Annual Academic Assessment Report
BSE in Human Resource and Workforce Development Education
2022-2023 Academic Year, May 24, 2023

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.

5. Comments received from students via email, phone call, etc.

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 2023 semester, a Microsoft Teams session was held on Saturday, February 18, 2023 with Mrs. Amy Peterson. Mrs. Peterson is the Vice-President of Human Resources (HR) at Huhtamaki, Inc. She partners with the senior leadership team to support the strategic objectives, attract, retain and develop top talent, and build a high-performance culture. Mrs. Peterson has been Plant HR & Safety Manager, Sr. Manager of HR Operations, and Sr. Manager of Global Projects at Huhtamaki, Inc. Students in two classes taught by Dr. Mandel G. Samuels during the first 8 weeks of the semester were invited to participate. Following the presentation, Mrs. Peterson 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 by the guest speaker 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 presently face or may face in the workplace. There was considerable appreciation for the information provided on how Mrs. Peterson supported the employees of Huhtamaki, Inc. and the company during the pandemic.

2. **HRWD 3113 – Foundations of Human Resource Development**, students were asked to write a 3-5-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 four additional peer-reviewed scholarly sources.

3. **HRWD 3123 – Career Development.** 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 develop the various parts of 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 3113 and HRWD 3313. This class 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 4-6 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 2022 semester 161 students enrolled in HRWD classes.

    - 78% earned a C or better

    - 14% earned a C

    - 22% earned a B

    - 42% earned an A

    For the spring 2023 semester 172 students enrolled in HRWD classes.

    - 83% earned a C or better

    - 9% earned a C

    - 14% earned a B

    - 60% earned an A

20. Based on the feedback received from the survey of alumni of the HRWD undergraduate degree program in the Fall 2021/Spring 2022 semesters, the following changes either have been made or plan to be made.
    a. The HRWD Undergraduate and Master's program will change the courses from 16 weeks to 8 weeks beginning with the Spring 2023 semester. This change will allow the students to concentrate on 1 course per 8 week class and still complete two courses for the semester.
    b. A 4+1 program is planned to begin with the Fall 2023 semester. This will allow students who are working on a Bachelor's degree begin to work on a Master's degree thereby saving money and reduce time to degree completion.
    c. A change in the name of the program is planned to happen in the Fall 2023 semester. The name of the program will change from Human Resource and Workforce Development to Human Resource Development.
    d. The number of credits required for a Master's degree will be reduced by 3 hours to 30 hours from 33 hours.
21. An HRD Summitt was organized by a group of graduate students under the supervision of Dr. Jim Maddox. This went very well.
22. One of the outcomes of the HRD Summit has been a discussion, led by Blue Cross – Blue Shield, to re-establish a student chapter of the Society of Human Resource Management (SHRM).