



## Workforce Development Annual Assessment 2018-2019

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# Annual Assessment 18-19

## Workforce Development

### Program Profile

#### Program Mission Statement

*Please insert your program mission statement here*

A student who earns a B. S. degree from WWU will have a wide variety of knowledge in areas of accounting, economics, business, communications, technology, and workforce leadership. This degree is designed to further the knowledge and management skills of employees and managers whose previous educational background is primarily technical or industrial.

### Program Data

#### Delivery Method

Traditional On Campus  
Online (selected)  
Hybrid

#### Students Majors 2017-18

#### Student Majors 2018-19

2

4

#### Student Minors 2017-18

#### Student Minors 2018-19

#### Concentrations 2017-18

*If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.*

N/A

#### Concentrations 2018-19

*If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.*

Business - 0

Labor Management and Leadership - 0

### Student Demographics

*What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be*

*improved? What is the optimal enrollment for the program?*

This program currently has 4 students seeking the major. One student is a transfer and 3 others are returning students. No students have graduated from this program since its inception over two years ago.

This program was revised last year and with recommendations from an outside reviewer this year, it is believed that a shift in focus to educating workforce development professionals would make the program more attractive to potential students.

### **Is the Program Externally Accredited**

Yes

No (selected)

### **External Accreditation**

*Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?*

N/A

### **Marketing Materials**

*Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?*

This program is hard to market to students as it originally only accepted students who held an AAS degree. As originally conceived, this program would allow such students to complete their degree in two years but this has not been possible. The program is now a B.S. in Workforce Development and is open to any potential student, not just those who hold AAS degrees.

The program will be of value to governmental and non-profit agencies who need trained workforce development professionals. This is the target market of the revised program.

The program is listed as a transfer/degree completion program and it should be listed as a stand alone online program. Being listed on the website as a transfer/degree completion program makes it quite difficult to find information on the program and does not reflect the reality of the degree. It is not just for those transferring to the University or those seeking to complete the last two years of their program.

### **Marketing Material**

Workforce\_Development.docx

## Program Assessment

### Standard/Outcome

Identifier	Description
<b>WWU2016.1</b>	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
<b>WWU2016.2</b>	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
<b>WWU2016.3</b>	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
<b>WWU2016.4</b>	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

### Additional Standards/Outcomes

Identifier	Description
<b>WRK.1</b>	Apply ethical reasoning skills to typical situations that occur in the workforce.
<b>WRK.2</b>	Develop a leadership style by analyzing information and creating solutions for issues that occur in the workplace due to a diverse workforce.
<b>WRK.3</b>	Evaluate information systems and technology to lead an organization or individual to perform more efficiently.
<b>WRK.4</b>	Create business and financial reports that will provide the information that individuals and managers need to lead today's workforce.
<b>WRK.5</b>	Evaluate the financial and social needs of the 21st century workforce.

### General Education Alignment to Program

*How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.*

As currently designed, this program seeks to maximize general education credit in the core course offerings so the target demographic can complete their degree within two years. General education courses in the major include: BUS 329 Business Ethics, ECN 251 Macroeconomics and SCA 353 Race and Ethnicity.

The program will be revised for the coming year and will not be as focused on maximizing general education credit but rather, be valuable to students who wish to become workforce development professionals.

GE\_Cluster\_Descriptions\_FINAL\_Version\_Approved.docx

## Curriculum Map

A - Assessed  
 R - Reinforced  
 I - Introduced  
 M - Master

### Workforce Leadership Curriculum Map

	ACC 240	ACC 412	BMT 329	BMT 475	BUS 321	BUS 324	BUS 332	BUS 335
<b>WRK.1</b> Apply ethical reasoning skills to typical situations that occur in the workforce.	I		I, R	I				I, R
<b>WRK.2</b> Develop a leadership style by analyzing information and creating solutions for issues that occur in the workplace due to a diverse workforce.			I	I			I	
<b>WRK.3</b> Evaluate information systems and technology to lead an organization or individual to perform more efficiently.		I, R						
<b>WRK.4</b> Create business and financial reports that will provide the information that individuals and managers need to lead today's workforce.	I			I	I	I	I	
<b>WRK.5</b> Evaluate the financial and social needs of the 21st century workforce.	I			I		I		

	BUS 351	ECN 251	LDR 345	MIS 125	MIS 350	SCA 353	SPA 101	WRK 499
<b>WRK.1</b> Apply ethical reasoning skills to typical situations that occur in the workforce.	I		I, R			R		A, M
<b>WRK.2</b> Develop a leadership style by analyzing information and creating solutions for issues that occur in the workplace due to a diverse workforce.	I		R			R		A, M
<b>WRK.3</b> Evaluate information systems and technology to lead an organization or individual to perform more efficiently.	I			I	R			A, M
<b>WRK.4</b> Create business and financial reports that will provide the information that individuals and managers need to lead today's workforce.	I	I						M, A
<b>WRK.5</b> Evaluate the financial and social needs of the 21st century workforce.	I	I				R	I	M, A

**Changes to Curriculum**

*Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?*

The program was revised for the 18/19 academic year. The following courses are in the core:

ACC 240

BUS 305

BUS 321

BUS 329

BUS 335

BUS 351

BUS 475

ECN 251

HIS 316

LDR 201

MIS 350

SCA 353

The program also includes two new concentrations: business and labor management. Further revisions will evaluate the necessity of including concentrations.

These changes were made to allow students without AAS degrees the opportunity to complete the program but there was still a focus on ensuring students could complete the program in two years as a transfer program. This will no longer be the sole focus of the program but a secondary benefit.

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Workforce Leadership Curriculum Map

WRK.1 Apply ethical reasoning skills to typical situations that occur in the workforce.

#### Assessment Measures

WRK 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion Each student will complete a final business plan. A successful final business plan is one that shows the student has considered all of the major factors that should be examined in order to compile and present this analysis and show a consideration for the economic factors that are present. been met yet?			

WRK.2 Develop a leadership style by analyzing information and creating solutions for issues that occur in the workplace due to a diverse workforce.

#### Assessment Measures

WRK 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion Each student will complete a final business plan. A successful final business plan is one that shows the student has considered all of the major factors that should be examined in order to compile and present this analysis and show a consideration for the economic factors that are present. been met yet?			

WRK.3 Evaluate information systems and technology to lead an organization or individual to perform more efficiently.				
Assessment Measures				
WRK 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion Each student will complete a final business plan. A successful final business plan is one that shows the student has considered all of the major factors that should be examined in order to compile and present this analysis and show a consideration for the economic factors that are present. been met yet?			

WRK.4 Create business and financial reports that will provide the information that individuals and managers need to lead today's workforce.				
Assessment Measures				
WRK 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion Each student will complete a final business plan. A successful final business plan is one that shows the student has considered all of the major factors that should be examined in order to compile and present this analysis and show a consideration for the economic factors that are present. been met yet?			

WRK.5 Evaluate the financial and social needs of the 21st century workforce.				
Assessment Measures				
WRK 499				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion Each student will complete a final business plan. A successful final business plan is one that shows the student has considered all of the major factors that should be examined in order to compile and present this analysis and show a consideration for the economic factors that are present. been met yet?			

### Analysis of the Assessment Process

*Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.*

As an online only program, there are no assessment day activities for this program. When originally designed, the program objectives of this program were designed to be assessed in the culminating course, WRK 499. Each student would be assessed by completing a final business plan that, "shows the student has considered all of the major factors that should be examined in order to compile and present this analysis and show a consideration for the economic factors that are present". For the assessment period 18-19, there were four students in the major but none have completed the assessment assignment in the culminating course.

Moving forward, the assessment plan needs to be revised in order for the program to have a more robust assessment that allow for checks on student progress throughout the program instead of only assessing students during their last course in the program.

### Improvement Narrative List

#### Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

## Program Activities

### Student Performance Review

*Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?*

As an online only program, student performance days are not conducted.

### Student Performance Review Schedule

*Upload the program schedule for students during Performance Reviews.*

### Senior Showcase

*Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?*

As an online only program, senior showcase is not conducted.

### Assessment Rubrics

*Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.*

### Service Learning

*Does the Program include projects/ course content that uses the philosophy of service learning?*

Yes

No (selected)

### Service Learning Component

*If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?*

N/A

### LEAD Events

*Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.*

As an online only program, LEAD events are not conducted by faculty. Full-time faculty who may teach a course in the program have not conducted LEAD events directly related to this program.

### Student Accomplishments

*Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.*

As an online only program, mentor-mentee, independent research and other opportunities are not currently available.

**Alumni Accomplishments**

*Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.*

No students have graduated from this program.

**Faculty Accomplishments**

*Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.*

Several faculty who teach courses related to this program have presented at conferences, published in academic journals and have maintained their professional development.

## Assessment Rubric

### Annual Assessment Rubric 2018

14.000 pts 46.67%

	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	<p><input checked="" type="checkbox"/> The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.</p>	<p><input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission.</p>	<p><input checked="" type="checkbox"/> The mission statement is minimal at best.</p>	<input checked="" type="checkbox"/> N/A
Comment:				
Reflection on Retention weight: 1.000	<p><input checked="" type="checkbox"/> The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.</p>	<p><input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided.</p>	<p><input checked="" type="checkbox"/> The program does not reflect on retention data in a detailed way.</p>	<input checked="" type="checkbox"/> N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	<p><input checked="" type="checkbox"/> The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.</p>	<p><input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field.</p>	<p><input checked="" type="checkbox"/> The program fails to provide any accreditation information.</p>	<input checked="" type="checkbox"/> N/A
Comment:				
General Education alignment clearly explained weight: 1.000	<p><input checked="" type="checkbox"/> The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.</p>	<p><input checked="" type="checkbox"/> The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.</p>	<p><input checked="" type="checkbox"/> The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.</p>	<input checked="" type="checkbox"/> N/A
Comment:				
Curriculum Map alignment weight: 1.000	<p><input checked="" type="checkbox"/> The curriculum map is detailed and complete.</p>	<p><input checked="" type="checkbox"/> The curriculum map is complete</p>	<p><input checked="" type="checkbox"/> The curriculum map is not complete</p>	<input checked="" type="checkbox"/> N/A
Comment:				
Assessment of Objectives weight: 1.000	<p><input checked="" type="checkbox"/> Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.</p>	<p><input checked="" type="checkbox"/> Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.</p>	<p><input checked="" type="checkbox"/> The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.</p>	<input checked="" type="checkbox"/> N/A
Comment:	<p><i>It appears from the curriculum map that each objective is only evaluated once? The second evaluation might be an external one, but it is not noted on the curriculum map. and there is not completed assessment for the program. Programs with minimal students still must complete the assessment process. Via allows for online programs to collect assessment data. the struggle for this programs that it owns none of the courses and so it is borrowing curriculum.</i></p>			

Data Driven Decision-making is explained weight: 1.000	<input checked="" type="checkbox"/> Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	<input checked="" type="checkbox"/> Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	<input checked="" type="checkbox"/> Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	<input checked="" type="checkbox"/> N/A
Comment:				
Documentation provided on assessment findings weight: 1.000	<input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	<input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in assessment findings.	<input checked="" type="checkbox"/> The program did not upload the data to support assessment claims in the assessment findings.	<input checked="" type="checkbox"/> N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	<input checked="" type="checkbox"/> The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	<input checked="" type="checkbox"/> The program completed the assessment findings for each component and provided a summary for each assessment measure.	<input checked="" type="checkbox"/> The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	<input checked="" type="checkbox"/> N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	<input checked="" type="checkbox"/> The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	<input checked="" type="checkbox"/> The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	<input checked="" type="checkbox"/> The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	<input checked="" type="checkbox"/> N/A
Comment:				
Student Performance Review weight: 1.000	<input checked="" type="checkbox"/> The program described and provided a detailed account of Student Performance Review activities. Data evidence provided and detailed.	<input checked="" type="checkbox"/> The program provided the schedule and a brief description of Student Performance Review with data of the results.	<input checked="" type="checkbox"/> The program did not provide complete explanation on Student Performance Review nor did they provide data results.	<input checked="" type="checkbox"/> N/A
Comment:				
Senior Showcase weight: 1.000	<input checked="" type="checkbox"/> The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	<input checked="" type="checkbox"/> The program described the Senior showcase activities and provided some evidence of what was presented.	<input checked="" type="checkbox"/> Little to no content of Senior showcase was provided.	<input checked="" type="checkbox"/> N/A
Comment:				
Co Curricular activities weight: 1.000	<p>The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.</p>	<input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided.	<p>The program provided little to no description of the Co-curricular activities provided throughout the year.</p>	<input checked="" type="checkbox"/> N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	<p>The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.</p>	<input checked="" type="checkbox"/> The program provided a listing of information on Students, Alumni, and faculty accomplishments.	<input checked="" type="checkbox"/> The program provided little to no data on students, alumni, faculty accomplishments.	<input checked="" type="checkbox"/> N/A
Comment:				