

B.S.E. in Human Resource and Workforce Development 2017-2018

Assessment of Student Learning

1. A new book was adopted for **HRWD 4123 – Strategic HRD**. The class was completely re-developed through coordination with an Instructional Designer from the School of Continuing Education and Academic Outreach. The newly developed class was offered in the fall 2017 semester.
2. 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. This was open to all students in the four classes I taught in the spring 2018 semester.
3. In **HRWD 3113 – Foundations of Human Resource Development**, students were asked to write a 6-8 paper about a challenge facing HRD and how the student would solve the challenge. The students were required to use the class textbooks and a minimum of five additional sources.
4. In **HRWD 3133 – Writing for Human Resource Development**, students learn the format and use of the proper writing style elements for e-mails, memos, letters, reports, and proposals. The final assessment requires the students to compose a memo stating a problem, proposing a solution including the required sources needed, and close with cooperative language.
5. A new book was adopted for **HRWD 3213 – Organization Development in HRD**. The class was completely re-developed through coordination with an Instructional Designer from the School of Continuing Education and Academic Outreach. The newly developed class was offered in the spring 2018 semester.
6. In **HRWD 3213 – Organization Development in HRD** groups were formed. The groups were required to write a paper discussing a future trend facing Organization Development (OD) and the impact on organizations. Included in the discussion the relationship of leadership and psychology on OD. Also answer the following question:
 - a. How should the CLO prepare the organization to address the future trend?
The students use the textbook and a minimum of 5 additional scholarly sources.
7. In **HRWD 3223 – Managing Human Resource Development Programs**, students are given a final that requires them to pull together all of the information that has been learned during the semester. The students must submit a paper that reflects on the major elements that impact leading an organization such as managing, identifying a strategic direction, sharing a vision of a future state of the organization, integrating training programs and processes with the vision, etc.
8. After learning the steps for designing an active training program in **HRWD 3313 – Training and Development**, 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, and discussed in detail, the good and bad of a training plan provided to them. The students also had to provide detail on the improvements they

would make to the training plan along with the goals and expected outcomes of the stated improvements.

9. The rollout of the new HRWD program was completed with the offering of **HRWD 3333 – Communication in HRWD** in the fall 2017 semester. This course assesses the students' ability to identify and respond to different types of communications from individuals in the workforce. Students conduct topical research, apply the use of visual aids, and implement training sessions utilizing different delivery methods.
10. In **HRWD 4123 – Strategic Human Resource Development**, students were required to write a 6-8 paper analyzing the issue confronted by three companies that were discussed in the chapters in the textbook. The students had to propose a plan to address each issue, explain how their plan would create value and its impact of the future of the CLO position, the training and development department, and the organization. This was to be completed utilizing the textbook and a minimum of four additional scholarly sources.
11. In **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.
12. In **HRWD 4213 – Workplace Diversity and Human Resource Development**, 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.
13. In **HRWD 4223 – Professional and Leadership Development**, students submit a paper discussing a transfer support system measured by Kirkpatrick's Level 3 evaluation. The paper also discusses how a transfer support system can improve the leadership development of an organization.
14. In **HRWD 4233 – HRD Legal and Ethical Issues**, the final assignment places the students in the role of a consultant to an ambitious entrepreneur who has gotten himself into a situation with multiple legal and ethical issues. The students must provide a professional memo to help the entrepreneur deal with the legal and ethical challenges of his business. The assignment assesses the students' ability to identify the various legal and ethical issues presented, to analyze them, and provide actionable advice to the entrepreneur.
15. The measure used to assess the students' learning is the grades earned. For the fall 2017 semester 258 students enrolled in HRWD classes.
 - 82% earned a C or better
 - 10% earned a C

- 21% earned a B
- 52% earned an A

For the spring 2018 semester 214 students enrolled in HRWD classes.

- 83% earned a C or better
- 12% earned a C
- 27% earned a B
- 44% earned an A