Public Disclosure of Student Learning Form

Institution: Roseman University of Health Sciences
Academic Business Unit: MBA Program
Academic Year: 2013-2014
Report of Student Learning and Achievement
Roseman University of Health Sciences
MBA Program

For Academic Year: 2013-2014

Mission of the MBA Program

Mission Statement
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.

Student Learning Assessment for Program 1

General Program Intended Student Learning Outcomes (Program ISLOs)

1. Program Learning Outcome 1: Competent business professionals: 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. Program Learning Outcome 2: Responsible leaders: Students will be able to demonstrate the knowledge and skills to build and lead productive multicultural teams in an interdisciplinary and collaborative workplace.

3. Program Learning Outcome 3: Entrepreneurial managers: Students will be able to apply business disciplinary principles and practices to prepare, present and defend an entrepreneurial business proposals.

4. Program Learning Outcome 4: Effective communicators: 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:

1. Direct Measure 1
   Capstone Business Simulations
   Core ISLOs Assessed by this Measure: 1, 2

Performance Objectives (Targets/Criteria) for Direct Measures:

Objective (Target/Criterion) for Direct Measure 1
The Capstone Simulation is a business simulation designed to teach strategy, competitive analysis, finance, cross-functional alignment and the selection of tactics to build a successful and focused company. Students are required to score a minimum of 150 on the Capstone Balanced Scorecard in five rounds of play (average of 30 points per round).
<table>
<thead>
<tr>
<th>Assessment Instruments for Intended Student Learning Outcomes—Indirect Measures of Student Learning:</th>
<th>Performance Objectives (Targets/Criteria) for Indirect Measures:</th>
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</thead>
</table>
| **1. Indirect Measure 1**  
*Written Business Plans*  
Core ISLOs Assessed by this Measure: 3,4 | **Objective (Target/Criterion) for Indirect Measure 1**  
Individual students or student teams will prepare a comprehensive written business plan over the course of the program. The plan will be evaluated using a rubric developed by the faculty and students will achieve a 90% score or greater. |
| **2. Indirect Measure 2**  
*Oral Presentation of Business Plan*  
Core ISLOs Assessed by this Measure: 3, 4 | **Objective (Target/Criterion) for Indirect Measure 2**  
Individual students or student teams will prepare oral presentations and present their business plans to their peers and faculty. The presentation will be evaluated by the faculty and each individual or team will score 90% or greater. |
| **3. Indirect Measure 3**  
*Leadership Reflection Papers*  
Core ISLOs Assessed by this Measure: 2, 4 | **Objective (Target/Criterion) for Indirect Measure 3:**  
Throughout the program, in four targeted courses, students will write four (4) reflection papers that will give them the opportunity to assess, reflect and set goals for their leadership development. Students must achieve 90% or better on each paper. |
| **4. Indirect Measure 4:**  
*Student Exit Surveys*  
Core ISLOs Assessed by this Measure: 1,2,3,4 | **Objective (Target/Criterion) for Indirect Measure 4:**  
Students will indicate they are “satisfied” with the program’s contribution to their personal growth, education preparation, professional growth and problem solving skills development. |

**Summary of Results from Implementing Direct Measures of Student Learning:**

1. **Summary of Results for Direct Measure 1:** 100% of the students have scored above 150 on the Capstone Balanced Scorecard in five rounds of play with remediation allowed as in the Roseman Mastery Learning Model.
2. **Summary of Results for Direct Measure 2:** 100% of the students have scored above the 70% required on the summative assessment with remediation allowed with remediation allowed.

### Summary of Results from Implementing Indirect Measures of Student Learning:

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<tbody>
<tr>
<td>1.</td>
<td><strong>Summary of Results for Indirect Measure 1:</strong> 100% of the students have achieved a 90% score or greater on the written business plan using the evaluation rubric with remediation allowed as in the Roseman Mastery Learning Model.</td>
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<td>2.</td>
<td><strong>Summary of Results for Indirect Measure 2:</strong> 100% of the student teams achieved a 90% score or greater on the oral presentation of the business plan with remediation allowed as in the Roseman Mastery Learning Model.</td>
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<td>3.</td>
<td><strong>Summary of Results for Indirect Measure 3:</strong> 99.6% of the student teams achieved a 90% score or greater on the Leadership Reflection Papers with remediation allowed as in the Roseman Mastery Learning Model.</td>
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<td>4.</td>
<td><strong>Summary of Results for Indirect Measure 4:</strong> On the Student Exit Surveys, students indicated on the average, they were “satisfied.”</td>
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### Extent of Accomplishment of Intended Student Learning Outcomes:

*Program 1 with a Major, Concentration, Specialization, Emphasis, Option, or Track in Area 1*

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<thead>
<tr>
<th>Intended Student Learning Outcomes</th>
<th>Learning Assessment Measures</th>
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<tbody>
<tr>
<td></td>
<td>Direct Measure 1</td>
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<tr>
<td>General Program Intended Student Learning Outcomes</td>
<td>Performance Target Was...</td>
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<td></td>
<td>Met</td>
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Note: Roseman University has set forth an educational philosophy that emphasizes each individual student’s achievement of the competencies deemed by the faculty to be necessary for success in his or her profession. Achievement of competency cannot be translated into a letter grade or the traditional 90%-80%-70%-60% grading scale—a student either is competent, or he or she is not. Consequently, to reflect this philosophy, Roseman University uses a “pass”/“no pass” system of recording student achievement. In alignment with the Roseman Mastery Learning Model, and to accommodate different styles and rates of learning, students are given additional opportunities to achieve the required competencies. If a student does not achieve the required competencies or standard, he or she must remediate that portion of the curriculum and be reassessed.

**Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:**

1. *Course of Action 1:* Beginning in the 2015-2016 academic year, the Capstone Business Simulation will be added as a Direct Measure of Core ISLO #3 – Entrepreneurial Manager.