

# Master of Science in Human Resource Management (MS HRM) 2007-2008 Program Assessment Report

## I. Program's Student Learning Outcomes

See "Structure of the MS HRM AOL Program."

## II. Assessment Activities:

### A. Assessment Measures (Tools)

- a. *Written Communication* - See attached rubric.
- b. *Oral Communication* – See attached rubric.
- c. *Problem Solving and Critical Thinking* – in progress
- d. *Discipline Specific Knowledge* – in progress

### B. Benchmarks

- a. *Written Communication* – minimum average evaluation score of "Proficient".
- b. *Oral Communication* – minimum average evaluation score of "meets expectations".
- c. *All other benchmarks in progress.*

C. **Results/Analysis** – data was gathered but no analysis was performed during this assessment year.

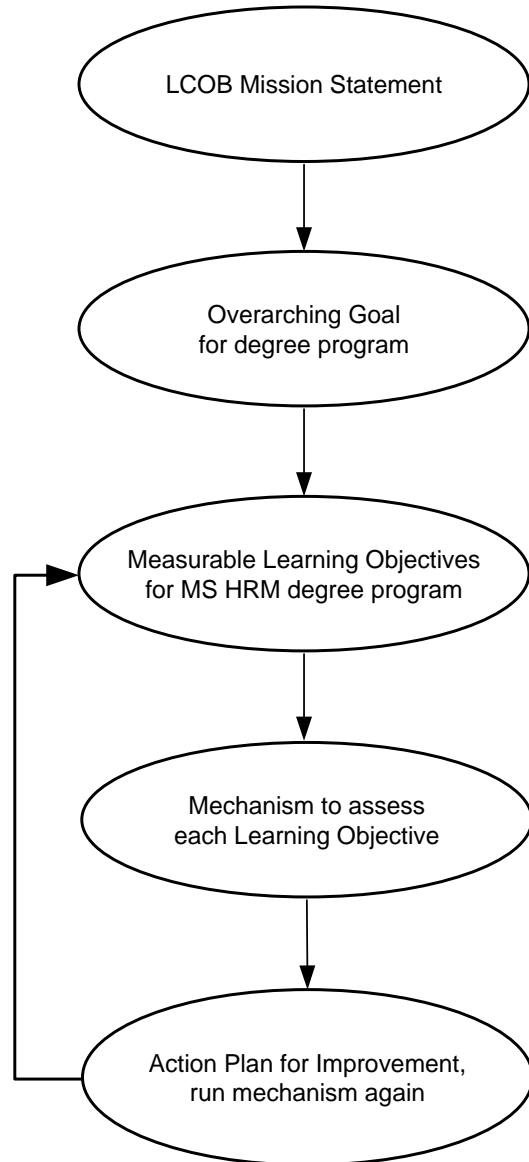
### D. Analysis/Planned Action

See "Cycles of the MS HRM AOL Program" for proposed action plan.

## III. Assistance Needed with Assessment:

Cooperation between Harlan Smith, the LCOB Director of Assurance of Learning and Mary Beth Reynolds to mesh the Marshall University assessment requirements with AACSB International Assurance of Learning mandates now and in the future.

# STRUCTURE OF THE MS HRM AOL PROGRAM



The Mission of the LCOB is to be a leading state institution for the education of business students, and a contributor to the region's economic development. The College is committed to an overall balance among teaching, scholarly activity, and service. The LCOB is dedicated to graduating individuals who possess the communication, critical thinking, and problem solving skills necessary to meet the Tri State area's needs for the demands of the global marketplace.

To facilitate student development of the professional skills needed for a successful career in the HRM function including critical areas such as staffing, training and development, compensation and benefits, labor relations, employment law and organizational effectiveness.

- 1. Written Communication Competency:** The student will be able to communicate effectively, in writing, to peers and supervisors in an organizational environment.
- 2. Oral Communication Competency:** The student will be able to research, organize, and deliver an effective oral presentation in a professional manner.
- 3. Problem-Solving and Critical Thinking:** The student will be able to apply critical thinking and problem solving skills to address human resources issues faced by organizations.
- 4. Discipline-Specific Knowledge Competency:** The student will demonstrate the knowledge required to obtain a position in HRM including: job analysis, human resource planning, recruitment, selection, training and development, compensation and benefits, labor relations, and employment law.

## Assessment of Learning Objectives

1. Written assignments of students enrolled in several courses and programs (MBA, MS HRM, MS HCA) were assessed with a written communication rubric in fall 2006.
2. Oral presentations given in HRM 675 (fall 2007) using oral communication rubric.
3. Case Analysis (gathered spring 2009) using critical thinking rubric.
4. TBA

## Re-assessment of Learning Objectives

1. Written assignment of HRM 675 students will be assessed Spring 2009 using rubric.
2. Oral presentations given in HRM 696 (spring 2009) to be assessed using oral communication rubric.
3. TBA
4. TBA

## CYCLES OF THE MS HRM AOL PROGRAM

Assessment Cycle	(I) Development Phase		(II) Measurement Phase		(III) Continuous Improvement – Closing the Loop		
Number	Define Learning Objective	Develop Measure	Gather Data	Review Data	Action Plan	Implement Changes	Run Cycle Again
1.	Written Communication Competency: The student will be able to communicate effectively, in writing, to peers and supervisors in an organizational environment.	Written communication rubric modified to make more suitable for HRM writing assignments spring 2008.	Written assignments in HRM 675 (fall 2008).	HRM coordinator and HRM faculty.	Writing expectations covered in HRM 600.	HRM 600 instructor Fall 2009.	Every other year in HRM 675.
2.	Oral Communication Competency: The student will be able to research, organize, and deliver an effective oral presentation in a professional manner.	Oral communication rubric based on input from LCOB faculty developed Spring 2008 (not yet formally approved).	Videotaped oral presentations in HRM 675 gathered fall 2007.	HRM coordinator and HRM faculty.	Oral communication expectations covered in HRM 600	HRM 600 instructor Fall 2009.	Every other year in HRM 675.
3.	Problem-Solving and Critical Thinking: The student will be able to apply critical thinking and problem solving skills to address human resources issues faced by organizations.	Meeting to develop critical thinking rubric held assessment day, Spring 2008, Development is still ongoing. Expected completion Spring 2009.	Case Analysis in HRM 696 gathered Spring 2009.	HRM coordinator and HRM faculty.	Critical thinking process covered in HRM 696.	HRM 696 instructor Spring 2010.	Every other year in HRM 696.
4.	Discipline-Specific Knowledge Competency: The student will demonstrate the knowledge required to obtain a position in HRM including: job analysis, human resource planning, recruitment, selection, training and development, compensation and benefits, labor relations, and employment law.	Fall 2009	Knowledge test administered in HRM 696 Spring 2010.	HRM coordinator and HRM faculty.	Increase emphasis where indicated as per results of test.	All courses where indicated.	Every other year in HRM 696.

## Written Communication Rubric: Graduate-level, Summer 2006

Levels of Achievement					
Criteria	Advanced (4)	Proficient (3)	Needs Improvement (2)	Unacceptable (1)	NA
Content	Even, balanced information effectively supports a central purpose or thesis and displays a thoughtful in-depth analysis of a topic. Reader gains insights.	Information provides firm support for thesis and displays evidence of a basic analysis of a sufficiently limited topic. Reader gains some insights.	Information supports thesis at times. Analysis is basic or general. Reader gains few insights.	Neither purpose nor thesis clearly present. Information seems random. Analysis is vague or not evident. Reader is confused or misinformed.	
Organization	Ideas are arranged logically to support the purpose. Ideas flow smoothly from one to another and are clearly linked to each other. Reader can follow reasoning.	Ideas are arranged to support the writer's purpose, but order is sometimes questionable. Ideas are usually clearly linked to each other. For the most part, reader can follow line of reasoning.	Writing is not arranged logically. Frequently, ideas fail to make sense together and are not linked. By thinking hard, reader can most often figure out the line of reasoning.	Writing lacks logical organization. Reader cannot identify a line of reasoning.	
Purpose	Writer's purpose is readily apparent to the reader and is stated clearly.	Writing has a stated purpose, but may occasionally digress.	Purpose is not clearly stated, nor is it easy to find an implied purpose.	Purpose is generally unclear and is not stated.	
Tone	Tone is consistently professional and appropriate for the audience and the purpose. Fits genre and expected audience for the genre.	Tone is generally professional, but may have a few lapses in fit or appropriateness to genre and audience.	Tone is neither consistently professional nor appropriate to genre, audience, and purpose.	Tone is neither professional nor appropriate to genre, audience, and purpose.	
Word Choice	Word choice is consistently precise, effective, and appropriate to genre and purpose.	Word choice is generally precise, effective, and appropriate to genre and purpose.	Word choice is adequate, but range is limited and some words are used inappropriately.	Many words are used inappropriately, confusing the reader. Inappropriate cliches and colloquial diction.	
Grammar and mechanics (sentence structure, punctuation, spelling)	Sentences vary in length, structure; flow well; demonstrate transitions. Writing almost error free.	Functional sentences. Errors present but do not distract from meaning.	Confusing sentences. Numerous errors distract reader.	Sentence structure and grammar errors so numerous confused reader stops reading.	

Use of Research	Compelling evidence is given to support claims. Attribution is clear and fairly presented. Consistently correct and appropriate format of citation.	Evidence to support claims is generally present. Attribution is often clearly given. Some inconsistencies in format of citation.	Although occasional evidence is provided, writer relies too heavily on unsubstantiated statement. The reader is confused about the source of ideas. Many errors in citation format.	Evidence is not cited to support claims. No citation present.	
Data Presentation (Charts, Appendixes, Tables, Graphs)	Sufficient data presented and all data logically integrated into the main purpose of the paper.	Some data presented and logically integrated into main purpose.	Data only occasionally integrated into purpose. Extraneous data present.	No data or totally irrelevant data.	
Visual Presentation of Data	All visual data presentation does three things: 1. compels attention 2. is concise and 3. is understandable.	Visual data presentation fulfills 2 out of previous 3 things.	Visual data presentation fulfills 1 out of previous 3 things.	Visual data presentation fulfills none of the previous 3 things.	

## Oral Presentation Assessment Rubric

Performance Criteria	Exceed Expectations	Meets Expectations	Below Expectations
<b>Organization</b>	Logical flow. Purpose and support info was easily understood. Demonstrated thorough understanding of topic, audience and flow.	Some incidences where lack of logical flow and incomplete understanding of topic was evident. Purpose was sometimes difficult to discern. Support info was not easily understood.	Inadequate or illogical flow. Ill-defined or no discernable purpose. Support info was unclear or incorrect. Lacked basic understanding of topic, audience and flow.
<b>Content</b>	Accomplished assignment directly and completely in an exceptional manner. All major topics covered and supported by relevant data.	Accomplished assignment in a capable manner. Major topics covered but supporting data lacks specificity, accuracy, or relevance.	Accomplished assignment only partially or indirectly. No supporting data or data presented was not relevant or accurate.
<b>Delivery</b>	Exhibited high level of enthusiasm & confidence. Responded fully and accurately to questions. Generated audience interest and interaction	Uneven levels of enthusiasm & confidence exhibited. Some questions were answered more effectively than others.	Exhibited extremely low level of enthusiasm & confidence. Was not able to effectively answer questions.
<b>Projection</b>	Pace, volume, & enunciation enhanced the presentation	Pace, volume, & enunciation were acceptable but did not enhance the presentation	Projection consistently detracted from presentation. (Speech was too slow/fast, could not be heard, used fillers such as uhm, incorrect pronunciation)
<b>Non-Verbal</b>	Eye contact, gestures, and movement were used effectively	Eye contact, gestures, and movement occasionally distracted from the presentation	Non-verbals consistently detracted from presentation (read from notes, monitor or screen; made no eye contact; no/excessive movement, stood behind podium or in front of screen)
<b>Technology</b>	Visuals were clear and professional Visuals reinforced the presentation There were no spelling or grammatical errors.	Visuals used distracting slide design (template, font, clip art) There was at least one spelling or grammatical error.	Visuals were unclear, unattractive, or unprofessional. Did not support presentation and contained several spelling and/or grammatical errors.
<b>Appearance</b>	Highly professional attire and demeanor enhanced credibility of the speaker.	Acceptable professional attire and demeanor	Unprofessional attire and demeanor. Seated presenters exhibited distracting behavior during presentation.