

B.S.E. in Human Resource and Workforce Development 2016-2017

Assessment of Student Learning

1. In an effort to increase the students' knowledge and awareness of their performance expectations, the structure of the class, and available resources, a syllabus review quiz was implemented in HRWD 3113 – Foundations of HRWD, HRWD 3313 – Training and Development, and HRWD 4123 – Strategic HRD.
2. A writing class was included in the curriculum as part of the new HRWD Undergraduate program. This class, HRWD 3133 – Writing for HRWD Professionals, was developed and offered for the first time in the spring 2017 semester. This course includes assignments about the types of technical reports with emphasis on preparation, data collection and research, organization, style, format, graphics, technical descriptions, and formal report writing. Using the research skills and knowledge learned in this class, the students identify a workplace problem, develop a proposal, describe the problem, develop an HRD solution, and make the case the solution is beneficial. This class should also assist the students in preparation for completing the capstone class.
3. Groups were formed in the class by the instructor. The groups wrote a 6-8 page paper about a challenge facing HRD and proposed a solution to the challenge using the textbooks plus a minimum of 5 additional scholar sources.
4. A Collaborate session was held on a Saturday with an HR manager from JB Hunt. This person gave a presentation and then answered questions from the students. The session lasted approximately 2 hours.
5. After learning the steps for designing an active training program (HRWD 3313), assessing training needs, developing active training objectives, how to create opening exercises, preparing brain-friendly presentations, using experiential learning approaches, etc., students observed and critiqued different types of presentations in their community. Additionally, the students interviewed HR managers at three different businesses in their community. Using all of the information learned, the students submitted a video of themselves presenting a training session. Lastly, the students analyzed evaluated, analyzed, and discussed improvements to a training plan.
6. In HRWD 4123 students were required to research the Evolution of the Chief Learning Officer (CLO) Position and write a paper on the status of the position and their thoughts on the future of the position using the textbook and at least 5 additional scholarly sources.
7. In HRWD 4213 student were required to choose a case study from the Equal Employment Opportunity Commission's (EEOC) web-site. The students analyzed the case study based on the information covered in the course, posed and answered questions, and provided possible solutions with the support of scholarly sources.

8. The measure used to assess the students' learning is the grades earned. For the fall 2016 semester 250 students enrolled in HRWD classes.

- 76% earned a C or better
- 12% earned a C
- 22% earned a B
- 42% earned an A

For the spring 2017 semester 245 students enrolled in HRWD classes.

- 82% earned a C or better
- 9% earned a C
- 31% earned a B
- 43% earned an A

9. Our undergraduate program worked with the Alumni association to distribute a survey in the spring 2016 semester to students who graduated with a Bachelor's degree from the HRWD or HRDV program within the last five years starting with the fall 2015 semester.

Following is some information learned from this survey.

- a. Students would like career building, career coaching, and/or career assistance after graduation.
- b. The students would like resume' assistance.
 - i. These services are available. We need to make sure the availability of these services is communicated to the students.
- c. The students would like to gather via symposiums, guest speakers, gatherings for staff and students.
 - i. A gathering for staff and students has been done before without much success.
 - ii. Discussed creating a society via the Alumni association for student's local to Fayetteville.
- d. Eighty-nine percent of our students are employed.
- e. Forty-five percent are employed in HR or a related field.
- f. Forty-eight percent are employed in a different field by choice.
- g. Six percent are employed in a different field, not by their choice.
- h. For 63% of the graduates, the degree has assisted them in obtaining or keeping their position.
- i. Forty percent were employed in a HRWD desired position within six months of graduation.
- j. Thirty-eight percent believe the degree has been beneficial professionally while 81% believe the degree has been beneficial to them personally.
- k. Thirty-four percent have received a promotion or obtained a new position due to earning the degree.
- l. Thirty-two percent are earning a salary between \$35,000 and \$49,000 per year. Seventeen percent are earning between \$50,000 and \$64,000 per year. Fourteen percent are earning \$80,000 and above per year.

- m. Ninety-two percent report that they may or definitely will take course towards an additional degree.
- n. Fifty-five percent plan to earn a Master's degree.
- o. Eighty-one percent either agree or strongly agree that our program met their educational goals. Sixteen percent somewhat agree and 3 percent neither agreed or disagreed. None of the students disagreed or strongly disagreed that the program met their educational goals.
- p. Ninety-four percent would recommend our program. Six percent were neutral. None of the students would not recommend our program.
- q. Some of the best things mentioned about the program:
 - i. Being challenged in Mr. Samuels classes to push and improve our abilities. His classes greatly prepared me for moving in to my new career.
 - ii. I was able to continue to work while I took online courses. Attending classes would not have been a possibility.
 - iii. Made it possible to work and go to school full time.
 - iv. The ease of taking classes. It took me 30 years after high school to complete my degree because I can't get on campus.
 - v. Accelerated completion.
 - vi. Flexibility (100% online degree program)
 - vii. Availability as a non-traditional student
- r. Suggested improvements for the program
 - i. I think the online program should still be covered by the senior citizen tuition waiver so others could benefit from it.
 - ii. Assist students with finding employment, resume assistance
 - iii. Make sure matriculation is accurate and done well in advance of graduation. I ended up taking one more class than I needed to, and paying for a second that I did not need, to complete my degree.
 - iv. Offer 8-week terms geared towards working professionals.
 - v. Promoting the degree.