



<p>Achieve scores similar to national average for Capsim overall exam, test and simulation</p>	<p>Direct, external, summative comparative measurement. COMP-XM (Global DNA version) from CAPSIM in PB880 (International Pharmaceutical Business). There are two components to this tool. One is a simulation test and the other is a didactic focused examination.</p>	<p><b>Comp-XM Test Results:</b> At this time five (5) classes at the graduate level (PB880) have completed the COMP-XM. Overall test results (exam and simulation scores) were 78-85% of national average. The test results show that PHB MBA students follow the national average trends in most subject areas for the exam and simulation.</p>	<p>Scores remain below the national average for both examination and simulation. National average is cumulative average with &gt; 15,000 evaluations and remains a consistent value. Sample size for each course within PHB MBA program is small with 8-20 students in each testing cohort.</p>	<p>1) Increase understanding of Capsim tool by PHB faculty member participating in national training sessions with business programs who extensively use and review Capsim as external benchmarking tool. 2) PHB subject matter experts will review Capsim test questions post hoc to better understand concepts, content and terminology and include in subsequent course offerings. 3) Evaluate individual variability of scores and impact on program averages.</p>	<p><b>Capsim Comp-XM: MBA Overall Test Results</b></p> <p><b>Capsim Comp-XM: MBA Test Results</b></p>	<p><b>Capsim Comp-XM: MBA Simulation Results (2015 - 2018)</b></p>												
<p>75% of PHB MBA students will demonstrate good to excellent (level 1-2) oral communication and critical thinking skills during their capstone presentations</p>	<p>Direct, summative, internal assessment. Review % of students who demonstrate level 1-3 (good to excellent) and level 1-2 (very good to excellent) critical thinking skills during the student's final presentation which are assessed using AACU rubrics by faculty review panel each semester</p>	<p>Although &gt;75% of students demonstrated good to excellent (level 1-3) critical thinking skills during their final presentation (level 1-3), MBA students should be able to provide evidence of very good to excellent (level 1-2) results for this summative course. &lt;50% achieved level 1-2 skills during AY 2014-2017</p>	<p>In order to succeed with capstone course, MBA students need to choose their topic, adhere to recommended milestones and select suitable methodology with ability to find adequate, high quality data in allotted time. Addition of interim milestones helped students stay on track for timeline since AY 2014-2015. Many students needed additional time for understanding methodology and data analysis than can be accomplished in 1 semester.</p>	<p>1) Revise curriculum for students entering FA 2018 to include required new course (PB 888 - Methods of Inquiry and Analysis, 1 credit) to emphasize skills needed for capstone hypothesis testing. This course will be taken semester prior to capstone enrollment. Drop requirement for 1 credit course (PB 791 - MSM Health Policy) since this topic is adequately covered in other courses' content. 2) Faculty will prospectively review other methods, beyond current methodology of using AACU VALUE rubric level data, for measuring impact of curricular addition of PB 888 and high quality capstone projects in PB 890.</p>	<p><b>Capstone Presentation Critical Thinking % Students Achieving Levels 1-3</b></p> <table border="1"> <thead> <tr> <th></th> <th>2014-2015</th> <th>2015-2016</th> <th>2016-2017</th> </tr> </thead> <tbody> <tr> <td>Level 1-2</td> <td>50%</td> <td>41.2%</td> <td>45%</td> </tr> <tr> <td>Level 1-3</td> <td>75%</td> <td>82.4%</td> <td>85%</td> </tr> </tbody> </table>		2014-2015	2015-2016	2016-2017	Level 1-2	50%	41.2%	45%	Level 1-3	75%	82.4%	85%	
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