

Texas State University Outcomes Report

General Information

Academic Year:	2020-2021
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:	Result Approvals In Progress

Mission Statement

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

Evidence of Improvement

The MSHRM program incorporated two new required courses to the program in 2020-2021. They were BA 5351 and MGT 5314, thus bringing the number of core courses to eight in total. Additionally, each core course is offered once per year, except the new courses which are part of the MBA core course list and are offered between four and six times per year. Because of the plan to offer each course at least once a year, the assessment of all five learning outcomes can be conducted annually. In the recent past, not all required courses were offered each year so the offered courses assessed as many as four of the five learning outcomes. Henceforth, each class will assess one or two learning outcomes and will focus assessment on the assigned outcomes year after year. This should allow for more finely tuned assignments from which assessment data is gathered. The program goal is 80-80-80 in that the faculty expect 80% or more of the students to score 80% or better on 80% or more of the assessments. The goal was achieved with only two of 15 assessment data points falling short of the mark. The outcome summary below for the past three years shows consistently acceptable percentages of students meeting or exceeding the performance standards in the courses.

MSHRM Assessment Outcome Summary Table 2018-2021

	2018-2019	2019-2020	2020-2021	Row Average
Outcome 1				
BA 5351	--	--	98.76	98.76
MGT 5314	--	--	93.58	93.58
MGT 5330	85.70	80.00	--	82.85
MGT 5338	--	100.00	--	100.00
MGT 5339	68.75	100.00	95.00	87.92
Outcome 2				
MGT 5330	85.70	80.00	--	82.85
MGT 5336	--	100.00	--	100.00
MGT 5337	76.92	--	45.45	61.19
MGT 5338	--	--	85.71	
MGT 5390	--	--	81.82	81.82
Outcome 3				
MGT 5337	100.00	--	83.87	91.94
MGT 5338	--	100.00	85.71	92.86
MGT 5339	100.00	100.00	100.00	100.00
Outcome 4				
MGT 5330	85.70	73.33	100.00	86.34
MGT 5336	--	100.00	90.91	95.46
MGT 5339	93.75	100.00	--	96.88
MGT 5390	--	--	63.63	63.63
Outcome 5				
BA 5351	--	--	100.00	100.00
MGT 5330	100.00	63.33	88.23	83.85
MGT 5336	--	80.96	100.00	90.48
MGT 5337	76.92	--	--	76.92
MGT 5338	--	94.12	--	94.12
Column Average:	87.34	90.13	87.64	87.34

Note. Cell values indicate percentage of students in each class meeting or exceeding the performance standards on that particular learning outcome. Double dash indicates that the course was not offered or was not used for assessment of that learning outcome in that particular year.

Over the course of three years, most courses have shown improvement in the percentage of students who meet or exceed the performance standards as a result of the stabilization of coursework giving the faculty a chance to refine their assessments every year. On average most courses see between 85% and 95% of students meeting or exceeding the standards, with only a few courses consistently above 95%. Faculty have agreed to inject more rigor into content coverage of those courses.

This year's performance is consistent with the recent past years and indicative of the faculty efforts given that these data were gathered during the COVID pandemic and most classes were offered solely online. These radical changes to the delivery method were met in stride and despite some faculty noting various shortcomings in student participation and performance, all in all, the assurance of learning for the MBA program has consistently shown that faculty and students are actively engaged in the learning process and committed to excellence.

Action Plan

In 2021-2022 and beyond the faculty will try to incrementally inject more data analysis projects in each core course where appropriate. Additionally, courses that saw consistently high percentages of students meeting or exceeding the performance standards will work together to inject some rigor into the coursework in general and to the assignments from which assessment data is gathered specifically. In the coming years with each learning outcome now being assessed each year by the same course, more focused changes can be possible.

The planned move back to face-to-face classes will likely see a deeper and broader level of learning by students given the sudden and sometimes odd move to online-only teaching during the pandemic. Both faculty and students have expressed a desire for face-to-face classes. As a result of the more thorough learning of material by students a planned injection of rigor in a few classes will be undertaken given the near-100% of students meeting or exceeding performance standards in those classes consistently over the years. Regarding those classes which have seen a downslide in student performance over recent years, the Chair of the core course coordinators committee will meet with those course coordinators and faculty regularly teaching those classes to make adjustments to the curriculum where appropriate.

Outcome 1

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

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

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

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

Outcome 1 - Method 1

1. In MGT 5339, International Human Resource Management, the assessment technique/rubric for outcome 1 is as follows. This outcome 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.

Outcome 1 - Method 1 - Result

Method 1: Summary statistics for outcome #1 in MGT 5339 for the overall year.

	Fall semester		Spring semester		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds			14	70.00	14	70.00
Meets			5	25.00	5	25.00
Failed to meet			1	5.00	1	5.00
Total		100.00	20	100.00	20	100.00

Percentage of students in the Fall who met or exceeded expectations: N/A

Percentage of students in the Spring who met or exceeded expectations: 95.00%

Percentage of TOTAL students who met or exceeded expectations: 95.00%

Explanation of Results: In MGT 5339, 95.00% of all students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #1 for the year.

Three things that went well regarding assessment in this course include: Weekly synchronous Zoom class meetings had excellent attendance and participation, the use of online group breakout rooms and the chat function on Zoom helped students engage in and deepen their understanding of course content, and the international virtual team case analysis assignment with Mälardalen University (Sweden) helped students learn how HRM practices and programs contribute to goals of domestic and global organizations.

Three things that went poorly regarding assessment in this course include: The new writing assignment did not achieve its objective of

increasing the validity of the assignment, 95% of students in the Spring met or exceeded expectations suggesting the essay question may lack sufficient rigor, and four hours were allowed for students to complete the entire essay exam, a one-hour increase over the previous year; this may have been too much time given the same number of questions.

Three different planned changes regarding assessment in this course for next year are: Develop and test a second more rigorous assessment measure, given the high number of students exceeding or meeting performance expectations the essay exam question will be evaluated to determine its level of rigor up to and including editing or replacing the question, and shorten the time specified to take the essay exam to 3 hours or add additional essay questions.

Learning Outcome 1

Historically weak scores. In 2017-2018, the assurance of learning assessment on this Learning Outcome (LO) was based upon student performance on a multi-part essay question on an exam. The course was only taught once that year. Only forty-percent of students exceeded and 60.00% met the performance standards on that LO. While these results achieved the threshold goal of 80.00% of students' scores either exceeding or meeting expectations, a strong desire among faculty is to empower as many students as possible to exceed expectations; achieving this performance level suggests mastery of content.

Change to the curriculum. For the next academic year, it was decided to spend more time and discussion covering the current required content undergirding this LO. The reasoning for this change was that students were not fully comprehending the material and needed more instructor-led elaboration, discussion, and answering questions.

Assessment result of changes to the curriculum. In the academic year 2018-2019, the percentage of students exceeding the performance standards increased to 50.33% with 33.00% meeting performance expectations. While the total exceeding or meeting expectations decreased from 100.00% to 83.33% over the previous year, there was a 26.00% increase in those students exceeding performance expectations. In the following year, all 100.00% of students exceeded expectations suggesting that the curriculum changes were effective.

Outcome 1 - Method 2

2A. In BA 5351, Organizational Performance and Competitive Advantage, the assessment technique/rubric for outcome 1 is as follows.

This outcome is assessed via analysis of leadership articles, cases, and/or vignettes. Students will have to demonstrate understanding of leadership issues, specifically, 1) how leadership decisions in dynamic team settings (for example top management teams) are made in organizations, and 2) how leadership in top management teams affect strategic decisions. They will be asked to complete a report by answering specific questions, and/or complete exercises in the classroom. The following rubric will be used to assess the outcome: Exceeds expectations: Assumptions and underlying logic are developed in a manner that clearly demonstrates awareness of both leadership issues. Meets expectations: Assumptions and underlying logic are not transparent, but evidence of leadership knowledge is observable. Fails to meet expectations: The leadership scenario is evaluated in a superficial manner and lacks obvious leadership insight. In BA 5351, the data gathered from the assessment for outcome 1 comprises about 12.5% of the overall course grade

2B. In MGT 5314, Organizational Behavior and Theory, the assessment technique/rubric for outcome 1 is as follows below. (Be very, very specific). Imbedded questions on one multiple choice quiz on leadership and one fill-in-the-blank test on applications of leadership theories and issues will be measured as a percentage correct of the following 20 imbedded quiz/test questions: On a minor quiz there are 10 questions designed to measure student learning of concepts related to leadership. These questions are definitions critical to understanding leadership. On a testlet there are 10 questions designed to measure student learning of aspects of leadership. These questions are multiple choice questions which are application-oriented and embedded randomly amongst approximately 20 items. In MGT 5314, the data gathered from the assessment for outcome 1 comprises 15% of the overall course grade.

Outcome 1 - Method 2 - Result

Method 2A: Summary statistics for outcome #1 for the academic year in BA 5351

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	83	14	86.61	25	5	61.23	127	78.88
Meets	10	5	13.39	14	3	34.69	32	19.88
Failed to meet	0	0	0	2	0	4.08	2	1.24
Total	93	19	100.00	41	8	100.00	161	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 100%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 95.92%

Percentage of students in both locations in Fall who met or exceeded expectations: 98.51%

Percentage of students in both locations in Spring who met or exceeded expectations: 100%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 98.76%

Explanation of Results: In BA 5351 for the FALL semester, 98.51% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #6 for the Fall semester. In BA 5351 for the SPRING semester, 100% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #6 for the Spring semester. In BA 5351 for the current academic YEAR, 98.76% 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.

Three things that went well this year in BA 5351 regarding assessment include: (1) This semester two main aspects of leadership issues in business were assessed via analysis of leadership articles/ cases/ or vignettes. Using these resources seemed to help the students understand the concepts better. (2) Students were required to demonstrate understanding of a) how leadership decisions in dynamic team settings (for example top management teams) are made in organizations, and b) how leadership in top management teams affect strategic decisions. This seemed to

help them understand the decision-making process of leaders, as well as consequences of decisions made by leaders. (3) Relating the different concepts to several examples of how leaders actually made decisions in the business world also helped the students understand the concepts well.

Three things that went poorly this year in BA 5351 regarding assessment include: Although students were encouraged to think about leadership decisions that are made in general, most of the discussions centered around leadership decisions that were pandemic related; there were extenuating circumstances that affected some students mental and physical state due to COVID and so some allowances had to be made during the semester; and the reading material pertained to strategic leadership and the Upper Echelons theory. However, some of the reading material (articles) may have been outdated.

Three different planned changes regarding assessment in BA 5351 for next year are: (1) This assessment will be evaluated to see if some of the questions need to be modified to have a deeper understanding of how leadership-decision making and leadership-related consequences happen in the workplace next year post COVID. Also, some of the reading material will be updated. (2) The grading rubric will be constantly evaluated and modified if necessary. Also, BA 5351 includes students from different Masters' programs, so the Leadership assessment scenarios will be evaluated to see if they are appropriate and relevant for all the Masters' students in this course. (3) There may be some new instructors teaching this course. Therefore, there will be more communication to ensure consistency in assessing this outcome.

Learning Outcome 1

Previous excessively strong scores. Learning Outcome (LO) 1 was assessed with a written assignment that required students to read scholarly articles about strategic leadership in organizations and then analyze the leadership abilities of a top management executive in an organization. The percentage of students meeting or exceeding the performance standards were in 2017-2018, 98.12% followed annually by 96.30%, 98.61%, 98.76%. The students have used material from the scholarly articles to demonstrate their understanding of effective decision making, however the justification of what was 'effective' decision making may need to be specified a little more clearly.

Change to the curriculum. The few changes that have been made thus far are mainly in terms of making the students aware of the importance of completing this assignment to the best of their ability by making the grade for this assignment a significant part of their overall grade, as well as, making this assignment due a little later in the semester in order to give them time to understand the material and faculty expectations well.

Assessment result of changes to the curriculum. Despite the strong percentage of students meeting or exceeding the performance standards, students were able to understand leadership action in an organization better and were able to connect leadership decision making in the business world to the concepts learned in the scholarly articles provided in a meaningful manner.

Method 2B: Summary statistics for outcome #1 in MGT 5314 for the overall year.

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL	SPRING	%	FALL	SPRING	%	raw #	%
	raw #	raw #		raw #	raw #			
Exceeds	16	41	87.69	8	24	72.74	89	81.65
Meets	4	3	10.77	2	4	13.63	13	11.93
Failed to meet	0	1	1.54	0	6	13.63	7	6.42
Total	20	45	100.00	10	34	100.00		100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 98.46

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 86.37 %

Percentage of students in both locations in Fall who met or exceeded expectations: 100%

Percentage of students in both locations in Spring who met or exceeded expectations: 91.14%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 93.58 %

Explanation of Results: In MGT 5314 for the FALL semester, 100.00% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #6 for the Fall semester. In MGT 5314 for the SPRING semester, 91.14% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #6 for the Spring semester. In MGT 5314 for the current academic YEAR, 93.58% 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.

Three things that went well this year in MGT 5314 regarding assessment include: (1) Between the two semesters a decision was made to offer the Spring sections asynchronously in a self-paced manner. This required that the quiz and test items be separately used for two different learning outcome assessments because the essay-based assessment of the other method of assessing this outcome in this class could not be implemented due to assignment security issues. So, in the fall the quiz scores and test scores were combined to assessment performance. In the spring, only the quiz scores were used for assessment for this particular method of assessing Learning Outcome #1. The lack of a written assignment actually seemed to instill a bit of much-needed rigor in that the percentage meeting or exceeding expectations dropped from 100% in Fall to 91.14% in Spring. (2) Many students finished the entire requirements of the course before the mid-point of the semester thus enabling them to devote time to their other coursework. (3) By offering the course entirely asynchronously, this allowed students to make use of the professor's more convenient office hours via Zoom rather than venturing to campus for face-to-face office visits.

Three things that went poorly this year in MGT 5314 regarding assessment include: (1) Because this method of assessing this learning outcome relied only on one assignment (i.e. a quiz), albeit comprised of 10 multiple choice questions, there is a minor possibility that these scores are unreliable. (2) Because the course became self-paced in the spring, some students did not complete all of the course assignments in the spring. They earned scores of zero on many tests and quizzes, sabotaging their grade in the course. (3) A large number of students still could not attend the professor's Zoom office hours as scheduled because of work obligations.

Three different planned changes regarding assessment in MGT 5314 for next year are: (1) For next year, all definitionally-oriented quizzes on chapters and their accompanying video lectures will be conducted online asynchronously and self-paced. Because the quizzes will cover both the assigned textbook chapters and their accompanying video lectures, new questions from both sources will be written so as to effectively cover both sources. (2) However, testlets on one topic only will not be used. Instead, students will take two paper-and-pencil tests face-to-face in class using the same situationally-oriented application-based multiple choice questions previously used on testlets but covering five topics each with one at the

mid-point and one at the end of the semester. (3) Office hours will be held on Saturday mornings from 9 to noon to better facilitate the students' work schedules.

Learning Outcome 1

Assessment result of changes to the curriculum.The academic year 2020-2021 is the first year that MGT 5314 Organizational Behavior and Theory has been a required course in the MSHRM program. Therefore, no assessment data from which to make curriculum changes exists as of yet.

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 5337, Organizational Staffing, the assessment technique/rubric for outcome 2 is as follows.** This outcome will be measured using embedded items in quizzes and tests. Specifically, 10 items on a definitionally-oriented quiz on reliability, five of 10 items on an application-oriented test on reliability, 10 items on a definitionally-oriented quiz on validity, and five of 10 items on an application-oriented test on validity are used. Assessment scores are calculated as a percentage correct of all 30 items. In MGT 5337, the data gathered from the assessment for outcome 2 comprises 15.45% of the overall course grade.

Outcome 2 - Method 1 - Result

Method 1: Summary statistics for outcome #2 in MGT 5337 for the overall year.

	Fall semester		Spring semester		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	3	9.09	N/A	N/A	3	9.09
Meets	12	36.36	N/A	N/A	12	36.36
Failed to meet	18	54.55	N/A	N/A	18	54.55
Total	33	100.00	N/A	100.00	33	100.00

Percentage of students in the Fall who met or exceeded expectations: 45.45%

Percentage of students in the Spring who met or exceeded expectations: N/A

Percentage of TOTAL students who met or exceeded expectations: 45.45%

Explanation of Results: In MGT 5337, 45.45% 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 year.

Three things that went well regarding assessment in this course include: The course was taught via Zoom and met every other week and attendance was very good, students actively participated in the class, and tudents appeared to understand the material given their lack of any claims of misunderstanding.

Three things that went poorly regarding assessment in this course include: (1) The near-complete lack of statistics in most students' undergraduate degree programs led to severe quiz and test under-performance. (2) Students could not understand the critical relationship between reliability and validity. The former is a necessary but not sufficient condition for the latter and was proven mathematically and conceptually. (3) Given the seemingly foreign nature of statistics to the students, many of them likely did not try hard given the minimal weight afforded these parts of their grade and realizing the minimal impact of underperformance in these two areas on their grade.

Three different planned changes regarding assessment in this course for next year are: Next year the course will be offered online and asynchronously so student interaction with the professor will likely be minimal given that the only time to do so will be during the professor's office hours, testlets will not be used and instead students will take a mid-term and a non-comprehensive second exam so that they can decompartmentalize the information and properly see how they are intertwined before being tested on the material, and the weight of the quizzes on reliability and validity will be doubled to effectively incentivize maximum effort.

Learning Outcome 2

Historically weak scores. In 2017-2018, the assurance of learning on this Learning Outcome (LO) was based upon student performance on quiz and test items on the topics of statistical reliability and validity. The course was only taught once that year. Only 33.33% of students met or exceeded the performance standards on that LO.

Change to the curriculum. For the next academic year it was decided to change the number of major exams from two to three thereby lessening the amount of material to be covered on each test. The premise was that students simply had too much material to learn and that statistical reliability and validity was not their primary focus.

Assessment result of changes to the curriculum. In the academic year 2018-2019 the percentage of students meeting or exceeding the performance standards rose dramatically to 84.62%. In fact, when broken down by source all students met or exceeded the standards on the sometimes complicated situationally oriented test questions and only three failed to meet performance standards on the definitionally-oriented quiz questions.

Outcome 2 - Method 2

2A. In MGT 5338, Human Resource Development, the assessment technique/rubric for outcome 2 is as follows. This outcome is measured with five embedded 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 2 comprises 4.92% of the overall course grade.

2B. In MGT 5390, Business Research Methods, the assessment technique/rubric for outcome 2 is as follows. This outcome is measured with embedded items in quizzes and tests. Specifically, 10 items on a definitionally-oriented quiz on reliability, five of 10 items on an application-oriented test on reliability, 10 items on a definitionally-oriented quiz on validity, and five of 10 items on an application-oriented test on validity are used. Assessment scores are calculated as a percentage correct of all 30 items. In MGT 5390, the data gathered from the assessment for outcome 2 comprises 15% of the overall course grade.

Outcome 2 - Method 2 - Result

Method 2A: Summary statistics for outcome #2 in MGT 5338 for the overall year.

	Fall semester		Spring semester		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	11	78.57	N/A	N/A	11	78.57
Meets	1	7.14	N/A	N/A	1	7.14
Failed to meet	2	14.29	N/A	N/A	2	14.29
Total	14	100.00	N/A	100.00	14	100.00

Percentage of students in the Fall who met or exceeded expectations: 85.71%

Percentage of students in the Spring who met or exceeded expectations: N/A%

Percentage of TOTAL students who met or exceeded expectations: 85.71%

Explanation of Results: In MGT 5338, 85.71% of all students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for the year.

Three things that went well regarding assessment in this course include: Student attendance was very good, students were highly engaged and appeared very excited to take the course, and most students completed all assignments in a timely manner.

Three things that went poorly regarding assessment in this course include: (1) When students were absent from the course, the need for their absence was, in every case, tied to the pandemic. (2) Exam access using Canvas was rarely, but occasionally interrupted dropping students from the application and requiring them to log back in wasting valuable time in the completion of their exam. (3) One student who was auditing the class performed very poorly. He stopped attending halfway through the semester and did not complete and submit several assignments. Recommend the department reconsider whether to include non-degree seeking students on class rosters.

Three different planned changes regarding assessment in this course for next year are: Providing more in-depth information to students on the annotated bibliography assignment earlier in the semester; rather than strictly using exams for assessment purposes, integrate the annotated bibliography assignment into the course assessment scheme; faculty will review those exam questions the class as a whole struggled with for purposes of either rewriting them or eliminating and replacing them.

Learning Outcome 2

Assessment result of changes to the curriculum. This learning outcome was evaluated in in MGT 5338 for the first time in Fall 2020 and had not previously been evaluated. Therefore, no performance data exists for comparative analysis.

Method 2B: Summary statistics for outcome #2 in MGT 5390 for the overall year.

	Fall semester		Spring semester		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	N/A	N/A	7	63.64	7	63.64
Meets	N/A	N/A	2	18.18	2	18.18
Failed to meet	N/A	N/A	2	18.18	2	18.18
Total	N/A	N/A	11	100.00	11	100.00

Percentage of students in the Fall who met or exceeded expectations: **N/A**

Percentage of students in the Spring who met or exceeded expectations: **81.82%**

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

Explanation of Results: In MGT 5390, 81.82% of all students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #2 for the year.

Three things that went well regarding assessment in this course include: The course was offered solely online in a synchronous format that met via Zoom every two weeks which gave the students time to read the books, watch the video lectures, and meet with the professor via Zoom during office hours. Because the course only met every two weeks, attendance was nearly perfect by all students. Students were allowed to drop one quiz other than the one used for assessment which likely insured maximum effort and thus led to the meeting of expectations for this learning outcome.

Three things that went poorly regarding assessment in this course include: The various types of validity and their interrelationships appeared to be a difficult topic for many students. A general lack of prior statistics background for the students meant to calculating the various forms of reliability with the JASP software was still difficult for them. Students appeared to not spend much time at home running analysis on their own with the provided data sets thus slowing down the demonstrations in class by the professor.

Three different planned changes regarding assessment in this course for next year are: (1) The course will use SPSS software next year instead

of JASP. A "grad pack" version of SPSS can be rented by students for about \$75 per year. The faculty are all intimately familiar with SPSS thus greatly facilitating the demonstration of analysis in class. (2) The course will meet face-to-face in class every week next year thus providing more hands-on instruction by the faculty. (3) Additional video tutorials will be developed to help with learning statistics and the SPSS software.

Learning Outcome 2

Assessment result of changes to the curriculum. MGT 5390 has not been taught in three years and was then only a graduate-level elective. The academic year 2020-2021 is the first year that MGT 5390 Business Research Methods has been a required course in the MSHRM program. Therefore, no assessment data from which to make curriculum changes exists as of yet.

Outcome 3

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

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

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

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

Outcome 3 - Method 1

1. In MGT 5339, International Human Resource Management, the assessment technique/rubric for outcome 3 is as follows. This outcome is assessed with 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.

Outcome 3 - Method 1 - Result

Method 1: Summary statistics for outcome #3 in MGT 5339 for the overall year.

	Fall semester		Spring semester		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds			16	80.00	16	80.00
Meets			4	20.00	4	20.00
Failed to meet			0	0	0	0
Total		100.00	20	100.00	20	100.00

Percentage of students in the Fall who met or exceeded expectations: N/A

Percentage of students in the Spring who met or exceeded expectations: 100%

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

Explanation of Results: In MGT 5339, 100.00% of all students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for the year.

Three things that went well regarding assessment in this course include: Students demonstrated a keen understanding of how global organizations train, develop, and assess the performance of their global assignees; the new second assessment measure of LO 3 showed sufficient evidence of construct validity; and students learned how to repatriate and retain international assignees so as to increase retention and return of investment of costly expatriate training and development programs.

Three things that went poorly regarding assessment in this course include: Most students were unclear about the differences between performance appraisals for domestic managers and those for international managers; some students, most likely due to limited related workplace training programs or international experience, found it challenging to comprehend the importance of proper preparation and training for an international assignment; and 100% of students in the Spring met or exceeded expectations which indicates the essay exam question may lack sufficient rigor.

Three different planned changes regarding assessment in this course for next year are: (1) The research-based case analysis assignment will be made into the second assessment measure for LO 3 next year. The assignment will require students to develop a detailed program for preparing a soon-to-be expatriate (and her spouse/family) to successfully adjust to a host country culture. (2) More in-depth coverage and discussion of the differences between domestic and international performance appraisals will be added. (3) The essay exam question that assesses LO 3 will be reviewed and edited or replace, if needed.

Learning Outcome 3

Historically strong scores. In 2018-2019, the assurance of learning on this Learning Outcome (LO) was based upon student performance on a comprehensive multi-part essay question that assessed students' knowledge of developing, implementing, and evaluating human resource training, development, and performance management practices and programs. The course was only taught once that year. All 100.00% of the students

exceeded (scored 90% or higher) the performance standards on that LO.

Change to the curriculum. For the next academic year, it was decided to increase the amount of required readings and assignments related to HRD and performance management programs. Though the essay exam question remained unchanged, the amount of material required to prepare for the exam increased substantially, effectively making it harder to earn a perfect score on the essay question.

Assessment result of changes to the curriculum. In the academic year 2019-2020 the results of the assurance of learning on this LO were that 85.71% of students exceeded and 14.29% met the performance standards. A similar action (i.e., added more required materials related to this LO) was taken in 2020-2021 resulting in 80.00% percent of students exceeding and 20.00% meeting the performance standards. Next year, a second more rigorous assessment measure will be added to further differentiate scores on this LO. The additional required material needed for the exam appears to have had the intended effect of earning a 90.00% or higher more challenging.

Outcome 3 - Method 2

2A. In MGT 5337, Organizational Staffing, the assessment technique/rubric for outcome 3 is as follows. This outcome is measured with embedded items in one quiz and one test. Specifically, 10 items on a definitionally-oriented quiz on performance appraisal and five of 10 items on an application-oriented test on performance appraisal are used. Assessment scores are calculated as a percentage correct of all 15 items. In MGT 5337, the data gathered from the assessment for outcome 3 comprises 7.73% of the overall course grade.

2B. In MGT 5338, Human Resource Development, the assessment technique/rubric for outcome 3 is as follows. This outcome 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 4.92% of the overall course grade.

Outcome 3 - Method 2 - Result

Method 2A: Summary statistics for outcome #Y in MGT 5337 for the overall year.

	Fall semester		Spring semester		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	18	56.25	N/A	N/A	9	29.03
Meets	11	34.38	N/A	N/A	17	54.84
Failed to meet	3	9.37	N/A	N/A	5	16.13
Total	32	100.00	N/A	100.00	31	100.00

Percentage of students in the Fall who met or exceeded expectations: 90.63%

Percentage of students in the Spring who met or exceeded expectations: N/A

Percentage of TOTAL students who met or exceeded expectations: 83.87%

Explanation of Results: In MGT 5337, 90.63% of all students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for the year.

Three things that went well regarding assessment in this course include: Students were able to borrow from their own work experiences in applying the material on performance appraisal, the example where faculty whom the students likely knew were evaluated using a behaviorally anchored rating scale seemed to capture the students' interest, and students performed well on both the quiz and the testlet items on performance appraisal.

Three things that went poorly regarding assessment in this course include: For students without professional work experience and whom had never had a formal performance appraisal the material seemed rather esoteric to them, students appeared confused between behaviorally anchored ratings scales, behavioral expectation scales, and behavioral observation scales, better performance could have been engendered by low performing students if the weight of the quiz and testlet were larger.

Three different planned changes regarding assessment in this course for next year are: (1) Next year the course will be offered online and asynchronously so student interaction with the professor will likely be minimal given that the only time to do so will be during the professor's office hours. (2) Testlets will not be used and instead students will take a mid-term and a non-comprehensive second exam so that they can decompartmentalize the information and properly see how they are intertwined before being tested on the material. (3) The weight of the quiz on performance appraisal will be doubled to effectively incentivize maximum effort.

Learning Outcome 3

Historically strong scores. In 2017-2018, the assurance of learning on this Learning Outcome (LO) was based upon student performance on quiz and test items on the topics of performance measurement and evaluation. The course was only taught once that year. All 100% of the students met or exceeded the performance standards on that LO.

Change to the curriculum. For the next academic year it was decided to inject some rigor into the tested material by writing at least three new test items and rewriting at least seven new quiz items.

Assessment result of changes to the curriculum. In the academic year 2018-2019 the results of the assurance of learning on this LO were that 100% of students again met or exceeded the performance standards despite more rigorous quiz and test items. However, the next time the course was taught in the academic year 2020-2021 the injection of rigor again ensued and the percentage of students meeting or exceeding the performance standards was 90.63% which indicates that some, but not many, students found the material difficult. This amount of rigor is thought by faculty to be at a desirable threshold.

Method 2B: Summary statistics for outcome #3 in MGT 5338 for the overall year.

	Fall semester		Spring semester		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	7	50.00	N/A	N/A	7	50.00
Meets	5	35.72	N/A	N/A	5	35.72
Failed to meet	2	14.28	N/A	N/A	2	14.28

Total	14	100.00	N/A	100.00	14	100.00
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Percentage of students in the Fall who met or exceeded expectations: 85.72%

Percentage of students in the Spring who met or exceeded expectations: N/A%

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

Explanation of Results: In MGT 5338, 85.72% of all students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #3 for the year.

Three things that went well regarding assessment in this course include: Student attendance was very good, students were highly engaged and appeared very excited to take the course, and most students completed all assignments in a timely manner.

Three things that went poorly regarding assessment in this course include: (1) When students were absent from the course, the need for their absence was, in every case, tied to the pandemic. (2) Exam access using Canvas was rarely, but occasionally interrupted dropping students from the application and requiring them to log back in wasting valuable time in the completion of their exam. (3) One student who was auditing the class performed very poorly. He stopped attending halfway through the semester and did not complete and submit several assignments. Recommend the department reconsider whether to include non-degree seeking students on class rosters.

Three different planned changes regarding assessment in this course for next year are: Faculty will provide more in-depth information to students on the annotated bibliography assignment earlier in the semester; rather than strictly using exams for assessment purposes, integrate the annotated bibliography assignment into the course assessment scheme; and review those exam questions the class as a whole struggled with for purposes of either rewriting them or eliminating and replacing them.

Learning Outcome 3

Historically strong scores. In Fall 2019, this course transitioned away from straight lecture to a discussion-based format and 100% of students met or exceeded the performance standards for this learning objective. A review of exam assessment items suggested some of the items may lack rigor.

Change to the curriculum. For the Fall 2020 semester, the next semester this class was taught, test items were carefully evaluated for their difficulty. Items shown to be routinely answered correctly by literally all students were replaced to inject greater rigor into the course and the assessment.

Assessment results of changes to the curriculum. In Fall of 2020, 86% of students exceeded or met the performance standards for this learning objective. Students found the assessment items for this learning objective more challenging. However, and even so, the class performed well in meeting the performance expectations for this learning objective.

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

1A. In MGT 5336, Compensation and Benefits, the assessment technique/rubric for outcome 4 is as follows. This outcome 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.

1B. In MGT 5330, Seminar in Human Resource Management, the assessment technique/rubric for outcome 4 is as follows. This outcome is measured with two 15-item multiple-choice quizzes, ten multiple-choice questions embedded in a major exam, and a 500-word writing assignment. The quizzes, the embedded test items, and the 500-word writing assignment 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 7.9% of the overall course grade.

Outcome 4 - Method 1 - Result

Method 1A: Summary statistics for outcome #4 in MGT 5336 for the overall year.

	Fall semester		Spring semester		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	N/A	N/A	8	72.73	8	72.73
Meets	N/A	N/A	2	18.18	2	18.18
Failed to meet	N/A	N/A	1	9.09	1	9.09
Total	N/A	100.00	11	100.00	11	100.00

Percentage of students in the Fall who met or exceeded expectations: N/A%

Percentage of students in the Spring who met or exceeded expectations: 90.91%

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

Explanation of Results: In MGT 5336, 90.91% of all students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #4 for the year.

Three things that went well regarding assessment in this course include: (1) 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. (2) A written assignments were introduced this term that gave students the opportunity for independent research into a course topic that interested them. Students genuinely enjoyed that assignment. (3) A second written assignment was introduced that allowed students to reflect on the course and provide critical feedback to the instructor on potential changes that could be made to make the course more engaging.

Three things that went poorly regarding assessment in this course include: (1) While generally satisfactory, 73% of students missed at least one class meeting. As the class is taught once a week with a total of ten class meetings, missing even a single class is potentially problematic for students. (2) Some students were not as prepared to discuss the chapters covered during our class meetings. That, or they were simply reluctant to participate in classroom discussions which is troubling for a discussion-focused graduate class. (3) Given COVID concerns, in-class group activities were not conducted which would have added to the richness of in-class discussions and significantly contributed to the learning of course content, particularly for graduate students.

Three different planned changes regarding assessment in this course for next year are: (1) Given the high number of students exceeding or meeting performance expectations for this learning objective, a review of assessment items will be undertaken to evaluate their level of difficulty. Those determined to lack rigor will be replaced. (2) A review of the chapter discussion rubric will be undertaken to determine if performance standards should be reset to introduce greater rigor in the assessment of performance. (3) While attendance was generally fine, 73% of students missed one or more classes. An attendance grade will be used the next time the course is taught to encourage better attendance.

Learning Outcome 4

Previous scores. In Spring 2018, of the three students who failed to meet the learning expectations for this objective, two were pursuing the MSHRM degree. The other student was an international student. While the course as a whole met the learning expectations for the objective, it was at the minimum of 80.00%. A review of exam assessment items was undertaken to evaluate their rigor as well as the specific wording used in the items. The thought here was that some students, particularly the non-MSHRM program/international students, might be misled by some of the wording.

Change to the curriculum. For the Spring 2020 semester, the next semester this class was taught, test items that employed wording that could be difficult for some students to accurately interpret, for example, "fighting the 1 percent vs 99 percent" or "ensuring the balance is not tipped", were rewritten to avoid potential confusion. Additionally, items shown to be routinely answered correctly were replaced to inject rigor into the assessment.

Assessment results of changes to the curriculum. In Spring 2020, 100% of all students, 17 pursuing the MSHRM degree and 4 non-program students, exceeded or met the performance expectations for this learning objective. An additional factor that could explain the performance improvement is the attention this topic was given by the instructor. That approach was utilized again during the Spring 2021 semester. In Spring 2021, only one student failed to exceed or meet the performance expectation for the objective. The class overall achieved a 90.91% success rate.

Method 1B: Summary statistics for outcome #4 in MGT 5330 for the overall year.

	Fall semester		Spring semester		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	5	29.41%	N/A	N/A	5	29.41%
Meets	10	58.82%	N/A	N/A	10	58.82%
Failed to meet	2	11.76%	N/A	N/A	2	11.76%
Total	17	100.00	N/A	100.00	17	100.00

Percentage of students in the Fall who met or exceeded expectations: 88.23%

Percentage of students in the Spring who met or exceeded expectations: N/A

Percentage of TOTAL students who met or exceeded expectations: 88.23%

Explanation of Results: In MGT 5330, 88.23% of all students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #5 for the year. 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. Both MSHRM and non-MSHRM students performed equally well, with 8 of 9 MSHRM students and 7 of 8 non-MSHRM students either meeting or exceeding expectations. Only one MSHRM and one non-MSHRM student failed to meet expectations.

Three things that went well regarding assessment in this course include: (1) In 2019-20, 64.29% of students in MGT 5330 met or exceeded the standards for learning outcome 5, thus failing to achieve the performance expectations of at least 80% meeting or exceeding standards. In 2020-21, 88.23% of students in MGT 5330 met or exceeded the standards for learning outcome 5, thus achieving performance expectations. This reflects an improvement of 23.94% from 2019-20 to 2020-21. In fall 2020, the MGT 5330 instructor provided more detailed lecture coverage of labor relations and unionization, organizational justice, and employee relations concepts including discipline, dismissal, and job satisfaction and withdrawal. This improved student understanding of the topic. (2) In MGT 5330 in the fall 2020 semester, the class was delivered in a hybrid format with four class meetings conducted synchronously online via Zoom, three face-to-face meetings, and the remainder of contact hours conducted virtually and asynchronously. To supplement the synchronous Zoom meetings and face-to-face class meetings, the instructor provided pre-recorded lectures on the course material. Students stated that they found the lectures valuable in terms of supplementing chapter material, improving comprehension of the material, and the ability to watch lectures more than once to improve understanding. (3) In 2019-2020, MGT 5330 assessment results pertaining to learning outcome 5 included assessment of concepts related to performance appraisal and performance management. These concepts were shifted to and are now assessed within learning outcome 3. This allowed the instructor to provide more in-depth assessment of employee and labor relations concepts exclusively within learning outcome 5.

Three things that went poorly regarding assessment in this course include: (1) The instructor planned to assign an individual writing assignment (minimum 500 words) to include as part of the assessment of learning outcome 5 in fall 2020. Instead, the instructor decided to pivot to a team-

based assignment instead that was more holistic in nature, meaning that student teams analyzed and evaluated entire HR systems at real-life local organizations. It was decided to exclude team-based grades from individual assessment results. (2) The instructor utilized the McGraw-Hill Connect learning system for quizzes and exams, including administration of the quizzes and exams as well as significant utilization of quiz/exam items provided by McGraw-Hill. In particular, the prewritten chapter quizzes often lacked coverage of concepts that the instructor would have liked to have been included. (3) Exams were administered online in fall 2020. Because of the online test administration, students were given a limited time window to take the exam which was significantly less than the time allocation they would be provided with in-person exams. The exams included short essay questions, and a few students struggled with providing complete answers to the essay questions in the allotted time.

Three different planned changes regarding assessment in this course for next year are: (1) Quiz and exam items will be reviewed and changed as needed. Use of existing quiz and exam items provided through the McGraw-Hill Connect system will be significantly reduced while quizzes and exams will include a significantly greater number of items written by the instructor. In this manner, quiz and exam items will align more closely with course material that the instructor considers more important to student learning. (2) At least one individually based writing assignment or exercise will be added to more deeply assess students' comprehension of employee and labor relations issues in organizations. (3) The instructor will conduct in-person exams in fall 2021 to provide students with the ability to ask questions of the instructor during the exams, as well as to provide adequate time for students to complete their answers to essay questions.

Learning Outcome 4

Previous satisfactory scores. In 2017-2018, the assurance of learning on this Learning Outcome (LO) was based upon student performance on quiz and test items on the topics of employee compensation, including pay structure decisions, incentive pay options, and employee benefits. The course was only taught once that year. Overall, 81.8% of students met or exceeded the performance standards on that LO.

Change to the curriculum. It was noted in the 2017-18 assessment report for MGT 5330 for this learning objective that students performed lower on compensation topics relative to benefits topics. For the next academic year, more in-depth coverage of compensation topics including job evaluation and the point factor method was provided. Additionally, for the next academic year it was decided to inject some rigor into the assessment of this learning outcome by administering quizzes face-to-face instead of online, and reviewing and revising quiz and test items to make them more applied/situational in nature. However, in 2020-21, quizzes and exams were transitioned back to online as a result of the pandemic environment.

Assessment result of changes to the curriculum. In the academic year 2018-2019 the percentage of students meeting or exceeding the performance standards rose to 85.7%. In 2019-20, however, only 73.3% of students met or exceeded expectations on this learning objective. When broken down by major, 80% of MSHRM students met or exceeded the standards while only 62.5% of non-MSHRM students met or exceed expectations (including MAcy, MS-Technology Management, non-degree-seeking enrichment, MBA). The relatively poor performance of non-MSHRM students on learning outcome 4 may have been attributable to a relative lack of prior knowledge about this topic. In 2020-21, 100% of students met or exceeded the standards for learning outcome 4, which may possibly be a result of transitioning back to online quizzes and exams, as well as even more detailed lecture coverage of compensation during synchronous Zoom sessions.

Outcome 4 - Method 2

2A. In MGT 5390, Business Research Methods, the assessment technique/rubric for outcome 4 is as follows. This outcome is measured using an assignment that gathers compensation data from publicly available websites, analyzes the data using the general linear model, and writes a report explaining the results. In MGT 5390, the data gathered from the assessment for outcome 4 comprises 15% of the overall course grade.

Outcome 4 - Method 2 - Result

Method 2: Summary statistics for outcome #4 in MGT 5390 for the overall year.

	Fall semester		Spring semester		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	N/A	N/A	5	45.45	5	45.45
Meets	N/A	N/A	2	18.18	2	18.18
Failed to meet	N/A	N/A	4	36.37	4	36.37
Total	N/A	N/A	11	100.00	11	100.00

Percentage of students in the Fall who met or exceeded expectations: N/A

Percentage of students in the Spring who met or exceeded expectations: 63.63%

Percentage of TOTAL students who met or exceeded expectations: 63.63%

Explanation of Results: In MGT 5390, 63.63% of all students met or exceeded the standards for this learning outcome, thus failing to achieve the performance expectations goal for learning outcome #4 for the year.

Three things that went well regarding assessment in this course include: (1) The course was offered solely online in a synchronous format that met via Zoom every two weeks. This gave the students time to read the books, watch the video lectures, and meet with the professor via Zoom during office hours. (2) Because the course only met every two weeks, attendance was nearly perfect by all students. (3) Students gathered some data for the compensation data set regarding faculty salaries at the university. After assembling the complete data set and anonymizing the data, the data set was used for analysis in every class meeting after the second one thus helping insure familiarity with the data.

Three things that went poorly regarding assessment in this course include: (1) The variables in the faculty compensation data set appeared to be a difficult topic for many students. Many were unaware that one metric of performance for faculty is number of peer-reviewed articles published. Most were unaware of the rank associated with job titles, differences between non-tenure track and tenure stream faculty, etc. (2) A general lack of prior statistics background for the students meant to calculating t-tests, ANOVA, correlation, and regression with the JASP software was still difficult for them. (3) Students appeared to not spend much time at home running analysis on their own with the compensation data set thus slowing down the demonstrations in class by the professor.

Three different planned changes regarding assessment in this course for next year are: (1) The course will use SPSS software next year instead

of JASP. A "grad pack" version of SPSS can be rented by students for about \$75 per year. The faculty are all intimately familiar with SPSS thus greatly facilitating the demonstration of analysis in class. (2) The course will meet face-to-face in class every week next year thus providing more hands-on instruction by the faculty. (3) Additional video tutorials will be developed to help with job titles and positions, learning statistics, and the SPSS software.

Learning Outcome 4

Assessment result of changes to the curriculum.MGT 5390 has not been taught in three years and was then only a graduate-level elective. The academic year 2020-2021 is the first year that MGT 5390 Business Research Methods has been a required course in the MSHRM program. Therefore, no assessment data from which to make curriculum changes exists as of yet.

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 BA 5351, Organizational Performance and Competitive Advantage, the assessment technique/rubric for outcome 5 is as follows.

This outcome is assessed via analysis of one or more ethical scenario (s)/vignette (s). Students will have to (individually) demonstrate understanding of ethical issues, specifically, 1) how ethical decisions and judgments are made in organizations, and 2) ethics related consequences. They will be asked to complete a report by answering specific questions, and/or complete exercises in the classroom. The following rubric will be used to assess the outcome: Exceeds expectations: Assumptions and underlying logic are developed in a manner that clearly demonstrates awareness of both existing and potential ethical issues. Meets expectations: Assumptions and underlying logic are not transparent, but evidence of ethical sensitivity is observable. Fails to meet expectations: The ethical scenario is evaluated in a superficial manner and lacks obvious/significant ethical sensitivity. In BA 5351, the data gathered from the assessment for outcome 4 comprises about 12.5% of the overall course grade.

Outcome 5 - Method 1 - Result

Method 1: Summary statistics for outcome #5 for the academic year in BA 5351

	SAN MARCOS			ROUND ROCK			TOTAL	
	FALL raw #	SPRING raw #	%	FALL raw #	SPRING raw #	%	raw #	%
Exceeds	82	14	85.71	28	7	71.43	131	81.37
Meets	11	5	14.29	13	1	28.57	30	18.63
Failed to meet	0	0	0	0	0	0	0	0
Total	93	19	100.00	41	8	100.00	161	100.00

Percentage of students in San Marcos for the entire year who met or exceeded expectations: 100%

Percentage of students in Round Rock for the entire year who met or exceeded expectations: 100% %

Percentage of students in both locations in Fall who met or exceeded expectations: 100%

Percentage of students in both locations in Spring who met or exceeded expectations: 100%

Percentage of students combined in both sections and both semesters who met or exceeded expectations: 100%

Explanation of Results: In BA 5351 for the FALL semester, 100% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #4 for the Fall semester. In BA 5351 for the SPRING semester, 100% of students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #4 for the Spring semester. In BA 5351 for the current academic YEAR, 100% 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.

Three things that went well this year in BA 5351 regarding assessment include: (1) Students appeared to benefit from general discussions of ethical issues and ethical dilemmas that they may encounter in organizations. (2) They also benefit from discussion/reminders of basic ethical theories, as this helped them get a better understanding of how ethical decisions are made in organizations. (3) Students connected their personal experiences to understanding ethical issues in the workplace. This seemed to help them understand the subject matter better. It was particularly interesting given that the students were going through ethical dilemmas with regard to how their workplaces were handling the pandemic and how the various stakeholders were being affected.

Three things that went poorly this year in BA 5351 regarding assessment include: Most of the discussion focused upon the ethical impacts of organizational actions during the pandemic, which may not be very relevant for understanding post pandemic organizational actions, students may not have been comfortable with discussion of ethical concepts via the Zoom platform, and there were extenuating circumstances that affected some students mental and physical state due to COVID and so some allowances were made during the semester.

Three different planned changes regarding assessment in BA 5351 for next year are: (1) This assessment will be evaluated to see if some of the questions need to be modified to have a deeper understanding of how ethical decision making and ethics related consequences happen in the workplace next year post COVID. (2) The grading rubric will be constantly evaluated and modified if necessary. Also, BA 5351 includes students

from different Masters' programs, so the Ethics scenarios/vignettes will be evaluated to see if they are appropriate and relevant for all the Masters' students in this course. (3) There may be some new instructors teaching this course. Therefore, there will be more communication to ensure consistency in assessing this outcome.

Learning Outcome 5

Previous exceedingly high scores. Learning Outcome (LO) 5 was assessed with an analysis of an unethical act committed by a top management executive in an organization, and answer questions based on different ethical approaches. In a five year period the percentage of students meeting or exceeding the performance standards was 100%, 99%, 98.76%, 100%, and this year 100% as well. An in-depth discussion precedes the assignment where faculty requires every student to participate and offer insights to the different ethical approaches that could be used to justify ethical decisions in the workplace.

Change to the curriculum. To adjust the level of performance of the students on LO5, in 2017-2018, the assessment rubric as well as the assessment questions were modified to address two very specific issues pertaining to demonstrating an understanding of ethics in business. These included questions pertaining to ethical decision making and consequences of unethical actions.

Assessment result of changes to the curriculum. For the academic years 2017-2021, the percentage of students meeting or exceeding the standards remained as before. Although the numerical grades remained consistent, faculty could see that the students were able to engage in deeper thinking and understanding regarding the importance of making the right ethical decisions in the workplace as well as the consequences of unethical actions.

Outcome 5 - Method 2

2A. In MGT 5330, Seminar in Human Resource Management, the assessment technique/rubric for outcome 5 is as follows. This outcome is measured with two fifteen-item multiple-choice quizzes, ten multiple-choice questions embedded in a major exam, and a 500-word writing assignment. The quizzes, the embedded test items, and the 500-word writing assignment 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 7.9% of the overall course grade.

2B. In MGT 5336, Compensation and Benefits, the assessment technique/rubric for outcome 5 is as follows. This outcome is measured with five items embedded in 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 5 comprises 5.80% of the overall course grade.

Outcome 5 - Method 2 - Result

Method 2A: Summary statistics for outcome #5 in MGT 5330 for the overall year.

	Fall semester		Spring semester		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	5	29.41%	N/A	N/A	5	29.41%
Meets	10	58.82%	N/A	N/A	10	58.82%
Failed to meet	2	11.76%	N/A	N/A	2	11.76%
Total	17	100.00	N/A	100.00	17	100.00

Percentage of students in the Fall who met or exceeded expectations: 88.23%

Percentage of students in the Spring who met or exceeded expectations: N/A

Percentage of TOTAL students who met or exceeded expectations: 88.23%

Explanation of Results: In MGT 5330, 88.23% of all students met or exceeded the standards for this learning outcome, thus achieving the performance expectations goal for learning outcome #5 for the year. 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. Both MSHRM and non-MSHRM students performed equally well, with 8 of 9 MSHRM students and 7 of 8 non-MSHRM students either meeting or exceeding expectations. Only one MSHRM and one non-MSHRM student failed to meet expectations.

Three things that went well regarding assessment in this course include: (1) In 2019-20, 64.29% of students in MGT 5330 met or exceeded the standards for learning outcome 5, thus failing to achieve the performance expectations of at least 80% meeting or exceeding standards. In 2020-21, 88.23% of students in MGT 5330 met or exceeded the standards for learning outcome 5, thus achieving performance expectations. This reflects an improvement of 23.94% from 2019-20 to 2020-21. In fall 2020, the MGT 5330 instructor provided more detailed lecture coverage of labor relations and unionization, organizational justice, and employee relations concepts including discipline, dismissal, and job satisfaction and withdrawal. This improved student understanding of the topic. (2) In MGT 5330 in the fall 2020 semester, the class was delivered in a hybrid format with four class meetings conducted synchronously online via Zoom, three face-to-face meetings, and the remainder of contact hours conducted virtually and asynchronously. To supplement the synchronous Zoom meetings and face-to-face class meetings, the instructor provided pre-recorded lectures on the course material. Students stated that they found the lectures valuable in terms of supplementing chapter material, improving comprehension of the material, and the ability to watch lectures more than once to improve understanding. (3) In 2019-2020, MGT 5330 assessment results pertaining to learning outcome 5 included assessment of concepts related to performance appraisal and performance management. These concepts were shifted to and are now assessed within learning outcome 3. This allowed the instructor to provide more in-depth assessment of employee and labor relations concepts exclusively within learning outcome 5.

Three things that went poorly regarding assessment in this course include: (1) The instructor planned to assign an individual writing assignment (minimum 500 words) to include as part of the assessment of learning outcome 5 in fall 2020. Instead, the instructor decided to pivot to a team-based assignment instead that was more holistic in nature, meaning that student teams analyzed and evaluated entire HR systems at real-life local organizations. It was decided to exclude team-based grades from individual assessment results. (2) The instructor utilized the McGraw-Hill Connect learning system for quizzes and exams, including administration of the quizzes and exams as well as significant utilization of quiz/exam items provided by McGraw-Hill. In particular, the prewritten chapter quizzes often lacked coverage of concepts that the instructor would have liked

to have been included. (3) Exams were administered online in fall 2020. Because of the online test administration, students were given a limited time window to take the exam which was significantly less than the time allocation they would be provided with in-person exams. The exams included short essay questions, and a few students struggled with providing complete answers to the essay questions in the allotted time.

Three different planned changes regarding assessment in this course for next year are: (1) Quiz and exam items will be reviewed and changed as needed. Use of existing quiz and exam items provided through the McGraw-Hill Connect system will be significantly reduced while quizzes and exams will include a significantly greater number of items written by the instructor. In this manner, quiz and exam items will align more closely with course material that the instructor considers more important to student learning. (2) At least one individually based writing assignment or exercise will be added to more deeply assess students' comprehension of employee and labor relations issues in organizations. (3) The instructor will conduct in-person exams in fall 2021 to provide students with the ability to ask questions of the instructor during the exams, as well as to provide adequate time for students to complete their answers to essay questions.

Learning Outcome 5

Previous exceedingly strong scores. In 2018-2019, the assurance of learning on this Learning Outcome (LO) was based upon student performance on quiz and test items on the topics of labor relations and unionization, organizational justice, and employee relations concepts including discipline, dismissal, and job satisfaction and withdrawal. The course was only taught once that year. All 100% of students met or exceeded the performance standards on that LO. (This learning outcome was not assessed in MGT 5330 in 2017-18, so results are reported starting in 2018-19.).

Change to the curriculum. For the next academic year it was decided to inject more rigor into the assessment of this learning outcome by reviewing and revising quiz and test items to make them more applied/situational in nature.

Assessment result of changes to the curriculum. In the academic year 2019-2020 the percentage of students meeting or exceeding the performance standards was 63.3%. This indicates that more rigor was introduced into the quiz and test items used for assessment, but that more coverage of labor relations concepts was necessary. In 2020-21, the percentage of students meeting or exceeding the performance standards was 88.23%, resulting from more in-depth coverage of the topic.

Method 2B: Summary statistics for outcome #5 in MGT 5336 for the overall year.

	Fall semester		Spring semester		TOTAL	
	raw #	%	raw #	%	raw #	%
Exceeds	N/A	N/A	6	54.55	6	54.55
Meets	N/A	N/A	5	45.45	5	45.45
Failed to meet	N/A	N/A	0	0.00	0	0.00
Total	N/A	100.00	11	100.00	11	100.00

Percentage of students in the Fall who met or exceeded expectations: N/A%

Percentage of students in the Spring who met or exceeded expectations: 100%

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

Explanation of Results: In MGT 5336, 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 year.

Three things that went well regarding assessment in this course include: (1) 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. (2) Two written assignments were introduced this term that a) gave students the opportunity for independent research into a course topic that interested them, and b) allowed them to reflect on the course and provide critical feedback to the instructor on potential changes that could be made to make the course more engaging. (3) A second written assignment was introduced that allowed students to reflect on the course and provide critical feedback to the instructor on potential changes that could be made to make the course more engaging.

Three things that went poorly regarding assessment in this course include: (1) Attendance was generally satisfactory but 73% of students missed at least one class meeting. As the class is taught once a week with a total of ten class meetings, missing even a single class is potentially problematic for students. (2) Some students were not as prepared to discuss the chapters covered during our class meetings. That, or they were simply reluctant to participate in classroom discussions which is troubling for a discussion-focused graduate class. (3) Given COVID concerns, in-class group activities were not conducted which would have added to the richness of in-class discussions and significantly contributed to the learning of course content, particularly for graduate students.

Three different planned changes regarding assessment in this course for next year are: (1) Given the high number of students exceeding or meeting performance expectations for this learning objective, a review of assessment items will be undertaken to evaluate their level of difficulty. Those determined to lack rigor will be replaced. (2) A review of the chapter discussion rubric will be undertaken to determine if performance standards should be reset to introduce greater rigor in the assessment of performance. (3) While attendance was generally fine, 73% of students missed one or more classes. As the class is taught once a week with a total of ten class meetings, missing even a single class is potentially problematic for students. An attendance grade will be used the next time the course is taught to encourage better attendance.

Learning Outcome 5

Assessment result of changes to the curriculum. This learning outcome is new for assessment in MGT 5336. It was evaluated in Spring 2021 for the first time so no performance data exists for comparative analysis.

Outcome 6	
Goal:	1. Promote the success of all students.
Initiative:	1.3 Increase student retention and graduation rates.

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

Outcome 6 - Method 1

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

Outcome 6 - Method 1 - Result

Please note that 2020 was in the midst of the global COVID-19 pandemic. During spring 2020, all classes made an abrupt pivot to remote delivery in mid-March for the remainder of the semester. Fall 2020 remained primarily remote delivery with limited face-to-face interactions integrated into hybrid format classes.

In this program, 6 of the 7 entering students in fall of 2019 returned for their second year in fall of 2020 for a one-year retention rate of 86%, above the university average and exceeding the expected target. The 2019-2020 retention rate of 86% is 14% lower than the retention rate for the program in 2018- 2019.

Outcome 6 - Method 2

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

Outcome 6 - Method 2 - Result

Please note that 2020 was in the midst of the global COVID-19 pandemic. During spring 2020, all classes made an abrupt pivot to remote delivery in mid-March for the remainder of the semester. Fall 2020 remained primarily remote delivery with limited face-to-face interactions integrated into hybrid format classes.

In fall, spring, and summer semesters for 2019-2020, there were 9 graduates from the program. MSHRM program enrollments for fall, spring, and summer semesters in 2019-2020 were 18, 20, and 18 students respectively. This reflects a 50% graduation rate which meets the expected target for our two-year MSHRM program. The historical trend with respect to number of graduates in the program is positive overall. More specifically, the program had 4 students earn degrees in 2016 and 2017, 9 in 2018, and 7 in 2019.

Outcome 7

Goal: 4. Provide the necessary services, resources, and infrastructure to support the university's strategic direction.

Initiative: 4.9 Provide a diverse and inclusive environment of support to achieve the highest level of performance for all member of the campus 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

Please note that 2020 was in the midst of the global COVID-19 pandemic. During spring 2020, all classes made an abrupt pivot to remote delivery in mid-March for the remainder of the semester. Fall 2020 remained primarily remote delivery with limited face-to-face interactions integrated into hybrid format classes.

The number of male versus female students enrolled in the academic program during the 2020 fall semester provided the gender data. In this program, 22 of the 25 students or 88% were female while 3 of the students or 12% were male providing an imbalanced gender distribution and not meeting the expected target. The percentages of female and male students in fall 2019 were 83.3% and 16.7% respectively; thus, the male- female ratio has become more imbalanced in fall 2020 relative to a 50/50 split. It should be noted, however, that the profession of HR is significantly female dominated with 77% of HR professionals being female. The program's gender distribution does reflect the gender distribution in the profession.

Outcome 7 - Method 2

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

Outcome 7 - Method 2 - Result

Please note that 2020 was in the midst of the global COVID-19 pandemic. During spring 2020, all classes made an abrupt pivot to remote delivery in mid-March for the remainder of the semester. Fall 2020 remained primarily remote delivery with limited face-to-face interactions integrated into hybrid format classes.

The number students of various ethnic backgrounds enrolled in the academic program during the 2020 fall semester provided the data to assess

ethnic and racial diversity. In this program, 2 of the 25 students or 8% were African-American (compared to 22% percent in fall 2019); 1 of the 25 students or 4% was Asian (compared to 5.6% in fall 2019); 10 of the 25 students or 40% were Hispanic (compared to 22.2% in fall 2019); 11 of the 25 students or 44% were White, non-Hispanic (compared to 44.4% in fall 2019); and 1 of the 25 students or 4% identified as multiracial (compared to zero in fall 2019). Diversity of the program either remained the same or increased across the multiple categories. In particular, the percentage of Hispanics enrolled in the MSHRM program increased almost 18%, which reflects our university's position as a Hispanic-serving institution.

Approval History

Approval History Event

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

Approver

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