

Annual Academic Assessment Report
BSHRD Human Resource Development (HRD)
2024-2025 Academic Year
May 21, 2025

Program Goals

Mission: To equip non-traditional, working students with the knowledge and skills to become leaders in HRD in Arkansas, the nation, and the world.

Vision: To develop and maintain highly regarded, academically rigorous online degree programs that prepare a diverse group of scholars, practitioners, and/or scholar-practitioners for a global workplace requiring advanced HRD knowledge and skills.

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 exemplary knowledge of HRD and leadership abilities in departments/divisions of HRD within the profit and non-profit organizational sectors in the marketplace.
2. Students will be able to make HRD decisions by analyzing HRD related workplace problems through logical, rational, and delineated processes that recognize a wide variety of environmental factors, constituents, and influences using multiple HRD theories, methods, and constructs.
3. Students will be able to use HRD communication techniques and methods to engage with stakeholders in workforce, educational, and societal environments.
4. Students will be able to 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 be able to integrate applicable HRD concepts that assist with the development of individuals and organizations to reach their full potential.
7. Provide a competitive HRDE program that prepares graduates to work as Human Resource Development Specialists, Human Resource Development Managers, Training and Development Managers, Training and Development Specialists, Chief Learning Officers, and other HRD related positions.
8. Students will be able to successfully complete program level assessments as required at all three program levels.

Student Learning Outcomes

Upon the completion of the program, students will:

1. Understand that there is a distinct difference between Human Resource Development (HRD) and Human Resource Management (HRM) and know that HRD and adult education are only related because many of the HRD students are considered to be adults.
2. Understand that andragogy applies in HRD and not pedagogy.
3. Appraise and analyze the relationships among and between employees, the vision and mission of organizations, and training and development and organization development methods available to create a learning organization that values the career progression of its employees.
4. Develop their personal theoretical philosophy to use in making HRD decisions based on the study and knowledge attainment of the multiple HRD theories that serve as the base of the HRD field.
5. Be able to relate to and communicate to all level of employees in the organization the HRD needs, why the HRD programs are needed, and how the HRD programs assist the organization in reaching its mission, vision, and goals.
6. Be able to see the organization's HRD needs from the perspective of all levels of employees and attain buy-in from organizational leaders.
7. Have the ability to use the HRD theories learned, ethical situations discussed, logic, critical thinking, and various training methods to make ethical decisions that assist individuals and organizations.

8. Demonstrate their knowledge of the various training methods to develop HRD programs tailored to the organizations and individual's needs as applicable.
9. Utilize the various skills required for HRD scholars, professionals, and/or practitioners to plan, develop, implement, and assess HRD programs as applicable.

Assessment of Student Learning Outcomes

Direct Methods

1. Capstone (Undergraduate and Master's levels)
 - a. Students will develop a research paper or project idea that comprehensively examines content taught in the three pillars of HRD: career development, organization development, and training and development.
2. Class final projects/exams 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 in various classes 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. Exams, discussions, research projects, etc. (weekly, bi-weekly, or as faculty determine)
2. Every semester.
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.

Use of Survey Results

1. To determine if the students are gaining the knowledge needed to obtain leadership positions in the HRD field.
2. To determine if students were able to maintain current employment or obtain new employment.
3. To determine if students were able to receive promotions to or obtain leadership positions in the HRD field.
4. To examine courses and curriculum changes as applicable.
5. To determine if students are learning rigorous content needed to be successful after completing the program.

Assessment of Student Learning

1. In 2022, HRWD began the process of changing the program name to human resource development (HRDE) and changing to 8-week courses in the undergraduate and master's programs. The renamed HRDE Undergraduate program was implemented in the fall of 2023. The HRD Capstone is the culminating academic examination of students who earn a degree from the HRDE program. Students choose a written research paper or a real-world project. In either case, through the capstone project students demonstrate a clear and reasonable synthesis of their academic curriculum, specifically the three pillars of HRD: career development, organization development, and training and development. The project/paper demonstrates the student's ability to synthesize and apply the knowledge and skills acquired in his/her academic program to real-world issues and problems. The final project affirms the student's ability to think critically and creatively, to solve practical problems, to make reasoned and ethical decisions, and to communicate effectively.
2. **HRDE 31103 – 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 and discuss any ethical considerations that may influence the decisions in the plan. The students are required to use the class textbooks and a minimum of three additional peer-reviewed scholarly sources.
3. **HRDE 31203 – 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 in relationship to the vision, mission, and goals of the organization. The final assessment consists of a group project. A theory is assigned to each group along with the charge to argue for or against the assigned theory and the theory's implication in the workforce. The final product is a written paper with a minimum length of 6 pages. The students are required to use the textbook and a minimum of four additional peer-reviewed scholarly sources. Each group member is required to complete a peer review assessment of each member's participation in completing the assignment.

4. **HRDE 31303 – Writing for Human Resource Development Professionals.**

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.

5. **HRDE 32103 – Organization Development in HRD.** This course presents the theory and practice of organization development (OD) as a means for performance improvement at various levels, including organization, department unit, work group, and individual. The course covers the processes of OD, interventions, theories, and practice of OD life goals.

6. **HRDE 32203 – Managing Human Resource Development Programs.** Students are given projects that require 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. **HRDE 33103 – 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 to 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 needs 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. **HRDE 33203 – 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 HRDE 31103 and HRDE 33103. This class goes more in

depth into the details. Simultaneously, the class is put into groups for the entire semester. The group develops a training and development plan. Each assignment as a layer to the development of the plan. After a draft of the complete 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. **HRDE 33303 – 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. **HRDE 41103 – 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 provide personal examples.

11. HRDE 41203 – Strategic Human Resource Development. After learning about challenges to implementing a strategic HRD strategy in an organization and the future of work during the semester, students choose two case studies to analyze. The students write a 3-5 paper applying, analyzing, and answering questions about the chosen cases.

12. HRDE 41303 – 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 have 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. HRDE 42103 – Workplace Diversity and Human Resource Development.

Students are required to choose a case study from the Equal Employment

Opportunity Commission's (EEOC) website. The students analyze, pose and answer questions, reflect on, and provide and explain a solution. The questions posed by the students are to be included in the paper. The students use the textbook and a minimum of three 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. **HRDE 42203 – 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. **HRDE 42303 – HRD Legal and Ethical Issues**, students must respond to a series of situations 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 the textbook and other resources. Some assessments are also based on the organization and mechanics of the student's response. The grading process uses a rubric specifically developed for this class.

16. HRDE 43103 – 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. HRDE 43203 – 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: 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. HRDE 43303 – 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 2024 semester 194 students enrolled in HRDE classes.

- 82% earned a C or better
- 7% earned a C

- 26% earned a B
- 49% earned an A

For the spring 2025 semester 188 students enrolled in HRDE classes.

- 85% earned a C or better
- 8% earned a C
- 26% earned a B
- 52% earned an A

20. The 3rd HRD Summit was held in the spring semester of 2025. The concept of organizing and hosting an HRD Summit was developed by a group of graduate students under the supervision of Dr. Jim Maddox. The first HRD Summit was held in the spring semester of 2023. The second HRD Summit was held in the spring semester of 2024.