AC 2019-2020 Assessment

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,

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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.

Bachelor of Arts in Applied Science in Resource Management Leadership: Housed in the Department of Criminal Justice, History, and Social Sciences, the program allows students to develop an understanding and appreciation of resource management by examining the complex challenges associated with providing ethical leadership and sound policies and practices for the effective management of resources. This is 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 with 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 who can acquire the necessary 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 AC 2018-2019, 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 2018-2019 results the following changes were made in 2019-2020. Faculty provided students with increased instruction for tests, informed students to expect questions measuring analytical and application skills, and the importance of reading and studying the textbook. Additional research elements were required in assignments to increase understanding of concepts. Despite these changes, in 2019-2020 the target was not met. During AC 2019-2020, students did not meet the 80% threshold of 70% or more on test scores.

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Sixty-five percent (13 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 national-normed and validated test banks. 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. Testing at this level of question appears to deviate from the norm expected by students.

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 AC 2019-2020, UPSA 3000 was offered in the Spring of 2020 using an online delivery platform. For the fifteen students who completed all five objective course examinations, students had an average test score of 234 of 360 possible points (65%). Only three of the enrolled of the 17 students (31%) who completed all tests exceeded the 70% test score average threshold, a total significantly below the 80% goal. However, fifty-nine percent (41%; 11 of 27) 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 AC 2019-2020 results, in AY2020-2021 faculty teaching UPSA 3000 will add emphasis on appropriate exam preparation for the types of exams students will encounter. Faculty will also explain the style of questions to be expected to better prepare students for the examinations.

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.

Findings: Target met

Course Map: UPSA 3000: Foundations of Leadership

Analysis: During AC 2018-2019, 100% of students completing the capstone assignment exceeded the 70% target for this the measure. Based on the analysis of

the 2018-2019 results the following changes were made in 2019-2020; 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 stressed 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. In AC 2019-2020, 28 students completed the capstone writing assignment, with 14 completing the assignment at or above the 70% threshold.

Results of this class were 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.

Decision: Based on the analysis of the AC 2019-2020 results, in 2020-2021 the threshold of success for this measure will be elevated from 70% to 80%. Additionally, self-assessment research instruments will be changed to map to the textbook more efficiently.

To develop critical thought practices earlier in the curriculum and to measure more accurately and demonstrate practices of critical thought, a new rubric will replace the previously used 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 3600, 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 in organizations. Eighty (80%) of enrolled students will be able to demonstrate their understanding of management concepts, theories, strategies, challenges, and applications by scoring 80% or higher aggregate test score average for course exams using test questions from a national test bank. The ambitious elevation of the threshold from the previous year proved too high.

Findings: Target not met

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Analysis: In AC 2018-2019, the target was not met. 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%. Based on the analysis of the 2018-2019 results students were encouraged to practice a close reading of the text in preparations for the test and to complete the practice exercises. As a result, in AC 2019-2020, the target was not met.

Decision: Based on the analysis of AC 2019-2020, in 2020-2021 the following changes will be implemented: 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. Communications emphasizing to students the nature and importance of tests for the course will be provided.

Information for UPSA 3600 for this evaluation period is questioned. COVID-19 complications and high drop/withdraw rates lead to suspect data.

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.

Findings: Target met

Analysis: In AC 2018-2019, the target was met. 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 the 2018-2019 results, in AC 2019-2020 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 AC 2019-2020 data and to drive continuous improvement in student learning in 2020-2021, more rigor will be added to the course. Assignments will be evaluated and modified 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 the type of questions to expect on the actual exam. Students will be required 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) 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 AC 2018-2019 data, the following changes were implemented in AC 2019-2020:

- Faculty provided students with increased instruction for tests, informed students to expect questions measuring analytical and application skills, and the importance of reading and studying the textbook.

- Additional research elements were required in assignments to increase understanding of concepts

- Tests for courses were created from national normed and validated test banks.

- Distribution of test questions were taken equally from each chapter.

- 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.

- Faculty clarified and expanded instructions for the capstone exercise and additional time was allotted in the class schedule for the assignment.

- Emphasis of the importance of the capstone exercise was stressed 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.

- Students were encouraged to practice a close reading of the text in preparations for the test.

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

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. The degree is down to 23 enrollees, and last year had 8 graduates.

A similar degree is being designed to be hosted by a larger department with more resources. No progress has been made in this initiative.

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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 2020) 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. Reflection exercises are now a part of all UPSA courses.

- Faculty teaching UPSA 3000 will add emphasis on appropriate exam preparation for the types of exams students will encounter.

- Faculty will explain the style of questions to be expected to better prepare students for the examinations.

- Self-assessment research instruments will be changed to map to the textbook more efficiently.

- To develop critical thought practices earlier in the curriculum and to measure more accurately and demonstrate practices of critical thought, a new rubric will replace the previously used rubric.

- 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.

- Communications emphasizing to students the nature and importance of tests for the course will be provided.

- Students will be required to load the lockdown browser app to test on their computer days before taking the first test.