



Public Disclosure of Student Learning Form

Institution:	Roseman Univeristy of Health Sciences
Academic Business Unit:	MBA Program
Academic Year:	2014-2015

Report of Student Learning and Achievement
Roseman University of Health Sciences
MBA Program

For Academic Year: 2014-2015

Mission of the Roseman MBA Program
<p><i>Mission Statement:</i> Roseman University of Health Sciences Master of Business Administration program (MBA) prepares graduates to be competent business professionals, responsible leaders, entrepreneurial managers and effective communicators.</p>

Student Learning Assessment for the Master of Business Administration (MBA)

General Program Intended Student Learning Outcomes (core ISLOs)	
1. <i>Competent business professionals:</i> Students will be able to apply core business concepts and theories from management, marketing, economics, accounting, finance and other business disciplines to business problems and organizational decision making.	
2. <i>Responsible leaders:</i> Students will be able to demonstrate the knowledge and skills to build and lead productive multicultural teams in an interdisciplinary and collaborative workplace.	
3. <i>Entrepreneurial managers:</i> Students will be able to apply business disciplinary principles and practices to prepare, present and defend an entrepreneurial business proposals.	
4. <i>Effective communicators:</i> Students will be able to communicate effectively in writing and speak persuasively to address business issues in organizational settings.	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
1. <i>Capstone Business Simulations Assessment</i> Core ISLOs Assessed by this Measure: 1, 3	At least eighty percent (80%) of graduating students completing the Capstone Business Simulations, after allowance for remediation (“Roseman Model”), will achieve a rating of “Meets Expectations” on the ISLOs that the assessment rubric measures.
2. <i>End-of-Program Summative Assessment</i> Core ISLOs Assessed by this Measure: 1, 2, 3, 4	At least eighty percent (80%) of graduating students completing the End-of-Program Summative Assessment, after allowance for remediation

	(“Roseman Model”), will score at least 70% on the ISLOs the assessment instrument is designed to measure.
3. <i>Business Plan Written and Oral Presentation (Individual & Team)</i> Core ISLOs Assessed by Measure: 1, 2, 3, 4	On the rating scale of “Meets Expectations” or “Needs Remediation” evaluation rubric, at least eighty percent (80%) of graduating students completing the written and oral presentation of the business plan, after allowance for remediation (“Roseman Model”), will achieve a rating of “Meets Expectations” on the ISLOs assessed by this measure.
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
1. <i>Roseman Student/Resident Exit Questionnaire</i> Core ISLOs Assessed by this Measure: 1,2,3,4	On the Roseman Exit Questionnaire instrument, at least seventy-five percent (75%) of all students (including the dual degree students) will rate their satisfaction with MBA Program better than “somewhat satisfied” in contributing to their achievement to the ISLOs assessed by this measure (i.e., ≥ 3.5 , with 3=“somewhat satisfied,” 4=“satisfied,” and 5=“very satisfied”).
2. <i>MBA Program Exit Survey</i> Core ISLOs Assessed by this Measure: 1, 2, 3, 4	Using the MBA Program Exist Survey instrument, at least seventy-five percent (75%) of all graduating students will rate their satisfaction with the longitudinal leadership reflection papers and associated readings in contributing to their achievement of the ISLOs better than “somewhat satisfied” (i.e., ≥ 3.5 , with 3=“somewhat satisfied,” 4=“satisfied,” and 5=“very satisfied”).
3. <i>MBA Program Focus Group Survey</i> Core ISLOs Assessed by this Measure: 1, 2, 3, 4	Using the MBA Program Focus Group Survey instrument, at least seventy-five percent (75%) of all graduating students will rank one or two aspects of their MBA related training and experience as making some of the “most effective” contributions to their educational and professional growth.
Summary of Results from Implementing Direct Measures of Student Learning:	
<p>1. Capstone Business Simulations Assessment: After running the competition simulation in one day for five decision rounds (2-week block schedule) and reporting the data in aggregate for all student cohorts, the cumulative balanced score card performance (2014-2015) are as follows:</p> <p>100% of all students completing the Capstone Business Simulations, after allowance for remediation (“Roseman Model”), achieved a rating of “Meets Expectations” on the core ISLOs 1 & 3 that the assessment rubric measures.</p> <p><i>Below 150 (“Needs Remediation”): 0 (0% of total.)</i></p> <p><i>Above 150 (“Meets Expectations”): 42 (100% of total.) The scores distribution is as follows:</i></p>	

150-249: 6 (14.2% of total)
 250-349: 11 (26.2% of total)
 350-449: 13 (31% of total)
 450-549: 6 (26.2% of total)
 Above 550: 1 (2.4% of total)

2. **End-of-Program Summative Assessment:** 100% of all students completing the End-of-Program Summative Assessment, after allowance for remediation (“Roseman Model”), scored at least 70% on the core ISLOs 1, 2, 3 & 4 that the assessment instrument is designed to measure. The aggregate average performance in the disciplines is as follows:

Marketing	86%	Human Resource Management	87%	Leadership Communication	89%
Legal Environment	79%	Organizational Behavior	79%	Economics	73%
Finance	68%	Accounting	88%	Commulative Average:	75%

3. **Business Plan Written and Oral Presentation (Individual & Team):** 100% of all students completing the written and oral presentation of the business plan, after allowance for remediation (“Roseman Model”), achieved a rating of “Meets Expectations” on the core ISLOs 1, 2, 3 & 4 that the evaluation rubrics measures.

Summary of Results from Implementing Indirect Measures of Student Learning:

1. **Roseman Student/Resident Exit Questionnaire:** 100% of the students (hospital employees attending evenings/weekends) rated their satisfaction with Roseman’s MBA Program better than “somewhat satisfied” in contributing to their achievement of the core ISLOs 1, 2, 3 & 4 that the survey measures (i.e., ≥ 3.5 , with 3=“somewhat satisfied,” 4=“satisfied,” and 5=“very satisfied”).

2. **MBA Program Exit Survey:** : 100% of students (non-joint program students attending weekdays) rated their satisfaction with the program’s longitudinal leadership reflection papers and associated readings in contributing of their achievement of the core ISLOs 1, 2, 3 & 4 better than “somewhat satisfied” (i.e., ≥ 3.5 , with 3=“somewhat satisfied,” 4=“satisfied,” and 5=“very satisfied”).

3. **MBA Program Focus Group Survey:** 100% of the students (non-joint program students attending weekdays) ranked one or two aspects of their MBA related training and experience as making some of the “most effective” contributions to their educational and professional growth or the achievement of core ISLOs 1, 2, 3 & 4.

Extent of Accomplishment of Intended Student Learning Outcomes:						
MBA Program Summary of Achievement of Intended Student Learning Outcomes						
Intended Student Learning Outcomes	Learning Assessment Measures					
	<i>Capstone Business Simulations Assessment</i>	<i>End of Program Summative Assessment</i>	<i>Business Plan Written/Oral Presentation</i>	<i>Roseman Exit Questionnaire</i>	<i>MBA Exit Survey</i>	<i>MBA Program Focus Group Survey</i>
General Program Intended Student Learning Outcomes (Core ISLOs)	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <i>Competent Business Professionals</i>	MET	MET	MET	MET	MET	MET
2. <i>Responsible Leaders</i>	Not Assessed by this Measure	MET	MET	Not Assessed by this Measure	MET	MET
3. <i>Entrepreneurial Managers</i>	MET	MET	MET	Not Assessed by this Measure	MET	Not MET
4. <i>Effective Communicators</i>	Not Assessed by this Measure	MET	MET	Not Assessed by this Measure	MET	MET
Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:						
1. Core ISLOs 1, 2, 3 & 4 as measured by <i>Capstone Business Simulations (Direct Measure 1)</i> did not provide the disciplinary break downs needed for analysis. Therefore, the specific assessment of students' knowledge and skill in the business functional areas was missing. Therefore, starting in the academic year 2016/17, the program will use <i>Comp-XM</i> that would include <i>Capstone simulation</i> and <i>Comp-XM "Board Query"</i> in order to assess students' knowledge and skill in accounting, operations, marketing, strategy and other functional areas.						
2. Core ISLOs 1, 2, 3 & 4 as measured by <i>Roseman Exit Questionnaire (Indirect Measure 1)</i> was difficult to interpret because joint program students did not indicate which program they were rating and/or the survey used does not provide opportunities for them to assess individual programs at a time. It appears that most students evaluate their primary programs rather than the MBA program. The faculty recommended to use the <i>MBA Program Exit Survey</i> only because of its focus, and not the <i>Roseman Questionnaire</i> .						
3. Core ISLOs 1, 2, 3 & 4 as measured by <i>MBA Focus Group Survey (Indirect Measure 3)</i> provided mixed results. The focus group surveys seemed to have become the primary avenue for students to provide input for needed improvements. Therefore, the recent surveys have not provided useful data to assess the program achievement of ISLOs 1, 2, 3 & 4. The survey used for the future focus group surveys will be modified to address this concern and students will be able to provide their assessment of the program's achievement of the ISLOs.						
4.						

