External Comparison Report

Outbound
70

Assessment Period:
June 1, 2024 - June 1, 2025

Academic Level/Assessment Solution:
Bachelors Business Administration

Aggregate:
IACBE (U.S.) - International Accreditation Council for Business Education

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Data Included in Report

Programs

- Bachelors of Science (BS), n=35
- Bachelors of Art (BA), n=35

External Comparison Report — Florida Institute of Technology

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 identify the strengths of the program and potential gaps relative to the learning outcomes of the academic program.

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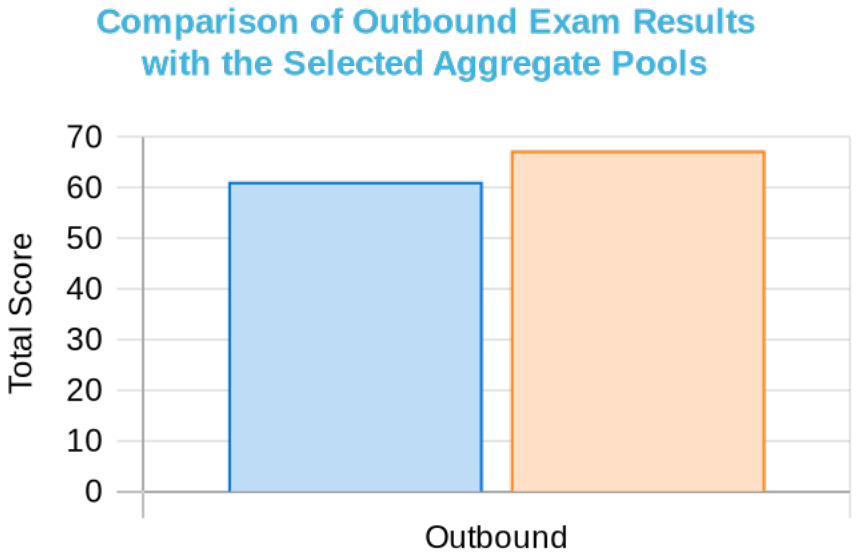
External Comparison Report — Florida Institute of Technology

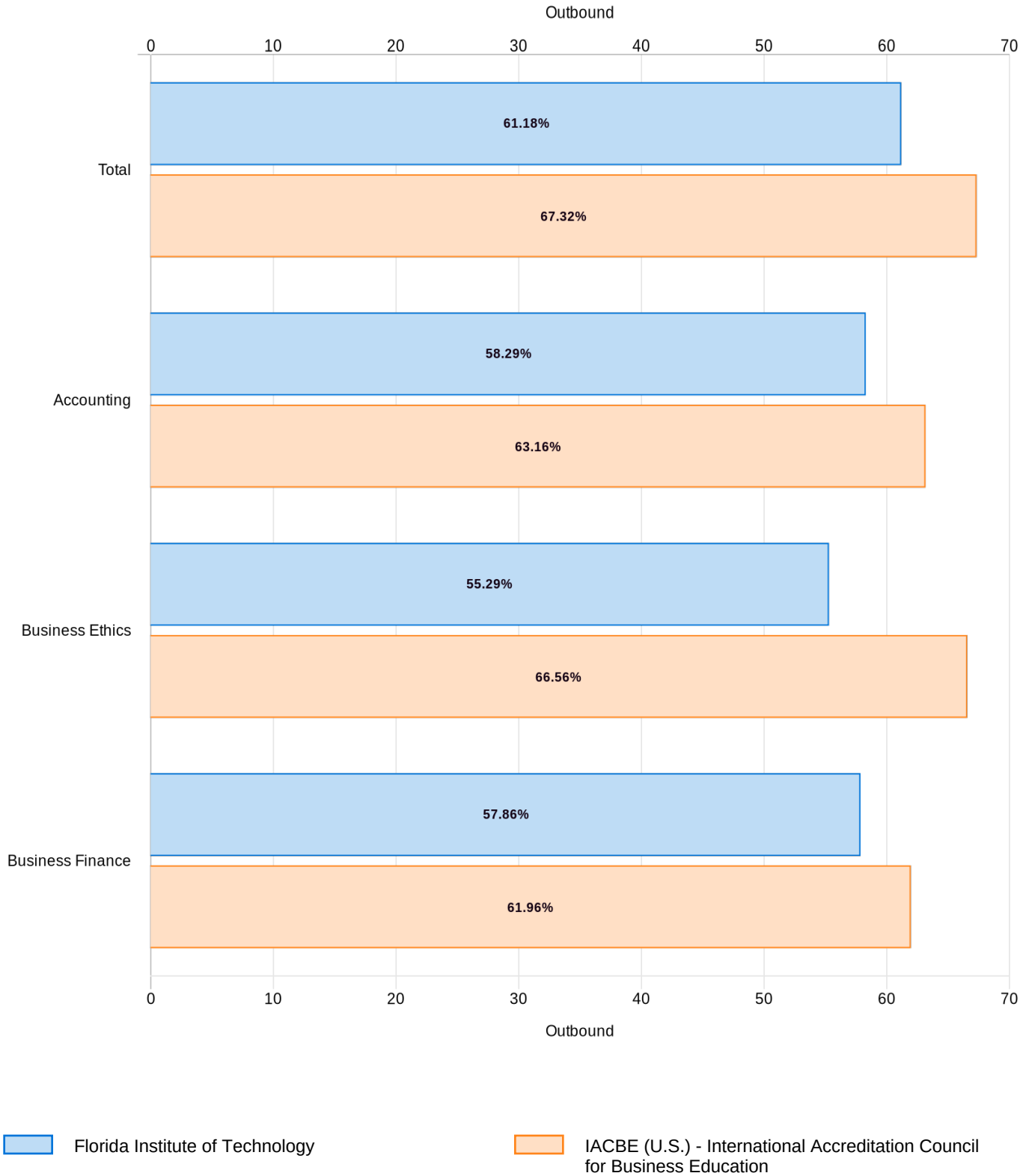
Bachelors Business Administration

Executive Summary

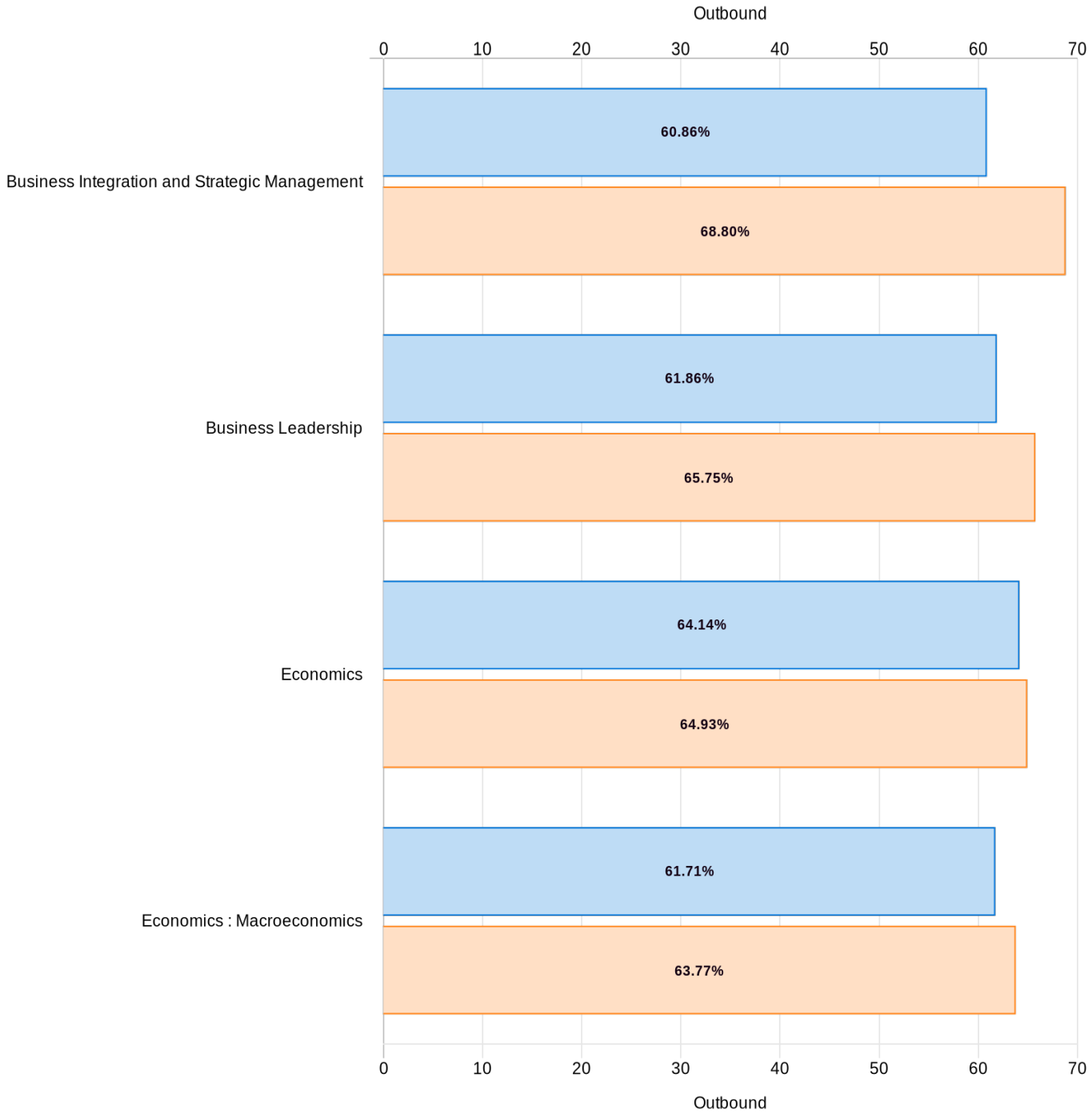


School/Aggregate	Outbound %
Florida Institute of Technology	61.18%
IACBE (U.S.) - International Accreditation Council for Business Education	67.32%

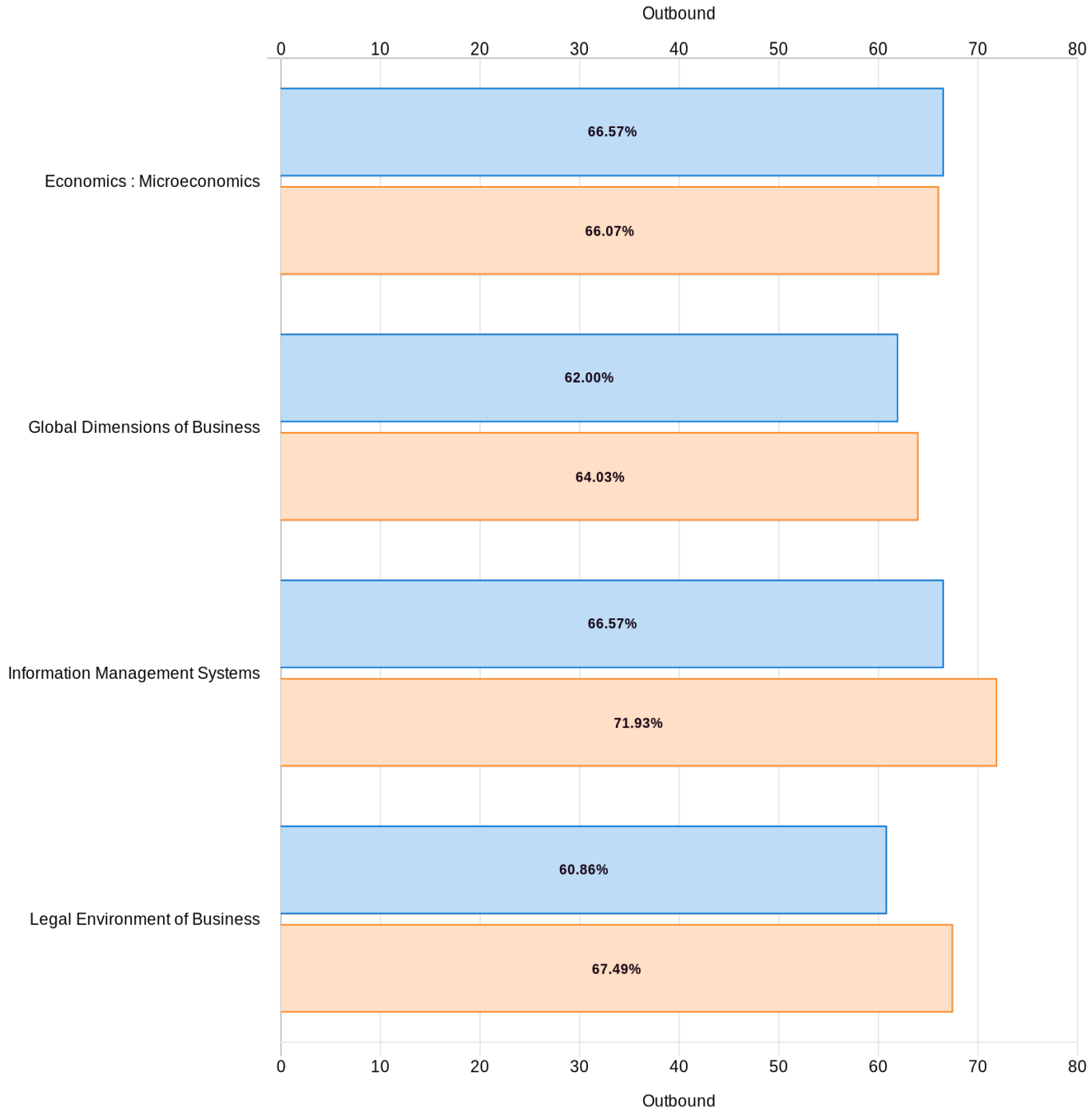
Comparison of Exam Results with Selected Aggregate Pools



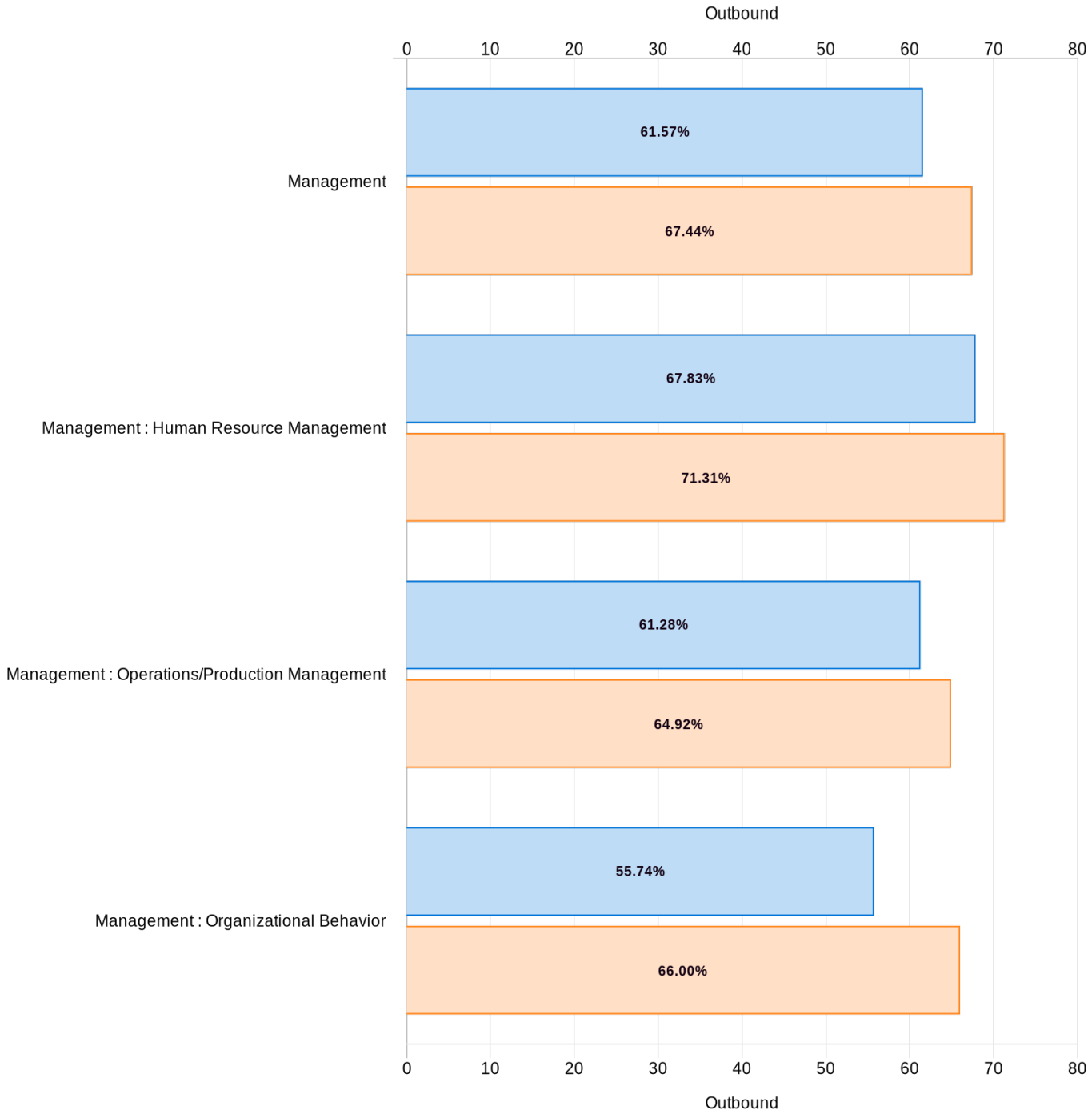
Comparison of Exam Results with Selected Aggregate Pools



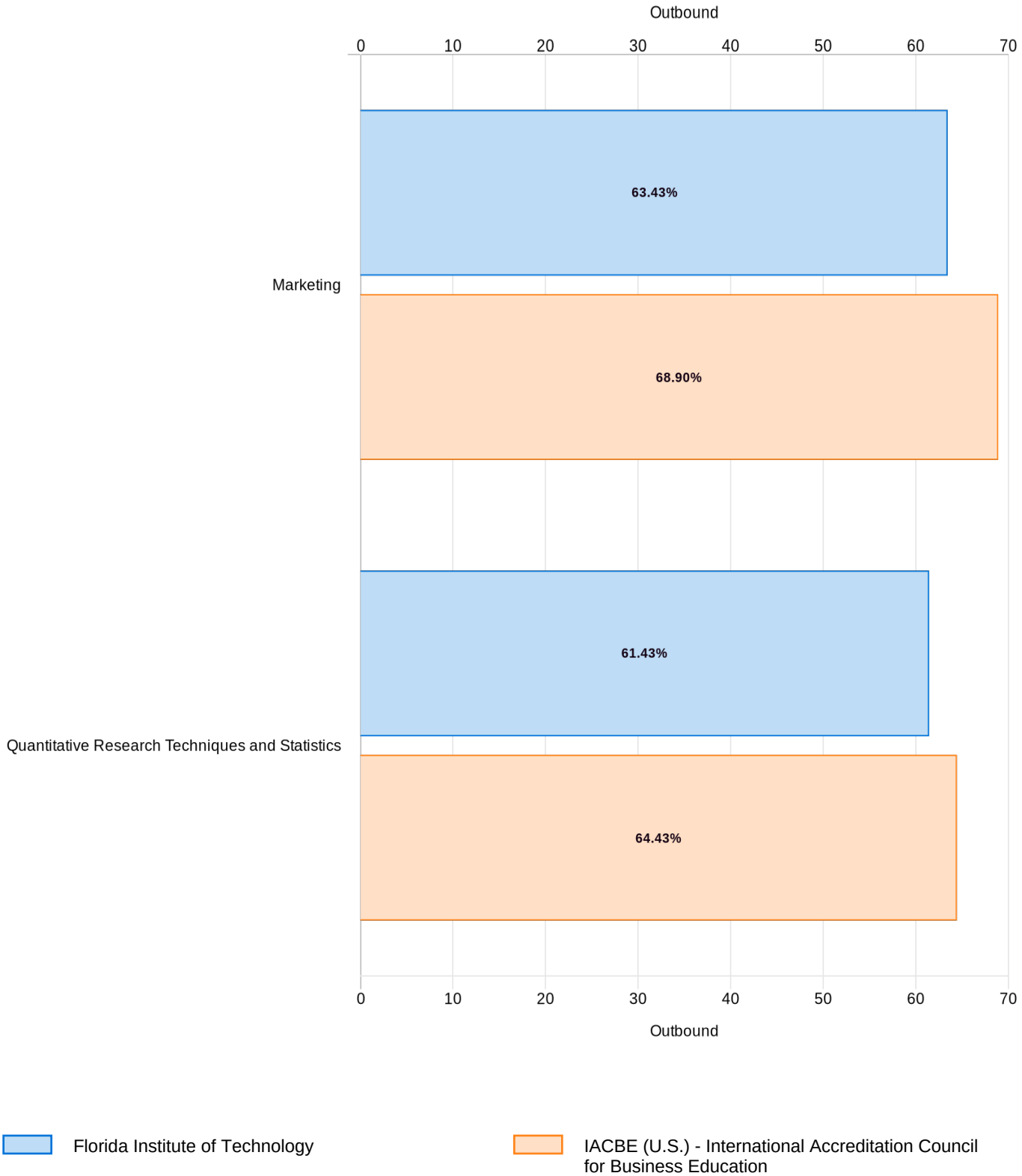
Comparison of Exam Results with Selected Aggregate Pools



Comparison of Exam Results with Selected Aggregate Pools



Comparison of Exam Results with Selected Aggregate Pools



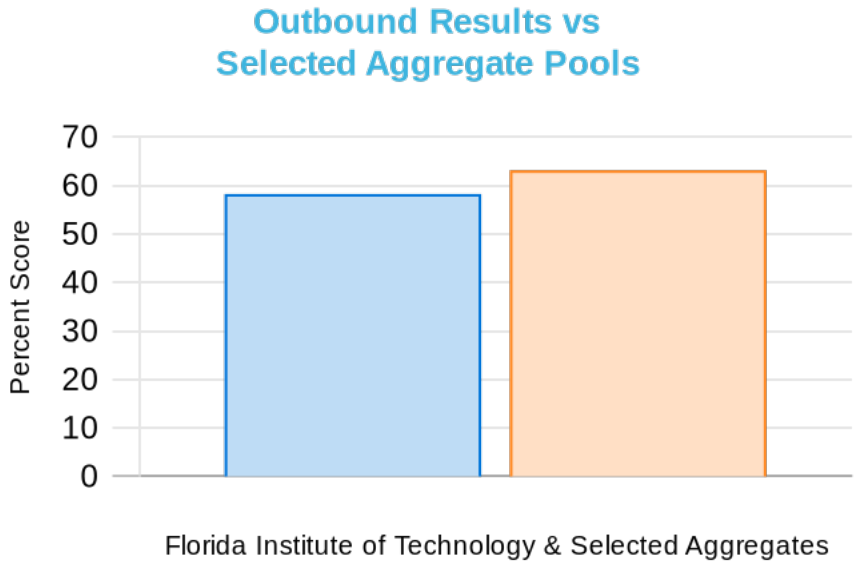
External Comparison Report — Florida Institute of Technology

Bachelors Business Administration

Comparison of Outbound Exam Results with Selected Aggregate Pools

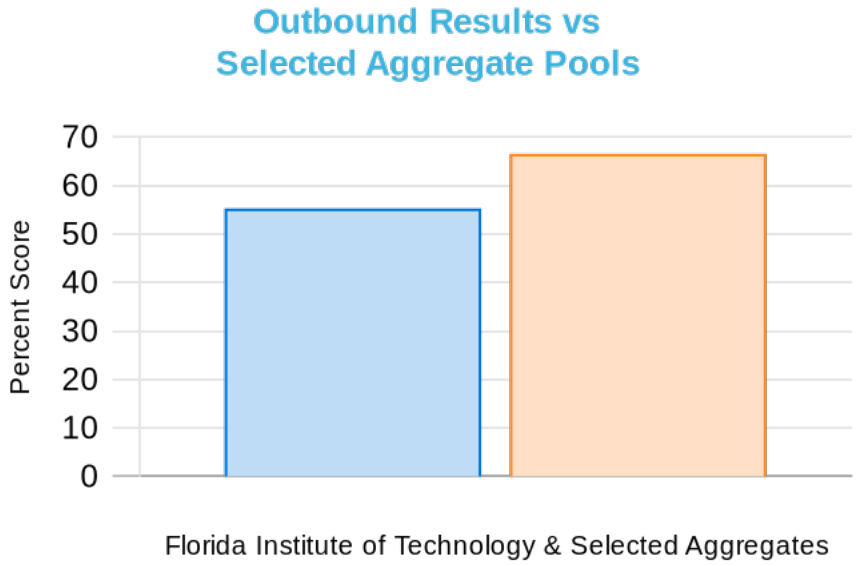
Topic	Florida Institute of Technology	IACBE (U.S.) - International Accreditation Council for Business Education
	Outbound	Outbound
Accounting	58.29%	63.16%
Business Ethics	55.29%	66.56%
Business Finance	57.86%	61.96%
Business Integration and Strategic Management	60.86%	68.80%
Business Leadership	61.86%	65.75%
Economics	64.14%	64.93%
Economics : Macroeconomics	61.71%	63.77%
Economics : Microeconomics	66.57%	66.07%
Global Dimensions of Business	62.00%	64.03%
Information Management Systems	66.57%	71.93%
Legal Environment of Business	60.86%	67.49%
Management	61.57%	67.44%
Management : Human Resource Management	67.83%	71.31%
Management : Operations/Production Management	61.28%	64.92%
Management : Organizational Behavior	55.74%	66.00%
Marketing	63.43%	68.90%
Quantitative Research Techniques and Statistics	61.43%	64.43%
Total	61.18%	67.32%

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



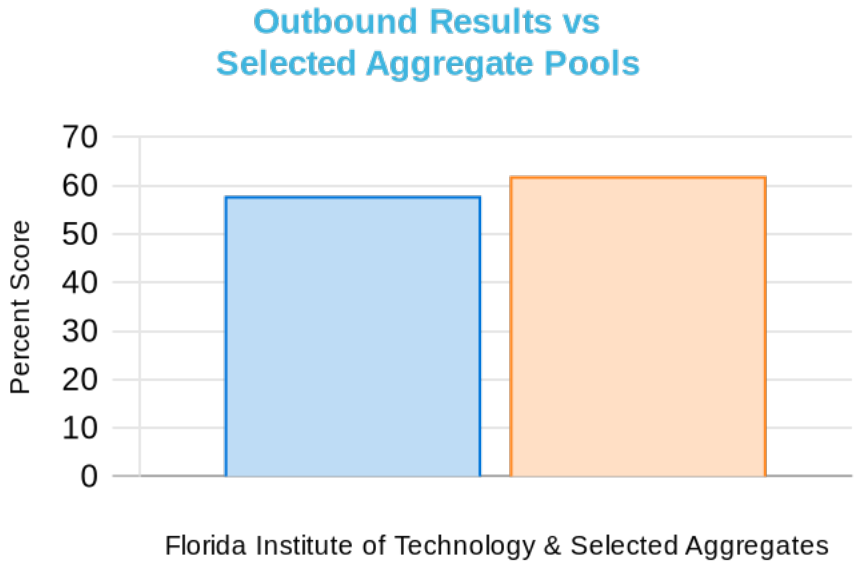
School/Aggregate	Outbound%	Difference in the Results w/ Selected Aggregate Pools
Florida Institute of Technology	58.29%	–
IACBE (U.S.) - International Accreditation Council for Business Education	63.16%	-4.87%

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



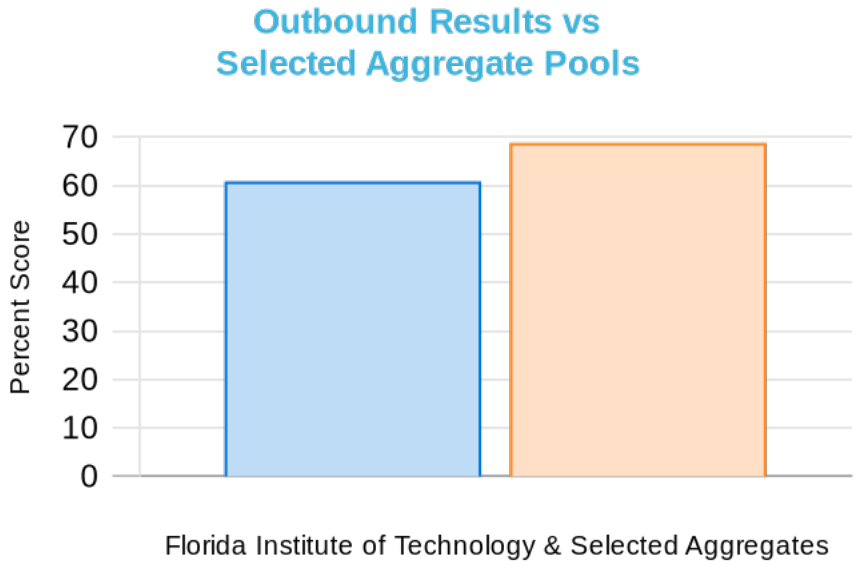
School/Aggregate	Outbound%	Difference in the Results w/ Selected Aggregate Pools
Florida Institute of Technology	55.29%	–
IACBE (U.S.) - International Accreditation Council for Business Education	66.56%	-11.27%

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



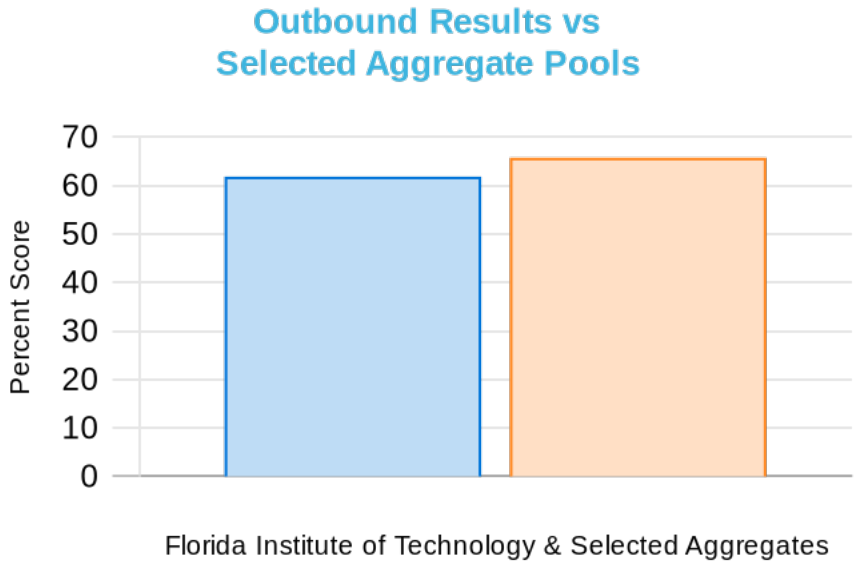
School/Aggregate	Outbound%	Difference in the Results w/ Selected Aggregate Pools
Florida Institute of Technology	57.86%	–
IACBE (U.S.) - International Accreditation Council for Business Education	61.96%	-4.10%

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



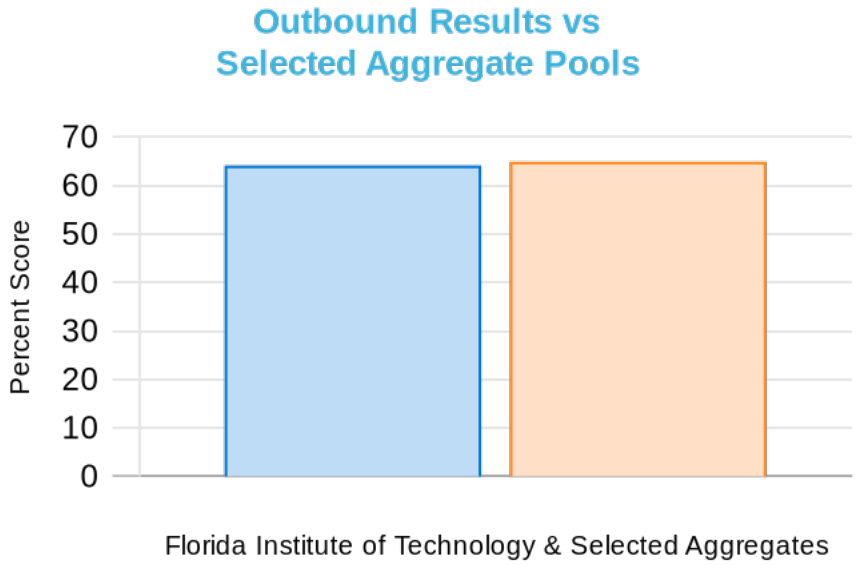
School/Aggregate	Outbound%	Difference in the Results w/ Selected Aggregate Pools
Florida Institute of Technology	60.86%	–
IACBE (U.S.) - International Accreditation Council for Business Education	68.80%	-7.94%

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



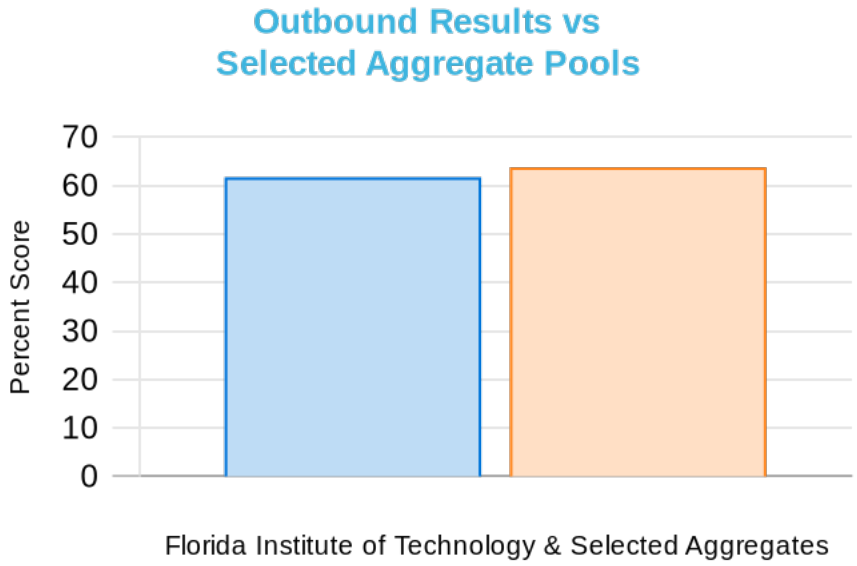
School/Aggregate	Outbound%	Difference in the Results w/ Selected Aggregate Pools
Florida Institute of Technology	61.86%	–
IACBE (U.S.) - International Accreditation Council for Business Education	65.75%	-3.89%

Comparison of the Economics Topic Outbound Exam Results with the Selected Aggregate Pools



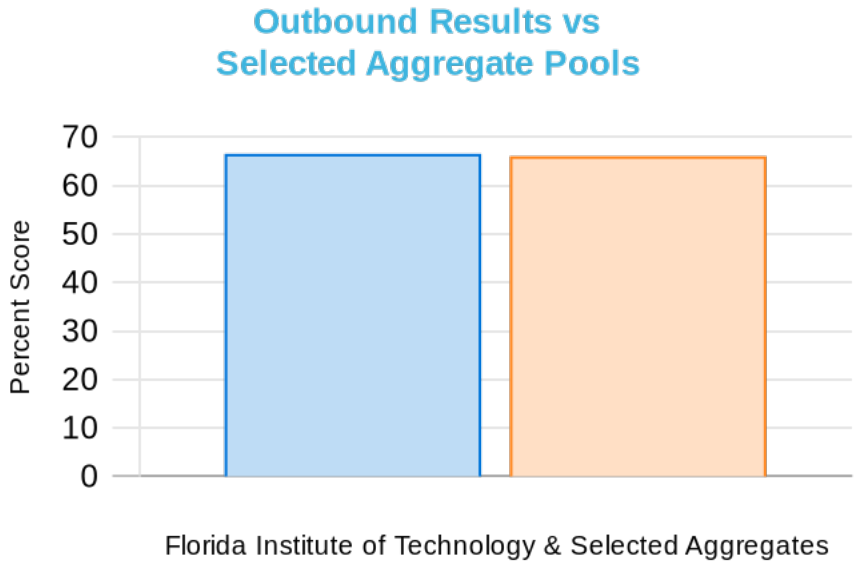
School/Aggregate	Outbound%	Difference in the Results w/ Selected Aggregate Pools
Florida Institute of Technology	64.14%	–
IACBE (U.S.) - International Accreditation Council for Business Education	64.93%	-0.79%

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



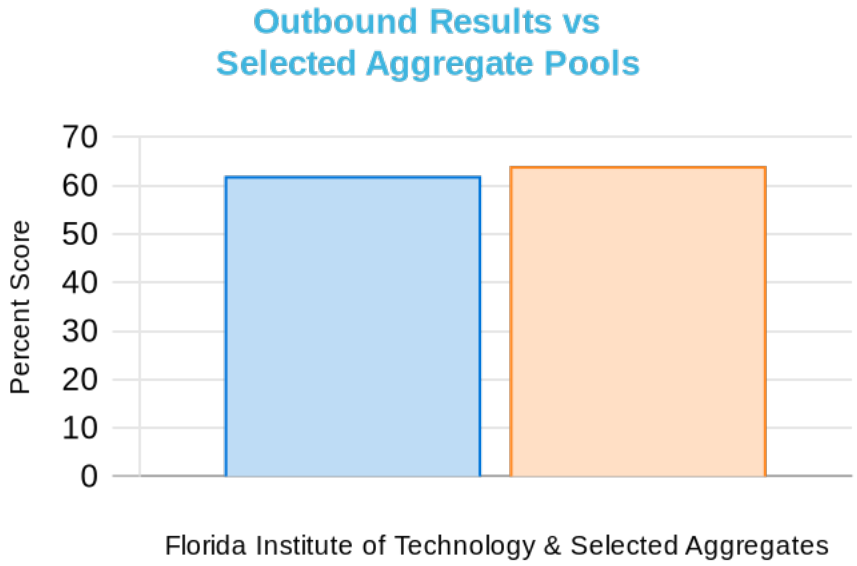
School/Aggregate	Outbound%	Difference in the Results w/ Selected Aggregate Pools
Florida Institute of Technology	61.71%	–
IACBE (U.S.) - International Accreditation Council for Business Education	63.77%	-2.06%

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



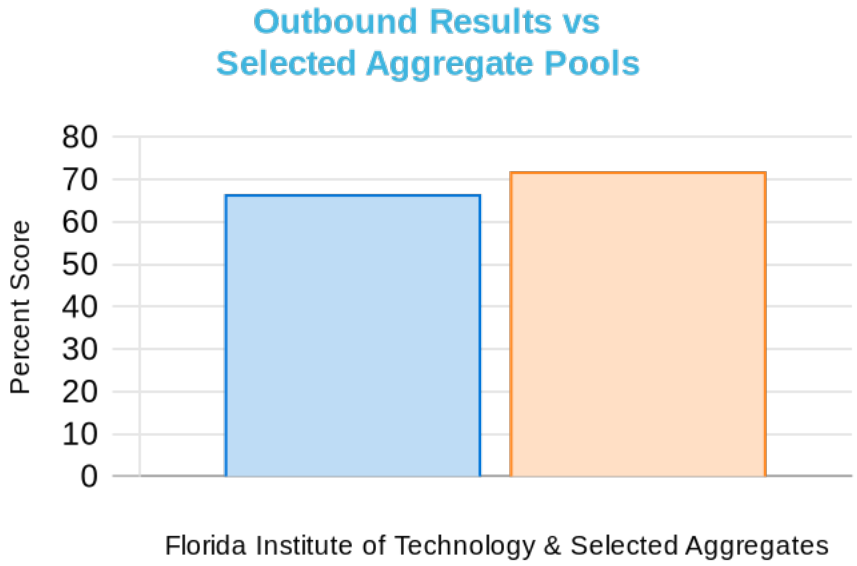
School/Aggregate	Outbound%	Difference in the Results w/ Selected Aggregate Pools
Florida Institute of Technology	66.57%	–
IACBE (U.S.) - International Accreditation Council for Business Education	66.07%	0.50%

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



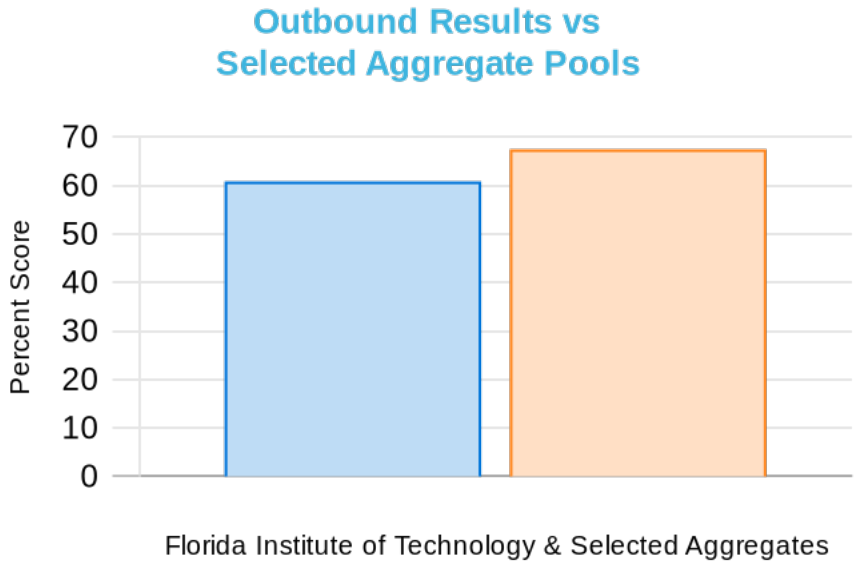
School/Aggregate	Outbound%	Difference in the Results w/ Selected Aggregate Pools
Florida Institute of Technology	62.00%	–
IACBE (U.S.) - International Accreditation Council for Business Education	64.03%	-2.03%

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



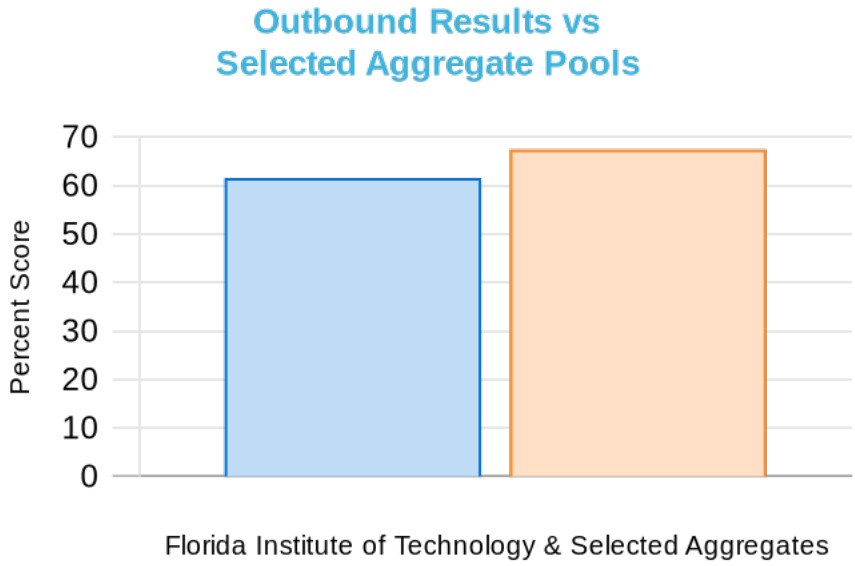
School/Aggregate	Outbound%	Difference in the Results w/ Selected Aggregate Pools
Florida Institute of Technology	66.57%	–
IACBE (U.S.) - International Accreditation Council for Business Education	71.93%	-5.36%

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



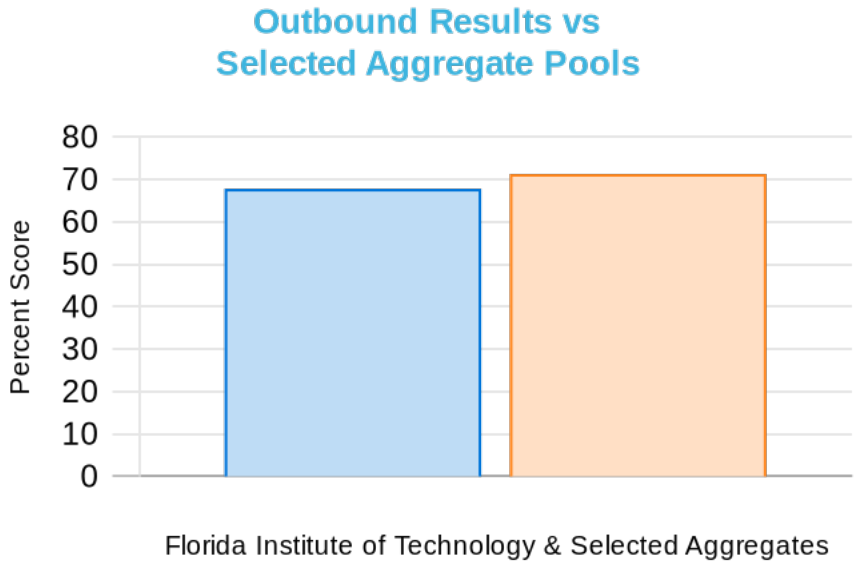
School/Aggregate	Outbound%	Difference in the Results w/ Selected Aggregate Pools
Florida Institute of Technology	60.86%	–
IACBE (U.S.) - International Accreditation Council for Business Education	67.49%	-6.63%

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



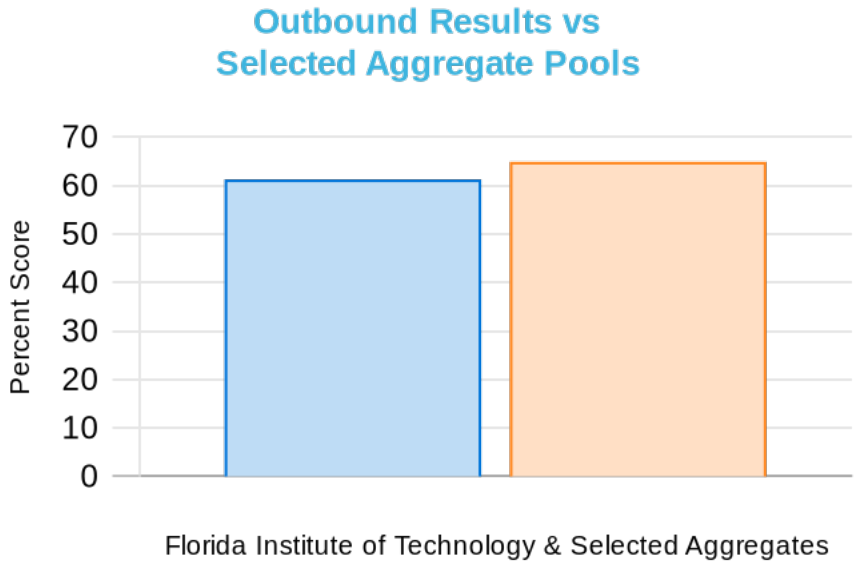
School/Aggregate	Outbound%	Difference in the Results w/ Selected Aggregate Pools
Florida Institute of Technology	61.57%	–
IACBE (U.S.) - International Accreditation Council for Business Education	67.44%	-5.87%

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



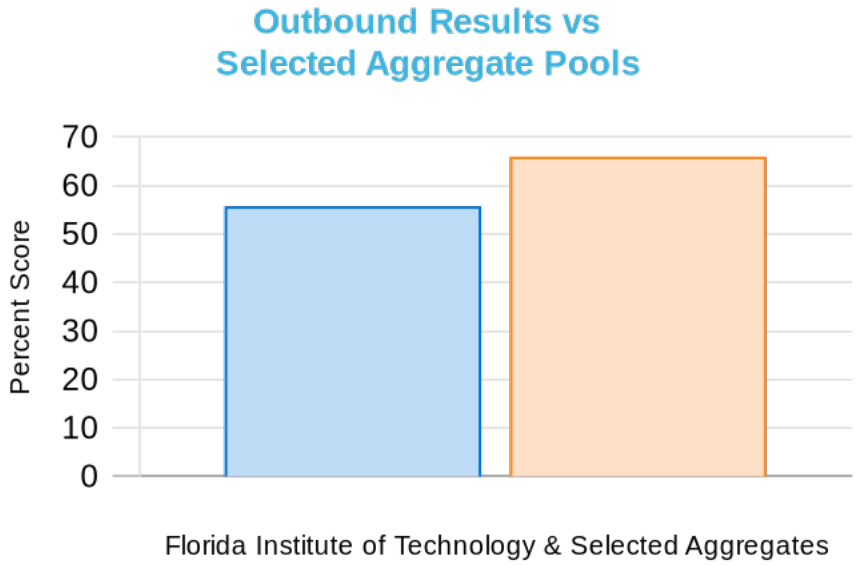
School/Aggregate	Outbound%	Difference in the Results w/ Selected Aggregate Pools
Florida Institute of Technology	67.83%	–
IACBE (U.S.) - International Accreditation Council for Business Education	71.31%	-3.48%

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



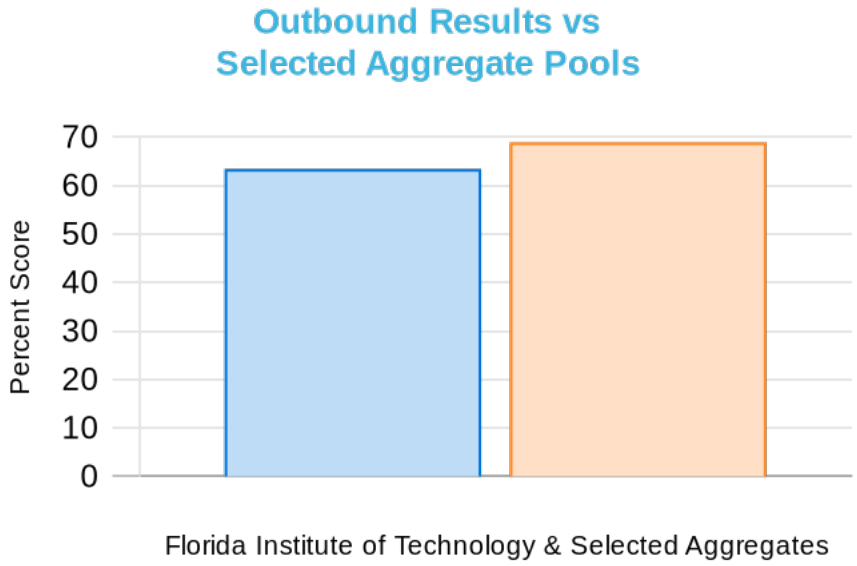
School/Aggregate	Outbound%	Difference in the Results w/ Selected Aggregate Pools
Florida Institute of Technology	61.28%	–
IACBE (U.S.) - International Accreditation Council for Business Education	64.92%	-3.64%

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



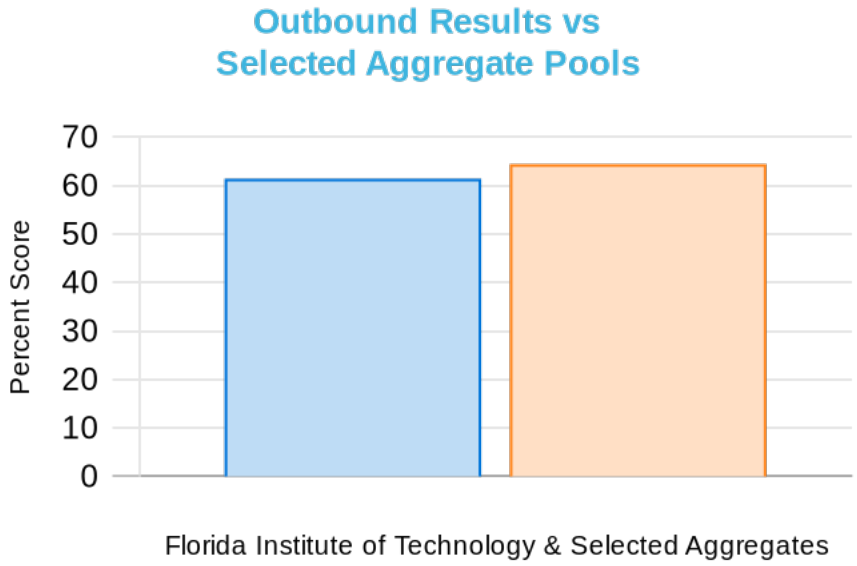
School/Aggregate	Outbound%	Difference in the Results w/ Selected Aggregate Pools
Florida Institute of Technology	55.74%	–
IACBE (U.S.) - International Accreditation Council for Business Education	66.00%	-10.26%

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



School/Aggregate	Outbound%	Difference in the Results w/ Selected Aggregate Pools
Florida Institute of Technology	63.43%	–
IACBE (U.S.) - International Accreditation Council for Business Education	68.90%	-5.47%

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



School/Aggregate	Outbound%	Difference in the Results w/ Selected Aggregate Pools
Florida Institute of Technology	61.43%	–
IACBE (U.S.) - International Accreditation Council for Business Education	64.43%	-3.00%

How to Read and Understand the External Comparison Report

Purpose of the exam

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

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

Who uses the reports

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

Exam Construct: Inbound and Outbound Approach

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

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

How to use the External Comparison Report

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

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

Analyses used in the External Comparison Report

The report presents the results of two types of data analyses: Means of Scores Analysis and Analysis of Percentage Change.

a) Means of Scores Analysis. This is a simple mean where we take the total scores and divide by the number of scores. The sample then is either the school's number of exams included in the report or the total number of completed exams in the aggregate pools.

b) Analysis of Percentage Change. This is the relative change between two numbers where we take a score and compare the percentage change with another score. The percent increase or decrease measure of the changes between two percent values provides us with the relative change between the school's Inbound and Outbound Exam Scores as well as the relative change with the selected aggregates.

How the data are organized and presented

The Executive Summary page includes an overview of the data presented in the External Comparison Report. The comparison of exam results with selected aggregate pools are illustrated as a side-by-side overview of the exam comparisons' results. If Inbound or Mid-point exams are included, this graph displays Inbound, Mid-point, and Outbound Exam scores. Following are graphs illustrating the percentage change for Inbound vs Outbound, the percentage change for the Top 3 Outbound Exam Topics compared to the Selected Aggregate Pools and Bottom 3 Outbound Exam Topics vs the Selected Aggregate Pools. A table is presented below each graph providing the corresponding descriptive data displayed.

The comparison of Inbound Exam results with Outbound Exam results are illustrated for each exam topic and subject. The comparisons to selected aggregate pools are provided as an overview of the total score, followed by the topic scores or subtopic score data graphed as the percentage change. A summary table is presented providing all exam topics, the Inbound and Outbound Exam scores with the Selected Aggregate Pools' scores and their corresponding percentage change.

For each topic or subtopic, the reported data include:

1. The Graph of the Outbound Exam Score vs Selected Aggregate Pools Percentage Change
2. The Table of Outbound Scores and Selected Aggregate Pool Scores with the Percentage Change

Best Practices

Reviewing Individual Results

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

- To encourage students to do their best with the Outbound Exam, an incentive is usually needed. Exam incentives include a direct grade, points, or extra credit. Another option is to assign an additional assignment when students do not meet a specific threshold. Typically, simply grading the exam is the best approach to properly incentivize the exam (see the Interpreting & Evaluating Exam Scores section).
- Individual student completion times provided in the Individual Results Report are helpful when evaluating student effort, particularly with Outbound Exam results. Typically, a 100-question exam should take the student about 60-90 minutes to complete. If exam completion times are below 30 minutes, academic officials may consider further efforts to incentivize the exam in order to get the students to take the exam seriously and thus improve results. Note: Mean completion times are provided in the Internal Analysis report. All reports can be filtered to remove results where the completion time is below a desired threshold.
- Another way to evaluate students' readiness for assessment, and their commitment to academic integrity, is to review the time students spent away from the exam window. This information is provided in the Individual Results Report.

Reviewing Cumulative Results

Topic and subtopic level scores tend to be more meaningful in terms of analysis value than the total score. Although most exams include all available topics, not all exams will include all available topics. Therefore, the total score comparisons are shown for relative benchmarking, whereas the topic and subtopic level score comparisons will tend to be more meaningful in terms of understanding relevancy of the scores.

- If there are topics included on the exam that do not appear to be directly related to your curriculum and/or learning outcomes, consider removing these topics from future testing. It is generally best not to test on topics that are not included in the program's curriculum.
- Consider the sample size for the exam period before making changes in the program based on the exam results. Lower sample sizes tend to have higher standard deviations. In general, it is best to have a sample of at least 100 exams before the results can be used for programmatic changes. Since the report period is a variable, the past exam results could be included for future reporting in order to get the sample size high enough for meaningful analysis.
- It is important not to make too many changes in a program at once based on the results of one or two exam periods. Instead, make small incremental changes to the program based on the results and then monitor the results to assess the consequences of the change effort.

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. *Transactional Journal of Business, 4 (Summer 2019)*, 63-74.

Glossary of Terms

Exam Specific Terminology

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

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

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

Exam. Includes all selected topics to assess a specific program. Each topic has 10 questions included within an exam, randomly selected from a validated test bank. Inbound and Outbound Exams are generated from the same test bank of questions.

Inbound Exam. A student exam administered early in the student's program, usually during their first or second core course, that measures the student's knowledge level at the beginning of their academic program.

Mid-point Exam. A student exam administered halfway in the student's program that measures the student's knowledge level at the middle of their academic program.

Outbound Exam. A student exam administered at the end of the student's academic program, usually in their last course, that measures the student's knowledge level at the end of their academic program.

Program. A program is comprised of core, required and elective courses that lead to awarding of a degree.

Statistical Terminology

Coefficient of Determination (R^2). Coefficient of determination, R squared, is a statistical measure of how well the regression line approximates the real data points. An R^2 of 1 indicates that the regression line perfectly fits the data.

Frequency of Questions Correct. For the Outbound Exam, the frequency of questions correct is calculated for each subject within a topic. The formula is: (Number of Questions Correct / Number of Questions Offered) * 100. To provide a relative index for understanding these data, an average of questions correct is shown for the aggregate pool selected for the Internal Analysis Report. To see the comparisons for other pools, the Internal Analysis Report can be re-run with a different pool selected.

Mean Completion Time. The average time, in minutes, to complete the exam. Mean completion time is also shown for each topic.

Percentage Change. The percentage change between two scores. For Inbound and Outbound testing, the percentage change is calculated using the following formula: (Outbound Score / Inbound Score) - 1.

Percentage Change Comparison. The percent difference between the school's percentage change between Inbound and Outbound Exam results and the aggregate pool's percentage change between Inbound and Outbound Exam results. The percentage change comparison represents a relative learning difference between the specific school and demographically similar schools.

Percentage Difference. The percentage difference between a school's Outbound Exam results and the aggregate, calculated using the following formula: Aggregate Score – School Score.

External Comparison Report — Florida Institute of Technology

Percentile. Percentiles are shown within the topic and subject level analysis based upon the frequency of questions answered correctly. The measure is used to establish relevancy of the school's score with the selected aggregate pool used for the Internal Analysis Report. The percentile benchmarks indicate to what level an average score is needed in order to be at the 80th, 85th, 90th, or 95th percentile, which school officials can subsequently use for academic benchmarking and for setting performance targets.

A **percentile** rank is the percentage of scores that fall at or below a given score and is based on the following formula: ((NumValuesLessThanScore + (0.5 * NumValuesEqualScore)) / TotalNumValues) * 100. When shown, the percentile rank of the school's exam sample of the subject/subtopic/topic score to the aggregate pool is based on using exam results within the aggregate pool grouped by school and calculated using samples of 30 exams. The percentile rank is not a ranking based on the number of individual schools included within the aggregate pool; rather it is a percentile ranking compared to the exam results included within the aggregate pool.

The **percentile benchmark** values are calculated using the Empirical Distribution Function with Interpolation based upon the Excel Function of PERCENTILE.INC (array,k). This function uses the following formula: (n-1)p=i+f: the letter i is the integer part of (n-1)p, f is the fractional part of (n-1)p, n is the number of observations, and p is the percentile value divided by 100. The percentile benchmark is the required score of questions correct to be at a specific percentile value (80th, 85th, 90th, or 95th) and is based on interpolation.

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

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

Assessment Terminology

Academic Level. The academic degree level of the program: associate, bachelors, masters, and doctoral.cables

Aggregate Pools. The aggregate pool is the data set used for external benchmarking and comparisons and is based on the results from institutions included in the selected pools. The various aggregate pools are defined as follows:

- **Pools Based on Program Delivery Modality:** Traditional, Online, and Blended.
- **Pools Based on Location:** Outside-US, Regional/Country, and Inside the US.
- **Pools Based on Institutional Characteristics:** Privately owned, Publicly owned, HBCU, Faith-based, and others.
- **Pools Based on Degree Type:** MBA, MA, MS, MHA, and MPA.
- **Pools Based on Accrediting Agency Affiliation:** AACSB, ACBSP, AMBA, IACBE, and others.

Assessment Period. The date range for the report, which includes all the exams completed within these dates. For synchronous schools, the assessment period is generally based upon the semester or quarter. For asynchronous schools, the assessment period is generally annual, semi-annual, or quarterly. School officials determine the assessment period.

External Benchmarking. Analyses performed by comparing the cumulative results from a school with a demographically similar aggregate data set.

Internal Benchmarking. Analyses performed by comparing the Inbound and Outbound Exam scores and/or by the analyses of the frequency of questions correct for each subject within a topic.