<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Learning Results</td>
<td>A student learning outcome is one that measures a specific competency attainment. Examples of a student learning outcome that might be used include: a specific performance, end-of-year examination, faculty-designed examination, professional performance, simulation examination. Add these to the description of the measurement instrument in column two.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measurable Measure</th>
<th>Current Results</th>
<th>Analysis of Results</th>
<th>Action Taken or Improvement made</th>
<th>Insert Graphs or Tables of Resulting Trends preferred</th>
<th>3-5 data points</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your current instrument or process?</td>
<td>What are your current results?</td>
<td>What did you learn from the results?</td>
<td>What did you improve or what is your next step?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is your goal?</td>
<td>Indicate type of instrument: direct, formative, internal, comparative</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3% of PHB US students will demonstrate goal to excel</td>
<td>Do not use grades.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Performance Indicators**

- **Direct, formal, internal, comparative:** 3-5% of PHB US students will demonstrate goal to excel.
- **Indirect, formative, internal, comparative:** 3-5% of PHB US students will demonstrate goal to excel.

**Analysis of Results**

- **Performance Measure:** What is your current instrument or process?
- **Current Results:** What are your current results?
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- **Action Taken or Improvement made:** What did you improve or what is your next step?
- **Insert Graphs or Tables of Resulting Trends preferred:** 3-5 data points

**Examples of a direct assessment (evidence) of student learning attainment that might be used include:**

- **Capstone performance:** Third-party examination, faculty-designed examination, professional performance, licensure examination.
- **Simulation test:** National training sessions with business programs who professionally use and review Capsim as a benchmarking tool.
- **Subject matter experts:** Will review Capsim test questions and how better understand concepts, content and terminology and include in subsequent course offerings.
- **Evaluate individual variability of scores and impact on program averages.**

**Standard #4 Measurement and Analysis of Student Learning and Performance**

Use this table to supply data for Criterion 4.2

**Performance Indicators**

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- **Direct:** Assessing student performance by examining samples of student work.
- **Formative:** Assessing student performance by examining samples of student work.
- **Indirect:** Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.
- **Comparative:** - Compare results between classes, between online and on-ground classes, between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.

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