

General Information

Academic Year:	2016-2017
College:	Business
Department:	Management
Program:	Human Resource Management (MS)
Program Code:	52.10
Outcome Type:	Student Learning (GR)
Degree:	Masters
Coordinator/Contact:	Dr. Kay Nicols
Status:	Data Entry Closed

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

Since faculty endorsed the program goal of 80-80-80 (i.e. 80% of students will score 80% or better on 80% or more of the assessments) two years ago, the program has seen marked improvement. This year, the program scored 91.67% on the 80-80. That is, over 90% of the assessments saw courses with over 80% of students scoring 80% or better. In all, only one of 12 assessment data points failed to meet this goal. This is remarkable progress for such a small program that is technically in its infancy. Faculty have wholeheartedly accepted that assessment helps them guide the curriculum as well as their pedagogical pursuits in each core course. While a goal of 80-80-100 is not prudent because of the small size of most courses in which just one or two students can sway the results, it is commendable progress for the MSHRM program.

Action Plan

The five courses used for assessment for the MSHRM program are offered each academic year on a very different schedule and sometimes on one campus and not on the other and vice versa. Given the buy-in of faculty on the value of assessment, it is planned that over the summer of 2017 they will decide which courses assess which outcome next year. Additionally, some thought and discussion will be directed to the possibility of reworking the program learning objectives away from knowledge-based and toward skills-based objectives. As the faculty and the pedagogy of the courses both stabilize over time the next academic year will likely prove advantageous for a major change in program direction ala' program learning outcomes.

Outcome 1

Category: Student Learning Outcome

Students will demonstrate knowledge of the functional areas of human resource management and how they are interrelated.

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

In MGT 5338 in fall 2016, the evaluation of student learning on issues related to understanding the relationship between human resource management and other organizational functions and objectives is measured with ten items from each of three major exams providing a total of thirty objectively scored items. Each exam consists of a total of fifty multiple choice items.

Outcome 1 - Method 1 - Result

1. Summary statistics for MGT 5338 on outcome #1 for 2016-2017

	MSHRM students		non-MSRHM students		TOTAL	
	raw#	%	raw #	%	raw #	%
Exceeds	2	66.67	7	77.78	9	75.00
Meets	1	33.33	2	22.22	3	25.00
Failed to meet	0	00.00	0	00.00	0	00.00
Total	3	100.00	9	100.00	12	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 5338 for the Fall of 2016, 100.00% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #1 for this semester. Rather than engaging in straight lecture, each student was assigned a chapter from the textbook and required to facilitate a discussion of that chapter. This allowed all students to be actively involved in discussions related to each chapter which increased engagement and encouraged active learning through the sharing of personal experiences as well as their thoughts and ideas on the chapter content making that content more personal and relevant to their roles as managers. This course was not taught in Spring 2017.

In MGT 5338 for the academic year of 2016-2017, 100.00% of students met or exceeded the standards for this learning outcome, thus ACHIEVING the performance expectations goal for learning outcome #1 for the overall year. All course objectives and performance expectations were met in Fall 2016. There are no plans to change the course methodology for next year. However, the large number of students who exceeded performance expectation in Fall 2016 may indicate a lesser degree of rigor in the course. As a result, a review of assessment items will be undertaken and those items of questionable difficulty will be replaced with items considered to be more challenging. There are no plans to alter the total number of assessment items.

Outcome 1 - Method 2

In MGT 5330 in Spring 2017, students' learning on issues related to understanding the relationship between human resource management and other organizational functions and objectives is measured with two different twenty-five-item multiple choice quizzes, and two sets of ten multiple-choice questions on the third major exam.

Outcome 1 - Method 2 - Result

2. Summary statistics for MGT 5330 on outcome #3 for 2016-2017

	MSHRM students		non-MSHRM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	5	71.43	10	66.67	15	68.18
Meets	1	14.29	4	26.67	5	22.73
Failed to meet	1	14.29	1	6.67	2	9.09
Total	7	100.00	15	100.00	22	100.00

Percentage of MSHRM students who met or exceeded expectations: 85.72%

Percentage of non-MSHRM students who met or exceeded expectations: 93.34%

Percentage of TOTAL students who met or exceeded expectations: 90.91%

In MGT 5330 for the Fall of 2016, 90.91% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for this semester. Chapter quizzes and exam items were used to assess learning outcome 3. Both MSHRM and non-MSHRM students performed satisfactorily on the assessments for learning outcome 3. Students took two 25-item online quizzes, one over chapters 10 (compensation) and one over chapter 12 (benefits). They were given a window of Sunday evening at 6 pm to Wednesday evening at 6 pm to take each quiz on the Pearson MyManagementLab system before the Wednesday 6:30 pm class start time. In general, students performed well on the quizzes. This is likely a function of having a 30-minute window in which to take a 25-item quiz – this was more than sufficient time to complete the quiz, and perhaps to refer to the text on any unsure items. (This was permitted – the course instructor's objective was to get the students to read and be familiar with each chapter.) However, feedback from the students suggested that many of the quiz items were overly detailed and asked for information on relatively inconsequential information, rather than quizzing over major concepts within a chapter. Ten items were identified each on exam 2 and exam 3 to assess learning outcome 3. These were multiple-choice items covering basic concepts and processes related to compensation and benefits. Students demonstrated sufficient knowledge of compensation issues including issues of equity perceptions by employees, direct and indirect compensation, job evaluation, compensable factors, broad-banding, and skill-based pay. Students demonstrated understanding of issues related to the Equal Pay Act in terms of gender equity in pay. Students demonstrated knowledge of the components of the Fair Labor Standards Act, including minimum wage, non-exempt versus exempt employees, and overtime provisions. Students demonstrated satisfactory understanding of employee benefits issues including mandatory benefits of social security, unemployment, workers compensation, and requirements for health care under the Affordable Care Act. Students demonstrated sufficient knowledge of non-mandatory benefits issues related to health/medical insurance (including HMOs/PPOs, deductibles), paid leave, and retirement benefits (including defined benefit and defined contribution plans). Students demonstrated knowledge of employer actions aimed at benefits cost reduction, including the use of flexible benefits plans and high-deductible plans. Students demonstrated satisfactory understanding of employer requirements and employee rights under the Family Medical Leave Act. In general, the course instructor was pleased with the level of knowledge and understanding demonstrated by the students. This outcome was not assessed in MGT 5330 in Spring 2017.

In MGT 5330 for the academic year of 2016-2017, 90.91% of students met or exceeded the standards for this learning outcome, thus ACHIEVING the performance expectations goal for learning outcome #3 for the overall year. Next time this course assesses this outcome, instead of using online quizzes, all quizzes will be administered face-to-face during class time. However, stand-alone quizzes and embedded test items will still be used. The results for MSHRM and non-MSHRM students were amazingly similar with similar score variance, similar variance on each instrument, and similar overall results across the two groups. No changes to the course content will be undertaken.

Outcome 2

Category: Student Learning Outcome

Students will demonstrate knowledge of employee training and development programs and policies and how such programs and policies affect other functional areas of human resource management.

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

In MGT 5338 in Fall 2016, the evaluation of student learning on issues related to knowledge of employee training and development programs and policies and how such programs and policies affect other functional areas of human resource management is measured with ten items from each of three major exams providing a total of thirty objectively scored items. Each exam consists of a total of fifty multiple choice items.

Outcome 2 - Method 1 - Result

1. Summary statistics for MGT 5338 on outcome #2 for Fall/Spring 2016-2017

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	3	100.00	6	66.67	9	75.00
Meets	0	00.00	3	33.33	3	25.00
Failed to meet	0	00.00	0	00.00	0	00.00
Total	3	100.00	9	100.00	12	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 5338 for the Fall of 2016, 100.00% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for this semester. Rather than engaging in straight lecture, each student was assigned a chapter from the textbook and required to facilitate a discussion of that chapter. This allowed all students to be actively involved in discussions related to each chapter which increased engagement and encouraged active learning through the sharing of personal experiences as well as the sharing of thoughts and ideas on the chapter content making that content more personal and relevant to their roles as managers. This course was not taught in Spring 2017.

In MGT 5338 for the academic year of 2016-2017, 100.00% of students met or exceeded the standards for this learning outcome, thus ACHIEVING the performance expectations goal for learning outcome #2 for the overall year. All course objectives and performance expectations were met in Fall 2016. There are no plans to change the course methodology for next year. However, the large number of students who exceeded performance expectation in Fall 2016 may indicate a lesser degree of rigor in the course. As a result, a review of assessment items will be undertaken and those items of questionable difficulty will be replaced with items considered to be more challenging. There are no plans to alter the total number of assessment items.

Outcome 2 - Method 2

In MGT 5339 in Spring 2017, awareness and comprehension of the relationship between employee training and development programs and policies and other functional areas of human resource management is assessed via analysis of one or more essay questions embedded into the mid-term exam. The mid-term exam is worth 50 (out of 200 points) or 25 percent of students' final grades. Students will have to (individually) demonstrate understanding of 1) employee training and development programs and policies and 2) how these training and development programs and policies relate to other human resource management functions. The following rubric will be used to assess the outcome:

Exceeds expectations: Responses are written in a thorough and insightful manner based on assigned readings, lectures, and other course-related content and resources. Assumptions and underlying logic are developed in a manner that clearly demonstrates awareness and comprehension of relationship between employee training and development programs and policies and other human resource management functions.

Meets expectations: Responses are written in a somewhat thorough and insightful manner based on assigned readings, lectures, and other course-related content and resources. Assumptions and underlying logic are partially clear, but evidence of awareness and comprehension of relationship between employee training and development programs and policies and other human resource management functions is observable.

Fails to meet expectations: Responses are not written in a thorough and insightful manner and based partly on assigned readings, lectures, and other course-related content and resources. The essay is written in a superficial manner and lacks obvious/significant awareness and comprehension of relationship between employee training and development programs and policies and other human resource management functions.

Outcome 2 - Method 2 - Result

2. Summary statistics for MGT 5339 on outcome #2 for 2016-2017

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	9	90%	13	68%	22	76%
Meets	1	10%	6	32%	7	24%

Failed to meet	0	0	0	0	0	0
Total	10	100.00	19	100.00	29	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%

MGT 5339 was not taught in Fall 2016. In MGT 5339 for the Spring of 2017, 100% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for this semester.

In MGT 5339 for the academic year of 2016-2017, 100% of students met or exceeded the standards for this learning outcome, thus ACHIEVING the performance expectations goal for learning outcome #2 for the overall year. The course was very well received with 100% of MSHRM and non-MSHRM students meeting or exceeding expectations. This successful outcome can be attributed to student talent and motivation, and the fact that the course was modified this semester to be more thorough regarding training and development topic coverage. The design of the course will be kept essentially the same for the short-term, making additional refinements and updates on an as-needed basis.

Outcome 3

Category: Student Learning Outcome

Students will demonstrate knowledge of compensation and benefit programs and policies and how such programs and policies affect other functional areas of human resource management.

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

In MGT 5330 in Fall 2016, students' learning on issues related to compensation and benefits is measured with two different twenty-five-item multiple choice quizzes, ten multiple-choice questions on the second major exam, and ten multiple-choice questions on the third major exam.

Outcome 3 - Method 1 - Result

1. Summary statistics for MGT 5330 on outcome #3 for 2016-2017

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	5	71.43	10	66.67	15	68.18
Meets	1	14.29	4	26.67	5	22.73
Failed to meet	1	14.29	1	6.67	2	9.09
Total	7	100.00	15	100.00	22	100.00

Percentage of MSHRM students who met or exceeded expectations: 85.72%

Percentage of non-MSHRM students who met or exceeded expectations: 93.34%

Percentage of TOTAL students who met or exceeded expectations: 90.91%

In MGT 5330 for the Fall of 2016, 90.91% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for this semester. Chapter quizzes and exam items were used to assess learning outcome 3. Both MSHRM and non-MSHRM students performed satisfactorily on the assessments for learning outcome 3. Students took two 25-item online quizzes, one over chapters 10 (compensation) and one over chapter 12 (benefits). They were given a window of Sunday evening at 6 pm to Wednesday evening at 6 pm to take each quiz on the Pearson MyManagementLab system before the Wednesday 6:30 pm class start time. In general, students performed well on the quizzes. This is likely a function of having a 30-minute window in which to take a 25-item quiz – this was more than sufficient time to complete the quiz, and perhaps to refer to the text on any unsure items. (This was permitted – the course instructor's objective was to get the students to read and be familiar with each chapter.) However, feedback from the students suggested that many of the quiz items were overly detailed and asked for information on relatively inconsequential information, rather than quizzing over major concepts within a chapter. Ten items were identified each on exam 2 and exam 3 to assess learning outcome 3. These were multiple-choice items covering basic concepts and processes related to compensation and benefits. Students demonstrated sufficient knowledge of compensation issues including issues of equity perceptions by employees, direct and indirect compensation, job evaluation, compensable factors, broad-banding, and skill-based pay. Students demonstrated understanding of issues related to the Equal Pay Act in terms of gender equity in pay. Students demonstrated knowledge of the components of the Fair Labor Standards Act, including minimum wage, non-exempt versus exempt employees, and overtime provisions. Students demonstrated satisfactory understanding of employee benefits issues including mandatory benefits of social security, unemployment, workers compensation, and requirements for health care under the Affordable Care Act. Students demonstrated sufficient knowledge of non-mandatory benefits issues related to health/medical insurance (including HMOs/PPOs, deductibles), paid leave, and retirement benefits (including defined benefit and defined contribution plans). Students demonstrated knowledge of employer actions aimed at benefits cost reduction, including the use of flexible benefits plans and high-deductible plans. Students demonstrated satisfactory understanding of employer requirements and employee rights under the Family Medical Leave Act. In general, the course instructor was pleased with the level of knowledge and understanding demonstrated by the students. This outcome was not assessed in MGT 5330 in Spring 2017.

In MGT 5330 for the academic year of 2016-2017, 90.91% of students met or exceeded the standards for this learning outcome, thus **ACHIEVING** the performance expectations goal for learning outcome #3 for the overall year. Comments on this year's report and the ACTION PLAN for next year : Next time this course assesses this outcome, instead of using online quizzes, all quizzes will be administered face-to-face during class time. However, stand-alone quizzes and embedded test items will still be used. The results for MSHRM and non-MSHRM students were amazingly similar with similar score variance, similar variance on each instrument, and similar overall results across the two groups. No changes to the course content will be undertaken .

Outcome 3 - Method 2

In MGT 5336 in Spring 2017, the evaluation of student learning on knowledge of compensation and benefit programs and policies and how such programs and policies affect other functional areas of human resource management is measured with ten items from each of three major exams providing a total of thirty evaluative items. Each exam consists of a total of forty-five multiple choice items.

Outcome 3 - Method 2 - Result

2. Summary statistics for MGT 5338 on outcome #3 for 2016-2017

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	4	36.36	2	66.67	6	42.86
Meets	5	45.46	1	33.33	6	42.86
Failed to meet	2	18.18	0	0.00	2	14.28
Total	11	100.00	3	100.00	14	100.00

Percentage of MSHRM students who met or exceeded expectations: 81.8%

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

Percentage of TOTAL students who met or exceeded expectations: 85.72 %

This course was not taught in Fall 2016. In XYZ 5336 for the Spring of 2017, 85.72% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for this semester. Rather than engaging in straight lecture, each student was assigned a chapter from the textbook and required to facilitate a discussion of that chapter. This allowed all students to be actively involved in discussions related to each chapter which increased engagement and encouraged active learning through the sharing of personal experiences as well as their thoughts and ideas on chapter content making that content more personal and relevant to their roles as managers.

In MGT 5336 for the academic year of 2016-2017, 85.72% of students met or exceeded the standards for this learning outcome, thus **ACHIEVING** the performance expectations goal for learning outcome #3 for the overall year. All course objectives and performance expectations were met for the academic year. There are no plans to change the course teaching methodology for next year. However, a review of assessment items will be undertaken to evaluate their difficulty and wording to further refine the assessment instruments. There are no plans to alter the total number of assessment items. It is of note that the MSHRM students performed more poorly overall on this learning objective than did the non-MSHRM students. This was partially due to one MSHRM student taking a make-up exam that was markedly different from the exam administered to other students. The make-up exam did not contain items that could be used for assessment purposes. Therefore, that student's assessment score for Learning Outcome #3 is comprised of only two data points instead of three. Nevertheless, this did not affect the percentage of students meeting or exceeding the standards of performance. This situation may also indicate a less rigorous selection process for students admitted into the MSHRM program than in other McCoy graduate programs. This possibility will also be explored.

Outcome 4

Category: Student Learning Outcome

Students will demonstrate knowledge of employment law and how legal issues affect other functional areas of human resource management.

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

In MGT 5337 in Fall 2016, student learning on issues related to employment law and legal issues will be measured with three sets of ten multiple-choice questions embedded on each of three major exams, respectively.

Outcome 4 - Method 1 - Result

1. Summary statistics for MGT 5337 on outcome #4 for 2016-2017

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	6	50.00	3	25.00	9	37.50

Meets	4	33.33	7	58.33	11	45.83
Failed to meet	2	16.67	2	16.67	4	16.67
Total	12	100.00	12	100.00	24	100.00

Percentage of MSHRM students who met or exceeded expectations: 83.33%

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

Percentage of TOTAL students who met or exceeded expectations: 83.33%

In MGT 5337 for the Fall of 2016, 83.33% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #4 for this semester. In general, both MSHRM and non-MSHRM students exhibited satisfactory understanding of legal issues relating to human resource management and to organizational staffing in particular. This included knowledge and application of various EEO laws and regulations and executive orders, as well as guidelines set forth by the EEOC (the Uniform Guidelines on Employee Selection Procedures, or UGESP) and relevant major court cases. This includes understanding of the requirements in relation to protected classes under the Civil Rights Acts of 1964 and 1991, the Americans with Disabilities Act of 1991, and the Age Discrimination in Employment Act of 1968. Students demonstrated understanding of other legal principles that are important to HRM and staffing, including concepts such as negligent hiring, disparate treatment and disparate/adverse impact, reverse discrimination, bona fide occupational qualification (BFOQ), components of a prima facie case of discrimination, affirmative action, and reasonable accommodation. Students performed satisfactorily on exam items relating to hiring compliance requirements of other laws such as the Immigration Reform and Control Act, the Employee Polygraph Protection Act, and the Fair Credit Reporting Act (which regulates facets of background checks). Students performed satisfactorily on exam items pertaining to the validation of selection procedures in order to determine their job relatedness. Students demonstrated understanding of the impact of various selection procedures on protected classes, including the understanding of differential validity and adverse impact. Students exhibited knowledge of the requirements in designing a legally defensible drug testing policy for job candidates and employees. In general, the course instructor was extremely pleased with the level of understanding demonstrated by the students pertaining to legal issues in employee selection. The course was not taught in Spring 2017.

In MGT 5337 for the academic year of 2016-2017, 83.33% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #4 for the overall year. Comments on this year's report and the ACTION PLAN for next year: Given the success of the current assessment program in this course, no changes will be introduced next academic year. The assessment items used seem to be performing as they should. There is variance in overall scores, there is variance in individual instrument scores, and scores amongst MSHRM and non-MSHRM students are very similar. Overall, the assessment appears to be appropriately conducted and the results are very satisfactory.

Outcome 4 - Method 2

In MGT 5336 in Spring 2017, the evaluation of student learning on knowledge of employment law and how legal issues affect other functional areas of human resource management will be measured with ten items embedded in three major exams for a total of thirty objectively scored items. Each exam will consist of forty-five multiple choice items.

Outcome 4 - Method 2 - Result

2. Summary statistics for MGT 5336 on outcome #4 for 2016-2017

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	5	45.46	3	100.00	8	57.14
Meets	3	27.27	0	0.00	3	21.43
Failed to meet	3	27.27	0	0.00	3	21.43
Total	11	100.00	3	100.00	14	100.00

Percentage of MSHRM students who met or exceeded expectations: 72.73%

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

Percentage of TOTAL students who met or exceeded expectations: 78.57%

This course was not taught in Fall 2016. In MGT 5336 for the Spring of 2017, 78.57% of students met or exceeded the standards for this learning outcome, thus failing to achieve the performance expectations goal for learning outcome #4 for this semester. Rather than engaging in straight lecture, each student was assigned a chapter from the textbook and required to facilitate a discussion of that chapter. This allowed all students to be actively involved in discussions related to each chapter which increased engagement and encouraged active learning through the sharing of personal experiences as well as their thoughts and ideas on chapter content making that content more personal and relevant to their roles as managers. During the semester, one student was allowed to complete a make-up exam due to an emergency circumstance. As a result, the student was scored a zero for Exam 3. That occurrence dropped the overall class performance significantly resulting in an assessment score for this learning objective falling below 80%.

In MGT 5336 for the academic year of 2016-2017, 78.57% of students met or exceeded the standards for this learning outcome, thus FAILING TO ACHIEVE the performance expectations goal for learning outcome #4 for the overall year. There are no plans to change the course teaching methods for next year. However, a review of assessment items will be undertaken to evaluate their difficulty and wording to further refine the assessment instruments. There are no plans to alter the total number of assessment items. It is of note that the MSHRM students performed more poorly overall on this learning objective than did the non-MSHRM students. This was partially due to one MSHRM student taking a make-up exam that was markedly different from the exam administered to other students. The make-up exam did not contain items that could be used for assessment purposes. Therefore, that student's assessment score for Learning Outcome #4 is comprised of only two data points instead of three. Nevertheless, this did not affect the percentage of students meeting or exceeding the standards of performance. This situation may also

indicate a less rigorous selection process for students admitted into the MSHRM program than other McCoy graduate programs. This possibility will also be explored.

Outcome 5

Category: Student Learning Outcome

Students will demonstrate knowledge of recruitment and selection programs and policies and how such programs and policies affect other functional areas of human resource management.

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 5 - Method 1

In MGT 5337 in Fall 2016, student learning on issues related to recruitment and selection will be measured with three sets of ten multiple-choice questions on three major exams.

Outcome 5 - Method 1 - Result

1. Summary statistics for MGT 5337 on outcome #5 for 2016-2017

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	7	58.33	8	66.67	15	62.5
Meets	3	25.00	3	25.00	6	25.00
Failed to meet	2	16.67	1	8.33	3	12.50
Total	12	100.00	12	100.00	24	100.00

Percentage of MSHRM students who met or exceeded expectations: 83.33%

Percentage of non-MSHRM students who met or exceeded expectations: 91.67%

Percentage of TOTAL students who met or exceeded expectations: 87.50 %

In MGT 5337 for the Fall of 2016, 87.50% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #5 for this semester. Both MSHRM and non-MSHRM students performed satisfactorily in demonstrating knowledge of general concepts relating to the recruitment and selection function in organizations. Students demonstrated understanding of staffing components including job analysis, recruitment, and selection techniques to optimize employee hiring. Students exhibited knowledge of job analysis, including specific job analysis techniques, the outputs of the process (job description and job specification), and the importance of using job analysis in order to design high-quality and legally defensible selection programs. Students demonstrated understanding of the recruitment process (both internal and external), methods of recruitment, sources of recruits, and strategies for improving recruitment. This included knowledge of the role of organizational branding in attracting quality job candidates, recruiting active and passive job candidates, and the use of realistic job previews to lessen the issue of job candidate self-selection out of the hiring process. Students performed satisfactorily on exam items that reflected their understanding of determining reliability and validity of selection tools. This included understanding of the components of employee job performance, and the role of job performance in validating selection techniques. The course instructor was concerned that the level of student understanding of validation techniques (i.e., content validation, criterion-related validation) was not as thorough as she desired. Students demonstrated understanding of basic test theory, including the interpretation of test scores (true score and error, as well as variance). Specific selection techniques that students demonstrated knowledge of included applications, resumes and cover letters, interviews, ability tests (including cognitive, mechanical, and psychomotor), personality tests, honesty/integrity tests, job simulations, trainability tests, background and reference checks, and drug testing. Students demonstrated knowledge of the methods used to judge the quality of these selection techniques, including their reliability, validity, legality, acceptability, and generalizability, when considering the use of existing selection tests offered by third-party vendors. Although students performed very well on exam items relating to judging the quality of selection tools, the course instructor felt that the students struggled in understanding where to find relevant information used to do so. Students also demonstrated knowledge of methods used to combine the scores on components of a selection system to improve hiring decisions. This course was not taught in Spring 2017.

In MGT 5337 for the academic year of 2016-2017, 87.50% of students met or exceeded the standards for this learning outcome, thus ACHIEVING the performance expectations goal for learning outcome #5 for the overall year. Given the success of the current assessment program in this course, only minor changes will be introduced next academic year. The assessment items used seem to be performing as they should, however non-MSHRM students tended to slightly outperform MSHRM students. This may be due to greater actual hands-on experiences as participants in recruitment and selection by the non-MSHRM students who tend to be a bit older than the MSHRM students. It is possible that having fewer real world experiences amongst the MSHRM students will need to be reinforced with better real world examples and less esoteric idealized course coverage. All in all, the assessment process for outcome #5 went exceptionally well and no changes to the items used for assessment will be undertaken.

Outcome 5 - Method 2

In MGT 5330 in Spring 2017, student learning on issues related recruitment and selection programs and policies will be measured with one twenty-five-item online multiple-choice quiz and ten multiple-choice questions embedded on the first major exam.

Outcome 5 - Method 2 - Result

2. Summary statistics for MGT 5330 on outcome #5 for 2016-2017

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	3	75.00	4	44.44	7	53.85
Meets	1	25.00	3	33.33	4	30.77
Failed to meet	0	0.00	2	22.22	2	15.38
Total	4	100.00	9	100.00	13	100.00

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

Percentage of non-MSHRM students who met or exceeded expectations: 77.78%

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

This outcome was not assessed in MGT 5330 in Fall 2016. In Spring 2017, a chapter quiz and exam items were used to assess learning outcome 5. MSHRM students performed satisfactorily on the assessments for learning outcome 1, with 100% either exceeding or meeting expectations. Non-MSHRM students performed a bit less than satisfactorily on the assessments for learning outcome 1, with 77.78% either exceeding or meeting expectations. However, overall the students met the expectations for this learning outcome. Students took one 10-item online quiz over chapter 5 (recruitment and selection). In Fall 2016, chapter quizzes for all covered chapters of MGT 5330 were comprised of 25 questions. However, feedback from the students in Fall 2016 suggested that many of the quiz items were overly detailed and asked for information on relatively inconsequential information, rather than quizzing over major concepts within a chapter. Therefore, the number of items on the online quizzes for spring 2017 was reduced to 10 questions that were determined by the instructor to be most relevant to each topic. Students were given a window of Friday evening at 6 pm to Monday evening at 6 pm to take the quiz on the Pearson MyManagementLab system before the Monday 6:30 pm class start time. In general, students performed well on the quiz. This is likely a function of having a 15-minute window in which to take a 10-item quiz – this was more than sufficient time to complete the quiz, and perhaps to refer to the text on any unsure items. (This was permitted – the course instructor's objective was to get the students to read and be familiar with each chapter.) Ten items were identified on exam 2 to further assess learning objective 5. These were multiple-choice items covering basic concepts and processes related to employee recruitment and selection. Students demonstrated sufficient knowledge of concepts associated the role of job analysis in employee staffing, recruitment methods and sourcing of job candidates, job relatedness of selection tools including the role of reliability and validity, employee testing including the use of cognitive ability, personality and honesty/integrity tests, employment interviews, avoidance of negligent hiring through the use of background checks, and methods of combining selection tools into selection plans. In general, the course instructor was pleased with the performance of students on assessment items for learning outcome 5.

In MGT 5330 for the Spring of 2017, 84.62% of students met or exceeded the standards for this learning outcome, thus ACHIEVING the performance expectations goal for learning outcome #5 for the year. Students performed satisfactorily on assessment items for learning outcome 5. They scored well on both the online chapter quiz and on the exam items. However, assessment results could be inflated because of the online quiz, because students were allowed to reference their texts during quizzes. The instructor will change from online chapter quizzes to in-person quizzes at the beginning of class time in fall 2017. It is expected that students will read the chapters more carefully in order to better comprehend the material and to prepare for in-class quizzes each class session.

Outcome 6

Category: Student Learning Outcome

Students will demonstrate knowledge of international human resource management programs and policies and how such programs and policies affect other functional areas of human resource management.

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 6 - Method 1

In MGT 5330 in Fall 2016, student learning on issues related to international HRM will be measured with one 25-item online multiple-choice quiz and ten multiple-choice questions embedded on the third major exam.

Outcome 6 - Method 1 - Result

1. Summary statistics for MGT 5330 on outcome #6 for 2016-2017

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	5	71.43	9	60.00	14	63.64
Meets	2	28.57	4	26.67	6	27.27
Failed to meet	0	0.00	2	13.33	2	9.09
Total	7	100.00	15	100.00	22	100.00

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

Percentage of non-MSHRM students who met or exceeded expectations: 86.67%

Percentage of TOTAL students who met or exceeded expectations: 90.91%

In MGT 5330 for the Fall of 2016, 90.91% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #6 for this semester. A chapter quiz and exam items were used to assess learning outcome 6. Both MSHRM and non-MSHRM students performed satisfactorily on the assessments for learning outcome 6. Students took one 25-item online quiz over chapter 17 (international human resource management). They were given a window of Sunday evening at 6 pm to Wednesday evening at 6 pm to take the quiz on the Pearson MyManagementLab system before the Wednesday 6:30 pm class start time. In general, students performed well on the quiz. This is likely a function of having a 30-minute window in which to take a 25-item quiz – this was more than sufficient time to complete the quiz, and perhaps to refer to the text on any unsure items. (This was permitted – the course instructor’s objective was to get the students to read and be familiar with each chapter.) However, feedback from the students suggested that many of the quiz items were overly detailed and asked for information on relatively inconsequential information, rather than quizzing over major concepts within a chapter. Ten items were identified on exam 3 to further assess learning objective 6. These were multiple-choice items covering basic concepts and processes related to international HRM. Students demonstrated sufficient knowledge of concepts associated with international HRM, including expatriate/repatriate issues, levels of organizational internationalization (from entirely domestic to transnational), cross-cultural training issues, the role of ethics in international HRM, and Hofstede’s cultural dimensions. In general, the course instructor was pleased with the performance of students on assessment items for learning outcome 6. This outcome was not assessed in MGT 5330 in Spring 2017.

In MGT 5330 for the academic year of 2016-2017, 90.91% of students met or exceeded the standards for this learning outcome, thus ACHIEVING the performance expectations goal for learning outcome #6 for the overall year. Next time this course assesses this outcome, instead of using online quizzes, all quizzes will be administered face-to-face during class time. However, stand-alone quizzes and embedded test items will still be used. The results for MSHRM and non-MSHRM students were amazingly similar with similar score variance, similar variance on each instrument, and similar overall results across the two groups. However, no MSHRM student failed to meet the performance expectations while two individual non-MSHRM students missed the mark. Given the importance of this course to the curriculum for MSHRM students this is not surprising. No changes to the course content will be undertaken.

Outcome 6 - Method 2

In MGT 5339 in Spring 2017, awareness and comprehension of international human resource management programs and policies and how such programs and policies affect other functional areas of human resource management will be assessed via analysis of one or more essay questions embedded into the mid-term exam. The mid-term exam is worth 25 percent of students’ final grades. Students will have to (individually) demonstrate understanding of 1) international human resource management programs and policies and 2) how such programs and policies affect other functional areas of human resource management. The following rubric will be used to assess the outcome:

Exceeds expectations: Responses are written in a thorough and insightful manner based on assigned readings, lectures, and other course-related content and resources. Assumptions and underlying logic are developed in a manner that clearly demonstrates awareness and comprehension of international human resource management programs and policies and how such programs and policies affect other functional areas of human resource management.

Meets expectations: Responses are written in a somewhat thorough and insightful manner based on assigned readings, lectures, and other course-related content and resources. Assumptions and underlying logic are partially clear, but evidence of awareness and comprehension of international human resource management programs and policies and how such programs and policies affect other functional areas of human resource management is observable.

Fails to meet expectations: Responses are not written in a thorough and insightful manner and based partly on assigned readings, lectures, and other course-related content and resources. The essay is written in a superficial manner and lacks obvious/significant awareness and comprehension of international human resource management programs and policies and how such programs and policies affect other functional areas of human resource management.

Outcome 6 - Method 2 - Result

2. Summary statistics for MGT 5339 on outcome #6 for 2016-2017

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	9	90%	10	53%	19	65%
Meets	1	10%	7	37%	8	28%
Failed to meet	0	0	2	10%	2	7%
Total	10	100.00	19	100.00	29	100.00

Percentage of MSHRM students who met or exceeded expectations: 100.0%

Percentage of non-MSHRM students who met or exceeded expectations: 90.0%

Percentage of TOTAL students who met or exceeded expectations: 93.0%

MGT 5339 was not taught in Fall 2016. In MGT 5339 for the Spring of 2017, 93.0% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #6 for this semester. It is a pleasure to report that ninety percent of MSHRM students exceeded expectations on Outcome #6. One MSHRM student out of ten met expectations. These results are very positive. Regarding non-MSHRM students, more than half of the students matched this high level of performance by exceeding and another 37% meeting expectations on Outcome #6. Only 2 non-MSHRM students failed to meet expectations.

In MGT 5339 for the academic year of 2016-2017, 93.0% of students met or exceeded the standards for this learning outcome, thus ACHIEVING the performance expectations goal for learning outcome #2 for the overall year. The course was very well received with 93.0% of MSHRM and non-MSHRM students meeting or exceeding expectations. This successful outcome can be attributed to student talent and motivation, and the fact that the course was modified this semester to be more thorough regarding IHRM topic coverage. The design of the course will be kept essentially the same for the short-term, making additional refinements and updates on an as-needed basis.

Outcome 7

Category: Support Service Outcome

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

Outcome 7 - 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 at or above the university average for this level of program.

Outcome 7 - Method 1 - Result

The number of entering students enrolled in the academic program who returned the second year provided the data to assess retention. In this program, all of the entering students in fall of 2015 returned for their second year in fall of 2016 for a one year retention rate of 100.0%, above the university average of **77.8%** and exceeding the expected target. The 2016-2017 retention rate was greater than the 50% retention rate in 2015-2016 showing marked improvement.

Outcome 7 - 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 be at or above the university rate of graduation for this level of program.

Outcome 7 - Method 2 - Result

Given that this program has not been in existence for six years, Institutional Research does not currently have graduation data available.

Outcome 8

Category: Support Service Outcome

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

Outcome 8 - 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 8 - Method 1 - Result

The number of male versus female students enrolled in the academic program during the 2016 fall semester provided the gender data. In this program, 10 of the 13 students or 76.92% were female while 3 of the students or 23.08% were male providing an imbalanced gender distribution and not meeting the expected target. The percentages of female and male students in 2015-2016 were 88.88% and 11.12% respectively; thus, the male-female ratio has become less imbalanced in 2016-2017.

Outcome 8 - 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. Student racial and ethnic diversity will be expected to mirror percentages in the population of the state of Texas.

Outcome 8 - Method 2 - Result

The number students of various ethnic backgrounds enrolled in the academic program during the 2016-2017 fall semester provided the data to assess ethnic and racial diversity. In this program, 0 of the 13 students (compared to 11.1% in 2015-2016) were African-American; 5 of the 13 students or 38.46% (compared to 11.1% in 2015-2016) were Hispanic; 6 of the 13 students or 46.15% (compared to 66.7% in 2015-2016) were White, non-Hispanic; 1 of the 13 students or 7.7% (compared to 11.1% in 2015-2016) were of other minority or unknown backgrounds; 1 of the 13 students or 7.7% (compared to 0.0% in 2015-2016) were of non-resident International students.

During 2016-2017, other Emerging Research Universities in the state of Texas had populations consisting of 9.9% African American, 31.4% Hispanic, 35.7% White, non-Hispanic, 13.3% other minority or unknown background, and 9.7% non-resident International students. Thus, the data for this program indicate students represent a racial and ethnic diversity distribution not quite as diverse as that of other Texas Emerging Research Universities, also indicating that the program has not meeting the expected target. Compared to 2015-2016, the student population in 2016-2017 appears to represent a more diverse background.

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)