**MSHRM Curriculum and Assurance of Learning Processes**

**Curriculum**

Curriculum Review Process

The MSHRM curriculum is reviewed approximately every three years by the HR faculty to ensure that the required coursework is preparing students for successful careers in human resource management. Feedback is solicited from the McCoy HRM Advisory Board, comprised of eight to ten HR professionals who are asked to meet with McCoy HR faculty and student representatives to discuss the current state of human resource management in relation to our HR programs. The MSHRM curriculum is also externally reviewed by the Society for Human Resource Management (SHRM) every three to five years to ensure that it aligns with the SHRM Curriculum Guidelines. The SHRM Curriculum Guidelines integrate the HR Competency Model components most relevant to early-career HR professionals. SHRM reviews documentation submitted by the program advisor about the content of a program’s curriculum to assess whether various knowledge and competencies are taught within the curriculum. SHRM’s academic alignment program is supported by AACSB International. See this link for more information about academic alignment with SHRM: <https://shrm.org/certification/for-organizations/academic-alignment/Pages/SHRM-Human-Resource-Curriculum-Guidebook.aspx>.

Curriculum Requirements

The MSHRM program is a 30-hour program which consists of eight required courses and two elective courses (effective fall 2020). The required courses are:

BA 5351 Organizational Performance for Competitive Advantage

MGT 5330 Seminar in Human Resource Management

MGT 5336 Compensation and Benefits

MGT 5337 Organizational Staffing

MGT 5338 Human Resource Development

MGT 5339 International Human Resource Management

MGT 5314 Organizational Behavior and Theory

MGT 5390 Managerial Data Analysis

The five required HR courses (MGT 5330, 5336, 5337, 5338, 5339) represent the standard functional areas of HRM that are commonly included in HR curricula across universities. In addition, MSHRM students are required to take BA 5351 in order to gain a broader strategic perspective of organizations; MGT 5314 to broaden understanding of human behavior, leadership, and ethics in organizations; and MGT 5390 to improve students’ managerial data analysis skills.

Students also take six hours of advisor-approved elective courses. These courses are typically housed in the McCoy College of Business. However, students may also be allowed to take other graduate level courses outside the McCoy COB if course content is sufficiently related to the study of human resource management.

Curriculum learning experiences relevant to:

* Business theories and practices

Business theory and practice permeates throughout the curriculum, as the MSHRM degree is an applied professional degree. For example, some faculty attend monthly professional development events of Hill Country Human Resource Management Association, which is the local chapter of the Society for Human Resource Management. Such events provide faculty with HR-related information and best practices to bring back to the classroom. Faculty have participated in faculty externships with local businesses, and have brought back to the classroom their experiences and observations.

* Engagement with business practitioners

MSHRM students engage with business practitioners throughout the program. The program requires students to complete professional development units, which include activities such as workshops conducted by local business professionals, or attending professional development events hosted by Hill Country HRMA and Austin Human Resource Management Association. Two MSHRM faculty have served on the executive board of Hill Country HRMA which provides the opportunity to interact with HR practitioners in the local area. MSHRM students are encouraged to join the Texas State student chapter of SHRM, which hosts bi-weekly meetings with business practitioner guest speakers. Faculty often invite business practitioners as guest speakers to their MSHRM classes.

* Cultural norms

The MSHRM program includes MGT 5339 International Human Resource Management as a required course. The study of cultural norms is an important component of this course. For example, students in the course have worked in teams with students in a similar course from a university in Sweden to study cultural norms and cross-cultural issues. Students are asked to conduct field observations where they visit a local site and write up a report about observed cultural norms.

MSHRM students have the opportunity to participate in the Summer Study Abroad program to fulfill the requirements of the two electives in the curriculum. Study Abroad trips in past summers have been to Chile/Peru, and Estonia. Examples of courses taught in the Study Abroad program include Cross Cultural Management and International Business Ethics.

* Life-long learning

Every student in the MSHRM program is offered access to the SHRM-CP Learning System, which helps them prepare for the SHRM-CP exam. The Learning System is paid for out of differential tuition funds. The SHRM-CP certification encourages life-long learning by requiring certified HR professionals to complete 60 hours of continuing education every three years in order to recertify.

* Societal impact

At this time, the MSHRM program does not have any component explicitly related to societal impact.

Information technology

Students in the MSHRM program are expected to utilize the Microsoft Office suite (Word, Excel, Power Point). No HR-specific software programs are utilized in the classroom – such programs are proprietary, and program vendors typically do not allow free use of their products for educational purposes. Instead, MSHRM students are encouraged to utilize programs such as Word to produce professional reports, and Excel to build spreadsheets and analyze data.

**Assurance of Learning**

Process for review of learning goals

The learning goals of the MSHRM program are reviewed every three years as part of the overall curriculum review process. Learning goals are also reviewed in relation to the SHRM Competency Model to ensure that we are preparing our students to be highly qualified HR professionals. For example, a competency within the SHRM model is that of business acumen. In fall 2017, BA 5351 (Organizational Performance and Competitive Advantage) was added as a required course to the MSHRM curriculum to further develop students’ business acumen, and learning goals were rewritten to reflect a more strategic business view of organizational effectiveness and competitive advantage.

Learning goals

The MSHRM Program Learning Outcomes specifically state:

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.
2. Students will demonstrate knowledge of developing, implementing, and evaluating workforce planning and selection programs that contribute to organizational effectiveness.
3. Students will demonstrate knowledge of developing, implementing, and evaluating human resource training, development, and performance management practices and programs that build human capital.
4. Students will demonstrate knowledge of developing, implementing, and evaluating compensation and benefits practices and programs that drive competitive advantage.
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.

How often are learning goals reviewed

Learning goals are typically reviewed approximately every three years as part of the overall curriculum review process to ensure that they reflect the knowledge areas that students are expected to learn.

Process for assessment of learning goals

For 2019-20, the allocation of assessment duties for MSHRM learning goals was as follows:

(NOTE: these allocations will change in 2020-21 as the MSHRM course requirements and rotation have changed.)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Competency | Performance Target | How Assessed | Where Assessed | When Assessed | Results | Improvement Identify whether process (P) or Curriculum (C) (Date changes were made) |
| Direct Measures | | | | | | |
| 1 | \*See Below | \*\*See Below | MGT 5339  MGT 5330  MGT 5338 | Spring ‘20  Fall ‘19  Fall ’19 | Exceeded  Met  Met | \*\*\*See Below |
| 2 | \*See Below | \*\*See Below | MGT 5330  MGT 5336 | Fall’ 19  Spring ‘20 | Met  Met | \*\*\*See Below |
| 3 | \*See Below | \*\*See Below | MGT 5339  MGT 5338 | Spring ‘20  Fall ‘19 | Exceeded  Met | \*\*\*See Below |
| 4 | \*See Below | \*\*See Below | MGT 5339  MGT 5330  MGT 5336 | Spring ‘20  Fall ‘19  Fall ’19 | Exceeded  Failed to Meet  Met | \*\*\*See Below |
| 5 | \*See Below | \*\*See Below | MGT 5336  MGT 5330  MGT 5338 | Spring ‘20  Fall ‘19  Fall ’19 | Met  Failed to Meet  Met | \*\*\*See Below |
| Indirect Measures | | | | | | |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Indirect measures**

Currently the program does not use indirect measures as part of its assurance of learning or curricular review process. However, a special meeting of the HR program faculty will be held in the fall to discuss indirect measure options such as the use of the current graduate student alumni survey distributed by Institutional Research and the McCoy College Graduate Student Salary Survey.

**\*The standards of performance 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.

**\*\*How Learning Outcomes are Assessed**

Learning 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.

**In MGT 5339, International Human Resource Management, the assessment technique/rubric for outcome 1 is as follows.** 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 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. In MGT 5339, the data gathered from the assessment for outcome 1 comprises 5% of the overall course grade. That is, the weight of these assignments is 5% of the students' grade in the course.

**In MGT 5330, Seminar in Human Resource Management, the assessment technique/rubric for outcome 1 is as follows.** Students’ learning on Outcome 1 is measured with two ten-item in-class multiple-choice quizzes and ten multiple-choice questions embedded in a major exam. The quizzes and the embedded test items cover content relating to knowledge of developing, implementing, and evaluating human resource management practices and programs in a leadership role that contribute to the strategic and ethical goals of domestic and global organizations. In MGT 5330, the data gathered from the assessment for outcome 1 comprises 6.2% of the overall course grade. That is, the weight of these assignments is 6.2% of the students' grade in the course.

**In MGT 5338, the assessment technique/rubric for outcome 1 is as follows.** 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 five items from each of three major exams providing a total of fifteen evaluative items. Each exam consists of a total of fifty multiple choice items. In MGT 5338, the data gathered from the assessment for outcome 1 comprises 6.25% of the overall course grade. That is, the weight of these assignments is 6.25% of the students' grade in the course.

Learning Outcome 2:Students will demonstrate knowledge of developing, implementing, and evaluating workforce planning and selection programs that contribute to organizational effectiveness.

**In MGT 5330, Seminar in Human Resource Management, the assessment technique/rubric for outcome 2 is as follows.** Students’ learning on Outcome 2 is measured with two ten-item in-class multiple-choice quiz and ten multiple-choice questions embedded in a major exam. The quizzes and the embedded test items cover content relating to knowledge of developing, implementing, and evaluating workforce planning and selection programs that contribute to organizational effectiveness. In MGT 5330, the data gathered from the assessment for outcome 2 comprises 6.2% of the overall course grade. That is, the weight of these assignments is 6.2% of the students' grade in the course.

**In MGT 5336, Compensation and Benefits, the assessment technique/rubric for outcome 2 is as follows.** The evaluation of student learning on knowledge of workforce planning and selection programs is measured with five items from each of three major exams providing a total of fifteen evaluative items. Each exam consists of a total of forty-five multiple choice items. In MGT 5336, the data gathered from the assessment for outcome 2 comprises 5.80% of the overall course grade. That is, the weight of these assignments is 5.80% of the students' grade in the course.

Learning 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.

**In MGT 5339, International Human Resource Management, the assessment technique/rubric for outcome 3 is as follows.** Outcome 3 will be assessed in the form of a comprehensive essay question that assesses students’ knowledge of how global organizations train, develop, and assess the performance of their international assignees. The 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. In MGT 5339, the data gathered from the assessment for outcome 3 comprises 5% of the overall course grade. That is, the weight of these assignments is 5% of the students' grade in the course.

**In MGT 5338, Human Resource Development, the assessment technique/rubric for outcome 3 is as follows.** The evaluation of student learning on issues related to understanding of compensation and benefits programs and policies is measured with five items from each of three major exams providing a total of fifteen evaluative items. Each exam consists of a total of fifty multiple choice items. In MGT 5338, the data gathered from the assessment for outcome 3 comprises 6.25% of the overall course grade. That is, the weight of these assignments is 6.25% of the students' grade in the course.

Learning Outcome 4: Students will demonstrate knowledge of developing, implementing, and evaluating compensation and benefits practices and programs that drive competitive advantage.

**In MGT 5339, International Human Resource Management, the assessment technique/rubric for outcome 4 is as follows.** Outcome 4 will be assessed in the form of a comprehensive essay question that assesses students’ knowledge of how global organizations design their compensation systems to attract, motivate, and retain parent country, host country, and third country nationals. The 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. In MGT 5339, the data gathered from the assessment for outcome 4 comprises 5% of the overall course grade. That is, the weight of these assignments is 5% of the students' grade in the course.

**In MGT 5330, Seminar in Human Resource Management, the assessment technique/rubric for outcome 4 is as follows.** Outcome 4 is measured with two ten-item in-class multiple-choice quiz and ten multiple-choice questions embedded in a major exam. The quizzes and the embedded test items cover content relating to knowledge of developing, implementing, and evaluating compensation and benefits practices and programs that drive competitive advantage. In MGT 5330, the data gathered from the assessment for outcome 4 comprises 6.2% of the overall course grade. That is, the weight of these assignments is 6.2% of the students' grade in the course.

**In MGT 5336, Compensation and Benefits, the assessment technique/rubric for outcome 4 is as follows.** The evaluation of student learning on knowledge of human resource training, development, and performance management practices and programs that build human capital compensation and benefit programs and policies is measured with five items from each of three major exams providing a total of fifteen evaluative items. Each exam consists of a total of forty-five multiple choice items. In MGT 5336, the data gathered from the assessment for outcome 4 comprises 5.80% of the overall course grade. That is, the weight of these assignments is 5.80% of the students' grade in the course.

Learning 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.

**In MGT 5336, Compensation and Benefits, the assessment technique/rubric for outcome 4 is as follows below.** The evaluation of student learning on knowledge of human resource training, development, and performance management practices and programs that build human capital compensation and benefit programs and policies is measured with five items from each of three major exams providing a total of fifteen evaluative items. Each exam consists of a total of forty-five multiple choice items. In MGT 5336, the data gathered from the assessment for outcome 4 comprises 5.80% of the overall course grade. That is, the weight of these assignments is 5.80% of the students' grade in the course.

**In MGT 5330, Seminar in Human Resource Management, the assessment technique/rubric for outcome 5 is as follows.** Students’ learning on Outcome 5 is measured with two ten-item in-class multiple-choice quiz and ten multiple-choice questions embedded in a major  
exam. The quizzes and the embedded test items cover content relating to knowledge of developing, implementing, and evaluating employee and labor relations practices and programs that foster ethical and equitable relationships between employee and employer. In MGT 5330, the data gathered from the assessment for outcome 5 comprises 6.2% of the overall course grade. That is, the weight of these assignments is 6.2% of the students' grade in the course.

**In MGT 5338, Human Resource Development, the assessment technique/rubric for outcome 5 is as follows.** The evaluation of student learning on issues related to understanding employee and labor relations practices and programs is measured with five items from each of three major exams providing a total of fifteen evaluative items. Each exam consists of a total of fifty multiple choice items. In MGT 5338, the data gathered from the assessment for outcome 5 comprises 6.25% of the overall course grade. That is, the weight of these assignments is 6.25% of the students' grade in the course.

**\*\*\*MSHRM Evidence of Improvement for 2019-20**

The MSHRM program goal related to assessment is 80-80-80. It is expected that 80% of students will score 80% or better on 80% or more of the assessment (i.e., data points). For the year 2019-2020 the goal of 80-80-80 was accomplished. In the 2019-20 academic year, there were six required courses in the program, five of which were used for assessment, and four of which were offered this year. About half of the students enrolled in the MSHRM classes are typically non-MSHRM students. With a still-small enrollment it has not been possible to offer every required course every academic year. However, the faculty engaged in assessment of all five learning outcomes that were spread over four required courses. Each learning outcome was assessed in two or three different courses and thus by two or three different methods.

Evidence of improvement exists in the following areas:

1. Last year 80% or more of the students scored 80% or better on only 70% of the assessment data points and therefore did not achieve the goal of 80-80-80. This year 80% or more of the students scored 80% or higher on exactly 80% of the assessments. This program goal was therefore achieved for the first time in two years.  
2. There was an increase in the percentage of students scoring 80% or higher on the assessment of Learning Outcome #1 in MGT 5339 International Human Resources over the results of last year. Last year that percentage was 68.75 and this year it rose to 100%.  
3. There was an increase in the percentage of students scoring 80% or higher on the assessment of Learning Outcome #4 in MGT 5339 International Human Resources over the results of last year. Last year that percentage was 93.75 and this year it rose to 100%.

MSHRM action plan for 2020-21:

1. In 2020-2021 the required courses will change significantly as there will be eight required courses and only two allowable electives, rather than six and four respectively. This is a result of the addition of MGT 5314 Organizational Behavior and Theory (a core course in the MBA program) and MGT 5390 Managerial Data Analytics to the core course list. Both courses have been taught many times before and will be immediately used for assessment.  
2. Although BA 5351 has been required for several years it is also a required course in the MBA program, so assessment data was not collected from it in the MSHRM program. That will change next year as the MSHRM faculty work with the course coordinator of BA 5351 to assess program leaning goals for both programs.  
3. Starting in 2020-2021 all eight required classes will be offered every academic year unlike in the past. The program faculty will come to an agreement about the assessment duties for the eight core course in the hopes that no more than two learning outcomes are assessed in each course per year. In no previous year have all required courses been offered in one year which often results in one or more courses assessing three or four of the five program goals. A faculty meeting will determine the absolute best learning outcomes to be assessed in each class so that embedded measures in existing assignments can fulfill the assessment requirements of the program.

In addition, it is noted that at this time there are no indirect assessment measures being utilized. This is historically due to the program being small in enrollment numbers (typically five to 10 students). As the program is now growing, plans are being formulated to add indirect assessment measures utilizing the graduate alumni survey administered by the Graduate College. Indirect measures will be considered for use such as employment after graduation and SHRM-CP certification exam passing rates.

Faculty involvement in the process

The entire review process is faculty driven. Faculty collectively decide on the learning goals for the program and determine which learning goals will be assessed in which classes. Faculty that teach a particular MSHRM core course review assessment results and make any necessary adjustments on a regular basis.

**Learner Development**

Admission requirements

The MSHRM Admissions Committee takes a holistic approach when reviewing applications. If an applicant has a below average last 60 hours GPA, they will look for something to offset it, like an above average GMAT or GRE. Applications are rated based on quality of undergraduate GPA, GRE/GMAT score, essays, letters of recommendation, resume, prior business experience and/or business knowledge through previous coursework, and statement of purpose. In addition, applicants must demonstrate a specific interest in pursuing human resource management as a career, as the MSHRM degree is a niche degree.

Advising

A full-time graduate academic advisor is dedicated to advising MSHRM students. Due to course restrictions, most students must visit with the graduate academic advisor before registering for classes.

Student intervention process

If a student’s GPA falls below 3.0, they are automatically put on academic probation by the Graduate College. The Graduate College requires that they student’s GPA equal or exceed 3.0 by the end of the next semester. When this occurs, the graduate academic advisor meets with the student to design a plan to get the student back on track. In some cases, this may require retaking one or more courses. In other cases, it may be the student takes fewer hours. In all cases, it is made clear to the student what they must do to avoid academic suspension and return to good academic standing. The Associate Dean for Graduate Programs generally reviews each probationary student’s plan.

When was the program last updated?

Fall 2020

What changes were made?

Two courses were added as required – MGT 5314 Organizational Behavior and Theory, and MGT 5390 Managerial Data Analysis – to increase the number of required courses to eight, reducing the number of electives to two. Also, the MSHRM program admission requirements were altered to allow Texas State undergraduate management students with a minimum overall GPA of 3.2 and at least a 3.4 GPA in upper-level management courses to apply to the program if at least 90 hours of undergraduate coursework has been completed, and a GRE/GMAT waiver is provided for these applicants. This change allows for a “4 + 1” scenario for Texas State management majors to continue directly into graduate work and complete both their BBA and MSHRM degrees in five years.

Describe where changes to the curriculum were due to the AoL process.

An example of a change due to the AoL process was to add MGT 5390 Managerial Data Analysis as a required course, effective fall 2020. It was found in the assessment process that students often struggled in MGT 5337 (Organizational Staffing) with statistical concepts such as reliability and validity. Therefore, it was decided that the addition of a research methods course would enhance student learning and marketable skills.

What curricular changes are planned for the future?

No planned changes at this time.

How does the program take action when learners have not met competency goals?

Generally, this has not been an issue. All goals are assessed in two or more core MSHRM courses. In the few cases where it has occurred, the faculty teaching the courses where the goals were not met will meet and discuss the issue and corrective action is taken. This may be in the form of revising how the material is taught or a revision in the assessment method.

Updated: 5/5/2021