

Purpose of Administrative Program Review

1. To facilitate a process led by the deans and department heads/chairs to assess and evaluate programs under their supervision
2. To facilitate long term planning and recommendations to the VPAA
3. To collect and analyze information that will be useful in the University's accreditation efforts; Academic Program Review deliberation; and assessment.

Instructions: Please prepare a report following the outline below.

I. Program Assessment/Assessment of Student Learning

a) What are the program's learning outcomes?

To apply business concepts: Human Resource Management graduates will have knowledge of basic business concepts and practices and be able to apply these concepts to make business decisions.

Expected Outcome: Ability to apply business concepts to solve problems and plan business activities from a Human Resource Management perspective.

Effective Communication skills:

Expected Outcome: Human Resource Management graduates should be able to communicate effectively in both oral and written form, graduates will be able to write at an acceptable level; to present ideas and information effectively.

Team skills:

Expected Outcome: Ability to be a productive member of a team.

Adaptation to the globalization of business:

Expected Outcome: Human Resource Management graduates will have the knowledge and skills needed for adapting to the globalization of business including the ability to apply their particular field to the international business community as well as understanding the effect on local business.

To use technology as a tool for problem solving and communication:

Expected Outcome: Human Resource Management graduates should be able to use technology as a tool for business communications, for solving business-related problems and as a tool in helping them make business decisions

Effective decision making skills:

Expected Outcome: graduates will be able to make logical and effective decisions independently and cooperatively

Participation in student professional organizations related to field of study:

Expected Outcome: Human Resource Management students will participate in co-curricular activities that contribute to their personal growth and development through

membership in professional associations in the Human Resource Management field that complement classroom experience.

- b) What assessment measures are used, both direct and indirect?

Students: Tests, cases, presentations, projects, classroom discussions, and experiential exercises.

Courses: Student evaluations, numeric results and written comments, informal student feedback, advisory group input, accreditation input.

Major: Advisory group input, exit surveys, graduate surveys, employer surveys, accreditation input, capstone experience, simulation exercise, APR, ETS Major Field Test, EBI Undergraduate Business Exit Survey.

- c) What is the assessment cycle for the program?

In the past, it was every five/six years for the Academic Program Review.

- d) What assessment data were collected in the past year?

Literature and industry trend review, partner assessment and COB faculty assessment.

- e) How have assessment data been used for programmatic or curricular change?

Course assignments have been modified where appropriate based on assessment data.

II. Course Outcomes Assessment

- a) Do all multi-sectioned courses have common outcomes?

Yes

- b) If not, how do you plan to address discrepancies?

- c) How do individual course outcomes meet programmatic goals?

Course outcomes are designed to provide students with well-rounded knowledge of the field of Human Resources to enable students to obtain employment in the field and excel in their careers.

III. Program Features

1. Advisory Board

- a) Does the program have a board/committee? When did it last meet? When were new members last appointed? What is the composition of the committee (how many alumni, workplace representatives, academic representatives, etc.)

The Advisory Committee met last in October 2002, new members were appointed prior to the fall meeting. The committee consists of two alumni, eight workplace representatives, five academic representatives and several senior level students currently enrolled in the program.

b) If no advisory board exists, please explain by what means faculty receive advice from employers and outside professionals to inform decisions within the program.

c) Has feedback from the Advisory Board affected programmatic or curricular change?
Yes, program and curricular changes have been based on advisory board input.

2. Internships/Cooperative or Experiential Learning

a) Is an internship required or recommended?
Strongly recommended.

b) If the internship is only recommended, what percentage of majors elect the internship option?

c) What challenges does the program face in regard to internships? What is being done to address these concerns?

The major problem in regard to internships is that there are not enough local internship opportunities. Most internship opportunities involve travel to Grand Rapids or beyond which makes it very difficult for students to take on an internship during the academic year. The COB internship coordinator is working to identify more opportunities both locally and in general.

d) Do you seek feedback from internship supervisors ?
If so, does that feedback affect pedagogical or curricular change?
Internship reports are submitted monthly

3. On-Line Courses

a) Please list the web-based courses, both partial internet and fully online, offered last year.

The Management Department didn't offer any last year, but several are being developed for next year.

b) What challenges and/or opportunities has web-based instruction created?

System availability is sometimes an issue as well as keeping up with software updates. There is significantly more time involved with online instruction.

c) What faculty development opportunities have been encouraged/required in order to enhance web-based learning within the program?

The Center for Teaching, Learning and Faculty Development frequently offers courses in on-line course development

d) How has student feed-back been used to enhance course delivery?

System availability is sometimes an issue as well as keeping up with software updates. There is significantly more time involved with online instruction.

e) Is there any plan to offer this program on-line? If yes, what rationale is there to offer this program online?" (emerging market opportunity?, expand enrollment?, demand for niche program offering?, etc.)

Not at this time.

4. Accreditation

- a) Is the program accredited or certified?
No
- b) By whom?
- c) When is the next review?
- d) When is the self-study due?
- e) How has the most recent accreditation review affected the program?

5. Student/Faculty Recognition

- a) Have students within the program received any special recognition or achievement?
Students in the HR Cases and Issues class successfully completed a large research project on nine current business trend areas for the Mecosta Country Area Chamber of Commerce in the fall 2004 semester.
Kristy Nunn, Mary Barraco, and Jennifer Kailing competed in the 2004 state HR Games and won the state championship.
Kristy Nunn successfully passed the PHR certification exam in December and recently accepted a position as an HR Generalist for Credigy in Atlanta, Georgia.
Mary Barraco is the Human Resource Operations Manager at a large waste disposal company in the Detroit area.
Renee Bush recently accepted a position at Universal Forest Products as their Regional Payroll Administrator.
Natalie Owen is the Human Resource Manager at Corporate Security Solutions, Inc.
Kathy Taylor is a Sales Coordinator at Nishikawa Standard Company in Novi.
Jamie Terryn is the Human Resource Administrator at the Regional offices of Ryder Truck Rental in Grand Rapids.
Melanie Schook, Daden Wagner, and Erica Triner are completing their MBAs in the graduate program.
- b) Have faculty within the program received any special recognition or achievement?
Dr. Beverly DeMarr is a community mediator certified by the State Court Administrative Office. She also chaired the session on Professional Service in the Gender and Diversity in Organizations (GDO) Division's Doctoral Student Consortium at the Academy of Management annual meeting in August 2004.

6. Student Engagement

- a) Is volunteerism and student engagement a structured part of the program?
It is not a structured part of the program at this point.
- b) Does the program utilize service learning in the curriculum?

We have established an ongoing relationship with the Mecosta County Area Chamber of Commerce to engage students in conducting research for the chamber. The first project was successfully completed in the fall 2004 semester and involved research on nine business trend areas identified by the Chamber. A second project for the Chamber is underway during the winter 2005 semester. It involves the development and testing of a survey instrument to be used by the Chamber's member organizations to assess their employees' needs for various employee benefit programs. It is expected that this collaborative venture will continue beyond the 2004-05 academic year.

- c) Does the program participate in the American Democracy Project?
Not at this time.

Areas of Strength:

- Experienced, well-qualified, dedicated faculty.
- Increased visibility of the program due to the success in the 2004 State HR Games and the visibility of the projects for the Chamber of Commerce.
- Opportunity for students to gain experience working in FSU's HRD department.
- Active student chapter of the Society for Human Resource Management (SHRM).

Areas of Concern (and proposed actions to address them)

- Enrollment in the major has declined, however, this is being offset by increases in the minor and certificate. Continue to publicize and promote the major, minor, and certificate.
- Program faculty are stretched thin. The additional time required to increase online and web-based instruction and engage in collaborative projects in the community adds to already heavy faculty workloads.

Future Goals:

- Continued professional development of faculty.

Other Recommendations: