

**Student Learning Outcomes Committee 2009 (revised 12-29-09)
Department/Program Assessment Results Report**

Department/Program Management
Degree/Program BSBA in Management, Human Resource Management specialization
Date Submitted 2/27/10

The purpose of this report is to communicate the assessment activities that have taken place during the last academic year, as well as to convey how the results are being used *to improve student learning at the program level*. The report should be kept as succinct as is possible, while answering the following questions clearly and conscientiously:

I. Working from your assessment report of last year, please discuss some changes made or strategies implemented in response to last year's results.

The Human Resource Management (HRM) specialization started as a new program in the Management Department in Fall 2008. The HRM specialization is housed under the Management major and both share five common goals (Goals 1-5). The HR specialization also includes three additional unique goals (Goals 6-8). The assessment plan for this program is attached. This program was not assessed this year due to the small number of students (11) who declared HR as their specialization during the 2008-2009 academic year. We continue to monitor enrollment in the HR program and have seen a steady increase in demand. We anticipate that there will be a critical mass of students in the program to begin formally assessing the program goals during the 2010-2011 academic year. In anticipation of formal assessment efforts for the HR program, we will be developing items to include on the Management Assessment Test (MAT) which is administered to Management majors in the last semester of their coursework.

II. Drawing upon the goals and objectives contained in the department/program student learning assessment plan, what was the focus of the department's student learning assessment for the past academic year?

Not applicable

III. What information was collected, how much, and by whom?

Not applicable

IV. What conclusions were drawn on the basis of the information collected?

Not applicable

V. How will the information be used to inform decision-making, planning, and improvement?

Not applicable

Report completed by: Michelle Dean

Date: December 29, 2009

Appendix

BSBA IN MANAGEMENT - HUMAN RESOURCE MANAGEMENT SPECIALIZATION ASSESSMENT PLAN (REV. 2/27/10)

Mission/Vision Statement

The mission of the undergraduate program in Management is to educate students on the roles and responsibilities of managing within an organization. For students choosing a concentration in Human Resource Management (HRM), the goal is to provide a foundation of all areas of human resources with an emphasis on selection, compensation, and performance management.

GOALS AND STUDENT LEARNING OUTCOMES

I. Employ knowledge of the international nature of management.

Student Learning Outcomes:

SLO #1.1: Identify the cultural dimensions that distinguish different countries on work-related attitudes.

- Content Delivered in: MGT 350

SLO #1.2: Analyze how different countries require different strategies.

- Content Delivered in: MGT 405
- Assessment Method: Culminating exam (Management Assessment Test (MAT) administered in MGT 405 (capstone course))

II. Analyze, formulate, and develop methods for implementing strategies in established or entrepreneurial organizations.

Student Learning Outcomes:

SLO #2.1: Apply strategic theories and frameworks to organizations in a global context.

- Content Delivered in: MGT 405

SLO #2.2: Integrate functional areas into strategic business problems from a general management perspective.

- Content Delivered in: MGT 401, MGT 405
- Assessment Method: Culminating exam (Management Assessment Test (MAT)) administered in MGT 405 (capstone course)

III. Apply ethical frameworks and theories and how to apply them in business situations.

Student Learning Outcomes:

SLO #3.1: Apply 4-6 ethical theories to current business situations.

SLO #3.2: Explain the philosophical arguments for and criticisms of 4-6 ethical

theories.

- Content Delivered in: MGT 356
- Assessment Method: Essay exam questions in MGT 356

IV. Apply leadership theories and competencies in business situations.

Student Learning Outcomes:

SLO #4.1: Describe and apply leadership theories.

- Assessment Method: Exam questions in MGT 350
- Content Delivered in: MGT 350

SLO #4.2: Analyze the applicability of leadership skills/practices in different situations.

- Assessment Method: Individual paper assignment or exam questions in MGT 475
- Content Delivered in: MGT 475

V. Identify issues related to the organizational processes of acquiring, developing, evaluating, and rewarding human resources.

Student Learning Outcomes:

SLO #5.1: Identify issues involved with acquiring human resources including job analysis, HR planning, equal opportunity law, recruitment, and selection.

SLO #5.2: Identify issues related to developing, evaluating, and rewarding human resources via training, performance management and compensation systems.

- Content Delivered in: MGT 352
- Assessment Methods: Culminating exam (Management Assessment Test – MAT) administered in MGT 405 (capstone course)

VI. Describe and critique the various sources of information used for personnel selection decisions.

Student Learning Outcomes:

SLO #6.1: Recommend preferred method of selection based on organizational need and environmental conditions.

SLO #6.2: Define the ways to measure the effectiveness of methods used for selection and placement of human resources.

- Content Delivered in: MGT 352, MGT 461
- Assessment Methods: Culminating exam (Management Assessment Test – MAT) administered in MGT 405 (capstone course); Short answer/essay exam questions in MGT 352 and 461

VII. Identify the decisions involved in establishing a compensation structure.

Student Learning Outcomes:

SLO #7.1: Distinguish the ways in which employees evaluate the fairness of a compensation structure.

SLO #7.2: Identify internal and external factors involved in establishing compensation systems.

- Content Delivered in: MGT 352, MGT 462
- Assessment Method: Culminating exam (Management Assessment Test – MAT) administered in MGT 405 (capstone course); Exam questions in MGT 352 and 462

VIII. Identify the activities involved in evaluating and managing employee performance.

Student Learning Outcomes:

SLO #8.1: Describe how to measure employee behaviors and results.

SLO #8.2: Identify criteria for determining the effectiveness of performance measures.

- Content Delivered in: MGT 352, MGT 463
- Assessment Method: Culminating exam (Management Assessment Test – MAT) administered in MGT 405 (capstone course); Exam questions in MGT 352 and 463

Assessment Timeline*

GOAL	SLO	1 st Cycle	2 nd Cycle
1	1.1, 1.2, 1.3	Fall 2010	Fall 2013
2	2.1, 2.2	Fall 2011	Fall 2014
3	3.1, 3.2	Fall 2009	Fall 2012
4	4.1, 4.2	Spring 2009 (SLO 4.1) Fall 2009 (SLO 4.2)	Spring 2012 (SLO 4.1) Fall 2012 (SLO 4.2)
5	5.1, 5.2	Fall 2011	Fall 2014
6	6.1, 6.2		
7	7.1, 7.2		
8	8.1, 8.2		

* The timeline represents a three-year cycle. The Management Department will begin assessing the goals that are specific to the human resource management specialization (Goals 6, 7, and 8) once there is a critical mass of students in this specialization.

BSBA Management – Human Resource Management Specialization Map*

<u>Course</u> <u>SLO</u>	<u>MGT</u> <u>350</u>	<u>MGT</u> <u>352</u>	<u>MGT</u> <u>356</u>	<u>MGT</u> <u>401</u>	<u>MGT</u> <u>405</u>	<u>MGT</u> <u>461</u>	<u>MGT</u> <u>462</u>	<u>MGT</u> <u>463</u>	<u>MGT</u> <u>475</u>
1.1	X								
1.2					X				
2.1					X				
2.2				X	X				
3.1			X						
3.2			X						
4.1									X
4.2	X								
5.1		X							
5.2		X							
6.1		X				X			
6.2		X				X			
7.1		X					X		
7.2		X					X		
8.1		X						X	
8.2		X						X	

* X indicates required courses in which content related to the student learning outcome is delivered.

DATA COLLECTION STRATEGY

Data will be collected either by instructors teaching the courses linked to each objective or by instructors teaching the capstone class--MGT 405 [where the Management Assessment Test (MAT) is administered]. All possible sections of those courses will be contacted. Unfortunately, due to unforeseen circumstances, not all sections are always able to provide assessment information for all semesters. Therefore, we have a goal of assessing 50% or more of the relevant sections.

Data will be summarized by department assessment committee members. We currently have functionally diverse committee members who organize the instructors in their respective area. For example, we have a strategy committee member who organizes and coordinates data collection from the strategy instructors regarding relevant student learning outcomes.

CONTINUOUS IMPROVEMENT

The assessment committee will convene after every semester to review assessment results and to make recommendations for changes prior to the next assessment period. We aim to achieve a passing rate of 70% or better for each goal. In addition, we aim to continually make our assessment plans more strategic and in alignment with new programs.