Institutional Effectiveness
2019-2020

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
PRST 6300, Research Methods,	Development of Communication Skills – Written Project Proposal	Evaluation results of graded final project – research proposal. Value 400 Points. Students: 40	80% completed assignment Average score: 315 Score range: 250-395 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: 40	90% completed assignment Average score: 84 Score range:72-98 Feedback completed

IDEA Course Evaluations:

Communication Skills Criteria	Fall 2018	Spring 2019	Fall 2019	Spring 2020
Acquired skills for team work	3.9	3.9	4.1	4.5
Facilitated understanding of ideas and concepts	4.23	4.1	4.25	4.3
Stimulated skills in expressing ideas	3.9	3.9	3.9	4.0
Developed original or creative thinking	4.34	4.32	4.48	4.8

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, Fall 2019	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 Students: 25	24 of 25 students completed assignment Average score: 33 points (81.6%) Score range:14-40

IDEA Evaluations:

Critical Thinking Skills Criteria	Fall 2018	Spring 2019	Fall 2019	Spring 2020
Analyzed and critically evaluated ideas, arguments, and points of view	4.0	4.0	4.0	4.5
Evaluated methods for collecting, analyzing, and interpreting numerical information	3.9	3.9	3.9	3.5
Developed knowledge and understanding of diverse perspectives, global awareness, or other cultures	3.9	3.9	3.9	4.2
Acquired critical skills for in-depth analysis of research topics	4.0	4.0	4.0	3.8

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	Fall 2019	Spring 2020
Reflected on and evaluated what they have learned	4.31	4.36	4.5	4.5
Created opportunities for students to apply course content outside the classroom	4.18	4.24	4.2	4.0
Shared ideas and experiences with others whose backgrounds and viewpoints differ from their own	4.25	4.38	4.35	4.6
Involved students in research, case studies, or real life activities	4.3	4.3	4.5	4.4
Developed specific skills and competencies needed by professionals	4.1	4.1	4.1	4.0

Modifications for Improvement:

MPS completed a program review this past year. The Reviewer's Report is provided in Appendix 3. The Reviewer provided General and Program specific recommendations for the program to consider.

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

PRST – 6300 Research Methods will be redesigned to address communication issues related to writing, developing, and explaining a research proposal. The redesign will include the implementation of a new rubric to assess student performance in written scholarly communication. (Rubric attached)

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 6700 will be redesigned to address the needs of students to better understand the role of conflict and negotiation within a business setting. The redesign will incorporate additional case study analysis and a rubric to assess conflict management strategies. The course will incorporate a rubric that addresses problem solving skills (Rubric attached).

Appendices

1. Curriculum Map
2. PRST 6100 Rubric
3. Professional Studies Reviewer's Report
4. PRST 6300 Rubric
5. PRST 6700 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:					

Appendix 3: Professional Studies Reviewer's Report

Report of Site Visit

Submitted by Millard J. Bingham, Ph.D.

Interim Associate Dean, College of Education and Human Development

Jackson State University

March 13, 2020

On February 26-28, 2020, I visited and reviewed Tennessee Tech University's Master of Professional Studies (MPS) Program, CIP Code 16.24.0102.01. During the course of this review I analyzed the program self-study document, met with and interviewed the program dean, program faculty/adjuncts, program staff, associate provosts, and provost. I also interviewed and visited with current students and recent graduates. In addition, I interviewed the College of Business dean, as he has faculty members that teach with the program. Furthermore, I met with a local physician that supervises student interns at his clinic.

As a result of these interviews and interactions, I was able to develop a thorough understanding of the MPS program. I found the MPS program to be very well designed with a curriculum that is very responsive to the needs of nontraditional students. Program concentrations were created after program leadership conducted needs assessments of local and state industry needs. I feel that Tennessee Tech's Master Professional Studies (MPS) Program is a model program that incorporates best practices from the field of professional studies, interdisciplinary studies as well as incorporates the principles of adult learning.

This written report is submitted in addition to the previously submitted Program Review Rubric (2015-2020 Quality Assurance Funding/Tennessee Higher Education Commission). It should be noted that the MPS program received an average overall rating of **Excellent** in the categories of Learning Outcomes, Curriculum, Student Experiences, Faculty, and Support. In the area of Learning Resources the program received an average overall rating of **Good**. Tennessee Tech University's leaders, college and program leaders are to be commended for operating such an exceptional program that serves nontraditional students and positively impacts the state workforce.

Program Strengths and Highlights

1) Master of Professional Studies (MPS) program utilizes adjuncts that are leaders in their respective fields.

2) The internship component of the program ensures graduates gain relevant experience in their chosen field of study.

3) Program faculty members take a keen interest in students and appropriately mentor students throughout their matriculation.

4) Program utilizes multiple means of assessments and evaluation and adjusts course content, course offerings, etc. as a result of evaluation results to ensure continuous improvement.

5) Program performs industry surveys in order to determine choices of concentrations offered.

6) Program is very responsive to market and industry needs.

7) The program has graduated 89 students during the past three academic years.

8) Program course content is delivered appropriately and allows students to matriculate efficiently and timely.

9) The dean of the College of Interdisciplinary Studies operates the program with great efficiency and maintains an excellent relationship with other college deans and upper university administration.

10) While the prior MPS program director has retired, he is still an active contributor and supporter of the program.

11) The MPS program has strong support from the provost's office. Furthermore, the provost is continuing to plan and implement policies and funding models/processes that will further strengthen program and ensure long term sustainability.

12) Program utilizes a system referred to as a 3 Touch System that ensures that program stop outs/non completers return and continue to matriculate. Several students that I interviewed indicated that this system aided them to successfully complete the program.

13) Program utilizes techniques that ensure online learners have a sense of community and feel connected to the university.

14) Program's concentrations in the areas of Strategic Leadership (59 students), Public Safety (51 students), Human Resources (37 students) and Healthcare Administration (36 students) are exceptionally robust from a student enrollment and matriculation standpoint. In addition, these programs will very likely continue to grow.

Recommendations

1) Program would greatly benefit from fulltime faculty budget lines. Program presently must rely on other colleges to supply faculty (overload) and/or adjuncts to ensure course delivery.

2) Faculty that are obtained/shared from other colleges teach on an overload basis. Faculty that teach beyond a standard load "may" be impacted by fatigue and might not be able to give students the necessary attention they require.

3) The MPS program self-study document indicated a program operating budget shortfall of $42,000 over the past three years.

4) The program could greatly benefit from a stronger funding model. It is noted that student online course fees have greatly benefitted the program budget from 2018 fiscal year and beyond.

5) Program should consider phasing out concentrations that are not attracting a critical mass of students. It was determined that the concentrations in Training and Development (10 students) and Teaching English to Speakers of Other Languages (9 students) had issues of low enrollment. In lieu of phasing out concentrations, program can strongly market these concentrations.

6) It is recommended that the MPS program market its degree program via the following events/activities: Public Safety Manager Conferences, Department of Natural Resources Training Conferences/weekend training events, Emergency Management Training Conferences, Tennessee Fire Academy, Tennessee Highway Patrol, relevant federal agencies, etc.

7) The MPS program needs to continue to aggressively explain the Master of Professional Studies degree (e.g. what it is, benefits of the degree, career opportunities, etc.) to prospective students, current students, and employers.

Appendix 4: PRST 6300 Rubric

CATEGORY	12-15 points	8-11 points	4-7 points	0-3 points
Introduction/Topic ____ *points*	Exceptional introduction that grabs interest of reader and states topic. Thesis/topic is exceptionally clear, well-developed, and a definitive statement.	Proficient introduction that is interesting and states topic. Thesis/topic is clear and arguable statement of position.	Basic introduction that states topic but lacks interest. Thesis/topic is somewhat clear and arguable.	Weak or no introduction of topic. Paper's purpose is unclear. Thesis/topic is weak or missing.
Content knowledge: Quality of Research ____ *points*	Paper is exceptionally researched, contains 7 sources total (including 3 peer reviewed articles); the sources support the thesis argument in a logical manner. References are correctly cited.	Information relates to the main topic. Paper, is well-researched in detail and from 7 good sources (including 3 peer-reviewed articles). References are correctly cited.	Information relates to the main topic, but few details and/or examples are given. Shows a limited variety of sources. References are not cited correctly.	Information has little or nothing to do with the thesis. Information has weak or no connection to the thesis. References are not cited correctly.
Content application: Support of Thesis & Analysis ____ *points*	Exceptionally critical, relevant and consistent connections made between evidence and thesis. Excellent analysis.	Consistent connections are made between evidence and thesis. Good analysis.	Some connections made between evidence and thesis. Some analysis.	Limited or no connections made between evidence and thesis. Lack of analysis.
Conclusion ____ *points*	Excellent summary of thesis argument with concluding ideas that impact reader. Introduces no new information.	Good summary of topic with clear concluding ideas. Introduces no new information.	Basic summary of topic with some final concluding ideas. Introduces no new information.	Lack of summary of topic.
Writing ____ *points*	Writing is clear and relevant, with no grammatical and/or spelling errors – polished and professional. Reference, citations and images are properly formatted.	Most ideas are stated clearly and are related to the topic, with only minor grammatical and/or spelling errors. References, citations and images are adequate.	Many ideas require clarification, are off-topic or have little relevance to the assignment. Many grammatical and/or spelling errors; very challenging to read, poor writing flow. Improper references and/or citations section.	Paper does not meet the criteria for the assignment (too short or incomplete, too long, and/or completely off-topic). Reference, citations and images section is missing.
Annotated Bibliography ____ *points*	Annotations sufficiently and succinctly summarize, evaluate, and reflect on the source.	Annotations sufficiently and adequately summarize, evaluate, and reflect on the source.	Some annotations provide inadequate summary, evaluation, and/or reflection.	Most annotations provide inadequate summary, evaluation, and/or reflection.
Total: _____/90				

Appendix 5: PRST 6700 Rubric

Rating Criteria	NA	Rating Scale					
		Emerging		Developing		Mastering	
Summarized problem, question, or issue		Does not attempt to or fails to identify and summarize accurately.		Summarizes issue, though some aspects are incorrect or confused. Nuances and key details are missing or glossed over.		Clearly identifies the challenge and subsidiary, embedded, or implicit aspects of the issue. Identifies integral relationships essential to analyzing the issue.	
		1	2	3	4	5	6
Considers context and assumptions		Approach to the issue is in egocentric and socio- centric terms. Does not relate to other contexts. Analysis is grounded in absolutes, with little acknowledgement of own biases. Does not recognize context and underlying ethical implications.		Presents and explores relevant contexts and assumptions, although in a limited way. Analysis includes some outside verification, but primarily relies on authorities. Provides some consideration of assumptions and their implications.		Analyzes the issue with a clear sense of scope and context, including an assessment of audience. Identifies influence of context. Questions assumptions, addressing ethical dimensions underlying the issue.	
		1	2	3	4	5	6
Communicates <u>own</u> perspective, hypothesis, or position.		Position is clearly adopted with little consideration. Addresses a single view of the argument, failing to clarify the position relative to one's own. Fails to justify own opinion or hypothesis is unclear or simplistic.		Presents own position, which includes some original thinking, though inconsistently. Justifies own position without addressing other views or does so superficially. Position is generally clear, although gaps may exist.		Position demonstrates ownership. Appropriately identifies own position, drawing support from experience and information not from assigned sources. Justifies own view while integrating contrary interpretations. Hypothesis demonstrates sophisticated thought.	
		1	2	3	4	5	6
Analyzes supporting data and evidence		No evidence of selection or source evaluation skills. Repeats information without question or dismisses evidence without justification. Does not distinguish between fact and opinion. Evidence is simplistic, inappropriate or not related to topic.		Demonstrates adequate skill in selecting and evaluating sources to meet information need. Use of evidence is selective, discerns fact from opinion and may recognize bias. Appropriate evidence is provided although exploration is routine.		Evidence of source evaluation skills. Examines evidence and questions accuracy and relevance. Recognizes bias. Sequence of presentation reflects clear organization of ideas, subordinating for importance and impact.	
		1	2	3	4	5	6
Uses other perspectives and positions		Deals with a single perspective and fails to discuss others' perspective. Adopts a single idea with little question. Alternatives are not integrated. Ideas are obvious. Avoids discomforting ideas. Treats other positions superficially. No evidence of self-assessment.		Begins to relate alternative views. Rough integration of multiple viewpoints. Ideas are investigated in a limited way. May overstate conflict or dismiss alternative views hastily. Analysis of other views mostly accurate. Some evidence of self-assessment.		Addresses diverse perspectives from a variety of sources to qualify analysis. Any analogies are used effectively. Clearly justifies own view while respecting views of others. Analysis of other positions is accurate and respectful. Evidence of reflection and self-assessment.	
		1	2	3	4	5	6

Assesses conclusions, implications, and consequences		Fails to identify conclusions, implications, and consequences, or conclusion is a simplistic summary. Conclusions are absolute, and may attribute conclusion to external authority.		Conclusions consider evidence of consequences extending beyond a single issue. Presents implications that may impact other people or issues. Presents conclusions as only loosely related to consequences. Implications may include vague reference to conclusions.		Identifies and discusses conclusions, implications, and consequences. Considers context, assumptions, and evidence. Qualifies own assertions. Consequences are considered and integrated. Implications are developed and consider ambiguities.	
		1	2	3	4	5	6
Communicates effectively		In many places, language obscures meaning. Grammar, syntax, or other errors are distracting or repeated. Little evidence of proofreading. Style is inconsistent or inappropriate. Work is unfocused and poorly organized; lacks logical connection of ideas. Format is absent, inconsistent or distracting. Few sources are cited or used correctly.		In general, language does not interfere with communication. Errors are not distracting or frequent, although there may be some problems with more difficult aspects of style and voice. Basic organization is apparent; transitions connect ideas, although they may be mechanical. Format is appropriate although at times inconsistent. Most sources are cited and used correctly.		Language clearly and effectively communicates ideas. May at times be nuanced and eloquent. Errors are minimal. Style is appropriate for audience. Organization is clear; transitions between ideas enhance presentation. Consistent use of appropriate format. Few problems with other components of presentation. All sources are cited and used correctly, demonstrating understanding or economic, legal, and social issues involved with the use of the information.	
		1	2	3	4	5	6