

Institutional Effectiveness 2022-2023

Program: Professional Studies BS

College and Department: College of Interdisciplinary Studies, Professional Studies Program

Contact: Dr. Dennis Tennant

Mission:

The Professional Studies Program is committed to serving and providing traditional and non-traditional students with an intellectually engaging and effective undergraduate, educational experience utilizing technology through online delivery systems as they enhance their knowledge, analytical abilities, critical thinking, and communication skills for upward mobility in their professional field.

This online undergraduate degree consists of 120 hours of interdisciplinary course work through TTU and TN eCampus and is available in four concentrations:

- Health Administration prepares students interested in entering the health care field in an administrative capacity planning, coordinating, and supervising the processes of medical facilities/offices.
- Information Technology is designed to prepare managers and non-managers to use information for decision-making as well as improve proficiency in software, operating systems, and management of networking systems.
- International Organizational Leadership prepares students to lead in a global economy spanning differing management styles, business practices, and cultural awareness.
- Organizational Leadership develops a student's foundation of leadership skills through a variety of communication outlets, critical thinking and problem-solving situations applicable in real-world businesses and organizations.

Attach Curriculum Map (Educational Programs Only): *See Appendix 1.

SLO1: CRITICAL THINKING SKILLS

Define Outcome:

Professional Studies majors will demonstrate critical thinking skills, as measured through the Senior Exit Exam.

Assessment Methods:

Senior Exit Exam: The Senior Exit Exam is administered to every student who graduates from TTU, with the exception of non-traditional students. This assessment evaluates students in the area of critical thinking. Scores are aggregated by major and reported annually. The California Critical Thinking Test is a well-tested measure of critical thinking and is accepted by the University as a whole. (It must be noted that the exception of Non-traditional student scores is

a university policy and not one of the SOPS. The exemption leads to the exclusion of many of our majors from the data. It's our goal to work toward the inclusion of all SOPS students.)

Criteria for Success (Thresholds for Assessment Methods):

The School of Professional Studies uses the Senior Exit Exam to evaluate majors in Critical Thinking. The goal is to have an increasing score in the Exam annually, and to meet or exceed the university average score.

Results/Analysis

The Senior Exit Exam (California Critical Thinking Test) is administered to every student who graduates from TTU, with the exception of non-traditional students. This assessment evaluates students in the area of critical thinking. Scores are aggregated by major and reported annually. The California Critical Thinking Test is a well-tested measure of critical thinking, and is accepted by the University as a whole. (It must be noted that the exception of Non-traditional student scores is a university policy and not one of the SOPS. The exemption leads to the exclusion of over 40% of our majors from the data. It is our goal to work toward the inclusion of all SOPS students.)

	2019-2020		2020-21		2021-22		2022-23	
	Mean	N*	Mean	N*	Mean	N*	Mean	N*
Professional Studies BS	75.0	11	73.3	19	73.1	14	72.1	3
TTU Average	75.0	1,422	74.4	1,445	75.2	1,457	74.3	1,652
CCTST National Average	74	-	74	-	73.3	-	-	73.3

As the table above indicates, the department of Professional Studies has made progress in deploying California Critical Thinking Test across the undergraduate student body. Although sample size is low Professional Studies students not only score at an acceptable level as compared to all other TTU student they also score at an acceptable level as compared to the national average.

Use of Results for Improvement

The drop-in performance in 2022-23 was small and likely not significant however emphasis will be placed on critical thinking areas and closely monitored in the following academic year.

SLO2: SYNTHESIS OF KNOWLEDGE

Define Outcome:

Students will successfully demonstrate the synthesis of knowledge from their program of study with a focus from their concentration area in a Culminating Project during their senior year.

Assessment Methods:

BPS Professional Culminating Project: The Senior Culminating Project or Capstone course is required of all Professional Studies majors. Each student must complete either a 6000-word research paper or a real-world project that demonstrates a synthesis of knowledge from their program of study from their concentration area.

Faculty members complete the rubric on each student that completes the course, entering a score based on the rubric. The scores are combined to get an overall score for each semester's cohort of students.

Data from the rubric is used to assess overall preparedness for the senior project, and student development in research question development, analysis, integration and synthesis of concentration areas, documentation, and critical thinking. Data is also used in program evaluation to assess areas of needed improvement.

Criteria for Success (Thresholds for Assessment Methods):

A score of 2.5 is adequate, 3.0 is considered acceptable, 3.5 advanced, and 4.0 stellar.

Results/Analysis:

Faculty Members complete the rubric on each student that completes the course.

Senior Capstone Rubric Scores

Area	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
Information Seeking Selecting and Evaluating	3.58	3.24	3.50	3.64	3.51	3.37	3.67	3.57	3.26	3.32
Synthesis	3.48	3.4	3.32	3.29	3.23	3.37	3.44	3.27	3.26	3.29

Data from the rubric is used to assess overall preparedness for the senior project, and student development in research question development, analysis, integration and synthesis of concentration areas, documentation, and critical thinking. Data is also used in program evaluation to assess areas of needed improvement. A score of 2.5 is adequate, 3.0 is considered acceptable, 3.5 advanced, and 4.0 stellar. With a fall 2022 score of 3.26 and a spring 2023 score of 3.32 students are at or above the acceptable level.

Use of Results for Improvement:

The addition of two new faculty member in Fall 2023 has provided an opportunity to better introduce Professional Studies majors to the concept of integrated research. The instructors will focus on research, intersections between traditional content areas, writing skills, and

integrating academic content from diverse academic areas with a target goal of 3.5 (advanced score).

SLO3: PROBLEM-SOLVING AND COMMUNICATION

Define Outcome:

Professional Studies majors will demonstrate real-world problem solving and communication by identifying and developing a research project in his/her concentration area.

Assessment Methods:

BPS Professional Culminating Project: The Senior Culminating Project or Capstone course is required of all Professional Studies majors. Each student must complete either a 6000-word research paper or a real-world project that demonstrates a synthesis of knowledge from their concentration area.

Faculty members complete the rubric on each student that completes the course, entering a score based on the rubric. The scores are combined to get an overall score for each semester's cohort of students.

Data from the rubric is used to assess overall preparedness for the senior project, and student development in research question development, analysis, integration and synthesis of concentration areas, documentation, and critical thinking. Data is also used in program evaluation to assess areas of needed improvement.

Criteria for Success (Thresholds for Assessment Methods):

A score of 2.5 is adequate, 3.0 is considered acceptable, 3.5 advanced, and 4.0 stellar.

Results/Analysis:

Faculty members complete the rubric on each student that completes the course.

Senior Capstone Rubric Scores

Area	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
Thesis/Problem Question	3.6	3.65	3.58	3.65	3.37	3.74	3.62	3.58	3.71	3.57
Analysis	3.39	3.28	3.26	3.46	3.29	3.42	3.38	3.24	3.23	3.25
Documentation	3.33	3.18	3.24	3.41	3.14	3.17			3.25	3.12
Product Process	3.38	3.11	3.30	3.50	3.27	3.27			3.34	3.23
Critical thinking	3.44	3.56	3.38	3.49	3.30	3.34	3.39	3.21	3.25	3.17

Data from the rubric is used to assess overall preparedness for the senior project, and student development in research question development, analysis, integration and synthesis of

concentration areas, documentation, and critical thinking. Data is also used in program evaluation to assess areas of needed improvement. A score of 2.5 is adequate, 3.0 is considered acceptable, 3.5 advanced, and 4.0 stellar.

Use of Results for Improvement

The addition of two new faculty member in Fall 2023 has provided an opportunity to better introduce Professional Studies majors to the concept of integrated research. The instructors will focus on research, intersections between traditional content areas, writing skills, and integrating academic content from diverse academic areas with a target goal of 3.0 (acceptable score) in Thesis/Problem Question, Analysis, Documentation, Product Process, and Critical Thinking.

Summative Evaluation:

SLO1: The drop-in performance in 2022-23 was small and likely not significant however emphasis will be placed on critical thinking areas and closely monitored in the following academic year.

SLO2: The addition of two new faculty member in Fall 2023 has provided an opportunity to better introduce Professional Studies majors to the concept of integrated research. The instructors will focus on research, intersections between traditional content areas, writing skills, and integrating academic content from diverse academic areas with a target goal of 3.5 (advance score).

SLO3: The addition of two new faculty member in Fall 2023 has provided an opportunity to better introduce Professional Studies majors to the concept of integrated research. The instructors will focus on research, intersections between traditional content areas, writing skills, and integrating academic content from diverse academic areas with a target goal of 3.0 (acceptable score) in Thesis/Problem Question, Analysis, Documentation, Product Process, and Critical Thinking.

List of Appendices:

Appendix 1: Curriculum Map, Professional Studies BS

Appendix 2: BPS Culminating Project Rubric

Appendix 1: Curriculum Map, Professional Studies BS

Course Number	Course Title	Student Learning Outcomes		
		SLO1: Critical Thinking	SLO2: Synthesis of Knowledge	SLO3: Problem Solving
Professional Core (choose courses from each area): 21 credit hours				
One Administration and Supervision Course				
LIST 4093	Special Topics and Leadership		X	X
MGMT 3610	Principles of Management		X	X
PADM 3601	Public Administration		X	X
TECH 4381	Principles of Supervision		X	X
One Organizational Systems Course				
PADM 4226	Introduction to Nonprofit Organizations		X	
PM 4120	Organizational Theory & Behavior		X	
Team & Organizational Relations				
COMM 3010	Integrated Corporate Communication		X	
One Statistical Methods Course				
PBRL 4410	Public Relations Research	X	X	X
SOAA 3350	Social Statistics	X	X	X
SOCI 4510	Introduction to Social Research	X	X	X
Two Written Communications Courses				
ENGL 3134	Computers, Writing & Literature		X	X
ENGL 3250	Professional Communication		X	X
PBRL 3421	Public Relations Writing		X	X
One International Context Course				
JOUR 4712	Mass Media & Cultures		X	
POLI 4350	International Law		X	
PS 3510	International Political Economy		X	
SPAN 3550	Latin America: The Countries and the Peoples		X	
Culminating Special Project Course				
UNIV 4995	Culminating Special Project	X	X	X

Information Technology Concentration (choose one course from each area)				
Management Information Systems Overview				
PTMA 3020	Management Information Technology		X	X
MGMT 3220	Management Information Systems		X	X
UNIV 3713	Freedom, Openness and the Internet		X	X
Software				
CSC 3700	Software Analysis & Design	X	X	X
UNIV 4706	Managing Software Development	X	X	X
Files/Operating Systems				
INFS 3700	Introduction to System Analysis and Design		X	X
Database Management				
CSCI 3222	Database Management Systems	X	X	X
UNIV 4708	Introduction to Business Intelligence	X	X	X
Networks				
CSCI 4017/5017	Introduction to Information Assurance		X	X
INFS 4900	Seminar in Data Communications	X	X	X
UNIV 4995	Culminating Special Project	X	X	X
Organizational Leadership Concentration (choose 5 courses)				
BMGT 3600	International Management		X	X
BMGT 3630	Human Resource Management		X	X
COMM 3560	Intercultural Communication		X	X
PBRL 3400	Introduction to Public Relations		X	X
PBRL 3409	Public Relations Case Studies	X	X	X
LDSP 3000	Leadership Development	X	X	X
MGMT 4800	Corporate Etiquette		X	X
PADM 4401	Comparative Public Administration		X	X
PSY 3590	Psychology of Personality		X	X
PSYC 3210	Abnormal Psychology		X	X
SW 3200	Cultural Diversity		X	X
International Organizational Leadership (all courses required)				
BMGT 3600	International Management		X	X
COMM 3560	Intercultural Communication		X	X
POU 4350	International Law	X	X	X
POLS 4508	Theories and Concepts in International Relations		X	X
PS 3510	International Political Economy	X	X	X
Health Administration Concentration (all courses required)				
HETH 4210	Healthcare Research	X	X	X
HETH 4211	Healthcare Leadership and Management		X	X
HETH 4212	Trends and Issues in Healthcare	X	X	X
HETH 4213	Community Health: Issues & Services	X	X	X
COEH 4707	International Health: Problems and Issues	X	X	X

Appendix 2: BPS Culminating Project Rubric

Rubric for UNIV 4995 Paper/Project

	Thesis/ Problem/ Question	Information Seeking/Selectin g and Evaluating	Analysis	Synthesis	Documentation	Product/Process	Critical Thinking
4	Student posed a thoughtful, creative question that engaged them in challenging or provocative research. The question breaks new ground or contributes to knowledge in a focused, specific area.	Student gathered information from a variety of quality electronic and print sources, including appropriate licensed databases. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources were included (if appropriate).	Student carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence.	Student demonstrated a quality synthesis of materials from both emphasis areas. Ideas were organized in a logical manner and conclusions show a strong integration of ideas drawn from multiple sources.	Student documented all sources, including visuals, sounds, and animations. Sources are properly cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. Documentation is error-free.	Student effectively and creatively used appropriate communication tools to convey their conclusions and demonstrated thorough, effective research techniques. Product displays creativity and originality.	Student demonstrated critical thinking by asking appropriate questions, considering legitimacy of information and sources, and evaluating/includin g multiple perspectives.
3	Student posed a focused question involving them in challenging research.	Student gathered information from a variety of relevant sources--print and electronic.	Student (s) product shows good effort was made in analyzing the evidence collected.	Student included both concentration areas in the development of the project. Student logically organized the product and	Student documented sources with some care. Sources are cited, both in-text/in-product and on Works-Cited/Works-Consulted	Student effectively communicated the results of research to the audience.	Student demonstrate d critical thinking by asking appropriate questions, and considering legitimacy of

				made good connections among ideas.	pages/slides. Few errors noted.		information and sources.
2	Student constructed a question that lends itself to readily available answers.	Student gathered information from a limited range of sources and displayed minimal effort in selecting quality resources.	Student conclusions could be supported by stronger evidence. Level of analysis could have been deeper.	Student did not effectively draw from both concentration areas. Greater effort could have been put into organizing the product and drawing conclusions.	Student needed to use greater care in documenting sources. Documentation was poorly constructed or absent.	Student needed to work on communicating more effectively.	Student needed to ask more critical questions in the process of developing the project.
1	Student relied on teacher-generated questions or developed a question requiring little creative thought.	Student gathered information that lacked relevance, quality, depth and balance.	Student conclusions simply involved restating information. Conclusions were not supported by evidence.	Student work is not logically or effectively structured.	Student clearly plagiarized materials.	Student showed little evidence of thoughtful research. Product does not effectively communicate research findings.	Student did not apply critical thinking to the topic or the information used in the research.