Student Learning Outcomes Committee 2008
Department/Program Assessment Results Report

Department/Program___Management______ Degree/Program__MSBA in HRM
Date Submitted___3/21/08_________________

The purpose of this report is to communicate the assessment activities that have taken place during the last academic year, as well as to convey how the results are being used ***to improve student learning at the program level***. The report should be kept as succinct as is possible, while answering the following questions clearly and conscientiously:

I. Working from your assessment report of last year, please discuss some changes made or strategies implemented in response to last year's results.

In response to last year's feedback, we have reworded some of our goals and objectives to make them more measurable. Similarly, we have thought about additional ways to measure the goals such that they are not from a single item in a single course. For example, in assessing certain goals (e.g., goal #2 in the plan), we aspire to collect information from multiple items and multiple courses. Last, we have made the assessment plan more comprehensive to include timelines, data collection strategy and continuous improvement sections. Please see the revised assessment plan which is attached as Appendix A to this report.

II. Drawing upon the goals and objectives contained in the department/program student learning assessment plan, what was the focus of the department's student learning assessment for the past academic year?

A. This section should list the student learning goals and objectives that were the focus for the report year (selected from your complete set of goals and objectives).

This past year (Sp 07 & F07), we targeted **Goal #4**: "Demonstrate the ability to effectively communicate thoughts and ideas". We assessed Objective 1 and 2 (see below) in both semesters.

Objective 1. Demonstrate teamwork skills by working effectively with others in group settings.

Objective 2. Demonstrate written communication skills.

B. It would also be helpful to note here the student learning goals and objectives that you intend to assess during the next year.

Next year, for S08 – we are not collecting any assessment data because no graduate classes in HRM are being offered. In F08, we plan to collect data for **Goal #2**: "Ability to evaluate human resource practices in terms of their effectiveness, efficiency, and legality".

III. What information was collected, how much, and by whom?

A. This section should briefly describe the methodology used to examine the targeted goals and objectives. Please attach relevant scoring rubrics, surveys, or other materials used to examine student learning to the back of the report, as Appendices.

B. Please note that the expectation here is that programs will make use of ***direct*** measures of student learning outcomes.

We collected data from MGT669 in Spring 2007 in the form of a peer evaluation, case analysis and final project. In Fall 2007, we collected data from MGT670 using a peer evaluation, exam questions and two group semester projects. Examples of these assignments can be found in Appendix B. The results are listed under Item IV below.

IV. What conclusions were drawn on the basis of the information collected?

A. This section should briefly describe the results (in summary form) in regard to how well students have met the targeted goals and objectives. For example, what percentage of students met the objectives? Is this a satisfactory level of performance? What areas need improvement?

B. Whenever it is possible to do so, please organize and present collected data by way of tables and/or graphs. [Note: the committee expects and welcomes both quantitative and qualitative data, so this suggestion should not be construed as seeking quantitative data only.]

S07: MGT669: For objective 1, we used a peer evaluation and the results show that there was a pass rate of 100% (n=3). For objective 2, we used a case analysis and final project. Results show that 100% (n=3) of the total students passed these assignments with a C- or better.

F07: **MGT670** – For objective 1, we used a peer evaluation and the results show that there was a pass rate of 100% (n=7). For objective 2, we used essay exam questions and two group semester projects. Results show that 100% (n=7) of the total students passed these assessments with a C- or better.

Semester	Course	# of sections	# of students passed	# of students assessed	Percentage of students that passed
S07	MGT669	1	3	3	100%
F07	MGT670	1	7	7	100%

Overall Conclusions: The assessment committee examined these results and discussed them as a group. Our general target is to have a pass rate of approximately 70% for all goals and the results listed above are well within our target range. Since the students in question are HRM majors, we expected a high level of proficiency in achieving the student learning outcomes.

V. How will the information be used to inform decision-making, planning, and improvement?

A. This section should describe the strategies that will be implemented for program improvement as a result of the conclusions drawn from the assessment activities.

B. The program change may pertain to curricular revision, faculty development, student services, resource management, and/or any other activity that connects to student success.

At this time, we do not see a need to make any substantial changes as a result of the assessment results. However, as a result of possible changes in the MBA program (units allowed to be waived), it is likely that we will be changing our graduate HRM program and rewriting our assessment plans in the near future.

Report completed by: Beth Chung-Herrera
Date: March 14, 2008

Appendix A
ASSESSMENT PLAN
MANAGEMENT DEPT – MSBA DEGREE IN HRM (REV. 3/11/08)

GOALS AND STUDENT LEARNING OUTCOMES:

I. Identify the link between business strategy and human resource management.

- Relevant course: MGT 669.

Objective 1. Identify the link between business strategy, the environment and human resource strategy and practice.

- Assessed via a written semester-long project

II. Ability to evaluate human resource practices in terms of their effectiveness, efficiency, and legality.

- Relevant courses: MGT 669, MGT 670.

Objective 1. Critically evaluate human resource practice in terms of effectiveness and efficiency.

- Assessed via a written semester report in MGT 670
- Assessed via MGT 669 semester project.

Objective 2. Critically evaluate human resource practice in terms of compliance with employment law.

- Assessed via test questions on MGT 670 Exam 1.
- Assessed via MGT 670 semester project.

III. Demonstrate in-depth knowledge of various HR functional areas including selection, performance management, and compensation.

- Relevant courses: MGT 669, MGT 670.

Objective 1. Demonstrate knowledge of the staffing process from the planning stage through placement. Relevant course: MGT 670.

- Assessed via test questions on two mid-term exams and a final exam.
- Assessed via semester project examining an organizational selection system.

Objective 2. Show knowledge of the issues surrounding performance management. Relevant course: MGT 669.

- Assessed via test questions on two mid-term exams and a final exam.

Objective 3. Identify issues surrounding compensation decision making and employee motivation. Relevant course: MGT 669.

- Assessed via test questions on final exam.

IV. Demonstrate the ability to effectively communicate thoughts and ideas.

- Relevant courses: MGT 669, MGT 670.

  Objective 1. Demonstrate teamwork skills by working effectively with others in group settings.
  - Assessed via peer evaluation forms for group semester projects in MGT 669 & MGT 670.

  Objective 2. Demonstrate written communication skills.
  - Assessed via group semester projects in MGT 669 & MGT 670.
  - Assessed via essay questions on exams in MGT 669 & MGT 670.

DATA COLLECTION STRATEGY:

Data will be collected by instructors teaching in the courses linked to each objective. All possible sections of those courses will be contacted. Unfortunately, due to unforeseen circumstances, not all sections are always able to provide assessment information for all semesters. Therefore, we have a goal of assessing 50% or more of the relevant sections.

Data will be summarized by department assessment committee members. We currently have functionally diverse committee members who organize the instructors in their respective area. For example, we have a strategy committee member who organizes and coordinates data collection from the strategy instructors regarding relevant student learning outcomes.

TIMELINE:

Assessment of each goal is rotated by year. In any single year (2 semesters – Spring and Fall), we try to assess at least one goal. Since we have four goals overall, it is our hope that over the course of 4 years, all goals will be assessed.

CONTINUOUS IMPROVEMENT:

The assessment committee will convene after every semester to review assessment results and to make recommendations for changes prior to the next assessment period. We aim to achieve a passing rate of 70% or better for each goal. In addition, we aim to continually make our assessment plans more strategic and in alignment with new programs.

Appendix B

Peer Evaluation Form

Member Name:

Please answer the following questions regarding this group member's performance on the project using the following scale:

1 = Strongly Disagree
2 = Somewhat Disagree
3 = Neither Agree nor Disagree
4 = Somewhat Agree
5 = Strongly Agree

1. This group member was accessible and attended group meetings.	1	2	3	4	5
2. This group member performed all assigned tasks.	1	2	3	4	5
3. This group member completed all tasks on time.	1	2	3	4	5
4. This group member produced high quality work.	1	2	3	4	5
5. I would like to work with this group member again on another project.	1	2	3	4	5
6. This group member completed a fair share of the work.	1	2	3	4	5
7. This group member worked effectively with everyone in the group.	1	2	3	4	5

Please briefly list all tasks performed by this group member:

Please include any additional comments you would like to share regarding this group member's participation/performance to explain your above ratings:

MGT 670 Project 1 Instructions

Statistical Assessment of Recruitment and Selection Process

This project will give you the opportunity to apply the concepts learned in class to make decisions regarding an organization's staffing system. You will be analyzing data (given to you) to determine if an organization is doing a good job in staffing the organization in terms of cost, recruitment effectiveness, EEO concerns, reliability, validity, and adverse impact potential. Project 1 is worth 50 points and will be due on November 15.

You will be given an SPSS dataset that contains the following pieces of information on 1166 applicants:

	Variable Name	Description
1.	COGNABIL	Cognitive ability test score (selection test)
2.	PERSONAL	Personality test score (selection test)
3.	BIODATA	Biodata score "Applicant Background Assessment (ABA)" (selection test)
4.	ABA1 - ABA142	Biodata item scores (142 items scored on a 1-5 point scale)
5.	GENDER	0 = Female, 1 = Male
6.	RACE	1 = Caucasian, 2 = African American, 3= Hispanic
7.	RECRUIT	Recruitment source (1 = college, 2 = advertisement, 3 = external private employment agency)

8. RETEST Second administration of the cognitive ability test
9. PERFORM Initial training performance measure

I'd recommend using "SPSS for Windows" statistical software to run your analyses but you can use any other stat package you might prefer to work with–assuming you can convert the SPSS file into that package's format (see me if you want further assistance here. The dataset you will be working with is called "**670 project data.sav**" and will made available to you on Blackboard shortly. **Note that you will not be able to open the attachment until you are at a computer with SPSS software installed--you will however, be able to save the file for later use in SPSS.*

To facilitate the organization of this project, I will break the instructions down by areas that your report should address:

1. Recruitment
- applicant pool analysis
- recruitment source analysis

2. Selection
- reliability analysis
- validity analysis
- adverse impact analysis
- selection decision making

1. Recruitment

The organization currently uses three recruitment sources for this job: college recruiting, print ads, and a private external recruitment agency. You will make recommendations regarding the efficiency of these sources in terms of cost, yielding quality applicants, and EEO concerns. You may assume that the 1,166 applicants met minimum qualifications (i.e., all unqualified applicants have been removed from the applicant pool).

A. Applicant pool analysis

Examine the current applicant pool and its demographic makeup. Questions you should address and report on include:

- How many males/females in our applicant pool?
- How many African Americans/Caucasians/ Latinos?
- What is this organization's selection ratio if the number of anticipated hires from this group of applicants is 231?
- Is that selection ratio acceptable?
- How does the applicant pool mimic the external labor market (assume the

external labor market for this job is 56% male, 51% Caucasian, 34% Hispanic, and 15% African American?

B. Recruitment source analysis

You should also analyze each recruitment source to determine how effective each was in obtaining this group of applicants. Specifically, you should calculate yield ratios and cost per hire for each source.

Below are the overall cost estimates for each recruitment source used to obtain these applicants:

College recruiting	=	$1,525,000
Advertisements	=	72,000
External agency	=	646,000

Questions you should address here include:

- How many applicants did each source yield?
- What was the demographic make-up of applicants within each source?
- What is the total cost per hire (once we have finished the selection process)?
- What is the cost per applicant obtained for each recruitment source?
- What is the efficiency/effectiveness of each source?

Make recommendations for considering new sources or discontinuing the use of some. You may incorporate external information on typical recruitment costs and success rates to make the case for other methods.

The remaining sections focus on analyzing the selection side of the staffing process. You will analyze the various selection tests used to collect information from the applicants for this job. Specifically you will be conducting reliability, validity, and adverse impact analyses on some (by the way, you don’t have enough data on all the tests to run every analysis) of the selection devices this organization used to collect data on its most recent set of applicants.

2. Selection Process Analysis

A. Reliability analysis

Reliability deals with consistency of measurement and you will look at consistency issues on two of the selection tests. You have data available to look at the *internal consistency* reliability of a Biodata questionnaire (BIODATA). (A biodata questionnaire asks applicants about their previous life experiences that are thought to have a developmental impact) and the *test-retest* reliability of a cognitive ability test.

1. Biodata - internal consistency reliability (Cronbach's Alpha)

You have item-level data for the biodata questionnaire. Determine the internal consistency reliability (using the Cronbach's alpha reliability estimate) of the biodata questionnaire. To run this analysis in SPSS go to **Analyze→ Scale→ Reliability analysis**

- Is this an acceptable estimate? Interpret your finding.

2. Cognitive ability test - test-retest reliability

You have two sets of data for the cognitive ability test (COGNABIL). Assume that all the applicants on the cognitive ability test were retested a month later using the same test (this variable is called RETEST). This would not normally happen in a typical selection process but given you have this data available, you can now estimate the test-retest reliability for the cognitive ability test. You will simply need to correlate the two sets of test scores to determine the consistency of scores over time. You'll find this function in SPSS under **Analyze→ Correlate→Bivarate**.

- Would you expect scores to deviate over the two time periods – why or why not?

- Is the test-retest reliability estimate acceptable? Interpret your finding.

B. Validity analysis

Validity addresses whether we are making good inferences from our tests. You will be calculating the *criterion-related validity* of all three selection devices. We have a training performance measure (PERFORM) on all of our applicants – the last stage of this particular selection system. We will use the three selection devices (cognitive ability, personality, and biodata) to determine who goes on to the first step in the employment process (the training program). We will use performance in this program as the "criterion" variable that will correlate our tests scores against. Calculate correlations (and note their associated p-values). You'll find this function in SPSS under **Analyze→ Correlate→Bivarate**.

- Are the three predictors highly correlated with one another?
- Do you think we would prefer a high or low correlation among our predictor tests? Explain to reader why or why not.
- Do we want a high or low correlation among the predictors and the criterion?

C. Adverse impact analysis

Analyze the cognitive ability and biodata tests to determine if either has the potential to discriminate based on a) ethnicity or b) gender. Use the *4/5ths rule* to determine if adverse impact discrimination may be a concern. We will assign cutoff scores to each test to examine whether these would screen out a disproportionate number of subgroup members at that cut score (will walk you through setting a cut score for the first analysis).

1. Cognitive ability test

   We will assume that the cut score on the cognitive ability test is 95.

   Set the cut score:

   Data -> **Select Cases** -> Highlight "**Cognabil**" in the variable list -> Select option "**If condition is satisfied**" -> Click "**If**" button -> In equation box insert "**COGNABIL >= 95"**, click **Continue** -> **OK.** This will allow you to examine the descriptive statistics for just this subset of the data.

   Race adverse impact analysis. Count the number of Blacks, Hispanics, and Whites who would be selected at that cut score: Analyze -> Descriptive Statistics -> Frequencies -> Select "Race" -> OK. Use these numbers to perform the 4/5ths rule analysis.

   Gender adverse impact analysis. Count the number of males and females who would be selected at that cut score: Analyze -> Descriptive Statistics -> Frequencies -> Select "Gender" -> OK. Use these numbers to perform the 4/5ths rule analysis.

   - Did the cognitive ability test "pass" the 4/5th rule based on ethnicity and gender?

2. Biodata inventory

   We will assume that the cut score on the biodata inventory is 100.

   Set the cut score:

   Data -> **Select Cases** -> Highlight "**BIODATA**" in the variable list -> Select option "**If condition is satisfied**" -> Click "**If**" button -> In equation box insert "**BIODATA >= 100"** This will allow you to examine the descriptive statistics for just this subset of the data.

   Race adverse impact analysis. Count the number of Blacks, Hispanics, and Whites who would be selected at that cut score: Analyze -> Descriptive Statistics -> Frequencies -> Select "Race" -> OK. Use these numbers to perform the 4/5ths rule analysis.

Gender adverse impact analysis. Count the number of males and females who would be selected at that cut score: Analyze -> Descriptive Statistics -> Frequencies -> Select "Gender" -> OK. Use these numbers to perform the 4/5ths rule analysis.

- Did the biodata inventory "pass" the 4/5th rule based on ethnicity and gender?

Please note that when you use the "**Select cases**" function in SPSS, you need to go back to select cases and click on select "**All cases**" to get back to analyzing the entire data set for the remainder of the analyses.

5. Selection decision making

We are going to employ regression analysis to combine the test scores and come up with an overall selection score. We will use that to determine who is the most qualified based on these tests (which are assumed to measure the important KSAs for this job). We are going to use this group of applicants to generate a multiple regression equation to select future applicants. Generate this equation using SPSS's **linear regression** function. You'll need to look at the "**Coefficients**" output table to find the weights for each predictor to generate a regression equation. The weights are the "**Standardized Coefficients (Beta)**." Insert these weights into the equation below:

Y = ### * Cognabil + ### * Personal + ### * Biodata

This equation will tell us how well each predictor does in predicting job performance (Y) when all three predictors are used in the selection process.

Let's assume we were going to use the multiple regression equation you just generated to statistically combine all of our predictor data to determine who to select in these data (FYI, we normally wouldn't develop the equation and then use it on the same data set because we are possibly taking advantage of random chance variations unique to these data) but we'll do this to demonstrate how you would use regression to develop scores. Actual practice would require that we collect predictor and criterion data from one group and use this group to develop the weights for each test, then cross-validate these results on a second data set to confirm that the relationships hold up in another data set. So in this case we are not able to cross-validate our results.

You will be creating a new variable "PredPerf" which is each applicant's predicted performance level based on their individual scores on the selection tests and each selection test's relationship to the job performance measure. To create the new variable, use the equation you just created above.
To do this in SPSS, follow the instructions below:

Transform -> **Compute** -> **Target Variable: PredPerf** -> In Numeric Expression box, type the above equation (with your numbers) e.g.:

* Cognabil + ### * Personal + ### * Biodata

Where "###" = the numbers you obtained from the weights from the regression analysis.

- Assuming that the top 231 applicants all accept our offer of employment (not very likely but we'll assume this to be the case) what is the demographic makeup of this group of selected applicants?

- How does this match up to your external labor market availability? Hint--to find this info quickly, simply sort the data by "PredPerf."

General suggestions on writing the Project 1 report:

- Clearly explain concepts and interpret your results. You can think of this project as more of a technical report than a research paper.

- This should be written to a non-HR audience (i.e., you will need to define your all terminology used – don't assume the person reading this has a background in HR—assume the head of the organization will be the immediate recipient of your report).

- Start you report with a paragraph-long *Executive Summary* to give the reader a general summary of what is included in the report.

- Please place any graphs or tables you would like to include in your report in an Appendix (being sure to reference them in the body of the report).

- Use section headings to separate out the issues on which you will be reporting (i.e., make it easy for the audience to quickly find the sections that he or she is most interested in).

- End the report with an overall summary of your general findings.

MGT 670 Project 2 Instructions

Review and Critique of an Organization's Hiring Process

In Project 2, you will be taking on the role of an external consultant who has been asked to review and make recommendations on an organization's (you chose the organization) staffing function for a particular job (you chose the job). Project 2 is worth 100 points and will be due December 6.

You will be reporting on current systems in place, searching the research literature to inform practice, and making recommendations for changes/improvement. Start you report with a paragraph-long *Executive Summary* to give the reader a general summary of what is included in the report. You should conclude your report with a *Conclusion/Recommendations* section which gives an overview of highlights of problems found (if any) and your recommendations for process improvement. Please place any graphs or tables you would like to include in your report in an Appendix (be sure to reference them in the body of the report). I also recommend using section headings to separate out the issues on which you will be reporting (i.e., make it easy for the audience to quickly find the sections that he or she is most interested in). Please use APA 5th edition style to cite and reference the research articles that you report in the paper. Be sure to completely explain all technical concepts introduced in the paper.

To facilitate the organization of this project, I will break the instructions down by areas that your report should address:

1. **Background on the organization and job**
2. **HR Planning**
3. **Recruitment**
4. **Selection**
5. **Job Rewards**

1. Background on the organization and job

You need to provide job analysis information on the job you are investigating. Include the job description and specifications if those are available. Provide a general description of the organization including size, industry, mission, strategy, etc. Briefly discuss these jobs in terms of the important KSAs needed for these jobs. Questions to answer in this section include:

- What are the most important KSAs for performing this job?
- What are the essential functions of this job?
- Is this a core job for this organization?
- What job(s) is this a feeder job for?

2. HR planning

Investigate the planning process that goes in to staffing this job. If the organization has a planning process for staffing this job, include this in your report and critique it. If not, make suggestions for how the organization can approach the planning process. Some questions to ask include:

- Does the organization have a planning process for this job?
- What are the anticipated sales/services for this organization?
- Is the organization growing or shrinking over the next hiring cycle?
- What is the average turnover rate for this position? Average tenure? Even if no major changes are anticipated in organizational growth, turnover would need to be factored into supply and demand considerations.
- Are there any changes expected in the technological processes or equipment used in this job (i.e., do they expect the same labor productivity per employee next year).
- What is the demographic make up of employees in this job (percentages by gender and percentages by ethnicity)?
- What does the external labor market for this job look like? Is the labor market for this job local, regional, or possibly national? Is there a surplus or shortage of qualified applicants? What do these applicants look like from an EEO perspective (percentages by gender and percentages by ethnicity)?

Collect the necessary information to help this organization predict and staff its vacancies in this job for the next hiring cycle while at the same time being mindful of EEO issues. Make recommendations for planning processes they might consider implementing in the future.

3. Recruitment

- In this section of the report, you will describe the recruitment process as it exists for this job. You will critique this process and offer suggestions for possible improvement.

A. Applicant pool analysis. Pick a time period (e.g., the last hiring cycle) and examine the applicant pool and its demographic makeup. Questions you should address and report on include:

- How many males/females the applicant pool?
- How does the applicant pool break down in terms of ethnicity?
- How does the applicant pool mimic the external labor market? Provide a brief

summary of the current applicant pool and provide commentary on its makeup.

- What was this organization's selection ratio for the hiring cycle under examination?
- Is that selection ratio acceptable?

B. Recruitment source analysis. You should also analyze each recruitment source to determine how effective each was in obtaining the latest group of applicants. Provide statistics on each source and commentary on each sources efficiency/ effectiveness. Make recommendations for considering new sources or discontinuing the use of some. Incorporate external information on typical recruitment costs and success rates to make the case for other methods. Provide the organization with a recruitment guide (see textbook, page 208, for example) for this job to formalize the recruiting process making suggested changes to the recruitment process. Questions to address include:

- Does the organization use both internal and external recruitment sources for this job?
- What is the yield ratio of the various sources (over a given time period of use)?
- Does the organization keep track of which sources yield employees that get high performance ratings or employees that stay with the organization the longest? Specifically, you should calculate yield ratios and cost per hire for each source.
- How many applicants did each source yield?
- How many employees did each source yield?
- What was the demographic make-up of applicants within each source?
- What is the cost estimate for each recruiting source for the last hiring cycle?
- What was the total cost per hire for that hiring cycle?
- What is the cost per applicant obtained for each recruitment source?

4. Selection

In this section of the report, you will describe the selection process as it exists for this job. Critique the selection process for this job. In this section include a selection plan (KSA by selection test matrix; see page 357 of textbook) that shows the KSAs needed for the job and which assessments measure each KSA. This may help you to make recommendations for other types of assessments that the organization should consider. Questions to address in this section include:

- What are the selection devices used to determine who among the applicants to consider hiring? Include as much information as possible about each selection test (e.g., copy of the actual test or items (including the application form) in the appendix of the paper).

- What KSA(s) does the organization believe the tests are measuring?

- How is each device scored? Include a brief literature review (2-3 peer reviewed studies in scholarly journals) in terms of research findings on each test.

- What is the reliability and validity of each selection device? Reliability and validity coefficients are pieces of information that the vendor that sold the device to the organization should provide. Alternatively, the organization may have conducted validity studies and have this information available. Define these concepts and explain their importance. If you can obtain these statistical estimates, provide an interpretation for the organization. If no stats are available, explain why the organization needs to examine their tests for reliability and validity.

- Is the selection system compensatory or multiple hurdle in design?

- How are the various scores on the tests combined to make a decision as to who will be extended an offer of employment?

5. Job Rewards

Organizations need to pay attention to the rewards side of things to make sure that the applicants we want are going to accept our job offers. In this section of your report, you will help the organization figure out what they should be paying for this particular position based on external market rates combined with internal information about the job.

You can start by accessing the information you can find about this job's typical salary from the information available via governmental sources (Bureau of Labor Statistics [bls.gov] and acinet.org) or via wage and salary surveys you may have access to. Locate the median, average, and/or minimum and maximum wages for your job. You can report on the statistics for San Diego (assuming that is the location of the job) or whatever data you can get your hands on (i.e., California wage rates, national wage rates, etc.) Cite the location of the data you are using as well as the date these survey figures were obtained (i.e., give the reader as much information as possible about where these numbers came from).

Please note that the data available is most likely dated by the time it is published. This data is still useful--you'll just need to adjust it for inflation. An easy way to do this is to use the Consumer Price Index. You can obtain information on the CPI via the BLS website and then use the CPI to do a simple ratio analysis to adjust your figures to today's dollars. For those of you not familiar with the CPI, it is a measure of the average change in prices over time of goods and services purchased by households. For additional information on the CPI, check out the BLS website.

Here is an example for how you can adjust your numbers for inflation. The most recent CPI-U (Urban Wage Earners) available is 207.9 for August 2007. Let's say that you were able to collect a median salary for your job of $50,000 but this salary information was collected in September 2002 (the CPI-U for September 2002 was 185.2):

$$\frac{\$50{,}000}{185.2} = \frac{X}{207.9}$$

X = $56,128 (the salary estimate in today's dollars)

Given the salary figures you report in your report, make recommendations for what this particular organization ought to pay this particular position. Should it be paid the median wage or closer to the min or max wage? Make a recommendation and back it up with a specific rationale based on the turnover rate, the importance level of the job to this organization, etc. Note in your report if this job has other reward systems attached to it (i.e., performance based pay or unique incentives) and comment on these as well.

Summary/Conclusion

At the end of your report, summarize for the reader your overall findings and primary recommendations for process improvement.

Project 1
Grading Rubric

0 = poor; 1 = below average; 2 = average; 3 = above average; 4 = excellent

1. Data analyses (20%)	0	1	2	3	4
2. Interpretation of results (20%)	0	1	2	3	4
3. Communication of technical information in an understandable manner (30%)	0	1	2	3	4
4. Quality of suggestions for process improvement (30%)	0	1	2	3	4

Project 2
Grading Rubric

0 = poor; 1 = below average; 2 = average; 3 = above average; 4 = excellent

1. Presentation of case study information (30%)	0	1	2	3	4
2. Incorporation of research literature (10%)	0	1	2	3	4
3. Quality of process critique (30%)	0	1	2	3	4
4. Overall organization of paper (10%)	0	1	2	3	4
5. Oral presentation of project (20%)					
a. Effective verbal communication	0	1	2	3	4
b. Efficient use of time	0	1	2	3	4
c. Effectively covered all areas of project	0	1	2	3	4
d. Effective use of visual aids	0	1	2	3	4
e. Effective introduction and conclusion	0	1	2	3	4

Sample Essay Questions

1. Describe the evidence required in discrimination cases to establish a prima facie case of discrimination in 1) a disparate treatment discrimination and 2) an adverse impact case. Be sure to discuss which of the case(s) requires proof of intent to win the case.

2. Discuss five of the provisions of the 1991 Civil Rights Act.

3. Describe three models of staffing strategy. For each model, give an examples situation in which each might be appropriate.

4. Describe one forecasting technique for each of the following categories: a) qualitative method for forecasting labor demand, b) quantitative method for forecasting labor demand, c) qualitative method for forecasting labor supply, and d) quantitative method for forecasting labor supply.

5. Describe two possible methods of collecting job analysis information and discuss an advantage and disadvantage for each method. Also discuss how the Americans with Disabilities Act has influenced the job analysis process.

6. You have just been hired by an organization to manage its external recruitment function. Discuss three issues you would consider in order to increase the effectiveness of its recruitment efforts. Also discuss two specific recruitment methods in terms of a pro and con of using each method.

7. Assume an organization wants you to develop a new selection program and you need to decide which selection devices you will use as part of this new process. Discuss and define five general criteria that you would use examine the appropriateness/efficiency of each selection test.

8. Compare and contrast a closed internal recruitment system with an open internal recruitment system. Discuss the procedural differences between the two systems as well as an advantage and disadvantage associated with sole reliance on either method.

9. Discuss five possible sources of error of measurement and how each source of measurement error could influence any selection device's reliability (i.e., would it increase, decrease, inflate, or deflate test reliability).

10. There are two methods for determining criterion-related validity (predictive and concurrent validation). Discuss the general steps for each validation approach (being sure to mention the sample used for each) and discuss one advantage associated with using each approach.