
Measuring What Matters

AI-Driven Insights Across Bloom's Taxonomy

Your Presenters



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PEREGRINE

— GLOBAL SERVICES —

A world map with a light blue background. Three regions are highlighted in a darker blue: North America, Europe, and Africa. Overlaid on these regions are three white text boxes with blue borders. The first box is over North America, the second is over Europe, and the third is over Africa.

Used by Schools
in all 50 of the
United States

Serving
More Than
500 Clients

Our Reach
Extends to 42
Countries

Our Impact

Your thought-partner in higher education.

1,300,000

Learners Impacted

More than 1.3 million students have taken a Peregrine exam or completed an Academic Leveling module.

1,500,000

Services Provided

Collectively, we have provided more than 1.5 million services to schools across the globe.

∞

Thought-Partners Formed

Every day, the Peregrine team collaborates with faculty, deans, program chairs, accrediting bodies, and experts in education.

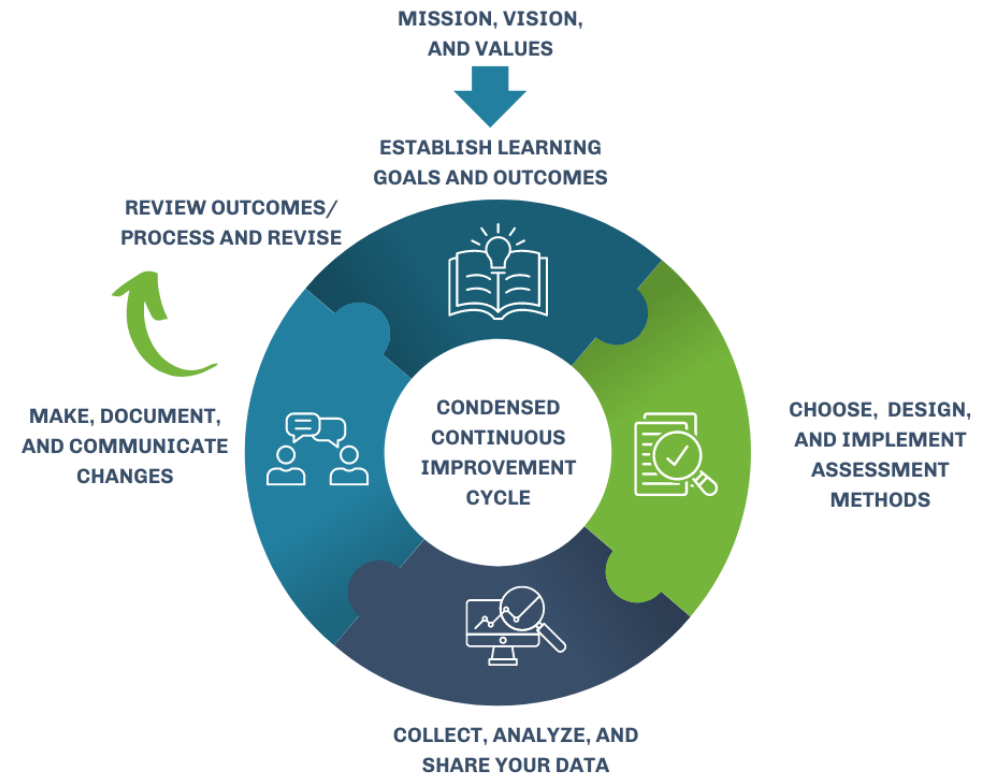
"It's good to keep in mind that [higher education institutions] don't work in isolation. Schools have a direct influence on their community, the workforce, and employers, and by producing quality level graduates, we are actually directly influencing societies and cultures and communities in which these institutions operate."

~ Dr. Olin O. Oedekoven

Peregrine's Knowledge & Skills Assessment

A customizable, assessment solution with in-depth reporting and data analysis to help satisfy accreditation requirements.

- Designed to address accreditation requirements related to learning outcomes assessment.
- It is a normed, summative assessment solution for business programs.
- Is fully online and easily integrated into any program.



Principle 2

Excellence in business education is demonstrated when the academic business unit is engaged in a process of continuous improvement in its programs and operations. This process includes assessment planning, collection and analysis of assessment data, and development and execution of action plans for improvements.



☐ [Yes]

☐ [No]

Key Learning Outcomes by Degree Level

		Associate	Bachelor	Master	Doctoral
1	Critical Thinking/Problem Solving	Explain how information from relevant sources is used to make business decisions	Apply relevant information to make and defend business decisions	Integrate theory and practice to analyze business problems	Evaluate theories and/or practices to validate them or propose new theories that solve business problems
2	Teamwork	Describe elements of successful teams	Contribute to a team environment to achieve a planned goal	Create a cohesive team environment by building on contributions of members to accomplish a team goal	Collaborate with others to design, execute, and complete discipline-specific scholarship
3	Communication	Communicate ideas coherently and persuasively	Demonstrate communication skills appropriate for business settings	Construct and present effective business communications to reach diverse audiences	Effectively communicate, disseminate, and defend scholarly work.
4	Business Knowledge	Demonstrate introductory knowledge of concepts in the core areas of business.	Apply concepts within the core areas of business	Analyze business decisions using business knowledge and theories.	Validate existing and/or establish new business theories or practice
5	Business Environment	Describe the impact of the ethical, legal, economic, and global environment on business	Apply knowledge of ethical, legal, economic, and global environment to practical business situations and ascertain their impact	Analyze knowledge of ethical, legal, economic, and global environment to practical business situations and assess their impact	Evaluate role and impact of ethical, legal, economic, and global environment on business problems
6	Analysis & Technology Utilization	Describe decision-support tools & technology used in making business decisions	Apply decision-support tools & technology to make and defend business decisions	Analyze business problems using decision-support tools & technology	Investigate complex business problems using decision-support tools & technology
7.	Management & Leadership	Explain techniques for motivating and influencing	Analyze the role of motivation and influence in achieving a coordinated goal	Evaluate the use of motivation and influence in achieving a coordinated goal	Lead and manage a doctoral project to its successful completion



What is Critical Thinking?

:the act or practice of thinking critically (as by applying reason and questioning assumptions) in order to solve problems, evaluate information, discern biases, etc.

:the set of skills, methods, etc. involved in critical thinking

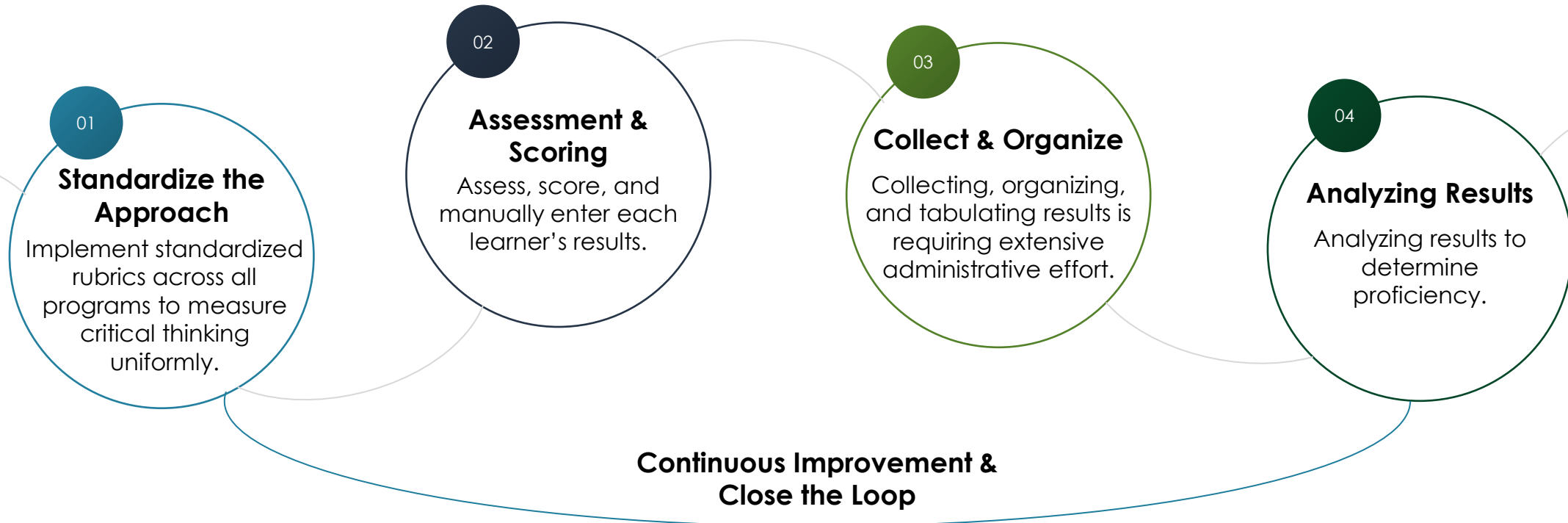


Critical Thinking Components

- Explain or elaborate on a problem or situation.
- Evaluate assumptions and alternate perspectives.
- Draw conclusions and explain implications and consequences.
- Defend views and perspectives.
- Communicate effectively.

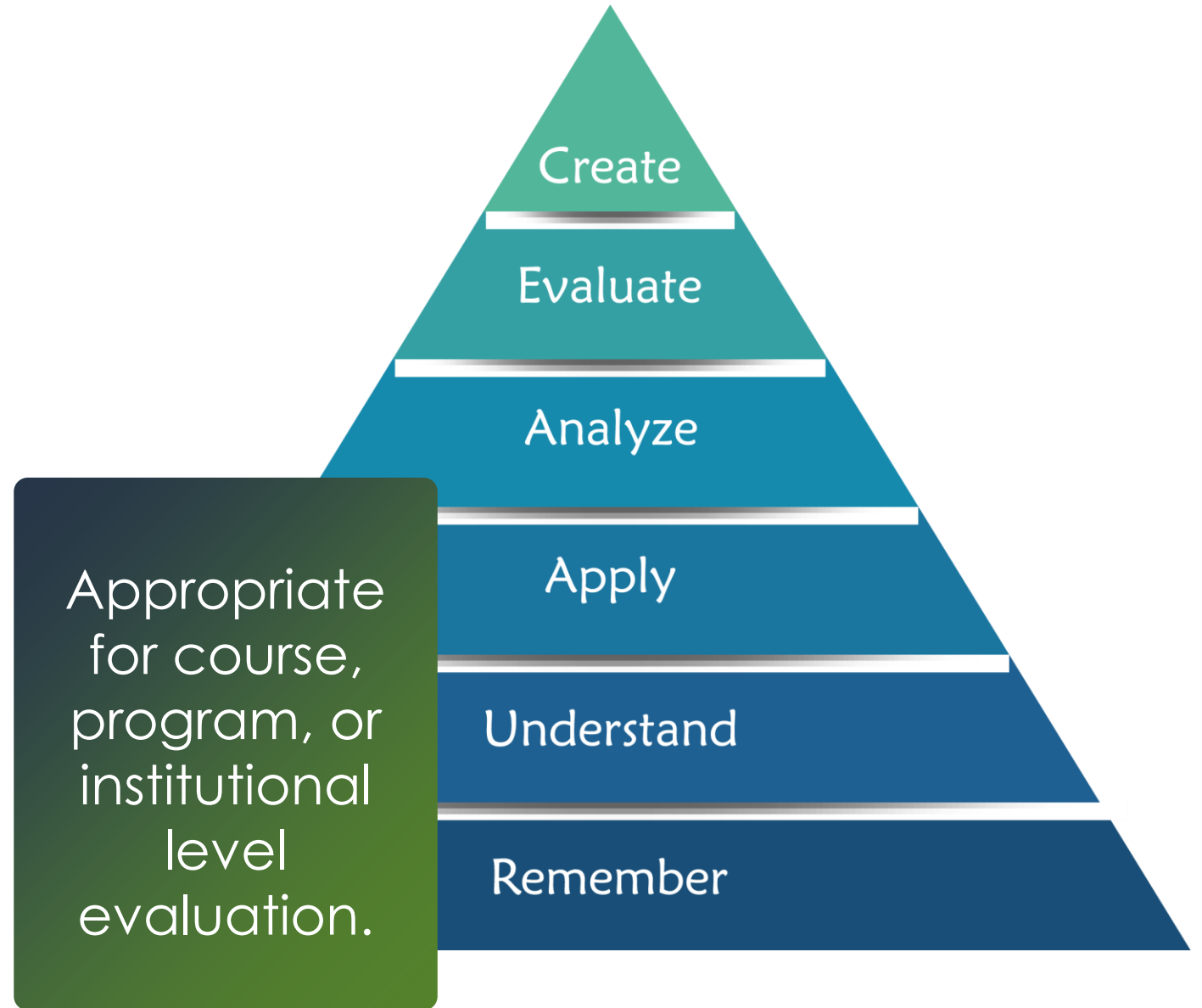
Assessing Critical Thinking

Without a specialized assessment tool, schools face a cumbersome process of manually developing rubrics, administering and scoring assessments, and handling data, which is both time-consuming and prone to inconsistency.



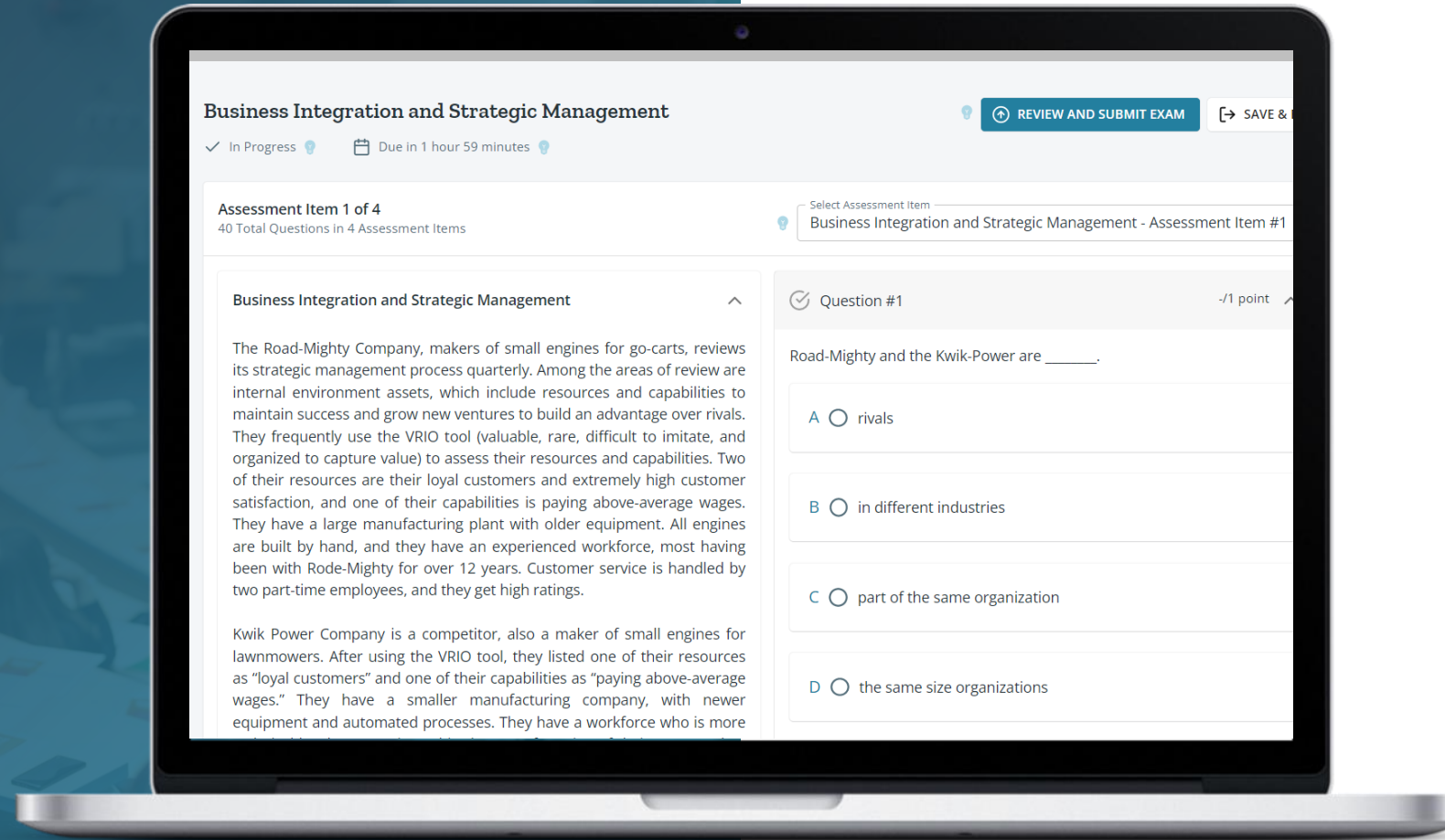
Peregrine's Critical Thinking Feature

A new assessment feature that effectively measures critical thinking through the framework of Bloom's Taxonomy.



Scenario-Based

Includes short case scenarios of 150-300 words.



Students must skillfully analyze, assess, and reconstruct information to provide answers to a combination of multiple-choice and short-answer questions.

The Rubric: Performance Measurement Criterion

- Explain scenario and/or elaborate on the given problem or situation.
- Evaluate assumptions and alternate perspectives.
- Draw conclusions and explain related implications and consequences.
- Defend own views and perspectives.
- Communicates Effectively.

Criterion: Explain scenario and/or elaborate on the given problem or situation.

Performance Measurement Criterion Goal	Novice – 1	Developing – 2	Proficient – 3	Exemplary – 4
Identifies the important facts, issues and interrelationships described by answering “why” they are relevant. Compares and contrasts any embedded or implicit aspects of the scenario and/or problem; providing evidence and statements of importance.	Provides a basic description of the scenario or problem without elaboration. Fails to identify the importance or relevance of the presented situation.	Offers a partial explanation of the scenario or problem with some relevant details. Identifies a few important facts or issues but lacks a comprehensive understanding of their relevance.	Presents a clear and coherent explanation of the scenario or problem, showing an understanding of its importance. Articulates the significant facts, issues, and interrelationships, providing a reasonable explanation of their relevance.	Delivers a highly articulate and insightful explanation of the scenario or problem, highlighting its significance. Skillfully identifies and analyzes the important facts, issues, and interrelationships, providing compelling evidence of their importance.

Using Bloom's Taxonomy

By using Bloom's, our assessment effectively measures knowledge retention, application, analysis, synthesis, evaluation, and creation of that knowledge, which are crucial components of critical thinking.



01

Bloom's Taxonomy helps in clearly defining outcomes. Assessments based on Bloom's can thus ensure that they are well aligned.

02

Bloom's Taxonomy employs universally recognized terminology within higher education, fostering a familiar and accessible environment for learning and assessment.

03

Bloom's Taxonomy provides a hierarchical structure that allows for the assessment to measure a range of cognitive abilities.

How Questions are Scored

- The assessment utilizes artificial intelligence to assist with scoring, ensuring an objective and consistent measurement.
- Faculty can review the scores and justification for the scores, ensuring that the results are valid.

The screenshot displays the Peregrine Global Services assessment interface. At the top, a question is posed: "What are some of the management challenges with 4 locations?". Below the question, a "Model Response" is provided, discussing travel time and staff retirement. A sidebar on the left shows a navigation menu with options: Queue (11), Drafts, Topics (up arrow), Entrepreneurship (11), Exams (up arrow), CT Open Exam (Entrepreneurship) (11), Examinees (up arrow), and Anna Harris (11). The main content area shows a table of scores for various competencies. The table has columns for "NOT ATTEMPTED", "UNMET", "PARTIALLY MET", and "FULLY MET", each represented by a colored circle (grey, red, orange, and green respectively). The competencies listed include "Effectively communicates own views/perspective/hypothesis." and "Draws conclusions and understands related implications and consequences.".

Competency	NOT ATTEMPTED	UNMET	PARTIALLY MET	FULLY MET
Effectively communicates own views/perspective/hypothesis.				
Draws conclusions and understands related implications and consequences.				

The screenshot shows a digital exam interface. On the left, a sidebar lists responses for 'Business Integration and Strategic Management'. The main area displays a question about HangX's strategy, a model response, key concepts, and a scoring rubric.

RESPONSES 74
My Queue
Count: 74

[Draft]
John Doe 7/1/2022
Business Integration and Strategic Management
BUSINESS INTEGRATION AND STRATEGIC MANAGEMENT
Two lifelong friends who had signifi...
Q: Why did HangX go with a focus-differen...
R: QA testing in production env

[Draft]
John Doe 7/1/2022
Business Integration and Strategic Management
BUSINESS INTEGRATION AND STRATEGIC MANAGEMENT
Two lifelong friends who had signifi...
Q: What was the advantage for using Porte...
R: QA testing in production env

[Draft]
John Doe 7/1/2022
Business Integration and Strategic Management
BUSINESS INTEGRATION AND STRATEGIC MANAGEMENT
Two lifelong friends who had signifi...

Business Integration and Strategic Management

Two lifelong friends who had significant expertise in building surfboards formed a retail business called HangX, building custom-designed boards and shipping globally. HangX bought an existing building in a large beach community, and they built a loyal local following and customer base. Currently, they have 9 full-time employees, use only premium suppliers to ensure quality, have a professionally decorated building, and offer superb customer service. Their primary customers are surfers who want high-end boards and the ability to customize rockers, decks, colors, rails, and fins. They also appeal to competition surfers.

Using Michael Porter's framework, HangX conducted an industry analysis to help develop a strategy to increase market share. They looked at four key aspects of their competitors: competitor's objectives, competitor's assumptions, competitor's capabilities. T

John Doe 7/1/2022

BLOOM'S LEVEL V - SYNTHESIS

Question

Why did HangX go with a focus-differentiation strategy rather than a cost-leadership strategy?

Model Response

The cost-leadership strategy was not a good fit since they were a small shop and could not compete on price with the large board mass manufacturer. The cost-leadership was a good fit because of their customer base, their customer service reputation, and their higher board price.

Key Concepts

Competitive Advantage; Focus-differentiation; Cost-leadership strategy

Examinee's Response
QA testing in production env

Scoring Rubric (4/24 = 16.67%)

Explanation of situation/issue/concepts/opinions.

Clearly identifies the challenge and subsidiary, embedded, or implicit aspects of the situation/issue/concepts. Identifies important interrelationships.

5 Topics

- Communications
- Ethics
- Leadership
- Business Integration & Strategic Management
- Global Dimensions of Business

Use Cases

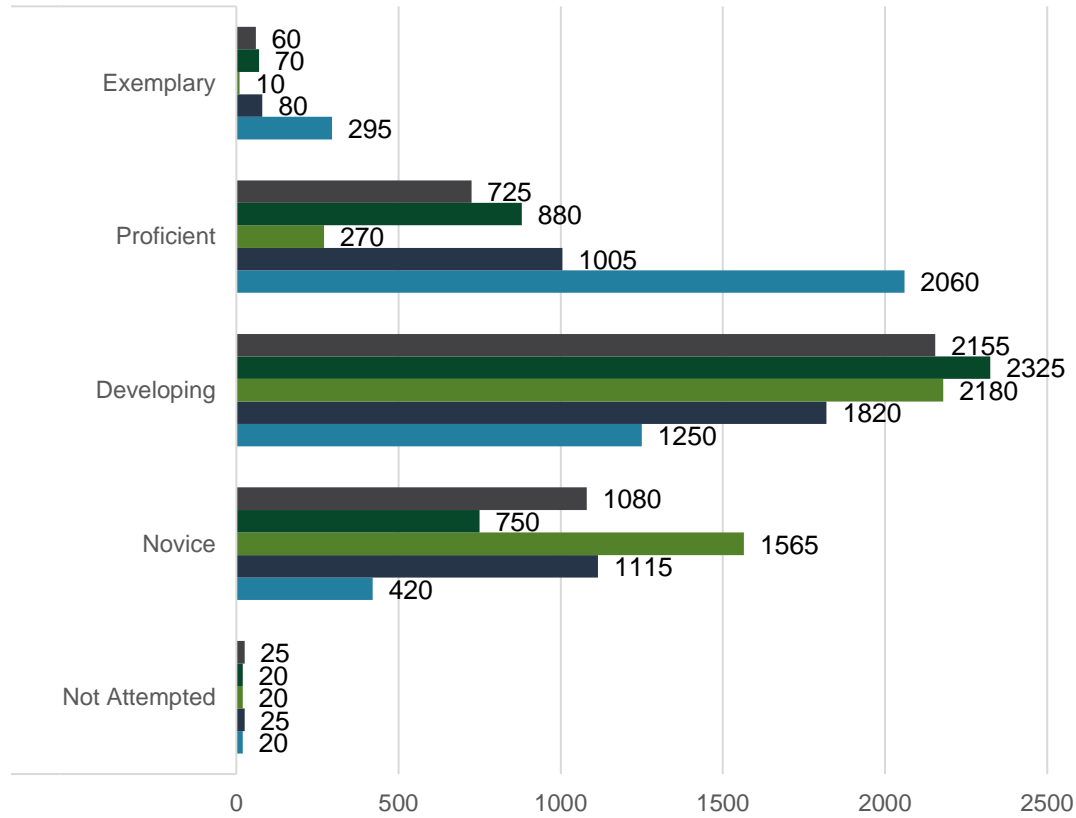
The Critical Thinking Assessment Feature can be customized based on the intended use of the exam.

Program-Level/Summative

When delivering the exam for program level evaluation, the scenario-based assessment items will be served to students along with the multiple-choice questions during the exam window.

Course-Level/Formative

When using the exam for a course, faculty have full control over the exam configurations and can request an open exam that allows learners to move back and forth. Data from course-level exams will not be included in future aggregates.

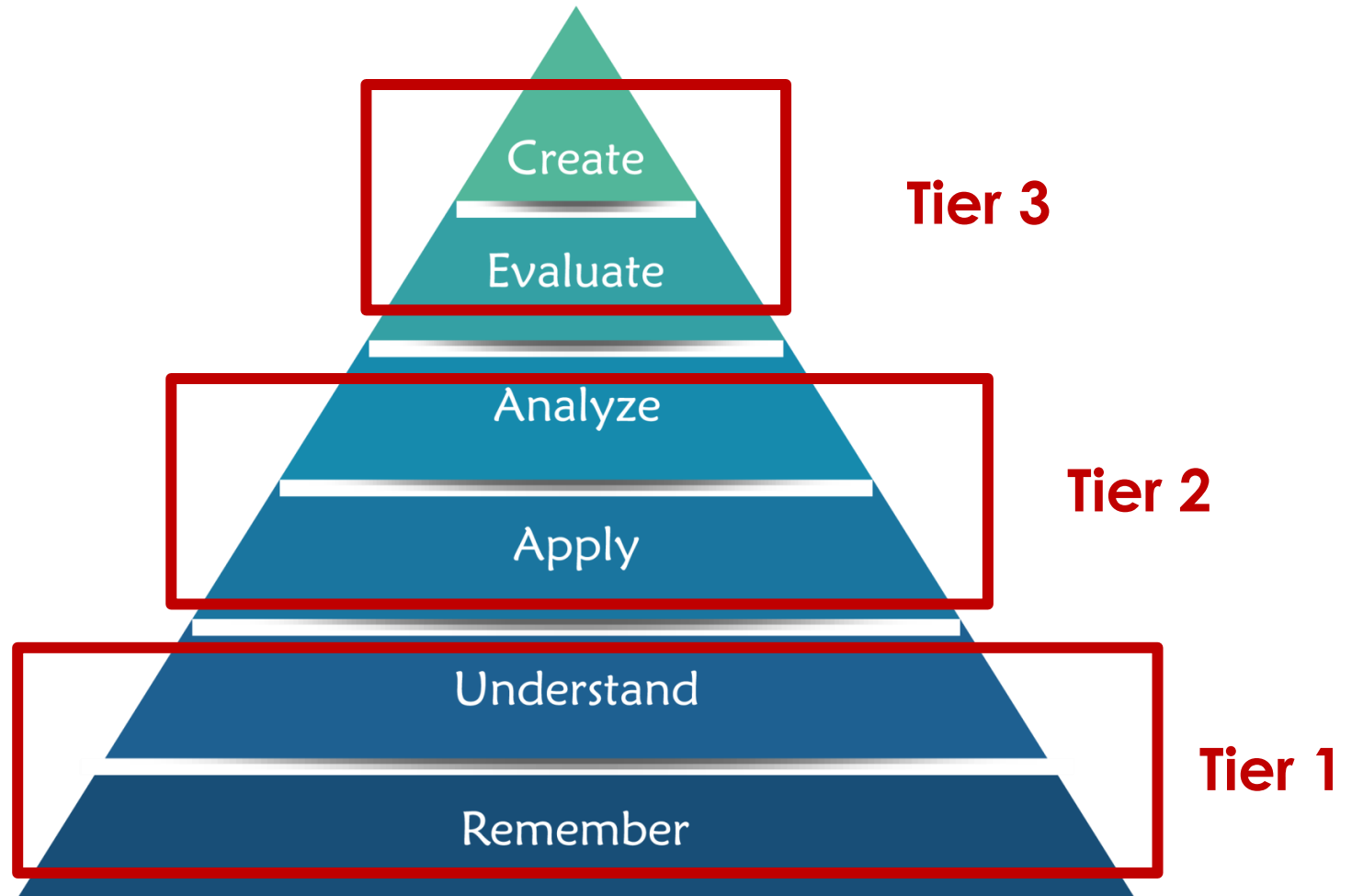


	Not Attempted	Novice	Developing	Proficient	Exemplary
■ Defend own views and perspectives.	25	1080	2155	725	60
■ Draw conclusions and explain related implications and consequences.	20	750	2325	880	70
■ Evaluate assumptions and alternate perspectives.	20	1565	2180	270	10
■ Explain scenario and/or elaborate on the given problem or situation presented and its importance.	25	1115	1820	1005	80
■ Communicates Effectively.	20	420	1250	2060	295

- Defend own views and perspectives.
- Draw conclusions and explain related implications and consequences.
- Evaluate assumptions and alternate perspectives.
- Explain scenario and/or elaborate on the given problem or situation presented and its importance.
- Communicates Effectively.

Grouped into Tiers

The levels of Bloom's Taxonomy are grouped into tiers and this is reflected in the assessment data.



	Total	Mutiple Choice	Short Answer
Blooms	Total%	Multiple Choice %	Short Answer %
Blooms Tier 1	60.96%	60.96%	60.96%
Blooms Tier 2	57.10%	57.10%	57.10%
Blooms Tier 3	55.69%	55.69%	55.69%
Total	57.15%	64.55%	51.78%

Topic	Total	Mutiple Choice	Short Answer
	Total %	Multiple Choice %	Short Answer %
Business Integration and Strategic Management	62.57%	79.17%	50.82%
Ethics	59.52%	64.39%	55.99%
Global Dimensions of Business	56.75%	60.98%	53.65%
Leadership	49.96%	53.03%	47.76%
Marketing	56.90%	65.15%	50.75%
Totals	57.15%	64.55%	51.78%

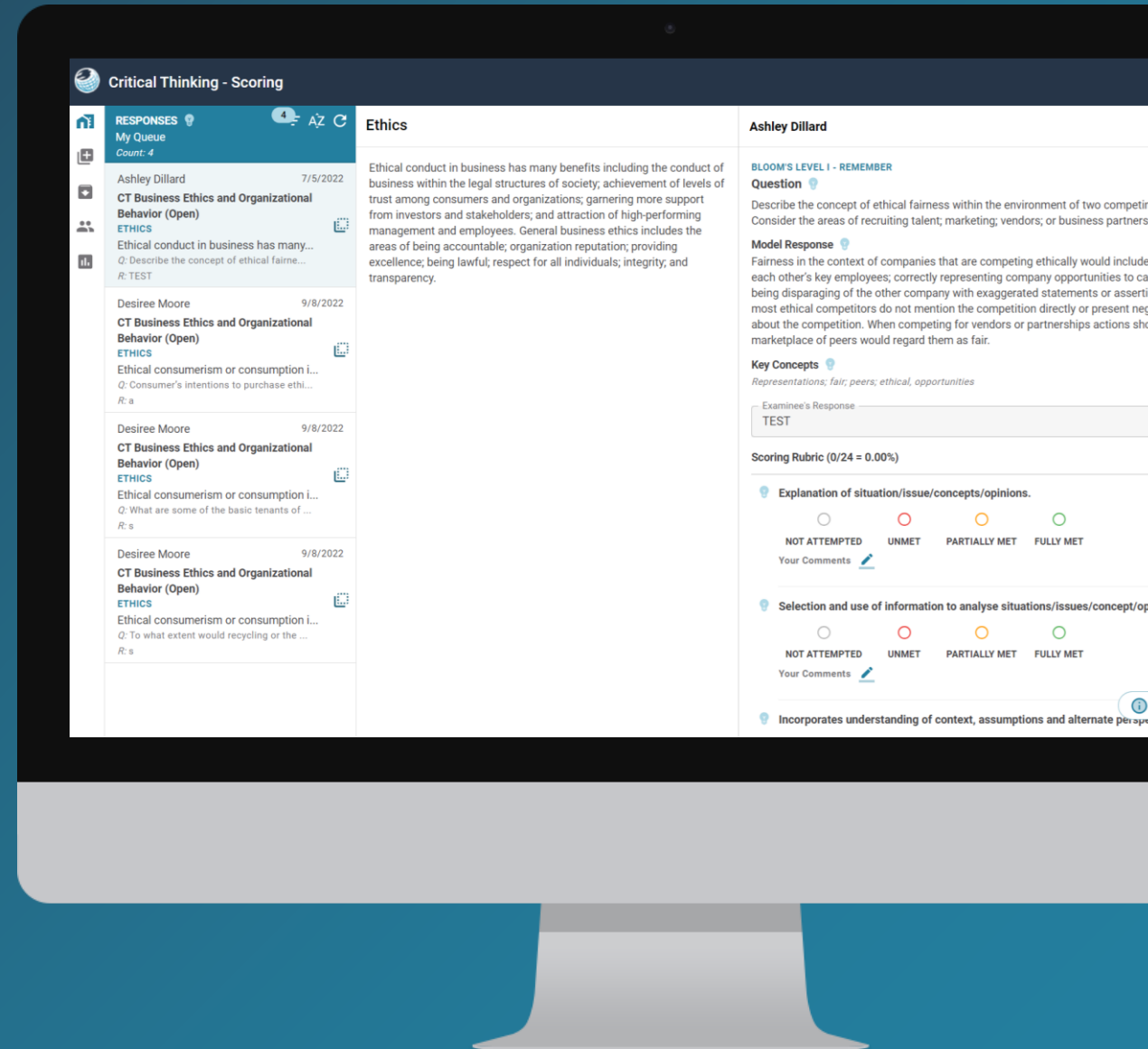
Getting Started

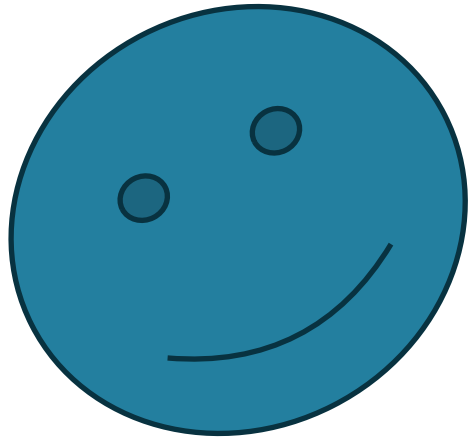
We anticipate that we will launch the critical thinking enhancement fall 2024. The launch will include:

Feature 1

Feature 2

Feature 3





Video DEMO



Contact Us

Our objective is to be your thought-partner in education and quality. Reach out to us to schedule a meeting with a member of our team.

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