Bachelor of Business Administration
Major: Human Resource Management

April 28, 2019

TO: Rick Muma, Provost
Kay Monk-Morgan, Assistant Vice-President for Academic Affairs

From: Anand S. Desai, Dean, W. Frank Barton School of Business

Cc: Masud Chand, Chair, Department of Management

RE: **Bachelor of Business Administration (Human Resource Management)** Program Review

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The Human Resource Management (HRM) major is offered as one of the majors in the department of Management. The HRM major seeks to equip students with the necessary knowledge and skill base to enable them to become successful human resource specialists or generalists.

The program revised its learning objectives which are now better able to be assessed. These objectives are consistent with the functions that HRM majors are expected to perform in the workplace. Further, in fall 2017, to meet the demands of the workforce, the department offered a fully online HTM bachelor's degree. Student satisfaction, which had been on the decline in the previous review cycle has improved, and the department should monitor this closely to ensure it stays at these higher levels. The department is responsive to assessment results, as evidenced by revisions in several courses to improve student learning.

Faculty in the department are active in their scholarship. Collectively, they have published 21 articles in peer reviewed journals and made 15 peer reviewed presentations during the review period. Further, they also published 6 books. Two of the department's faculty (Mr. Rawson and Dr. Markova) were recognized for their teaching excellence through University Awards. While there is a good mixture of faculty by rank, there are likely to be transitions in the next few years as faculty retire. It is imperative that the intellectual capital of the department be maintained.

The Management faculty members' expertise enables them to act as consultants, speakers, and trainers on campus, in the Wichita area, and throughout the world. The faculty members serve as a consultants and board members for local nonprofit organizations and the WSU community. A Distinguished Endowed Professor was recruited n the department in fall 2018 (Dr. Haley). She brings an excellent research record, a distinguished national and international reputation, and has experience with NSF grants.

The ACT scores for incoming students is about slightly lower than the university average. However, only two years of data are available in the report. Placement of graduates is strong, with more than 80% (and as high as 100%) of the graduates employed within Kansas. Similarly, although cyclical, most graduates are employed in their field of student or a closely related field. Average salaries are in the low to high thirty thousand dollars annually. While only a handful of graduates went on to pursue a graduate degree, the department has begun offering stackable graduate certificates in HRM in 2018, leading to a master's degree. This should increase the number of students who pursue a master's degree or a graduate certificate.

Since the major is part of the management department, SEM goals are inherently tied to the department. The management department has been successful in offering badge courses for non-degree seeking courses and offers the HRM major online. The WSU student chapter has sponsored 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.

The HRM program has been certified in 2016 by the Society for Human Resource Management (SHRM) as being aligned with SHRM's education standards based on their *HR Curriculum Guidebook and Templates*. The next review date is December 2021. It is worth noting that the WSU SHRM group is closely affiliated with the Wichita SHRM group and works closely with them to foster industry engagement.

The degree program continues to be fully accredited by AACSB and the next AACSB Continuous Improvement Review will take place in spring 2023.

WICHITA STATE UNIVERSITY

Academic unit: Human Resource Management _____ College: Barton School of Business

Date of last review 2016-2017   Date of last accreditation report (if relevant) _____

Trigged Programs NONE (2018)

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

Degree: Bachelor – Human Resource management_____   CIP* code: 52.1001_____

Degree: _____   CIP code:_____

Degree: _____   CIP code:_____

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

Certificate (s): _____

Faculty of the academic unit (add lines as necessary)

NAME	SIGNATURE	TENURE OR NON-TENURE TRACK
Please see department cover sheet		

Submitted by: Masud Chand, Chair, Department of Management_____   Date _____

(Name and title)   (Date)

In yellow highlighted areas, data will be provided

Part 1: Impact of Previous Self-Study Recommendations

At the conclusion of the last program self-study performed, the committee provided recommendations for improvement for the department. Please list those recommendations and note your progress to date on implementation.

Recommendation	Activity	Outcome
Modify learning outcomes to be measurable, e.g., define, differentiate, evaluate, etc.	Faculty modified the learning outcomes from the last review to be more measurable.	The modified learning outcomes/program objectives are reflected in Parts 2 and 4 in this program review report.
Expand more on scholarly productivity and provide grant amounts awarded	Faculty published in peer-reviewed journals and presented at international conferences.	Faculty published in journals ranked in the Chartered Association of Business School. Faculty members have also presented at international conferences such as the Academy of Management conference.
Elaborate more on next 3 year goals	Faculty more clearly defined the goal of increasing the number of non-business students enrolled in HRM courses by establishing a specific measurable activity (create an HRM minor for non-business students), how to collect assessment data, and the specific outcome.	By further elaborating on the goal with specific measurable activity and assessment data, faculty produced a tangible outcome, which was offering an HRM minor for non-business students in Fall 2016.
Examine decline in student satisfaction from the Exit Surveys (2012=95.2%, 2013=86.7%, 2014=66.7%)	Faculty have investigated the teaching evaluation to determine the sources of the decline in student satisfaction).	The decline in student satisfaction has stopped and is on an upward trajectory (2015=82.6%, 2016=90.9%, 2017=83.3%).
Consider incorporating the newly approved UNISCOPE model into the department's assessment of scholarship.	Two faculty members from the HRM program have served on the Faculty Affairs Committee of the School of Business that revised the tenure and promotion policy to incorporate the UNISCOPE model.	UNISCOPE model was incorporated into the faculty annual review for 2018.
For the next review, align recruitment and retention efforts with the university's strategic enrollment plan.	Faculty have actively used the Student Early Alert System (SEAS) to improve retention and offered more HRM classes online to improve recruitment. Also, faculty created an online-only option for the BBA-HRM degree program to expand enrollment..	With the slight decrease in 2016, the number of HRM majors on Census Day has increased from 2015 (17 students) to 2017 (26 students). The number of applicants and the number of admitted have also increased from 2015 to 2017. The overall headcount for HRM majors has reached the highest number in the past seven years in 2017. Furthermore, the online HRM major was available to students starting Fall 2017.

Part 2: Departmental Purpose and Relationship to the University Mission

The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.

Please list the program mission (if more than one program, list each mission), define the role of the program and tie them to the overall mission of Wichita State University printed above. (*Explain in 1-2 concise paragraphs***)**

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

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

b. The role of the program (s) and relationship to the University mission:

In support of the university's mission to serve as an educational and economic driver for Kansas, the HRM program strives to equip students with tools that will enable them to work for companies that will serve as economic drivers for Kansas and the greater public good.

c. 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?

No, there is no need to change.

d. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the <u>program</u> (s) (programmatic). Have they changed since the last review? ☒ Yes ☐ No

If yes, describe the changes in a concise manner.

The program description did not change. However, the program goals have changed as noted below and in Part 9 and 11. Furthermore, the program objectives have changed to reflect learning outcomes that are more measurable (please see Part 4).

Program Description – Human Resource Management Major

Required Courses	Hrs.
HRM 466 Fundamentals of Human Resource Management	3
HRM 665 Employment Law	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 460 Designing Effective Organizations
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 Human Resource Management Program Goals

For the previous review cycle, the program goal was to increase the number of non-business students in enrolled in HRM courses by creating an HRM minor for non-business students (see Part 9 of this report). The HRM program met this goal. Moving forward for the next review cycle, we intend to achieve four goals (see Part 11 of this report): (1) offer a Master's degree in Human Resource Management, (2) offer dual graduate certificate programs in HRM, (3) offer a dual/accelerated bachelor-to-Master of HRM program, and (4) hire a new faculty member for the HRM program to better accommodate for the growing enrollment in HRM.

The Human Resource Management Program Objectives are:
1. Students will demonstrate basic understanding of the HRM functions and evaluate how HRM is performed in organizations.
2. Students will assess employee selection, training, and compensation program for a business organization.
3. Students will be able to design and implement a complete selection program, a complete training program, and a complete compensation program for an organization.
4. Students will identify the legal standards in performing HR activities and be able to make ethical and legal decisions on HR issues.

Part 3: Faculty Quality

Describe the quality of the program/certificate as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates, and scholarly/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).

What standards, if any, are in place for your college/department for the following areas?

College/ Dpt.	Departmental Standards																			
	Ref Journal Articles				Non Ref Journal Articles				Conference Proceedings				Presentations				Books			
	S	A	P	MA	S	A	P	MA	S	A	P	MA	S	A	P	MA	S	A	P	MA

S=Submitted, A=Accepted, P=Published, NA= Not Accepted

College/ Dpt.	Departmental Standards									
	Performances			Number of Exhibits		Creative Work		No. Grants Submitted	No. Grants Awarded	$ Grant Value
	*	**	***	Juried	****	Juried	Non-Juried			

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

Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis 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

Narrative:

Please use the tables below to share information about your departmental scholarly outputs.

College/ Dpt.	Ref Journal Articles				Non Ref Journal Articles				Conference Proceedings				Presentations				Books			
Departmental Outputs																				
	S	A	P	MA	S	A	P	MA	S	A	P	MA	S	A	P	MA	S	A	P	MA
2013-2014 (14)			7								1				6		1		3	
2014-2015 (15)			4								1				3				1*	
2015-2016 (16)		9	7												3				2*	
2016-2017 (17)		7	3												3					

S=Submitted, A=Accepted, P=Published, NA= Not Accepted

College/ Dpt.	Performances			Number of Exhibits		Creative Work		No. Grants Submitted	No. Grants Awarded	$ Grant Value
Departmental Outputs										
	*	**	***	Juried	****	Juried	Non-Juried			
2013-2014										
2014-2015									1	
2015-2016										
2016-2017										

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

Narrative: Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis 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.

Provide assessment here:

The Department of Management at the beginning of 2018 consisted of fourteen full-time faculty members. There were four full professors, five associate professors, two assistant (untenured tenure-track) professors and three full time lecturers. One associate professor's primary responsibility was serving as associate dean of the Barton School. Two of the full time lecturers were recently promoted to Senior Educator through the university Non-Tenure Promotion review process. All tenured and tenure-track faculty members hold doctorates from well-recognized business schools.

The composition of the faculty going forward is expected to change significantly in the next few years. Two faculty members passed away in 2014 and one in 2017. One faculty member is retiring in calendar year 2019 and further retirements are expected in the next 3 years. Three new faculty members were hired in calendar year 2018 and one in 2019. One was hired at the rank of Distinguished Professor, one was hired as a tenure-track Assistant Professor, and two were hired to the newly created position of Clinical Assistant Professor. Clinical Assistant professors have a 3-3 teaching load along with research responsibilities that requires them to be SA qualified as per AACSB standards.

Faculty Scholarly Activity:

The faculty of the Department of Management have been consistently active in research and have been successful publishing in a wide array of high-quality academic journals. Of the 11 full-time tenured/tenure-track faculty members, 9 had refereed journal publications during the 2014-2017 period. Faculty research papers continue to be heavily cited by other scholars. Faculty have also been asked to serve on editorial review boards for many quality journals; three faculty serve as associate editors in journals in their respective fields.

Research Awards:

In the past, several faculty members have been awarded the Barton School Researcher of the Year Award. Most recently, in 2014 and 2015 Masud Chand and in 2016 Gaylen Chandler received the award.

Teaching Productivity:

Credit hour Generation:

In FY 2014, total SCH generated by the Department was 10, 622. This increased to 11,194 in FY 2015, 12, 477 in 2016 and to 14, 021 in 2017. Overall, between 2014 to 2017, SCH generated increased over 31%. The Department is offering completely online management and HR degrees that are expected to increase overall SCH production.

As measured by the Fall 2016 November 1st Census Day (Table 5c) the Department generated 351.1 SCH per FTE. This was 62 % higher than for the University as a whole. SCH per FTE for tenure eligible faculty was 264.7, which was 43% % higher than for the University. Credit hours generated by

non-tenure track faculty are primarily from faculty who have been awarded the rank of Senior Educator. No classes are taught by GTAs.

Teaching Awards:

A number of current Department faculty have been recognized for excellence in teaching in the last 4 years:

Wichita State University Academy for Effective Teaching Award: Brian Rawson 2015

Wichita State University Leadership in the Advancement of Teaching: Gery Markova 2017

W. Frank Barton School of Business Instructor of the Year: John Perry (2015), Brian Rawson (2017) and Jim Wolff (2018)

Part 4: Academic Program(s) and Emphases

Analyze the quality of the program as assessed by its curriculum and impact on students 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).

Narrative: a. For undergraduate programs, compare ACT scores of the majors with the University as a whole. (Evaluate table 8 [ACT data] from the Office of Planning and Analysis).

Provide assessment here:

Last 3 Years	Total Majors - From fall semester	ACT – Fall Semester (mean for those reporting)	
	HRM	HRM	All WSU Students
2015	61	22.5	23.0
2016	75	23.1	23.1
2017	N/A		

Narrative: b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs. (Evaluate table 9 [GPA data] from the Office of Planning and Analysis)

Provide assessment here:

There is not a Human Resource Management graduate program.

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

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Demonstrate basic understanding of the HRM functions and evaluate how HRM is performed in organizations.	10 multiple-choice questions collected online in HRM 466	80% or more of students will have a score of 80% or better	78.57% (Target not met)	The success rate has decreased in the last evaluation cycle. A potential reason for the decline might be the increased number of students taking the course online. Faculty have decided to perform further analysis to provide an assessment suitable to the learning needs of the online students.
Assess employee selection, training, and compensation program for a business organization.	Online tests in HRM 668, HRM 666, and HRM 669 (multiple choice questions)	80% or more of students will have a score of 80% or better	88.82% (Target met)	The assessment demonstrates steady and significant improvement. The faculty decided to continue to implement the assessment with no changes.
Design and implement a complete selection program, a complete training program, and a complete compensation program for an organization.	Assessed with an application project in each class HRM 666, HRM 668, and HRM 669 (calculated as an average of the project grades)	80% or more of students will have a score of 80% or better	97.66% (Target met)	The assessment demonstrates steady and significant improvement. The faculty decided to continue to implement the assessment with no changes.
Identify the legal standards in performing HR activities and be able to make ethical and legal decisions on HR issues.	Exams in HRM 665 (calculated as an average of the three exams)	50% or more of students will have a score of 80% or better	51.50% (Target met)	A curriculum change occurred at the end of last cycle. To reliably capture the learning outcome in the new curriculum, we have used a new assessment tool and a target to reflect the proper coverage of the content domain.

Definitions:
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.

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 in the following table. 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.

Narrative:

Provide assessment here:

Based on the learning outcomes, we have made significant improvements since our last review cycle. We improved the methods of data collection for HRM 665, 666, 668, and 669 as well as content delivery, specifically in an online setting where the student demands for the learning format are growing. This improvement is evident in the HRM program meeting the target for the second learning outcome that is centered on knowing the body of knowledge in specific functional domains in HRM. We continued to exceed our target on the learning outcome related to designing and implementing complete selection, compensation, and training and development systems.

However, we were close but did not meet our target for the first learning outcome in conveying basic understanding of the HRM function as measured by an online test in HRM 466. A potential reason for the decline since the last review cycle might be the increased number of students taking the course online. Faculty have decided to perform further analysis on the assessment to create a more reliable measurement instrument for the students taking the course online.

In the last review cycle, there was a curriculum change wherein HRM 665 was designated as the course that would ensure that students understand the legal standards in HRM (i.e., the fourth learning outcome). To reliably capture the learning outcome that covered a wide and intellectually challenging content domain that involved studying and analyzing legal documents and cases, we used the average of the three exams in the course as the assessment tool and selected a target that corresponds to the rigors and specialized nature of the content domain.

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result	National Comparison±
2015		N/A		
2016		N/A		
2017		N/A		

Satisfaction with Program among Undergraduate Students at End of Program Exit		
Year	HRM graduates - % Satisfied or Very Satisfied	All WSU graduates - % Satisfied or Very Satisfied
2015	82.6	80.9
2016	90.9	80.7
2017	83.3	82.3

Narrative: d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), 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 outcomes of the program as listed in 3c). Evaluate table 10 from the Office of Planning and Analysis regarding student satisfaction data.

Provide assessment here:

The HRM program does not have capstone or licensing/certification exams that provide a basis for national comparisons.

However, when completing a WSU degree, students are required to complete an exit survey that asks questions connected to their degree completion program. The table shows the satisfaction levels of HRM graduates versus all WSU graduates wherein the HRM graduates reported higher levels of satisfaction the all WSU graduates with a general upward trend in student satisfaction in 2015-2017.

Does your program support the university General Education program? ☐ *Yes* ☒ *No*

If yes, please complete the table below and respond to the narrative prompt. If no, skip to the next.

Outcomes:		
• Have acquired knowledge in the arts, humanities, and natural and social sciences • Think critically and independently • Write and speak effectively • Employ analytical reasoning and problem solving techniques	Results	
	Majors	Non-Majors
N/A		

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/

Narrative:

   e. 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).

Provide assessment here:

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

Concurrent Enrollment - Does the program offer concurrent enrollment courses? ☐ *Yes* ☒ *No*

If no, skip to next question.

Narrative:

   f. 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.

Provide assessment here:

There is no concurrent enrollment course in the Human Resource Management program.

Accreditation – Is the program accredited by a specialty accreditation body? ☒ *Yes* ☐ *No*

Narrative: g. If yes, please note the name of the body, the next review date and concerns from the last review.

Provide assessment here:

The HRM program has been certified in 2016 by the Society for Human Resource Management (SHRM) as being aligned with SHRM's education standards based on their *HR Curriculum Guidebook and Templates*. The next review date is December 2021.

Credit hour determination – How does the department assign credit hours to courses?

Narrative: h. 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.

Provide assessment here:

The Management department adheres to WSU Policy 2.18 which describes the process for assigning credit hours to classes. Moreover, the department adheres to the Department of Education rules regarding a credit hour. Namely, the Management department expects that for each SCH, a student will have to spend a minimum of 45 hours over the length of the course for instruction and preparation/studying or course related activities.

Overall Assessment – Define the Overall quality of the academic program.

Provide assessment here:

Based on the program assessment and the satisfaction levels of Human Resource Management students, the overall quality of the HRM academic program appears strong. The HRM faculty are committed to constantly improving the program and plan to use the program assessment procedure to do so.

The curriculum for the HRM major is designed around the HR Body of Knowledge developed by the Human Resource Certification Institute (affiliated with the Society of Human Resource Managers - SHRM). The Body of Knowledge serves as the basis for the SHRM-CP (Certified Professional) exam. The Body of Knowledge was first established in 1976. Since then, it has been revised several times. Each revision 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. To take a step further from our last review, we aligned the HRM program and what type of content include in each class to conform to the SHRM *Curriculum Guidebook and Templates.* As a result, our program received certification of alignment with the SHRM education standards.

Part 5: Student Need and Employer Demand

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

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

Employment of Majors*							
	Average Salary	Employ-ment % 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** Current year only.
2015	38400	81.8	81.8	18.2	0.0	2	
2016	37571	100.0	100.0	0.0	0.0	2	
2017	37813	100.0	62.5	37.5	0.0	1	
2018	31263	87.5	100.0	0.0	0.0	1	9% HR manager (as fast as average)

* 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)

Narrative: Provide a brief assessment of student need and demand using the data from tables 11-15 ==from the Office of Planning Analysis for number of applicants, admits, and enrollments and percent URM students by student level and degrees conferred==. AND provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find.

Provide assessment here:

HRM Majors			
Last 3 YRs - Begins in fall and ends following summer	# Applicants	# Admitted	# on Census Day
2015	44	42	17
2016	43	37	13
2017	55	52	26
2018	N/A		

% Under-represented Minorities on Census Day				% Under-represented Minorities at Graduation	
	HRM		WSU		HRM	WSU
Year	Freshmen & Sophomores	Juniors & Seniors	Freshmen & Sophomores	Juniors & Seniors	Bachelor's degree	Bachelor's degree
2015	28.0	18.0	19.2	15.9	31.8	14.4
2016	36.4	10.7	20.0	16.6	21.1	15.1
2017	N/A		N/A		7.7	14.1

Overall, the number of HRM students who have applied, accepted, and matriculated increased 2015-2017 despite the slowing rate in 2016. Because the Management department believes that HRM education can be key to promoting economic development for Kansas (part of the WSU mission), the HRM faculty is developing a degree path wherein students will be able to complete all of their coursework toward a BBA in HRM in an online format. By

opening an online path to a BBA-HRM degree, we hope that more students throughout WSU will be exposed to the benefits of an HRM education.

In terms of employment, according to a recent WSU Career Services Exit Survey, recent Management department graduates held positions as Human Resources Specialist, Compensation Analyst, and Office/Safety Manager.

Part 6: Program and Faculty Service

Analyze the service the Program/certificate 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).

Management Department SCH by Student Department Affiliation on Fall Census Day			
Fall Semester	2015	2016	2017
Total SCH – Mgmt Department	5728	6198	N/A
% Human Resource Management UG Majors	7.2	7.2	N/A
% Human Resource Management GR Majors	N/A	N/A	N/A
% non- HRM Majors	92.8	92.8	N/A

Narrative: Provide a brief assessment of the service the Program provides. Comment on percentage of SCH taken by majors and non-majors (using table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day), nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Provide assessment here:

The senior-level courses that are required in the Human Resource Management major are popular electives among many of the other majors in the Business School. 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 for students majoring in HRM, Management, and General Business. Other business students can also take HRM courses as major electives, and the specialized courses (HRM 666, HRM 668, HRM 669) are also popular electives for MBA students. Furthermore, in 2015-2017, increasingly number of engineering students have been enrolling in HRM 466 as an elective.

The WSU Society of Human Resource Management (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 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.

Part 7: Graduate Enrollment Management (GEM)

For each graduate program, summarize and reflect on the progress you have made toward your GEM plan following the (a)-(e) template.

Narrative:

    a. Program name:
    b. In 2-4 sentences, summarize the GEM plan, paying particular attention to the vision, actions, and GEM evaluation.
    c. Discuss how graduate assistantships are being used to advance the GEM goals.
    d. Provide an assessment of successes, challenges, and deficiencies with the GEM plan.
    e. Summarize how the GEM plan is being updated going forward based on the findings above.

Provide assessment here:

There is not a graduate program for HRM.

Part 8: Undergraduate Enrollment Management

For each undergraduate program, summarize and reflect on the progress you have made toward your colleges enrollment goals.

Narrative:

    a. Program name:
    b. In 2-4 sentences, summarize how the department and faculty have engaged in strategic enrollment management,
    c. Discuss how faculty have been engaged in recruitment and retention activities.
    d. Provide an assessment of successes, challenges, and deficiencies with departmental activities.

Provide assessment here:

During the period covered by this self-study (2013-17), the Management Department at the department level:

- Created online degree options for the management and human resources management degrees

- The Barton School dean and department chairs communicated reasons, needs, and the benefit of active participation in enrollment and retention growth

- The Management Department, in line with the Barton School and WSU, revised the annual evaluation, promotion, and tenure policies using the UNISCOPE Model

- Management department faculty created and offered seven badge courses

- New minors for non-business majors were created in international business and entrepreneurship

- The importance of recruitment and retention was discussed at faculty meetings, and the availability of recruitment and retention fellowships at the university level communicated

- Increased enrollment in the 4 years covered by the study. Within the department, growth has been concentrated in the Management major, which provided students with a completely online option. Other majors are studying the feasibility of more online offerings to boost student enrollment.

In order to increase enrollment, faculty members in the HRM program have offered more classes an online or hybrid format. This is an ongoing effort to develop an HRM-BBA degree program that is completely online, which would help increase the ease of students to enroll from a distant location. Furthermore, faculty members have opened up an HRM minor option for non-business students.

As such, the HRM program has been growing in terms of number of students. Challenges associated with this growth is a lack of instructors.

Part 9: Program Goals from Last Review

Report on the Program's/certificate'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
Increase the number of non-business students enrolled in HRM courses	Create an HRM minor for non-business students	Whether or not the Registrar's Office approved the curriculum change.	HRM minor was available for non-business students in Fall 2016.

Part 10: Summary

Narrative: 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).

Provide assessment here:

Strengths of the Human Resource Management major include a highly qualified faculty who regularly score highly on teaching evaluations, are highly research productive, and provide strong levels of service to the university, profession, and community. HRM major students receive practical experiences through their involvement with SHRM and co-op opportunities. The HRM faculty encourage both of these activities formally and informally. Students engage with local HRM professionals early in their school career and build professional relationships and inspiration from these engagements. Another strength is offering a curriculum and student service that satisfies students at a high level. The main concern is our inability to hire a new faculty member due to budget constraints. This significant affects how closely faculty members can monitor and mentor students in online classes.

Part 11: Forward-facing goals

Narrative: b. Identify goal (s) for the Program to accomplish in time for the next review. Goals must be **Specific, Measurable, Attainable, Realistic and Time-bound (SMART).**

List goals here:

Goal #1. Offer a Master's degree in Human Resource Management. Achievement of this goal will be measured by (1) receiving approval of curriculum change from the UPC, GPC, and the Barton School faculty, by (2) receiving approval by KBOR, and by (3) determining whether or not classes were offered by the end of the next review cycle.

Goal #2. Offer a stackable dual graduate certificate program consisted of an HRM skills graduate certificate and an HRM decision making graduate certificate. Achievement of this goal will be measured by (1) receiving approval of curriculum change from the UPC, GPC, and the Barton School faculty, by (2) receiving approval by KBOR, and by (3) determining whether or not classes were offered by the end of the next review cycle.

Goal #3. Offer a dual graduate certificate program consisted of HRM skills graduate certificate and HRM decision making graduate certificate. Achievement of this goal will be measured by (1) receiving approval of curriculum change

from the UPC, GPC, and the Barton School faculty, by (2) receiving approval by KBOR, and by (3) determining whether or not classes were offered by the end of the next review cycle.

Goal #4. Offer a dual/accelerated bachelor to Master of Human Resource Management to allow high-achieving undergraduate HRM majors who wish to obtain a graduate HRM degree to accelerate their path to a Master in HRM degree. Achievement of this goal will be measured by (1) receiving approval of curriculum change from the UPC, GPC, and the Barton School faculty, by (2) receiving approval by KBOR, and by (3) determining whether or not this program was offered by the end of the next review cycle.

Goal #5. Hire a new faculty member for the HRM program to better accommodate for the growing enrollment in HRM. Achievement of this goal will be measured by determining whether or not the HRM program hired a new faculty member to teach undergraduate and graduate HRM classes by the end of the next review cycle.