

Human Resource Management 2017 Program Review 8/15/17

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Section 1: Program Name and History

Human Resource Management (HRM) Program (BS, minor, and certificate).

Any organization that needs people needs Human Resources expertise—businesses, nonprofits, government agencies. Human Resources Managers help those organizations to hire employees and then to compensate them, assure they're equipped to be productive, assure legal compliance, and manage employee relations. Studying employment law, compensation, negotiations, recruitment and selection, and employee benefits provides the training to succeed in this field. Within the COB, students also receive a well-rounded business background, learning accounting, computer information systems, finance, international business, management, and marketing.

Ferris State University's HR program is in alignment with the Society of Human Resource Management (SHRM) model curriculum. The program is also covered by the College of Business accreditation by the Accreditation Council for Business Schools and Programs (ACBSP). ACBSP is a leading specialized accreditation association for business education supporting, celebrating, and rewarding teaching excellence.

The HRM major has been in existence since 1967. From its inception it has been a small program that offers College of Business students an opportunity to obtain a more specialized degree than the generic, but high-volume, Business Administration degree. The size of the program facilitates cooperative, productive working relationships between program faculty, camaraderie between students in the program, and close relationships between students and program faculty. Program faculty have maintained relationships with many alumni as they progress through their careers and are able to obtain feedback on the program, current trends, and gain knowledge of current and potential job and internship opportunities in the field. Feedback is formally solicited via advisory board meetings and informally via various communications. It is not uncommon for alums to contact program faculty when they are looking for a new employee or intern.

The program has a history of revising the program based on the input of professionals working in the field. The HRM minor and certificate were added in the fall of 2001 based on a recommendation from the advisory board convened for the 1999-00 program review. As discussed later in this report, the minor and certificate have proved to be a valuable additions. Based on the recommendations of the Advisory Board during the 2010-11 program review, one of the directed electives was replaced with a required internship to help ensure program graduates have the work experience that employers increasingly desire. Based on feedback from our Advisory Board, we have also added a course in Employee Benefits (MGMT 338) and replaced the International HR course (MGMT 377) with the more general Cross-Cultural Business (INTB 335).

To facilitate communications about the current state of the program between stakeholders, student representatives of the HR program are included in the Advisory Board meetings. This allows students to directly hear the input from and interact with current professionals in HR. At the same time, the HR professionals hear about the current state of the program from the student representatives.

Section 1.A: Program Mission

FSU mission statement:

Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.

College of Business mission statement:

We are committed to academic excellence, ethical conduct, and a learner-centered environment characterized by quality teaching, outcomes assessment, and continuous improvement. Our students can take pride in their developed competencies and the distinctiveness of the College's programs. We shall be noted for being responsive to changes in workforce needs; building/maintaining good relationships with employers and community; preparing our students to excel in a global environment; and providing high-quality interns and graduates who meet and exceed employer expectations, deal effectively with change, and are committed to lifelong learning.

HR Program mission statement:

The mission of the Human Resource Management (HRM) Program is to prepare students for careers in the Human Resource (HR) field. This mission is accomplished by offering students a variety of courses in specific aspects of HR, along with a comprehensive background in business.

Overall, the HR program provides students with a strong foundation in all aspects of Human Resource Management and helps them develop marketable skills for a career in Human Resource or other Management positions. The HR program provides students who decide they want to work in HR the opportunity to obtain a focused degree that gives them a clear advantage over others with more generic business degrees when seeking employment in HR. The program also provides students in other majors (e.g., HCSA) the opportunity to obtain additional skills that give them a competitive advantage in the job market over others with the same major. The increased enrollment in the minor and certificate indicate that the HR program provides value to a wide variety of students across campus.

The HRM Program provides a good fit with the mission of the University and the COB by giving students an education based on the current needs of employers in the workplace. The HR program provides students with valuable skills that increase their employability, which is key to Ferris' mission. Like other programs in the College of Business, the HR program helps students develop skills that will aid them in obtaining employment in Human Resources or other entry-level management positions upon graduation and provide a solid foundation for the rest of their career.

The minor and certificate help further the missions of the university, the College of Business, and other colleges within the university by giving students from other programs the option to gain additional skills outside of their major to give them an edge when entering the job market and when they are poised to advance to supervisory positions within their chosen field. Publicity of the minor and certificate across the university has been primarily word of mouth. It has been particularly effective in the College of Health Professions and in the Communications department, but to date it has not been widely publicized university-wide due to limited resources.

Section 1.B Program Goals

The goals for the HR program are as follows:

1. To provide students with the skills required to obtain employment in the field of HR, which include knowledge and skills in all aspects of HR as well as communication, decision-making, and inter-personal skills.
2. To provide students with a solid understanding of business.
3. To provide students with an opportunity to gain relevant HR related experience prior to graduation.
4. To cultivate in students a commitment to lifelong learning and an ability to deal with change.
5. Build and maintain good relationships with employers and the community, and be responsive to changing workforce needs.
6. To provide options for students in other degree programs or who already have a degree to obtain a minor or certificate giving them basic knowledge, skills, and abilities in HR.

These goals were adopted based on the 2011 Academic Program Review and are based, in part, on input from the HR Program Advisory Board. They remain appropriate in today's business environment as confirmed by the members of the HR Program Advisory Board. The program goals are comprehensive which allows flexibility in changing specifics in the curriculum to meet changing needs.

The major changes that have been made to the HR program based on the recommendations of the Advisory Board in 2011 are as follows:

- Replaced MGMT 377 International HR with INTB Cross-Cultural Business (2012).
- Replaced MGMT 474 with MGMT 338 Employee Benefits.
- Replaced one of the directed electives with a required internship.

Progress on meeting the goals for the HR program is as follows:

1. To provide students with the skills required to obtain employment in the field of HR, which include knowledge and skills in all aspects of HR as well as communication, decision-making, and inter-personal skills.

This goal is ongoing. While past and current graduates have obtained employment and are successful in the field of HR, we must remain vigilant to ensure our program maintains the highest standards possible for our courses and faculty.

2. To provide students with a solid understanding of business.

This goal is accomplished via the College of Business core requirements. To continue to ensure this goal is met program faculty must be kept abreast of and provide input to changes on the COB core.

3. To provide students with an opportunity to gain relevant HR related experience prior to graduation.

We have made progress on this goal by implementing a required internship for HR majors. For students that want to go beyond this, we allow additional internships to be used as directed electives. Program faculty must continue to maintain close working relationships with professionals working in the field as well as the COB internship coordinator and FSU Career Services.

4. To cultivate in students a commitment to lifelong learning and an ability to deal with change.

This is accomplished by program faculty serving as role models and instilling a value for learning and the need for flexibility in their students. It is, and always will be, an ongoing process.

5. Build and maintain good relationships with employers and the community, and be responsive to changing workforce needs.

Progress on this goal will always be ongoing. We currently have good working relationships with employers and the community, and are responsive to changing workforce needs, but we must continue to work to maintain this over time.

6. To provide options for students in other degree programs or who already have a degree to obtain a minor or certificate giving them basic knowledge, skills, and abilities in HR.

We currently meet this goal through the HR minor and certificate. To keep it current into the future program faculty must continue to remain current in the field and stay abreast of the needs of other programs to help them ensure that their students who graduate with a minor or certificate in HR have an edge in their chosen field.

In addition as noted in the 2010-11 APR in the Spring 2011 semester there was deviation in the course rotation which resulted in a number of course substitutions. This led to frustration among students in the program who had wanted to take the courses that are a regular part of the program instead of a course that was tangentially related. We have addressed this issue and the HR courses are once again offered on a regular rotation.

Section 2: Curriculum and Assessment of Student Learning

Curriculum

Check sheets for the program are as follows:

HR Major:

https://www.ferris.edu/checksheets/checksheets/BU/HRM/BS/HRM_BS_BU_2017-2018.pdf

HR Minor:

https://www.ferris.edu/checksheets/checksheets/BU/HRM/MNR/HRM_MNR_BU_2017-2018.pdf

Certificate:

https://www.ferris.edu/checksheets/checksheets/BU/HRM/CERT/HRM_CERT_BU_2017-2018.pdf

Syllabi for the following required courses for the HR major are available on the COB shared drive and also available in the Appendices (Appendix A):

BLAW 421 Employment Law

ISYS 200 Database Design-Implementation

INTB 335 Cross Cultural Business

MGMT 338 Employee Benefits

MGMT 373 Human Resource Management

MGMT 375 Negotiations

MGMT 385 Recruitment and Selection

MGMT 472 Compensation

These required courses are appropriate and fairly standard for an HR Program. The inclusion of two directed electives in the major allows students to complete additional coursework to strengthen their degree based on their expected career path. For example, a student who plans to seek work in the hospitality industry could complete hospitality management classes as directed electives, while a student who desires to work in HR in a hospital setting might complete courses in health care administration. Another alternative would be to complete coursework in a foreign language (e.g., Spanish) to make oneself a more attractive job candidate to employers whose have a high proportion of Spanish-speaking employees such as those in particular industries (e.g., hospitality) or in particular regions of the U.S. (e.g., southwest) or abroad.

Historically students have been required to select either RELG 325, LITR 203, or LITR 204 to fulfill a portion of their Cultural Enrichment requirement, however, since there are some semesters when these classes are not offered, advisors may make course substitutions. A decision as to potential curriculum changes in this area needs to be made and appropriate paperwork should be processed.

Students considering an HR major, minor, or certificate meet with program faculty to discuss the program in general, the requirements of the program and the required courses. Students pursuing the major are required to meet with their academic advisor every semester to ensure they are on the right track and to address any questions or concerns they may have.

Since the last program review a required internship was added to the program replacing one of the directed electives to ensure graduates have some relevant work experience. MGMT 377 International HR was replaced with INTB 335 Cross-Cultural Business to give students broader exposure to the realities of today's multi-cultural workforce and conducting business outside of the United States. A new course in Employee Benefits MGMT 338 was added as a requirement for the major and MGMT 474 Cases Strategy-Workforce Trends was removed as a required course. These revisions have helped keep the curriculum current with industry needs and have strengthened the HR program.

There are currently no curriculum changes in process. However, changes are likely as a result of the input from the Advisory Board and this Program Review process.

Changes in existing course assignments, course design, the general learning experiences our students have in the Program are ongoing in an effort to offer the highest quality educational experience possible in each class. Most courses in the program have significant experiential components. The Negotiations class (MGMT 375) is almost entirely experiential exercises, assessments, and activities. MGMT 373, MGMT 385, and MGMT 472 all involve completing projects related to the primary responsibilities of HR professionals.

For example in the Compensation class (MGMT 472), students complete a complex, experiential, three-phase group project to design, develop, and implement a complete compensation system for a fictitious company. In the last few years, students seemed to struggle more with the compensation project. Part of it seemed to be that they were procrastinating more and trying to do it all right before it was due so they didn't have time to think about it and get help with it. In the summer of 2014 we broke each phase of the project into smaller pieces that were submitted for a grade each week. Students still had to submit each complete phase for a grade but this ensured that they weren't waiting until the last minute to begin each phase of the project and that they were getting feedback every step of the way. This doubled the time spent grading the projects because they are graded twice, but it helps ensure that students are learning the material.

Section 2.A: Assessment of Student Learning

Current HR Program Learning Outcomes/Competencies

Upon completion students should be able to:

1. Create policies and procedures that abide by all federal laws for selecting an employee including: creating a job posting, creating legal interview questions, and identifying selection criteria and a procedure used for evaluating applicants.
2. Develop policies and procedures for evaluating employee performance and determining merit pay increases for employees that abide by all federal laws.
3. Develop a complete compensation system applying the concepts of internal equity, external equity, and individual equity.
4. Apply the laws affecting compensation and benefits.
5. Effectively research a variety of topics of negotiation.
6. Utilize distributive and integrative bargaining techniques in a range of situations.

Broadly speaking, the Program provides students with a strong foundation in all aspects of Human Resource Management and helps them develop marketable skills for a career in Human Resource or other Management positions. Individual courses focus on helping students develop knowledge, skills, and abilities in various aspects of HR (e.g., compensation, job evaluation, selection, performance appraisal, etc.). Identification and measurement of learning outcomes by course is detailed in Appendix B and summarized in the following table.

Status of HR Courses in TracDat

HR Courses	Course Outcomes	Assessment Criteria	Results
BLAW 421 Employment Law	Yes	Yes	Yes

ECON 331 Labor Economics	Yes	Yes	Yes
MGMT 338 Employee Benefits	Yes	Yes	Yes
MGMT 373 Human Resource Management	Yes	Yes	Yes
MGMT 375 Negotiation	Yes	Yes	Yes
MGMT 385 Recruitment & Selection	Yes	Yes	Yes
MGMT 472 Compensation	Yes	Yes	Yes

Since the last program review learning outcomes and assessment criteria have been entered into TracDat for MGMT 385 (which was a new course) so they are now complete for all courses. In addition, course level results are now current for all of the courses in the HR program. Note, at the time of the last program review results have only been entered for MGMT 375 and 472. Thus, we have made significant progress in assessment of our courses as shown in Appendix B The results show the vast majority of students are successful in meeting learning outcomes for all of the courses in the program.

While we are current in reporting course level results, the four-column report for the program shows that we have fallen behind with entering program level results into TracDat. Because the program outcomes relate directly to the course outcomes, the data is all available and current. It just needs to be entered at the program level in TracDat. We plan to work on this in the fall.

Section 3: Program Profile

As noted in the Curriculum Section of this report, students interested in pursuing a career in Human Resource Management have the option of completing either a Bachelor's of Science in Human Resource Management (Major), or a Bachelor's of Science in Business Administration with a Concentration in HRM (Concentration/minor). Students can also pursue a Certificate in Human Resource Management. (Refer to program checksheet links)

Admission Requirements for Freshmen entering the Bachelor's in HRM Program include: Applicants must present evidence of graduation from high school or a GED. Applicants are also expected to meet three of four of the following requirements: a minimum high school grade point average of 2.50 (on a 4.00 scale); an ACT math score of 19 or higher; an ACT reading score of 19 or higher, and an English ACT of 16 or higher.

Admission Requirements for Transfer students entering the Bachelor's in HRM Program include: Applicants must have a combined college or university minimum GPA of 2.35 (on a 4.00 scale) from all institutions attended. GPA is based on completion of 12 credit hours or more. Students must also have a transfer equivalency for FSU MATH 115 or placement during the first semester at FSU which would require an ACT Math score of 19 or higher; Compass Algebra score 46-74 and completed HS Algebra with a 2.0. Students must also have a transfer equivalency for FSU ENGLISH 150 or placement during the first semester at FSU, which would require, an ACT English Score of 16 or higher; or a Compass score of 70-100.

Graduation Requirements:

To graduate from FSU with a Bachelor's of Science in Human Resource Management or Bachelor's in BUAD with a concentration/minor in HRM, students must have successfully maintained a minimum 2.0 GPA in core classes, in the major, and overall. Additionally, students must complete a minimum of 120 semester credits; of which, 40 credits must be at the 300/400 course level; and there is an additional 30 credits FSU Residency requirement.

The following "program profile" sections contain student and program related data and information that was compiled directly from the "Official Enrollment and other University Program related Reports" that was forwarded by FSU's Institutional Research and Testing Department for past program analysis and future program considerations.

Section 3.A: Applicants, Admits, and Enrolled Students

The following table provides an annual breakdown of student applicants by HR program type, the number admitted, and enrolled. *Note, the data reported by FSU's Institutional Research does not capture any BS-BUAD concentrations/minors enrollment figures. Nor does the data, capture any HR certificate related figures for the timeperiod prior to Fall 2013.*

		Total Apps	Total Admits	Enrolled
2016 08				
	BS-HRM	25	19	9
	BS-BUAD			
	Cert-HRM	6	5	2
2015 08				
	BS-HRM	31	23	5
	BS-BUAD			
	Cert-HRM	1	0	0
2014 08				
	BS-HRM	40	33	10
	BS-BUAD			
	Cert-HRM	11	8	2
2013 08				
	BS-HRM	23	14	
	BS-BUAD			
	Cert-HRM			
2012 08				
	BS-HRM	17	16	
	BS-BUAD			
	Cert-HRM			
5 yr total		154	118	28

A total of 154 students applied for either the BS-HRM or the HRM certificate over the past five years, of which, 118 were admitted and 28 were enrolled. As noted above, *these numbers do not include any BUAD – HRM concentrations or minors* since these numbers are allegedly "rolled up into the students major" when reported by the university.

Based on the "conservative numbers" noted in the table above, overall, the HRM program receives 31 student applicants annually of which 24 students are enrolled into either the BS-HRM or HRM certificate programs. These numbers have been relatively stable in the HRM program "major" over the past five years, with the majority of growth/student interest primarily focused on the HR certificate and based on conversations with advisees an increased interest in the HR minor.

Section 3.B: Enrollment and Headcounts

Review of Fall semester annual enrollment data contained within FSU's Institutional Research and Testing report entitled, "Administrative Program Review Enrollment (Headcounts) helps capture program growth and further delineate student distribution by location.

Human Resource Program - Fall Semester Annual Enrollment

2016 08		On Campus	Off Campus	On Line	Totals
	BS-HRM	42	10	0	52
	BS-BUAD	0	0	0	0
	Cert-HRM	0	1	3	4
2015 08					
	BS-HRM	31	13	0	44
	BS-BUAD	0	0	0	0
	Cert-HRM	0	1	1	2
2014 08					
	BS-HRM	19	11	0	30
	BS-BUAD	0	0	0	0
	Cert-HRM	0	2	0	2
2013 08					
	BS-HRM	16	6	0	22
	BS-BUAD	1	1	0	2
	Cert-HRM	0	0	0	0
2012 08					
	BS-HRM	21	2	0	23
	BS-BUAD	6	1	0	7
	Cert-HRM	0	2	0	2
Totals		136	50	4	190

Based on the Enrollment/Headcount figures supplied by FSU's Institutional Research Dept. there was a 50% increase in the number of students enrolled in the Bachelor's of Science in Human Resource Management Degree over the past 5 years. As of Fall 2016 there were 52 students enrolled in the BS – HRM major, and 4 in the HR certificate programs or 56 total students enrolled during Fall 2016. Over the past five years, on average, there were 34.2 students enrolled in the BS- HRM program annually. The annual "Fall Enrollment" report also suggests a relatively stable number of students (two or three) pursuing the HR certificate annually. However, the certificate figure contained within this report is *misleading* when compared to the "Graduate Headcount" report, which indicates that in the last 5 years – *75 students have applied for the HR certificate upon graduation.*

These certificate graduation rates, reaffirm, that students often decide to add a certificate after having already taken one or more of the four classes required for the certificate. Additionally, some students who have completed the HR certificate coursework, may inadvertently, fail to submit the paperwork required to "graduate" with the certificate. Given these circumstances, a student pursuing a certificate may only appear on an enrollment report for a very short time, *if at all.* Thus, to gauge the true number of students served by the certificate, *one must look to the number of students graduating with a certificate, instead of the "current enrollment" in the HR certificate program.*

Additionally, what is not visible in the "Fall Semester – Enrollment Report" is the number of students enrolled in the Bachelor's of Science in Business Administration that are pursuing a "*concentration or minor*" in Human Resource Management. As previously pointed out, the report generated by Institutional Research only recognizes the "Business Administration" *major* and does not separate out or identify the specific *minor* that a BUAD student pursued.

Based on the conservative figures provided by the “Fall Semester – Enrollment Report” there was an aggregate total of 190 students enrolled in the Human Resource Management program. Of the 190 students enrolled over the preceding 5 years, 171 students were enrolled in the Bachelor’s of Science- HRM major; 9 in the BUAD with a concentration/minor in HR, and 10 students pursued the HR Certificate.

The enrollment figures also show, of 190 students enrolled in the HR program – 136 were on-campus, 50 off-campus, and 4 on-line. The majority (70%) of our HR students are on campus students and approximately 30% of the students are either off-campus/online. The conservative enrollment numbers, in addition to the fact that thirty percent of our HR student population is off campus, presents a significant challenge to faculty teaching in the HRM program who are attempting to balance and serve both on and off campus student needs. Especially, since there is only one (1) designated full-time faculty member permanently assigned to teach within the HR program. All remaining HR classes, are either taught by adjuncts and/or other tenured/tenure track faculty -originally hired to teach in other COB programs. Ideally, having a second full-time faculty member designated to teach within the HR program would provide a mechanism to allow those full-time faculty the latitude to plan and equitably distribute the workload required to *serve* existing HR students and *expand* the program.

Section 3.C: Student Credit Hour Trend

The table below contains the student credit hours (SCH) and full-time equated faculty (FTEF) trends for the 2012 -2016 time period.

University	Student Credit Hours					Full Time Equated Faculty					SCH/FTEF				
	Year	Summer	Fall	Spring	F + SP	Year	Summer	Fall	Spring	F + SP	Year	Summer	Fall	Spring	F + SP
	2012-13	35,023.00	168,457.00	157,083.00	325,540.00	2012-13	237.15	718.26	689.39	703.83	2012-13	147.68	234.53	227.86	462.53
	2013-14	34,135.50	167,183.50	157,302.00	324,485.50	2013-14	241.65	701.92	681.49	691.71	2013-14	141.26	238.18	230.82	469.11
	2014-15	33,743.50	166,453.50	157,633.50	324,086.50	2014-15	234.76	705.24	703.03	704.13	2014-15	143.74	236.02	224.22	460.26
	2015-16	36,049.00	166,686.00	154,735.50	321,421.50	2015-16	246.68	722.50	685.99	704.25	2015-16	146.13	230.71	225.57	456.41
				5 Yr. Diff	-4,118.50				5 Yr. Diff	0.42				5 Yr. Diff	-6.12
				% change	-1.265129				% change	0.0597				% change	-1.323
COB	Student Credit Hours					Full Time Equated Faculty					SCH/FTEF				
	Year	Summer	Fall	Spring	F + SP	Year	Summer	Fall	Spring	F + SP	Year	Summer	Fall	Spring	F + SP
	2012-13	5,596.00	25,098.00	25,619.00	50,717.00	2012-13	28.11	87.64	94.46	91.05	2012-13	199.08	286.36	271.22	557.01
	2013-14	5,742.00	25,563.00	26,375.00	51,938.50	2013-14	33.76	87.73	92.07	89.9	2013-14	170.06	291.4	286.47	577.8
	2014-15	5,759.00	26,101.00	26,106.00	52,207.00	2014-15	30.33	91.42	93.93	92.66	2014-15	189.88	285.49	277.94	563.33
	2015-16	6,739	26,579.00	26,322.00	52,901	2015-16	31.66	95.36	97.98	96.67	2015-16	212.86	278.73	268.64	547.2
				5 Yr. Diff	2,184.00				5 Yr. Diff	5.62				5 Yr. Diff	-9.78
				% change	4.3062484				% change	6.1724				% change	-1.756
MGMT Dept	Student Credit Hours					Full Time Equated Faculty					SCH/FTEF				
	Year	Summer	Fall	Spring	F + SP	Year	Summer	Fall	Spring	F + SP	Year	Summer	Fall	Spring	F + SP
	2012-13	2,578.00	9,622.00	10,005.00	19,627.00	2012-13	12.73	30.32	34.05	32.19	2012-13	202.51	317.33	293.82	609.78
	2013-14	2,403.00	9,573.00	9,889.00	19,462.00	2013-14	13.99	29.26	31.76	30.51	2013-14	171.83	327.23	311.42	637.99
	2014-15	2,418.00	9,214.00	9,791.00	19,005.00	2014-15	13.15	29.55	32.89	31.22	2014-15	183.88	311.79	297.64	608.66
	2015-16	2,613.00	9,340.00	9,869.00	19,209.00	2015-16	12.75	30.53	31.33	30.93	2015-16	204.94	305.92	315.00	621.04
				5 Yr. Diff	-418.00				5 Yr. Diff	-1.26				5 Yr. Diff	11.26
				% change	-2.129719				% change	-3.914				% change	1.847
AGMT Course	Student Credit Hours					Full Time Equated Faculty					SCH/FTEF				
	Year	Summer	Fall	Spring	F + SP	Year	Summer	Fall	Spring	F + SP	Year	Summer	Fall	Spring	F + SP
	2012-13	1,201.00	4,230.00	4,544.00	8,774.00	2012-13	4.93	13.23	15.35	14.29	2012-13	243.61	319.74	296.03	614.00
	2013-14	1,164.00	4,260.00	4,600.00	8,860.00	2013-14	5.94	12.51	14.71	13.61	2013-14	195.81	340.63	312.66	651
	2014-15	1,074.00	4,289.00	4,458.00	8,747.00	2014-15	5.50	13.5	15.18	14.34	2014-15	195.27	317.7	293.77	610.1
	2015-16	1,196.00	4,079.00	4,462.00	8,541.00	2015-16	5.75	13.80	14.29	14.04	2015-16	208.00	295.54	312.33	608.16
				5 Yr. Diff	-233.00				5 Yr. Diff	-0.25				5 Yr. Diff	-5.84
				% change	-2.655573				% change	-1.749				% change	-0.951

Overall, Ferris State University experienced a - 1.26% decline in Student Credit Hours over the past 5 years (2012-2016). For the same corresponding time period, the College of Business (COB) observed a 4.3 % increase in Student Credit Hours. However, as we continue to drill down within the COB, the Management Department witnessed a -2.13% decline in SCR; and within the MGMT course prefixes

(that house Human Resource Management courses), the negative trend continued with a – 2.6% decline in Student Credit Hours.

Review of FSU’s University wide Full-Time Equated Faculty (FTEF) trends for the 2012-2016 timeperiod reveals there was no significant changes (+.05% increase) in the number of full time faculty “University” wide. However, within the College of Business (COB) for the 5 year timeperiod (2012-2016) there was an approximate 6.2% increase in FTEF. Focusing solely on the Management Department within the COB, there has been a noted -3.91% decrease of Full-Time Equated Faculty over the past 5 years. Examining the FTEF data further, concentrating on only FTEFs that teach within the MGMT Course prefix (those that may teach Human Resource Management program courses) there was a – 1.75% decline in FTEF.

Based on this FTEF analysis, the *Management Department has experienced a -3.91% reduction in full-time faculty*, while other departments within the COB expanded their FTEF’s by (+6.2%), while University wide, there has been no significant changes in FTEFs.

Section 3.D: Productivity

The table below contains FSU productivity trends for the 2012 -2016 time period for the University, COB, Management Department, and MGMT course prefixes. Please note, the “2012-2016 New Productivity Report” compiled by the Institutional Research Department does not drill down productivity data for specific program’s (i.e, Human Resource Management Program).

University	SCH/FTEF				
	Year	Summer	Fall	Spring	F + SP
	2012-13	147.68	234.53	227.86	462.53
	2013-14	141.26	238.18	230.82	469.11
	2014-15	143.74	236.02	224.22	460.26
	2015-16	146.13	230.71	225.57	456.41
				5 Yr. Diff	-6.12
				% change	-1.32316
COB	SCH/FTEF				
	Year	Summer	Fall	Spring	F + SP
	2012-13	199.08	286.36	271.22	557.01
	2013-14	170.06	291.4	286.47	577.75
	2014-15	189.88	285.49	277.94	563.33
	2015-16	212.86	278.73	268.64	547.23
				5 Yr. Diff	-9.78
				% change	-1.7558
MGMT Dept	SCH/FTEF				
	Year	Summer	Fall	Spring	F + SP
	2012-13	202.51	317.33	293.82	609.78
	2013-14	171.83	327.23	311.42	637.99
	2014-15	183.88	311.79	297.64	608.66
	2015-16	204.94	305.92	315.00	621.04
				5 Yr. Diff	11.26
				% change	1.846568
MGMT Courses	SCH/FTEF				
	Year	Summer	Fall	Spring	F + SP
	2012-13	243.61	319.74	296.03	614.00
	2013-14	195.81	340.63	312.66	651.02
	2014-15	195.27	317.7	293.77	610.08
	2015-16	208.00	295.54	312.33	608.16
				5 Yr. Diff	-5.84
				% change	-0.95114

Overall, Ferris State University experienced an approximate - 1.3% decline in productivity “University” wide over the past 5 years (2012-2016). For the same corresponding time period, the College of Business (COB) observed a 4.3% increase in student credit hours; however, this gain was offset by the 6.17 increase in FTEF which resulted in a net -1.76 % decline in productivity for the COB. As we continue to drill down within the COB, the Management Department witnessed a

-2.13% decline in SCR, at the same time, there was a -3.91% decrease in FTEFs. The labor savings, resulted in a +1.87% increase in productivity within the MGMT Department. Review of the data that concentrates only on “MGMT course” prefixes (that contain Human Resource Management productivity data, in particular, student credit hours and FTEF) showed that during the 2012 to 2016 timeframe, there was a -2.6% decline in student credit hours and a corresponding -1.75% decrease in FTEF staffing that yielded an insignificant net productivity decrease of -.09%.

Section 3.E: Residency

The data contained in the table below shows the Human Resource Management student five-year trends for the Fall Semester for the time period 2012 – 2016 related to resident status, student average age, average GPA, and average ACT score.

2012 08		Resident	Non-Resident	Avg. Age	Avg. GPA	Avg ACT
	BS-HRM	19	4	27	3.09	20.64
	BS-BUAD	4	3	22	2.86	19.33
	Cert-HRM	2	0	44	0	0
2013 08						
	BS-HRM	17	4	25	3.02	20.55
	BS-BUAD	1	1	25	0	0
	Cert-HRM	0	0	0	0	0
2014 08						
	BS-HRM	27	2	24	2.67	21.12
	BS-BUAD					
	Cert-HRM	2	0	42	0	0
2015 08						
	BS-HRM	39	5	22	3.05	21.63
	BS-BUAD					
	Cert-HRM	2	0	42	0	0
2016 08						
	BS-HRM	49	3	23	3.04	20.67
	BS-BUAD					
	Cert-HRM	4	0	30	3	0
	Total/Avg.	166	22	29.63636	2.961429	20.65667

Over the last five years, 88% of our Human Resource Management students were classified as Michigan “residents” and 12% “non-residents”. The average age of HRM students, *overall and regardless of particular HR program*, over the previous five years was 29.6. However, when student age is analyzed by particular HR program, the average age of students enrolled in the Bachelor’s in HRM program (major) was 24. The average age of students enrolled in the Certificate was significantly higher at 39.5.

The overall, average GPA of HRM students was 2.96. The “average GPA” can not be further broken down by specific HR program due to there only being one year’s worth of data for the HR Certificate over the past five years. The average ACT of enrolled HRM students was 20.66.

Overall, “enrollment residency” within the HRM program for the past 5 years has been stable....

Section 3.F: Enrollment – Gender and Ethnicity

The table below contains student demographic information related to gender, ethnicity, and full or part time status trends for the 2012 -2016 time period.

2012 08	Enrolled	GENDER				ETHNICITY							FT/PT STATUS	
		Male	Female	Black	Hispanic	Native	Asian	White	Hawaiian	Mult	Foreign	Unknown	Full Time	Part Time
BS-HRM	23	8	15	1	1	1	0	17	0	0	3	0	16	7
BS-BUAD	7	2	5	0	0	0	1	3	0	0	3	0	5	2
Cert-HRM	2	0	2	0	0	0	0	2	0	0	0	0	0	2
2013 08														
BS-HRM	22	8	14	3	0	1	1	13	0	0	4	0	11	11
BS-BUAD	2	1	1	0	0	0	0	1	0	0	1	0	1	1
Cert-HRM	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2014 08														
BS-HRM	30	5	25	2	0	0	0	26	0	0	2	0	18	12
BS-BUAD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cert-HRM	2	1	1	0	0	0	0	2	0	0	0	0	0	2
2015 08														
BS-HRM	44	11	33	3	2	0	0	33	0	2	3	1	33	11
BS-BUAD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cert-HRM	2	1	1	0	0	0	0	2	0	0	0	0	0	2
2016 08														
BS-HRM	52	17	35	4	0	1	0	44	0	2	1	0	36	16
BS-BUAD	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cert-HRM	4	0	4	0	0	1	0	2	0	0	0	0	0	4
Totals	190	54	136	13	3	4	2	145	0	4	17	1	120	70
%		28.4	71.58	6.84	1.5789	2.105	1.053	76.32	0	2.11	8.9474	0.526316	63.1579	36.8421

As noted in the table above, there was a total of 190 students enrolled in the HRM programs over the last 5 years. The majority (71.58%) were female and the remaining 28.4% of students enrolled in the HRM programs being male.

In terms of ethnicity, the majority of Human Resource Management students reported being White (76.32%), 8.9% Foreign, 6.84% Black, 2.10% Native American, 1.57% Hispanic, 1.05% Asian, 0% Hawaiian, 2.11% Multi-ethnic, and .52% unknown.

Regarding Full or Part time status, the majority (63.16%) were Full-Time and 36.84% of HRM students pursuing their degree/certificate Part Time.

From an enrollment perspective, faculty must continue to promote and recruit a more demographically diverse student population into the HRM program. Faculty must also be cognizant that approximately a third of their student population is taking classes on a part-time basis. Faculty should be sensitive to the fact that these part-time students may have additional work and family obligations that may *periodically* interfere with their academic responsibilities.

Section 3.G: Retention Rates

The table below contains student program retention and graduation data for the 2012 -2016 time period based on University, COB, Management Department, and Human Resource Management Major program information.

Retention and Graduation Rates for All 2 & 4 Yr De				
University	Year -2013	Yr 2	Yr 3	Yr 4
n=1954	% Graduated By	0.00	4.00	13.00
	% Still Enrolled In	71.00	57.00	46.00
	% Persisters	71.00	62.00	59.00
	% Non-Persisters	29.00	38.00	41.00
COB n=352	Year -2013	Yr 2	Yr 3	Yr 4
	% Graduated By	0.00	4.00	12.00
	% Still Enrolled In	68.00	57.00	48.00
	% Persisters	68.00	61.00	59.00
% Non-Persisters	32.00	39.00	41.00	
MGMT Dept n=77	Year -2013	Yr 2	Yr 3	Yr 4
	% Graduated By	0.00	0.00	4.00
	% Still Enrolled In	61.00	51.00	44.00
	% Persisters	61.00	51.00	48.00
% Non-Persisters	39.00	49.00	52.00	
HRM Major n=1	Year -2013	Yr 2	Yr 3	Yr 4
	% Graduated By	0.00	0.00	0.00
	% Still Enrolled In	0.00	100.00	100.00
	% Persisters	0.00	100.00	100.00
% Non-Persisters	100.00	0.00	0.00	

Based on the “retention” data supplied by FSUs Institutional Research Department, *University wide*, 13% of the 1954 students who graduated during 2013 did so by and/or at the end of their 4th year of college. Approximately, forty six (46%) percent were still enrolled in their 4th year for a combined total of a 59% “persistence” rate. Note, 41% of students were classified as “non-persisters” by their 4th year.

Retention data within the *College of Business (COB)* mirrored that of the overall University. For example, 12% of the 352 COB students graduated by the end of their 4th year of college, 48% were still enrolled in their 4th year, for a combined “persistence” rate of 59%. The remaining 41% of COB students were classified as “non-persisters” by the end of their 4th year.

Retention rates for the *Management Department* within the COB were as followed: of the 77 MGMT students included in the report, 4% of student the graduated by the end of their 4th year of college, 44% were still enrolled in their 4th year, for a combined “persistence” rate of 48%, and 52% of the Management Department students were classified as “non-persisters” in their 4th year.

Note, we were unable to thoroughly analyze HRM program specific, student retention rates due to there being an “n=1” reported within the Institutional Research Department retention report for our particular major. However, based on the n=1 limited data, our program has a 100% “persister” rate in the fourth year.

Section 3.H: Graduation Rates

The table below contains student program graduate “headcount” data for the Human Resource Management program for the 2012 -2016 time period.

BS - HRM Graduate Headcount				
Academic Year	On Campus	Off Campus	On Line	Total
2011-2012	1	1	0	2
2012-2013	5	0	0	5
2013-2014	8	0	0	8
2014-2015	6	2	0	8
2015-2016	4	3	0	7
Total				30

BB - HRM Graduate Headcount				
Academic Year	On Campus	Off Campus	On Line	Total
2011-2012	7	0	0	7
2012-2013	7	0	0	7
2013-2014	0	1	0	1
2014-2015	0	0	0	0
2015-2016	0	0	0	0
Total				15

HRM Certificate "Graduate" Headcount				
Academic Year	On Campus	Off Campus	On Line	Total
2011-2012	12	0	0	12
2012-2013	12	8	0	20
2013-2014	3	7	0	10
2014-2015	1	12	3	16
2015-2016	2	9	6	17
Total				75

Between 2012 – 2016, seventy-five (75) students completed the HR certificate, 30 graduated with a Bachelor’s in HRM, and 15 with a Bachelor’s in BUAD with a concentration in HRM. As noted, previously, both the Bachelor’s in HRM and the HRM certificate remain popular with students.

Section 3.I: Average GPA of Graduates

The table below contains Average GPA information on HRM program graduates for the 2011 -2016 time period. Note, Institutional Research does not identify the number (n=?) used to extrapolate the “average GPA” for each HR program. We can only assume the “n” was pulled from the program “graduation report”. Yearly HRM program graduate numbers have been included in the last column of the GPA tables below for comparison reasons. Also, it should be pointed out, there are a number of years in which GPA averages for some of the HRM programs were not included in the Institutional Research Report.

BS - HRM GPA				
Academic Year	AVG GPA	Min. GPA	Max. GPA	Total Graduates?
2011-2012	0	0	0	2
2012-2013	3.07	2.58	3.48	5
2013-2014	3.54	3.23	3.94	8
2014-2015	2.64	1.89	3.48	8
2015-2016	2.75	2.17	3.87	7
Total	3	2.4675	3.6925	30

BB - HRM GPA				
Academic Year	AVG GPA	Min. GPA	Max. GPA	Total
2011-2012	3.26	2.85	3.91	7
2012-2013	2.91	2.07	3.68	7
2013-2014	0	0	0	1
2014-2015	0	0	0	0
2015-2016	0	0	0	0
Total	3.085	2.46	3.795	15

HRM Certificate GPA				
Academic Year	AVG GPA	Min. GPA	Max. GPA	Total
2011-2012				12
2012-2013	2.87	1.35	3.92	20
2013-2014				10
2014-2015	0	0	0	16
2015-2016				17
Total	2.87	1.35	3.92	75

As noted in the table above, the overall average GPA for the *Bachelor's of Science in Human Resource Management* between the years 2011-2016 was 3.0 out of a 4 point scale with the minimum BS-HRM aggregate "average GPA" being 2.46 and highest being 3.69.

For the *Bachelor's in BUAD concentration/minor* only two years worth of average GPA data was available. The aggregate BUAD "average GPA" for the 2011 - 2013 timeperiods was 3.085 with the BUAD aggregate minimum "GPA average" being 2.46 and the maximum being 3.79.

Only one year's worth of average GPA data was available for the *HRM Certificate*. In this case, the average GPA for the Certificate was 2.87. The table below illustrates how the Institutional Research Data for the various HR programs was used to extrapolate the "overall HRM Program Average GPA" of 3.028 for all students graduating from any *Human Resource Management related program*.

	BS - HRM GPA	BB - HRM GPA	HRM Certificate GPA	Aggregate "Avg. GPA"
Academic Year	AVG GPA	AVG GPA	AVG GPA	for all HRM programs
2011-2012	0	3.26		3.26
2012-2013	3.07	2.91	2.87	2.95
2013-2014	3.54	0		3.54
2014-2015	2.64	0	0	2.64
2015-2016	2.75	0		2.75
HRM Prog Averages	3	3.085	2.87	3.028

Information was **not available** through Institutional Research to determine if our graduating HRM students “average GPA” was in line with the “overall” average GPA of all students graduating from Ferris State University between 2011-2016. Nor was aggregate “average GPA” even available by College. As a result, we randomly selected a program from each COB department to compare our HRM graduating “average GPA”. We also included in the analysis, how our overall program “average GPA” might help prepare our graduating HRM students for one of FSU’s graduate programs (MBA & DCCL).

Academic Year	Aggregate HRM Prog. "Avg. GPA"	BS Marketing AVG GPA	BUAD AVG GPA	ISIN AVG GPA	MBA AVG GPA	Doctorate Comm. College Leadership AVG GPA
2011-2012	3.26	2.83	3.15	3.7	3.79	0
2012-2013	2.95	2.78	3.17	3.8	3.89	3.91
2013-2014	3.54	2.93	3.16	3.57	3.86	3.92
2014-2015	2.64	3.06	3.28	3.74	3.84	3.95
2015-2016	2.75	3.03	3.25	3.88	3.78	3.92
Total	3.028	2.926	3.202	3.738	3.832	3.925

As noted in the table above, the overall “Aggregate Average GPA” for students graduating from *all Human Resource Management Programs* between 2011 and 2016 was 3.028. Our graduating student program “average GPA” was comparable to students graduating with a Bachelor’s in Marketing (HRM avg =3.028 vs. Mktg avg= 2.926), was below those students graduating from the Bachelor’s in Business Administration (HRM avg =3.028 vs. BUAD avg= 3.20), and significantly below the average GPA of students graduating from the following programs: ISIN, MBA, DCCL (HRM avg =3.028 vs. ISIN avg= 3.738 vs. MBA avg = 3.832 vs. DCCL avg 3.925).

Based on this analysis, even though the “average GPA” of graduating students from our HRM program initially appeared to be slightly above the expected “statistical bell-shaped curve”, further analysis revealed our program is “well within the expected norm” at Ferris.

Section 3.J: Average ACT Scores of Graduates

The table below contains the “Average ACT” scores of HRM program graduates for the 2011 -2016 time period. Once again, it should be pointed out, there are a *number of years* in which ACT averages for some of the HRM programs (Bachelor’s in HRM and Bachelor’s in Business Administration) were not included in the Institutional Research Report. It should be further pointed out the report was completely silent with regards to graduates in the HRM Certificate program’s “Average ACT” score.

BS - HRM ACT Scores				
Academic Year	AVG ACT	Min. ACT	Max. ACT	Total Graduates?
2011-2012	0	0	0	2
2012-2013	0	0	0	5
2013-2014	23	18	29	8
2014-2015	0	0	0	8
2015-2016	22	17	29	7
Total	22.5	17.5	29	30

BB - HRM ACT				
Academic Year	AVG ACT	Min. ACT	Max. ACT	Total
2011-2012	22	17	26	7
2012-2013	22	19	25	7
2013-2014				1
2014-2015				0
2015-2016				0
Total	22	18	25.5	15

HRM Certificate ACT				
Academic Year	AVG ACT	Min. ACT	Max. ACT	Total
2011-2012				12
2012-2013				20
2013-2014				10
2014-2015	0	0	0	16
2015-2016				17
Total	0	0	0	75

As noted in the table above, the “average ACT” score of students graduating with FSU’s Bachelor’s of Science in Human Resource Management between 2011-2016 was 22.5. The minimum ACT score for the corresponding 5 years referenced above was 17 and maximum being 29. For the Bachelor’s in BUAD concentration/minor only two years’ worth of average ACT data was available. The combined average ACT score for the 2011 & 2012 time periods was 22 with the minimum ACT average being 18 and the maximum being 25.5. Again, no average ACT score was available for the HRM Certificate.

The ACT data contained in the table below was compiled by the Institutional Research Department. Missing annual “average ACT” score data was excluded from “averaging” ACT scores. Interestingly, the DCCL had the *lowest* program graduate “average ACT” score of 17, followed by BS Marketing (20.8), BUAD (21), ISIN (21.75), MBA (22.2), and HRM program (22.25). The higher overall “average ACT” scores of graduating HRM students may account for the “slightly higher” than statistically expected overall graduating “average GPA” HRM students noted in the previous section....

Academic Year	Overall HRM Prog. Avg ACT	BUAD AVG ACT	BS Marketing AVG ACT	ISIN AVG ACT	MBA AVG ACT	Doctorate Comm. College Leadership AVG ACT
2011-2012	22	22	20	21	23	
2012-2013	22	21	20	0	21	
2013-2014	23	19	21	23	22	
2014-2015	0	23	21	21	24	17
2015-2016	22	20	22	22	21	
Total	22.25	21	20.8	21.75	22.2	17

Section 3.K: State and National Exams

Students graduating from Ferris State University’s Human Resource Management program are not required to complete any “state” exams to practice. However, there are several nationally recognized professional exams that students can take and, if passed, receive “certification”.

One of the most widely recognized professional association’s that offer certifications is *The Society for Human Resource Management (SHRM)*. “The Society for Human Resource Management (SHRM) is the world’s largest HR professional society, representing 285,000 members in more than 165 countries. For nearly seven decades, the Society has been the leading provider of resources serving the needs of HR professionals and advancing the practice of human resource management.” (SHRM, <https://www.shrm.org/about-shrm/pages/default.aspx>)

SHRM offers two types of certification: 1) *SHRM –Certified Professionals (SHRM-CP)* and 2) *SHRM –Senior Certified Professionals (SHRM- SCP)*. According to SHRM “Earning your SHRM-CP or SHRM-SCP credential makes you a recognized expert and leader in the HR field...” (SHRM, <https://www.shrm.org/certification/about/AboutSHRMCertification/Pages/keybenefits.aspx>)

The SHRM-CP exam is designed for HR professionals who implement policies and strategies, serve as point of contact for staff and stakeholders, deliver HR services, and perform operational HR functions, should take the SHRM-CP exam.” (SHRM, About SHRM-CP Certification) (<https://www.shrm.org/certification/about/AboutSHRMCertification/Pages/SHRM-CP.aspx>)

Whereas, the SHRM-SCP is intended for those “HR professionals who develop strategies, *lead the HR function*, foster influence in the community, analyze performance metrics, and align HR strategies to organizational goals...” (SHRM, About SHRM-SCP Certification) (<https://www.shrm.org/certification/about/AboutSHRMCertification/Pages/SHRM-SCP.aspx>)

Typically, students who have graduated from an HRM program with a Bachelor’s Degree would be required to practice one year in the HR role, prior to “sitting” for the SHRM-CP exam. Students interested in pursuing the SHRM-SCP certification must practice four years prior to completing the “exam”.

Please note, Ferris State University’s Bachelor’s in Human Resource Management and Bachelor’s in Business Administration with a concentration/minor in HRM program curriculum have both been reviewed and recognized as being “aligned” with SHRM’s academic curriculum requirements through 2021 (Refer to Appendix C):

A major benefit of this “SHRM alignment” to FSU HRM students is that any student in their final year of FSU’s Bachelor’s in HRM program and who have completed 500 hours of “relevant” HR experience (i.e., HR Internship and/or HR work study or work-related experience) can apply in the Fall of their senior year to sit “early” for the Winter SHRM –CP exam. (See the SHRM Exam Eligibility Requirements and Sample Exam Schedule below). In terms of the number of FSU HRM students who have “taken” or “passed” either the SHRM-CP or SHRM-SCP “national certification” examinations this information is not currently available.

Credential	Less than a Bachelor's Degree*		Bachelor's Degree		Graduate Degree	
	HR-Related Program	Non-HR Program	HR-Related Degree	Non-HR Degree	HR-Related Degree	Non-HR Degree
SHRM-CP**	3 years in HR role	4 years in HR role	1 year in HR role	2 years in HR role	Currently in HR role	1 year in HR role
SHRM-SCP	6 years in HR role	7 years in HR role	4 years in HR role	5 years in HR role	3 years in HR role	4 years in HR role

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(Source: <https://www.shrm.org/certification/apply/eligibilitycriteria/pages/default.aspx>)

2017 Winter Exam Window: Dec. 1, 2017 - Feb. 15, 2018

Applications Accepted	Regular Application Deadline	Late Application Deadline
May 15	Oct. 20	Nov. 10

Source: <https://www.shrm.org/certification/apply/ExamFees/Pages/default.aspx>)

One of the recommendations this APR committee has identified, for the next APR review process, would be to determine if the SHRM national association could report out any alumni from Ferris State University’s HRM program that have sat for the SHRM-CP or SHRM –SCP certification exam and the success rate of such “applicate” numbers in comparison to the overall certification exam success rate for benchmarking purposes.

Section 4 Program Value beyond Productivity

Over the past 5 years, the Human Resource Management program has helped meet the needs of students by offering a *career specific* profession in which business students were twice as likely to find employment post-graduation. This “program value” will be further elaborated upon in Section 5.A: Employability of Graduates.

Section 4.A Program Value beyond Enrollment Numbers

HR program faculty, staff, and students all contribute in a positive, albeit different manner, to various key internal and external stakeholder groups (i.e., Management Department, College of Business, Ferris State University, and the local community) by offering their HR knowledge and expertise; whenever it has been elicited. For example, HR students contribute by working within the College of Business, Ferris State University's HR Department, and Career Services as student workers or volunteers – helping these departments with various business and HR related projects. The program, also provides the local community with HR interns who 1) participate in managing the workload of local employer HR Departments, 2) help complete employer HR related projects, and 3) serve as a potential “recruitment source” to help fill future HR positions within “intern sponsoring” organizations.

The “community” also benefits from the availability of HR faculty who serve on various departmental, college, and university committees and community service related projects. For example, HR program faculty have provided their expertise in the classroom, routinely provide academic advising to students, serve as SHRM RSO advisors, have participated in numerous Management and COB meetings and/or University related committees, and have been active in various local, state, and national groups (i.e., Mecosta-Osceola Human Resource Association (MOHRA) and the Michigan Society for Human Resource Management (MIHRM).

Program faculty have also been active in research and have participated in several professional associations (Society for Human Resource Management, Academy of Management, Society for Case Research, and Organizational Behavior Teaching Society). For example, the HRM faculty have served as reviewers for papers being submitted to national conferences and/or for publication, have participated in a variety of conference related sessions or related activities, reviewed textbook manuscripts, as well as volunteered to serve in various capacities in community activities and/or events. Below is a condensed version of specific activities that the “core” HRM Faculty have been involved with -that “benefit” students, the university, and our local community and professional organizations.... (For a complete list of all faculty activities please refer to the vitae found in Appendix D)

Key Accomplishments of Beverly J. DeMarr, Ph.D.

- Academy of Management All-Academy Teaching Theme Committee, Chair 2016-2019, invited member 2011-present.
- Cited for excellence in online teaching at Ferris.
- Wrote “Negotiation and Dispute Resolution” textbook. The 2nd edition is currently in production.
- Wrote the Instructor’s Manual to accompany “Negotiation and Dispute Resolution.”
- Six publications in Organizational Behavior Teaching Conference Proceedings.
- Eight presentations at the annual Organizational Behavior Teaching Conference.
- Seven Professional Development Workshop presentations at the annual Academy of Management Conference.
- Chaired/facilitated two sessions at the annual Academy of Management Conference.
- Co-authored article published by IMD, Lausanne, Switzerland; Reprinted by NA24 in Norway, The Straights Times in Singapore, and on the website of Businessworld magazine in India.
- Ad hoc reviewer for the Journal of Management Education, Personnel Review (Journal), Management Teaching Review, and the Organizational Behavior Teaching Conference.
- Outside Reviewer for faculty applying for the rank of full professor, John Cook School of Business, Saint Louis University, St. Louis, MO and E. Craig Wall College of Business, Coastal Carolina University, Conway, SC.
- Guest Speaker, Delta Sigma Pi. Job Search Preparation Workshop.
- Regular guest Speaker, COMM 365 and 366.

Key Accomplishments of Carol Rewers, Ph.D.

- Obtained SHRM Academic Curriculum Alignment Certifications (2014, 2017)
- FSU – SHRM RSO Advisor (2016-2017)
- Career Services Advisory Board Member (2015-2017)
- Career Center –Job and Internship Job Fair, Faculty Volunteer (2009-2017)
- Society for Case Research, GEO Group Critical Incident (2014)
- MBAA International Conference, Business and Health Administration Association, 2008 Best Paper Award in Healthcare Marketing Track, “Restoring Consumer Confidence in the Global Supply Chain”.
- Best Case 2010-2011 Awarded, Society for Case Research, Annual Advances in Business Cases, PlanetHospital.com. Society for Case Research, Reviewer/Case Discussant, Multiple Sessions. 2010-2011 Society for Human Resource Management, Member, (2008-Current)
- Summer Case Writing Workshop, Society of Case Research, 2010.
- Academic Senate, 2009-2011.
- Academic Senate Bylaw and Charter Review Committee, Chair 2009-2010.
- Appointed by Senate to University Curriculum Committee, 2011-2012.
- College of Business Curriculum Committee, Member 2012-2014.
- College of Business Diversity Committee Member, 2015-2016
- COB, Sabbatical Committee, Member, 2016-2017
- Faculty Research Committee, Member, 2009-2010.
- Finance, Academic Program Review Committee Member 2009-2010.
- General Business, Academic Program Review Committee Member 2009-2010.
- General Business Advisory Board Member, 2010-2011.
- Human Resource Management, Academic Program Review Committee Member 2010-2011.
- Human Resource Management, Academic Program Review Co-Chair 2016-2017.
- Human Resource Advisory Board Member, (2011, 2017)
- Interlochen Center for the Arts, Traverse City, HR Volunteer for New Hires, (2017)
- Management Department Tenure Committee, Member (2015-2017)
- Management Department, Faculty Internship Coordinator (2012-2015)
- Mecosta Osceola Human Resource Association, Member, (2009-2011).
- MISHRM. 21st Annual State Conference. Attendee, (2009, 2010)
- MIOSHA, Safety in the Workplace Workshop, GR (2017)
- Academy of Management, Member, 2009-2013; 2016-present).
- Reviewer and Emergency Reviewer, Academy of Management, 2009-2011.
- Resume Critiquing Workshops, Career Services (2015 -2016)
- Harvard Nurse Research Study, Participant, 2000- Present
- Lilly North Conference. Poster Presentations (2009); Conference Attendee (2015).
- Douglas O. Froelich Memorial Endowment Fund Scholarship Committee Member, 2010-2011.
- John P. Nelson Memorial Scholarship Committee Member, 2010-2011.
- Innovations Breakthroughs Entrepreneurial Annual Scholarship Committee Member, 2010-2011.
- State of Michigan R.N. License #470416156 (exp. 3/31/2019)
- Senate Health and Promotions/Substance Abuse Prevention Committee, Secretary 2010-2011.
- SHRM Student Group, Advisor (2010-11) & Co-Advisor (2009-2010).

Section 4.B: Program Flexibility and Access

The HR Program strives to be accessible to the greatest number of students possible.

As previously noted in Section 3.2, the majority (70%) of our HR students are on-campus students and approximately 30% of the students are classified as either off-campus/online. The table below identifies HRM “required” courses (shaded checkmark) and the two additional “elective” courses that a student must select from (refer asterisked classes) in order to complete either the HR minor, BUAD HR Concentration, or HR Certificate degree requirements.

HR Course	HR Major 33 HRM cr, req	HR Minor 18 HRM cr req	BUAD Conc 15 HRM cr req	HR Cert. 12 HRM cr req
BLAW 421: Employment Law	√	√	√	√
MGMT 373: HRM	√	√	√ (major req)	√

MGMT 375: Negotiations	√	√	√	*
MGMT 472: Compensation	√	√	√	*
INTB 335: Cross Cultural Business	√	*	*	*
ISYS 200: Database Design & Implementation	√	*		
MGMT 338: EE Benefits	√	*	*	*
MGMT 385: Recruitment & Selection	√	*	*	*
MGMT 491: MGMT Internship	√	*		
MGMT 474: Cases on Strategy & Workforce Trends	*	*		*
MGMT 301: Applied Management	*	*		
ECON 331: Labor Economics	*	*	*	*
COMM 301: Interviewing	*	*	*	
COMM 366: Diversity and Communications	*	*	*	*
HCSA 120: Health Care Administration	*	*		
PSYC 326: Indust-Organizational Psych	*	*	*	
SOCY 340: Race & Ethnicity	*	*	*	
* = Must select 2 courses from those asterisked				

Since there is only one (1) designated full-time faculty member permanently assigned to teach within the HR program; all remaining HRM Program classes identified with a course prefix of MGMT, BLAW, INTB, and ECON in the table above must be taught by Management Department faculty who are typically “pulled” from other MGMT programs to help teach specific HR courses within their area of “expertise”. In the past five years, we have also utilized several “adjunct” faculty to teach program specific classes (MGMT 338: Employee Benefits) or to help cover sections of high demand courses (MGMT 373).

Currently, no HR program courses are being taught at any FSU “off campus” location, since the number of students at any one satellite location is “too small” to “justify” and/or allow us to offer the course knowing the university would not “breakeven”. To balance the competing interests of our “on campus” and “off campus” HR student populations, with regard to course delivery offerings, and given our faculty staffing limitations, many HR courses are either taught online or mixed delivery to serve the unique needs of *both* our students populations. For those students enrolled in an online or mixed delivery section that may need additional academic support, faculty will routinely “supplement” or schedule extra phone, skype, and/or extra office hours to respond to student questions and/or concerns.

To our knowledge, there has not been any request or demand for “night or weekend” HR related classes. Regarding “accelerated” courses, we do offer “condensed” or “double paced” courses in the summer to accommodate the request of other programs (i.e., PGM program) whose students must simultaneously complete an internship and take courses (MGMT 373) during the same timeframe (summer). Other than summer, no other HR courses are taught at a condensed pace.

In terms of other unique situations requiring “flexibility,” program faculty will typically confer with one another and/or the department head in order to proactively accommodate any conference, illness, sabbatical, or employment separation that may require an “adjustment” to any HR courses offered.

Regarding overall staffing, ideally, having a second full-time faculty member designated to teach within the HR program would provide a mechanism to allow two full-time faculty the latitude to plan and equitably distribute the workload required to not only serve *existing* HR students; but to also help market and *expand* the program.

Section 4.C: Program Visibility and Distinctiveness

The HR Program’s “visibility” has continued to expand across campus since our last program review. For example, Dr. DeMarr has continued to work with faculty across campus to revise the course requirements and options for both the minor and certificate to provide students with

“additional course choices” and to increase the “attractiveness” of these choices to non-HR majors. These efforts have paid off as noted by the increase enrollment and graduation rates of student pursuing the HR certificate (and as observed by program faculty who have noticed the increase number of HR Minor advisees. Reminder, the HR Minor’s “official” numbers are *not available* due to them being rolled up in the BUAD and other majors) with the largest percentage of students coming from the College of Health Professions; in particular, the Health Care Systems Administration program.

We have also noted an increase number of students actively seeking out the HR minor or certificate while “waiting” for acceptance into other programs (i.e., Nuclear Medicine, Radiology, and Nursing). The Health Profession students have begun to realize the value of acquiring these additional “HR and business” related knowledge that will supplement their technical skills and help position them for promotional opportunities managing a clinic/hospital’s department.

In addition to collaborating with the College of Health Professions, we have also continued to collaborate with FSU’s Human Resources Department. Over the years, a number of our students have either been a “work-study” or completed an “internship” within the HR Department where they have gained valuable work experience. In the past, some have suggested, that students should seek “external” internship experiences outside the “academic” arena. However, in our particular HR program case, we challenge this notion, since FSU’s HR department is organized and operates comparable to those basic HR functions (e.g., recruitment, selection, training, compensation/benefits administration, etc.) encountered in other “non-academic” industry (e.g., manufacturing, health care, retail, hospitality, etc.). As HR faculty, we genuinely appreciate Ferris State University’s Human Resource Department’s ongoing efforts to support the professional growth and development of our many HR interns and work study students. Thank you!

In terms of “internal” COB programs that may directly competing with our HRM program for students, there are a number of programs. For example, there are four Departments within the College of Business: 1) Management, 2) Accounting, Finance and Information Systems (AFIS), 3) Marketing, and 4) Sports, Entertainment, and Hospitality. In turn, each of these Department’s house multiple programs. For example, within the Management Department alone, there are multiple programs from which students can choose to pursue a degree, including: Business Administration, Operations and Supply Management, Legal Studies, Risk Management, and International Business. AFIS programs include: Accounting, Finance, Computer Information Systems, Information Security, etc. The Marketing Department programs include: Advertising, Public Relations, Graphic Design, Data Mining, Business Analytics, and Retailing, etc. While the Sports, Entertainment and Hospitality Department programs include Club, Hotel, and Resort Management, Professional Tennis Management, Professional Golf Management, Culinary, and Music Industry Management.

As you can see, there are numerous competing programs from which students within FSU’s College of Business can select. In speaking to students about various programs, as an advisor, one must *always* keep in mind the inherent conflict of interest we face as both program faculty and academic advisors. Not only are we charged with “increasing our program’s enrollment numbers,” we must simultaneously, looking out for the student’s long-term “best interest”. As program faculty, it may be relatively easy to “sell a program”, but long term we are doing the program and student an injustice if the student graduates and is not passionate or becomes disillusioned with their career choice.

Therefore, it is paramount, as an academic advisor to fundamentally recognize it is our responsibility to seek to understand each individual student's and/or advisee's areas of interest and try to determine if there exist a "good fit" between the student's and program interest. To "sell the program" for the sheer purpose of increasing the program's numbers, would be, morally wrong. Growing a quality program, slowly, over a period of perhaps several years, is more apt to increase the reputation of the program, the College, and the University...

In terms of "external" program competitors, there are a number of other regional colleges and universities that directly compete for students interested in HRM programs. These colleges and universities include, for example: Baker College, Central Michigan University, Davenport University, Grand Valley State University, Michigan State University, and, Western Michigan University.

As shown in the following table, most of these programs are very similar to FSU's BS HRM Program in terms of curriculum requirements for the major. This is to be expected, as HR curriculum's need to cover the basic functional areas that graduating students will encounter as they enter the workforce as Human Resource Management – *Generalist*.

Most of the HRM programs that were compared have similar "core business requirements," including courses in accounting, finance, management, marketing, operations, and strategy. Regarding the *HRM major*, the number of credit hours required in the HR Major varied between 18 and 41 with WMU requiring the least and Baker the most. On average, most programs required 30 credit hours. In comparison, FSU's HRM major requires 33 credits, however, there are a couple core courses (ECON 331, ISYS, 200) that are not considered by other university's to be part of the HRM major courses required. Another program difference lies in Ferris offering a minor and a certificate. Baker is the only other university to offer a minor, and Davenport is the only school that offers a HR certificate. Note, Davenport offers a post-baccalaureate certificate, which is not an option for undergraduates.

Comparison of HR programs for selected schools

	FSU	Baker ¹	CMU	DU	GVSU	MSU ³	WMU
Major	Yes	Yes	Yes	Yes	HR Emphasis	Yes	Yes
HRM req. cr	33	41	18+3	37	30	18+12	18
Minor	Yes	Yes	No	No	No	No	No
Certificate	Yes	No	No	Post-Baccalaureate 25 cr.	No	No	No
Internship Required	Yes	Internship or co-op	No MGT 490	Internship or HRMG 330 Recommended	No MGMT 490	No	No MGMT 4120
Employment Law	BLAW 421	HRM 401		LEGL 401	MGT 334		
Labor Economics	ECON 331		ECO 414				optional
Database Design & Implementation	ISYS 200		CPS?				
Human Resource Management	MGMT 373	MGT 212	MGT 320	HRMG 213	MGT 333	MGMT 310 or MGMT 315	MGMT 3520

Negotiation	MGMT 375	MGMT 401		HRMG 431	MGT 432	MGT 475	MGMT 4540
Managing a Global Workforce	MGMT 377	HRM 435		HRMG 330 or Internship	MGMT 433	MGT 476	
Recruitment & Selection	MGMT 385	HRM 215	MGT 447 ²	HRMG 313		MGT 411	MGMT 4510
Compensation	MGMT 472	HRM 300	MGT 445	HRMG 433	MGT 336	MGT 412	MGMT 4320
Cases on Strategy & Workforce Trends	MGMT 474	HRM 491 or 335?		HRMG 453	MGT 431		
Electives	9 Cr. Directed		3 Cr. 300 level COB			12 elective cr.	
Diversity in the Workplace	Comm 366				MGMT 335?	MGT 414	MGMT 3500?
Industrial Relations			MGT 446	MGMT 432	MGMT 338	MGT 418	MGMT 4540
Organizational Behavior	MGMT 302		MGT 348	MGMT 321			MGMT 2500
Training/ Development		HRM 225	MGT 484	HRMG 350		MGT 413	MGMT 3530

Other Required Classes

Baker:

HRM 291 Human Resource Seminar
HRM 315 Evaluating Human Resources

Davenport:

GPMT 350 Principles of Project Management
HRMG 314 Managing Change in Organizations
MGMT 375 Leadership Theory and Discovery

GVSU:

One of the following:

MGT 355 The Diversified Work Force
MGT 430 Organizational Development
MGT 433 International Human Resource Management

WMU:

Two of the following:

FIN 3600 - Risk and Insurance Credits
FIN 3730 - Retirement Planning and Employee Benefits
LAW 3840 - Criminal Law and Procedure
MFE 3400 - Design for People at Work
MGMT 3010 - Project Management
MGMT 3500 - Managing Diversity in Organizations
MGMT 4100 - Multinational Management

FSU's HRM major is the only one program that requires a "Database Design and Implementation" course. Since HR Departments in most organizations currently do not require their personnel to "design databases" we would recommend removal of ISYS 200 as a "required" course and evaluate potential other COB courses that might be more applicable to managing HRIS systems. Similarly, Labor Economics is not a required course in any of the other HR programs and might also be considered for removal.

Another distinctive difference in HR programs, is Ferris internship requirement. Davenport requires students select from either an internship or an International HR course. All other programs “recommend” an internship. This includes Michigan State University’s Human Resource Labor Relations program which is considered the most “preeminent” HR program in the state, and has consistently ranked #1 nationally.

Another advantage that some of the other programs (e.g., MSU, CMU) have in comparison to FSU, is more dedicated full-time faculty teaching within the HR program. For example, MSU’s has 20 plus faculty who serve as subject matter experts, specializing in focused HR areas. In contrast, CMU current has 8 HR faculty listed on their website. Neither, Baker or Davenport websites allowed such faculty comparisons. As previously noted, dedicated full-time faculty would offer students and staff in FSU’s HRM Programs more consistency, better distribute the workload, and provide more opportunity to actively recruit students for the program.

Section 4.D: Program Demand

As previously noted, FSU’s Human Resource Program offers College of Business students an opportunity to obtain a more specialized degree than the generic, but high-volume, Business Administration degree. The size of the program facilitates cooperative, productive working relationships between program faculty and students in the program. Faculty have also noticed an increase demand for the HR minor and certificate, particularly those students from the College of Health Professions who are on “waitlist” pending either acceptance or an open “seat” in other health care programs (i.e., Nuclear Medicine, Radiology, or Nursing).

In regards to the following questions:

1. Would students enrolled in the program choose the program at FSU if they had to do it over again?
2. Would students enrolled in the program recommend the program at FSU to others?
3. Would alumni choose the program at FSU if they had to do it over again?
4. Would alumni recommend the program at FSU to others?

Program faculty believe the majority of students would respond positively to the aforementioned questions believing both alumni and currently enrolled students would choose FSU HR program if they had it to “do over again”.

In an attempt to gather “quantitative” data to support faculty “qualitative” beliefs pertaining to the above questions, we accessed “FSU/Kendall College of Art & Design – Graduate Follow Up Survey” Reports. No data contained within the report addressed these particular questions. Rather, the reports focused solely on graduate “placement, avg. salary, and college attended post graduation.”

We contacted the Director of Institutional Research and Testing, Mitzi Day, to secure a copy of the *Graduate Follow Survey Instrument*. Surprisingly, there were questions on the survey that closely resembled the type of information being sought after for this APR. Questions #1 and 21-23 most closely correspond to these APR questions. The Graduate Follow Up Survey used a five-point Likert scale to elicit graduate opinions on the following questions:

Q1 “I am satisfied with the quality of education that I received from Ferris State University/Kendall College of Art & Design.”

Q21 “Since graduating, how often have you recommended Ferris State University/Kendall College of Art & Design to prospective students?”

Q22. “If I had the opportunity to start college over, I would still choose to attend Ferris State University/Kendall College.

Q23. “If I had the opportunity to start college over, I would still choose the same program of study.”

Since Institutional Research is already collecting data through the FSU/Kendall College of Art & Design – *Graduate Follow Up Survey*” we recommend that reports posted on their website, contain a *complete summary* of graduate responses that could be used by Administrators and Faculty across campus to facilitate program feedback from former students.

The projected market outlook and demand for program graduates.

According to the Bureau of Labor Statistics, *Occupational Outlook Handbook*, “Employment of human resources managers is projected to grow 9% from 2014 to 2024, faster than the average for all occupations. As new companies form and organizations expand their operations, they will need human resources managers to oversee and administer their programs, and to ensure firms adhere to changing and complex employment laws.”

Human Resources Managers

<u>Typical Entry-Level Education</u>	Bachelor's degree
<u>Work Experience in a Related Occupation</u>	5 years or more
<u>On-the-job Training</u>	None
<u>Number of Jobs, 2014</u>	122,500
<u>Job Outlook, 2014-24</u>	9% (Faster than average)
<u>Employment Change, 2014-24</u>	10,800

Employment of human resources managers is projected to grow 9 percent from 2014 to 2024, faster than the average for all occupations. As new companies form and organizations expand their operations, they will need human resources managers to oversee and administer their programs, and to ensure firms adhere to changing and complex employment laws.

Occupational Employment and Wages, May 2016
13-1071 Human Resources Specialists

Perform activities in the human resource area. Includes employment specialists who screen, recruit, interview, and place workers. Excludes "Compensation, Benefits, and Job Analysis Specialists" (13-1141) and "Training and Development Specialists" (13-1151).

Employment estimate and mean wage estimates for this occupation:

Employment (1)	Employment	Mean hourly	Mean annual	Wage RSE (3)
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	RSE (3)	wage	wage (2)	
524,800	0.5 %	\$31.20	\$64,890	0.2 %

Percentile wage estimates for this occupation:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$16.72	\$21.45	\$28.45	\$37.72	\$48.76
Annual Wage (2)	\$34,770	\$44,620	\$59,180	\$78,460	\$101,420

Employment of labor relations staff, including arbitrators and mediators, should grow as companies attempt to resolve potentially costly labor-management disputes out of court. Additional job growth may stem from increasing demand for specialists in international human resources management and human resources information systems.” (<http://www.bls.gov/oco/ocos021.htm#outlook>).

The Program responds to emerging issues in the discipline, and changes in the labor force, employer needs, student needs, and other forces of change in several ways. Program faculty keep current in the field, maintain contacts with practitioners and alumni, and are active in professional organizations. When curricular changes are needed, Program faculty initiate the curriculum revision process. Additionally, as a result of a growing market for offering online courses, the Program Faculty responded to that market and the needs of non-traditional and off-campus students by offering the certificate and minor in a fully online delivery mode.

Based on input from employers involved in the Advisory Board and input from other employers, the Program personnel conclude that Ferris’ HR Program is valuable to employers. The Advisory Board members view the program as valuable and note that the value has been further increased by the addition of a required internship, and more in the areas of employment law, benefits, and interviewing skills. Other employers are in agreement with this.

Section 5 Student Achievement

Historically the primary RSO for students in the HR program was the student chapter of the Society for Human Resource Management. At the time of the last program review the chapter was active in a variety of activities and Dr. Rewers was the advisor. Unfortunately another faculty member who is no longer with the university took over as advisor of the student SHRM group and the SHRM RSO floundered and ultimately lost its status as an RSO. In the fall of 2016, some HR students were interested in resurrecting the RSO and Dr. Rewers stepped forward to once again serve as the advisor. Since that time the SHRM RSO has been resurrected and currently has approximately 20 members.

Traditional students in the HR program on the Big Rapids campus participate in other RSOs, fraternities, sororities, student government, and honors program, and engage in the typical variety of community service and various volunteer activities available to the Big Rapids campus community at a comparable level as students in other programs. In addition, HR students also regularly volunteer at the campus career fairs and also help with critiquing resumes.

The HR program has a relatively large percentage on off-campus and online students most of whom are engaged in paid employment. There is no empirical data available on the number of hours these students work, but based on anecdotal accounts in individual classes most are working 30-50 hours per week at either a single fulltime, or multiple part-time jobs. While this may seem unbelievably high, it must be remembered that the reason many students take online classes is so they can continue their education around their current work schedule. In some cases these students are already professionals in their chosen field but have returned to Ferris to obtain appropriate credentials to go with their work experience to better position themselves for future promotions. In addition to their employment obligations, many of these students have families with children, often small children. Again, this is another reason these students opt for a program that can be completed online so they can pursue their education around their familial responsibilities.

The off-campus and online students are also unlikely to participate in student government, the honors program, or the SHRM or other RSOs. The Director of Human Resources at Southwestern Michigan College, which is the home of our off-campus program in Dowagiac recently contacted Dr. Rewers as the SHRM student chapter advisor to begin a dialogue about finding a way to involve off-campus students in Dowagiac in the SHRM RSO. This is in the very early stage of discussion but could be brought to fruition at some point in the future.

By and large students in the HR program students are more focused on gaining real world work experience as opposed to engaging in any type of research or extra-curricular activities. In 2014 Joyanna Powell, an on-campus HR major, received a COB student excellence award. This award is for COB students only so students in from other colleges obtaining an HR minor or certificate would not be eligible. The off-campus and online students are unlikely to receive this award since these students are less likely to participate in extra-curricular activities which is one of the considerations for the award.

Overall student achievement in extracurricular activities has remained consistent since the last program review. That is unlikely to change given the demographics of students pursuing the major, minor, and certificate and the increasing number of students who are engaged in paid employment while pursuing their college education.

Section 5.A: Employability of Graduates

The university’s annual Graduate Survey conducted by Institutional Research and Testing is the method of collecting data on graduate employment, salaries, etc. Unfortunately no data is collected for any Ferris students who obtain a minor. Thus, we are only able to report results for students who obtaining a major or certificate. The results for the 2012-13 through 2014-15, which are the most recent three years available, are summarized in the following table.

HR Major and Certificate Post Graduate Employment

Year	Number	# Resp.	% Resp.	# Emp’d	% Emp’d	Avg. \$
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2012-13	Major	12	3	25%	3	100%	N/A
	Certificate	20	3	15%	2	67%	\$35,000
2013-14	Major	9	1	11%	1	100%	N/A
	Certificate	10	4	40%	1	25%	N/A
2014-15	Major	8	4	50%	4	100%	\$51,644
	Certificate	16	6	38%	4	67%	\$34,250

Links to the full results are as follows:

2012-13: <https://www.ferris.edu/admissions/testing/resources/followup/GFS20122013.pdf>

2013-14: <https://www.ferris.edu/admissions/testing/resources/followup/GFS20132014.pdf>

2014-15: <https://www.ferris.edu/admissions/testing/resources/followup/GFS20142015.pdf>

The Graduate Survey shows that all the respondents who had majored in HR over the three-year period reported they were employed. In the most recent year available (2014-15) the average salary was \$51, 644 for majors and \$34,250 for minors. Based on anecdotal accounts of graduates since the last survey, it appears that they are still obtaining jobs with typical starting salaries for the industry, and are doing well in their early careers.

It should be noted that most of the students in the Program are from Michigan and wish to remain here. Thus, they do not seek jobs outside of the state, which limits their employment options and their starting salaries

There is general consensus between Advisory board members, employers, alumni, and program faculty that the program is doing a good job of preparing students for a career in their field of study via the HR courses and internship experiences. This has been bolstered by the addition of MGMT 338 Employee Benefits to the curriculum. Prior to adding that course, program stakeholders consistently noted its absence as a shortcoming of the program.

Students have access to a variety of career assistance opportunities offered by Ferris Career Services including Career Planning, Career Handshake, Big Interview, Career and Internship Fairs, Career Week, and a variety of career preparation workshops. Students may also obtain help with their resumes and cover letters. In addition program faculty often help students make connections with potential employers.

Section 6 Faculty Composition and Engagement

There are four tenured/tenure-line faculty who teach in the HR program: Beverly J. DeMarr, Ph.D.; Carol Rewers, Ph.D.; Emily Fransted, J.D.; and Jennifer Dirmeyer, Ph.D. Each of these faculty are terminally and academically qualified in the field in which she teaches. There is one adjunct in the program, Natalie Owen, MBA. With extensive experience in HR, specifically Employee Benefits, she is professionally qualified to teach MGMT 338 Employee Benefits. Thus, all faculty who regularly teach in the program are appropriately credentialed.

The following table shows the courses currently taught by each of the faculty in the HR program.

Faculty	Status	HR Courses Currently Taught
Beverly J. DeMarr,	Tenured, 4 courses/semester,	MGMT 373 Human Resource

Ph.D.	fulltime in HR program	Management MGMT 375 Negotiation MGMT 472 Compensation
Carol Rewers, Ph.D.	Tenured, 2 courses/semester, half time in HR program & half time in Operations program	MGMT 373 Human Resource Management MGMT 385 Recruitment & Selection
Emily Fransted, J.D.	Tenure line, 1-2 classes/semester for HR program	BLAW 421 Employment Law
Jennifer Dirmeyer, Ph.D.	Tenure line, 1 class/semester for HR program	ECON 331 Labor Economics
Natalie Owen, MBA	Adjunct, 1 class/semester	MGMT 338 Employee Benefits

As reported elsewhere in this report many of the students in the HR program are off-campus students at various locations. Because there are not sufficient numbers of HR students in any one geographic location all of the courses and many of the classes in the program are offered online via the Big Rapids campus. In addition to serving the needs of the widest number of students possible, online classes also allow students who are away on internship to continue their coursework online so they don't fall behind in their progress toward graduation. This is especially important for students from other programs across campus who may decide to add an HR minor because they are able to complete it online. Where practical courses are also offered face-to-face on the main campus. For example since the introductory Human Resources class (MGMT 373) is required by several other programs it is offered face-to-face in the fall and spring semesters in Big Rapids. Program faculty do not currently teach at off-campus locations.

Given the current enrollment and demographics in the program, the program is operating at a high level of efficiency and effectiveness given the limited number of program faculty and the competing demands from their responsibilities to other programs. At the current level of enrollment in the current structure is working, however, if the program is to grow, additional appropriately qualified faculty will be necessary.

Details of all professional and service-related activities of the Program faculty can be found in their vitae in Appendix D. All tenure/tenure-line faculty who teach classes in the program are engaged in appropriate types and levels of service, research, and continuing education activities across the board.

Specifically, Dr. DeMarr is highly engaged with scholarship, regularly presenting at the annual meetings of the Academy of Management (AOM) and Organizational Behavior Teaching Society (OBTS). She is also authored the textbook "Negotiation and Dispute Resolution" with Dr. Suzanne de Janasz. The first edition of the book, published in 2013 has been very well-received and is now being used in more than 55 colleges and universities in the U.S. and many more world-wide. She is currently finalizing the revisions for the second edition of the book due out in January 2018. In the area of service Dr. DeMarr has been an invited member of the Academy of Management's All-Academy Teaching Theme Committee (TTC) since 2011. In August 2016 she was appointed by the Academy's Board of Governors to chair the TTC for 2016-19 term. She reviews papers submitted for publication to the Journal of Management Education, Management Teaching Review, and Personnel Review and reviews papers for the annual conferences of the AOM and OBTC. A summary of Dr. DeMarr's SAI results is included in Appendix E.

While Dr. Rewers is only half-time in the HR program, she spends significant time as the advisor for the student SHRM chapter, working with Career Services on the Job Fairs, and facilitating internships. A summary of Dr. Rewer's SAI results is included in Appendix E.

Based on SAI results, feedback from the HR Program Advisory Board, individual reports from students, alums, and other anecdotal evidence, all faculty currently teaching classes in the HR program are viewed as respected, appropriately credentialed, professionals in their fields, who engage in professional development activities to ensure they remain current in their fields. Student evaluations are consistently positive as is feedback from program alums. Many students remain in contact with faculty long after they graduate which speaks to the value the graduates place on the faculty's knowledge and expertise. Alums also contact faculty when they are looking for interns or potential employees. This is a measure of their perceptions of the program's value in providing a high-quality education in Human Resources.

The COB dean and Management Department Chair have been supportive of program faculty in the funding of professional development activities. At this point there are no formal standards for allocating funds for these activities.

At this point there are no fulltime, temporary faculty or adjuncts who teach in the Program. As noted earlier, an adjunct with an MBA and significant current industry experience in Employee Benefits is utilized to teach MGMT 338 Employee Benefits.

Prior to the last program review we had hired a tenure-line faculty member after a contentious search to replace a faculty member who had retired. Unfortunately that hire did not work out and he has since left the university. We have not had approval to hire anyone for the HR program since that time and Dr. Rewers is now teaching half time in the program.

Anyone being considered to teach in the HR Program should have a terminal degree in the field in which they are teaching from an accredited university and appropriate industry experience. In the future if we are approved to hire another tenure-line faculty for the program it is imperative that the search be conducted in accordance with the typical hiring schedule used by other business schools in this country utilizing traditional academic recruiting methods.

Specifically in the management disciplines, including HR, the annual "recruiting season" officially begins at the annual Academy of Management Conference in early August. Schools seeking to hire faculty for the following academic year advertise their expected openings prior to the conference and conduct initial interviews at the conference. This is a cost-effective approach since both faculty who are conducting interviews for their schools and qualified applicants are already at the conference. After the initial interviews at the conference, schools narrow their pool of applicants and invite the top candidates for campus visits in the fall semester. Hiring decisions are generally made by December for the following fall.

For example, at the August 2017 AOM conference interviews took place for jobs commencing in the fall of 2018. On campus visits will take place in the fall of 2017 and the final hiring decisions will be made in December. Given this schedule the top applicants will already have their jobs lined up by January 2018 for the fall 2018 semester. Historically the COB begins recruiting in the spring semester for the fall of the same year. This puts COB programs at a disadvantage in the recruitment of new faculty.

Section 7: Program Administration and Support

The HRM Program is run in an organized and efficient manner. Program faculty are available during office hours to advise students. When faculty office hour are not conducive to a student's schedule, alternative appointment times are often scheduled. For student convenience, program checksheets are available to students online, in the COB Dean's office, or in the Management Department Office. In terms of scheduling classes, students must meet with their advisor to review their academic progression in MyDegree, identify appropriate courses they would like to take in the subsequent semester(s), and respond to any additional questions or concerns a student may have. Once courses are agreed upon, advisors will "lift" the student academic hold which permits students to enroll in classes.

In terms of course scheduling, the program usually offers several sections of high demand course(s) most semesters (i.e., MGMT 373). These high demand courses are usually taught using a combination of face-to-face, mixed delivery, and a section of online to meet the needs of our geographically diverse student population. The HRM Program also offers some classes on a "regular rotation" to allow students to plan for course offerings "in advance". This type of scheduling is especially important for courses that are only offered once per year.

Infrequently, problems will periodically arise with regard to course scheduling. Usually the "staffing issue" is due to a conference, illness, sabbatical, or employment separation. These "issues" are usually very minor in nature and readily resolved between the faculty and department head who will typically confer with one another in order to make the needed course "adjustment(s)". This occurred in Spring 2017 due to a faculty Sabbatical. Adjunct faculty were used to cover some the courses and a couple courses (MGMT 375 and MGMT 472) were offered the following semester to make sure no HR students graduation date was effected.

Administration has also been supportive of the HRM Program. When there are needs, the administration helps see they are met. Clerical support for the Program consists of the Management Department Secretary/Advisor, with occasional assistance from other department secretaries or student workers. In general, the department is run in an efficient manner, although occasionally there are breakdowns in the communication of what is going on in the department. This is likely due to the size of the department and number of programs involved.

Section 8: Support Services

Without the support of other areas within the University, the Human Resource Program would *not* be able to provide students with a quality of education. For example, we sincerely appreciate the ongoing efforts of the Technology Assistance Center for updating our computers and software systems, promptly responding system issues, and for patiently answering our numerous questions. We are also beholdng to the Faculty Center for Teaching and Learning for the numerous programs, workshops, and one on one learning sessions they offer to support faculty development. We also appreciate Birkham Health Centers efforts to promptly respond to our student's physical injuries and illnesses; and for "working into their schedule" the couple psychological/support referrals we have infrequently encountered over the past several years.

Additionally, we appreciate the efforts of the Educational Counseling and Disability Services for communicating and helping to meet the “learning disability” needs of our HR students. We would also like to thank the tutoring center for the time they spend responding to student questions and helping students to “master” course subject matter. And to FLITE for,

One of the other areas on campus that the HRM program works closely with is Career Services. Almost every semester, Micky Albright or her designee will speak with students in the MGMT 373 course about the University resources available to help them with job placement. For example, this past year Career Services transitioned from the “Bulldog Career Link” to utilizing “Handshake”. Students in the HR class received training on the new system and were required to develop their resumes, submit them to their faculty member for review, and once updated post them online via “handshake” in preparation for the Career Fair.

Students in a couple MGMT 373 sections also “piloted” for Career Services a new “online interview simulation” called the “Big Interview”. After responding to the simulated interview questions, students made “available” their final interview responses so that faculty could confidentially analyze and make both verbal and non-verbal recommendations to assist students improve their responses to future interview questions. After developing and posting their resumes, and practicing “simulated” interview questions, students in the MGMT 373 class are also required to attend the Career Services job fair. Such collaborative activities between Career Services and HR faculty provide students with the unique opportunity to not only personally “preparing” for future employment interviews; but also, the experience of observing how “recruiters” setup booths, process resumes and applications, and formally and informally interact with perspective candidates.

Such experiences serve multiple purposes:

- 1) it serves as a “recruiting” source for the HR program,
- 2) it naturally aligns with future activities those choosing to enter the HR program will be expected to perform once they’ve graduate from the HR program, and
- 3) volunteering to help Micky with the job fair, provides “service” to the University while simultaneously allowing students the opportunity to *begin* the process of establishing their professional “network”.

Additionally, the HR faculty would like to recognize Paul Kwant, College of Business Internship Coordinator, for his ongoing efforts in the placement of Human Resource Management students with employers. To receive “credit” for the MGMT 491 Internship course students must work a minimum of 240 hours for an employer over for a minimum of 10 weeks. Again, Paul Kwant’s internship coordination efforts should be commended and have led to numerous students receiving valuable “real world” experiences working within HR Departments and helping employers successfully complete a number of HR related projects.

Again, such collaboration between multiple departments within the University and with the support of employers offers all parties, *including students*, the opportunity to gain a “win-win” from their effort and experiences!

Section 9: Facilities and Equipment

Review of the facilities and equipment included: Faculty Offices, COB Lab/Classroom Computers, and FLITE Library.

Section 9.A: Space

Each faculty member appears to have adequate office space either within the COB or IRC Building. In addition, a review of their office computer equipment shows that all equipment has been purchased within the last three-four years and appears to have sufficient operating capabilities for their needs. All computers are connected to the University's network and have Internet access. Any upgrades on software are handled through the Network Administrator. Laptops are available upon request for faculty teaching at satellite locations and/or for university related activities.

Section 9.B: COB Computers

The classrooms utilized by the department are sufficient in terms of the number of tables and seating available to accommodate student class sizes. The COB/IRC classrooms utilized by the department are equipped with a desktop computer(s) with USB Ports/DVDs, LCD projectors, overhead, and/or document cameras. All hallways are equipped with video cameras to deter theft of equipment.

Section 9.C: Technology and Equipment

All classroom computers have University network, Internet, and Blackboard access. All computers also have Microsoft Office 2016 and other standard COB software (Tegrity, Respondus, Jing, Skype, and Outlook). Additionally, all faculty members have the option/ability to request that course specific software be added to any classroom computer(s) where they will be teaching. The approval of such software additions is subject to review for compliance with College of Business software requirements as well as, any budgetary constraints.

In order to keep the technology current, the College of Business, in collaboration with the President's office, Academic Affairs, and Technology Services, has made a commitment to upgrade a certain number of computers and associated equipment each year. As new equipment is purchased, the equipment being replaced is passed onto other COB faculty and/or placed in classrooms for upgrade purposes.

Faculty at Ferris State University use a variety of different tools to enhance teaching and learning. The Technology Assistance Center (TAC) is available seven days a week, 24 hours a day, to assist faculty, staff, and students with any computer related problems. The University also "subscribes to Lynda and Atomic Learning video tutorial services" where faculty and students can "find training tutorial videos on almost all software tools. The Technology Assistance Center (TAC) has also created Ferris-specific video tutorials to help you with your computing needs." At the present time no other instructional technology is being used and none is needed.

Section 10: Perception of Overall Quality

The HRM Program provides a good fit with the mission of the University and the COB by giving students an education based on the current needs of employers in the workplace as indicated by members of the Advisory Board. Like other programs in the College of Business, the HR program helps students develop skills that will aid them in obtaining employment in Human Resources or

other entry-level management positions upon graduation and provide a solid foundation for the rest of their careers.

Our faculty's "overall perception of program quality" on a 1-100 scale would be 90/100. Reasons for this rating include:

- ✓ Knowledgeable faculty who are terminally qualified with in field degrees and are current in their field.
- ✓ Robust relationships between students and faculty that often continue after students graduate
- ✓ Long-term connections to alums
- ✓ Availability of faculty to students and advisees outside of traditional business hours
- ✓ Strong relationship with Advisory Board
- ✓ Solid connection to Career Services
- ✓ Strong connection to internship coordinator/program
- ✓ Applied and experiential focus of classes.
- ✓ Excellent departmental support staff (Karen Ottobre & Lori Armstrong)

The visibility of the Program across campus has increased over the last few years as evidenced by the increase in the number of non-business majors pursuing minors and certificates. The added flexibility in the minor and certificate has increased their attractiveness to non-majors in turn increasing enrollment in the HR classes. This is expected to continue as more people across campus become familiar with the program. The HRM Program provides a valuable edge to non-majors that supplements their technical skills and helps position them for management positions in their major area. In order to sustain this growth, program faculty need to continue to build the reputation of the program and publicize the successes of the students and the faculty.

Section 10.A: APR Findings/Recommendations

Working through the APR process has given the program faculty an opportunity to formally assess the current status of the program and consider opportunities for the future. There is an opportunity to increase enrollment in the HR minor and certificate in a variety of programs across campus. To that end it is important to publicize the minor and certificate, as well as the major. If we are to pursue this, more needs to be done to market the minor and certificate across the university.

Given appropriate faculty resources to cover an increased demand for HR classes our goal would be to expand student enrollment in the HRM program by (20% over the next three –five years) by more aggressively "marketing" the HR program to prospective new "freshman" students, advising students on various business program options, and within other "Colleges" seeking alternative minors and/or certificates. However, if staffing is to remain status quo, we will need to prioritize the tasks that need to be accomplished. Obviously, program faculty must also insure that the program remains current.

A better method of tracking students pursuing certificates prior to graduation is needed. We need to Work with Institutional Research (Mitzi Day) to accurately track HR certificates and find a way to track HR minors.

A system for disaggregating "MGMT courses" to track Student Credit Hours, faculty numbers, and productivity needs to be developed.

Program faculty need to maintain and where possible increase relationships with Advisory Board members to develop closer ties between the Program and employers. Stronger ties should result in increased networking and internship opportunities for students.

To better track graduate success, we should work with SHRM (Nancy Lockwood¹) to track FSU HRM students who complete SHRM-CP certification:

- Report the percentage of program graduates who pass state or national certification or licensure examinations.
- Report the national average pass rates and compare program graduate pass rates to the national average.
- Evaluate overall “state and national examinations” trends within the program.

A process for marketing benefits of SHRM Alignment – the “early” SHRM-CP certification should be developed. The HRM website and SHRM alignment links should be updated.

At the university level, an effort needs to be made to track the number of students enrolled in a minor and the number of minors awarded. This would be helpful for all programs that offer minors. Similarly, more needs to be done to track graduate placement from all programs. While it could be suggested that the solid relationship between HR program faculty and graduates of the program would facilitate tracking graduate placement, this would not provide statistically valid data. Presumably the graduates that seek to maintain contact with faculty are those that are successful in their field and view the program and the faculty very favorably. Attempting to quantify the outcomes of this subset of graduates would lead to positively biased results. Thus, gathering data from graduates is only appropriate if all graduates are surveyed. Since all programs in the university need these types of data, it is best done at the university level.

Section 10.B: Conclusion

The program review process has demonstrated that the Human Resource Program is valuable to the COB, University, students, community, and employers. It is part of a well-rounded offering of business programs that serves both on and off-campus students. In addition to providing another choice of major for students, it offers students from across the University an increasingly popular alternative for a minor or certificate. The low-cost nature of the Program means that it is contributing to the financial health of the University as well. It is a viable option for non-traditional students whose work and family responsibilities prohibit them from pursuing their education on campus.

The HR program supports the COB mission:

We in the College of Business and at the Program level are “committed to academic excellence, ethical conduct, and a learner-centered environment characterized by quality teaching, outcomes assessment, and continuous improvement. Our students will take pride in their developed competencies and the distinctiveness of the College’s programs. We will be noted for being responsive to changes in workforce needs; building/maintaining good relationships with employers; preparing our students to excel in a global environment; and providing high-quality interns and

¹ Note: Since this report was initially drafted Dr. DeMarr spoke with Nancy Lockwood at the annual Academy of Management Conference about this. Ms. Lockwood provided another SHRM contact (Cornelia Springer) for pursuing this.

graduates who meet and exceed employer expectations, deal effectively with change, and are committed to lifelong learning.”

Section 10.C: Input from the Department Chair, Gayle Lopez

Overall Program Rating: 95

The Human Resource Management (HR) program aligns perfectly with FSU and the College of Business mission statements. The program prepares students to be successful in a variety of Human Resource positions and provides experiential and team based projects while working on critical thinking and problem solving skills. Students gain valuable knowledge, skills and abilities to be highly employable for their required internship and permanent employment in their field of study. The curriculum is in alignment with the Society of Human Resource Management (SHRM) model curriculum and is recognized by SHRM as an excellent, high quality program. Advisory Board and employer input is utilized for current trends in the industry. Courses and program outcomes should continue to be assessed and changes made for continuous program improvement.

The HR Minor and Certificate are obtained by a variety of Ferris students from other colleges including the College of Health Professions and COB students at state wide locations which afford students the ability to supplement their major. The required Human Resource courses are also offered on-line in addition to face to face courses in Big Rapids which appeals to many state wide and on-line students. The HR program has seen steady growth.

The HR faculty team comprised of Dr. Beverly DeMarr and Dr. Carol Rewers, along with industry expert adjuncts, provide a high quality educational experience. Future program growth will require additional faculty with HR expertise to offer additional course sections. Current faculty are at full capacity.

HR program faculty and students are visible throughout campus and have a collaborative relationship with the Center for Leadership, Activities and Career Services (CLACS). Students apply what they have learned in the classroom while assisting with various duties during the Career and Internship Fairs.

Student advising is strong with a full-time academic advisor in the Management Department along with the faculty advisors. The Management Department and administration fully support the continuation of the HR program and appreciate the dedication of the program faculty to student success.

Section 10.D: Input from the Dean, David Nicol

Program Rating: 90

The faculty has done a good job of maintaining and enriching a long-standing program, resulting in multiple formats aligned with various student needs (i.e., major, minor, concentration, certificate). In doing so, they have demonstrated admirable responsiveness to their stakeholders, and the value is evident in the enrollment figures they have produced. The faculty team supporting the HRM offerings is one of quality, in terms of both academic training and relevant work experience. Our students are fortunate in this regard.

It is prudent to assess what competitors are doing, but I would avoid making changes in order to look like them. It appears our current curriculum is well-thought out, so further changes should be compelled by a need to address perceived weaknesses or to achieve/enhance competitive advantages. Personally, I would like to see more emphasis on Strategic HR; i.e., how to develop

institutional competitive advantage through management of human assets; but any changes in this regard should be held to the same standards of justification.

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Section 12 Appendices
Appendix A: Program Checksheet



HUMAN RESOURCE MANAGEMENT - 120 Credits

HRM-BS_2017_2018

Bachelor of Science (BS)

College of Business

Student Name: _____

Student ID: _____

University General Education Requirements	Crs	Gr
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Tier 1 – Foundation Competencies *Prerequisites shown in parenthesis*

COMMUNICATION COMPETENCY – Minimum 12 Credits				
COMM	121	Fundamentals of Public Speaking	3	
ENGL	150	English 1 (ENGL ACT 14 or SAT ERW 450 OR ENGL 074)	3	
ENGL	250	English 2 (ENGL 150 w/C- or higher)	3	
ENGL	325	Advanced Business Writing (ENGL 250 or ENGL 211 w/C or higher)	3	
QUANTITATIVE LITERACY COMPETENCY – Minimum 3 Credits				
CHOOSE ONE	MATH 114	Quantitative Reasoning for Professionals 2 (MATH 109 or 110 w/C- or higher or MATH ACT 19 or SAT 500 and ENGL 074 or ENGL ACT 14 or SAT ERW 450); if MATH ACT 24 or SAT 580 or higher, student must substitute General Education Elective credits.	4	
	MATH 115	Intermediate Algebra (MATH 109 or 110 w/C- or higher or MATH ACT 19 or SAT 500); if MATH ACT 24 or SAT 580 or higher, student must substitute General Education Elective credits.	3	

Tier 2 – Distribution Competencies

NATURAL SCIENCES COMPETENCY – Minimum 6 Credits with one lab course				
			3	
			3	
CULTURE COMPETENCY – Minimum 9 Credits from two different disciplines with one 200 level or higher No more than 5 Credits in Cultural Competency Activities				
			3	
			3	
CHOOSE ONE	LITR 203	Introduction to African Literature (ENGL 150)		
	LITR 204	Native American Literature (ENGL 150)	3	
	RELG 325	Eastern Religions (ENGL 150)		
SELF AND SOCIETY COMPETENCY – Minimum 9 Credits from two different disciplines with one 200 level or higher				
ECON	221	Principles of Macroeconomics (MATH 109 or 110 w/ C- or higher or MATH 114, 115, 116, 117, 118, 119, 120, 122, 126 or MATH ACT 19 or SAT 500)	3	
ECON	222	Principles of Microeconomics (ECON 221)	3	
PSYC	150	Introduction to Psychology	3	
DIVERSITY – Competency met by 2 courses designated as Global and U.S. Diversity is satisfied by: These courses can be met through the Culture and Self and Society Competency requirements.				

Tier 3 – Application Competencies

COLLABORATION COMPETENCY – Competency met by 2 courses contained in the Major or Business Core				
BUSN 499, MKTG 321, MGMT 472				
PROBLEM SOLVING COMPETENCY – Competency met by 2 courses contained in the Major or Business Core				
ACCT 201, ACCT 202, BUSN 499, MKTG 321, MGMT 472				
ADDITIONAL GENERAL EDUCATION REQUIREMENT				
ECON	331	Labor Economics Labor Relations (ECON 222)	3	
SOCY	121	Introductory Sociology	3	
SOCY	340	Race and Ethnicity in the US (SOCY 121 or SOCY 122 or ANTH 122)	3	
Human Resource Management degree students must complete 48 General Education credits to meet College of Business and University Requirements.				
Freshman Seminar Requirement, FSUS 100, is satisfied by:				

HUMAN RESOURCE MANAGEMENT - 120 Credits

Bachelor of Science (BS)

College of Business

Business Core Requirements – 30 Credits Required (these courses ARE used in the core 2.0 GPA requirement)			Crs.	
ACCT	201	Principles of Financial Accounting (MATH 109 or 110 w/C- or higher or MATH 114, 115, 116, 117, 118, 119, 120, 126, 130, 132, or 135 or MATH ACT 19 or SAT 500)	3	
ACCT	202	Principles of Managerial Accounting (ACCT 201 w/C- or higher and MATH 114, 115, 116, or 117, or MATH ACT 24 or SAT 580)	3	
STQM	260	Introduction to Statistics (MATH 114, 115, 116, 120, 126, 130, 132, or 135, w/C- or higher or MATH ACT 24 or SAT 580)	3	
MGMT	301	Applied Management (None)	3	
BLAW	321	Contracts and Sales (None)	3	
MKTG	321	Principles of Marketing (ENGL 150 w/ C- or higher and Sophomore Status)	3	
ISYS	321	Business Information Systems (ACCT 202 and MKTG 321 and MGMT 301)	3	
FINC	322	Financial Management 1 (ACCT 202 and MATH 114 or 115 or MATH ACT 24 or SAT 580)	3	
MGMT	370	Quality-Operations Management (STQM 260 and Sophomore Status or Instructor Permit)	3	
BUSN	499	Integrating Experience (FINC 322 and MGMT 370 and MKTG 321 and Senior Status)	3	

Major Requirements – 33 Credits Required (these courses ARE used to calculate the major 2.0 GPA requirement)			Crs.	
ISYS	200	Database Design and Implementation (ISYS 105 or Course Competency)	3	
INTB	335	Cross Cultural Business	3	
MGMT	338	Employee Benefits (MGMT 373 or Instructor Permission)	3	
MGMT	373	Human Resource Management (Sophomore Status)	3	
MGMT	375	Negotiation (Junior Status)	3	
MGMT	385	Recruitment and Selection (MGMT 373 or Instructor Permission)	3	
BLAW	421	Employment Law (Junior Status or Instructor Permission)	3	
MGMT	472	Compensation (MGMT 373 or Instructor Permission)	3	
MGMT	491	MGMT Internship (Completion of 80 Semester Hours and Department Approval)	3	
		Directed Elective – Advisor Approval	3	
		Directed Elective – Advisor Approval	3	

Additional Requirements – 9 Credits Required				
ISYS	105	Introduction to Microcomputer Systems and Software	3	
		Free Elective - If needed MATH 109 or 110 can be taken as a free elective	3	
		Free Elective	3	

HUMAN RESOURCE MANAGEMENT - 120 Credits

Bachelor of Science (BS)

College of Business

Semester-By-Semester Layout of Classes

FIRST YEAR

Fall Semester

Class	Credits
Culture Competency	3
ENGL 150	3
ISYS 105	3
MATH 114 or MATH 115	3/4
PSYS 150	3
Total Credits	15-16

Spring Semester

Class	Credits
COMM 121	3
Culture Competency	3
Natural Science Competency	3
SOCY 121	3
STQM 260	3
Total Credits	15

Summer Semester

Class	Credits
Total Credits	

SECOND YEAR

Fall Semester

Class	Credits
ACCT 201	3
ECON 221	3
ENGL 250	3
Free Elective	3
Natural Science Competency	3
Total Credits	15

Spring Semester

Class	Credits
ACCT 202	3
LITR 203 or LITR 204 or RELG 325	3
ECON 222	3
ISYS 200	3
MKTG 321	3
Total Credits	15

Summer Semester

Class	Credits
Total Credits	

THIRD YEAR

Fall Semester

Class	Credits
BLAW 301	3
FINC 322	3
INTB 335	3
MGMT 301	3
MGMT 373	3
Total Credits	15

Spring Semester

Class	Credits
ECON 331	3
ENGL 325	3
ISYS 321	3
MGMT 338	3
MGMT 370	3
Total Credits	15

Summer Semester

Class	Credits
Total Credits	

FOURTH YEAR

Fall Semester

Class	Credits
BLAW 421	3
MGMT 385	3
MGMT 472	3
MGMT 491	3
SOCY 340	3
Total Credits	15

Spring Semester

Class	Credits
BUSN 499	3
Directed Elective	3
Directed Elective	3
Free Elective	3
MGMT 375	3
Total Credits	15

Summer Semester

Class	Credits
Total Credits	

HUMAN RESOURCE MANAGEMENT - 120 Credits

Bachelor of Science (BS)

College of Business

DEGREE OUTCOMES

1. **Create Policies and Procedures** - Create policies and procedures that abide by all federal laws for selecting an employee including: creating a job posting, creating legal interview questions, and identifying selection criteria and a procedure used for evaluating applicants.
2. **Develop Policies and Procedures** - Develop policies and procedures for evaluating employee performance and determining merit pay increases for employees that abide by all federal laws.
3. **Develop a Compensation System** - Develop a complete compensation system applying the concepts of internal equity, external equity, and individual equity.
4. **Applying the Laws** - Apply the laws affecting compensation and benefits.
5. **Research Effectively** – Effectively research a variety of topics of negotiation.
6. **Utilize Bargaining Techniques** - Utilize distributive and integrative bargaining techniques in a range of situations.

ADMISSION REQUIREMENTS

New Students SAT Scores

- 2.5 High School GPA (on a 4.0 scale)
- Two of the Three Criteria:
 1. SAT ERW score of 450 or higher
 2. SAT Math score of 500 or higher. Placement in MATH 109/110 will be considered (SAT MATH score of 480 or higher).
 3. SAT Composite of 900 or higher

New Students ACT Scores

- 2.5 High School GPA (on a 4.0 scale)
- Two of the Three Criteria:
 1. ACT English score of 16 or higher
 2. ACT Math score of 19 or higher
 3. ACT Reading score of 19 or higher

Transfer Students

- Combined college or university GPA of 2.35 (on a 4.0 scale) from all institutions attended. GPA based on completion of 12 credit hours or more. Developmental courses will not be considered in computing the GPA requirement.
- Transfer equivalency for FSU ENGL 150 or placement during the first semester at FSU which would require an ACT English score of 16 or higher; or SAT ERW score of 450 or higher; or Accuplacer English score of 6 or higher.
- Transfer equivalency for FSU MATH 114/115 or placement during the first semester at FSU which would require an ACT MATH score of 19 or higher; SAT MATH of 500 or higher; or Accuplacer Math scores: Elementary Algebra score 75 or higher and College Level Math 0-49.

ADDITIONAL GRADUATION REQUIREMENTS

Students must:

- maintain a 2.00 cumulative GPA in all FSU courses
- have 40 credits at the 300/400 level
- have 30 credits of Ferris classes (FSU Residency requirement)
- have a minimum 120 total credits to earn a bachelor degree
- maintain a 2.00 cumulative GPA in the business core and the major
- To meet the College of Business ACBSP accreditation requirements, students must earn 40% of their total credits in General Education Classes. The University requires all BS Degrees be a minimum 120 credits. When meeting the 40% requirement, programs can use 6 credits from the Business Core in the calculation. To meet the ACBSP 40% General Education requirement, a 120-credit program would consist of 42 general education credits, 30 business core credits and 48 credits in the major.

NOTICE: Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum, which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.



BUSINESS ADMINISTRATION with Concentrations - 120 Credits BUAD-BS_2017_2018

Bachelor of Science (BS)

College of Business

Student Name: _____

Student ID: _____

University General Education Requirements	Crs	Gr
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Tier 1 – Foundation Competencies Prerequisites shown in parenthesis

COMMUNICATION COMPETENCY – Minimum 12 Credits

COMM	121	Fundamentals of Public Speaking	3	
ENGL	150	English 1 (ENGL ACT 14 or SAT ERW 450 OR ENGL 074)	3	
ENGL	250	English 2 (ENGL 150 w/C- or higher)	3	
ENGL	325	Advanced Business Writing (ENGL 250 or ENGL 211 w/C or higher)	3	

QUANTITATIVE LITERACY COMPETENCY – Minimum 3 Credits

CHOOSE ONE	MATH 114	Quantitative Reasoning for Professionals 2 (MATH 109 or 110 w/C- or higher or MATH ACT 19 or SAT 500 and ENGL 074 or ENGL ACT 14 or SAT ERW 450); if MATH ACT 24 or SAT 580 or higher, student must substitute General Education Elective credits.	4	
	MATH 115	Intermediate Algebra (MATH 109 or 110 w/C- or higher or MATH ACT 19 or SAT 500); if MATH ACT 24 or SAT 580 or higher, student must substitute General Education Elective credits.	3	

Tier 2 – Distribution Competencies

NATURAL SCIENCES COMPETENCY – Minimum 6 Credits with one lab course

			3	
			3	

**CULTURE COMPETENCY – Minimum 9 Credits from two different disciplines with one 200 level or higher
No more than 5 Credits in Cultural Competency Activities**

			3	
			3	
			3	

SELF AND SOCIETY COMPETENCY – Minimum 9 Credits from two different disciplines with one 200 level or higher

ECON	221	Principles of Macroeconomics (MATH 109 or 110 w/ C- or higher or MATH 114, 115, 116, 117, 118, 119, 120, 122, 126 or MATH ACT 19 or SAT 460)	3	
ECON	222	Principles of Microeconomics (ECON 221)	3	
			3	

**DIVERSITY – Competency met by 2 courses designated as Global and U.S. Diversity is satisfied by:
These courses can be met through the Culture and Self and Society Competency requirements.**

Tier 3 – Application Competencies

COLLABORATION COMPETENCY – Competency met by 2 courses contained in the Major or Business Core

BUSN 499, MKTG 321, MGMT 350, MGMT 488

PROBLEM SOLVING COMPETENCY – Competency met by 2 courses contained in the Major or Business Core

ACCT 201, ACCT 202, BUSN 499, MKTG 321, MGMT 350, MGMT 488

ADDITIONAL GENERAL EDUCATION REQUIREMENT

CHOOSE ONE		COMM 251 (COMM 121 or COMH 121 or COMM 201 or Instructor Permission)		
		COMM 332 (COMM 121 or COMH 121 or COMM 201)	3	
		COMM 336 (COMM 121 or COMH 121 or COMM 201)		
			3	
			3	

Business Administration with Concentrations degree students must complete 48 General Education credits to meet College of Business and University Requirements.

Freshman Seminar Requirement, FSUS 100, is satisfied by:

BUSINESS ADMINISTRATION with Concentrations - 120 Credits

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Business Core Requirements – 30 Credits Required (these courses ARE used in the core 2.0 GPA requirement)			Crs.	
ACCT	201	Principles of Financial Accounting (MATH 109 or 110 w/C- or higher or MATH 114, 115, 116, 117, 118, 119, 120, 126, 130, 132, or 135 or MATH ACT 19 or SAT 500)	3	
ACCT	202	Principles of Managerial Accounting (ACCT 201 w/C- or higher and MATH 114, 115, 116, or 117, or MATH ACT 24 or SAT 580)	3	
STQM	260	Introduction to Statistics (MATH 114, 115, 116, 120, 126, 130, 132, or 135, w/C- or higher or MATH ACT 24 or SAT 580)	3	
MGMT	301	Applied Management (None)	3	
BLAW	321	Contracts and Sales (None)	3	
MKTG	321	Principles of Marketing (ENGL 150 w/ C- or higher and Sophomore Status)	3	
ISYS	321	Business Information Systems (ACCT 202 and MKTG 321 and MGMT 301)	3	
FINC	322	Financial Management 1 (ACCT 202 and MATH 114 or 115 or MATH ACT 24 or SAT 580)	3	
MGMT	370	Quality-Operations Management (STQM 260 and Sophomore Status or Instructor Permit)	3	
BUSN	499	Integrating Experience (FINC 322 and MGMT 370 and MKTG 321 and Senior Status)	3	

Major Requirements – 30 Credits Required (these courses ARE used to calculate the major 2.0 GPA requirement)			Crs.	
ISYS	105	Introduction Microcomputer Systems and Software	3	
MGMT	302	Team Dynamics and Organizational Behavior (Sophomore Status)	3	
CHOOSE ONE	INTB 310	International Business Systems	3	
	INTB 335	Cross Cultural Business		
CHOOSE ONE		Accounting Elective	3	
		Finance Elective		
		Statistics Elective		
	MGMT 350	Management Metrics and Decision Making		
MGMT	373	Human Resource Management (Sophomore Status)	3	
MGMT	447	Business Ethics and Social Responsibility (Junior Status or Senior Status)	3	
MGMT	488	Advanced Management Cases and Problems (FINC 322 and MGMT 370 and MKTG 321)	3	
MGMT	491	Internship (HIGHLY RECOMMENDED) OR COB Directed Elective (Completion of 80 credits and Department Approval)	3	
		Directed Elective or related course toward concentration – Advisor Approval	3	
		Directed Elective or related course toward concentration – Advisor Approval	3	

BUSINESS ADMINISTRATION with Concentrations - 120 Credits

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Choose one Concentration from Below or a College of Business Approved Minor or Certificate (Requires Advisor Approval) Must be 12 Credits or More				
ADVANCED FLEET MANAGEMENT – Choose four courses NOT in the Business Administration major or Business Core				
HEQT	200	Planned Maintenance Systems	2	
HSET	302	Fleet Management	4	
MGMT	350	Management Metrics and Decision Making	3	
RMIN	200	Foundations Risk Management and Insurance	3	
NOTES: BLAW 321 and MGMT 301 are both covered in the core section				
HUMAN RESOURCE MANAGEMENT - Choose four courses NOT in the Business Administration major or Business Core				
BLAW	421	Employment Law (Junior Status or instructor Permission)	3	
MGMT	375	Negotiations (Junior Status)	3	
MGMT	472	Compensation (MGMT 373 or Instructor Permission)	3	
CHOOSE TWO:	COMM 301	Interviewing (COMM 105 or COMM 121 or COMH 121 or COMM 200 or COMM 201)	3	
	COMM 366	Diversity and Communication (COMM 105 or COMM 121 or COMM 221 or COMH 121 with C or higher)		
	ECON 331	Labor Economic Labor Relations (ECON 222)		
	INTB 335	Cross-Cultural Business		
	MGMT 338	Employee Benefits (MGMT 373 or Instructor Permission)		
	MGMT 385	Recruitment and Selection (MGMT 373 or Instructor Permission)		
	PSYC 326	Industry Organizational Psychology (PSYC 150)		
	SOCY 340	Race and Ethnicity in the United States (SOCY 121 or SOCY 122 or ANTH 122)		
NOTES: MGMT 373 is taken in the major to complete the requirement.				
INTERNATIONAL BUSINESS MANAGEMENT - Choose four courses NOT in the Business Administration major or Business Core				
INTB	320	International Logistics	3	
INTB	335	Cross Cultural Business	3	
INTB	440	International Finance (Junior Status or Instructor Permission)	3	
MKTG	441	International Marketing (MKTG 321 w/ C- or higher and senior status)	3	
NOTES: Students must select one from area on minor sheet. INTB 310 is taken in the major to complete the requirements.				
RISK MANAGEMENT AND INSURANCE - Choose four courses NOT in the Business Administration major or Business Core				
BLAW	330	Insurance Law	3	
RMIN	200	Foundations of Risk Management and Insurance	3	
RMIN	252	Commercial Insurance (RMIN 200)	3	
RMIN	253	Personal Insurance	3	
RMIN	320	Insurance Company Operations (RMIN 200)	3	
CHOOSE ONE:	MGMT 338	Employee Benefits (MGMT 373 or Instructor Permission)	3	
	MGMT 491	Management Internship (Completion of 80 semester hours and Department Approval)		
	RMIN 401	Risk and Insurance Technology (RMIN 200)		
	RMIN 454	Risk Management (RMIN 200)		
	RMIN 457	Enterprise Risk Management (RMIN 200)		
	RMIN 483	Insurance Agency Operations (RMIN 200)		
	RMIN 489	Risk and Insurance Seminar (RMIN 252 and RMIN 320)		
	STQM 360	Risk Analysis and Strategy (STQM 260 w/C- or higher or Instructor Permission)		
	Directed Elective			

BUSINESS ADMINISTRATION with Concentrations - 120 Credits

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LEAN SYSTEMS - Choose four courses NOT in the Business Administration major or Business Core				
MGMT	402	Six Sigma Process Management (MGMT 492 or MFGE 354)	3	
MGMT	412	Lean Culture and Skills Development (MGMT 492 or MFGE 354 or Instructor Permission)	3	
MGMT	422	Cost Management for Lean Systems (MGMT 492 or MFGE 354 and Junior Status)	3	
MGMT	432	Lean Logistics and Supply Management (MGMT 492 or MFGE 354 and Junior Status)	3	
CHOOSE ONE	MFGE 354	Lean Manufacturing (Junior Status)	3	
	MGMT 492	Lean Service Enterprise and Leadership (MGMT 305 or Junior Status)		
CHOOSE ONE	MGMT 305	Managerial Leadership (Second Semester Sophomore Status)	3	
	MGMT 370	Quality-Operations Management (STQM 260 and Sophomore Status or Instructor Permission)		
	MGMT 491	Management Internship (Completion of 80 semester hours and Department Approval)		
	MKTG 472	Supply Chain Management (MKTG 321 w/ C- higher)		
	STQM 351	Quality Control for Management (STQM 260 w/ C- or higher)		
LEADERSHIP AND PROJECT MANAGEMENT - Choose four courses NOT in the Business Administration major or Business Core				
MGMT	305	Managerial Leadership (Second Semester Sophomore Status)	3	
MGMT	350	Management Metrics and Decision Making	3	
MGMT	492	Lean Service Enterprise and Leadership (MGMT 305 or Junior Status)	3	
PROJ	320	Project Management Fundamentals (Sophomore Status or Instructor Permission)	3	
PROJ	350	Project Schedule (PROJ 320)	3	
PROJ	351	Project Communication (PROJ 320 and PROJ 350)	3	
OPERATIONS & SUPPLY MANAGEMENT - Choose four courses NOT in the Business Administration major or Business Core				
MFGE	351	Introduction to Industrial Engineering	3	
CHOOSE ONE	MFGE 354	Lean Manufacturing (Junior Status)	3	
	MGMT 492	Lean Service Enterprise and Leadership (MGMT 305 or Junior Status)		
MKTG	466	Purchasing (MKTG 321 w/ C- or higher)	3	
MKTG	472	Supply Chain Management (MKTG 321 w/ C- higher)	3	
STQM	351	Quality Control for Management (STQM 260 w/ C- or higher)	3	
NOTE: MGMT 370 is covered in the core.				
SMALL BUSINESS & ENTREPRENEURSHIP - Choose four courses NOT in the Business Administration major or Business Core				
MGMT	315	Entrepreneurship Strategies and Planning	3	
MGMT	320	Growing the Small Business	3	
MGMT	350	Management Metrics and Decision Making	3	
MGMT	411	Small Business Systems and Operations	3	
MGMT	415	Entrepreneurial Opportunities (ACCT 201 and ACCT 202 and FINC 322 and MGMT 350)	3	
MGMT	491	Management Internship (Completion of 80 semester hours and Department Approval, Small Business Specific)	3	

BUSINESS ADMINISTRATION with Concentrations - 120 Credits

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Semester-By-Semester Layout of Classes

FIRST YEAR

Fall Semester		Spring Semester		Summer Semester	
Class	Credits	Class	Credits	Class	Credits
Culture Competency	3	COMM 121	3		
ENGL 150	3	Culture Competency	3		
Self and Society Competency	3	ECON 221	3		
ISYS 105	3	Natural Science Competency	3		
MATH 114 or MATH 115	4/3	STQM 260	3		
Total Credits	15-16	Total Credits	15	Total Credits	

SECOND YEAR

Fall Semester		Spring Semester		Summer Semester	
Class	Credits	Class	Credits	Class	Credits
ACCT 201	3	ACCT 202	3		
ECON 222	3	MKTG 321	3		
ENGL 250	3	MGMT 302	3		
MGMT 301	3	MGMT 373	3		
Natural Science Competency	3	General Education Elective	3		
Total Credits	15	Total Credits	15	Total Credits	

THIRD YEAR

Fall Semester		Spring Semester		Summer Semester	
Class	Credits	Class	Credits	Class	Credits
BLAW 321	3	ACCT/FINC/STAT Elective or MGMT 350	3		
Directed Elective (Minor or Concentration)	3	Directed Elective (Minor or Concentration)	3		
FINC 322	3	ENGL 325	3		
INTB 310 or INTB 335	3	ISYS 321	3		
MGMT 370	3	MGMT 491	3		
Total Credits	15	Total Credits	15	Total Credits	

FOURTH YEAR

Fall Semester		Spring Semester		Summer Semester	
Class	Credits	Class	Credits	Class	Credits
Culture Competency 200 Level	3	BUSN 499	3		
Directed Elective (Minor or Concentration)	3	COMM 251 and COMM 332, COMM 336	3		
Directed Elective (Minor or Concentration)	3	General Education Elective	3		
MGMT 447	3	Directed Elective (Minor or Concentration)	3		
MGMT 488	3	Directed Elective (Minor or Concentration)	3		
Total Credits	15	Total Credits	15	Total Credits	

BUSINESS ADMINISTRATION with Concentrations - 120 Credits

Bachelor of Science (BS)

College of Business

DEGREE OUTCOMES

1. Graduates can demonstrate and show the interrelatedness of the elements of planning, organizing, leading, and controlling management functions.
2. Graduates can identify and appropriately evaluate the influence of internal factors such as organizational goals, structure, power, culture, human resources, technology, and resources in terms of managing an organization.
3. Graduates can identify and appropriately evaluate the influence of external factors and stakeholders affecting the organization's performance and business decisions from a managerial position.
4. Graduates have the ability to scan and recognize emergent and pending global threats and opportunities affecting the performance of the organization.
5. Graduates can create a plan to attract, develop, and maintain human resources to support organizational strategy consistent with legal and ethical standards.
6. Graduates can participate in team projects that demonstrate competence in achieving common goals.
7. Graduates can construct and deliver effective presentation skills to inform or persuade business goals, decisions, initiatives and/or results both orally and verbally.
8. Graduates have the ability to perform business planning and execute both strategic and tactical applications of technical and/or industry-specific knowledge and skill sets

ADMISSION REQUIREMENTS

New Students SAT Scores

- 2.5 High School GPA (on a 4.0 scale)
- Two of the Three Criteria:
 1. SAT ERW score of 450 or higher
 2. SAT Math score of 500 or higher. Placement in MATH 109/110 will be considered (SAT MATH score of 480 or higher).
 3. SAT Composite of 900 or higher

New Students ACT Scores

- 2.5 High School GPA (on a 4.0 scale)
- Two of the Three Criteria:
 1. ACT English score of 16 or higher
 2. ACT Math score of 19 or higher
 3. ACT Reading score of 19 or higher

Transfer Students

- Combined college or university GPA of 2.35 (on a 4.0 scale) from all institutions attended. GPA based on completion of 12 credit hours or more. Developmental courses will not be considered in computing the GPA requirement.
- Transfer equivalency for FSU ENGL 150 or placement during the first semester at FSU which would require an ACT English score of 16 or higher; or SAT ERW score of 450 or higher; or Accuplacer English score of 6 or higher.
- Transfer equivalency for FSU MATH 114/115 or placement during the first semester at FSU which would require an ACT MATH score of 19 or higher; SAT MATH of 500 or higher; or Accuplacer Math scores: Elementary Algebra score 75 or higher and College Level Math 0-49.

BUSINESS ADMINISTRATION with Concentrations - 120 Credits

Bachelor of Science (BS)

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ADDITIONAL GRADUATION REQUIREMENTS

Students must:

- maintain a 2.00 cumulative GPA in all FSU courses
- have 40 credits at the 300/400 level
- have 30 credits of Ferris classes (FSU Residency requirement)
- have a minimum 120 total credits to earn a bachelor degree
- maintain a 2.00 cumulative GPA in the business core and the major
- To meet the College of Business ACBSP accreditation requirements, students must earn 40% of their total credits in General Education Classes. The University requires all BS Degrees be a minimum 120 credits. When meeting the 40% requirement, programs can use 6 credits from the Business Core in the calculation. To meet the ACBSP 40% General Education requirement, a 120-credit program would consist of 42 general education credits, 30 business core credits and 48 credits in the major.

NOTICE: Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum, which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.



Student Name: _____

Student ID: _____

Prerequisites shown in parenthesis

REQUIRED COURSES – 12 Credits Required			Crs.	Gr.
MGMT	373	Human Resource Management (Sophomore Status) Note: HCSA majors may substitute HCSA 335 Supervisory Practices	3	
MGMT	375	Negotiations (Junior Status)	3	
BLAW	421	Employment Law (Junior Status or Instructor Permission)	3	
MGMT	472	Compensation (MGMT 373 or Instructor Permission)	3	
Choose two: 6 Credits Required with Advisor Approval				
CHOOSE TWO	HSCA 120	Health Services Administration (FOR NON COB STUDENTS)	3	
	COMM 301	Interviewing (COMM 105 or COMM 121 or COHM 121)	3	
	MGMT 301	Applied Management (FOR NON COB STUDENTS)	3	
	PSYC 326	Industrial Organizational Psych (PSYC 150)	3	
	ECON 331	Labor Economics (ECON 222)	3	
	INTB 335	Cross Cultural Business	3	
	MGMT 338	Employee Benefits (MGMT 373 or Instructor Permission)	3	
	SOCY 340	Race and Ethnicity in the U.S. (SOCY 121 or, 122, or ANTH 122)	3	
	COMM 366	Diversity and Communication (COMM 105 or COMM 121 or COMH 121 or COMM 200 or COMM 201)	3	
	MGMT 385	Recruitment and Selection (MGMT 373 or Instructor Permission)	3	
	MGMT 474	Cases on Strategy and Workforce Trends (MGMT 373 or Instructor Permission)	3	

DECLARATION OF MINOR

In addition to their major the student must declare the minor with the advisor **Dr. Carol Rewers, (231) 591-2447, BUS 358** or **Dr. Beverly DeMarr, (231) 591-3756, BUS 360**

STUDENT Signature _____

Date _____

MINOR ADVISOR Signature _____

Date _____

DEPARTMENT HEAD/CHAIR Signature _____

Date _____

HUMAN RESOURCE MANAGEMENT - 18 Credits

Minor

College of Business

ADMISSION REQUIREMENTS

Any person who is admitted to a Ferris State University Bachelor's degree program is welcome to obtain this minor.

ADDITIONAL GRADUATION REQUIREMENTS

1. At least one-half of the credits must be Ferris State University credits.
2. A maximum of 1/3 of the credits, but no more than 7 credits, may overlap with the student's major.
3. A minimum of fifty percent (50%) of the courses in the minor must be at the 200 or above level.
4. A 2.00 GPA is required for completion of the Minor.
5. A term prior to completion of the Minor, the student will log into MyFSU, and complete the "Apply for Graduation". You will receive an email back with the next steps to take. Once this is done the Graduation Secretary will notify the Registrar who will note the completion of the Minor.

NOTICE: Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum, which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.



Student Name: _____

Student ID: _____

Prerequisites shown in parenthesis

REQUIRED COURSES – 12 Credits Required			Crs.	Gr.
MGMT	373	Human Resource Management (Sophomore Status) Note: HCSA majors may substitute HCSA 335 Supervisory Practices	3	
BLAW	421	Employment Law (Junior Status or Instructor Permission)	3	
CHOOSE TWO	COMM 366	Diversity and Communication (COMM 105 or COMM 121 or COMH 121 or COMM 200 or COMM 201 all w/ C or higher)	3	
	ECON 331	Labor Economics (ECON 222)	3	
	INTB 335	Cross Cultural Business	3	
	MGMT 338	Employee Benefits (MGMT 373 or Instructor Permission)	3	
	MGMT 375	Negotiations (Junior Status)	3	
	MGMT 385	Recruitment and Selection (MGMT 373 or Instructor Permission)	3	
	MGMT 472	Compensation (MGMT 373 or Instructor Permission)	3	
	MGMT 474	Cases on Strategy and Workforce Trends (MGMT 373 or Instructor Permission)	3	

CERTIFICATE OUTCOMES

HR Skills - Graduates will have the basic Human Resources skills required of supervisors and managers.

DECLARATION OF CERTIFICATE

Any person admitted to Ferris State University may enroll in courses for undergraduate COB certificates and must declare the certificate with the advisor Dr. Beverly DeMarr, (231) 591-3756, BUS 360 or Dr. Carol Rewers, (231) 591-2447, BUS 358

STUDENT Signature

Date

CERTIFICATE ADVISOR Signature

Date

DEPARTMENT HEAD/CHAIR Signature

Date

HUMAN RESOURCE - 12 Credits

Certificate

College of Business

ADMISSION REQUIREMENTS

- Applicant should show proof of high school graduation with a 2.35 GPA. If it is determined by the COB Dean's Office/SAA that regular program admission criteria should be met in order to complete the certificate successfully and be a contributing member of the course, all college transcripts should be submitted to the Admissions Office. Once admitted, an advisor will be assigned by the College of Business in the certificate program.
- Dual enrolled/concurrent students must complete their high school degree (provide transcript) before the certificate will be granted from FSU.
- Students wishing to pursue a bachelor or associate's degree must meet the admission criteria for the program. This criteria review is initiated when the "Program Change Form" request is processed through the COB Dean's Office/SAA.

ADDITIONAL GRADUATION REQUIREMENTS

1. No more than 50% of the credits in a certificate may be transferred from another institution.
2. If a student is in a FSU degree-seeking program, the certificate will not be granted if more than 50% of the certificate credits are required in the program/major.
3. A 2.00 cumulative GPA is required for completion of the Certificate.
4. A term prior to completion of the Certificate, the student will log into MyFSU, and complete the "Apply for Graduation". You will receive an email back with the next steps to take. Once this is done, the Graduation Secretary will notify the Registrar who will note the completion of the Certificate.

NOTICE: Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum, which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

Description of B.S.-Human Resource Management Classes:

Employment Law (BLAW 421)

Course covers Title VII Civil Rights Act; Equal Pay Act; Age Discriminations in Employment Act; Rehabilitation Act of 1973; Michigan Civil Rights Act; National Labor Relations Act, as amended; FLSA, minimum wage, overtime provisions. Pre-Requisites: Junior status or instructor approval. Typically Offered Fall Only. Credit Hours: 3

Cross-Cultural Business (INTB 335)

An intellectual forum for developing an understanding, through case study and application, the impact that cross-cultural communications and negotiations have on international business. Typically Offered Fall Only Credit Hours: 3

Database Design-Implementation (ISYS 200)

Introduces database concepts, design methodologies, and implementation procedures. Stresses the importance of sound database design to insure data integrity and flexibility. Common data structures, normalization techniques, integrity constraints, security features, query and report facilities are discussed. One or more popular commercial database management systems will be used to implement the designs. Pre-Requisites: ISYS 105 or Demonstrated Competency in ISYS 105. Typically Offered Fall, Spring, and Summer. Credit Hours: 3

Employee Benefits (MGMT 338)

Concentrates on group insurance including life and health insurance; hospital, medical, and surgical coverage; social insurance, unemployment compensation, workers' compensation, and Social Security benefits. Investigates the formulation, basic features, funding methods, and administration of pension plans; deals with profit sharing, thrift and savings plans, deferred compensation, and Social Security retirement benefits. Prerequisites: Junior standing. Typically Offered Fall only. Credit Hours: 3

Human Resource Management (MGMT 373)

Covers the objectives, functions, and organization of personnel programs; discusses such topics as selection training and development, job analysis, wage and salary administration, performance appraisal, disciplinary systems, employee safety and health, and the collective bargaining process. Pre-Requisites: Sophomore Standing. Typically Offered Fall, Spring, Summer Credit Hours: 3

Negotiations (MGMT 375)

This course focuses on the behavioral aspect of human resources, specifically negotiations. The course covers the broad spectrum of negotiations from common negotiations that occur in everyday life (e.g. buying/selling a car, negotiation a job offer, etc.) to specific labor-management negotiations. In addition to studying the subject from a theoretical and empirical standpoint, students will participate in a variety of in-class role-plays and simulations, and complete a personal negotiation project outside of class. Pre-Requisites: Junior standing. Typically Offered Spring Only Credit Hours: 3

Recruitment and Selection (MGMT 385)

This course introduces students to the Human Resource functions of Recruitment and Selection in organizations. This course focuses on the effective management of the flow of talent into and through organizations. I give particular attention to the impact of business strategy on recruiting, selection and organizational staffing practices. Another key issue is the efficacy of recruitment and selection practices. We will discuss internal and external labor markets, recruiting, selection, and person-job and person-organization match on staffing practices in this context. Staffing is now being integrated across global units in firms, and we will focus on international staffing when we discuss trends in staffing. Prerequisites: MGMT 373 or Instruction permit. Typically Offered Spring only. Credit Hours: 3

Compensation (MGMT 472)

Course provides an in-depth view of the total compensation system. Design, develop, and implement a complete compensation system and the aspects of which include: establishing the compensation objectives, analyzing and evaluating jobs, establishing the organization's pay policy relative to the external labor market, and utilizing the compensation system to adjust employee wages. Emphasis will be placed on balancing internal consistency and external competitiveness while equitably rewarding individuals' contributions. Pre-Requisites: MGMT 373 with a grade of D- or better or Instructor approval. Typically Offered Spring Only Credit Hours: 3

MGMT Internship (MGMT 491)

Work experience with cooperating employer organizations in business, industry, government, and education. The work experience is designed to be relevant to the students' academic pursuits, personal development, and professional Pre-Requisites: Junior standing and department approval. Typically Offered Fall, Spring, Summer. Credit Hours: 1-3

Description of Human Resource Management

Minor/Concentration/Certificate Elective Classes:

Interviewing (COMM 301)

The development of practical skills in interviewing. The course focuses on techniques and strategies, and includes ethical and legal considerations. Types of interviews include: informational, selection, performance appraisal, discipline, exit, counseling, and persuasive. Pre-Requisites: COMM 105 or COMM 121 or COMH 121 or COMM 200 or COMM 201.

Diversity and Communication(COMM 366)

This course focuses on examining how elements of diversity in the US: including ethnicity, race, sex, sexual orientation/gender, religion, socio-economic status and ability; affect the ability of parties to communicate effectively and appropriately. Students apply their reading to experiences interacting with "different" others throughout the semester and journal these experiences to monitor their growth in understanding and adapting their communication behaviors. This course meets general education requirements for Social Awareness, and Race-Ethnicity-Gender. Prerequisites: COMM 105 or COMM 121 or COMM 221 or COMH 121, all with C or better. Typically Offered: Fall, Spring, Summer.

Labor Economic Labor Relations (ECON 331)

Using modern tools of economic analysis, a rigorous study of the evolution and the changing composition of labor and labor institutions is made. The labor movement, as shaped by labor, government, and the post-industrial economy is scrutinized. The new, emerging, international labor relations are analyzed. This course meets General Education requirements: Social Awareness, Race/Ethnicity/ Gender Issues. Pre-Requisites: ECON 222

Employee Benefits (MGMT 338)

Concentrates on group insurance including life and health insurance; hospital, medical, and surgical coverage; social insurance, unemployment compensation, workers' compensation, and Social Security benefits. Investigates the formulation, basic features, funding methods, and administration of pension plans; deals with profit sharing, thrift and savings plans, deferred compensation, and Social Security retirement benefits. Prerequisites: Junior standing. Credit Hours: 3

Recruitment and Selection (MGMT 385)

This course introduces students to the Human Resource functions of Recruitment and Selection in organizations. This course focuses on the effective management of the flow of talent into and through organizations. I give particular attention to the impact of business strategy on recruiting, selection and organizational staffing practices. Another key issue is the efficacy of recruitment and selection practices. We will discuss internal and external labor markets, recruiting, selection, and person-job and person-organization match on staffing practices in this context. Staffing is now being integrated across global units in firms, and we will focus on international staffing when we discuss trends in staffing. Prerequisites: **MGMT 373** or Instruction permit. Typically Offered Spring only. Credit Hours: 3

Cases Strategy-Workforce Trend (MGMT 474)

This course provides an opportunity to apply knowledge of Human Resource Management concepts in a variety of contexts to solve organizational challenges. The focus is on discussing solutions of core HRM concepts including strategy, and current trends in the workplace such as changing workforce demographics, talent management and succession planning. Pre-Requisites: MGMT 373 with a grade of D- or better. Typically Offered Fall Only

Indust-Organizational Psych (PSYC 326)

Application of psychological principles to business and industry. Topics include selection, placement, and evaluation of employees; motivation, leadership, and worker satisfaction. The role of psychology in productive organizations and service agencies, as well as society in general. This course meets General Education requirements: Social awareness, Race/Ethnicity/Gender Issues. Pre-Requisites: PSYC 150.

Race and Ethnicity in the U.S. (SOCY 340)

Traces the history of several minority groups in the United States, and analyzes their current demographic, economic, and social situations. Minority/dominant relations are examined. Emphasis is placed on the study of prejudice and discrimination. This course meets General Education requirements: Race/Ethnicity/Gender Issues and Social Awareness. Pre-Requisites: SOCY 121 or 122 or ANTH 122

References:

Ferris State University (2016). Program Catalog. Human Resource Major. <http://catalog.ferris.edu/catalog/2015-2016/program/4568>

Ferris State University (2016). Program Catalog. Human Resource Minor. Accessed from: <http://catalog.ferris.edu/catalog/2015-2016/program/4691>

Ferris State University (2016). Accrediting Agencies. Accessed from: <http://www.ferris.edu/HTMLS/fsucatlg/accreditation.htm>

Appendix B: Program Assessment & Outcome Information

Assessment: Program Four Column



Program - Human Resource Management (B.S.)

Mission Statement: The mission of the human Resource Management program is to prepare students for the positions in the Human Resource field. This mission is accomplished by offering students a comprehensive background in business and a variety of courses dealing with the function involved in Human Resource management (for example, Selection, Compensation, Interviewing, Training/Development, Collective Bargaining, Labor law, and health Insurance.)

Purpose:

1. To provide students with marketable skills.
2. To provide students with a background for career advancement and growth.
3. To assist students in becoming and remaining competitive in an ever expanding, changing and complex global economy.
4. To provide students with the basis of making decisions using the most appropriate information technology, while considering the societal impact of their decisions.
5. To provide students with a foundation of relevant business theory and its application in the real world.
6. To provide students with a foundation of relevant theory in all aspects of Human Resource Management and its application in the real world.
7. To be responsive in our curricula to the ever-changing needs of business, students, and the professions.
8. To provide students with an opportunity for personal growth and the development of leadership skills.

Goals:

1. To increase student competence in the field of Human Resource Management.
2. To maintain, through program content, the capability of students to gain needed business experience for eventual employment in Human Resource Management.
3. To increase student competence in decision-making.
4. To increase student competence in communication.
5. To increase student knowledge and competence in the most current hands-on technology in Human Resource Management.
6. To increase student global perspectives in the field of Human Resource Management.
7. To increase support for faculty development.

Advisory Board/Committee Meetings: Less than once every two years

Next FSU Academic Program Review: 2017-2018

Accreditor Body: Accreditation Council for Business Schools and Programs (ACBSP)

Accreditor Body - Academic Year of Next Review: 2017-2018

College: COB

Program Closed?: No

Outcomes**Assessment Methods****Results****Actions**

Create Policies and Procedures -
 Create policies and procedures that abide by all federal laws for selecting an employee including: creating a job posting, creating legal interview questions, and identifying selection criteria and a procedure used for evaluating applicants.
Outcome Status: Active
Planned Year(s) of Assessment: Learning
Start Date: 05/18/2009

Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. randomly) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome yielding more than four of ten students scoring low
Criterion for Success: At least 60% of students showing med or hi level performance

Related Documents:

[Evaluate-And-Improve Cycle - HR - Fall 2008.doc](#)
[Evaluate-And-Improve Cycle - HR - Spring 2009.doc](#)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 See attached documentation. (10/13/2009)

Related Documents:

[Evaluate-And-Improve Cycle - HR - Fall 2008.doc](#)
[Evaluate-And-Improve Cycle - HR - Spring 2009.doc](#)

Develop Policies and Procedures -
 Develop policies and procedures for evaluating employee performance and determining merit pay increases for employees that abide by all federal laws.
Outcome Status: Active
Start Date: 05/18/2009

Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. randomly) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 See related documentation for results. (10/13/2009)

Related Documents:

[Evaluate-And-Improve Cycle - HR - Fall 2008.doc](#)
[Evaluate-And-Improve Cycle - HR - Spring 2009.doc](#)

Outcomes**Assessment Methods****Results****Actions**

formulate and implement an improvement action plan for each targeted outcome yielding more than four of ten students scoring low
Criterion for Success: At least 60% of students showing med or hi level performance

Related Documents:

[Evaluate-And-Improve Cycle - HR - Fall 2008.doc](#)
[Evaluate-And-Improve Cycle - HR - Spring 2009.doc](#)

Develop a Compensation System -
 Develop a complete compensation system applying the concepts of internal equity, external equity, and individual equity.

Outcome Status: Active
Planned Year(s) of Assessment: Learning
Start Date: 05/18/2009

Directly related to Outcome

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Fall '10 = 22 High, 0 Medium, 0 Low
 Fall '11 = 37 High, 1 Medium, 1 Low
 Spring '12 = 18 High, 0 Medium, 0 Low
 Summer' 12 = 12 High, 0 Medium, 0 Low
 (MGMT 472 results relate to this outcome) (04/10/2013)

Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. randomly) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome yielding more than four of ten students scoring low
Criterion for Success: At least 60% of students showing med or hi level performance

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Spring 2013 = 10 High, 7 Med., 0 Low
 Summer 2013 = 9 High, 1 Med., 1 low
 Fall 2013 - Section 001 = 25 High, 0 Med., 0 Low
 Fall 2013 - VL1 = 13 High, 0 Med., 1 Low (02/19/2014)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Fall 2012: 31 High, 1 Medium, 0 Low (04/16/2013)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 See related documents for results.

F '09 - 20 High, 4 Med., 1 Low
 Sp '10 - 16 High, 4 Med., 1 Low (10/13/2009)

Related Documents:
[Evaluate-And-Improve Cycle - HR - Fall 2008.doc](#)
[Evaluate-And-Improve Cycle - HR - Spring 2009.doc](#)

Related Documents:

[Evaluate-And-Improve Cycle - HR - Fall 2008.doc](#)
[Evaluate-And-Improve Cycle - HR - Spring 2009.doc](#)

Applying the Laws - Apply the laws affecting compensation and benefits.

Outcome Status: Active

Start Date: 05/18/2009

Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. randomly) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome yielding more than four of ten students scoring low
Criterion for Success: At least 60% of students showing med or hi level performance

Related Documents:

[Evaluate-And-Improve Cycle - HR - Fall 2008.doc](#)
[Evaluate-And-Improve Cycle - HR - Spring 2009.doc](#)

Research Effectively - Effectively research a variety of topics of negotiation.

Outcome Status: Active

Planned Year(s) of Assessment: Learning

Start Date: 05/18/2009

Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. randomly) ten senior capstone course students; (3) select capstone course work demonstrating student

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Spring 2013 = 12 High, 4 Med., 2 Low

Summer 2013 = 4 High, 5 Med., 2 Low

Fall 2013 - Sec. 001 = 21 High, 3 Med., 1 Low

Fall 2013 - VL1 = 7 High, 6 Med., 1 Low (02/19/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

F '09 - 17 High, 3 Med., 3 Low

Sp '10 - 10 High, 9 Med., 1 Low (11/09/2010)

Outcomes

Assessment Methods

Results

Actions

competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome yielding more than four of ten students scoring low.
Criterion for Success: At least 60% of students showing med or hi level performance

Related Documents:

[Evaluate-And-Improve Cycle - HR - Fall 2008.doc](#)
[Evaluate-And-Improve Cycle - HR - Spring 2009.doc](#)

Utilize Bargaining Techniques -
Utilize distributive and integrative bargaining techniques in a range of situations.

Outcome Status: Active

Planned Year(s) of Assessment:

Learning

Start Date: 05/18/2009

Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. randomly) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome yielding more than four of ten students scoring low.
Criterion for Success: At least 60% of students showing med or hi level

Reporting Period: 1 - No Action Required
Classification: Criterion Met
F '09 - 14 High, 1 Med., 1 Low
Sp '10 - 20 High, 2 Med., 2 Low (11/09/2010)
Reporting Period: 1 - No Action Required
Classification: Criterion Met
See related documentation for results. (10/13/2009)

Related Documents:

[Evaluate-And-Improve Cycle - HR - Fall 2008.doc](#)
[Evaluate-And-Improve Cycle - HR - Spring 2009.doc](#)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
Spring 2013 - Sec. 001 = 14 High, 8 Med., 1 Low
Spring 2013 - Sec. 002 = 13 High, 3 Med., 3 Low
Spring 2013 - VL1 = 16 High, 1 Med., 1 Low
Summer 2013 = 13 High, 3 Med., 2 Low
Fall 2013 = 14 High, 3 Med., 1 low (02/19/2014)

Reporting Period:

Classification: Criterion Met
F '09 - 13 High, 1 Med., 2 Low
Sp '10 - 20 High, 2 Med., 2 Low (11/09/2010)

Reporting Period:

Classification: Criterion Met
See related documentation for results. (10/13/2009)

Related Documents:

[Evaluate-And-Improve Cycle - HR - Fall 2008.doc](#)
[Evaluate-And-Improve Cycle - HR - Spring 2009.doc](#)

Outcomes

Assessment Methods

Results

Actions

performance

Related Documents:

[Evaluate-And-Improve Cycle - HR - Fall 2008.doc](#)

[Evaluate-And-Improve Cycle - HR - Spring 2009.doc](#)

test - test

Outcome Status: Active

Start Date: 01/10/2014

Presentation (Oral) - Final Presentation

Criterion for Success: 80% of students will demonstrate medium or high level of competency

Reporting Period: 1 - No Action Required

Classification: Criterion Met
99% of students enrolled scored at a high level. (01/10/2014)

Related Documents:

[Column4AssessmentReport](#)

Assessment: Course Four Column



Z - BLAW Courses

BLAW 421:Employment Law

Course Outcomes	Assessment Methods	Results	Actions
<p>Outcome 1 - To explain the advantages and disadvantages of arbitration.</p> <p>Course Outcome Status: Active</p> <p>Start Date: 12/02/2009</p>	<p>Test - Internally Developed - Pre/Post or Post - Quiz</p> <p>Criterion for Success: Achieve an average score of at least 75%</p>	<p>Reporting Period: 2013 - 2014</p> <p>Classification: Criterion Met</p> <p>Fall 2013 = Highest Quiz 1 grade - 104%; Lowest quiz 1 grade - 56%, Average - 75%; Met criterion for success - 53% (8 students) (02/19/2014)</p> <p>Reporting Period: 2011 - 2012 and Prior</p> <p>Classification: Criterion Met</p> <p>Average score 85%, with a maximum of 100% & a minimum of 58%. (12/17/2011)</p> <p>Reporting Period: 2011 - 2012 and Prior</p> <p>Classification: Criterion Met</p> <p>Average was 93%, with a minimum score of 60% & a maximum score of 100% (05/14/2011)</p> <p>Reporting Period: 2011 - 2012 and Prior</p> <p>Classification: Criterion Met</p> <p>Average score of 85% with a minimum of 54% and a maximum of 100%. (12/17/2010)</p> <p>Reporting Period: 2011 - 2012 and Prior</p> <p>Classification: Criterion Met</p> <p>Average score was 82%, with a minimum of 58% and a maximum of 98%. (12/08/2009)</p>	<p>Action: Implement separate in-class assessment specifically tailored to arbitration process and concepts. (02/19/2014)</p>
<p>Written Product (essay, research paper, journal, newsletter, etc.) - Written Assignment</p> <p>Criterion for Success: 70% at Medium or High</p>			

Course Outcomes**Assessment Methods****Results****Actions**

Outcome 2 - To distinguish between employees and independent contractors

Course Outcome Status: Active

Start Date: 12/02/2009

Z - Other - specify - Quiz

Criterion for Success: Achieve an average score of at least 75%

Reporting Period: 2013 - 2014

Classification: Criterion Met

Fall 2013 = Highest Quiz 1 grade - 104%; Lowest Quiz 1 grade - 56%, Average - 75%; Met criterion for success - 53% (8 students) (02/19/2014)

Reporting Period: 2011 - 2012 and Prior

Classification: Criterion Met

Average score was 85%, with a maximum of 100% & a minimum of 58%. (12/17/2011)

Action: Implement separate in-class assessment specifically tailored to employee classification (02/19/2014)

Reporting Period: 2011 - 2012 and Prior

Classification: Criterion Met

Average was 93%, with a minimum score of 60% & a maximum score of 100%. (05/14/2011)

Reporting Period: 2011 - 2012 and Prior

Classification: Criterion Met

Average score of 85%, with a minimum of 54% and a maximum of 100% (12/17/2010)

Reporting Period: 2011 - 2012 and Prior

Classification: Criterion Met

Average score was 82%, with a minimum score of 58% and a maximum score of 98%. (12/08/2009)

Written Product (essay, research paper, journal, newsletter, etc.) - Written Assignment

Criterion for Success: 70% at Medium or High

Reporting Period: 2015 - 2016

Classification: Criterion Not Met

50% H, 9% M, 41% L (11/02/2016)

Outcome 3 - to recognize and explain the legal issues arising in a particular fact situation.

Course Outcome Status: Active

Test - Internally Developed - Pre/Post or Post - 4 Quizzes and Final Exam

Criterion for Success: Achieve an average score on each Quiz and the Final Exam at at least 75%.

Reporting Period: 2013 - 2014

Classification: Criterion Met

Fall 2013 = Highest cumulative percentage - 94%; Lowest cumulative percentage - 64%; Average cumulative percentage - 78%; Met criterion for success - 60% (02/19/2014)

Action: Implement additional in-class assessments requiring students to recognize and explain legal issues in hypothetical fact patterns. (02/19/2014)

Reporting Period: 2011 - 2012 and Prior

Classification: Criterion Met

2nd Quiz: average was 84%, with a maximum of 98% & a minimum of 71%.
3rd Quiz: average was 83%, with a maximum of 100% & a minimum of 60%.

4th Quiz: average was 77%, with a maximum of 98% & a minimum of 58%.
 5th Quiz: average was 80%, with a maximum of 98% & a minimum of 56%.
 Final Exam: average was 83%, with a maximum of 96% & a minimum of 74%. (12/17/2011)

Reporting Period: 2011 - 2012 and Prior

Classification: Criterion Met

2nd Quiz: average was 85%, with a minimum score of 63% & a maximum score of 98%. 3rd Quiz: average was 75%, with a minimum score of 43% & a maximum score of 92%.
 4th Quiz: average was 77%, with a minimum score of 59% & a maximum score of 96%. 5th Quiz: average was 81%, with a minimum score of 50% & a maximum score of 98%.
 Final Exam: average was 90%, with a minimum score of 65% & a maximum score of 100%. (05/14/2011)

Reporting Period: 2011 - 2012 and Prior

Classification: Criterion Met

2nd Quiz: average score of 87.5%, with a minimum of 60% and a maximum of 108%; 3rd Quiz: average score of 81%, with a minimum of 60% and a maximum of 102%;
 4th Quiz: average score of 81%, with a minimum of 64% and a maximum of 98%;
 5th Quiz: average score of 83.4%, with a minimum of 60% and a maximum of 104%;
 Final Exam: average score of 93%, with a minimum of 81% and a maximum of 101% (12/17/2010)

Reporting Period: 2011 - 2012 and Prior

Classification: Criterion Met

2nd Quiz: average score was 81%, with a minimum score of 54% and a maximum score of 100%.
 3rd Quiz: average score was 77%, with a minimum score of 42% and a maximum score of 94%.
 4th Quiz: average score was 79%, with a minimum score of 55% and a maximum score of 100%.
 5th Quiz: average score was 76%, with a minimum score of 44% and a maximum score of 102%.

Final Exam: average score was 83%, with a minimum score of 65% and a maximum score of 105%. (12/08/2009)

Course Outcomes**Assessment Methods****Results****Actions**

Outcome 4 - to apply the law and reach a conclusion about the legal issues arising in a particular fact situation.

Course Outcome Status: Active

Test - Internally Developed - Pre/Post or Post - 4 Quizzes and Final Exam
Criterion for Success: Achieve an average score of at least 75% on each of the Quizzes and the Final Exam

Reporting Period: 2013 - 2014

Classification: Criterion Met

Fall 2013 = Highest cumulative percentage - 94%; lowest cumulative percentage - 64%; Average cumulative percentage - 78%; Met criterion for success - 60% (02/19/2014)

Action: Implement additional in class assessments requiring students to apply the law and reach a conclusion in a hypothetical fact patterns. (02/19/2014)

Reporting Period: 2011 - 2012 and Prior

Classification: Criterion Met

2nd Quiz: average was 84%, with a maximum of 98% & a minimum of 71%.
 3rd Quiz: average was 83%, with a maximum of 100% & a minimum of 60%.
 4th Quiz: average was 77%, with a maximum of 98% & a minimum of 58%.
 5th Quiz: average was 80%, with a maximum of 98% & a minimum of 56%.
 Final Exam: average was 90%, with a maximum of 104% & a minimum of 74%. (12/17/2011)

Reporting Period: 2011 - 2012 and Prior

Classification: Criterion Met

2nd Quiz: average was 85%, with a minimum score of 63% & a maximum score of 98%. 3rd Quiz: average was 75%, with a minimum score of 43% & a maximum score of 92%.
 4th Quiz: average was 77%, with a minimum score of 59% & a maximum score of 96%. 5th Quiz: average was 81%, with a minimum score of 50% & a maximum score of 98%.
 Final Exam: average was 90%, with a minimum score of 65% & a maximum score of 100%. (05/14/2011)

Reporting Period: 2011 - 2012 and Prior

Classification: Criterion Met

2nd Quiz: average score of 87.5%, minimum of 60% & maximum of 108%;
 3rd Quiz: average score of 81%, minimum of 60% & maximum of 102%;
 4th Quiz: average score of 81%, minimum of 64% & maximum of 98%;
 5th Quiz: average score of 83.4%, minimum of 60% & maximum of 104%;
 Final Exam: average score of 93%, minimum of 81% & maximum of 101%. (12/17/2010)

Course Outcomes**Assessment Methods****Results****Actions**

Reporting Period: 2011 - 2012 and Prior
Classification: Criterion Met
 2nd Quiz: average score was 81%, with a minimum score of 54% and a maximum score of 100%.
 3rd Quiz: average score was 77%, with a minimum score of 42% and a maximum score of 94%.
 4th Quiz: average score was 79%, with a minimum score of 55% and a maximum score of 100%.
 5th Quiz: average score was 76%, with a minimum score of 44% and a maximum score of 102%.
 Final Exam: average score was 83%, with a minimum score of 67% and a maximum score of 105%. (12/08/2009)

Outcome 5 - to defend your personal opinion about an employment law issue.
Course Outcome Status: Active

Written Product (essay, research paper, journal, newsletter, etc.) - Term Paper
Criterion for Success: Achieve an average score of at least 80%.

Reporting Period: 2013 - 2014
Classification: Criterion Met
 Fall 2013 = Highest percentage - 100%; Lowest percentage - 65%; Average - 85%; Met criterion for success - 93%. (02/19/2014)
Reporting Period: 2011 - 2012 and Prior
Classification: Criterion Met
 Average score of 83%, with a maximum of 96% & a minimum of 60%. (12/17/2011)
Reporting Period: 2011 - 2012 and Prior
Classification: Criterion Met
 Average was 86%, with a minimum score of 67% & a maximum score of 100%. (05/14/2011)
Reporting Period: 2011 - 2012 and Prior
Classification: Criterion Met
 Average score of 82%, with a minimum of 60% and a maximum of 93%. (12/17/2010)
Reporting Period: 2011 - 2012 and Prior
Classification: Criterion Met
 Average score was 85%, with a minimum score of 67% and a maximum score of 100%. (12/08/2009)

Action: Continue to discuss real world topics in employment law regularly in class. (02/19/2014)



Assessment: Course Four Column

Z - ECON Courses

ECON 331: Labor Economic Labor Relations

Course Outcomes	Assessment Methods	Results	Actions
<p>Outcome 1 - The student will be able to apply the model of consumer choice to the allocation of time between work and leisure. Course Outcome Status: Active Start Date: 12/08/2009</p>	<p>Test - Internally Developed - Pre/Post or Post - Test and/or quiz Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes</p> <p>Test - Internally Developed - Pre/Post or Post - Exams and Quizzes Criterion for Success: 70% are at a High or Medium level.</p>	<p>Reporting Period: 2015 - 2016 Classification: Criterion Met spring 2016 50% H, 41% M, 9% L (07/08/2015) Related Documents: Econ_331_Spring_15</p>	
<p>Outcome 2 - The student will be able to identify the main factors that determine labor force participation rates among different groups. Course Outcome Status: Active Start Date: 12/08/2009</p>	<p>Test - Internally Developed - Pre/Post or Post - Test and/or quiz Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes</p> <p>Test - Internally Developed - Pre/Post or Post - Exams and Quizzes Criterion for Success: 70% are at a High or Medium level.</p>	<p>Reporting Period: 2015 - 2016 Classification: Criterion Not Met spring 2016 64% H, 18% M, 18% L (07/08/2015) Related Documents: Econ_331_Spring_15</p>	
<p>Outcome 3 - The student will be able to identify factors determining the demand for labor. Course Outcome Status: Active Start Date: 12/08/2009</p>	<p>Test - Internally Developed - Pre/Post or Post - Test and/or quiz Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes</p>		

Course Outcomes**Assessment Methods****Results****Actions**

Test - Internally Developed - Pre/Post or Post - Exams and Quizzes
Criterion for Success: 70% at high or medium level.
Reporting Period: 2015 - 2016
Classification: Criterion Not Met
 spring 2016 14% H, 23% M, 64% L (07/08/2015)
Related Documents:
[Econ_331_Spring_15](#)

Test - Internally Developed - Pre/Post or Post - Test and/or quiz
Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes
Reporting Period: 2015 - 2016
Classification: Criterion Met
 spring 2016 55% H, 27% M, 18% L (07/08/2015)
Related Documents:
[Econ_331_Spring_15](#)

Test - Internally Developed - Pre/Post or Post - Exams and Quizzes
Criterion for Success: 70% achieve high or medium level.
Reporting Period: 2015 - 2016
Classification: Criterion Met
 spring 2015 82% H, 9% M, 9% L (07/08/2015)
Related Documents:
[Econ_331_Spring_15](#)

Test - Internally Developed - Pre/Post or Post - Test and/or quiz
Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes
Reporting Period: 2015 - 2016
Classification: Criterion Met
 spring 2016 36% H, 46% M, 18% L (07/08/2015)
Related Documents:
[Econ_331_Spring_15](#)

Outcome 4 - The student will be able to identify the characteristics of various types of labor markets and their implications on efficiency.
Course Outcome Status: Active
Start Date: 12/08/2009

Outcome 5 - The student will be able to identify the sources of wage differentials in the labor markets.
Course Outcome Status: Active
Start Date: 12/08/2009

Outcome 6 - The student will be able to distinguish various types of discrimination and government policies that address them.
Course Outcome Status: Active
Start Date: 12/08/2009

Assessment: Course Four Column



Z - MGMT Courses

MGMT 338: Employee Benefits

Course Outcomes	Assessment Methods	Results	Actions
<p>Outcome 1 - Explain the components of employer - sponsored insurance plans. Course Outcome Status: Active Start Date: 02/18/2015</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 70% at medium or high level</p>	<p>Reporting Period: 2015 - 2016 Classification: Criterion Met Spring 2016- 50% H, 30% M, 20% L (11/09/2016)</p> <p>Reporting Period: 1 - No Action Required Classification: Criterion Met 10% H, 75% M, 15% L (06/29/2015) Related Documents: MGMT 338 Spring 15</p>	
<p>Outcome 2 - Identify the legal and regulatory influences that impact employee benefits. Course Outcome Status: Active Start Date: 02/18/2015</p>	<p>Written Product (essay, research paper, journal, newsletter, etc.) - Impact Paper Criterion for Success: 70% at medium or high level</p>	<p>Reporting Period: 2015 - 2016 Classification: Criterion Met Spring 2016- 65% H, 20% M, 15% L (11/09/2016)</p> <p>Reporting Period: 1 - No Action Required Classification: Criterion Met 65%H, 30%M, 5%L (06/29/2015) Related Documents: 338 Spring 15</p>	
<p>Outcome 3 - Express how employee benefits impact the employer/employee relationship Course Outcome Status: Active Start Date: 02/18/2015</p>	<p>Written Product (essay, research paper, journal, newsletter, etc.) - Online Class discussion Criterion for Success: 70% at medium or high level</p>	<p>Reporting Period: 2015 - 2016 Classification: Criterion Met Spring 2016- 75% H, 15% M, 10% L (11/09/2016)</p> <p>Reporting Period: 1 - No Action Required Classification: Criterion Met 75%H, 15%M, 10%L (06/29/2015) Related Documents: MGMT 338 Spring 15</p>	

Course Outcomes**Assessment Methods****Results****Actions**

Outcome 4 - Recommend appropriate coverage based on an employer's unique needs.
Course Outcome Status: Active
Start Date: 02/18/2015

Written Product (essay, research paper, journal, newsletter, etc.) -
 Online class discussion
Criterion for Success: 70% at medium or high level

Reporting Period: 2015 - 2016
Classification: Criterion Met
 Spring 2016- 70% H, 15% M, 15% L (11/09/2016)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 60%H, 20%M, 20%L (06/29/2015)

Related Documents:
[MGMT_338_Spring_15](#)

Outcome 5 - Differentiate between discretionary and government-mandated benefits
Course Outcome Status: Active
Start Date: 02/18/2015

Written Product (essay, research paper, journal, newsletter, etc.) -
 Online class discussion
Criterion for Success: 70% at medium or high level

Reporting Period: 2015 - 2016
Classification: Criterion Met
 Spring 2016- 75% H, 15% M, 10% L (11/09/2016)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 70%H, 20% M, 10% L (06/29/2015)

Related Documents:
[MGMT_338_Spring_15](#)

Outcome 6 - Evaluate financial considerations and cost control measures of employee benefits.
Course Outcome Status: Active

Written Product (essay, research paper, journal, newsletter, etc.) -
 Online class discussion
Criterion for Success: 70% at medium or high level

Reporting Period: 2015 - 2016
Classification: Criterion Met
 Spring 2016- 55% H, 30% M, 15% L (11/09/2016)

MGMT 373: Human Resource Management

Course Outcomes	Assessment Methods	Results	Actions
<p>Outcome 1 - Discuss the evolution of human resource management in organizations. Course Outcome Status: Active Start Date: 12/03/2009</p>	<p>Test - Internally Developed - Pre/Post or Post - Examination Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>Reporting Period: 2015 - 2016 Classification: Criterion Met Spring 2016- 78% H, 17% M, 6% L (11/09/2016) Reporting Period: 2015 - 2016 Classification: Criterion Met Fall 2015- High (83%); Medium (11%); Low (5.5%) (03/14/2016)</p>	
		<p>Reporting Period: 2015 - 2016 Classification: Criterion Met Summer 2015- High (68%); Med (16%); Low (16%) (03/14/2016)</p>	
		<p>Reporting Period: 1 - No Action Required Classification: Criterion Met 42% High, 44% Medium, 14% low (06/17/2015) Related Documents: <u>Mgmt_373_Spring_15</u></p>	
		<p>Reporting Period: 1 - No Action Required Classification: Criterion Met Summer 2014 - Sec. AGA - High 9, Med. 1, Low 2 (11/05/2014)</p>	
		<p>Reporting Period: 1 - No Action Required Classification: Criterion Met Spring 2014 - Sec. AGA & VL1 combined - High 29, Med. 3, Low 2 (11/04/2014)</p>	
		<p>Reporting Period: 1 - No Action Required Classification: Criterion Met Fall 2013 - Sec. VL1 = High 10, Med. 6, Low 2 (02/26/2014)</p>	
		<p>Reporting Period: 1 - No Action Required Classification: Criterion Met Summer 2013 - Sec. AGA = High 27, Med. 2, Low 4 (02/26/2014)</p>	
		<p>Reporting Period: 1 - No Action Required Classification: Criterion Met Spring 2013 - Sec. AGA = High 8, Med. 6, Low 3 (02/26/2014)</p>	
		<p>Reporting Period: 1 - No Action Required</p>	

Course Outcomes

Assessment Methods

Results

Actions

Classification: Criterion Met
 Summer '11 - AGA = 13 high, 1 medium, 1 low
 Summer '11 - VL1 = 14 high, 1 medium, 2 low
 Fall '11 - VL2 = 16 high, 2 medium, 2 low
 Spring '12 - AGA = 12 high, 0 medium, 2 low
 Summer '12 - VL1 = 17 high, 1 medium, 1 low (12/12/2012)

Reporting Period: 1 - No Action Required

Classification: Criterion Met
 Fall '11 = 11 High, 4 Med., 3 Low (01/25/2012)

Reporting Period: 1 - No Action Required

Classification: Criterion Met
 MGMT 373 AGA - Sp '11 - 12 High, 2 Medium, 1 Low
 MGMT 373 VL1 - F '10 - 26 High, 4 Medium, 5 Low
 (11/08/2011)

Outcome 2 - Assess the effectiveness of and apply the laws affecting the employment relationship.
Test - Internally Developed - Pre/Post or Post - Examination
Criterion for Success: A combined average of 75% or above on all assignments.
Course Outcome Status: Active
Start Date: 12/03/2009

Reporting Period: 2015 - 2016

Classification: Criterion Met
 Spring 2016- 53% H, 47% M, 0L (11/09/2016)

Reporting Period: 2015 - 2016

Classification: Criterion Met
 Fall 2015- High (44%); Medium (56%); Low (0%)
 (03/14/2016)

Action: Update course material to reflect current trends.
 (03/22/2016)

Reporting Period: 2015 - 2016

Classification: Criterion Met
 Summer 2015- High (65%); Med (29%); Low (7%)
 (03/14/2016)

Reporting Period: 1 - No Action Required

Classification: Criterion Met
 73% High, 27% Medium, 0% low (06/17/2015)

Related Documents:

Mgmt 373 Spring 15

Mgmt 373 Spring 15

Reporting Period: 1 - No Action Required

Classification: Criterion Met
 Summer 2014 - Sec. AGA - High 9, Med. 2, Low 1
 (11/05/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met
 Spring 2014 - Sec. AGA & VL1 combined - High 31, Med. 1,

Course Outcomes

Assessment Methods

Results

Actions

Low 0 (11/04/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Fall 2013 - Sec. AGA = High 10, Med. 6, Low 2 (02/26/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Summer 2013 - Sec. AGA = High 27, Med. 2, Low 4 (02/26/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Spring 2013 - Sec. AGA = High 8, Med. 6, Low (02/26/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Summer '11 - AGA = 13 high, 1 medium, 1 low

Summer '11 - VL1 = 14 high, 1 medium, 2 low

Fall '11 - VL2 = 16 high, 2 medium, 2 low

Spring '12 - AGA = 12 high, 0 medium, 2 low

Summer '12 - VL1 = 17 high, 1 medium, 1 low (12/12/2012)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Fall '11 = 11 High, 4 Med., 3 Low (01/25/2012)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

AGA - Sp '11 - 12 High, 2 Medium, 1 Low

VL1 - F '10 - 26 High, 4 Medium, 5 Low (11/08/2011)

Outcome 3 - Understand the process of job analysis in creating legal job descriptions/specifications.
Test - Internally Developed - Pre/Post or Post - Examinations
Criterion for Success: A combined average of 75% or above on all assignments.
Course Outcome Status: Active
Start Date: 12/03/2009

Reporting Period: 2015 - 2016

Classification: Criterion Met

Spring 2016 78% H, 22% M (11/09/2016)

Reporting Period: 2015 - 2016

Classification: Criterion Met

Fall 2015- High (100%); (03/14/2016)

Reporting Period: 2015 - 2016

Classification: Criterion Met

Summer 2015- High (69%); Med (31%); Low (0%) (03/14/2016)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

80% High, 18% Medium, 2% low (06/17/2015)

Related Documents:

Mgmt 373 Spring_15

Reporting Period: 1 - No Action Required**Classification:** Criterion MetSummer 2014 - Sec. AGA - High 8, Med 1, Low 0
(11/05/2014)**Reporting Period:** 1 - No Action Required**Classification:** Criterion MetSpring 2014 - Sec. AGA & VL1 combined - High 25, Med. 1,
Low 0 (11/04/2014)**Reporting Period:** 1 - No Action Required**Classification:** Criterion MetSpring 2013 - Sec. AGA = High 8, Med. 6, Low 3
Summer 2013 - Sec. AGA = High 27, Med. 2, Low 4
Fall 2013 - Sec. AGA = High 10, Med. 6, Low 2 (02/26/2014)**Reporting Period:** 1 - No Action Required**Classification:** Criterion MetSummer '11 - AGA = 13 high, 1 medium, 1 low
Summer '11 - VL1 = 14 high, 1 medium, 2 low
Fall '11 - VL2 = 16 high, 2 medium, 2 low
Spring '12 - AGA = 12 high, 0 medium, 2 low
Summer '12 - VL1 = 17 high, 1 medium, 1 low (12/12/2012)**Reporting Period:** 1 - No Action Required**Classification:** Criterion Met

Fall '11 = 11 High, 4 Med., 3 Low (01/26/2012)

Reporting Period: 1 - No Action Required**Classification:** Criterion MetAGA - Sp '11 - 12 High, 2 Medium, 1 Low
VL1 - F '10 - 26 High, 4 Medium, 5 Low (11/08/2011)

Outcome 4 - Assess and select various methods of recruiting a pool of qualified applicants.
Course Outcome Status: Active
Start Date: 12/03/2009

Test - Internally Developed -**Pre/Post or Post - Examinations****Criterion for Success:** A combined average of 75% or above on all assignments.**Reporting Period:** 2015 - 2016**Classification:** Criterion Met

Spring 2016- 100% H (11/09/2016)

Reporting Period: 2015 - 2016**Classification:** Criterion MetFall 2015- High (61%); Medium (33%); Low (5.5%)
(03/14/2016)**Reporting Period:** 2015 - 2016**Classification:** Criterion Met**Action:** Update course material to reflect current trends.
(03/22/2016)

Course Outcomes

Assessment Methods

Results

Actions

Summer 2015- High (83%); Med (11%); Low (6%)
(03/14/2016)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

88% High, 7% Medium, 5% low (06/17/2015)

Related Documents:

Mgmt.373 Spring.15

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Summer 2014 - Sec. AGA - High 11, Med. 1, Low 0
(11/05/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Spring 2014 - Sec. AGA & VL1 combined - High 31, Med. 1,
Low 1 (11/04/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Spring 2013 - Sec. AGA = High 8, Med. 6, Low 3

Summer 2013 - Sec. AGA = High 27, Med. 2, Low 4

Fall 2013 - Sec. AGA = High 10, Med. 6, Low 2 (02/26/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Summer '11 - AGA = 13 high, 1 medium, 1 low

Summer '11 - VL1 = 14 high, 1 medium, 2 low

Fall '11 - VL2 = 16 high, 2 medium, 2 low

Spring '12 - AGA = 12 high, 0 medium, 2 low

Summer '12 - VL1 = 17 high, 1 medium, 1 low (12/12/2012)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Fall '11 = 11 High, 3 Med., 3 Low (01/26/2012)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

AGA - Sp '11 - 12 high, 2 Medium, 1 Low

VL1 - F '10 - 26 High 4 Medium, 5 Low (11/08/2011)

Outcome 5 - Evaluate and select reliable and valid selection devices (e.g. employment tests, interviews, etc.).
Course Outcome Status: Active

Test - Internally Developed - Pre/Post or Post - Examinations
Criterion for Success: A combined average of 75% or above on all assignments.

Reporting Period: 2015 - 2016

Classification: Criterion Met

Spring 2016- 100% H (11/09/2016)

Reporting Period: 2015 - 2016

Action: Update course material to

Course Outcomes**Assessment Methods****Results****Actions**

Start Date: 12/03/2009

Classification: Criterion Met
 Fall 2015- High (100%); (03/14/2016)
 reflect current trends.
 (03/22/2016)

Reporting Period: 2015 - 2016

Classification: Criterion Met
 Summer 2015- High (71%); Med (29%); Low (%)
 (03/14/2016)

Reporting Period: 1 - No Action Required

Classification: Criterion Met
 80% High, 15% Medium, 5% low (06/17/2015)

Related Documents:

Mgmt 373 Spring 15

Reporting Period: 1 - No Action Required

Classification: Criterion Met
 Summer 2014 - Sec. AGA - High 10, Med. 1, Low 0
 (11/05/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met
 Spring 2014 - Sec. AGA & VL1 combined - High 29, Med. 1,
 Low 3 (11/04/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met
 Spring 2013 - Sec. AGA = High 15, Med. 2, Low 0
 Summer 2013 - Sec. AGA = High 23, Med. 9, Low 1
 Fall 2013 - Sec. AGA = High 16, Med. 1, Low 1 (02/26/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met
 Summer '11 - AGA = 13 high, 1 medium, 1 low
 Summer '11 - VL1 = 14 high, 1 medium, 2 low
 Fall '11 - VL2 = 16 high, 2 medium, 2 low
 Spring '12 - AGA = 12 high, 0 medium, 2 low
 Summer '12 - VL1 = 17 high, 1 medium, 1 low (12/12/2012)

Reporting Period: 1 - No Action Required

Classification: Criterion Met
 Fall ' 11 = 11 High, 4 Med., 3 Low (01/26/2012)

Reporting Period: 1 - No Action Required

Classification: Criterion Met
 AGA - Sp '11 - 12 High, 2 Medium, 1 Low
 VL1 - F '10 - 26 High, 4 Medium, 5 Low (11/08/2011)

Course Outcomes**Assessment Methods****Results****Actions**

Outcome 6 - Evaluate various methods of training and development.
Course Outcome Status: Active
Start Date: 12/03/2009

Test - External - Post or Pre/Post - Examination
Criterion for Success: A combined average of 75% or above on all assignments.

Reporting Period: 2015 - 2016
Classification: Criterion Met
 Spring 2016- 60% H, 20% M, 20% L (11/09/2016)
Reporting Period: 2015 - 2016
Classification: Criterion Met
 Fall 2015- High (72%); Medium (28%); Low (0%) (03/14/2016)

Action: Update course material to reflect current trends. (03/22/2016)

Reporting Period: 2015 - 2016
Classification: Criterion Met
 Summer 2015- High (67%); Med (28%); Low (6%) (03/14/2016)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 74% High, 23% Medium, 3% low (06/17/2015)
Related Documents:
Mgmt 373 Spring 15

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Summer 2014 - Sec. AGA - High 9, Med. 4, Low 0 (11/05/2014)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Spring 2014 - Sec. AGA & VL1 combined - High 30, Med. 2, Low 2 (11/04/2014)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Spring 2013 - Sec. AGA = High 8, Med. 6, Low 3
 Summer 2013 - Sec. AGA = High 27, Med. 2, Low 4
 Fall 2013 - Sec. AGA = High 10, Med. 6, Low 2 (02/26/2014)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Summer '11 - AGA = 13 high, 1 medium, 1 low
 Summer '11 - VL1 = 14 high, 1 medium, 2 low
 Fall '11 - VL2 = 16 high, 2 medium, 2 low
 Spring '12 - AGA = 12 high, 0 medium, 2 low
 Summer '12 - VL1 = 17 high, 1 medium, 1 low (12/12/2012)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Fall '11 = 11 High, 4 Med., 3 Low (01/26/2012)

Course Outcomes**Assessment Methods****Results****Actions**

Outcome 7 - Apply the concepts of reliability and validity to the methods and process of performance appraisal.
Course Outcome Status: Active
Start Date: 12/03/2009

Test - Internally Developed - Pre/Post or Post - Examinations
Criterion for Success: A combined average of 75% or above on all assignments.

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 AGA - Sp '11 - 12 High, 2 medium, 1 Low
 VL1 - F '10 - 26 High, 4 Medium, 5 low (11/08/2011)

Reporting Period: 2015 - 2016
Classification: Criterion Met
 Spring 2016- 65% H, 29% M, 6%L (11/09/2016)

Reporting Period: 2015 - 2016
Classification: Criterion Met
 Fall 2015- High (100 %) (03/14/2016)

Reporting Period: 2015 - 2016
Classification: Criterion Met
 Summer 2015- High (77%); Med (24%); Low (%) (03/14/2016)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 81% High, 12% Medium, 7% low (06/17/2015)
Related Documents:

Mgmt 373 Spring 15

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Summer 2014 - Sec. AGA - High 10, Med. 3, Low 0 (11/05/2014)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Spring 2014 - Sec. AGA & VL1 combined - High 30, Med. 2, Low 1 (11/04/2014)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Spring 2013 - Sec. AGA = High 8, Med. 6, Low 3
 Summer 2013 - Sec. AGA = High 27, Med. 2, Low 4
 Fall 2013 - Sec. AGA = High 10, Med. 6, Low 2 (02/26/2014)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Summer '11 - AGA = 13 high, 1 medium, 1 low
 Summer '11 - VL1 = 14 high, 1 medium, 2 low
 Fall '11 - VL2 = 16 high, 2 medium, 2 low
 Spring '12 - AGA = 12 high, 0 medium, 2 low

Course Outcomes

Assessment Methods

Results

Actions

Summer '12 - VL1 = 17 high, 1 medium, 1 low (12/12/2012)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Fall '11 = 11 High, 4 Med., 3 Low (01/26/2012)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

AGA - Sp '11 - 12 High, 2 Medium, 2 Low

VL1 - F '10 - 26 High, 4 Medium, 5 Low (11/09/2011)

Outcome 8 - Understand the various methods of compensation and the advantages and disadvantages of each.
Course Outcome Status: Active
Start Date: 12/03/2009

Reporting Period: 2015 - 2016

Classification: Criterion Met

Spring 2016- 76% H, 24% M OL (11/09/2016)

Reporting Period: 2015 - 2016

Classification: Criterion Met

Fall 2015- High (72 %), Medium (28%), Low (0%) (03/14/2016)

Reporting Period: 2014 - 2015

Classification: Criterion Met

Summer 2015- High (71%); Med (29%); (03/14/2016)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

95% High, 5% Medium, % low (06/17/2015)

Related Documents:

Mgmt 373 Spring 15

Reporting Period: 1 - No Action Required

Classification: Criterion Met

98% High, 2% Medium, 0% low (06/17/2015)

Related Documents:

mgmt 373 Spring 15

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Summer 2014 - Sec. AGA - High 9, Med. 1, Low 3 (11/05/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Spring 2014 - Sec. AGA & VL1 combined - High 28, Med. 3, Low 1 (11/04/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Course Outcomes**Assessment Methods****Results****Actions**

Spring 2013 - Sec. AGA = High 8, Med. 6, Low 3.
 Summer 2013 - Sec. AGA = High 27, Med. 2, Low 4.
 Fall 2013 - Sec. AGA = High 10, Med. 6, Low 2. (02/26/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Summer '11 - AGA = 13 high, 1 medium, 1 low

Summer '11 - VL1 = 14 high, 1 medium, 2 low

Fall '11 - VL2 = 16 high, 2 medium, 2 low

Spring '12 - AGA = 12 high, 0 medium, 2 low

Summer '12 - VL1 = 17 high, 1 medium, 1 low (12/12/2012)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Fall '11 = 11 High, 4 Med., 3 Low (01/26/2012)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

AGA - Sp '11 - 12 High, 2 Medium, 1 Low

VL1 - F '10 - 26 High, 4 Medium, 5 Low (11/09/2011)

Outcome 9 - Analyze various employee benefit options and articulate the advantages and disadvantages of each from both the employee and employer perspectives. **Active Course Outcome Status:** Active
Start Date: 12/03/2009

Test - Internally Developed -

Pre/Post or Post - Examination

Criterion for Success: A combined average of 75% or above on all assignments.

Reporting Period: 2015 - 2016

Classification: Criterion Met

Spring 2016- 77% H, 23%M, 0L (11/09/2016)

Reporting Period: 2015 - 2016

Classification: Criterion Met

Fall 2015- High (76%), Medium (24%), Low (0%) (03/14/2016)

Action: Update course material to reflect current trends. (03/22/2016)

Reporting Period: 2015 - 2016

Classification: Criterion Met

Summer 2015- High (78%); Med (22%); (03/14/2016)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Summer 2014 - Sec. AGA - High 8, Med. 4, Low 1 (11/05/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Spring 2014 - Sec. AGA & VL1 combined - High 29, Med. 1, Low 2 (11/04/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Spring 2013 - Sec. AGA = High 8, Med. 6, Low 3.

Course Outcomes**Assessment Methods****Results****Actions**

Summer 2013 - Sec. AGA = High 27, Med. 2, Low 4.
 Fall 2013 - Sec. AGa = High 10, Med. 6, Low 2. (02/26/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Summer '11 - AGA = 13 high, 1 medium, 1 low

Summer '11 - VL1 = 14 high, 1 medium, 2 low

Fall '11 - VL2 = 16 high, 2 medium, 2 low

Spring '12 - AGA = 12 high, 0 medium, 2 low

Summer '12 - VL1 = 17 high, 1 medium, 1 low (12/12/2012)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Fall '11 = 11 High, 4 Med., 3 Low (01/26/2012)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

AGA - Sp '11 - 12 High, 2 medium, 1 Low

VL1 - F '10 - 26 High, 4 Medium, 5 Low (11/09/2011)

Outcome 10 - Understand the function and importance of safety and health issues in today's workplace.

Course Outcome Status: Active

Start Date: 12/03/2009

Test - Internally Developed - Pre/Post or Post - Examination
Criterion for Success: A combined average of 75% or above on all assignments.

Reporting Period: 2015 - 2016

Classification: Criterion Met

Spring 2016- 88% H, 6% m, 6%L (11/09/2016)

Reporting Period: 2015 - 2016

Classification: Criterion Met

Fall 2015- High (89%), Medium (11%), Low (0%) (03/14/2016)

Action: Update course material to reflect current trends. (03/22/2016)

Reporting Period: 2015 - 2016

Classification: Criterion Met

Summer 2015- High (77%); Med (18%); Low (5%) (03/14/2016)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

80% High, 10% Medium, 10% low (06/17/2015)

Related Documents:

Mgmt_373 Spring_15

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Summer 2014 - Sec. AGA - High 12, Med. 1, Low 0 (11/05/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Course Outcomes**Assessment Methods****Results****Actions**

Spring 2014 - Sec. AGA & VL1 combined - High 29, Med. 1, Low 1 (11/04/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Spring 2013 - Sec. AGA = High 8, Med. 6, Low 3.

Summer 2013 - Sec. AGA = High 27, Med. 2, Low 4.

Fall 2013 - Sec. AGA = High 10, Med. 6, Low 2. (02/26/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Summer '11 - AGA = 13 high, 1 medium, 1 low

Summer '11 - VL1 = 14 high, 1 medium, 2 low

Fall '11 - VL2 = 16 high, 2 medium, 2 low

Spring '12 - AGA = 12 high, 0 medium, 2 low

Summer '12 - VL1 = 17 high, 1 medium, 1 low (12/12/2012)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Fall '11 = 11 High, 4 Med., 3 Low (01/26/2012)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

AGA - Sp '11 - 12 High, 2 Medium, 1 Low

VL1 - F '10 - 26 High, 4 Medium, 5 Low (11/09/2011)

Outcome 11 - Evaluate the impact of unionization on both union and nonunion organizations.

Course Outcome Status: Active

Start Date: 12/03/2009

Test - Internally Developed - Pre/Post or Post - Examination
Criterion for Success: A combined average of 75% or above on all assignments.

Reporting Period: 2015 - 2016

Classification: Criterion Met

Spring 2016- 72% H, 18% M, 10% L (11/09/2016)

Reporting Period: 2015 - 2016

Classification: Criterion Met

Fall 2015- High (83%), Medium (5%), Low (11%) (03/14/2016)

Reporting Period: 2015 - 2016

Classification: Criterion Met

Summer 2015- High (77%); Med (18%); Low (5%) (03/14/2016)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

83% High, 10% Medium, 7% low (06/17/2015)

Related Documents:

Mgmt 373 Spring 15

Reporting Period: 1 - No Action Required

Course Outcomes**Assessment Methods****Results****Actions**

Outcome 12 - Understand the role and process of synthesizing the various human resources systems in support of the organization?s objectives.	Test - Internally Developed - Pre/Post or Post - Examinations	Reporting Period: 2015 - 2016	
Course Outcome Status: Active	Criterion for Success: A combined average of 75% or above on all assignments.	Classification: Criterion Met	
Start Date: 12/03/2009		Spring 2016- 59% H, 29% M, 12% L (11/09/2016)	
		Reporting Period: 2015 - 2016	
		Classification: Criterion Met	
		Fall 2015- High (89 %), Medium (5%), Low (5%) (03/14/2016)	
		Reporting Period: 2015 - 2016	
		Classification: Criterion Met	
		Summer 2015- High (72%); Med (22%); Low (6%) (03/14/2016)	
		Reporting Period: 1 - No Action Required	

Course Outcomes**Assessment Methods****Results****Actions**

Classification: Criterion Met
87% High, 8% Medium, 5% low (06/17/2015)

Related Documents:

Mgmt 373 Spring 15

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Summer 2014 - Sec. AGA - High 8, Med. 1, Low 3
(11/05/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Spring 2014 - Sec. AGA & VL1 combined - High 29, Med. 1,
Low 0 (11/04/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Spring 2013 - Sec. AGA = High 8, Med. 6, Low 3.
Summer 2013 - Sec. AGA = High 27, Med. 2, Low 4.
Fall 2013 - Sec. AGA = High 10, Med. 6, Low 2. (02/26/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Summer '11 - AGA = 13 high, 1 medium, 1 low
Summer '11 - VL1 = 14 high, 1 medium, 2 low
Fall '11 - VL2 = 16 high, 2 medium, 2 low
Spring '12 - AGA = 12 high, 0 medium, 2 low
Summer '12 - VL1 = 17 high, 1 medium, 1 low (12/12/2012)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Fall '11 = 11 High, 4 Med., 3 Low (01/26/2012)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

AGA - Sp '11 - 12 High, 2 Medium, 1 Low
VL1 - F '10 - 26 High, 4 medium, 5 low (11/09/2011)

MGMT 375:Negotiations

Course Outcomes	Assessment Methods	Results	Actions
<p>Outcome 1 - Assess your innate approach to negotiating and resolving conflicts. Course Outcome Status: Active Start Date: 12/03/2009</p>	<p>Case Studies/Problem-based Assignments - Self Assessment/Experiential Exercise(s) Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>Reporting Period: 2015 - 2016 Classification: Criterion Met Spring 2016- 90% H, 7% M, 3% L (11/09/2016) Reporting Period: 2015 - 2016 Classification: Criterion Met Fall 2015- High (94%); Medium (0 %); Low (5%) (03/14/2016)</p>	
		<p>Reporting Period: 2015 - 2016 Classification: Criterion Met Summer 2015- High (87.5%); Med (0%); Low (12.5%) (03/14/2016)</p>	
		<p>Reporting Period: 1 - No Action Required Classification: Criterion Met 84% High, 7% Medium, 9% low (06/17/2015) Related Documents: <u>Mgmt 375 Spring 15</u></p>	
		<p>Reporting Period: 1 - No Action Required Classification: Criterion Met Summer 2014 - Sec. VL1 - High 15, Med. 1, Low 2 (11/04/2014)</p>	
		<p>Reporting Period: 1 - No Action Required Classification: Criterion Met Spring 2014 - Sec. 001 - High 22; Med. 1; Low 1 Spring 2014 - Sec. VL1 - High 13; Med. 2; Low 1 (10/29/2014)</p>	
		<p>Reporting Period: 1 - No Action Required Classification: Criterion Met Fall 2013 - Sec. VL1 = High 14, Med. 3, Low 1. (02/20/2014)</p>	
		<p>Reporting Period: 1 - No Action Required Classification: Criterion Met Summer 2013 - VL1 = High 13, Med. 3, Low 2. (02/20/2014)</p>	
		<p>Reporting Period: 1 - No Action Required Classification: Criterion Met Spring 2013 - Sec. 001 = High 14, Med. 8, Low 1. Spring 2013 - Sec. 002 = High 13, Med. 3, Low 3. Spring 2013 - VL1 = High 16, Med. 1, Low 1 (02/20/2014)</p>	

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Summer '11 - VL1 = 16 high, 1 medium, 1 low
 Fall '12 - VL2 = 14 high, 2 medium, 0 low
 Spring '12 - 001 = 17 high, 2 medium, 1 low
 Spring '12 - VL2 = 17 high, 2 medium, 2 low
 Summer '12 - VL2 = 14 high, 2 medium, 2 low
 (12/12/2012)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Sp'11 - 18 High, 1 Medium, 2 low
 F'10 - 17 High, 0 Medium, 1 Low (11/08/2011)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 F '09 - 14 High, 1 Med., 1 Low
 Sp '10 - 20 High, 2 Med., 2 Low (11/09/2010)

Outcome 2 - Effectively utilize the terminology, concepts, and strategies, both distributive and integrative, in negotiating and resolving disputes.
Course Outcome Status: Active
Start Date: 12/03/2009

Project/Model/Invention - Personal Negotiation Project
Criterion for Success: A combined average of 75% or above on all assignments.

Reporting Period: 2015 - 2016
Classification: Criterion Met
 Spring 2016- 80% H, 12% M, 7% L (11/09/2016)
Reporting Period: 2015 - 2016
Classification: Criterion Met
 Fall 2015- High (72%); Medium (11%); Low (17%)
 (03/14/2016)

Reporting Period: 2015 - 2016
Classification: Criterion Met
 Summer 2015- High (82%); Med (12%); Low (6%)
 (03/14/2016)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 74% High, 20% Medium, 6% low (06/17/2015)
Related Documents:
 Mgmt 375 Spring 15

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Summer 2014 - Sec. VL1 - High 17, Med. 1, Low 0
 (11/04/2014)

Reporting Period: 1 - No Action Required
Classification: Criterion Met

Course Outcomes

Assessment Methods

Results

Actions

Spring 2014, Sec. 001, High 21, Med. 1, Low 2;
Spring 2014, VL1, High 14, Med. 1, Low 1; (11/04/2014)

Reporting Period: 1 - No Action Required
Classification: Criterion Met

Summer 2013 - Sec. VL1 = High 13, Med. 3, Low 1.
(02/20/2014)

Reporting Period: 1 - No Action Required
Classification: Criterion Met

Fall 2013 - Sec. VL1 = High 15, Med. 2, Low 1. (02/20/2014)

Reporting Period: 1 - No Action Required
Classification: Criterion Met

Spring 2013 - Sec. 001 = High 20, Med. 2, Low 1.
Spring 2013 - Sec. 002 = High 13, Med. 1, Low 5.
Spring 2013 - Sec. VL1 = High 15, Med. 2, Low 1.
(02/20/2014)

Reporting Period: 1 - No Action Required
Classification: Criterion Met

Summer '11 - VL1 = 14 high, 3 medium, 1 low
Fall '12 - VL2 = 12 high, 3 medium, 1 low
Spring '12 - 001 = 16 high, 2 medium, 2 low
Spring '12 - VL2 = 18 high, 1 medium, 1 low
Summer '12 - VL1 = 16 high, 1 medium, 1 low (12/12/2012)

Reporting Period: 1 - No Action Required
Classification: Criterion Met

Sp '11 - 18 High, 1 Medium, 1 Low
F '10 - 14 High, 2 Medium, 1 Low (11/08/2011)

Reporting Period: 1 - No Action Required
Classification: Criterion Met

F '09 - 13 High, 1 Med., 2 Low
Sp '10 16 High, 5 Med., 3 Low (11/09/2010)

Outcome 3 - Estimate all parties' interests and issues in a variety of negotiations.

Course Outcome Status: Active
Start Date: 12/03/2009

Case Studies/Problem-based

Assignments - Self Assessment/Experiential Exercise(s)
Criterion for Success: A combined average of 75% or above on all assignments.

Reporting Period: 2015 - 2016

Classification: Criterion Met
Spring 2016- 71% H, 22% M, 7 % L (11/09/2016)

Reporting Period: 2015 - 2016

Classification: Criterion Met
Fall 2015- High (56%); Medium (19 %); Low (25%)
(03/14/2016)

Reporting Period: 2015 - 2016

Course Outcomes**Assessment Methods****Results****Actions**

Classification: Criterion Met

Summer 2015- High (81%); Med (13%); Low (6%)
(03/14/2016)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

83% High, 11% Medium, 6% low (06/17/2015)

Related Documents:

Mgmt 375 Spring 15

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Summer 2014 - Sec. VL1 - High 16, Med. 1, Low 1
(11/04/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Spring 2014 - Sec. 001, High 21, Med. 2, Low 1;
Spring 2014 - Sec. VL1, High 13, Med. 1, Low 2 (11/04/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Fall 2013 - Sec. VL1 = High 14, Med. 3, Low 1. (02/25/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Summer 2013 - Sec. VL1 = High 13, Med. 3, Low 2.
(02/25/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Spring 2013 - Sec. 001 = High 14, Med. 8, Low 1.
Spring 2013 - Sec. 002 = High 13, Med. 3, Low 3.
Spring 2013 - Sec. VL1 = High 16, Med. 1, Low 1.
(02/25/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Summer ' 11 - VL1 = 16 high, 1 medium, 1 low
Fall ' 12 - VL2 = 14 high, 2 medium, 0 low
Spring ' 12 - 001 = 17 high, 2 medium, 1 low
Spring ' 12 - VL2 = 17 high, 2 medium, 2 low
Summer ' 12 - VL2 = 14 high, 2 medium, 2 low
(12/12/2012)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Course Outcomes**Assessment Methods****Results****Actions**

Sp '11 - 18 High, 2 medium, 2 Low
 F '10 - 17 High, 0 Medium, 1 low (11/08/2011)
Reporting Period: 1 - No Action Required
Classification: Criterion Met
 F '09 - 14 High, 1 Med., 1 Low
 Sp '10 - 16 High, 5 Med., 3 Low (11/09/2010)

Outcome 4 - Establish opening demands, target, and resistance points.
Course Outcome Status: Active
Start Date: 12/03/2009

Case Studies/Problem-based Assignments - Self Assessment/Experiential Exercise(s)
Criterion for Success: A combined average of 75% or above on all assignments.

Reporting Period: 2015 - 2016
Classification: Criterion Met
 Spring 2016- 90% H, 5% M, 5% L (11/09/2016)
Reporting Period: 2015 - 2016
Classification: Criterion Met
 Fall 2015- High (82%); Medium (6 %); Low (12%) (03/14/2016)

Reporting Period: 2015 - 2016
Classification: Criterion Met
 Summer 2015- High (69%); Med (19%); Low (12.5%) (03/14/2016)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 88% High, 12% Medium, 0% low (06/17/2015)
Related Documents:
[Mgmt 375 Spring 15](#)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Summer 2014 - Sec. VL1 - High 17, Med. 0, Low 1 (11/04/2014)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Spring 2014 - Sec. 001, High 22, Med. 0, Low 2;
 Spring 2014 - Sec. VL1, High 13, Med. 1, Low 1;
 (11/04/2014)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Fall 2013 - Sec. VL1 = High 14, Med. 3, Low 1. (02/25/2014)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Summer 2013 - Sec. VL1 = High 13, Med. 3, Low 2. (02/25/2014)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Spring 2013 - Sec. 001 = High 14, Med. 8, Low 1.
 Spring 2013 - Sec. 002 = High 13, Med. 3, Low 1.
 Spring 2013 - Sec. VL1 = High 16, Med. 1, Low 1.
 (02/25/2014)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Summer '11 - VL1 = 16 high, 1 medium, 1 low
 Fall '12 - VL2 = 14 high, 2 medium, 0 low
 Spring '12 - 001 = 17 high, 2 medium, 1 low
 Spring '12 - VL2 = 17 high, 2 medium, 2 low
 Summer '12 - VL2 = 14 high, 2 medium, 2 low
 (12/12/2012)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Sp '11 - 18 High, 1 Medium, 1 Low
 F '10 - 17 High, 0 Medium, 1 Low (11/08/2011)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 F '09 - 14 High, 1 Med., 1 Low
 Sp '10 - 20 High, 2 Med., 2 Low (11/09/2010)

Outcome 5 - Apply integrative and distributive negotiation strategies in a variety of work and non-work situations.
Course Outcome Status: Active
Start Date: 12/03/2009

Reporting Period: 2015 - 2016
Classification: Criterion Met
 Spring 2016- 80% H, 14% M, 6% L (11/09/2016)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 83% High, 11% Medium, 6% low (06/17/2015)
Related Documents:
Mgmt 375 Spring 15

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Summer 2014 - Sec. VL1 - High 15, Med. 2, Low 1
 (11/04/2014)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Spring 2014 - Sec. 001, High 21, Med. 2, Low 1;
 Spring 2014 - Sec. VL1, High 14, Med. 1, Low 1;
 (11/04/2014)

Course Outcomes**Assessment Methods****Results****Actions**

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Summer 2013 - Sec. VL1 = High 16, Med. 0, Low 2.
 (02/25/2014)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Fall 2013 - Sec. VL1 = High 14, Med. 2, Low 2. (02/25/2014)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Spring 2013 - Sec. 001 = High 22, Med. 0, Low 1.
 Spring 2013 - Sec. 002 = High 14, Med. 2, Low 3.
 Spring 2013 - Sec. VL1 = High 14, Med. 2, Low 2.
 (02/25/2014)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Summer '11 - VL2 = 14 high, 3 medium, 1 low
 Fall '12 - VL2 = 14 high, 2 medium, 0 low
 Spring '12 - 001 = 15 high, 5 medium, 0 low
 Spring '12 - VL2 = 16 high, 1 medium, 3 low
 Summer '12 - VL2 16 high, 1 medium, 1 low (12/12/2012)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Sp '11 - 17 High, 3 Medium, 2 Low
 F '10 - 13 High, 5 Medium, 0 Low (11/08/2011)

MGMT 385:Recruitment and Selection

Course Outcomes	Assessment Methods	Results	Actions
<p>Outcome 1 - Understand the important role that Strategic Human Resource Management - Recruitment and Staffing functions play in an organization's success. Course Outcome Status: Active Start Date: 11/24/2014</p>	<p>Z - Other - specify - Quiz/Testing, Discussion</p>	<p>Reporting Period: 1 - No Action Required Classification: Criterion Met Spring 2014 - High 66.6%, Med. 9.5%, Low 23.8% (11/24/2014)</p>	
<p>Outcome 2 - Identify relevant laws affecting organizational recruitment and staffing. Course Outcome Status: Active Start Date: 11/24/2014</p>	<p>Z - Other - specify - Quiz/Testing, Discussion</p>	<p>Reporting Period: 1 - No Action Required Classification: Criterion Met Spring 2014 - High 57.1%, 23.8%, 19.0% (11/24/2014)</p>	
<p>Outcome 3 - Identify techniques for forecasting labor supply and demand. Course Outcome Status: Active Start Date: 11/24/2014</p>	<p>Z - Other - specify - Quiz/testing, Discussion, Case</p>	<p>Reporting Period: 1 - No Action Required Classification: Criterion Met Spring 2014 - High 28.6%, Med. 28.6%, Low 28.6% (11/24/2014)</p>	
<p>Outcome 4 - Identify various methods used by organizations in measuring and managing talent/workforce flow: (i.e., forecasting labor, measuring turnover - separations, terminations, layoffs and developing. Course Outcome Status: Active Start Date: 11/24/2014</p>	<p>Z - Other - specify - Quiz/testing, Discussion, Assignment, Case</p>	<p>Reporting Period: 1 - No Action Required Classification: Criterion Met Spring 2014 - High 33.3%, Med. 47.7%, Low 19% (11/24/2014)</p>	

MGMT 472: Compensation

Course Outcomes	Assessment Methods	Results	Actions
<p>Outcome 1 - Design, develop, and implement a complete compensation system</p> <p>Course Outcome Status: Active</p> <p>Start Date: 12/03/2009</p>	<p>Project/Model/Invention - Compensation Project</p> <p>Criterion for Success: A combined average of 75% or above on all assignments.</p>	<p>Reporting Period: 2015 - 2016</p> <p>Classification: Criterion Met</p> <p>Spring 2016- 72% H, 28% M, 0L (11/09/2016)</p> <p>Reporting Period: 2015 - 2016</p> <p>Classification: Criterion Met</p> <p>Fall 2015- High (94%), Medium (0%), Low (5%) (03/14/2016)</p> <p>Reporting Period: 2015 - 2016</p> <p>Classification: Criterion Met</p> <p>Summer 2015- High (88%); Med (6%); Low (6%) (03/14/2016)</p> <p>Reporting Period: 1 - No Action Required</p> <p>Classification: Criterion Met</p> <p>94% High, 0% Medium, 6% low (06/17/2015)</p> <p>Related Documents:</p> <p>Mgmt 472_Spring_15</p>	
		<p>Reporting Period: 1 - No Action Required</p> <p>Classification: Criterion Met</p> <p>Summer 2014 - Sec. VL1 - High 4, Med. 0, Low 0 (11/04/2014)</p>	
		<p>Reporting Period: 1 - No Action Required</p> <p>Classification: Criterion Met</p> <p>Spring 2014 - Sec. VL1, High 11, Med. 6, Low 1 (11/04/2014)</p> <p>Reporting Period: 1 - No Action Required</p> <p>Classification: Criterion Met</p> <p>Fall 2013 - Sec. 001 = High 25, Med. 0, Low 0</p> <p>Fall 2013 - Sec. VL1 = High 13, Med. 0, Low 1 (02/25/2014)</p>	
		<p>Reporting Period: 1 - No Action Required</p> <p>Classification: Criterion Met</p> <p>Summer 2013 - Sec. VL1 = High 9, Med. 1, Low 1. (02/25/2014)</p>	
		<p>Reporting Period: 1 - No Action Required</p> <p>Classification: Criterion Met</p> <p>Fall 2013 - Sec. 001 = High 25, Med. 0, Low 0.</p> <p>Fall 2013 - Sec. VL1 = High 13, Med. 0, Low 1 (02/25/2014)</p>	
		<p>Reporting Period: 1 - No Action Required</p> <p>Classification: Criterion Met</p>	

Course Outcomes

Assessment Methods

Results

Actions

Spring 2013 - Sec. VL1 = High 16, Med. 1, Low 0
(02/25/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Fall '11 - 001 = 22 high, 0 medium, 0 low

Fall '11 - VL1 = 15 high, 1 medium, 1 low

Spring '12 - VL1 = 18 high, 0 medium, 0 low

Summer '12 - VL1 = 12 high, 0 medium, 0 low (12/12/2012)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

SP '11 - 17 High, 1 Medium, 0 Low

F '10 - 22 High, 0 Medium, 0 Low (11/08/2011)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

F '09 - 18 High, 4 Med., 1 Low

SP '10 - 16 High, 4 Med., 0 Low

(11/09/2010)

Outcome 2 - Assess various methods of compensation and articulate the advantages and disadvantages of each.

Course Outcome Status: Active

Start Date: 12/03/2009

Test - Internally Developed - Pre/Post or Post - Examinations
Criterion for Success: A combined average of 75% or above on all assignments.

Reporting Period: 2015 - 2016

Classification: Criterion Met

Spring 2016- 77% H, 23% M, 0L (11/09/2016)

Reporting Period: 2015 - 2016

Classification: Criterion Met

Fall 2015- High (79%); Medium (14 %); Low (7%)

(03/14/2016)

Reporting Period: 2015 - 2016

Classification: Criterion Met

Summer 2015- High (82%); Med (18%); (03/14/2016)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

65% High, 29% Medium, 6% low (06/17/2015)

Related Documents:

Mgmt 472 Spring 15

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Summer 2014 - Sec. VL1 - High 4, Med. 0, Low 0

(11/04/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Course Outcomes**Assessment Methods****Results****Actions**

Spring 2014 - Sec. VL1, High 12, Med. 5, Low 1 (11/04/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Fall 2013 - Sec. 001 = High 21, Med. 3, Low 1

Fall 2013 - Sec. VL1 = High 7, Med. 6, Low 1 (02/25/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Fall 2013 - Sec. 001 = High 21, Med. 3, Low 1

Fall 2013 - Sec. VL1 = High 7, Med. 6, Low 1 (02/25/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Summer 2013 - Sec. VL1 = High 4, Med. 5, Low 2 (02/25/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Spring 2013 - Sec. VL1 = High 12, Med. 4, Low 2 (02/25/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Fall '11 - 001 = 15 high, 5 medium, 2 low

Fall '11 - VL1 = 13 high, 2 medium, 2 low

Spring '12 - VL1 = 14 high, 2 medium, 2 low

Summer '12 - VL1 = 11 high, 0 medium, 1 low (12/12/2012)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Sp '11 - 13 High, 3 Medium, 2 Low

F '10 - 18 High, 2 Medium, 2 Low (11/08/2011)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

11/9/10 - F '09 - 17 High, 3 Med, 3 Low

Sp '10 High, 9 Med, 1 Low (11/08/2011)

Outcome 3 - Evaluate various employee benefit options and articulate the advantages and disadvantages of each from both the employee and employer perspectives.
Course Outcome Status: Active
Start Date: 12/03/2009

Test - Internally Developed - Pre/Post or Post - Examinations
Criterion for Success: A combined average of 75% or above on all assignments.

Reporting Period: 2015 - 2016

Classification: Criterion Met

Spring 2016- 100% H (11/09/2016)

Reporting Period: 2015 - 2016

Classification: Criterion Met

Fall 2015- High (100%); (03/14/2016)

Reporting Period: 2015 - 2016

Course Outcomes**Assessment Methods****Results****Actions**

Classification: Criterion Met
 Summer 2015- High (65%); Med (23%); Low (12%)
 (03/14/2016)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

88% High, 32% Medium, 0% low (06/17/2015)

Related Documents:

Mgmt 472 Spring 15

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Summer 2014 - Sec. VL1 - High 3, Med. 0, Low 1
 (11/04/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Spring 2014 - Sec. VL1, High 15, Med. 3, Low 0 (11/04/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Fall 2013 - Sec. 001 = High 21, Med. 3, Low 1

Fall 2013 - Sec. VL1 = High 7, Med. 6, Low 1 (02/25/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Summer 2013 - Sec. VL1 = High 4, Med. 5, Low 2.
 (02/25/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Spring 2013 - Sec. VL1 = High 12, Med. 4, Low 2
 (02/25/2014)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Fall '11 - 001 = 15 high, 5 medium, 2 low

Fall '11 - VL1 = 13 high, 2 medium, 2 low

Spring '12 - VL1 = 14 high, 2 medium, 2 low

Summer '12 - VL1 = 11 high, 0 medium, 1 low (12/12/2012)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Sp '11 - 13 High, 3 Medium, 2 Low

F '10 - 18 High, 2 Medium, 2 Low (11/08/2011)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Course Outcomes**Assessment Methods****Results****Actions**

Outcome 4 - Evaluate the impact of federal regulations on an organization's compensation policies. **Criterion for Success:** A combined average of 75% or above on all assignments.
Course Outcome Status: Active
Start Date: 12/03/2009

Test - Internally Developed - Pre/Post or Post - Examinations
Reporting Period: 2015 - 2016
Classification: Criterion Met
 Spring 2016- 77% H, 17% M, 6% L (11/09/2016)

Reporting Period: 2015 - 2016
Classification: Criterion Met
 Fall 2015- High (66%); Medium (20%); Low (13%) (03/14/2016)

Reporting Period: 2015 - 2016
Classification: Criterion Met
 Summer 2015- High (59%); Med (29%); Low (12%) (03/14/2016)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 47% High, 35% Medium, 18% low (06/17/2015)

Related Documents:
 Mgmt 472 Spring 15

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Summer 2014 - Sec. VL1 - High 3, Med. 1, Low 0 (11/05/2014)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Spring 2014 - Sec. VL1, High 13, Med. 4, Low 1 (11/04/2014)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Fall 2013 - Sec. 001 = High 21, Med. 3, Low 1
 Fall 2013 - Sec. VL1 - High 7, Med. 6, Low 1 (02/25/2014)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Summer 2013 - Sec. VL1 = High 4, Med. 5, Low 2 (02/25/2014)

Reporting Period: 1 - No Action Required
Classification: Criterion Met
 Spring 2013 - Sec. VL1 = High 12, Med. 4, Low 2. (02/25/2014)

Reporting Period: 1 - No Action Required

Course Outcomes

Assessment Methods

Results

Actions

Classification: Criterion Met

Fall '11 - 001 = 15 high, 5 medium, 2 low

Fall '11 - VL1 = 13 high, 2 medium, 2 low

Spring '12 - VL1 = 14 high, 2 medium, 2 low

Summer '12 - VL1 = 11 high, 0 medium, 1 low (12/12/2012)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

Sp '11 - 13 High, 3 Medium, 2 Low

F '10 - 18 High, 2 Medium, 2 Low

(11/08/2011)

Reporting Period: 1 - No Action Required

Classification: Criterion Met

F '09 - 17 High, 3 Med., 3 Low

Sp '10 - 10 High, 9 Med., 1 Low (11/09/2010)



Assessment: Course Four Column

Z - ECON Courses

ECON 331: Labor Economic Labor Relations

Course Outcomes	Assessment Methods	Results	Actions
<p>Outcome 1 - The student will be able to apply the model of consumer choice to the allocation of time between work and leisure. Course Outcome Status: Active Start Date: 12/08/2009</p>	<p>Test - Internally Developed - Pre/Post or Post - Test and/or quiz Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes</p>	<p>Reporting Period: 2015 - 2016 Classification: Criterion Met spring 2016 50% H, 41% M, 9% L (07/08/2015) Related Documents: Econ 331 Spring 15</p>	
<p>Outcome 2 - The student will be able to identify the main factors that determine labor force participation rates among different groups. Course Outcome Status: Active Start Date: 12/08/2009</p>	<p>Test - Internally Developed - Pre/Post or Post - Test and/or quiz Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes</p>	<p>Reporting Period: 2015 - 2016 Classification: Criterion Not Met spring 2016 64% H, 18% M, 18% L (07/08/2015) Related Documents: Econ 331 Spring 15</p>	
<p>Outcome 3 - The student will be able to identify factors determining the demand for labor. Course Outcome Status: Active Start Date: 12/08/2009</p>	<p>Test - Internally Developed - Pre/Post or Post - Test and/or quiz Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes</p>		

Course Outcomes**Assessment Methods****Results****Actions**

Test - Internally Developed - Pre/Post or Post - Exams and Quizzes
Criterion for Success: 70% at high or medium level.

Reporting Period: 2015 - 2016
Classification: Criterion Not Met
 spring 2016 14% H, 23% M, 64% L (07/08/2015)
Related Documents:
[Econ_331_Spring_15](#)

Outcome 4 - The student will be able to identify the characteristics of various types of labor markets and their implications on efficiency.
Course Outcome Status: Active
Start Date: 12/08/2009

Test - Internally Developed - Pre/Post or Post - Test and/or quiz
Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes

Reporting Period: 2015 - 2016
Classification: Criterion Met
 spring 2016 55% H, 27% M, 18% L (07/08/2015)
Related Documents:
[Econ_331_Spring_15](#)

Test - Internally Developed - Pre/Post or Post - Exams and Quizzes
Criterion for Success: 70% achieve high or medium level.

Outcome 5 - The student will be able to identify the sources of wage differentials in the labor markets.
Course Outcome Status: Active
Start Date: 12/08/2009

Test - Internally Developed - Pre/Post or Post - Test and/or quiz
Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes

Reporting Period: 2015 - 2016
Classification: Criterion Met
 spring 2015 82% H, 9% M, 9% L (07/08/2015)
Related Documents:
[Econ_331_Spring_15](#)

Test - Internally Developed - Pre/Post or Post - Exams and Quizzes
Criterion for Success: 70% achieve high and medium level.

Outcome 6 - The student will be able to distinguish various types of discrimination and government policies that address them.
Course Outcome Status: Active
Start Date: 12/08/2009

Test - Internally Developed - Pre/Post or Post - Test and/or quiz
Criterion for Success: The rate, of 60% or more correct answers, on tests and/or quizzes

Reporting Period: 2015 - 2016
Classification: Criterion Met
 spring 2016 36% H, 46% M, 18% L (07/08/2015)
Related Documents:
[Econ_331_Spring_15](#)

Test - Internally Developed - Pre/Post or Post - Exams and Quizzes
Criterion for Success: 70% achieve high and medium level.

Appendix C: SHRM Alignment



March 31, 2016

Dr. Carol Rewers
Ferris State University
119 South Street BUS 358
Big Rapids, MI 49307

Dear Dr. Rewers,

On behalf of The Society for Human Resource Management (SHRM), I am writing to let you know that we are renewing Ferris State University's Bachelor of Science in Human Resource Management degree program. Your program fully aligns with the SHRM HR curriculum guides established in 2005 and revalidated in 2013.

The renewal period for this alignment is January 2017 - December 2021.

As our gift of thanks, I am including some instructional resources for you and your colleagues to use in the classroom or however you see fit. I also want to let you know about the case studies and learning modules we have developed for your use as well. All these are posted online at our Resources for HR Educators page, www.shrm.org/education/hreducation/.

SHRM has also created an Assurance of Learning Assessment for graduating HR students as a test of mastery of the knowledge acquired through degree program coursework. Based on the curriculum guidelines, you can find out all about the Assessment at www.shrm.org/assessment.

Thank you again for being an example to other universities that teaches HR through your strong HR curriculum in the BS program.

Sincerely,

Nancy A. Woolever, SHRM-SCP
Director, Academic Initiatives
Society for Human Resource Management



THE SOCIETY FOR HUMAN
RESOURCE MANAGEMENT

HEREBY CONFIRMS THAT CURRICULUM TAUGHT AT
FERRIS STATE UNIVERSITY

BACHELOR OF SCIENCE IN HUMAN RESOURCE MANAGEMENT

ALIGNS WITH THE RECOMMENDED
REQUIREMENTS FOR HR DEGREE PROGRAMS
AS OUTLINED IN THE
SHRM HR CURRICULUM GUIDEBOOK AND TEMPLATES.

WITNESS THE SIGNATURE OF THE
DULY AUTHORIZED OFFICER OF THE SOCIETY.

ATTEST

A handwritten signature in black ink, appearing to read "Henry G. Jackson", written in a cursive style.

HENRY G. JACKSON
PRESIDENT & CEO
SOCIETY FOR HUMAN RESOURCE MANAGEMENT

INCEPTION DATE
MAY2011

EFFECTIVE PERIOD

JANUARY 2017 - DECEMBER2021



March 31, 2016

Dr. Carol Rewers
Ferris State University
119 South Street BUS 358
Big Rapids, MI 49307

Dear Dr. Rewers,

On behalf of The Society for Human Resource Management (SHRM), I am writing to let you know that we are renewing Ferris State University's Bachelor of Science in Business Administration with a concentration in Human Resource Management degree program. Your program fully aligns with the SHRM HR curriculum guides established in 2005 and revalidated in 2013.

The renewal period for this alignment is January 2017 - December 2021.

As our gift of thanks, I am including some instructional resources for you and your colleagues to use in the classroom or however you see fit. I also want to let you know about the case studies and learning modules we have developed for your use as well. All these are posted online at our Resources for HR Educators page, www.shrm.org/education/hrededucation/.

SHRM has also created an Assurance of Learning Assessment for graduating HR students as a test of mastery of the knowledge acquired through degree program coursework. Based on the curriculum guidelines, you can find out all about the Assessment at www.shrm.org/assessment.

Thank you again for being an example to other universities that teaches HR through your strong HR curriculum in the BS program.

Sincerely,

Nancy A. Woolever, SHRM-SCP
Director, Academic Initiatives
Society for Human Resource Management



THE SOCIETY FOR
HUMAN RESOURCE MANAGEMENT
HEREBY CONFIRMS THAT CURRICULUM TAUGHT AT

FERRIS STATE UNIVERSITY
BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION WITH A
CONCENTRATION IN HUMAN RESOURCE MANAGEMENT

ALIGNS WITH THE RECOMMENDED
REQUIREMENTS FOR HR DEGREE PROGRAMS
AS OUTLINED IN THE
SHRM HR CURRICULUM GUIDEBOOK AND TEMPLATES.

WITNESS THE SIGNATURE OF THE
DULY AUTHORIZED OFFICER OF THE SOCIETY.

ATTEST.

HENRY G. JACKSON
PRESIDENT & CEO
SOCIETY FOR HUMAN RESOURCE MANAGEMENT

INCEPTION DATE

MAY2011

EFFECTIVE PERIOD

JANUARY 2017 - DECEMBER 2021



June 12, 2014

Dr. Carol Rewers
Ferris State University
119 South Street
Big Rapids, MI 49307

Dear Dr. Rewers,

On behalf of The Society for Human Resource Management (SHRM), I am writing to let you know that we are renewing Ferris State University's Bachelor of Science in Human Resource Management degree program. Your program fully aligns with the SHRM HR curriculum guides established in 2005 and revalidated in 2013.

The renewal period for this alignment is January 2015 - December 2017.

As our gift of thanks, I am including some instructional resources for you and your colleagues to use in the classroom or however you see fit. I also want to let you know about the case studies and learning modules we have developed for your use as well. All these are posted online at our Resources for HR Educators page, www.shrm.org/education/hreducation/.

SHRM has also created an Assurance of Learning Assessment for graduating HR students as a test of mastery of the knowledge acquired through degree program coursework. Based on the curriculum guidelines, you can find out all about the Assessment at www.shrm.org/assessment.

Thank you again for being an example to other universities that teaches HR through your strong HR curriculum in the BS program.

Sincerely,

Nancy A. Woolever, SHRM-SCP
Director, Academic Initiatives
Society for Human Resource Management



THE SOCIETY FOR HUMAN
RESOURCE MANAGEMENT

HEREBY CONFIRMS THAT CURRICULUM TAUGHT AT
FERRIS STATE UNIVERSITY

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION WITH A
CONCENTRATION IN HUMAN RESOURCE MANAGEMENT

ALIGNS WITH THE RECOMMENDED
REQUIREMENTS FOR HR DEGREE PROGRAMS
AS OUTLINED IN THE
SHRM HR CURRICULUM GUIDEBOOK AND TEMPLATES.

WITNESS THE SIGNATURE OF THE
DULY AUTHORIZED OFFICER OF THE SOCIETY.

ATTEST.

A handwritten signature in blue ink that reads 'Debra J. Cohen'.

DEBRAJ. COHEN, PH.D., SPHR
SENIOR VICE PRESIDENT, KNOWLEDGE DEVELOPMENT

INCEPTION DATE

A.PRIL2011

EFFECTIVE PERIOD

JANUARY 2015 - DECEMBER 2017

Appendix D: Faculty Vitaes

Dr. Beverly J. DeMarr

Ferris State University

Management

(231) 591-3756

Email: demarrb@ferris.edu

Education

PhD, Michigan State University, 1996.

Major: Organizational Behavior/Human Resource Management

Supporting Areas of Emphasis: Management; Industrial/Organizational Psychology

Dissertation Title: The role of stress in employee preferences for family-friendly benefits:

Testing an integrated model

MLIR, Michigan State University, 1991.

Major: Organizational Behavior/Human Resource Management

MBA, F.E. Seidman School of Business/ Grand Valley State University, 1988.

BS, Aquinas College, 1982.

Professional Positions

Academic - Post-Secondary

Professor of Management, Ferris State University. (August 2000 - Present).

Associate Professor of Management, Davenport College of Business. (September 1992 - June 2000).

Research Assistant, Graduate School of labor and Industrial Relations, Michigan State University. (September 1991 - April 1995).

Visiting Instructor of Management, F.E. Seidman School of Business, Grand Valley State University. (May 1988 - August 1992).

Adjunct Instructor of Information Systems, Baker College of Muskegon. (September 1987 - June 1988).

Professional

Senior Programmer/Analyst, The Shaw Walker Company. (February 1986 - January 1988).

Programmer/Analyst III, Brunswick Division, Brunswick Corp. (October 1984 - February 1986).

Programmer/Analyst, Kaydon Corporation. (June 1981 - October 1984).

Junior Programmer, GTE Data Services. (September 1979 - June 1981).

Licensures and Certifications

Court rostered Domestic Relations Mediator, Muskegon County 14th Judicial Circuit Court. (December 2008 - December 2011).

Teaching Experience

Ferris State University

MGMT 302, Team Dynamics - Org Behavior, 7 courses.

MGMT 373, Human Resource Management, 7 courses.

MGMT 375, Negotiations, 7 courses.

MGMT 472, Compensation, 4 courses.

Directed Student Learning

Master's Thesis Committee Member. (November 2009 - October 2010).

Advised: Michelle Perkins

Master's Thesis Committee Chair. (February 2004 - August 2004).

Advised: Salomon Engles

Awards and Honors

Certificate of Excellence, FSU Online Teaching and Learning Committee. (April 2013).

Excellence in Online Teaching, FSU Academic Affairs. (February 2011).

Nomination for Ferris State University's Distinguished Teacher Award. (2005).

Nomination in Who's Who Among American Teachers. (2005).

Ferris State University Student Affairs Division Faculty/Staff Appreciation Award, FSU. (2002).

Ferris State University's 7th Annual Student Satisfaction Survey., FSU. (2001).

Davenport College Faculty Merit Grant, Davenport University. (1999).

SCHOLARSHIP AND RESEARCH

Published Intellectual Contributions

Books

DeMarr, B. J., de Janasz, S. (2013). *Negotiation and Dispute Resolution* (1st ed., pp. 387). Pearson/Prentice-Hall.

Conference Proceedings

Fender, C. M., DeMarr, B. J. (2016). *United We Win*. Proceedings of the Annual Organizational Behavior Teaching Conference.

DeMarr, B. J., Fender, C. M., Stickney, L. T. (2015). *Creating Community and Early Engagement: Sharing as a Community of Educators*. Proceedings of the Annual Organizational Behavior Teaching Conference.

Fender, C. M., Stickney, L. T., DeMarr, B. J. (2014). *Helping the Beethoven lover in Opryland: Learning to hear different voices*. Proceedings of the Annual Organizational Behavior Teaching Conference.

Presentations Given

- Fender, C. M. (Author & Presenter), DeMarr, B. J. (Author & Presenter), Annual Organizational Behavior Teaching Conference, "United We Win," Organizational Behavior Teaching Society, North Canton, OH. (June 2016).
- DeMarr, B. J. (Author & Presenter), Ferrante, C. J. (Author & Presenter), Hannah, C. A. (Author & Presenter), Ritter, B. A. (Author & Presenter), Ungaretti, T. (Author & Presenter), Annual Academy of Management meeting, "Back to the future: A TTC interactive workshop," Academy of Management, Vancouver, BC. (August 7, 2015).
- de Janasz, S. C. (Author & Presenter), Goldberg, C. (Author & Presenter), Marler, J. H. (Author & Presenter), Rosen, C. C. (Author & Presenter), Bowes-Sperry, L. (Author & Presenter), Crossman, R. E. (Author & Presenter), DeMarr, B. J. (Author & Presenter), Ensher, E. (Author & Presenter), Forret, M. L. (Author & Presenter), Kaplan, D. M. (Author & Presenter), Lobel, S. (Author & Presenter), Peiperl, M. (Author & Presenter), Schneer, J. A. (Author & Presenter), Whiting, V. R. (Author & Presenter), Berkley, R. A., Annual Academy of Management meeting, "Innovative and Experiential Approaches to Teaching HRM II," Academy of Management, Vancouver, BC. (August 7, 2015).
- de Janasz, S. C. (Author & Presenter), Goldberg, C. (Author & Presenter), Baack, S. A. (Author & Presenter), Behson, S. J. (Author & Presenter), Blockson, S. J. (Author & Presenter), Bowes-Sperry, L. (Author & Presenter), Cooper, L. (Author & Presenter), Crossman, R. E. (Author & Presenter), DeMarr, B. J. (Author & Presenter), Ensher, E. (Author & Presenter), Forret, M. L. (Author & Presenter), Peiperl, M. (Author & Presenter), Schneer, J. A. (Author & Presenter), Whiting, V. R. (Author & Presenter), Berkley, R. A., Annual Academy of Management meeting, "Innovative and Experiential Approaches to Teaching HRM III," Academy of Management, Anaheim, CA. (August 7, 2015).
- DeMarr, B. J. (Author & Presenter), Fender, C. M. (Author & Presenter), Stickney, L. T. (Author & Presenter), Annual Organizational Behavior Teaching Conference, "Creating Community and Early Engagement: Sharing as a Community of Educators," Organizational Behavior Teaching Society, LaVerne, CA. (June 2015).
- de Janasz, S. C. (Author & Presenter), Goldberg, C. (Author & Presenter), Behson, S. J. (Author & Presenter), Berkley, R. A. (Author & Presenter), Bowes-Sperry, L. (Author & Presenter), DeMarr, B. J. (Author & Presenter), Ensher, E. (Author & Presenter), Forret, M. L. (Author & Presenter), Kaplan, D. M. (Author & Presenter), Lankau, M. J. (Author & Presenter), Peiperl, M. (Author & Presenter), Schneer, J. A. (Author & Presenter), Valcour, M. (Author & Presenter), Van Emmerick, H. (Author & Presenter), Annual Academy of Management meeting, "Experiential HR: A potluck for reviving and expanding your repertoire," Academy of Management, Philadelphia, PA. (August 2, 2014).
- Stickney, L. T. (Author & Presenter), Fender, C. M. (Author & Presenter), DeMarr, B. J. (Author & Presenter), Annual Organizational Behavior Teaching Conference, "Are you ready for a throw-down? A foodie's approach to teaching conflict management," Organizational Behavior Teaching Society, Nashville, TN. (June 2014).
- Stickney, L. T., Arnaud, A., DeMarr, B. J., Fender, C. M., Annual Academy of Management meetings, "Issues in Testing: A Rotating Roundtable," Academy of Management, Orlando, FL. (August 2013).
- DeMarr, B. J. (Author & Presenter), Fender, C. M. (Author & Presenter), Stickney, L. T. (Author & Presenter), Annual Organizational Behavior Teaching Conference, "Are you ready for a throw-down? A foodie's approach to teaching conflict management," Organizational Behavior Teaching Society, Asheville, NC. (June 2013).

- Contract Violation," Academy of Management, Anaheim, CA. (August 2008).
- DeMarr, B. J. (Author & Presenter), Annual Organizational Behavior Teaching Society conference, "Ethics anyone? Infusing ethics in your courses.," Organizational Behavior Teaching Society, Babson College, Wellesley, MA. (June 2008).
- DeMarr, B. J., Academy of Management, "Conflict and Negotiation II," Academy of Management, Philadelphia, Pennsylvania. (2007).
- DeMarr, B. J., Organizational Behavior Teaching Conference, "Mid-career renewal: How to avoid becoming Misery's Company," Malibu, California. (2007).
- DeMarr, B. J., Academy of Management, "Navigating Work and Family: Policies, Time Norms and Enrichment," Academy of Management, Philadelphia, Pennsylvania. (2007).
- DeMarr, B. J., Organizational Behavior Teaching Conference, "Publishing Without Perishing: The Joy of Writing, When it's not for tenure.," Malibu, California. (2007).
- DeMarr, B. J., Organizational Behavior Teaching Conference, "can you negotiate anything? Identifying and sharing best practices in teaching negotiation," Rochester, NY. (2006).
- DeMarr, B. J., Academy of Management, "The lonely workplace? Social isolation and Exclusion," Academy of Management, Atlanta, Georgia. (2006).
- DeMarr, B. J., Winter Rejuvenation Program, "Managing People: Conflict on the Job.," Big Rapids, MI. (January 2006).
- DeMarr, B. J., Academy of Management, "Diversity & Human Resources: Selection, Referral, and Under-Representation," Academy of Management, Honolulu, Hawaii. (2005).
- DeMarr, B. J., Lilly North Conference on College Teaching, "Gown and Town: Possibilities and Pitfalls," Traverse City, Michigan. (2005).
- DeMarr, B. J., Academy of Management, "Professional Service session in the Gender and Diversity in Organizations Division," Academy of Management, New Orleans, Louisiana. (2004).
- DeMarr, B. J., Lilly North Conference on College Teaching, "Connecting with university services: Theory application for student's career self management," Big Rapids, MI. (September 2002).
- DeMarr, B. J., Academy of Management, "Personal and Interpersonal Influences on Work-Family Conflict," Academy of Management, Washington, District of Columbia. (August 2002).
- DeMarr, B. J., Academy of Management, "Legal, Institutional, and Arbitration Perspectives on Discrimination.," Toronto, Ontario. (August 2000).
- DeMarr, B. J., Decision Sciences Institute, "Ethical practices and Corporate illegality," Athens, Greece. (July 1999).
- DeMarr, B. J., Annual Conference of Industrial/Organizational Psychology, "Dependent care: Coping with emergencies and support for family-friendly," Atlanta, Georgia. (May 1999).
- DeMarr, B. J., Academy of Management, "Work/Family programs and alternative work arrangements session.," Academy of Management, San Diego, CA. (August 1998).
- DeMarr, B. J., Annual Conference of Industrial/Organizational Psychology, "Caring for Children or

SERVICE

University Service

- Committee Chair, Human Resource Program Review Panel. (August 2016 - Present).
- Committee Member, Departmental Tenure Committee. (2012 - Present).
- Committee Member, College of Business Promotion/Merit Committee. (2014 - 2016).
- Guest Speaker, COMM 365. (November 8, 2016).
- Guest Speaker, COMM 366. (March 22, 2016).
- Guest Speaker, Delta Sigma Pi. (April 21, 2015).
- Guest Speaker, COMM 366. (February 17, 2015).
- Committee Member, College of Business Sabbatical Review Committee. (2013 - 2014).
- Guest Speaker, COMM 365. (November 4, 2014).
- Guest Speaker, COMM 366. (March 26, 2013).
- Committee Member, College of Business Curriculum Committee. (2009 - 2012).
- Special Institutional Assignment. (September 25, 2012).
- Committee Chair, Human Resource Program Review Panel. (2010 - 2011).
- Special Institutional Assignment. (April 29, 2011).
- Special Institutional Assignment. (March 22, 2011).
- Special Institutional Assignment. (March 15, 2011).
- Committee Member, Search Committee. (2009).
- Committee Member, Search Committee. (2008 - 2009).
- Committee Member, College of Business Professional Development Team. (2006 - 2009).
- Committee Member, Ferris State University Speech Communication General Education Assessment Committee. (2005 - 2008).
- Guest Speaker, Ferris State Professional Women's Fall Commencement Breakfast. (2006 - 2007).
- Committee Member, College of Business Continuous Quality Improvement Coordination Committee. (2005 - 2006).
- Committee Chair, College of Business Promotion/Merit Committee. (2005 - 2006).
- Chairperson, Faculty Assessment task Force for Davenport College. (2005 - 2006).

Present).

Reviewer, Ad Hoc Reviewer, Personnel Review (Journal). (2015).

Reviewer, Ad Hoc Reviewer, John Cook School of Business, Saint Louis University, St. Louis, MO. (September 2014).

Reviewer, Conference Paper, Academy of Management National Conference. (1998 - 2012).

Reviewer, Ad Hoc Reviewer, E. Craig Wall College of Business, Coastal Carolina University, Conway, SC. (November 2012).

"Emergency Reviewer", Academy of Management. (2009).

"Emergency Reviewer", Academy of Management. (2005).

Public Service

Ambassador, Community Foundation for Muskegon County, Muskegon, MI. (September 2010 - Present).

Member, Women's Division Chamber of Commerce, Muskegon, MI. (May 2010 - Present).

Board Member, Westshore Dispute Resolution Center, Muskegon, MI. (January 2007 - 2011).

Committee Chair, Westshore Dispute Resolution Center, Training Committee, Muskegon, MI. (November 2006 - 2011).

Committee Member, Westshore Dispute Resolution Center, Quality Assurance Committee, Muskegon, MI. (January 2006 - 2011).

Community Mediator, Dispute Resolution Center of West Michigan, Grand Rapids, MI. (June 2004 - 2011).

Community Mediator, Westshore Dispute Resolution Center, Muskegon, MI. (June 2004 - 2011).

Victim/Offender Mediator, Brian P. Mattson Restorative Justice Center. (June 2005 - 2009).

Consulting

Government, Westshore Dispute Resolution Center, Muskegon Michigan. (2005 - 2011).

Panel Discussion, Inter-Colligate Minority Affairs Network. (1998).

(March 17, 2016 - March 19, 2016).

Conference Attendance, "Advancing Justice Summit," Charles Koch Institute, New Orleans, LA. (November 4, 2015 - November 6, 2015).

Colloquium, ""Using the Web to Teach Students"," COB Faculty Colloquium. (September 17, 2015).

Tutorial, "FerrisConnect Blackboard Training- Online Classes," Faculty Center for Teaching and Learning. (July 2015).

Workshop, "Managing Student Conduct," Faculty Center for Teaching and Learning. (February 19, 2015).

Workshop, "The Inclusive and Engaged University Community," Faculty Center for Teaching and Learning. (February 5, 2015).

Conference Attendance, "IUPUI Assessment Institute," Indiana University-Purdue University Indianapolis, Indianapolis, IN. (October 19, 2014 - October 21, 2014).

"Curriculum Proposal Seminar," FSU- University Curriculum Committee. (August 21, 2014).

Workshop, "New Faculty Orientation- FSU," Faculty Center for Teaching and Learning. (August 11, 2014 - August 15, 2014).

Workshop, "Summer Academic Advising Workshop," Ferris State University. (July 22, 2014).

Workshop, "Assessment Workshop: What to do with all this data?," Ferris State University. (June 5, 2014).

Conference Attendance, "Redesigning Undergraduate Curriculum," AACSB, Tampa, FL. (May 19, 2014 - May 20, 2014).

TEACHING

Teaching Experience

Ferris State University

ECON 221, Principles of Macroeconomics, 9 courses.

ECON 222, Principles of Microeconomics, 5 courses.

ECON 331, Labor Economics & Labor Relations, 2 courses.

ECON 390, Law and Economics, 1 course.

ECON 726, Managerial Economics, 2 courses.

Directed Student Learning

Supervised Research, "The Rent-Price Ratio and New Orleans' Recovery." (June 1, 2014 - August 25, 2014).

Advised: Jena Neilsen

SCHOLARSHIP AND RESEARCH

Published Intellectual Contributions

- Public Choice Society, Fort Lauderdale, FL. (March 10, 2016).
- Dirmeyer, J. (Author & Presenter), COB Research Colloquium, "Assessment Demystified," College of Business. (November 12, 2015).
- Butler, L. (Presenter), Dirmeyer, J. (Presenter), College of Business Colloquium, "Assessment Demystified: Why it's really just about student learning.," Statistics Faculty Data Team, BUS 310. (November 12, 2015).
- Dirmeyer, J., Loyola University Economics Club, "'Policing the Police: The Political Economy of Police Brutality'," Loyola University, New Orleans. (October 1, 2015).
- Dirmeyer, J., Public Choice Society Annual Meetings, "'Explaining Corruption in American Cities: The Effects of Federal Grants on Local Corruption'," Public Choice Society, San Antonio, TX. (April 2015).
- Dirmeyer, J. (Author & Presenter), Cartwright, A. (Author & Presenter), APEE International Conference, "The Price of Black Market Prostitution: The Effects of Prohibition on the Production of Quality in Markets for Sexual Services," Association for Private Enterprise Education, Las Vegas, NV. (April 2014).
- Dirmeyer, J., Association for Private Enterprise Education- Annual Meeting, "'The Black Market and the Effectiveness of Minimum Quality Standards" Public Choice Society Annual Conference," Association for Private Enterprise Education. (2013).
- Dirmeyer, J., University of Virginia Political Philosophy Lecture Series, "Comments on John Tomasi's 'Free Market Fairness'," University of Virginia. (2012).
- Dirmeyer, J., BB&T Moral Foundations of Capitalism Conference, "'Liberty and Welfare: The Case for Social Insurance in a Free Society'," Clemson University. (2012).
- Dirmeyer, J., Association for Private Enterprise Education- Annual Meeting, "'Student Development Through Co-Curricular Programming.," Association for Private Enterprise Education. (2012).
- Dirmeyer, J., Association for Private Enterprise Education- Annual Meeting, "'The Rent-Price Ratio and the Short-Term Investment Bias.'" Association for Private Enterprise Education," Association for Private Enterprise Education. (2011).
- Dirmeyer, J., Public Choice Society- Annual Meeting, "'Decline Before Crisis: The Effect of Federal Expenditures on New Orleans' Residents.," Public Choice Society. (2008).
- Dirmeyer, J., Southern Economic Association- Annual Meeting, "'Decline Before Crisis: The Effect of Federal Expenditures on New Orleans' Residents.," Southern Economic Association. (November 2007).
- Dirmeyer, J., International Society for New Institutional Economics, International Society for New Institutional Economics, "Competition and Institutional Change: The Dutch Conquest of the Baltic Sea Trade." (2006).
- Dirmeyer, J., Association of Private Enterprise Education- Annual Conference, "'Competition and Institutional Change: The Dutch Conquest of the Baltic Sea Trade.," Association of Private Enterprise Education, Washington, DC. (April 2006).

Media Contributions

Emily W. Fransted
Ferris State University
Management
(231) 591-2416
Email: emilyfransted@ferris.edu

Education

JD, Michigan State University College of Law, 2005.
Major: Law

BA, Michigan State University, 2002.
Major: Public Policy and Administration

Professional Positions

Academic - Post-Secondary

Assistant Professor, Ferris State University. (August 2013 - Present).

Adjunct Faculty, Ferris State University. (January 2012 - May 2013).

Government

Judicial Clerk, 49th Circuit Court. (August 2005 - August 2007).

Professional

Partner, Lobert & Fransted, P.C. (formerly Lobert & Downey, PLC). (July 2008 - December 2013).

Associate Attorney, Lobert & Downey, PLC. (December 2007 - June 2008).

Licensures and Certifications

Federal Court Member, Federal Court for the Eastern District of Michigan. (November 9, 2010 - Present).

Federal Court Member, Federal Court for the Western District of Michigan. (April 17, 2008 - Present).

State Bar Member, State Bar of Michigan. (November 18, 2005 - Present).

Professional Memberships

Academy of Legal Studies in Business. (2016 - Present).

American Bar Association. (2016 - Present).

Society for Case Research. (2015 - Present).

President, Mecosta Osceola Bar Association. (2008 - Present).

State Bar of Michigan. (2006 - Present).

Teleconference Attendee, "(Not So) Trivial Pursuit - The Employment Edition Webinar," Michigan Restaurant Association and Plunkett Cooney. (September 16, 2014).

Colloquium Attendee, "Greater Student Engagement through Experiential Education," FSU College of Business Colloquium, Big Rapids, MI, USA. (September 11, 2014).

Tutorial, "My Degree Training," FSU Office of Educational Counseling and Disabilities Services, Big Rapids, MI, USA. (August 18, 2014).

Online Course, "Using Technology to Improve Student Learning: The Flipped Classroom Strategies and Tips," California University of Pennsylvania. (July 22, 2014).

Seminar, "Summer Academic Advising Workshop 2014," FSU Office of Educational Counseling and Disabilities Services, Big Rapids, MI. (July 22, 2014).

Online Course, "Teaching and Learning Online Certification Series, Part I: Building Courses," Blackboard. (July 5, 2014).

Workshop, "Building a Rubric to Assess Student Learning," Office of Academic Affairs, Big Rapids, MI, USA. (June 22, 2014).

Continuing Education Program, "Certificate for Online Adjunct Teaching," Maryland Online and the Faculty Center for Teaching and Learning, Big Rapids, MI. (September 23, 2013 - November 26, 2013).

Seminar, "Active Learning Strategies," FSU - Faculty Center for Teaching and Learning, Big Rapids, MI, USA. (November 21, 2013).

Seminar, "Using Socratic Questioning to Develop Students' Critical Thinking Skills," FSU - Faculty Center for Teaching and Learning, Big Rapids, MI, USA. (November 21, 2013).

Seminar, "Using Rubrics to Measure Student Learning," FSU - Faculty Center for Teaching and Learning, Big Rapids, MI, USA. (September 26, 2013).

Seminar, "Assessment of and Feedback on Student Learning," FSU - Faculty Center for Teaching and Learning, Big Rapids, MI, USA. (September 12, 2013).

Various Programs, "New Faculty Orientation Week," FSU - Faculty Center for Teaching and Learning, Big Rapids, MI, USA. (August 19, 2013 - August 23, 2013).

TEACHING

Teaching Experience

Ferris State University

BLAW 301, Legal Environment of Business, 17 courses.

BLAW 350, Insurance Law, 1 course.

BLAW 421, Employment Law, 10 courses.

BLAW 626, Managers in the Legal Environment, 2 courses.

LLAW 160, Law in the United States I, 4 courses.

LLAW 161, Law in the United States II, 4 courses.

SCHOLARSHIP AND RESEARCH

Board Member, Youth Attention Center for Mecosta and Osceola Counties, Big Rapids, MI.
(January 2012 - Present).

Board Member, Rotary of Big Rapids, Big Rapids, MI. (July 2008 - Present).

Awards and Honors

Service, University

Torchbearer Award Nominee for Outstanding Advisor, Ferris State University. (2016).

Outstanding Advising and Service, College of Business. (April 26, 2016).

Michigan Competitive Scholarship. (1996).

TEACHING

Teaching Experience

Ferris State University
MGMT 338, Employee Benefits, 6 courses.

Staff Nurse - Medical Unit and Intensive Care Units, Ingham Medical Center. (June 1986 - 1988).

Other

Professor, Ferris State University. (August 2014 - Present).

Licensures and Certifications

CPR AED Certificate. (October 2015 - Present).

Professional Memberships

Society for Human Resource Management. (2009 - Present).

Academy of Management. (September 2008 - Present).

Institute for Supply Management. (September 2008 - Present).

Mecosta Osceloa Human Resource Management Association. (2010 - 2016).

Society of Case Research. (2010 - 2013).

American College of Healthcare Executives. (2004 - 2010).

American Society of Public Administrators. (2002 - 2004).

American Organization of Nurse Executives. (2001 - 2002).

Michigan Organization of Nurse Executives. (1999 - 2002).

Development Activities Attended

Seminar, "Active Shooter Safety Training," MIOSHA/Kent Country Club, Grand Rapids, Michigan. (May 9, 2017).

Conference Attendance, "Lilly Conference," Traverse City, Michigan. (October 2015).

Workshop, "Learning Community: Banner HR," FSU. (September 30, 2014).

Workshop, "West Michigan Total Internship Management Workshop," Grand Rapids, MI. (May 22, 2014 - May 2014).

Conference Attendance, "HR Day Professional Networking Conference," Michigan Society For Human Resource Management. (June 2013).

Conference Attendance, "MBAA International Conference," Chicago, IL, USA. (March 2012 - 2012).

Conference Attendance, "MiBug- A Collaborative Group For Michigan Blackboard Users." (April 2012 - 2012).

Conference Attendance, "Spring Learning Institute." (April 2012 - 2012).

Seminar, "Blackboard 9.1 Phase I & II Training." (August 2012 - 2012).

Awards and Honors

Sparrow Nurse Manager of the Year, Sparrow Hospital. (2002).

Leadership Recognition, Gallup Survey. (2001).

Associate of the Month. (June 1997).

Nurse of the Year Nomination, Ingham Medical Center. (1988).

TEACHING

Teaching Experience

Ferris State University

MGMT 370, Quality-Operations Management, 9 courses.

MGMT 373, Human Resource Management, 10 courses.

MGMT 385, Recruitment & Selection, 6 courses.

MGMT 491, Management Internship, 4 courses.

SCHOLARSHIP AND RESEARCH

Published Intellectual Contributions

Conference Proceedings

Rewers, C. L. (2013). *GEO Group, Inc. North Lake County Correctional Facility*. Chicago: Society of Case Research.

Rewers, C. L., Brotherton, T. (2012). *Strike or No Strike? Negotiating a Faculty Labor Contract - From Management's Perspective During Tough Economic Times - a Management's perspective*. SCR Winter Conference proceedings.

Other

Lyman, S. B., Rewers, C. L. (2006). *ISO 9000 and Supplier Ethics*. MBAA Conference.

Refereed Journal Articles

Brotherton, T., Rewers, C. L. (2013). *Strike or No Strike? Negotiating a University Labor Contract - During Tough Economic Times*. *Journal of Critical Incidents*, 6.

Brotherton, T., Rewers, C. L. (2011). *PlanetHospital.com - Medical Tourism Website at a Crossroad*. *Annual Advances in Business Cases*.

Brotherton, T., Rewers, C. L. (2011). *Strike or No Strike? Negotiating a Faculty Labor Contract - From Management's Perspective During Tough Economic Times*. *SCR Winter Conference proceedings*.

Brotherton, T., Rewers, C. L. (2009). *PlanetHospital.com - Medical Tourism Website at a Crossroad*.

Presentations Given

Rewers, C. L., "Faculty Center for Teaching and Learning," Sponsored by Ferris State University, Ferris State University, \$800.00. (October 2015).

Rewers, C. L. (Principal), "Academic Service Learning Project," Sponsored by Experiential Learning Grant, Ferris State University, \$200.00. (September 2014 - May 2015).

Rewers, C. L. (Principal), Sponsored by Diversity mini grant, \$4,500.00. (April 2012 - May 2013).

Rewers, C. L., "Timme Grant MBAA International Conference," Sponsored by Faculty Center for Teaching and Learning. (November 2011).

Other

Rewers, C. L., "Society of Case Research Summer Workshop," Sponsored by Timme Travel. (July 15, 2010).

Rewers, C. L., "Scholarship of Teaching and Learning Academy & SOTL Initiative," Sponsored by FCTL. (May 17, 2010).

Rewers, C. L., "9th Annual Lilly Conference," Sponsored by FCTL. (September 24, 2009).

Awards and Honors

Best Case Study for 2010-2011, Journal of Annual Advances in Business Cases. (June 2011).

Best Paper Award- 2008, Business and Health Administration Association (BHAA). (April 2008).

Research in Progress

"GEO Group, Inc. North Lake Correctional Facility's" (Writing Results).

"Strike or No Strike: Management Perspective".

"Strike or No Strike: Negotiating a Faculty Labor Contract from a Management Perspective During Tough Economic Times".
Management perspective case study research

SERVICE

University Service

Committee Member, Business Administration APR Program Review.

Committee Member, Finance APR Program Review.

Committee Member, General Business -APR.

General Business Advisory Board Member.

Committee Member, Human Resource APR Program Review.

Taskforce -GE Wellness Rubrics. (2011).

Academic Program Review – Human Resource Management. (2010 - 2011).

Committee Member, General Business Advisory Board Member. (2010 - 2011).

Committee Member, John P. Nelson Memorial Scholarship Committee. (2010 - 2011).

Committee Member, Senate Health and Promotions/Substance Abuse Prevention Committee. (2010 - 2011).

Student Org Advisor (Professional Org), SHRM. (2010 - 2011).

First Impressions Volunteer. (August 2011).

Committee Member, Academic Senate, FSU. (August 2009 - August 2011).

HR Advisory Board Member. (May 2011).

Committee Member, HR Advisory Board Member. (May 2011).

Academic Program Review – General Business Associate Degree. (2010).

Committee Member, Innovative Breakthroughs Entrepreneurial Annual Scholarship Committee. (2010).

Committee Member, Management Department Newsletter. (2010).

Committee Member, Management Department Scholarship Committee Member. (2010).

Committee Member, Academic Program Review - Finance. (2009 - 2010).

Committee Member, Academic Program Review – Finance. (2009 - 2010).

Chairperson, Academic Senate Bylaw and Charter Review Committee. (2009 - 2010).

Committee Member, Douglas O. Froelich Memorial Endowment Fund Scholarship Committee. (2009 - 2010).

Committee Member, Faculty Research Committee. (2009 - 2010).

Committee Member, FSU's Tot's Place Development Center. (2009 - 2010).

COB Graduation Commencement Ceremonies. (May 2010).

Attendee, Meeting, Ms. Nontombi Naomi Tutu, breakfast reception and "South Africa: Healing the Wounds of Racism" lecture. (March 2, 2010).

District II DECA Conference Judge. (2009).

First Impressions Volunteer. (2009).

Attendee, Meeting, MISHRM. 21st Annual State Conference. (October 2009).

Committee Member, Alumni Relations Board of Directors, FSU. (2001 - 2005).

Committee Member, United Way, Planning Committee. (1998 - 2000).

Consulting

Academic, Ferris Community Business Alliance, Big Rapids, MI. (October 2011 - Present).

Academic, MOHRA Meetings & Presentation, Big Rapids, MI. (September 2010 - Present).

Appendix E: Faculty SAI

**Student Assessment of Instruction Summary for
Beverly J. DeMarr, Ph.D.
1/18/17**

<u>Semester</u>	<u>Class</u>	<u>Grand Average/Excellent Course</u>	<u>Instructor Rated Excellent/Effective on-line instructor</u>	<u>Responses/ Students in class</u>
Fall 2016 (a)	MGMT 302 VL1 – Team Dynamics & Organizational Behavior	3.70	3.80	10/17
	MGMT 302 VL2 – Team Dynamics & Organizational Behavior	4.00	3.71	8/19
	MGMT 373 VL1 - Human Resources	4.25	4.25	13/20
	MGMT 375 VL1 - Negotiations	3.11	3.56	9/19
	MGMT 472 VL1 - Compensation	3.20	3.50	10/16
Summer 2016 (a)	MGMT 302 VL1 – Team Dynamics & Organizational Behavior	3.20	3.00	5/20
	MGMT 373 VL2 - Human Resources	3.70	3.30	10/20
	MGMT 375 VL1 - Negotiations	3.67	3.83	6/19
	MGMT 472 VL1 - Compensation	2.20	3.00	5/15
Spring 2016 (a)	MGMT 302 VL1 – Team Dynamic & Organizational Behavior	3.20	3.20	5/17
	MGMT 373 AGA - Human Resources	3.75	4.50	4/8
	MGMT 373 VL1 - Human Resources	3.60	3.80	5/11
	MGMT 375 001 – Negotiations	3.18	3.55	11/24
	MGMT 375 VL1 – Negotiations	4.00	3.67	6/19
Fall 2015 (a)	MGMT 472 VL1 – Compensation	4.00	4.11	9/18
	MGMT 302 VL1 – Team Dynamics & Organizational Behavior	3.62	3.92	13/20
	MGMT 302 VL2 – Team Dynamics & Organizational Behavior	3.14	3.00	7/18
	MGMT 373 VL1 - Human Resources	4.54	4.62	12/18
	MGMT 375 VL1 - Negotiations	3.82	4.00	12/20
Summer 2015 (a)	MGMT 472 VL1 – Compensation	2.88	3.75	8/15
	MGMT 302 VL1 – Team Dynamics & Organizational Behavior	3.14	3.14	7/20
	MGMT 373 AGA - Human Resources	3.00	4.00	2/11
	MGMT 373 VL2 - Human Resources	4.00	4.50	2/10
	MGMT 375 VL1 - Negotiations	4.00	3.80	5/17
Spring 2015 (a)	MGMT 472 VL1 - Compensation	2.60	3.40	5/17
	MGMT 302 VL1 – Team Dynamics & Organizational Behavior	4.25	4.63	8/19
	MGMT 373 AGA - Human Resources	4.67	5.00	3/9
	MGMT 373 VL1 - Human Resources	4.78	4.89	9/17
	MGMT 375 001 - Negotiations	3.33	3.33	9/19
Fall 2014 (a)	MGMT 375 VL1 - Negotiations	4.83	5.00	6/21
	MGMT 302 VL1 – Team Dynamics & Organizational Behavior	3.44	3.81	16/19
	MGMT 373 VL1 - Human Resources	3.78	3.78	18/20
	MGMT 375 VL1 - Negotiations	4.28	4.61	18/20

Summer 2014	MGMT 472 VL1 - Compensation	3.40	3.87	15/18
	MGMT 373 AGA - Human Resources	3.50	4.00	2/13
	MGMT 375 VL1 - Negotiations	4.00	4.00	4/19
Spring 2014 (a)	MGMT 472 VL1 - Compensation	3.00	4.00	1/4
	MGMT 373 AGA - Human Resources	3.80	4.20	1/16
	MGMT 373 VL1 - Human Resources	4.31	4.46	2/21
	MGMT 375 001 - Negotiations	4.50	4.61	18/24
Fall 2013 (a)	MGMT 375 VL1 - Negotiations	4.73	4.82	11/20
	MGMT 472 VL1 - Compensation	3.83	4.58	12/20
	MGMT 373 VL1 - Human Resources	4.13	4.06	16/19
	MGMT 375 VL1 - Negotiations	4.29	4.43	14/21
	MGMT 472 001 - Compensation	4.04	4.48	23/25
Summer 2013 (a)	MGMT 472 VL1 - Compensation	3.92	4.31	13/19
	MGMT 373 AGA - Human Resources	3.20	3.33	3/16
	MGMT 373 VL1 - Human Resources	3.70	3.33	3/20
	MGMT 375 VL1 - Negotiations	3.67	3.83	6/18
Spring 2013 (a)	MGMT 472 VL1 - Compensation	2.20	3.33	6/11
	MGMT 373 AGA - Human Resources	No results for class due to low response rate	No results for class due to low response rate	2/18
	MGMT 375 001 - Negotiations	4.38	4.54	13/23
	MGMT 375 002 - Negotiations	3.38	3.75	8/20
	MGMT 375 VL1 - Negotiations	4.50	4.75	12/18
	MGMT 472 VL1 - Compensation	2.82	3.45	11/19
		In 2012 SAIs for online classes did not contain a question asking if it was an "Excellent Course"		
Fall 2012	IDSL 865 AGA (EDD program did not use the SAI)			
	MGMT 375 VL1 - Negotiations		4.30	20/21
	MGMT 472 001 - Compensation	3.00	3.20	15/18
Summer 2012	MGMT 472 VL1 - Compensation		4.13	15//18
	MGMT 373 AGA - Human Resources		4.06	16/19
	MGMT 375 VL1 - Negotiations		4.42	19/20
	MGMT 472 VL1 - Compensation		3.92	12/12
Spring 2012	MGMT 373 AGA - Human Resources		4.08	13/19
	MGMT 375 001 - Negotiations	3.94	4.39	18/22
	MGMT 375 VL1 - Negotiations		4.63	19/20
	MGMT 472 VL1 - Compensation		4.88	17/21

(a) Course evaluations were not closed to students until after the last day of class.

**Student Assessment of Instruction Summary for
Beverly J. DeMarr, Ph.D.
1/18/17**

<u>Semester</u>	<u>Class</u>	<u>Grand Average/Excellent Course</u>	<u>Instructor Rated Excellent/Effective on-line instructor</u>	<u>Responses/ Students in class</u>
Fall 2016 (a)	MGMT 302 VL1 – Team Dynamics & Organizational Behavior	3.70	3.80	10/17
	MGMT 302 VL2 – Team Dynamics & Organizational Behavior	4.00	3.71	8/19
	MGMT 373 VL1 - Human Resources	4.25	4.25	13/20
	MGMT 375 VL1 - Negotiations	3.11	3.56	9/19
	MGMT 472 VL1 - Compensation	3.20	3.50	10/16
Summer 2016 (a)	MGMT 302 VL1 – Team Dynamics & Organizational Behavior	3.20	3.00	5/20
	MGMT 373 VL2 - Human Resources	3.70	3.30	10/20
	MGMT 375 VL1 - Negotiations	3.67	3.83	6/19
	MGMT 472 VL1 - Compensation	2.20	3.00	5/15
Spring 2016 (a)	MGMT 302 VL1 – Team Dynamic & Organizational Behavior	3.20	3.20	5/17
	MGMT 373 AGA - Human Resources	3.75	4.50	4/8
	MGMT 373 VL1 - Human Resources	3.60	3.80	5/11
	MGMT 375 001 – Negotiations	3.18	3.55	11/24
	MGMT 375 VL1 – Negotiations	4.00	3.67	6/19
	MGMT 472 VL1 – Compensation	4.00	4.11	9/18
Fall 2015 (a)	MGMT 302 VL1 – Team Dynamics & Organizational Behavior	3.62	3.92	13/20
	MGMT 302 VL2 – Team Dynamics & Organizational Behavior	3.14	3.00	7/18
	MGMT 373 VL1 - Human Resources	4.54	4.62	12/18
	MGMT 375 VL1 - Negotiations	3.82	4.00	12/20
	MGMT 472 VL1 – Compensation	2.88	3.75	8/15
Summer 2015 (a)	MGMT 302 VL1 – Team Dynamics & Organizational Behavior	3.14	3.14	7/20
	MGMT 373 AGA - Human Resources	3.00	4.00	2/11
	MGMT 373 VL2 - Human Resources	4.00	4.50	2/10
	MGMT 375 VL1 - Negotiations	4.00	3.80	5/17
	MGMT 472 VL1 - Compensation	2.60	3.40	5/17
Spring 2015 (a)	MGMT 302 VL1 – Team Dynamics & Organizational Behavior	4.25	4.63	8/19
	MGMT 373 AGA - Human Resources	4.67	5.00	3/9
	MGMT 373 VL1 - Human Resources	4.78	4.89	9/17
	MGMT 375 001 - Negotiations	3.33	3.33	9/19
	MGMT 375 VL1 - Negotiations	4.83	5.00	6/21
Fall 2014 (a)	MGMT 302 VL1 – Team Dynamics & Organizational Behavior	3.44	3.81	16/19
	MGMT 373 VL1 - Human Resources	3.78	3.78	18/20
	MGMT 375 VL1 - Negotiations	4.28	4.61	18/20

Summer 2014	MGMT 472 VL1 - Compensation	3.40	3.87	15/18
	MGMT 373 AGA - Human Resources	3.50	4.00	2/13
	MGMT 375 VL1 - Negotiations	4.00	4.00	4/19
Spring 2014 (a)	MGMT 472 VL1 - Compensation	3.00	4.00	1/4
	MGMT 373 AGA - Human Resources	3.80	4.20	1/16
	MGMT 373 VL1 - Human Resources	4.31	4.46	2/21
	MGMT 375 001 - Negotiations	4.50	4.61	18/24
Fall 2013 (a)	MGMT 375 VL1 - Negotiations	4.73	4.82	11/20
	MGMT 472 VL1 - Compensation	3.83	4.58	12/20
	MGMT 373 VL1 - Human Resources	4.13	4.06	16/19
	MGMT 375 VL1 - Negotiations	4.29	4.43	14/21
	MGMT 472 001 - Compensation	4.04	4.48	23/25
Summer 2013 (a)	MGMT 472 VL1 - Compensation	3.92	4.31	13/19
	MGMT 373 AGA - Human Resources	3.20	3.33	3/16
	MGMT 373 VL1 - Human Resources	3.70	3.33	3/20
	MGMT 375 VL1 - Negotiations	3.67	3.83	6/18
Spring 2013 (a)	MGMT 472 VL1 - Compensation	2.20	3.33	6/11
	MGMT 373 AGA - Human Resources	No results for class due to low response rate	No results for class due to low response rate	2/18
	MGMT 375 001 - Negotiations	4.38	4.54	13/23
	MGMT 375 002 - Negotiations	3.38	3.75	8/20
	MGMT 375 VL1 - Negotiations	4.50	4.75	12/18
	MGMT 472 VL1 - Compensation	2.82	3.45	11/19
		In 2012 SAIs for online classes did not contain a question asking if it was an "Excellent Course"		
Fall 2012	IDSL 865 AGA (EDD program did not use the SAI)			
	MGMT 375 VL1 - Negotiations		4.30	20/21
	MGMT 472 001 - Compensation	3.00	3.20	15/18
Summer 2012	MGMT 472 VL1 - Compensation		4.13	15//18
	MGMT 373 AGA - Human Resources		4.06	16/19
	MGMT 375 VL1 - Negotiations		4.42	19/20
Spring 2012	MGMT 472 VL1 - Compensation		3.92	12/12
	MGMT 373 AGA - Human Resources		4.08	13/19
	MGMT 375 001 - Negotiations	3.94	4.39	18/22
	MGMT 375 VL1 - Negotiations		4.63	19/20
	MGMT 472 VL1 - Compensation		4.88	17/21

(a) Course evaluations were not closed to students until after the last day of class.

**Student Assessment of Instruction Summary for
Carol Rewers, Ph.D.
2017**

<u>Semester</u>	<u>Class</u>	<u>Excellent Course</u>	<u>Instructor Rated Excellent</u>	<u>Responses/ Students in class</u>
Fall 2016	MGMT 370-001 Operations Management	3.33	3.56	9/32
	MGMT373-001 Human Resource Management	3.57	4.07	14/40
	MGMT373-002 Human Resource Management	3.56	3.56	16/37
	MGMT 385-VL1 Recruitment & Selection	4.0	4.0	7/14
Summer 2016	MGMT 370-VL1 Operations Management	3.5	4.13	8/17
	MGMT 373-VL1 Human Resource Management	4.14	4.29	7/20
Spring 2016	MGMT 370-001 Operations Management	2.75	2.75	13/33
	MGMT370-002 Operations Management	3.38	3.25	8/30
	MGMT373-001 Human Resource Management	3.27	3.18	11/39
	MGMT 385-VL1 Recruitment & Selection	3.75	3.88	8/20
Fall 2015	MGMT 370-001 Operations Management	3.93	3.93	16/33
	MGMT373-001 Human Resource Management	4.1	3.9	10/34
	MGMT373-002 Human Resource Management	4.06	4.06	18/38
	MGMT 385-VL1 Recruitment & Selection	4.29	3.71	7/18
Summer 2015	Did not receive minimum number of responses to review report	Did not rec.	minimum # of	responses
Spring 2015	MGMT 370-001 Operations Management	2.83	3.17	6/34
	MGMT370-003 Operations Management	3.29	3.57	14/36
	MGMT373-001 Human Resource Management	3.63	3.56	16/29
	MGMT 385-VL1 Recruitment & Selection	4.11	4.44	9/20
Fall 2014	MGMT373-001 Human Resource Management	4	4.25	8/25
	MGMT 385-VL1 Recruitment & Selection	4.44	4.44	9/19
Summer 2014	MGMT 302-VL1 Teams & Org. Behavior	4	4.14	7/17
	MGMT 373-VL2 Human Resource Management	Did not rec.	minimum # of	responses
Spring 2014	MGMT370-002 Operations Management	Did not rec.	minimum # of	responses
	MGMT 385-VL1 Recruitment & Selection	4.11	4.33	9/21
Fall 2013	MGMT 370-002 Operations Management	2.18	2.	12/34
	MGMT 373-001 Human Resource Management	3.43	3.21	14/30
Summer 2013	MGMT 302-VL1 Teams & Org. Behavior	4.2	4	5/18
	MGMT 373-VL2 Human Resource Management	3.4	3.8	5/19
Spring 2013	MGMT 370-001 Operations Management	2.93	3.29	14/34
	MGMT 373-VL1 Human Resource Management	4.29	4.57	7/19

Signature Page

Human Resource Management
Ferris State University
College of Business
119 South St., BUS 358
Big Rapids, MI 49307
(231) 591-2447

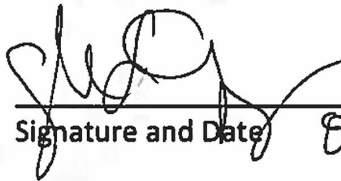
My signature below indicates that I was a contributing member of the Program Review Panel responsible for completion of the final Academic Program Review report submitted for review by the Academic Program Review Council, Academic Senate, Provost, and President of Ferris State University and attest to its completeness and soundness:

Beverly J. DeMarr, Ph.D.
Signature and Date

Beverly J. DeMarr, Ph.D.
APR Co-Chair
(231) 591-3756

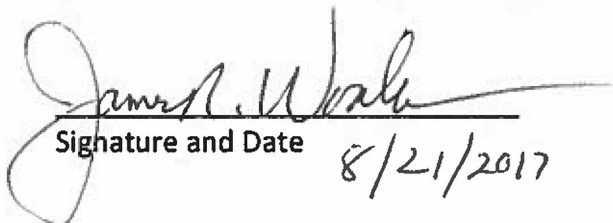
Carol Rewers, Ph.D.
Signature and Date

Carol Rewers, Ph.D.
APR Co-Chair
(231) 591-2447


Signature and Date 8.21.17

Gayle Lopez,
Chair, Management Department
(231) 591-2427

My signature below indicates that I have reviewed the Academic Program Review report submitted for review by the Academic Program Review Council, Academic Senate, Provost, and President of Ferris State University and attest to its completeness and soundness:


Signature and Date 8/21/2017

Jim Woolen, DBA
Associate Dean, College
of Business (231)
591-2419