### MS, HRM Assessment Plan Components

### MS, HRM program mission/purpose, goals and related outcomes were developed by program faculty members. Working closely with the department head, the data was entered into a database system (Task Stream) and reviewed during annual departmental meetings. They serve as the basis for all program activities. See Table 1 and Table 2 for details.

Table 1

*MS, HRM Program Mission/Purpose, Goals, Outcomes and Evidence*

| **Mission** | **Goals** | **Outcomes** | **Evidence** |
| --- | --- | --- | --- |
| The Master of Science in Human Resource Management program provides quality academic experiences that prepare students for HRM careers within diverse organizations. | **1. Communications:** To prepare students with the ability to research, organize and deliver effective written and oral communications in support of appropriate HRM practices. | 1.1 Students will demonstrate effective research skills in preparing for written and oral communications. | Portfolio |
| 1.2 Students will demonstrate effective written and oral communications that advance appropriate HRM practices in various organizational environments. | Portfolio |
| **Decision-making:** To provide students with a strong foundation in the use analytics and critical thinking to inform decisions and make appropriate HRM recommendations. | 2.1 Students will demonstrate proficiency in critical thinking through the research and analysis of organizational HRM issues. | Portfolio |
| 2.2 Students will demonstrate proficiency in using analytics to inform decisions for specific HRM issues. | Portfolio |
| **3. HRM Expertise:** To prepare students to effectively integrate knowledge of HRM functional areas and to apply it to issues in various organizational environments. | 3.1 Students will demonstrate ability to apply HRM knowledge to make appropriate HRM recommendations. | Portfolio |
| 3.2 Students will demonstrate knowledge proficiency in HRM functional areas, including strategic management, employment law and staffing, human resource development, compensation management, employee and labor relations, and risk management. | Comprehensive Exam |

Table 2

*MS, HRM Program Course Map - Goals, Outcomes and Core Courses*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Goals & Outcomes** **Courses** | **GBK 510** | **GBK 512** | **HRMK** **502** | **HRMK****503** | **HRMK****505** | **HRMK****514** | **HRMK****516** | **HRMK****524** | **HRMK****595** |
| **1. Communications** |  |  |  |  |  |  |  |  |  |
| 1.1 Research skills | X | X | X | X | X | X | X | X | X |
| 1.2 Written and oral | X |  |  | X |  | X | X | X | X |
|  |  |  |  |  |  |  |  |  |  |
| **2. Decision-making** |  |  |  |  |  |  |  |  |  |
| 2.1 Critical thinking | X | X | X | X | X | X | X | X | X |
| 2.2 Analytics |  | X |  |  |  | X | X | X | X |
|  |  |  |  |  |  |  |  |  |  |
| **3. HRM Expertise** |  |  |  |  |  |  |  |  |  |
| 3.1 HRM skill | X | X |  | X |  | X | X | X | X |
| 3.2 HRM knowledge |  |  | X | X | X | X | X | X | X |

### Assessment of learning outcomes requires multiple sources of information and appropriate targets to measure success. Since the MS, HRM program requires both knowledge and skill development, the graduate student portfolio and comprehensive exam are used to assess learning outcomes. Table 16 outlines the learning outcomes and anticipated targets for measuring success.

Table 3

*MS, HRM Program Learning Outcomes, Evidence and Targets*

| **Learning Outcomes** | **Evidence** | **Target** |
| --- | --- | --- |
| Students will demonstrate effective research skills in preparing for written and oral communications. | Portfolio  *GBK 510, HRMK 503, HRMK 524, HRMK 595* | 100% of completers will submit the following items with significant content and depth: business research report, training program, employee handbook, staffing plan, pay structure, negotiation plan. |
| Students will demonstrate effective written and oral communications that advance appropriate HRM practices in various organizational environments. | Portfolio  *GBK 510, HRMK 503, HRMK 505, HRMK 524, HRMK 595* | 100% of completers will submit the following items with significant content and depth: business research report, training management report, employee handbook, negotiation report. |
| Students will demonstrate proficiency in using analytics to inform HRM decision-making practices. | Portfolio  *HRMK 514, HRMK 516, HRMK 524, HRMK 595* | 100% of completers will submit the following item with significant content and depth: AAP utilization analysis, forecasting report, market pay analysis, labor negotiation data analysis, |
| Students will demonstrate ability to integrate knowledge of HRM functional areas to make appropriate HRM recommendations. | Portfolio  *HRMK 505, HRMK 514, HRMK 595* | 100% of completers will submit the following item with significant content and depth: employee handbook, labor negotiation report, |
| Students will demonstrate knowledge proficiency in HRM functional areas, including strategic management, employment law and staffing, human resource development, compensation management, employee and labor relations, and risk management. | Comprehensive Exam | 100% of completers will achieve a minimum overall score of 70% on a program comprehensive exam. |

Assessment Timeline

The MS, HRM program is reviewed annually by program curriculum committee faculty and undergoes a more rigorous assessment every five years. Whereas as annual reviews are involve only internal committee members, the state-mandated 5-year review process requires external review, as well. The last 5-year review was conducted during FY 15, with the next scheduled for FY 19.

During the first half of 2015, a program review of the Master of Science, Human Resource Management program was conducted for the 5-year period that encompassing Fall 1999 through Summer 2014. Information related to the history, administration and quality of the program, along with recommendations and an implementation timeline were also proposed. Findings indicate that there are limited graduate offerings in this specialized professional field, and that Texas A&M University—Central Texas is in a unique position to experience growth in this program.

This review also indicated that, while this new university, college and department made incredible strides in their first five years of operation, department priorities in staffing programs have created a shortage of faculty in human resource management. Further, low faculty pay, program marketing, and lack of organization and access to important assessment information have all challenged the program. In the spirit of continuous improvement and to minimize the impacts of these items, several recommendations provided were provided as shown in Table 4, below. Further, significant progress has already taken place on several items, as shown in Table 5.

Table 5

*MS, HRM Program 5-year Review Recommended Timeline*

| **Program Change Milestones** | **2015-2016** | | | | | **2016-2017** | **2017-2018** | **2018-2019** | **2019-2020** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sept | Oct | Nov | Jan | Feb |  |  |  |  |
| HRM faculty position filled | X |  |  |  |  |  |  |  |  |
| Law faculty position filled | X |  |  |  |  |  |  |  |  |
| Current faculty pay adjusted to not less than 30% of CUPA-HR data | X |  |  |  |  |  |  |  |  |
| HRM graduate brochure distributed |  | X |  |  |  |  |  |  |  |
| HRM academic advisory council established |  |  |  | X |  |  |  |  |  |
| Program review support recommendation to  TAMUCT CATIE |  |  | X |  |  |  |  |  |  |
| Impact study request for change of program administrative structure to COBA and GSR |  |  |  |  | X |  |  |  |  |
| Curriculum changes to department curriculum committee | X |  |  |  |  |  |  |  |  |
| Curriculum changes to department curriculum committee | X |  |  |  |  |  |  |  |  |
| Approved curriculum changes to COBA Curriculum Committee |  | X |  |  |  |  |  |  |  |
| Approved curriculum changes to Graduate Council |  |  | X |  |  |  |  |  |  |
| Approved curriculum changes to University Curriculum Committee |  |  |  | X |  |  |  |  |  |
| Approved program to Academic Affairs / Registrar |  |  |  |  | X |  |  |  |  |
| Approved curriculum changes implemented |  |  |  |  |  | X |  |  |  |
| Annual review of HRM assessment data |  |  |  |  | X | X | X | X | X |
| 5-year program review |  |  |  |  |  |  |  |  | X |

Table 5

*MS, HRM Program Recommended Timeline with Progress to Date*

| **Program Change Milestones** | **2015-2016** | | | | | **Progress Notes** |
| --- | --- | --- | --- | --- | --- | --- |
| Sept | Oct | Nov | Jan | Feb | *as of September 2015* |
| HRM faculty position filled | X |  |  |  |  | Completed; tenure-track assistant professor hired as recommended |
| Law faculty position filled | X |  |  |  |  | In progress; visiting business law professor funded for 2 years |
| Current faculty pay adjusted to not less than 30% of CUPA-HR data | X |  |  |  |  | In progress; significant increase in faculty pay provided FY 16 |
| HRM graduate brochure distributed |  | X |  |  |  | In progress; brochure developed and approved for printing |
| Curriculum changes to department curriculum committee | X |  |  |  |  | In progress; HRM curriculum committee meeting held, recommendations are being prepared |