Student Learning Outcomes Committee 2011 (revised 3-17-11)
Department/Program Assessment Results Report

Department/Program__Management_____
Degree/Program__BSBA in Management, Human Resource Management specialization
Date Submitted___4/9/11_____

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.**

As a result of the feedback received last year, we worked on improving our "closing the loop" activities beyond refinement in the assessment process. We divided the department into subgroups based on the areas represented by the goals in our department assessment plan (shown in Appendix A). Each subgroup (including a Human Resources subgroup) discussed specific ways to close the loop based on available data with a focus on changes that could be implemented to improve student learning. A summary of the Human Resources subgroup's closing the loop discussion is shown in Appendix B.

In addition, we have continued to develop and improve our culminating exam (the Management Assessment Test (MAT)) since the MAT assessed different goals and student learning outcomes in Fall of 2010 relative to the other time that we administered a version of this exam (Fall 2009).

The Human Resource Management (HR) specialization (started in Fall 2008) is housed under the Management major and shares five common Management goals (Goals 1-5). The HR specialization also includes three additional unique goals (Goals 6-8). The HR program is relatively new and has been slowly growing in terms of numbers of students in the specialization. In order to improve access to the program and encourage more students to pursue this management track, we are currently in the process of making programmatic changes to the curriculum. Specifically, we received feedback from students that it was too difficult to graduate on time while pursuing the HR degree relative to the other Management specializations which had more scheduling flexibility. Specifically, the HR specialization currently has 3 required classes and 1 elective in the specialization, the ENT specialization has 1 required and 3 elective courses in the specialization, and the MGT specialization has 4 elective courses in the specialization.   We are understaffed in the HR specialization having not received a new faculty line to support the program and having lost a faculty member who moved on to an administrative position this academic year. Staffing and budgetary issues are limiting us on how many sections of each class we can offer.

To make the HR specialization more in line with the other MGT specializations and to ease staffing issues, we are moving one of the classes (MGT 463 – Performance Management) from a required class in the specialization to an elective. This will give students more flexibility to design their program of study within the major and will give the department

more flexibility in offering this course on a once a year basis (which is how it is currently being staffed due to our shortage of faculty). Because MGT 463 will be moved to an elective in the major, one of the goals in the HR program (previously Goal #8) is being dropped as a specialization goal as this goal was tied to this particular course. This course will continue to be offered for those students interesting in this topic, but for assessment purposes, we cannot guarantee that all students specializing in HR will choose this as one of their elective courses.

The change in the HR curriculum has been approved by the College of Business Undergraduate Curriculum Committee and is making its way through the university approval process. Upon approval, this change in the HR specialization will be reflected in the 2012-2013 General Catalog. We will pursue a blanket waiver so that previous catalog year students will also be covered under this change. Moving forward, the two remaining required classes in the major will be offered each semester. We are confident that these changes will encourage more students to structure their coursework around the theme of human resource management.

The goals specific to the HR specialization under the Management program umbrella were not assessed this past year due to the small number of students currently graduating per semester in the program. In the assessment sample collected in the capstone Management class during Fall 2010 assessment for Management Goal #1, for example, there were 8 graduating human resource management students. We will formally design assessments for measuring the goals specific to the HR specialization under the umbrella of the Management major during the 2011-2012 academic year and will begin assessing the HR specialization goals during the 2012-2013 academic year.

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?**

   A.   This section should list the student learning goals and objectives that were the focus for the report year (selected from your complete set of goals and objectives).

   Please see the BSBA General Management Assessment Results Report for information on the General Management goals and objectives measured this past cycle.

   B.   It would also be helpful to note here the student learning goals and objectives that you intend to assess during the next year.

In Fall 2011, we will assess the following goals and their associated SLOs with the culminating Management Assessment Test exam:

   Goal 2: Demonstrate knowledge of the analysis, formulation and implementation of strategy in established or entrepreneurial organizations.

   SLO #2.1: Apply strategic theories and frameworks to organizations in a global context.
   SLO #2.2: Integrate functional areas into strategic business problems from a general management perspective.

Goal 5: Demonstrate knowledge of the organizational processes of acquiring, developing, evaluating, and rewarding human resources.*

> 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.

* Goal 5 is a goal that is unique to Human Resource Management and General Management majors.

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

A. This section should briefly describe the methodology used to examine the targeted goals and objectives. Please attach relevant scoring rubrics, surveys, or other materials used to examine student learning to the back of the report, as Appendices.

B. Please note that the expectation here is that programs will make use of *direct* measures of student learning outcomes.

   Please see the BSBA General Management Assessment Results Report for information on the data collected on general management goals and objectives measured this past cycle.

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

A. This section should briefly describe the results (in summary form) in regard to how well students have met the targeted goals and objectives. For example, what percentage of students met the objectives? Is this a satisfactory level of performance? What areas need improvement?

B. Whenever it is possible to do so, please organize and present collected data by way of tables and/or graphs. [Note: the committee expects and welcomes both quantitative and qualitative data, so this suggestion should not be construed as seeking quantitative data only.]

   Please see the BSBA General Management Assessment Results Report for information on the conclusions drawn from the information collected on general management goals and objectives measured this past cycle.

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

A. This section should describe the strategies that will be implemented for program improvement as a result of the conclusions drawn from the assessment activities.
B. The program change may pertain to curricular revision, faculty development, student services, resource management, and/or any other activity that connects to student success.

   Subgroups of Management Department faculty and instructors have met to discuss closing the loop activities based on our assessment results from 2009 as well as 2010 (MAT questions). Please see Appendix B for a summary of the closing the loop discussions of the human resource management faculty for Goal 5 (the general HR goal)

for the general management and HR management specializations. Plans have been made for the organizers of each subgroup (members of the Management Department assessment committee) to follow up on these closing the loop suggestions.

Report completed by: Michelle Dean
Date: April 5, 2011

**BSBA IN MANAGEMENT - HUMAN RESOURCE MANAGEMENT
SPECIALIZATION ASSESSMENT PLAN
(REV. 3/28/11)**

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) and/or 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) and/or exam questions in MGT 352 and 462

Assessment Timeline*

GOAL	SLO	1st Cycle	2nd 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	Fall 2012	Fall 2015
7	7.1, 7.2	Fall 2012	Fall 2015

* 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 and 7) once there is a critical mass of students in this specialization, which we anticipate to occur by Fall 2012.

BSBA Management – Human Resource Management Specialization Map[1]

Course / SLO	MGT 350	MGT 352	MGT 356	MGT 401	MGT 405	MGT 461	MGT 462	MGT 463	MGT 475
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		

[1] X indicates required courses in which content related to the student learning outcome is delivered.
* Goals and student learning outcomes specific to the HR specialization.

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% for each student learning outcome when in-class (formative) assessment is administered and a 60% passing rate for out-of class (summative) assessment. It is common practice to have a lower passing rate for summative assessment (relative to formative assessment) due to the longer duration of time that elapses between knowledge acquisition and testing. In addition, we aim to continually make our assessment plans more strategic and in alignment with new programs.

APPENDIX B

Closing the Loop Activities Generated by the Human Resources Subgroup

Goal 5: Identify issues related to organizational processes of acquiring, developing, evaluating, and rewarding human resources.

Closing the loop activities:
This cycle represented the first time this goal was assessed outside of the class (MGT 352 – Human Resource Management) that the information was presented. It was anticipated that there would be a student performance decrement on this goal given this was the first time that goal assessment was moved out of the class in which the material was covered. The last time this goal was assessed, the pass rate was over 70%. The 10 items included on the Management Assessment Test to assess the HR goal were also newly developed. Given the information presented (presumably) did not change, but the assessment method did (both in terms of items used and moving assessment out of the class in which the information was presented), we feel that it would be premature to use these results to make programmatic changes to the curriculum of MGT 352.

The steps that we are taking in light of the results of this latest cycle of assessment for this goal are:
1. Share results of the current HR goal assessment to all MGT 352 instructors so that individual instructors can focus addition efforts on the topics in which students seem to be underperforming.
2. Going forward, we will revise the items used for assessing the HR goal. We will use items that MGT 352 instructors have used over multiple semesters with a known track record that cover the issues that we want to assess.
3. The next cycle in which the HR goal is assessed, we will collect data on how many semesters have passed since the student took MGT 352 and when they are completing the MAT to see what (if any) relationship exists between performance and time lag.
4. Provide the revised items to MGT 352 instructors at the beginning of each semester so that they can make sure they are adequately covering the issues in class and include items (if they desire) on their own exams.
5. Update MGT 352 instructors (both ongoing and new instructors) each semester with respect to assessment issues to keep them up to date on assessment issues with respect to the HR goal.
6. Despite concerns with the validity some of the items, the human resource management faculty have discussed ways to make changes to the curriculum to improve performance on some of the lowest performing items (these curriculum changes are noted below each item that follows). Below we indicate the changes recommended regarding the lowest performance items:

Elements in an effective HR planning process must include all of the following EXCEPT:
      a. Making forecasts of labor demand.
      b. <u>Determining compensation levels for jobs.</u>
      c. Performing internal and external labor supply analyses.
      d. Balancing supply and demand considerations.

Upon further consideration, all response options could be viewed as correct responses, so that confound will be corrected during the next round of assessment.

The approach to recruitment that informs applicants about all aspects of the job, including both desirable and undesirable facets, is called:
    a. Honesty recruiting.
    b. <u>Realistic job preview</u>.
    c. Balance recruiting.
    d. Negative/positive job assessment.

More time in class could be devoted to discussing the recruitment message, specifically using a realistic job preview approach. Adding to the discussion, students could be asked to provide examples of what a realistic job preview might look like.

The legislative act that bars discrimination on gender, race, religion, and national origin in all HR activities, including hiring, training, pay, and other conditions of employment, is known as the:
    a. Equal Pay Act of 1963.
    b. <u>Title VII of the Civil Rights Act of 1964</u>.
    c. Equal Employment Act of 1972.
    d. Civil Rights Act of 1991.

More time could be spent discussing Title VII in terms of the protected groups and protected activities covered by this law. In addition, more discussion could focus on differentiating this law from other equal employment opportunity laws.

The steps, or phases, of a systems approach to training in chronological order include:
    a. <u>Needs assessment, program design, program implementation, and evaluation</u>.
    b. Organization analysis, task analysis, person analysis, and performance analysis.
    c. Needs assessment, organization assessment, program implementation, and evaluation.
    d. Organization assessment, KSA assessment, person assessment, and evaluation.

All parts of all response options are included in the systems approach to training, though some are sub-parts of the phases, which may have explained the students' poor performance. In terms of curriculum change, students can be engaged in a class exercise in which they select a training program topic and then break it down in terms what needs to be done under each phase of the systems approach to implement the program.