

Self-Study Template

Program Review S

Academic unit: Management

College: Business

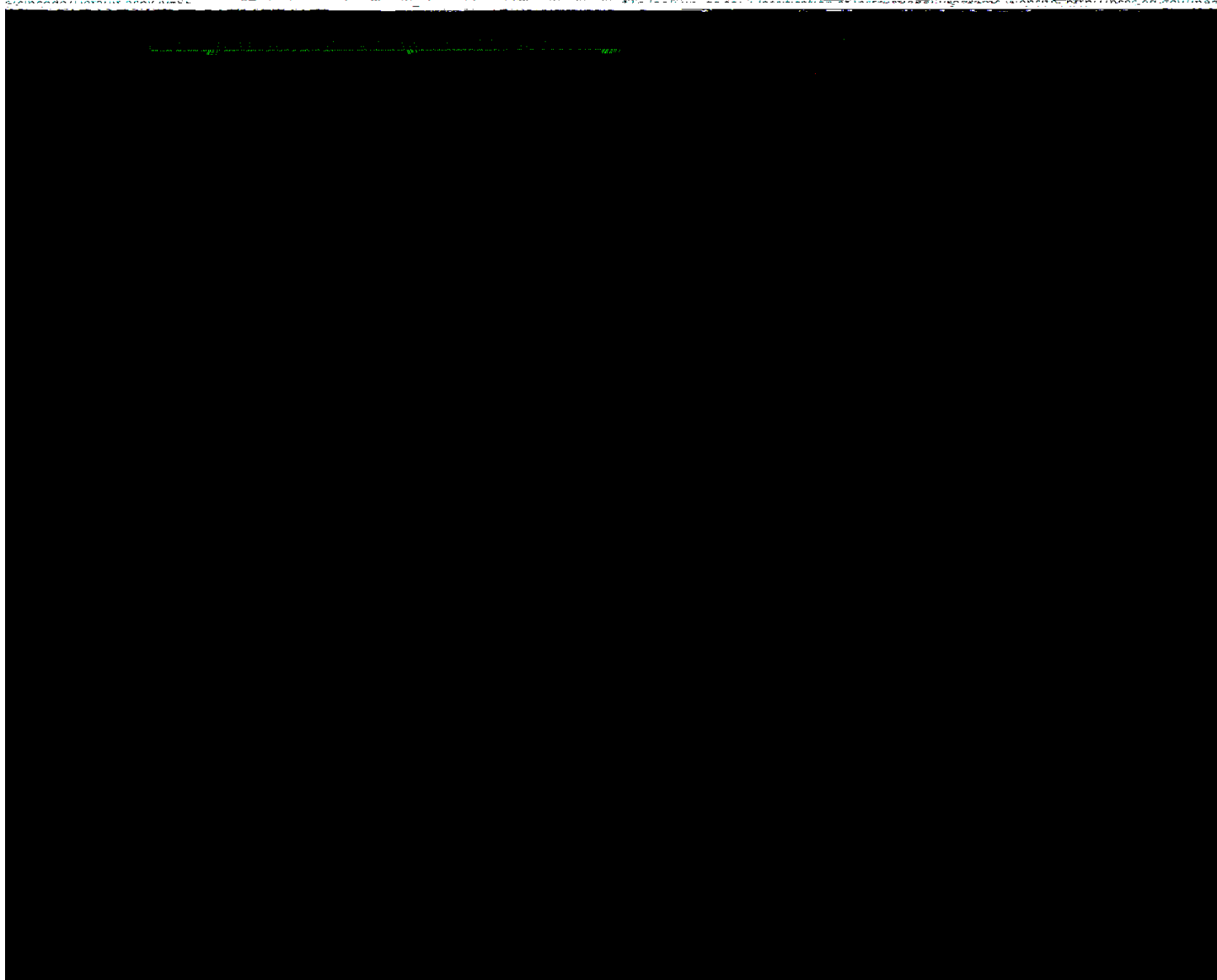
Date of last review

Date

Date of last accreditation report (if applicable)

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

Degree: Bachelor of Human Resource Management (B.S.) CIP Code: 52.1001





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.



MANAGEMENT DEPARTMENT

Last 3 Years	Tenure/Tenure

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

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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.

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)
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- 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

- 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 2

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-

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.

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	

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

- 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 t

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

Instructor's Office: 121 Clinton Hall

The Barton School, and WSU in general, use email for most communications with students. These emails automatically go to your _____ 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. _____ Hotmail,

Gmail, etc. sometimes decide WSU emails are spam. _____ 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.

1. Log in to myWSU.

On the _____ tab, click _____ and log in

3. Click _____ near the top center in the border area.

4. Select _____ along the left column.

5. Near the bottom of the page that opens click _____ . Type the email address you wish to forward to in the rectangle that is provided.

Finally, click _____ . 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.

The following statement on Academic Honesty is taken from the WSU Policies and Procedures Manual. The complete statement may be found at the following URL:

http://webs.wichita.edu/inaudit/ch2_17.htm

"2. A standard of academic honesty, fairly applied to all students, is essential to a learning environment. Students who compromise the integrity of the classroom are subject to disciplinary action by their instructor, their department, their college and/or the University. Violations of classroom standards of academic honesty include, but are not limited to:

- a. Cheating in any form, whether in formal examinations or elsewhere.
- b. Using or submitting the work of others as one's own original work without assigning proper credit to the source.
- c. Misrepresentation of any work done in or out of the classroom or in preparation for class.

- d. Falsification, forgery or alteration of any documents pertaining to academic records.
- e. Colluding with others in an effort to obtain a grade or credit not truly reflective of what the student knows or has learned.

Students violating such standards must accept the consequences and appropriately assessed penalties, which may include reprimand, a failing grade, or suspension or dismissal from an academic program or the University. Students accused of abridging a standard of academic honesty will be provided with mechanisms for review and appeal of decisions regarding allegations of academic misconduct."

, students should be familiar with the Student Code of Conduct found at the following URL:
http://webs.wichita.edu/inaudit/ch8_05.htm

At a minimum, a student caught behaving in a dishonest manner on an examination will be given an F in the course.

If you believe you have been wrongly accused of academic dishonesty, there is an established appeal process. You can get information from the Dean's Office, room 100 Clinton Hall.

I take instances of _____ very seriously. Please be sure you understand what plagiarism is and how to avoid it. One useful resource is <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

An additional useful resource can be found below:

<http://library.wichita.edu/empower/>

If you have a physical, psychiatric/emotional, medical, or learning disability that may impact on your ability to carry out assigned course work, you are encouraged to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex Room 173 (phone # is 978-3309). DS will review your concerns and determine, with you, what accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

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

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

(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.

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.

		Course overview	
		The Pay Model	
Jan 23		Critical Thinking Concepts	

		Compensation Overview of the Extended Case Group Formation	Introduction in the Casebook
	Feb 6	Internal Alignment	Chapter 3
	Feb 13	Job Analysis Job Evaluation	Chapters 4 and 5
	Feb 20	Person-based Structures	Chapter 6
	Feb 27	External Competitiveness, Pay Levels, Mix, and Structures	Chapters 7 and 8
	Mar 6	Group Meeting Opportunity Pay Levels, Mix, and Structures	Chapter 8
	Mar 13		
	Mar 20	<i>SPRING BREAK NO CLASS</i>	

	Apr 3	Pay for Performance	Chapters 10
	Apr 10	Performance Appraisals	Chapter 11
	Apr 17	Benefits Determination and Options	Chapters 12 and 13
	Apr 24	Compensation of Special Groups International Pay Systems	Chapter 14 and 16
	May 1	Making the Pay System Work	Chapter 18
	May 8	Last Day of Class	
Last Day of Classes is May 9 rd			

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*

