Mission Statement

The **Master of Science in Human Resource Management (MSHRM)** program is a flexible, part-time program designed to prepare people for successful careers in human resource management. In comparison to the MBA program, which offers a broad-based business education, the MSHRM program offers in-depth knowledge associated with the major aspects of human resource management. The MSHRM curriculum has been designed to adhere to educational guidelines established by the Society for Human Resource Management (SHRM), the premier professional association for the human resource field.

Evidence of Improvement

The MSHRM program has a very small enrollment. The majority of the students enrolled in the MSHRM classes are typically non-MSHRM students. As a result of low enrollment not every required course is taught every academic year. This year MGT 5338 (Training and Development) was not taught and in MGT 5336 (Compensation and Benefits) the enrollment was only three students, so assessment was not conducted in either class. With these thoughts in mind, the faculty engaged in assessment all five learning outcomes and spread them over only three courses. Each learning outcome was assessed in two different courses and thus by two different methods. For all five learning outcomes one or both courses had more than 80% of students scoring greater than or equal to 80% on the assessments. This year the goal of 80-80-80 was met. That goal states that 80% or more of the students should score 80% or greater on 80% or more of the assessments. This year, exactly 80% of the assessments were reached effectively. All in all, this is good news given that the goal is self-imposed.

Last year there were 15 data points and two courses missed the mark. Even with fewer data points available only twice were expectations not met this year. The assessment process has allowed the faculty to refine their pedagogical techniques to more effectively engage student learning. For example, in some courses additional rigor in the nature of the course added some difficulty to student performance. The faculty believe that this difficulty and rigor is appropriate for a master's degree program and will continue this trend from last year, through this year, and onto years in the future. Additionally, some pronounced changes were introduced into the coursework this year based upon last year's results. For example, last year in MGT 5337 (Organizational Staffing) only 33% of the students scored 80% or better on Learning Outcome #2. This year, the material from which this assessment is pulled was covered almost exclusively on a separate stand-alone major exam. In sum, the change from two major exams last year to three this year allowed students to focus their efforts on smaller amounts of material thereby likely playing a large role in their performance on this outcome. Additionally, in this course better examples were used in the test items that more clearly articulated the types of reliability and validity from each other. The overlapping nature of reliability and validity and the nuances between the many types of each likely require focused stand-alone instructional sections of the course as was implemented this year. As part of the effort to constantly improve the learning process of the MSHRM students, continued analysis of the pedagogy based upon assessment reports is appropriate.

Action Plan

Next year, the faculty may have to shuffle the learning outcomes across the courses given that the courses offered next year are unknown at this point and that the enrollment in offered courses is, of course, also unknown. It is not desirable to have a course assess one outcome one year and a different one the next year. Over the summer of 2019 the faculty will meet to discuss the assessment next year with the following goals in mind. First, in classes were the assessment goal was easily met by MSHRM and non-MSHRM students some rigor will be injected into the course. Second, in courses where the assessment goal was not met, the faculty willdiscuss some best practices for pedagogy and implement them where possible. Third, students without any experience or background in certain topics will be provided with outside resources to supplement their learning of the material.

Outcome 1

Students will demonstrate knowledge of developing, implementing, and evaluating human resource management practices and programs in a leadership role that contribute to the strategic and ethical goals of domestic and global organizations.

The **standards** of performance for the methods below are:
- Scores of 90% correct or better will indicate that the student exceeds expectations
- Scores greater than 80% correct but less than 90% correct will indicate that the student meets expectations
- Scores less than 80% correct will indicate that the student failed to meet expectations.

It is **expected**, by each professor, that 80% of students enrolled in the course during the academic year will meet or exceed the standards on each learning outcome.

Outcome 1 - Method 1

1. In MGT 5339, International Human Resource Management, the assessment technique/rubric for outcome 1 is as follows. Knowledge of how leaders develop, implement, and evaluate human resource management practices and programs to contribute to the strategic goals of global

organizations will be assessed via analysis of one essay question embedded in the mid-term exam. Outcome 1 will be assessed in the form of a comprehensive essay question that assesses students' knowledge of how national and organizational cultures excerpt influence over global organizations ability to achieve their goals. The essay question will be worth a total of 10 points. The 5-essay question mid-term exam is worth 50 (out of 200 points) or 25 percent of students' final grades. The following rubric will be used to assess the outcome. Exceeds expectations: Responses are written in a manner that convey mastery of content based on assigned readings, lectures, and other course-related content and resources. Arguments are made in a strongly cohesive manner. Writing is free from spelling, punctuation, or grammatical errors. Meets expectations: Responses are written in a manner that suggests an acceptable understanding of content based on assigned readings, lectures, and other course-related content and resources. Arguments are made in a cohesive manner. Writing has a minor amount of spelling, punctuation, or grammatical errors. Fails to meet expectations: Responses are written in a manner that suggests a below average understanding of content based on assigned readings, lectures, and other course-related content and resources. Arguments are only partially made in a cohesive manner. Writing has a substantive amount of spelling, punctuation, or grammatical errors.

Outcome 1 - Method 1 - Result

1. Summary statistics for outcome #1 for 2018-2019 in MGT 5339

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	6	50.00	1	25.00	7	43.75
Meets	4	33.33	0	0	4	25.00
Failed to meet	2	16.67	3	75.00	5	31.25
Total	12	100.00	4	100.00	16	100.00

Percentage of MSHRM students who met or exceeded expectations: 83.33%
Percentage of non-MSHRM students who met or exceeded expectations: 25.00%
Percentage of TOTAL students who met or exceeded expectations: 68.75%

In MGT 5339, **68.75%** of all students met or exceeded the standards for this learning outcome, thus **failing to achieve** the performance expectations goal for learning outcome #1 for the year. The fact that all but 2 MSHRM students either exceeded or met expectations was a positive. For non-MSHRM students, the fact that 75% failed to meet expectations is a concern that needs to be addressed.

ACTION PLAN for next year: Faculty will increase the amount of time spent during class covering the impact of culture on firm performance. This includes expanding coverage of powerpoint slides and in-class discussions. The additional coverage should improve student understanding and retention of the material. It is possible that this introductory material is challenging for those students who have less experience in HR coursework or work experience. Faculty will increase quantity and quality of in-class team breakout assignments to help students understand this course content more thoroughly. This step will encourage students to help one another to reinforce learning the content. Faculty will hold more question and answer sessions at the end of class to ensure student understanding of content. This step will encourage those students who may be reticent to ask questions during lecture. The instructor will encourage any student with a question or concern to share it during this end-of-class session.

Outcome 1 - Method 2

2. In MGT 5330, Seminar in Human Resource Management, the assessment technique/rubric for outcome 1 is as follows. Students' learning on Outcome 1 is measured with one ten-item in-class multiple-choice quiz and five multiple-choice questions embedded in one major exam. The quiz and the embedded test items cover content relating to knowledge of developing, implementing, and evaluating human resource management practices and programs in a leadership role that contribute to the strategic and ethical goals of domestic and global organizations.

Outcome 1 - Method 2 - Result

2. Summary statistics for outcome #1 for 2018-2019 in MGT 5330

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	1	50	4	80	5	71.4
Meets	0	0	1	20	1	14.3
Failed to meet	1	50	0	0	1	14.3
Total	2	100.00	5	100.00	7	100.00

Percentage of MSHRM students who met or exceeded expectations: 50%
Percentage of non-MSHRM students who met or exceeded expectations: 100%
Percentage of TOTAL students who met or exceeded expectations: 85.7%

In MGT 5330, **85.7%** of all students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #1 for the year. Chapter quizzes and exam items were used to assess learning outcome 1. Although results show that 50% of MSHRM students performed satisfactorily on the assessments for learning outcome 1, there were only two MSHRM students enrolled in the class. Therefore, the faculty cannot draw any conclusions from such a small sample size. Non-MSHRM students performed satisfactorily on the assessments for learning outcome 1, with 100% either exceeding or meeting expectations. Overall, the students met the expectations for this learning outcome at 85.7%. In general, the course instructor was pleased with the level of knowledge and understanding demonstrated by the students.

ACTION PLAN for next year: One or more in-class multiple-choice chapter quizzes will be used as part of the assessment of this learning outcome. Ten multiple-choice exam items will be used, instead of five exam items, as part of the assessment of this learning outcome. The use of only five questions meant that one missed question resulted in a student earning an 80% score, making it impossible for a student to exceed

expectations unless all questions were answered correctly. Quiz and exam items will be reviewed and changed as needed.

Outcome 2

Students will demonstrate knowledge of developing, implementing, and evaluating workforce planning and selection programs that contribute to organizational effectiveness.

The **standards** of performance for the methods below are:

- Scores of 90% correct or better will indicate that the student exceeds expectations
- Scores greater than 80% correct but less than 90% correct will indicate that the student meets expectations
- Scores less than 80% correct will indicate that the student failed to meet expectations.

It is **expected**, by each professor, that 80% of students enrolled in the course during the academic year will meet or exceed the standards on each learning outcome.

Outcome 2 - Method 1

1. **In MGT 5330, Seminar in Human Resource Management, the assessment technique/rubric for outcome 2 is as follows.** Students' learning on Outcome 2 is measured with one ten-item in-class multiple-choice quiz and five multiple-choice questions embedded in one major exam. The quiz and the embedded test items cover content relating to knowledge of developing, implementing, and evaluating workforce planning and selection programs that contribute to organizational effectiveness.

Outcome 2 - Method 1 - Result

1. **Summary statistics for outcome #2 for 2018-2019 in MGT 5330**

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	2	100	3	60	5	71.4
Meets	0	0	1	20	1	14.3
Failed to meet	0	0	1	20	1	14.3
Total	2	100.00	5	100.00	7	100.00

Percentage of MSHRM students who met or exceeded expectations: 100%

Percentage of non-MSHRM students who met or exceeded expectations: 80 %

Percentage of TOTAL students who met or exceeded expectations: 85.7 %

In MGT 5330, **85.7%** of all students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #2 for the year. Chapter quizzes and exam items were used to assess learning outcome 2. MSHRM students performed satisfactorily on the assessments for learning outcome 1, with 100% exceeding expectations. Non-MSHRM students also performed satisfactorily on the assessments for learning outcome 1, with 80% either exceeding or meeting expectations. Overall, the students met the expectations for this learning outcome at 85.7%. In general, the course instructor was pleased with the level of knowledge and understanding demonstrated by the students.

ACTION PLAN for next year: One or more in-class multiple-choice chapter quizzes will be used as part of the assessment of this learning outcome. Ten multiple-choice exam items will be used, instead of five exam items, as part of the assessment of this learning outcome. The use of only five questions meant that one missed question resulted in a student achieving an 80%, making it impossible for a student to exceed expectations unless all questions were answered correctly. Quiz and exam items will be reviewed and changed as needed.

Outcome 2 - Method 2

2. In MGT 5337, Organizational Staffing, the assessment technique/rubric for outcome 2 is as follows. The highest score on either the 10-item weekly quiz on reliability or on validity will be used for part of the assessment. The other component will be five items on reliability and ten on validity randomly embedded in the second major exam using a multiple choice. Each question on either the quizzes or the exam will be objectively scored to measure student performance on Learning Outcome #2. Scores will be calculated as a percentage correct of the 20 items.

Outcome 2 - Method 2 - Result

2. **Summary statistics for outcome #2 in MGT 5337 for 2018-2019**

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	5	50.00	0	0	5	38.46
Meets	3	30.00	3	100.00	5	46.15
Failed to meet	2	20.00	0	0	2	15.39
Total	10	100.00	3	100.00	13	100.00

Percentage of MSHRM students who met or exceeded expectations: 80.00%

Percentage of non-MSHRM students who met or exceeded expectations: 100.00 %

Percentage of TOTAL students who met or exceeded expectations: 84.62%

In MGT 5337, **84.62%** of all students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #2 for the year. Reliability and validity continue to be a perplexing topic for students in 5337. However, even in such a small sample size (n = 13) only two students failed to meet the expectations. Nevertheless, students performed better this year than last year

ACTION PLAN for next year: Despite admirable performance on each on the topics of reliability and of validity, additional exercises will be

implemented next year. The professors will develop a flowchart for decision-making on the various types of reliability and validity as a file download for students. A take-home open-book quiz will be used to prepare the students for the in-class quizzes on reliability and validity. Some refinements to the test items will be implemented so as to more clearly articulate the types of reliability and validity being illustrated in the questions.

Outcome 3

Students will demonstrate knowledge of developing, implementing, and evaluating human resource training, development and performance management practices and programs that build human capital.

The **standards** of performance for the methods below are:

- Scores of 90% correct or better will indicate that the student exceeds expectations
- Scores greater than 80% correct but less than 90% correct will indicate that the student meets expectations
- Scores less than 80% correct will indicate that the student failed to meet expectations.

It is **expected**, by each professor, that 80% of students enrolled in the course during the academic year will meet or exceed the standards on each learning outcome.

Outcome 3 - Method 1

1. **In MGT 5339, International Human Resource Management, the assessment technique/rubric for outcome 3 is as follows.** Knowledge of how to develop, implement, and evaluate human resource training, development, and performance management practices and programs that build human capital will be assessed via analysis of one essay question embedded in the mid-term exam. Outcome 3 will be assessed in the form of a comprehensive essay question that assesses students' knowledge of how global organizations train, develop, and assess the performance of their international assignees. The essay question will be worth a total of 10 points. The 5-essay question mid-term exam is worth 50 (out of 200 points) or 25 percent of students' final grades. The following rubric will be used to assess the outcome. Exceeds expectations: Responses are written in a manner that convey mastery of content based on assigned readings, lectures, and other course-related content and resources. Arguments are made in a strongly cohesive manner. Writing is free from spelling, punctuation, or grammatical errors. Meets expectations: Responses are written in a manner that suggests an acceptable understanding of content based on assigned readings, lectures, and other course-related content and resources. Arguments are made in a cohesive manner. Writing has a minor amount of spelling, punctuation, or grammatical errors. Fails to meet expectations: Responses are written in a manner that suggests a below average understanding of content based on assigned readings, lectures, and other course-related content and resources. Arguments are only partially made in a cohesive manner. Writing has a substantive amount of spelling, punctuation, or grammatical errors.

Outcome 3 - Method 1 - Result

1. Summary statistics for outcome #3 for 2018-2019 in MGT 5339

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	12	100.00	4	100.00	16	100.00
Meets	0	0	0	0	0	0
Failed to meet	0	0	0	0	0	0
Total	12	100.00	4	100.00	16	100.00

Percentage of MSHRM students who met or exceeded expectations: 100.00%
Percentage of non-MSHRM students who met or exceeded expectations: 100.00%
Percentage of TOTAL students who met or exceeded expectations: 100.00%

In MGT 5339, **100.00%** of all students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #3 for the year. The assessment of outcome #3 went well.

ACTION PLAN for next year: The extremely good performance of students on this learning outcome with 100.00% actually exceeding the standards indicates that the successful pedagogical changes over the years may make it an appropriate time to reevaluate the rigor of the essay exam questions. However, the essay exam is heavily weighted suggesting that students likely studied very hard for it. Faculty will spend ample time during class covering key aspects of performance appraisal of international assignees, including increased powerpoint coverage and in-class discussions. Also, the faculty will show supplemental videos (e.g., TED Talks) that reinforce learning related to the topic. Faculty will engage in in-class team breakout assignments that help students understand content related to the topic. Also, faculty will hold question and answer sessions at the end of class to ensure student understanding of content. This step will encourage those students who may be reticent to ask questions during lecture to speak up during the question and answer session. The instructor will encourage any student with a question or concern to share it during this end-of-class session.

Outcome 3 - Method 2

2. **In MGT 5337, Organizational Staffing, the assessment technique/rubric for outcome 3 is as follows.** Student learning on this outcome will focus on the mastery of topics associated with performance measurement and evaluation. A 10-item multiple choice weekly quiz and five items randomly embedded in the first major exam will be objectively scored. Scores will be calculated as a percentage correct of the 15 items.

Outcome 3 - Method 2 - Result

2. **Summary statistics for outcome #3 for 2018-2019 in MGT 5337**

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	6	60.00	1	33.33	7	53.85

Meets	4	40.00	2	66.67	6	46.15
Failed to meet	0	0.00	0	0	0	0.00
Total	10	100.00	3	100.00		100.00

Percentage of MSHRM students who met or exceeded expectations: 100.00%

Percentage of non-MSHRM students who met or exceeded expectations: 100.00%

Percentage of TOTAL students who met or exceeded expectations: 100.00%

In MGT 5337, **100.00%** of all students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #3 for the year. All students performed admirably on the quiz and test items on performance measurement and assessment. The real world examples of the various types of performance metrics facilitated student mastery of the topic. On the other hand, some rigor is probably still necessary such that a greater spread of scores on the assessment is facilitated.

ACTION PLAN for next year: As in last year's report suggesting more rigor would be appropriate, the quiz and test items will be reviewed again so as to inject a even more rigor. More comprehensive coverage of the material will be implemented so as to cover most performance appraisal techniques with fewer "drill down" topics on only a few techniques. An in-class exercise will be introduced to demonstrate how a performance appraisal is conducted so as to give hands-on knowledge.

Outcome 4

Students will demonstrate knowledge of developing, implementing, and evaluating compensation and benefits practices and programs that drive competitive advantage.

The **standards** of performance for the methods below are:

- Scores of 90% correct or better will indicate that the student exceeds expectations
- Scores greater than 80% correct but less than 90% correct will indicate that the student meets expectations
- Scores less than 80% correct will indicate that the student failed to meet expectations.

It is **expected**, by each professor, that 80% of students enrolled in the course during the academic year will meet or exceed the standards on each learning outcome.

Outcome 4 - Method 1

1. **In MGT 5339, International Human Resource Management, the assessment technique/rubric for outcome 4 is as follows.** Knowledge of how to develop, implement, and evaluate compensation and benefit practices and programs that drive competitive advantage will be assessed via analysis of one essay question embedded in the mid-term exam. Outcome 4 will be assessed in the form of a comprehensive essay question that assesses students' knowledge of how global organizations design their compensation systems to attract, motivate, and retain parent country, host country, and third country nationals. The essay question will be worth a total of 10 points. The 5-essay question mid-term exam is worth 50 (out of 200 points) or 25 percent of students' final grades. The following rubric will be used to assess the outcome. Exceeds expectations: Responses are written in a manner that convey mastery of content based on assigned readings, lectures, and other course-related content and resources. Arguments are made in a strongly cohesive manner. Writing is free from spelling, punctuation, or grammatical errors. Meets expectations: Responses are written in a manner that suggests an acceptable understanding of content based on assigned readings, lectures, and other course-related content and resources. Arguments are made in a cohesive manner. Writing has a minor amount of spelling, punctuation, or grammatical errors. Fails to meet expectations: Responses are written in a manner that suggests a below average understanding of content based on assigned readings, lectures, and other course-related content and resources. Arguments are only partially made in a cohesive manner. Writing has a substantive amount of spelling, punctuation, or grammatical errors.

Outcome 4 - Method 1 - Result

1. Summary statistics for outcome 4 for 2018-2019 in MGT 5339

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	12	100.00	2	50.00	14	87.50
Meets	0	0	1	25.00	1	6.25
Failed to meet	0	0	1	25.00	1	6.25
Total	12	100.00	4	100.00	16	100.00

Percentage of MSHRM students who met or exceeded expectations: 100.00%

Percentage of non-MSHRM students who met or exceeded expectations: 75.00 %

Percentage of TOTAL students who met or exceeded expectations: 93.75%

In MGT 5339, **93.75%** of all students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #4 for the year. The fact that all MSHRM students either exceeded or met expectations was a strong positive. For non-MSHRM students, only one individual failed to meet expectations.

ACTION PLAN for next year: The very good performance of students on this learning outcome with 93.75% actually exceeding the standards indicates that the successful pedagogical changes over the years may make it an appropriate time to reevaluate the rigor of the essay exam questions. However, the essay exam is heavily weighted suggesting that students likely studied very hard for it. Faculty will spend ample time during class covering key aspects of global compensation plans. Faculty will show supplemental videos (e.g., TED Talks) that reinforce learning related to this outcome. Faculty will facilitate in-class team breakout assignments to help students understand the course content. Faculty will hold question and answer sessions at the end of class to ensure student understanding. This step encourages those students who may be reticent to ask questions during lecture to speak up. The instructor will encourage any student with a question or concern to share it during this end-of-class session.

2. In MGT 5330, Seminar in Human Resource Management, the assessment technique/rubric for outcome 4 is as follows. Students' learning on Outcome 4 is measured with one ten-item in-class multiple-choice quiz and five multiple-choice questions embedded in one major exam. The quiz and the embedded test items cover content relating to knowledge of developing, implementing, and evaluating compensation and benefits practices and programs that drive competitive advantage.

2. Summary statistics for outcome #4 for 2018-2019 in MGT 5330

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	2	100	2	40	4	57.1
Meets	0	0	2	40	2	28.6
Failed to meet	0	0	1	20	1	14.3
Total	2	100.00	5	100.00	7	100.00

Percentage of MSHRM students who met or exceeded expectations: 100%

Percentage of non-MSHRM students who met or exceeded expectations: 80%

Percentage of TOTAL students who met or exceeded expectations: 85.7%

In MGT 5330, **85.7%** of all students met or exceeded the standards for this learning outcome, thus **achieving** the performance expectations goal for learning outcome #4 for the year. MSHRM students performed satisfactorily on the assessments for learning outcome 4, with 100% exceeding expectations. Non-MSHRM students performed satisfactorily on the assessments for learning outcome 4, with 80% either exceeding or meeting expectations. Overall, the students met the expectations for this learning outcome, at 85.7%. In general, the course instructor was pleased with the level of knowledge and understanding demonstrated by students on this learning outcome.

ACTION PLAN for next year: One or more in-class multiple-choice chapter quizzes will be used as part of the assessment of this learning outcome. Ten multiple-choice exam items will be used, instead of five exam items, as part of the assessment of this learning outcome. The use of only five questions meant that one missed question resulted in a student achieving an 80%, making it impossible for a student to exceed expectations unless all questions were answered correctly. The quiz and exam items will be reviewed and changed as needed.

Students will demonstrate knowledge of developing, implementing, and evaluating employee and labor relations practices and programs that foster ethical and equitable relationships between employee and employer.

The **standards** of performance for the methods below are:

- Scores of 90% correct or better will indicate that the student exceeds expectations
- Scores greater than 80% correct but less than 90% correct will indicate that the student meets expectations
- Scores less than 80% correct will indicate that the student failed to meet expectations.

It is **expected**, by each professor, that 80% of students enrolled in the course during the academic year will meet or exceed the standards on each learning outcome.

1. In MGT 5337, Organizational Staffing, the assessment technique/rubric for outcome 5 is as follows. The study of legal issues in employee selection and staffing will be used to assess outcome 5. The legality of issues associated with employee selection is paramount to fostering ethical and equitable relationships between employee and employer. If a practice is illegal it is certainly not ethical and it is rarely equitable. A 10-item weekly multiple choice quiz and five multiple choice items randomly embedded in the first major exam will comprise the assessment. Scores will be calculated as a percentage correct of the 15 items.

1. Summary statistics for outcome #5 for 2018-2019 in MGT 5337

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	2	20.00	3	100.00	5	38.46
Meets	3	30.00	0	0	5	38.46
Failed to meet	5	50.00	0	0	3	23.08
Total	10	100.00	3	100.00	13	100.00

Percentage of MSHRM students who met or exceeded expectations: 50.00%

Percentage of non-MSHRM students who met or exceeded expectations: 100.00%

Percentage of TOTAL students who met or exceeded expectations: 76.92%

In MGT 5337, **76.92%** of all students met or exceeded the standards for this learning outcome, thus **failing to achieve** the performance expectations goal for learning outcome #5 for the year. All of the students failing to achieve the standard of 80% correct were MSHRM students. Of course, there were only three non-MSHRM students and the overall sample size is very small.

ACTION PLAN for next year: Next year faculty will use ten test items instead of five so as to minimize the impact on the assessment score by missing only one or two items. Amongst these additional test items will be more questions about relevant court cases rather than just labor laws.

An in-class exercise will be introduced in which student teams pick a federal statute or a court case and write a fictitious scenario that violates the law or case and then they will provide a remedy.

Outcome 5 - Method 2

2. In MGT 5330, Seminar in Human Resource Management, the assessment technique/rubric for outcome 5 is as follows. Students' learning on Outcome 5 is measured with one ten-item in-class multiple-choice quiz and five multiple-choice questions embedded in one major exam. The quiz and the embedded test items cover content relating to knowledge of developing, implementing, and evaluating employee and labor relations practices and programs that foster ethical and equitable relationships between employee and employer.

Outcome 5 - Method 2 - Result

2. Summary statistics for outcome #5 for 2018-2019 in MGT 5330

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	2	100	5	100	7	100
Meets	0	0	0	0	0	0
Failed to meet	0	0	0	0	0	0
Total	2	100.00	5	100.00	7	100.00

Percentage of MSHRM students who met or exceeded expectations: 100%
Percentage of non-MSHRM students who met or exceeded expectations: 100%
Percentage of TOTAL students who met or exceeded expectations: 100%
In MGT 5330, 100% of all students exceeded the standards for this learning outcome, thus achievingthe performance expectations goal for learning outcome #5 for the year.

ACTION PLAN for next year: One or more in-class multiple-choice chapter quizzes will be used as part of the assessment of this learning outcome. Ten multiple-choice exam items will be used, instead of five exam items, as part of the assessment of this learning outcome. The use of only five questions meant that one missed question resulted in a student achieving an 80%, making it impossible for a student to exceed expectations unless all questions were answered correctly. The quiz and exam items will be reviewed and changed as needed.

Outcome 6

Goal: 1. Promote the success of all students.
Initiative: 1.3 Increase student retention and graduation rates.

The academic program will promote and realize gains in student success.

Outcome 6 - Method 1

Student retention success will be measured by observing one year retention rates of students enrolled in the academic program from their first to second year. Data will be obtained from the university's certified enrollment records at the end of the fall semester. Rates of retention success will be expected to be increase..

Outcome 6 - Method 1 - Result

In this program, all of the 7 entering students in fall of 2017 returned for their second year in fall of 2018 for a one year retention rate of 100%. The 2017-2018 retention rate of 100% was more than the 86% retention rate for the program in 2016- 2017 showing a slight increase.

Outcome 6 - Method 2

Student graduation success will be measured by observing the number of graduates from the academic program in during the fall, spring, and summer semesters and comparing the number of graduates to the number of students enrolled in the program. Data will be obtained from the university's certified enrollment records for the fall, spring, and summer semesters. The number of graduates is expected to increase..

Outcome 6 - Method 2 - Result

In fall, spring and summer semesters for 2017-2018, there were 9 graduates from the program. MS HRM program enrollments for fall, spring and summer semesters in 2017-2018 were 18 students. This 50% graduation rate meets the expected target for our two year MS HRM program. The historical trend with respect to number of graduates from the program is positive overall. More specifically, the program had 2 students earn degrees in 2014, 3 in 2015, 4 in 2016 and 2017, and 9 in 2018.

Outcome 7

Goal: 4. Provide the necessary services, resources, and infrastructure to support the university's strategic direction.
Initiative: 4.11 Provide programs and services that support and enhance the health and wellness of the university community.

The academic program will promote and realize diversity among its student population.

Outcome 7 - Method 1

Student gender diversity will be measured by reviewing the number and percentage of male and female students enrolled in the academic program during the fall, spring, and summer semesters. Data will be obtained from the university's certified enrollment records at the end of the fall semester.

Student gender diversity will be expected to be balanced (50/50).

Outcome 7 - Method 1 - Result

The number of male versus female students enrolled in the academic program during the 2018 fall semester provided the gender data. In this program, 11 of the 18 students or 61.1% were female while 7 of the students or 38.9% were male providing an imbalanced gender distribution and not meeting the expected target. The percentages of female and male students in 2017-2018 were 82.4% and 17.6% respectively; thus, the male-female ratio has become a bit more balanced in 2018-2019 with the proportion and number of male students more than doubling.

Outcome 7 - Method 2

Student racial and ethnic diversity will be measured by observing race and ethnicity of students enrolled in the academic program during the fall, spring, and summer semesters. Data will be obtained from the university's certified enrollment records at the end of the fall semester. Representation of student from traditional racial and ethnic minorities will increase from year to year.

Outcome 7 - Method 2 - Result

The number students of various ethnic backgrounds enrolled in the academic program during the 2018-2019 fall semester provided the data to assess ethnic and racial diversity. In this program, 4 of the 18 students (a marked increase to the zero percent in 2017-2018) were African-American; 0 of the 18 students or 0% (compared to 5.9% percent in 2017-2018) were Asian; 5 of the 18 students or 27.8% (compared to 52.9% in 2017-2018) were Hispanic; 7 of the 18 students or 38.9% (compared to 29.4% in 2017-2018) were White, non-Hispanic; 1 of the 18 students or 5.6% (compared to 5.9% in 2016-2017) were of other minority or unknown backgrounds; 1 of the 18 students or 5.6% (compared to 5.9% in 2017-2018) were nonresident International students.

Compared to 2017-2018, the student population in 2018-2019 appears to represent more diverse backgrounds despite the slight increase white, non-Hispanic students and the slight decline in the number and percentage of Hispanic students.

Approval History	
Approval History Event	**Approver**
Outcomes Approved Level 1	Paula Rechner (pr12)
Outcomes Approved Level 2	Denise Smart (ds37)
Outcomes Audit Report Submitted	William Chittenden (wc10)
Results Approved Level 1	Paula Rechner (pr12)
Results Approved Level 2	Denise Smart (ds37)
Results Audit Report Submitted	William Chittenden (wc10)