

**NEASC INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS  
GRADUATE PROGRAMS  
(MASTER OF HUMAN RESOURCE - 2016-17)**

DEGREE GRANTING PROGRAM NAME	(1) List ONLY the program learning objective(s) assessed during the current reporting period	(2) For each learning objective listed in column (1), other than GPA, what data/evidence was used to determine that graduates have achieved the stated objectives? (e.g., capstone assignment, portfolio review, licensure examination)	(3) What were the results/outcomes/findings/conclusion(s) of the assessment?  Explain results/findings/conclusions for each program learning objective listed in column (1)	(4) Who interprets the evidence? Describe the process (e.g. annually by the curriculum committee).	(5) What changes/improvements have been made as a result of using the data/evidence (3)? Link discussion in this column with a learning objective (1) and the results of assessing that objective (3)	(6) Date of most recent program review
Master of Human Resources	<ul style="list-style-type: none"> <li>- Students understand business organizations and can apply their HR knowledge to enable the organization to achieve its objectives</li> <li>- Students can demonstrate HR, business, and change mastery</li> <li>- Students are able to assess organizational challenges and</li> </ul>	The evidence/ data used to determine that graduates have achieved the stated objectives were assignments from the Seminar in Human Resource Management.	<p>Students were assessed as high competence (54.5%) and competent (45.5%)</p> <p>Students were assessed as high competence (18.2%), competent (72.7%), and developing competence (9%)</p> <p>Students were assessed as high competence (54.5%) and competent (27.3%)</p> <p>Students were assessed as high competence (54.5%), competent (27.3%), and developing competence (18.2%).</p>	<ul style="list-style-type: none"> <li>- The artifacts were rated by the program coordinator.</li> <li>-The results from the assessment were shared and discussed with MHR faculty to agree on action plans going forward.</li> </ul>	<ul style="list-style-type: none"> <li>- Faculty will participate in scoring the student artifacts to eliminate bias and to enable more perspective that informs the work and is informing for the faculty.</li> <li>- Modified current program learning outcome descriptions.</li> <li>- Students are required to do writing assignments in</li> </ul>	2015-2016

	<p>provide effective solutions that meet the need of the organization and are mindful of employment laws</p> <ul style="list-style-type: none"> <li>- Students have developed a HR organizational philosophy that guides their professional work and actions</li> <li>- Students have developed written, critical thinking, creative problem solving, and verbal skills</li> </ul>		<p>Students were assessed as high competence (27.3%) and competent (63.6%)</p>		<p>every class and will receive timely and constructive faculty feedback.</p> <ul style="list-style-type: none"> <li>- Students will be required to do presentations in every class.</li> <li>- Each class must incorporate case studies that require students to apply theory to practice and to critically think.</li> <li>- The Fundamentals of HRM course is required to review with the students program learning objectives, faculty expectations about professional skill use and development, and to review APA use.</li> <li>- How to strengthen writing was placed on the Graduate Studies</li> </ul>	
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					Dean Program Coordinators agenda in November and different ideas were shared by other program coordinators as to how they were addressing this issue that were subsequently provided to MHR faculty.	
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Insert URL of the program web page where Program Learning Objectives for this program are published (NEASC requires this as part of being transparent to stakeholders): <https://www.framingham.edu/academics/graduate-studies/graduate-degree-programs/master-of-human-resources-management/learning-outcomes>

**MHR PROGRAM LEARNING OUTCOMES ASSESSMENT RUBRIC**

<b>MHR Program Learning Outcomes</b>	<b>High Competence</b>	<b>Competent</b>	<b>Developing Competence</b>	<b>No Demonstration of Competence</b>	<b>Not Applicable</b>
<b>Students understand business organizations and can apply their HR knowledge to enable the organization to achieve its objectives</b>					
<b>Students can demonstrate HR, business, and change mastery</b>					
<b>Students are able to assess organizational challenges and provide effective solutions that meet the need of the organization and are mindful of employment laws</b>					
<b>Students have developed a HR organizational philosophy that guides their professional work and actions</b>					
<b>Students have developed written, critical thinking, creative problem solving, and verbal skills</b>					

**MHR PROGRAM LEARNING OUTCOMES ASSESSMENT RUBRIC**  
**Assessment Results - 2016-2017**

<b>MHR Program Learning Outcomes</b>	<b>High Competence</b>	<b>Competent</b>	<b>Developing Competence</b>	<b>No Demonstration of Competence</b>	<b>Not Applicable</b>
<b>Students understand business organizations and can apply their HR knowledge to enable the organization to achieve its objectives</b>	54.5%	45.5%			
<b>Students can demonstrate HR, business, and change mastery</b>	18.2%	72.7%	9.0%		
<b>Students are able to assess organizational challenges and provide effective solutions that meet the need of the organization and are mindful of employment laws</b>	36.4%	63.6%			
<b>Students have developed a HR organizational philosophy that guides their professional work and actions</b>	54.5%	27.3%	18.2%		
<b>Students have developed written, critical thinking, creative problem solving, and verbal skills</b>	27.3%	63.6%			

**NOTES:**

- It would be worth having the entire MHR faculty participate in scoring the student artifacts to eliminate bias and to enable more perspective that informs the work and is informing for the faculty.
- The first program learning outcome should be modified to state “business organization *culture...*”.
- In the third program learning outcome, often students did provide useful assessment, but did not provide effective solutions.
- However, being “mindful of employment laws” did not come up in the case or the case analysis.
- In the fifth program learning outcome, a written case did not require the students to demonstrate verbal skills. How do we address?
- The areas that it appears that we should focus include:
  - Students can demonstrate HR, business, and change mastery (72.7% competent)
  - Students are able to assess organizational challenges and provide effective solutions that meet the need of the organization and are mindful of employment laws (63.6%)
  - Students have developed written, critical thinking, creative problem solving, and verbal skills (63.6%)