

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Business Management	240	BMG 240 03/08/2024- Human Resources Management
College	Division	Department
Business and Computer Technologies	Business and Computer Technologies	Business
Faculty Preparer		Jennifer Maitland
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

Yes

This course was last assessed in Winter 2014; however, it was completely redesigned changing the assessment criteria.

2. Briefly describe the results of previous assessment report(s).

One section of BMG 240 with 18 total enrolled students were assessed using two outcomes: a student team project completing an HR decision making simulation on HR and general operations and a student team project completing an HR decision making simulation on legal situations.

Of the 18 students assessed on the group projects, 100% scored 70% or higher, exceeding the minimum standard of success of 75% of students would score 70% or higher.

3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

Changes to course assignments were recommended, including additional coverage on drivers of performance factors and analyzing cases. These were not implemented, and the course was redesigned.

II. Assessment Results per Student Learning Outcome

Outcome 1: Recognize framework of essential human resource management concepts and techniques that will guide human resource activities.

- Assessment Plan
 - Assessment Tool: Outcome-related multiple choice questions
 - Assessment Date: Fall 2023
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Answer key
 - Standard of success to be used for this assessment: 70% of students will score 70% or higher
 - Who will score and analyze the data: Course instructor

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2023, 2022	2023, 2022	2023, 2022

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
341	275

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All sections of BMG 240 from Winter 2022, Fall 2022, Summer 2022, Winter 2023, Fall 2023, and Summer 2023.

The following number of students completed each exam: 274 exam 1; 272 exam 2; 275 exam 3.

The unassessed students did not complete the exams. It is unclear if the students withdrew or did not complete the course. The missing data was not calculated in assessment results.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All assessed students were from the entire BMG 240 population for Fall 2022, Winter 2022, Summer 2023, Winter 2023, Fall 2023, and Summer 2023. All were Distance Learning (DL) except one section that was face-to-face.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Outcome #1 was assessed using questions from three multiple-choice exams scored using an answer key.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The standard of success for this assessment was 70% of students assessed would score 70% or higher.

Exam 1: Of the 274 students that were assessed for exam 1, 90.88% (249/274) scored 70% or higher. Overall average score was 84.09%.

Exam 2: Of the 272 students that were assessed for exam 2, 91.18% (248/272) scored 70% or higher. Overall average score was 84.54%.

Exam 3: Of the 275 students that were assessed for exam 3, 93.45% (257/275) scored 70% or higher. Overall average score was 83.46%

Outcome #1 is to:

- Describe the roles of human resource management –exam 1
- Discuss key components of the strategic human resource planning process –exam 1
- Explain the Equal Employment Opportunity Legislative Acts and guidelines with understanding of practical application. –exam 1
- Identify key components of the selection process –exam 2
- Identify compensation practices –exam 2
- Explain characteristics of an effective performance appraisal system -exam 3

The assessed exam results support the success of outcome #1.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Assessed students demonstrated a thorough understanding of basic and strategic human resources management principles including subpoints listed above with average scores over 80%. There appears to be consistency on average for scores across all three exams. Upon granular review of the test scores, reliability was observed as well.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The minimum standard of success for this assessment was achieved for all three exams; however, further analysis of the individual exam questions would allow a clearer understanding of the results pinpointing areas to focus improvement on learning material or question clarity. The updated course did not allow for this level of detail. Moving forward, individual exam questions will be available for analysis to ensure knowledge transfer to the students.

Outcome 2: Recognize and apply the principles related to finding and hiring employees.

- Assessment Plan
 - Assessment Tool: Outcome-related departmental exam questions, discussions, or cases
 - Assessment Date: Fall 2023
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Department exam: answer key; Discussions and cases: rubric
 - Standard of success to be used for this assessment: 70% of students will score 70% or higher
 - Who will score and analyze the data: Course instructor

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2023, 2022	2023, 2022	2023, 2022

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
341	278

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All sections of BMG 240 from Winter 2022, Fall 2022, Summer 2022, Winter 2023, Fall 2023, and Summer 2023.

The unassessed students did not complete the discussion assignment. It is unclear if the students withdrew or did not complete the course. The missing data was not calculated in assessment results.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All assessed students were from the entire BMG 240 population for Fall 2022, Winter 2022, Summer 2022, Fall 2023, Winter 2023, and Summer 2023 all were DL except one section that was face-to-face.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Outcome #2 was assessed using an assignment where students created a discussion post and provided at least two responses to other learners on the following topic:

As a human resource manager, you are responsible for seven tasks: staffing, policies, compensation and benefits, retention, training and development, laws, and worker protection. For this discussion you answer the following questions.

Of these seven tasks, which do you think is the most challenging for human resource professionals? Why do you think that?

You need to take a stand and choose only one and then share three (3) reasons why you chose that task as the most challenging.

The assignment was scored using a departmentally-developed rubric.

The master syllabus will be updated to reflect the new assessment tool and scoring tool.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The standard of success for this assessment was that 70% of students assessed would score 70% or higher.

Out of 278 students assessed, 93.88% (261) scored above 70%. Several students did not complete the assignment to the fullest, including responses to other learners, including at least two references/in text citations, and on time submittal, decreasing their score below 70%. The average overall score was 92.79 out of 100.

Furthermore, out of 278 students assessed, 94.60% scored above 80%. Fifteen of the students who met the standard scored below 80%.

The assessed results support the success of outcome #2.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The above average scores on Outcome #2 across 17 sections and a variety of faculty suggest that the students attained knowledge on the assignment guidelines, course concepts, and subject matter regarding the roles of human resource management and key components of the strategic human resource planning process including staffing, policies, compensation and benefits, retention, training and development, laws, and worker protection.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Although 94.60% of students assessed for scored over 80%, to ensure an understanding and application of knowledge for Outcome #2, the discussion should include a component for students to illustrate their choice through a real-life business example from recent news. The student analysis should be scored based upon the implication of their decision, providing more of a definitive choice and strategic application, instead of "I think" subjective answers. The current rubric scores are based on writing guidelines, not actual action choices. Consequently, the analysis and grading are subjective. Students who scored less than 100% were due to lack of references, missing responses to other learners, or late submittal. This does not illustrate an understanding of the subject, only the ability to follow directions. Using scenarios with actual consequences of decisions,

will provide a more robust learning activity for the students and increased objectivity on grading.

Outcome 3: Recognize and apply the principles related to managing current employees.

- Assessment Plan
 - Assessment Tool: Outcome-related departmental exam questions, discussions, or cases
 - Assessment Date: Fall 2023
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Departmental exam: answer key; Discussions and cases: rubric
 - Standard of success to be used for this assessment: 70% of students will score 70% or higher
 - Who will score and analyze the data: Course instructor

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2023, 2022	2023, 2022	2023, 2022

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
341	198

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The unassessed students did not complete the case study assignment. Some students remained in the course but did not complete this assignment. Additionally, 43 enrolled students (16 and 27) from two course sections were not included in the results - the part-time faculty teaching those sections changed the assignment.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All assessed students were from the entire BMG 240 population for Fall 2022, Winter 2022, Summer 2022, Fall 2023, Winter 2023, and Summer 2023, all were DL except one section that was face-to-face. One DL section from Spring/Summer 2022 and one DL section from Fall 2023 were not included in the analysis. The part-time faculty changed the assignment.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Outcome #3 was assessed using an assignment where students were asked to identify key components of the selection process, calculate rates, and apply the Equal Employment Opportunity Legislative Acts and guidelines to a practical case study after watching a 7-minute video on adverse impact. The calculations are used to develop hypotheses on improvement/changes. A departmentally-developed rubric was used to score short answer questions and an answer key was used to score mathematical questions.

The master syllabus will be updated to reflect the new assessment tool and scoring tool.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Outcome #3 is to identify key components of the selection process, calculate rates, and apply the Equal Employment Opportunity Legislative Acts and guidelines to a practical case study after watching a 7-minute video on adverse impact. The calculations are used to develop hypotheses on improvement/changes.

The standard of success for this assessment was that 70% of students assessed would score 70% or higher.

Out of 198 students assessed, 97.47% (193) scored above 70%. The average overall score was 47.95 out of 50.

Furthermore, out of 198 students assessed, 94.95% (188) scored above 80%.

The assessed results support the success of outcome #3.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The above average scores on Outcome #3 across 15 sections and a variety of faculty illustrates that the students had significant knowledge on the assignment

guidelines, course concepts, and subject matter regarding the human resources management concepts and framework to analyze HR situations taught in this course.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

94.47% of students assessed scored over 80%, which is acceptable. For continuous improvement, contemporary videos can replace outdated versions and the calculations for adverse impact can include additional gender identifiers other than male/female.

Outcome 4: Recognize and apply the principles related to handling special human resource management issues.

- Assessment Plan
 - Assessment Tool: Outcome-related departmental exam questions, discussions, or cases
 - Assessment Date: Fall 2023
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Departmental exam: answer key; Discussions and cases: rubric
 - Standard of success to be used for this assessment: 70% of students will score 70% or higher
 - Who will score and analyze the data: Course instructor

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2023, 2022	2023, 2022	2023, 2022

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
341	269

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All sections of BMG 240 from Winter 2022, Fall 2022, Summer 2022, Winter 2023, Fall 2023, and Summer 2023.

The following number of students completed this exam (exam 4): 269

The unassessed students did not complete the exam. It is unclear if the students withdrew or did not complete the course. The missing data was not calculated in assessment results.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All assessed students were from the entire BMG 240 population for Fall 2022, Winter 2022, Summer 2022, Fall 2023, Winter 2023, and Summer 2023 all were DL except one section that was face-to-face.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Outcome #4 was assessed using questions from a multiple-choice exam scored using an answer key.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The standard of success for this assessment was that 70% of students assessed would score 70% or higher.

Exam 4: Of the 269 students that were assessed for exam 4, 94.05% (253/269) scored 70% or higher. Overall average score was 85.01%.

Outcome #4 is to:

- o Identify basic provisions of the Occupational Safety and Health Act –exam 4

- Define views on the nature of employee rights and disciplinary procedures
–exam 4

The assessed exam results support the success of outcome #4.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Assessed students demonstrated a thorough understanding of basic and strategic human resources management principles including subpoints listed above with average scores over 80%. There appears to be consistency on average for scores across the exam. Upon granular review of the test scores, reliability was observed as well.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The standard of success for this assessment was achieved for this exam, however, further analysis of the individual exam questions would allow a clearer understanding of the results pinpointing areas to focus improvement on learning material or question clarity.

The updated course did not allow for this level of detail.

Moving forward, individual exam questions will be available for analysis to ensure knowledge transfer to the students.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

Since the course was updated since the previous assessment, the impact cannot be measured.

The previous assessment recommended changes to course assignments including additional coverage on drivers of performance factors and analyzing cases. These changes were not implemented, and the course was redesigned.

It is apparent, through this assessment, that the updated course is effective in meeting and exceeding standards of success for all three outcomes.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

For Outcome #1 and #4: The multiple-choice exam assessments are an efficient way to evaluate the overall knowledge gained in each unit. By analyzing all sections spanning four semesters, we can identify trends, areas of improvement within the course, and potential faculty training needs. We can also compare DL to face to face courses, however, since there was only one offering, average scores could not be compared.

Areas of improvement: The Goals Tool was not established in Blackboard when the course was redesigned, limiting the data analysis of individual questions. The alignment will be established for Canvas to improve analysis moving forward including a review of individual questions if observing lower success to ensure clarity.

For Outcome #2: The scores suggest that students attained knowledge on the assignment guidelines, course concepts, and subject matter regarding the roles of human resource management and key components of the strategic human resource planning process including staffing, policies, compensation and benefits, retention, training and development, laws, and worker protection.

Areas of Improvement: The discussion assignment should include a component for students to illustrate their choice through a real-life business example from recent news. The student analysis should be scored based upon the implication of their decision providing more of a definitive choice and strategic application, instead of “I think” subjective answers. The rubric grades writing guidelines, not actual action choices. Consequently, the analysis and grading are subjective. Students who scored less than 100% were due to lack of references missing responses to other learners, or late submittal. This does not illustrate an understanding of the subject, only the ability to follow directions. Using scenarios with actual consequences of decisions will provide a more robust learning activity for the students and increase objectivity on grading.

Additionally, the discussion should include a “rough draft” original work completed by the student as well as an AI generated “corrected” version allowing students to utilize the tool and learn from the changes.

For Outcome #3: A comprehensive case study assignment is an efficient way for students to apply learning to analyze a business concept by identifying key components of the selection process, calculating rates, and applying the Equal Employment Opportunity Legislative Acts and guidelines to a practical case study after watching a 7-minute video on adverse impact. The scores suggest that the

students acquired the skills and applied the calculations to develop hypotheses on improvement/changes.

Areas of improvement: Contemporary videos can replace outdated versions and the calculations for adverse impact can include additional gender identifiers other than male/female.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

This assessment will be reviewed by departmental faculty, the Department Chair, and the Dean.

- 4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	<p>The main verbs in outcomes 2 and 3 will be simplified:</p> <p>Outcome 2: Apply the principles related to finding and hiring employees.</p> <p>Outcome 3: Identify the principles related to managing current employees.</p>	No need for multiple verbs.	2024
Assessment Tool	<p>Assessment tool will be updated for all outcomes; scoring tool will be updated for outcomes 2 - 4.</p> <p>Outcome 1: Outcome-related multiple-choice exams</p> <p>Outcome 2: Outcome-related departmental discussion assignment; Departmentally-developed rubric</p> <p>Outcome 3: Outcome-related departmental case</p>	This course has been redesigned and the most applicable tools are now being used.	2023

	<p>study assignment; Departmentally-developed rubric</p> <p>Outcome 4: Outcome-related multiple-choice exam; Answer key</p>		
Assessment Tool	Update outcome #2 with a scenario with gradable choices and update rubric.	<p>Provide students with an opportunity to apply critical thinking skills while obtaining feedback illustrating the consequences of the decision. Provide faculty with increased objective scoring criteria and feedback to share with students.</p>	2025
Assessment Tool	Establish Goals Tool (or the alike) on all four exams in Canvas.	<p>Allow for analysis of specific exam questions while connecting them to course goals and objectives. This will provide an opportunity to ensure objectives are met, each question is performed to expectations, and identify areas that may require more emphasis in the course.</p>	2025
Assessment Tool	Incorporate GenAI technology in discussions.	To remain current with industry trends and technology,	2024

		the discussions should include a “rough draft” original work completed by the student as well as an AI generated “corrected” version allowing students to utilize the tool and learn from the changes.	
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Contemporary videos to replace outdated versions and the calculations for adverse impact to include additional gender identifiers other than male/female.	Continuous improvement.	2025
Other: part-time faculty assessment	Training has been and will continue to be incorporated into in-service sessions for part-time faculty. Full-time faculty will continue to offer support via communication related to assessment.	Continuous improvement; consistency in assessment practice across all sections.	2024

5. Is there anything that you would like to mention that was not already captured?

Interesting to note that 4-week courses did not perform differently than full term courses. There were six 4-week courses compared to ten full term courses. On average, the scores were nearly identical.

III. Attached Files

[BMG 240 data](#)
[BMG 240 2016 Assessment](#)

Faculty/Preparer: Jennifer Maitland **Date:** 03/10/2024
Department Chair: Joyce Jenkins **Date:** 03/11/2024
Dean: Eva Samulski **Date:** 03/19/2024
Assessment Committee Chair: Jessica Hale **Date:** 10/02/2024

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Business Management	240	BMG 240 02/19/2015- Human Resources Management
Division	Department	Faculty Preparer
Business and Computer Technologies	Business	Colette Young
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Develop framework of essential human resource management concepts and techniques that will guide human resource activities.

- Assessment Plan
 - Assessment Tool: student projects
 - Assessment Date: Winter 2009
 - Course section(s)/other population: section 01
 - Number students to be assessed: 25-30 students; 4-6 projects
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who will score and analyze the data:

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2014	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
18	18

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

n/a

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

There was only one section of the class

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The student project was completing an HR simulation. The students were HR Directors of a 600 employee organization making several decisions. The decisions covered all areas of human resources and the general operation. The students were given a budget to implement HR systems, add staff, make compensation adjustments, and more. Additionally, they were given feedback after each business quarter as to how effective their decisions were and how the executive team felt about them. They had goals to accomplish. Each team of students kept a portfolio of decisions and results that were measured against their goals and company feedback. An external Human Resource Manager reviewed the data along with the content on the rubric to determine if they knew the concepts that guided their decisions.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The student framework of HR concepts/techniques that guided their HR decisions was determined by how many content areas on the rubric they satisfactorily covered in the decision making process. The results were:

Group 1 covered 95% of the content

Group 2 covered 90% of the content

Group 3 covered 85% of the content

Group 4 covered 75% of the content

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Overall, the groups demonstrated a basic knowledge of the HR concepts, including: HR planning, staffing/onboarding, compensation/benefits, retention, employee/unit performance, productivity and quality. The metrics used to measure activities in these areas gave desirable results. The students' knowledge led them to effective decisions each quarter, along with executive feedback. Group 1 demonstrated confidence in making decisions and was proactive by initiating additional resources to assist their analysis.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

A greater knowledge of drivers of performance factors would help students analyze the scenarios more efficiently in the beginning of the simulation. For example, identifying the factors that drive employee retention, absenteeism, or turnover would help increase or decrease the numbers to the desirable level. More class coverage of this area will occur in the future.

Outcome 2: Apply a legal framework to: a) analyze human resources management issues and current trends in business and b) make decisions that comply with employment laws.

- Assessment Plan
 - Assessment Tool: student projects
 - Assessment Date: Winter 2009
 - Course section(s)/other population: section 01
 - Number students to be assessed: 25-30 students; 4-6 projects
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who will score and analyze the data:

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2014	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
18	18

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

n/a

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

The course only had one section.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The student project was completing an HR simulation. The students were HR Directors of a 600 employee organization making several decisions. The decisions covered all areas of human resources. All areas were legally driven. The students had a portal that updated them on specific areas and the law. The students were given a budget to implement HR systems, add staff, make compensation adjustments, and more. Additionally, they were given feedback after each business quarter as to how effective their decisions were and how the executive team felt about them. They had goals to accomplish. Each team of students kept a portfolio of decisions and results that were measured against their goals and company feedback. An external Human Resource Manager reviewed the data along with the content on the rubric to determine if they knew the concepts that guided their decisions.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Based on analyses, the students' decisions complied with relevant EEO laws in the content areas. The results were:

Group 1 complied with 95% of content

Group 2 complied with 90% of content

Group 3 complied with 85% of content

Group 4 complied with 75% of content

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The simulation had a case each week for students to analyze and make a legal and effective decision. Many of these cases involved an employee related problem. The decision had to comply with the EEO laws. If not, then students would get an executive reprimand or lawsuit. The cases helped students approach typical HR scenarios with a legal framework in order to effectively make decisions.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Some students needed more guidance with their legal approach. At times, they were basing their decisions on personal opinion rather than legal guidance from class material and outside resources. More class coverage of case analyses will occur.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

The course meets student needs because the content is current and reflects the Society of Human Resource Management (SHRM) knowledge base for professionals. Additionally, the simulation gives a practical/realistic scenario of operating an HR function with the responsibility of making decisions within a given budget that will accomplish organizational goals. Many HR professionals have taken the course and said it increased their competency level.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

Will be discussed at a department meeting when the syllabus is updated.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
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Course Assignments	<p>More coverage on drivers of performance factors</p> <p>More coverage on analyzing cases</p> <p>Both of these will be integrated in the course delivery</p>	<p>The above will help student critical thinking when working on the simulation.</p>	2017
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4. Is there anything that you would like to mention that was not already captured?

5.

III. Attached Files

[evaluation](#)
[Content coverage rubric](#)

Faculty/Preparer: Colette Young **Date:** 07/26/2016
Department Chair: Julianne Davies **Date:** 08/03/2016
Dean: Kimberly Hurns **Date:** 08/03/2016
Assessment Committee Chair: Michelle Garey **Date:** 10/10/2016