

STUDENT LEARNING ASSESSMENT REPORT

PROGRAM: Graduate Certificate, Human Resource Management
SUBMITTED BY: Virginia Bianco-Mathis
DATE: September 30, 2020

Executive Summary: Description of Assessment Process

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

Learning Outcome	Year of Last Assessment	Assessed This Year (Y=Yes)	Year of Next Planned Assessment
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.	2017-2018	No	2020-2021
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.	2017-2018	Yes	2020-2021
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.	2017-2018	No	2020-2021

Provide a **brief** description of the assessment process used including how results are shared and discussed and strengths, challenges, and planned improvements to the **process**, providing evidence of a culture of continuous improvement based on assessment. If there is something that is impeding your ability to implement improvements, please comment on those issues (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 will move to testing all of them coming next year (new guidelines for BILT) and will also be modified based on the new HRM/MBA/HCM/IT stack certificates.

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	2014-2015	no	2020-2021	HRM534, HRM538, HRM539

Learning Outcome	Year of Last Assessment	Assessed This Year	Year of Next Planned Assessment	Outcome tested in these courses
develop revised or totally new systems that support and measure desired individual, team, and organizational outputs.				
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

- In the cycle before last, 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.)
- 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. There was a total of 3 HRM certificate students within the course being used for the certificate outcome assessment this year. All certificate students moved into the full master’s program by the end of the measurement cycle.
- Last year we conducted a rigorous item analysis of each learning objective. This year we did not repeat that—we thought every other year would be a better measure for that kind of rigor. And, with Covid and turning all our courses into 8-week format, we took another approach this cycle. Instead, we strengthened the rubrics based on the criterion conducted last year and that gives us another year to measure those changes (more detail for finer analysis). We also raised the level of the yearly focus group/survey process so it could meet the standard of being a direct measure. [Focus groups and surveys conducted by an expert with group of students with each course objective measured towards the designated outcome learning.]
- This year we did not include the graduating student assessment survey conducted by university outcomes assessment office. We did not receive enough respondent data to make the tool valid. That is why we like our own survey/focus group and approach. With our method, the students are right in the room, we ask not only the questions on the graduating student survey but also more, and we obtain 100% participation (any missing folks can be tracked down). This year, because of Covid, we were able to conduct the focus groups and survey using zoom. It worked well.

Closing the Loop: Progress on Planned Improvements from Prior Year

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

Outcome	Planned Improvement	Update
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.	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.	--We arranged that schedule so that all HRM master and certificate students take one of the core HRM courses within his/her first semester. Within those core courses, we implemented a new graphic that explains all aspects of HR using a systems approach. This was very well received.

Outcome	Planned Improvement	Update
	<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. 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>	<p>--Global OD segments were incorporated into the OD course. Furthermore, the entire Global HR course was retired and all HR students must now take the more robust MBA Global course.</p> <p>--As explained in the HRM Master Assessment, a stronger module on determining more system oriented remedies has been implemented and need to be even further emphasized moving forward.</p>
<p>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.</p>	<p>Several improvement actions will be taken:</p> <p>a) Post on canvas more examples of narrative legal case analyses with accompanying rubric grading.</p> <p>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).</p> <p>c) Do not let students take this course in their first semester. Only offer it in the spring semester.</p> <p>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. (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>Add material to the course on the development of action plans and</p>	<p>--All issues concerning the HRM law course were planned and then implemented into the new MBA Business Law and Ethics course, which HRM students must take. In addition, a job aid comparing US laws with other international laws will be used in the core HRM courses so students get the connection when discussing all topics (compensation, performance management, etc.).</p>

Outcome	Planned Improvement	Update
	<p>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>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>	<p>--More rigorous job aid for designing and implementing system-oriented plans were added to the core HRM courses (HRM539, 538 and 534), not just in the OD and HRM capstone courses.</p> <p>--Fortunately, all HRM students this recent cycle met all standards, so hopefully, this gap has been filled.</p>

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

Comment: Well done!

Response: Thank you. Doing a quantitative test for each criterion was an exhaustive project. As explained above, this year we did not do that (will do again after we assess the changes made over a longer period based on those results).

Outcomes Assessment 2019-2020

Learning Outcome 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.

Outcome Measures	Performance Standard	Data Collection	Result
HRM 539, Performance Management, Outcome Assessment Final Course Project	90% of enrolled students score 80 points across the defined components of the assignment rubric and no students score fewer	The data was collected using --actual number of HR certificate students within the broader HRM Master course (from Canvas) --actual number of points received by each student on outcome assessment project	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)

Outcome Measures	Performance Standard	Data Collection	Result
	<p>than 78 points (aligned with program learning outcomes and course objectives)</p>	<p>that tested specific skills sets as described in the rubric that tie directly to HRM outcomes. --conducted by course professor, Dr. Joe Eulberg</p> <p>See rubric and objectives attached.</p> <p>Total data set: 3 (total class was 16 and 3 were certificate students)</p>	<p>--2 students were moderately above standard by 4 – 9 points (84 – 89)</p> <p>Actual numbers are being used instead of percentages. Given the low number of the group (3), percentages would be deceiving.</p> <p>These direct assessment results indicate that the learning outcome as presented in the program meets the performance standard.</p>
<p>HRM 539, Performance Management, Direct, Research Survey and Focus Group</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 4.0 scale. General comments were coded using qualitative analysis.</p>	<p>An outside expert working with a group of graduate students from OD521, conducted a focus group with each HRM/OD course and distributed an accompanying survey. See attached [both master and certificate students were involved at the same time, but answers given by certificate students were separately coded.] Research protocol was used with appropriate reliability and validity structure incorporated into the process/tools.</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 3.9 or higher</p>

Interpretation of Results

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

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
- reviewing the learning outcome by specific rubric point
- 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 to bring that into the classroom and provide opportunities for students to hear from professionals in the field (guest organizational performance management professionals)
- 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 performance management.
- Program is successful in students feeling competent in all components of performance management as tested against an actual company.
- Students not only demonstrate learning in identifying surface and underlying issues concerning performance management (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. However, all 3 students went on to sign-up for the entire HRM degree.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

- There was one comment in the focus group from an HRM certificate student that should be addressed. She felt that the course should contain more detailed instruction on how to incorporate compensation in alignment with performance management. This is a trending topic in the field given that most performance management programs are moving to coaching performance discussions. More research is needed—what exactly are companies doing to align compensation with performance management in a world of “coaching appraisals.”

Appendices (please only include items that will help reviewers understand your process – for example, test questions, rubrics, survey questions, more detailed description of assessment measures, summary tables of survey results, etc.)

Appendices: Course Objectives leading to outcome objectives, final outcome assessment rubric, survey/focus group protocol (tailored for each course included in this report).

HRM539 Course Objectives

Upon successful completion of this course students will be expected to:

Describe the theoretical and practical underpinnings of performance management systems

- ② Analyze and design a set of recommendations to improve a real-life performance management system
- ② Create, define, and evaluate individual and organizational performance measures, including identifying acceptable standards of performance
- ② Develop an ethical performance management framework, including how organizational performance expectations and reward systems may unintentionally/intentionally incent and elicit unethical employee behaviors
- ② Align individual and group performance measures with overall organizational strategy
- ② Specify appropriate approaches to performance planning and appraisal
- ② Design a framework and implementation plan for a performance management program
- ② Articulate the role a manager should play in the performance management system
- ② Design a feedback system and incorporate it into the performance management process
- ② Identify individual and unit performance deficits and develop a framework for improving performance
- ② Match training and development interventions to specific performance needs

Performance Management Case Study Presentation and Paper

☐ *You will select an organization and evaluate the performance management system based on the criteria we will be reviewing in class. Based on the evaluation, you will critique the strengths and weaknesses and make specific recommendations for improvement. This is a key, substantial part of the course and a high-quality presentation is expected.*

Your presentation should last approximately 30 minutes. In addition to the class presentation, you will be responsible for turning in a single paper on your presentation topic (10-15 pages). The paper should discuss your topic in more detail than the presentation but can follow its general framework. You must include at least 15-20 references. The references should be from quality publications.

- ☐ Choose any organization (e.g., big/small, public/private/non-profit, manufacturing/service, domestic/multi-national, etc.) that interests you. You may also select a division or subsidiary of a larger parent organization if you would like to sharpen your focus.
- ☐ Make sure that the organization you choose will be one to which you have ready access to performance management information. The kinds of data you will need includes organizational performance metrics (e.g. sales, profit, margins, growth), unit metrics (e.g. divisional performance, if applicable) and team/individual performance metrics (information about the performance review process, reward programs, bonus structure, etc.).
- ☐ Provide a brief background summary of the organization (its structure, people, products or services, history, competitive landscape, etc. and describe the mission, vision, and key values of the company **10 points**
- ☐ Describe the current performance management system of the organization or sub-unit. Be sure to hit on key aspects including setting and defining performance objectives, measuring performance, and improving performance. **10 points**
- ☐ Describe and highlight the strengths, weaknesses, opportunities and threats (SWOT) of the organizations current performance management systems **20 points**

- ☐ Thinking like senior internal consultants, develop a plan to improve the performance management system. Be extremely specific in your recommendations. Describe not only the changes you would recommend but how the organization must go about implementing the changes (e.g., discuss the training needed to support a new initiative if the current employees do not have the skill set to implement the system).
--You should **SPECIFICALLY** address the various HR functional areas that might be impacted by your performance management redesign initiative (e.g., recruitment, hiring, compensation, training, leadership development, etc.). Again, give specific examples to support your points. **20 points**

- ☐ You should provide specific examples, quotes, or statements from the organization that supports the points you are making. Do not talk in generalities. **20 points**

- ☐ You should integrate into your paper multiple references **respected** sources (e.g., peer-reviewed journal articles, business publications such as the Harvard Business Review, etc.). Although you may use sources such as the Society of Human Resource Management (SHRM), Wall Street Journal, etc. you are also expected to go beyond such sources of non peer-reviewed, "newsy" information and white papers. **20 points**

Survey and Focus Group Protocol: This was an electronic survey so it does not “copy” as totally aligned. This was tailored for OD521, MGT515, and HRM539 (inserted respective outcome learning objectives and course objectives. Numerical results were electronically tabulated. Pertinent findings are included within main report.

Marymount University is an institution that strives to provide the highest academic offerings available. To help us better serve you, please complete this survey and electronically return it as directed in the provided link. Due to the confidential nature of the survey, your identity will not be revealed. For this reason, the survey/process is being controlled by and outside professional and only composite themes for follow-up action will be shared with Dr. Virginia Bianco-Mathis, the Program Administrator for the HRM/OD Program. 4.0 is high and 2.0 Thank you!

STATEMENT	3.8 – 3.9	3.6 – 3.7	3.5	3.4	3.0 – 3.3	<3,3
Overall Marymount Experience						
A Marymount education is a good value.						
Professors effectively teach.						
Campus technology is up to date.						
Dining services meet my needs.						
Environment						
Classrooms have modern amenities.						
Parking is adequate.						
Campus Safety maintains a secure environment.						
The physical layout of the classrooms is conducive to lecturing/studying in that I am able to clearly hear, see and participate in the lesson.						
Course						
Coursework is applied to on-the-job experience.						
Expectations are clearly outlined in the syllabus.						
This course makes sense as being part of a degree in HR/OD. my degree program.						
The format of the course and use of Canvas are utilized well.						
Instructor						
The instructor is knowledgeable about the topics presented in the course.						
The instructor is available outside of class.						
The instructor is prepared and organized for the class.						
I would take another course with this instructor.						
The instructor responds to emails and phone calls in a timely manner.						
Discussion Questions						
To date, which courses have you found to best meet your needs within your degree plan? Why?						

Which courses have you found to be less beneficial and what are your recommendations for improvement?

Are there topics/courses/material that has not been covered in your degree plan that you believe should be covered? Other topics that you feel are relevant?

What benefits do you hope to achieve with your degree from Marymount?

Demographics						
Gender	Male	Female				
Age	19 & under	20-25	26-35	36-45	46-55	56 & up
Degree Program	HRM <input type="checkbox"/>	MBA <input type="checkbox"/>	OD <input type="checkbox"/>	HCM <input type="checkbox"/>	MGT <input type="checkbox"/>	Other <input type="checkbox"/> _____
Student Status	Full-time (9+ credits) <input type="checkbox"/>		Part-time <input type="checkbox"/>			
Employment Status	Executive <input type="checkbox"/>	Management <input type="checkbox"/>	Admin <input type="checkbox"/>	Other <input type="checkbox"/>	_____	
Have you missed more than two class sessions? Yes	<input type="checkbox"/>	No <input type="checkbox"/>				

HRM Program Assessment Learning Outcome Objectives

In an effort to better serve your needs, please complete the assessment below. Please indicate how effective the curriculum has been in achieving the goals of the HRM program.

Program Learning Outcomes	HIGHLY EFFECTIVE 3.8 – 4.0	EFFECTIVE 3.6 -3.7	Met 3.5	NOT EFFECTIVE 3.0 – 3.4

OD 521 Course Objectives or MGT 515 Course Objectives, Depending

In an effort to better serve your needs, please complete the assessment below. Please indicate how effective the course has been in achieving the goals of your program.

Course Objectives	HIGHLY EFFECTIVE 3.8 -4.0	EFFECTIVE 3.6 – 3.7	MET 3.5	NOT EFFECTIVE 3.0 – 3.4

FOCUS GROUP TOPICS

- Quality and rigor of course Rubrics: Standards for grading
- Usefulness of Course Material/Content
- Format/Organization Courses Comments concerning full-time faculty General comments concerning adjunct faculty Technology/Canvas
- Ethics Advising/Coaching
- Distribution/Access to Pertinent Information
- Resources (library, tutoring, counseling, etc.)
- Why I love Marymount