STUDENT LEARNING ASSESSMENT PLAN

SUBMITTED BY: VIRGINIA BIANCO-MATHIS, CHAIR, DEPARTMENT OF MANAGEMENT AND MARKETING; AND BILL COMBS, PROFESSOR & DIR MA OF HUMAN RESOURCE MANAGEMENT

DATE: 30 SEPTEMBER 2015

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. SAMPLES OF COURSE MATERIALS REVIEWED ARE HELD ELECTRONICALLY ON COURSE BLACKBOARD AND IN PAPER BY COURSE FACULTY.

EXECUTIVE SUMMARY

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	This Year 2014-2015	2015-2016	Year of Next Planned Assessment
Through the use of organizational analysis and research methodology, develop and implement HR and OD interventions that support high performance in individuals, teams, and organizations.	*2012-2013*	*yes*	**Not Required*	*2018-2019*
Identify and develop HR, OD, and knowledge management interventions that support business strategies and add value to the entire business enterprise.	*2013-2014*	*no*	*Not Required*	*2016-2017*
Function as a role model of HR/OD leadership, orchestrating strategy and working effectively as an individual contributor or within a team environment.	*2012-2013*	*yes*	*Not Required*	*2018-2019*
Implement and continuously monitor HR/OD initiatives in alignment with personnel law, health and safety regulations, ethical behavior, labor relations, diversity, and international issues.	*2013-2014*	*no*	*Not Required*	*2016-2017*

*Request for Biennial Assessment Reporting has been accepted AND Spring 2016 is my year for a program review. So I do not have to do an outcomes assessment review for 2015-2016, and my next one will be due for 2016-2017.

Academic Year :   For 2014-2015   Program: HRM

Describe how the program's outcomes support Marymount's Mission, Strategic Plan, and relevant school plan:

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 of 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 2015) 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 particular 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 2015, the outcomes emphasize ethics, communications, critical thinking, leadership, and team building.
a) "Educating current and future professional managers"—The degree is entitled Human Resource <u>Management</u> with a culminating course in running a Human Resources Department as a Vice President, and the nature of leadership and being a role model at its core.
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. Through the use of organizational analysis and research methodology, develop and implement HR and OD interventions that support high performance in individuals, teams, and organizations. 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 SBA's goal to enhance and apply technological strategies. Students apply research and measurement methods to HR/OD programs in order to validate HR/OD efforts and demonstrate correlations between HR initiatives and organizational outputs.

2. Identify and develop HR, OD, and knowledge management interventions that support business strategies and add value to the entire business enterprise. 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).

3. Function as a role model of HR/OD leadership, orchestrating strategy and working effectively as an individual contributor or within a team environment. Supports "future professional managers," "value for society," and "career preparation." Students learn to manage and work in team environments which foster the organizational community and society as a whole. In particular, 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.

4. Implement and continuously monitor HR/OD initiatives in alignment with personnel law, health and safety regulations, ethical behavior, labor relations, diversity, and international issues. 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 initiatives.

Academic Year :   For 2014-2015   Program: HRM

Provide a brief description of the assessment process used including strengths, challenges and planned improvements: The <u>Assessment Process</u> improvements and update:

First, the assessment process we used this year:

- All courses in the HRM curriculum have a culminating project that measures student learning in <u>one or more of the four</u> learning objectives, as shown in the matrix below.
- Each year we test two objectives. For validity/reliability, we test <u>each </u>learning outcome with TWO courses.
- Every cycle we rotate the courses in order 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.

Our assessment process includes both direct and indirect methods that measure the percentage of students demonstrating the designated level of learning required to meet the outcome assessment criteria established for that particular learning objective. This is done through
- Teacher evaluation of major learning assessment from that course (comprehensive project that embodies the skills/knowledge stated)
- Teacher evaluation compared to the review of three outside readers (all against the stated learning criteria). Outside readers are 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 templates)
- Student/alumni assessment of all core courses: through focus groups and surveys—a process that is actually a part of a leader-led project that is completed every year within one of the team project courses (confidential, reliable, and valid).
- Graduating student assessment survey and other surveys they may do throughout the year (through university outcomes assessment office)
- *Of special note this year, we had three "extra" activities that we were able to use for assessment.
    --The student/alumni assessment that we conduct (survey/focus groups) was more intense this year (used survey and increased the number of focus groups—for a total of 150 responses).
    --University Assessment also sent data on the numbers of students in each program. Given our fallen numbers for the HRM program, we have created a task force for a program over haul
    --We instituted a special task force of professors and adjuncts to further analyze the assessment results, conducted a program assessment (which we need to do in 2016 anyway), and are in the process of developing changes to the program to be more in line with SHRM's new criteria (our measurement body).

Courses and learning objectives matrix:

Learning Outcome	Learning Outcome Projects in the following courses measure this outcome
Through the use of organizational analysis and research methodology, develop and implement HR and OD interventions that support high performance in individuals, teams, and organizations.	*OD521,, HRM534, HRM 538, HRM539, HRM533, HRM585*
Identify and develop HR/OD and knowledge management interventions that support business strategies and add value to the entire business enterprise.	*HRM509, HRM533, OD521*
Function as a role model of HR/OD leadership, orchestrating strategy and working effectively as an individual contributor or within a team environment.	*MGT515, HRM533, HRM585*
Implement and continuously monitor HR/OD initiatives in alignment with personnel law, health and safety regulations, ethical behavior, labor relations, diversity, and international issues.	*LA535, HRM585, HRM538, HRM539, HRM585*

Describe how the program implemented its planned improvements from last year [this section emphasizes the assessment process; next section emphasizes the actual improved changes to the program based on the assessment]:

Outcome	Planned Improvement	Update *(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)*
Assessment process last year was effective but we needed to continue to streamline the rather bulky process.	Used a more streamlined process for the outside evaluators—connected with them earlier in the process, had one-on-one phone calls with each one to walk through the process	Proved to be an effective approach. Evaluators appreciated the longer lead time and submitted great feedback on the alignment of student results to program objectives. This feedback

	and their role, provided more precise job aids for them to submit their input. We lost two readers just before we needed them but we were able to find and train substitutes in time.	was obtained through a feedback sheet that was part of each evaluator's package. Evaluators said they enjoyed the process since it forced them to think through critical learning competencies as one enters "real life" HR.
Implement a survey/focus process that is more robust (get more student/alumni participation).	We solicited two graduate students (outside HR program for objectivity) needing a research project to conduct our focus groups and survey of existing students and graduate students. We provided them with training and monitored their appropriate use of research techniques.	Led to a greater number of students giving feedback and more valid results. Shared in next section.

Provide a brief description of the assessment process used including strengths, challenges and planned improvements: Update <u>on the improvements we made to the program based on last year's results</u> [the previous section emphasizes the assessment process; this section emphasizes the actual improved changes to the program based on the assessment]:

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

Outcome	Planned Improvement	**Update** *(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)*
Continue to monitor results based on raising the criteria measure for "successful learning" from 90% to 92% of participants and from 80 to 82 points to ensure more accurate and robust results. The first year after implementing this higher criteria proved successful but we needed to dig deeper to get to the "lowest of the data points" in order to detect weak spots.	Three professors (Bianco-Mathis, Combs, and Yusko) studied each outcomes assessment assignment and tested each one for clarity and total alignment with objectives being measured. Two were found to need improvement (still within range, but lower) and the following changes were made: --the assessment in the law course was increased to analyzing two case studies instead	Using two cases made the course more robust and provided more in depth assessment of each student's learning. Because of this emphasis, we were able to raise output success by 3 points. Changing the group project in OD to an individual project (and switching the team experience to a presentation instead of the intervention) had a positive result. Given that

	of one and making sure the cases were as HRM specific as possible. --the OD521 assessment project was changed from a group project to an individual project.	this project contained the major outcome criteria, we were able to test each student more carefully. Before, students were able to "hide" behind the group. This was originally designed that way because doing a "real" project in an organization takes a lot of hours and has many parameters. And, in the real world, such projects are usually conducted as a team. However, upon reflection, we realized that we are trying to measure each student and we needed to tease that out. Consequently, we built into the course two extra team practice cases so the student would feel more confident about taking on the individual project at the end. Feedback has proven that this is successful. We expected the scores to actually go down because of the "pressure" of such an individual project, but points actual increased by 2.
Two cycles ago, outside evaluators were asked—and they shared—that the major difference between higher outcomes assignments and lower ones seem to be in the "recommendations" sections in the assignments. We decided to give more attention to this point during this cycle.	The Chair spent time with each professor/adjunct emphasizing the need to spend more time in the classroom discussing how to formulate recommendations and to ensure "recommendation" sections of rubrics were specific. This immediate past cycle we designed "recommendation templates" to guide more critical thinking for the recommendations.	Evaluators saw improvement in the recommendation outputs overall—especially since students had to include the new template as part of their projects. The Chair emphasized this point with the professors who were involved in this assessment.
Indirect measures indicated "lower" scores with research and ethical responses.	--Implemented new "Voicing Values" approach for covering ethics and included specific measure in the assignments for more accurately measuring critical thinking and application on HR/OD specific cases. We made sure the ethical case studies were HR/OD related and students found them	--Indirect scores improved in ethics (1%)—though still not as high as we want. Need to further work this issue in next cycle (even sharper emphasis and measure in outcome assignment).

	provocative and meaningful. --As for research, this was the year where we eliminated the research course as a requirement and, instead, instituted research components into the core courses. The Chair made sure these components were added to each syllabi.	--Scores are still "lower" for research. Testing for this in our focus groups, students felt this was due more to a general dislike of "statistics" than to their capability. They also said they felt more "application research" would be prudent. Thus, for next cycle, we will look at changing some of the assignments to better capture this criteria. Through SHRM we have realized that we should emphasize "analytics" as opposed to research.

Describe how the program implemented its planned improvements from last year

Outcome (copied from previous year's report)	Planned Improvement (copied from previous year's report)	Update *(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)*
Identify and develop HR/OD and knowledge management interventions that support business strategies and add value to the entire business enterprise.	• Two areas still need attention—written communication and "research to support." Upon further analysis, it seems it is the COMBINATION of these two skill sets that we need to concentrate on. Namely, the concept of critical thinking as it comes to writing and supporting the themes/purpose of the writing. Thus, we have decided to add to the HRM curriculum the exact same material that is included in the MBA program (specifically from MBA511) on critical thinking and critical writing. This should fit nicely into all of the HRM courses since they all require a substantial amount of writing and speaking. Though we do	Added concept of critical thinking in rubrics for HRM533 and OD521. Also, provided a centralized link on SBA blackboard for writing and critical thinking (designed by our lecturer, Dr. Patrice Scanlon). Student "hits" show that they are using the link. Graded papers from outcomes assessment demonstrate deeper critical thinking. Changed the "audience" for the HRM533 paper with the added section of "convince the Board" of your argument. Results 90% plus. On student comment: "Really liked the emphasis on critical thinking. Never thought of it that way." Going into next cycle, having students purchase a job aid on critical thinking as part of course materials. For research components within courses, added heavier emphasis on research criteria within all

	include in our rubrics criteria for writing and speaking, we now have to turn our focus to more specific "critical thinking and support." This will be especially hit in OD521, HRM533. • We were glad to see that the research score went up—due to emphasis on more "applied research" coverage and we will continue to emphasize this in all the courses (since, as explained earlier, we are eliminating the "stand alone" research course due to trends advised through SHRM).	papers throughout the curriculum, requiring greater number of academic journals. Within Organization Development and Change course, Performance Management course, and Selection Course, added module on how to analyze research articles for validity and reliability. Then, in the rubrics, students had to address this issue in their critical thinking arguments. Results above 90% in outcomes assessment.
Implement and continuously monitor HR/OD initiatives in alignment with personnel law, health and safety regulations, ethical behavior, labor relations, diversity, and international issues.	• Need to include a lesson and assignment tied to reviewing real internal policy manuals (taken from area companies).	Had meeting with Degree Director (Dr. Susanne Ninassi) and lawyer who teaches the Personnel Law course. This component was added to the course. Students commented on the applicability of the course. Outcome assessment indicated over 90% in meeting this in the course rubric.

Provide a response to last year's University Assessment Committee review of the program's learning assessment report: *(List each recommendation and provide a specific response to each).*

No response other than "thank you." We received "Met" on all measurements and comments such as "nicely done," "good overview and description of assessment process," effective use of quality assessment strategies and inter-rater reliability confirmation," and "strong agreement with University mission."

MARYMOUNT UNIVERSITY

Academic Year :   For 2014-2015   Program: HRM

Learning Outcome 1: Through the use of organizational analysis and research methodology, develop and implement HR and OD interventions that support high performance in individuals, teams, and organizations.

Assessment Activity: HRM538 [Selection and Recruitment] and HRM539 [Performance Management] Outcomes Assignments

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	Performance Standard *Define and explain acceptable level of student performance.*	Data Collection *Discuss the data collected and student population*	Analysis *1) Describe the analysis process.* *2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
--HRM 538: Selection Project. Research/benchmarking paper and presentation applying Selection and Recruitment Strategy to real company scenario: select appropriate selection system, include specific selection techniques and analyze adverse impact, include decision making job aid with rationale, design recruiting process with flow rates, and conduct utility analysis. --HRM539: Performance Management Project: Research/benchmarking paper and presentation applying Performance Management Strategy to real company scenario: Identify performance standards, analyze plan for ethical framework, include both	--92% of enrolled students score more than 82 points across the defined components of rubric. Criteria points for all assignments are directly aligned to the program assessment outcomes. --An outside team of qualified readers, using the same rubric, score representative samples of the final outcomes within six points of the instructor rating.	--For HRM538 (18 HRM students), instructor provided rubric used on culminating project: described in first column. --Three outside readers analyze a representative sample of 4 final project assignments against the course rubric. --For HRM539 (22 HRM students) instructor provided rubric used on culminating project: as described in first column. --Three outside readers analyze a representative sample of 4 final project assignments against the course rubric.	--Instructors report over 92% (92.8%) of enrolled students met 82 outcome criteria points (85) for both courses. ----For both courses, results of assessment by 3 outside readers came in within 6 points of that of the instructor (and nothing below standard), validating the alignment among raters and alignment between the assignment, learning outcomes, and program outcomes.

individual and team measures and align to corporate strategy, articulate roles of employees and managers, design feedback system and tools, develop follow-up improvement process and plans.			
Graduating Student Survey related questions: Indirect	70% of responders report "Good" or "Excellent"	Conducted by IR.	Number of respondents from 16 last year to 21 this year. Overall, significant improvement in all areas. Results in indicated key areas met 70% criteria, with most above 76%. Asterisk indicates specific areas that were worked based on last year's assessment (written and oral presentations). (See table below). Several areas did not (indicated) and are addressed in the narrative below. The pertinent written-in comments are addressed in the narrative below.
Class-room and alumni focus groups and survey: Indirect This is done every year by the professor and a team from OD521, guided by the professor.	--For survey, 92% of students rate each learning outcome as being achieved at 3.5 or better on a 5.0 scale. --For topic areas concerning effectiveness,	Students from Organization Development and Change (as part of their culminating measurement project) conducted focus groups and handed-out a	Results indicate that 92% of students rate the classes as achieving each learning outcome at 3.5 or better and 94% of students rated the majority of focus group areas as "high." Suggestions for improvement:

| This year, we included 20 alumni for the first time. | content, delivery, and applicability of learning areas, the majority of students (collated using a coding system), rate the majority of areas as being "high. | survey about the particular course learning outcomes and key learning areas.

Four different HRM courses were included and 20 alumni, for a total of 120 participants. | --Add analytics
--Give us a way to take more courses in a particular major
--More carefully choose and monitor adjuncts
--Tell MBA Director to do something about certain Finance and Accounting Professors (HRM students are hearing complaints and they say it can hurt the HRM program by "association." |

Interpretation of Results

Extent this Learning Outcome has been achieved by students *(Use both direct and indirect measure results)***:**
The learning outcome is achieved according to the direct measure on the culminating class assignment (as ascertained by instructor and 3 outside readers) for both courses, effectively measuring program learning outcome #1.Student experience within both courses as indirectly measured on the graduate survey, and through survey/focus group comments, indicates that learning outcomes #1 has been achieved – and should continue as designed. Even with increasing the criteria from 90% to 92%, 92% of students achieved a total of at least 82 points (an increase from 80 points) for all learning outcome related work within the courses.

For HRM538: Using the supplied scoring template and assignment description, evaluators scored a group of four representative projects from this course. These projects fell into the high (92 – 100), good (82 -92), and acceptable (72 – 82) categories, as outlined in the assessment plan and originally assessed by the course instructor. The evaluation template was based on the core objectives which were aligned with learning outcome #1. As can be seen from the chart below, all papers (each paper separately indicated by a letter) met the 72 points acceptable score for meeting the requirements of the course. As can also be seen, the scores were also consistent within range and category, which further supports how the requirements were taught, applied, and evaluated. Given this evaluation, this course seems to be developed and taught in such a way that the intended outcome is being met.

Range	Instructor's Rating	Evaluator #1 Rating	Evaluator #2 Rating	Evaluator #3 Rating
High	A-98	A-100	A-96	A-95

Good	B-85	B-86	C-88	B-83
Acceptable	C-76 D-77	C-74 D-78	C-78 D-76	C-75 C-74

For HRM539: Using the supplied scoring template and assignment description, evaluators scored a group of four representative projects from the HRM539 course. These projects fell into the high (92 – 100), good (82 -92), and acceptable (72 – 82) categories, as outlined in the assessment plan and originally assessed by the course instructor. The evaluation template was based on the core objectives which were aligned with learning outcome #1. As can be seen from the chart below, all papers (each paper separately indicated by a letter) met the 72 points acceptable score for meeting the requirements of the course. As can also be seen, the scores were also consistent within range and category, which further supports how the requirements were taught, applied, and evaluated. Given this evaluation, this course seems to be developed and taught in such a way that the intended outcome is being met.

Range	Instructor's Rating	Evaluator #1 Rating	Evaluator #2 Rating	Evaluator #3 Rating
High	A-95	A-95	A-96	A-94
Good	B-84 C-88	B-87 C-88	B-88 C-86	B-85 C-85
Acceptable	D-73	D-75	D-76	D-72

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Academic Year :   For 2014-2015   Program: HRM

Results of the Graduating Student Survey:

Question	Target	Result
1) Evaluate sources and quality of information.	70% of responders report "Good" or "Excellent"	81% good or excellent (Met)
2) Apply knowledge and skills to new situations.	70% of responders report "Good" or "Excellent"	76.2% good or excellent (Met)
3) Solve problems in the field.	70% of responders report "Good" or "Excellent"	81% good or excellent (Met)
*4) Develop coherent written and oral presentation.	70% of responders report "Good" or "Excellent"	76.3% good or excellent. (Met)
5) Determine ethical response	70% of responders report "Good" or "Excellent"	70% good or excellent. (Met)
6. Research to support a position.	70% of responders report "Good" or "Excellent"	6) 60% good to excellent. (Not Met)
7. Use of technology.	70% of responders report "Good" or "Excellent"	7) 61.9% good to excellent. (Not Met)

Results of Focus Groups/Surveys: Suggestions to build on:

8. Strong and passionate faculty.
9. Courses added to job experience. Direct focus and application.
10. Challenging assignments and discussions.
11. Working in teams.

Results of Focus Groups/Surveys: Suggestions to improve:

12. More networking opportunities.
13. More on facilitating conflict.
14. More on line learning.
15. More on understanding metrics and HR analytics.

16. More application approach to laws and HR policies (as opposed to the course now required in the legal department).
17. More detailed HRM global policies in Global HR course (less emphasis on overall culture issues).

Program strengths relative to assessment of outcome:
For both courses, the measured assignment requires application of the key concepts of the course and application of the learning outcome—specifically, measurement of
--organizational analysis and research methodology,
--development and implementation of HR and OD interventions
--interventions that support high performance in individuals, teams, and organizations.

The two major assignments assessed for this learning outcome demonstrate the understanding and application of HRM analysis, development and implementation, specifically as it pertains to selection and recruitment, and performance management. Though the assignments concentrate on these two functions, the rubrics require a full discussion of how the findings in the assignments relate to high performance at all three levels of an organizations—individuals, teams, and the organization as a whole. This type of assignment is indicative of one of the most sophisticated activities in the HR field; namely, combining research, models, and a real-life situation. In both of these courses, students get to "live" the successes and failures of their work since they are interacting with real employees and a real client. Guided by the instructor, these students provide actual helpful advice to area companies and are able to gain hands-on experience in what works and doesn't work when implementing initiatives. Again, the final assignment rubric for both assignments (which is the key tool for outcomes assessment) explains the final project, outlines the criteria, and stipulates how outcome learning points are applied. The criteria cited in the rubric match the learning outcome objective.

Discuss planned curricular or program improvements/opportunities for improvement for this year based on assessment of outcome:
--The results of the most significant measures do not indicate program changes.
--The results of some of the indirect comments indicate that we should tailor the program to some industry trends; namely, more analytics, more applicable law material, and more detailed global policies—and tighten the corresponding criteria/assignments. This would also improve one of the lower alumni survey results in "research to support a position—60%." We will seek to address these areas by adding an analytics course, re-focus some of the material in the Global HRM course and tighten the measures accordingly, and look to make the law content even more HRM specific.

The improvements implemented last year in the teaching of ethics ("Voices to Values" program) and addition of more writing intensive techniques to the graduate curriculum--led to increased points in making ethical responses, using "application research," solving real problems, and writing and giving presentations.

Several trends emerged from the indirect measures that led us to seek counsel from our HR review body, SHRM.
a) Students are not happy with the personnel law class provided out of the SBA legal staff. They are seeking something more aligned with HR application and policies on the job. To further this notion, I was given confidential information that one of our students had failed the legal section of the SHRM certification test. This failure could be due to many reasons, but it does make us look more closely to the comments from our focus groups/survey.
b) Students would like more flexibility in "majoring" in a particular HR topic.
c) Students would like some on line courses.
d) More networking possibilities.
e) More coverage of conflict resolution.

All of the above "HR trends" information has thrown us into a mode of "revitalizing the program." We have drafted a sharper degree plan and HR "Marymount activities" plan to address some trend issues. We will continue to work this draft. Key components include:
--Not "majors" (since Marymount doesn't support majors in terms of being listed on one's diploma) but four distinct "concentration areas" which the registrar will put on each person's transcript: analytics, coaching, performance management, or learning organizations. The exciting discovery is that we can offer these distinct areas of concentration WITHOUT changing the learning outcomes of the program. We already have the core courses—we just never "packaged them" in the way being requested. What a marvelous marketing opportunity sitting in front of our faces! If you haven't noticed, we are psyched about this.
--The addition of networking activities: Spotlight Presentations by industry leaders; Marymount Consulting Roundtables; more focused Marymount Chapter SHRM Meetings, and more articles/presentations conducted by Marymount professors in regional forums.
--Replacement of law class with an HRM Legal Issues and Workplace Policies
--Addition of the already mentioned People Analytics Course

Academic Year :   For 2014-2015   Program: HRM

Learning Outcome 3: Function as a role model of HR/OD leadership, orchestrating strategy and working effectively as an individual contributor or within a team environment.

<u>Assessment Activity: HRM533 [HR Strategic Planning] and MGT515 [Principles and Practices of Group Performance]</u>
<u>Outcomes Assignments</u>

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	Performance Standard *Define and explain acceptable level of student performance.*	Data Collection *Discuss the data collected and student population*	Analysis *1) Describe the analysis process.* *2) Present the findings of the analysis including the numbers participating and deemed acceptable.*
HRM533: HR Strategic Planning Project

Research/benchmarking paper and presentation demonstrating the alignment of HR Strategy to organizational strategy: role of HR in the process; analysis of a real company's strategic plan and accompanying HR strategic plan; identification of alignment/dis-alignment; recommendations in terms of necessary structures, implementation and road map for all HR functional areas to support the strategy; and outline of a total systems approach. | --92% of enrolled students score more than 82 points across the defined components of rubric. Criteria points for all assignments are directly aligned to the program assessment outcomes.
--An outside team of qualified readers, using the same rubric, score representative samples of the final outcomes within six points of the instructor assessment. | --For HRM533, (12 students) instructor provided rubric used on culminating project as described in first column.
--Three outside readers analyze a representative sample of 4 final project assignments against the course rubric.

--For MGT515 (15 students), instructor provided rubric used on culminating project as described in first column.
--Three outside readers analyze a representative sample of 4 final project assignments against the course rubric | --For both courses, instructors report 92% (94%) of enrolled students scored 82 or more points across the defined components.
--For both courses, results of assessment by 3 outside readers came in within 6 points of that of the instructor (and nothing below standard), validating the alignment among raters and alignment between the assignment, learning outcomes, and program outcomes. |

MGT515: Leading Team Project Research/development and implementation project demonstrating leadership of a team strategic exercise: research of an appropriate team management project to support strategic initiative; design of project with all materials, agenda, and group facilitation protocols; implementation of session with a designated observer; analysis of the facilitation, strategic outcomes, leadership dimensions, and team behavior.			
Graduating Student Survey related questions: Indirect	Same as indicated in chart under Learning Outcome #1. See above.		

Class-room and alumni focus groups and survey: Indirect This is done every year by the professor and a team from OD521, guided by the professor. This year, we included 20 alumni for the first time.	--For survey, 92.5% of students rate each learning outcome as being achieved at 3.5 or better on a 5.0 scale. --For topic areas concerning effectiveness, content, delivery, and applicability of learning areas, the majority of students (collated using a coding system), rate the majority of areas as being "high. Suggestions for being "even better:" --Add analytics --Give us a way to take more courses in a particular major --More carefully choose and monitor adjuncts --Tell MBA Director to do something about certain Finance and Accounting Professors (HRM students are hearing complaints and they say it can hurt the HRM program by "association."	Students from Organization Development and Change (as part of their culminating measurement project) conducted focus groups and handed-out a survey about the particular course learning outcomes and key learning areas. Three different HRM courses and the one MGT515 course were included and 20 alumni, for a total of 90 participants.	Results indicate that 92.5% of students rate the classes as achieving each learning outcome at 3.5 or better and 93% of students rated the majority of focus group areas as "high."

Interpretation of Results

Extent this Learning Outcome has been achieved by students *(Use both direct and indirect measure results)***:**
For both HRM533 and MGT515, the learning outcome is achieved according to the direct measure on the culminating class assignment (as ascertained by instructor and 3 outside readers) which measures the program learning outcome #3. The culminating activity in both courses requires the student to demonstrate an advanced knowledge of the interrelationship among the HR disciplines of leadership, strategy, and team/organizational alignment within a systems approach. Student experience of the course as indirectly measured on the course evaluation, graduate survey, and through focus group comments and survey, indicates that learning outcome #3 has been achieved in both courses– and both should continue as designed. As is appropriate with a graduate course, over 92% of students achieved a total of at least 82 points for all learning outcome related work within the course.

For HRM533: Using a set of standardized criteria, evaluators scored a group of four representative projects from the HRM 533 class. These projects fell into the high (92 – 100), good (82 -92), and acceptable (72 – 82) categories, as outlined in the assessment plan and originally assessed by the course instructor. The evaluation template was based on the core objectives of the course. As can be seen from the chart below, all projects (each project separately indicated by a letter) met the 72 points acceptable score for meeting the requirements of the course. As can also be seen, the scores were also consistent within range and category, which further supports how the requirements were taught, applied, and evaluated. Given this evaluation, this course seems to be developed and taught in such a way that the intended outcomes are being met.

Range	Instructor's Rating	Evaluator #1 Rating	Evaluator #2 Rating	Evaluator #3 Rating
High	(A) 95 (B) 93	(A) 94 (B) 93	(A) 98 (B) 95	(A) 100 (B) 98
Good	(C) 84	(C) 85	(C) 84	(C) 86
Acceptable	(D) 76	(D) 78	(D) 73	(D) 79

For MGT515: Using a set of standardized criteria, evaluators scored a group of four representative projects from the MGT515 class. These projects fell into the high (92 – 100) and good (82 -92) categories, as outlined in the assessment plan and originally assessed by

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the course instructor. The evaluation template was based on the core objectives of the course. As can be seen from the chart below, all projects (each project separately indicated by a letter) met the 72 points acceptable score for meeting the requirements of the course. As can also be seen, the scores were also consistent within range and category, which further supports how the requirements were taught, applied, and evaluated. Given this evaluation, this course seems to be developed and taught in such a way that the intended outcomes are being met.

Range	Instructor's Rating	Evaluator #1 Rating	Evaluator #2 Rating	Evaluator #3 Rating
High	(A) 100	(A) 96	(A) 98	(A) 98
Good	(B) 87 (C) 82	(B) 89 (C) 84	(B) 86 (C) 85	(B) 85 (C) 86
Acceptable	(D) 76	(D) 82	(D) 80	(D) 78

Program strengths <u>relative to assessment of outcome</u>: Direct and indirect measures indicate the learning outcome is being met in both courses. The assignment criteria outlined in the assignment rubrics for both courses measure the skill sets included in outcome objective #3: HR/OD leadership, orchestrating strategy, and working effectively as an individual contributor or within a team environment.

Helping organizations to develop sound practices foster leadership, individual contribution, strategically supported behaviors, team management that are not only critical success factors for HR managers and departments—but is a sign of organizational leadership. Our program emphasizes learning and practice in this area. This outcome requires the student to go beyond "just instituting HR support structures" to actually designing and leading strategy, team forums, and infrastructure processes that lead to measurable organizational outcomes. The final assignment rubrics (which is the key tool for outcomes assessment) clearly explain the final project, outline the criteria, and stipulate how learning outcomes will be ascertained. The criteria cited in the rubric match the learning outcome objective being measured.

Discuss planned curricular or program improvements/opportunities for improvement <u>for this year based on assessment of outcome:</u>
-- Specific curricular changes are not indicated at this time. Presently, student praise these two courses for having the kind of job aids they can immediately use the next day at work. That said, as indicated on page 16, the Chair/Director is going to pilot a new outcomes assessment approach that focuses just on several intense assignments/measures coming out of the capstone course, HRM533.
--Findings from the indirect focus groups/learning outcomes survey indicate that students feel very high about knowing and applying leadership, team interactions, and tools as taught in these two courses.

--Other findings are outlined under the Interpretation of Results in the narrative for Outcome #1.