

## General Information

<b>Academic Year:</b>	2017-2018
<b>College:</b>	Business
<b>Department:</b>	Management
<b>Program:</b>	Human Resource Management (MS)
<b>Program Code:</b>	52.10
<b>Outcome Type:</b>	Student Learning (GR)
<b>Degree:</b>	Masters
<b>Coordinator/Contact:</b>	Dr. Kay Nicols
<b>Status:</b>	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

For the first time, a permanent course rotation schedule was finalized for offering the core courses on both campuses. This allowed the faculty to pre-plan an assessment of the program learning outcomes on something other than an ad hoc premise. The finalized course rotation will allow for a regular assessment of learning outcomes in the same classes year after year. Additionally, the learning outcomes were rewritten making their assignment to specific courses easier to implement. Overall, the goal of 80-80-80 (i.e. 80% of students will score 80% or better on 80% or more of the assessments) was achieved which is quite remarkable given that this is the first time to assess these new outcomes.

## Action Plan

Because the course rotation and the assignment of learning outcomes to the core courses are both finalized, the plan for next year is to make some pedagogical changes, some changes to the order and focus of certain topics, and to allow the MSHRM faculty to further focus on more specific learning outcomes. Among the pedagogical changes is less of a reliance on student led material presentation as in some courses where students were assigned topics and required to lead the entire class meeting on that topic. Changes to the order and focus of topics includes having three tests instead of two in some courses which will allow for a broader assessment of student knowledge and a more fine-grained coverage of the material. The further focus by faculty on specific learning outcomes will be undertaken by having each of the five required courses assess only two of five program learning outcomes. Currently each course assesses three of five outcomes. This requires some courses to cover material not exactly critical to that course. The faculty believe that assessment should be done on topics already covered in a course and should not be done on a topic because it must be assessed in that course. Thus, assessment should flow naturally from pedagogy. However, some overlap between the core courses is desirable, but requiring each course to assess 60% of the learning outcomes in the program is a bit too much. Faculty will communicate with each other about course coverage to make sure that some redundancies are intact while at the same time more specific material can be covered in the appropriate course.

## 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 outcome 1 will be assessed in the form of a comprehensive essay question that assesses students' knowledge of how national and organizational cultures exert 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 IN MGT 5339 FOR 2017-2018

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	2	40.00	2	50.00	4	40.00
Meets	4	60.00	2	50.00	6	60.00
Failed to meet	0	0	0	0	0	0
Total	6	100.00	4	100.00	10	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 for the academic year of 2017-2018, 100.00% of all students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #1 for the overall year. This successful outcome can be attributed to student talent and motivation, and the fact that the course was modified (again) this semester to be more thorough regarding the 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 1 - Method 2

2A. In MGT 5330, students' learning on issues related to "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" is measured with two different ten-item online multiple-choice quizzes, ten multiple-choice questions on the first major exam and ten multiple-choice questions on the third major exam. The first quiz (chapter 6) covers content relating to managing employee separations, involuntary and voluntary turnover, managing early retirements and layoffs, and outplacement. The second quiz (chapter 14) covers content relating to employee rights and discipline issues including basic legal rights of employees, employment contracts, behaviors leading to discipline, employment at will, drug testing, electronic monitoring, whistleblowing, and progressive discipline programs. The ten questions on exam 1 cover content related to organizational strategy and the strategic design of appropriate human resource practices to help achieve strategic goals. The ten questions on exam 3 cover employee rights and discipline issues (as described above), as well as the employer's strategic and ethical responsibility to provide a safe workplace. This includes employee safety and health issues relating to the Occupational Safety and Health Act, as well as the Occupational Safety and Health Administration and its responsibilities, prioritization of inspections, levels of citations and fines, and the role of the National Institute of Occupational Safety and Health in conducting research on workplace health issues. Other content relates to the Americans with Disabilities Act, safety initiatives, employee wellness programs, and employee assistance programs.

2B. In MGT 5338, 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 randomly embedded items from each of three 50-item major exams providing a total of thirty evaluative items. Scores calculated via this method will be computed as percentage correct.

### Outcome 1 - Method 2 - Result

#### 2A. SUMMARY STATISTICS FOR OUTCOME #1 IN MGT 5330 FOR 2017-2018

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	5	83.33	14	87.50	19	86.36
Meets	1	16.67	2	12.50	3	13.64
Failed to meet	0	0.00	0	0.00	0	0.00
Total	6	100.00	16	100.00	22	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 5330 for the academic year of 2017-2018, 100.00% of all students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #1 for the overall year. Chapter quizzes and exam items were used to assess learning outcome 1. MSHRM students performed satisfactorily on the assessments for learning outcome 1, with 100% either exceeding or meeting expectations. Non-MSHRM students also 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. In general, the course instructor was pleased with the level of knowledge and understanding demonstrated by the students. Overall, the instructor is very pleased with students' performance on assessment associated with outcome #1. With 100% of the students in MGT 5330 meeting or exceeding expectations on learning outcome 1, it is evident that students learned the material well. Students demonstrated understanding of strategic human resource management topics including corporate and business level strategies, organizational life cycle, and emergent strategies and their relationship to HRM, the use of reactive versus proactive HR strategies, organizational structures and their relation to HR policies and practices; employee relations topics including voluntary and involuntary turnover, discipline and dismissal, the effective use of employee handbooks, employee assistance programs, employee wellness programs, wrongful discharge, employment at will and limitations to it, use of probationary periods, and use of contingent employees; and health and safety issues including the Occupational Safety and Health Administration, its requirements, inspections, citation and penalties, the general duty clause, hazard communication standard, and the role of NIOSH (National Institute of Occupational Safety and Health) in researching health

and safety issues in the workplace. Next year's action plan is to continue use of chapter quizzes and exam items to assess learning of topics within this learning outcome. Quizzes should be transitioned to face-to-face, in-class administration to further ensure advance preparation by students before class time. Exam items will be reviewed and changed as needed.

**2B. SUMMARY STATISTICS FOR OUTCOME #1 IN MGT 5338 FOR 2017-2018**

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	10	83.33	1	50.00	11	78.57
Meets	2	16.67	1	50.00	3	21.43
Failed to meet	0	0.00	0	0.00	0	0.00
Total	12	100.00	2	100.00	14	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 academic year of 2017-2018**, 100.00% of all students met or exceeded the standards for this learning outcome, thus **achieving the performance expectations goal** for learning outcome #1 for the overall year. 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. All course objectives and performance expectations were met in Fall 2017. There are no plans to change the course methodology for next year. However, the large number of students who exceeded performance expectation in Fall 2017 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**

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, students' learning on issues related to developing, implementing, and evaluating workforce planning and selection programs that contribute to organizational effectiveness is measured with two different ten-item online multiple-choice quizzes and twenty multiple-choice questions on the first major exam. The first quiz (chapter 2) will cover content associated with the role of work flow analysis, job analysis and job design, and use of flexible employment initiatives in employee staffing. The second quiz (chapter 5) will cover content associated with human resource planning and forecasting, 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, applications and references, as well as avoidance of negligent hiring through the use of background checks, and methods of combining selection tools into selection plans. The 20 exam questions on exam 1 will cover the above content as well as issues related to the legal environment of staffing including equal employment opportunity and affirmative action.

**Outcome 2 - Method 1 - Result**

**1. SUMMARY STATISTICS FOR OUTCOME #2 IN MGT 5330 FOR 2017-2018**

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	4	66.67	12	75.00	16	72.73
Meets	2	33.33	3	18.75	5	22.73
Failed to meet	0	0	1	6.25	1	4.55
Total	6	100.00	16	100.00	22	100.00

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

Percentage of non-MSHRM students who met or exceeded expectations: 93.75%

Percentage of TOTAL students who met or exceeded expectations: 95.45 %

**In MGT 5330 for the academic year of 2017-2018**, 95.45% of all students met or exceeded the standards for this learning outcome, thus **achieving the performance expectations goal** for learning outcome #2 for the overall 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% either exceeding or meeting expectations. Non-MSHRM students also performed satisfactorily on the assessments for learning outcome 1, with 93.75% either exceeding or meeting expectations. Overall, the students met the expectations for this learning outcome. With 95.45% of the students in MGT 5330 meeting or exceeding expectations on learning outcome 2, it is evident that students learned the material well. It is satisfying to note that 100% of MSHRM students met or exceeded expectations on this learning outcome. Students demonstrated understanding of human resource

planning issues including forecasting, reconciling of supply versus demand of employees, job descriptions and specifications, and flexible work scheduling; recruitment issues including sources of recruits, internal versus external recruitment, and methods of recruitment; and selection topics including reliability and validity of selection tests, types of selection tests including cognitive ability tests, honesty/integrity tests, personality tests, drug tests, interviews, and background checks; the role of affirmative action in staffing, and legal issues associated with organizational staffing including job relatedness application of equal employment opportunity laws such as Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, USERRA, the Age Discrimination in Employment Act, and major court cases. Next year's action plan is to continue use of chapter quizzes and exam items to assess learning of topics within this learning outcome. Quizzes should be transitioned to face-to-face, in-class administration to further ensure advance preparation by students before class time. Exam items will be reviewed and changed as needed.

### Outcome 2 - Method 2

2A. In MGT 5336 the evaluation of student learning on knowledge of workforce planning and selection programs is measured with ten items randomly embedded in each of three 45-item major exams providing a total of thirty evaluative items. Performance on Outcome 2 will be calculated as a percentage correct of the 30 items.

2B. In MGT 5337 two 10-item weekly quizzes using a multiple choice format and ten items randomly embedded in the first major exam using a multiple choice format will be objectively scored to measure student performance on Learning Outcome #2. Scores will be calculated as a percentage correct of the 30 items.

### Outcome 2 - Method 2 - Result

#### 2A. SUMMARY STATISTICS FOR OUTCOME #2 IN MGT 5336 FOR 2017-2018

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	5	50.00	2	40.00	7	46.67
Meets	4	40.00	2	40.00	6	40.00
Failed to meet	1	10.00	1	20.00	2	13.33
Total	10	100.00	5	100.00	15	100.00

Percentage of MSHRM students who met or exceeded expectations: 90.00%

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

Percentage of TOTAL students who met or exceeded expectations: 86.67%

In MGT 5336 for the academic year of 2017-2018, 86.67% of all students met or exceeded the standards for this learning outcome, thus **achieving the performance expectations goal** for learning outcome #2 for the overall year. 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. 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.

#### 2B. SUMMARY STATISTICS FOR OUTCOME #2 FOR SPRING 2018

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	1	16.67	1	8.33	2	11.11
Meets	1	16.67	3	25.00	4	22.22
Failed to meet	4	66.66	8	66.67	12	66.67
Total	6	100.00	12	100.00	18	100.00

Percentage of MSHRM students who met or exceeded expectations: 33.33%

Percentage of non-MSHRM students who met or exceeded expectations: 33.33 %

Percentage of TOTAL students who met or exceeded expectations: 33.33 %

In MGT 5337 for the academic year of 2017-2018, only 33.33% of all students met or exceeded the standards for this learning outcome, thus **failing to achieve the performance expectations goal** for learning outcome #2 for the overall year. Students performed very poorly on this learning outcome. The fact that the chapters on particularly difficult topics were used to assess this learning outcome may have contributed to the poor performance of students. Performance on learning outcome #2 will be assessed using the chapters and lectures on reliability and validity again next year. However, this year only two major exams were used in the class. The difficult material on reliability and validity were embedded on an exam that covered eight chapters on topics as diverse as legal issues, job analysis, and statistics. Next year the course will use three exams with the second exam covering only three chapters on measurement, reliability, and validity. This reduced content will likely make the material much more manageable to students. Additionally, there will not be an in-class case on these issues. Instead, additional discussion and examples will be provided on these complex topics. That is, there will be video lectures viewed at home and face-to-face lectures conducted in class. Lastly, the quizzes on reliability and validity must count toward student grades and can not be dropped from students' grades (they are allowed to drop two quizzes overall). This additional time spent in class and the additional emphasis on the importance of these topics will reinforce the importance of the topics and likely engender increased student motivation to perform well.

### 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 student performance on Outcome 3 as a function of the 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 that assesses students' knowledge of how global organizations train, develop, and assess the performance of their international assignees. 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 IN MGT 5339 FOR 2017-2018**

	MSHRM students		non-MSHRM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	2	33.33	3	75.00	5	50.00
Meets	4	66.67	1	25.00	5	50.00
Failed to meet	0	0	0	0	0	0
Total	6	100.00	4	100.00	10	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 for the academic year of 2017-2018**, 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 overall year. The course was 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 (again) 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 - Method 2**

2A. In MGT 5337, student learning 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 third major exam will be objectively scored. Scores will be calculated as a percentage correct of the 15 items.

2B. In MGT 5338 the evaluation of student learning on issues related to understanding of compensation and benefits programs and policies is measured with ten items randomly embedded in each of three 50-item major exams providing a total of thirty evaluative items. Scores will be calculated as a percentage correct of the 30 items.

**Outcome 3 - Method 2 - Result**

**2A. SUMMARY STATISTICS FOR OUTCOME #3 IN MGT 5337 FOR 2017-2018**

	MSHRM students		non-MSHRM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	5	83.33	4	33.33	9	50.00
Meets	1	16.67	8	66.67	9	50.00
Failed to meet	0	0.00	0	0.00	0	0.00
Total	6	100.00	12	100.00	18	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 for the academic year of 2017-2018**, 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 overall year. Students performed exemplarily on this learning outcome on performance management with all meeting or exceeding the standards. The fact that every student met or exceeded the standards of

performance indicates that some additional rigor in this area of the material might be in order. In an effort at continuous improvement, at least three new test items will be added and the existing seven items will be rewritten to require higher levels of thinking/learning. Although it might appear admirable that all students met the standards, this might have occurred simply because the material was too easy. The influx of additional rigor will be evaluated in next year's report.

**2B. SUMMARY STATISTICS FOR OUTCOME #3 IN MGT 5338 FOR 2017-2018**

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	11	91.67	2	100.00	13	92.86
Meets	0	0.00	0	0.00	0	0.00
Failed to meet	1	8.33	0	0.00	1	7.14
Total	12	100.00	2	100.00	14	100.00

Percentage of MSHRM students who met or exceeded expectations: 91.67%  
 Percentage of non-MSHRM students who met or exceeded expectations: 100.00 %  
 Percentage of TOTAL students who met or exceeded expectations: 92.86%

In MGT 5338 for the academic year of 2017-2018, 92.86% of all students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for the overall year. 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. All course objectives and performance expectations were met in Fall 2017. There are no plans to change the course methodology for next year. However, the large number of students who exceeded performance expectation in Fall 2017 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 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 student performance on Outcome 4 as a function of the 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 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 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 IN MGT 5339 FOR 2017-2018**

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	5	83.33	2	50.00	7	70.00
Meets	1	16.67	2	50.00	3	30.00
Failed to meet	0	0	0	0	0	0
Total	6	100.00	4	100.00	10	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 for the academic year of 2017-2018, 100.00% of all students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #4 for the overall year. The course was 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 (again) 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 4 - Method 2

2A. In MGT 5330 students' learning on issues related to developing, implementing, and evaluating compensation and benefits practices and programs that drive competitive advantage is measured with two different ten-item online multiple-choice quizzes, ten multiple-choice questions randomly embedded on the second major exam, and ten multiple-choice questions randomly embedded on the third major exam. The first chapter quiz and the ten items on exam two will cover aspects of compensation, including components of a compensation plan, the job evaluation process, legal aspects of compensation including the Equal Pay Act of 1963 and the Fair Labor Standards Act of 1938, issues regarding pay secrecy in the workplace, pay equity, and performance-based pay. The second chapter quiz and the ten items on exam three will cover aspects of employee benefits, including mandatory or legally required benefits such as social security, unemployment, workers compensation and family medical leave; voluntary benefits including health insurance, other types of insurance, retirement, paid time off (vacation, sick leave, PTO); and benefits administration issues including flexible benefits plans and benefits communication.

2B. In MGT 5336 the evaluation of student learning on knowledge of employee and labor relations practices and programs is measured with ten items randomly embedded in each of three major exams providing a total of thirty evaluative items. Scores will be calculated as a percentage correct of the 30 items.

#### Outcome 4 - Method 2 - Result

##### 2A. SUMMARY STATISTICS FOR OUTCOME #4 IN MGT 5330 FOR 2017-2018

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	2	33.33	9	56.25	11	50.00
Meets	2	33.33	5	31.25	7	31.82
Failed to meet	2	33.33	2	12.50	4	18.18
Total	6	100.00	16	100.00	22	100.00

Percentage of MSHRM students who met or exceeded expectations: 66.67%

Percentage of non-MSHRM students who met or exceeded expectations: 87.50%

Percentage of TOTAL students who met or exceeded expectations: 81.82%

In **MGT 5330 for the academic year of 2017-2018**, 81.82% of all students met or exceeded the standards for this learning outcome, thus **achieving the performance expectations goal** for learning outcome #4 for the overall year. Chapter quizzes and exam items were used to assess learning outcome 4. MSHRM students did not perform satisfactorily on the assessments for learning outcome 4, with 66.67% either exceeding or meeting expectations. Non-MSHRM students performed satisfactorily on the assessments for learning outcome 4, with 87.50% either exceeding or meeting expectations. Overall, the students met the expectations for this learning outcome, at 81.82%. In general, the course instructor was pleased with the level of knowledge and understanding demonstrated by the non-MSHRM students but is somewhat concerned about the performance of MSHRM students on this learning outcome.

Overall, the instructor is relatively pleased with students' performance on assessment associated with outcome #4. With 81.82% of the students in MGT 5330 meeting or exceeding expectations on learning outcome 4, it is evident that students learned the material. Students demonstrated understanding of compensation topics including job evaluation, the role of equity in compensation, components of compensation plans, pay secrecy, performance-based pay at the individual, group and organizational levels, and laws pertaining to compensation including the Equal Pay Act of 1963, and the Fair Labor Standards Act of 1938 including the concepts of exempt versus non-exempt employment, minimum wage, and overtime; and benefits topics including legally required benefits (social security, unemployment, workers compensation, FMLA leave, Affordable Care Act), voluntary benefits including medical insurance, retirement programs, and flexible benefits programs. By examining the performance of MSHRM students on the individual assessment components, it appears that compensation topics, rather than benefits topics, were associated with lower scores on both the quiz and the 10 exam items. For next time, the instructor should improve delivery and explanation of the information pertaining to compensation, especially job evaluation and the point factor method, in order to improve learning.

##### 2B. SUMMARY STATISTICS FOR OUTCOME #4 IN MGT 5336 FOR 2017-2018

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	5	50.00	2	40.00	7	46.67
Meets	3	30.00	2	40.00	5	33.33
Failed to meet	2	20.00	1	20.00	3	20.00
Total	10	100.00	5	100.00	15	100.00

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

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

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

In **MGT 5336 for the academic year of 2017-2018**, 80.00% of all students met or exceeded the standards for this learning outcome, thus **achieving the performance expectations goal** for learning outcome #4 for the overall year. 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. 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.

### Outcome 5

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.

### Outcome 5 - Method 1

1. In MGT 5336 the evaluation of student learning on Outcome 5 as a function of knowledge of employee and labor relations practices and programs is measured with ten items randomly embedded in each of three major exams providing a total of 30 evaluative items. Scores will be calculated as percentage correct of the 30 items.

### Outcome 5 - Method 1 - Result

#### 1. SUMMARY STATISTICS FOR OUTCOME #5 IN MGT 5336 FOR 2017-2018

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	3	30.00	1	20.00	4	26.67
Meets	5	50.00	2	40.00	7	46.67
Failed to meet	2	20.00	2	40.00	4	26.66
Total	10	100.00	5	100.00	15	100.00

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

Percentage of non-MSHRM students who met or exceeded expectations: 60.00 %

Percentage of TOTAL students who met or exceeded expectations: 73.34 %

**In MGT 5336 for the academic year of 2017-2018**, 73.34% 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 overall year. 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. Non-MSHRM students appeared to struggle more than their MSHRM counterparts on this learning objective. This was likely due to the introduction of labor relations content, some of which would be a review of material covered in other MSHRM courses. 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. Additional emphasis will be placed on labor relations practices and programs next year to ensure a greater understanding of this area among all students, but particularly the non-MSHRM students.

### Outcome 5 - Method 2

2A. In MGT 5337 the study of legal issues in employee selection and staffing will be used to assess this outcome. 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.

2B. In MGT 5338 the evaluation of student learning on issues related to understanding employee and labor relations practices and programs is measured with ten items randomly embedded in each of three major exams providing a total of 30 evaluative items. Scores will be calculated as percentage correct of the 30 items.

### Outcome 5 - Method 2 - Result

#### 2A. SUMMARY STATISTICS FOR OUTCOME #5 IN MGT 5337 FOR 2017-2018

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	6	100.00	5	41.67	11	
Meets	0	0.00	7	58.33	7	
Failed to meet	0	0.00	0	0.00	0	
Total	6	100.00	12	100.00	18	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 for the academic year of 2017-2018, 100.00% of all students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #5 for the overall year. Students performed exemplarily on this learning outcome on performance management with all meeting or exceeding the standards. The fact that every student met or exceeded the standards of performance indicates that some additional rigor in this area of the material might be in order. In an effort at continuous improvement, three test items will be discarded and the remaining ten items will be rewritten to require higher levels of thinking/learning. Although it might appear admirable that all students met the standards, this might have occurred simply because the material was too easy. The influx of additional rigor will be evaluated in next year's report.

**2B. SUMMARY STATISTICS FOR OUTCOME #5 IN MGT 5338 FOR 2017-2018**

	MSHRM students		non-MSRHM students		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	8	66.67	1	50.00	9	64.29
Meets	3	25.00	1	50.00	4	28.57
Failed to meet	1	8.33	0	0.00	1	7.14
Total	12	100.00	2	100.00	14	100.00

Percentage of MSHRM students who met or exceeded expectations: 91.67%  
 Percentage of non-MSHRM students who met or exceeded expectations: 100.00%  
 Percentage of TOTAL students who met or exceeded expectations: 92.86 %

In MGT 5338 for the academic year of 2017-2018, 92.86% of all students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #5 for the overall year. 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. All course objectives and performance expectations were met in Fall 2017. There are no plans to change the course methodology for next year. However, the large number of students who exceeded performance expectation in Fall 2017 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 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 at or above the university average for this level of program.

**Outcome 6 - Method 1 - Result**

In this program, all but one of the 7 entering students in fall of 2016 returned for their second year in fall of 2017 for a one year retention rate of 86.0%, above the university average of 79% and exceeding the expected target. The 2017-2018 retention rate of 86% was slightly less than the 100% retention rate for the program in 2016- 2017 showing a slight decrease.

**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 be at or above the university rate of graduation for this level of program.

**Outcome 6 - Method 2 - Result**

Given that this program has not been in existence for six years, Institutional Research does not currently have graduation data available. Next year will mark six years for this program and IR should provide data for us next year.

**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 2017 fall semester provided the gender data. In this program, 14 of the 17 students or 82.4% were female while 3 of the students or 17.6% were male providing an imbalanced gender distribution and not meeting the expected target. The percentages of female and male students in 2016-2017 were 76.9% and 23.1% respectively; thus, the male-female ratio has become slightly more imbalanced in 2017-2018.

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

**Outcome 7 - Method 2 - Result**

The number students of various ethnic backgrounds enrolled in the academic program during the 2017-2018 fall semester provided the data to assess ethnic and racial diversity. In this program, 0 of the 17 students (identical to the zero percent in 2016-2017) were African-American; 1 of the 17 students or 5.9% (compared to zero percent in 2016-2017) was Asian; 9 of the 17 students or 52.9% (compared to 38.5% in 2016-2017) were Hispanic; 5 of the 17 students or 29.4% (compared to 46.2% in 2016-2017) were White, non-Hispanic; 1 of the 17 students or 5.9% (compared to 7.7% in 2016-2017) were of other minority or unknown backgrounds; 1 of the 17 students or 5.9% (compared to 7.7% in 2016-2017) were of non-resident International students.

Compared to 2016-2017, the student population in 2017-2018 appears to represent more diverse backgrounds.

**Approval History**

**Approval History Event**

Outcomes Approved Level 1  
Outcomes Approved Level 2  
Outcomes Audit Report Submitted  
Results Approved Level 1  
Results Approved Level 2  
Results Audit Report Submitted

**Approver**

Paula Rechner (pr12)  
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