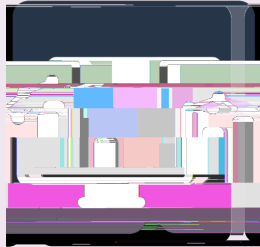External Comparison Report

Outbound
104

Assessment Period:

January 1, 2022 - December 31, 2022

Academic Level/Assessment Solution:
Bachelors Business GBE

Aggregates:

ACBSP non U.S.
ACBSP Region 11 (Canada)

Data Included in Report

Outbound Assessments

- Outbound Assessment

**Description of the report:**

The External Comparison Report is a report of a selected set of exam results compared to one or more aggregate pools. Comparisons 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. The report compares the total score for the exams and the subject-level scores with the selected aggregate pools. The report also compares the percentage change between the Inbound Exam scores and the Outbound Exam scores.

A negative value for percentage change between the Inbound Exam and the Outbound Exam scores may indicate a potential issue with how the Outbound Exam was incentivized.

Academic officials use the report for program evaluation and external benchmarking. The report helps the officials id3tm+5ng. The report

Executive Summary
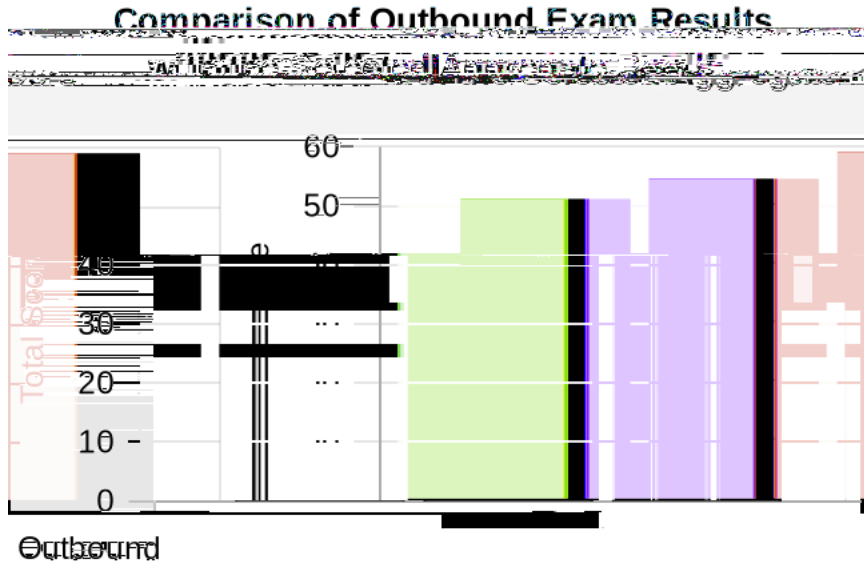

Comparison of Outbound Exam Results
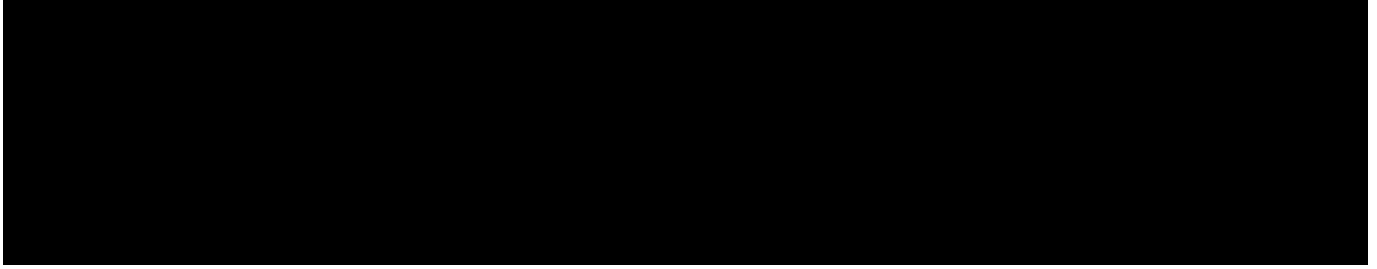
School/Aggregate	Outbound %
Okanagan College	51.14%
ACBSP non U.S.	54.56%
ACBSP Region 11 (Canada)	59.09%

Comparison of Exam Results with Selected Aggregate Pools

	Okanagan College		ACBSP Region 11 (Canada)
	ACBSP non U.S.		

Comparison of Exam Results with Selected Aggregate Pools

	Okanagan College		ACBSP Region 11 (Canada)
	ACBSP non U.S.		

Comparison of Exam Results with Selected Aggregate Pools

	Okanagan College		ACBSP Region 11 (Canada)
	ACBSP non U.S.		

Comparison of Exam Results Percentage Change with Selected Aggregate Pools
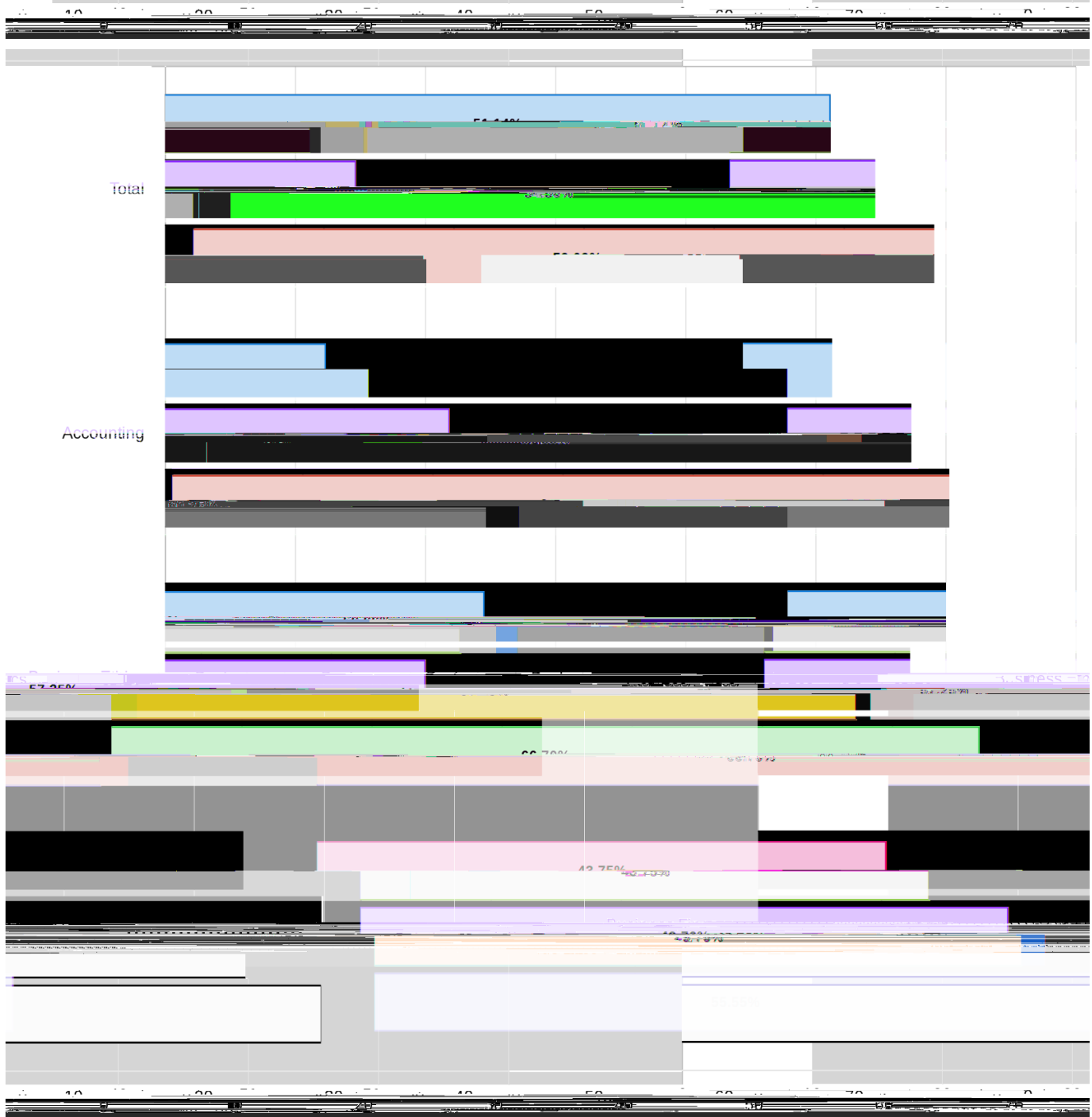
Topic	Okanagan College	ACBSP non U.S.	ACBSP Region 11 (Canada)
	Outbound	Outbound	Outbound
Accounting	51.25%	57.33%	60.25%
Business Ethics	60.00%	57.25%	66.70%
Business Finance	43.75%	49.76%	55.55%
Business Integration and Strategic Management	51.92%	53.96%	59.91%
Business Leadership	46.44%	48.48%	57.32%
Legal Environment of Business	45.10%	48.41%	54.45%
Management	54.90%	55.67%	61.70%
Management: Human Resource Management	58.50%	56.80%	62.94%
Management: Operations/Production Management	46.61%	54.42%	58.26%
Management: Organizational Behavior	59.32%	56.44%	63.85%
Marketing	55.77%	60.18%	64.89%
Total	51.14%	54.56%	59.09%

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

	School/Aggregate	Outbound Score	Difference in the Score w/ Selected Aggregate Pools
	Okanagan College	51.25%	–
	ACBSP non U.S.	57.33%	-6.08%
	ACBSP Region 11 (Canada)	60.25%	-9.00%

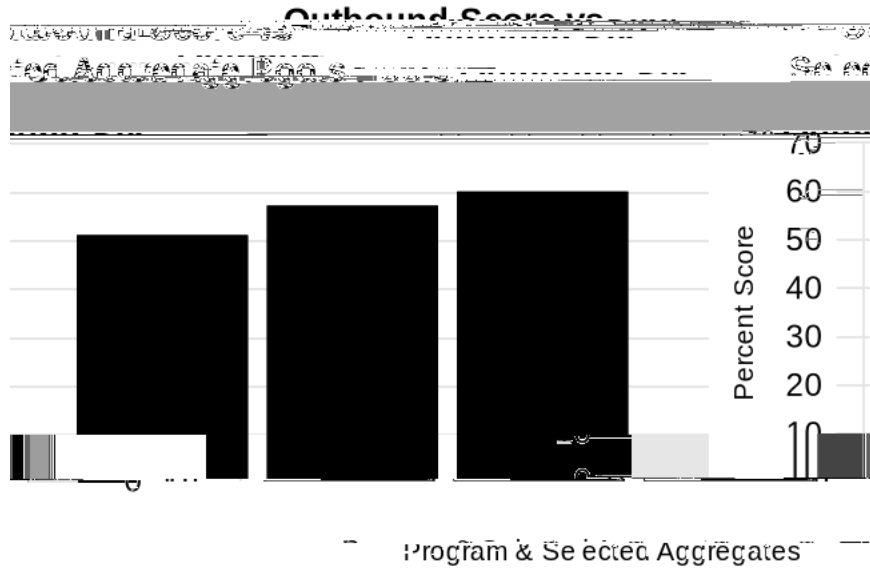**Comparison of the Business Ethics Topic Exam Results with the Selected Aggregate Pools**

	School/Aggregate	Outbound Score	Difference in the Score w/ Selected Aggregate Pools
	Okanagan College	60.00%	–
	ACBSP non U.S.	57.25%	2.75%
	ACBSP Region 11 (Canada)	66.70%	-6.70%

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

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

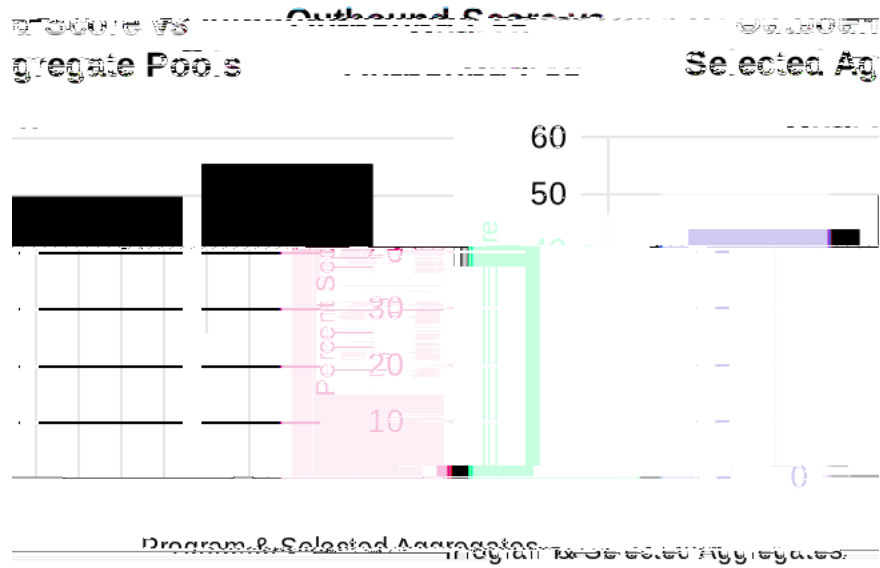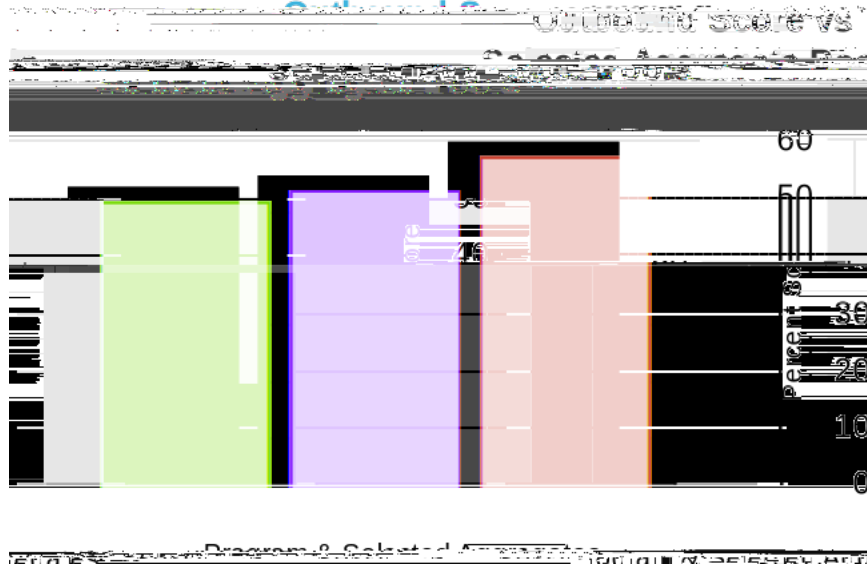|	School/Aggregate	Outbound Score	Difference in the Score w/ Selected Aggregate Pools
	Okanagan College	51.92%	–
	ACBSP non U.S.	53.96%	-2.04%
	ACBSP Region 11 (Canada)	59.91%	-7.99%

Comparison of the Business Leadership Topic Exam Results with the Selected Aggregate Pools
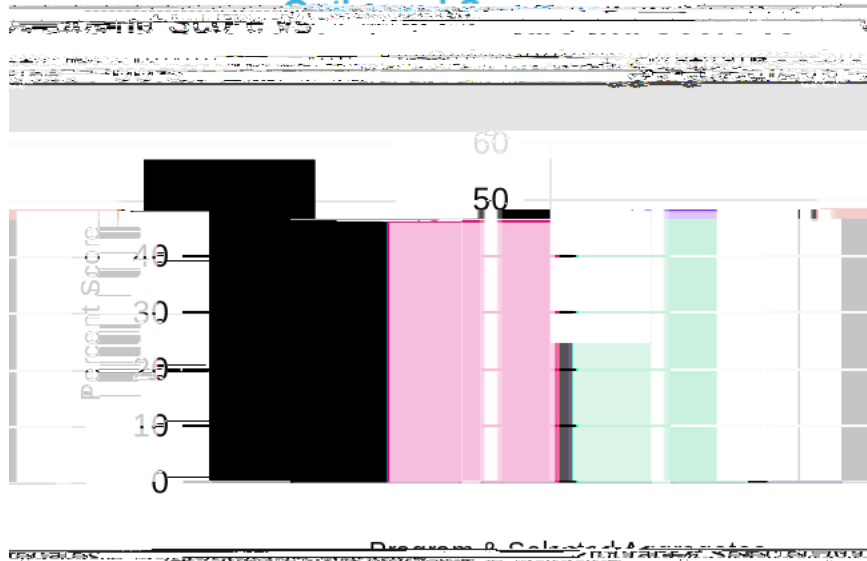
	School/Aggregate	Outbound Score	Difference in the Score w/ Selected Aggregate Pools
	Okanagan College	46.44%	–
	ACBSP non U.S.	48.48%	-2.04%
	ACBSP Region 11 (Canada)	57.32%	-10.88%

Comparison of the Legal Environment of Business Topic Exam Results with the Selected Aggregate Pools

	School/Aggregate	Outbound Score	Difference in the Score w/ Selected Aggregate Pools
	Okanagan College	45.10%	–
	ACBSP non U.S.	48.41%	

Comparison of the Management Topic Exam Results with the Selected Aggregate Pools
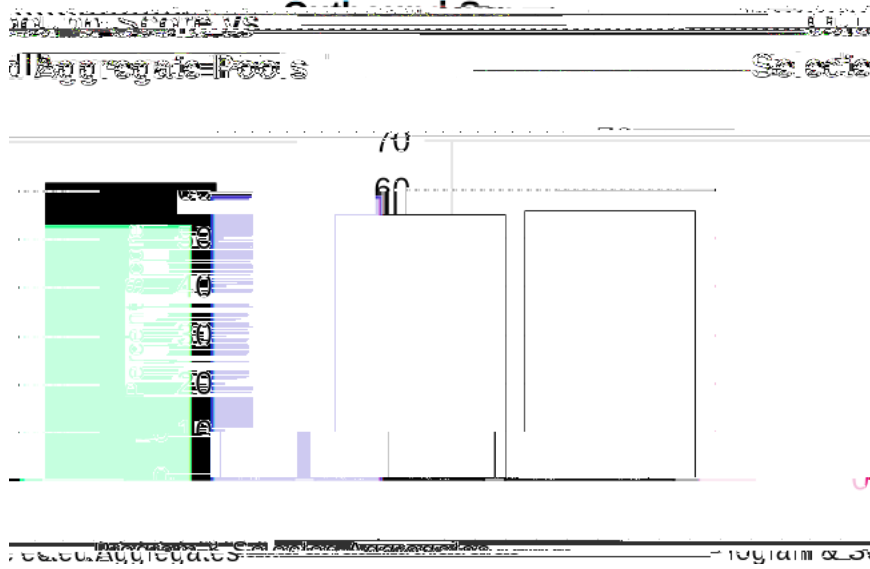
	School/Aggregate	Outbound Score	Difference in the Score w/ Selected Aggregate Pools
	Okanagan College	54.90%	–
	ACBSP non U.S.	55.67%	-0.77%
	ACBSP Region 11 (Canada)	61.70%	-6.80%

Comparison of the Management: Human Resource Management 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
	Okanagan College	58.50%	–
	ACBSP non U.S.	56.80%	1.70%
	ACBSP Region 11 (Canada)	62.94%	-4.44%

Comparison of the Management: Operations/Production Management Topic Exam Results with the Selected Aggregate Pools
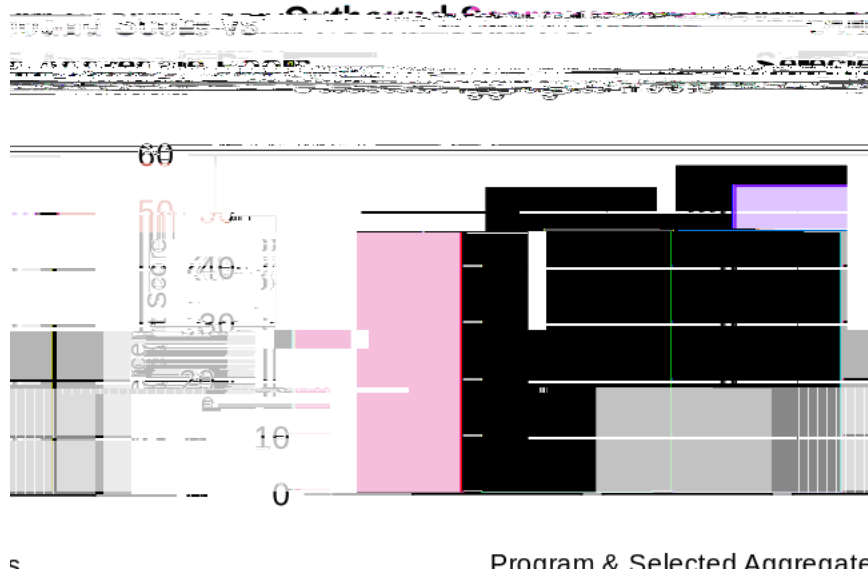
	School/Aggregate	Outbound Score	Difference in the Score w/ Selected Aggregate Pools
	Okanagan College	46.61%	–
	ACBSP non U.S.	54.42%	-7.81%
	ACBSP Region 11 (Canada)	58.26%	-11.65%

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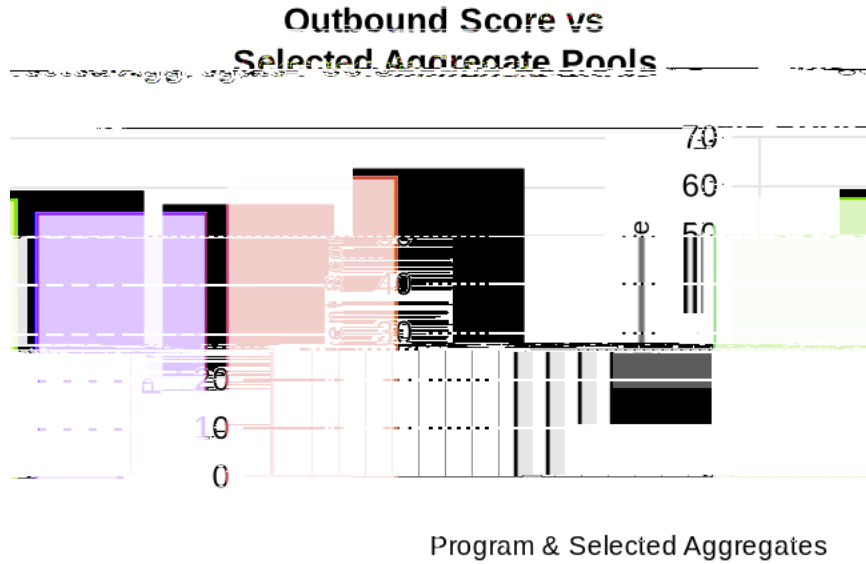
Outbound Score vs Selected Aggregate Pools

Program & Selected Aggregates

School/Aggregate	Outbound Score	Difference in the Score w/ Selected Aggregate Pools
Okanagan College	59.32%	–
ACBSP non U.S.	56.44%	2.88%
ACBSP Region 11 (Canada)	63.85%	-4.53%

Comparison of the Marketing Topic Exam Results with the Selected Aggregate Pools
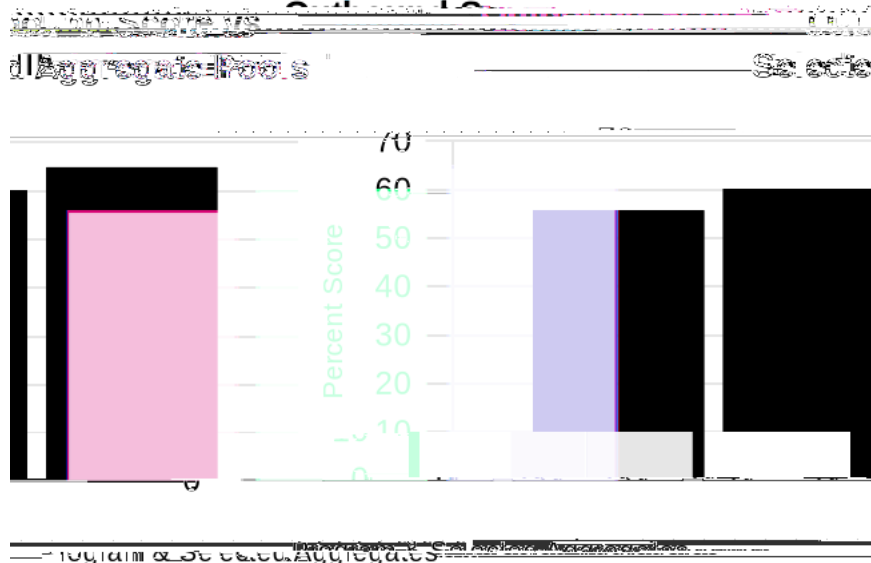
	School/Aggregate	Outbound Score	Difference in the Score w/ Selected Aggregate Pools
	Okanagan College	55.77%	–
	ACBSP non U.S.	60.18%	-4.41%
	ACBSP Region 11 (Canada)	64.89%	-9.12%

How to Read and Understand the External Comparison Report

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

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.
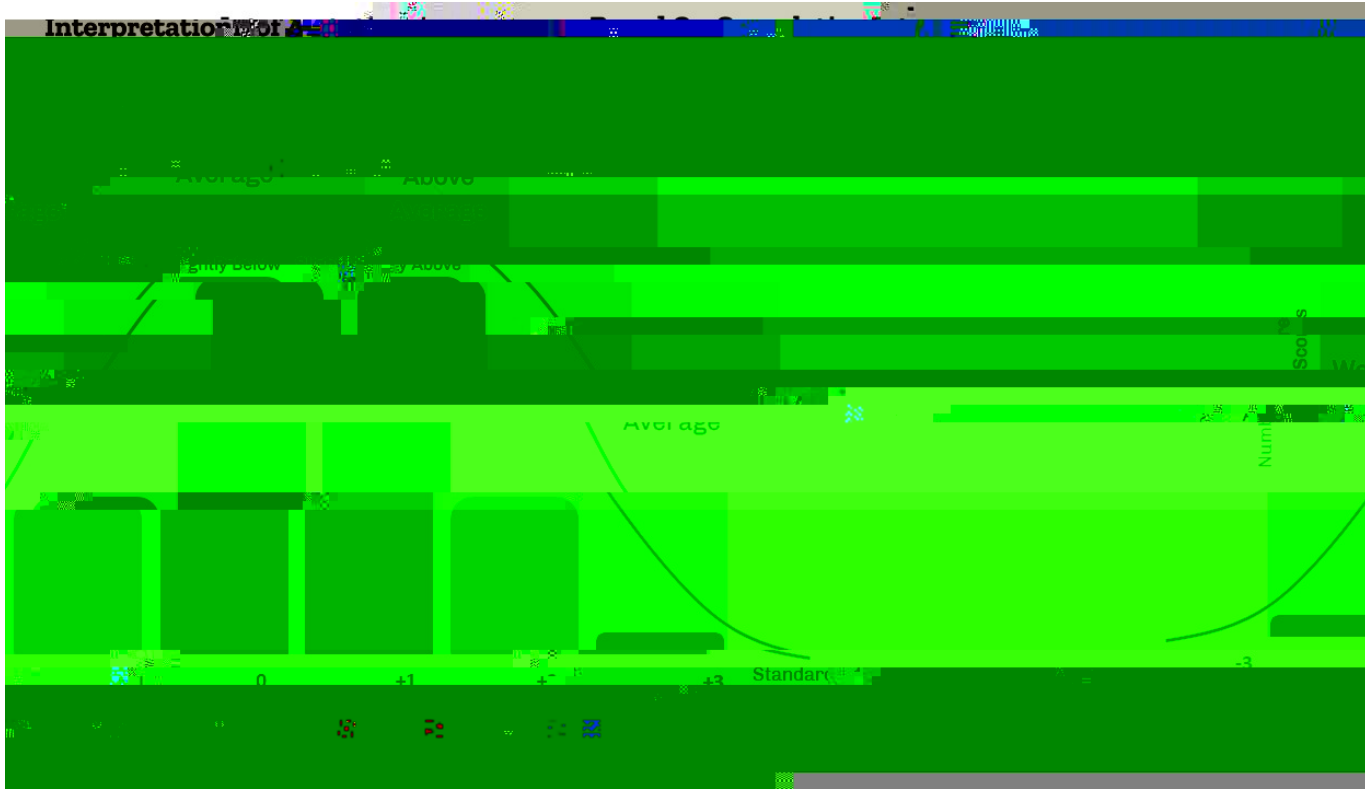
Percentiles	Relative Interpretation of Learner Competency
98.0-99.9	Well Above Average
84.1-97.9	Above Average
50.1-84	Slightly Above Average
50	Average
16-49.9	Slightly Below Average
2.1-15.9	Below Average
0.1-2.0	Well Below Average

Once the academic institution has data from at least 50 exams from the same assessment service, the Grade Scale Report can be generated to provide a grading curve based on the learner results from the institution. Alternatively, academic officials can grade an exam using the percentiles calculated from the aggregate pools. Both methods are appropriate so long as the exam is evaluated based on a curve of the distribution of scores.

Peregrine Global Services Reports

Individual Learner Assessment Reports

Individual Results Report.

Peregrine Global Services Reports

Validity and Reliability

Assessment Services Test Bank Validity and Reliability

The programmatic assessment services provided by Peregrine Global Services are used to assess retained knowledge of students at the academic program level. School officials deploy these services to evaluate the effectiveness of their academic programs, identify areas for improvement, and demonstrate program outcomes to external stakeholders. Ensuring the ongoing validity and reliability of the assessment services is of upmost importance for our assessment services. These practices begin at the design stage, continue during the piloting phase, and are ongoing with the conducting of comprehensive quality reviews.

Validity refers to the extent to which the exam results are relevant and meaningful for the purpose of the exam, that is, to assess a student's retained knowledge of the program topics being assessed. Reliability refers to the extent to which the exam results are repeatable across different sets of participants, and therefore data sets can be compared over time.

Ensuring Validity and Reliability

Peregrine's assessment services incorporate the following design features that enhance both validity and reliability.

1. Exam scoring is 100% objective, using automated marking.
2. Each exam viewed by a student is unique using a random selection of questions from the test bank in random topic order.
3. Each response to a question is timed. Student activity is monitored: when the user navigates away from the exam screen, the screen fades and a [warning] message is shown.
4. Students are unable to copy/paste from the exam window.
5. Abandoned exams are excluded from summary reports.

In addition, the following specific practices are adopted. The exam services meet AICPA, Trust Services Criteria set forth in DC 200, 2018 Description Criteria for a Description of a Service Organization's System in a SOC 2® Report. This third-party auditing and reporting process is designed to provide reasonable assurance that Peregrine Global Services Corporation's service commitments and system requirements achieve the criteria relevant to security and availability set forth in TSP 100, 2017 Trust Services Criteria for Security, Availability, Processing Integrity, Confidentiality, and Privacy (AICPA, Trust Services Criteria).

Ensuring Validity

The following measures are adopted when test banks are created:

- Topics and Subjects are selected to align with pertinent accreditation and/or certification requirements and related learning outcomes.
- The exam services are designed in consultation with accreditation agency officials.
- Test questions are created (and revised) by academic professionals with expertise in the relevant discipline.
- In order to ensure appropriate breadth of coverage and to enable specific learning outcomes measurement and reporting, questions are created to align with typically 4-8 Subjects for each Topic.

Once a new test bank is created, the service is piloted with clients to obtain feedback and confirm the design construct will meet the needs specific to the discipline of interest.

Client feedback is also continuously gathered and incorporated into the test bank quality review program.

Ensuring Reliability

Traditional methods for determining exam reliability are not applicable when a test bank is used to randomly generate unique tests for exam participants. In consultation with an external expert, Peregrine Global Services developed a methodology that relies upon multiple measures that collectively determines the reliability of the test bank and identifies specific questions for remediation. The measures are Item Difficulty, Item Discrimination, and Item Interchangeability. If a test bank question fails any one of the tests, the question is flagged for replacement or modification. Academic professionals are employed to revise questions and/or create replacements.

Item Difficulty refers to percentage of students who answer questions correctly. Data are generated by topic and for each individual question. The target Item Difficulty is 60 percent correct with an acceptable range of 35 – 80 percent. Questions which fall outside of this range are modified to make them less or more difficult as indicated by the data.

Item Discrimination refers to how well a question distinguishes between those students with more knowledge (higher overall exam scores) from those with less knowledge. Two measures are used: Discrimination Index and Point-Biserial Correlation.

For a given question, the Discrimination Index compares the scores of students with high overall test scores with students with low overall test scores. The scale is -1 to +1, with higher values indicating that a given question better distinguishes between high and low performing students. A value of 0.20 is considered acceptable.

Point-Biserial Correlation is equal to the Pearson's Correlation Coefficient between the scores on the entire exam and the scores on a specific question. A score of 0.10 is considered acceptable. Questions that fail either of the discrimination criteria are replaced.

Question Interchangeability refers to the ability to substitute a question in the test bank with another without significantly affecting the total score that an individual would receive on the exam. This is determined using Cohen's Effect Size d, calculated based on a two-tailed t-test comparing the total score for all students who had that question in their exam versus the total score of the students who did not have that question in their exam. The scale is 0-1.0 and a score of < 0.20 is considered acceptable. Questions that fail the interchangeability criteria are replaced.

Reference

Oedekoven, O. O., Napolitano, M., Lemmon, J., & Zaiontz, C. (2019). Determining test bank reliability. , 63-74.

Glossary of Terms

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.

Content of the exam. The Exam Summary document contains the list and descriptions of topics, subtopics, and subjects with a couple sample questions.

Exam.

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,

External Comparison Report — Okanagan College

Assessment Period:

January 1, 2022 - December 31, 2022

Academic Level/Assessment Solution

Bachelors Business GBE

Aggregates

ACBSP non U.S.
ACBSP Region 11 (Canada)