

Comprehensive Program Review: Human Resources Management (BBA in HRM)

General and Overview

1. Describe your program's most significant opportunities and significant challenges. (Narrative)

The Human Resources Management Major (HRM) was launched in Fall 2020 but prior to that, as an emphasis of the Business Administration major (BUS ADM), it has been in existence since 2007. It is now offered in both face-to-face and online modalities. The HRM emphasis supported 147 students as of fall 2019 (the major is too new, so no metrics are available). Starting 2019, work began on the restructuring of the Cofrin School of Business (CSB). It has now recently been structured into three departments: Marketing and Management, Accounting and Finance and Business Administration. Under the newly created Marketing and Management Department, three majors have been recently created: Management (MGMT), Marketing (MKTG) and Human Resource Management (HRM).

Human Resources Management is a growing field with changes in laws and rules and regulations making it a rapidly evolving field. The need for HRM expertise is driven by changes in the workforce e.g. demographics as well changes in the societal mindset and laws. Highly successful companies realize that HRM's role in attracting, developing, managing, and retaining human capital is critical to obtaining a sustainable competitive advantage. These companies approach HRM from a strategic and analytical perspective and typically have a HRM executive in their C-suite. However, to the disadvantage of many organizations HRM is approached from a much narrower perspective focused on legal compliance and recordkeeping. Such an approach fails to reap the benefits of evidence-based management, including predictive HRM analytics.

Thus, there are numerous opportunities for growth and success:

- a. Certificates: After Associate Degrees or non-business degrees, many entrants into the workforce desire to add specific skills related to business. This is an interesting opportunity for development in program offerings as basic certificates in business skills can be made available. Additionally, after years in specific field, due to changes in technology and industrial disruptions, higher-level executives may need to upskill their work and seek specific expertise in aspects like human resources analytics.
- b. Undergraduate: Within our undergraduate program as well, we have introduced important and relevant courses starting Fall 2020 including: Employee Relations, Performance Management and Job Analysis and HR Analytics. These courses make our program more attractive and our graduates better prepared for the workforce.
- c. Graduate Programs: many undergraduate students are continuing onto graduate programs from within UWGB itself but from elsewhere in the region as well, there is increasing demand for Graduate level programs. There is thus long-term potential in an HRM graduate program.

2. What are some things that would help make your program and its students more successful? (Narrative)

- a. HRM faculty need to adjust to student needs by offering experiential learning, internships and high impact practices (tours, research opportunities, consulting projects). This process is

underway and many HRM courses have either high impact practices or high engagement experiences as explained later in this document.

Need: additional resources for organizing tours or community projects.

- b. One-on-one or more personalized advising is critical to help with student success and retention and this is tricky to balance with faculty workloads. The CSB has one dedicated student success advisor and this model has been very successful.

Need: A dedicated student success advisor for the HRM program as we had almost 150 students in 2019 (emphasis data) and are growing.

- c. Our students need to be better team-members and be shaped as future leaders faster and with newer skills such as managing the new highly diverse virtual workplace.

Need: Create distance education enabled classrooms to accommodate course delivery among UW-Green Bay's four campuses and bi-directional faculty-student interactions between in-person and remote learners, including those learning from non-UWGB facilities.

- d. With the increased community connections, formal spaces are needed for professional events such as student awards or scholarship ceremonies

Need: Create a semi-formal reception area for hosting professional luncheons, awards ceremonies, and community workshops.

3. What are some program accomplishments worth highlighting? (Narrative)

As the major is new, many of these program accomplishments are for business students in general, but some are more specifically related to HRM

- a) New SHRM-aligned curriculum. All of the curriculum has now been aligned with the materials established by the premier human resources organization the Society for Human Resources Management (SHRM)
- b) Cutting edge courses offered: New courses have been introduced and taught by expert faculty such as the HR Analytics course developed and taught by Dr. Heather Clarke
- c) New expert faculty hired: The HRM faculty added to its ranks a full professor Dr. Allen Huffcutt, a highly published professor.
- d) Honors: Roughly one third of all Business Administration majors graduate with honors (≥ 3.50 GPA).

4. Have there been any significant changes that have affected your program? (Narrative)

When it was part of the BUS ADM major as an emphasis, the Human Resources Management emphasis was one the fastest growing of all business emphases. Now as a brand-new program, the new curriculum has made it a competitive program. Being new, only very recent aspects have impacted our program:

- a) Pandemic: The COVID-19 situation has impacted many of the CSB programs. Being available as a 100% online option made the situation very manageable for our program. We anticipate more students to be interested in HRM given its online nature, going forward.
- b) Interest in Analytics: The growth in analytics and the interest in data sciences, has also impacted all business fields. The HRM major wants to ensure our students are well prepared for the growing demand of data science in human resources and have therefore introduced a new required course HRM 470 HR Analytics.

- c) Worker Shortage in NE Wisconsin: As is the case nationally, NE Wisconsin is plagued by worker shortages and skills shortages across several industries and sectors. This challenge falls precisely within the domain of HRM and further bolsters the importance of HRM functions such as employee recruitment, development, and retention. As a result, there will likely be an increased emphasis on the value of HRM to organizational success and an increase in representation of HRM professionals at higher levels of management. There will also likely be a heightened demand for the use of HRM analytics and a concomitant understanding that HRM is not just 'soft skills'. Over the longer term, the shortage of qualified workers is projected to continue, necessitating an expansion of recruitment, targeted recruitment, international recruitment, alternative work arrangements, employment of migrant workers, and internal development of employees. There will be an increased use of advanced technologies, such as artificial intelligence, in HRM, as well as the development of more sophisticated HRM systems and processes.
- d) AACSB accreditation reentry: The CSB is re-entering the AACSB accreditation process in 20-21 and this allows the HRM program to become even more attractive to potential students.

5. Where do you want your program to be 5 to 7 years from now? (Narrative)

- a. Growth: Based on past growth of the Human Resources Management Emphasis which was part of the BUS ADM major, the HRM major is expected to grow from 147 (emphasis students in 2019) to 185 in 2024 which is a significant growth of about 26% over 5 years. Projections were made using the UWGB-wide retention rate of 73%, the B.B.A. of Business Administration annual graduation rate of 24%, and a conservative estimate of 5.0% annual growth (the actual 3-year mean annual growth rate for the CSB is 6.3%).
- b. Non-credit certificates: Many HR professionals seek to have certificates that validate their expertise in an official manner. To that end, professional training and non-credit trainings and workshops related to HR, are an avenue of potential growth that can be explored in the next 5-7 years.
- c. Graduate program in HRM: Given the expert faculty, local demand and increased interest in graduate programs, an MS degree in HRM is certainly a long-term goal that the HRM program can work towards.
- d. Transformative Business Education through faculty development: Delivering a transformative business education requires faculty to remain current and engage in and continually enhance their teaching through reflective practices. Faculty achieve this goal through active scholarship and participation in teaching-focused professional development opportunities and mentorship programs
- e. Impactful Experience: While obtaining core skills and relevant knowledge are essential to the professional success of our students, the HRM program aims to increase the high impact practices throughout its curriculum as a tool to prepare our students to think critically while addressing complex problems. Over the next 5-7 years, we hope to actively ensure that our students have at least 4 experiences that are High Impact Practices or High Engagement Experiences (discussed later in this document)

Demand

All data in this area is provided with the materials. (Graduates, majors, minors, etc.) This space is for any commentary you would like to apply to that material. (Narrative)

As this is a new major, projections and general demand information may help illuminate the demand aspect of this major: Student demand for business programs is growing rapidly, with student enrollment increasing by 5.3% and student credit hours increasing by 5.5% over the last three years, the highest levels of any of UW-Green Bay’s colleges. Over the last three years, an average of roughly 30 students per year graduate from the HRM emphasis. This new HRM program thus responds directly to UW-System’s recent call for Program Monitoring (Wis. Stats. 36, RPD 4-12), which ultimately seeks to strengthen programs and allocate resources toward institutional priorities. With specific regard to the proposed major in HRM, three-year trends in declared emphases suggest growth from 107 to 161 student between fall 2016 and fall 2021. The Bureau of Labor Statistics predicts that nationally, Professional and Business Services will grow at the fifth highest rate of any industry sector between 2016 and 2026 at 1.0% per year. Growth in Financial activities will grow at roughly the national average, or 0.6% annually. For reference, the Health Care and Social Assistance industry has the highest project growth during this period, at 1.9% annually. Nationally, within the same time period, human resources positions are projected to grow, including human resource specialists (5.3%), compensation, benefits, and job analysis specialists (5.9%), training and development specialists (9.4%). Management positions in HR Human are also expected to grow, including HR managers (7.1%), compensation and benefits managers (2.9%), and training and development managers (8.1%). More accelerated growth is predicted for HR positions in Wisconsin for the period 2016 to 2026, including human resource specialists (8.8%), compensation, benefits, and job analysis specialists (14.21%), training and development specialists (11.83%), HR managers (12.69%), compensation and benefits managers (10%), and training and development managers (14.23%).

Table 1: Five-Year Fall Enrollment and Projections (Headcount)

Fall	2016	2017	2018	2019	2020	2021	2022	2023	2024
New Students (#)	32	39	41	45	47	49	51	54	56
Continuing Students (#)	75	84	97	102	107	112	117	123	129
Total Enrollment (#)	107	123	138	147	154	161	169	177	185
Graduating Students (#)	25	30	32	35	37	39	40	42	44

Internal

1. Program goals (Mission, vision, learning outcomes; present as narrative/lists)

CSB Mission: The Austin E. Cofrin School of Business is a community of teachers, scholars, professionals, and learners dedicated to advancing the economic prosperity and entrepreneurial spirit of northeastern Wisconsin through partnerships, quality educational programs, and impactful research.

The HRM program aligns with these integrated missions through its alignment with regional workforce needs through its extensive internship program and robust post-graduation employment rates, its commitment to access through its dual online and face-to-face offerings for all of its emphases, and its dedication to student engagement through the activities of Collegiate

DECA and the Society for Human Resource Management (SHRM). All existing undergraduate programs within the Cofrin School of Business (CSB) share the same four Association to Advance Collegiate Schools of Business (AACSB) vetted Degree-Level Learning Goals. These learning goals were initially adopted in 2013, and are drawn from the CSB’s Mission, Vision, and Values statement, and a philosophy that adaptability in the workforce is maintained by instilling a strong foundation of core attributes within students. The CSB Assurance of Learning Committee oversees assessment and continual improvement for the School by providing annual analyses and recommendations to the appropriate program and School leadership. The four Degree-level Learning Goals for the CSB are:

1. Students will be effective communicators.
2. Students will be effective critical thinkers.
3. Students will be effective team members.
4. Students will consider corporate social responsibility (CSR) in their decisions.

These learning outcomes are supplemented with program-specific learning goals for each major. For the HRM major, the additional program-specific learning goals are:

1. Students will be proficient in the collection, analysis, interpretation, and utilization of data to make evidence-based decisions.
2. Students will understand the role of human resource management in creating a sustainable competitive advantage.
3. Students will be able to examine human resource management matters from legal, business case, and ethical perspectives.

2. Curriculum development (Lists, brief narrative if appropriate)

For Fall 2020, when the new major was launched, many curriculum changes were made that have now gone live. The new curriculum is below in Table 2. The newest courses are:

- HRM 468 Employee Relations
- HRM 469 Performance Management and Job Analysis
- HRM 470 HR Analytics

Table 2: Program curriculum for the new B.B.A. in Human Resources Management

Foundational Courses - the B.B.A. Meta-major (58 credits)	
BUS ADM 202: Business and Its Environment	3
ENG COMP 200 Prof Writing for Bus Majors (WE)	3
ECON 202 Macroeconomics	3
ECON 203 Microeconomics	3
BUS ADM 220 Business Statistics OR MATH 260 Statistics (or 4 cr)	3
ACCTG 201 Principles of Financial Accounting	3
ACCTG 202 Principles of Managerial Accounting	3
BUS ADM 130 Spreadsheets and Databases	3
PHILOS 227 Business Ethics	3
BUS ADM 305 Legal Environment of Business	3

MKTG 322 Principles of Marketing	3
HRM 362: Introduction to Human Resource Management*	3
FIN 343 Corporation Finance	3
MGMT 389 Organizational Behavior	3
MGMT 482 Capstone in Business Strategy	3
SCM 371. Entrepreneurship	3
SCM 380 Project Management	3
BUS ADM 201: Sustainable Organizations	3
SCM 200: Principles of Supply Chain Management	3
HRM Required Courses (12 credits)	
HRM 460: Employee Development and Training	3
HRM 465: Recruitment and Selection	3
HRM 466: Employment Law	3
HRM 467: Compensation and Benefits	3
HRM 468: Employee Relations	3
HRM 469: Performance Management and Job Analysis	3
HRM 470: HR Analytics	3
TOTAL	76

* Indicates a discipline-specific course (i.e. HRM)

3. Connections to other programs (Lists, brief narrative if appropriate)

- a) HRM 362 Introduction to Human Resources Management
 - i. A required course for all business majors.
- b) HRM 460: Employee Development and Training
 - i. elective in BUS ADM Entrepreneurship emphasis.
 - ii. elective in BUS ADM General emphasis
- c) HRM 465: Recruitment and Selection
 - i. elective in BUS ADM Entrepreneurship emphasis.
 - ii. elective in BUS ADM General emphasis
- d) HRM 466: Employment Law
 - i. elective in BUS ADM Entrepreneurship emphasis.
 - ii. elective in BUS ADM General emphasis
- e) HRM 467: Compensation and Benefits
 - i. elective in BUS ADM General emphasis
- f) HRM 468: Employee Relations
 - i. elective in BUS ADM General emphasis
- g) HRM 469: Performance Management and Job Analysis
 - i. elective in BUS ADM Entrepreneurship emphasis.
 - ii. elective in BUS ADM General emphasis
 - iii. Cross-listed version i.e. HRM 669 is a required MSM course.
- h) HRM 470: HR Analytics
 - i. elective in BUS ADM General emphasis

- ii. elective in BUS ADM entrepreneurship emphasis
- iii. elective in BUS ADM Business Analytics emphasis

I. Number of courses offered (Overall number provided in materials. Chairs: short commentary if appropriate. Provide a sub-grouping of various modalities by percentage. For example, what percentage of your program is available online, hybrid, etc.?)

The Human Resources Management degree i.e. BBA in HRM, can be both, completed 100% online or done in the more “traditional” format. Thus, while courses are offered in face-to-face formats usually, for all courses, online options become available frequently including over Jterm and Summer. All of these courses available below (except the FYS, independent studies, research assistantship-type courses) are offered online at least once in two years for all courses.

- a) HRM 298 Independent Study
- b) HRM 362 Introduction to Human Resources Management
- c) HRM 460 Employee Development and Training
- d) HRM 465 Recruitment and Selection
- e) HRM 466 Employment Law
- f) HRM 467 Compensation and Benefits
- g) HRM 468 Employee Relations
- h) HRM 469 Performance Management and Job Analysis
- i) HRM 478 Honors in the Major
- j) HRM 496 Project/Research Assistantship
- k) HRM 497 Internship
- l) HRM 498 Independent Study

II. Diversity of students, faculty, and curriculum (Overall number provided in materials. Chairs: short commentary if appropriate; provide examples from curriculum if appropriate.)

UW-Green Bay is committed to achieving a diverse workforce and to maintaining a community that welcomes and values a climate supporting equal opportunity and difference among its members. The campus engages in several strategic initiatives to recruit a more diverse student population, and offers a wide range of experiences and perspectives to students. As part of this process, the Chancellor’s Council on Diversity and Inclusive Excellence offers a certificate program to develop and recognize commitment to the UW-Green Bay Inclusive Excellence Initiative. The Office of Admissions also supports recruiters specialized in working with multicultural, bilingual, and international students. In fall 2017, UW-Green Bay added a Vice Chancellor for Student Affairs and Campus Climate to the Chancellor’s Cabinet to improve, in part, campus initiatives on diversity and inclusivity. This position will play a critical role in furthering campus efforts to attract and support a diverse campus community reflective of the metropolitan area that UW-Green Bay serves. The Cofrin School of Business drafted a College-specific diversity and inclusivity plan during the 2018-2019 academic year, with an assigned faculty lead reporting to the Dean of the School. This plan is considered a living document, undergoing annual revisions and implementation.

UW-Green Bay has a broad array of student organizations and institutional resources and offices that offer resources and services to promote academic success and personal growth of students. For example, a number of student organizations provide an environment for students to share their own culture, gain leadership skills, and participate in co-curricular activities. The UW-Green Bay's Multicultural Academic Centers promote a better understanding of diverse communities and serve as resources for students, faculty, and staff. The CATL also offers regular workshops and panel discussions to address the complexities of inclusivity and diversity. Finally, the Office of International Education facilitates international student success while at UW-Green Bay.

The CSB recognizes its responsibility as a regional comprehensive university to provide access to a quality education for all students within NE Wisconsin. The Green Bay public schools are also now majority minority, emphasizing the need to engage with a diversifying student body. In response the CSB identified a faculty diversity lead during the 2018-2019 academic year to develop a comprehensive diversity and inclusivity plan for the CSB. The faculty lead, Dr. Mussie Teclezion helped form the Diversity and Inclusivity Committee in Fall 2020. Finally, the CSB recognizes that the majority of our students work and that most of our recent growth has occurred through our online offerings. Higher education costs continue to rise, emphasizing a need to consider student costs while designing and delivering our programs and courses. The CSB understands the cost savings available to students who access local higher education offerings, and the reality that 50% of all CSB students transfer into UWGB.

As the HRM major is new this academic year, we do not have specific metrics for many years about it but as it was included in the Business Administration major as an emphasis, Table 3 shares some data from 2014-2018

Table 3. Basic student demographics for Business Administration Major (including HRM emphasis)

<i>Business Administration</i>	2014		2015		2016		2017		2018	
Women	303	50%	349	50%	409	51%	453	52%	432	52%
Students of color	50	8%	60	9%	79	10%	103	12%	114	14%
Over 26 years old	79	13%	85	12%	94	12%	94	11%	95	11%

The AACSB accrediting body has defined the ability to work effectively in diverse environments as a General Skills Area, and training in social responsibility, including sustainability, diversity and ethical behavior and approaches to HRM as a General Business Knowledge Area that should be present within all accredited business curricula. The program in HRM addresses these directly in multiple courses given its focus on human resources aspects.

The HRM Program is part of the Marketing and Management Department which has 10 full-time faculty members in the current year, including one who was born in Nigeria, two who were born in India, one who was born in Bangladesh and one who was born in Canada. With respect to providing an inclusionary environment for international faculty, the University has Employee Resource Groups (ERGs), which are voluntary, employee-initiated social groups of faculty and staff that share common interests, issues, backgrounds, characteristics, or pursuits. Dr. Vallari Chandna, the chair of the Marketing and Management Department started one such group, the Group for International Employee Support. The group meets monthly during the

academic year in a social setting to inform members about new and available resources and provide them with local cultural experiences.

III. Gen Ed, FYS/GPS, CCIHS (Lists)

- a. HRM 460 Employee Development and Training- WE
- b. HRM 466 Employment Law - WE

IV. Program support and staffing (Chairs: History, trends, and future needs. Depending on program, could be connected to accreditation.)

As the HRM program is new, information is limited but based on the emphasis trends of the past, and the vastness of the curriculum, our current staffing needs to be increased. The program hired one new tenured faculty effective Fall 2019. We currently have only 2 full time faculty for the HRM program – 1 tenured and 1 tenure track. Currently the needs are met using adjuncts (associate lecturers) but a request has been made to the Dean who is seeking administrative approval to hire one more full time lecturer given the rapid growth of the program.

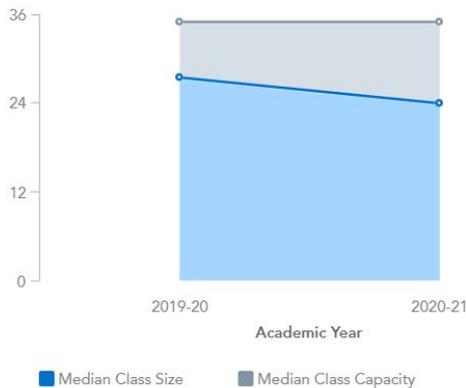
V. Cost per credit hour (TBD)

As the HRM Major is a new one, data of the Business Administration major wherein human resources management was a major for over a decade, is provided for the longer time period but for just 2019-2020 period, as the prefix change for classes had taken place prior to the launch of the BBA, limited data is available. The program (and prior to that the emphasis) is operating with high efficiency. As the introductory course is mandatory for all majors but the offerings were made available too soon, there was some issues with filling classes in 2019-20. Additionally, many new required courses were introduced and all students are yet to become aware of them so the fill rate was lower than anticipated. However, there are 0 classes below 10 students.

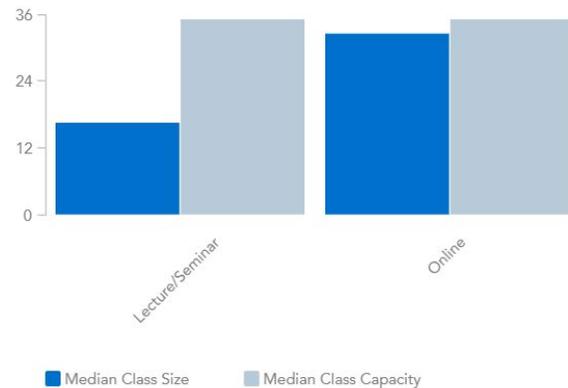
Class Capacity Utilization

Median Class Size	Median Class Capacity	Median Class Fill Rate	% of Classes with Size <10
28	35	79%	0.0%

Trends in Median Class Size and Class Capacity

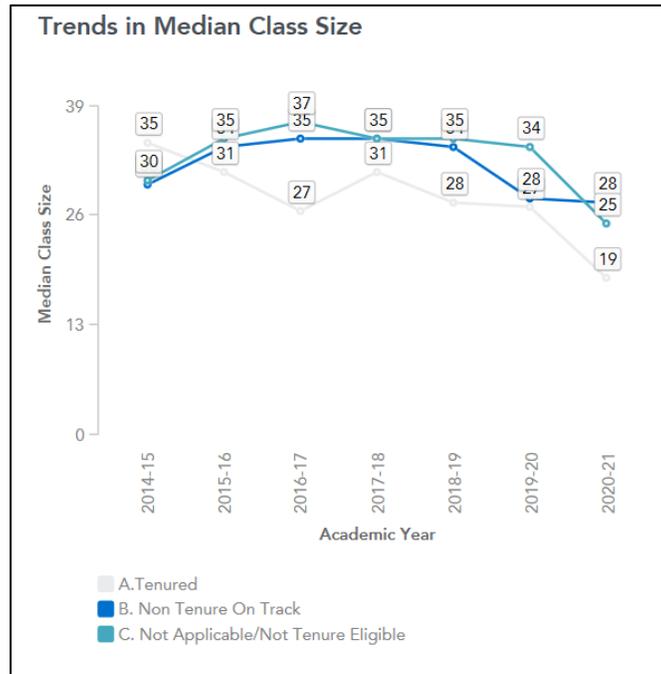


Median Class Size and Class Capacity by Course Type



[View Course Section Level Trends Report By Course, Type](#)

Business Administration Data includes HRM Emphasis:



Median Class Size	Median Class Capacity	Median Class Fill Rate	# Collapsible Sections
34	35	97%	12

External

In each of these sections some highlights are provided (in-depth data on faculty members’ external work can be provided)

1. **Outreach: student/faculty partnerships, collaborations, participation with organizations or individually (Lists)**
 - a. Independent study and student research: HRM faculty engage in independent study and research projects with their students at the undergraduate and graduate levels E.g. Dr. Heather Clarke’s recent independent studies with graduate students
 - b. Research groups: HRM faculty form student research groups: Dr. Allen Huffcutt runs the STARS research group which includes business and psychology students engaged in HR research. The STARS (Students Together Achieving Research), has an end-goal of having the undergraduates conducting annual research and connecting with local business and industry and provide services related to employment teaching and development.
 - c. HRM faculty lead student organizations. E.g. those that are directly related to the program such as the student chapter for the Society for Human Resources Management (SHRM) led by Dr. Heather Clarke

2. Contributions to regional infrastructure (Lists)

By making available new programs such as HRM, the CSB is fulfilling its commitment to developing our regional workforce, and to promote economic development. It builds upon ongoing partnerships with regional and national employers, exemplified by our key role in the UW-System, UW-Green Bay, Green Bay Packers, and Microsoft collaboration at TitleTown Tech.

- a) HRM faculty conduct research that directly affects the region e.g. Dr. Heather Clarke's study of long-haul truck drivers at Schneider National. Professor Clarke is examining the effects of social isolation, loneliness, and work-family on the well-being and retention of long-haul drivers.
- b) HRM faculty serve on external organizational boards or committees e.g. Dr. Heather Clarke is on the Editorial Board of the Journal of Research in Gender Studies.
- c) HRM faculty serve as experts in local media and news outlets.
- d) HRM faculty assist local businesses and organizations
- e) HRM faculty incorporate problem-solving of local businesses into their classroom

3. Scholarly activity of faculty (Lists that are not all-inclusive; maybe seek to highlight the different areas/types of activity)

The tenured and tenure-track faculty in HRM are engaged in high quality research- a summary table is provided for their work followed by some highlights:

Table 4: HRM faculty's research output since 2013.

Faculty Member	Journal publications	Conferences	Other academic output
Clarke, Heather	8	22	3
Huffcutt, Allen	1	8	1

Some highlighted projects by the HRM faculty.

- a) HRM faculty are highly regarded e.g. in 2017 Dr. Clarke's paper was awarded the designation of being in Top Twenty most downloaded papers by the Canadian Journal of Administrative Sciences
- b) HRM faculty are recognized for their research e.g. Dr. Allen Huffcutt was named the Philip J. and Elizabeth Hendrickson Professorship for Business, which recognizes and supports a full professor who has demonstrated a productive commitment to scholarship and/or outreach and whose work exemplifies the spirit and mission of UW-Green Bay, while helping students understand the positive role of business in the community and the importance of business ethics.
- c) HRM faculty publish in highly regarded A-level publications e.g. Dr. Heather Clarke's work titled "Sexual Orientation Occupational Stereotypes."
- d) HRM faculty are highly cited e.g. Dr. Allen Huffcutt was recently noted to be among the top 2% most influential authors as measured by textbook citations.

- e) HRM faculty publish books and book chapters e.g. Dr. Heather Clarke's 2015 chapter in Positive psychology in practice

Student Success

1. High-impact practices and individualized-learning opportunities (Some data provided; lists and/or brief narrative)

The CSB (and thus the HRM program) has both High-Impact Practices (HIPs) as well as High Engagement Experiences (HEEs). We distinguish these as follows: HIPs– These courses are challenging and involve hands-on learning in the context of real-world application, critical thinking, frequent feedback from faculty, and meaningful interactions with peers, often through discussions and group projects; HEEs– These courses include many of the criteria listed above for HIPs but to a lesser degree. These courses are recognized as being engaging to a great degree. The CSB also has a process in place to assess curriculum and designate courses as being HIPs or HEEs.

- a. In terms of traditional HIPs, we have: HRM 298 Independent Study, HRM 478 Honors in the Major; HRM 496 Project/Research Assistantship; HRM 497 Internship; HRM 498 Independent Study
- b. Embedded HEEs: HRM 460 Employee Development and Training and HRM 469 Performance Management and Job analysis.

2. Retention (TBD. Note: if program-level data is not provided, maybe list some things your program does that you believe aid in retention.)

As the HRM program is brand new, retention metrics are not available. With regard to the BUS ADM major which included the HRM emphasis in the past, on average, 88.5% persisted within the same major, the same College, or graduated from Fall 2016 to Spring 2017, and from Fall 2017 and Spring 2018. Some of the elements helping contribute to student success and retention are laid out here.

Recognizing that student success depends in part on effective advising, CSB has supported a full-time professional staff advisor since June 2015 who also advises students of HRM. The student success advisor works with incoming freshmen and transfer students, and students with cumulative GPAs <2.5 (the minimum requirement for enrolling in upper-level courses). All other students are advised by full-time instructional staff within the College. The student success advisor reports to the Dean, and provides scheduling guidance to Chairs, develops four-year completion plans for all programs including HRM, engages in quality mentoring with students, promotes student engagement, addresses issues related to student retention, and oversees a mandatory faculty advisor training program initiated in Spring 2019.

To improve retention, cumulative GPAs are monitored throughout each students' undergraduate career, not only at their beginning and end, enabling faculty and advisors to better track and assist students throughout degree progress. The goal is to provide positive intervention and support for students as early as possible. The HRM faculty make sure to participate in the early alert system setup by UWGB. Advisors follow-up with students to create a plan that may involve

use of on-campus resources, such as The Learning Center, The Writing Center, Multi-Ethnic Student Affairs Office, Veteran's Lounge, Counseling and Health, and the Dean of Students Office. Depending on the student's performance in a course, dropping the class may also be discussed to avoid earning a non-passing grade.

In the weeks prior to the start of course registration the Student Success Advisor emails those students falling below the minimum 2.5 GPA requirement and requests an appointment. During the one-on-one appointment, the advisor discusses the student's performance in current courses, calculates an expected term and cumulative GPA after grades are posted, and helps students select courses for the following semester. As students below the 2.5 GPA requirement are unable to register for upper-level majors courses, the advisor reviews each student's remaining courses/credits, and potential course retakes, provides referrals to support services on-campus (The Learning Center, Writing Center, Counseling and Health, etc), and may register students into one or more upper-level courses, assuring that students have courses for the next semester should their grades improve.

Following the close of regular registration, the Student Success Advisor sends personalized emails to unregistered students, noting that they have not registered and encouraging them to seek assistance. Responses to this correspondence are typically positive, with many first generation, non-traditional, or minority students unaware that they missed their assigned registration appointment. Some students face financial or other holds preventing them from registering. Students also often require advising guidance, have decided to step-out for at least one semester to deal with personal or family challenges, or are deploying for military service. No matter the reason, the goal is to try to provide assistance, options, and referrals.

Faculty provide a number of high-impact experiences inside and outside the classroom to improve student retention, such as company tours, the use of guest speakers, student competitions, case studies, research experiences, and more.

Mission Relevant

1. Relevance to mission (Narrative or lists as appropriate)

UW-Green Bay gained approval for a revised Select Mission from the UW System Board of Regents on April 25, 2019 and the Higher Learning Commission on May 14, 2019. The revised mission solidified the strategic vision of UW-Green Bay in its role as the primary campus serving the third largest metropolitan and economic region in the state, with campuses directly serving the Green Bay, Sheboygan, Manitowoc, and Marinette communities.

The B.B.A. in Human Resources Management meets the responsibility in the new mission, by providing a local, cost efficient option that responds to both student interest and employer demand. For example, as of fall 2019 student enrollment already sits at 147 within the Human Resources Management emphasis of the existing Business Administration major, highlighting an existing demand for which we are neither providing the full credentialing owed to these students or upon which enhanced professional opportunities can be built. Thus, this immediately became one of the fastest growing majors on the UW-Green Bay campus when launched by virtue of its previous status as an established emphasis. Our access oriented (online and face-to-face),

flexible delivery model provides the flexibility essential for non-traditional students to both begin and complete degrees, and which is demanded by traditional students seeking to capitalize on the rich internship and professional experiences available within the NE Wisconsin economic ecosystem. This flexible delivery model is also essential to fully integrate our four campus locations and realize our vision of a single University of Wisconsin-Green Bay serving NE Wisconsin. Expansion of programmatic offerings by the Cofrin School of Business is essential to developing our regional workforce, and to promoting economic development. Our charge is clearly articulated within the Greater Green Bay Economic Development Strategic Plan. This program is building upon ongoing partnerships with regional and national employers, relationships exemplified by our growing partnership with TitleTown Tech. This program represents the natural maturation and evolution of business at UW-Green Bay from a department, to an endowed school, to the stand-alone, endowed college created in July 2016, and identified in our revised select mission.

2. Cultural enrichment (Narrative or lists as appropriate)

The CSB and in turn the HRM program, makes sure to play a pivotal role in the cultural enrichment of its students.

- a) Curriculum: The HRM curriculum deals directly with many aspects of diversity and globalization.
- b) International perspectives: International faculty share their experience and expertise across the CSB as do the faculty in HRM. Additionally, guest lecturers also bring more diverse perspectives into the classroom.
- c) Study abroad courses: the CSB students (including HRM) have had a business course taught in Cuernavaca, Mexico for the last few years. In the upcoming years, our faculty are expecting to design more such courses
- d) International partnerships: the HRM program has benefitted from international partnerships set up by UWGB. The Chinese students that have been participating in on-line offerings through Lion Education enroll in many of our HRM courses. The local students thus are able to engage with international students through this avenue as well.

3. Access (Does the program have any agreements with other institutions? For example, a transfer agreement with a technical college.)

To improve regional attainment of Bachelor's degrees, the CSB has approved transfer guides with five area technical colleges (Fox Valley Technical College, Gateway Technical College, Lakeshore Technical College, Northeast Wisconsin Technical College, and Northcentral Technical College) for students completing their associate degrees in Business. Transfer guides clearly identify how each course required for the associate degree will transfer to UWGB, and has a semester-by-semester guide for students to complete their remaining bachelor-level coursework at UWGB.