

Assessment Cycle

Academic Year 2016-2017

Bachelor of Applied Science in Resource Management

College: Arts and Sciences

Prepared by: Jack Atherton

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Approved by: Greg Handel

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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. 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 unequalled 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 Bachelors 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

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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 also delivers a Master's 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 an 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 five concentrations are available:

- Human Resources
- Industrial Technology Manufacturing
- Unified Public Safety
- Culinary Science
- Environmental Science

Purpose (optional): The Resource Management program will prepare students to students for entry 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 BA-ASRM 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;

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(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 BASRML 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:

UPSA 3000 was offered in the Fall of 2016 using an online delivery platform. For the twenty students who completed all five objective course examinations, students had an average test score of 232 of 360 possible points. Eleven of the enrolled of the 22 students exceeded the 70% test score average threshold, a total of 50%, but this total is below the 80% goal

Analysis:

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.

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Action - Decision or Recommendation:

Based on these findings, Measure 1.1 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 consideration at a further time a more stringent evaluation standard.

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

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 (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**
 - Inadequate (1point): Sentences and paragraphs are difficult to read and understand due to poor grammar or mechanics

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- 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

Eighteen of nineteen (94.7%) of enrolled students in UPSA 3000 completing the capstone course assignment demonstrate the ability to perform critical analysis of research instruments and synthesize data and personal assessment to form of written narrative of their personal leadership style.

Analysis:

Results of this class are similar to 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.

Action - Decision or Recommendation:

The continued use of this assignment as an assessment tool is questioned. However, the exercise itself should continue give the value it contributes to the course and other university objectives (Q.E.P....capstone qualities and journaling/self-reflection/evaluation. Further study will be undertaken to determine if the learning objective measures can be refined, evaluated by a different metric, analyzed with different methodologies, or otherwise better measure this learning objective.

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

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 BASRML 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

UPSA 3600: Managing Behavior in Public Organizations

UPSA 3600 was offered in Spring 2017. The course was delivered with using an online delivery platform. For the three objective course examinations, students had an average test score of 187 of 300 possible points. For the 13 enrolled students completing all three tests, seven exceeded the 70% test score threshold average, a total of 54%.

Analysis:

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 standard, two students were within 2% of meeting the threshold standard, and the class as a whole showed a direct increase in test score averages from the first to the second, then third test.

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 consideration at a further time a more or less stringent evaluation standard as scores indicate.

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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 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.
(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 Multi-Dimensional 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.

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(Solve) Demonstrate Sound Reasoning and Conclusions	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.
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Findings: Target Met

UPSA 3600: Managing Behavior in Public Organizations

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 organizational behavior.

Analysis: No significant changes are required at this time.

Action - Decision or Recommendation:

The continued use of this metric is recommended until it is confirmed the findings were not an anomaly and a different metric is indicated.

Program Summary:

The BOSRML 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, although traditional students have found the degree offering attractive.

During the Spring 2017 semester there were 23 BOSRML students enrolled. The students were equally distributed in grade designations and students were found in three of the five concentrations. Some students had yet to declare a concentration. The level of enrollment was achieved with no visible efforts of recruitment or advertising of the degree. Conceived as an online degree for non-traditional students with sixty or more semester hours necessary for program admission, traditional students expressed interest in the degree and were admitted to the program.

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The structure of the degree is not operationally sound. Students in most cases can not complete the 120 hour degree with only 120 hours. Prerequisite courses for some core courses prohibit this, as well as, courses transferred from other institutions, which do not align with the requirements of this degree. Further complicating matters is a caveat in the catalog limiting the number of hours from the College of Business to 27 hours, although mandatory courses of the BASRML core added to required courses within specific concentrations alone exceed this total. An additional complication is that some courses required for the degree are no longer offered by the university, having been removed from the catalog. These conditions hamper both the student, faculty and university support staff tasked with students in the degree program.

Assessment of the degree is particularly difficult given the nature and structure of the degree as there are no specific BASRML courses to isolate for analysis, and students in the degree program are dispersed throughout the course offerings of the university because of the extremely diverse composition of the students composing the degree.