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| **Program:** | Master of Science in Human Resources (MSHRMSHR) | **Department:** |  | **Date:** | TBD |

**Strengths:** The program …

* has outstanding faculty, with excellent qualifications and records of research, teaching and service;
* has a very strong regional reputation - it is a hidden gem of a program in this region;
* globalization goal is unique and an asset of the program;
* students are high quality, very professional and are very connected to practice;
* has great leadership from Dr. Sherlock as program director as well as the department head of Human Services and Dean of the College of Education and Allied professions;
* paradigm in developing HR leaders through a strategic approach is commended.

| **Recommendations** |
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| 1. The program should work on better assessments for program goals. (p. 6)
 |
| **Priority**L/M/H | **Strategic Action** | **Resources needed**C/R/N | **Costs** | **Person(s) Responsible** | **Date of Review** |
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| 1. The program should also work to continue to build relationships with alumnito help with student placement after graduation, identifying potential adjunct faculty, doing fundraising, helping set up clinical practice opportunities, and advising the program on current trends and directions in Human Resources. (p. 5)
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| 1. Keep the global focus and expand global experiences for students; recruit international students. (pp. 2, 4)
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| 1. Continue discussion with all parties about the appropriate size of the program so that program size does not exceed faculty resources and capacity. (pp. 2-3)
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| 1. Maintain healthy class sizes (we recommend 20) so that students’ learning is not impacted and the faculty maintain capacity to deliver excellent experiences. (pp. 2-3; related to #4)
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| 1. Consider the overall experience of the students in the program and perhaps include an orientation and exiting experience for them. (p. 3)
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| 1. Consider putting an emphasis on recruiting international students and developing student experiences in international contexts by expanding the current non-profit service model. (pp. 2, 4)
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|  |  |  |  |  |  |
| 1. Allow students of this program to apply for GA positions. (pp. 4-5)
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| 1. Work on an alumni database and alumni contacts, alumni advisory board. (p. 5)
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| 1. Explore ways to generate visibility of the program. (p. ?)
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| 1. Balance variety of program offerings and pedagogy with consistency in delivery. (p. 6)
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| 1. Consider incorporating SHRM certification into the program design. Some programs have successfully used the SHRM exam as the “comprehensive examination” for their students to graduate. (p. 2)
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|  |  |  |  |  |  |
| 1. Develop meaningful ways to measure student learning outcomes**.** Consider linking this to SHRM certification. (p. 6)
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| 1. Seek ways to increase the number of adjuncts with PhD credentials teaching in the program. Alternatively, develop a model whereby adjuncts without PhDs are partnered with full-time faculty to co-instruct courses. (pp. 6-7)
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| 1. Keep the program in the School of Education and Allied Professions but be aware of potential synergies with the School of Business and other entities on campus to provide students with learning opportunities or specific coursework. (p. 7)
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| 1. Provide administrative support for the non-profit, clinical practice program. As the student body grows and as the clinical practice program expands internationally, additionally support will be necessary to ensure its viability and sustainability. (p. 2)
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|  |  |  |  |  |  |
| 1. Consider alternative delivery options such as workshops or continuing education for more in depth study of the technical side of HR such as Family Medical Leave and the Affordable Care Act. The workshops should be pre-approved for re-certification credits by HRCI or SHRM. Instructors can be recruited from alumni and other industry sources, as terminal degree qualifications may not be necessary for continuing education courses. The profit generated by the workshops would be allocated directly to the HRD program. (pp. 3-4)
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| 1. Faculty are encouraged to seek funding that helps provide outstanding engaged learning experiences for students. (pp. 7-8)
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