Bachelor of Applied Science in Resource Management (258)

College: Arts and Sciences

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

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.

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 met.

Analysis: In AC 2019-2020, the target was not met. Based on the analysis of the AC 2019-2020, results the following changes were made in 2020-2021. The number of tests was reduced from five to two. UPSA 3000 is a demanding course delivered in an eight- week format. With fewer tests, students showed significant improvement. Faculty teaching UPSA 3000 added emphases on appropriate exam preparation for the types of exams students encountered. Faculty also explained the style of questions to be expected to better prepare students for the examinations.

As a result of these changes, in AC 2020-2021 the target measure was met. Ninety percent (90%) (27 of 30) of the class had an aggregate test average of over 70%.

Decision: In AC 2020-2021, the target was met. Based on the analysis of the AC 2020-2021 results, to drive improvement the following changes will be made in AC 2021-2022: 1) additional links to APA citation references will be added to the course shell; and 2) additional days will be

added to the testing period allowing students additional flexibility and time to complete the tests and other assignments due that week.

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. Seventy percent (70%) of students will score a 70% or better on the grading rubric for writing assignments.

Findings: Target not met.

Course Map: UPSA 3000: Foundations of Leadership

Analysis: In AC 2019-2020, the target was not met. Based on the analysis of the AC 2019-2020 results, in AC 2020-2021, self-assessment research instruments were 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 replaced the previously used rubric.

As a result of these changes, in AC 2020-2021 the target was not met. Two-thirds (20 of 30) of the students assessed completed the capstone exercise meeting or exceeding the 70% score threshold.

Decision. In AC 2020-2021, the target was not met. Based on the analysis of the AC 2020-2021 results, to drive improvement the following changes will be made in AC 2021-2022: 1) The number of tests will be reduced from four to two, seeking the same benefit seen the year before in the companion course UPSA 3000; and 2) additional links to APA citation references will be added to the course shell.

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.

Analysis: In AC 2019-2020, the target was not met. Based on the analysis of the AC 2019-2020 results, in AC 2020-2021, faculty increased the emphasis on preparing for tests, removed posted PowerPoints to prevent overreliance, and added sample tests for students to acclimate to exam formats.

As a result of these changes, in AC 2020-2021, the target was not met. Five of fifteen (33%) students completing all exams met the target of an 80% aggregate test score average.

Decision: In AC 2020-2021, the target was not met. Based on the analysis of AC 2020-2021, to drive improvement the following changes will be made in AC 2021-2022 the number of exams in this course will be reduced (from 4 to 2). The same technique, when applied to other courses in the curriculum, noticeably increased student retention and success.

Having not met the targeted standard, the standard will remain unchanged.

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 not met.

Analysis: In AC 2019-2020, the target was met. Based on the analysis of the AC 2019-2020 results, in AC 2020-2021, students were provided a practice test delivered in the same format and conditions as the actual examinations. Students were required to load the lockdown browser app to test on their computer days before taking the first test. The faculty streamlined the information available to the students on the LMS to better focus the course material as students' study.

As a result of these changes, in AC 2020-2021, the target was not met. Nine of fifteen (60%), students displayed the critical thinking standard of the measure.

Decision: In AC 2020-2021, the target was not met. Based on the analysis of the results in AC 2020-2021, to drive improvement the following changes will be made in AC 2021-2022, the number of exams in this course will be reduced (from 4 to 2). The same technique, when applied to other courses in the curriculum, noticeably increased student retention and success. A review of the course activities will be conducted by faculty and the rubric to measure critical thought will be reviewed.

Comprehensive Summary of Key Evidence of Improvement Based on Analysis of Results.

Based on an analysis of the AC 2019-2020 data, the following changes were implemented in AC 2020-2021 to drive the cycle of improvement:

- The number of tests in UPSA 3000 was reduced from five to two.

- Faculty teaching UPSA 3000 added emphases on appropriate exam preparation for the types of exams students encountered.

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

- Self-assessment research instruments were 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 replaced the previously used rubric.

- Faculty increased the emphasis on preparing for tests, removed posted PowerPoints to prevent overreliance, and added sample tests for students to acclimate to exam formats.

- Students were provided a practice test delivered in the same format and conditions as the actual examinations. Students were required to load the lockdown browser app to test on their computer days before taking the first test.

- The faculty streamlined the information available to the students on the LMS to better focus the course material as students' study.

Plan of action moving forward.

The Resource Management degree has been prohibited from accepting new students. The degree is in a hospice status. 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 has still not been presented to the BOR for possible final approval, contrary to the decision of the Board of Supervisors. No explanation for not forwarding the degree has been offered, and all appearances are that the degree will end with the last students The degree is down to 12 enrollees, and last year the degree had 6 graduates. To their credit, all students remaining are committed to completing their degrees. As post-traditional students, the students taking one on two courses a semester, Fortunately, the university choose not to follow prescribed policy for degrees ending with a one-year teach-out. Such a course of action would not allow most if not all the students to graduate.

In recent years, the two courses in this assessment, UPSA 3000 and UPSA 3600, have become significant elements of the UPSA degree. Information from this assessment will be used and SLOs for the UPSA degree to determine an appropriate use of the assessment of these classes

in the UPSA degree assessment process.

- The number of exams in UPSA 3600 will be reduced (from 4 to 2).

- A review of the course activities will be conducted by faculty and the rubric to measure critical thought will be reviewed.

- Additional links to APA citation references will be added to the course shell.

- Additional days will be added to the testing period allowing students additional flexibility and time to complete the tests and other assignments due that week.