

Evaluating Learning Outcomes

***Programmatic Assessment Reports and Data Analysis
Tools Used for Quality Assurance in Higher Education***



PEREGRINE

— GLOBAL SERVICES —

Your Presenters



Olin. O Oedekoven, Ph.D.
President & CEO



Laurel Vicklund
Vice President



Matt Ramey
Chief Financial Officer



Kayla Vos
VP Strategic Growth & Engagement

Your Presenters



Katalin Kovacs
*Director of EMEA
Operations*



Desiree Moore
*Director of Marketing &
Strategic Growth*



Ashley Dillard
Client Solutions Advisor



Michale Napolitano
Director of Programming

We are catalysts for change.

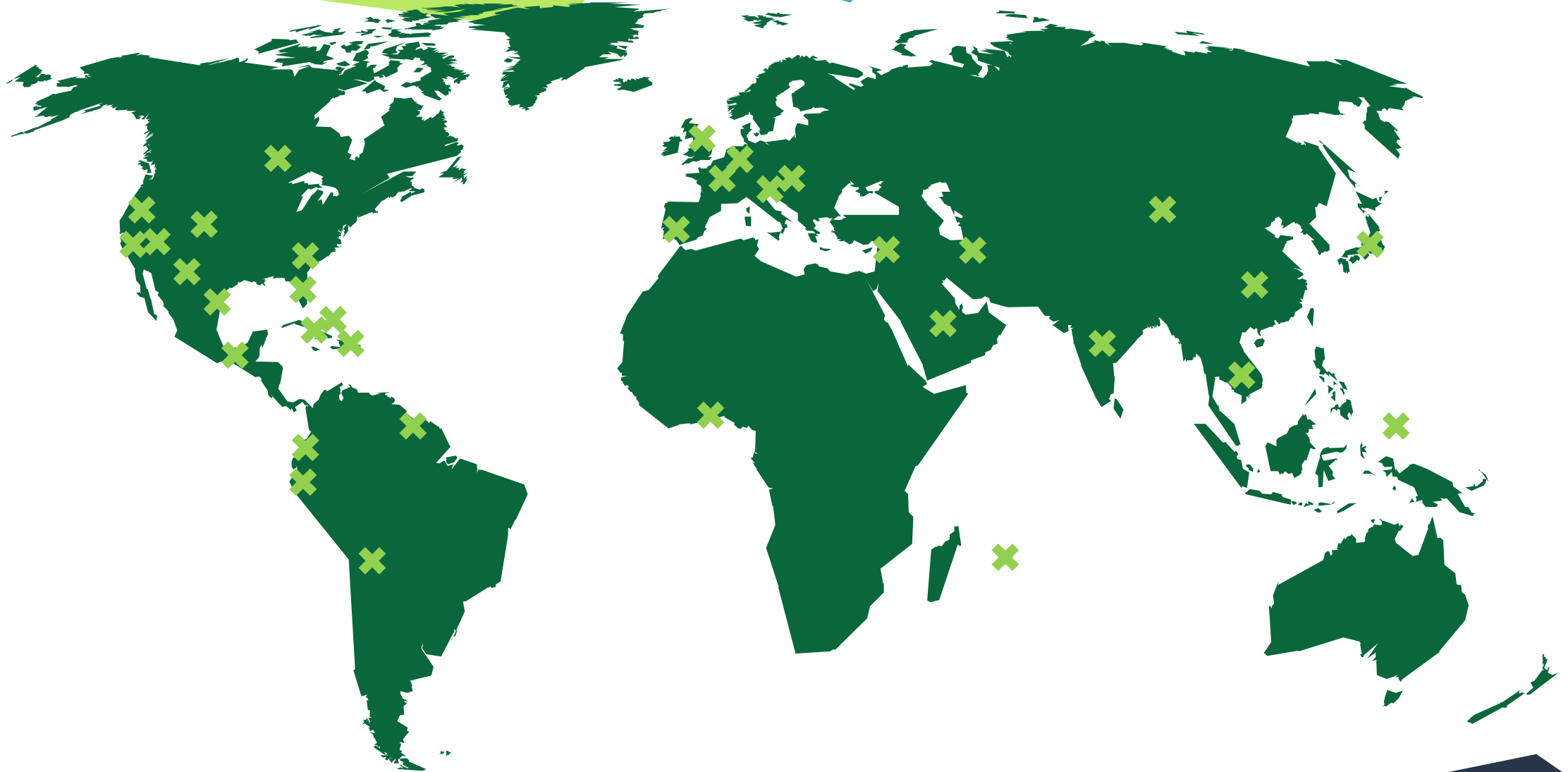
We believe that we can contribute to improving the quality of higher education.

We believe we can develop values-based leaders who make a difference in our world.

We lead change by leveraging a diversity of talented people across a broad spectrum of disciplines, backgrounds, experiences, and cultures.

Together with our clients and partners, we believe that we can change the world.

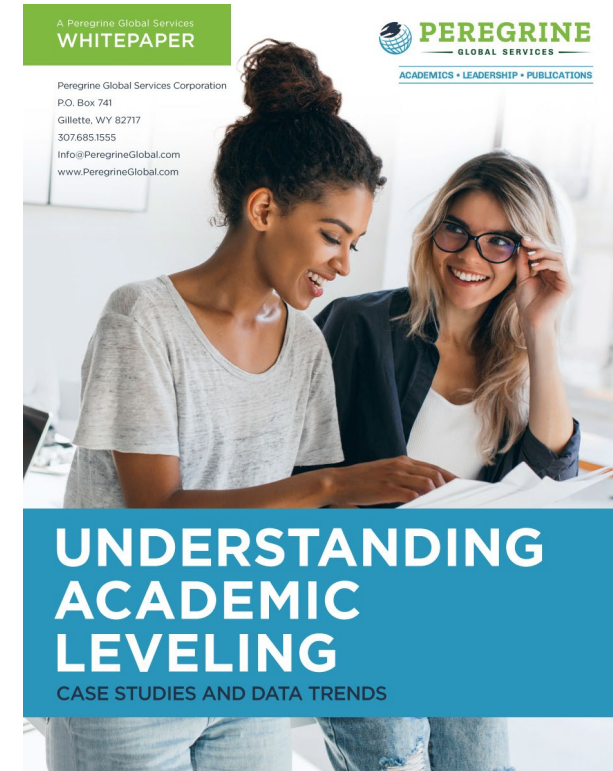
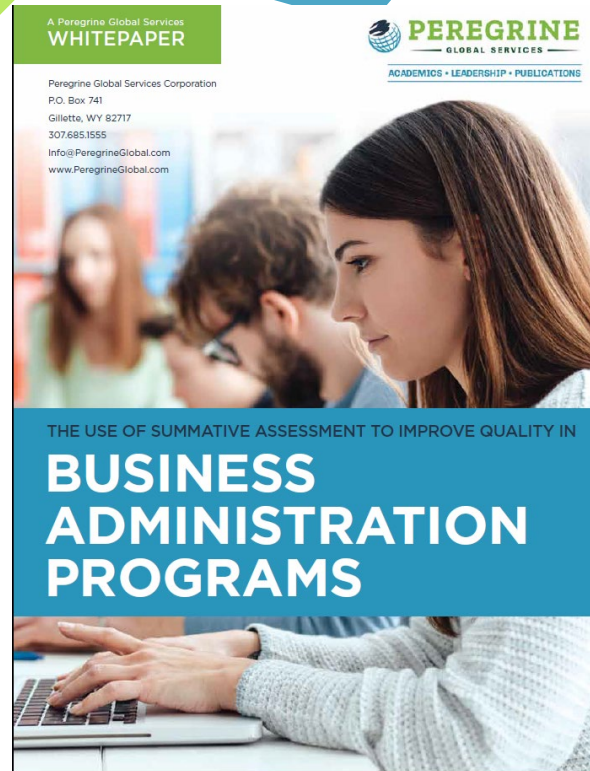
Global Reach





PEREGRINE
GLOBAL SERVICES

Leveraging Assessment to Improve Quality in Higher Education



The case studies and data presented are from our whitepapers. Check your welcome bag for information on how you can download the digital file or come to our booth for your hardcopy.



PEREGRINE

GLOBAL SERVICES



The whitepapers include case studies from these schools. The case studies describe the selection, application, analysis of data, and quality assurance processes using Peregrine's summative assessment services and academic leveling modules.

Solutions to Help Satisfy Accreditation Requirements & Impact Quality

- ◆ **Business Administration Assessment**
- ◆ **Global Business Education Assessment**
- ◆ **Accounting & Finance Assessment**
- ◆ **EvaluSkills: Workplace Skills Assessment**
- ◆ **Academic Leveling**
- ◆ **Write & Cite: Academic Writing Readiness Module**

Assessment Solutions

- ◆ Peregrine provides normed, summative assessment solution to academic programs used for internal and external programmatic evaluation.
- ◆ The assessment solution is designed to address programmatic accreditation requirements related to learning outcomes assessment, quality assurance, and external academic benchmarking.



Topic and Subject Levels

Business Finance

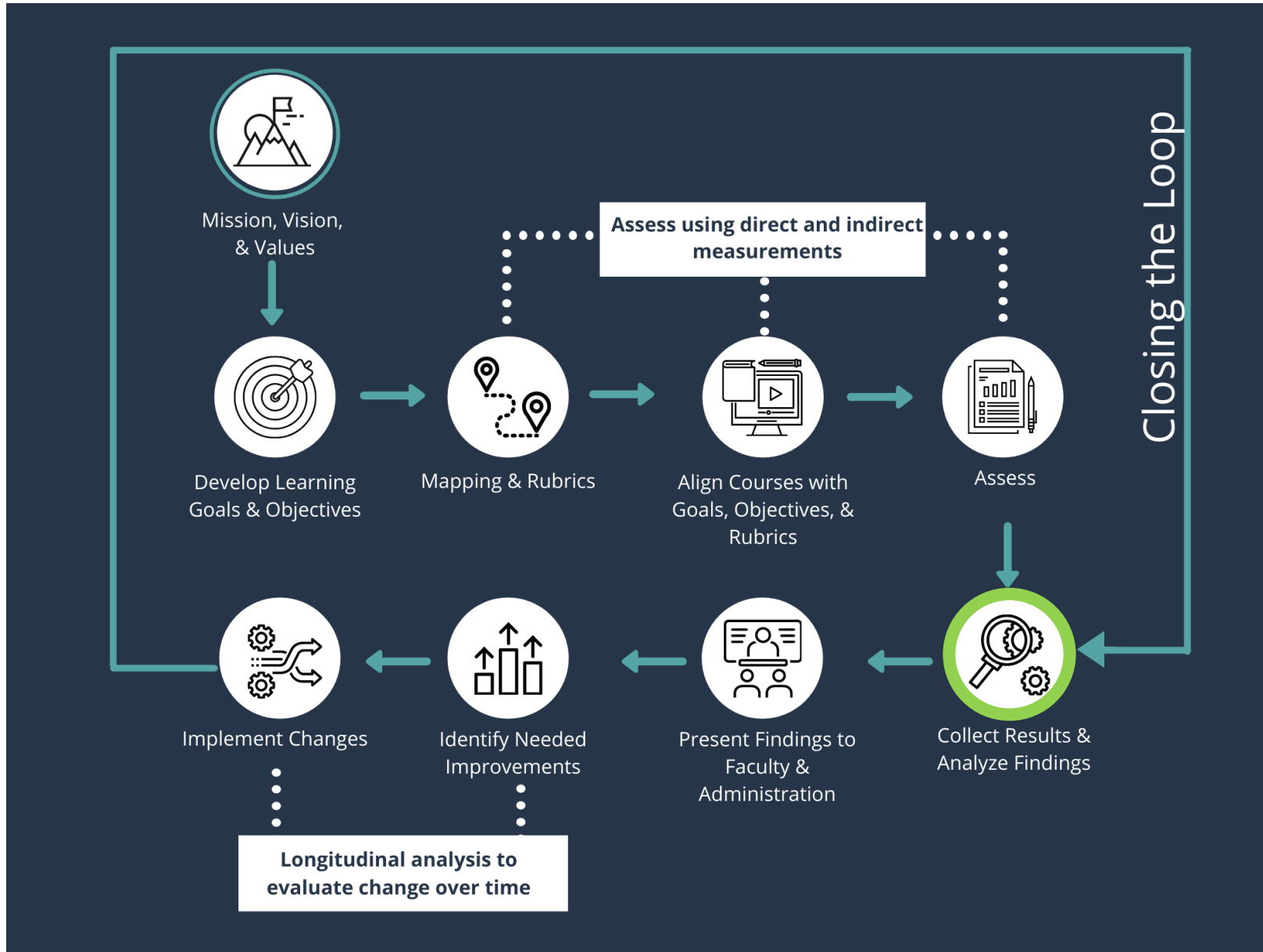


- ◆ Asset Valuation and Inventory
- ◆ Balance Sheets and Financial Statements
- ◆ Business Analysis Ratios and Calculations
- ◆ Interest and Dividends
- ◆ Profit, Loss, Cash Flow, and Margins
- ◆ Stocks and Bonds
- ◆ Tax Rates, Taxes, and Tax Code



PEREGRINE

GLOBAL SERVICES



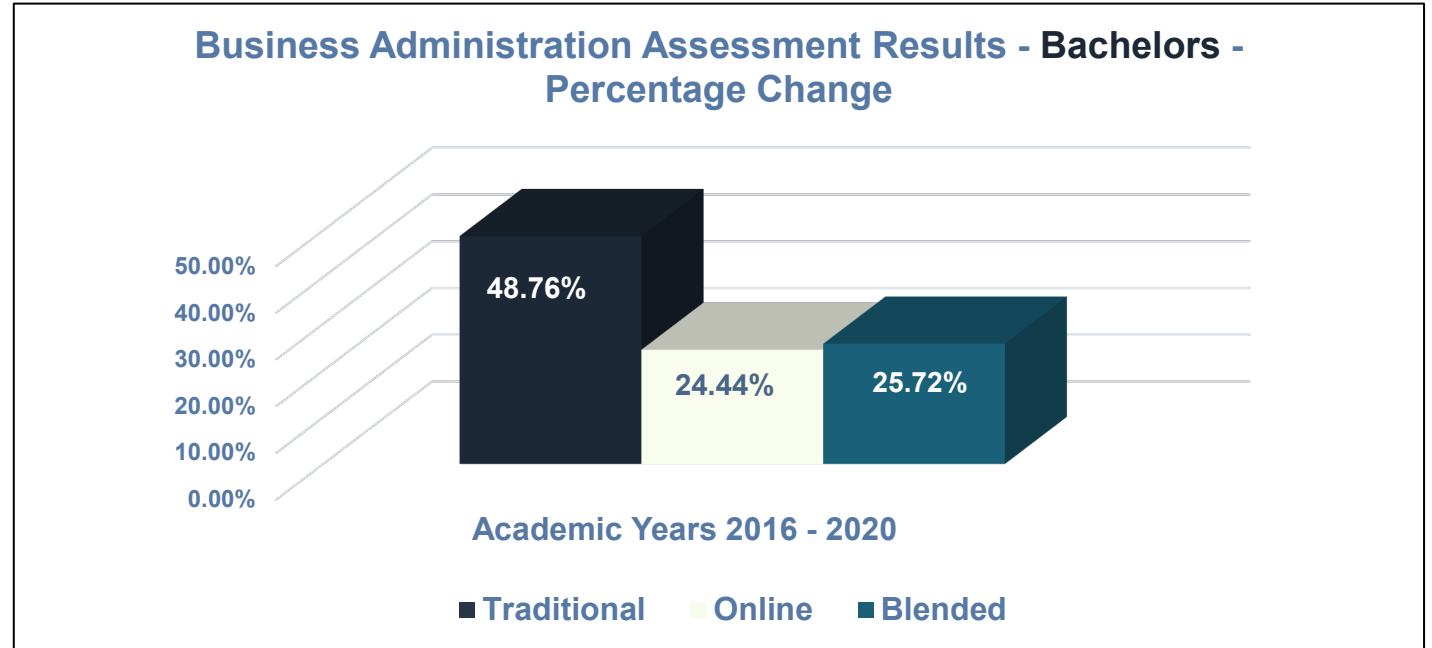
Inbound and Outbound Exam Data from Academic Years 2010-2011 through 2019-2020

Academic Level	Exam Type	Number of Completed Exams for the Business Administration Assessment Service by Academic Year										Total Number of Exams
		July 1st – June 30th										
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	
Associate	Inbound	237	205	267	401	1,370	1,146	1,862	1,736	1,504	1,525	10,253
Associate	Outbound	171	649	1,867	1,223	2,612	1,315	2,831	2,967	3,142	2,683	19,460
Bachelors	Inbound	260	1,333	4,088	7,212	7,348	9,378	10,429	14,742	14,089	19,026	87,905
Bachelors	Outbound	824	4,314	11,467	14,494	20,011	24,159	27,006	31,038	33,735	33,297	200,345
Masters	Inbound	576	1,970	5,067	7,085	7,401	10,066	9,360	10,059	9,920	10,238	71,742
Masters	Outbound	664	3,780	7,906	9,509	12,386	15,051	15,871	17,474	17,905	17,888	118,434
Doctoral	Inbound				18	25	60	275	554	624	677	2,233
Doctoral	Outbound				62	46	89	87	163	190	134	771
	Totals	2,732	12,251	30,662	40,004	51,199	61,264	67,721	78,733	81,109	85,468	511,143

Business Bachelors Percentage Change

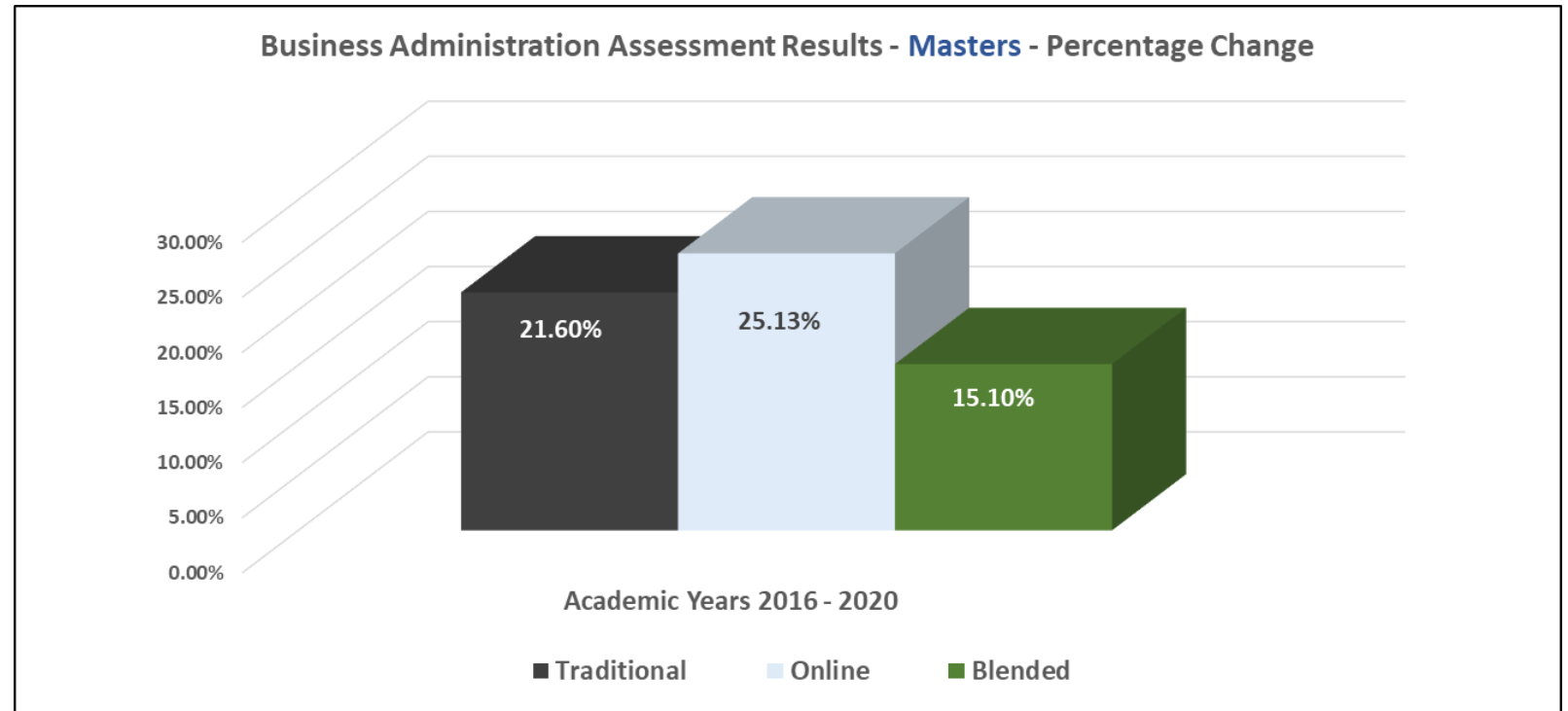
Traditional programs have the highest percentage change (knowledge gain) compared to Online and Blended programs.

Traditional programs have lower Inbound Exam totals compared to Online and Blended programs.



Business Masters Percentage Change

Online master's programs showed the highest percentage change followed by Traditional Programs, and then by Blended programs.



Internal Analysis

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 the frequency correct.

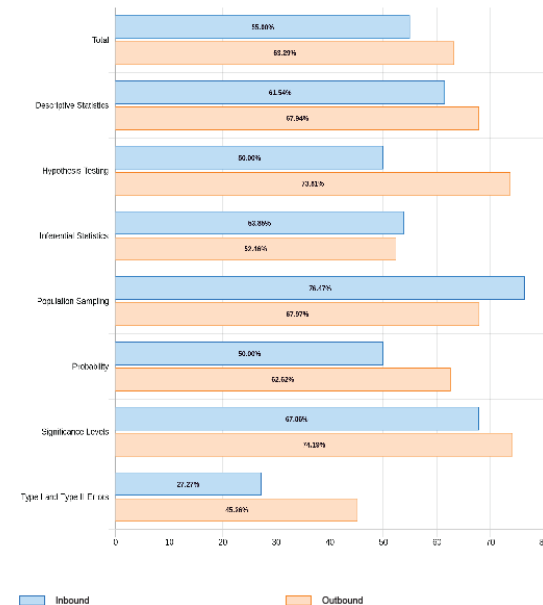
Internal Analysis Report — Peregrine University Bachelors Business Administration

Management - Inbound Exam Summary

Subject	Result for this Report's Dataset		Data for the Selected Aggregate Pool		Percentile Rank for this Report's Dataset	Required Scores for Identified Percentiles Based on the Selected Aggregate Pool			
	No. Questions Offered	Frequency Correct	No. Questions Offered	Frequency Correct		25th	45th	65th	85th
Continuous Improvement	20	55.00%	32,869	40.86%	*93	35.00%	38.47%	43.59%	50.00%
Corporate Culture and Climate	15	60.00%	34,881	44.40%	*95	38.10%	43.20%	47.62%	53.69%
Cost Control	21	62.38%	31,998	43.51%	*91	36.64%	42.50%	47.50%	53.49%
Data Analysis Tools	11	27.27%	32,430	39.96%	*9	23.22%	30.46%	43.12%	48.87%
HR Manager Roles and Responsibilities	16	68.75%	31,051	47.3%					
HR Planning	13	48.15%	34,047	50.5%					
Individual and Group Dynamics	14	92.86%	35,784	47.6%					
Organizational Charts and Structure	11	45.45%	34,031	39.4%					

Internal Analysis Report — Peregrine University Bachelors Business Administration

Quantitative Research Techniques and Statistics - Comparison of Inbound Exam Results with Outbound Exam Results



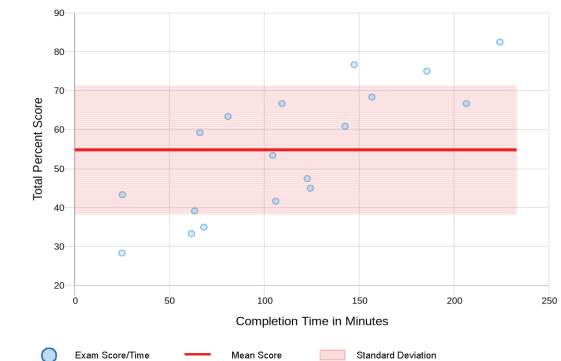
March 17, 2022

Peregrine Global Services

108

Internal Analysis Report — Peregrine University Bachelors Business Administration

Inbound Exam Completion Time and Total Result Summary



	Peregrine University	Located Inside the U.S.
Sample Size	18	61,890
Mean Completion Time	112.13 minutes	51.95 minutes
Mean Score	54.77%	44.32%
Max Score	82.50%	N/A
Min Score	28.33%	N/A
Standard Deviation	16.27	5.97

* Results are sorted by number of minutes taken to complete the exam.

March 17, 2022

Peregrine Global Services

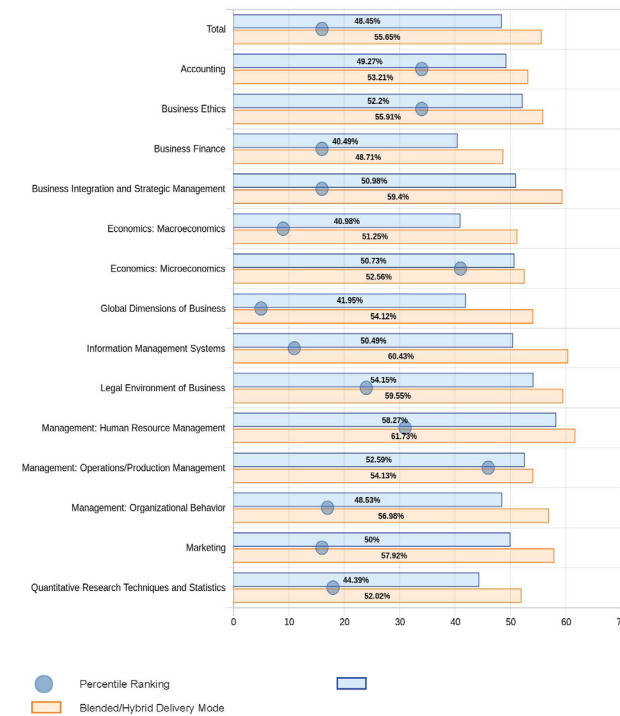
4

Comparative Data

- Comparative data is displayed with horizontal bars, rather than vertical, for better presentation of data and percentile rank.
- The summary table has added highlighting for better presentation of data.

Internal Analysis Report - (Bachelors Business Administration)

Outbound Results Comparison to Aggregate



April 07, 2021

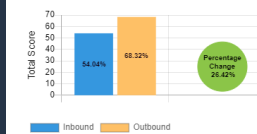
Peregrine Global Services

9

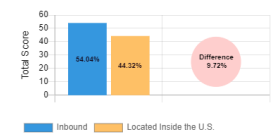
Internal Analysis Report Preview

Selection Criteria **Executive Summary** Timeline Charts Topic/Subjects Charts Topic/Subjects Table

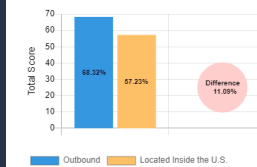
Inbound vs Outbound Exam(%)



Inbound vs Aggregate (%)



Outbound vs Aggregate (%)



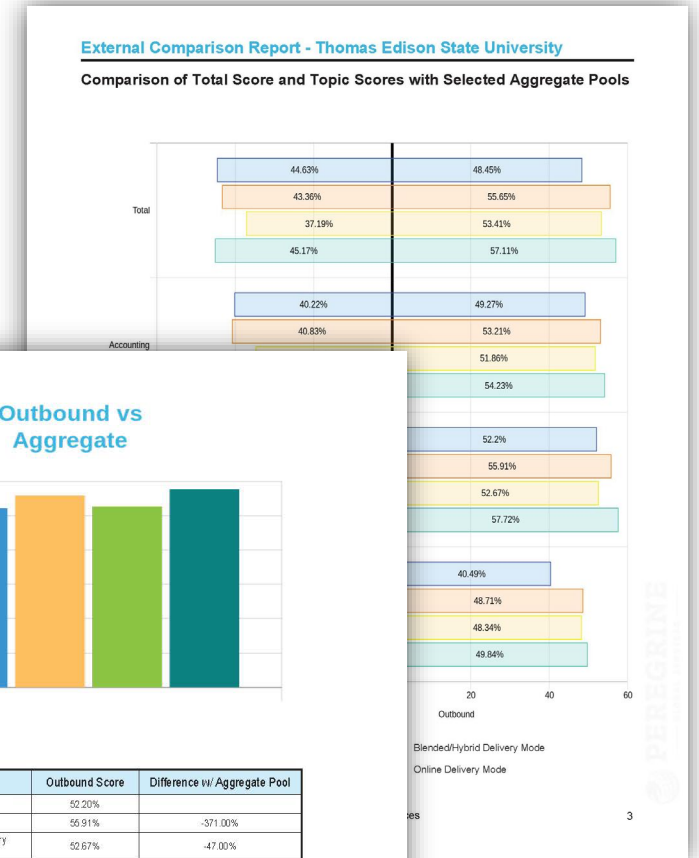
Outbound Exam Summary

Topic	Result for this Report's Dataset		Data for the Selected Aggregate Pool		Percentile Rank for this Report's Dataset	Required Scores for Identified Percentiles Based on the Selected Aggregate Pool			
	No. Questions Offered	Frequency Correct	No. Questions Offered	Frequency Correct		25th	45th	65th	85th
Accounting	410	49.27%	319,259	53.21%	34	47.33	52	56.33	61.99
Business Ethics	410	52.20%	304,362	55.91%	34	49.83	55.33	59.01	63.9
Business Finance	410	40.49%	305,795	48.71%	16	42.74	47	51.91	57.29
Business Integration and Strategic Management	410	50.98%	324,506	59.40%	16	53.33	58.18	62.67	68
Economics: Macroeconomics	205	40.98%	149,357	51.25%	9	45.88	50	54	59.33
Economics: Microeconomics	205	50.73%	146,250	52.56%	41	47.95	51.4	54.67	60
Global Dimensions of Business	410	41.95%	301,715	54.12%	5	49.12	53.24	56.67	61.76
Information Management Systems	410	50.49%	308,735	60.43%	11	55	59.82	63.67	69
Legal Environment of Business	410	54.15%	311,393	59.55%	24	54.62	59	62.33	67.33
Management: Human Resource Management	139	58.27%	99,827	61.73%	31	56.86	61.23	65.07	70
Management: Operations/Production Management	135	52.59%	100,146	54.13%	46	47.62	52.48	57.59	64.65
Management: Organizational Behavior	136	48.53%	100,748	56.96%	17	51.02	56.25	61	67.01
Marketing	410	50.00%	304,874	57.92%	16	52.43	56.77	60.67	65.67
Quantitative Research Techniques and Statistics	410	44.39%	292,041	52.02%	18	46.52	51	55.33	60.32
Summary	4510	48.45%	3697095	55.65%	16	50.81	54.81	59.26	63

Frequency correct values in this table are rounded for easier display. To see the raw value please select the Excel version of this report.
Selected Aggregate Pool: Blended/Hybrid Delivery Mode



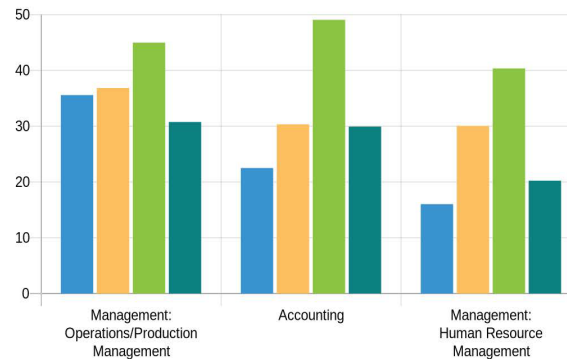
- ◆ Assessing students with an externally developed exit exam allows us to evaluate this goal with an objective measure.
- ◆ By comparing our students' scores to those at other schools taking the same exam, we can easily determine the effectiveness of our education in these key areas.



External Comparison

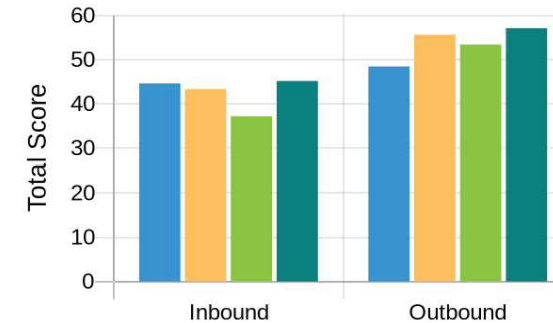
A report of a selected group of exams comparing the results against one or more aggregate pools.

Top 3 Outbound Exam Topics
Percentage Change vs Aggregate Pools



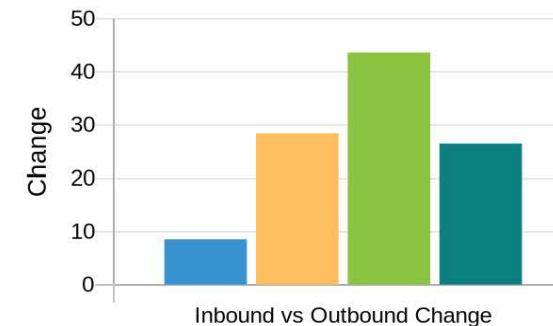
School/Aggregate	Management: Operations/Production Management	Accounting	Management: Human Resource Management
Blended/Hybrid Delivery Mode	36%	30%	30%
Traditional/Campus-based Delivery Mode	45%	49%	40%
Online Delivery Mode	31%	30%	20%

Comparison of Exam Results
with the Selected Aggregate Pools



School/Aggregate	Inbound %	Outbound %	Change
Blended/Hybrid Delivery Mode	43.36%	55.65%	28.35%
Traditional/Campus-based Delivery Mode	37.19%	53.41%	43.60%
Online Delivery Mode	45.17%	57.11%	26.44%

Comparison of Percentage Change
with the Selected Aggregate Pools

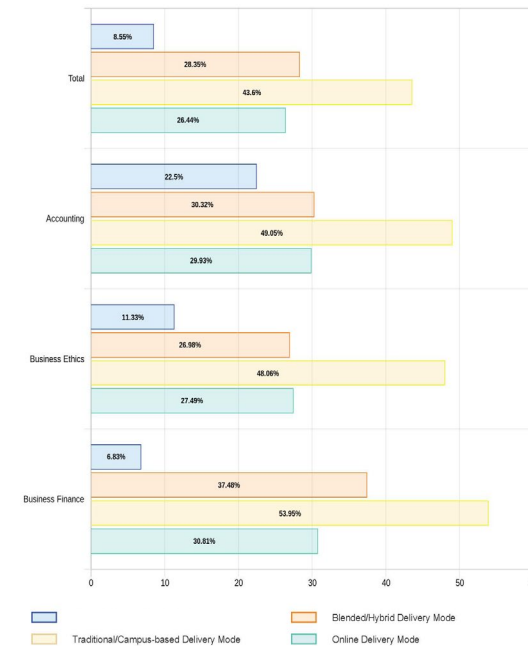


Total/Topic Score and Percentage Change Comparisons

Comparative data is displayed with horizontal bars, rather than vertical, for better presentation of data.

External Comparison Report -

Comparison of Exam Total Score and Topic Scores Percentage Change with the Selected Aggregate Pools



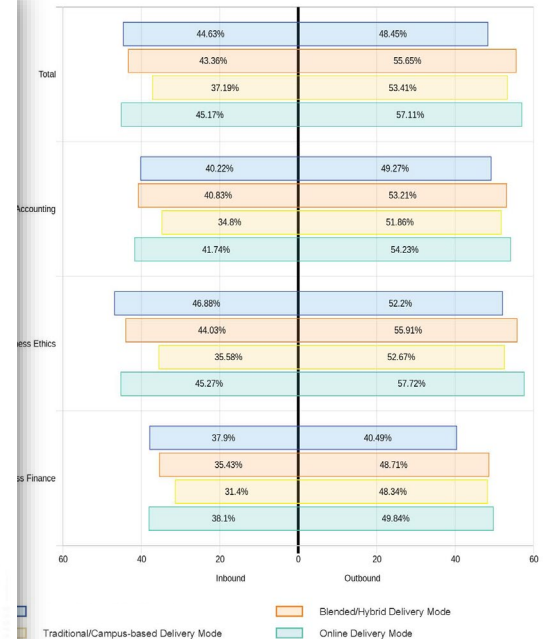
April 08, 2021

Peregrine Global Services

7

External Comparison Report -

Comparison of Total Score and Topic Scores with Selected Aggregate Pools



08, 2021

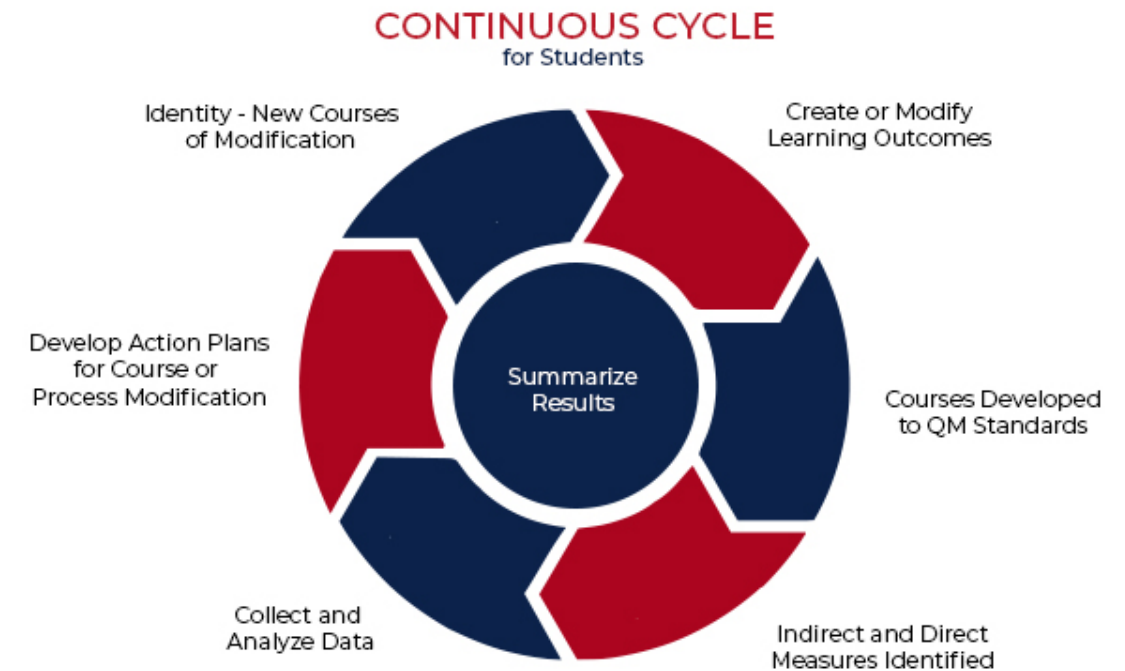
Peregrine Global Services

3



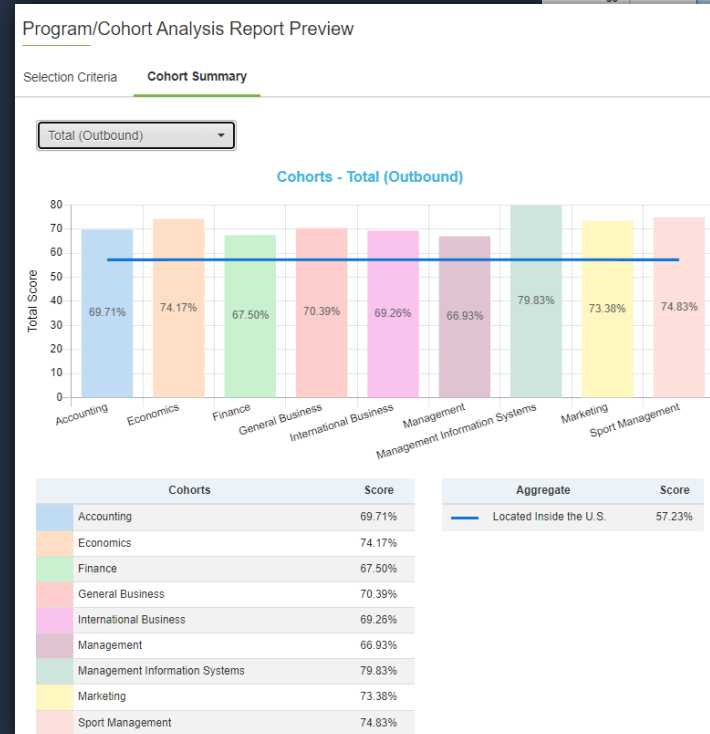
PEREGRINE
GLOBAL SERVICES

- ◆ **Forbes School of Business & Technology** uses benchmark data, comparison reports, total exam scores, and topic area scores as direct measures for each program.
- ◆ By analyzing the data, they found students were scoring low in Accounting compared to the benchmark data. A review found the accounting courses were not sufficiently aligned to the PLOs. Changes were made and performance improved.



Program/Cohort Comparison

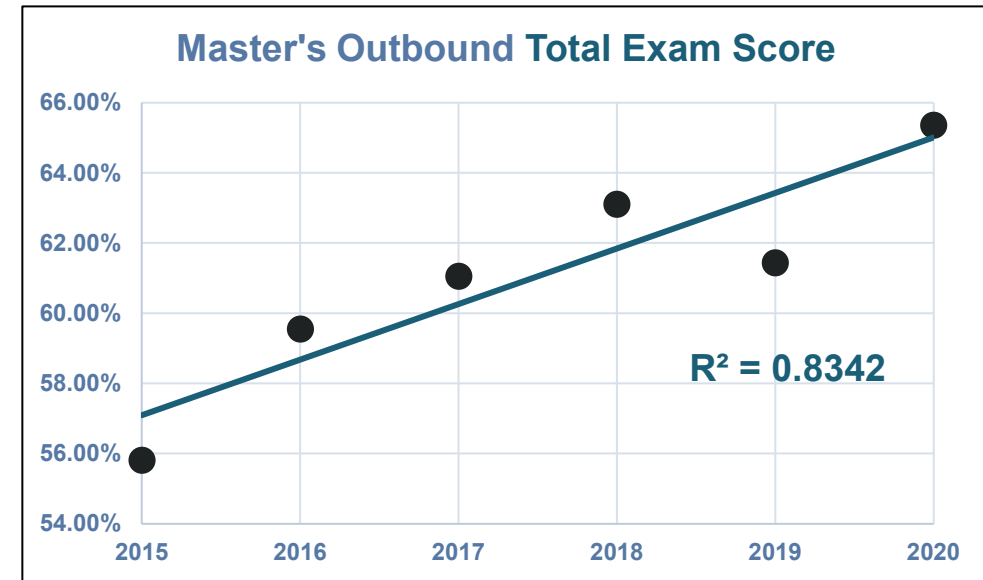
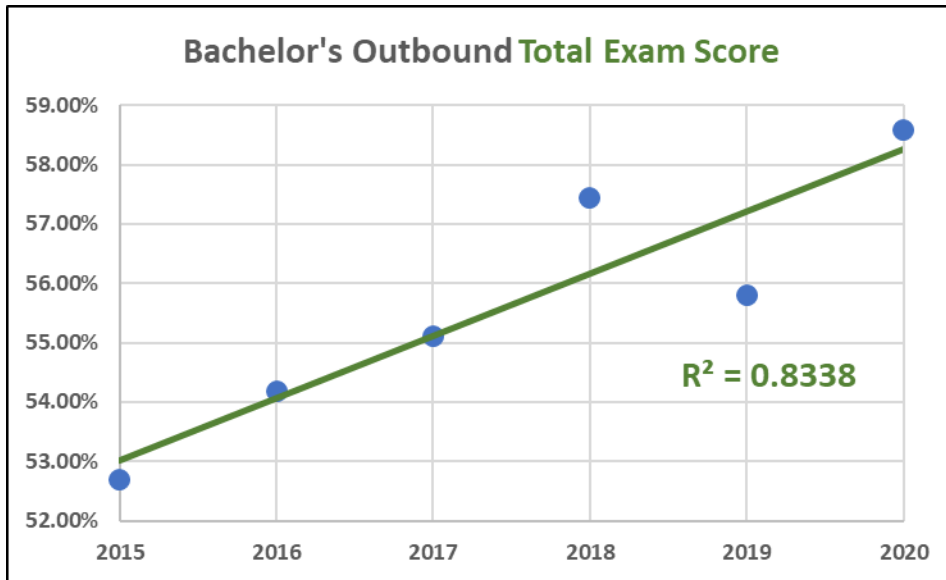
A side-by-side comparison of the results between one or more academic programs or cohorts of students where there is overlap of topics on the student exams.



- ◆ **International University of Geneva uses an Inbound/Outbound construct with a minimum benchmark of a 10% increase in scores.**
- ◆ **They report seeing improvement over the years. “The quality of delivery and the relevancy of the content of our programs has most definitely benefited from a systematic and formal method of assessing students...”**



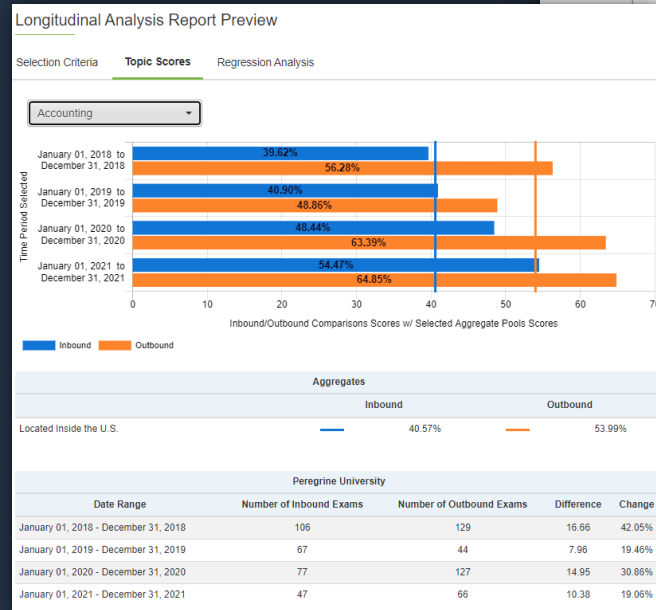
**INTERNATIONAL
UNIVERSITY
IN GENEVA**



Schools that used the Outbound Exam for programmatic assessment over a 6-year period showed positive change in their scores, which suggests that school officials are using the assessment results to make changes in the programs and improve the quality of the higher education programs.

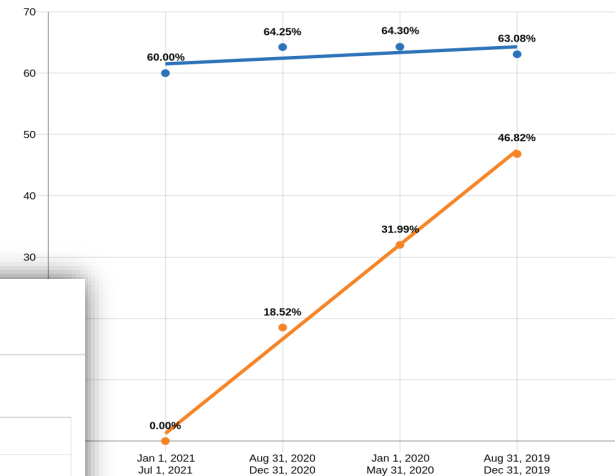
Longitudinal

A side-by-side comparison of different exam periods, with ability to show up to 4 exam periods on the report.



Longitudinal Report — Peregrine University Bachelors Business Administration

Regression Analysis: Economics: Macroeconomics



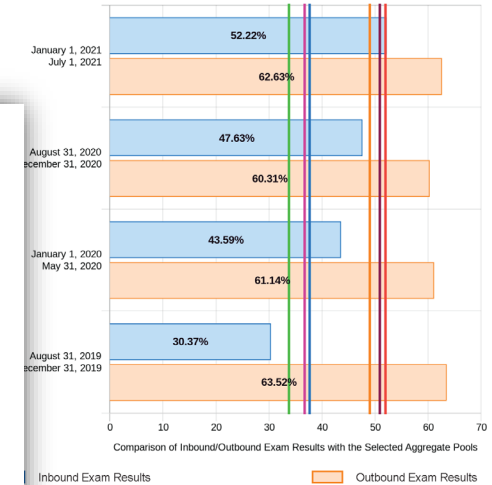
Outbound Exam Scores — % Change Inbound vs Outbound

Regression Analysis	
Comparisons	R ² Value
Outbound exam scores	0.35
% Change Inbound vs Outbound	1.00

Peregrine Global Services

Longitudinal Report — Peregrine University Bachelors Business Administration

Longitudinal Comparison: Business Finance



Inbound Exam Results Outbound Exam Results

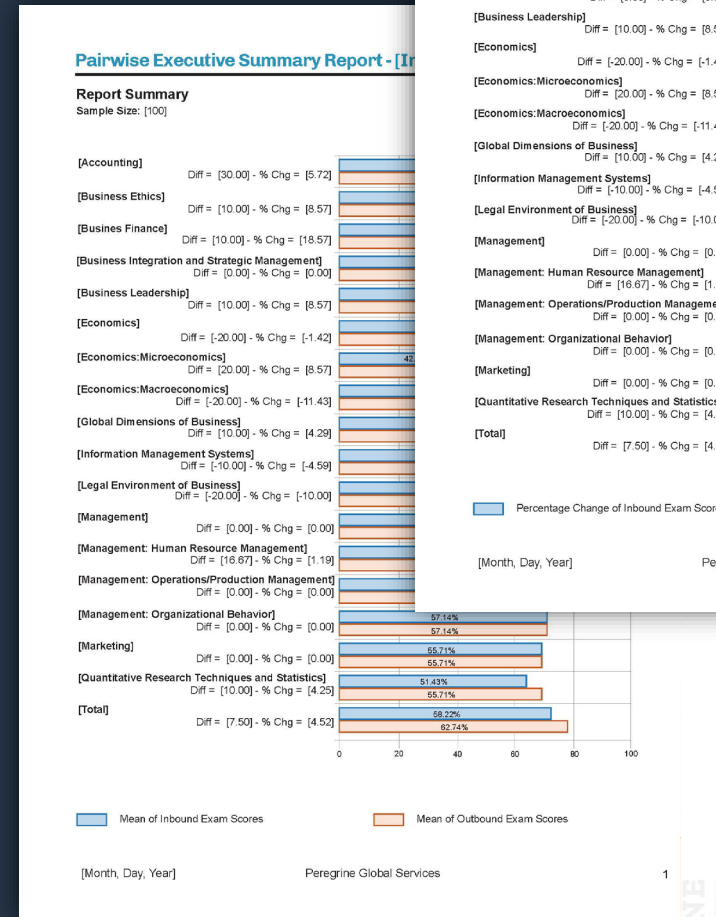
	Inbound	Outbound
Business - The Assoc. to Advance	37.67%	49.02%
Business - International Accreditation	33.78%	51.98%
Business Education	36.73%	50.91%

Date Range	Number of Inbound Exams	Number of Outbound Exams	Difference	Change
Jan 1, 2021	18	76	10.41	19.93%
Dec 31, 2020	38	127	12.68	26.63%
May 31, 2020	39	79	17.55	40.26%
Dec 31, 2019	27	91	33.15	109.14%

Peregrine Global Services

7

Pairwise
Student-by-student and summary
results when the same students
who took the inbound exam also
complete a mid-point and/or
outbound exam.

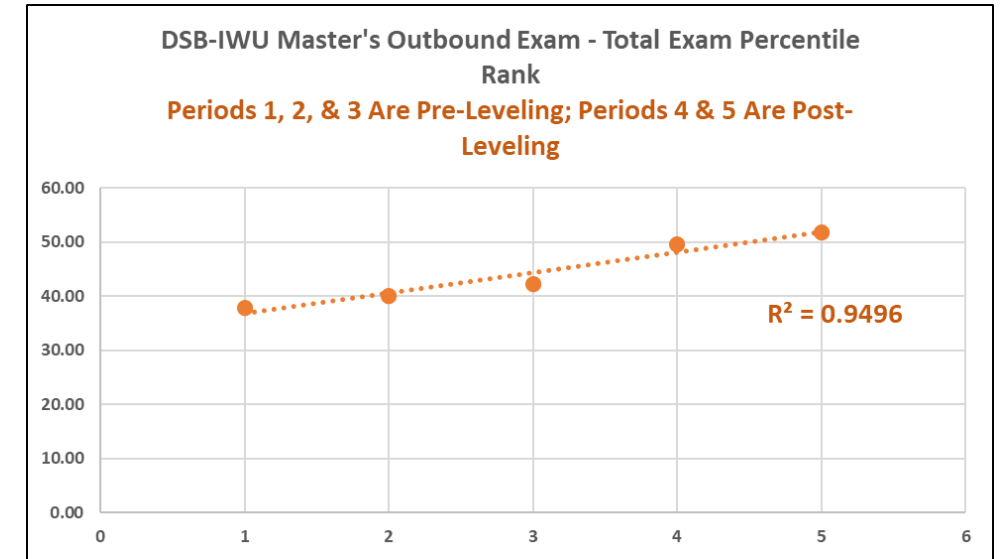
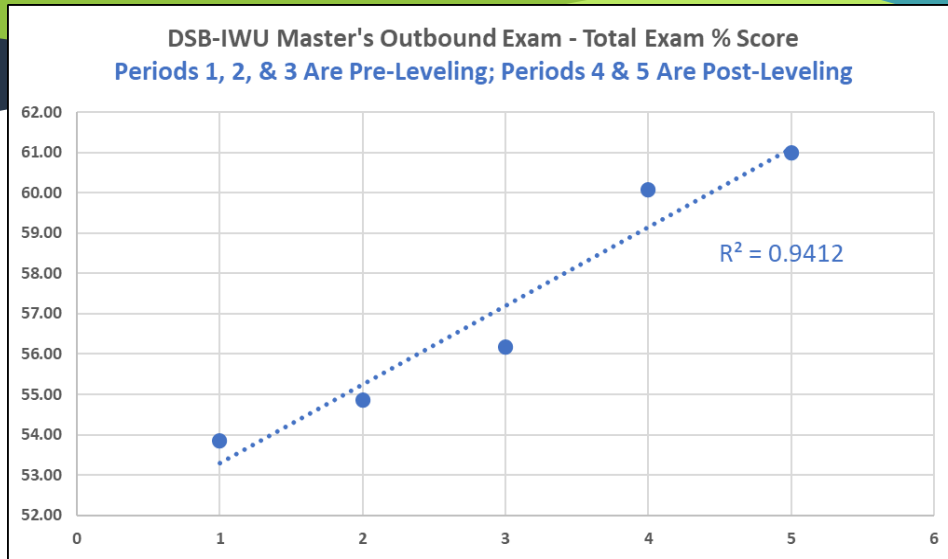


Common Professional Components

Peregrine offers 16 online modules that span the entire business curriculum and serve as a bridge between the undergraduate and graduate business program.

- ◆ Each module includes a pre-test, dynamic instructional content, and a post-test.
- ◆ The modules can be used collectively as a prerequisite standalone course or included within the first few existing MBA, MS, or MA courses.



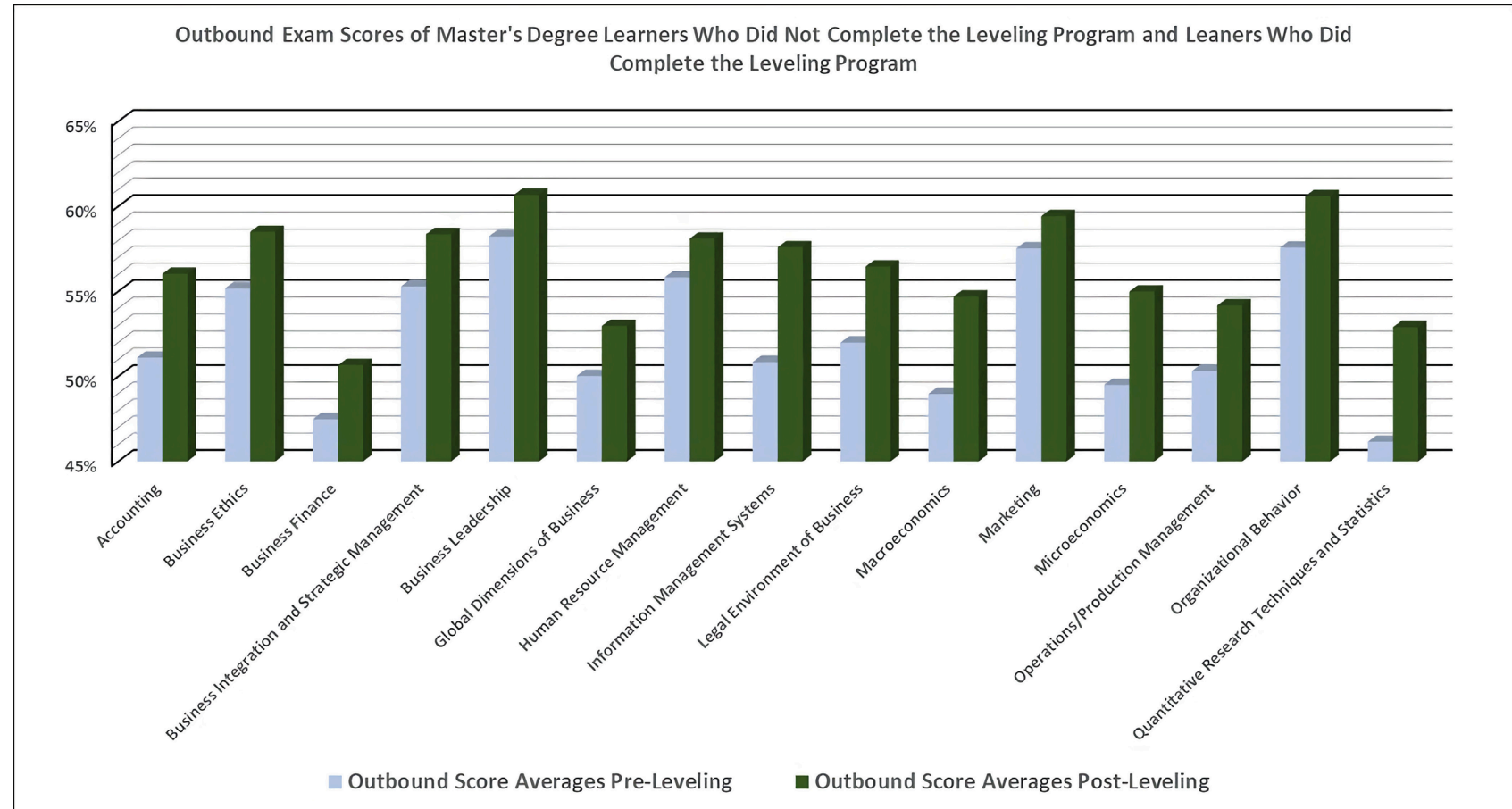


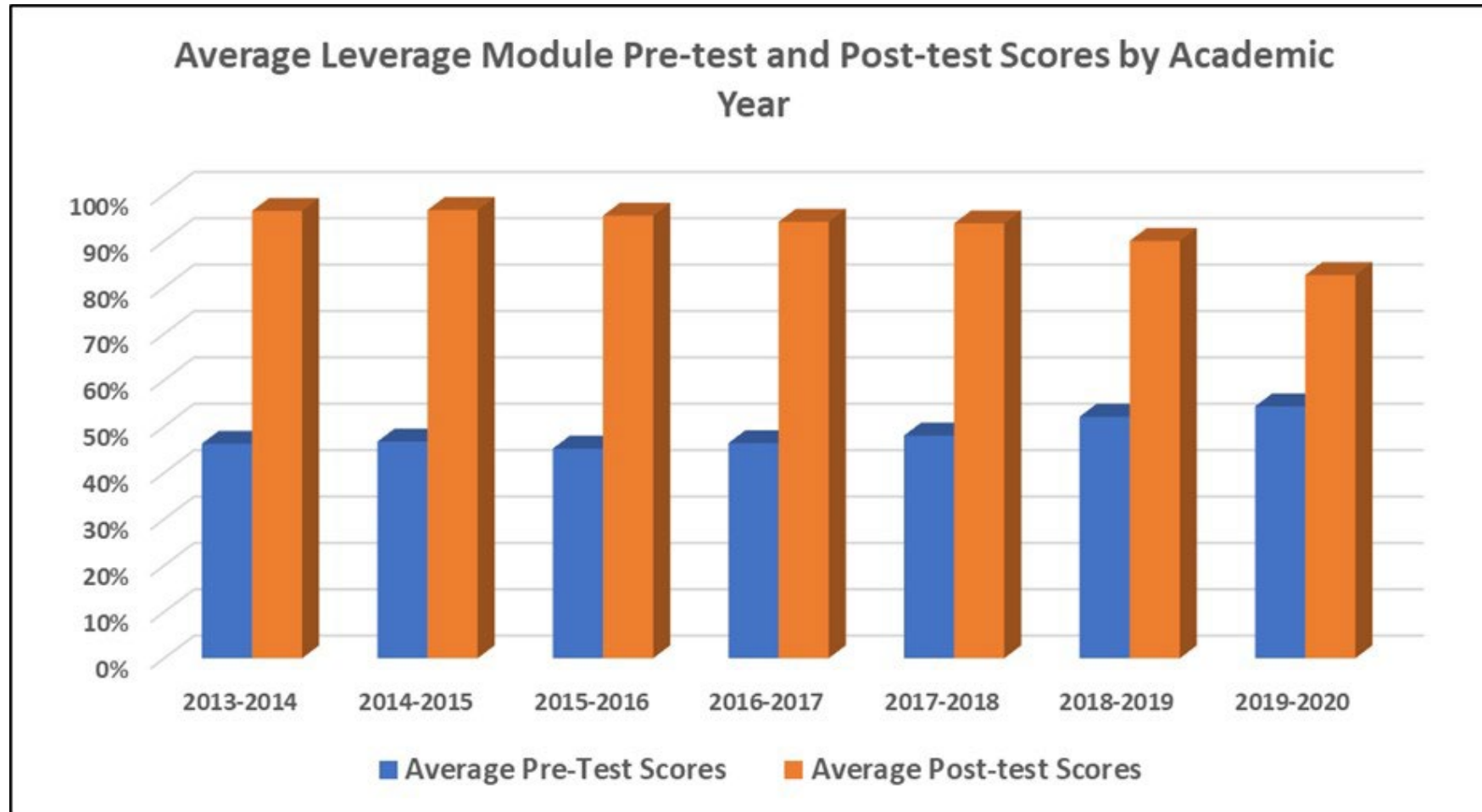
The impact of using Peregrine's academic leveling modules is that students perform significantly higher on their Outbound Exam if they completed the leveling program at the start of the master's program compared to students who did not complete the leveling program, both in terms of their total score and the percentile rank.



An Analysis of Outbound Exam Scores of Schools that also Used Academic Leveling Modules at the Start of the Master's Program

Outbound Exam scores of Learners who did not complete an academic leveling program at the start of their master's program had significantly lower Outbound Exam scores compared to learners who did complete the leveling program.





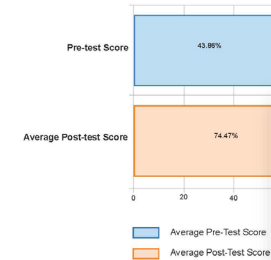
Learners experienced an average percentage change (knowledge gain) of 81% based on the differences between the pre-test and post-test module scores.

Academic Leveling Report
A learner-by-learner summary of the pre-test and post-test results of the learner's leveling modules. The report is used to help understand how learners are learning the material in preparation for their advanced degree program.

Academic Leveling Report - [Institution Name]

Report Summary

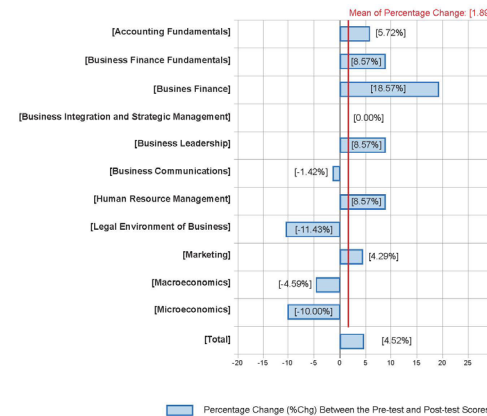
Sample Size: [36]



Academic Leveling Report - [Institution Name]

Report Summary - Percentage Change

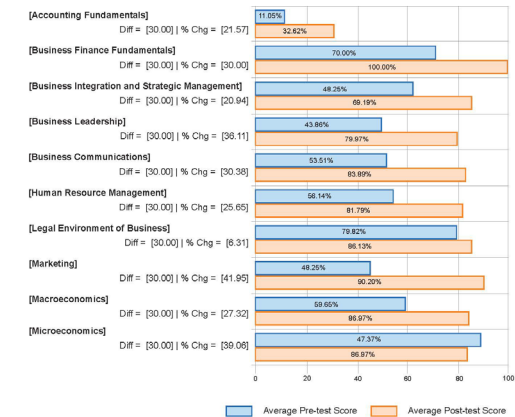
Sample Size: [100]



Academic Leveling Report - [Institution Name]

Report Summary by Module

Sample Size: [36]





- ◆ **South University found during the 2019 assessment cycle that their B.S. in Healthcare Management learners achieved less than expected performance in healthcare finance, ethics, and law.**
- ◆ **They made changes to course content, including discussion questions, projects, and resources.**
- ◆ **After the changes were implemented, student performance exceeded expectations by mid-year 2020.**



Response Distractor

A unique report that summarizes why students answered questions incorrectly based on 5 types of response distractors. Peregrine is the only solution provider with this capability.

- Fact-based error
- Concept-based error
- Conclusion-based error
- Interpretation-based error
- Calculation-based error

Response Distractors Report Preview

Selection Criteria Sample Summary Test Bank Comparison **Aggregate Comparison**

Table 3: Sample Compared to the Aggregate Pool (Inactive Questions Excluded)

A comparison of the exam sample to the population of students who have completed the assessment based upon the selected aggregate pool. The sample may include Inbound, Mid-Point, or Outbound exam results, however the selected aggregate comparison will be limited to the Outbound Exam results only.

Outbound Assessment Results

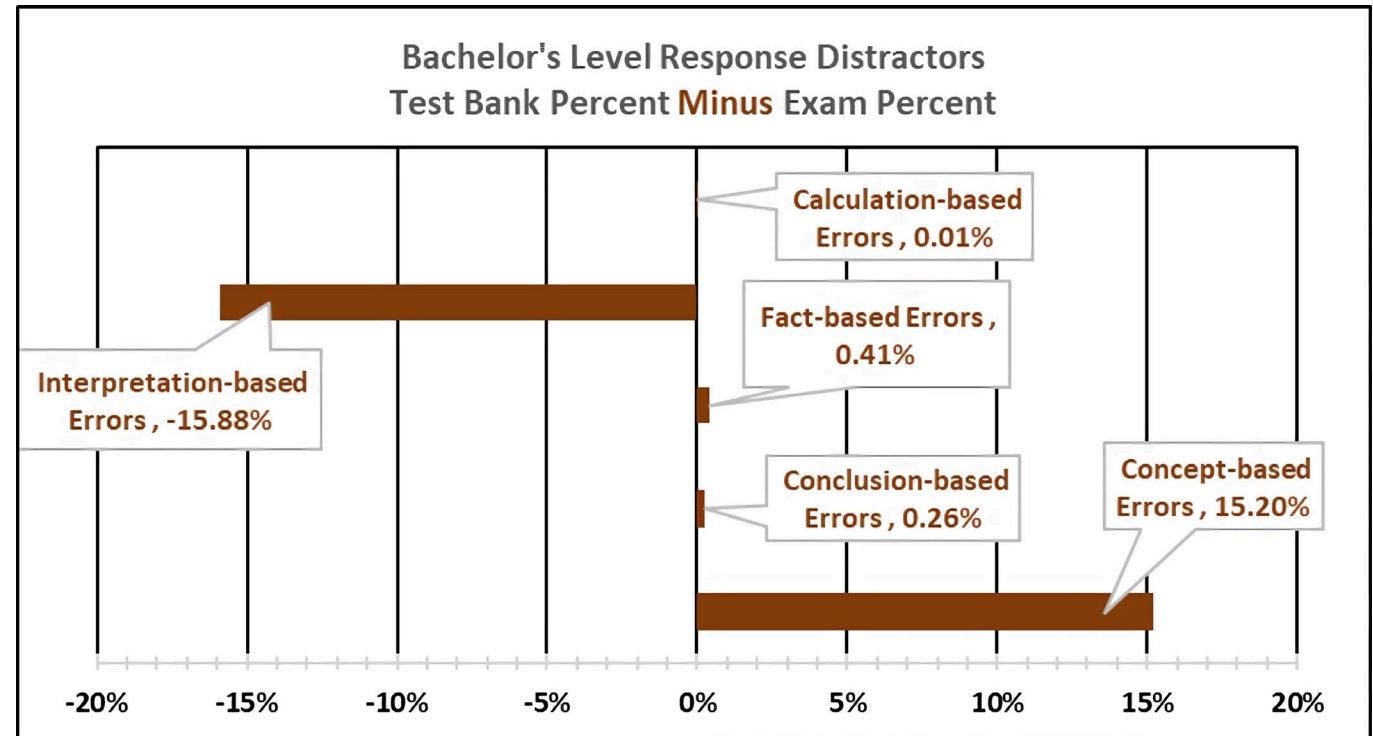
Topic/Subject	Calculation-based Error				Concept-based Error		Conclusion-based Error		Fact-based Error		Interpretation-based Error		p
	School % Correct	Aggregate % Correct	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	
Accounting	1.11%	57.78%	1.95%	2.95%	21.45%	20.52%	0.00%	0.00%	0.00%	0.00%	19.92%	18.62%	0.238
Business Ethics	0.00%	63.38%	0.00%	0.00%	14.15%	13.65%	0.00%	0.00%	2.61%	2.18%	20.05%	19.37%	0.750
Business Finance	1.51%	56.67%	10.01%	10.95%	16.46%	14.40%	0.00%	0.00%	0.00%	0.00%	18.11%	17.13%	0.410
Business Integration and Strategic Management	0.82%	62.10%	0.00%	0.00%	25.69%	24.28%	0.00%	0.00%	0.41%	0.39%	13.32%	11.98%	0.811
Business Leadership	2.35%	63.50%	0.00%	0.00%	8.71%	9.84%	0.00%	0.00%	0.14%	0.17%	26.28%	26.20%	0.536
Economics: Macroeconomics	1.92%	59.18%	6.03%	7.16%	16.44%	12.01%	0.82%	0.25%	4.93%	3.18%	20.27%	16.90%	0.093
Economics: Microeconomics	1.37%	57.15%	0.55%	0.48%	3.57%	5.86%	0.00%	0.00%	0.00%	0.00%	37.91%	35.01%	0.086
Legal Environment of Business	1.23%	60.94%	0.00%	0.00%	15.21%	14.09%	0.00%	0.00%	0.55%	0.65%	22.19%	24.01%	0.366
Management: Human Resource Management	0.79%	57.77%	0.00%	0.00%	14.17%	16.41%	1.18%	1.22%	9.45%	5.72%	16.93%	18.43%	0.051
Management: Operations/Production Management	0.42%	59.05%	0.00%	0.00%	22.78%	17.20%	0.42%	0.35%	0.84%	0.83%	15.61%	21.25%	0.048
Management: Organizational Behavior	0.42%	62.25%	0.00%	0.00%	19.07%	15.97%	0.00%	0.00%	1.27%	1.50%	18.64%	19.88%	0.549
Marketing	1.92%	66.32%	0.00%	0.00%	23.56%	20.44%	0.00%	0.00%	0.00%	0.00%	11.51%	12.91%	0.070
Quantitative Research Techniques and Statistics	1.10%	54.75%	3.73%	3.99%	23.62%	21.67%	0.41%	0.54%	0.55%	0.39%	14.09%	18.17%	0.111

Your learners are making incorrect choices significantly lower than the test bank and/or aggregate pool.

Your learners are making incorrect choices significantly higher than the test bank and/or aggregate pool and may indicate a knowledge gap.

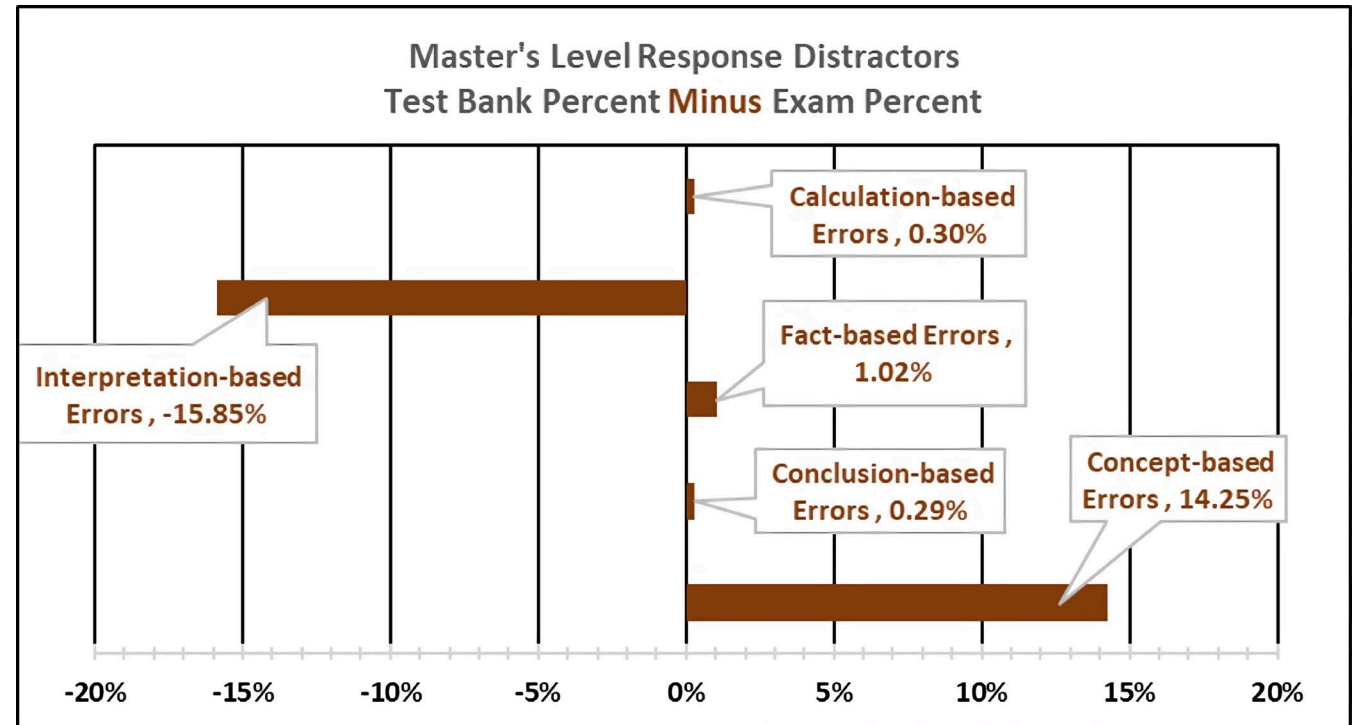
Bachelor's Level Response Distractors Analysis

Overall, bachelor's level learners tend to make disproportionately more Interpretation-based errors, which suggests a knowledge gap. Conversely, bachelor's level learners are making disproportionately fewer other errors, which suggest knowledge strengths.

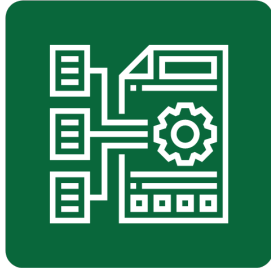


Master's Level Response Distractors Analysis

Overall, master's level learners tend to make disproportionately more Interpretation-based errors, which suggests a knowledge gap. Conversely, master's level learners are making disproportionately fewer other errors, which suggests knowledge strengths.



Supplemental Reports



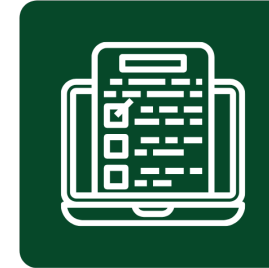
Aggregate

Includes a report with the aggregate data in Excel format used for additional data analysis, and a report listing the schools included in each of the aggregate pools.



Survey

A summary report of the results from the optional student survey administered in conjunction with an outbound exam.



Grade Scale

A report based upon the client school's exam results used to determine a school-specific grading scale based on percentile scoring.

In 2017, our thought-partner, Garth Lengel, at DeVry University shared a report he created to help identify gaps in learning.

	Analytic Legend																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
--	-----------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--



New Gap Analysis Report

A report that identifies potential learning gaps. The report combines elements from the Longitudinal Report, the Internal Analysis Report, and the Response Distractors Report.

Gap Analysis Report

Gap Analysis: Accounting

Topic / Subject	Difference in Scores		Program Scores					Response Distractors									
	Current - Prior	Current - Agg	Agg Mean Score	Current Program Mean Score	Prior Assessment Period 1	Prior Assessment Period 2	Prior Assessment Period 3	Calculation-based Error		Concept-based Error		Conclusion-based Error		Fact-based Error		Interpretation-based Error	
								School % Incorrect	Agg % Incorrect	School % Incorrect	Agg % Incorrect	School % Incorrect	Agg % Incorrect	School % Incorrect	Agg % Incorrect	School % Incorrect	Agg % Incorrect
Accounting	-11.45	4.19	39.81	44	55.45	43.87	52.41	0	3.15	38	28.22	0	0	0	0.29	18	25.95
Accounting Data Analysis	-19.23	-8.77	42.1	33.33	52.56	42	56.86	0	1.38	50	28	0	0	0	0	16.67	25.51
Balance Sheet Analysis	-42.5	-14.96	39.96	25	67.5	39.13	55.88	0	0	25	29.6	0	0	0	0	50	28.56
Compliance in Accounting	-9.52	-2.22	35.56	33.33	42.86	39.39	46.43	0	0	33.33	28.09	0	0	0	0	33.33	33.14
Dividends, Stocks, and Bonds	-4.42	2.46	40.4	42.86	47.27	46.15	56.41	0	8.7	42.86	37.75	0	0	0	0	14.29	12.65
Financial Statement Analysis	13.48	34.82	31.85	66.67	53.19	43.24	40.74	0	23.14	16.67	16.14	0	0	0	3.53	16.67	23.86
Interest, Income, and Debt	-2.22	23.68	36.32	60	62.22	68.42	54.17	0	3.21	40	26.02	0	0	0	0	0	30.01
Journal Entries	-27.77	-8.86	43.23	36.36	64.13	35.44	57.81	0	0	45.45	26.57	0	0	0	0	18.18	27.31

Very high priority, containing multiple large gaps across the fiscal years with a decline in Current to Prior fiscal year (Entire row will be highlighted by a border).
High priority, containing multiple large gaps across the fiscal years without a decline in Current to Prior fiscal year (Entire row will be highlighted by a border).
Topic or Subject score was lower than the prior year or the selected aggregate respectively.
Program score was less than the selected aggregate score with a gap of more than 2 points.
Program score was less than the selected aggregate score with a gap of up to 2 points.
Program had greater percent incorrect than the selected aggregate, indicating a gap.
No gap. Institution score was higher than the selected aggregate.



PEREGRINE
— GLOBAL SERVICES —

Peregrine's NEW Learner Assessment Report

The Challenge

- ◆ **Incentivizing learners to perform their best on programmatic assessments.**
- ◆ **Give learners something to demonstrate integrated knowledge to employers.**

Learner Assessment Report

- ◆ A report for learners who have completed one of Peregrine's knowledge-based exams.
- ◆ The report
 - ◆ illustrates the “why” of the exam.
 - ◆ demonstrates growth in knowledge over time.
 - ◆ provides a tool for learner's professional portfolio.



The Report “Why”

- ◆ Communicates the how report data from the exam is used to impact quality in education and help them understand their scores.
- ◆ Flashlight vs Hammer
- ◆ Provides an overview of Inbound, Mid-Point, and Outbound Exams

The Exam “Why”

John Smith | Business Administration Outbound, 08 January 2022 | Learner Assessment Report

Thank you for your participation in the [test name]. This report helps you understand your individual scores, how you rank compared with a sample of other learners' scores, your knowledge strengths and potential knowledge gaps as it relates to the topic areas covered by the exam, and the types of errors you made the most.

By completing the assessment to the best of your ability, you are not only more informed about your own learning, but you also provided your school with data they need to impact the quality of education. Peregrine Global Services provides a variety of reports and tables to your school that enable them to discover strengths and opportunities for improvement within your program. You have taken part in a process that will add value to your educational experience, your degree, and help future learners who follow your path.



Think of the data collected here as a flashlight rather than a hammer. It shines a light on the areas where you learned the most, as well as those areas where you did not. It is not a blunt instrument to punish perceived failure. Your participation allows the academic program at your school to expand on the bright spots and take corrective measures where needed.

Inbound, Mid-Point, and Outbound

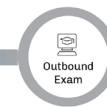
You have taken one or more of these exams during your academic program.



Your Inbound Exam results help you understand your knowledge levels as you begin the academic program and provides your school with a baseline from which to measure your knowledge gained during and at the end of the academic program.



A Mid-point Exam provides a measurement of your knowledge at the middle of the program. It helps you and the school measure progress.



An Outbound Exam captures the knowledge you have retained during the program, demonstrates achievement of learning goals, and identifies areas for program improvement.

How to Use Your Assessment Report

How to Use Your

John Smith | Business Administration Outbound, 08 January 2022 | Learner Assessment Report

Assessment Report

This report is intended to provide you with a greater understanding of your exam results. Your scores and percentile ranks are more than just arbitrary numbers - they are guideposts on the way to understanding your areas of greatest knowledge, where you have knowledge gaps, and how your academic program is or will be preparing you for your future.

The **Your Scores** section will help you interpret your total score and percentile rank. Percentiles should not be confused with percentages. For examples, a percentile rank of 75th means that you earned a higher score than 75% of the other learners in the sample who took the same exam, placing you slightly above average on the bell curve graph. Percentage scores on the exam also differ from a traditional 100-point grading scale. For example, you might assume that a total score of 65% corresponds to a "D" letter grade; however, on a nationally normed exam such as this one, it may be above average as indicated by the percentile rank shown on the Relative Interpretation of Learner Competency table.

The **Exam Topics** section provides additional details on your scores and percentile rank at the topic level. This table of data is more relevant than the total exam score because it is specific to each topic area. Since different schools select different topics for their exam, not all learners in the Sample Data Pool received the same exam. Therefore, it is important to make comparisons with all learners in the Sample Data Pool who did receive the same topic. The table provides the correct number of responses you answered correctly out of the questions offered (e.g., 8 out of 10 or 8/10), your topic score, percentile rank, and the sample size of the pool.

An illustration of your **Topic Results by Rank** from highest to lowest will inform you of the areas where you have the most knowledge, as well as areas with knowledge gaps. The topic data include your score, percentile rank, and the average score of all learners in the Sample Data Pool who received the same topic.

What types of errors did you make on your exam? The **Learning Opportunities** section helps you understand the types of errors you made the most, whether fact, concept, conclusion, interpretation, or calculation-based errors.

You may identify specific topic areas of strength and some opportunities for growth. For an in depth look at each topic, review the **Exam Subjects** section to determine the knowledge areas covered and how you scored in each area. Whether you plan to share your strengths with peers, a potential employer, or follow up with further study in a problem area, this information will help you be more targeted in your approach.

Glossary of Terms

Comparison or Sample Data Pool or Sample	The sample of scores used to calculate percentile rank (e.g., Located in the U.S. includes all learners in the U.S. who took the same exam/topic over the previous 4 academic years).
Percentage Score	The percentage score is a frequency correct (e.g., 80 questions answered correctly out of 120 equals a 67% exam score or, 80 divided by 120 equals 67%).
Percentile Rank	A percentile rank is the percentage of scores that fall at or below a given score.
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.

- ◆ Provides learners with an overview of each section of the report.
- ◆ Gives definitions of report specific terms
 - ◆ Comparison or Sample Data Pool, or Sample
 - ◆ Percentage Score
 - ◆ Percentile Rank
 - ◆ Percentage Change

Your Scores

- ◆ Provides learners with their scores and percentile rank.
- ◆ Shows a comparison of Inbound/Midpoint/Outbound Scores so learners can visibly see the value of their program.

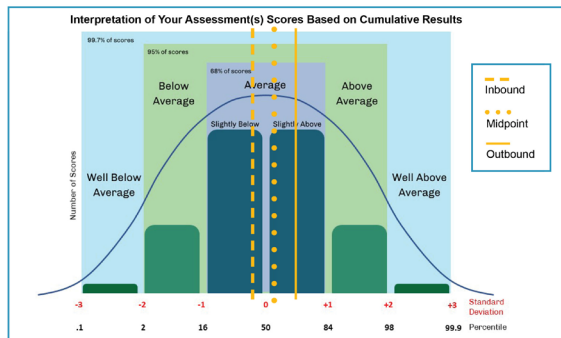


Explanation of Scores

John Smith | Business Administration Outbound, 08 January 2022 | Learner Assessment Report

Explanation of Scores

The graph below will help you understand how your score(s) relates to the average scores achieved on the exam. For example, your total exam score of 65.8% corresponds to a percentile rank of 75, as illustrated in the following graph. You can also apply this relationship to your topic and subject level. The key within the graph represents three different points at which you may have taken the exam. Inbound refers to an exam taken at the beginning of an academic program. Midpoint is an exam taken during the middle of an academic program. Outbound is an exam taken at the end of the program.



Percentiles	Relative Interpretation of Learner Competency	Comparative Scores of Sample Data Pool
98.0 - 99.9	Well Above Average	[%] - [%]
84.1 - 97.9	Above Average	[%] - [%]
50.1 - 84	Slightly Above Average	[%] - [%]
50	Average	[%] - [%]
16 - 49.9	Slightly Below Average	[%] - [%]
2.1 - 15.9	Below Average	[%] - [%]
0.1 - 2.0	Well Below Average	[%] - [%]

Percentiles should not be confused with percentages. For example, a learner taking a difficult exam might earn a score of 75%. This means that they correctly answered every three out of four questions.

A learner who scores in the 75th percentile, however, has obtained a different result. This percentile means that the learner earned a higher score than 75% of all other learners in the sample who took the exam. In other words, the percentage score reflects how well the learner did on the exam itself, the percentile rank reflects how well the learner did in comparison to other learners.

- ◆ Further explains percentile ranks and how the concept can be applied at the topic and subject level.

Exam Topics

- ◆ The learners will see a comprehensive view of the topics that make up their exam.
- ◆ Each topic will show the # of correct responses, percentile rank, and sample size.
- ◆ Additionally, learners will see “tips” for understanding the Exam Topic table.

John Smith | Business Administration Outbound, 08 January 2022 | Learner Assessment Report

Exam Topics

Topic	# of Correct Responses	Score	Percentile Rank	Sample Size
Accounting	8/10	80.0%	95 th	4,536
Business Ethics	8/10	80.0%	85 th	4,536
Business Finance	6/10	60.0%	80 th	4,536
Business Integration and Strategic Management	8/10	80.0%	95 th	4,536
Business Leadership	8/10	80.0%	79 th	4,536
Economics: Macroeconomics	3/5	60.0%	85 th	4,536
Economics: Microeconomics	1/5	20.0%	65 th	4,536
Global Dimensions of Business	6/10	60.0%	82 nd	4,536
Information Management Systems	8/10	80.0%	55 th	4,536
Legal Environment of Business	7/10	70.0%	55 th	4,536
Management: Human Resource Management	8/10	80.0%	72 nd	4,536
Management: Operations and Production Management	8/10	80.0%	85 th	4,536
Management: Organizational Behavior	8/10	80.0%	72 nd	4,536
Marketing	5/10	50.0%	60 th	4,536
Quantitative Research Techniques and Statistics	8/10	80.0%	72 nd	4,536
Another Topic	6/10	60.0%	70 th	4,536
Another Topic	8/10	80.0%	72 nd	4,536
Another Topic	6/10	60.0%	72 nd	4,536
Exam Totals		65.8%	75 th	4,536

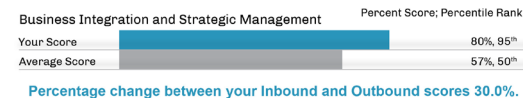
Tips to Understanding the Exam Topics table:

- 1) A # of Correct Responses of 8/10 means that 8 questions out of 10 were answered correctly.
- 2) A Score of 80% is based on 8 questions answered correctly divided by the total questions offered of 10.
- 3) A Percentile Rank of 75th means that you earned a higher score than 75% of the other learners in the sample.
- 4) The Sample Size is the number of learners who received that topic and upon which the Percentile Rank is calculated. For example, a percentile rank of 75th means that you scored at or higher than 75% of all learners who took this same exam.

Topic Results by Rank

Topic Results by Rank

The following topics are shown in order from highest to lowest percentile rank. You can use this information to help identify those topics where you have greater knowledge and potential knowledge gaps. Average score is based on all learners in the sample who received the topic on their exam.



- ◆ Learners receive a view of their topics shown in order from highest to lowest percentile rank – showing strengths.
- ◆ The bars represent the learner's score again the aggregate/average score for that topic.
- ◆ Learners will see the percentage change between Inbound and Outbound Score.

Learning Opportunities

- ◆ The learner receives a response distractor report.
- ◆ The report helps learners understand the reason they may have answered the question incorrectly.
- ◆ Based on the answer given, the error may have been calculation-based, concept-based, conclusion-based, fact-based, or interpretation-based.

John Smith | Business Administration Outbound, 08 January 2022 | Learner Assessment Report

Learning Opportunities

Each question on your exam that was answered incorrectly was identified with one of five reasons or types of errors that can be made. We call these types of errors "Response Distractors", and they include Fact, Concept, Conclusion, Interpretation, and Calculation-based errors. Below is a table listing the topics you received on your exam in order by Percentile Rank from highest to lowest. In the columns to the right of each topic are the number of each type of error you selected.

The values are color-coded to help you identify potential gaps: **Green** = 0-1 errors; **Yellow** = 2-4 errors; and **Red** = 5 or more errors.

Topic	Percentile Rank	Num Offered	Correct	Response Distractors				
				Calculation-based Errors	Concept-based Errors	Conclusion-based Errors	Fact-based Errors	Interpretation-based Errors
Business Ethics	60 th	10	5	1	1	1	1	1
Business Finance	58 th	10	7	2	3	0	1	1
Accounting	56 th	10	8	1	0	0	1	0
Economics	54 th	10	8	1	2	2	2	3
Macroeconomics	52 nd	5	4	0	0	0	3	0
Microeconomics	50 th	5	4	1	3	1	1	0
Business Integration & Strategic Management	48 th	10	9	2	5	0	2	1
Information Management Systems	46 th	10	9	0	1	0	1	0
Global Dimensions of Business	45 th	10	10	0	5	0	0	0
Legal Environment of Business	44 th	10	10	0	3	0	0	0
Marketing	43 rd	10	10	0	4	0	0	0
Business Leadership	42 nd	10	10	0	1	0	0	0
Totals		110	86	8	28	4	12	6

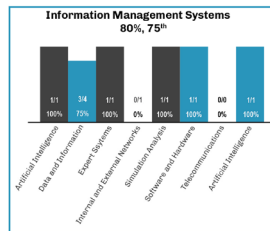
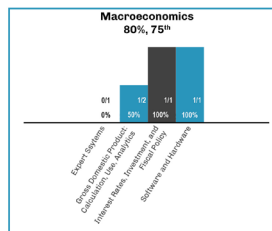
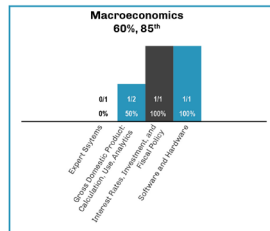
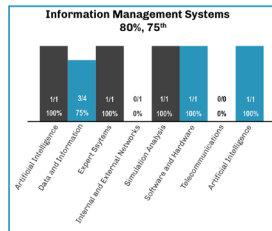
Using the table above, you can identify the types of errors you made the most on your exam. If, for example, you made a high number of calculation-based errors, you might consider reviewing the formulas and equations needed to solve problems in that area. Or, if you had a high number of concept-based errors, you might review that area to improve your understanding of the concepts.

Exam Subjects

John Smith | Business Administration Outbound, 08 January 2022 | Learner Assessment Report

Exam Subjects

Each topic is comprised of subjects covering specific knowledge areas. The Exam Subjects section allows you to look more closely at the areas of knowledge you are proficient in, and help you identify potential knowledge gaps. The following graphs show your score by topic and subject, and the number of questions answered correctly in each. For example, an 8/10 indicates you answered 8 out of 10 questions correct.



- ◆ Learners will receive a view of how they performed at the subject level.
- ◆ Each subject is represented by a bar within a topic specific graph.
- ◆ Learners will also see their score and percentile rank in the topic and can relate that back to performance in each subject.

Next Steps

- ◆ The final page of the report provides learners with next steps depending on the type of exam the report is generated from (Inbound, Mid-Point, Outbound).
- ◆ For the Outbound, learners are encouraged to use the report as part of a portfolio for prospective employers or to guide professional development.

John Smith | Business Administration Outbound, 08 January 2022 | Learner Assessment Report

Next Steps

Now that you understand your scores and percentile rank, and you have identified your strengths and learning opportunities, what's next?

If this assessment report was for an Inbound Exam, you now know your starting point. You can expect to improve in all topic areas as you progress through your academic program. Areas where you identified knowledge gaps are those where additional study may be required with the use of materials, tutorial support, and other resources. If your school administers a Mid-Point Exam in the middle of your program and/or an Outbound Exam before graduation, you will be able to directly measure your growth in learning from your starting point.

If this assessment report was for a Mid-Point Exam, you will be able to directly measure your growth in learning since taking the Inbound Exam. You will also identify areas where you can improve and focus your efforts during the second half of your academic program.

If this assessment report was for an Outbound Exam, you now have a report that demonstrates what you know at the conclusion of your academic program. This report can be used as a part of your portfolio for prospective employers, as part of your academic record for future degree plans in higher education, and as a guide for your professional development.

Prepared By:

Peregrine Global Services
640 North Highway 14-16
Gillette, WY 82716
Phone: + 1 (307) 685-1555
Email: ClientServices@PeregrineGlobal.com

Meaningful Data – Meaningful Impact

- ◆ Depends on the institution's exam settings.
- ◆ If made available, learners they will receive the report and certificate via email after completing the exam.



CERTIFICATE OF COMPLETION

This certifies that

has completed the course/exam
MBA Exit Exam
with California Lutheran University School of Management

August 01, 2021

Date

Olin O. Oedekoven

Olin O. Oedekoven, Ph.D.
President & CEO



Critical Thinking Assessment



PEREGRINE
— GLOBAL SERVICES —

Critical Thinking Assessment

A customizable, program-level assessment solution that effectively measures various levels of learning according to Bloom's Taxonomy.



PEREGRINE
GLOBAL SERVICES

16 Topics

- ◆ Accounting
- ◆ Business Communications
- ◆ Business Ethics
- ◆ Business Finance
- ◆ Business Integration and Strategic Management
- ◆ Business Leadership
- ◆ Economics
- ◆ Global Dimensions of Business
- ◆ Information Management Systems
- ◆ Legal Environment of Business
- ◆ Management
- ◆ Marketing
- ◆ Quantitative Techniques and Statistics
- ◆ Crypto-Currency
- ◆ Cyber Security
- ◆ Entrepreneurship

Assessment Items

- ◆ 1 short case scenario of less than 300 words.
- ◆ 10 Questions
 - ◆ 6 multiple choice
 - ◆ 4 short answer

Scenario 1 of 3
30 Total Questions in 3 Scenarios

Select Scenario
Entrepreneurship - Scenario #1

Entrepreneurship

Jerry's cleaners operates in a metropolitan city with plenty of competition. Jerry founded the business in 2019 believing that current customer service was poor in the neighborhoods he serves and that better cleaning products in use that are more environmentally friendly would be on value to his patrons. The operation was setup to be able to grow and occupies 1,500 square feet on a streetfront with two dedicated parking spaces and other spaces shared with neighboring businesses. Currently there is an intake clerk, a seamstress, and 3 workers in the cleaning plant in the back of the shop. Two additional workers operate the commercial laundry operations. Jerry was highly successful in 2019 and in 2020 moved he dry cleaning plant offsite and added two additional intake centers with commercial laundries.

Question #1

Question #2

Question #3

Question #4

Question #5

How can the operation expand past walk-in consumers?

Answer

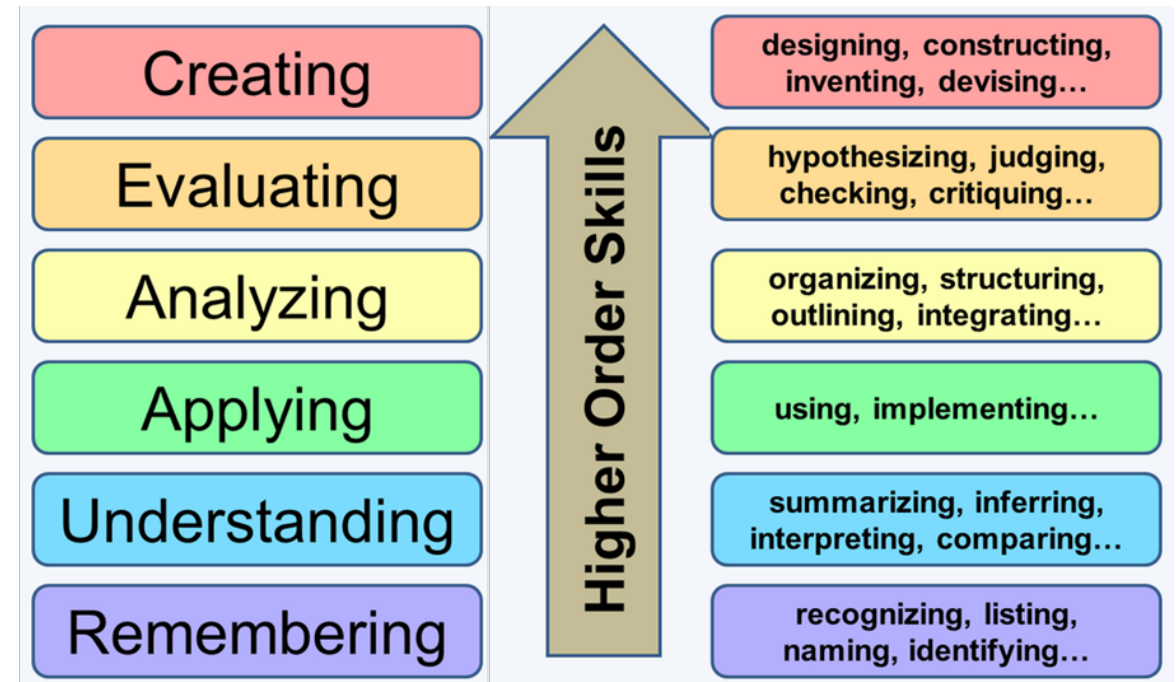
Enter your answer here

NEXT QUESTION

2500 chars. left

Taxonomy Tiers

- Tier 1 relates to Blooms levels 1 & 2 (2 multiple choice and 1 short answer)
- Tier 2 relates to Blooms level 3 & 4 (2 multiple choice and 1 short answer)
- Tier 3 relates to Blooms level 5 & 6 (2 multiple choice and 2 short answer)



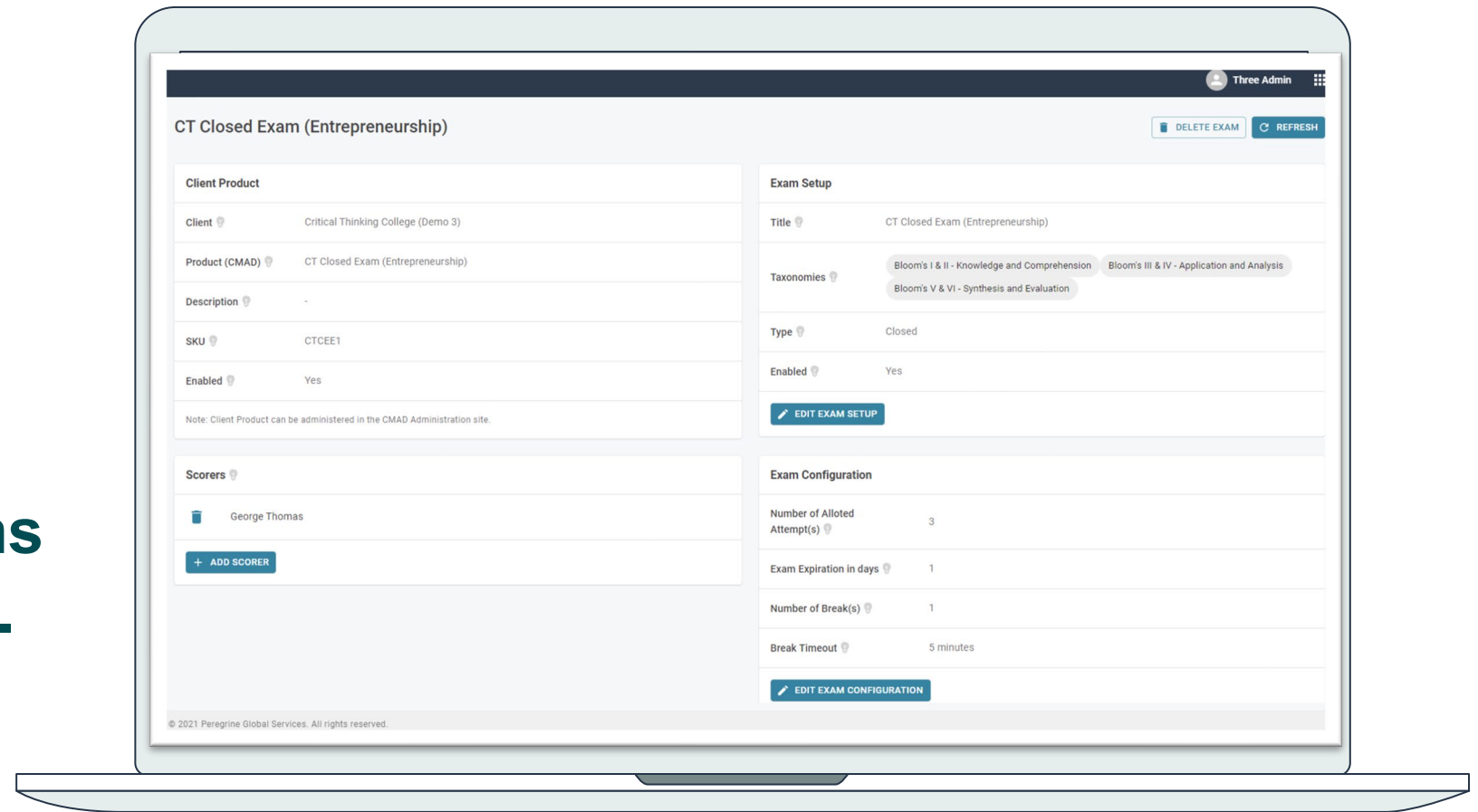
How Critical Thinking is Measured



- ◆ The assessment item's scenarios prompt learners to take on the role of within a company to solve a problem.
- ◆ The scenarios encourage the learner to skillfully analyze, assess, and reconstruct information to provide answers.

Customizable by:

- ◆ **Topic**
- ◆ **Tiers/Taxonomy**
- ◆ **Number of assessment items**
- ◆ **Open or forward-progress only**



The screenshot displays the 'CT Closed Exam (Entrepreneurship)' configuration page. The page is divided into several sections:

- Client Product:** A table with fields for Client (Critical Thinking College (Demo 3)), Product (CMAD) (CT Closed Exam (Entrepreneurship)), Description (-), SKU (CTCEE1), and Enabled (Yes). A note states: 'Note: Client Product can be administered in the CMAD Administration site.'
- Scorers:** A table with a single entry for George Thomas. An '+ ADD SCORER' button is located below the table.
- Exam Setup:** A section with fields for Title (CT Closed Exam (Entrepreneurship)), Taxonomies (Bloom's I & II - Knowledge and Comprehension, Bloom's III & IV - Application and Analysis, Bloom's V & VI - Synthesis and Evaluation), Type (Closed), and Enabled (Yes). An 'EDIT EXAM SETUP' button is present.
- Exam Configuration:** A section with fields for Number of Allotted Attempt(s) (3), Exam Expiration in days (1), Number of Break(s) (1), and Break Timeout (5 minutes). An 'EDIT EXAM CONFIGURATION' button is present.

At the top right, there is a user profile 'Three Admin' and a grid icon. Below the title, there are 'DELETE EXAM' and 'REFRESH' buttons. The footer of the page reads: '© 2021 Peregrine Global Services. All rights reserved.'

Guided Scoring

- ◆ In the scoring interface, you are provided with a model response, key concepts, and explanations of rubric items to guide scoring.
- ◆ The rubrics, model responses, key concepts, and questions are written by the same SME to ensure consistency.

Question

What are some of the management challenges with 4 locations?

Model Response

The owner is now traveling to 4 places daily. This uses up time for travel that is not productive. Workers have to wait to see a manager if they have an issue. Customers who want to see a manager have the same issue, they are generally not at any one location. Training staff if it involves the manager will require them to be away from other operations longer. Oversight of money handling will be more difficult.

Key Concepts

money; training; customer contact; employee contact; productivity

Examinee's Response

I love cake.

Scoring Rubric (0/24 = 0.00%)



Explanation of situation/issue/concepts/opinions.

NOT ATTEMPTED UNMET PARTIALLY MET FULLY MET



Selection and use of information to analyse situations/issues/concept/opinions.

NOT ATTEMPTED UNMET PARTIALLY MET FULLY MET

Demonstrates source evaluation skills. Examines evidence and questions accuracy and relevance of information and data. Recognizes bias. Incorporates supporting and/or related information and data from own experience and other sources.

NOT ATTEMPTED UNMET PARTIALLY MET FULLY MET



Effectively communicates own views/perspective/hypothesis.

NOT ATTEMPTED UNMET PARTIALLY MET FULLY MET



Draws conclusions and understands related implications and consequences.

Individual Results

Easily view and download individual student results after scores to get a comprehensive look at scores.

Examinee ↑	Exam	Enrolled On	Questions Answered	Total Score	Score Percentage	Status	
Anna Harris	CT Open Exam (Entrepreneurship)	10/20/2021	28 of 30			Pending Score	
Topic		Mutiple Choice Questions Score	Percentage	Short Answer Questions Score	Percentage	Total Score	Score Percentage
Entrepreneurship		4/16	25%				

Undergraduate & Graduate Pilot Studies

A Pilot Version of the Critical Thinking Assessment Service is ready for beta testing.

We would like to conduct the pilot studies with all academic degree levels: associate, bachelors, masters, and doctorate.

Pilot study can include either/both a course-level exam or a program-level exam.

Coming Soon: Peregrine Case Studies



PEREGRINE
— GLOBAL SERVICES —

Facilitate Active Learning

- ◆ Assist with facilitating active learning.
- ◆ Utilize actual and hypothetical organizational scenarios.
- ◆ Learners are encouraged to use higher-ordered thinking.



An End-to-End Solution

- ◆ **Holistic approach includes access to a range of tools and resources including:**
- ◆ **Implementation & facilitation guidance**
- ◆ **Primer Case Studies**
- ◆ **Supplemental materials, multi-media, and reports**
- ◆ **Objectively written current news & events**
- ◆ **Assessment including case analysis template with standardized rubrics and rubric manager, and multiple-choice questions.**

Timeline

- ◆ **Spring 2022 – Soliciting Feedback**
- ◆ **Fall 2022 – Recruit Pilots**
- ◆ **Late Spring/Summer 2023 – Beta Release**
- ◆ **Fall 2023 – Initial Pilot**
- ◆ **Spring 2024 – Market Release**



PEREGRINE

GLOBAL SERVICES

Questions?

**“The important thing is not
to stop questioning.”**

Albert Einstein



Thank You!

(307) 685-1555

Info@PeregrineGlobal.com

www.PeregrineGlobal.com

Corporate Headquarters:

640 North Highway 14-16

Gillette, WY 82716

Mailing Address:

P.O. Box 714

Gillette, WY 82717