mode
Faith-based Institution
Online Delivery Mode
Traditional/Campus-based Delivery Mode

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*

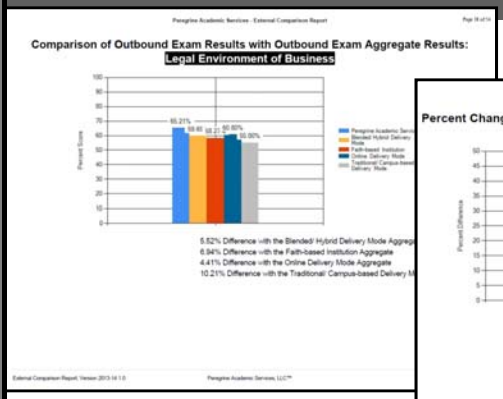
2 of 3

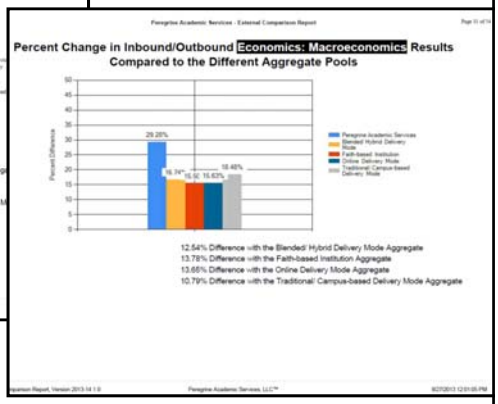




For both inbound and outbound exam sets, overview graphs are provided for both the comparison of the means and the comparison of percent change (only available with inbound exams). Different graph sets are provided for each of the selected aggregate pools.

Report Section: *Topic/Subtopic Comparisons*





Comparisons are show 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).

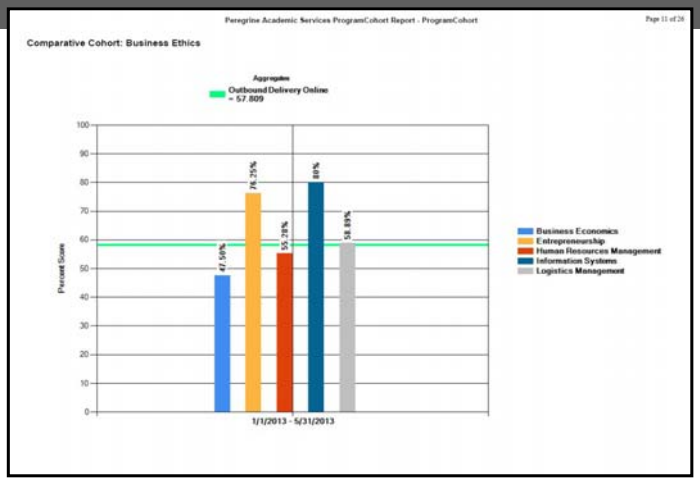
Report Applications: *Program/Cohort Report*

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.

Report Section: *Topic/Subtopic Analysis*



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*

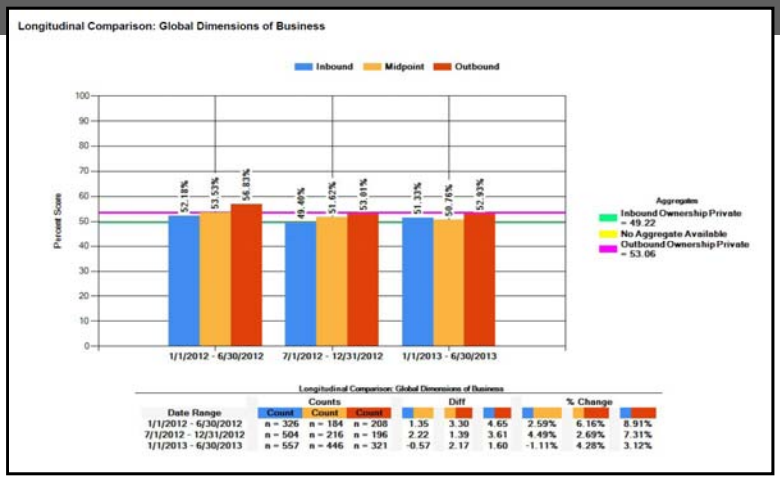
The purpose of this report is to show a side-by-side comparison of exam results for different exam periods (e. g. semester, year, quarter) and then compare these results with one or more selected aggregate pools.

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.

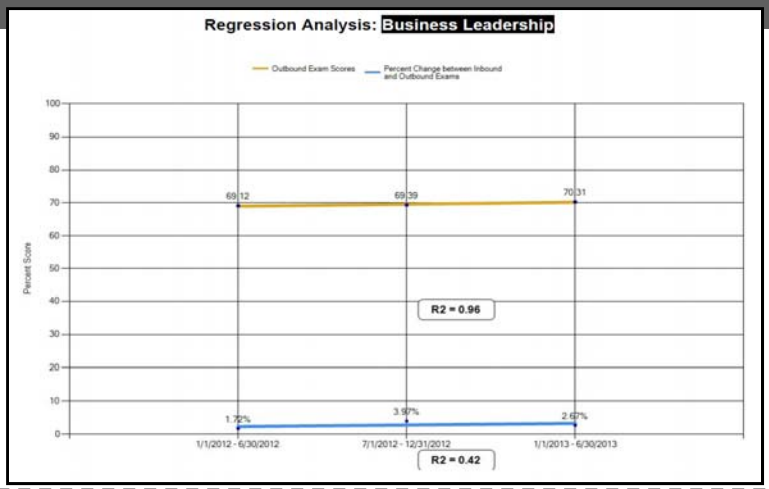
Report Section: *Topic/Subtopic Analysis*



Similar graphs are shown for each topic and subtopic included on the exam.

NOTE: We do not maintain aggregate pool data for mid-point exams because the application and administration of these mid-point exams is not consistent between schools.

Report Section: *Regression Analysis*



Similar graphs are shown for each topic and subtopic included on the exam. The regression analysis allows you to readily see trends between time periods.

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).

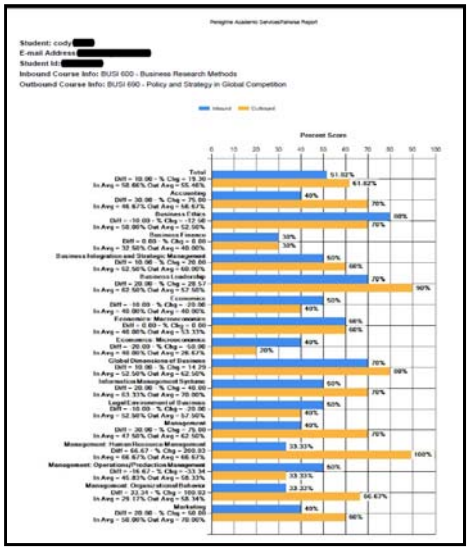
The purpose of the report is to show a summary of individual student results over time.

Report Section: *Student Analysis*

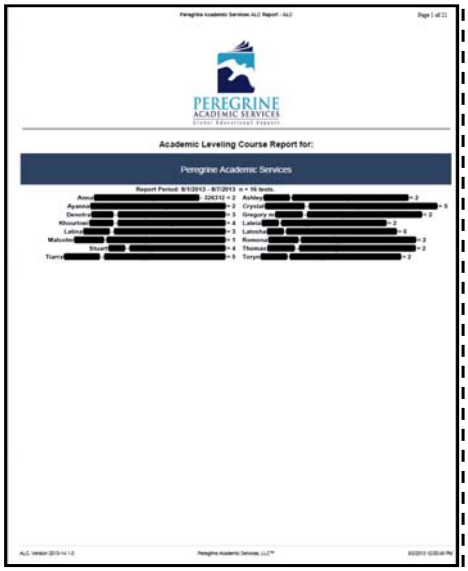
For each selected student, the side-by-side inbound/outbound exam results are shown.

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*



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.

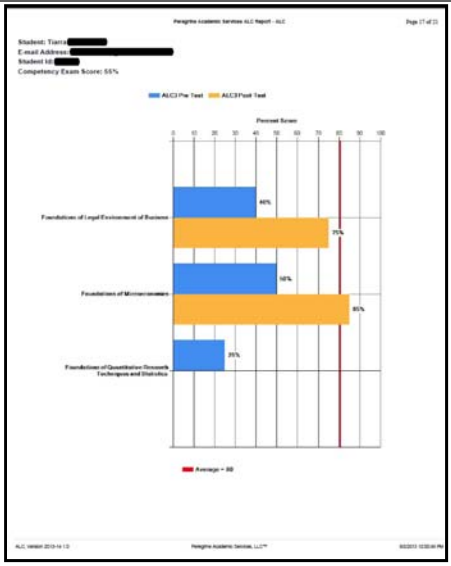
The dates of the report are listed on the report cover.

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.



Report Applications: *APA Student Summary Report*

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.

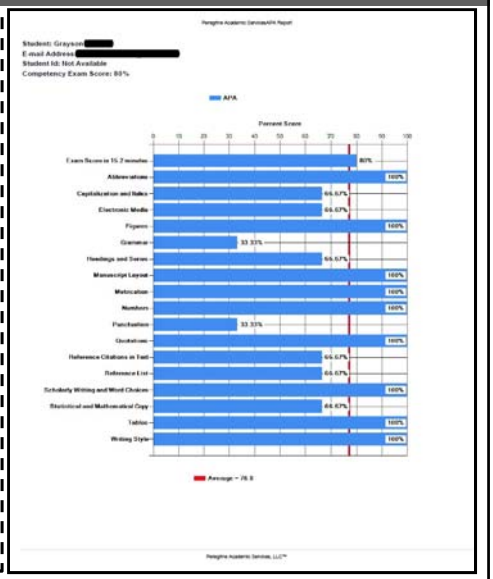
The dates of the report are listed on the report cover.

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.



The Grade Scale Report

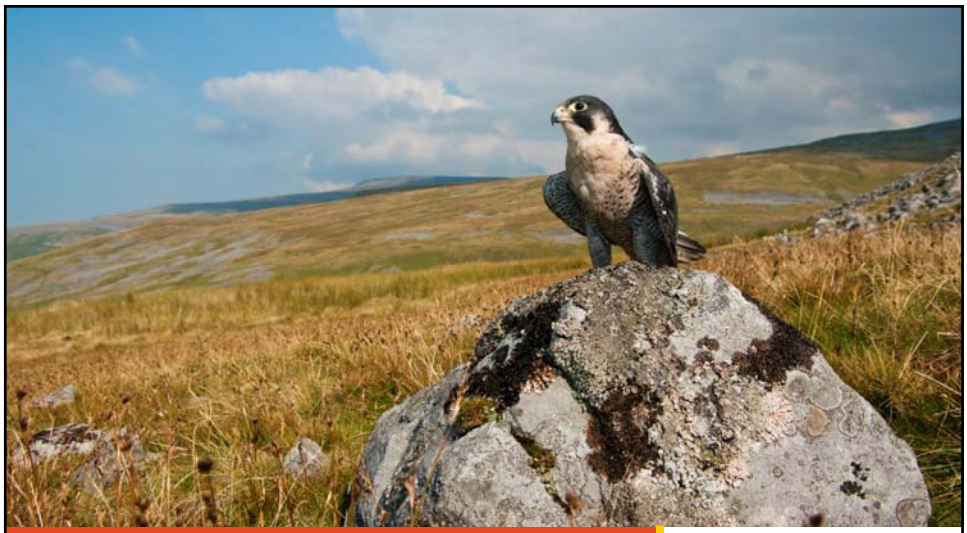
After you have used our exam services and if you wish to hone your grading scale, there is an option to generate your own grading scale based on your exam results.

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.

Percentile	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
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



Are You Academically Prepared?

Meeting the Challenges and Needs for Today's Higher Education Environment

PEREGRINE ACADEMIC SERVICES
Global Educational Support

Peregrine Academic Services

More to Follow in 2014-2015…

- **Emerging Assessment Services**
- Criminal Justice Degree Programs
- A Joint Bloomberg Businessweek-PAS Assessment Exam
- Expanding Current Services (Spanish APA, Spanish ALC)
- **Additiona**l Features for the Client Admin Site
- **More Phone/Tablet Options with our APA and ALC services**
- Online Leadership Development and Continuing Education Courses

Are You Ready for the Next Steps for Your Academic Preparedness?

1. **Provide us with your contact information.**
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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Info@PeregrineAcademics.com
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ACADEMIC SERVICES
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Our online testing services are:

Approved by the ACBSP for Standard #4 - *Measurement and Analysis of Student Learning and Performance*

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

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

As shown in this example you:

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

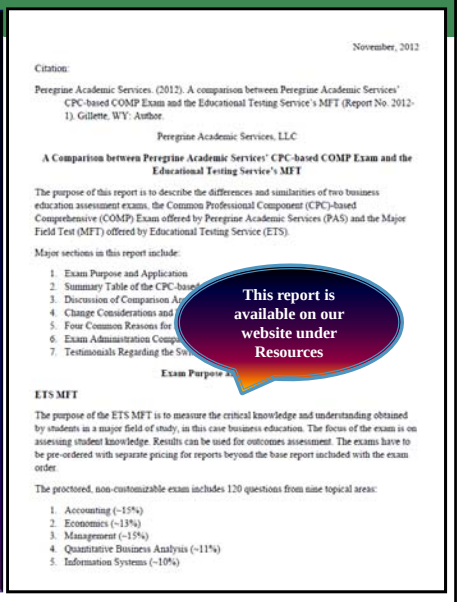
Topics	Associate		Bachelors		Masters	
	Management	Accounting	Business Administration	Marketing	MBA	MS in Accounting
Marketing	X		X	X	X	X
Finance		X	X		X	X
Management	X		X	X	X	
Legal	X		X	X	X	X
Accounting	X	X	X	X	X	X
Economics			X		X	X
Business Ethics		X	X	X	X	X
Global Dimensions			X	X	X	
Information 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	

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-base
3. Discussion of Comparison Ar
4. Change Considerations and
5. Four Common Reasons for
6. Exam Administration Compa
7. Testimonials Regarding the Sw

Exam Purpose

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.

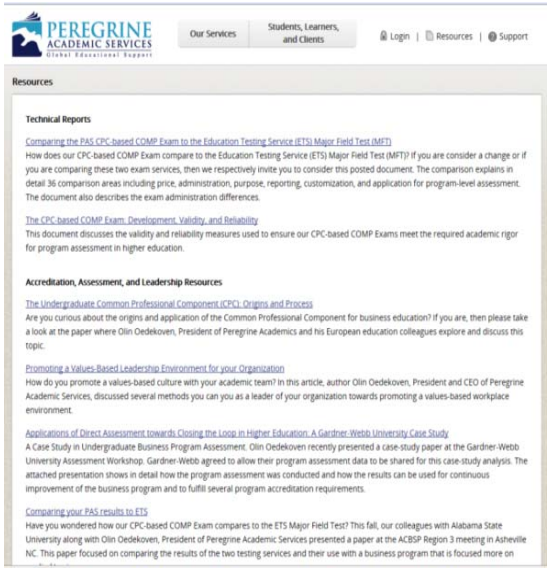
The proctored, non-customizable exam includes 120 questions from nine topical areas:

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

Academic Resources on our Website

- ✓Technical Reports
- ✓Best Practices
- ✓Assessment Literature
- ✓Institute Publications & Presentations



PEREGRINE ACADEMIC SERVICES

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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 consider a change or if you are comparing these two exam services, then we respectively 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 Oedekoven, President of Peregrine Academics 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 Oedekoven, President and CEO of Peregrine Academic Services, discussed several methods you can you 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

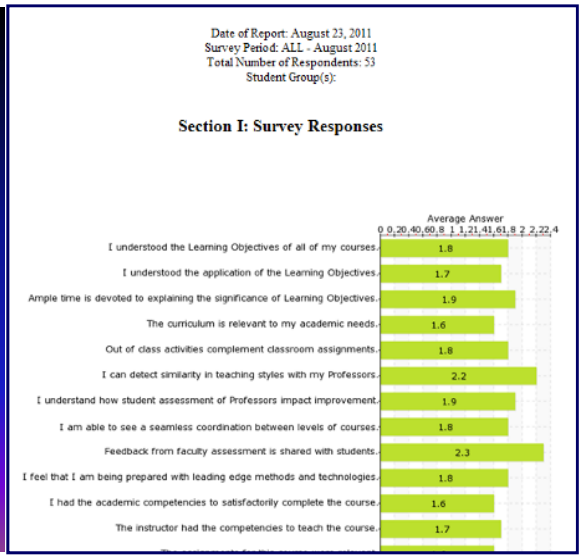
A Case Study in Undergraduate Business Program Assessment. Olin Oedekoven recently presented a case-study paper at the Gardner-Webb University Assessment Workshop. Gardner-Webb agreed to allow their program assessment data to be shared for this case-study analysis. The attached presentation shows in 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 Oedekoven, 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

Expanded Student Surveys for Additional Assessment Capability

- ✓Include a learning outcomes-based Student Survey at the end of an Outbound Exam.
- ✓You can write your own questions to supplement our generic questions
- ✓No additional charge or fee for the service



Date of Report: August 23, 2011
Survey Period: ALL - August 2011
Total Number of Respondents: 53
Student Group(s):

Section I: Survey Responses

Unique ALC Options & Applications

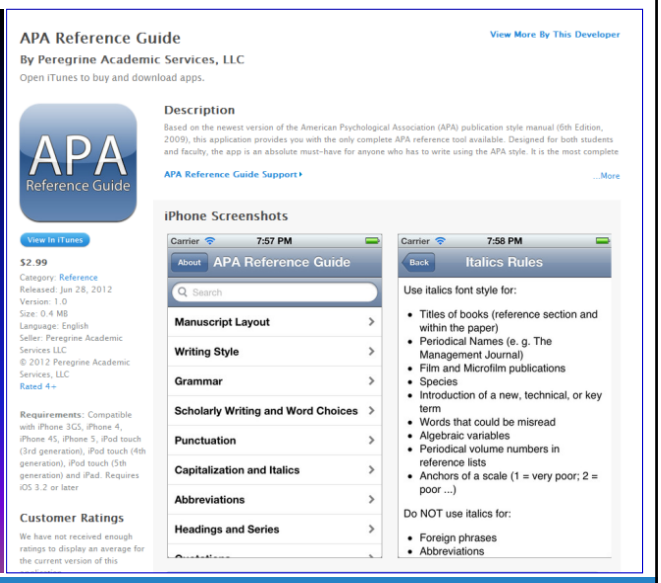
Undergrad Transfer Students take an initial assessment exam (inbound exam). If they score below set thresholds in topics, they are directed to complete one or more online ALC topical modules.

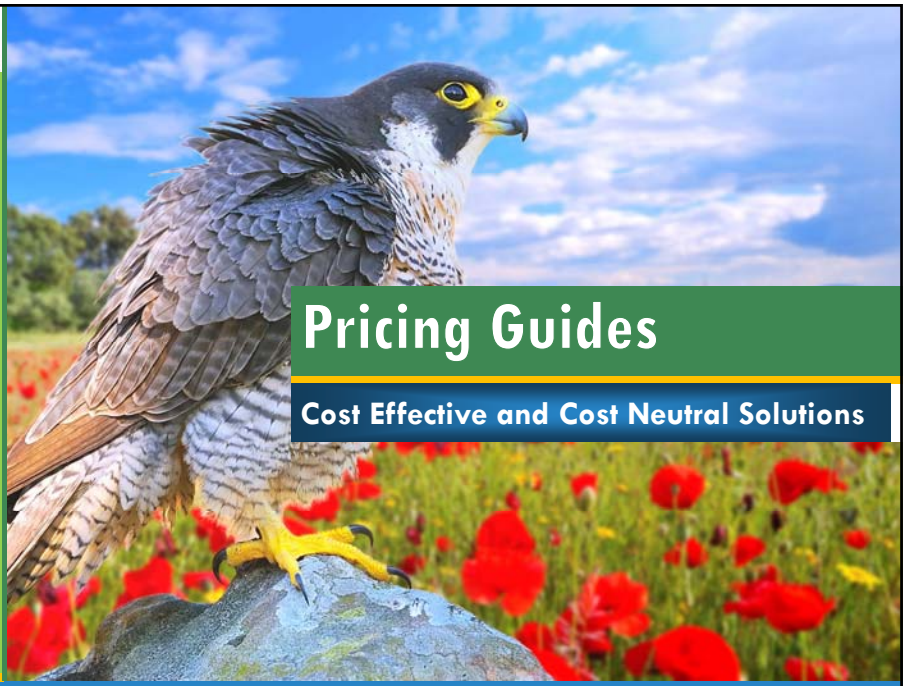
Prospective MBA students take the inbound masters exam in lieu of GMAT. Students who score below a set threshold are then directed to complete the online ALC modules.

✓**Personalized higher education:** ***Decreases the number of prerequisites to one course and improves coverage of the CPCs for your accreditation requirements.***

APA Reference Guide App

- ✓Available for iOS
- ✓Quick Reference Guide
- ✓Ask about how to receive a free download of this app!





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.*

Exams/Year	Discount	Price Per Test BA/BS/Grad	AA/AS
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.*

Units/Year	Discount	Course	Exam
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:

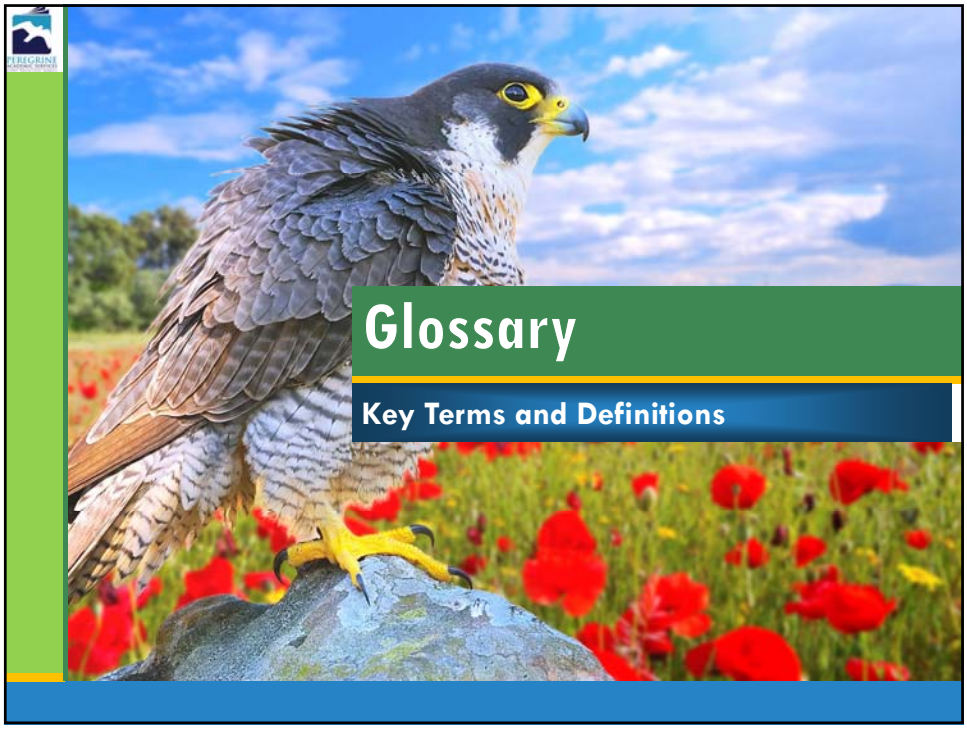
- ✓ Inbound Exam ($40)
- ✓ 8-12 ALC Modules ($280)
- ✓ Outbound Exam ($40)

$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: Number of Questions Correct / 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: (Outbound Score / Inbound Score) - 1.

Percentage Difference. The percentage difference between a school's outbound student results and the aggregate, calculated using the following formula: Aggregate Score – 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: ((NumValuesLessThanScore + (0.5 * NumValuesEqualScore)) / 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 (80^{th}, 85^{th}, 90^{th}, or 95^{th}) 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.

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

5 of 5

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:

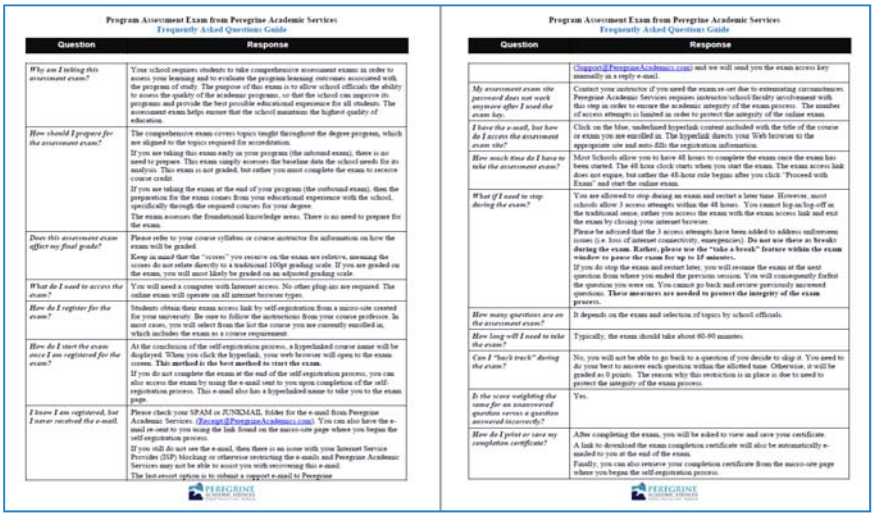
1. What service(s) are required
2. What, if any, customization you require (e. g. topic selection for a program assessment exam)
3. The course names and numbers where you will insert the service (you do not have to insert in courses, but it does help from an accountability/tracking perspective)
4. What, 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

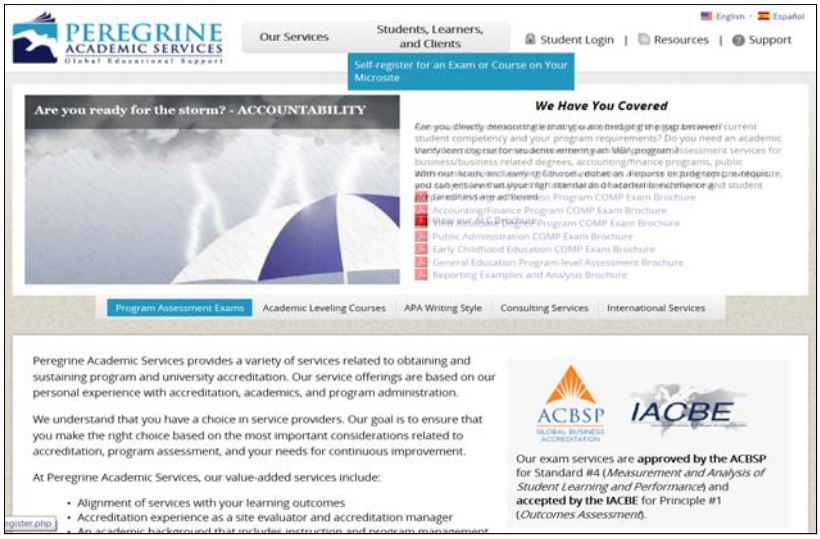
Question	Response
Why am I taking this assessment exam?	Your school requires students to take comprehensive assessment exams in order to assess your learning and to evaluate the program learning outcomes associated with the program of study. The purpose of this exam is to allow school officials the ability to assess the quality of the academic programs, so that the school can improve its programs and provide the best possible educational experience for all students. The assessment exam helps ensure that the school maintains the highest quality of education.
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 on your program (the inbound exam), there is no need to prepare. This exam simply assesses the baseline data 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 outbound 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.
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 100pt grading scale. If you are graded on the exam, you will most likely be graded on an adjusted grading scale.
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 operate on all internet browser types.
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 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 name to take you to the exam page.
I know I am registered, but I never received the e-mail.	Please check your SPAM or JUNKMAIL folder for the e-mail from Peregrine Academic Services. (Receipt@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 recovering this e-mail. The last-resort option is to submit a support e-mail to Peregrine

Program Assessment Exam from Peregrine Academic Services
Frequently Asked Questions Guide

Question	Response
	(Support@PeregrineAcademics.com) and we will send you the exam access key manually as a reply e-mail.
My assessment exam site password does not work anymore after I used the exam key.	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.
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 course or exam you are enrolled in. The hyperlink directs your Web browser to the appropriate site and auto-fills the registration information.
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 has been started. The 48 hour clock starts when you start the exam. The exam access link does not expire, but rather the 48-hour rule begins after you click "Proceed with Exam" and start the online exam.
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/log-off in 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 unforeseen issues (i.e. loss of internet connectivity, emergencies). **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 ended the previous session. You will consequently forfeit the question 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 many questions are on the assessment exam?	It depends on the exam and selection of topics by school officials.
How long will I need to take the exam?	Typically, the exam should take about 60-90 minutes.
Can I "back track" 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 0 points. The reason why this restriction is in place is due to need to protect the integrity of the exam process.
Is the score weighting the same for an unanswered 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

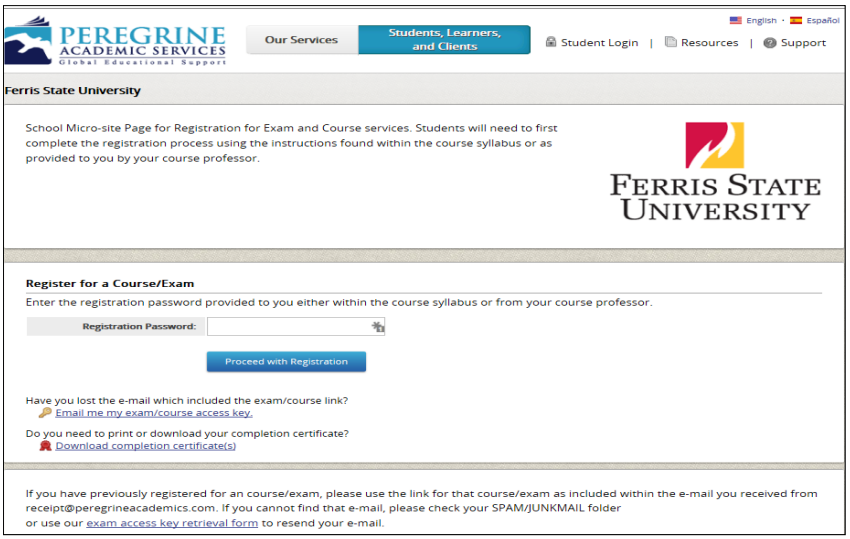


From our website (www.PeregrineAcademics.com) click on the tab entitled For Our Students, Learners, and Clients

Micro-site Access

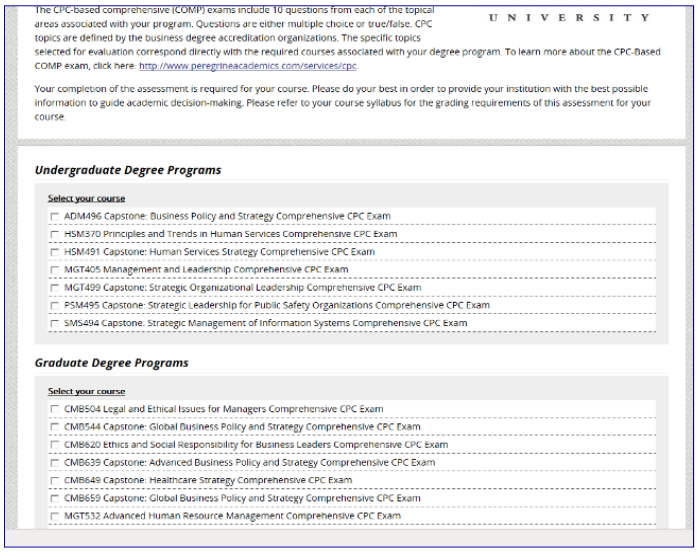
Client colleges and universities are listed alphabetically.

A MICRO-SITE LOGIN PAGE



From this page, students login to self-register for the service. There are also help items to complete an exam, retrieve a lost exam key, or to print a completion certificate.

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

UNIVERSITY

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.

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

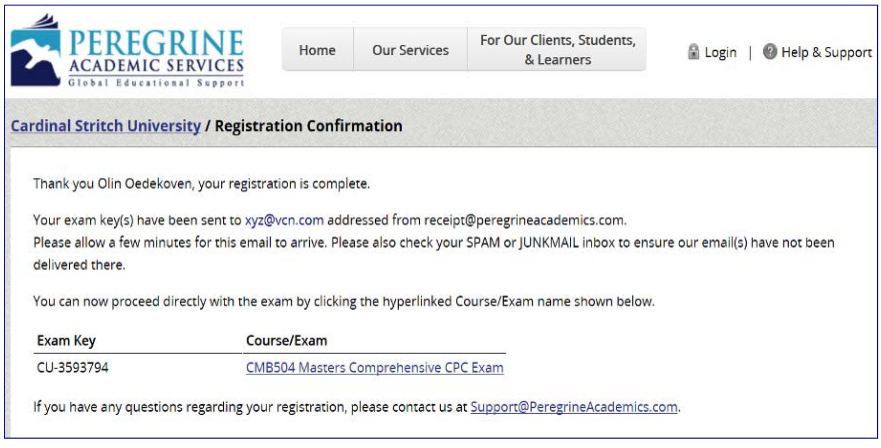
Graduate Degree Programs

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



PEREGRINE ACADEMIC SERVICES
Global Educational Support

Home | Our Services | For Our Clients, Students, & Learners | Login | Help & Support

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.

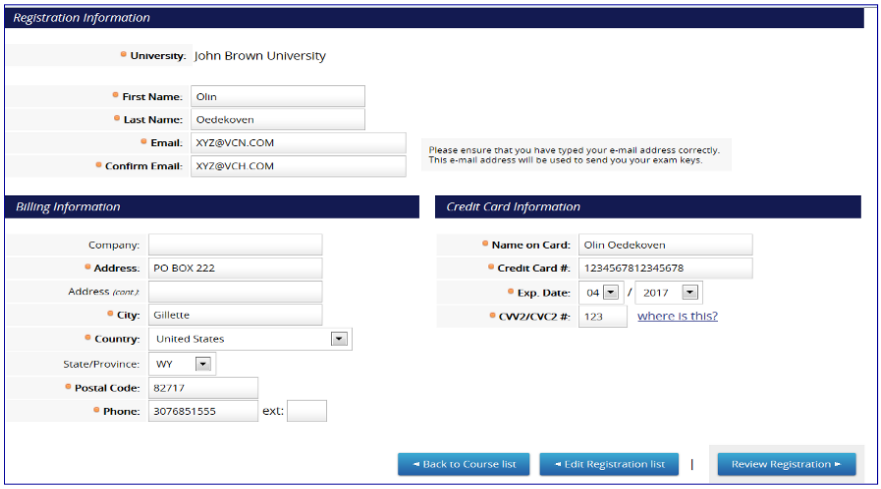
You can now proceed directly with the exam by clicking the hyperlinked Course/Exam name shown below.

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



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**

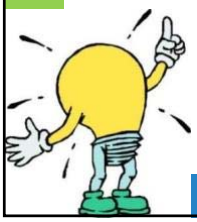
TIPS AND TECHNIQUES FROM OUR LESSONS LEARNED FILES

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

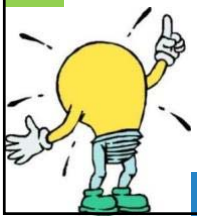
Completing the Outbound Exam is worth 5 extra credit points and then if you score above 50%, it's worth 6pts; if you score above 55%, it's worth 7pts; if you score above 60%, it's worth 8 pts; if you score above 70%, it's worth 9 points; if you score above 75%, it's worth 10 points.

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



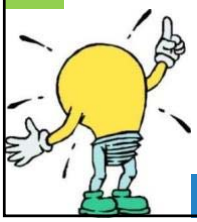
TIPS AND TECHNIQUES FROM OUR LESSONS LEARNED FILES

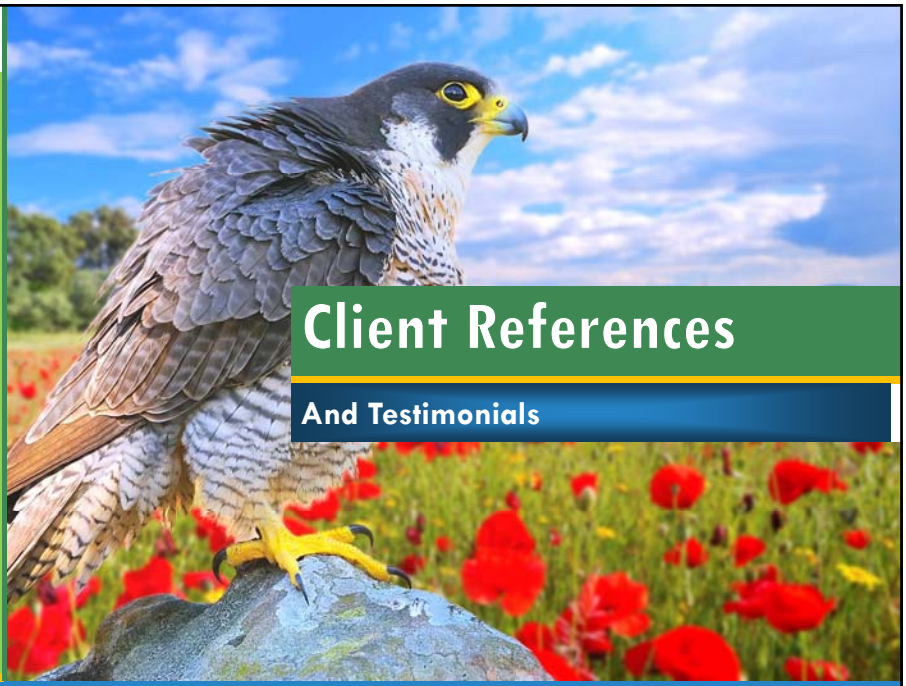
You do not have to insert the service into established courses; however, if you do, then your course professors can hold the students accountable to complete the exam or service. If left to be voluntary for the students, the exam or course may not be completed.



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

Cardinal Stritch University

"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

St Ambrose University

"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

SWOSU
Southwestern Oklahoma State University

"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."

MEDGAR EVERS COLLEGE

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 where 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."

MARYLHURST
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."

PARIS SCHOOL OF BUSINESS

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

CARDINAL STRITCH UNIVERSITY

"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."

TWU
TEXAS WOMAN'S UNIVERSITY
DENTON DALLAS HOUSTON

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."***

Brenau University
1878

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

CARDINAL STRITCH UNIVERSITY

"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."

Dr. Les Crall
Associate Dean, School of Business & Technology

SWOSU Southwestern Oklahoma State University

"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."

Rhonda C. Anderson
Associate Dean, Adult Degree Program
Northwood University

NORTHWOOD UNIVERSITY

"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."

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. "

UNIVERSIDAD UMET METROPOLITANA

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. "

IDER UNIVERSITY

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."

UDI GLOBAL LEARNING

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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