



Program Review Self-Study Template

Academic unit: Management

College: Business

Date of last review _____

Date of last accreditation report (if relevant) _____

List all degrees described in this report (add lines as necessary)

Degree: Bachelor – Human Resource Management CIP code: 52.1001

*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?v=55>

Faculty of the academic unit (add lines as necessary)

Name _____ Signature _____

Nancy Bereman *Nancy Bereman* _____

Steven Farmer *Steven Farmer* _____

Bobbie Knoblauch *Bobbie Knoblauch* _____

Gergana Markova *Gergana Markova* _____

Submitted by: Steven Farmer, Chairperson, Dept. of Management _ Date 4/1/2013 _____

(name and title) *Steven Farmer*

1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).

a. University Mission:

Wichita State University is committed to providing comprehensive educational opportunities in an urban setting. Through teaching, scholarship and public service the University seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national and global community.

b. Program Mission (if more than one program, list each mission):

The Human Resource Management major seeks to equip students with the necessary knowledge and skill base to enable them to become successful human resource specialists or generalists.

c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

Through its specific mission the Human Resource Management major contributes directly to the University mission of “seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national, and global community.” By focusing our research efforts on theoretical and applied academic outlets at the national and regional level, we further the University’s goals of “providing high quality teaching” (by having faculty on the cutting edge of research and transmitting this knowledge to students) and “making original contributions to knowledge and human understanding” (by focusing on scientific peer-reviewed journals that form the foundation for knowledge in the discipline). By providing our expertise to organizations wishing to enhance their productivity and become more competitive, we directly support the University’s objective to “equip...the larger community with the educational and cultural tools they need to thrive in a complex world.”

d. Has the mission of the Program (s) changed since last review? Yes No

i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

Mission has not changed, and no current need to change is foreseen.

e. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (both programmatic and learner centered). Have they changed since the last review?

Yes No

Program goals have not changed.

If yes, describe the changes in a concise manner.

The Human Resource Management program is the only such specialized program offered by a Kansas Board of Regents University. The Human Resource Management program has the goal of providing graduates with the knowledge base and skills necessary to perform successfully as Human Resource professionals in the private, public, or nonprofit sectors, to use their Human Resource knowledge in a variety of positions in the private, public, or nonprofit sectors, or to pursue further graduate study. A secondary objective is provide students with the knowledge and skill base necessary to successfully pass the SHRM Assurance of Learning Exam.

The research mission of the program is two-fold. The primary focus is applied and theoretical research published in academic outlets at the national and regional level. A secondary focus in on the dissemination of research results to the practitioner community through publication in widely disseminated outlets and through participation in relevant professional organizations. Faculty are expected to contribute to both aspects of this mission by communicating their findings to appropriate academic and professional associations.

The service mission of the program includes providing state-of-the-art assistance and technical support to private, public, and nonprofit organizations with the goal of improving organizational productivity and effectiveness. Faculty are encouraged to provide organizations with relevant expertise, especially when such activities can enhance their teaching and research activities. Additionally, faculty are encouraged to provide service (e.g., chair committees, review papers, etc.) to local, regional, and national chapters of both academic and professional organizations.

Evidence as the accomplishment of the mission objectives above is documented in later sections concerning teaching quality, research capability and quality, and service to the profession and field.

In recognition and support of the mission facets specified above, a number of more specific and measurable learning goals have been established. We believe that these are in support of the broad programmatic goals.

Learning goals are:

1. Students will have a basic understanding of the HRM functions and how HRM is performed in organizations.
2. Students will know how to design staffing, training, and reward programs for business organizations.
3. Students will be able to create a complete selection program, a complete training program, and a complete compensation program for an organization.
4. Students will understand the legal standards in performing HR activities, including collective bargaining, and be able to make ethical and legal decisions on HR issues.

2a. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, and graduates (refer to instructions in the WSU Program Review document for more information on completing this section). Complete a separate table for each program if appropriate.

MANAGEMENT DEPARTMENT

Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#):			Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads – by FY
			TTF= Tenure/Tenure Track	GTA=Grad teaching assist	O=Other instructional FTE			
			TTF	GTA	O			
Fall 08	13	11	13	0	5.5	11532	87	35
Fall 09	12	10	12	0	5.9	11246	79	30
Fall 10	12	12	12	0	5.5	10203	88	23
Fall 11	13	13	13	0	5.3	10566	76	21
Total Number Instructional (FTE) – TTF+GTA+O						SCH/ FTE	Majors/ FTE	Grads/ FTE
						↓		
Fall 08				18.5	62.3	4.7	1.9	
Fall 09				17.9	628	4.4	1.7	
Fall 10				17.5	583	5.0	1.3	
Fall 11				18.3	577	4.2	1.1	

KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

NOTE: NUMBERS IN TABLE ABOVE ARE FOR MANAGEMENT DEPARTMENT AS A WHOLE

Faculty Strengths

Data from Table 2a show a relatively large number of majors and degrees conferred. The table below shows SCH for the major for the time period covered.

	HRM: Data below from Office of Planning and Analysis						
	AY2008	AY2009	AY2010	AY2011			
SCH (fall + spring + summer)	1213	1122	830	825			

The Management Department encompasses faculty who teach in the areas of Management, Human Resource Management, International Business and Entrepreneurship. Many faculty teach in multiple areas. The faculty teaching in the Human Resource Management major have terminal degrees from very good universities including:

1. University of Central Florida
2. Georgia Institute of Technology
3. University of Minnesota

We have one full-time Instructor level faculty member with extensive business experience along with a graduate degree in business from an AACSB accredited university. The Human Resource Management faculty oversee the content and teaching of HRM courses offered by instructors and adjuncts to ensure the highest level of coordination and program quality. Faculty areas of expertise correspond closely to the mission of the school in preparing students for successful business careers.

As members of an urban institution, the faculty is able to utilize management professionals to enrich the classroom experiences of our students. Guest lecturers, panel discussions, and debates on current management topics are used as appropriate as an enhancement to normal classroom activities. Also because of our urban setting, our students have numerous opportunities to gain practical experience through cooperative education placements and internships.

The quality of teaching in the Human Resource Management major is demonstrated by awards received by Human Resource Management faculty. One faculty member has won the Board of Trustees Award for Leadership in the Advancement of Teaching. The Barton School also rewards outstanding teaching in its own faculty through the annual teaching awards process. Two faculty members have won teaching awards from the Barton School. One has received the Student Association for Masters in Business Administration Professor of the Year Award,

2b. Describe the quality of the program as assessed by the scholarly productivity (refer to instructions in the WSU Program Review document for more information on completing this section).

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
2010-2012																	
Faculty teaching in HRM major	13		9														

* Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included in a collection.

- a. Provide a brief assessment of the quality of the faculty/staff using the data from the tables in section 2 as well as any additional relevant data. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

As evidenced by the table above, Human Resource Management faculty are research-productive. One is a four-time recipient of the W. Frank Barton School of Business Researcher/Writer of the Year Award, and one other faculty member has won the award as well. Other awards received by HRM faculty in the last three years include Best Paper in Human Resource/ Careers at the Southern Management Association.

The faculty have published in many of the influential journals in their respective areas of expertise. During the last three years, faculty have published in

Entrepreneurship Theory and Practice
 International Journal of Productivity and Performance Management
 Journal of Applied Psychology
 Journal of Applied Social Psychology

Journal of Developmental Entrepreneurship
 Journal of Social Psychology
 Management Research
 Nonprofit Management and Leadership

One faculty member teaching in the Management major is an associate editor at a premier management journal (Organizational Behavior and Human Decision Processes), and on the editorial board of the Academy of Management Journal. Additionally, Management faculty are active reviewers for the Academy of Management Journal, Journal of Applied Psychology, Journal of Social Psychology, International Journal of Productivity Management, Journal of Creative Behavior, and Journal of Occupational and Organizational Psychology, as well as reviewers for regional, national, and international conferences (e.g., the Academy of Management national meetings and regional Academy of Management meetings).

3. Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students. Complete this section for each program (if more than one). Attach updated program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).

- a. For undergraduate programs, compare ACT scores of the majors with the University as a whole.

Last 3 Years	Total Majors - From fall semester				ACT – Fall Semester (mean for those reporting)					
	EN	HR	IB	MGT	EN	HR	IB	MGT	All University Students - FT	
Fall 09	152	69	97	145	23	20.4	23.2	21.8	22.96	
Fall 10	158	68	96	119	22.5	19.8	22.9	23.0	23.06	
Fall 11	156	70	94	136	23.5	20.5	22.7	21.9	23.11	

KBOR data minima for UG programs: ACT₂₀ will trigger program.

- b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs.*

The Management Department has no graduate programs.

- c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

In the following table provide program level information. You may add an appendix to provide more explanation/details. Definitions:

Learning Outcomes: Learning outcomes are statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire in their matriculation through the program (e.g., graduates will demonstrate advanced writing ability).

Assessment Tool: One or more tools to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).

Criterion/Target: Percentage of program students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).

Result: Actual achievement on each learning outcome measurement (e.g., 95%).

Analysis: Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised.

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Knowledge of HRM functions and how the functions are performed	Online test in HRM 466 (multiple choice questions)	80% of students will have a score of 85% or above and 25% will score 92% or above	TBA	TBA
Knowledge of designing staffing, training, and reward programs	Online tests in HRM 668, HRM 666, and HRM 669 (multiple choice questions)	80% of students will have a score of 85% or above and 25% will score 92% or above	TBA	TBA
Skills to create selection, training, and compensation programs	Assessed with an application project in each class HRM 666, HRM 668, and HRM 669 (calculated as an average of the project grades)	80% of students will have a score of 85% or above and 25% will score 92% or above	TBA	TBA
Knowledge legal issues and collective bargaining Decision-Making ethical and legal issues	Online tests in HRM 466 and HRM 664 (multiple choice questions for knowledge and scenario-based questions for decision-making)	80% of students will have a score of 85% or above and 25% will score 92% or above	TBA	TBA

- d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results, employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the goals and objectives of the program as listed in 1e).

Student Satisfaction (e.g., exit survey data on overall program satisfaction). Percent satisfied or higher								Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years					
Year	Result (e.g., 4.5 on scale of 1-5, where 5 highest)							Year	N	Name of Exam	Program Result	National Comparison±	
													N
1								--	--	1			
2								--	--	2			
3								21	95.2	3			

*only 2012 year results available per OPA

Students are required when submitting a degree to complete an exit survey that asks questions connected to their degree program. WSU 2012 exit survey results show HRM major satisfaction high at over 95%. This ranks the major 7th out of 55 total WSU majors in satisfaction for 2012. From both absolute and relative perspectives, this is a very high satisfaction level.

Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

Goals/Skills Measurements of: Oral/written communication, Numerical literacy, Critical thinking and problem solving, Collaboration and teamwork, Library research skills, Diversity and globalization	Results	
	Majors	Non-Majors

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at:

<http://www.aacu.org/value/rubrics/>

KBOR goals are not assessed at the major level. However, these goals are assessed at the degree level in the Barton School for AACSB International (Association to Advance Collegiate Schools of Business) accreditation.

- e. For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.

No concurrent enrollment courses exist for the Management major.

- f. Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.

The Human Resource Management major has no specialty accrediting body.

- g. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years. Attach a few examples of course syllabi that communicates this policy to students (provide as an appendix).

This information is assessed by a review of faculty syllabi and discussed during the annual performance review process. Sample syllabi are attached at the end of this report.

- h. Provide a brief assessment of the overall quality of the academic program using the data from 3a – 3f and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).

Provide assessment here:

The Human Resource Management program requires the same core set business courses covering the functions of Management, Marketing, Economics, Finance, International Business, Decision Science, Management Information Systems, Entrepreneurship, Business Law, and Accounting. In addition, program majors complete five 3-hour courses in Human Resource Management along with 6 hours of supporting electives.

Required Courses	Hrs.
HRM 466 Fundamentals of Human Resource Management	3
HRM 664 Labor Relations	3
HRM 666 Human Resource Staffing	3
HRM 668 Compensation	3
HRM 669 Training and Development	3
Electives, from the following:	6
MGMT 462 Leading and Motivating	
MGMT 460 Designing Effective Organizations	
MGMT 463 Building Effective Work Teams	
MGMT 464 Communicating Effectively in Organizations	
MGMT 660 Designing Effective Organizations (will be MGMT 460 beginning in Fall 2009)	
MGMT 661 Coaching, Developing, and Mentoring	
MGMT 662 Managing Workplace Diversity	
Other courses may be used as electives with adviser consent, including HRM 481, 491, or 492. A maximum of 3 credit hours of co-op may be used in the major.	

The curriculum for the HRM major is designed around the HR Body of Knowledge developed by the Human Resource Certification Institute (affiliated with SHRM). The Body of Knowledge serves as the basis for PHR and SPHR examinations. The HR body of knowledge was first established in 1976. Since then, it has been completely revised several times. Each revision (now known as a practice analysis study) tries to answer the question, "what should a human resource practitioner know and be able to apply in order to be considered a competent HR generalist?" The body of knowledge serves as the focal point for the course work in the HRM major. Some portions of the body of knowledge (Risk Management) are covered in the introductory course (HRM 466). Business Management and Strategy topic is covered in both Mgmt 360 and Mgmt 681 (core courses for all business majors).

Current HR Body of Knowledge

Functional Areas, Responsibilities, and Associated Knowledge

After each major functional area are the weightings for that area. The first number in the parentheses is the PHR percentage weighting and the second number is the SPHR percentage weighting.

Business Management and Strategy (11%, 30%)
 Workforce Planning and Employment (24%, 17%)
 Human Resource Development (18%, 19%)
 Compensation and Benefits (19%, 13%)
 Employment and Labor Relations (20%, 14%)
 Risk Management (8%, 7%)

Graduates in the HRM major are encouraged to sit for the Assurance of Learning Exam of SHRM. Upon passing, these graduates receive Certificate of Learning to begin career in HRM. Some of our graduates have already advanced to taking the PHR (after holding 2-years on an exempt HR position). We are in the process of gathering the data on passing rates and certification of our alumni.

Our students have received many professional scholarships at national and regional level, some of which are listed below.

National: Scholarships from the national SHRM Foundation:

Crysta Sherbon - <http://www.shrm.org/about/foundation/scholarships/Pages/2008StudentScholarshipWinners.aspx>

Paige Bornholdt - <http://www.shrm.org/about/foundation/scholarships/Pages/2012StudentScholarshipWinners.aspx>

Regional: All Wichita students are eligible for the Wichita SHRM scholarship (\$1000) which began in 2010. WSU students have received this each year- Laura Gerber (2010), Carol Warhurst (2011), and Paige Bornholdt (2012).

4. Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

a. Utilize the table below to provide data that demonstrates student need and demand for the program.

HR																					
Majors				Employment of Majors* ****																	
Last 3 YRS - Begins in fall and ends following summer	No. who enter or are admitted in the major	% enrolled one year later	1 Year Attrition %	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	Projected growth from BLS**											
Fall 09	10	60	40																		
Fall 10	4	0	100																		Current year only
Fall 11	0	70	30	28,180	85.7	42.9	28.6	28.6													13% ▼
Race/Ethnicity by Major***										Race/Ethnicity by Graduate***											
	NRA	H	AI/An	A	B	NH/PI	C	M	UNK	NRA	H	AI/An	A	B	NH/PI	C	M	UNK			
FY 10	4	6	1	6	2	0	36	0	1	1	3	0	1	1	0	11	0	2			
FY 11	4	8	0	2	4	0	32	0	3	2	3	0	2	0	0	12	0	1			
FY 12	3	6	2	3	3	0	31	0	2	2	2	0	1	1	0	14	0	1			

* May not be collected every year

** Go to the U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

*** NRA=Non-resident alien; H=Hispanic; AI/AN=American Indian/ Alaskan Native; A=Asian; B=Black; NH/PI=Native Hawaiian/Pacific Islander; C=Caucasian; MR=Multi-race; UNK=Unknown

KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

****Employment data from 2011-2012 WSU Degree Candidate Exit Survey; **FIGURES ARE UNRELIABLE TO POOR RESPONSE RATE**

Provide a brief assessment of student need and demand using the data from the table above. Include the most common types of positions, in terms of employment, graduates can expect to find.

Position areas for recent Human Resource Management major graduates include Human Resource Generalist, Personal Banker, Selection Coordinator, Volunteer Coordinator, Customer Service Representative, Training Coordinator, HR Specialist, Recruitment Specialist, and HR Bookkeeper.

Data from Table 2a show a relatively large number of majors and degrees conferred. These numbers reflect the need that students perceive for the major.

Additionally, WSU exit surveys indicate that 71.5% of graduating HRM majors hold a full time job that is either directly or indirectly related to their degree program; 33.3% report that they have recently applied for or accepted a position. The major tends to be one that is chosen by students who aspire to moving into human resource management level positions in organizations.

Positions areas for recent Management major graduates (per WSU Career Services Salary Report) include Human Resource Generalist, Personal Banker, Selection Coordinator, Volunteer Coordinator, Customer Service Representative, and Bookkeeper-HR, at average pay of \$28,180 (per WSU exit survey).

5. Analyze the cost of the program and service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Percentage of SCH Taken By (last 3 years)			
Fall Semester	Year 1 - 2009	Year 2 - 2010	Year 3 - 2011
UG Majors	23.9	27.5	32.8
Gr Majors	0	0	0
Non-Majors	76.1	72.5	67.2

- a. Provide a brief assessment of the cost and service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

The senior-level courses that are required in the HRM major are popular electives among many of the other majors in the college. HRM 666 and 668 are recommended to students in the Masters in Accountancy program. HRM 669 is a preferred course for Management major students and non-business students. The HRM major provides service to the school in that HRM 466 is a required course in the business major. General Business students also take HR courses as part of their major. Students in this major frequently enroll in co-op hours to gain valuable work experience. The specialized courses (HRM 666, HRM 668, HRM 669) are well-liked electives for MBA students.

The WSU SHRM group is closely affiliated with the Wichita SHRM group and the interactions between the professional members and the student members are mutually valuable. The WSU Chapter of SHRM is one of the oldest student chapters in the United States. It was founded in 1972 and has been very active since that time. The WSU student chapter has sponsored 8 students who have won the National Outstanding Student Award from the national SHRM organization. The chapter has consistently earned either a Merit or a Superior Merit Award for the students' activities.

Our alumni are also well-represented at the Wichita SHRM Executive Board. Currently, there are three board members who graduate from the WSU HR program - Makala Wiese, Programs VP; Laura Gerber, College Liaison Director; and Amanda Ropar, Finance Director. Furthermore, Bobbie Knoblauch, the faculty advisor of the WSU SHRM chapter, is a long standing member of the Wichita SHRM Board and is currently a Secretary of the Board.

The program's cost effectiveness. The courses in the HR major are offered on a very strict course rotation that allows the major to be offered with a minimum number of faculty. HRM 466 is a required course in the Management Major and is offered both day and night in both the fall and spring; online offerings have recently been added. The four required courses in the major are offered only in the evening and on a rotation with two being offered in the fall and the other two being offered in the spring. This provides a great deal of cost effectiveness as the faculty teaching in the program also teach other courses. One of the faculty teaching a required course is an extremely highly qualified adjunct (Gloria Farha Flentje, former Senior Vice President at Spirit AeroSystems).

Cost per credit hour data is no longer provided by the university for program review so cost efficiency cannot be directly addressed.

Faculty Productivity: Student Credit Hours per Full Time Equivalent Faculty (SCH per FTE). SCH per FTE is one of the most widely used measures of faculty teaching productivity, since the university is funded on the basis of credit hours generated. Therefore, the most productive and efficient faculty will generate more student credit hours per faculty member. The average SCH per FTE of the Management Department over the last five years was 281.6. (These data are not easily disaggregated to the major program level given shared overhead of faculty and other resources).

6. Report on the Program’s goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome

The last review conducted (2008) did not ask for program goals.

7. Summary and Recommendations

- a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.

Strengths of the Human Resource Management major include a very highly qualified faculty who regularly score very highly on SPTE teaching evaluations, are highly research productive, and provide strong levels of service to the university, profession, and community. HRM major students receive adequate practical experiences through their involvement with SHRM and co-op opportunities, both strongly encouraged by faculty and staff. Students engage with local HRM professionals early in their school career and build much needed professional relationships and inspiration. Another strength is offering a curriculum and student service that satisfies students at a high level (95%+). Weaknesses include a lack of assessment data for the last three years due to administrative oversights, limiting our ability to improve at this point via learning goals. As noted elsewhere, however, that oversight is currently being addressed.

The main three-year objectives/goals of the HRM program are:

1. Grow the program in terms of numbers and presence in the local business community.
2. Maintain and strengthen our relationships with the professional chapter of SHRM.
3. Create an alumni organization to maintain relationships with former students and encourage current students in their career pursuits.
4. Create a graduate program in HR management.

Per that goal, employment data reported earlier shows that 90% of Management majors are working in an area related to their degree, but relatively few are seeking or getting new jobs. Thus, a new three year goal is to increase the percentage of students obtaining new and better paying jobs related to their Management major from the current 19.6% to 25%.

As noted earlier, deployment of learning goal assessment was delayed due to administrative error. Learning goals, assessment tools, and target criteria were reported earlier. Results and analysis/changes in response to results will be reported in the next program review.

In sum, the Human Resource Management major has a long record of producing high quality graduates many of whom become employed in the HR field either locally or nationally or go on for advanced degrees in the field.

Syllabus

HRM 668 Compensation: Spring 2013

(I reserve the right to make modifications to this syllabus)

In Class Meeting Time: 5:35 – 6:50 pm Wednesday

Important note! When you enrolled in this class the following note was displayed.

This class is being taught in a “blended” format. It will be partially online and partially on-campus. Students must be able to work independently in an online environment and to attend ALL on campus classes.

Another term for this type of class is that it is a “hybrid”. There will be substantial online work that is required.

More specific information about what is required:

Class Attendance:	15 hours
Individual Study/Prep:	60 hours
Group Meetings:	30 hours
Online Assignments:	15 hours
Asynchronous Communication	15 hours
Total	135 hours

Classroom: 204 Clinton Hall

Instructor: Dr. Nancy A. Bereman

Instructor's Office: 121 Clinton Hall
Phone: 978-7098 (Home – 729-7621 – before 10:00 pm please)
Mailbox: 348 Clinton Hall, Management Department Office
E-mail: Nancy.Bereman@wichita.edu

SKYPE – nancy.bereman

PLEASE use HRM 668 as part of the subject line. I get a LOT of emails every day, using HRM 668 as part of the subject line will allow me to give your email priority.

Office Hours: 9:00 am to 11:00 am Monday and Wednesday and prior to class on Wednesday night. Please note that I am in my office on campus MUCH more often than this, but I may be in meetings or otherwise unavailable. If I am available, I am happy to meet with students at other times.

One of the best ways to get in touch with me to ask a quick question or to leave me a message is to e-mail me at "Nancy.Bereman@wichita.edu". If I am in town, I check my e-mail multiple times daily. I will be happy to meet with you by appointment (give me a call and I will make arrangements to see you at a mutually convenient time).

Prerequisites: HRM 466 or instructor consent. ***This class assumes more than a minimum level of computer literacy. We will be using some software that is based on Access. Familiarity with Access is desirable.***

Brief Overview: This course will provide the student with the opportunity to become familiar with compensation processes within organizations. Topics include: job evaluation techniques, wage level and wage structure determination, individual performance analysis, individual wage rate decisions, incentive plans and benefits. Considers the legal constraints on compensation practices. Students will develop a complete compensation system for a hypothetical organization.

ADDITIONAL REQUIREMENTS!

Email Expectations:

The Barton School, and WSU in general, use email for most communications with students. These emails automatically go to your **@wichita.edu** email address.

You need to make sure you:

- Check your email every day.
- If you normally use a different email address than your @wichita.edu address, set up your WSU email account to automatically forward emails to your other address - details are below. **WARNING:** Hotmail, Gmail, etc. sometimes decide WSU emails are spam. **MAKE SURE** you tell your email account that email from @wichita.edu is not spam.
- If you use email forwarding, keep your forwarding address up to date.

Setting up email forwarding:

1. Log in to myWSU.
2. On the **Student Resources** tab, click **Log into Student Webmail** and log in.
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4. Select **Settings** along the left column.
5. Near the bottom of the page that opens click **Enable forwarding**. Type the email address you wish to forward to in the rectangle that is provided.

Finally, click **Save Changes**. Please call the Help Desk at 978-3655 if you need further assistance.

MAKE SURE THAT YOUR WSU E-MAIL ACCOUNT DOES NOT GET OVER CAPACITY. THIS IS YOUR RESPONSIBILITY.

It is mandatory that every student have a working e-mail address and web access. We will be using Blackboard extensively in this class. I assume that students understand how to use Blackboard AND access it regularly. If you do not understand how to use Blackboard, please talk with me.

Academic Integrity Statement

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Required Textbook: Milkovich, Newman, and Gerhart. Compensation. 10th edition. McGraw-Hill, 2011

Additional required text: Cases in Compensation, Eleventh edition, Milkovich and Gerhart.

Additional required reading materials will need to be accessed through the university library. More information on these to come.

Learning Objectives – Upon completion of this course, you should be able to...

Design and conduct a job analysis to collect compensation-relevant job information

Understand the major job evaluation methods

Select organization-specific compensable factors

Develop a point-based job evaluation plan

Write a job evaluation manual

Evaluate jobs to determine their relative value to the organization

Design a wage and salary survey

Use salary survey information in conjunction with job evaluation results to develop a pay policy line

Understand simple regression analysis

Develop a salary structure

Develop merit pay guidelines

Understand alternatives to traditional reward systems

Understand the role of benefits in completing the compensation package

Understand the legal constraints on compensation

Use a spreadsheet to solve a compensation problem

Course Requirements

	Maximum number of points	Source of evaluation
Mid-Term Exam	100 points	Individual
Final Exam	100 points	Individual
Phase One	100 points	Group effort
Phase Two	100 points	Group effort OR individual effort
Phase Three	100 points	Group effort OR individual effort
Team Member Evaluation	50 points	Evaluation of each individual's contribution to the group project by your peers.
In class quizzes / assignments	150 points	Individual – Periodically I will have in class quizzes or have an in class case or assignment. These will be scheduled at my discretion and will not be previously announced. These points cannot NORMALLY be made up. If you have a legitimate documented reason for missing class, then I will “double count” the next quiz or case / assignment.
Online Assessments	300 points	Individual
Total	1000	

Course Requirements for Undergraduates:

University grading requirements have CHANGED! See information below regarding the Plus/Minus grading system.

- 1) The Plus/Minus system is operational for all WSU courses for which letter grades are assigned;
- 2) The Plus/Minus system will not be applied retroactively to courses completed before fall 2009;
- 3) Once grades are submitted *Credit Points* are assigned as follows to permit averaging of grades:

A	=	4.00
A-	=	3.70
B+	=	3.30
B	=	3.00
B-	=	2.70
C+	=	2.30
C	=	2.00
C-	=	1.70
D+	=	1.30
D	=	1.00
D-	=	0.70
F	=	0

- 4) The University has not adopted a standardized grade scale that correlates points or percentages to a letter grade. This remains up to the faculty member to determine.

You are probably wondering what impact this will have on your grade in this class.

A total of 1000 points may be earned in this course. Percentage requirements for grades for undergraduate students are given below.

A	100% – 92%
A-	91.9% - 90%
B+	89.9% - 88%
B	87.9% - 82%
B-	81.9% - 80%
C+	79.9% - 78%
C	77.9% - 72%
C-	71.9% - 70%

D+	69.9% - 68%
D	67.9% - 62%
D-	61.9% - 60%
F	below 60%

Graduate Grading Scale:

(Note: Graduate Students are required to write a paper worth 100 points. The total number of points available to graduate students is 1100 points. The grading scale for graduate students is the same as for undergraduates.

NOTE: All written assignments receive two grades. One is a grade for content (how well you address the issues) and the other is for written communication (grammar, spelling, structure, clarity of thought). The two grades are equally weighted and are averaged to come up with your grade on an assignment. **EDIT YOUR WORK!**

Class Schedule:

Reading assignments must be completed prior to the class meeting. Class meetings will not normally be lecture oriented, but discussion. In addition, there will be assignments that must be completed online prior to many class meetings.

Week	Date	Topic	Assignment
1	Jan 23	Course overview The Pay Model Critical Thinking Concepts Group Tools	Read Chapter 1
2	Jan 30	Strategic Perspectives Government and Legal Issues in	Chapters 2 and 17

		Compensation Overview of the Extended Case Group Formation	Introduction in the Casebook
3	Feb 6	Internal Alignment Intro to Phase One	Chapter 3
4	Feb 13	Job Analysis Job Evaluation	Chapters 4 and 5
5	Feb 20	Person-based Structures	Chapter 6
6	Feb 27	External Competitiveness, Pay Levels, Mix, and Structures	Chapters 7 and 8
7	Mar 6	Group Meeting Opportunity Intro to Phase Two Pay Levels, Mix, and Structures	Chapter 8 Phase One Due
8	Mar 13	Exam	Mid-Term Exam Chapters 1 – 8 , 17
9	Mar 20	<i>SPRING BREAK NO CLASS</i>	
10	Mar 27	Pay for Performance: The Evidence Incentive Plans	Chapters 9 & 10

11	Apr 3	Pay for Performance Intro to Phase Three	Chapters 10
12	Apr 10	Performance Appraisals	Chapter 11 Phase Two Due
13	Apr 17	Benefits Determination and Options	Chapters 12 and 13
14	Apr 24	Compensation of Special Groups International Pay Systems	Chapter 14 and 16
15	May 1	Making the Pay System Work	Chapter 18
16	May 8	Last Day of Class	Phase Three Due
Last Day of Classes is May 9 rd			
May 15th Final Exam 5:40 – 7:30 pm Content to be announced.			

Human Resource Management 466

Fundamentals of Human Resource Management

Spring 2013 Online

Instructor: Bobbie Knoblauch, **Office Hours:** I will be online and available for questions between 8 – 9:30 am on Tuesday and Thursday or by appointment. You may also visit me in person during this time at 313 Clinton Hall.

Phone No. 978-7112, **e-mail:** bobbie.knoblauch@wichita.edu I check and respond to email several times each day.

Required Materials: *Human Resource Management, 12th ed; Mondy, Pearson Prentice Hall*

Course Overview: Human Resource Management (HRM) is about achieving organizational objectives by engaging employees. Managing Human Resources is about **taking care** of employees so that employees will **take care** of the organization! At the end of the course you will understand the role of HRM in achieving the strategic objectives of an organization. You will be introduced to basic employment law. Students will be exposed to effective recruiting and selection processes. This course will introduce students to different types of performance evaluations to assess employees and differing compensation and benefit plans to encourage employees to contribute to the organization. We will also discuss safety and health requirements for organizations. The student will be exposed to labor unions and the collective bargaining process as well as global human resource management. By the end of the course the student will understand the basic functions of Human Resource Management.

Course Requirements	Total Points Possible	% of course grade
Reading Assignments/Homework	140	25%
Assessments	140	25%
Vocabulary	140	25%
Journal Entries	140	25%

Grading Scale: A = 90 - 100%; B+ = 88 – 89%, B = 82 - 87%, B- = 80 – 81%; C+ = 78-79%, C = 72 - 77%, C- = 70 – 71%; D+ = 68 – 69%, D = 62 - 67%, D- = 60 – 61%, F = below 60%

Reading assignments/homework – you will be required to read each chapter of our required textbook and complete a homework assignment related to that chapter. This will provide an opportunity for the student to reflect comprehension of key concepts from the textbook. I know most of us don't like reading textbooks however, this is still one of the most efficient ways to discover information about a subject. ” A person who won't read has no advantage over one who can't read. “ Mark Twain

We will read the entire book that you purchased – and to use a business analogy, the more information you gain from reading, the higher the return on your investment in the textbook! After reading a chapter you will be required to complete a homework assignment designed to make sure you have captured the key points. The homework assignments will be a variety of

activities which may require listening to news clips, watching video cases, and/or completing outlines of chapter content. Most students will be able to complete the reading and homework assignment within 6 hours each week. There will be 14 reading/homework assignments each worth up to 10 points.

Assessments – you will be required to complete a “test” after we have covered 2-3 chapters of the textbook. The assessment will be essay format and “open book”. There will be a total of 5 assessments by the end of the course. Although each assessment will focus on just the new concepts covered since the last assessment, many concepts in human resources are interwoven. Students should plan to spend about 5 hours each on the 5 assessments for the course. Each assessment will be worth up to a total of 28 points and will require students to respond to 4-5 essay questions.

Vocabulary - The student will be introduced to many new terms often used in management. You will be given an opportunity to reflect that you understand this jargon and can effectively incorporate appropriate business language. I once had a boss who did NOT appreciate the importance of vocabulary - I was mortified when he was addressing the Wichita City Council and said “let me regurgitate that point”! He meant “reiterate” (regurgitate: to cause to surge or rush back; vomit. source: dictionary.com). So, I understand management is not about vocabulary but it does make a difference in credibility and professionalism. Btw – we did not get the funding we were requesting from the Wichita City Council. I will be generating a variety of games, puzzles, etc. to challenge students to learn human resources jargon. Completing these should not require more than 60 minutes each week. There will be a total of 14 vocabulary assignments each worth up to 10 points.

Journal Entries – Students will make journal entries related to many of the human resource concepts discussed in this course. This is an opportunity to reflect that the student can effectively **apply** human resource management concepts in a real or simulated organization. For example, the topic for the first journal entry is ethics. You will be asked to outline an effective ethics program for the organization where you currently work (or previously worked). Other journal entries will be to write up a job description for your current job, to develop a safety program where you work, etc. Alternatives will be detailed for students not currently working or have never worked. Specific requirements will be detailed for each journal entry and students should plan to spend about 3 hours to complete each journal entry. A total of 7 journal entries will be required, each worth up to 20 points.

So, students should plan to spend 9 hours per week (on average) to complete course requirements.

Integrity (Develop your reputation opportunity)

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