Program Review

MS in Human Resource Management

College of Business

November 2012

MARSHALL UNIVERSITY
Program Review
Marshall University

Date: 9/27/2012
Program: Master of Science: Human Resource Management
Date of Last Review: Academic Year 2007-2008

Recommendation
Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

Recommendation
Code (#):
1. Continuation of the program at the current level of activity, or
2. Continuation of the program at a reduced level of activity or with corrective action. Corrective action will apply to programs that have deficiencies that the program itself can address and correct. Progress report due by November 1 next academic year; or
3. Continuation of the program with identification of the program for resource development. Resource development will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program. Progress report due by November 1 next academic year; or
4. Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like; or
5. Discontinuation of the program

Rationale for Recommendation: (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

___
Recommendation: Margie McHenry and Ivane Muslin
Signature of person preparing the report: 10/22/2012
Date:

___
Recommendation: Fred Mader
Signature of Program Chair: 10/29/2012
Date:

___
Recommendation: Shane Mader
Signature of Academic Dean: 10/31/2012
Date:

___
Recommendation: Signature of Chair, Academic Planning Committee (Baccalaureate pgms only)
Date:

___
Recommendation: Tracy Corle.
Signature of President, Faculty Senate/Chair, Graduate Council: 1/26/2013
Date:

___
Recommendation: Signature of Provost and Senior Vice President for Academic Affairs: 2/4/2013
Date:

___
Recommendation: Signature of the President: 4/24/13
Date:

___
Recommendation: Signature of Chair, Board of Governors: 4/24/13
Date:
College/School Dean’s Recommendation

Deans, please indicate your recommendation and submit the rationale.

**Recommendation:** Continuation of the program with identification of the program for resource development

**Rationale:**

(If you recommend a program for resource development identify all areas for specific development)

Accreditation awarded by AACSB International January 2012.

The Master of Science in Human Resource Management (MS HRM) is a strong program providing graduate education to those desiring a career in one of the many facets of human resource management in the business or government sectors. With a program enrollment of more than 100 students at any given time, MS HRM course enrollment approached 3000 students in the five years of this program review.

Program success is not determined by program nor course enrollment, alone, though. For the past five years, students in the HRM capstone course have taken the PHR and SPHR practice certification exam to measure discipline specific knowledge for assessment purposes. This is an example of the test that is utilized by SHRM to denote “professional status” upon an HR practitioner. The positive results of this exam illustrate that the MS HRM program is offering the students an opportunity to learn the requisite material for certification as an HRM professional. Furthermore, in a recent survey of business graduates, 62% of the MS-HRM respondents attributed a promotion or raise to factors associated with their degree. The vast majority of graduates surveyed noted that they would recommend pursuing the graduate business degrees offered by the Marshall University College of Business. A final litmus test for the program lies in the successful employment achieved by the MS HRM graduates. A representative sample of current employment, nationally and internationally, includes HR Associate, HR Manager, HR Director, Consultant, EMG Specialist, and HR Lawyer, among others. Salaries reported by the program’s graduates range from $45,000 to $275,000.

Although the MS HRM has a number of strengths, a major weakness is noncompetitive faculty salaries. Salaries now fall significantly below national and AACSB averages and have resulted in high HRM faculty turnover. In fact, in the past five years, three faculty left the program for jobs with higher pay at other universities. This problem in turnover necessitates changes in the style of program delivery as the college attempts to hire new faculty.

*Deanna Mader*
Signature of the Dean

*October 31, 2012*
Date
For purposes of program review, the academic year will begin in summer and end in spring.

Program: **MS in Human Resource Management**

College: **Business**

Date of Last Review: **Academic Year 2007 – 2008**

I. **Accreditation Information**

1. **Name of Accrediting Organization**
   The Association to Advance Collegiate Schools of Business -- International (AACSBI) is a non-profit organization of educational institutions, corporations, and others interested in the improvement of higher education in business administration and management. Organized in 1916, the mission of AACSBI is to advance quality management education worldwide through accreditation programs.

2. **Date of Most Recent Self-Study and Accreditation Visit**
   AACSBI most recent visit took place November 6-8, 2011. The Peer Review Team focused their evaluation on the following criteria: Strategic Planning; Faculty Sufficiency and Qualifications; Assessment of Learning (AOL); and Accreditation Maintenance.

3. **Accreditation Status:**
   Regular

4. **Accrediting Organization’s Report:**
   As a result of the November 2011 visit, the Peer Review Team recommended to the AACSBI Board that the college remain fully accredited, with no deficiencies noted to change that status. In January 2012, the recommendation was officially ratified by the Board. The official accreditation letter is attached to this report.
II. Adequacy of the Program

1. Assessment Information: NOTE: This section is a summary of your yearly assessment reports.

a. Provide summary information on the following elements. Please include this information in Appendix IV.

- Faculty in the MS HRM program have noted 4 primary student outcomes:
  - 1) Problem solving and critical thinking: the student will be able to apply critical thinking and problem solving skills to address human resource issues faced by organizations. Currently assessed in the MGT 696 course.
  - 2) Discipline specific knowledge: The student will demonstrate the knowledge required to obtain a position in HRM. Currently assessed in the MGT 696 course.
  - 3) Written communication: the student will be able to communicate effectively, in writing, to peers and supervisors in an organizational environment. Currently assessed in the HRM 660 and HRM 675 courses.
  - 4) Oral communication: The student will be able to research, organize, and deliver an effective oral presentation in a professional manner. Currently assessed in the HRM 675 and MGT 672 courses.

- The assessment measures used to assess student performance on these outcomes. Copies of the MS HRM outcome rubrics are attached in Appendix IV. For the discipline specific knowledge the MS HRM program utilizes a practice exam for the SHRM PHR certification (a version of this exam is also attached in appendix IV.

- The standards/benchmarks your program has set for satisfactory performance on the outcomes:
  - Problem solving and critical thinking: 70% of students will achieve at least a satisfactory score on the rubric.
  - Discipline specific knowledge: Student Achievement Benchmark: 70% of students will receive a passing score.
  - Written communication: Student Achievement Benchmark: 70% of students will achieve at least a proficiency score on the rubric.
  - Oral Communication: Student Achievement Benchmark: 70% of students will achieve at least a proficiency score on the rubric.

- The results/analysis, i.e. actual student performance on each outcome are given in Appendix IV.
Actions your program has taken to improve student learning based on the aforementioned results/analysis.

The faculty and students felt there was insufficient attention being paid to the instruction of oral communication skills necessary for successful human resource managers. A new lesson on professionalism and presentation skills is currently being piloted in the MGT 672 course. Further planned changes include the taping, viewing, and self-assessment of multiple presentations during the course of study.

b. Other Learning and Service Activities: All learning and service activities are described in Section a and in Appendix IV.

c. Plans for Program Improvement:

The MS HRM faculty have noted that there are several areas through which we can improve the current degree program. The faculty are in the process of re-examining both courses offered and the course content, with the intent to alignment and endorsement of the program with SHRM (Society of Human Resource Management). This includes placing a greater emphasis on the quantitative nature of HRM. Several of the human resource courses now include assignments that require the students to work with and interpret quantitative research in the HR field.

During the 2012-2013 academic year the MS HRM faculty will discuss further changes necessary to the specific courses and adjustments to the program to ensure alignment with SHRM recommendations. During the 2013-2014 academic year we plan to implement new courses and curricular changes through the College of Business’ graduate committee and the Marshall University graduate council. These changes will be the result of a coordination of SHRM guidelines, input from the regional business community and recommendations from various human resource leaders.

In addition, the faculty would like to expand the teaching of global human resource management. The anticipated introduction of the INTO program could increase the number of international students in our program. Expansion of our global human resource topics would facilitate more interaction among students in terms of international differences and similarities.

d. Graduate Satisfaction:

For the past five years, students in the HRM capstone course have taken the PHR and SPHR practice certification exam to measure discipline specific knowledge for assessment purposes. This is an example of the
test that is utilized by SHRM to denote “professional status” upon an HR practitioner. The results of this exam illustrate that the MS HRM program is offering the students an opportunity to learn the requisite material for certification as an HRM professional.

In a recent survey of business graduates, 62% of the MS-HRM respondents attributed a promotion or raise to factors associated with their degree. The students in the same survey noted satisfaction with the small class size and working relationships with the instructors as an advantage to the Marshall University MS HRM program. The vast majority of graduates surveyed noted that they would recommend pursuing the graduate business degrees offered by the Marshall University College of Business.

e. Attach the previous five years of evaluations of your assessment reports provided by the Office of Assessment.

Letters from the Assessment Office are included in Appendix VIII.

2. Previous Reviews: State the last program review action by the Marshall University Board of Governors.

At its meeting of April 23, 2008, the Marshall University Board of Governors recommended that the MS in Human Resource Management continue at its current level of activity.

3. Identify weaknesses and deficiencies noted in the last program review and provide information regarding the status of improvements implemented or accomplished.

In its review, submitted in academic year 2007 – 2008, the MS in Human Resource Management listed the following weaknesses:

<table>
<thead>
<tr>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate and Employer Surveys</td>
</tr>
<tr>
<td>Slow start of MS - HRM Assurance of Learning (AOL) Activities for AACSB</td>
</tr>
</tbody>
</table>
Response:
Progress has been made concerning the AOL and university assessment/Lumina activities. We continue to refine both of these efforts.

4. Current Strengths and Weaknesses:

Weaknesses:
- The program has experienced a significant turnover in the HRM faculty. In the past five years, three professors have left the program for jobs at other universities. This turnover changes the delivery style of our program as we recruit new faculty.
- The turnover has had a negative effect on the AOL (assurance of learning) efforts. We had not had the consistency of having a permanent coordinator for the program.

Strengths:
- The program is making a concerted effort to align the courses with the guidelines set by the Society of Human Resource Managers (SHRM). Currently 67% of the courses meet or exceed the requirements for HR education. Of the remaining 34%, the courses meet some but not all of the requirements.
- The MS-HRM program has worked with political science to support their new Masters in Public Administration degree. We will be offering several courses as both required and elective course content.
- The faculty will be reviewing the HRM curriculum and course content to identify areas for improvement/realignment.
- New PhD faculty have brought newer statistical/quantitative knowledge to the program and enhanced the learning environment.

III. Viability of the Program: Provide a narrative summary in each of the following sections in addition to the appendices.

1. Program Enrollment: Summarize data indicating the number of new students admitted, number of principal majors enrolled from your college, number of second majors, the number of students enrolled as majors from other colleges (for the program for each of the past five years. (Appendix VI, which supports this section, will be supplied to you by the Office of Assessment, in conjunction with the Office of Institutional Research).

- A concerted effort is currently underway to recruit more graduate students. Several strategies are being pursued such as: participating in graduate school fairs; pursuing specialized areas of emphasis; and re-examining core curriculum requirements. It is hopeful that with these steps the program will be able to stabilize and then grow the enrollment of students.
- Plans to work with other colleges to offer specialized MBA programs will also increase the demand for our classes. Disciplines within the healthcare area and liberal arts have already expressed a desire to develop specialized joint graduate programs. In the coming years, plans are in place to expand this type of specialized degree/concentration offering.
2. The Office of Assessment will provide trend lines for total number of students enrolled in the program and number of graduates (Figure 1) for the period of the review.

IV. Necessity of the Program: Provide a narrative summary for each of the following items in addition to requested appendices.

1. Graduates: Provide information on graduates in terms of places of employment, starting salary ranges (where appropriate and known), number employed in field of specialization, and/or acceptance into baccalaureate or graduate programs. (NOTE: Do not identify students by name.) Include this information in Appendix VII.

A representative sample of what our graduates are currently employed as includes: Director of HR ($160,000); Assistant HR Manager ($92,000); HR Generalist ($75,000); HR Representative ($85,000); HR associate ($52,000); HR Recruiter ($61,000); Assistant Director ($45,000); EMG Specialist ($230,000); Instructor ($53,000); University professor ($120,000); Director of Labor Economics ($57,000); HR Architect ($63,000); HR Lawyer ($275,000); Owner/Entrepreneur (salary not reported) and HR Consultant ($175,000). Our graduates are not limited to positions in the Tri-State area, they are receiving positions across the country and internationally.

2. Job Placement:

There is no dedicated job placement center for graduate students in business at Marshall University. The Career Center is located on the Huntington campus and operates primarily for the undergraduate population. The MS-HRM program is located on the South Charleston campus and operates classes in the evening hours. Many of the majors hold full-time employment and have limited time to participate in Career Center activities (i.e. career fairs or interviews).

V. RESOURCE DEVELOPMENT (If applicable)

Please prepare the following materials: 1) Program vision and mission statements with a strategic plan to achieve the program's vision and mission, and 2) a specification of the resources needed to accomplish the program's vision, with an evidence-based rationale as why these resources are needed and how they will help the program to accomplish its vision. The mission and vision statements, strategic plan, and needed resources with evidence-based rationale must be included in the program review when submitted. Additionally, the chair and dean must make an additional presentation to either the Academic Planning Committee or to the Graduate Council before final votes are taken.

1) The vision and mission statements for the MS in Human Resource Management are the same as for the entire College of Business.

Vision – The vision of the College of Business is to ensure that our students are successful in business careers.
Mission – The mission of the College of Business is to be a leading state institution for the education of business students, and a contributor to the region’s economic development. The College is committed to an overall balance among teaching, scholarly activity, and service. The COB is dedicated to graduating individuals who possess the communication, critical thinking, and problem solving skills necessary to meet the Tri-State area’s needs for the demands of the global marketplace.

Strategic Plan – The College of Business Strategic Plan is being revised by the COB’s Strategic Planning Committee. The revision, to be reviewed and voted on by the COB faculty, will include both strategic and tactical components. All degree programs, including Management, will fall under the COB Strategic Plan.

The vision and mission statements will remain the same as in the current Strategic Plan, but Shared Values will be added to include: Student Success, Spirit of Inquiry, Community Interaction, Continuous Improvement, Inclusiveness, Ethical Behavior, and Respect and Civility.

New (proposed) COB Strategic Plan Goals include: Academic Success, Scholarly and Creativity Activities, Academic Service, Community Service, and Faculty Development

2) The request for resource development includes:

Additional resources to increase faculty salaries. Although the problem of noncompetitive salaries is not unique to human resource management, it has reached a critical state for the discipline. Salaries now fall significantly below national and AACSB averages and have resulted in high HRM faculty turnover. In the past five years, three faculty members left the program for jobs with higher pay at other universities. This problem in turnover necessitates changes in the


## Appendix I

### Required/Elective Course Work in the Program: MS in Human Resource Management

**Degree Program:** MS HRM

**Person responsible for the report:**

<table>
<thead>
<tr>
<th>Courses Required in Major (By Course Number and Title)</th>
<th>Total Required Hours</th>
<th>Elective Credit Required by the Major (By Course Number and Title)</th>
<th>Elective Hours</th>
<th>Related Fields Courses Required</th>
<th>Total Related Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECN 501 Economics Analysis</td>
<td>3</td>
<td>Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MKT 501 Marketing &amp; Management</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRM 600 Dev. of Labor Relations</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>HRM 605 HR Economics</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRM 610 Negotiation &amp; Dispute Resolution</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT 620 HR Management</td>
<td>3</td>
<td></td>
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<td></td>
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<tr>
<td>HRM 630 Employment Law</td>
<td>3</td>
<td></td>
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<tr>
<td>HRM 660 Comp &amp; Benefits</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>MGT 672 Organizational Behavior</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT 696 Ethics &amp; Global Aspects of Business</td>
<td>3</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT 696 Administrative Policy &amp; Strategy</td>
<td>3</td>
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</tbody>
</table>

*Expand table as needed.*

Professional society that may have influenced the program offering and/or requirements:
## Appendix II
### Entrance Abilities of Past Five Years of Graduates: MS in Human Resource Management

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean Undergraduate GPA</th>
<th>Mean GRE Verbal</th>
<th>Mean GRE Quantitative</th>
<th>Mean GRE Analytical Writing</th>
<th>GMAT Mean</th>
<th>Miller Analogies Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>31</td>
<td>3.36 3.18</td>
<td>382 463</td>
<td>442</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 (Old Code)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008-2009</td>
<td>43</td>
<td>3.22 3.20</td>
<td>406 530</td>
<td>493</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
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<tr>
<td>2009-2010</td>
<td>49</td>
<td>3.18</td>
<td>399</td>
<td>494</td>
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<tr>
<td>2010-2011</td>
<td>34</td>
<td>3.24</td>
<td>377</td>
<td>474</td>
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<tr>
<td>2011-2012</td>
<td>16</td>
<td>3.21</td>
<td>399</td>
<td>527</td>
<td></td>
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</tr>
</tbody>
</table>

*Expand table as needed.*
Appendix III
Exit Abilities of Past Five Years of Graduates: MS in Human Resource Management

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>Mean GPA</th>
<th>Licensure Exam Results</th>
<th>Certification Test Results</th>
<th>Other Standardized Exam Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>31 (Old Code)</td>
<td>3.53</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3.16</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2008-2009</td>
<td>43</td>
<td>3.49</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2009-2010</td>
<td>49</td>
<td>3.44</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2010-2011</td>
<td>34</td>
<td>3.47</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2011-2012</td>
<td>16</td>
<td>3.52</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Expand table as needed
**Appendix IV**  
**Assessment Summary**  
**Marshall University**  
**Assessment of the Program's Student Learning Outcomes**  
5 year summary

Component Area/Program/Discipline: **MS in Human Resource Management**

<table>
<thead>
<tr>
<th>Program Level</th>
<th>Program’s Student Learning Outcomes</th>
<th>Assessment Measures (Tools)</th>
<th>Standards/Benchmark</th>
<th>Results/Analysis</th>
<th>Action Taken to improve the program</th>
</tr>
</thead>
</table>
|               | Oral Communication                   | Rubric & Video recording of oral presentation | Coherence & Organization  
Vocal Delivery  
Nonverbal Delivery  
Visual Aids  
1=Unacceptable  
2=Marginal  
3=Proficient  
4=Exemplary | M=3.28  
M=3.02  
M=3.16  
M=3.62 | Greater emphasis on oral communication in entry courses.  
Professionalism taught in MGT 672, Student recording and self-assessment |
| Written Communication | Rubric & Written assignments | Tone  
Purpose  
Organization  
Word choice  
Content  
Data presentation  
Grammar & mechanics  
1=Unacceptable  
2=Marginal  
3=Proficient  
4=Exemplary | M=3.96  
M=3.82  
M=3.56  
M=3.52  
M=3.39  
M=3.33  
M=3.26 | Most of the discussion has been to eliminate this particular learning outcome or replace with more discipline specific indicator. |
|-----------------------|-------------------------------|-------------------------------------------------|---------------------------------------------------------------------------------|
| Critical Thinking/ Problem Solving | Rubric and Case Analysis | Key question/problem  
Information  
Assumptions  
Concepts  
Interpretations & Conclusions  
Recommendation  
1=Unacceptable  
2=Marginal  
3=Proficient  
4=Exemplary | M=3.5  
M=3.33  
M=3.25  
M=3.167  
M=3.08  
M=2.79 | A greater emphasis has been placed on examining the holistic issues regarding HR and using a balanced scorecard approach as used in business. |
| Discipline Specific Knowledge | PHR/SPHR practice exam | Total  
Strategic Business Mgt  
Workforce planning  
Human Resources Dev.  
Total rewards  
Employee and labor Rel.  
Risk Management  
Research Methods  
(% correct/cumulative) | M=.64  
M=.65  
M=.70  
M=.64  
M=.64  
M=.60  
M=.55  
M=.73 | Greater emphasis on the science of HR has required advanced quantitative abilities. |
### Appendix V

**Program Course Enrollment: MS in Human Resource Management**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Required/Elective/Service</th>
<th>Delivery Method</th>
<th>Location</th>
<th>Year 1 2007-2008</th>
<th>Year 2 2008-2009</th>
<th>Year 3 2009-2010</th>
<th>Year 4 2010-2011</th>
<th>Year 5 2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM 600</td>
<td>Development of Labor Relations</td>
<td>R</td>
<td>Td</td>
<td>Huntington; South Charl</td>
<td>37</td>
<td>30</td>
<td>36</td>
<td>22</td>
<td>19</td>
</tr>
<tr>
<td>HRM 605</td>
<td>Human Resource Economics</td>
<td>R</td>
<td>Td</td>
<td>South Charl</td>
<td>31</td>
<td>41</td>
<td>29</td>
<td>26</td>
<td>21</td>
</tr>
<tr>
<td>HRM 610</td>
<td>Negotiations and Dispute Resolution</td>
<td>R</td>
<td>Td</td>
<td>South, Charl</td>
<td>29</td>
<td>42</td>
<td>39</td>
<td>22</td>
<td>17</td>
</tr>
<tr>
<td>MGT 620</td>
<td>Human Resource Management</td>
<td>R</td>
<td>Td</td>
<td>Hunt/ South Charleston</td>
<td>22</td>
<td>39</td>
<td>13</td>
<td>54</td>
<td>48</td>
</tr>
<tr>
<td>HRM 630</td>
<td>Employment Law</td>
<td>R</td>
<td>Td</td>
<td>South Charleston</td>
<td>41</td>
<td>47</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRM 660</td>
<td>Compensation and Benefits</td>
<td>R</td>
<td>Td</td>
<td>Huntington</td>
<td>36</td>
<td>44</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT 672</td>
<td>Organizational Behavior</td>
<td>R</td>
<td>Td</td>
<td>Huntington; South Charl</td>
<td>121</td>
<td>29</td>
<td>61</td>
<td>142</td>
<td>52</td>
</tr>
<tr>
<td>MGT 692</td>
<td>Ethics and Global Aspects in Bus</td>
<td>R</td>
<td>Td</td>
<td>South Charl</td>
<td>29</td>
<td>22</td>
<td>40</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>MGT 696</td>
<td>Administrative Policy/Strategy</td>
<td>R</td>
<td>Td</td>
<td>South Charl</td>
<td></td>
<td></td>
<td></td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>HRM 625</td>
<td>Human Resource Info Systems</td>
<td>E</td>
<td>Td</td>
<td>South Charl</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HRM 675</td>
<td>HR Training and Development</td>
<td>E</td>
<td>Td</td>
<td>South Charl</td>
<td>15</td>
<td>23</td>
<td>13</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>208</td>
<td>202</td>
<td>256</td>
<td>199</td>
<td>267</td>
</tr>
</tbody>
</table>

**Overall Total** 2,944

Indicate all program and service courses. Please include all special topics courses offered as well as independent studies. When listing Independent studies, please list the number of independent study students enrolled, but **DO NOT** include individual names or the titles of the independent studies. Please use the following codes:
Required/Elective: Required = R; Elective = E (Please indicate all that apply; e.g. E + S, if the course is both an elective and a service course).
Delivery Method: Traditional = Td, Online = O, Hybrid = H
Location: Huntington, South Charleston, Point Pleasant, etc.

*Expand table as needed.*
## Appendix VI

### Program Enrollment: MS in Human Resource Management

<table>
<thead>
<tr>
<th>Students</th>
<th>Year 1 2007-2008</th>
<th>Year 2 2008-2009</th>
<th>Year 3 2009-2010</th>
<th>Year 4 2010-2011</th>
<th>Year 5 2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS in Human Resource Management</td>
<td>61</td>
<td>86</td>
<td>80</td>
<td>51</td>
<td>56</td>
</tr>
<tr>
<td>MS in Industrial and Employee Relations</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Old Major Code)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS in Human Resource Management Area of Emphasis: GS66-Geobiophysical Modeling</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Second Majors Enrolled*</td>
<td>8</td>
<td>12</td>
<td>5</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Third Majors Enrolled:**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total of Students Enrolled in the Program</strong></td>
<td>74</td>
<td>99</td>
<td>85</td>
<td>54</td>
<td>62</td>
</tr>
<tr>
<td><strong>Graduates of the program</strong></td>
<td>34</td>
<td>43</td>
<td>49</td>
<td>34</td>
<td>16</td>
</tr>
</tbody>
</table>

*If known. This information is not completely accurate at this time, as students often do not declare a second major until the junior evaluation or the student has her/his primary major in another college.

**On occasion you may have a student enrolled in your program who is declaring your program as a 3rd major.

***If known. This information is not completely accurate at this time, as students often do not declare minors until the junior evaluation or senior application for graduation.
Figure 1. Trend Line for Total Enrollment and Program Graduates: MS in Human Resource Management
## Appendix VII

### Job and Graduate School Placement Rates: MS in Human Resource Management

<table>
<thead>
<tr>
<th>Year</th>
<th># of graduates employed in major field</th>
<th># of graduates employed in related fields</th>
<th># of graduates employed outside field</th>
<th># of graduates accepted to further graduate study</th>
<th># of graduates not accounted for</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>14</td>
<td>4</td>
<td></td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>2008-2009</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>2009-2010</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td></td>
<td>37</td>
</tr>
<tr>
<td>2010-2011</td>
<td>10</td>
<td></td>
<td>1</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>2011-2012</td>
<td>9</td>
<td></td>
<td>1</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Five-Year Total</td>
<td>49</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>117</td>
</tr>
</tbody>
</table>
Appendix VIII  
Assessment Letters

MARSHALL UNIVERSITY  
WWW.MARSHALL.EDU

Office of Assessment & Program Review

June 25, 2012

Dr. Margie McInerney, Program Director  
Human Resource Management  
College of Business

Dear Margie:

The Graduate Council and I have completed our evaluation of the MS in Human Resource Management’s assessment of student learning. This letter will provide general comments and suggestions for improvement. I have included the scoring rubric we used to evaluate your assessment report in a separate document.

Your rubrics make clear that at least some elements of each of your program’s learning outcomes address higher levels of cognition, as is appropriate for a graduate program. You presented assessment results in such a way as to show the relative strengths and weaknesses for each learning goal. Your report was difficult to read, i.e. the results were not closely tied to the planned actions. One recommendation, which you should be implementing as part of the Open Pathways Demonstration Project, is to have at least two assessment points for each outcome.

During the coming academic year, it will be important that you follow the plan you developed as part of the first two activities of the Open Pathways Demonstration Project. The project’s steering committee will provide more feedback regarding next steps in that project at summer’s end. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds  
Director of Academic Assessment

C: Dr. Chong Kim, Dean, COB
Dr. Charles K. Braun, Division Head  
Management, Marketing, and MIS  
LCOB

Dear Charles,

This letter will document that the Office of Assessment did not receive an annual assessment report for the MS in Human Resource Management for the academic year 2009 – 2010 (report was due to your Dean on December 1, 2010 and to the Office of Assessment on December 15, 2010).

During the academic year 2011 – 2012, I plan to meet with all programs to assist with further development of assessment plans and look forward to meeting with you. I will be in touch at the end of the summer about scheduling. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds  
Director of Academic Assessment

C: Dr. Chong Kim, Dean, LCOB  
Dr. Harlan Smith, AOL Coordinator, LCOB
Dr. Katherine Karl, Coordinator  
MS in Human Resource Management  
LCOB

Dear Katherine:

I have completed my evaluation of the MS in Human Resource Management’s assessment of student learning. This letter will provide my general comments and suggestions for improvement. Although the scoring rubric we used to evaluate assessment reports is attached, I will not include numerical ratings in this letter. The reason for this is that we used the attached rubric is still relatively new and, as you will see, it raises the bar for what is considered excellent assessment. However, I ask that you use it for formative purposes to help improve your assessment plan. We also would appreciate your comments concerning this rubric.

Your learning objectives are measurable and include higher orders of thinking. However, I recommend that you evaluate your discipline specific knowledge objective. Competencies you list include job analysis, human resource planning, recruitment, selection, training and development, compensation and benefits, labor relations, and employment law. It seems to me that what is important here is that students show that they can do these things and I’m not sure how they show that through the multiple choice test you’ve developed. Might students complete exercises in which they perform a job analysis, develop a recruitment plan and, given the company’s budget, develop a competitive compensation and benefits package for new employees? They also could be asked to evaluate the feasibility of a particular compensation package, etc. I know I’m not an expert in this field, but it seems to me that these are the types of competencies you should be assessing.

Please see the attached rubric. If you have questions or concerns, please let me know,

Sincerely,

Mary E. Reynolds

Mary E. Reynolds  
Director of Academic Assessment

C: Dr. Chong W. Kim, Dean, LCOB  
Dr. Harlan Smith, AOL Coordinator
Dr. Katherine Karl, Division Head  
Management and Marketing  
LCOB

Dear Katherine:

The Graduate Council and I have completed our evaluation of the MS in HRM’s assessment of student learning. This letter will provide my general comments and suggestions for improvement. Although the scoring rubric we used to evaluate assessment reports is attached, I will not include numerical ratings in this letter. The reason for this is that we used the attached rubric for the first time this year and, as you will see, it has changed considerably from the ones used in previous years. It raises the bar for what is considered excellent assessment considerably and, since it was not shared with programs before this assessment cycle, I’m not comfortable using it to give programs a formal rating this year. However, I ask that you use it for formative purposes to help improve your assessment plan. We also would appreciate your comments concerning this new rubric.

You have an excellent beginning of your assessment program. Your learning outcomes are well articulated and cover higher levels of learning. Your rubrics are nicely developed. I would suggest, however, that you choose complementary assessment measures from more than one course for each outcome. For example, I’m sure students write in most all classes. Different types of writing, from different classes, might be chosen to assess the writing outcome. The same would be true for the other outcomes.

Please see the attached rubric and letter to Deans, Chairs, and Faculty detailing general suggestions for an effective assessment program. If you have questions or concerns, please let me know.

Sincerely,

Mary E. Reynolds

Mary E. Reynolds  
Director of Academic Assessment

C: Dr. Chong Kim, Dean, LCOB
January 24, 2012

Chong W. Kim
Dean
Marshall University
Lewis College of Business
One John Marshall Drive, 107 Corbly Hall
Huntington, WV 25755-2300
UNITED STATES

Via email: kim@marshall.edu

Dear Dean Kim,

It is my pleasure to inform you that the peer review team recommendation to extend maintenance of accreditation for the undergraduate and master's degree programs in business offered by Marshall University is concurred with by the Maintenance of Accreditation Committee and ratified by the Board of Directors. Congratulations to you, the faculty, the students, the staff, and all supporters of the school.

One purpose of peer review is to stimulate further continuous improvement of quality programs. As noted in the team report, the school is to be commended on the following strengths and effective practices:

1. The College’s Business Advisory Board plays a critically significant role in advancing the quality of the College and its outreach into the business community as well as Marshall University as a whole.

2. The College is commended for its effective recruitment and retention of students. University administration has made this a top strategic initiative and the College has added a new position of Director of Recruitment and Retention.

3. The College provides vital business, community and economic development outreach to the service region through a wide variety of course/degree based opportunities. Examples include: the College’s effective economic development outreach such as the Toyota/International Business program Problem- Solving partnership; live cases in marketing and entrepreneurship program with the medical center; and, the MS in Health Care Administration Internships with Cabell-Huntington Hospital.
4. The College’s Hall of Fame Dinner Fundraiser each spring is a significant source of external funds and increases community prestige for the College as well as the University as a whole.

5. In discussions with business faculty and the College Business Advisory Board the PRT learned that the College Dean has been effective in increasing the linkage between the College and the business community.

6. The College’s students laud the small class size, close association with faculty in learning and service as well as the faculty’s dedication to student success.

Additionally, in the interest of continuous improvement, Marshall University should closely monitor the following item and incorporate it into ongoing strategic planning initiatives:

a. The PRT was concerned that the Fifth Year Report did not adequately tell the story of the overall quality. The entire report was not well organized and lacked management and key faculty supervision and leadership. Even though an Executive Summary is no longer required by AACSB, the addition of a clear summary would have added an effective beginning to the entire maintenance report. All five parts of the Situational Analysis were entirely too brief and required PRT members to spend much time obtaining additional information. The report did not contain a table showing financial support for the College strategic action items for the next three years (report did contain discussion points).

2. The College should continue to use and mature its AoL program and more effectively demonstrate widespread faculty involvement and ownership in all aspects of the program and its implementation and assessment. It should ensure that results from the analysis of goals/objectives for each assessment cycle are more exact and have clear links to continuous improvements. Additionally, the College should be more consistent in developing AoL methodologies and processes used for all degree programs. (Standards 16-19: Assurance of Learning)

3. In the spirit of continuous improvement, the College should review and strengthen its process used to classify faculty intellectual contributions as basic, applied and pedagogical research. The Digital Measures system should be carefully implemented to ensure faculty intellectual data are correctly entered in Table 2-1. (Standard 2: Intellectual Contributions)

4. In the spirit of continuous improvement, the College should review and strengthen its maintenance of qualification definitions for AQ faculty, particularly related to the overall quality of peer-reviewed journals. The College should have sufficient AQ faculty resources prior to starting any new
degree programs. (Standard 10: Faculty Qualifications)

Marshall University has achieved accreditation for five additional years. The next on-site maintenance review occurs in the fifth year, 2016-2017. A timeline specific to your visit year is attached. Please note that your Maintenance Review Application will be due on July 1st, 2014. You will be expected to provide an update on progress in addressing the concerns stated above in addition to other relevant information for initiation of the next maintenance review.

Please refer to the Maintenance of Accreditation Handbook for more information regarding the processes for maintenance of accreditation. The handbook is updated periodically to provide the most current process improvements. Please monitor the website to make certain that you have the most current version.

Again, congratulations from the Accreditation Council and AACSB International - The Association to Advance Collegiate Schools of Business. Thank you for participating in the maintenance of accreditation process and for providing valuable feedback that is essential to a meaningful and beneficial review.

Sincerely,

Jan Williams, Chair
Board of Directors

cc: Peer Review Team Berkwood M. Farmer,
Business Team Chair George W. Krull Jr.,
Accounting Team Chair Henry Lowenstein,
Business Team Member Gary D. Burkette,
Accounting Team Member