Expected Outcomes: Direct Measurement of Learning Outcomes

Students completing the HRMN program will demonstrate appropriate knowledge of the following core areas of Human Resource Management: Equal Employment Opportunity, Job Analysis, Recruitment, Selection, Training and Development, Performance Appraisal, and Compensation and Employee Benefits. Appropriate knowledge is defined as an average score of 75% or greater on the assessment of knowledge in an HRMN core area.

Related typical general education outcomes:

1. Information Literacy
2. Analytical and Critical Reading

Assessment methods

Method: Direct Method for Assessing Learning

HRMN faculty developed and/or selected at least 10 multiple-choice questions to assess the HRMN core areas listed above. For those areas where 10 items would have constituted an excessive number of items relative to the amount of class time and textbook coverage devoted to a core area, as few as five items were used. These questions were included in regular exams administered in the classes listed below. In addition to being scored as part of the overall regular exam for student grading purposes, these particular questions were also scored for AACSB and SACS assessment purposes.

Findings:

Equal Employment Opportunity: # of HRMN Students--7, # of Test Items--5, Mean Student Score--95%; Job Analysis, Recruitment, and Selection: # of HRMN Students--14, # of Test Items--107, Mean Student Score--81%; Training and Development: # of HRMN Students--28, # of Test Items--44, Mean Student Score--75%; Performance Appraisal: # of HRMN Students--28, # of Test Items--50, Mean Student Score--77%; Employee Compensation and Benefits: # of HRMN Students--25, # of Test Items--150, Mean Student Score--80%

How did you use findings for improvement?

An examination of the findings shows that each of the HRMN core areas met the specified criterion of an average student score of 75% or greater. Therefore, no improvements are indicated at the present time.

Additional comments:

None

Expected Outcomes: Indirect Measurement of Learning Outcomes

HRMN students who have completed the College of Business Senior Survey will score 4.0 or above (on a five-point scale) on each of the 17 learning outcomes assessed by the survey.
Related typical general education outcomes:

7  Written Communication
8  Oral Communication
9  Informed and Engaged Citizenship

Assessment methods

Method: Indirect Method for Assessing Learning

The Senior Survey is administered annually to College of Business (COB) students. The major component of the Senior Survey is the assessment of 17 learning outcomes using a five-point scale (1 = strongly disagree to 5 = strongly agree). An example of a learning outcome is “to utilize creativity.” Five of the 19 HRMN majors (26%) responded to the learning outcome items. One of these five students showed clear evidence of response bias. He/she responded “strongly disagree” to 13 of the 17 learning outcomes. None of the other students provided a single “strongly disagree” rating. On the remaining four items, this student provided the lowest rating of any of the HRMN students. Given this clear evidence of response bias, and the distorting effects it had on such a small sample size, a decision was made to eliminate this person’s responses from the analysis.

Findings:

HRMN students' average ratings were 4.0 or above on 14 (82%) of the 17 learning outcomes. Therefore, HRMN students did not meet the learning goal of a mean rating of 4.0 or greater on each of the 17 learning outcomes. The three items on which HRMN students did not score 4.0 or above were: (1) to demonstrate spreadsheet analysis skills related to field of study, (2) to understand the influence of political and social issues on business decisions, and (3) to understand the influence of law and administrative regulations on business decisions. The first two of these items also scored below 4.0 in the 2011 assessment report. The third item (“influence of law and administrative regulations”) decreased from 4.2 in the 2011 report to 3.8 in the present one. However, an item that was below 4.0 in the 2011 report (“to communicate information and ideas in writing”) increased from 3.9 to 4.5 in the present report.

How did you use findings for improvement?

The findings from the 2011-2012 assessment must be viewed with a great deal of caution due to the extremely low sample size. However, the fact that two of the three learning outcomes below 4.0 (“spreadsheet analysis skills” and “influence of political and social issues”) were the same for both the 2010-2011 and 2011-2012 assessment years would appear to justify a focus on improvements in these areas. To improve the first learning outcome, teachers are encouraged to introduce projects that utilize Excel spreadsheet skills. To improve the second learning outcome, instructors are encouraged to discuss the political and social environments that led to the passage of major HR legislation. In addition, instructors might describe “liberal” and “conservative” perspectives on the desirability of particular HR laws and regulations.

Additional comments:

On direct measures of learning, HRMN students are performing at levels which meet or exceed the learning criteria utilized in this report. However, in regard to indirect measures of learning, a few areas were detected in which improvement would be desirable. The HRMN faculty will endeavor to address these areas in order to maximize student learning.