

Annual Academic Assessment Report
BSE in Human Resource and Workforce Development Education
2021-2022 Academic Year, April 22, 2022

Program Goals

Mission: To equip working adults with the knowledge and skills to become leaders in workplace development in Arkansas, the nation, and the world.

Vision: To become the leading degree-completion program in Arkansas.

Core Values

Excellence	Seek excellence in all endeavors and be committed to continuous improvement
Intellectual Freedom	Respect the rights of all to pursue knowledge in an ethical and questioning environment
Integrity	Be equitable, ethical, truthful, honest, and professional
Service	Value service to others as a noble and worthwhile endeavor
Learning	Pursue generative and transformative learning
Diversity	Respect others and value all opinions, freedom of expression, and other ethnic and cultural backgrounds
Stewardship	Be dedicated to the efficient and effective use of resources; accept the public trust, and be accountable for actions

Learning Goals for the Program

1. Students will have the ability to demonstrate leadership in Human Resource Development (HRD) departments/divisions for various size organizations in the profit and non-profit arena.
2. Students will be able to make HRD decisions by analyzing problems through logical, rational, and delineated processes that recognize a wide variety of environmental factors, constituents, and influences based on the multiple theories that are the basis for the HRD field.
3. Students will be able to positively communicate with all stakeholders in a workforce setting, in an educational setting, and in the general community.
4. Students will respect the ideas, perspectives, motivations, and behaviors of fellow colleagues while identifying their unique roles and responsibilities as HRD practitioners in their organizations.
5. Students will be able to analyze situations, consider possible consequences, and make ethical decisions.
6. The students will integrate HRD concepts that assist with the development of individuals and organizations to reach their full potential.
7. Provide a competitive Human Resource Workforce Development program that prepares graduates to work as Human Resource Specialists, Human Resource Managers, Training and Development Managers, Training and Development Specialists and other HRD related positions.

Student Learning Outcomes

Upon the completion of the program, students will:

1. appraise and analyze the relationship between employees, the vision and mission of organizations, and training methods available to create a learning organization.
2. develop their personal theory to use in making HRD decisions based on the study of the multiple theories that serve as the base for the HRD field.
3. be able to relate to and communicate to all level of employees in the organization the HRD needs, why the programs are needed, and how the HRD programs assist the organization in reaching its mission, vision, and goals.
4. be able to see the organization's HRD needs from the perspective of all levels of employees.
5. have the ability to use the theories learned, ethical situations discussed, logic, and various training methods to make ethical decisions that assist the individual and organization in moving forward.
6. demonstrate their knowledge of the various training methods to develop HRD programs tailored to the organization's and individual's needs.
7. utilize the various skills required for HRD positions to plan, develop, implement, and assess HRD programs.

Assessment of Student Learning Outcomes

Direct Methods

1. Capstone
 - a. Students will develop a research paper or project idea that synthesizes the three pillars of HRD: career development, organization development, and training and development
2. Class final projects such as choosing a case study/issue to analyze, reflect on, pose and answer questions, and offer a solution
3. Papers discussing various perspectives of an issue and developing a solution
4. Over the course of a semester, students work as a group to develop a training and development program to meet a real-life need in one of their working environments based on a need's analysis
5. Survey of alumni of the program

Indirect Methods

1. Course grades
2. Assignment grades
3. Feedback from students on course evaluations
4. Comments on class discussion boards

Timeline for assessment and analysis

1. Every semester
2. During each semester using exams, discussions, research projects, etc.

3. Alumni survey will be done every two years. This began in the Fall of 2015. After the Fall of 2021, the survey will be done every four years.
4. Data will be analyzed in the summer for the previous 3-5 academic years

Use of Results

1. To determine if the students are gaining the knowledge needed to obtain leadership positions in the HRD field.
2. To determine if changes need to be made to any of the courses.
3. To determine if a course needs to be dropped from the program.
4. To determine if a course needs to be added to address a change in the HRD field.
5. To determine if the program requirements are sufficient for deciding if students are prepared to successfully complete the program.

Assessment of Student Learning

1. During the Spring 2022 semester, a Microsoft Teams session was held on a Saturday with Wrangler Gottsponer. Mr. Gottsponer is the PFNA HR Director for Pepsi Foods North America in Jonesboro, AR. His responsibility includes the facility in Jonesboro and the facility in Orlando, FL. Mr. Gottsponer has been an HR Generalist, HR Business Partner, and HR Manager. Mr. Gottsponer is also a graduate of our HRWD undergraduate program. Students in all four classes taught by Dr. Mandel G. Samuels were invited to participate. Twenty-one students participated in the live presentation. Mr. Gottsponer made a presentation on the following topic: Human Resources – A brief overview for aspiring HR professionals. Sub-topics included were:
 - a. What is Human Resources?
 - b. What is the role of the HR professional?
 - c. Past, present, and future challenges.
 - i. Both real world examples and what we expect to face moving forward.
 - d. The makings of a successful HR career.

Following the presentation, Mr. Gottsponer answered questions from the students. Upon completion of the presentation, the students completed and submitted a quiz. The quiz prompted the students to think critically by applying the information presented to real world situations. The feedback from the students was positive as they stated appreciation for receiving diverse, real-world perspectives on multiple sensitive issues they may face in the workplace.

2. **HRWD 3113 – Foundations of Human Resource Development**, students were asked to write a minimum 5-page paper about a minimum of two challenges facing HRD and develop a plan for how the student would solve the challenges. The students were required to use the class textbooks and a minimum of five additional peer-reviewed scholarly sources.
3. **HRWD 3123 – Career Development**. This course was re-developed with the re-developed course first being taught in the Fall 2021 semester. This course introduces career development and career theories. Career development in both the private and public sectors is explored. Students gain knowledge that should enable them to be effective in developing their careers and those of others. The final assessment consists of a group project. The group locates a case study on one of the theories discussed in the class. The group writes a paper analyzing the case study based on the chosen theory using the textbook and additional peer-reviewed scholarly sources.
4. **HRWD 3133 – Writing for Human Resource Development**. This course focuses on the types of formal reports typically prepared by Human Resource Development professionals with an emphasis on preparation, data collection and research, organization, style, format, graphics, technical descriptions, and formal report writing. The final assessment requires the students to identify a workplace problem, use their research skills and everything learned in the class to develop a proposal, describe the problem, develop an HRD solution, and make the case that the solution is beneficial to the workplace and the employee.

5. **HRWD 3213 – Organization Development in HRD.** The students are assessed throughout the semester through their participation in discussion boards, completing and submitting 2 exams, a paper, and a team project.
6. **HRWD 3223 – Managing Human Resource Development Programs.** Students are given projects that requires them to develop vision and mission statements, and to develop a strategic plan to build and manage an HRD department. The final assignment encourages the use of reflection on the material learned during the semester to develop a presentation for management that explains the major contributions of HRD management, identifies skills needed, identifies a strategic direction, shares a vision of a future state of the organization, and discusses the integration of training programs and processes to assist the organization in accomplishing the mission and vision.
7. **HRWD 3313 – Training and Development.** Throughout the semester the students learn about the different parts of a training and development program. This includes writing learning objectives, national culture and global competency, company culture, diversity training, ethics, global issues in training strategy, legal issues in training and development, conducting a needs analysis, learning theories, evaluating training, different learning methods, training delivery options, careers and succession, etc. Applying the information learned throughout the semester, the students work in groups to develop a training plan using all phases of the training and development process. A needs analysis is conducted, a training plan is developed based on the need's analysis, the delivery of the training is discussed, and a thorough evaluation of the plan is conducted. The

textbook and additional peer-reviewed scholarly sources are required to support the training and development plan.

8. **HRWD 3323 – Designing and Developing HRD Programs.** Throughout the semester, students' work on individual assignments that focus on the different aspects of developing a training and development plan. This class builds on the information learned in HRWD 3313 and goes more in depth on the details. Simultaneously, the class is put into groups for the entire semester. The group starts developing a training and development plan with each assignment. After a draft of the training plan has been developed, students provide constructive feedback, recommendations, and suggestions on a different group's training plan, review the feedback on their group's plan, incorporate appropriate suggestions to their group's plan, and submit the final version of their group's training and development plan as the final.
9. **HRWD 3333 – Communication in HRWD.** Despite decades of research, reams of data, and dozens of different performance indexes and matrixes, communicating the value of training remains one of the major hurdles faced by industry today. The final assessment in this class has the students use information learned during the semester to develop a 3-D Outline presentation to deliver the results of the organization's training and development program to the C-Suite. In addition to objectives, the presentation is to include the SPEAK model for effectively analyzing, articulating, and initiating learning and strategies for handling specific challenges that confront the organization.

10. **HRWD 4113 – Generational Dynamics in the Workplace.** Students write a paper reflecting on the information learned during the semester:

- a. to discuss generational differences and the impact on learning and career development,
- b. to summarize the research on generational differences in a variety of work-related variables,
- c. to discuss whether or not generational differences exists in the workplace based on their personal experiences, and
- d. to provided personal examples.

11. **HRWD 4123 – Strategic Human Resource Development.** The students are required to write a 6-8 paper analyzing an issue confronted by three companies that were discussed in the opening sections of the chapters in the textbook. The students use the information learned during the semester to propose a plan to address the issue(s) identified in the case studies, explain how their plan creates value and impacts the future of the CLO position, the training and development department, and the organization. This is to be completed utilizing the textbook and a minimum of four additional peer-reviewed scholarly sources.

12. **HRWD 4133 – International HRD and Cultural Differentiation,** the students worked in groups to write a paper discussing and comparing 3 countries to the United States in at least 9 areas. Additionally, the following questions had to be addressed:

- a. How are business decisions influenced by the above-mentioned factors?

- b. Discuss the challenges of doing business in these countries caused by the factors compared?
- c. Of the countries wrote about, state which one would be the most difficult for a U.S. company to operate in and explain why.
- d. Of the countries wrote about, state which one would be the easiest for a U.S. company to operate in and explain why.
- e. Include at least three original questions and use at least four additional sources to the textbook.

13. HRWD 4213 – Workplace Diversity and Human Resource Development.

Students are required to choose a case study from the Equal Employment Opportunity Commission's (EEOC) web-site. The students analyze, pose and answer questions, reflect on, and provide and explain a solution. The question posed by the students are to be included in the paper. The students use the textbook and a minimum of 4 peer-reviewed scholarly sources to support the paper. Throughout the semester discussion board questions are used to extend the conversations and to provide more depth to the discussions.

14. HRWD 4223 – Professional and Leadership Development. Top leaders of an organization must demonstrate a strong commitment to the success of a leadership development program and the organization must be ready to implement a leadership development program. Students are asked to interview a key leadership development decision maker in an organization and ask him/her a list of key questions about leadership development and complete an

Organizational Readiness Checklist for their organization and write a summary of the interview.

Before you begin to design and develop a leadership program, you must first conduct a thorough front-end analysis, which serves as the basis for program development and establishes criteria for measuring the success of the program. Each group completes a mock needs analysis by collecting and analyzing data and then providing feedback on their conclusions and recommendations.

15. HRWD 4233 – HRD Legal and Ethical Issues, students must respond to a series of situations based on real world cases which require them to analyze the facts and apply concepts from the class in their responses. Assessment is based on the student's ability to identify the various legal and ethical issues presented and analyze them using concepts from prior class assignments and the textbook. Some assessment is also based on the organization and mechanics of the student's response. The grading process uses a rubric specifically developed for this class.

16. HRWD 4313 – Human Resource Development Program and Product

Evaluation. The students are assessed throughout the semester through their participation in discussion boards, completing and submitting 2 exams, a paper, and a team project.

17. HRWD 4323 – Instructional Technology and Design. The final assessment in this class is a group project. The group is to use the information learned from assignments during the semester to use technology to develop an online class session according to sound instructional design. As part of the presentation, they

are to use a PowerPoint slide show consisting of 12-14 slides. Sections to be included are: describe the training or teaching group, the intended audience, a training needs assessment, training objectives, activities to meet the objectives, and evaluation plan, and a conclusion.

18. HRWD 4333 – Human Resource Development Capstone. The students have a choice to either complete or submit a research paper or a project that incorporates the three pillars of HRD. The three pillars are training and development, organization development, and career development.

19. The measure used to assess the students' learning is the grades earned. For the fall 2021 semester 143 students enrolled in HRWD classes.

- 76% earned a C or better
- 8% earned a C
- 21% earned a B
- 47% earned an A

For the spring 2022 semester 146 students enrolled in HRWD classes.

- 77% earned a C or better
- 12% earned a C
- 16% earned a B
- 49% earned an A

Biannual Survey of HRWD Undergraduate Alumni

20. Our undergraduate program worked with the Alumni association to distribute a survey in the Fall 2021/Spring 2022 semesters to students who graduated with a Bachelor's degree from the HRWD or HRDV program. The survey went out to approximately 191 alumni. Eighty-eight of the alumni responded for a 46% response rate. Following is some information learned from this survey.
- a. Ninety-three percent of our alumni are employed.
 - b. Eighty-four percent state the degree either assisted them in obtaining or keeping their position.
 - c. Sixty-three percent are in a position related to their degree.
 - d. Thirty-three percent are in a different field by their choice.
 - e. Some of the job titles for our alumni include:
 - i. HR Director
 - ii. AP English Teacher
 - iii. Academic Advisor
 - iv. Academic Counselor
 - v. Assistant Professor
 - vi. Associate Director
 - vii. Associate HR Business Partner
 - viii. Branch Manager
 - ix. CEO
 - x. CFO
 - xi. Business Owner
 - xii. Corporate Human Resources Director
 - xiii. Director
 - xiv. Director of Career and Technical Center
 - xv. Director of Human Resource Partners
 - xvi. Director of Information Technology
 - xvii. Employment and Training Coordinator
 - xviii. Fire Battalion Chief
 - xix. HCM Business Analyst
 - xx. HR Operations Manager
 - xxi. HR Business Partner
 - xxii. HR Recruiter
 - xxiii. Human Resources Manager
 - xxiv. Police Captain / Emergency Manager
 - xxv. Training Manager
 - xxvi. VP of Client Success
 - f. Sixty-eight percent were employed in a HRWD desired position within 6 months of graduation.
 - g. Ninety-one percent responded as strongly agree and agree that their degree has been beneficial to them professionally.
 - h. Ninety-seven percent responded as strongly agree and agree that their degree has been beneficial to them personally.

- i. Sixty-six responded that they received a promotion at the present organization or obtained a new job at a different company due to the completion of their degree.
- j. Thirty-seven percent of the graduates are making more than \$80,000 per year while 70% are making more than \$50,000 per year.
- k. Seventy-seven percent are either thinking about or definitely planning on taking courses towards an additional degree.
- l. Thirty-nine percent are currently working on a master's degree.
- m. Ninety-nine percent responded that the HRWD program met their educational goals.
- n. Eighty-seven percent responded they would definitely recommend the HRWD program to friends while 97% responded definitely and somewhat yes that they would recommend the HRWD program to friends.
- o. Reasons you responded that the degree program has been beneficial to you professionally.
 - i. A well-rounded area of subjects were covered that pertain to my day to day workflow.
 - ii. Between my degrees and my SHRM-SCP, I'm viewed as the HR expert in the room and that has propelled my career more than I could have imagined when I start out to get my undergraduate degree. When I started this program, I was coming back to college as an adult, after flunking out of my first college attempt and floating around for a few years in various retail and restaurant jobs. I had a 6-month-old baby, a full-time job and went to school full-time. I finished my Bachelor's and Master's degrees at UofA in 4 years, with the support and guidance of the faculty. I got my first job in HR 3 months before I graduated from the undergrad program – due in large part to my Capstone project, which I shared with my employer during the interview process. Since my first HR job in 2017, which had a starting salary of \$30K, I have continued to grow and leverage my education and experience. I now work at a global software company making a six-figure salary. I think a large part of my success were thanks to the HRWD programs at UofA and the amazing program faculty.
 - iii. Although I chose to pursue a standard secondary education teaching certificate after completing the HRWD program, the program itself and the curriculum contained in the program gave me valuable skills and knowledge. Shortly after graduating, I obtained a position at an Oklahoma vo-tech teaching career skills, academics and life skills to adult students. This directly related to the HRWD degree.
 - iv. By completing my degree in HRWD, I became eligible for promotions at UA. I use the skills learned in the program on a daily basis. Although the group work was painful at the time, this is a learned skill that will help you throughout your career. (Working with others)

- v. Degree provided me with the knowledge and skills to validate and expand my position and responsibilities. Nice raise and more executive responsibilities.
- vi. I recently started a new job with an organization that is going through fast growth and change and think I will be able to apply things I learned in the program here as they roll out new programs, policies and trainings.
- vii. HRWD allowed me to master the concept of team building and leadership skills.
- viii. The program helped teach me how to utilize critical thinking and have standards when conducting research. This has helped me be a subject matter expert when preparing proposals and training programs.
- ix. Having earned my degree, I feel competent to pursue any career opportunities in this, or other career fields, as it gave me a level of confidence that I didn't have previously.
- x. I have a degree from a highly respected university where I learned job-relevant skills to equip me for the job market.
- xi. The degree curriculum is directly related to my role in talent and organizational development.
- xii. It gave me the confidence to start my own business.
- xiii. I would not have moved into a director position, and then into a change management position without it.
- xiv. It provided me a new perspective which has helped me immensely professionally. Also, it provided me a lot of new knowledge and confidence, as well as a great network of classmates who are now professional colleagues.
- xv. The HRWD program was a rigorous, well designed program that provided all the tools and curriculum to make me successful.
- xvi. The curriculum and applied theory are useful in real-world situations. I am extremely thankful for the "Taxonomy of Learning" introduction and how the program built upon those fundamentals. I have used a similar model of introducing the basics when creating training for our members. Additionally, the formulation of creating structured avenues to receive feedback to measure interest and check for learning has been critical.
- xvii. The degree plan has helped me become a better CEO. I have a better understanding of what is needed within our HR and development of our employees.
- xviii. The knowledge I gained through the program was immediately implemented in my work. When I learned something new I was able to use it strategically to advance myself and my standing with others.
- xix. This undergraduate degree strengthened my ability to organize my thoughts, tasks, and writing. It also elevated my ability to think

- more critically and work with a diverse group of people to complete large projects where everyone's voice was heard and respected.
- p. Reasons students responded that the degree program has been beneficial to them personally.
- i. All education opportunities also apply to life in general. Learning to manage and plan and even team building applies to personal life.
 - ii. By obtaining my degree, I fulfilled my lifetime goal of graduating from college. I also feel that forcing myself to think and write and reason has benefitted me personally in other areas of my life. It has also given me confidence to try new things.
 - iii. Career advancement without massive loan debt.
 - iv. Completing my degree allowed me to obtain a promotion to more pay and responsibilities.
 - v. Earning my Bachelor's degree gave me a lot of pride and was the platform to push me on to getting my MAT, and now currently working towards my Ed.S.
 - vi. Earning my degree was a personal goal I was proud to achieve. My degree helped me to gain my current position at work which has increased my overall quality of life.
 - vii. Given me the confidence to share my knowledge and experience.
 - viii. I am a better teacher, mentor, and colleague, because I understand how to relate to people with cultural and generational differences.
 - ix. I am proud to be a U of A graduate. It is a sense of accomplishment to be able to call myself an alumnus.
 - x. I began pursuing my education at the U of A as a 42-year-old single mother of a then 5-year-old. My freshman and sophomore studies were completed largely on campus, and although the U of A is an accepting campus to older students, it was difficult to maintain a job, keep up with classes, all while parenting a young child. The format of the HRWD program offered the solution it enabled me to continue and finish my degree with a format that allowed for more flexibility and made managing parenting, work and school do-able.
 - xi. I better understand people, ethics, institutional operations.
 - xii. I could go on and on for this response! I think most importantly, my degree made me love the development piece of our field. I've made that my passion project and am now a champion of developing women (recently implementing Leadership Institute for my Junior League Chapter) and in the insurance industry through my career. If I hadn't had the exposure to learn about training, development and figure out that's a real interest of mine I can't imagine what my life would be.
 - xiii. I have a far better understanding of many things because of my education. Knowledge and education and understanding are powerful forces in a person's life. I've sensed that people see me a little differently in many venues with my education.

- xiv. I have always wanted my name on senior walk...my education dream came true.
 - xv. I know how to help myself grow on a personal and professional level.
 - xvi. I now work as a clinical mental health counselor for a non-profit organization. I've exceeded my own expectations while studying at the U of A. I no longer doubt or limit myself.
 - xvii. I wanted to earn my college degree all my life, and I always felt inadequate because I didn't have it. Earning my degree enabled me to feel whole, and able to take pride in all the work I put in to earn it. It's a feeling of accomplishment that I sought for years and finally obtained at age 49.
 - xviii. Many of the skills taught in the HRWD program have been helpful in facilitating personal and financial growth. Understanding how to analyze current situations and then implement appropriate changes to promote improvement has been very helpful.
 - xix. The HRWD program helped shape my career and helped shape my life for the better. It taught me to care about other people and put other peoples needs before my own. It taught me to love everyone and what everyone brings to the table no matter their level of experience in life the may have. I met amazing instructors who I now consider friends.
 - xx. The perseverance it took to accomplish my degree while working full time and having other commitments took a lot of strength and dedication that I will forever be proud of. Also, I believe it was a great example of the value of education for my children to witness.
 - xxi.
- q. What is the one best thing about your University of Arkansas HRWD undergraduate degree program?
- i. Ability to work a full-time job, raise a family all while attending school.
 - ii. Able to test for work experience for credit.
 - iii. All online, was great for me to schedule around working full-time. Responsive professors (for the most part)
 - iv. Being able to achieve my lifelong dream of earning my degree.
 - v. Earning the degree was hard & expensive, but the experience is worth every penny.
 - vi. Excellent curriculum and instruction with course availability online.
 - vii. Flexibility and great instructors.
 - viii. Graduating from the U of A was a goal of mine. It took me much longer to get there, but I did it and that accomplishment is something that is very important to me.
 - ix. How well the program brought people together to work for common goals while teaching the lessons within program. We had many teachable moments that are applicable to everyday life.
 - x. I can help people.

- xi. I have to choose 3 here! The professors, the courses and the course work are truly phenomenal! I'd love to continue taking courses from these professors forever. The courses are interesting and relevant. As for the course work, it was so enriching. I adored the real-world application assignments given.
- xii. I was able to complete it remotely, while on Active Duty. The instructors took the time to answer any questions and were very accommodating when "life issues" would occur.
- xiii. It is well suited for several options for employment.
- xiv. It made me a better person in life and understanding individuals.
- xv. One of the best things about my University of Arkansas HRWD undergraduate degree program is the empowerment achieved by constantly giving my best with the guidance of my professors.
- xvi. The best thing was being challenged to think and form my thoughts more coherently as I learned.
- xvii. The curriculum was challenging, and the professors truly gave meaningful feedback that aided in my educational and professional growth.
- xviii. The feedback and mentorship from Professor Samuels and the other HRWD professors had a huge impact on me.
- xix. The lasting lessons that I use today in terms of innovation...planning...and having a real impact. I loved my professors.
- xx. The material covered in the HRWD classes is directly related to my field. I do not feel like any of the core classes were wasted.
- xxi. The online classes, support from faculty and the transfer classes accepted.
- xxii. The program was very well organized. Requirements and expectations were very clear.
- xxiii. The support and feedback I received from my professors throughout my program. I recall Dr. Samuels using one of my assignments as a supporting example for the rest of the class, and while my work wasn't perfect, it always served as a reminder as to the importance of delivering quality work!
- xxiv. The welcoming spirit of every person I ever encountered at U of A, from the very first time I ever called to inquire about the program until well after my graduation. Absolutely everyone I ever dealt with was warm, welcoming, helpful and encouraging to me.
- xxv. Tuition cost.
- r. If there is one thing we could do to improve your University of Arkansas HRWD undergraduate degree program, what would it be?
 - i. Create a path for those who wish to get advanced degrees that wouldn't be in the HR field. I visited with a faculty member to discuss an advanced degree but since I wasn't wishing to be in the HR field, I was told that it wasn't for me. It doesn't matter what field you're in, to be a supervisor/manager in any field you need these

skills. Also, several years after I graduated, I thought about teaching but since I didn't have a masters in that field, I wasn't considered.

- ii. Ensure that advisors are helpful.
- iii. For the instructors to understand that most of the students taking these courses are full-time employees. The workload was straining throughout the degree program.
- iv. HR is an ever-changing environment which means that workforce development is ever changing. There needs to be more concentration on what is going on today and preparing for tomorrow instead of the theories of the past. The theories are valuable; however, I would like to see more emphasis on how to apply it to today's issues. Keep it relevant.
- v. Help us for jobs after graduation.
- vi. I believe tightening up acceptance to the program could be beneficial to avoid the diminished reputation/value of the degree I mentioned earlier. Of course, this is a BIG thing to implement.
- vii. I think if an instructor could disclose their "preference" for work/grade expectations it would really help. I feel like you spend a semester guessing at what they are wanting. It distracts from learning the material. For example – I expect perfect citations or there will be along turnaround for grades or I don't provide feedback, etc.
- viii. I wish I would have enrolled in a Master's Degree program right away after graduating.
- ix. I wish there was more a sense of community. Since the program is online you don't get to meet the professors or classmates. Perhaps having a sort of club or live chats every once in a while would be nice to interact with everyone in the program including professors.
- x. I would like to see the classes model the modern adult learning and active learning principles it teaches. Less discussion boards and multiple-choice quizzes and more practical application.
- xi. I wouldn't change anything.
- xii. Live classes and opportunities to connect with peers. Professor Samuels had several guest speakers, but the other classes should have them as well.
- xiii. Make the courses 8 weeks instead of 16 to move the program faster.
- xiv. More follow-up and sense of community within the HRWD program after graduation.
- xv. Offer more career services for online students.
- xvi. Reunions...The students and staff need to gather for lunch once every few years.
- xvii. The one thing you could do to improve your University of Arkansas HRWD undergraduate degree program would be keeping in touch with said undergraduate students and offer said students the

opportunity to return and pursue their Master's program with the University of Arkansas. I certainly would like to return.

xviii.

- s. What is the one thing that you liked least about your University of Arkansas HRWD undergraduate program?
- i. Asynchronous classes allow great flexibility, but some synchronous classes or voluntary webinars/sessions would be helpful. For example, having guest speakers from the industry or live presentations of HRWD principles in action.
 - ii. Enjoyed the program overall. Didn't enjoy the capstone instructor assignment. Could have had better guidance and instruction on the paper assignment.
 - iii. Group projects.
 - iv. I didn't like the group work, but it is necessary to learn how to work with others.
 - v. I have no complaints concerning my University of Arkansas undergraduate program. My educational experience has been most gratifying.
 - vi. Interacting with those in the degree program who weren't able to grasp concepts or write a sentence.
 - vii. It would have been great to have met some faculty in person. A couple of my online instructors, I never met and didn't know what they looked like.
 - viii. My advisor wasn't engaged or helpful. It seemed as if I was bothering here if I reached out for assistance.
 - ix. Not all instructors were as approachable as others. Some were amazing to work with and some it was tough to communicate with.
 - x. The seemingly lack of advertisement for resources and support for remote students. I would've like them to be easier to find. I think I learned about the UARK Online Library in my last year of my degree. I bought so many textbooks...
 - xi. While I understand proper citations are important, it often felt as if we were being graded harder on our knowledge of APA than we were the actual content on the class.
- t. Please provide any additional Comments
- i. Although earning my degree was the "one best thing" about my experience with the program, there were so many other wonderful things about it – My academic advisors and professors were caring, accessible, and supportive, and although I was a long-distance student, getting help from the library and I.T. staff, attending football games when possible! One of the best experiences of my whole life.
 - ii. Dr. Mandel was by far the most challenging professor I have ever known, and he is also the best professor I have encountered. I found him to be one that challenged his students to be their best and when the struggled he showed compassion. During my studies

my child became deathly ill and when I contacted Dr Mandel he showed compassion and I was able to care for said child and later returned and completed my studies. For that I am grateful.

- iii. I am very grateful that I participated in the program. Most of my instructors were wonderfully supportive and helpful. One of my goals was to encourage my grandchildren to continue their education. So far, that seems to have been accomplished. They have used me as an example to some of their friends that anyone can work hard and get a college degree.
- iv. I have told everyone how great U of A is, and strongly recommend it to everyone who's considering a university or online academic program!
- v. I think my Advisor really helped me get to a place of yes I can do this. My dad, Mother, Brother are all now graduates of the U of A. It is special to us and an accomplishment that I am proud of.
- vi. It took me a while to obtain my degree and I am so glad that U of A kept encouraging me to complete and were willing to work with me. It is very difficult for a non-traditional student to get back into the swing of things, but the U of A and HRWD staff were wonderful.
- vii. This degree program got me into the field I had always dreamt of going into. The faculty was great, understanding, demanding, and overall what I would consider top notch educators.