**Assessment Plan**

**for Workforce and FOS Programs**

**Program/Track Name: \_\_Human Resources and Organizational Management\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Description of Program-Level Learning Outcomes**

Please indicate the Program Learning Outcomes for the degree, degree track, or certificate below:

|  |
| --- |
| Program-Level Learning Outcomes |
| Program Learning Outcome 1: | Explain various laws, rules, regulations, and policies affecting human capital in today’s global workforce. |
| Program Learning Outcome 2: | Develop a training program design that fully utilizes multimedia capabilities and training evaluation practices to have a positive return on investment (ROI) for the business. |
| Program Learning Outcome 3: | Demonstrate standard methods for recruiting, selecting, motivating, and evaluating performance in the workforce. |
| Program Learning Outcome 4: | Demonstrate an understanding of employee engagement, motivation, and employee relations concepts applied to the work environment. |
| Program Learning Outcome 5: | Develop and apply Human Resources Information Systems (HRIS) that support effective decision-making in staffing, training, performance management, compensation, and rewards systems. |
| Program Learning Outcome 6: | Summarize the role of the human resource department towards the strategic and ethical direction of the organization. |
| Program Learning Outcome 7: |  |
| Program Learning Outcome 8: |  |

**Section I: Technical Courses**

For **all technical courses** in the program, indicate in the table on the following page whether and/or how the course will support the program learning outcomes. You should include courses outside your discipline area and work collaboratively with those disciplines to determine whether and/or how those course(s) will support the program learning outcomes. **Please note** that it is understandable if courses from outside the discipline do not assess the program-level learning outcomes and serve only to introduce, practice and/or emphasize the program outcomes. It is also possible that technical courses outside of your discipline may not directly support the specific program-level learning outcomes you have identified.

***How to complete the program map:***

For each technical course in your program, please indicate whether any program-level learning outcome is introduced to students (I), practiced by students (P), emphasized for students (E), or formally assessed (A).

For example, if course WXYZ 1234 introduces students to one of the program outcomes, then enter “I” for that specific program outcome in the appropriate column. Please note that a course can be “I”, “P”, “E” and/or “A” in any program outcome. The labels in the following table apply SOLELY to the program level learning outcomes defined above. (It is NOT necessary for every course to address a program level learning outcome, and it is NOT necessary that Assessment or program level learning outcomes occur in every course.)

**Program Map ▼**

I=Introduced P=Practiced E=Emphasized A=Assessed

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Program Courses | Program Learning Outcome 1 | Program Learning Outcome 2 | Program Learning Outcome 3 | Program Learning Outcome 4 | Program Learning Outcome 5 | Program Learning Outcome 6 | Program Learning Outcome 7 | Program Learning Outcome 8 |
| HRPO1302  |  | I, P, E, A | I |  |  |  |  |  |
| HRPO1306 | I |  |  | I |  |  |  |  |
| HRPO1311 | I |  |  | I, E |  | I, E, A |  |  |
| HRPO1371 | I | I | I | I |  | I |  |  |
| HRPO2301 | I, E | I, E | I, E | I, E | I, E | I, E |  |  |
| HRPO2303 | I, E, A |  | I, E | I, E | I | I, E |  |  |
| HRPO2304 | I, E |  | I, E | I, E, A | I | I, E |  |  |
| HRPO2305 |  | I | I, E | I, E | I, E, A | I |  |  |
| HRPO2306 | I, E | I, E | I | I | I, E | I |  |  |
| HRPO2307 | I, E |  | I, E, A | I, E | I, E | I, E |  |  |
| ACNT1303 |  |  |  |  | I |  |  |  |
| BCIS1305 |  |  |  |  | I |  |  |  |
| BMGT1305 |  | I |  | I |  | I |  |  |
| BMGT2303 |  |  |  | I | I |  |  |  |
| BMGT2311 |  | I |  | I |  | I |  |  |

**Assessment Plan for Program Learning Outcomes**

Review existing assessment methods and current practices for collecting/gathering student data to identify direct (and possibly indirect methods of assessment). Remember that the data will need to be gathered, analyzed, and used to support the program’s continuous improvement processes.

**Note:** Because courses from other disciplines already have assessment plans in place, they do not have to be included in this assessment plan. Nonetheless, proposers must work collaboratively with these other disciplines to stay current and up-to-date with the assessment plans in these courses.

|  |  |  |
| --- | --- | --- |
| Program-Level Learning Outcome (e.g. Students will describe the impact of various cultures on American cuisine.) | Assessment Measure(s) and Where Implemented in Curriculum – Description of Instrument(s)/ process(es) used to measure results and indication of where the assessment will be collected in curriculum. (e.g. Essay on Cultural influences on American cuisine in CUIS 1300.) | Targets- Level of Success Expected(e.g. 80% of students score 2.5 or better on rubric for essay on cultures and cuisine.) |
| PLO #1 Explain various laws, rules, regulations, and policies affecting human capital in today’s global workforce. | At the end of the Capstone course HRPO 2303 Employment Practices, students complete a multi-faceted case study project. Assessment of this PLO involves how students utilize their knowledge of laws, rules, regulations, and policies as potential solutions to the employment challenges this organization is facing. Students are asked to apply a minimum of three employment laws, human resource policies, or federal regulations governing strategic workforce management in the response to the case study project. | 80% of students will score 2.0 or better out of 4.0 maximum on the faculty-developed rubric elements that align to this PLO. |
| PLO #2 Develop a training program design that fully utilizes multimedia capabilities and training evaluation practices to have a positive return on investment (ROI) for the business. | Students will design a one-hour Training Lesson Plan assignment in HRPO 1302-Human Resources Training and Development in which students will be required to develop a training program that uses multi-media resources and that demonstrates industry standard evaluation practices to evaluate ROI for the training program. The students are given a company scenario that drives the training program needs and goals.  | 75% of students will score 2.0 or better out of 4.0 maximum on the faculty-developed rubric elements that align to this PLO. |
| PLO #3 Demonstrate standard methods for recruiting, selecting, motivating, and evaluating performance in the workforce. | Case study analysis. (HRPO 2307, Organizational Behavior)Assessment of this PLO involves how students effectively use recruiting techniques to find a diverse pool of candidates and select methods for evaluating performance. Students will develop a recruiting plan for diverse candidates, develop an Onboarding plan for motivating new employees, and describe two methods for evaluating performance in response to the rubric for the case study project. Students are given a case study that describes the company’s plan to attract, select, and retain a diverse workforce. | 75% of students will score 2.0 or better out of 4.0 maximum on the faculty-developed rubric elements that align to this PLO. |
| PLO #4 Demonstrate an understanding of employee engagement, motivation, and employee relations concepts applied to the work environment. | Case study analysis. (HRPO 2304, Employee Relations)Assessment of this PLO involves students demonstrating how to apply motivational theories to increase employee engagement and develop a process for addressing employee concerns in the work environment. Students will develop a plan to increase employee engagement, increase motivation, and two processes for addressing employee concerns. Students are given a case study that describes the company’s plan to increase employee engagement and link incentives to performance. | 75% of students will score 2.0 or better out of 4.0 maximum on the faculty-developed rubric elements that align to this PLO. |
| PLO #5 Develop and apply Human Resources Information Systems (HRIS) that support effective decision-making in staffing, training, performance management, compensation, and rewards systems. | Case study analysis. (HRPO 2305, Human Resource Information Systems)Assessment of this PLO involves students demonstrating how to select a Human Resource Information System (HRIS) that integrates staffing, training, performance, and reward systems for employee retention for effective organizational functioning in a business environment.Students will develop a process for choosing an HRIS system that integrates Human Resource department functions of staffing, training, performance, and reward systems. Students are given a case study that describes the company’s plan to select an integrated HRIS System that can merge human resource functions for staffing, compensation, training, and performance management.  | 75% of students will score 2.0 or better out of 4.0 maximum on the faculty-developed rubric elements that align to this PLO. |
| PLO #6 Summarize the role of the human resource department towards the strategic and ethical direction of the organization. | Case study analysis. (HRPO 1311, Human Relations)Assessment of this PLO involves students demonstrating how to assess the strategic role of the Human Resources department in aligning Human Resource goals with organizational strategy and company ethics. Students will develop a minimum of four strategic Human Resource goals that align with the overall company strategy and four ethics policies that communicate ethical standards of the company towards its customers. Students are given a case study that describe the company’s plan to be an “Employer of Choice” for attracting high-performing employees and recognized as an organization exhibiting the highest standards of ethical responsibility to its customers.  | 75% of students will score 2.0 or better out of 4.0 maximum on the faculty-developed rubric elements that align to this PLO. |
| PLO #7 |  |  |
| PLO #8 |  |  |