Institutional Effectiveness
2018-2019

Program: Professional Studies MPS

College and Department: College of Interdisciplinary Studies – School of Professional Studies

Contact: Dr. Joe Roberts

Mission: The Professional Studies Program is committed to serving and providing traditional and non-traditional students with high quality educational experience utilizing technology through hybrid and online delivery systems in response to changing needs of the diverse population within TTU's service area and beyond as they enhance their professional skills for upward mobility in their respective fields. This graduate professional degree consists of 33 hours of interdisciplinary coursework and is available in six concentrations:

- Healthcare Administration prepares individuals for the vital role of enhancing the quality of care, reducing health care costs and addressing health care issues. The program focuses on administration, leadership, finance, informatics, and research in the various components of health care delivery systems.
- Human Resources Leadership prepares individuals for a leadership role in the area of human resources with the knowledge necessary to invest in human capital through strategic human resource leadership, oversee compensation, benefits and improve employee relations.
- Strategic Leadership prepares individuals to lead in today's rapidly changing professional environment. The interdisciplinary approach focuses on leadership, communication, strategic planning and assessment, organizational systems and research/data analysis.
- Training and Development prepares individuals for the growing field of workplace learning and performance. Build on theoretical and practical knowledge, including organizational needs analysis, planning, instructional design and evaluation.
- Public Safety is designed to provide the public safety professional with leadership and strategic management tools to lead and serve in one of the nation's growing professions. The focus of the program is to provide these professionals with the opportunity to develop important skills in risk assessment and disaster preparations, crisis response, public safety leadership, research and administration in the various components of law enforcement, homeland security, emergency management, and other public service systems that include local, state, and federal agencies.
- Teaching English to Speakers of Other Languages (TESOL) offers a Certificate and concentration that are designed to meet an ongoing demand for both initial preparation and continuing education for individuals who plan to teach or are currently teaching English as a second/foreign language in various educational settings. This includes students with strong English-speaking backgrounds who desire to teach English as a second/foreign language to adults in the United States or abroad or to traditional students in another country. This program would also meet the needs of non-native teachers of English in other countries looking to receive additional English language and pedagogical training from an American university. This program is not for students seeking an ESL endorsement for teaching in U.S public schools.

Student Learning Outcomes:

1. Master of Professional Studies graduate will demonstrate effective communication skills.

2. Master of Professional Studies graduates will demonstrate critical thinking skills required to make good decisions and solve problems concerning the human side of business.

3. Master of Professional Studies students will demonstrate a working knowledge of concepts and theories in his/her concentration area.

A departmentally developed curriculum map can be found in Appendix 1 that shows the connections between courses and student learning outcomes.

Assessment Methods:

1. Course Activities Linked to Communication Skills: PRST6300, Research Methods

Indicator to Evaluate	Selected Criteria
Development of Communication Skills – Written Project Proposal	Evaluation results of graded final project – research proposal. Value 300 Points.
Development of Written Communication Skills – Literature Review (Synthesis of Multiple- Sources of information)	Evaluation results of graded literature review. Value 100 Points.

2. *Course Activities Linked to Critical Thinking Skills:* PRST6100, Professional Environment: Issues and Ethics

Indicator to Evaluate	Selected Criteria
Develop Critical Thinking Skills Through the development of a personal code of ethics and an evaluation of a corporate code of ethics	Written paper that student develops to analyze and evaluate the strength of corporate code of ethics statement. In addition, student develops a personal code of ethics as part of the paper. Value: 40 Points

3. *IDEA course evaluations:* IDEA course evaluations provide student assessment engagement in key areas related to Communication, Critical Thinking, and Integration of Knowledge including:

Communication Skills Criteria
Acquired skills for team work
Facilitated understanding of ideas and concepts
Stimulated skills in expressing ideas
Developed original or creative thinking
Critical Thinking Skills Criteria
Analyzed and critically evaluated ideas, arguments, and points of view
Evaluated methods for collecting, analyzing, and interpreting numerical information
Developed knowledge and understanding of diverse perspectives, global awareness, or other cultures
Acquired critical skills for in-depth analysis of research topics
Integration of Knowledge Criteria
Reflected on and evaluated what they have learned
Created opportunities for students to apply course content outside the classroom
Shared ideas and experiences with others whose backgrounds and viewpoints differ from their own
Involved students in research, case studies, or real life activities
Developed specific skills and competencies needed by professionals

Results:

Student Learning Outcome 1: Master of Professional Studies graduate will demonstrate effective communication skills.

Course Activities Linked to Communication Skills:

Course	Indicator to Evaluate	Selected Criteria	Student Results
PRST6300, Research Methods,	Development of Communication Skills – Written Project Proposal	Evaluation results of graded final project – research proposal. Value 300 Points. Students: 20	85% completed assignment Average score: 261 Score range: 220- 290 Feedback completed
	Development of Written Communication Skills – Literature Review (Synthesis of Multiple- Sources of information)	Evaluation results of graded literature review. Value 100 Points. Students: 20	90% completed assignment Average score: 86 Score range:72-98 Feedback completed

IDEA Course Evaluations:

Communication Skills Criteria	Fall 2018	Spring 2019
Acquired skills for team work	3.9	3.9
Facilitated understanding of ideas and concepts	4.23	4.1
Stimulated skills in expressing ideas	3.9	3.9
Developed original or creative thinking	4.34	4.32

Student Learning Outcome 2: Master of Professional Studies graduates will demonstrate critical thinking skills required to make good decisions and solve problems concerning the human side of business.

Course Activities Linked to Critical Thinking Skills:

Course	Indicator to Evaluate	Selected Criteria	Student Results
PRST6100, Professional Environment: Issues and Ethics,	Develop Critical Thinking Skills Through the development of a personal code of ethics and an evaluation of a corporate code of ethics	Written paper that student develops to analyze and evaluate the strength of corporate code of ethics statement. In addition, student develops a personal code of ethics as part of the paper. Value: 200 Points Students: 45	90% completed assignment Average score: 187 Score range: 181-200 Feedback completed

IDEA Evaluations:

Critical Thinking Skills Criteria	Fall 2018	Spring 2019
Analyzed and critically evaluated ideas, arguments, and points of view	4.0	4.0
Evaluated methods for collecting, analyzing, and interpreting numerical information	3.9	3.9
Developed knowledge and understanding of diverse perspectives, global awareness, or other cultures	3.9	3.9
Acquired critical skills for in-depth analysis of research topics	4.0	4.0

Student Learning Outcome 3: Master of Professional Studies students will demonstrate a working knowledge of concepts and theories in his/her concentration area.

IDEA Evaluations:

Integration of Knowledge Criteria	Fall 2018	Spring 2019
Reflected on and evaluated what they have learned	4.31	4.36
Created opportunities for students to apply course content outside the classroom	4.18	4.24
Shared ideas and experiences with others whose backgrounds and viewpoints differ from their own	4.25	4.38
Involved students in research, case studies, or real life activities	4.3	4.3
Developed specific skills and competencies needed by professionals	4.1	4.1

Modifications for Improvement:

Student Learning Outcome 2: Master of Professional Studies graduates will demonstrate critical thinking skills required to make good decisions and solve problems concerning the human side of business.

PRST 6100 is being redesigned to include a rubric to help guide students through the course requirements (attached is the rubric).

Appendices

1. Curriculum Map
2. PRST 6100 Rubric

Appendix 1: Curriculum Map

Learning Outcomes for all MPS Concentrations				
Required Courses	**Title**	**Communication Skills**	**Critical Thinking Skills**	**Concepts and Theories**
PRST 6100	Professional Environmental Issues and Ethics		x	x
PRST 6110	Leadership and Communication	x	x	x
PRST 6300	Research Methods		x	x
PRST 6998	Professional Project	x	x	x

Appendix 2: PRST 6100 Rubric

CRITICAL THINKING RUBRIC PRST 6100

This rubric is designed to evaluate the extent to which graduate students evaluate claims, arguments, evidence, and hypotheses.

Course: Instructor: Student: Date:

Component	Component Fully Met (Rating = 3)	Component Met (Rating = 2)	Component Partially Met (Rating = 1)	Component Not Met (Rating = 0)	Rating
Accurately interpret evidence and thoughtfully evaluate alternative points of view	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.	
Draw judicious conclusions, justify results, and explain reasoning	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution. Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem. Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Considers and rejects less acceptable approaches to solving problem. Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Only a single approach is considered and is used to solve the problem. Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	

Engage in skepticism, judgment, and free thinking	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.	
Engage in abstract reasoning, questioning and understanding	Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product. Integrates alternate, divergent, or contradictory perspectives or ideas fully.	Incorporates new directions or approaches to the assignment in the final product. Incorporates alternate, divergent, or contradictory perspectives or ideas in a exploratory way.	Considers new directions or approaches without going beyond the guidelines of the assignment. Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way.	Stays strictly within the guidelines of the assignment. Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.	
Notes:					