

# Assessment Plan and Report

Academic Year 2011-2012

Department/Program of Study: Human Resources

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Action	Due Date	CAC Approval
Submit initial plan	2nd Friday Fall Qtr 2011	
Conduct process	2011-12 academic year	
Submit findings	6th Friday Spring 2012	

## Assessment Plan

1	2	3	4	5	6
Learning Outcome Goal	Objective	Strategy/Method of Measurement	Performance Characteristics	Scoring Levels	Expectation Standard
Students should possess the knowledge required to effectively manage important aspects of the compensation function.	<p>This year's focus is on Pay-for-Performance (PFP) plans.</p> <p>Students will be expected to demonstrate their knowledge of the research literature regarding PFP plans.</p>	<p>Multiple choice questions regarding PFP plans will be developed by HR faculty.</p> <p>These questions will be embedded in Exam #2 of HUMR 427 (Compensation).</p>	1. Knowledge of the research literature regarding PFP plans.	<p>5 = Excellent (90-100)</p> <p>4 = Above average (80-89)</p> <p>3 = Competent (70-79)</p> <p>2 = Below average (60-69)</p> <p>1 = Poor (0-59)</p>	80% of students will achieve an average rating of 3.0 or higher

## Definitions/Instructions:

1. Learning Outcome Goal: One, or part of one, of a program's adopted learning outcome goals as published in catalog or other program.
2. Objective: Student expected performance, stated in measurable terms, that demonstrates accomplishment of the learning outcome.
3. Strategy/Method of Measurement: Mode and process through which student performance data will be gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Most measurements benefit from the use of a clearly defined set of criteria (rubric).
4. Performance Characteristics (criteria): Aspects indicative of performance. Pre-defined set of criteria by which data collected will be evaluated: e.g. elements of writing, elements of effective oral presentation, elements of effective management of "x."
5. Scoring Levels (for Individual Student Performance): Set of defined scoring options used by evaluators to determine level of student achievement.
6. Expectation Standard (collective performance of students): Summary/acceptable measure of collective student performance; e.g. mean student score from rubric; percentage of students meeting defined standard of acceptability.

## Assessment Report

7	8	9	10	11
Observations from Summary Data	Conclusions about Student Learning	Actions Recommended Based on Observations	Plan and Timetable for Taking Action	Overall Reflection on Assessment
86% of students achieved an average rating of 3.0 or higher with regard to Performance Characteristic #1 (“Knowledge of the research literature regarding PFP plans”).	Students exceeded the expectation standards for Performance Characteristic #1.  The students have demonstrated that they have a good knowledge of the research literature regarding PFP plans.	Based on the assessment data that was gathered, no major changes or actions are required.  Human Resources instructors should continue to stay abreast of recent research in the area of PFP plans.	Human Resources instructors should continue to keep abreast of new research in the area of PFP plans by reading the most recent issues of <i>Personnel Psychology</i> and the <i>Journal of Applied Psychology</i> .	This objective is important for the Human Resources program, and assessment of this objective should continue.

### Definitions/Instructions:

7. Observations from Summary Data: Findings and analysis of findings from data and assessment process; e.g. students barely meet/fail some elements while excelling in others.
8. Conclusions about Student Learning: Based on your scoring and expectation standards, what conclusions do you reach? Have your students collectively accomplished the learning outcome goal? To what extent? With what reservations?
9. Actions Recommended Based on Observations: What specific course, program, activity, entrance, and/or instructional approach changes are recommended?
10. Plan and Timetable for Taking Action: How will the recommended actions be implemented and in what timeframe?
11. Overall Reflection on Assessment: Address the larger question of whether the objective is still appropriate for the program and whether the assessment of it is producing important and meaningful data. Does the strategy for assessing the objective give you confidence in your teaching and the students’ subsequent knowledge/skills/abilities?