



External Comparison Report



Outbound
76



Assessment Period:

December 1, 2021 - May 15, 2022



Academic Level/Assessment Solution

Bachelors Business Administration

Aggregates

ACBSP Region 7 (Western1e.91 223 29n11olent P0 1 2E hmi (WeSBq9.aibase

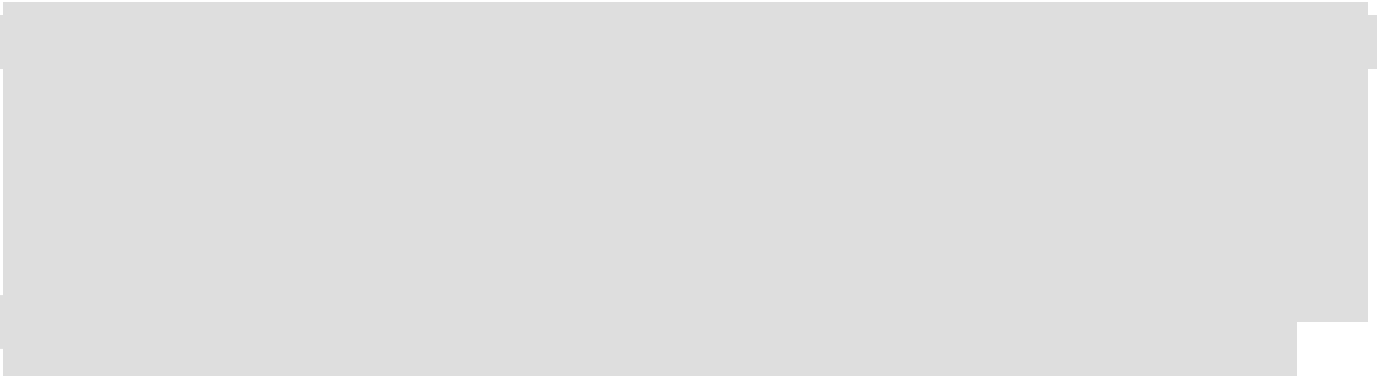
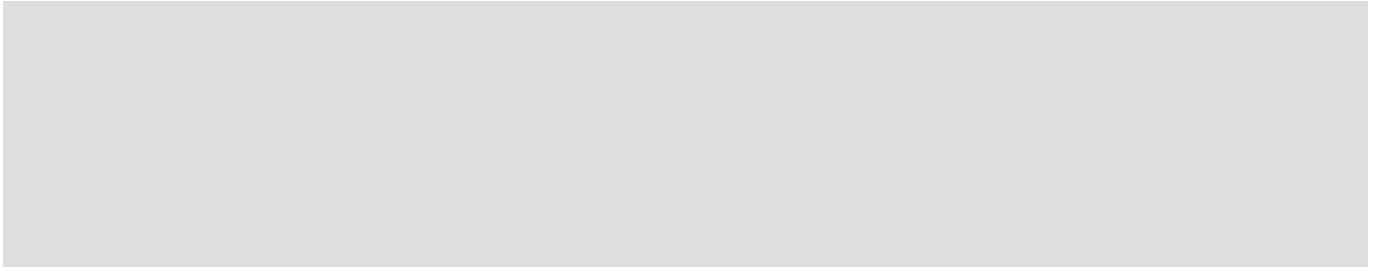
Data Included in Report

Outbound Assessment

- BUS 486 Strategic Management

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Bachelors Business Administration

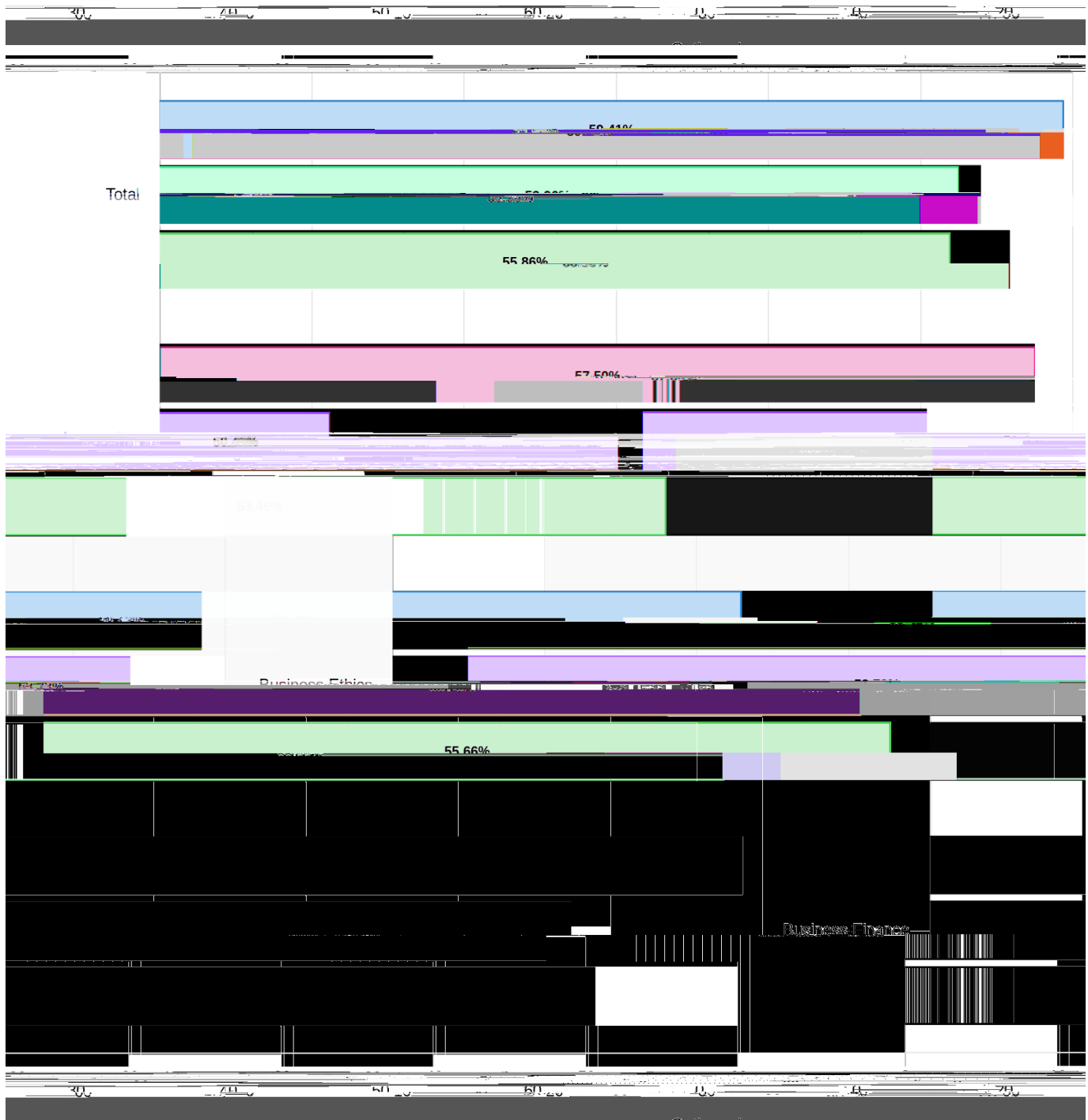
Executive Summary

School/Aggregate		Outbound %
	George Fox University	59.41%
	ACBSP Region 7 (Western Council)	53.95%
	Faith-based Institution	55.86%

External Comparison Report — George Fox University

Bachelors Business Administration

Comparison of Exam Results with Selected Aggregate Pools



- George Fox University
- Faith-based Institution
- ACBSP Region 7 (Western Council)

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Comparison of Exam Results with Selected Aggregate Pools

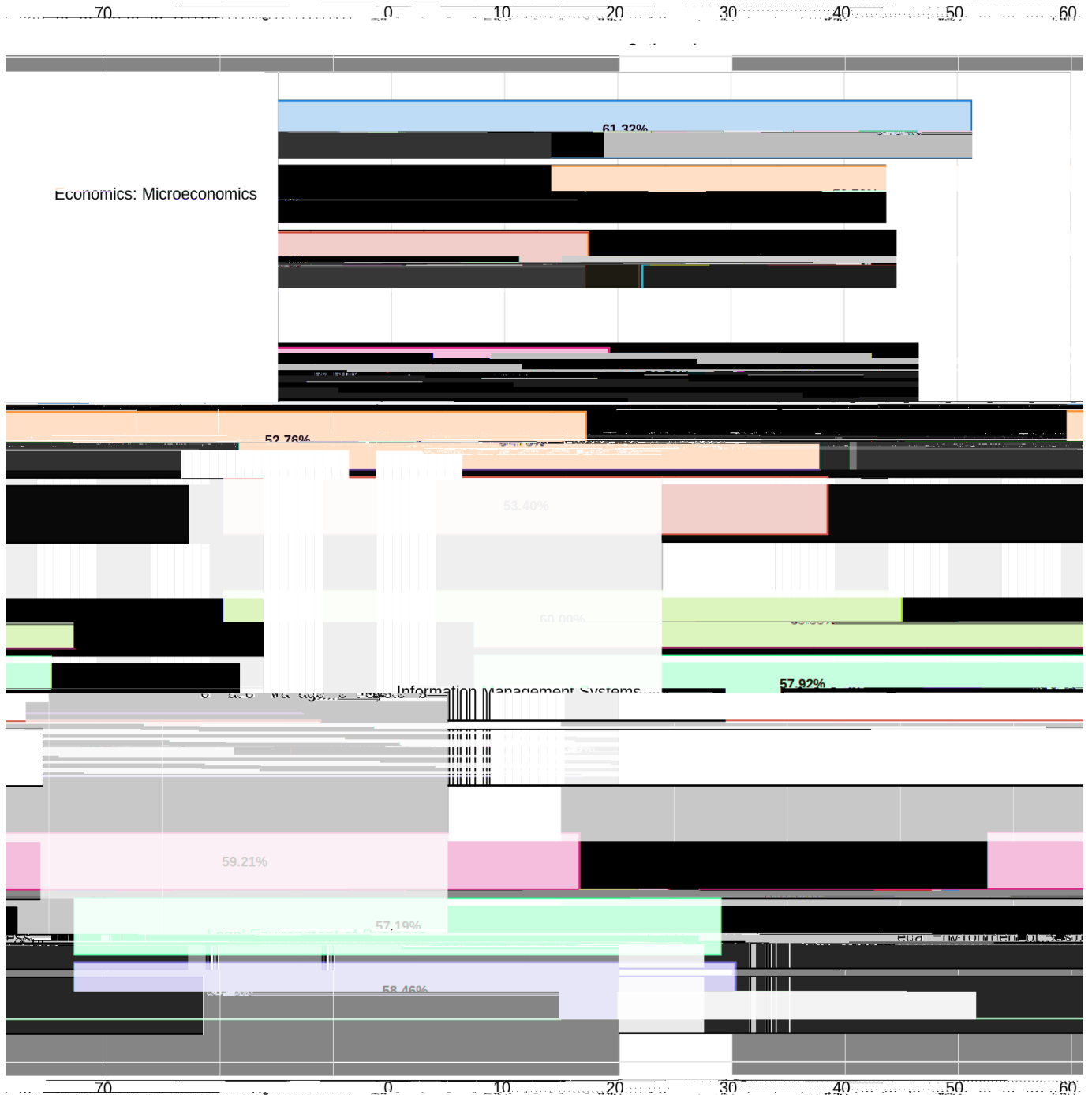


- George Fox University
- Faith-based Institution
- ACBSP Region 7 (Western Council)

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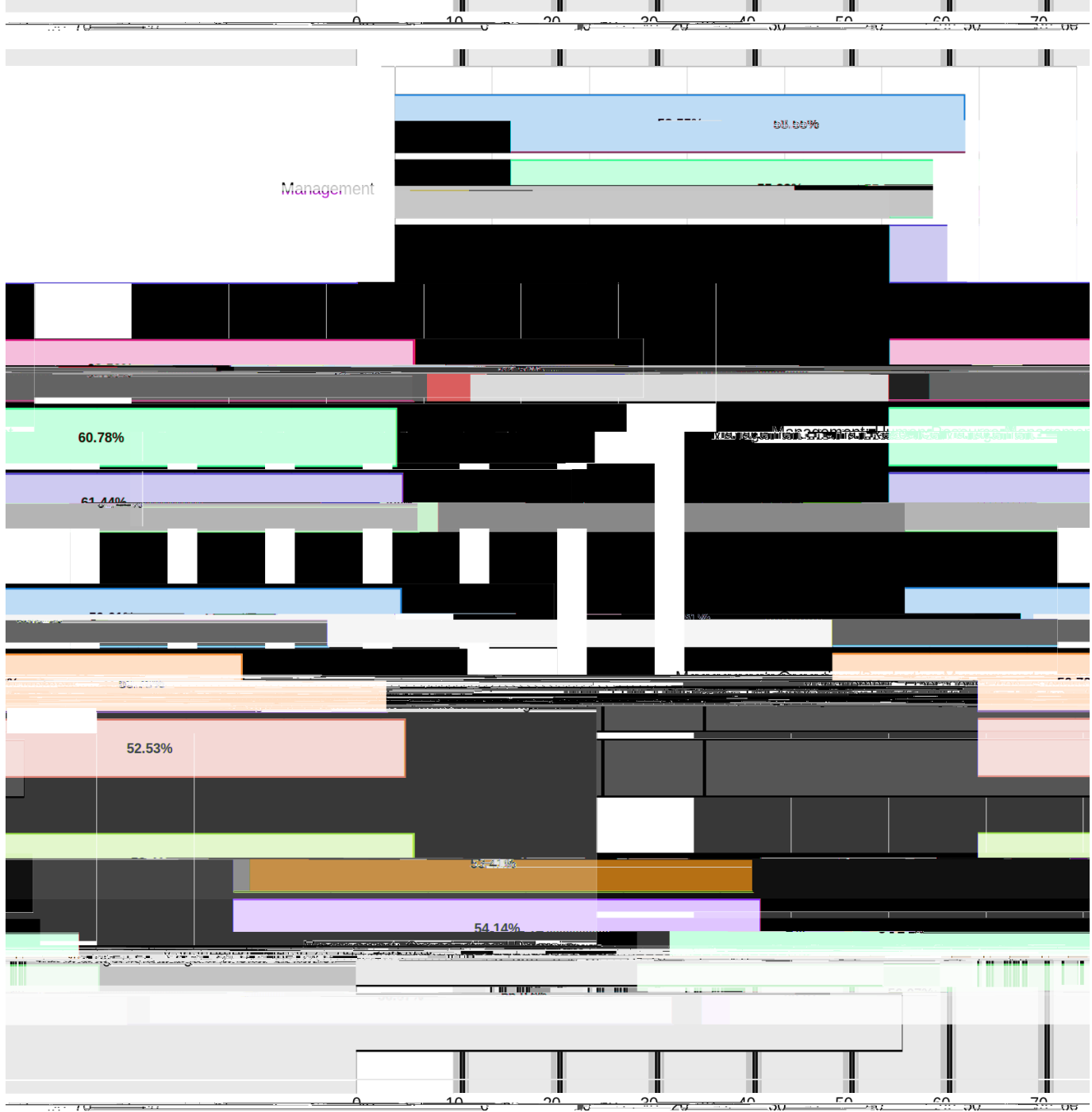


- George Fox University
- ACBSP Region 7 (Western Council)
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Bachelors Business Administration

Comparison of the Accounting Topic Exam Results with the Selected Aggregate Pools

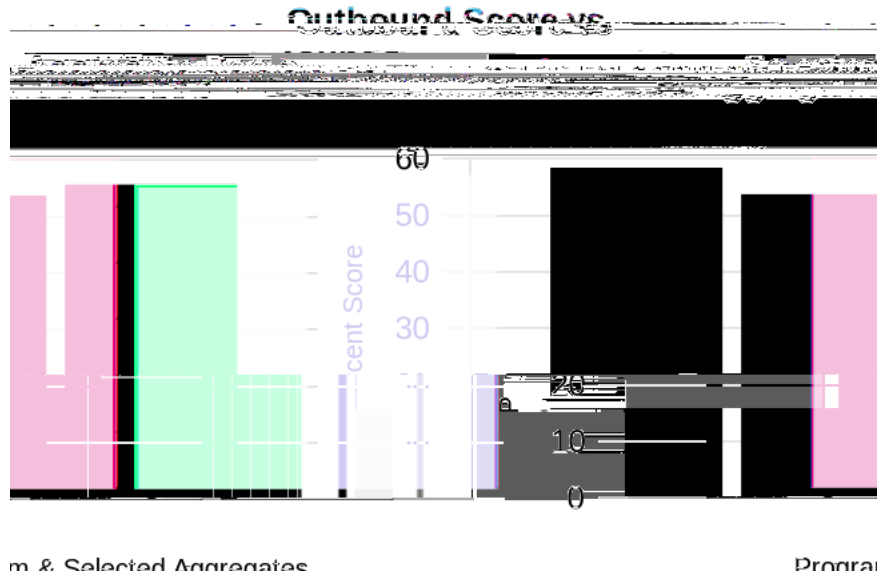
Outbound Score vs Selected Aggregate Pools

School/Aggregate	Outbound Score	Difference in the Score w/ Selected Aggregate Pools
George Fox University	57.50%	-
ACBSP Region 7 (Western Council)	50.41%	7.09%
Faith-based Institution	53.45%	4.04%

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Comparison of the Business Ethics Topic Exam Results with the Selected Aggregate Pools

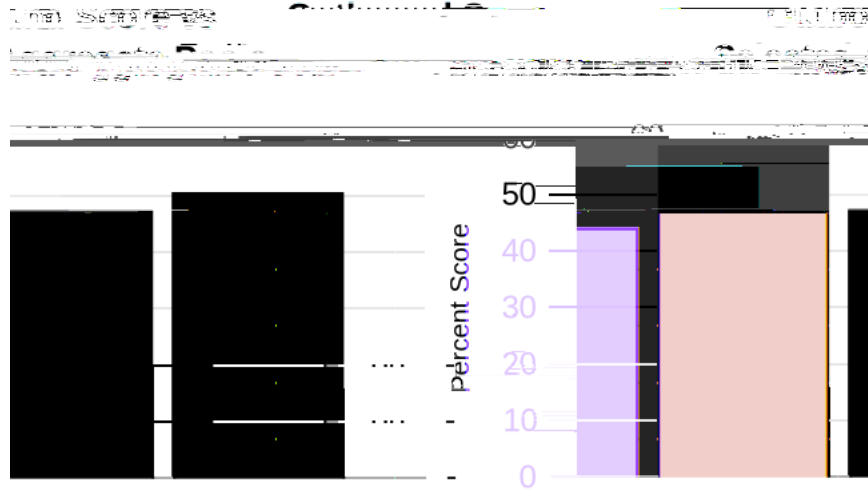


School/Aggregate	Outbound Score	Difference in the Score w/ Selected Aggregate Pools
George Fox University	58.42%	-
ACBSP Region 7 (Western Council)	53.73%	4.69%
Faith-based Institution	55.66%	2.76%

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Bachelors Business Administration

Comparison of the Business Finance Topic Exam Results with the Selected Aggregate Pools



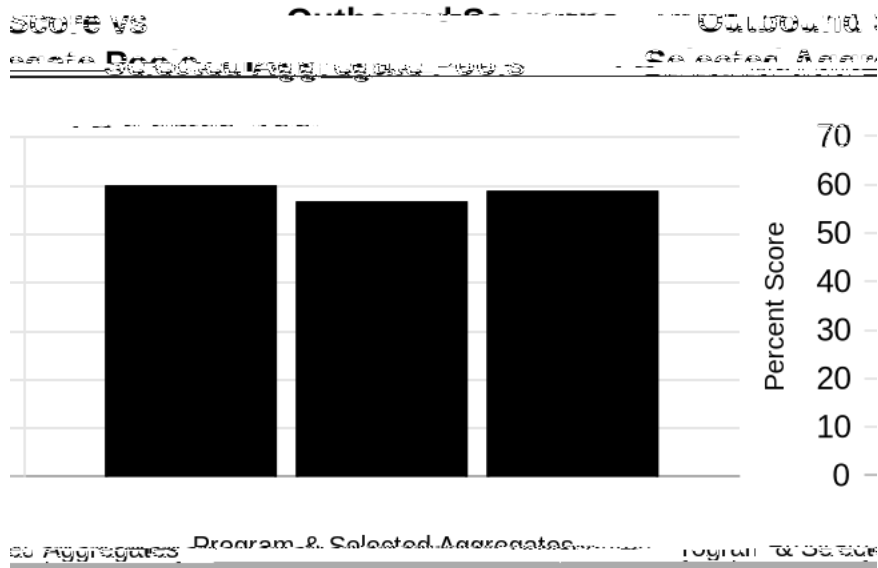
Comparison of Business Finance Topic Exam Results with Selected Aggregate Pools

School/Aggregate	Outbound Score	Difference in the Score w/ Selected Aggregate Pools
George Fox University	58.68%	-
ACBSP Region 7 (Western Council)	47.40%	11.28%
Faith-based Institution	50.62%	8.06%

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Comparison of the Business Integration and Strategic Management Topic Exam Results with the Selected Aggregate Pools



School/Aggregate	Outbound Score	Difference in the Score w/ Selected Aggregate Pools
George Fox University	60.13%	-
ACBSP Region 7 (Western Council)	56.84%	3.29%
Faith-based Institution	59.01%	1.12%

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Comparison of the Business Leadership Topic Exam Results with the Selected Aggregate Pools

Outbound Score vs

School/Aggregate	Outbound Score	Difference in the Score w/ Selected Aggregate Pools
George Fox University	63.29%	-
ACBSP Region 7 (Western Council)	55.22%	8.07%

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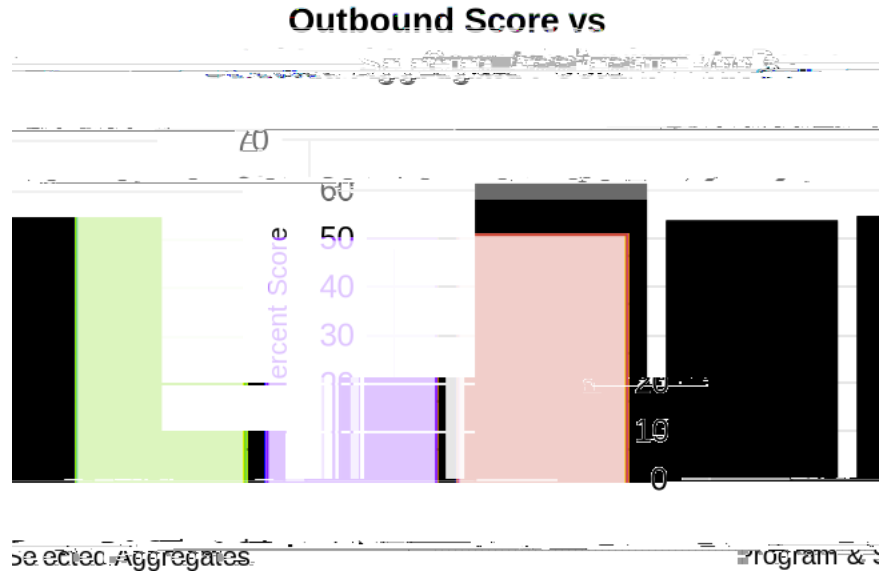
Comparison of the Economics: Macroeconomics Topic Exam Results with the Selected Aggregate Pools

School/Aggregate	Outbound Score	Difference in the Score w/ Selected Aggregate Pools
George Fox University	61.05%	–
ACBSP Region 7 (Western Council)	50.82%	10.23%
Faith-based Institution	51.92%	9.13%

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Comparison of the Economics: Microeconomics Topic Exam Results with the Selected Aggregate Pools

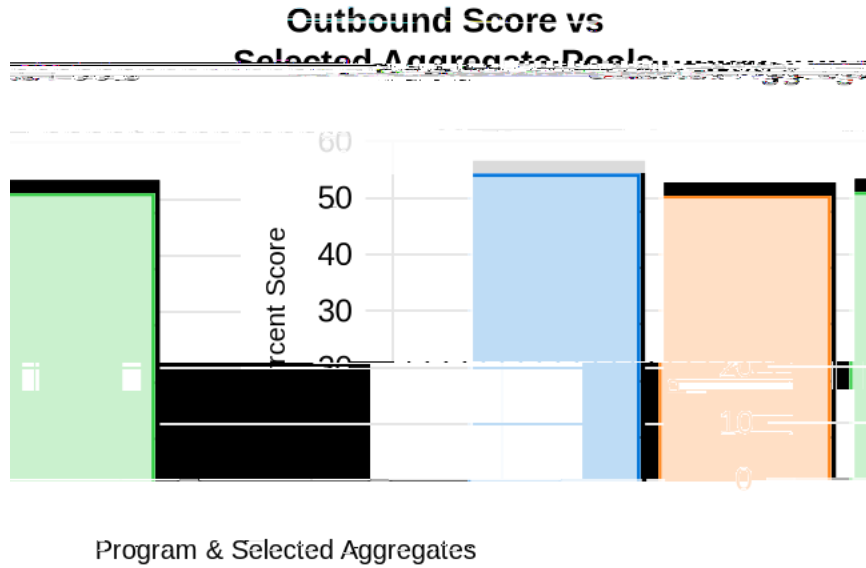


School/Aggregate	Outbound Score	Difference in the Score w/ Selected Aggregate Pools
George Fox University	61.32%	-
ACBSP Region 7 (Western Council)	53.72%	7.60%
Faith-based Institution	54.62%	6.70%

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Comparison of the Global Dimensions of Business Topic Exam Results with the Selected Aggregate Pools

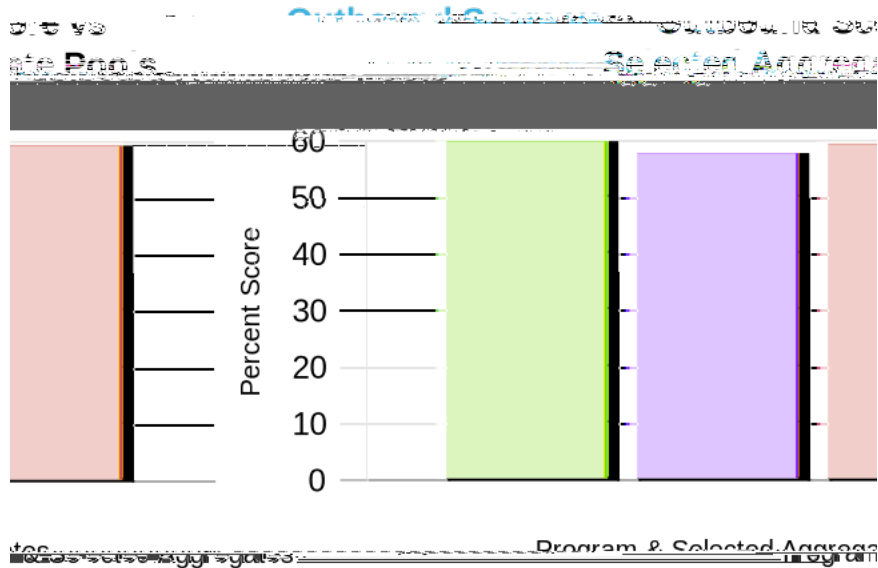


School/Aggregate	Outbound Score	Difference in the Score w/ Selected Aggregate Pools
George Fox University	56.58%	-
ACBSP Region 7 (Western Council)	52.76%	3.82%
Faith-based Institution	53.41%	3.18%

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Comparison of the Information Management Systems Topic Exam Results with the Selected Aggregate Pools



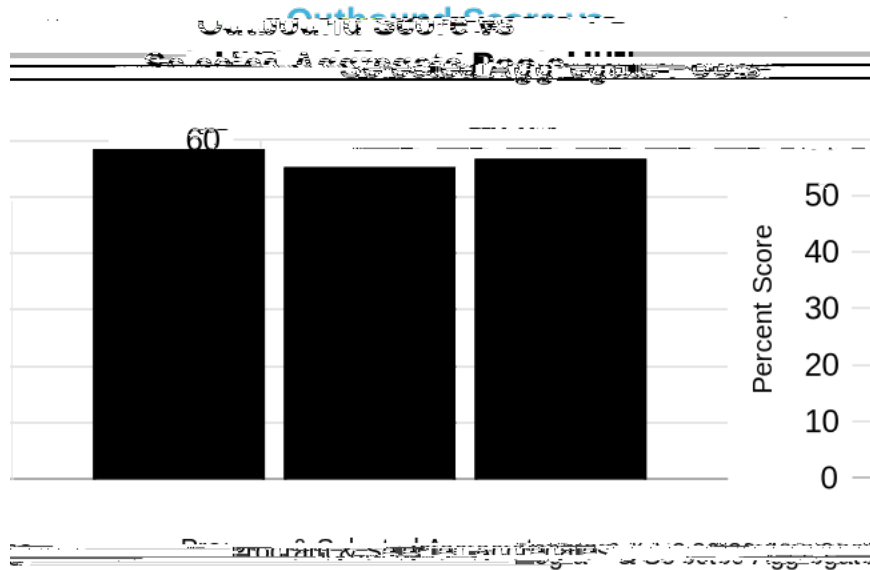
School/Aggregate	Outbound Score	Difference in the Score w/ Selected Aggregate Pools
George Fox University	60.00%	-
ACBSP Region 7 (Western Council)	57.92%	2.08%
Faith-based Institution	59.46%	0.54%

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Comparison of the Management Topic Exam Results with the Selected Aggregate Pools



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Comparison of the Management: Human Resource Management Topic Exam Results with the Selected Aggregate Pools

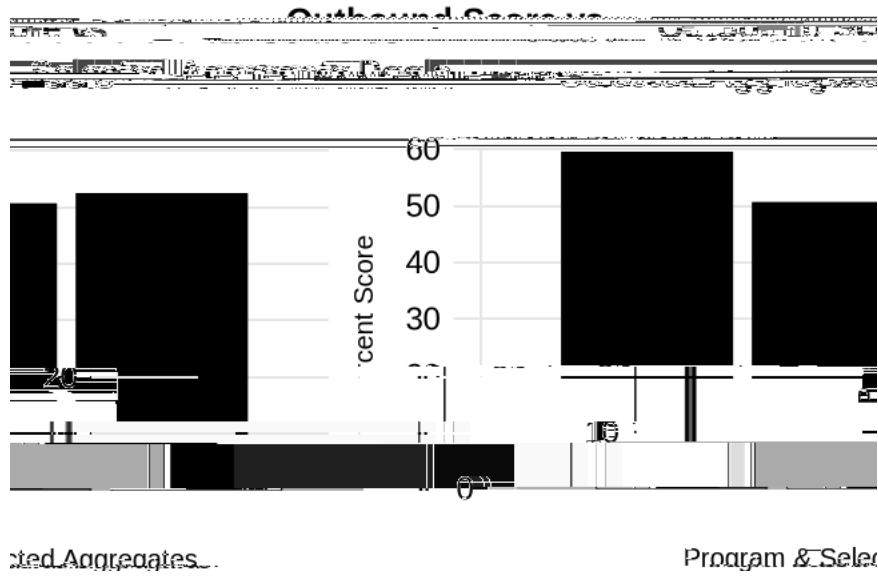


School/Aggregate	Outbound Score	Difference in the Score w/ Selected Aggregate Pools
George Fox University	62.50%	-
ACBSP Region 7 (Western Council)	60.78%	1.72%
Faith-based Institution	61.44%	1.06%

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Comparison of the Management: Operations/Production Management Topic Exam Results with the Selected Aggregate Pools



School/Aggregate	Outbound Score	Difference in the Score w/ Selected Aggregate Pools
George Fox University	59.61%	-
ACBSP Region 7 (Western Council)	50.70%	8.91%
Faith-based Institution	52.53%	7.08%

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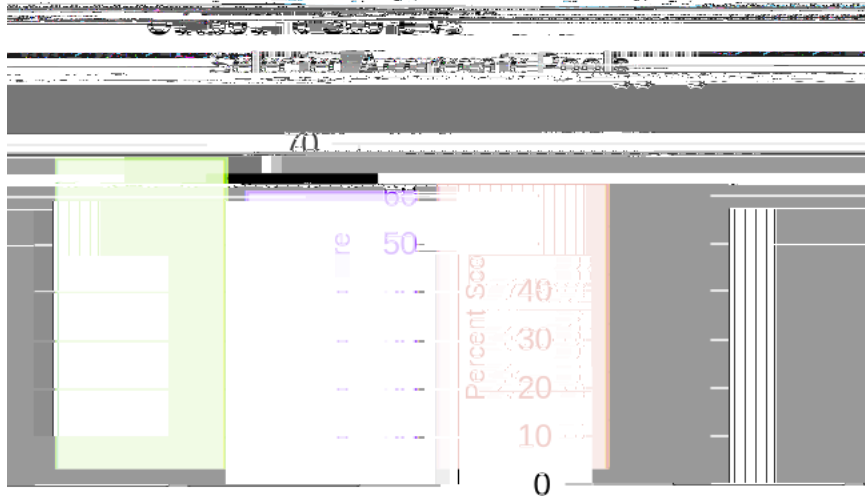
Comparison of the Management: Organizational Behavior Topic Exam Results with the Selected Aggregate Pools

School/Aggregate	Outbound Score	Difference in the Score w/ Selected Aggregate Pools
George Fox University	53.41%	-
ACBSP Region 7 (Western Council)	54.14%	-0.73%
Faith-based Institution	56.07%	-2.66%

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Comparison of the Marketing Topic Exam Results with the Selected Aggregate Pools



& Selected Aggregates

Program

School/Aggregate	Outbound Score	Difference in the Score w/ Selected Aggregate Pools
George Fox University	64.21%	-
ACBSP Region 7 (Western Council)	57.32%	6.89%
Faith-based Institution	59.16%	5.05%

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Comparison of the Quantitative Research Techniques and Statistics Topic Exam Results with the Selected Aggregate Pools

Section Aggregate Pools

School/Aggregate	Outbound Score	Difference in the Score w/ Selected Aggregate Pools
George Fox University	55.13%	-
ACBSP Region 7 (Western Council)	49.55%	5.58%
Faith-based Institution		

How to Read and Understand the External Comparison Report

Purpose of the exam

The purpose of the exam is to provide direct assessment of student learning. The exam results are used to assess the strengths and opportunities for improvement of academic programs. The exam measures the knowledge levels of students related to the learning outcomes of the program.

The External Comparison Report is a report of a selected set of exam results compared to one or more aggregate pools. Exam analyses include a comparison of the scores and a comparison of percentage change when Inbound Exam scores are included with the Outbound Exam scores. The report is based on an analysis of the means of the exam scores whereby the total score for the exams and the topic-level scores with the selected aggregate pools are illustrated as a side-by-side comparison. A summary analysis by topic can be found in the report comparing the percentage change between the Inbound Exam scores and the Outbound Exam scores of the program with the selected aggregates.

Who uses the reports

- Program administrators
- Program directors
- Academic program managers
- Accreditation coordinators
- Assessment coordinators
- Course managers
- Anyone involved with programmatic evaluation

Exam Construct: Inbound and Outbound Approach

An Inbound or Outbound Exam construct provides data for both internal and external benchmarking. The Inbound Exam evaluates the student's knowledge level at the beginning of the student's program of study. The Outbound Exam assesses the student's knowledge level at the end of the student's program of study. The difference in results between the Inbound and Outbound exams is the direct measure of learning most often used for internal benchmarking.

The number of questions offered, and the frequency correct value of the aggregates, is based on the sampling of the data at each level (subject, topic, total), independent of each summary level. Thus, the sum of the number of questions offered for a set of subjects may not equal the number of questions offered for the topic.

How to use the External Comparison Report

The Inbound Exam provides the baseline measurement of student knowledge level as they start the academic program. Outbound Exam results are relative. Outbound Exam relevancy is understood in terms of the change in knowledge level from the time a student enters the program compared to when they graduate from the program. The results are presented at the topic, subtopic, and subject levels.

External comparisons of Outbound Exam scores with the various aggregate pools should only be used as a relative index of how the assessed program compares with other programs. There is a high degree of variability between schools with respect to specific curriculums and areas of emphasis or concentrations. Comparisons include other schools with relatively similar student populations and educational delivery means, not necessarily based on the exact curriculum of the program (which would be nearly impossible and most likely unrealistic). There are multiple pools to select from for the comparisons and up to five aggregates can be selected using the External Comparison Report.

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Best Practices

Reviewing Individual Results

It is important that students give their best effort in completing the assessment, especially for the Outbound Exam. An essential component of administering the assessment is to explain the purpose of the exam to the students so that the schools can collect actionable and accurate data on student performance for programmatic evaluation and continuous improvement efforts.

- To encourage students to do their best with the Outbound Exam, an incentive is usually needed. Exam incentives include a direct grade, points, or extra credit. Another option is to assign an additional assignment when students do not meet a specific threshold. Typically, simply grading the exam is the best approach to properly incentivize the exam (see the Interpreting & Evaluating Exam Scores section).
- Individual student completion times provided in the Individual Results Report are helpful when evaluating student effort, particularly with Outbound Exam results. Typically, a 100-question exam should take the student about 60-90 minutes to complete. If exam completion times are below 30 minutes, academic officials may consider the results invalid.

Interpreting and Using Exam Scores

Inbound Exam results are obtained from incoming learners who have just started their academic program. Cumulative Inbound Exam results are typically used relative to the cumulative Outbound Exam results to directly measure academic learning. Individual learner results from Inbound Exam (Individual Results Report) can be used to help guide, advise, and place a learner within a program of study.

Outbound Exam results are a direct measure of academic learning since the learners taking the Outbound Exam have completed, or nearly completed, the academic degree program.

Outbound Exam results, both cumulatively and individually, DO NOT correspond directly to a traditional academic grading scale. This is a normed exam with an average degree of difficulty of questions approximately 55%-60%. The exam is relative to the Inbound Exam results, as well as the external aggregate comparisons.

NOTE: There is not a “passing” or “acceptable” score based on the results of this normed exam, nor do accreditation organizations expect to see a passing or acceptable level. Rather, school officials determine what is passing/acceptable based on associated benchmarks. Abandoned exams receive a zero and are not included in cumulative results.

There is a distinct difference between evaluating results versus grading individual exams. Individual learner grading of the Outbound Exam could be conducted using the figure and table on the following page. Typically, the Outbound Exam should be incentivized to encourage learners to do their best. Inbound Exams are usually not incentivized since the learner is just starting the academic degree program and most likely has limited knowledge of the instructional topics.

If specific academic credits (e. g., grade, points, or extra credit) are to be awarded to learners based on their exam results, the Interpretation of Assessment Scores Based on Cumulative Results figure and the Relative Interpretation of Learner Competency table show a relationship between the percentile score's exam results and relative student performance based upon competency level.

Percentiles are used rather than percent scores so that the learner's results can be understood relative to the cumulative results of all learners who have completed the exam. Peregrine Global Services maintains 4-year rolling aggregate comparison pools that include percentiles. The individual learner scores and the cumulative assessment results are shown in both percentages and percentiles.

As illustrated in the Interpretation of Assessment Scores Based on Cumulative Results figure, the percentile distribution is based on the standard deviations (SD) of the sample:

- Average is the 50th percentile.
-

Peregrine Global Services Reports

Individual Learner Assessment Reports

Individual Results Report.

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Generating Reports

Getting Started

From the Client Admin Dashboard, go to Reports. Select your report category and a report from the dropdown menu.



Using the Report Wizard



Use the numerated tabs of the Report Wizard to complete the steps for report generation:

STEP 1. Choose your **Assessment Period**. Assessment completion dates will fall within the range you choose. For the **Longitudinal Report**, you will choose 2 to 4 time periods. Choose your **Assessment Category**, i.e., Business (BUS). If you have report criteria saved, you can click **Load Report Criteria** now.

STEP 2. Select an **Academic Degree Level**. Select Your

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STEP 6. Review your report information. If changes are needed to any section of the Report Wizard, click the **Edit** button to

Glossary of Terms

Exam Specific Terminology

Abandoned Exam. An exam that had the 48-hour time limit elapse or the 3 access attempts were exceeded. These exams are auto completed, giving the student a score of "0" for each unanswered question. These exams are only included in the school's individual results, not in the reporting or analysis.

Cohort. A group of students based upon a demographic factor such as specialization, campus location, program start date, etc.

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Percentile. Percentiles are shown within the topic and 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 Internal 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). This function uses the following formula: $(n-1)p=i+f$: the letter i is the integer part of $(n-1)p$, f is the fractional part of $(n-1)p$, n is the number of observations, and p is the percentile value divided by 100. The percentile benchmark is the required score of questions correct to be at a specific percentile value (80th, 85th, 90th, or 95th) and is based on interpolation.

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

Total Exam Score Significance. If a student simply randomly selected responses to questions, the statistical mean of the total score of such a randomly responded to exam would be approximately 30% (+/- 2.5% depending upon the number of questions on the exam). Therefore, exam scores above 30% could be considered significant in terms of measuring actual knowledge levels.

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