

**BSE in Human Resource and Workforce Development Education
2019-2020**

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

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| 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. 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

4. Data will be analyzed in the summer for the previous academic year:
Summer, Fall, & Spring

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. A Collaborate session was held on a Saturday with Debbie McLoud in the fall 2019 semester. Students in all four of the classes taught by Mandel G. Samuels in the fall 2019 semester were invited to participate. Debbie was in Cohort #1 of the HRWD program. She graduated in December 1998 with a Bachelor of Science in Education. Debbie earned a Master of Education degree and obtained professional certification in the HRWD field. During her 29-year career in Human Resources, she has held positions with increasing levels of responsibility. Currently Debbie serves as the Associate Vice Chancellor for Human Resources for the University of Arkansas, Fayetteville, Arkansas. In this role she supports the strategic goals on the University by planning and directing services in recruitment, employment, employee relations, classification, compensation, benefits, payroll, non-resident taxation, employee development, and human resource information systems.
2. During the spring semester, Dr. James Maddox used Collaborate to host virtual guest speakers on three different occasions. The sessions were open to all of his classes and were attended by about 30 students each time. The sessions were also recorded so students who could not attend live could view the chats later. One of the guest speakers was the Chief People Officer from a restaurant group; one was an Organizational Development Executive | Mind Cultivator | Engagement Strategist for a packaging solutions company, and the third was the Training Director for a large county government. Each gave a short presentation and then the majority of the 90 minutes was spent in a Q & A format. The

feedback from the student was positive and they appreciated getting such diverse, real-world perspectives.

3. In **HRWD 3113 – Foundations of Human Resource Development**, students were asked to write a 5-7 paper about a minimum of two challenges facing HRD and how the student would propose to solve the challenges. The students were required to use the class textbooks and a minimum of five additional scholarly sources.
4. In **HRWD 3123 – Career Development**. This course prepares students to explore various career theories and tools while analyzing their own career pathway by writing their own career autobiography, interviewing people in the workforce and reflecting on journal articles.
5. 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 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.
6. In **HRWD 3213 – Organization Development in HRD**. Utilizing the groups created by the professor, the students are to read the assigned chapter and review all of the chapters in the textbook. The students are to use the information from the textbook and a minimum of 5 additional scholarly sources to write a paper that discusses a future trend in organization development and its impact

on organizations. The students are to include in the discussion the relationship of leadership and psychology on the field of organization development. Also answer the following question: How should the CLO prepare the organization to address the future trend?

7. In **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.

8. In **HRWD 3313 – Training and Development.** Throughout the semester the students develop a training program by learning the steps and information to consider and include in training presentations. This includes, assessing training needs, developing active training objectives, how to create opening exercises, preparing brain-friendly presentations, using experiential learning approaches, etc. Students are also required to observe and critique 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 the training session that was developed during the semester. 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. In **HRWD 3323 – Designing and Developing HRD Programs**. Throughout the semester, students' individual assignments build upon each other in preparation for the final project. The final project consists of the students developing a training plan on a workplace skill. After the training plan is developed, students provide constructive feedback, recommendations, and suggestions on classmate's training plans prior to students' submitting their final training plan.

10. In **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.

11. In **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.
12. A new ethics book was adopted for **HRWD 3113 – Foundations of HRD** for the spring 2019 semester. The title of the book is Business Ethics. The authors are Stephen M. Byars and Kurt Stanberry. The book was published in 2018. I worked with the UA library to locate this Open Educational Resource. The book is available to the students electronically via a web link and is free to the students, thus reducing their costs for textbooks.
13. In **HRWD 4123 – Strategic Human Resource Development**. The students were 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 had to 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 was to be completed utilizing the textbook and a minimum of four additional scholarly sources.
14. 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.

15. In HRWD 4213 – Workplace Diversity and Human Resource Development.

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

16. In 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.

17. 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. The organization and mechanics of the memo are also part of the assessment.

18. In **HRWD 4313 – Human Resource Development Program and Product Evaluation**. The final assessment consists of the students' using a training program they recently completed and completing an "Instrument for Evaluating a Program's Potential for Transfer for that program. While completing the instrument, consider the following information:

- a. You may not have accurate knowledge of the manager's actions.

- b. What area(s) did your training program score the lowest in?
- c. Manager's actions, participant's actions, and T&D's actions before, during, and after training?
- d. Considering your experience(s), what actions can your group take to help ensure that your training program transfers to the workplace?

19. In **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.

20. In **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.

21. The measure used to assess the students' learning is the grades earned. For the fall 2019 semester 248 students enrolled in HRWD classes.

- 84% earned a C or better
- 12% earned a C
- 20% earned a B
- 52% earned an A

For the spring 2020 semester 193 students enrolled in HRWD classes.

- 83% earned a C or better
- 9% earned a C
- 16% earned a B
- 58% earned an A