**Analysis of Results**

<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 direct assessment of student learning attainment that might be used include: capstone performance, third party assessments, faculty-designed assessment, professional performance ( licensure examination). Add these to the description of the measurement instrument in column two:</td>
</tr>
</tbody>
</table>

**Performance Measure**

<table>
<thead>
<tr>
<th>Measurable goal</th>
<th>Current Results</th>
<th>Analysis of Results</th>
<th>Action Taken or Improvement made</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not use grades.</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>
</tr>
</tbody>
</table>

13% of Fall MBA students will demonstrate very good to excellent (level 1-2) oral and written communication and critical thinking skills. Although overall results were satisfactory with 71% of students’ assignments achieving level 1-2, there has been a decline in students demonstrating level 1-2 critical thinking and communication skills. Faculty committed to earlier and honest feedback during assignments. Hopefully, this will provide more constructive assessment at a stage when students have an opportunity to demonstrate improvement in skills later in the course.

**Definition**

- **Specific grades:**
  - 0
  - 20
  - 40
  - 60
  - 80
  - 100
  - 120

- **Key performance indicators:**
  - MBA Critical Thinking
  - MBA Oral Communication
  - MBA Written Communication

**Graphs and Tables:**

- MBA Critical Thinking
  - Level 1-2
  - Level 1-3

- MBA Oral Communication
  - Level 1-2
  - Level 1-3

- MBA Written Communication
  - Level 1-2
  - Level 1-3
Achieve scores similar to national average for Capsim overall exam, test and simulation.

2014-2015 MBA Test Results: All tests have five (5) choices at the graduate level (PB880) have completed the CAPSIM exam. Overall test results (mean 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.

Scores remain below the national average for both examination and simulation. National average is calculated average with >15,000 evaluations and contains a consistent value. Sample size for each course within PB880 program is small with 20 students in each testing cohort.

1) Increase understanding of Capsim test by PHB faculty member participating in national training sessions with business programs who extensively use and review Capsim as didactic focused examination.
2) PHB subject matter experts will review Capsim test questions post to have better understanding of content and terminology and include in relevant course offerings.
3) Evaluate individual variability of scores and impact on program averages.

10% of MBA students will demonstrate good to excellent (level 1-3) oral communication and critical thinking skills during their capstone presentations.

Although >75% of students who demonstrate level 1-3 (good to excellent) critical thinking skills during their final presentation (level 1-3); MBA students need to adhere to recommended methodologies and select suitable methodology with ability to find data in allotted time. Addition of interim milestones helped students stay on track for timeline since AY 2014-2017. Many students needed additional time for understanding methodologies and data analysis than can be accomplished in 1 semester.

In order to succeed with capstone courses, MBA students need to choose their topic, adhere to recommended methodologies and select suitable methodology with ability to find 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 methodologies and data analysis than can be accomplished in 1 semester.

Review curriculum for students entering FA 2018 to include required new course PB 888 - Methods of Inquiry and Analysis, 1 credit. Emphasis skills needed for cognitive hypothesis testing. This course will be taken for 1 credit course (PB 791 - MSM Health Policy) since this topic is adequately covered in other course content. 1) 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.