



Workforce Development 3-Year Report

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3-Year Program Assessment 2018-2019

Workforce Leadership

Program Profile

History, Mission and Vision of the Program

Start with the history of the program at WWU. Discuss relevant trends and issues dealing with the program and the institution. If a program has one or more concentrations, each concentration should be discussed separately. (300 words or less)

This online only program was originally proposed in 2015 by the Graduate and Outreach Business Online College as a Bachelor of Applied Science (B. A. S.) degree in Workforce Leadership with the rationale of being marketed to students who already hold an A. A. S. degree from another institution. The degree required 51 credit hours to complete and of those, 30 credits would satisfy general education requirements. The B. A. S. was designed to provide a shorter path to obtaining a bachelor's degree than meeting the requirements of a B. S. At the time of its development, the program only accepted students with a completed A. A. S. degree. In the first two years of offering, it was determined that the program did not lead to degree completion faster than pursuing a B. S. degree and that those who may benefit from this program could obtain their degrees quicker through other institutions. In 2018 the program was modified, removing the requirement of holding an A. A. S. degree thus, opening the program to any student who may wish to pursue the major. The program was also changed from a Workforce Leadership major to a Workforce Development major with the intent of providing knowledge and management skills to employees and managers whose previous educational background is primarily technical or industrial. The revised program consists of 36 credit hours of core business courses and a 12 credit hour concentration in business or labor management and leadership.

	2015-2016	2016-2017	2017-2018
Incoming Freshmen	0	0	0
Transfer	0	1	1
Total	0	1	2

Concentrations

List any concentrations for the program and student enrollment for the 3 years noted in the report if applicable.

In 2018 two concentrations were added to the program, a concentration in business and a concentration in labor management and leadership. At the time of this report, no students have selected a concentration, probably because they fall under old catalog requirements which do not require a concentration.

Reflection on Program Demographic Information

Clearly describe the approach of the program maintain or improve student retention and graduation rates. Provide

clarification or explanation for any positive or negative trends indicated in the data. Does the program have an active plan on retention of current students? if so, specify the details of the plan.

When originally developed, this program was only available to students who held an A. A. S. degree so initial recruitment into the program was limited to a narrow demographic. In addition to this, there were no real advantages for someone with an A. A. S. degree to go into this program over a B. S. or B. A. degree. Minimal transfer of credit was accepted (typically about 12 credit hours) so the intent of the program did not work in practice. Between the 15/16 to 17/18 academic years, the program gained 3 students who are still working towards completing their degree. To date, no one has graduated from the program. The main issue in student retention/graduation is a lack of students entering the program.

Program Demographic Data

Upload the program page from the Institutional Research office with the program data.

Workforce_Development_Program_Demographics.pdf

Graduate Data

	2015-2016	2016-2017	2017-2018
Total Graduates	0	0	0

Definition of Field

What types of positions are considered relevant to the “field” of study with this program? Please define what it means for students to be employed “within the field” of the professional discipline.

Typical positions for graduates of a workforce development program include human resources generalists/managers, training and development specialists/managers, employee engagement managers, office managers, facilities managers, production managers, floor managers and a variety of general business positions. These positions along with technical/industrial management positions would be considered employment within the field of workforce development.

	2015-2016	2016-2017	2017-2018
Employed Within Field	0	0	0
Employed Outside of Field	0	0	0
Graduate School	0	0	0
Unknown	0	0	0

Curriculum

Program Course Enrollment Data

Workforce_Development_Enrollment_Statistics.pdf

Program Checklist

Attach checklist from the current academic catalog

Workforce_Leadership_Checklist_2015_2016.pdf

Workforce_Development_2018_2019.pdf

Course Descriptions

ACC240-Principles of Accounting I 3

An introduction to the principles underlying accounting information. The course will focus on the role that accounting information plays in planning, evaluating, and recording operating activities of businesses. An introduction to financial statements is also included. In this course students will summarize financial data and construct basic financial statements using various software tools such as Excel and QuickBooks.

BUS 305 Management and Labor Relations

This course analyzes the relationship between management and the workforce. The perspective of employers, employee and employee representatives will be analyzed across a variety of issues found in the modern workforce. Areas of consideration may include compensation, benefits, job classification, legal principles of the employment relationship and training and development. Additionally, students learn how to deal with contemporary issues confronting the employer/employee relationship.

BUS321-Principles of Marketing 3

An application of concepts from the field of marketing of consumer demand in relation to marketing procedures, functions, methods, policies, including issues of marketers from a marketing perspective.

BUS 329 Managerial Ethics 3

This is a course designed to provide students with the reasoning skills for ethical decision making in business. Students will study the framework for the concepts, processes, and best practices associated with successful business ethics. The emphasis is on critical, informed, and systematic thinking about situations where good arguments can be made on both sides of a question. Students will study two major Western codes of ethical conduct from the field of normative ethics (teleology and deontology) and analyze and apply these to business situations and case studies. This course addresses the complex environment of ethical decision-making in any type of organization where the burden of ethical behavior relates to the organization's values and traditions, not just to the individuals who make the decisions and carry them out.

BUS335-Business Law 3

Fundamental principles of law in relation to business including court systems, torts, contracts, and sales.

BUS351-Principles of Management 3

An investigation of management concepts with an emphasis on the four basic managerial functions of planning, organizing, leading, and controlling, including the application of decision making, group dynamics, communication, and the business environment.

BUS 475 Human Resources Administration

This course focuses on Human Resource Management as it is used in the business environment. The covered subject areas include recruitment, selection, promotion, compensation, benefits, training, employee relations and performance appraisals. Various tools will be discussed that are available to the Human Resources professional such as job analysis, and job design. Students will analyze real-life, legal issues, that pertain to the functions of a Human Resources department, and demonstrate their comprehension by applying the principles they have learned to solve these non-routine issues. (Really like your use of non-routine!)

ECN251-Macroeconomics 3

This course is an introduction to the nature, method, and scope of economic analysis regarding the macroeconomic performance of nations. Indicators of a nation's macroeconomic performance include the economic growth rate, the tendency toward inflation, and the level of unemployment. This course introduces students to the process of monetary and fiscal policy, and also introduces students to each policy's impact on national economic performance. Students also are introduced to the nature of global trade and economic development.

HIS 316 Built Environment in American History 3

This course examines the ways in which Americans from the colonial period to the present have shaped their physical surroundings and in turn been shaped by those built environments. It focuses on the importance of the space and place in American history by exploring the physical landscapes of large cities, small towns, rural communities, and sprawling suburbs; the development of regions like the South, the Industrial Belt, the Sunbelt, and the West; and the role of human products like farms, factories, railroads, houses, main streets, chain restaurants, and Wal-Marts. Throughout, it traces how these built environments both shaped and were shaped by individuals and communities, culture, politics, and the economy.

LDR 201 Concepts in Leadership not in 2018-2019 catalog

This course introduces students to a variety of leadership concepts and serves as a foundational course for more advanced study in leadership. Topics include but are not limited to motivating others, management communication, training and development, team building and improving leadership qualities within each person.

MIS 350 Project Management 3

This course is an examination of the knowledge sets, skills, tools and techniques of project management, with an emphasis on how project management contributes to the strategic goals of the organization. The course focuses on the role of information technology as an integration tool in project management. Topics: Microsoft project, work breakdown, structure development, resource scheduling, developing a project network, project organization, time management, and performance measurement and evaluation. The course also examines the managerial competencies required to organize and lead a project.

SCA 353 Race and Ethnicity 3

A comprehensive study of minority group relations. Attention is given to the social history of racial and ethnic minorities, the social nature and consequences of ethnic differentiation, patterns of inter-ethnic contacts, inequality, assimilation, ethnic and racial conflict and accommodation.

Curriculum: Rotation

Review enrollment trends by course. Are there particular courses that are not meeting enrollment goals?

The following courses are new (within the past year) to the program and University: BUS 305-Management and Labor Relations, BUS 360-Negotiations, LDR 330 Global Leadership, and LDR 445 Strategic Leadership so enrollment data are not available at the time of this report and trends have yet to be established. However, LDR 330 and LDR 445 are also part of our new B. S. in Management and Leadership so as that program grows, enrollment trends should become stable in those courses. BUS 475-Human Resources Administration, LDR 201-Concepts in Leadership (formerly LDR 301-Leadership), BUS 315-Customer Service, BUS 357-Non-profit Management and LDR 450-Ethics in Leadership have lower percentages of enrollment over time but these courses are also either in additional concentrations or other programs within the School of Business and Technology so it is expected that their enrollments will increase as other online programs grow.

Curriculum: Delivery Mode

Does online enrollment impact campus enrollment? Is there a notable difference in enrollment between online and campus classes, where one is regularly more full than the other?

This program is only delivered online so there is no direct comparison to an on-ground program. However, several of the courses in this program are also required in our B. S. in business administration which is offered both online and on-ground courses that are offered both online and on-ground in these programs include:

ACC 240-Principles of Accounting I (similar percentage enrollment over time)

BUS 321-Principles of Marketing (substantially higher percentage enrollment on-ground)

BUS 335-Business Law (higher percentage enrollment on-ground)

BUS 351-Principles of Management (substantially higher percentage enrollment on-ground)

ECN 251-Macroeconomics (higher percentage enrollment online). This course is also a pre-requisite requirement for the MBA program which may play a part in this difference.

BUS 332-Business Communications (substantially higher percentage enrollment on-ground)

This being said, it is recognized that these enrollments reflect more upon our online vs. on-ground business administration program. With only four students in the workforce development major, this program has no effect on on-ground enrollment trends.

Curriculum: Revision

Explain any curricular revisions made since start of the program. What prompted the changes to curriculum? Were the changes prompted by student learning and assessment data or personnel changes? Did the curriculum changes produce

the desired outcomes?

The program was revised with the beginning of the 18/19 academic year. The program was changed from a bachelor of applied science in workforce leadership to a bachelor of science in workforce development. Additionally, two concentrations were added to the program and several courses were changed within the core requirements. These changes were prompted because the requirements for the B. A. S. degree were too restrictive (students were required to have an A. A. S. degree to enter the program) and students were not able to maximize transfer of credit in order to graduate within two years of beginning their program (a key decision in designing the program to begin with). A lack of transfer of credit/acceptance of a complete A. A. S. degree effectively eliminated any value to the target market. Students were not able to complete the degree in two years as designed by the original program proposal.

Regarding the revisions, the required core was reduced from 51 credit hours to 36 and a 12 hour concentration requirement was added to the revised program. Additionally, the revised program ensured 42 credit hours of upper division courses were completed within the major, no pre-requisites were required to complete major or concentration courses and as many general elective credit hours as feasible were included in the major course-work. The revisions were made in an attempt to meet the needs of the target market and adhere to the original purpose of the program while still providing a quality education to students that would make them competitive in the job market upon graduation.

Curriculum: Shared Curriculum

List program courses that are required by other academic programs or that are cross-listed with other academic programs. How do these courses impact the program (ie: increased class size/need for faculty overloads to teach additional sections, ect?) How often is the shared course offered? Has the rotation changed for shared classes?

ACC 240-Principles of Accounting I: business administration, accounting, management and leadership programs (offered online three times per year)

BUS 315-Customer Service: business administration concentration, management and leadership concentration (offered online twice per year)

BUS 321-Principles of Marketing: business administration, management and leadership programs (offered online twice per year)

BUS 329-Managerial Ethics-E: business administration program (offered online twice per year)

BUS 332-Business Communications: business administration program (offered online twice per year)

BUS 335-Business Law: business administration, accounting programs (offered online twice per year)

BUS 351-Principles of Management: business administration, management and leadership programs (offered online twice per year)

BUS 357-Non-profit Management: business administration concentration, management and leadership concentration (offered online twice per year)

BUS 475-Human Resources Administration: business administration concentration, management and leadership program (offered online twice per year)

ECN 251-Macroeconomics-S: business administration, accounting, management and leadership programs (offered online three times per year)

LDR 201-Concepts in Leadership: business administration concentration, management and leadership program (offered online twice per year)

LDR 345-Leading Teams: business administration concentration, management and leadership program (offered online twice per year)

MIS 350-Project Management: business administration concentration, management information systems program (offered online twice per year - first offering fall 1, 2018)

These courses have not impacted the program. They are offered often enough for students to stay on course to graduate and not have undue disruption to their degree plans. Additionally, the program has not had an adverse impact on the courses owing to the small amount of students in the major. Changes have not needed to be made to rotation schedules, adding additional sections or increased faculty overloads owing to this program.

Student Internship Opportunities

Please detail what if any internship placements outside of the university are used for internship/practicum? List the name of the business or location with town, state where the student did the internship. You do not need to list every student internship, but enough to provide a solid view of the internship program.

As an online only program, this program does not offer internships/practicum experiences.

Advising

Describe the advising load including the number of advisees for each faculty member in the program. What are the strategies of program faculty pertaining to advising to achieve successful degree completion and graduation success?

Advising is managed by our online advisor. Currently there are four students in the program.

Summary of Teaching Effectiveness

This data is compiled by the Office of Institutional Research and is comprised of End of Course evaluation responses of students. The data is comprised of the responses from Q "creates an atmosphere for student learning", Q16 "sets high expectations for learning", and Q22 "instructor challenges me intellectually".*

*this is an online program and currently the End of Course surveys do not ask any content specific questions. They are all specific to the use of the platform and ease of the structure of the course. All reported data is representative of any on ground course that is the same course used in the program.

Faculty Response to Teaching Effectiveness

How does this information impact faculty perceptions of classroom management and academic rigor? Will any changes be made resulting from this data? Are there other data available from Student Performance Review, or alternative measures pertaining to academic success that can be used to discuss teaching effectiveness?

In general, faculty are satisfied with online classroom management and academic rigor within the program courses. No changes to this program will be made based upon this data.

Faculty and Resources

Physical Resources

Describe the physical facilities that are unique to your program, including specialized buildings, classroom space, labs, and equipment and how they impact student learning. (If none, put N/A)

N/A

Upgrades to Physical Space/Resources

Changes/Upgrades that have been completed within the past 5 years, specifically for your program or are required because of your program along with any impacts to student learning.

This program is only offered via online learning so routine updates to the online learning platform have been the only upgrades regarding resources.

Recommendations to Improve Resources

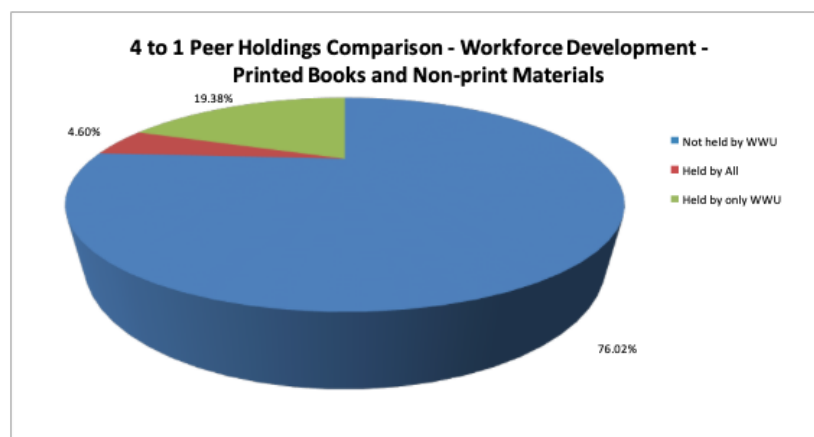
Describe any desired changes/upgrades to facilities/resources and how the proposed changes would impact student learning.

A different online learning platform would enhance the online experience for the student and faculty members. Moving towards a more robust, intuitive system such as Canvas is recommended.

Library Holdings

Insert the Comparison with Peer Institution chart here with the Library comparative report. The remaining documentation on holdings and library resources can be found in the Appendix.

Libraries Used for Comparison: Stephens College, Columbia College, Westminster College, Central Methodist University



Library Report

IV. Analysis

Workforce Development/Leadership as a discipline taught at the undergraduate level requires primarily up-to-date library materials. A continued effort is made to acquire materials in both electronic and printed formats. All books and journal articles, both physical and digital, and non-print materials are available through *Woods OneSearch*. The Library subscribes to databases with a wealth of business resources which are available to all students, both traditional and online. The database, *Business Source Premier*, from Ebsco, provides full text for more than 2,300 journals, including full text for more than 1,100 peer-reviewed titles. This database provides full text back to 1886, and searchable cited references back to 1998. It contains full text coverage in all disciplines of business, including marketing, management, MIS, POM, accounting, finance and economics.

The library staff acquires any resources that are not available in existing print and digital collections through interlibrary loan.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resources sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

Faculty and Staff Resources

Faculty Resources

1-list all full time faculty in the program with highest degree, degree granting institution, years of full time teaching experience WWU, and contractual course load. 2-List adjuncts who have taught within the last 3 years with the same qualifying information and which courses they have taught.

Full-time faculty:

- Eric Brown, master's degree / ABD, three years of full-time experience with WWU. Contractual load: 4x4.
- Stephen Forsha, doctoral degree, three years of full-time experience with WWU. Contractual course load: 2x2.
- David Forster, master's degree, over thirty years of full-time experience with WWU. Contractual course load: 4x4.
- Sehba Husain, doctoral degree, less than one year of full-time experience with WWU. Contractual load: 4x4.
- Matthew Sveum, doctoral degree, less than one year of full-time experience with WWU. Contractual load: 4x4.

- Scott Zimmerman, master's degree, less than one year of full-time experience with WWU. Contractual load: 2x2.

Adjunct Faculty

- Scotty Allen, doctoral degree, over three years of teaching experience with WWU. Taught courses: BUS 335-Business Law
- Beth Alpers, master's degree, less than one year of teaching experience with WWU. Taught courses: BUS 475-Human Resources Administration
- Lee Bailey, doctoral degree, over ten years of teaching experience with WWU. Taught courses: ACC 240-Principles of Accounting I
- Anthony Clark, doctoral degree, over three years of teaching experience with WWU. Taught courses: ECN 251-Macroeconomics
- Linda Duke, doctoral degree, over ten years of teaching experience with WWU. Taught courses: BUS 321-Principles of Marketing, BUS 351-Principles of Management
- Jimmie Flores, doctoral degree, over three years of teaching experience with WWU. Taught courses: ACC 240-Principles of Accounting I
- Joshua Jackson, master's degree, over three years of teaching experience with WWU. Taught courses: ACC 240-Principles of Accounting I
- Tina Jones-Cole, master's degree, over three years of teaching experience with WWU. Taught courses: BUS 329-Managerial Ethics, BUS 335-Business Law
- Jessica Maxwell, master's degree, over three years of teaching experience with WWU. Taught courses: BUS 329-Managerial Ethics
- Julie Morris, master's degree, over three years of teaching experience with WWU. Taught courses: ACC 240-Principles of Accounting I
- David Ratliff, doctoral degree, over two years of teaching experience with WWU. Taught courses: BUS 335-Business Law, LDR 301-Leadership
- Jeffrey Stone, master's degree, over three years of teaching experience with WWU. Taught courses: LDR 301-Leadership
- Ray Wood, master's degree, over three years of teaching experience with WWU. Taught courses: BUS 475-Human Resources Administration

- Luanne Yarnell, master's degree, over three years of teaching experience with WWU. Taught courses:
- Catherine Zacharias, doctoral degree, over three years of teaching experience with WWU. Taught courses: BUS 329-Managerial Ethics

Faculty Vitae

Upload Faculty Vita that is on file with the university

David_Forster.pdf
 Stephen_Forsha.pdf
 Eric_Brown.pdf
 Matthew_Sveum.pdf
 Scott_Zimmerman.pdf

Adjunct Faculty Vitae

Upload Adjunct faculty vitae that is on file with the university.

Julie_Morris.pdf
 Joshua_Jackson.pdf
 Lee_Bailey.pdf
 Jimmy_Flores.pdf

Faculty Percentage of Courses Taught by Full-time vs. Part time

Please insert a chart of the number of classes taught within the program that are taught by full time and part time faculty. Please include the academic years Fall 2014 through Spring 2018

During the period that this program has been taught (Fall 1 2016 – Spring 2 2018) the major courses have been taught by full-time vs. part-time faculty as indicated below.

Times/percent taught FT Faculty Times taught/percent taught PT Faculty

ACC 240: 1 / 12.5% 7 / 87.5%

BUS 305 New course not offered during the time period

BUS 321 4 / 100% 0 / 0%

BUS 329 2 / 40% 3 / 60%

BUS 335 3 / 50% 3 / 50%

BUS 351 4 / 80% 1 / 20%

BUS 475 1 / 33% 2 / 67%

ECN 251 0 / 0% 5 / 100%

HIS 316 Course has never been offered

LDR 201 0 / 0% 4 / 100%

MIS 350 1 / 100% 0 / 0%

SCA 353 Data not available

Faculty Reflection on Teaching Load Distribution

Please discuss the distribution of courses between full time and part time faculty. What impact if any does this have on students and/or the curriculum?

During the assessment period, a total of 41 courses were offered out of the major core courses. Of these, 16 offerings (39%) were taught by full-time faculty and 25 (61%) offerings were taught by part-time faculty. The accounting 240 course has been predominantly supported by part-time faculty as the School has only had a full-time accountancy professor for one semester out of the past three years. Regarding the ECN 251 course, the School's previous full-time economics professor did not wish to teach online courses. Finally, the leadership course has been taught by part-time faculty as full-time faculty have taught other leadership courses offered through the School. The load distribution has not had an impact on students within the program nor on curriculum. Several of the courses have been revised over the past three years and full-time faculty are becoming more involved in online programing.

Recommendation on Personnel

What recommendations to personnel (Faculty/Staff) do the program faculty recommend? What is the rationale for the recommendation?

Due to overlap of many courses across the School of Business and Technology and the replacement of four vacant full-time positions, there is currently only one personnel requirement needed to support this program however, this only impacts one course, ACC 240. The School has been searching for a full-time accounting professor for over two years and filling this position is critical to not only this program but to the overall success of all programs within the School.

Financial Analysis

Program Cost Per Major

0.00

Reflection on the Financial Analysis

Discuss issues and implications of the program budget. – need more description here to allow for a review of the financial cost of the program. I would like to add a prompt for programs to also report on their program cost per credit hour provided, in many cases this will look totally different to the cost per major, but still provides an alternate route to view the financial cost of a program.

Prior to the program revision, courses for this program were already in existence therefore no cost was inherited to develop new courses during this assessment period. With only four students in the major and strong enrollment in core courses by students in other majors, costs of this program in areas such as adjunct compensation are negligible. Additionally, since the program has yet to graduate any students, annual assessment costs have not been incurred.

Assessment of Program

Standards/Outcomes

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	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.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	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.

University Objectives

Explain how the academic program aligns with the University objectives.

Program objectives align with University outcomes. As a professions focused degree, this program aligns with the University's objectives to provide competence, ethics, self-liberation and lifelong education through courses of instruction. The inclusion of several general education courses in the core courses provide opportunities for students to reflect upon their own actions and consider their place in a global society. Courses such as BUS 305-Negotiations and LDR 201-Concepts in Leadership provide opportunities for students to develop understanding of their influence on others and how to work within diverse organizations. Other courses in this program provide opportunities to make business decisions by considering a variety of data types, consider the ethical and human implications of business decisions and consider the role of business in society.

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program building 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.

This program was designed to include as many general education courses as possible. To this end, the following courses are included as core courses in the major: BUS 329-Managerial Ethics (E), ECN 251-

Macroeconomics (S), HIS 316-Built Environment in American History (H), and SCA 353-Race and Ethnicity (D).

GECluster_Version4.0.docx

Snapshot on Assessment

Please refer back to the program Annual Assessment report and create a graph showing a trend on assessment data for your program objectives. This should show a quick view of how programs are meeting or not meeting set benchmarks from student assessment. Each objective should have its own graph in order to keep it organized and easy to track. Each graph should have a short narrative explaining what is happening with the data and what implications that has on the program and student learning.

To date, no assessment data has been collected owing to the low number of students in the 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 16-17, there were no students in the major so no assessment data could be gathered. For the assessment period 17-18, two students began the program but did not complete the assessment assignment as this is a culminating project.

Annual Assessment 2017-2018

Workforce_Development_Annual_Assessment_17_18_with_rubric.pdf

Annual Assessment 2016-2017

Workforce_Development_Annual_Assessment_2016_2017.pdf

Annual Assessment 2015-2016

NA

Analysis of Assessment

What is the assessment process for the program overall? What general activities are used to collect assessment information? Are all faculty involved in the assessment process?

The assessment process during this period consisted of one culminating assignment in the capstone course where students completed a final business plan. During this period, no students completed the final business plan/assessment assignment so no data collection was completed. Moving forward, the assessment plan needs to be revised in order for the program to have a more robust assessment and allow for checks on student progress throughout the program instead of only assessing students during their last course in the program.

Survey Of Constituents

Survey of Constituents of the Program

Program Constituents

The program needs to identify the constituents of the program, both internal and external.

Internal constituents of this program include current students pursuing the degree. External constituents include leaders in areas of human resources, training and development, employee engagement and other professions seeking workforce development professionals.

Survey Administration

Please outline the process in which the survey was administered. What protocols were followed? How was the data collected(task force/email survey)? What was the return rate?

An email survey has been sent to current students in the program. Additionally, interviews have been conducted with external constituents who would be interested in this program. Response rate for the student survey was 1 out of 4 students. Finally, an interview was completed with the Missouri Director of Workforce Development who provided insights on where workforce development is heading in Missouri and what type of program can meet the educational needs of future workforce development professionals.

Demographics of the Respondents

Please detail the demographics of the respondents

One of four students in the program completed the survey. The respondent is a senior with an anticipated graduation during the 19/20academic year. The respondent works full-time ,in workforce development and plans to pursue graduate level education upon graduation.

Survey Results

Upload the full result summary or attache the summary here. Makesure each question along with the aggregated response is provided. It is the expectation of Academic Council that the program will respond to each question asked as to how the program intends to move forward.

In meetings with external constituents it was made clear that this program would not meet their needs if students who hold an A. A. S. degree were not able to complete this program in two years or less. In reviewing a typical student who would transfer into this program with an A. A. S. degree, it was determined that the University could not support this need (completing the degree in less than two years) as the University will not accept an A. A. S. degree in lieu of general education requirements. The constituent we worked with decided that this program was not accommodating/flexible enough for their employees and they were able to create a partnership with another school who would be able to support them.

In discussing this program with the Director of Workforce Development, he recommended shifting the focus of the program from those working in technical fields who would benefit from a general business education to those who wish to become workforce development professionals. His recommendation was to revise the

program to address the growing need for educational development of those already working in entry level workforce development positions or who wish to enter the profession. He recommended a hybrid program that includes public policy/administration and business administration curriculum. He identified the following areas as important topics to the profession: project and program management, leading teams, budgeting and planning, human resources, marketing and communication, ethics and leadership, public policy and research design, economics, organizational development/behavior. He also recommended a curriculum revision that would maintain several core courses already in the program and replace others with courses such as business communications, writing and research in public policy and organizational psychology.

Program Conclusions and Recommendations

The program outlines and discusses the strengths and challenges of the program as they see them. What they would like to do to move the program forward and what they need to be successful. This is the official conclusion to the report for the program faculty.

This program was originally designed to meet the needs of a specific population, those with a completed A. A. S. degree, and aid them in completing their bachelor's degree within two years. We have invested significant time in trying to make this program meet this need after it was developed instead of ensuring we could meet this need as part of the program's development. This has left us with a program that does not meet the needs of the students we were trying to accommodate.

An initial revision to the program opened it to a larger group of potential students but it now resembles a loosely designed business administration degree rather than a workforce degree. With the introduction of a new B. S. in Management and Leadership, students would be better served by pursuing that program or our established Business Administration program. Unless the Workforce program undergoes a reconceptualization that would make it competitive in workforce disciplines it is not anticipated that it will attract students.

Recommend this program be revised along the lines of recommendations made by the Missouri Director of Workforce Development. Such a revision will differentiate this program from our existing online business programs and make it competitive in a field that is in demand and being highlighted across the state of Missouri. It is not expected that revisions would be cost prohibitive as only a few new courses would be required to shift the program towards a public policy/administration hybrid program.

Off the back of such a revision, the program must be highlighted to potential students and organizations that need workforce development professionals.

Conclusion and Recommendations

Academic Council Recommendations

Recommendation of Academic Council

Accept Report as submitted, no further action.

Accept Report with recommended changes (selected)

Revisions requested and resubmit the report

Program did not meet minimum standards and is placed on an improvement plan.

Program Strengths as identified by Academic Council

Academic Council met on May 3rd to discuss the report provided by the Director of the school of Business and Technology. It was hard to identify strengths of the program due to the consistent low enrollment and inability to teach the capstone course. Students have not made it that far in the curriculum yet. Some strengths that were identified by the committee were:

- The program does not cost the university in personnel as the courses are already being taught by other programs on campus.
- The program has potential to fill a niche, but needs to figure out how best to revise the curriculum to make that happen.

Program Weaknesses as identified by Academic Council

The council discussed the issues with the program as it is not living up to its potential as a market program. Some weaknesses that were identified were:

- The lack of a program manager is holding back the possibilities that could be with this program. The program needs restructured and a full time focus from a faculty would benefit the program.
- Low enrollment in the program make it hard to justify continuing to do the work to maintain the program. The program needs to distinguish itself as a stand-alone program to attract students.

Recommendations moving forward

Academic Council had several recommendations for moving forward. This was an initial 3-year report. Meaning that the program will have to complete a full 5-year review with an external reviewer in 2 years. The work that needs to be completed is extensive in order to have a successful review in the near future.

- A program manager needs to be designated for this program. It needs more attention in order for the needed changes to be made. Without a manager, this program will continue to flounder and not reach the possibilities that it could.
- The assessment of the report is lacking in all areas. The courses are being assessed and since the courses are being taught no matter if a student is in the Workforce Development program, the data could be provided. The overlapping courses should include objectives from this program on their syllabi as they are documented as meeting the needs of this program as well. The syllabi that overlap need to be reviewed and objectives need to be included on those syllabi with the noted assessment artifacts assigned. This will allow for the program to show that the skills needed are being taught in the classes.
- The program does not offer anything special or new at this point and needs to distinguish itself from the Business program. It was recommended by the council that the program should look at a collaboration with other programs on campus outside of the Business department to pull in ideas from Communication, and Psychology to start. The program should review the requirements for a certification for individuals from the National Association of Workforce Development Professionals to review the competencies that an individual would have to pass in order to obtain such a credential. The program could also look at other avenues for expansion, but there needs to be a separation from this program as it should not be the same as the Business program.
- The report notes a desire to switch to "canvas" as the LMS. It is unclear where this is coming from and more information would be beneficial on this recommendation.

Again, the program will be in front of Academic Council in a matter of 2 years, so substantial improvement of the report need to be evidenced before that time.

**William Woods University
Assessment Data**

Program: Workforce Development

		15/16	16/17	17/18
Declared Majors (as of Oct. 15)	Incoming Freshman		0	0
	Transfers	0	1	1
	Total	0	1	2
	Undergraduate Enrollment	1,001	973	703
Declared Minors				NA
Graduated Majors			0	
Graduated Minors			0	
Retention Rate: IPEDS definition¹				
University		74.5%	67.90%	
Program				
Graduation Rate: IPEDS definition²		09/10	10/11	
University		51.2	54.5	
Program		/	/	
Graduation Rate: Transfer Students³				
University		69.9%	68.4%	
Program		/	/	

¹ = % of full-time, first-time students that return to the institution in the subsequent fall semester

² = % of the full-time, first-time cohort that graduate within 6 years

³ = % of transfer students new to the institution in the fall semester that graduate with a bachelors level degree

Course	Title	2016-2017		2017	2017-2018		Course enrollment through time	Percentage of enrollment over time
ACC 240	Principles of Accounting I	Fall	Spring	Summer	Fall	Spring	83/110	75.40%
ACC 240 OLC	Principles of Accounting I	/	/	/	19/25	20/25	39/50	78.00%
BUS 305	Management and Labor Relations	/	/	/	/	/	0/0	0.00%
BUS 321	Principles of Marketing	30/30	26/30	/	27/30	26/30	109/120	90.80%
BUS 321 olc	Principles of Marketing	/	19/25	2/25	/	16/25	37/75	49.30%
BUS 329 OLC	Managerial Ethics	/	/	/	13/25	/	13/25	52.00%
BUS 335	Business Law	/	/	/	/	29/30	29/30	96.60%
BUS 335 olc	Business Law	/	27/30	11/25	/	25/25	63/75	84.00%
BUS 351	Principles of Management	31/30	30/30	/	24/30	19/30	104/120	86.60%
BUS 351 olc	Principles of Management	/	11/25	9/25	/	3/25	23/75	30.60%
BUS 475	Human Resources Administration	/	4/25	/	/	6/25	10/50	20.00%
ECN 251	Macroeconomics	27/30	16/30	/	21/30	15/30	79/120	65.80%
ECN 251 olc	Macroeconomics	24/30	16/25	23/25	/	24/25	87/105	82.80%
HIS 316	Built Environment in American History	/	/	/	/	/	/	0.00%
LDR 301	Leadership	5/25	/	9/25	/	8/25	22/75	29.30%
MIS 350	Project Management	12/18	/	/	/	/	12/18	66.60%
SCA 353 olc	Race and Ethnicity	18/30	25/25	/	19/25	24/25	86/100	86.00%
BUS 315	Customer Services	/	/	3/25	/	10/25	13/50	26.00%
BUS 332	Business Communications	20/20	38/40	/	20/20	20/21	98/101	97.00%
BUS 332 olc	Business Communications	7/20	/	12/20	14/20	/	33/60	55.00%
BUS 357 olc	Non-Profit Management	6/25	/	2/25	7/25	/	18/75	24.00%
LDR 345	Leading Teams	/	/	2/25	/	/	2/25	8.00%
BUS 360	Negotiations	/	/	/	/	/	/	0.00%
LDR 330	Global Leadership	/	/	/	/	/	/	0.00%
LDR 445	Strategic Leadership	/	/	/	/	/	/	0.00%
LDR 450	Ethics in Leadership	/	/	/	/	5/25	5/25	28.00%
Total Enrollment by term		119/258	235/310	83/245	214/290	250/391		
Percentage of enrollment by term		46.10%	75.80%	33.80%	73.90%	63.90%		

Degree Audit Form – Online Program

ID#: _____

Name: _____

Advisor: _____

Students are required to have 122 distinct credits for graduation

REQUIRED COURSES 51 credits

Course	Credit	Completed	Grade Earned	Substitutions
ACC240 Principles of Accounting I	3			
ACC412 Advanced Productivity Tools	3			
BMT329 Managerial Ethics	3			
BMT475 Human Resources Admin	3			
BUS321 Principles of Marketing	3			
*BUS324 Personal Finance	3			
BUS332 Business Communications	3			
BUS335 Business Law	3			
BUS351 Principles of Management	3			
ECN251 Macroeconomics	3			
ECN252 Microeconomics	3			
HIS316 Built Envrnmnt American Hist	3			
LDR345 Leading Teams	3			
MIS125 Productivity Tools	3			
MIS350 Project Management	3			
SCA353 Race and Ethnicity	3			
SPA101 Elementary Spanish	3			
WRK499 Workforce Strategy	3			

*Course prerequisites include non-major required course (MAT112 or MAT118) All prerequisites *must* be met to take denoted course.

Checklist

Workforce Development - 48 Credits (Core - 36 Credits and Selected Concentration - 12 Credits)	1819 Catalog
ID#:	
Name:	
Advisor:	

****Students are required to have 122 distinct credits for graduation****

Concentration (If applicable)
Concentration:

Required Courses:36.00 credits

Course	Course Title	Credit	Semester Completed	Grade Earned	Substitutions
ACC 240	Principles of Accounting I	3.00			
BUS 305	Management and Labor Relations	3.00			
BUS 321	Principles of Marketing	3.00			
BUS 329	Managerial Ethics -E	3.00			
BUS 335	Business Law	3.00			
BUS 351	Principles of Management	3.00			
BUS 475	Human Resources Administration	3.00			
ECN 251	Macroeconomics -S	3.00			
HIS 316	Built Environment in American History	3.00			
LDR 301	Leadership	3.00			
MIS 350	Project Management	3.00			
SCA 353	Race and Ethnicity -D	3.00			

Concentration Requirements: 12.00 credits

Concentration: Business Concentration - 12 Credits

Credits:12.00

Concentration Course	Credit	Semester Completed	Grade Earned	Substitutions
BUS 315 Customer Service	3.00			
BUS 332 Business Communications	3.00			
BUS 357 Non-profit Management	3.00			
LDR 345 Leading Teams	3.00			

Concentration: Labor Management and Leadership Concentration - 12 Credits

Credits:12.00

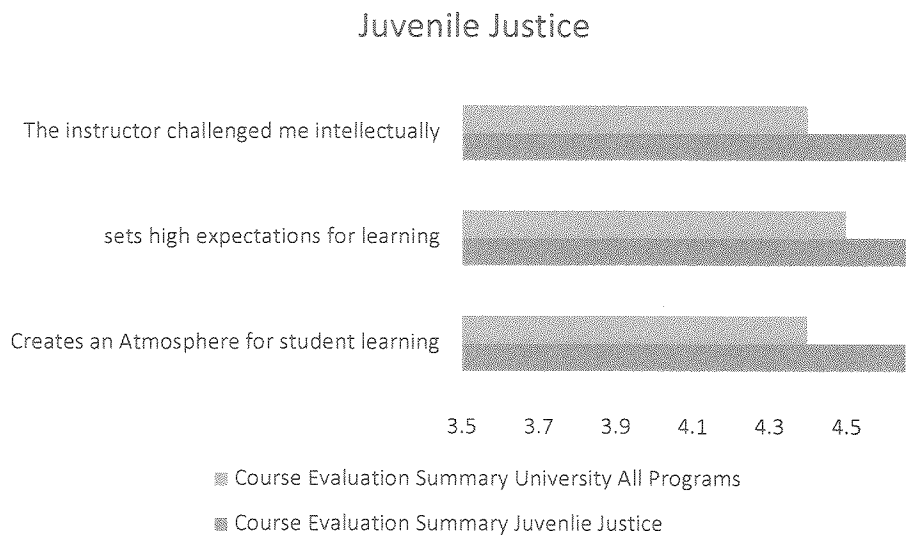
Concentration Course	Credit	Semester Completed	Grade Earned	Substitutions
BUS 360 Negotiations	3.00			
LDR 330 Global Leadership	3.00			
LDR 445 Strategic Leadership	3.00			
LDR 450 Ethics in Leadership	3.00			

Signatures:

Student:	Date:
Advisor:	Date:
Division Chair:	Date:

Juvenile Justice: Summary of Teaching Effectiveness

Course Evaluation Summary:



Sample:

N=27 56% Response Rate

The Juvenile Justice minor consists of 5 core courses and an option to pick one of three elective courses. The entirety of this data represents the data from the SWK courses included in the program that are taught on ground. None of the courses taught online have a reciprocal end of course survey.

General Education Clusters

Critical Analysis: Students apply logical and analytical reasoning skills to diverse source materials in the interest of discerning and debating aesthetic, thematic, and ethical content. **(9 credit hours)**

- **Critical Thinking:** Students will use the principles of logic to develop analytical and reasoning skills. (3 credit hours)
- **Ethical Reasoning:** Students will consider ethical problems in terms of competing interests, historical and cultural roots of conflict, and use various models or theories of ethical reasoning to resolve moral dilemmas. (3 credit hours)
- **Meaning:** Students will analyze texts (broadly defined) in order to identify central themes and interpret underlying meaning. (3 credit hours)

Creative Expression: Students develop the ability to express ideas and concepts, both logically and creatively, through written, oral, reflective, and aesthetic practices utilizing various media forms. **(12 credit hours)**

- **Communication:** Students will transmit information effectively in written or spoken form. (9 credit hours)
- **Fine & Performing Arts:** Students will examine the products of human creativity in such endeavors as painting, sculpture, theatre, and music. (3 credit hours)

Quantitative Inquiry: Students will develop and practice quantitative problem-solving skills in order to analyze and critically evaluate information in a larger context. **(10 credit hours)**

- **Natural Sciences:** Students will understand the natural world through systematic observation, by analyzing data, and by forming, testing and revising hypotheses. (7 credit hours)
- **Mathematics:** Students will solve problems through an analysis of quantitative relationships. (3 credit hours)

Society & the Individual: Students integrate knowledge to articulate an understanding of diverse cultures, historical contexts, and human behaviors. **(12 credit hours)**

- **Social Science:** Students will study the behavior of people and employ the principles of science to explain both group and individual behavior. (3 credit hours)
- **Diversity:** Students will analyze the traditions and values of a variety of cultures. (3 credit hours)
- **Historical Perspective:** Students will think historically, meaning that they will understand both how the present is shaped by the past and how the past informs our understanding of the present. (6 credit hours)

**Workforce Leadership
Annual Assessment Report 2016-2017**

Annual Assessment

Workforce Leadership

Program Profile

Program Mission Statement

Please insert your program mission statement here

A student who earns a B.A.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 2015-2016

~NA

Student Majors 2016-2017

~ NA

Concentrations 2015-2016

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

N/A

Concentrations 2016-2017

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

N/A

Student Demographics

Program goals for student retention, persistence and degree completion are? 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 is a new program with no students currently seeking the major. Therefore student demographic information is not applicable.

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

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	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.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	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.

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.

Curriculum Map

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

Workforce Leadership Curriculum Map

	ACC 240	ACC 412	BMT 329	BMT 475	BUS 321	BUS 324	BUS 332	BUS 335	BUS 351	ECN 251	HIS 316	LDR 345
WRK.1 Apply ethical reasoning skills to typical situations that occur in the workforce.	I		I, R	I				I, R	I		I	I, R
WRK.2 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		I			R
WRK.3 Evaluate information systems and technology to lead an organization or individual to perform more efficiently.		I, R							I			
WRK.4 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		I	I		
WRK.5 Evaluate the financial and social needs of the 21st century workforce.	I			I		I			I	I	I	

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

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?	As this is a new program, no students have completed the assessment assignment.		

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?	As this is a new program, no students have completed the assessment assignment.		

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?	As this is a new program, no students have completed the assessment assignment.		

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?	As this is a new program, no students have completed the assessment assignment.		

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?	As this is a new program, no students have completed the assessment assignment.		

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 this is a new program with no students currently enrolled, no changes to the assessment process are planned. Additionally, no students have completed the assessment project so findings are not available.

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 this is an online program, assessment day activities are not conducted for online students.

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 this is an online program, Senior Achievement Day Presentations are not conducted for online students. However, students complete a final business plan in their capstone course that encompasses skills learned from previous courses.

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?

As this is an online program, it does not provide Service Learning opportunities.

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 this is an online program, it does not provide LEAD event opportunities.

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.

This is a new online program and to date there are no students pursuing the major.

	3.000 Assessment Reflects Best Practices	2.000 Assessment Meets the Expectations of the University	1.000 Assessment Needs Development	0.000 Assessment is Inadequate	N/A
Learning Objectives weight: 1.000	<ul style="list-style-type: none"> Detailed, measurable program learning objectives Objectives are shared with students and faculty 	<ul style="list-style-type: none"> Measurable program learning objectives. Learning objectives are available to students. 	<ul style="list-style-type: none"> Program learning objectives are identified and are generally measurable 	<ul style="list-style-type: none"> Program learning objectives are not clear or measurable 	N/A
Comment:					
Assessment Measures weight: 1.000	<ul style="list-style-type: none"> Multiple measures are used to assess a student-learning objectives. Rubrics or guides are used for the measures. All measurements are clearly described. External evaluation of student learning included. 	<ul style="list-style-type: none"> Assessment measures relate to program learning objectives. Various measures are used to assess student learning. Measures chosen provide useful information about student learning. 	<ul style="list-style-type: none"> Assessment focuses on class content only. Minimal description of how the assessment relates to the objective. Minimal assessment measures established. 	<ul style="list-style-type: none"> Assessment measures not connected to objectives. Assessment measures are not clear. No assessment measures are established. 	N/A
Comment:					
Assessment Results weight: 1.000	<ul style="list-style-type: none"> All objectives are assessed annually, or a rotation schedule is provided. Data are collected and analyzed to show learning over time. Standards for performance and gaps in student learning are clearly identified. 	<ul style="list-style-type: none"> Most objectives assessed annually. Data collected and analyzed showing an annual snapshot of student learning. Data are used to highlight gaps in student learning. Some data from non-course based content. 	<ul style="list-style-type: none"> Data collected for at least one program objective. Data collection is incomplete. Gaps in student learning not identified. Lacking external data to support course data. 	<ul style="list-style-type: none"> Learning objectives are not routinely assessed. Routine data is not collected. No discussion on gaps in student learning. No use of external data to support student learning. Assessment data not yet collected. 	N/A
Comment:					
Faculty Analysis and Conclusions weight: 1.000	<ul style="list-style-type: none"> Data is shared that incorporates multiple faculty from the program. Discussions on data results incorporate multiple faculty. Opportunities for adjunct faculty to participate. Includes input from external sources when possible. 	<ul style="list-style-type: none"> Multiple program faculty receive assessment results. Assessment results are discussed. Specific conclusions about student learning are made based on the available assessment results. 	<ul style="list-style-type: none"> Minimal faculty input about results is sought. Data not used to determine success or not to the objective. Minimal conclusions made. 	<ul style="list-style-type: none"> Faculty input is not sought. Conclusions about student learning are not identified. N/A Program recently started or too few graduates to suggest any changes. 	N/A
Comment:					
Actions to Improve Learning and Assessment weight: 1.000	<ul style="list-style-type: none"> All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. Changes to assessment are inclusive of multiple faculty. Description of changes is detailed and linked to assessment results. 	<ul style="list-style-type: none"> More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. Changes to assessment measures is highlighted. Changes are realistic, with a good probability of improving learning or assessment. 	<ul style="list-style-type: none"> At least one change to improve learning or assessment is identified. The proposed action(s) relates to faculty conclusions about areas for improvement. Adjustments to the assessment are proposed but not clearly connected to data 	<ul style="list-style-type: none"> Lacking actions to improve student learning. Actions discussed lack supportive data. Lacking discussion of the effectiveness of the assessment plan 	N/A

Workforce Development Annual Assessment 2017-2018

Annual Assessment 17-18

Workforce Leadership

Program Profile

Program Mission Statement

Please insert your program mission statement here

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Program Data

Delivery Method

Traditional On Campus
Online (selected)
Hybrid

Students Majors 2016-17

Student Majors 2017-18

2

Concentrations 2016-17

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

N/A

Concentrations 2017-18

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

N/A

Student Demographics

Program goals for student retention, persistence and degree completion are? 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 is a new program with 2 students currently seeking the major. The program has been revised owing to the difficulty in attracting students identified as the core demographic for this program. In the next academic year, this program will be a Bachelor of Science in Workforce Development that is open to all eligible students. It will also include two concentrations that should be of interest to the core demographic for this program.

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

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	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.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	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.

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. The program was designed specifically for AAS degree holders who often do not transfer many general education credits. General education courses in the major include: BMT 329 Business Ethics, ECN 251 Macroeconomics, SCA 353 Race and Ethnicity, HIS 316 Built Environment in American History and SPA 101 Elementary Spanish.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

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

Workforce Leadership Curriculum Map(Imported)

	ACC 240	ACC 412	BMT 329	BMT 475	BUS 321	BUS 324	BUS 332	BUS 335	BUS 351	ECN 251	HIS 316	LDR 345
WRK.1 Apply ethical reasoning skills to typical situations that occur in the workforce.	I		I, R	I				I, R	I		I	I, R
WRK.2 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		I			R
WRK.3 Evaluate information systems and technology to lead an organization or individual to perform more efficiently.		I, R							I			
WRK.4 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		I	I		
WRK.5 Evaluate the financial and social needs of the 21st century workforce.	I			I		I			I	I	I	

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

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				
Work 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?	As this is a new program, no students have completed the assessment assignment.		

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?	As this is a new program, no students have completed the assessment assignment.		

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.	As this is a new program, no students have completed the assessment assignment.		

	been met yet?			
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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?	As this is a new program, no students have completed the assessment assignment.		

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	As this is a new program, no students have completed the		

	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?	assessment assignment.		
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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 this is a new program with 2 students currently enrolled, no students have completed the assessment project so findings are not available. However, with revisions to the program, a review of the program assessment process will be conducted in the coming year.

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 this is an online program, assessment day activities are not conducted for online students.

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 this is an online program, Senior Achievement Day Presentations are not conducted for online students. However, students will complete a final business plan in their capstone course that encompasses skills learned from previous courses.

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?

This program does not provide Service Learning opportunities.

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 this is an online program, it does not provide LEAD event opportunities.

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.

This is a new online program and to date there are 2 students pursuing the major. These online students are focusing on their core courses which do not include such opportunities as internships, extra-curricular activities, etc.

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.

Faculty in this program have presented original research at regional, national and international conferences. They have published original research in peer reviewed journals.

Clear	1.000 Assessment Reflects Best Practices	2.000 Assessment Meets the Expectations of the University	3.000 Assessment Needs Development	4.000 Assessment is Inadequate	N/A
Learning Objectives weight: 1.000	<ul style="list-style-type: none"> Detailed, measurable program learning objectives Objectives are shared with students and faculty 	<ul style="list-style-type: none"> Measurable program learning objectives Learning objectives are available to students 	<ul style="list-style-type: none"> Program learning objectives are identified and are generally measurable 	<ul style="list-style-type: none"> Program learning objectives are not clear or measurable 	N/A
Comment:					
Assessment Measures weight: 1.000	<ul style="list-style-type: none"> Multiple measures are used to assess a student learning objectives Rubrics or guides are used for the measures All measurements are clearly described External evaluation of student learning included 	<ul style="list-style-type: none"> Assessment measures relate to program learning objectives Various measures are used to assess student learning Measures chosen provide useful information about student learning 	<ul style="list-style-type: none"> Assessment focuses on class content only Minimal description of how the assessment relates to the objective Minimal assessment measures established 	<ul style="list-style-type: none"> Assessment measures not connected to objectives Assessment measures are not clear No assessment measures are established 	N/A
Comment:	The only marked course based assessment is in the final course of the program. It would be beneficial to see where students are before the final course when it is too late to fix areas of weakness.				
Assessment Results weight: 1.000	<ul style="list-style-type: none"> All objectives are assessed annually, or a rotation schedule is provided Data are collected and analyzed to show learning over time Standards for performance and gaps in student learning are clearly identified 	<ul style="list-style-type: none"> Most objectives assessed annually Data collected and analyzed showing an annual snapshot of student learning Data are used to highlight gaps in student learning Some data from non-course based content 	<ul style="list-style-type: none"> Data collected for at least one program objective Data collection is incomplete Gaps in student learning not identified Lacking external data to support course data 	<ul style="list-style-type: none"> Learning objectives are not routinely assessed Routine data is not collected No discussion on gaps in student learning No use of external data to support student learning Assessment data not yet collected 	N/A
Comment:	Understood that there is not data as there are only 2 students in the program and they are not yet to the final course in the curriculum. The program might want to consider altering the assessment plan so that student work can be reviewed according to the program objectives sooner				
Faculty Analysis and Conclusions weight: 1.000	<ul style="list-style-type: none"> Data is shared that incorporates multiple faculty from the program Discussions on data results incorporate multiple faculty Opportunities for adjunct faculty to participate Includes input from external sources when possible 	<ul style="list-style-type: none"> Multiple program faculty receive assessment results Assessment results are discussed Specific conclusions about student learning are made based on the available assessment results 	<ul style="list-style-type: none"> Minimal faculty input about results is sought Data not used to determine success or not to the objective Minimal conclusions made 	<ul style="list-style-type: none"> Faculty input is not sought Conclusions about student learning are not identified N/A Program recently started or too few graduates to suggest any changes 	N/A
Comment:					
Actions to Improve Learning and Assessment weight: 1.000	<ul style="list-style-type: none"> All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included Changes to assessment are inclusive of multiple faculty Description of changes is detailed and linked to assessment results 	<ul style="list-style-type: none"> More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided Changes to assessment measures is highlighted Changes are realistic, with a good probability of improving learning or assessment 	<ul style="list-style-type: none"> At least one change to improve learning or assessment is identified The proposed action(s) relates to faculty conclusions about areas for improvement Adjustments to the assessment are proposed but not clearly connected to data 	<ul style="list-style-type: none"> Lacking actions to improve student learning Actions discussed lack supportive data Lacking discussion of the effectiveness of the assessment plan 	N/A
Comment:	This is due to the lack of data for review. Again, the low number of students in the major is critical to the assessment being effective.				

William Woods University - Dulany Library
COLLECTION ANALYSIS

April 2019

In Support of the Following Academic Program: Workforce Development/Leadership

I. MOBIOUS Holdings (Subject Search):

Industrial relations – 6,060 catalog entries
Industrial management – 13,367 catalog entries
Marketing – 26,470 catalog entries
Business ethics – 3,700 catalog entries
Personnel management – 15,072 catalog entries
Leadership – 25,222 catalog entries
Project management – 4,614 catalog entries

II. William Woods University Holdings:

Ebooks:

Industrial relations – 204 catalog entries
Industrial management – 360 catalog entries
Marketing – 791 catalog entries
Business ethics – 164 catalog entries
Personnel management – 488 catalog entries
Leadership – 866 catalog entries
Project management – 402 catalog entries

Journals (entire journal is on the topic)

Electronic Full-text:

Labor relations – 33 titles
Business management – 263 titles
Marketing – 289 titles
Business ethics – 15 titles

Personnel management – 24 titles
Leadership – 82 titles
Project management – 19 titles

Streaming Video

Industrial relations – 8 titles
Industrial management – 8 titles
Marketing – 246 titles
Business ethics – 259 titles
Personnel management – 49 titles
Leadership – 245 titles
Project management – 3 titles

Books (Printed) and Non-print Materials:

A. By Publication Date

Subject	1900-1909		1910-1919		1920-1929		1930-1939		1940-1949		1950-1959		1960-1969		1970-1979		1980-1989		1990-1999		2000-2004		2005-2009		2010-2014		2015-2016		2017-2018		2019		Other
	Totals	1909	1919	1919	1929	1929	1939	1939	1949	1949	1959	1959	1969	1969	1979	1979	1989	1989	1999	1999	2004	2004	2009	2009	2014	2014	2015	2016	2017	2018	2019		
Business, Business Administration Totals	934	1	3	6	8	1	9	31	44	128	345	155	115	37	3	5	8	4	2	29													
Accounting By Business or Activity	13	0	0	1	0	0	0	2	0	2	4	2	2	0	0	0	0	0	0	0													
Accounting, General	65	1	0	1	1	0	2	4	7	12	16	10	7	0	1	0	0	0	0	3													
Accounts & Books	6	0	0	0	0	0	0	0	0	1	1	2	2	0	0	0	0	0	0	0													
Advertising	114	0	0	0	1	0	0	8	5	24	35	24	8	2	0	2	1	1	0	3													
Auditing	2	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0													
Business Communication	38	0	0	0	0	0	0	1	4	2	15	5	5	4	0	0	2	0	0	0													
Business Records Management	4	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	1													
Business, Business Administration	98	0	2	2	4	0	4	9	15	24	24	9	1	0	0	0	0	0	0	4													
Buying, Selling, Sales Personnel	24	0	0	0	0	0	2	0	4	1	12	1	1	1	1	1	1	0	0	0													
Marketing, Wholesale & Retail Trade	259	0	0	0	2	0	0	4	5	21	93	44	51	20	0	1	2	3	1	12													
Office Equipment and Supplies	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1													
Office Management	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1													
Personnel	116	0	1	1	0	0	0	1	3	12	54	19	19	2	0	1	0	0	0	2													
Stores/Supermarkets, etc	18	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	2													
Vocational Guidance, Careers	166	0	0	0	0	0	0	2	0	20	79	33	19	8	1	1	2	0	1	0													
Labor, General Totals	423	1	5	4	5	9	34	58	75	122	46	30	15	2	6	1	3	0	7														
By Industry or Trade	10	0	0	1	0	0	2	2	1	1	2	1	0	0	0	0	0	0	0														

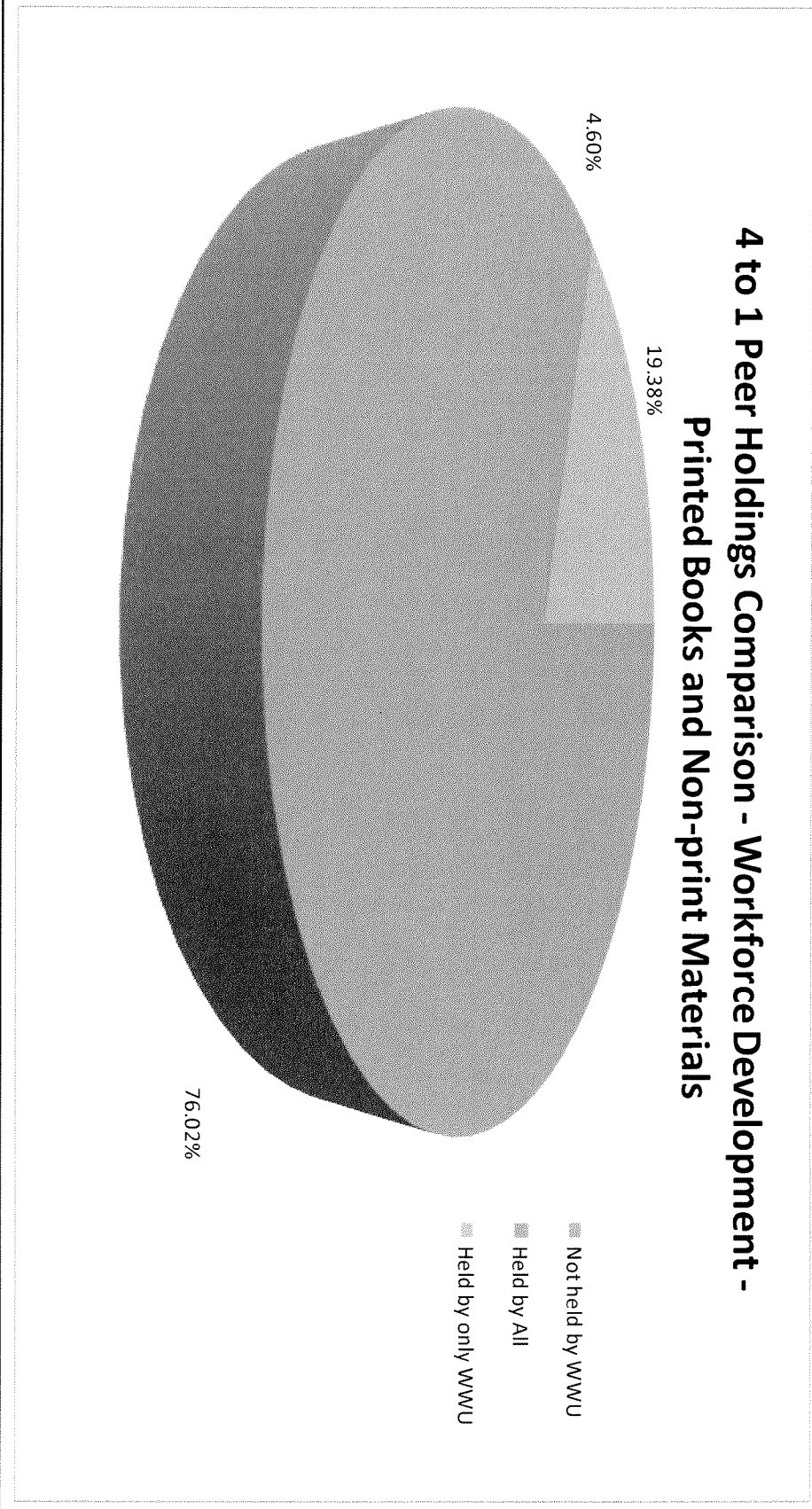
Subject	Totals	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2004	2005-2009	2010-2014	2015	2016	2017	2018	2019	Other
		1919	1929	1939	1949	1959	1969	1979	1989	1999	2004	2009	2014	2015	2016	2017	2018	2019	Other
Child Labor, Youth, Middle Aged, Aged Workers	9	1	1	0	0	0	0	0	0	3	0	1	2	0	0	0	0	0	1
Employee Participation in Mgmt. Employee Ownership	6	0	0	0	0	0	0	1	0	3	0	1	1	0	0	0	0	0	0
Freedom of Labor. Discrimination in Employment	4	0	0	0	0	0	0	1	2	0	0	0	0	0	0	0	0	0	1
Housing	13	0	0	0	1	0	1	2	7	1	0	0	0	0	1	0	0	0	0
Immigrant & Alien Labor. Minorities	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Industrial Sociology & Relations	15	0	0	0	1	0	2	0	3	4	2	2	0	0	0	0	0	0	1
Labor Disputes, Strikes	7	0	0	0	0	1	3	3	0	0	0	0	0	0	0	0	0	0	0
Labor Market, Unemployment - General	28	0	0	0	0	0	2	2	4	8	6	4	1	0	0	1	0	0	0
Labor Systems	6	0	0	0	0	0	1	1	1	1	0	2	0	0	0	0	0	0	0
Labor Unions, Employee Associations	16	0	1	0	1	0	3	4	1	1	2	0	0	0	0	0	0	0	1
Labor, General	113	0	2	2	1	5	17	22	15	19	15	6	0	1	3	0	1	0	3
Migrant Workers	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Professional Employees	3	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0
Social Insurance. Social Security. Pensions	28	0	0	1	0	1	2	5	5	9	1	4	0	0	0	0	0	0	0
Wages & Cost of Living	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wages, Hours, Working Conditions	13	0	0	0	0	0	0	1	3	5	3	1	0	0	0	0	0	0	0
Women Labor	149	0	1	0	0	2	1	13	32	66	15	8	8	0	1	0	2	0	0

Subject	Totals	Audiobooks	Books	Journals/Magazines	Newspapers	Videos	Internet Resources
Vocational Guidance. Careers. Success in Business	166	0	153	9	0	4	0
Subject	Totals	Books	Journals/Magazines	Videos			
Labor, General Totals	423	347	73	3			
By Industry or Trade	10	10	0	0			
Child Labor. Youth, Middle Aged, Aged Workers	9	7	2	0			
Employee Participation in Mgmt. Employee Ownership	6	5	1	0			
Freedom of Labor. Discrimination in Employment	4	2	2	0			
Housing	13	9	4	0			
Immigrant & Alien Labor. Minorities	1	1	0	0			
Industrial Sociology & Relations	15	9	6	0			
Labor Disputes, Strikes	7	7	0	0			
Labor Market, Unemployment - General	28	20	7	1			
Labor Systems	6	6	0	0			
Labor Unions, Employee Associations	16	15	1	0			
Labor, General	113	83	30	0			
Migrant Workers	1	1	0	0			
Professional Employees	3	3	0	0			
Social Insurance. Social Security. Pensions	28	18	10	0			
Wages & Cost of Living	1	1	0	0			
Wages, Hours, Working Conditions	13	7	6	0			
Women Labor	149	143	4	2			

Subject	Totals	Books	Journals/Magazines	Videos
<u>Economics - Industries, Land Use, Labor Totals</u>	873	546	323	4
Economic Development & Growth	31	13	18	0
Economics - Industries, Land Use, Labor	55	1	54	0
Management, Industrial Management	674	493	177	4

III. Comparison with Peer Institutions (4 to 1 comparison)

Libraries Used for Comparison: Stephens College, Columbia College, Westminster College, Central Methodist University



IV. Analysis

Workforce Development/Leadership as a discipline taught at the undergraduate level requires primarily up-to-date library materials. A continued effort is made to acquire materials in both electronic and printed formats. All books and journal articles, both physical and digital, and non-print materials are available through *Woods OneSearch*. The Library subscribes to databases with a wealth of business resources which are available to all students, both traditional and online. The database, *Business Source Premier*, from Ebsco, provides full text for more than 2,300 journals, including full text for more than 1,100 peer-reviewed titles. This database provides full text back to 1886, and searchable cited references back to 1998. It contains full text coverage in all disciplines of business, including marketing, management, MIS, POM, accounting, finance and economics.

The library staff acquires any resources that are not available in existing print and digital collections through interlibrary loan.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resources sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

