

UNIVERSITY OF WISCONSIN-WHITEWATER

FORMAT FOR AUDIT AND REVIEW SELF-STUDIES

Program Title: Human Resource Management

Review Date: 1996-2001

I. Academic Assessment

A. Highlights/Initiatives

1. Overview the current curriculum, including options available within the program (e.g., discussion of the different emphases).

The Human Resource Management major is a part of the BBA degree program in the College of Business and Economics. It is administered by the Management Department. Coursework (3 credits per course) in the major consists of 24 credits, 3 of which are required and 21 of which are electives. The required course is 250-320 Human Resource Management. The 21 credits of electives may be taken from 11 courses such as Labor-Management Relations, Training & Development, Recruitment & Selection, Compensation, Benefits, and Internship. There is no emphasis. Students have mandatory advising and select their courses in consultation with their advisors.

The Human Resource Management minor is administered by the College of Letters and Sciences. The HR Faculty are involved in revising the minor by reviewing it and forwarding comments to L&S. Minors are given a check sheet and essentially decide which 21 credits they wish to take. One course is required, 250-320 Human Resource Management. The other 18 credits consist of the same courses offered for HR majors. The only real difference between HR majors and minors is that minors complete 21 credits compared to majors completing 24 credits.

2. Highlight any new academic assessment initiatives you anticipate for the upcoming review period.

The HR program is a mature one. Assessment has taken place for a number of years. In fact, this is the third audit and review report. As a result, no new academic assessment initiatives are anticipated for the upcoming review period. The HR Faculty plan to continue with the current assessment plan. If there is a need to change or add new assessment techniques in the upcoming review period, then HR Faculty will do so.

(Attach the program's APR(s) as Appendix A.)

B. Educational Objectives and Assessment Techniques

1. State the subject matter, cognitive development, and skill objectives for the program, indicating what students will know and be able to do upon completion of the program.

Subject Matter: The objective for Subject Matter is to ensure that students possess the basic human resources body of knowledge. The seven areas as defined by the HRCI [Human Resource Certification Institute, the official certification group of the Society for Human Resource Management (SHRM), the major professional organization for the HR field] are Management Practices, Selection and Placement, Training and Development, Compensation and Benefits, Employee and Labor Relations, Health, Safety and Security and HR Technology (Note: This last area is being added effective in the Fall of 2001).

Cognitive Development: The objective for Cognitive Development is to ensure that students develop abilities in analysis and reasoning involved in decision-making, research, and leadership.

Skill Objectives: The objective for Skill Objectives is to develop verbal, quantitative, computer, written, and oral presentation skills.

2. Describe the data collection techniques used to determine if the program has been successful in achieving the desired outcome for each objective above.

Subject Matter: Student exam scores on the HR certification exam, prepared and administered by HRCI and published by the Psychological Corporation. This examination is given to hundreds of students and thousands of HR professionals each year. The assessment measure for the UW-W HRM program is to compare the performance of our majors and minors with other students and professionals taking the exam.

Cognitive Development:

1. UW-W Institutional Research Survey.
2. HRM Advisory Board surveys/interviews of graduating HRM seniors and alumni.
3. HRM internship employer evaluations of HRM students completing internships.
4. Survey of graduating HRM seniors, evaluating their education, who are enrolled in the HRM Seminar course.
5. Career placement of HRM graduates, obtained from the Career Services Office.
6. Activities and participation of students in the student chapter of the Society of Human Resource Management (SHRM).

Skill Objectives:

1. UW-W Institutional Research Survey.
 2. HRM Advisory Board surveys/interviews of graduating HRM seniors and alumni.
 3. HRM internship employer evaluations of HRM students completing internships.
 4. Survey of graduating HRM seniors, evaluating their education, who are enrolled in the HRM Seminar course.
 5. Activities and participation of students in the student chapter of the Society of Human Resource Management (SHRM).
3. Explain how individual courses are related to the student outcomes that are part of the program's assessment plan.

The HR program offers the following HR courses:

320 Human Resource Management
425 Compensation Management
426 Recruitment and Selection
428 Training and Development
429 Employee Benefits
430 Labor-Management Relations
478 Seminar in Human Resources
493 Cooperative/Internship in Management
498 Independent Studies

Other courses in the program, taught by other departments, are:

240443-Labor Law
462380-Industrial Accident Prevention

The HRCI exam specifically addresses several of these HR courses specifically (Selection and Placement, Training and Development, Compensation and Benefits, and Employee and Labor Relations). The exam results do not give us specific data on each area, but rather yields an overall score for the exam. Relative to the other assessment items and the HR courses - the courses build a body of knowledge, skills and cognitive processing as an overall package. The specific components of our assessment process look at the overall impact of all of these courses, rather than the impact of the individual courses. Each course in some way, i.e., computer and written skills, oral presentation, etc., contributes to all three objectives.

4. List any dual-level courses and indicate how course content, pedagogical processes,

assignments, etc. create different educational experiences for graduate and undergraduate students.

There are no dual-level courses.

(Attach a list linking courses to assessment objectives as Appendix B. Attach a list of any dual-listed courses delineating graduate expectations as Appendix B1.)

C. Assessment Data

1. Summarize the assessment data gathered during the review period. If it is helpful to include data from previous years for comparison purposes, then please do so. (Use tables where necessary.)

HRCI EXAM

PASS RATE FOR THE HRCI EXAM (%)					
	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001
Percent of students passing HRCI Exam	85	53	100	66	75

The national average pass rate is 60%

UNIVERSITY SURVEY

Data for August 2001 was not available. The latest information is for Fall 1994, when the university conducted a comprehensive survey comprised of various constituent groups. Three groups included undergraduate alumni, current undergraduate students, and graduating undergraduates. All data was provided by academic major. Two questions were addressed in the survey, namely, 1) how satisfied were these groups with the university’s academic programs and services, and 2) opinions regarding the quality of UW-W programs in preparing the respondents for certain areas, such as occupations, social, civic, etc. Specific items analyzed by the HRM faculty for this assessment included only those items the faculty would have some control over in terms of working toward improvement. For this reason, items selected for analysis to the first question included items 1, 2, 3, 4, 5, 7, 9, and 12. The results show that 93% of HRM undergraduate alumni were satisfied to very satisfied; and 88% and 89% of current HRM undergraduates and graduating undergraduates, respectively, were satisfied to very satisfied with the academic program and services. One specific area, however, was identified as a concern and this was academic advising. Results show that only 62% of those from the three groups of respondents were satisfied to very satisfied with academic advising. To enhance the advising activity, the HRM major has a mandatory advising program.

Regarding the second survey question which dealt with program quality, all specific items being measured were analyzed for this report. Results show that 96% of the HRM undergraduate alumni and current HRM undergraduates were satisfied to very satisfied with program quality. In addition, 91% of HRM graduating undergraduates reported being satisfied to very satisfied with the quality of the program.

ADVISORY BOARD SURVEY

In April 2000, the HRM Advisory Board surveyed and interviewed a sample of 20 HR alumni on an independent basis (the HRM faculty did not participate in this activity). Overall, the feedback was favorable to the HRM major. Major strengths included the faculty, course contents, and the internship program. An area of concern involves technology and HRIS. The survey involving graduating seniors was completed in September 2000. Again, the results were favorable to the HRM major. The Advisory

Board surveys are generally conducted in the fourth year of the five-year audit and review cycle. (See Appendix G for latest reports.)

INTERNSHIP SURVEYS (%)

	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001
Would hire intern	95	87	83	87	91
Would recommend to other employer	5	13	17	13	9

(See Appendix G for sample reports.)

GRADUATING SENIORS SURVEY

Graduating seniors enrolled in the HRM Seminar course were surveyed each semester. Results over the five year period indicate an overall high level of satisfaction with the HR program. (See Appendix G for latest report.)

PLACEMENT RATE

PLACEMENT RATE (%)					
	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001
Placement rate for graduates	97	97	95	97	97

STUDENT CHAPTER OF THE SOCIETY FOR HUMAN RESOURCE MANAGEMENT (SHRM)

The student chapter of the society for Human Resource Management (SHRM) won the 2001 Superior Merit Award; this is the 18th consecutive year it has accomplished this achievement. This is awarded by the national professional SHRM Association and is given to very few chapters across the United States. The student chapter engages in many activities, including: resume workshops, mentoring programs, plant tours, professional speakers, community service projects, interview workshops, both on-line and printed resume books, and the development of its own web site. Students also attend: Professional chapter meetings, State and National Conferences, Student State Conferences and also participate in the local and regional HR Games.

D. Program Improvement Resulting from Assessment Efforts

1. Highlight some of the important changes to the curriculum, the assessment objectives, and/or the data collection techniques/processes that have occurred during the review period. Make sure to link the changes to the data collected during the review period.

The data collected during the review period have been used primarily to confirm that the program remains on the desired track. Changes made to the curriculum have consisted primarily of updating course content and modifying the relative emphasis placed upon topics. Input from the HR Advisory Board is utilized to a great degree. For example, the Board stressed that HR Planning and its linkage with an organization’s strategic planning should be covered. As a result, it is now included as a specific component in the HR Seminar class. Another example of input received from the Board concerns the topic of supervisory skills in handling discipline and grievances. This is now included in the Labor-Management Relations course.

2. Indicate how the program has responded to recommendations relevant to assessment from the most recent Audit and Review Evaluation Report.

There were four specific recommendations in the previous Report. These and the subsequent actions taken follow.

- Develop a plan with Enrollment Services for actively marketing the major by December 1997.

At the time this action was required, enrollments in many majors had dropped. Since the previous Report, enrollment has rebounded, especially when minor enrollment is taken into account. Enrollment Services has no formal marketing plan for majors.

The major, however, is actively promoted in all College sponsored information sessions (Business Showcase), including those for pre-business students, as well as high school student programs. The Management Department sponsors an annual departmental Information Day wherein all majors are represented by program Faculty. Letters are sent to undeclared and pre-business students, inviting them to attend. Furthermore, both undergraduate and graduate programs are promoted at a booth at the annual regional SHRM Conference (Society for Human Resource Management). Finally, ongoing contact is maintained with Enrollment Services regarding student awareness of and recruitment into Department Majors, with updates in Major Fact Sheets occurring last year.

- Eliminate the Safety emphasis by December 1997.

The emphasis was eliminated.

- Develop a plan in consultation with the Office of Research and Sponsored Programs for increasing extramural support by January 1998.

Dave Blankenship was invited to a meeting of all department faculty and staff to specifically address this issue. It was determined that most grant monies are more suited to the science and education areas as opposed to the HR area.

Dr. Havlovic has been the most active in the grants' area. Software donations have been received. This information is covered later in more detail in this report.

- Establish a plan for maintaining the currency of the curriculum on an on-going basis.

A program weakness noted in the previous Report was: "There appears to be a difference of opinion about the currency of specific aspects of the curriculum." As a result, this recommendation regarding currency was included in the Report.

Immediately following the last Report, on a one-time basis only, a study was undertaken to disprove this weakness. The Industrial Relations Research Association (IRRA) publishes an annual listing of universities offering graduate degrees in the Human Resource and/or Industrial Relations areas. The HR Faculty knew that if a school offers a graduate degree, it generally also offers an undergraduate degree. Universities listed, as well as other schools known to the HR Faculty, were contacted to provide course syllabi for courses offered which matched ours. Thirty-six (36) syllabi were received from 16 schools covering six courses directly taught by the HR Faculty. Examples of schools involved were Georgia State University, Penn State University, UW-Milwaukee, and Wright State University. (We did not review syllabi for Labor Law and Industrial Accident Prevention which are taught by two other departments. We did not review the Internship or Independent Studies courses.) One to twelve syllabi were received for each of the 6 courses reviewed.

In summary, the findings of this study were that content in each course was current. Texts used were frequently the same ones used elsewhere. Major topical coverage was the same. Projects and assignments were similar.

Currency of the curriculum is determined from several perspectives. One is the annual meeting held with the HR Advisory Board. Its input is solicited with regard to topics which members believe ought to be covered in courses. Feedback is received from internship employers via a questionnaire. Our students have a high pass rate on the national HR Certification Exam. HR Faculty are active in research and publishing endeavors; they attend national, regional, and area professional association meetings. Course textbooks are reviewed every three years and new editions adopted.

(Attach Audit and Review Evaluation Report from last review as Appendix C.)

E. Information Shared with Constituencies

1. Discuss how the assessment information has been shared with important constituencies, including students, staff, advisory boards, etc. In particular, indicate systematic efforts—e.g., regularly scheduled orientation meetings, departmental newsletters, etc.

All HR Faculty are very actively involved in the assessment process on a regular basis. The HR Faculty gather all the necessary data and write all the assessment reports. The HR Faculty receive copies of all the survey results from the HR Advisory Board, graduating seniors, internship employers, and so forth.

Copies of each assessment report are distributed to the SHRM Chapter Executive Committee and the pertinent results are regularly discussed at chapter meetings. In addition, there is an active group of HR Program Alumni and both faculty and students meet regularly with them at various SHRM chapter meetings (Milwaukee, Madison, Janesville, Jefferson and others). Specific information from these assessment reports is regularly discussed at these meetings. It is also discussed at HR Advisory Board meetings.

II. Strategic Purposes and Performance

A. Centrality

1. Describe the centrality of the program to the mission and strategic plan of the University of Wisconsin-Whitewater.

The Department has a Mission Statement as follows.

“The mission of the Department of Management is to support the mission of the College of Business and Economics, the University of Wisconsin-Whitewater, and the University of Wisconsin System. Support is provided by:

- *Maintaining a high quality faculty/staff committed to excellence in teaching and scholarship
- *Providing comprehensive and current curriculum
- *Providing career-focused majors
- *Providing each of the Department’s majors with the resources and support services necessary to continuously strive for improvement
- *Working closely with other departments in and outside of the College of Business and Economics to provide support in meeting their specific needs.

The Department strives to provide its faculty, students, and guests with a professional yet friendly work environment that caters to the free flow of information and innovative ideas for continuous improvement.”

The Department carries out its mission by servicing the Strategic Goals for the UW System Administration, the Strategic Plan for UW-Whitewater, the Strategic Plan for the College of Business and Economics, and the goals/objectives of the Management Department. The HR Faculty thus share in this mission.

UW-Whitewater has five campus-wide goals (April 28, 2000). They are condensed below along with the ways the HR Faculty or Major help achieve them.

- Commitment to the enrichment of teaching and learning opportunities.

This is accomplished by an ongoing examination and revision, if necessary, of student assessment measures. All HR Faculty utilize technology, to some degree, in their courses, via on-line assignments, use of Blackboard, use of Powerpoint, use of specific HR software, etc. There is mandatory advising for majors.

- Commitment to a high value on the role of research and service.

All HR Faculty are active in scholarly endeavors. There is an impressive array of publications, proceedings, presentations, and books which were published and/or given in the past five years.

All HR Faculty are active in service activities which span department, college, university, and greater community boundaries. Collectively, the HR Faculty serve on a variety of committees. They are active in local, regional, state, and national professional associations, both as members and officers. They serve on editorial boards and perform consulting activities. See Appendix F and vitae for details.

- Commitment to increasing the quality and scope of opportunities for students.

HR students have opportunities to interact with and attend professional society meetings at both the regional and local levels, i.e., Society for Human Resource Management, and Industrial Relations Research Association. They have numerous opportunities for HR internships.

- Commitment to the continued development of excellence in a diverse community of scholars, teachers, and staff.

Tenured HR Faculty received outstanding post-tenure reviews. HR Faculty attend LEARN Center and technology workshops. They attend national, regional and area professional association meetings and conferences. They interact with HR Advisory Board members.

- Commitment to creating expanded resources, etc.

See information on grants and software donations elsewhere in this report.

2. Explain the relationship of the program to other programs at the University.

The program supports a large number of minors from other Colleges, especially Organizational Communication in the College of the Arts and Communication. Several courses support majors in Political Science, Public Policy and Administration, Management, and General Business.

B. Goals and Objectives

1. Describe the current (non-assessment) goals and objectives of the program, plus any stated mission for the program itself.

The Human Resource Management program objectives involve several dimensions:

Subject Matter which ensures that students possess the basic human resources body of knowledge. The six areas (as defined by the Human Resource Certification Institute) are Management Practices, Selection and Placement, Training and Development, Compensation and Benefits, Employee and Labor Relations, and Health, Safety and Security;

Cognitive Development to ensure that students develop abilities in decision making, research, and leadership; and

Skill Development involving verbal, quantitative, computer, written and oral presentation skills.

2. Summarize the progress in fulfilling any stated goals and objectives for the program beyond the assessment program. Explain failure to fulfill specific goals and objectives.

The Human Resource Management program continues to meet its educational and placement goals. Area firms actively recruit and hire our graduates for internships and permanent positions. The reputation of the Human Resource Management Program has kept student demand for the major and minor at stable levels over the past five years (see Appendix D).

3. Describe how the program contributes to meeting specific state and societal needs.

The Human Resource Management program is the most comprehensive undergraduate HR program in Wisconsin. As such, it helps to fulfill the need for HR professionals in the state and region. A large number of entry-level HR professional positions are filled by our HRM majors and minors in various types of organizations (for profit, non-profit, private and public). Additionally, graduates receive promotions and progress upward in these organizations.

4. Explain any changes in goals and objectives that have occurred since the previous audit and review, indicating how the program has responded to the recommendations listed in the previous audit and review report. Refer to the Appendix C as necessary.

The basic goals and objectives of the Human Resource Management program have not changed since the previous audit and review. See I-D-2 for actions taken in response to previous report.

C. Trend Data

1. Respond to the following trend data for the program:
 - a. Number of students enrolled each fall for each of the past five years. (Data provided from the University's fact book.)

(Note: The University's fact book information on majors and minors for our program was not available. This data was provided by Don Wozniak in the Registrar's Office.)

Number of Human Resource Management Students Enrolled

	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	Totals
HR Majors	68	66	87	71	67	359
HR Minors	101	93	92	95	85	466
Total	169	159	179	166	152	825

We continue to have more HR minors than majors. While minors take the same courses as the majors, minors take 21 credits whereas majors take 24 credits. The minors also compete with the majors for the same jobs and internships. From an academic viewpoint, we do not distinguish between majors and minors. Non-business majors realize the value of some kind of business minor. Therefore, it becomes possible for minors to obtain good paying jobs in business without actually being a business major.

- b. Number of degrees granted each year for the past five years. (Data provided from the University's fact book.)

Number of Human Resource Management Degrees Granted

	1996	1997	1998	1999	2000	Total
Degrees	40	29	26	27	47	169
% of Total	2.72	1.88	1.71	1.78	2.83	

While the number of majors did not decline during 1997-1999, the number of those receiving degrees did. Assuming the numbers reported are accurate, it is unclear why for this three-year period there were fewer graduates. The degrees granted in 2000 reflected a 17.5% increase from the 1996 rate.

- c. Average number of total credits completed by those earning degrees for each year for each of the past five years if the program is an undergraduate major. (Data provided from the University's fact book.) Undergraduate majors with a consistent pattern of students graduating with more than 120 credits should provide an explanation of the program elements that require credit accumulation in excess of that number.

(Note: Data not available.)

Average Number of Total Credits Completed by Those Earning Degrees

	1996	1997	1998	1999	2000
Credits	N/A	N/A	N/A	N/A	N/A

- d. Student placement information. (Data to be provided by the department/program.)

Student Placement Information

	1996	1997	1998	1999	2000
Placement %	97%	97%	95%	97%	97%

(Attach trend data from the University's Fact Book as Appendix D.)

D. Demand for Graduates

1. Identify career opportunities available for graduates of the program.

Our placement rates have remained high and consistent over the past few years. It is clear that excellent job opportunities exist for HRM graduates. It is not clear if HR minors are included in these placement figures. We also know of HRM graduates who have obtained HR jobs without going through Career Services. Some of our students go on to graduate programs (HR, IR, Law), but the percentage figures for this are not available.

Bureau of Labor Statistics Data on Human Resource Positions

HR Position	1998	2008 Projection	Change 1998-2008
HR Managers	229,594	274,226	+19.4%
HR Training & Labor Relations	367,370	432,966	+17.9%
HR Assistants	141,775	144,666	+2.0%

As indicated by the BLS data, jobs in the field of Human Resource Management continue to grow. These figures suggest that demand for UW-Whitewater HR majors and minors will continue to be strong through this decade.

E. Accreditation

1. Identify the role of program accreditation for employment of graduates or program continuation.

The HR program is part of the College of Business and Economics (COBE) which is accredited by the American Assembly of Collegiate Schools of Business (AACSB). The COBE is held in high regard in the region and this plays an active part in recruiters actively seeking our graduates.

2. If accreditation is not required for graduates' employment or program continuation, but provides a competitive edge for the program, provide a brief explanation of the advantages of holding this accreditation.

There is no separate accreditation program for the HR major.

(Attach the most recent accreditation report as Appendix E if relevant.)

F. Location Advantage

1. Explain any advantage the program has due to the location of the University of Wisconsin-Whitewater and its access to opportunities and resources in the region.

The UW-Whitewater is located within a one-hour drive of the major urban centers of Milwaukee, Madison, Janesville-Beloit-Rockford, Kenosha-Racine, and the north Chicago suburbs. This location has offered a number of distinct advantages to the HRM program at UW-Whitewater. The HRM program has an extensive internship program for its students. The size and diversity of the internship program would be impossible to maintain without the advantage of Whitewater's central location.

Our location has also created career opportunities for the HRM graduates, especially since many of the jobs the graduates get are the direct result of an internship experience. Another advantage is the ability of both the faculty and students to pursue professional activities in the various urban markets. Several of the HRM faculty maintain contacts with a number of local organizations which have allowed HRM students to interact regularly with HR practitioners. Guest speakers for classes and the SHRM student organization are easily available.

G. Comparative Advantage

1. Identify any unique features that set the program apart from other competing programs and/or elements that contribute to the program having a competitive edge.

The HRM program at UW-Whitewater has a distinct advantage over other undergraduate programs in the region. The program has a strong link to four State Chapters of the Society for Human Resource Management (SHRM). This has allowed UW-Whitewater students to develop strong professional linkages while still in college. Students involved in the UW-Whitewater Chapter of SHRM attend functions of the State Chapters on a regular basis. The program also has a strong tie to the American Society of Training & Development (ASTD), both nationally and internationally.

A major advantage of the HRM program is the internship program. The strength and diversity of the internship program has been a key to maintaining the HRM program and in terms of career opportunities for graduates.

Research also shows that the HR program at UW-Whitewater has four regional competitors: UW-Madison, UW-Milwaukee, UW-Parkside, and Marquette University. UW-Milwaukee and UW-Parkside

programs are oriented more towards Industrial Relations, while the UW-Whitewater program emphasizes a HR Generalist approach. Many students do not want to attend a school as large as UW-Madison, and are unable to afford Marquette. Exit surveys of graduating students also frequently highlight the value students place on the high degree of faculty contact they receive at UW-Whitewater.

H. Community Impact

1. Discuss the impact that the program has on the community and/or region.

The HR faculty hold leadership positions in regional professional organizations such as the Blackhawk Human Resources Association and the Industrial Relations Research Association-Wisconsin Chapter.

The Blackhawk Human Resource Associations and HRMA (HR Management Association-Milwaukee) continue to provide scholarships for HRM students. Additionally, the Student President of the UW-Whitewater SHRM Chapter has been granted a seat on the Board of the Blackhawk HRMA.

I. Strategic Planning

1. Discuss potential revisions to the curriculum (e.g., the development of new academic emphases, new courses, etc.) that you foresee over the next review period in view of projected trends in employment and the development of new technologies, etc.

We do not anticipate developing new courses at this time. However, course content currency will be maintained. The role of technology will also have a greater role in the HR curriculum as on-line procedures (e.g., staffing, training) become the norm. On-line study materials will continue to be incorporated in existing HR courses via Blackboard.

III. Resource Availability and Development

A. Faculty and Staff Characteristics

1. Discuss the characteristics of the faculty and staff responsible for the program. Factors to be discussed include levels of professional preparation; appropriateness of expertise to the needs of the program; unit cohesiveness in enhancing program quality; and success in meeting affirmative action goals.

All HR faculty possess the terminal degree (Ph.D.). Collectively, the faculty have the necessary expertise to satisfactorily cover the specialty areas of the program. Decisions regarding changes to enhance program quality are generally made by the faculty as a group. Regarding Affirmative Action goals, the composition of the current faculty is as follows: three males, two females, one person with a disability, and one Vietnam era veteran. HR faculty relationship is cohesive and collegial.

2. Indicate the courses in the curriculum for which each faculty and staff member is responsible.

A profile of faculty, the institutions from which they received the terminal degree and their respective area of teaching concentration is found in Appendix F.

3. Identify anticipated staffing changes or areas of need, and the projected impact of these changes and needs on the program.

There is no anticipated need for staffing changes or areas of need at this time, based on present and forecasted student enrollment in the program.

(Attach a table of faculty and staff as Appendix F.)

B. Teaching and Learning Enhancement

1. Summarize faculty and staff activities in the areas of teaching and learning enhancement since the previous audit and review.

All HR faculty are involved in academic advising. HR majors are required to meet with their advisor prior to each semester's registration in order to enhance the quality of the advising process via one-on-one communication of both short-term and longer-term academic scheduling and course selection. The HR faculty recently redesigned the HRM advising checksheet used in advising sessions.

All faculty have actively participated in both on-campus and off-campus teaching enhancement activities, including workshops sponsored by the Teaching Enhancement Center, the UW Faculty College, UWW Teaching Scholars Program, and technology-related workshops sponsored by the UWW Learning Technology Center

Several HR faculty are actively involved in working with students in the undergraduate research program. They are also faculty mentors/advisors for students who are submitting papers to the UWW Student Research Journal.

Faculty are also involved in working with students through Independent Studies Projects. One-on-one faculty/student involvement also takes place through the Small Business Institute where students have an opportunity to work with a particular business on a specific HR project.

Other initiatives for student-learning based outcomes include applications-based learning through the use of projects derived from real-life organizational issues in the field of Human Resources. Emphasis is also placed on the effective use of information technology in solving problems. Where appropriate, advanced level HR courses use outside speakers and consulting experiences as a means of enhancing the depth and application of theory and practice.

HR majors and minors are strongly encouraged to become active members in the student chapter of SHRM. Students are encouraged to attend professional HR meetings and conferences in order to bridge the gap between the academic environment and the real world of HR. Members are encouraged to prepare for and take the HRCI exam in order to attain professional level status in the field of Human Resources.

No new course development is anticipated at this time; however, present course redesign is an on-going activity in order to implement changes in the subject-matter content and technology initiatives required for course currency. The HR program is not involved with any interdisciplinary courses nor do the faculty teach in any such courses at this time.

(Include in the table of faculty and staff in Appendix F.)

C. Research and Other Scholarly/Creative Activities

1. Summarize the research and other scholarly/creative activities of the faculty and staff since the previous audit and review. Delineate participation in professional meetings, exhibits, performances, presentations and publications as means of presenting original basic and applied research initiatives.

All faculty are actively engaged, on a continuous basis, in research activities. During this assessment period, the average number of refereed publications per faculty was seven. Presently, a majority of the faculty have papers that have been accepted for publication.

Faculty have also been active in presenting papers at professional meetings at the national level. Several have chaired paper presentation sessions as well as participating as panelists at these sessions.

One faculty has recently completed a major revision of a textbook in the area of Training & Development for a national publisher. Another faculty member won the Best Paper Award by the Canadian Journal of Administrative Services.

(Include in the table of faculty and staff in Appendix F.)

D. External Funding

1. Summarize the efforts and successes of the program to generate funding through grants, contracts and/or gifts. Indicate sources, requested dollar amounts, and current status of such requests.

Grants during this assessment time period include:

- UW Foundation Grant - HR Website Development, \$12,500
- Subsidized Research for European Worker Councils and Sexual Harassment in North American Workplaces, \$7,500
- Social Sciences and Humanities Research Council Grant, \$3,750
- Jefferson County HRM Association has supported HR students taking the HRCI Certification Exam by awarding fee reimbursement, \$450
- Blackhawk HRM Association subsidizes the UWW Student Chapter, \$500 per year
- Presently, a submission has been made to the UWS Grant Program for \$37,000 in funding
- STAYINVOLVED.COM subsidizes 75% of the UWW Student SHRM Chapter website, \$900 per year

(Include in the table of faculty and staff in Appendix F.)

E. Professional and Public Service

1. Summarize the professional and public service activities of the faculty and staff since the previous audit and review.

A majority of the faculty are actively involved in various professional organizations, including the local, regional, state and national/international level. Several members hold or have held officer positions in these associations.

Many faculty also participate in conducting management development seminars for business groups at the national, regional and local levels. All faculty have been formal reviewers of textbooks. All faculty are heavily involved in service commitments to the university, at the university, college and department levels. Several faculty have chaired or are presently chairs of these committees.

All faculty have either been an editor/reviewer of various professional publications or have served on the editorial board of a refereed journal.

(Include in the table of faculty and staff in Appendix F.)

F. Resources for Students in the Program

1. Discuss the number of students in the program in relation to the resources available to the program.

The Department's service and supply budget covers three majors so the resources available to the HR program are not broken out as a separate figure.

G. Facilities, Equipment, and Library Holdings

1. Discuss the adequacy of the facilities, equipment and library holdings available for the purposes of supporting a high quality program. Identify any deficiencies and describe plans to remedy them.

Computer access for HR majors and minors is adequate at the current time. There is a need for technology-enhanced classroom updates in some of the HR designated rooms.

Current library holdings are able to support the HR program. Vast amounts of resource materials are available for student use via the electronic medium.

Appendices

The following appendices must be included as attachments to the self-study:

Appendix A: Program APR(s)

Appendix B: List Linking Courses to Assessment Objectives

Appendix B1: List of Dual-Listed Courses and Graduate Requirements (if any)

Appendix C: Audit and Review Evaluation Report from Last Review

Appendix D: Trend Data included from the University's Fact Book

Appendix E: Accreditation Report (if relevant)

Appendix F: Table of Faculty and Staff

Copies needed

- 1 complete package to the department
- 1 complete package to the Dean's Office
- 9 complete packages for Undergraduate Programs (13 for Graduate Programs) to:

Richard Telfer, Associate Vice Chancellor
Hyer Hall - Room 420
No later than October 15, 2000

APPENDIX A

- APR - HR Major
- APR - HR Minor
- Advising Checksheet - HR Major

APPENDIX B

List Linking Courses to Assessment Objectives

COURSES LINKED TO ASSESSMENT OBJECTIVES

Expected Student Academic Outcomes	Courses That Meet Each Goal (Human Resources Core & Electives)
<u>Subject Matter</u> Human Resources Body of Knowledge	250320, 425, 426, 428, 429, 430, 478, 493, 496, 498; 240443; 462380
<u>Cognitive Development</u> Decision Making, Research, Career Success, Leadership Skills	250425, 426, 428, 429, 430, 478, 493, 496, 498; 240443
<u>Skill Objectives</u> Oral Presentation, Writing, Computer, Quantitative Skills	250320, 425, 426, 428, 429, 430, 478, 493, 496, 498; 240443; 462380

APPENDIX C

Audit and Review Report 1996-1997

APPENDIX D

Trend Data

Trend Data not available.
Data obtained from Mr. Don Wozniak, Registrar's Office

APPENDIX E

Accreditation Report - Not Relevant

APPENDIX F

Table of Faculty and Vitae

DETAILED LIST OF FACULTY

Faculty Member	Area of Specialization	Yr. Appointed	Degree/Institution
Anderson, Peggy	HRM Compensation, Benefits	1965	Ph.D., University of Illinois
Havlovic, Steven	HRM Labor Relations, Compensation, Organizational Behavior	2000	Ph.D., Ohio State University
Pulich, Marcia	HRM Labor Relations	1978	Ph.D., University of North Texas
Wagner, Richard	HRM Training & Develop- ment, Recruitment & Selection	1990	Ph.D., Indiana University
Werner, Jon	HRM Training & Develop- ment, Recruitment & Selection	1998	Ph.D., Michigan State University

HR FACULTY - TEACHING/RESEARCH/SERVICE

	P.A.	S.H.	M.P.	R.W.	J.W.
<u>Teaching/Learning Enhancement</u>					
Undergraduate Advising	Yes	Yes	Yes	Yes	Yes
Participation in On/Off Campus Enhancement Activities	12	1	7	3	3
Undergraduate Research Projects				12	6
Independent Study/Small Business Institute Projects	5	4	1	10	5
COBE Alumni Faculty Recognition/Blue Key Award	Yes	*	Yes	Yes	Yes
Faculty Advisor, Student Organization	1	1	1	1	1
<u>Research/Scholarly Activities</u>					
Books		1			1
Refereed Publications	6	8	8	3	10
Non-Refereed Publications		1			4
Accepted Publications	3		3	2	2
Chair, Paper Presentation Sessions		3			4
Panelist, Paper Presentation Sessions		3			4
Book Chapter/Study Guide	1			3	1
Paper Presentations		13		6	11
Book Review		2			3
Research Honors/Awards		2			2
Other [Biographical Sketches (Internat'l Bus. Executives)]		20			2
<u>External Funding</u>					
Funds to Subsidize Students Passing HRCI Exam(\$450/3yr)			1		
Social Service & Humanities Research Council \$3,250		1			
Subsidized Research for European Worker Councils & Sexual Harassment in North American Workplaces \$7,500		1			
Grant Submission-UWS Redesign Grant Program \$37,000					1
UW Foundation Grant-HR Web Site Development \$12,500				1	
<u>Professional/Public Service</u>					
Professional Organizations:					
Local		1	1	4	
Regional				4	
State		1	1	2	1
National/International		5	1	2	2
Presentations (Business Groups)	62	2		15	3
Editor/Reviewer-Professional Publications		30		5	39
Reviewer, Professional Conference Submissions		6			15
Reviewer, Textbooks	2	4	1	1	3
Editorial Board-Refereed Journal	1	1	1		2
University Committees:					
University	6	3	6	6	3
College	2	3	2		1
Department	3	3	6	2	3
Consulting - Non-Compensated	11	2			

*Recently hired faculty member

APPENDIX G

Surveys

**UNIVERSITY OF WISCONSIN-
WHITEWATER**

**Audit and Review Self Study
1996-2001**

HUMAN RESOURCE MANAGEMENT MAJOR

Prepared by:
Peggy Anderson
Stephen Havlovic
Marcia Pulich
Richard Wagner
Jon Werner