Bachelor of Applied Science in Resource Management

College: Arts and Sciences

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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

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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also delivers a Master of Science degree in Homeland Security, and a Post-Master's certificate in Global Security and Intelligence.

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 post-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;

(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.

> ****The BASRM degree is currently prohibited from admitting new students. Although not formally declared, the degree is in a *de facto* teach-out status. As students continue their degree pursuits, students will remain in this degree program******

Student Learning Outcomes:

SLO 1. Resource Management students will express their understanding of fundament 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

Analysis: In AY 2017-2018, the target was not met. Roughly 50% of students met or exceeded the desired 80% goal of the objective. Though the standard has not been met, progress has been made toward the goal. Based on the analysis of the 2017-2018 results the following changes were made in 2018-2019; providing students with increased instruction for tests, to include informing students to expect questions measuring analytical and application skills and the importance of reading and studying the textbook. Despite these changes, in 2018-2019 the target was not met. During AY 2018-2019, students did not meet the 80% threshold of 70% or more on test scores.

Sixty-five percent (17 of 26 students completing all exams) exceeded the 70% threshold. Courses mapped for this objective in this assessment (UPSA 3000 & 3600) were offered during the Spring Semester of this assessment period as eight-week internet courses.

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

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

During AY 2018-2019, UPSA 3000 was offered in the Spring of 2019 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.

Decision: Based on the analysis of the AY 2018-2019 results, in AY2019-2020 UPSA 3600 will have a new edition of the textbook and emphasis will be placed on in depth and detailed reading and study of the textbook and use of supplement materials provided by the publisher. Exercises were examined for the possibility of replacement with TED talks exercises, a format student 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 form 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

ASSIGNMENT

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

Inadequate (1 point): There appears to be no organization of the essay's contents.
Needs Improvement (5 points): Organization of the essay is difficult to follow, due to inadequate transitions and/or rambling format.
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.
Professional quality (10 points): 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

Inadequate (1point): Sentences and paragraphs are difficult to read and understand due to poor grammar or mechanics
Needs improvement (3 points): The essay contains numerous grammatical and mechanical errors.
Adequate (4 points): The essay contains minimal grammatical or mechanical errors.
Professional quality (5 points): The essay is clear and concise and contains no grammatical or mechanical errors.

Content (10 points)

Correctness of facts

Inadequate (1 point): Most facts are wrong.
Needs improvement (3 points): Some facts are wrong.
Adequate (4 points): Technical details are generally correct.
Professional quality (5 points): All facts are correct, and the technical explanation is both concise and complete.

Completeness

Inadequate (1 point): Did not address some of the questions.
Needs improvement (3 points): Addressed the questions but provided few details.
Adequate (4 points): Address the questions but left out some details.
Professional quality (5 points): Addressed all questions completely.

Findings: Target Met

UPSA 3000: Foundations of Leadership

Analysis: During AY 2017-2018, 100% (16 of 16) of students completing the capstone assignment exceeded the 70% target for this the measure. Based on the analysis of

the 2017-2018 results the following changes were made in 20118-2019; clarified and expanded instructions for the capstone exercise and additional time was allotted in the class schedule for the assignment. Additionally, emphasis of the importance of this assignment was provided students during the first days of class, and the assignment at that time was presented as a cumulative assignment which incorporated elements from throughout the semester. As a result of these changes in 2018-2019 the target was met. In AY 2018-19, 28 students completed the capstone writing assignment, with 27 completing the assignment at or above the 70% threshold.

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). This assignment remains as the capstone assignment for the course.

Student critiques of the assignment reflect 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. UPSA 3000 and 3600 were offered in the Spring 2018 semester, with enrollment more than doubling previous semesters (over 30 students in the courses).

Decision: Based on the analysis of the AY 2018-2019 results, in 2019-2020 the threshold of success for this measure will be elevated from 70% to 80%. Depending on the content of the updated textbook, self-assessment research instruments could change. Given the success of this assignment and its crescendo qualities for UPSA 3000, the course will remain, but

To develop critical thought practices earlier in the curriculum and to more accurately measure and demonstrate to students' practices of critical thought, a new rubric will replace the current rubric.

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

Course map tied to syllabus.

UPSA 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

Analysis: In AY 2017-2018, on 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. Based on the analysis of the 2017-2018 results the following changes were made in 2018-2019 emphasized stressing the importance of careful and complete reading of the textbook and study in preparation for tests was insufficient to provide students the motivation to take actions adequate to raise levels of performance. As a result of these changes in 2018-2019 the target was not met. During AY 2018-2019, of the 27 students completing all exams, 10% (3 of 27) scored above the 70% standard. The median average of scores for students completing all exams was 64%. Students were encouraged to practice a close reading of the text in preparations for the test.

Decision: Based on the analysis of AY 2018-2019, in 2019-2020 the following changes will be implemented: 10 Course content support materials will be streamlined (removal of PowerPoints) to prevent overreliance and misuse of the resource as a comprehensive study guide and a preparatory (graded but not applied to the grade) sample test will be given before the first exam to expose the students to the type of questions they will encounter on exams. 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. Communications emphasizing to students the nature and importance of tests for the course will be provided.

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.

Critical Thinking – Problem-Solving Rubric

Dimension Assessed	Accomplished 4	Proficient 3	Developing 2	Beginning 1
(Inquire) Identify and define key issue/s and/or problem/s	Clearly, accurately, and appropriately identifies key issue/s and/or	Identifies most or all key issue/s and/or problem/s. Some minor inaccuracies or	Identifies some key issue/s and/or problem/s. May have some inaccuracies,	Most or all of key issues/ and/or problem/s are not identified or defined or are identified or defined inaccurately.

	problem/s.	omissions may be present, but do not interfere with meaning.	omissions or errors present that interfere with meaning	Meaning is unclear.
(Analyze) **Present and Analyze Data/ Information**	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.
(Evaluate) **Apply a Multidimensional approach/ Consider context**	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 Acknowledge context.	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.
(Solve) **Demonstrate Sound Reasoning and Conclusions**	Reasoning is logical and creative, consistent, complete and often unique. Conclusion is complex and/or detailed, well supported,	Reasoning is mostly logical, complete, and consistent. Demonstrates some unique or creative insight. Conclusion is generally complete, supported, and	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	Reasoning is illogical, simplistic, inconsistent or absent. Conclusion is simplistic and stated as an absolute, or inconsistent with

	complete, relevant	mostly consistent and relevant	supported, and/or contains minor	evidence or reasoning. Lack of coherent or clear conclusion.

Findings: Target Met

Analysis: In AY 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. In AY2017-2018, 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 opportunity to display understanding of foundational concepts in organizational behavior. Based on the analysis of the 2017-2018 results, in AY2018-2019 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, the target was met.

Decision: Based on the analysis of AY 2018-2019 data, and to drive continuous improvement in student learning in 2019-2020, more rigor is indicated. Assignments will be evaluated and modified as needed to reinforce instructional elements present and to introduce additional content to the curriculum. To improve student performance, students will be provided a practice test delivered in the same format and conditions as the actual examinations. This will serve the direct purpose of familiarizing them with they type of questions to expect on the actual exam and require them to load the lockdown browser app to test on their computer days before taking the first test. The faculty will streamline the information available to the students on the LMS (remove PowerPoints) in order to better focus the course material as students' study. The faculty will emphasize the importance of reading the text and available resources and their connections with one another.

Comprehensive Summary of Key Evidence of Improvement Based on Analysis of Results. Based on an analysis of the AY2017-2018 data, the following changes were implemented in AY2018-2019:

Provided students with increased instruction for tests, to include informing students to expect questions measuring analytical and application skills and the importance of reading and studying the textbook.

Clarified and expanded instructions for the capstone exercise and additional time was allotted in the class schedule for the assignment. Additionally, emphasis of the

importance of this assignment was provided students during the first days of class, and the assignment at that time was presented as a cumulative assignment which incorporated elements from throughout the semester.

Additional exercises were added to UPSA 3600 to provide students with the opportunity to display a greater understanding of the foundational concepts of organizational behavior.

A new edition of the textbook for UPSA 3000 was introduced and did not impact outcomes. Performances in all areas were consistent with offerings from the prior edition.

Plan of action moving forward.

The Resource Management degree is currently prohibited from accepting new students and the future of the degree is in question. A plan to restructure the degree was developed and was approved by the ULS Board of Supervisors to be forwarded to the Board of Regents (BOR). The restructured degree was not been presented to the BOR for possible final approval, contrary to the decision of the Board of Supervisors.

A similar degree is being designed to be hosted by a larger department with more resources and greater favor in the university structure.

For students remaining in the program and other students enrolled in courses used in the assessment process for this course degree, changes for ALL UPSA courses applied this current semester (Summer 2019) will be in place for these courses when offered again. To contribute to ongoing program improvement, requiring citation for all assignments will allow for verification of work, enhance credibility of submitted responses, expand base of knowledge of students in the preparation responses, develop research skills of students, and serves as a fact checking tool, promoting accuracy in the formulation and presentation of information.

Depending on release dates, textbooks for both courses will have new editions. Articles used in UPSA 3600 will be reviewed to employ articles and videotapes, better to reinforce learning objectives will be sought.

A new rubric will be employed in UPSA 3000 and online resources will be streamlined in UPSA 3600.

Classes used in this assessment are consistent with requirements from the UPSA program. Rubric evaluation of all written requirements will be practiced.