

Program Assessment Plan for Human Resources, MS

Program Mission

HRO Program and its Connection to the University of Scranton's Mission
 The University of Scranton's Mission: The University of Scranton is a Catholic and Jesuit university animated by the spiritual vision and the tradition of excellence characteristic of the Society of Jesus and those who share in its way of proceeding. The University is a community dedicated to the freedom of inquiry and personal development fundamental to the growth in wisdom and integrity of all who share its life¹. The HRO program is rooted in the Jesuit liberal arts tradition, which includes, in part, characteristics such as service to others, the promotion of justice, and contemplation of action. The HRO program supports the idea that "The University of Scranton hopes to graduate "men and women for others." Dedication to service, a concern for the common good, and a commitment to promoting justice have always been implicit in the Jesuits' works and world view."² In fact the HRO program was specifically created to prepare students to be proactive in their pursuit of fairness and equality within the workplace. The HRO program also embraces the concept that "Ignatian pedagogy not only requires students to read, take notes, and write papers and exams, it also motivates them to think and learn on their own. Such active learning empowers students and instills in them a confident sense of their own ability to change the world. Ignatius also believed that the deeper truth of the world is best discovered when we engage in serious and sustained reflection on our reality."³ Students are regularly challenged to focus on learning as a continuous, life-long pursuit. Active and thoughtful reflection about the learning that occurs is crucial to reinforcing the notion of life-long learning. Overall, the HRO program emphasizes an active learning environment wherein students can acquire knowledge, gain practical skills, and engage in self-exploration and personal growth, all of which supports and contributes to the University of Scranton's Mission.¹ - <http://www.scranton.edu/about/jesuit-tradition/index.shtml>^{2, 3} - <http://www.scranton.edu/about/jesuit-tradition/ignatian-spirituality.shtml>

Curriculum

Key Courses And Assignments

HR 520 - Capstone: Applied HR Assignments: Two (2) comprehensive case analyses completed in HR 520 – Capstone: Applied HR Competency Analysis and Development Plan Assignment reviewed and revised in HR 520 Ethics Demonstration Assignment in HR 520 – Capstone: Applied HR

Program Learning Outcomes to be Assessed

| | | | |
|--|--|----------------------------|-------|
| PLO | 3. - Professional & Ethical Standards - Develop and choose courses of action in accordance with professional & ethical standards of the human resources and related disciplines. | ILOs to which the PLOs map | 1,3,4 |
| Year: | | | |
| Is the evidence Direct or Indirect | Direct | | |
| Where in the program does the evidence reside? | The evidence resides in the HR 520 - Capstone: Applied HR course. | | |
| What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.) | Rubric | | |
| Benchmarks | 100% of students will earn a grade of "B" or better for this assignment. | | |
| ListOfSources | A rubric is used to measure the following: 1) The Situation: Clearly stated description of the situation that includes substantial details; professional or ethical behavior noted; 2) The Thought Process: Development of & choice of actions explained & defense strategies noted; all sections contain well-developed and detailed content; and 3) The Outcome & Evaluation: Description of learning outcomes and judgment of performance stated; all sections contain well developed and detailed content. | | |

Program Learning Outcomes to be Assessed

| | | | |
|--|---|----------------------------|---|
| PLO | 2. - Mindset for Life-Long Learning - Engage in self-assessment & reflection so as to manage strengths and mediate weaknesses. | ILOs to which the PLOs map | 1 |
| Year: | | | |
| Is the evidence Direct or Indirect | Direct | | |
| Where in the program does the evidence reside? | Evidence resides in the HR 520 - Capstone: Applied HR course. | | |
| What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.) | Rubric and a form in which students note t | | |
| Benchmarks | <p>≥ 90% of students will document improvement in seven (7) competency areas (self, diversity, across cultures, communication, teams, change, & ethics) of at least one step on a scale of “0 – Novice” to “10 – Master” over the period from completion of the HR 500 - Organizational Behavior & Leadership course through the completion of the HR 520 – Capstone: Applied HR course</p> | | |
| ListOfSources | Use of a rubric that captures the self-reported improvements made by students associated with seven leader competencies. | | |

Program Learning Outcomes to be Assessed

| | | | |
|--|---|----------------------------|---|
| PLO | 1c. - Communication Skills – Create written works consisting of clear and logical progression of points and conclusions (content is well organized), exploration of new and different perspectives, and correct usage of grammar, | ILOs to which the PLOs map | 1 |
| Year: | | | |
| Is the evidence Direct or Indirect | Direct | | |
| Where in the program does the evidence reside? | Evidence resides in the HR 520 - Capstone: Applied HR course. | | |
| What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.) | Rubrics | | |
| Benchmarks | 100% of students will earn a grade of “B” or better for each completed analysis | | |
| ListOfSources | Rubrics that measure writing skills (for example: Writing demonstrates a sophisticated clarity, conciseness, and correctness; extremely well-organized. | | |

Program Learning Outcomes to be Assessed

| | | | |
|--|--|----------------------------|---|
| PLO | 1b. - Critical Thinking Skills - Formulate and defend solutions to routine and complex problems. | ILOs to which the PLOs map | 1 |
| Year: | | | |
| Is the evidence Direct or Indirect | Direct | | |
| Where in the program does the evidence reside? | Evidence reside in the HR 520 - Capstone: Applied HR course | | |
| What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.) | Rubrics | | |
| Benchmarks | 100% of students will earn a grade of "B" or better for each completed analysis | | |
| ListOfSources | Rubrics that measure skills related to critical thinking such as analysis (for example, Presents an insightful and thorough analysis of all issues identified; Makes appropriate and logical connections between the issues identified and the strategic & procedural concepts studied; Supports opinions with strong arguments and evidence). | | |

Program Learning Outcomes to be Assessed

| | | | |
|--|--|----------------------------|-----|
| PLO | 1a. - Knowledge of Functional Areas and Content Topics related to the field of Human Resources – Devise ways to apply knowledge of HR-related topics gained through the required HR courses included in the program. | ILOs to which the PLOs map | 1,3 |
| Year: | | | |
| Is the evidence Direct or Indirect | Direct | | |
| Where in the program does the evidence reside? | Evidence resides in the HR 520 - Capstone: Applied HR course | | |
| What tools are necessary to collect evidence? (Rubrics, Portfolio, Embedded Exam Questions etc.) | Rubrics | | |
| Benchmarks | 100% of students will earn a grade of “B” or better for each completed analysis | | |
| ListOfSources | Use of rubrics that measure knowledge of the major topic areas associated with the field of Human Resources | | |