

Human Resource Management BBA
Assessment Plan Summary

Human Resource Management BBA

Students Will Obtain A Broad Base Of Knowledge Of Human Resource Management Principles

Goal Description:

Students must understand human resource management principles to become effective organizational actors.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Students Will Understand Topics And Concepts Relating To Compensation

Learning Objective Description:

1. Identify four (4) components of The Pay Model:
- 1)Internal Equity - alignment, job analysis, job evaluation; 2)External Competitiveness - designing pay level, pay mix, pay structure; 3)Employee Contributions - motivation, performance appraisals, pay-for-performance plans; 4)Managing the Pay System - benefits, government, legal, and budgetary issues, wage gap

RELATED ITEM LEVEL 2

Course Embedded Questions On Exams For Compensation

Indicator Description:

- 1)Embedded questions on exams in multiple courses will be used to evaluate students’ understanding of the compensation function in human resource management.
- 2)For MGMT 4330 Compensation, thirty-six (36) questions pertaining to the compensation objectives will be embedded in three (3) examinations administered during the semester, and thirty (30) student exams will be selected.
- 3)For MGMT 3330 Human Resource Management, eight (8) questions pertaining to the compensation objectives will be embedded in one (1) examination administered during the semester, and fifteen (15) student exams will be selected.

Criterion Description:

- 1)70% of students will answer 70% of embedded questions from a common question set correctly.

Findings Description:

- 1)MGMT 4330 Compensation
- a)Internal Equity: 92% correct (10 questions assessed)
- b)External Competitiveness: 85% correct (10 questions assessed)
- c)Employee Contributions: 88% correct (8 questions assessed)
- d)Managing the Pay System: 74% correct (8 questions assessed)
- 2)MGMT 3330 Human Resource Management
- a)Internal Equity, External Competitiveness, Employee Contributions, Managing the Pay System: 91% correct (8 questions assessed)

RELATED ITEM LEVEL 3

Action

Action Description:

1)HR faculty met to discuss how to improve comprehension.

RELATED ITEM LEVEL 1

Students Will Understand Topics and Concepts Relating to Human Resource Management Practices.

Learning Objective Description:

1)Identify core practices of Human Resource Management:

a)Legal Environment and Job Analysis

b)Recruitment and Selection

c)Training and Development

d)Performance Management

e)Compensation

RELATED ITEM LEVEL 2

Course Embedded Questions On Exams for Human Resource Management Practices

Indicator Description:

1)Thirty-eight (38) questions pertaining to the human resource management objectives will be embedded in three (3) examinations administered during the semester.

2)Fifteen (15) student exams will be selected.

Criterion Description:

1)Seventy percent (70%) of students will answer 70% of embedded questions from a common question set correctly.

Findings Description:

1)Legal Environment and Job Analysis: 92% correct (10 questions assessed)

2)Recruitment and Selection: 76% correct (8 questions assessed)

3)Training and Development: 97% correct (6 questions assessed)

4)Performance Management: 90% correct (6 questions assessed)

5)Compensation: 91% correct (8 questions assessed)

RELATED ITEM LEVEL 3

Action

Action Description:

1)HR faculty met to discuss how to improve comprehension.

Students' introduction to the broad base foundation knowledge and principles of the profession of Human Resource Management (HRM).

Goal Description:

Assessment: MGMT 3330 Fall 2016 and Spring 2017 – Introduction to Human Resource Management

Instructor: Dr. Charles J. Capps III

Students demonstrate acceptable proficiency on basic HRM knowledge, skills and abilities. This HRM course is an introduction to the HRM profession, the HRM degree, and serves as a foundation of human resource management knowledge and principles to help executives become more effective organizational actors. The goals of Sam Houston State University’s Bachelor of Business Administration degree (BBA) in Human Resource Management are threefold: to provide an academic foundation in Human Resource Management (HRM) for future practitioners’ successful careers, to prepare students for advanced graduate HRM degree programs, and to provide the knowledge needed to pass the HRM profession’s first certification exam, the Professional in Human Resources, PHR, offered through the Society for Human Resource Management (SHRM) Certification Institute. Globally the Sam Houston State University’s Bachelor of Business Administration degree in Human Resource Management is one of less than 200 undergraduate HRM degrees worldwide that is aligned completely with all of SHRM’s requirements. In 2017, the HRM degree’s SHRM alignment was recently reapproved for another five years, instead of the customary two. Our strategy is continuous improvement guided by the HRM professional society, SHRM, and supported by the required HRM topics on their PHR certification exam.

RELATED ELEMENTS: Students will demonstrate a basic understanding of the five (5) HRM foundational sections, which include the sixteen major HRM topics tested on the Professional in Human Resources (PHR), Senior Professional in Human Resources (SPHR), and Global Professional in Human Resources (GPHR) exams for professional certification. The PHR, SPHR, and GPHR carry significant weight and respect in the HRM professional community since one is retested every three (3) years to maintain currency and certification. Many firms charge \$1,250 to prep students for these professional certification exams; most have a pass rate of over 85%. SHSH’s BBA in HRM degree is designed to prepare students for the certification exam as well as to provide an excellent education in HRM. Of the students I have prepped, currently BBA in HRM degree graduates from SHSU are passing their professional HRM certification exams for the PHR on their first attempt at about an eighty-percent (80%) rate.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Learning Objective #1: Managing Human Resources

Learning Objective Description:

1. Learning Objective #1: Learning Objectives of the HRM degree and this course include the knowledge, skills and abilities covered on the sixteen-major HRM core topics tested by the PHR, SPHR and GPHR professional certification exams. This course is an introduction to the Human Resource Management discipline and thus serves as a foundation. Four (4) objective 50 question tests over the five (5) learning objectives. Please see the stated five (5) learning objectives for the five (5) major HRM sections, or the courses’ five (5) major learning objectives for the sixteen (16) major HRM topics below. For the first HRM learning objective students demonstrate knowledge, skills, and abilities related to: Managing Human Resources, Trends in HRM, Equal Employment Opportunity and a Safe Workplace, and Analyzing Work and Designing Jobs. Thus, Learning Objective #1 is over the basics of Managing Human Resources.

RELATED ITEM LEVEL 2

Indicator #1: Managing Human Resources

Indicator Description:

1. Indicator #1: Four objective tests cover the required five major HRM sections: each test consists of 50 multiple-choice questions. Each one of the five (5) major HRM sections had a minimum of 18 to 22 questions addressing each of the five major section’s HRM learning objectives. Students’ results (both frequency and percentages) on the questions used the following categories. 90 or above, 80 to 89, 70 to 79, and below 70. Example: Section 1: Below 70 ____, 70-79 ____, 80-89 ____, and 90 or above _____. The decision rule for proficiency is students make a minimum of seventy (70%) percent in the class.

Criterion Description:

2. Criterion: The established criterion is students earn an overall course average of at least 70%. 70% to 89% is the acceptable standard. 90% or above is considered above the standard. Below 70% is below standard.

Findings Description:

Of the forty-one (41) students in the course in Fall 2016, all students answered at least seventy percent (70%) of the questions correctly for an average score of 78%. Please see Data Assessment Sheet.

Overall Results for Fall 2016:

1. Evidence of Exceptional Performance - It is evident the HRM topic is one most students like and seem to understand, based on the data analysis for the semester, as 24.4% of the class turned in an exceptional performance. 75.6% met the standard, for 100% or all students meeting or exceeding the standard.
2. Evidence of Poor Performance - It appears the instruction and performance on the first two tests could have been better. Some of the earlier topics may need additional coverage on these first tests or some students need to get in gear and join the professor’s study group earlier, or both. Regardless, increased focus on the first two tests to seek trends or topics.

Overall Results for Spring 2017:

Findings: The overall findings are 35 of 39 or 91.66% of the students earned a 70% or better with 8.34% falling below standard. See data attachment sheet for results.

2. Overall Results:

1. Evidence of Exceptional Performance - It is evident the topic of HRM is one some students like and seem to understand HRM, based on data analysis for the semester, because 25% of the class turned in an exceptional performance. 66.66% met the standard and 8.34% failed to meet the standard of 70% right.

2. Evidence of Poor Performance - It appears the instruction and performance on the first three tests could have been better. Some of the earlier topics may need additional coverage on these early tests or some students need to join the professor's study group earlier, or both. Regardless, increased focus on the first three tests to seek trends or HRM topics.

Attached Files

[ASSESSMENT- MGMT 3330 HRM Fall 2016 course Learning Objectives - Copy.](#)

[ASSESSMENT of MGMT 3330 HRM course Spring 2017 Learning Objectives](#)

RELATED ITEM LEVEL 3

Action #1: Managing Human Resource Action

Action Description:

Actions #1: I invited every student who earned below 70 percent on a test to join my study group, which met to go over material in small groups. I continue to check students' progress to maintain student mastery of material. Students scoring below 70 are always invited to join my study group to improve their grade. When several students score below 70% on a test, or over an area of the test, then further analysis is used to check for any trends or HR areas of concern.

Guidance for continuous HRM curriculum improvements will follow if we maintain our SHRM alignment. Teaching HRM knowledge, skills and abilities and assessing proficiency level requires constant monitoring. A number of actions and/or changes will be implemented as follows:

- a) Devote more time to certain early HRM topics.
- b) Encourage students to take more specific notes.
- c) Cultivate atmosphere for students' questions. Revisit certain topics.
- d) Introduce more discipline to classroom, more notes and less electronics.
- e) Spend additional time reviewing the students to prepare for each exam.

RELATED ITEM LEVEL 1

Learning Objective #2: HR Planning, Recruitment and Training

Learning Objective Description:

Learning Objective #2: Learning Objectives of the HRM degree include the knowledge, skills and abilities covered on the sixteen HRM core topics tested by the PHR, SPHR, and GPHR certification exams. This introduction to Human Resource Management course serves as the discipline's initial foundation. Please see the 16 major HRM sections, or the HRM learning objectives, for the students' first HRM class. For Learning Objective #2 students demonstrate knowledge, skills, and abilities related to trends in HRM and Planning and Recruiting Human Resources, Selecting Employees and Placement, Training Employees, and Developing Employees for Future Success.

RELATED ITEM LEVEL 2

Indicator #2: HR Planning

Indicator Description:

Indicator #2: The objective tests cover the five required HRM sections and consisted of 50 multiple-choice questions. Each one of the five HRM sections had 18 to 20 questions addressing a section of five (5) learning objectives. Students' results (both frequency and percentages) on the questions used the following categories. 90 or above, 80 to 89, 70 to 79, and below 70. Example: Section 2: Below 70 ____, 70-79 ____, 80-89 ____, and 90 or above _____. The decision rule is students earn a minimum of seventy (70%) percent in the course.

Criterion Description:

Criterion #2: The established criterion is students earn an overall course average of 70%.

Findings Description:

Findings #2: See data attachment sheet for results: 19.5% fell below, 61.0% met standard and 19.5% earned above standard. Although they did alright, analysis suggests the recruiting, selection and placement section needs emphasis in the future. a). Evidence of Exceptional Performance – It's evident these topics seem to be understood by most students, based on data 19.5% earned exceptional performance, with 80.5% meeting or exceeding the standard. b). Evidence of Poor Performance - It appears the instruction and performance for the first two tests could have been better as 19.5% did not meet standard. Some of the HRM topics may need more highlighting for some students, who also need to join the professor's study group earlier, or both. Regardless, more focus on this HRM section.

For Spring 2017:

Findings #2: See data attachment sheet for results: 16.67% are below, 66.66% met standard and 16.67% earned above standard. Although they did well, analysis suggests the recruiting, selection and placement section still needs more emphasis in future.

a). Evidence of Exceptional Performance – It is evident topics seem to be understood by most students, based on data 16.67% earned exceptional performance, 66.66% met the standard. Thus, 83.33% met or exceeded the standard.

b). Evidence of Poor Performance - It appears the instruction and performance for the first three tests could have been better. Some of the HRM topics may need more highlighting for some students earlier, who also may need to join the professor's study group earlier, or both. Regardless, more focus on these HRM sections earlier.

Attached Files

[!\[\]\(74d4806277d7e73349d8e8c0897931e9_img.jpg\) ASSESSMENT- MGMT 3330 HRM Fall 2016 course Learning Objectives - Copy.](#)

[!\[\]\(0aff635c4179ba9e710b00f4b01d3b20_img.jpg\) ASSESSMENT of MGMT 3330 HRM course Spring 2017 Learning Objectives](#)

RELATED ITEM LEVEL 3

Action #2: HR Planning

Action Description:

Actions #2: I invited every student who earned below 70 to join my professor's study group, which met to go over the material in small groups. We continue to check students' progress to maintain student mastery of the material. Students scoring below 70 will always be invited to join the professor's study group to improve their grade. When several students score below 70%, then analysis is always used for trends or areas of concern.

Guidance for continuous HRM curriculum improvements will follow if we maintain our SHRM alignment. Teaching HRM knowledge, skills and abilities and assessing proficiency level requires constant monitoring. A number of actions and/or changes will be implemented as follows:

- a) Devote more time to certain early HRM topics.
- b) Encourage students to take more specific notes.
- c) Cultivate atmosphere for students' questions. Review certain topics.
- d) Introduce more discipline to classroom, more notes and less electronics.
- e) Spend additional time reviewing the students to prepare for each exam.

RELATED ITEM LEVEL 1

Learning Objective #3: EEOC and Managing Employees

Learning Objective Description:

Learning Objective #3: Learning Objectives of the HRM degree include the knowledge, skills and abilities covered on the sixteen HRM core topics tested by the PHR, SPHR, and GPHR certification exams. This introduction Human Resource Management course thus serves as a foundation. For Learning Objective #3 students will demonstrate knowledge, skills, and abilities related to Equal Employment Opportunity and High Performance Work Organizations, Managing Employees' Performance, Separating and Retaining Employees, and Establishing Pay Structures.

RELATED ITEM LEVEL 2

Indicator #3: EEOC and Managing Employees

Indicator Description:

Indicator #3: The four objective tests cover the five required HRM sections and consisted of 50 multiple-choice questions. Each one of the required HRM topics had 18 to 20 questions addressing each of the section's four performance-learning objectives. Students' results (both frequency and percentages) on the questions are listed on the data attachment used the following categories. 90 or above, 80 to 89, 70 to 79, and below 70. Example: Section 3: Below 70 ____, 70-79 ____, 80-89 ____, and 90 or above _____. The decision rule is students get at least seventy (70%) percent correct.

Criterion Description:

Criterion #3: The established criterion is students earn an overall course average of 70%.

Findings Description:

Findings#3: 96.1% of the students met or exceeded the standard.

For Spring 2017:

79.16% met or exceeded the standard.

Attached Files

[ASSESSMENT- MGMT 3330 HRM Fall 2016 course Learning Objectives - Copy.](#)

[ASSESSMENT of MGMT 3330 HRM course Spring 2017 Learning Objectives](#)

RELATED ITEM LEVEL 3

Action #3: EEOC and Managing Employees

Action Description:

Actions #3: I invited every student who earned below 70 to join my professor's study group, which met to go over the material in small groups. We continue to check students' progress to maintain student mastery of the material. Students scoring below 70 will always be invited to join the professor's study group to improve their grade. When several students score below 70%, then analysis is always used for trends or areas of concern.

Guidance for continuous HRM curriculum improvements will follow if we maintain our SHRM alignment. Teaching HRM knowledge, skills and abilities and assessing proficiency level requires constant monitoring. A number of actions and/or changes will be implemented as follows:

- a) Devote more time to certain early HRM topics.
- b) Encourage students to take more specific notes.
- c) Cultivate atmosphere for students' questions. Review certain topics.
- d) Introduce more discipline to classroom, more notes and less electronics.
- e) Spend additional time reviewing the students to prepare for each exam.

RELATED ITEM LEVEL 1

Learning Objective #4: Employee Benefits

Learning Objective Description:

Learning Objective #4: Learning Objectives of the HRM degree include the knowledge, skills and abilities covered on the sixteen HRM core topics tested by the PHR, SPHR, and GPHR professional certification exams in Human Resource Management. This first Human Resource Management course introduces foundation HRM topics. For this Learning Objective #4 students will demonstrate knowledge, skills, and abilities related to Safe Workplace and Recognizing Employee Contributions, Providing Employee Benefits, Collective Bargaining and Employee Relations, and Managing HRM Globally.

RELATED ITEM LEVEL 2

Indicator #4: Employee Benefits

Indicator Description:

Indicator #4: The objective test covered four required HRM topics and consisted of 50 multiple-choice questions. Each one of the section's four HRM topics used 8 to 12 questions that test each of the section's four HRM topics with learning objective #4. Students' results (both frequency and percentages) on the questions are listed on the data attachment and use the following categories. 90 or above, 80 to 89, 70 to 79, and below 70. Example: Section 4: Below 70 ____, 70-79 ____, 80-89 ____, and 90 or above _____. The decision rule is students make at least seventy (70%) percent.

Criterion Description:

Criterion #4: The established criterion is students earn an overall course average of 70%.

Findings Description:

Findings #4: 4.9% scored below 70%, 46.3% earned standard and 48.8% scored 90 or more to exceed standard.

- a). Evidence of Exceptional Performance - Based on data for this section, 48.8% earned above the standard with 46.3% meeting standard, for 95.1% at or above the standard.
- b). Evidence of Poor Performance – Only 4.9% did not score at least 70% correct on the section. Terrific! Regardless, more focus on some HRM topics needed earlier.

Findings #4: 20.84% scored below 70%, 54.16% earned standard and 25.0% scored 90 or more exceed standard.

- a). Evidence of Exceptional Performance - Based on data for this section, 25.0% earned above the standard with 54.16% meeting standard for 79.16% at or above standard.
- b). Evidence of Poor Performance – 20.84% did not score at least 70% correct on the section. More focus on some HRM topics needed earlier for some students..

Attached Files

[ASSESSMENT- MGMT 3330 HRM Fall 2016 course Learning Objectives - Copy.](#)

[ASSESSMENT of MGMT 3330 HRM course Spring 2017 Learning Objectives](#)

RELATED ITEM LEVEL 3

Action #4: Employee Benefits

Action Description:

Actions #4: I invited every student who earned below 70 percent on a test to join my professor's study group, which met to go over the material in small groups. I will continue to check students' progress to maintain student mastery of the material. Students scoring below 70 will always be invited to join my study group to improve their grade. Also, when several students score below 70%, then diagnostics will always be used to further analyze for important trends or areas of concern.

Guidance for continuous HRM curriculum improvements will follow if we maintain our SHRM alignment. Teaching HRM knowledge, skills and abilities and assessing proficiency level requires constant monitoring. A number of actions and/or changes will be implemented as follows:

- a) Devote more time to certain early HRM topics.
- b) Encourage students to take more specific notes.
- c) Cultivate an atmosphere for students to ask questions. Re-visit certain topics.
- d) Introduce more discipline into the classroom, more notes and less electronics.
- e) Spend additional time reviewing the students to prepare for each exam.

RELATED ITEM LEVEL 1

Learning Objective #5: Designing Jobs and Professional Ethics

Learning Objective Description:

Learning Objective #5: Learning Objectives of the HRM degree include the knowledge, skills and abilities covered on the sixteen HRM core topics tested by the PHR, SPHR, and GPHR professional certification exams in Human Resource Management. This first Human Resource Management course introduces foundation HRM topics. For this Learning Objective #5 students demonstrate knowledge, skills, and abilities related to Analyzing Work, Designing Jobs, and Professional Ethics.

RELATED ITEM LEVEL 2

Indicator #5: Designing Jobs and Professional Ethics

Indicator Description:

Indicator #5: The objective test covered four required HRM topics and consisted of 50 multiple-choice questions. Each one of the section's four HRM topics used 8 to 12 questions that test each of the section's four HRM topics with learning objective #4. Students' results (both frequency and percentages) on the questions are listed on the data attachment and use the following categories. 90 or above, 80 to 89, 70 to 79, and below 70. Example: Section 4: Below 70 ____, 70-79 ____, 80-89 ____, and 90 or above _____. The decision rule is students make at least seventy (70%) percent.

Criterion Description:

Criterion #5: The criterion is students earn an overall course average of 70%.

Findings Description:

Findings #5: 2.4% scored 70% or below, 61.0% standard and 36.6% scored 90 or above to exceed the standard.

- a). Evidence of Exceptional Performance: Based on data for this section 36.6% exceeded standard, 61.0% met standard for 97.6% meeting/exceeding standard.
- b). Evidence of Poor Performance: Only 2.4% did not score 70% correct on section. Again terrific! However, more focus on some HRM topics still needed earlier.

For Spring 2017:

Findings #5: 12.5% scored 70% or below, 60.4% standard and 27.1% scored 90 or above to exceed the standard.

- a). Evidence of Exceptional Performance: Based on the data for this section 27.1% exceeded the standard, with 87.5 meeting and/or exceeding the standard.
- b). Evidence of Poor Performance: 12.5% did not score 70% correct on the section. For some, more focus on select HRM topics needed earlier.

Attached Files

[!\[\]\(23a2e9ddc7bb0ef55393d38b772a848d_img.jpg\) ASSESSMENT- MGMT 3330 HRM Fall 2016 course Learning Objectives](#)

[!\[\]\(9f3852d68d41e1e95bc4ec10e81aba4b_img.jpg\) ASSESSMENT of MGMT 3330 HRM course Spring 2017 Learning Objectives](#)

RELATED ITEM LEVEL 3

Action #5: Designing Jobs and Professional Ethics

Action Description:

Actions #5: I invited every student who earned below 70 percent on a test to join the professor's study group, which met to go over the material in small groups. I will continue to check students' progress to maintain student mastery of the material. Students scoring below 70 are always invited to join my study group to improve their grade. Also, when several students score below 70%, then diagnostics will analyze further for important trends or HRM areas of concern.

- Guidance for continuous HRM curriculum improvements will follow by maintaining our SHRM alignment. Teaching HRM knowledge, skills and abilities and assessing proficiency level requires constant monitoring. Actions and/or changes will be implemented as follows:
- a) Devote more time to certain early HRM topics.
 - b) Encourage students to take more specific notes.
 - c) Cultivate atmosphere for students to ask questions. Re-visit certain topics.
 - d) Introduce more discipline to the classroom, more notes and less electronics.
 - e) Spend additional time reviewing the students to prepare for each exam.

Students’ introduction to the broad based foundation knowledge and principles of Human Resource Development (HRD), a specialty in the HRM discipline.

Goal Description:

GOAL DESCRIPTION: Students must demonstrate an acceptable proficiency in basic HRD knowledge, skills and abilities. This HRD course is an introduction to the HRD profession, an important HRM specialty area and serves as a foundation in human resource development (HRD) knowledge and principles to enable executives to become more effective organizational actors. Students must understand a foundation of human resource development knowledge and principles to become effective Human Resource Management professionals in organizations. The goals of the Bachelor of Business Administration degree (BBA) in Human Resource Management are to provide an academic foundation in Human Resource Management (HRM), inclusive of HRD, for practitioners’ successful careers, prepare students for advanced graduate HRM degrees, and provide the knowledge required to pass the first HRM professional certification exam, the Professional in Human Resources, PHR, offered by the Society for Human Resource Management (SHRM) Certification Institute. Also, the American Society for Training and Development (ASTD) offers certification in training and development. Globally, the Sam Houston State University’s Bachelor of Business Administration degree in Human Resource Management is one of less than 200 undergraduate HRM degrees worldwide aligned completely with all of SHRM’s requirements. In 2017, the HRM degree’s SHRM alignment was reapproved for an additional five years, instead of the customary two. Our goal is continuous improvement guided by the human resource management’s professional society, SHRM, and the ASTD for the HRD course.

III. RELATED ELEMENTS: Students will demonstrate a basic understanding of the five (5) foundational HRD sections, which include the major HRD topics tested on the PHR and SPHR, Senior Professional in Human Resources, and ASTD certification exams. This course is an advanced Human Resource Management course in Human Resource Development that covers the SHRM and ASTD certification requirements in the area of Human Resource Training and Development, which is an important human resource management specialty field. See the five HRD sections and topics below, which are the five HRD learning objectives, for this foundation HRD course. The first day of class students took an eighty-question objective pre-test to establish a course baseline. The average score was 53%. Course embedded questions on major HRD topics are tested on two objective exams.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Learning Objective #1: Designing and Establishing Effective Human Resource Training and Development Programs.

Learning Objective Description:

Learning Objective #1: Learning Objectives of this HRD course include the knowledge, skills and abilities covered on the PHR and ASTD exams. This course is an introduction to the Human Resource Development discipline and serves as a foundation in HRD. Please see the five (5) major HRD sections, or the five major HRD learning objectives. For these specific HRD learning objectives students demonstrate knowledge, skills and abilities related to: Designing and Establishing Effective Human Resource Training and Development Programs; Human Resource Training and Development Needs Assessment: Organizational, Person, Task; Human Resource Training Evaluation Techniques: Reaction, Learning, Behavior and Results; Professional Ethics and Managing Human Resource Training and Development Programs. Thus, Learning Objective #1 tests students’ understanding of Designing and Establishing Effective Human Resource Training and Development Programs.

RELATED ITEM LEVEL 2

Indicator #1 for Learning Objectives #1 and #2

Indicator Description:

TEST#1 covers Learning Objectives #1 and #2. The sections are: Section 1 over Designing and Establishing Effective Human Resource Training and Development Programs, and Section 2 over Human Resource Training and Development Needs Assessment: Organizational, Person, Task.

Indicator: Two objective tests cover four required major HRD sections; each test consists of 50 multiple-choice questions. Each one of the four (4) major HRD sections had a minimum of 20 to 22 questions addressing each of the four section’s major HRD learning objectives. Students’ results (both frequency and percentages) on the questions used the following categories. 90 or above, 80 to 89, 70 to 79, and below 70. Example: Section 1: Below 70 ____, 70-79 ____, 80-89 ____, and 90 or above _____. The decision rule is students make a seventy (70%) percent in the course.

Criterion Description:

Criterion: The established criterion is students must earn an overall course

average of 70%. Of the forty-four (44) students, seventy percent (70%) of

the questions are to be answered correctly. The number of students and

percentage answering the questions correctly in each category is listed below.

Findings Description:

Fall 2016 Findings: The results are all students earned a 70% or better in the course.

Please see data attachment sheet for results. On the first test 6.8% were below

standard, 68.2% meet standard, and 25.0% exceeded it, or 97.8% meet or

exceeded standard.

Overall Results:

1. Evidence of Exceptional Performance: Most students seem to understand, based on data for the semester, as 27.3% of the class turned in exceptional performance, 70.5% meeting the standard for 97.8% at or above the standard.
2. Evidence of Poor Performance: Only one (1) student did not achieve standard after the two tests. The student's two tests grade's averaged a 69% percent. Thus, 2.2% did not make standard. 31 students or 70.5% of the class earned standard and 27.3% exceeded standard. Instruction and performance on the two tests can always improve. Some of the earlier topics may need additional coverage on tests, and some students need to get in gear and join my professor's study group earlier, or both. Regardless, more focus to seek trends or topics.

Spring 2017 Findings:

The overall results are all students, except one (1) or 3.5%, earned a

70% or better to achieve standard. Please see data attachment sheet. On the first

test 10.3% was below standard, 72.4% meet standard, and 17.3% exceeded it.

Thus, 89.7% met or exceeded the standard.

Overall Results:

1. Evidence of Exceptional Performance: Most students seem to understand, based on data for the semester, as 41.4% earned exceptional performance.
2. Evidence of Poor Performance: Only (1) student did not achieve standard. That one student failed the course. Thus, 3.5% did not make standard. 28 students or 96.5% of the class earned or exceeded standard. Instruction and performance on earlier tests can always improve. Some of the earlier topics may need additional coverage, and some students need to join the professor's study group earlier, or both. Regardless, more focus to seek trends or topics.

Attached Files

[!\[\]\(3342c215b2a8b663596a81468d5dc314_img.jpg\) ASSESSMENT-Required MGMT 4355.01 Fall 2016 HRD course Learning Objectives](#)

[!\[\]\(56549452e01ca28bdf2500ced9653143_img.jpg\) ASSESSMENT-Required MGMT 4355.01 Spring 2017 HRD course Learning Objectives](#)

RELATED ITEM LEVEL 3

Actions for #1 and #2

Action Description:

Actions for #1 and #2: I invited every student who earned below 70

percent on the test to join my study group, which met to go over material in

small groups. I continue to check students' progress to maintain student

mastery of material. Students scoring below 70 are always invited to join

the study group to improve their grade. When several students score below

70% on a test, or over an area of the test, then further analysis is used to

to check for any important trends or topical areas of concern.

Guidance for continuous HRM and HRD curriculum improvements will follow if we maintain our SHRM and ASTD alignment.

Teaching HRD knowledge, skills and abilities and assessing proficiency level requires constant monitoring. A number of actions and/or changes will be implemented as follows: a) Devote more time to certain HRD topics.

b) Encourage students to take more specific notes.

c) Cultivate atmosphere for students' questions. Revisit certain topics.

- d) Introduce more discipline to class, more notes and less electronics.
- e) Spend additional time reviewing the students to prepare for each exam.

RELATED ITEM LEVEL 1

Learning Objective #2: Human Resource Training and Development Needs Assessment at the Organizational, Person, and Task levels.

Learning Objective Description:

Learning Objective #2: tests students' proficiency on Human Resource Training and Development Needs Assessment at the Organizational, Person, and Task levels.

RELATED ITEM LEVEL 2

Indicator #1 for Learning Objectives #1 and #2

Indicator Description:

TEST#1 covers Learning Objectives #1 and #2. The sections are: Section 1 over Designing and Establishing Effective Human Resource Training and Development Programs, and Section 2 over Human Resource Training and Development Needs Assessment: Organizational, Person, Task.

Indicator: Two objective tests cover four required major HRD sections; each test consists of 50 multiple-choice questions. Each one of the four (4) major HRD sections had a minimum of 20 to 22 questions addressing each of the four section's major HRD learning objectives. Students' results (both frequency and percentages) on the questions used the following categories. 90 or above, 80 to 89, 70 to 79, and below 70. Example: Section 1: Below 70 ____, 70-79 ____, 80-89 ____, and 90 or above _____. The decision rule is students make a seventy (70%) percent in the course.

Criterion Description:

Criterion: The established criterion is students must earn an overall course

average of 70%. Of the forty-four (44) students, seventy percent (70%) of the questions are to be answered correctly. The number of students and percentage answering the questions correctly in each category is listed below.

Findings Description:

Fall 2016 Findings: The results are all students earned a 70% or better in the course.

Please see data attachment sheet for results. On the first test 6.8% were below standard, 68.2% meet standard, and 25.0% exceeded it, or 97.8% meet or exceeded standard.

Overall Results:

1. Evidence of Exceptional Performance: Most students seem to understand, based on data for the semester, as 27.3% of the class turned in exceptional performance, 70.5% meet the standard for 97.8% at or above the standard.
2. Evidence of Poor Performance: Only one (1) student did not achieve standard after the two tests. The student's two tests grade's averaged a 69% percent. Thus, 2.2% did not make standard. 31 students or 70.5% of the class earned standard and 27.3% exceeded standard. Instruction and performance on the two tests can always improve. Some of the earlier topics may need additional coverage on tests, and some students need to get in gear and join my professor's study group earlier, or both. Regardless, more focus to seek trends or topics.

Spring 2017 Findings:

The overall results are all students, except one (1) or 3.5%, earned a

70% or better to achieve standard. Please see data attachment sheet. On the first test 10.3% was below standard, 72.4% meet standard, and 17.3% exceeded it. Thus, 89.7% met or exceeded the standard.

Overall Results:

1. Evidence of Exceptional Performance: Most students seem to understand, based on data for the semester, as 41.4% earned exceptional performance.
2. Evidence of Poor Performance: Only (1) student did not achieve standard. That one student failed the course. Thus, 3.5% did not make standard. 28 students or 96.5% of the class earned or exceeded standard. Instruction and performance on earlier tests can always improve. Some of the earlier topics may need additional coverage, and some students need to join the professor's study group earlier, or both. Regardless, more focus to seek trends or topics.

Attached Files

[!\[\]\(1d3a1175dd4902218e694b9c098adb83_img.jpg\) ASSESSMENT-Required MGMT 4355.01 Fall 2016 HRD course Learning Objectives](#)

[!\[\]\(c507f772dba2b921f86777f01218e570_img.jpg\) ASSESSMENT-Required MGMT 4355.01 Spring 2017 HRD course Learning Objectives](#)

RELATED ITEM LEVEL 3

Actions for #1 and #2

Action Description:

Actions for #1 and #2: I invited every student who earned below 70

percent on the test to join my study group, which met to go over material in small groups. I continue to check students' progress to maintain student mastery of material. Students scoring below 70 are always invited to join the study group to improve their grade. When several students score below 70% on a test, or over an area of the test, then further analysis is used to check for any important trends or topical areas of concern.

Guidance for continuous HRM and HRD curriculum improvements will follow if we maintain our SHRM and ASTD alignment. Teaching HRD knowledge, skills and abilities and assessing proficiency level requires constant monitoring. A number of actions and/or changes will be implemented as follows: a) Devote more time to certain HRD topics.

- b) Encourage students to take more specific notes.
- c) Cultivate atmosphere for students' questions. Revisit certain topics.
- d) Introduce more discipline to class, more notes and less electronics.
- e) Spend additional time reviewing the students to prepare for each exam.

RELATED ITEM LEVEL 1

Learning Objective #3: Human Resource Training and Development Evaluation Methods

Learning Objective Description:

Learning Objective #3: Learning Objectives of the HRM degree include the knowledge, skills and abilities covered in the core HRD topics tested by the PHR, SPHR, and GPHR certification exams. This first Human Resource Development course serves as the training discipline's foundation. Please see the five (5) HRD sections below, or the HRD learning objectives, for this HRD introduction class. For **Learning Objective #3 students demonstrate knowledge, skills, and abilities related to Human Resource Training Evaluation Methods: Reaction, Learning, Behavior and Results.**

RELATED ITEM LEVEL 2

Indicators #3 and #4

Indicator Description:

TEST#2 covers Learning Objectives #3 and #4, or HRD Sections 3 and 4. Section 3 is Human Resource Training Evaluation Methods: Reaction, Learning, Behavior and Results. Section 4 covers Professional Ethics and Managing Human Resource Training and Development Programs.

Indicator: The objective tests covered four of the five required HRD sections and consisted of 50 multiple-choice questions. Each one of the four HRD sections had 20 to 22 questions addressing the sections four (4) learning objectives. Students' results (both frequency and percentages) on the questions used the following categories. 90 or above, 80 to 89, 70 to 79, and below 70. Example: Section 2: Below 70 ____, 70-79 ____, 80-89 ____, and 90 or above _____. The decision rule is students earn a seventy (70%) percent in the course.

Criterion Description:

Criterion: The established criterion is students earn an overall course average

of 70%. Thus, of the forty-four (44) students, seventy percent (70%) of the questions are to be answered correctly.

Findings Description:

Fall 2016 Findings: See data attachment sheet for results. 0% fell below 70%, with 61.4%

earning standard, and 38.6% exceeding it.

- a). Evidence of Exceptional Performance – It's evident the HRD topics seem to be

understood by most students based on data with 97.8% earning above the standard overall, and 100% meeting or exceeding standard on Learning Objectives #3 and #4.

b). Evidence of Poor Performance - It appears the instruction and performance for the two tests were effective. Some of the covered HRD topics may need more highlighting for some students, who need to join the professor's study group earlier, or both. Regardless, the focus seems to be about right as the class did very well.

Spring 2017 Findings: See data attachment sheet for results. 1 (3.5%) student fell below 70%, with 69.0% earning standard, and 27.5% exceeding it for 96.5% at standard or better.

a). Evidence of Exceptional Performance – It's evident the HRD topics seem to be understood by most students based on data with 96.5% earning standard or above the standard, or 96.5% meeting or exceeding standard on Learning Objectives #3 & #4.

b). Evidence of Poor Performance - It appears the instruction and performance for the two tests were effective. Some of the covered HRD topics may need more highlighting for some students, who need to join the professor's study group earlier, or both. Regardless, the focus seems to be about right as the class did very well.

Attached Files

[!\[\]\(c694a3ff3b077d76910920a6a1593ab4_img.jpg\) ASSESSMENT-Required MGMT 4355.01 Fall 2016 HRD course Learning Objectives](#)

[!\[\]\(ec9132f1d27c8919987d92907322654d_img.jpg\) ASSESSMENT-Required MGMT 4355.01 Spring 2017 HRD course Learning Objectives](#)

RELATED ITEM LEVEL 3

Actions #3 and #4

Action Description:

Actions #3 and #4: I invite all student who earned below 70 to join my professor's

study group, which meets to go over the material in small groups. I continue to

check students' progress to maintain student mastery of the material. Students

scoring below 70 are always invited to join my professor's study group to improve

their grade. When several students score below 70%, analysis is used to diagnosis

for trends or areas of concern.

Guidance for continuous HRM and HRD curriculum improvements will follow if

we maintain our SHRM alignment. Teaching HRD knowledge, skills and abilities

and assessing proficiency level requires constant monitoring. A number of actions

and/or changes will be implemented as follows:

- a) Devote more time to certain early HRM topics.
- b) Encourage students to take more specific notes.
- c) Cultivate atmosphere for students' questions. Review certain topics.
- d) Introduce more discipline to classroom, more notes and less electronics.
- e) Spend additional time reviewing the students to prepare for each exam.

RELATED ITEM LEVEL 1

Learning Objective #4: Ethics and managing Training Programs

Learning Objective Description:

Learning Objective #4: Learning Objectives of the HRM degree include the knowledge, skills and abilities covered in the core HRD topics tested by the PHR, SPHR, and GPHR certification exams. This first Human Resource Development course serves as the training discipline's foundation. Please see the five (5) HRD sections below, or the HRD learning objectives, for this HRD introduction class. For **Learning Objective #4 students demonstrate knowledge, skills, and abilities related to Professional Ethics and Managing Human Resource Training and Development Programs.**

RELATED ITEM LEVEL 2

Indicators #3 and #4

Indicator Description:

TEST#2 covers Learning Objectives #3 and #4, or HRD Sections 3 and 4. Section 3 is Human Resource Training Evaluation Methods: Reaction, Learning, Behavior and Results. Section 4 covers Professional Ethics and Managing Human Resource Training and Development Programs.

Indicator: The objective tests covered four of the five required HRD sections and consisted of 50 multiple-choice questions. Each one of the four HRD sections had 20 to 22 questions addressing the sections four (4) learning objectives. Students' results (both frequency and percentages) on the questions used the following categories. 90 or above, 80 to 89, 70 to 79, and below 70. Example: Section 2: Below 70 ____, 70-79 ____, 80-89 ____, and 90 or above _____. The decision rule is students earn a seventy (70%) percent in the course.

Criterion Description:

Criterion: The established criterion is students earn an overall course average

of 70%. Thus, of the forty-four (44) students, seventy percent (70%) of the questions are to be answered correctly.

Findings Description:

Fall 2016 Findings: See data attachment sheet for results. 0% fell below 70%, with 61.4% earning standard, and 38.6% exceeding it.

a). Evidence of Exceptional Performance – It's evident the HRD topics seem to be understood by most students based on data with 97.8% earning above the standard overall, and 100% meeting or exceeding standard on Learning Objectives #3 and #4.

b). Evidence of Poor Performance - It appears the instruction and performance for the two tests were effective. Some of the covered HRD topics may need more highlighting for some students, who need to join the professor's study group earlier, or both. Regardless, the focus seems to be about right as the class did very well.

Spring 2017 Findings: See data attachment sheet for results. 1 (3.5%) student fell below 70%, with 69.0% earning standard, and 27.5% exceeding it for 96.5% at standard or better.

a). Evidence of Exceptional Performance – It's evident the HRD topics seem to be understood by most students based on data with 96.5% earning standard or above the standard, or 96.5% meeting or exceeding standard on Learning Objectives #3 & #4.

b). Evidence of Poor Performance - It appears the instruction and performance for the two tests were effective. Some of the covered HRD topics may need more highlighting for some students, who need to join the professor's study group earlier, or both. Regardless, the focus seems to be about right as the class did very well.

Attached Files

[ASSESSMENT-Required MGMT 4355.01 Fall 2016 HRD course Learning Objectives](#)

[ASSESSMENT-Required MGMT 4355.01 Spring 2017 HRD course Learning Objectives](#)

RELATED ITEM LEVEL 3

Actions #3 and #4

Action Description:

Actions #3 and #4: I invite all student who earned below 70 to join my professor's

study group, which meets to go over the material in small groups. I continue to

check students' progress to maintain student mastery of the material. Students

scoring below 70 are always invited to join my professor's study group to improve

their grade. When several students score below 70%, analysis is used to diagnosis

for trends or areas of concern.

Guidance for continuous HRM and HRD curriculum improvements will follow if

we maintain our SHRM alignment. Teaching HRD knowledge, skills and abilities

and assessing proficiency level requires constant monitoring. A number of actions

and/or changes will be implemented as follows:

- a) Devote more time to certain early HRM topics.
- b) Encourage students to take more specific notes.
- c) Cultivate atmosphere for students' questions. Review certain topics.
- d) Introduce more discipline to classroom, more notes and less electronics.
- e) Spend additional time reviewing the students to prepare for each exam.

RELATED ITEM LEVEL 1

Learning Objective #5: Communication Skills

Learning Objective Description:

For the fifth (5) learning objective students complete a written assignment with presentation over a HRD topic to support the College of Business Administration's continuing efforts to improve students' communication skills, thus, learning objective #5.

RELATED ITEM LEVEL 2

Indicator: Communication Skills

Indicator Description:

The HRD Research Paper and 20 minute Presentation: 7-10 page HRD paper with 12 citations presented to class. **The indicator for learning objective #5 is a rubric that assessed the paper as 50% and the presentation as 50% of the grade for 100 points.**

Criterion Description:

Criterion: The criterion is students earn an overall course average of 70%.

Findings Description:

Fall 2016 Findings: Of the students, all earned at least a 75% on the assignment. Also, the results of section #5, assignment, were an 85% average.

a). Evidence of Exceptional Performance – Students seem to like HRD, based on data analysis for this section, 25.0% earned exceptional performance and 75% meet the standard for 100% on the assignment.

b). Evidence of Poor Performance - It appears students are applying themselves because only 2.2% fell below 70% (one student earned a 69%) on the first four sections covered by the two tests. Some of the HRD topics may need highlighting on the two tests or some students may need to join my professor's study group earlier, or both. As a class they did very well with 97.8% meeting or exceeding the standard.

Spring 2017 Findings: All students earned at least a 75% on the assignment. Also, the results of section #5, assignment, were an 85% average.

a). Evidence of Exceptional Performance – Students seem to like HRD, based on data analysis for this section, 31% earned exceptional performance.

b). Evidence of Poor Performance - It appears more students are applying themselves because only one (1) fell below the 70% course requirement (one student failed the course). Some of the covered HRD topics need more highlighting earlier for some students who need to join my professor's study group earlier, or both. Thus, as a class they did very well with 96.5% meeting or exceeding the standard.

Attached Files

[!\[\]\(919a2cb85b99741a73c0c31a427236a8_img.jpg\) ASSESSMENT-Required MGMT 4355.01 Fall 2016 HRD course Learning Objectives](#)

[!\[\]\(666e09182d4cd268646ea700ea60dcdf_img.jpg\) ASSESSMENT-Required MGMT 4355.01 Spring 2017 HRD course Learning Objectives](#)

RELATED ITEM LEVEL 3

Action #5: Communication Skills

Action Description:

1. Ac on #5: The professor's study group to improve students' grades on the assignment, allowed students to have their paper reviewed before the presenta on. Many students did and indeed scored a be er paper grade with the sugges ons.
2. Guidance for con nuous HRM and HRD curriculum improvements will follow if we maintain our SHRM alignment. Teaching HRD knowledge, skills and abili es and assessing proficiency level requires constant monitoring. A number of ac ons and/or changes will be implemented as follows:
 - a) Devote more me to certain early HRM topics.
 - b) Encourage students to take more specific notes.
 - c) Cul vate an atmosphere for students to ask ques ons. Re-visit certain topics.
 - d) Introduce more discipline into the classroom, more notes and less electronics.
 - e) Spend addi onal me reviewing the students to prepare for each exam.

Update Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Plan for Continuous Improvement was not included in 2015-2016 cycle.

Update of Progress to the Previous Cycle's PCI:

1)Devote more class time to those topics where weaknesses are evident.

2)Provide more applications and practical examples to promote understanding of material.

3)Devote more time to reviewing the topics in a "Q & A" or "Team Competition" format, prior to the administration of each exam.

4)Monitor student progress to maintain student mastery of material.

Plan for Continuous Improvement

Closing Summary:

Plan for Continuous Improvement: There are no actions needed now beyond what is listed above. And, all actions will continue. However, if HRM trends change, the changes will be reflected by the Society for Human Resource Management first. Then adjustments will begin immediately in the HRM degree and/or specific HRM courses to maintain alignment, timeliness and relevancy. HRM course content is now correct due to SHRM guidance and alignment. All actions based on the findings were stated above.

Plan for Continuous Improvement: There are no actions needed now beyond what

is stated above. And, all actions will continue. However, if HRD trends change,

the changes will be reflected by the Society for Human Resource Management (SHRM)

and the American Society for Training and Development (ASTD) first. Adjustments

will then begin immediately for the HRM degree and/or specific HRM and HRD courses

to maintain timeliness and relevancy. HRD course content is currently correct due to

SHRM and ASTD alignment. Actions based on the findings were stated above.