**Oakland University Assessment Committee**

**Assessment Plan Template**

**Step 1: Basic Information**

Program Name: Human Resources Management

School or College your program resides in: School of Business Administration

Program Level (check all that apply):

Undergrad X

Master’s ☐

Doctoral ☐

Date Plan Submitted:

Current Assessment Contact Representative (& E-mail): Caitlin A. Demsky ([cademsky@oakland.edu](mailto:cademsky@oakland.edu); NOTE: contact Lizabeth A. Barclay, [barclay@oakland.edu](mailto:barclay@oakland.edu) between Feb 25-Apr 8, 2021 during Demsky leave)

Current Department or Program Chair (& E-mail): Janell Townsend ([townsend@oakland.edu](mailto:townsend@oakland.edu))

Current Dean (& E-mail): Michael Mazzeo ([mazzeo@oakland.edu](mailto:mazzeo@oakland.edu))

**Step 2: Type of Assessment Plan**

**Option A.** Programs that have an external accrediting agency other than the Higher Learning Commission may be eligible to use their accreditor’s response in lieu of following the UAC’s standard process. These programs use the UAC’s ‘external accreditation mapping’ form instead of this form. For more information, please contact the UAC/OIRA liaison Reuben Ternes ([ternes@oakland.edu](mailto:ternes@oakland.edu)). Programs without external accreditation should proceed to option B.

**Option B**. If you are not accredited by an external body (or your accreditor’s standards do not meet the standards set by the Higher Learning Commission), then proceed to Steps 3-5 to create your assessment plan. Members of the UAC are always willing to work with individuals from any department to develop or revise their assessment plans. In addition, the Office of Institutional Research and Assessment (OIRA) has some very helpful tools for faculty and departments listed [on their website](http://www.oakland.edu/oira). If at any time you have any questions, need any assistance, or would like to schedule a meeting with any UAC representatives, please contact the UAC and OIRA liaison, Reuben Ternes ([ternes@oakland.edu](mailto:ternes@oakland.edu)).

We are following Option B.

**Step 3: Aligning Program Goals, Student Learning Outcomes, and Assessment Measures**

Please begin your program assessment plan by completing the table below. Use the “Table” menu in Word to add rows, merge cells, etc. as needed.

* In column 1, record your program goals as they relate your unit’s program goals.
* In column 2, record your program’s planned student learning outcomes related to each program goal.
  + SLOs should be written using observable and measurable verbs (e.g. write, state, explain, apply, demonstrate, etc.) as opposed to verbs that are difficult to observe directly (e.g. learn, know, etc.).
* In column 3, record the assessment measure(s) that evaluate each student learning outcome (note: each learning outcome should have an associated assessment measure).
* Add rows to the table as necessary.

| (1) Program Goals | (2) Student Learning Outcomes | (3) Assessment Measures |
| --- | --- | --- |
| Develop an intensive understanding of the concepts and techniques needed to acquire, develop and use an organization’s human resources. | 1. A. Apply course concepts to HR problems identified in internship/job placement option. 2. B. Apply course concepts to news item in portfolio option. 3. Correctly identify Job Analysis components. | 1. A & B Direct measure. Items are scored by faculty using a key based on five levels of Bloom’s taxonomy (key in Appendix A). 2. Direct measure. Key is used to identify the number of correct answers in the exercise (key in Appendix B). |

**Step 4: Participation in Assessment Process**

| Who Will Participate in Carrying Out the Assessment Plan | What Will Be Their Specific Role/s |
| --- | --- |
| The full time HRM faculty all participate (Professors Barclay, York, Demsky, Hammond, Thrasher, and Kalmanovich-Cohen) as well as Professor Kang from Entrepreneurship. | Professor Demsky coordinated this report and plan. Professor York developed the key for Outcome 2. Professors Demsky and Barclay developed the new key for Outcome 1 (A and B). All faculty participated in the discussion and redesign of the assessment measures. |

**Step 5: Plan for Analyzing and Using Assessment Results to Improve Program**

1. How will you analyze your assessment data?

We use direct measures for both learning outcomes. The Job Analysis component requires faculty to score student responses. This is a direct measure of knowledge. We use also use exit questions for our internship and portfolio options as direct measures. The key assigns a score based on evidence of several levels of Bloom’s taxonomy. The keys are attached as Appendices.

1. How will you use results to improve your program?

After we score items, the faculty discuss the outcomes. The report is also provided to all the named faculty such that they understand how these measures tie back into the curriculum. This is the first report where we have used the new Job Analysis version as well as the new scoring key for the items in 1 A & B. We believe the new scoring will allow us to more concretely pinpoint curricular improvement.

**Step 6: Submit Assessment Plan**

Send completed form electronically to [ternes@oakland.edu](mailto:ternes@oakland.edu).

Appendix A

Bloom’s Taxonomy Scoring Keys for the Internship and Portfolio Options (1A and 1B)

**Internship Exit Question Scoring Key**

**Instructions:** Score student responses at the highest level present in their response. For example, if a student’s response demonstrates understanding, applying, and analyzing, the response would be scored as a 4, as analyzing is the highest level of Bloom’s taxonomy present in the response.

|  |  |  |  |
| --- | --- | --- | --- |
| **Bloom’s Taxonomy Level** | **Description of Level(s)** | **Examples of Student Statements** | **Score Assigned** |
| **Remembering** | Recalling basic HR facts & concepts  *Ex:* Student may mention HR concepts (e.g., selection, training, compensation) in their response and/or provide examples of these concepts in action. | *“Problems within my organization included changes in compensation and benefits and employee development.”* | 1 |
| **Understanding** | Explaining HR ideas or concepts  *Ex:* Student demonstrates an understanding of an HR concept or concepts. For example, understanding the various recruitment techniques used to attract talent. | *“The organization currently faces issues with addressing sexual harassment claims. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal of physical harassment of a sexual nature.”* | 2 |
| **Applying** | Using information in new situations  *Ex:* Student applies concepts of training evaluation in describing a training program in their organization. | *“It is clear that in the future, the company needs to update its policy, training about sexual harassment training needs to be implemented, the company needs to be monitored more frequently in all locations, and action needs to take place immediately after the complaint has been filed.”* | 3 |
| **Analyzing** | Drawing connections between ideas; identifying how concepts are related to one another  *Ex:* Student makes use of multiple HR concepts, providing concrete examples of how those concepts are connected or interrelated (e.g., demonstrating how employment engagement strategies might be used to attract new talent to the organization). | *“…the HR department tends to get a bad rep amongst other employees. Because of downsizing and the increased workloads, many employees rarely see HR personnel outside of the HR office. I think this has created a bit of disconnect between employees and their HR department which can lead to miscommunication and potential for general distrust.”* | 4 |
| **Evaluating** | Justifying a decision or recommendation  *Ex:* Student provides specific recommendations for their organization that are rooted in HR concepts. For example, outlining specific recommendations for a sexual harassment training program based on their knowledge of sexual harassment, training, and organizational policies. | *“The organization could improve the compensation and benefits package it offers to new and current employees in order to make itself more attractive when it comes to recruiting and retaining talent. For example, providing supports like increased paid vacation and parental leave and recognition and reward programs would attract a diverse talent pool and be more likely to engage and retain current employees.”* | 5 |

**Portfolio Scoring Key**

**Instructions:** Score student responses at the highest level present in their response. For example, if a student’s response demonstrates understanding, applying, and analyzing, the response would be scored as a 4, as analyzing is the highest level of Bloom’s taxonomy present in the response.

|  |  |  |  |
| --- | --- | --- | --- |
| **Bloom’s Taxonomy Level** | **Description of Level** | **Examples of Student Statements** | **Score Assigned** |
| **Remembering** | Recalling basic HR facts & concepts  *Ex:* Student may mention HR concepts (e.g., selection, training, compensation) in their response and/or provide examples of these concepts in action. | *“The article I reviewed discussed HR practices including selection and training.”* | 1 |
| **Understanding** | Explaining HR ideas or concepts  *Ex:* Student demonstrates an understanding of an HR concept or concepts. For example, understanding the various recruitment techniques used to attract talent. | *“The article I reviewed discussed sexual harassment, which can include unwelcome sexual advances, requests for sexual favors, and other verbal of physical harassment of a sexual nature.”* | 2 |
| **Applying** | Using information in new situations  *Ex:* Student applies concepts of training evaluation in describing a training program in their selected article. | *“It is clear that in the future, this company needs to update its policy, training about sexual harassment training needs to be implemented, the company needs to be monitored more frequently in all locations, and action needs to take place immediately after the complaint has been filed.”* | 3 |
| **Analyzing** | Drawing connections between ideas; identifying how concepts are related to one another  *Ex:* Student makes use of multiple HR concepts, providing concrete examples of how those concepts are connected or interrelated (e.g., demonstrating how employment engagement strategies might be used to attract new talent to an organization). | *“The organization is behind the curve in terms of the benefits it offers to current employees. Not only does this affect the morale of current employees, but it also limits our ability to attract new talent to the organization.”* | 4 |
| **Evaluating** | Justifying a decision or recommendation  *Ex:* Student provides specific recommendations that are rooted in HR concepts. For example, outlining specific recommendations for a sexual harassment training program based on their knowledge of sexual harassment, training, and organizational policies. | *“The organization could improve the compensation and benefits package it offers to new and current employees in order to make itself more attractive when it comes to recruiting and retaining talent. For example, providing supports like increased paid vacation and parental leave and recognition and reward programs would attract a diverse talent pool and be more likely to engage and retain current employees.”* | 5 |

Appendix B

Exercise and Scoring Key for the Job Analysis

*Key: score 1 point for each correct answer*

You are an HR Manager at a Lobster Distributer. You need to post an ad for a Production Team Manager. You’ve gone into the files, but your predecessor was not very organized. You locate some information but it is not in the form you need. Look at the following list of items. Separate them into Job Description Items and Job Specification Items and enter your answer for each item in the right column. Upload the list in Moodle at the indicated location. Do not put your name on the upload, Moodle will tell me you completed this for credit.

Item \*Description or Specification? (enter answer in the box for each)

|  |  |
| --- | --- |
| Have valid driver’s license | *Job Specification* |
| Ability to work in team | *Job Specification* |
| Ability to lift 100 pounds | *Job Specification* |
| Pack boxes | *Job Description* |
| Sort lobster | *Job Description* |
| Previous seafood experience | *Job Specification* |
| Load trucks | *Job Description* |
| Make deliveries | *Job Description* |
| Pass TSA background check | *Job Specification* |
| Band lobster | *Job Description* |

*\*Note for scoring key.* Job description items refer to behaviors that are required of the position. Job specification items refer to characteristics of the employees, specifically knowledge, skills, and abilities (KSAs).