

# STUDENT LEARNING ASSESSMENT REPORT

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**PROGRAM:** Human Resource Management Certificate, for 2017-2018 Cycle

**SUBMITTED BY:** Dr. Virginia Bianco-Mathis

**DATE:** September 30, 2018

**BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED:** Indirect measures from student generated course evaluations are stored electronically by institutional effectiveness office and the Program Director. Samples of course materials reviewed are held electronically on course canvas and in paper by course faculty.

## EXECUTIVE SUMMARY

**Program description from the Course Catalog:** Please copy and paste the current year’s catalog description of this program. This is generally a one-two paragraph description immediately following the name of the program. Please be sure to include the listing of program outcomes as printed.

**From Catalog:** This certificate program prepares students to practice in the core areas of human resources. The program consists of a set of integrated human resource courses that reflect a systems perspective and strategic approach to managing human resources.

**No Outcomes are listed.** The SBT Associate Dean, catalog administrators, and Institutional Effectiveness have been round and round on this point. No learning outcomes are listed for any certificate programs. Consequently, students in the HRM certificate are given the program’s learning outcomes as part of their acceptance package.

**The following modified outcomes, approved by Ann Boudinot in 2017, have been in use and measured and are reflected in this assessment (see next section). All students have received them electronically.**

**List all of the program’s learning outcomes:** *(regardless of whether or not they are being assessed this year)*

Learning Outcome	Year of Last Assessment	Assessed This Year	Year of Next Planned Assessment	Outcome tested in these courses
Judge the effectiveness of HRM structures within an organization by choosing appropriate OD models, and compile a recommendation plan for improved or new HR structures that support organizational goals.	2014-2015	yes	2020-2021	OD521, HRM534, HRM538, HRM539
Research an organization’s culture and strategic goals; examine existing total pay, performance, and recruitment systems; and develop revised or totally new systems that support and measure desired individual, team, and organizational outputs.	2014-2015	no	2020-2021	HRM534, HRM538, HRM539
Examine existing HR practices within an organization concerning employment law, ethics, international relations, and diversity; and create new or improved plans in line with HR rules and organizational goals.	2013-2014	yes	2022-2023	HRM534, HRM538, HRM539, LA535

**Describe briefly how the program's outcomes support Marymount's mission, strategic plan, and relevant school plan (generally not more than two paragraphs, may use bullet points):**

The program's overall goals are to

- 1) prepare students to excel as specialists or generalist human resource professionals, managers and consultants;
- 2) enable students to acquire competencies in all the core human resource management functional areas within a systems perspective and relate strategically to overall organization performance.

The program's outcomes support the University's mission/vision (including mission/vision of 2018) in terms of

- a) "Emphasizing academic excellence"—High standards are established for each course with rubrics emphasizing outcomes for each assignment that supports one or more assessment outcomes.
- b) "Career preparation"—Each course in the program has a balance of theory and practical application with a major project requiring access to an organization within the Washington, D.C area.
- c) "Professional development"—Professional development is the cornerstone of this program: Human Resource Management. Students learn to develop themselves while developing others within organizations—that's the essence of Human Resources.
- d) "The moral growth of the individual"—Ethics is a component of every course. Human Resources professionals are the "keepers" of organizational ethics and our students must demonstrate this in all outcome projects.
- e) "Global perspective"—The program has been recently modified to make Global Human Resources a required course instead of just an elective. This course also has the option for students to go abroad and study international HR approaches.

The program's outcomes support the School's mission/vision. As updated in 2017, the outcomes emphasize ethics, communications, critical thinking, leadership, and team building.

- a) "Educating current and future professional managers"—The degree is entitled Human Resource Management with opportunities to take on leadership roles within the classroom and inside companies while doing projects.
- b) "Knowledge that has value for the business community and society"—Human Resources is a part of every business entity, whether it is a department of 1 or 200. Human Resources also plays the major role in linking organizations with the outside community and creating internal cultures within the organization itself. Teamwork—both leading teams and participating as an engaged member—is a method used in every course.
- c) "...seeks to develop a new breed of principled business professionals"—The HRM curriculum is highly application focused. Students work on cases and go into organizations to solve problems and demonstrate the transfer of skills in the real world. The actual process of critical thinking is taught as applied to ethical, legal, and business scenarios

Each learning outcome is linked directly to both the University and the School mission and strategic plan in the following ways:

*1. Judge the effectiveness of HRM structures within an organization by choosing appropriate OD models, and compile a recommendation plan for improved or new HR structures that support organizational goals.* Supports “career preparation” and “professional development.” Students are prepared to manage through a systems approach and apply interventions to solve organizational problems and improve performance in all HR functional areas: compensation, benefits, organization development, recruitment, performance management, personnel law, training and development, team work, and global relations. They personally develop in applying analytical tools to business issues. Furthermore, supports “academic excellence,” and “future professional managers.” Students learn to apply qualitative and quantitative rigor to their work. It also supports SBT’s goal to enhance and apply technological strategies. Students apply research and measurement methods to HR/OD programs to validate HR/OD efforts and demonstrate correlations between HR initiatives and organizational outputs.

*2. Research an organization’s culture and strategic goals; examine existing total pay, performance, and recruitment systems; and develop revised or totally new systems that support and measure desired individual, team, and organizational outputs.* Supports “value for the business community” and “future professional managers.” Students learn to work closely with an organization’s overall strategic direction, so the entire business enterprise is successful and all HR functional areas (listed in #1) are aligned with the overall strategies and goals of the business (i.e., if a business is trying to expand into the global marketplace, the student learns to tailor HR/OD strategies and knowledge to global cultures and environments). Students learn to manage and work in team environments which foster the organizational community and society. This supports the university’s desire to engage with the Washington, D.C. environment. Students learn to assess group situations (in real D.C. based businesses) and develop and facilitative positive team outputs.

*3. Examine existing HR practices within an organization concerning employment law, ethics, international relations, and diversity; and create new or improved plans in line with HR rules and organizational goals.* Supports “value for business community,” “moral growth,” and “academic excellence.” Students study and apply strict human resource laws in organizations, learn the value of working within diverse and international environments, and develop/apply HR tools that maximize ethical, diverse, and international initiative

**Provide a brief description of the assessment process used including strengths, challenges and planned improvements to the process, and provide evidence of the existence of a culture of continuous improvement based on assessment (generally not more than two paragraphs, may use bullet points):**

The assessment process we used this year:

- All courses in the HRM certificate have a culminating project that measures student learning in one or more of the three learning objectives, as shown in the matrix above.
- Every two years we test two learning outcomes within the program. We rotate the courses to continually monitor the effectiveness of the outcome project for all the courses, ensuring that each one measures what we have built into the learning outcomes for that course. We follow the guidelines in measuring two outcomes a cycle and all the outcomes within the five-year program review. Given that there are only three outcomes for the HRM certificate, we end-up measuring the outcomes more than once during the five-year cycle.
- This past cycle we worked with Ann Boudinot to make each outcome more aligned with Bloom’s taxonomy. In line with more rigorous levels of learning, all course rubrics were strengthened (attached), a more detailed measurement analysis was provided (conducting analysis by each rubric criterion and

demonstrating number of students below, at, and above established standard), and additional methods of measurement were used for increased validity and reliability (two direct methods and two indirect methods).

- We more closely measured those in the certificate program vs. the master’s program. Though the same standards had to be used (since certificate students may transfer their credits to the HRM masters and thus those courses need to demonstrate the same rigor), we more closely monitored those students in terms of the overall certificate results as compared to the overall HRM masters results by separating out their outcome test scores, conducting a separate focus group, and conducting a separate rubric item analysis. As noted above, 3 of the 5 certificate students moved into the full master’s program by the end of the measurement cycle.

Our assessment process included three direct and one indirect method that measure the number/percentage of students that were at, below, and above the designated level of learning required to meet the outcome assessment criteria established for that learning outcome. This was done through

- Teacher evaluation of a major project demonstrating standard level of performance of the outcome learning (course objectives and assignment criteria are aligned to learning outcome).
- Teacher evaluation compared to the review of two outside readers (all against the stated learning outcome criteria). Outside readers were all experts in the field who have attended a conference session on how to evaluate the projects in a consistent and valid way (all using the same provided learning outcome criteria templates).
- Criterion analysis of rubric criteria (points for each criterion analyzed to identify more depth in terms of outcome achievement)
- Focus groups conducted by an outside expert with group of students being measured on the designated outcome learning.
- Graduating student assessment survey conducted by university outcomes assessment office was not used because no separate graduating student assessment survey was provided. Consequently, we took the pertinent graduating student assessment survey items and incorporated them into the focus groups.

**Describe how the program implemented its planned improvements from last year:**

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
Through the use of organizational analysis and research methodology, develop and implement HR interventions that support high performance in individuals, teams, and organizations. <i>Revised: Judge the effectiveness of HRM structures within an organization by choosing appropriate OD models, and compile a recommendation plan for improved or new HR structures that support organizational goals.</i>	--The results of the most significant measures do not indicate program changes. --The results of the indirect comments indicate that we should strengthen the program in terms of conducting research, use of technology in the HR field, and determining the most ethical responses. This causes a challenge for the certificate program since there are no other courses that further support these skill sets. Thus, in the core courses an extra module on ethics will be added to the OD521 course and the law professor will be asked to use one or more ethical case studies. Technology will be further emphasized in HRM534, 538, and 539 by covering technology tools for selection, performance management, and pay programs. Given today’s “total technology system packages” for HR, this can be easily added through a partnership with one of our supporting organizations.	--Ethics was added not only to the OD521 course but also further emphasized in all courses across the certificate program. Each course now includes reflection on the “Values to Voices” approach towards ethics with an inclusion of at least one case study and role playing. --For the law course, LA535, guidelines were added to further explore the difference between “legal behavior” and “ethical behavior.” --The newly hired HRM professor (who teaches the core HRM534, 538, and 539 in the certificate program) has added more analytics and technology to the courses. Both direct and indirect scores show improvement in this area (as noted in the outcome assessment below).

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
	the performance of students in other teams related assignments.	
Identify and develop HR interventions that support business strategies and add value to the entire business enterprise. <i>Revised: Research an organization's culture and strategic goals; examine existing total pay, performance, and recruitment systems; and develop revised or totally new systems that support and measure desired individual, team, and organizational outputs</i>	Same as above.	Same as above.

**Provide a response to last year's University Assessment Committee review of the program's learning assessment report:**

We found the last program's assessment report very useful. It was accepted, and the following advice was given. We were advised to

1. Comment: Strengthen the outcome statements using Bloom's taxonomy.  
Response: We did this with the help of Ann Boudinot. Strengthened outcomes listed above.
2. Comment: Include a more rigorous approach to measuring/analyzing the data to provide more differentiation and distinction in the results (more areas for improvement)—and to further differentiate the HRM Certificate from the HRM masters.  
Response: We did this through upgrading the outcome assignment statements and rubrics, and by breaking down the findings not only by those students who met the standard, but also the percentage below and above. Further analysis was done by each course objective aligned with the learning outcome, and even further by each criterion on the rubric. This provided more robust findings for improvement. Lastly, conducted a focus group AFTER the direct measures were tabulated to enable the opportunity to question participants about the direct measure findings.
3. Comment: We were asked to watch the tone of our language in the report.  
Response: We have written this report to be more straightforward with less emotion.

## Outcomes Assessment 2017-2018

**Learning Outcome 1:** Judge the effectiveness of HRM structures within an organization by choosing appropriate OD models, and compile a recommendation plan for improved or new HR structures that support organizational goals.

### Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss how the data was collected and describe the student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
<p>--OD521: Organization Development and Consulting. Students complete an intervention in an actual organization, choose an OD model that matches the culture of the organization, gather data specifically on HRM structures, gather data on associated issues according to the OD model, ascertain strengths and weaknesses, make recommendations for improvement, outline an action plan for improvement that aligns with organizational goals/strategy.</p> <p><b>Direct:</b> Evaluation of outcome product by professor using rubric with defined criteria directly aligned to program assessment outcome #1 (see attached OD521 assignment and rubric). <b>Direct:</b> Evaluation of representative sample of final product by two outside experts using rubric with defined criteria</p>	<p>--90% of enrolled students score 80 points across the defined components of the assignment rubric and no students score fewer than 78 points (aligned with program learning outcomes and course objectives) on the final assignment, as evaluated by the instructor.</p> <p>In addition, two outside professional readers score representative samples of final outcomes within six points of the instructor rating, but no lower than 80.</p> <p>90% of students will score no lower than 80% of allowable points for each criterion.</p>	<p>--For the 5 HRM students, instructor provided rubric used on culminating project, as described in first column and demonstrated in appendix. Instructor evaluated each outcome using the rubric.</p> <p>--Two outside professionals, coached by the instructor, used the same rubric to evaluate a representative sample of product outcomes.</p> <p>--Instructor conducted analysis of answers tied to each rubric criterion (total points, percentages, range of points) to surface more in-depth findings concerning learning outcomes.</p>	<p>90% of the students met the performance standard of 80 points across the defined components. Specifically: --2 students was above standard by 10 points (90 and above) --2 students were moderately above standard by 4 – 9 points (84 – 89) --1 student was at or slightly above standard (80 – 83)</p> <p>Actual numbers are being used instead of percentages given the low number of the group (5).</p> <p>The outside readers came within six points of that of the instructor scoring, validating the alignment among raters and alignment between the assignment, learning outcomes, and program outcomes.</p> <p>90% of students scored no lower than 80% of allowable points for each criterion (<u>see Criterion Analysis in appendix</u>).</p> <p>The direct assessment results indicate that the learning outcome as presented in the program meets the performance standard.</p> <p>However, a breakdown of the scoring surfaces pertinent findings that need to be addressed for further improvement and the attainment of higher outcome learning (comparison to other HRM courses in the curriculum). This is explained in the supporting comments below the chart.</p>

<b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<b>Performance Standard</b> <i>Define and explain acceptable level of student performance.</i>	<b>Data Collection</b> <i>Discuss how the data was collected and describe the student population</i>	<b>Analysis</b> <i>1) Describe the analysis process.  2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
<p>directly aligned to program assessment outcomes.</p> <p><b>Direct:</b> Item evaluation (point system) of each criterion within the outcome assessment rubric</p>			
<p><b>Indirect:</b> Student focus group held with certificate participants (5) conducted by outside expert, tied to learning outcome 1.</p>	<p>90% of participants rate overall learning outcome, course objectives (aligned to outcome), and rubric criteria (aligned to objectives), as being achieved at 3.5 or better on a 5.0 scale. General comments were coded using qualitative analysis.</p>	<p>An outside professional donated her time to conduct an end-of-course focus group for the 5 certificate students taking OD521. This followed qualitative research protocol. Survey answers were tabulated and focus group answers were coded and summarized.</p>	<p>90% of participants rated learning outcome (and supporting course objectives and rubric criteria) as being achieved at 3.5 or better:  --3 students rated the learning outcome achievement at 4.5 or higher  --2 students rated the learning outcome achievement at 3.8 or higher</p> <p>90% of participants rated the achievement of the course objectives and rubric criterion as 3.5 or better.</p>
<p><b>Indirect:</b> There was no graduating student survey separately conducted by institutional effectiveness (if there was, it was not sent to me). There was only a 'general HRM graduate' survey that did not separate out certificate students from those getting the master's degree. Thus, the pertinent institutional effectiveness categories were measured during the focus group for certificate students.</p>	<p>80% of participants rate items aligned to assessment outcomes at very good or high. Chosen aligned topics: <i>Ability to...</i></p> <ul style="list-style-type: none"> <li>--find job/be successful on job</li> <li>--produce coherent written/spoken argument on a position</li> <li>--determine ethical responses</li> <li>--conduct research</li> <li>--transfer skills to community service</li> <li>--demonstrate leadership</li> <li>--use technology in the field</li> <li>--solve problems in the field</li> <li>--work/lead a team</li> <li>--appreciate global/diverse issues</li> <li>--make decisions</li> </ul>	<p>Conducted by focus group facilitator.</p>	<p>80% of participants rated relevant items at very good or high except for one area: appreciation of global issues/diversity (which is discussed below).</p>

### Interpretation of Results

**Describe the extent to which this learning outcome has been achieved by students (Use both direct and indirect measure results):**

Outcome learning objective #1 is being met in line with the established standards.

The direct assessment results indicate that the learning outcome #1 is being achieved for certificate students according to the three direct measures on the culminating class assignment (as ascertained by the instructor and two outside readers). The culminating activity in OD521 requires students to complete an intervention in an actual organization, choose an OD model that matches the culture of the organization, gather data specifically on HRM structures, gather data on associated issues according to the OD model, ascertain strengths and weaknesses, make recommendations for improvement, and outline an action plan for improvement that aligns with organizational goals/strategy. The criterion analysis [see [Criterion Analysis in appendix](#)] supported achievement of the outcome assessment at a more detailed level. The criterion analysis also surfaced an interesting pattern that will be discussed below. The instructor's measure was further validated through the measures of two outside evaluators who found the same result. Evaluators all scored within the established standard of 6 points of the instructor. This year's evaluators had specific expertise in OD: Dr. Linda Raudenbush and Dr. Cynthia Roman.

Learning outcome level	Instructor Rating	Outside Professional Rating	Outside Professional Rating
High sample	100	98	98
Good sample	92	93	92
Acceptable or just below (78 – 80)	83	85	84

Indirect: As mentioned above, no separate graduate survey results were ascertained for the HRM certificate degree (only the full HRM master's degree). Thus, the pertinent graduating student survey topics were incorporated in the focus group. Focus group data (collated from the five certificate students) resulted in 80% of participants rating the learning outcome as being achieved at 3.5 or better. Participants were also asked to rate each objective for OD521 (each aligned with learning objective #1) and each rubric criterion for the OD521 culminating activity. Students rated each at 3.5 or higher. [See actual results in the appendix, OD521 Focus Group Data](#). Thus, the focus group data further supports that learning objective #1 is being achieved by the curriculum. However, there are areas for improvement when all the data is analyzed further, which will be included in the section on "opportunities for improvement."

Overall, scores for certificate students are higher for the learning outcomes in OD521. This is true for the last cycle numbers for the master's program (when this similar learning outcome was last tested) and for those in the OD certificate. Students were asked about this pattern in the data. Comments made:

- This course uses a template for analyzing data and there are up to four practice projects in class before we go out into the field and use it.
- OD is a fascinating and seemingly more business oriented (rather than core "HR" oriented) discipline in the field.
- OD wakes us up to the bigger impact that HR structures can have within an organization. It allows us to view the organization through a different lens. This is in contrast to a performance management course or total pay course where we are viewing things more narrowly through a particular technology (pay systems, performance appraisals).
- OD covers the consulting and intervention part of HR which is a necessary component for navigating organizations and making HR work. It gives HR a higher profile in an organization and strengthens our abilities to make HR "stick" as opposed to just knowing how to put systems together.

Measurement Area: Ability to...	Certificate (n = 5) through focus group	Masters (n = 7) through graduating student survey
Find job/be successful at job	95	100
Produce coherent written/spoken position arguments	90	100
Determine ethical responses	100	100
Conduct Research	85	85.7
Transfer skills to community service	100	100
Demonstrate leadership	95	100
Use technology in the field	86	85.7
Solve problems in the field	95	100
Work in/lead a team	95	100
Appreciate global/diverse issues	78	78.6

**Briefly describe program strengths and opportunities for improvement relative to assessment of outcome and discuss planned curricular or program improvements for this year based on assessment of outcome**

We were able to analyze the data and dig deeper into the findings within this cycle because of the following actions:

- strengthening the rubrics, criteria, and learning outcomes
- breaking down assessment of the learning outcome by specific criteria to pinpoint more specific “learning” areas
- conducting a professional focus group AFTER the results of the final learning outcome project was submitted and scored, thus allowing us to question and gain a deeper understanding of the scores.

**Strengths as demonstrated through all direct and indirect measures:**

- Transfer of learning to real environments. Certificate students can get jobs and do the work on the job immediately.
- Use of real scenarios, case studies, and entrance into actual organizations (real people with real problems)
- Faculty who have real work experience, conduct research, and have contacts in the field in order to bring that into the classroom and provide opportunities for students to hear from professionals in the field (guest organizational employment attorneys)
- Precise and measurable criteria within the rubrics. “Always knew what was expected of me.”
- Instructors approachable and available for further learning and advising
- In line with SHRM learning outcome criteria for organizational effectiveness, organizational change strategies, system approaches, and intervention strategies.
- Program is successful in students feeling competent in problem solving, leadership, working in teams, conducting research, developing and presenting cogent arguments, serving the community, noting and navigating ethical business behavior, utilizing technology, and being successful on the job.
- Certificate students felt (focus group comments) that they had the core HRM knowledge/skill to immediately transfer the learning to the job and did not feel a “lack” because of missing out on the other courses in the curriculum. They felt that the OD course tied all the pieces together in terms of entering organizations. As stated

elsewhere, three students felt they were going to move on to the masters because they enjoyed the courses, met success, and realized the benefit of having a masters. Two students felt that having just the certificate added great value to their job prospects given that each already had a masters in a related field (hence, did not feel compelled to get a second masters).

Opportunity for improvement (refer to appendix data as needed)	Planned curricular or program improvement
<p>1. With the direct data and the focus group data, the scores for this outcome were higher than other courses in the certificate (as they are also for those in the master’s program and the OD certificate). As the students said in the focus group, this seems to be tied to the more “system and business” oriented focus of the course in identifying problems throughout all HR structures and tying recommendations to strategic goals. There seems to also be an “awakening” that happens when HR students realize there is this entirely different side to HR and that these skills are necessary in making the more technical HR topics (pay, benefits, laws) work.</p>	<p>1. Create an up-front graphic that explains all aspects of HR and the relationship between all the components. Emphasize the systems approach and how an HR professional must use both the creative and analytical parts of their brains to be successful. Kick off every course within the entire curriculum with this same graphic to emphasize the broader impact of HR.</p>
<p>2. Though students met the criteria through the direct measure for managing cultural and global issues within the OD521, the indirect measure surfaced a weakness in this area. All 5 students mentioned that global issues were not given that much attention in the certificate courses and recommended that doing at least one case or lesson on associated global issues would be important since “we don’t take the global HRM course in the certificate program.” They mentioned that covering “international OD” would be helpful.</p>	<p>2. For OD521, instructors will now include a case and mini-scenarios on the practice of OD internationally. Furthermore, the in-class cases and outcomes exam will include a question that involves global HR issues from an OD perspective.</p>
<p>3. Further analysis of the criterion breakdown of scores (especially when compared with the focus group assessment of the same criterion), seems to indicate that students did better in choosing a model, collecting and formatting data, and identifying strengths and weaknesses than they did in analyzing the data, making recommendations, and developing an action plan. In the focus group, the students shared that it was easier to identify issues than it was to identify best remedy practices and action plans. They noted that this became easier after more practice and felt this was a skill that would improve with more experience on the job. Comment: “This is as much an art than it is a science.”</p>	<p>3. This program improvement area also surfaced in the HRM master’s program data. Though this specific outcome learning is specifically addressed in OD521 with many practices and cases, it seems that even more would be valuable. Thus, as mentioned in the HRM master’s outcome assessment report, materials on remedies and action plans need to be emphasized in all course material and outcome rubric assessments so each course can build off the other in strengthening this “science and art.”</p>

**Learning Outcome 3:** Examine existing HR practices within an organization concerning employment law, ethics, international relations, and diversity; and create new or improved plans in line with HR rules and organizational goals.

**Assessment Activity**

<p><b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p><b>Performance Standard</b> <i>Define and explain acceptable level of student performance.</i></p>	<p><b>Data Collection</b> <i>Discuss how the data was collected and describe the student population</i></p>	<p><b>Analysis</b> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i></p>
<p>--LA535: Employment Law: Examine existing HR practices from real organizations (and associated ethics, labor, international relations, and diversity issues) requiring research, analysis, and planned actions using real case scenarios (that represent the five most relevant HRM/OD legal/diversity/ethical issues as stipulated through SHRM guidelines and employment law resources.) Students must identify the law/ethical issues, standards/case law supporting necessary actions for such issues, and develop appropriate action plans addressing legalities, HR policy, and organizational strategic factors. *Test scenarios are from real life corporate/organizational cases (see appendix). Due to the high confidentiality of HRM legal/ethics issues, students cannot personally collect legal/ethic issues from organizations. Thus, “real life” cases are brought to them through instructor research and instructor relationships with</p>	<p>--90% of enrolled students score 80 points across the defined components of the assignment rubric and no students score fewer than 78 points (aligned with program learning outcomes and course objectives) on the final assignment, as evaluated by the instructor.</p> <p>In addition, two outside professional readers score representative samples of final outcomes within six points of the instructor rating, but no lower than 80.</p> <p>90% of students will score no lower than 80% of allowable points for each criterion.</p>	<p>--For 5 HRM students, instructor provided rubric used on culminating project, as described in first column and demonstrated in appendix. Instructor evaluated each outcome using the rubric. --Two outside professionals, coached by the instructor, used the same rubric to evaluate a representative sample of product outcomes. --Instructor conducted analysis of answers tied to each rubric criterion (total points, percentages, range of points) to surface more in-depth findings concerning learning outcomes.</p>	<p>90% of the students met the performance standard of 80 points across the defined components. Specifically: --1 student was above standard by 10 points (90 and above) --3 students were moderately above standard by 4 – 9 points (84 – 89) --1 student was at or slightly above standard (80 – 83)</p> <p>Actual numbers are being used instead of percentages given the low number of the group (5).</p> <p>The outside readers came within six points of that of the instructor scoring, validating the alignment among raters and alignment between the assignment, learning outcomes, and program outcomes.</p> <p>90% of students scored no lower than 80% of allowable points for each criterion (<u>see Criterion Analysis in appendix</u>).</p> <p>The direct assessment results indicate that the learning outcome as presented in the program meets the performance standard.</p> <p>However, a breakdown of the scoring surfaces pertinent findings that need to be addressed for further improvement and the attainment of higher outcome learning (comparison to other HRM courses in the curriculum). This is explained in the supporting comments below the chart.</p>

<b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<b>Performance Standard</b> <i>Define and explain acceptable level of student performance.</i>	<b>Data Collection</b> <i>Discuss how the data was collected and describe the student population</i>	<b>Analysis</b> <i>1) Describe the analysis process.  2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
<p>organizations. The instructor is always an employment lawyer so appropriate confidentiality issues are upheld. Furthermore, the scenarios are vetted by the HRM Director to be in line with SHRM guidelines and testing protocol.</p> <p><b>Direct:</b> Evaluation of outcome product by professor using rubric with defined criteria directly aligned to program assessment outcome #3 (see attached LA535 assignment and rubric).</p> <p><b>Direct:</b> Evaluation of representative sample of final product by two outside experts using rubric with defined criteria directly aligned to program assessment outcomes.</p> <p><b>Direct:</b> Item evaluation (point system) of each criterion within the outcome assessment rubric</p>			
<p><b>Indirect:</b> Student focus group held with certificate participants (5) conducted by outside expert, tied to learning outcome 1. See explanation below this chart and appendix.</p>	<p>90% of participants rate each learning outcome, course objective (aligned to outcome), and rubric criteria (aligned to objectives), as being achieved at 3.5 or better on a 5.0 scale. General comments were coded using qualitative analysis.</p>	<p>An outside professional donated her time to conduct an end-of-course focus group for the 5 students taking LA535. This followed qualitative research protocol. Survey answers were tabulated and focus group answers were coded and summarized.</p>	<p>90% of participants rated learning outcome (and supporting course objectives and rubric criteria) as being achieved at 3.5 or better:  --3 students rated the learning outcome achievement at 4.0 or higher  --2 students rated the learning outcome achievement at 3.8 or higher</p> <p>90% of participants rated the achievement of the course objectives and rubric criterion as 3.5 or better.</p>

<b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<b>Performance Standard</b> <i>Define and explain acceptable level of student performance.</i>	<b>Data Collection</b> <i>Discuss how the data was collected and describe the student population</i>	<b>Analysis</b> <i>1) Describe the analysis process.  2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
<p><b>Indirect:</b> There was no graduating student survey separately conducted by institutional effectiveness (if there was, it was not sent to me). There was only a 'general HRM graduate' survey that did not separate out certificate students from those getting the master's degree. Thus, the pertinent institutional effectiveness categories were measured during the focus group for certificate students.</p>	<p>80% of participants rate items aligned to assessment outcomes at very good or high. Chosen aligned topics: <i>Ability to...</i></p> <ul style="list-style-type: none"> <li>--find job/be successful on job</li> <li>--produce coherent written/spoken argument on a position</li> <li>--determine ethical responses</li> <li>--conduct research</li> <li>--transfer skills to community service</li> <li>--demonstrate leadership</li> <li>--use technology in the field</li> <li>--solve problems in the field</li> <li>--work/lead a team</li> <li>--appreciate global/diverse issues</li> <li>--make decisions</li> </ul>	<p>Conducted by focus group facilitator.</p>	<p>80% of participants rated relevant items at very good or high except for one area: appreciation of global issues/diversity (which is discussed below).</p>

### Interpretation of Results

**Describe the extent to which this learning outcome has been achieved by students** (*Use both direct and indirect measure results*):

Outcome learning objective #3 is being met in line with the established standards.

The direct assessment results indicate that the learning outcome #3 is being achieved for certificate students according to the three direct measures on the culminating class assignment (as ascertained by the instructor and two outside readers). The culminating activity in LA535 requires students to understand, analyze and interpret both the surface and underlying issues in legal HRM scenarios (taken from real companies); research employment case law for supporting critical analysis; research appropriate HRM policy for appropriate procedural actions; and recommend actions to appropriately manage the situation—aligning all legal, ethical, international, diversity, cultural, and strategic issues. A criterion item analysis was also done [see Criterion Analysis in appendix]. The criterion analysis also supported achievement of the outcome assessment at a more detailed level. The criterion analysis also surfaced an interesting pattern that will be discussed below. The instructor's measure was further validated through the measures of two outside evaluators who found the same result. Evaluators all scored within the established standard of 6 points of the instructor. This year's evaluators had specific expertise in Employment Law: Attorney Paul Mathis and Attorney Thomas Sawyer.

Learning outcome level	Instructor Rating	Outside Professional Rating	Outside Professional Rating
High sample	96	98	94
Good sample	90	93	92
Acceptable or just below (78 – 80)	82	85	84

Indirect: As mentioned above, no separate graduate survey results were ascertained for the HRM certificate degree (only the full HRM master’s degree). Thus, the pertinent graduating student survey topics were incorporated in the focus group. Focus group data (collated from the five certificate students) resulted in 80% of participants rating the learning outcome as being achieved at 3.5 or better. Participants were also asked to rate each objective for LA535 (each aligned with learning objective #3) and each rubric criterion for the LA535 culminating activity. Students rated each at 3.5 or higher. See actual results in the appendix, LA535 Focus Group Data, first column. Thus, the focus group data further supports that learning objective #3 is being achieved by the curriculum. However, there are areas for improvement when all the data is analyzed further, which will be included in the section on “opportunities for improvement.”

Overall, scores for certificate students—though above the required 80%—are lower than the master students. This will need to be further tested (next cycle a comparison can be made, and certificate students can be questioned about it in the focus group). One hypothesis is that the certificate students don’t feel as confident as the master students (hence they signed up for just the certificate as opposed to the entire masters). Another hypothesis (and the most likely one) is that certificate lack another 21 credits to further hone their skills/knowledge in the HRM concepts. Of note is that the global percentage is even lower than that of the master students (which is also low). This is most likely because the HRM certificate students don’t take the HRM global course. This is further discussed below.

Measurement Area: Ability to...	Certificate (n = 5) through focus group	Masters (n = 7) through graduating student survey
Find job/be successful at job	90	100
Produce coherent written/spoken position arguments	85	100
Determine ethical responses	95	100
Conduct Research	85	85.7
Transfer skills to community service	85	100
Demonstrate leadership	80	100
Use technology in the field	84	85.7
Solve problems in the field	85	100
Work in/lead a team	95	100
Appreciate global/diverse issues	75	78.6

**Briefly describe program strengths and opportunities for improvement relative to assessment of outcome and discuss planned curricular or program improvements for this year based on assessment of outcome**

We were able to analyze the data and dig deeper into the findings within this cycle because of the following actions:

- strengthening the rubrics, criteria, and learning outcomes

- breaking down assessment of the learning outcome by specific criteria to pinpoint more specific “learning” areas
- conducting a professional focus group AFTER the results of the final learning outcome project was submitted and scored, thus allowing us to question and gain a deeper understanding of the scores.

**Strengths as demonstrated through all direct and indirect measures:**

- Transfer of learning to real environments. Certificate students can get jobs and do the work on the job immediately.
- Use of real scenarios and case studies
- Faculty who have real work experience, conduct research, and have contacts in the field in order to bring that into the classroom and provide opportunities for students to hear from professionals in the field (guest organizational employment attorneys)
- Precise and measurable criteria within the rubrics. “Always knew what was expected of me.”
- Instructors approachable and available for further learning and advising
- In line with SHRM learning outcome criteria for law, performance management, total pay, selection, organizational analysis.
- Program is successful in students feeling competent in problem solving, leadership, working in teams, conducting research, developing and presenting cogent arguments, serving the community, noting and navigating ethical business behavior, utilizing technology, and being successful on the job.
- Students not only demonstrate learning in identifying surface and underlying issues concerning employment law (and associated diversity, ethical, and global issues), but also in aligning such structures with the strategy and culture of the organization.
- Certificate students felt (focus group comments) that they had the core HRM knowledge/skill to immediately transfer the learning to the job and did not feel a “lack” because of missing out on the other courses in the curriculum. As stated elsewhere, three students felt they were going to move on to the master’s degree because they enjoyed the courses, met success, and realized the benefit of having a masters. Two students felt that having just the certificate added great value to their job prospects given that each already had a masters in a related field (hence, did not feel compelled to get a second masters).

Opportunity for improvement (refer to appendix data as needed)	Planned curricular or program improvement
<p>4. With the direct data and the focus group data, the scores for this outcome were lower than the scores for other outcomes. This result is similar to what was found with the full masters. Again, similar to those taking the full masters, the reasons given were as follows: This course is taught like a law course, not an HRM course. The instructor is an attorney and his standards are high. In the previous assessment cycle, the Director of the HRM Program worked with the instructor to ensure inclusion of more HRM policy and more “practical” scenarios to be in line with the SHRM outcomes. This was done. Students commented that the course is demanding and requires “a different kind of learning” (intense research, analysis, scenario planning and writing) than other courses. Yet the students admitted that it is this course that provided them with a very solid understanding and skill set for navigating legal HR issues and for being successful. A typical comment: “It</p>	<p>4. Several improvement actions will be taken:</p> <ul style="list-style-type: none"> <li>a) Post on canvas more examples of narrative legal case analyses with accompanying rubric grading.</li> <li>b) Get students writing narrative explanation earlier in the course and kick-off the course with a module on critical thinking and writing (get module from Director of HRM Program).</li> <li>c) Do not let students take this course in their first semester. Only offer it in the spring semester. Students</li> </ul>

<p>was hard but good.” However, unlike the master students, there was no differentiation between native English speaking and non-native English-speaking students.</p>	
<p>5. Though students met the criteria through the direct measure for managing cultural and global issues within the LA535 course, the indirect measure surfaced a weakness in this area. All 5 students mentioned that global issues were not given that much attention in the certificate courses and recommended that doing at least one case or lesson on associated global issues would be important since “we don’t take the global HRM course in the certificate program.”</p> <p>Furthermore, when combined with the findings from the HRM master’s degree outcomes assessment, it is evident that global issues need more emphasis across the entire curriculum—all HRM courses.</p>	<p>5. For LA535, instructors will now include a job aid comparing and contrasting U.S. employment law with the “most often needed” employment laws in other major countries. This will be taught as a specific module, not just referenced. Furthermore, the in-class cases and outcomes exam will include a question that involves global law and ethics.</p> <p>A “global” lesson will be added to every course to address the course topic through a global lens. This will also be more highly emphasized in the outcomes measure and rubric.</p>
<p>6. Further analysis of the criterion breakdown of scores (especially when compared with the focus group assessment of the same criterion), it seems that students did better when identifying supporting laws and relating the events/remedies to the organization’s structure, goals, and HRM policies. It also seems that students did less well on explaining the remedies and how to implement the remedies.</p>	<p>6. Add material to the course on the development of action plans and implementation strategies for HR initiatives. This material is included in only one other certificate course (OD521). Consequently, it should also be added/emphasized in all other HRM certificate courses (HRM534, 538, and 539). Given that the certificate students don’t take HRM533 (where action plans and implementation strategies are also included, they need this learning in more than one of the certificate courses). This criterion (developing action plans to implement solutions) will also be further broken out in the rubrics for all course outcomes.</p>
<p>7. As noted above, the data surfaced that certificate students score lower overall than master students.</p>	<p>7. During the next cycle, further question students and analyze outcomes to gain further explanation for why certificate students score lower than master students. Was this a fluke for just this group of certificate students or does it have something to do with why certificate students choose the certificate over the full masters? The Director will personally ask certificate students when they apply and will keep track of that data. It is not related to acceptance because both certificate students and master students are accepted based on the same criteria.</p>