

PROGRAM ASSESSMENT REPORT
East Central University

Program Name: Human Resources Administration- MSHR

College/School Name: College of Liberal Arts and Social Sciences

Academic Year Assessed: 2020-2021

Assessment Report Requirements:

1. **Program Goals, Student Learning Outcomes (SLO), and Criteria:** At *minimum*, your Program Assessment Plan should have 2 overarching goals and 3 major outcomes derived from the goals that assess the core of your program. Each SLO must have at least 2 criteria and each criterion must have at least one instrument.
2. **Assessment Across Program:** Your SLOs and criteria must assess a majority of your students each year and assess from early in the program to the end.
 - Assessing through the program gives you the ability to identify weak points for improvement.
3. **Instruments:** Attach ALL Instruments listed in your assessment plan in the APPENDIX at the end of the Plan/Report.
4. **Instruments Using Direct/Indirect Measures:** Your Program Assessment Plan should include both direct and indirect measures of learning, with direct measures in the majority.
5. **Validation through External Instruments:** *If possible*, use an external instrument as a direct measure (e.g., ETS/MFT, ACAT, NCLEX, OSAT) to validate your local direct measures.
 - *The Office of Institutional Effectiveness pays for external testing.*
6. **Analysis of Data by Faculty:** All faculty integral to the Program will meet to discuss and analyze the data at the end of the academic year to determine what the collected data says about the program's performance during the current year and how that new knowledge will translate into proposed actions/changes in the coming year(s).
7. **Completion of Template:** *You are required to complete all sections of this report template.* Follow the directions as written. Contact the Assessment Coordinator before modifying the template to match the specific elements of your program assessment plan.
8. **File Name:** Use the following format to name this file before uploading:
 - Program Name Degree Level Asmt Report AY XXXX-XX
 - e.g., Art BFA Asmt Report AY 2020-21
 - e.g., Ed Leadership MEd Asmt Report AY 2020-2021
9. **Upload to Teams:** Complete your plan/report using the template and upload it to your Team channel. Email your Vice President and the Assessment Coordinator to let them know you have finished. *IF you make further changes to your report in Teams, notify your Vice President and the Assessment Coordinator via email.*

See Glossary of Terms for further explanation:

UGRP_ECU Unit Assessment Team >> General channel >> Files.

PROGRAM ASSESSMENT REPORT
East Central University

Assessment Plan, Data, and Analysis

Mission Statements & Goals

EAST CENTRAL UNIVERSITY MISSION STATEMENT:

We educate and empower students to understand and transform our world.

PROGRAM GOAL(S):

4 Programs Goal(s):

1. To contribute to the career development of persons interested in both the public and private sector.
2. To prepare pre-service professionals to enter the fields of supervision, administration, and management.
3. To facilitate practicum experiences common to the students' career choice.
4. To develop the interpersonal, consultation, and coordination skills required for program development, management, and evaluation.
5. To facilitate specific specialized experiences related to the students' present or desired career objective.

ASSESSMENT ACROSS THE PROGRAM STATEMENT:

Students in the Masters of Science in Human Resources will be assessed across the program with data collected from HURES 5103 Research, HURES 5123 Grant Writing, HURES 5343 Personnel Supervision and HURES 5553 Practicum which represents courses taken at different points in the program.

EXTERNAL INSTRUMENT AVAILABILITY FOR PROGRAM:

No

STUDENT LEARNING OUTCOME 1:

Student will have working knowledge of a core body of theories, concepts, and practice skills required for professionals in the human services field.

Criterion 1.1: The outcome reported will measure student's knowledge of the scientific method, and testing concepts and theories in an acceptable scientific manner.

Population/Course: Students in HURES 5103 Human Services Research

Instrument/Measurement: Rubric for Research Proposal assignment

PROGRAM ASSESSMENT REPORT
East Central University

Standard: Rate students with a score of 3.5 or higher on a scale ranging from 1-5 on the Research Rubric – Methodology item.

HURES 5103 Human Services Research proposal					
Content Items	2019-20	2020-21	2021-22	2022-23	2023-24
Methodology	3.75	3.5			
# of Reports	15	6			

*This is a new program assessment plan that started gathering data in 2019-2020 and therefore only one year of data is available.

NOTE: [Add explanation for missing data (ND) in the table]

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	yes
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Overall the students reasonably developed research design for their proposals
3. Discuss possible reasons why the unit performed as it did this year.	Materials and examples used help clarify proper research methods
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Not enough data to represent a trend
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No action needed at his time.

Criterion 1.2: The outcome reported will measure student’s practice skills in a practicum setting.

Population/Course: Students in HURES 5553 Practicum in Human Services

Instrument/Measurement: Supervisor Evaluation of Practicum Students Experience - Items 6,9, 10, 13,15 (refer to attached evaluation form)

Standard: Rate students with a score of 3.5 or higher on a scale ranging from 1-5

Data Table:

HURES 5553 Practicum Supervisor Performance Evaluation of Students					
Survey Item	2019-20	2020-21	2021-22	2022-23	2023-24
	N=16	N= 10			
#6	4	4			
#9	4	4.5			
#10	4.5	4.5			
#13	4	3.5			
#15	4.5	4			

Last revised 7/22/2021 Roberson

PROGRAM ASSESSMENT REPORT

East Central University

Responses are scaled from 1 (Unsatisfactory) to 5(Excels) with 3 being Adequate. The following items were rated: (6) Using Research in practice; (9) Problem solving skills; (10) Decision making skills; (13) skills in Job Placement; (13); (15) Collect and utilize data.

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	yes
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Practicum students overall performed well in their practicum supervisors were satisfied with their performance
3. Discuss possible reasons why the unit performed as it did this year.	Students are well prepared for the practicum and their input on the selection of site increases motivation
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Not enough data to draw any conclusion at this point
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No action needed at this point

STUDENT LEARNING OUTCOME 2: Students will demonstrate the ability to analyze policy and apply critical thinking to inform professional judgement.

Criterion 2.1: The outcome reported will measure student's knowledge in policy analysis and critical thinking.

Population/Course: Students in HURES 5123 Grant Proposal Writing

Instrument/Measurement: Rubric for Grant Proposal Writing assignment

Standard: Rate students with a score of 3.5 or higher on a scale ranging from 1-5 on the Grant Proposal Writing Rubric- Policy Formulation item and Critical Thinking item.

Data Table:

HURES 5123 Grant Writing Proposal assignment

Content Items	2019-20 N=6	2020-21 N= 7	2021-22 N=	2022-23 N=	2023-24 N=
Policy Formulation	4.5	4,5			
Critical Thinking	4.5	4.5			

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PROGRAM ASSESSMENT REPORT
East Central University

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	yes
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Students met standard
3. Discuss possible reasons why the unit performed as it did this year.	This assignment was recently revised which possibly could add understanding and clarity of content
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Not enough data to assess, at this point doing well
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No action needed at this point

Criterion 2.2: The outcome reported will measure student’s ability to apply knowledge in policy analysis, critical thinking, and problem solving.

Population/Course: Students in HURES 5343 Personnel Supervision

Instrument/Measurement: Rubric for Comprehensive Case Study

Standard: Rate students with a score of 3.5 or higher on a scale ranging from 1 – 5 on the Comprehensive Case Rubric- Policy Formulation item and Critical Thinking item, and Evaluation Intervention item

Data Table:

HURES 5343 Comprehensive Case Study assignment

Content Items	2019-20 N= 16	2020-21 N= 9	2021-22 N=	2022-23 N=	2023-24 N=
Policy Formulation	4.0	4.5			
Critical Thinking	4.5	4.5			
Implementing Solutions	3.75	4.0			

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Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	met

PROGRAM ASSESSMENT REPORT
East Central University

2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Students were above the standard on all items
3. Discuss possible reasons why the unit performed as it did this year.	Students have a good understanding of the objectives for the assignment that is used for this criterion
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Not enough data to identify a trend
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No action needed at this point

STUDENT LEARNING OUTCOME 3: Students will demonstrate the ability to write formal reports, related documentation, and communicate at a professional level both verbal and written.

Criterion 3.1: The outcome reported will measure student’s written communication in clarity, organization of ideas, style of written language appropriate to audience.

Population/Course: Students in HURES 5123 Grant Proposal Writing

Instrument/Measurement: Grant Proposal Writing rubric

Standard: Students will score a minimum of 4 on a scale of 1-5 on the Quality of Writing item.

Data Table:

HURES 5123 Grant Proposal Writing Report						
Content Items	2019-20	2020-21	2021-22	2022-23	2023-24	
Written Communication	4.5	4.15				
# of Reports	6	7				

Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	yes
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Every student scored 4 or higher

PROGRAM ASSESSMENT REPORT
East Central University

3. Discuss possible reasons why the unit performed as it did this year.	Class instruction was revised and assignment instructions were improved for clarity
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Not enough data to draw any conclusions
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No action needed at this time

Criterion 3.2: The outcome reported will measure student’s communication skills in clarity, organization of ideas, style of written and verbal language appropriate to audience.

Population/Course: Students in HURES 5553 Practicum in Human Services

Instrument/Measurement: Supervisor Evaluation of practicum students Experience-Items 11, 12, 14 (refer to attached evaluation form)

Standard: Rate students with a score of 3.5 or higher on a scale ranging from 1 – 5

Data Table:

HURES 5553 Practicum Supervisor Performance Evaluation of Students

Survey Item	2019-20 N= 16	2020-21 N= 10	2021-22	2022-23	2023-24
#11	4.75	4.25			
#12	4.00	4.25			
#14	4.75	4.50			

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Analysis Table: A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	yes
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	All students assessed exceeded standard
3. Discuss possible reasons why the unit performed as it did this year.	Quality of students and emphasis on the importance of effective communication
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Not enough data to identify any trends
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No actions recommended at this time

PROGRAM ASSESSMENT REPORT
East Central University

Summary Table of Student Learning Outcomes/Criteria/Instruments				
Student Learning Outcomes	Criteria/Instrument (modify table to fit your plan)	Direct/Indirect Measure	Met	Not Met
SL01:	1.1: The outcome reported will measure student's knowledge of the scientific method, and testing concepts and theories in an acceptable scientific manner. / Rubric for Research Proposal assignment	Direct	yes	
	1.2: The outcome reported will measure student's practice skills in a practicum setting. / Supervisor Evaluation of Practicum Students Experience form.	Indirect	yes	
SL02:	2.1: The outcome reported will measure student's knowledge in policy analysis and critical thinking. / Rubric for Grant Proposal Writing assignment	Direct	yes	
	2.2: The outcome reported will measure student's ability to apply knowledge in policy analysis, critical thinking, and problem solving. / Rubric for Comprehensive Case Study	Direct	yes	
SL03:	3.1: The outcome reported will measure student's written communication in clarity, organization of ideas, style of written language appropriate to audience. / Grant Proposal Writing rubric	Direct	yes	
	3.2: The outcome reported will measure student's communication skills in clarity, organization of ideas, style of written and verbal language appropriate to audience. / Supervisor Evaluation of practicum students Experience	Indirect	yes	

Student Information for this Academic Year	
Total, <i>unduplicated</i> number of students assessed this academic year	18
Program census for Fall	18
Program census for Spring	18

PROGRAM ASSESSMENT REPORT
East Central University

Total number of Fall Program graduates	3
Total number of Spring/Summer graduates	3
Mean major GPA of Fall graduates	3.80
Mean major GPA of Spring/Summer graduates	3.80

NOTE: With the exception of the unduplicated number assessed (yellow), student information is provided by Office of Institutional Effectiveness and is made available in your Teams folder. For help with determining unduplicated number, contact the Assessment Coordinator.

Faculty Meeting:

Meetings were held with the ECU Assessment Coordinator, Robin Roberson, to discuss program changes impacting the assessment report on 9/20 and 5/21N
Additional meetings were held with Melissa Inglis, Dept. Chair, on 3/21 and 5/21 to discuss program changes impact.

Sharing with Stakeholders:

1. Stakeholders for this Program include: [**list** all within and without the ECU community]
2. Current program assessment reports are available on the website of the Office of Institutional Effectiveness:
https://myecu.ecok.edu/ICS/Institutional_Reporting/Assessment_Reporting_and_Outcomes.jnz
This link will change Fall 21 since MyECU is being phased out – I will let you know what to change it to.

SUMMARY OF LAST 5 YEARS' ACTIONS/CHANGES/REVIEWS & UPDATES

For instructions see *Glossary of Terms Pgm Asmt* in Teams.

Academic Year	Summary of Actions/Changes from Report
2019-2020	ACTION WAS TAKEN TO MEASURE ACROSS THE CURRICULUM
2018-2019	NO ACTION OR CHANGES TAKEN
2017-2018	NO ACTION OR CHANGES TAKEN
2016-2017	NO ACTION OR CHANGES TAKEN
2015-2016	NO ACTION OR CHANGES TAKEN

PROGRAM ASSESSMENT REPORT
East Central University

Academic Year	Summary of Annual Reviews of Dean and/or UAC (Reviews found in Teams folder; UAC <i>does not</i> review annually)	Updates in Response to Reviews
2019-2020		
2018-2019	NO REVIEW	
2017-2018	NO REVIEW	
2016-2017	NO REVIEW	
2015-2016	NO REVIEW	

APPENDIX

HURES 5103 HUMAN SERVICES RESEARCH RUBRIC

Copy/paste screenshots or narrative of blank instruments (rubrics, surveys, data report requests, prepared spread sheets, etc) here. Criteria	Insufficient (Below 104 points) 1-2	Minimally Meets Expectations (105-119 points) 3	Meets Expectations (120-134 points) 4	Exceeds Expectations (135-150 points) 5	Points per section
Research evidence Total Points Possible 25	Use of professional sources is not evident	Uses some questionable sources. Provides partial content or content is off topic. May use logical fallacies to support argument/position.	Uses a variety of professional sources. Provides sufficient content addressing multiple points-of-view.	Uses a variety of professional sources. Provides credible and thorough content addressing multiple points-of-view.	/25
Literature review	References not cited or not cited	Most references cited using mostly	All references cite using mostly correct	All references cite using correct format.	/25

PROGRAM ASSESSMENT REPORT
East Central University

Total Points Possible 25	correctly. Lacks reference page. Uses biased sources or lacks content.	correct format. Reference page is incorrect. Some sources are questionable. May use logical fallacies to support argument.	format. Written work includes the appropriate cited reference page. Uses a variety of sources, provided sufficient content addressing multiple points of view	Written work includes a perfectly cited reference page. Uses a variety of sources, provided credible and thorough content addressing multiple points of view	
Critical Thinking Total Points Possible 25	Content lacks completion and limited professional insight into research proposal (resources/advocacy). Demonstration of competency is rarely applied to application of the course.	Content is complete and shows minimal professional insight into research proposal (resources/advocacy). Demonstration of competency shows limited understanding to application of course topics	Content is complete and shows professional insight into research proposal (resources/advocacy). Demonstration of competency is applied with understanding to the application of course topics.	Content reveals insightful reflection of course material into research proposal (resources/advocacy). Demonstration of competency shows the detailed analysis & evaluation of the application of course topics.	/50
Quality of Writing Total Points Possible 25	Content is brief and dominated by a casual writing style. Limited attention is paid to grammar and syntax. Ideas are undeveloped and lack coherence. Did not meet minimal writing requirements.	Content demonstrates a blend of formal & casual writing. Attention is paid to grammar and syntax. Content is easy to read and meets minimal writing requirements but lack detailed development.	Content demonstrates a balance of formal and casual writing style. Ideas are developed, meets writing requirements and provides detailed development.	Content entry is of high quality. It reflects the development and connected writing that provides progressive detailed development.	/25
Methodology Total Points Possible 25	Provides a minimally developed research design that does not address support for testing hypothesis in an acceptable scientific manner.	Provides a minimally developed research design that addresses support for testing hypothesis in an acceptable scientific manner.	Provides a reasonably developed research design that addresses and provides solid support for testing hypothesis in an acceptable scientific manner.	Provides a fully developed research design that addresses and provides solid support for testing hypothesis in an acceptable scientific manner.	/25
Total Points 150					/150

PROGRAM ASSESSMENT REPORT
East Central University

EAST CENTRAL UNIVERSITY
Department of Human Resources
HURES 5553 Practicum in Human Services
(Administration Option)

Supervisor Evaluation of Practicum Student Experience

Student's Name

1. _____ What is your overall rating of the practicum student's educational preparation?

	5	4	3	2	1
<hr style="border: 1px solid black;"/>					
	Very Well Prepared	Well Prepared	Prepared	Poorly Prepared	Very Poorly Prepared

Supervisor's Evaluation of Student Performance

Directions: Below is a selected list of knowledge, skills, and values that were included in the Masters of Human Resources Administration curriculum. Using the following scale, indicate how you would evaluate your student's competency level for each category.

- 5 = Excels
- 4 = Competent
- 3 = Adequate
- 2 = Needs work
- 1 = Unsatisfactory
- NA = Not Applicable

1. _____ Knowledge about organizational development and functioning
2. _____ Knowledge of policy formulation and analysis

PROGRAM ASSESSMENT REPORT
East Central University

3. ____ Knowledge of human behavior in organizational settings
4. ____ Use of research in program evaluations
5. ____ Knowledge of consumer/client rights
6. ____ Ability to use research to build knowledge in practice settings
7. ____ Use of advocacy seeking organizational change
8. ____ Utilizing technology in practicum setting
9. ____ Knowledge and skills to problem solve
10. ____ Knowledge and skills to make appropriate decisions
11. ____ Knowledge and skills necessary to communicate verbally with consumer, co-worker, and supervisors
12. ____ Knowledge and skill required to communicate in written form with consumer, co-worker, and supervisors
13. ____ Knowledge and skills in job development, placement, and hiring.
14. ____ Demonstrated ability to listen
15. ____ Demonstrate an ability to collect and utilize relevant data
16. ____ Demonstrated ethical and legal behavior which applies to the agency/organization
17. ____ Demonstrated the ability to uphold confidentiality
18. ____ Demonstrated the ability to respect cultural and human diversity
19. ____ Demonstrated ability to work within a team
20. ____ Possess knowledge and skills necessary for effective community relations

Practicum Agency _____

Practicum Supervisor _____

Name Printed

Signature

Date

PROGRAM ASSESSMENT REPORT
East Central University

HURES 5123 Grant Proposal Report Rubric

Criteria	Insufficient (16 points and lower=1-2)	Minimally Meets Expectations (17-19 points=3)	Meets Expectations (20-22 points=4)	Exceeds Expectations (22.5-25 points=5)
Policy Formulation Total Points Possible 25	Content lacks completion and limited level of policy formulation and integrating policy with practice	Content is complete and shows sufficient level of policy formulation and integrating policy with practice.	Content is complete and shows good level of policy formulation and integrating policy with practice	Content reveals high level of competence of policy formulation and integrating policy with practice.
Literature review Total Points Possible 25	References not cited or not cited correctly. Lacks reference page. Uses biased sources or lacks content.	Most references cited using mostly correct format. Reference page is incorrect. Some sources are questionable. May use logical fallacies to support argument.	All references cite using mostly correct format. Written work includes the appropriate cited reference page. Uses a variety of sources, provided sufficient content addressing multiple points of view	All references cite using correct format. Written work includes a perfectly cited reference page. Uses a variety of sources, provided credible and thorough content addressing multiple points of view
Implementing Solution(s) Total Points Possible 25	Implements solution(s) in a clear and concise way that thoroughly and deeply addresses multiple contextual factors of the problem	Implements solution(s) in a clear and concise way that addresses multiple contextual factors of the problem	Implements solution(s) that address an aspect of the problem	Does not implement a solution that addresses any aspect of the problem

PROGRAM ASSESSMENT REPORT

East Central University

<p>Critical Thinking Total Points Possible 25</p>	<p>Content lacks completion and limited professional insight into grant proposal (resources/advocacy). Demonstration of competency is rarely applied to application of the course.</p>	<p>Content is complete and shows minimal professional insight into grant proposal (resources/advocacy). Demonstration of competency shows limited understanding to application of course topics</p>	<p>Content is complete and shows professional insight into grant proposal (resources/advocacy). Demonstration of competency is applied with understanding to the application of course topics.</p>	<p>Content reveals insightful reflection of course material into grant proposal (resources/advocacy). Demonstration of competency shows the detailed analysis & evaluation of the application of course topics. Acknowledgment</p>
<p>Quality of Writing Total Points Possible 25</p>	<p>Content is brief and dominated by a casual writing style. Limited attention is paid to grammar and syntax. Ideas are undeveloped and lack coherence. Did not meet minimal writing requirements.</p>	<p>Content demonstrates a blend of formal & casual writing. Attention is paid to grammar and syntax. Content is easy to read and meets minimal writing requirements but lack detailed development.</p>	<p>Content demonstrates a balance of formal and casual writing style. Ideas are developed, meets writing requirements and provides detailed development.</p>	<p>Content entry is of high quality. It reflects the development and connected writing that provides progressive detailed development.</p>
<p>Criteria</p>	<p>Insufficient (16 points and lower=1-2)</p>	<p>Minimally Meets Expectations (17-19 points=3)</p>	<p>Meets Expectations (20-22 points=4)</p>	<p>Exceeds Expectations (22.5-25 points=5)</p>
<p>Total Points 125</p>				

PROGRAM ASSESSMENT REPORT
East Central University

HURES 5343 Personnel Supervision Comprehensive Case Study rubric

Criteria	Insufficient (16 points and lower=1-2)	Minimally Meets Expectations (17-19 points=3)	Meets Expectations (20-22 points=4)	Exceeds Expectations (22.5-25 points=5)
Policy Formulation Total Points Possible 25	Content lacks completion and limited level of policy formulation and integrating policy with practice	Content is complete and shows sufficient level of policy formulation and integrating policy with practice.	Content is complete and shows good level of policy formulation and integrating policy with practice	Content reveals high level of competence of policy formulation and integrating policy with practice.
Literature review Total Points Possible 25	References not cited or not cited correctly. Lacks reference page. Uses biased sources or lacks content.	Most references cited using mostly correct format. Reference page is incorrect. Some sources are questionable. May use logical fallacies to support argument.	All references cite using mostly correct format. Written work includes the appropriate cited reference page. Uses a variety of sources, provided sufficient content addressing multiple points of view	All references cite using correct format. Written work includes a perfectly cited reference page. Uses a variety of sources, provided credible and thorough content addressing multiple points of view
Implementing Solution(s) Total Points Possible 25	Does not implement a solution that addresses any aspect of the problem	Implements solution(s) that addresses an aspect of the problem	Implements solution(s) in a clear and concise way that addresses multiple contextual factors of the problem	Implements solution(s) in a clear and concise way that thoroughly and deeply addresses multiple contextual factors of the problem

PROGRAM ASSESSMENT REPORT

East Central University

Critical Thinking Total Points Possible 25	Content lacks completion and limited professional insight into human resources management. Demonstration of competency is rarely applied to application of the course.	Content is complete and shows minimal professional insight into human resources management. Demonstration of competency shows limited understanding to application of course topics	Content is complete and shows professional insight into human resources management. Demonstration of competency is applied with understanding to the application of course topics.	Content reveals insightful reflection of course material into human resources management. Demonstration of competency shows the detailed analysis & evaluation of the application of course topics.
Quality of Writing Total Points Possible 25	Content is brief and dominated by a casual writing style. Limited attention is paid to grammar and syntax. Ideas are undeveloped and lack coherence. Did not meet minimal writing requirements.	Content demonstrates a blend of formal & casual writing. Attention is paid to grammar and syntax. Content is easy to read and meets minimal writing requirements but lack detailed development.	Content demonstrates a balance of formal and casual writing style. Ideas are developed, meets writing requirements and provides detailed development.	Content entry is of high quality. It reflects the development and connected writing that provides progressive detailed development.
Criteria	Insufficient (16 points and lower=1-2)	Minimally Meets Expectations (17-19 points=3)	Meets Expectations (20-22 points=4)	Exceeds Expectations (22.5-25 points=5)
Total Points 125				