

## Academic Year 2017-2018

### Bachelor of Applied Science in Resource Management

**College: Arts and Sciences**

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**Date: 7/17/18**

**Northwestern Mission.** Northwestern State University is a responsive, Student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The university maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its Students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

**College of Arts and Sciences Mission.** The College of Arts & Sciences, the largest college at Northwestern State University, is a diverse community of scholars, teachers, and students, working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College strives to produce graduates who are productive members of society equipped with the capability to promote economic and social development and improve the overall quality of life in the region. The College provides an unequaled undergraduate education in the social and behavioral sciences, English, communication, journalism, media arts, biological and physical sciences, and the creative and performing arts, and at the graduate level in the creative and performing arts, English, TESOL, and Homeland Security. Uniquely, the College houses the Louisiana Scholars' College (the State's designated Honors College), the Louisiana Folklife Center, and the Creole Center, demonstrating its commitment to community service, research, and preservation of Louisiana's precious resources.

**Department of Criminal Justice, History, and Social Sciences.** The Criminal Justice, History, and Social Sciences Department at Northwestern State University is dedicated to the development of students for roles in academic, leadership, professional, and research careers in the challenging fields of criminal justice, history, public safety, law, and public service. Utilizing transformational, high-impact experiential learning practices, research and service the department produces graduates equipped to be productive members of society and a driving force in the economic development and improvement of the overall quality of life in the region. The department delivers Bachelor of Arts degrees in Criminal Justice and History and Bachelor of Science degrees in Unified Public Safety Administration with concentrations in Law Enforcement Administration, Fire, and Emergency Medical Services Administration, Emergency Management Administration, and Public Facilities Management. Certificate programs in Pre-Law and Paralegal Studies and Public Policy and Administration are also available in addition to a Pre-law and Paralegal Studies concentration and minor. The department

## Academic Year 2017-2018

hosts the Bachelor of Applied Science degree in Resource Management with concentrations in Human Resource Management, Industrial Technology-Manufacturing Management, Public Safety Management, Culinary Science, Environmental Science, Archaeology and Pre-law and Paralegal Studies. The department also delivers a Master of Science degree in Homeland Security, and a Post Masters certificate in Global Security and Intelligence.

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## Academic Year 2017-2018

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Bachelor of Arts in Applied Science in Resource Management Leadership: Housed in the Department of Criminal Justice, History and Social Sciences Develop students with develop and understanding of and an appreciation gaining for the complexities challenges of providing ethical leadership, sound polices and practice through the effective management of resources. This will be accomplished through academic explorations of pertinent literature, critical and synthetic thinking, research, and reflective analysis and assessment of organizations, their structures and operations. The examination of resource management leadership is coupled undertaken within the context of a specified academic discipline selected by the student. Currently eight concentrations are available: Human Resource Management, Industrial Technology-Manufacturing Management, Public Safety Management, Culinary Science, Environmental Science, Health Services Administration, Pre-law and Paralegal Studies and Archeology.

**Resource Management Mission Statement:** To develop students in the acquisition of knowledge, skills and abilities for the complexities of leadership in the workplaces of the public and private sectors. The Bachelor's Degree in Resource Management prepares students to develop plausible resolutions to issues surrounding the management of resources critical to the operation and success of contemporary organizations.

**Purpose:** The Resource Management program will prepare students for entry level positions and the enhancement and optimization of positions currently held to leadership positions of greater responsibility in government and the private sector in which the ability to comprehend, influence, create and respond to workplace needs through the management of available resources: physical, fiscal, human, material and technological. It will also prepare interested students for the pursuit of further / additional advanced degrees.

Conceived and designed with limited enrollment for the non-traditional learner entering the program with prior college credits, the degree has expanded to include all students. The degree allows for the use of prior learning assessments, allowing students to use experiential learning experiences to accelerate progress towards graduation.

**Methodology:** The assessment process for the BASRM program is as follows:

- (1) Data from assessment tools (both direct – indirect, quantitative and qualitative) are collected by the program coordinator;
- (2) The program coordinator will analyze the data to determine whether students have met measurable outcomes;

## Academic Year 2017-2018

- (3) Results from the assessment will be discussed with the program faculty and department head;
- (4) Individual communications will be held with faculty teaching core, supporting and academic concentrations courses if required (show cause);
- (5) The Program Coordinator, in consultation with the department head, will propose changes to measurable outcomes, assessment tools for the next assessment period and, where needed, curricula and program changes.

### **Student Learning Outcomes:**

**SLO 1. Resource Management students will express their understanding of fundamental leadership theories and their application and demonstrate their understanding of their personal leadership style.**

Course Map: Tied to course syllabus objectives.

UPSA 3000: Fundamentals of Leadership.

### **Measure 1.1. (Direct – knowledge)**

On an annual basis, students enrolled in UPSA 3000, a required course for all BASRM students, will complete course assignments designed to evaluate the student's knowledge and understanding of the foundational concepts, theories, strategies, challenges and applications of leadership principles. 80% of enrolled students will be able to demonstrate their understanding of leadership concepts, theories, strategies, challenges and applications by scoring 70% or higher aggregate test score average for course exams using test questions from a national test bank.

**Findings:** Target Not Met

UPSA 3000 Foundations of Leadership

### **Analysis:**

In the previous assessment period (AY2016-2017), only half (50%) of the students met or exceeded the 70% threshold success rate for test scores, falling well short of the desired 80% goal of the objective.

Tests are created from a national normed and validated test bank. Distribution of test questions are taken equally from each chapter. Success depends upon the students not only reading, but also understanding the materials, as questions include the requirements of analytical and application skills, not mere recitation of content.

## Academic Year 2017-2018

In communications to the class, students were informed of test preparation procedures include the need to read the textbook and to be prepared for test questions at a higher level of cognitive thought, above simple recitation.

During this assessment period (AY17-18), UPSA 3000 was offered in the Spring of 2018 using an online delivery platform. For the fifteen students who completed all five objective course examinations, students had an average test score of 228 of 360 possible points (63%). Only three of the enrolled of the 22 students (13.6%) who completed all tests exceeded the 70% test score average threshold, a total significantly below the 80% goal. However, fifty-nine percent (59%; 13 of 22) of enrolled students in UPSA 3000 who completed all exams were able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher of the total course points available as reflected by the final grade.

### ***Action - Decision or Recommendation:***

For the second consecutive year, the goal was not met, despite the changes implemented in AY 2017-2018. However, the number falling short of the standard was significantly lower than the preceding period. Based on these findings, Measure 1.1 testing instruments remain adequate and appropriate for assessing student knowledge and understanding of the subject matter of the course and this SLO. It is recommended that faculty continue to use the current SLO measure consideration at a further time a more stringent evaluation standard.

To drive student improvement, in AY2018-2019 additional emphasis will be placed by the instructor to students, encouraging in depth and detailed reading and study of the textbook and use of supplement materials provided by the publisher. The textbook will be replaced by a new edition, and exercises will be examined for the possibility of replacement with TED talks exercises, a format students will find appealing.

### **Measure 1.2. (Direct – Skill / Ability)**

Students will demonstrate their critical thinking and synthetic thinking skills through development of a capstone course assignment where students apply concepts and knowledge from the course using results from a battery of self-administered research instruments forming and expressing in writing the personal leadership style.

Student scores will be determined using the scoring rubric for written assignments for UPSA 3000 (below).

FOUNDATIONS OF LEADERSHIP, UPSA 3000  
GRADING RUBRIC FOR WRITING ASSIGNMENTS

## Academic Year 2017-2018

Standard Written Assignments are 25 points

Rubric times 1 = 25 points

Week 8 Self-Assessment, 100 points

Rubric times 4 = 100 points

### Written **communication (15 points)**

- **Organization of** Inadequate (1 point): There appears to be no organization of the essay's contents. o Needs Improvement (5 points): Organization of the essay is difficult to follow, due to inadequate transitions and/or rambling format. o Adequate (10 points): The essay can be easily followed. A combination of the following is apparent: Basic transitions are used; a structured format is used. o Professional quality (10points): The essay can be easily followed. A combination of the following is apparent: Effective transitions are used; a professional format is used.
- **Mechanics and grammar**
  - o Inadequate (1point): Sentences and paragraphs are difficult to read and understand due to poor grammar or mechanics
  - o Needs improvement (3 points): The essay contains numerous grammatical and mechanical errors. o Adequate (4 points): The essay contains minimal grammatical or mechanical errors. o Professional quality (5 points): The essay is clear and concise and contains no grammatical or mechanical errors.

### **Content (10 points)**

- **Correctness of facts of** Inadequate (1 point): Most facts are wrong. o Needs improvement (3 points): Some facts are wrong. o Adequate (4 points): Technical details are generally correct. o Professional quality (5 points): All facts are correct, and the technical explanation is both concise and complete.
- **Completeness**
  - o Inadequate (1 point): Did not address some of the questions. o Needs improvement (3 points): Addressed the questions, but provided few details.
  - o Adequate (4 points): Address the questions, but left out some details.
  - o Professional quality (5 points): Addressed all questions completely.

**Findings:** Target Met

UPSA 3000: Foundations of Leadership

### **Analysis:**

During the previous period of assessment (AY2016-2017), 95% of students completing the capstone assignment exceeded the 70% target for this the measure. Based on the analysis of the 2016-2017 results additional instruction was provided on analysis, research, and writing skills. As a result, in AY17-18, sixteen of sixteen (100%) of

## Academic Year 2017-2018

enrolled students in UPSA 3000 completing the capstone course assignment demonstrated the ability to perform critical analysis of research instruments and synthesize data and personal assessment in the form of a written narrative of their personal leadership style. These results are more than the 70% target for this measure. Additionally, all but one student exceeded a 90% performance level.

Results of this class are like findings from past offerings of the assignment. Students enjoy the assignment (based on comments in the prepared submitted assignment and in course evaluations). Accordingly, extra attention, efforts and applications are apparent and reflected in scores. This assignment will remain as the capstone assignment for the course.

**Action - Decision or Recommendation:** Based on the analysis of the 2017-2018 results this assignment will remain as a major writing assignment in a pending revision of this course. Depending on the content of the undated textbook, self-assessment research instruments could change. Student critiques of the course, and in the context of the assignment, comment positively on how the lessons and materials presented in the class provide them with a clearer understanding of themselves as they incorporate an understanding of their management styles within the context of academic frameworks.

**SLO 2. Senior students will demonstrate that they understand current practices and procedures used in management of organizations.**

Course map tied to syllabus below.

UPSAs 3600: Managing Behavior in Public Organizations

### **Measure 2.1. (Direct – knowledge)**

On an annual basis, students enrolled in UPSA 3000, a required course for all BASRM students, will complete course assignments designed to evaluate the student's knowledge and understanding of the foundational concepts, theories, strategies, challenges and applications of leadership principles. Eighty (80%) of enrolled students will be able to demonstrate their understanding of management concepts, theories, strategies, challenges and applications by scoring 70% or higher aggregate test score average for course exams using test questions from a national test bank.

**Findings:** Target Not Met

UPSAs 3600: Managing Behavior in Public Organizations

## Academic Year 2017-2018

### **Analysis:**

In the previous assessment period (AY2016-2017), only fifty-eight percent (58%) of enrolled students in UPSA 3600 who completed all three tests were able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher average on course examinations using a weighted average used to determine the final grade. While not meeting the desired target, two students were within 2% of meeting the target, and the class showed a direct increase in test score averages from the first to the second, and from the second to the third test.

Having analyzed the AY2016-2017 data, in AY2017-2018 communications emphasizing to students the nature and importance of tests for the course were provided. Students were encouraged to practice a close reading of the text in preparations for the test. The number of assignments was reduced, lowering the amount of work for the course.

UPSA 3600 was offered in Spring 2018. This was the second ever offering of this course. The course was delivered using an online delivery platform. For the three objective course examinations, students had an average test score of 188 of 280 possible points. For the 17 enrolled students completing all three tests, five (29%) exceeded the 70% test score target average. The average test score for students completing all tests was 8 points (3%) different than the previous reporting period.

Students in UPSA 3600 who completed all three tests showed a direct increase in test score averages from the first to the second, and from the second to the third test. In this course, as in UPSA 3000, uses standardized tests with test questions requiring levels of thought beyond recitation. Although forewarned, only after an initial test did students show improvement.

### **Action - Decision or Recommendation:**

Based on these findings, Measure 2.1 testing instruments in use are adequate and appropriate for assessing student knowledge and understanding of the subject matter of the course and this SLO. It is recommended that faculty continue to use the current SLO measure, with consideration at a further time of a more or less stringent evaluation standard as scores indicate.

### **Measure 2.2. (Direct – Skill / Ability)**

Students will demonstrate their critical thinking and thinking skills through completion of exercises requiring analytical critique of videos and/or articles used in the course to supplement the textbook. 70% of the students will score 8 or higher on the Critical Thinking – Problem Solving Rubric



**Academic Year 2017-2018**

**Critical Thinking – Problem-Solving Rubric**

<b>Dimension Assessed</b>	<b>Accomplished 4</b>	<b>Proficient 3</b>	<b>Developing 2</b>	<b>Beginning 1</b>
<b>(Inquire)</b>  <b>Identify and define key issue/s and/or problem/s</b>	Clearly, accurately, and appropriately identifies key issue/s and/or problem/s.	Identifies most or all key issue/s and/or problem/s. Some minor inaccuracies or omissions may be present, but do not interfere with meaning.	Identifies some key issue/s and/or problem/s. May have some inaccuracies, omissions or errors present that interfere with meaning	Most or all of key issues/ and/or problem/s are not identified or defined or are identified or defined inaccurately. Meaning is unclear.
<b>(Analyze)</b>  <b>Present and Analyze Data/ Information</b>	Presents appropriate, sufficient and credible data/information. Clearly analyzes information for accuracy, relevance, and validity. Information clearly relates to meaning.	Presents sufficient and appropriate data/information. Generally, analyzes data/information for accuracy, relevance and validity. Minor inaccuracies or omissions do not interfere with analysis or meaning.	Presents some appropriate data/information. May miss or ignore relevant data /information. Analysis is limited or somewhat inappropriate. May contain inaccuracies or omissions that interfere with analysis and/or meaning.	Does not present relevant and appropriate data/information. Fails to analyze or uses inaccurate or inappropriate analysis of data/information. Copies information without analysis.
<b>(Evaluate)</b>  <b>Apply a Multidimensional approach/ Consider context</b>	Clearly applies a multi-dimensional approach. Synthesizes various perspectives. Acknowledges limits of position or context.	Acknowledges multiple approaches. Some synthesis of perspectives. May not fully acknowledge limits of position or context but is aware of limits or context.	Somewhat simplified position with some sense of multiple approaches. Minor or vague synthesis of perspectives. Some acknowledgement position may have limits. May not	Student's position is grounded in a singular, often personal perspective. Position may be simplistic and obvious. Little or no awareness that position may have limits or context.

**Academic Year 2017-2018**

			acknowledge context.	
<b>(Solve)</b>  <b>Demonstrate Sound Reasoning and Conclusions</b>	Reasoning is logical and creative, consistent, complete and often unique. Conclusion is complex and/or detailed, well supported, complete, relevant	Reasoning is mostly logical, complete, and consistent. Demonstrates some unique or creative insight. Conclusion is generally complete, supported, and mostly consistent and relevant	Reasoning contains elements of logic and/or creative insight, but not fully resolved. May have minor inconsistencies or omissions. Conclusion is relevant but abbreviated or simplified, not fully supported, and/or contains minor	Reasoning is illogical, simplistic, inconsistent or absent. Conclusion is simplistic and stated as an absolute, or inconsistent with evidence or reasoning. Lack of coherent or clear conclusion.

**Findings:** Target Met

UPSA 3600: Managing Behavior in Public Organizations

**Analysis:**

In the previous assessment period (AY16-17), one-hundred percent (100%) of enrolled students in UPSA 3600 were able to demonstrate the ability to perform critical analysis of video lectures provided and develop appropriate responses reinforcing course objectives and lesson standards. Based on the analysis of these results in 2017-2018 additional exercises were added to provide students with the opportunity to display a greater understanding of the foundational concepts of organizational behavior.

As a result, in 2017-2018, one-hundred percent (100%) of enrolled students in UPSA 3600 were able to demonstrate the ability to perform critical analysis of video lectures provided and develop appropriate responses reinforcing course objectives and lesson standards. Current exercises are appropriate devices to provide students with the

## Academic Year 2017-2018

opportunity to display understanding of foundational concepts in organizational behavior.

### **Action - Decision or Recommendation:**

Based on the AY 2016-2017 and AY 2017-2018 data, and to drive continuous improvement in student learning in 2018-2019, plans are in effect for the reconstruction of this course based on curriculum needs and degree modifications as well as to comply with new university academic core requirements. There is a strong likelihood that this course will be restructured along with the restructuring of the degree. The continued use of this metric is recommended until it is confirmed the findings were not an anomaly and a different metric is indicated.

### **Comprehensive Summary of Key Evidence of Improvement Based on Analysis of Results**

Based on an analysis of the AY2016-2017 data, the following changes were implemented in AY2017-2018:

- It was communicated to students that test preparation procedures should include reading the textbook and to prepare for test questions requiring a higher level of cognitive thought that is above simple recitation.
- Communications to students additionally emphasized the nature and importance of tests for courses.
- Students were encouraged to practice a close reading of the text in preparations for the test.
- The number of UPSA 3600 course assignments was reduced, lowering the amount of work required for the course.

Because of the above changes, improvement in student performance was seen in measure 1.2, student performance at the maximal level was seen again in measure 2.2, and the majority of students demonstrated attainment of the student learning objectives for measure 1.1.

### **Plan of action moving forward**

The Resource Management degree is currently suspended from accepting new students. A plan has been developed to seek re-structuring of the degree with fewer concentrations. Approval for the new degree is being sought through the ULS and the BOS. As exhibited by exponential growth and potential student interest, a valid program need exists, and an attractive product is available for students. It is expected that barriers can be navigated to allow the return of this degree.

## Academic Year 2017-2018

### Program Summary:

The BASRM degree at Northwestern State University has the potential to become a viable and unique option to supplement existing discipline offerings with an application centered alternative course of study which can be of greatest benefit to non-traditional students. Traditional students have also found the degree offering attractive. Despite extraordinary growth administrative oversight of the degree has found delivery of the degree inconsistent with proposals made for the granting of the degree. During its initial years the growing program somewhat morphed from the degree approved by the Board of Regents. The degree is currently prohibited from admitting new students, pending restructuring of the degree. The 40 plus students in the program will be allowed to continue. The degree has had its first three graduates, and up to 10 could graduate in the upcoming academic year.

Before suspension of enrollment, three concentrations were added, enrollment had doubled from the previous assessment period, and two external partners had approached the university seeking concentrations to meet their needs.

Efforts to make the degree operationally sound were successful, correcting past deficiencies, including refinement of concentrations to meet university core requirements is in progress.