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**WILLIAM WOODS  
UNIVERSITY**

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**Workforce Development Annual Assessment 2019-2020**

## Contents

Annual Assessment 2019-2020 .....	3
Workforce Development .....	3
Program Profile .....	3
Program Assessment.....	4
Curriculum Map.....	6
Assessment Findings.....	7
Program Activities .....	7
Assessment Rubric .....	9

## Annual Assessment 2019-2020

### 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 development. 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

##### Student Majors 2018-19

##### Student Minors 2018-19

4

##### Students Majors 2019-2020

##### Student Minors 2019-20

6

##### Concentrations 2018-19

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

N/A

##### Concentrations 2019-20

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

Business - 2

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 6 students seeking the major.

In 2019-2020 the University decided to sunset the program so it will be taught out over the next year and will no longer be offered.

### **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?*

The program is being taught out and will be removed from University offerings.

### **Marketing Material**

## **Program Assessment**

### **Standard/Outcome**

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

### Alignment to the University Objectives

*Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.*

WRK 1 to WWU 1 and 2.

WRK 2 to WWU 1, 2, 3 and 4.

WRK 3 to WWU 1.

WRK 4 to WWU 1 and 4.

WRK 5 to WWU 1, 2, 3 and 4.

### 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.*

General education courses in the major include:

BUS 329 Managerial Ethics-E,

ECN 251 Macroeconomics-S

SCA 353 Race and Ethnicity-D

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

### NSSE Objectives Discussed Fall 2019

#### Program Alignment to NSSE Objectives

*How did your program integrate the three NSSE objectives determined by the faculty this fall. The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could*

have made them more successful?

All courses in this program draw from existing courses in other majors. Therefore, specific assignments were not assigned to address NSSE Objectives.

## Curriculum Map

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

### Workforce Leadership Curriculum Map

	ACC 240	BUS 305	BUS 321	BUS 329	BUS 335	BUS 351	BUS 475	ECN 251	MIS 350	SCA 353
<b>WRK.1</b> Apply ethical reasoning skills to typical situations that occur in the workforce.		I		M	I	R	M	I		R, I
<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		R	M			
<b>WRK.3</b> Evaluate information systems and technology to lead an organization or individual to perform more efficiently.						I			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	I		I	R		I		
<b>WRK.5</b> Evaluate the financial and social needs of the 21st century workforce.	I					I		I		R, I

### 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?

Based upon a three year program review and recommendation from University leadership this program is being sunset and will no longer be offered.

## Assessment Findings

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

~No Assessment Findings Submitted

#### 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.*

Based upon a three year program review, recommendation by curriculum committee and University leadership in 2019, this program is being sunset and will no longer be offered.

#### Improvement Narrative List

## 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?*

N/A - online only program.

### 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?*

N/A - online only program.

## 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.*

N/A - online only 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.*

N/A

**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.*

N/A

**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.*

N/A

## Assessment Rubric

Mission Statement Clearly Articulated weight: 1.000	<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.	<input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission.	<input checked="" type="checkbox"/> The mission statement is minimal at best.	<input checked="" type="checkbox"/> N/A
Comment:				
Reflection on Retention weight: 1.000	<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.	<input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided.	<input checked="" type="checkbox"/> The program does not reflect on retention data in a detailed way.	<input checked="" type="checkbox"/> N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	<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.	<input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field.	<input checked="" type="checkbox"/> The program fails to provide any accreditation information.	<input checked="" type="checkbox"/> N/A
Comment:				
General Education alignment clearly explained weight: 1.000	<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.	<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.	<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.	<input checked="" type="checkbox"/> N/A
Comment:	the question is actually how the program builds on the skills taught in the GE courses, not what GE courses are in the program.			
Curriculum Map alignment weight: 1.000	<input checked="" type="checkbox"/> The curriculum map is detailed and complete.	<input checked="" type="checkbox"/> The curriculum map is complete	<input checked="" type="checkbox"/> The curriculum map is not complete	<input checked="" type="checkbox"/> N/A
Comment:				
Assessment of Objectives weight: 1.000	<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.	<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.	<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.	<input checked="" type="checkbox"/> N/A
Comment:	there is no assessment listed in the program as the program is being discontinued. They are teaching out the students in the program but it is no longer offered as a viable major.			
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:	online program, not available			
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:	online program, not available			
Co Curricular activities weight: 1.000	<input checked="" type="checkbox"/> The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	<input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided.	<input checked="" type="checkbox"/> The program provided little to no description of the Co-curricular activities provided throughout the year.	<input checked="" type="checkbox"/> N/A
Comment:	online program, not available			
Faculty, alumni, and Student accomplishments weight: 1.000	<input checked="" type="checkbox"/> The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	<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:				