

## **Institutional Effectiveness**

### **2024-2025**

**Program:** Professional Studies MPS

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

**Contact:** Dr. Dennis Tennant

**Mission:**

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 30 hours of interdisciplinary coursework and is available in eight concentrations:

- Corporate Communication prepares students for a career in which effective communication is vital to an organization's success, especially now as companies rely more on technology to interact with various individuals and groups both inside and outside the organization.
- 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.
- Media and Strategic Communication prepares students for a leadership role in planning communication strategy, designing messages, and developing media content to help inform the public and build relationships between organizations and a variety of audiences, both inside and outside the organization. This includes creating advertising or marketing messages to promote a company's products or services, creating public relations messages to enhance the organization's image or brand, and creating messages to support productive relationships with employees, consumers, community members, constituents, investors, and the media,
- 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.
- Project Management online program prepares students to meet the growing demands for project management with courses grounded in the methodologies, strategies, skills,

and tactics critical for success. The program is a combination of theory and practice and accepts students from a variety of backgrounds providing professionals the opportunity to transition from one career to another. Students completing the program receive training from PMI certified instructors as well as 20+ year veterans of industry. The program does not require a calculus background.

- 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.

### Stakeholders and Employers

The MPS degree was designed to facilitate the employment of well qualified students and provide an opportunity for advancement within organizations. Employers include: Tennessee Department of Transportation, Oak Ridge National Laboratories, Tennessee Valley Authority, Tennessee Highway Patrol, Cookeville Regional Medical Center, Tennessee Tech University, Tennessee Wildlife Agency, University of Tennessee, Cleveland State Community College, Anesthesiologist at Munroe Regional Medical Center and Ocala Regional Medical Center, Averitt Express, Law Office of Justin C Walling, State of Tennessee, Dept of Safety and Homeland, Hendersonville Medical Center, ORAU Radiation Emergency Asst Center, Tennessee Board of Regents, Video Gaming Technologies, Inc, Upper Cumberland Family Justice Ctr, Executive Protection Unit for Tennessee Governor, Volunteer Behavioral Health Care System, CEO Precision Media Group, HCA Corporate Headquarters, TN Dept of Agriculture, and others.

### Alignment with Tennessee Tech's Mission/Strategic Plan

TTU has identified six core values (Academic Excellence, Community Engagement, Meaningful Innovation, Student Success, Supportive Environment, and Value Creation). The MPS degree strategically embraces these values through continuous improvement strategies in course redesign and curriculum improvement, tracking student success through the program and professional development, and by providing a supportive learning environment for students and faculty. Master of Professional Studies Degree program encompasses Tech's Mission and Strategic Goals by offering multiple experiential learning opportunities in our innovative MPS concentrations that further career readiness in our graduates, provides courses that build global awareness as well as offering stackable credentials and certificates that bring student value in our communities. The faculty demonstrate their commitment to collaboration and lifelong learning and a determination to strengthen our students' intellectual and creative contributions in support of economic development to transform and sustain a thriving hub for innovation and employment opportunities.

**Attach Curriculum Map (Educational Programs Only):**

The program has been revised to require 30 hours of coursework. The program has 12 required hours and 18 hours in one of the eight concentrations. Attached is the curriculum map which applies to all concentrations.

Attached Files: See Appendix 1

## **SLO 1: Communication Skills**

### **Define Outcome:**

Master of Professional Studies graduates will demonstrate effective communication skills.

### **Assessment Methods:**

- a. Course Activities Linked to Communication Skills: PRST6300, Research Methods
  - a. This course provides a general introduction to research methods. Students research a topic and conduct initial research to develop appropriate problem statements, research questions, and hypotheses to select an appropriate research method. Students are asked to evaluate and synthesize peer-reviewed literature within the scope of professional issues and problems. Involved in this process is the ability to find and evaluate good sources of information. Students use specified manuscript requirements to prepare a scholarly research proposal. Quantitative and Qualitative Research methodologies are briefly covered in preparation for the later courses in these areas.
  - b. Project Proposal - Value 400 points (F'21=S'23 / Value 425 (Beginning F'23)
- b. IDEA course evaluations: IDEA course evaluations provide student assessment engagement in key areas related to Communication:

Communication Skills Criteria
Acquired skills for teamwork
Facilitated understanding of ideas and concepts
Stimulated skills in expressing ideas
Developed original or creative thinking

### **Criteria for Success (Thresholds for Assessment Methods):**

- Rubric of final project is used to assess overall preparedness (PRST 6300).
- The average score threshold for the final project evaluation remains 390 (began Fall '23 due to the increase in the overall value of the assignment).
- The average score threshold for the literature review draft is 85. Literature reviews require critical thinking, synthesis of information, and clear writing. The threshold of 85 highlights the expectation of a strong draft with the understanding this may be new processes for the student. ensures that students are well-prepared for the final submission, potentially leading to better final papers.

- Course evaluations are used to assess areas of needed improvement.

#### Link to 'Tech Tomorrow' Strategic Plan:

2.C Adult Learners

#### Results and Analysis:

##### Course Activities Linked to Communication Skills:

Course	Indicator to Evaluate	Selected Criteria	Reporting Criteria	2021-2022	2022-2023	2023-2024	Fall 2024
PRST 6300 Research Methods	Development of Communication Skills – Written Project Proposal	Evaluation results of graded <b>final project</b> – research proposal. (All project components minus Literature Draft Review))	<b>Completed Assignment</b>	85%	90%	90%	94%
			<b>Assignment Value</b>	400	400	425	425
			<b>Average Score</b>	315	325	400	405
			<b>Score Range</b>	255-400	265-400	98-425	338-424
			<b>Feedback Complete</b>	Yes	Yes	Yes	Yes
Course	Indicator to Evaluate	Selected Criteria	Reporting Criteria	2021-2022	2022-2023	2023-2024	Fall 2024
PRST 6300 Research Methods	Development of written communication skills – Literature Review (Synthesis of multiple sources of information)	Evaluation Results of graded <b>Literature Review Draft</b>	<b>Completed Assignment</b>	90%	90%	90%	94%
			<b>Assignment Value</b>	100	100	100	100
			<b>Average Score</b>	86	88	92	94
			<b>Score Range</b>	74-88	80-92	73-100	76-100
			<b>Feedback Complete</b>	YES	YES	YES	YES

**\*Avg. Score & Score Range – completed assignments only**

**IDEA Course Evaluations PRST 6300:**

Communication Skills Criteria	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024
5. Acquired skills for teamwork	4.1	4.5	4.0	3.5	2.7	3.9	3.6	4.0	3.6	3.0	3.5
1. Facilitated understanding of ideas and concepts	4.25	4.3	4.25	4.2	3.8	4.3	3.9	4.4	4.7	4.5	4.7
8. Stimulated skills in expressing ideas	3.9	4.0	4.1	3.8	3.5	4.2	3.6	4.5	4.5	4.3	4.5

Students are meeting and/or exceeding the new threshold but there remains room for improvement. The new threshold is proven attainable and demonstrates their hard work and dedication to their project

**Use of Results to Improve Outcomes:**

The results indicate that students need clearer guidelines on formatting and expectation instructions. Rubric feedback consistently highlights misunderstandings in these areas. To address this, we will look to develop more detailed instructional materials and offer additional touchpoints to ensure students fully grasp the requirements.

## SLO 2: Critical Thinking Skills

### Define Outcome:

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

### Assessment Methods:

- a. Course Activities Linked to Critical Thinking Skills: PRST6100, Professional Environment: Issues and Ethics Development of a personal code of ethics and an evaluation of a corporate code of ethics - Value 40 points (Prior to Fall 2023)
  - a. Beginning Fall 2023: Students focus on understanding the code of ethics within organizations and professions. The final research paper involves a **comprehensive review of an organization** with which the student is familiar, examining the presence and structure of its ethical guidelines. The paper requires students to determine if the organization has a formal code of ethics and identify whether elements of this code are embedded in other documents such as the employee handbook or policy and procedure manuals. Students will analyze various aspects of the code, evaluating its strengths and weaknesses by discussing what is included and what is missing. Additionally, they will compare the organization's code of ethics to those of other entities within the same industry, highlighting similarities and differences. Students propose ways to strengthen the code of ethics, providing thoughtful recommendations for improvement. - Value 200 points
- a. IDEA course evaluations: IDEA course evaluations provide student assessment engagement in key areas related to Critical Thinking Skills:

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

## Criteria for Success (Thresholds for Assessment Methods):

### 1) Criteria for Success

- Rubric of final project is used to assess overall preparedness (PRST 6100).
- The average score threshold for the final paper was 37 (2021-Spring 2023)
- The average score threshold for the final paper is 186 (Fall 2023-present)
- Course evaluations are used to assess areas of needed improvement.

## Link to 'Tech Tomorrow' Strategic Plan:

2.C Adult Learners

## Results and Analysis:

### Course Activities Linked to Critical Thinking Skills:

Course	Indicator to Evaluate	Selected Criteria	Reporting Criteria	2021-2022	2022-2023	2023-2024	Fall 2024
PRST 6100 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 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.	<b>Completed Assignment</b>	95%	90%	97%	93.75%
			<b>Assignment Value</b>	40	40	200	200
			<b>Average Score</b>	36	37	184*	189*
			<b>Score Range</b>	17-40	23-40	166-199*	177-198*
			<b>Feedback Complete</b>	YES	YES	YES	YES

\*Avg. Score & Score Range – completed assignments only

### IDEA Evaluations:

Critical Thinking Skills Criteria	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
11. Analyzed and critically evaluated ideas, arguments, and points of view	4.0	4.5	4.4	3.8	3.7	4.1	3.7	4.3	4.0	3.3	3.7	4.7



13. Evaluated methods for collecting, analyzing, and interpreting numerical information	3.9	3.5	3.8	3.5	3.0	3.8	2.8	4.2	2.3	3.0	3.3	3.7
4. Developed knowledge and understanding of diverse perspectives, global awareness, or other cultures	3.9	4.2	4.0	4.0	3.7	4.1	3.9	4.6	3.8	2.7	3.8	4.0
9. Acquired critical skills for in-depth analysis of research topics	4.0	3.8	3.8	4.1	3.7	4.2	3.8	4.5	4.3	3.3	3.7	4.7

Students are trending positive to the 186 thresholds but there remains room for improvement. Continuous assessment and tailored feedback will be essential in driving sustained progress.

#### **Use of Results to Improve Outcomes:**

The results indicate that the current teaching methods and assignment design are effective, however rubric feedback identifies areas of improvement regarding formatting and communication expectations.

### **SLO 3: Synthesis of Content - Corporate Communication Concentration**

#### **Define Outcome:**

Master of Professional Studies students enrolled in the Corporate Communication concentration will be able to synthesize appropriate and compelling content to illustrate current issues or topics as demonstrated in PRST 6751 Global Terrorism: Pandemics and Epidemics.

#### **Assessment Methods:**

- a. Course Activities: PRST 6751, Global Terrorism: Pandemics and Epidemics Rubric
- b. The course assignment **Discussion: Communication with Access and Functional Needs (AFN)** will show how to identify the differences between pandemics, epidemics, and outbreaks and how to overcome these incidents. Throughout this class, they will research various mitigation measures and preparedness efforts related to pandemics/epidemics. Student course assignment will mitigate communication strategies to ensure that critical infrastructure and essential work can be functional during a pandemic or epidemic, even if key personnel are unavailable. The assignment will look at the potential risks of a bioterrorist attack and how global communication works to help bioterrorism be perpetrated.
- c. Students taking PRST 6751 will be graded using the class rubric (attached), where Exemplary = 4 points, Proficient = 3 points, Marginal = 2 points, and No Skill = 1 point

Attached Files: See Appendix 2

#### **Criteria for Success (Thresholds for Assessment Methods):**

PRST 6751 assignment rubrics can help the instructor more clearly identify strengths and weaknesses across an entire class and adjust their instruction appropriately. Below is assignment grade distribution:

Range 10 to 12 = Letter Grade A

Range 7 to 9 = Letter Grade B

Range 4 to 6 = Letter Grade C

Range 3 and below = Letter Grades D or F

#### **Link to 'Tech Tomorrow' Strategic Plan:**

2.C Adult Learners

**Results and Analysis:**

PRST 6751 Rubric	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Number of Students	2	10	Not Offered	11
Content Development with Purpose and Audience	12	12		12
Clarity/Organization Within Genre and Disciplinary Conventions	12	12		12
Sources and Evidence have Grammar and Language	11	11		11
Overall Score				

**Use of Results to Improve Outcomes:**

The results show a need for clarification of formatting/structure expectations.

#### **SLO 4: Synthesis of Content - Healthcare Administration Concentration**

##### **Define Outcome:**

Master of Professional Studies students enrolled in Healthcare Administration will be able to clearly identify and define the health status of populations and their related determinants of health and disease by establishing connections with various aspects of healthcare informatics as demonstrated in PRST 6540: Health Informatics.

##### **Assessment Methods:**

- a. Course Activities: PRST 6540, Health Informatics Course Assignment and Rubric
- b. This course assignment **Final Project** is intended to expose students to the field of health informatics and to give them an understanding in the history, processes, and application of this field in the healthcare delivery system in the United States. Since health informatics is interdisciplinary, students must have already completed introductory courses in statistics, public health (or related subject), computer programming, and economics. Upon completion of this course, students will have a better understanding of healthcare delivery, the specific area within health informatics, the application of computer technology in healthcare delivery, and the techniques, methodologies, and tools used in health informatics.
- c. Students taking PRST 6540 will be graded using the assignment rubric for selected course assignment (attached), where Exemplary = 4 points, Proficient = 3 points, Marginal = 2 points, and No Skill = 1 point

Attached Files: See Appendix 3

##### **Criteria for Success (Thresholds for Assessment Methods):**

PRST 6540 assignment rubrics can help the instructor more clearly identify strengths and weaknesses across an entire class and adjust their instruction appropriately. Below is assignment grade distribution:

Range 10 to 12 = Letter Grade A

Range 7 to 9 = Letter Grade B

Range 4 to 6 = Letter Grade C

Range 3 and below = Letter Grades D or F

##### **Link to 'Tech Tomorrow' Strategic Plan:**

2.C Adult Learners

**Results and Analysis:**

PRST 6540 Rubric	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Identifies the Health Status of Populations and Their Related Determinants of Health and Disease	Not offered	12	Not offered	12
Describes the Characteristics of a Population-Based Problem		12		12
Uses Variables That Measure Public Health Conditions		11		12
Overall Score				

**Use of Results to Improve Outcomes:**

The results show a need to improved communication/instruction regarding aggregating data/information from various studies.

## **SLO 5: Synthesis of Content - Human Resources Leadership Concentration**

### **Define Outcome:**

Master of Professional Studies students enrolled in Human Resources Leadership will be able to explain HRM's role in the performance management process and how the human resource function aligns with the organization's strategic plan as demonstrated in PRST 6040: Human Resource Management.

### **Assessment Methods:**

- a. Course Activities: PRST 6040, Human Resource Management Rubric
- b. The course assignment **Job Analysis and the Talent Management Process** is an analysis of theories, policies, procedures, practices and regulations relevant to attracting, retaining, and directing a competent work force. Analysis of the basic personnel function with emphasis on the fact that all managers are "personnel managers." Integration of scientific theory, procedures, instruments, and federal regulations into personnel selections, placement, and security programs.
- c. Students taking PRST 6040 will be graded using the assignment rubric for selected course assignment (attached), where Exemplary = 4 points, Proficient = 3 points, Marginal = 2 points, and No Skill = 1 point.

Attached Files: See Appendix 4

### **Criteria for Success (Thresholds for Assessment Methods):**

PRST 6040 assignment rubrics can help the instructor more clearly identify strengths and weaknesses across an entire class and adjust their instruction appropriately. Below is assignment grade distribution:

Range 10 to 12 = Letter Grade A

Range 7 to 9 = Letter Grade B

Range 4 to 6 = Letter Grade C

Range 3 and below = Letter Grades D or F

### **Link to 'Tech Tomorrow' Strategic Plan:**

2.C Adult Learners

**Results and Analysis:**

PRST 6040 Rubric	Fall 2023	Spring 2024	Fall 2024	Spring 2025
HRM Functions and Practices, Both Local and Global Needs Conditions	12	Not offered	Not offered	Not offered
Training: Needs Assessment	12			
Evaluation: Performance Management	12			
Overall Score				

**Use of Results to Improve Outcomes:**

The results indicate that the current teaching methods and assignment design are highly effective, as shown by every student earning a perfect score. We can use this success to reinforce our teaching strategies and ensure consistency in future semesters.

## **SLO 6: Synthesis of Content - Media & Strategic Communication Concentration**

### **Define Outcome:**

Master of Professional Studies students enrolled in Media & Strategic Communication will analyze organizational characteristics, communication practices, and related issues when developing public relations campaigns and presentations as demonstrated in JOUR 6450: Public Relations and Management.

### **Assessment Methods:**

- a. Course Activities: JOUR 6450, Public Relations and Management Rubric
- b. The course assignment **Final Project** is meant to introduce many of the key aspects of public relations management through the readings of and understanding of public relations principles and case studies.
- c. Students taking JOUR 6450 will be graded using the assignment rubric for selected course assignment (attached), where Exemplary = 4 points, Proficient = 3 points, Marginal = 2 points, and No Skill = 1 point.

Attached Files: See Appendix 5

### **Criteria for Success (Thresholds for Assessment Methods):**

JOUR 6450 assignment rubrics can help the instructor more clearly identify strengths and weaknesses across an entire class and adjust their instruction appropriately. Below is assignment grade distribution:

Range 10 to 12 = Letter Grade A

Range 7 to 9 = Letter Grade B

Range 4 to 6 = Letter Grade C

Range 3 and below = Letter Grades D or F

### **Link to 'Tech Tomorrow' Strategic Plan:**

2.C Adult Learners



**Results and Analysis:**

PRST/JOUR 6450 Rubric	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Developing Organization Issue and Conditions for Public Relations Campaign and Presentation	Not Offered	12	Not Offered	12
Analyzes Communication Strategies within PR		12		12
Evaluation: Professionalism		12		12
Overall Score				

**Use of Results to Improve Outcomes:**

The results show that while the majority of students received a perfect score, those who did not were primarily marked down for formatting issues. In the future, we will focus on providing additional guidance and resources on proper structure to help all students achieve higher scores.

## **SLO 7: Synthesis of Content - Project Management Concentration**

### **Define Outcome:**

Master of Professional Studies students enrolled in Project Management will be able to develop project plans that provide a precise amount of details about the breakdown of tasks, with work evenly divided among team members as demonstrated in PRST 6830: Project Management and Development Strategies.

### **Assessment Methods:**

- a. Course Activities: PRST 6830, Project Management and Development Strategies Rubric
- b. This course assignment **Week 5 Group Assignment** is designed to take a deep dive view in the world of project management processes leveraged in industries today. At the completion, students will have a better understanding of the processes to include predictive (Waterfall), adaptive (SCRUM) and hybrid processes
- c. Students taking PRST 6830 will be graded using the class rubric (attached), where Exemplary = 4 points, Proficient = 3 points, Marginal = 2 points, and No Skill = 1 point.

Attached Files: See Appendix 6

### **Criteria for Success (Thresholds for Assessment Methods):**

PRST 6830 assignment rubrics can help the instructor more clearly identify strengths and weaknesses across an entire class and adjust their instruction appropriately. Below is assignment grade distribution:

Range 10 to 12 = Letter Grade A

Range 7 to 9 = Letter Grade B

Range 4 to 6 = Letter Grade C

Range 3 and below = Letter Grades D or F

### **Link to 'Tech Tomorrow' Strategic Plan:**

2.C Adult Learners

**Results and Analysis:**

PRST 6830 Rubric	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Developing a Project Plan and Details	Not Offered	11	Not Offered	Not Offered
Project Breakdown		10		
Organization		11		
Overall Score				

**Use of Results to Improve Outcomes:**

The results reveal the need for students to improve detailing project goals, scope, deliverables, milestones, and risks, as well as task division and team responsibilities. We will provide additional training and examples on how to create comprehensive and detailed project plans, and we will focus on improving skills in organizing and presenting information logically to improve readability and overall document quality

## **SLO 8: Synthesis of Content - Public Safety Concentration**

### **Define Outcome:**

Master of Professional Studies students enrolled in Public Safety will understand the role and operational workflow of contact tracing interviews as demonstrated in PRST 6781: The Science and Application of Contact Tracing.

### **Assessment Methods:**

- a. Course Activities: PRST 6781, The Science and Application of Contact Tracing Rubric
- b. The course assignment **Mock Call** is meant to introduce students to the skills needed for contract tracing and various strategies that can be used to trace an infected patient. Principles are also taught dealing with secretive patients and, even more importantly, the principles of case management for infected patients. Students will also learn the principles of leading a contact tracing team.
- c. Students taking PRST 6781 will be graded using the assignment rubric for selected course assignment (attached), where Exemplary = 4 points, Proficient = 3 points, Marginal = 2 points, and No Skill = 1 point.

Attached Files: See Appendix 7

### **Criteria for Success (Thresholds for Assessment Methods):**

PRST 6781 assignment rubrics can help the instructor more clearly identify strengths and weaknesses across an entire class and adjust their instruction appropriately. Below is assignment grade distribution:

Range 10 to 12 = Letter Grade A

Range 7 to 9 = Letter Grade B

Range 4 to 6 = Letter Grade C

Range 3 and below = Letter Grades D or F

### **Link to 'Tech Tomorrow' Strategic Plan:**

2.C Adult Learners

**Results and Analysis:**

PRST 6781 Rubric	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Case investigation and contract tracing process	Not offered	12	Not offered	Not Offered
Contact tracing operational workflow		12		
Consent and interviewing techniques		12		
Overall Score				

**Use of Results to Improve Outcomes:**

The results indicate that the current teaching methods and assignment design are highly effective, as shown by every student earning a perfect score. We can use this success to reinforce our teaching strategies and ensure consistency in future semesters.

## **SLO 9: Synthesis of Content - Strategic Leadership Concentration**

### **Define Outcome:**

Master of Professional Studies students enrolled in Strategic Leadership will demonstrate technical knowledge in planning and evaluation by creating data-driven goals and a vision for achievement as demonstrated in PRST 6500: Foundations of Leadership

### **Assessment Methods:**

- a. Course Activities: PRST 6500 - Foundations of Leadership
- b. The course assignment **Discussion 5 - the In Group and Out of Group** is meant to introduce a comprehensive understanding of the fundamentals of strategic organizational program planning and evaluation with a focus on relevance of strategic planning, effective and efficient program delivery plans with formative and summative evaluations for intentional learning and practical application in the workplace.
- c. Students taking PRST 6421 will be graded using the assignment rubric for selected course assignment (attached), where Exemplary = 4 points, Proficient = 3 points, Marginal = 2 points, and No Skill = 1 point.

Attached Files: See Appendix 8

### **Criteria for Success (Thresholds for Assessment Methods):**

PRST 6500 assignment rubrics can help the instructor more clearly identify strengths and weaknesses across an entire class and adjust their instruction appropriately. Below is assignment grade distribution:

Range 10 to 12 = Letter Grade A

Range 7 to 9 = Letter Grade B

Range 4 to 6 = Letter Grade C

Range 3 and below = Letter Grades D or F

### **Link to 'Tech Tomorrow' Strategic Plan:**

2.C Adult Learners

**Results and Analysis:**

PRST 6500 Rubric	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Understanding and Explanation of Leadership Exchange Theory	Not offered	12	Not offered	12
Application to Personal Experience		12		12
Connection to Broader Concepts (e.g., "Glass Ceiling")		12		12
Overall Score				

**Use of Results to Improve Outcomes:**

The results indicate that the current teaching methods and assignment design are effective. We can use this success to reinforce our teaching strategies and ensure consistency in future semesters.

## **SLO10: Synthesis of Content - Organizational Skills and Development**

### **Define Outcome:**

Master of Professional Studies students enrolled in Training & Development will be able to incorporate multiple analyses, including Organizational, Operational, and Individual Analyses, in training development as demonstrated in PRST 6800: Organizational Skills and Development.

### **Assessment Methods:**

- a. Course Activities: PRST 6800: Organizational Skills and Development Rubric
- b. The course assignment **Week 4 Project - Entrepreneurship** is meant to introduce processes and techniques used to conduct an organizational analysis and then identify training needs in private and public organizations. This course is designed to build theoretical as well as practical knowledge and skills for employees who are not necessarily human resource professionals.
- c. Students taking PRST 6420 will be graded using the assignment rubric for selected course assignment (attached), where Exemplary = 4 points, Proficient = 3 points, Marginal = 2 points, and No Skill = 1 point.

Attached Files: See Appendix 9

### **Criteria for Success (Thresholds for Assessment Methods):**

PRST 6800 assignment rubrics can help the instructor more clearly identify strengths and weaknesses across an entire class and adjust their instruction appropriately. Below is assignment grade distribution.

Range 10 to 12 = Letter Grade A

Range 7 to 9 = Letter Grade B

Range 4 to 6 = Letter Grade C

Range 3 and below = Letter Grades D or F

### **Link to 'Tech Tomorrow' Strategic Plan:**

2.C Adult Learners



**Results and Analysis:**

PRST 6800 Rubric	Fall 2023	Spring 2024	Fall 2024	Spring 2025
The student created a detailed outline for their business plan, clearly defining the objectives for the business.	Not offered	12	Not offered	12
The student identified and described the types of information needed to develop robust product, marketing, and financing strategies.		9		12
The student effectively presented/communicated the business outline showcasing the feasibility and potential success of the proposed business.		12		12
Overall Score				

**Use of Results to Improve Outcomes:**

The results and feedback provided indicates a need for students to better understand strategy as it pertains to the project expectations. We will look to include additional resources to improve the student's performance.

### **Summative Evaluation:**

The assessment cycle revealed several recurring themes that require targeted improvement by the end of the next cycle:

1. **Formatting and Structure Clarity** - Across multiple outcomes, students struggled with consistent formatting and structural expectations. These issues were frequently highlighted in rubric feedback, suggesting a lack of clarity in instructional materials and assignment guidelines.
2. **Project Planning Details** - Several students showed difficulty detailing project components such as goals, scope, milestones, deliverables, and risk management. This suggests a need for enhanced instruction on project planning frameworks and document organization.
3. **Data Aggregation Skills** - Students need improved instruction in synthesizing information from multiple sources. This skill is essential for higher-level analysis and was noted as an area requiring more direct teaching and practice opportunities.
4. **Strategic Thinking** - Feedback indicates a need for better understanding of strategic elements within project work, noting a gap in student understanding of how to connect tasks to broader objectives.

To address the identified concerns, the following changes are being considered for future semesters:

1. **Enhanced Instructional Materials** -
  - Develop and distribute comprehensive formatting/style guides aligned with assignment expectations.
  - Include annotated examples and checklists in all major project-based assignments to illustrate structural and formatting requirements.
2. **Increased Instructional Touchpoints** -
  - Incorporate class exercises focused on proper formatting, structuring, and APA use.
  - Offer targeted formative assessments earlier in the term to identify and address formatting/structure issues before final submissions.
3. **Reinforcement of Project Planning Skills:**
  - Revise project planning assignments to include mandatory templates and guided sections for scope, milestones, and risk assessment.
  - Introduce peer review activities where students evaluate each other's plans based on clarity and completeness.
4. **Data Synthesis and Strategy Modules:**
  - Add instruction and practice assignments related to synthesizing data across sources and forming evidence-based conclusions.
  - Include case studies or applied scenarios requiring students to connect project components to larger strategic goals.
5. **Retention of Effective Practices:**
  - Maintain current teaching methods for outcomes where students consistently earned perfect scores

**Assessment Plan Changes:****List of Appendices:**

Appendix 1: Curriculum Map

Appendix 2: PRST 6751 Rubric

Appendix 3: PRST 6540 Rubric

Appendix 4: PRST 6040 Rubric

Appendix 5: PRST 6450 Rubric

Appendix 6: PRST 6830 Rubric

Appendix 7: PRST 6781 Rubric

Appendix 8: PRST 6500 Rubric

Appendix 9: PRST 6800 Rubric

## Appendix 1: Curriculum Map

<b>Learning Outcomes for all MPS Concentrations</b>				
<b>Required Courses</b>	<b>Title</b>	<b>Communication Skills</b>	<b>Critical Thinking Skills</b>	<b>Concepts and Theories</b>
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 6751 Rubric

### PRST 6751 Rubric

<p>This course prepares you to take a leading role in the improvement and facilitation of an organization's communication channels, whether that is through designing and implementing initiatives aimed at improving employee engagement, team-building, and leadership training or by coordinating teams from different departments across the organization to complete projects. Corporate communication leaders may work with the human resources manager to develop employee performance materials, help the company's executives develop a mission statement, or assist managers in communicating better with those they supervise.</p>					
Learning Objective	Exemplary (4)	Proficient (3)	Marginal (2)	No Skill (1)	Score
Content Development with Purpose and Audience	<p>Uses appropriate, relevant, and compelling content to illustrate the subject.</p> <p>AND/OR</p> <p>Demonstrates understanding of issues or topics by analyzing and synthesizing relevant information.</p> <p>AND/OR</p> <p>Communication is clearly linked to important course topics.</p>	<p>Uses appropriate and relevant content to develop and explore ideas.</p> <p>AND/OR</p> <p>Shows understanding of issue or topic.</p> <p>AND/OR</p> <p>Communication is related to course content.</p>	<p>Uses appropriate and relevant content to develop ideas through some of the work.</p> <p>AND/OR</p> <p>Shows some understanding of issue or topic.</p> <p>AND/OR</p> <p>Tries to tie in course content but it's relevance to the topic is not always apparent.</p>	<p>Ideas repeated instead of developed, little evidence of understanding of the topic.</p> <p>AND/OR</p> <p>Not connected to relevant class information, unclear how the presentation relates to course material.</p>	
Clarity/Organization Within Genre and Disciplinary Conventions	<p>Clearly developed thesis. Organized topics which offer support for main topic, and effective introductions and conclusions.</p> <p>AND/OR</p> <p>Demonstrates detailed attention to and successful execution of conventions particular to a specific discipline including organization, content, presentation, formatting, and stylistic choices.</p> <p>AND/OR</p> <p>Focuses on issues essential to communicating the central idea, using concrete examples and evidence organized in a logical format.</p>	<p>Main idea clear. Examples follow logical order.</p> <p>AND/OR</p> <p>Follows expectations appropriate to a specific discipline and/or task for basic organization, content, and presentation.</p>	<p>Main idea clear, needs to improve logical order of examples, and/or relevance/quality of evidence.</p> <p>AND/OR</p> <p>Meets most expectations appropriate to a specific discipline and/or task for basic organization, content, and presentation.</p>	<p>Main idea unclear and insufficiently supported by detail.</p> <p>AND/OR</p> <p>Weak attempts to use a consistent system for basic organization.</p>	

Sources and Evidence have grammar and Language	Work is appropriately cited. Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the communication. Communication is grammatically correct, interesting, demonstrates industry knowledge, connects with audience, and flows well. Error free.	Cited correctly, but too few or too many examples. Demonstrates use of sources that are appropriate for the discipline and genre of the communication. Communication is grammatically correct, interesting, demonstrates industry knowledge, connects with audience, and flows well. Limited errors.	Citations mostly correct. Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline. Grammar occasionally interferes with communication. Includes some errors. AND/OR Language moderately appropriate to audience/industry.	Struggles to cite sources. Few references. Demonstrates weak attempts to use credible sources to support ideas in the communication. Errors in grammar and format (spelling, punctuation, capitalization, headings). AND/OR Uses language that sometimes impedes meaning because of errors in usage.	
Score	Range (12 to 10) = Letter Grade A	Range (9 to 7) = Letter Grade B	Range (6 to 4) = Letter Grade C	Range (6 to 14) = Letter Grade D or F	

### Appendix 3: PRST 6540 Rubric

#### PRST 6540 Rubric

This course prepares a student for a career dedicated to the vital role of enhancing the quality of care, reducing health care costs, and addressing health care issues. As healthcare issues become more complex due to changes in healthcare policy, and a rapidly aging population, the course will effectively prepare students for careers as leaders in the healthcare industry.					
Learning Objective	Exemplary (4)	Proficient (3)	Marginal (2)	No Skill (1)	Score
<b>Identifies the health status of populations and their related determinants of health and disease</b>	Student can clearly identify and define the health status of populations. Student is able to establish connections between health and disease determinants and the public health healthcare delivery, the specific areas within health informatics, the application of computer technology in healthcare delivery, and the techniques, methodologies, and tools used in health informatics.	Student can identify and define the health status of populations. However, the student struggles with making clear connections to health and disease determinants of healthcare delivery, the specific areas within health informatics, the application of computer technology in healthcare delivery, and the techniques, methodologies, and tools used in health informatics.	The student is able to vaguely identify and define the health status of populations and establish some connections to health and disease determinants and better understanding of healthcare delivery, the specific areas within health informatics, the application of computer technology in healthcare delivery, and the techniques, methodologies, and tools used in health informatics.	Student is not able to identify or define or make connections to health and disease determinants nor an understanding of healthcare delivery, the specific areas within health informatics, the application of computer technology in healthcare delivery, and the techniques, methodologies, and tools used in health informatics	
<b>Describes the characteristics of a population- based problem</b>	Student can thoroughly describe the characteristics of a population-based problem with evidence-based criteria specific to target populations.	Student can thoroughly describe the characteristics of a population-based problem.	The student can vaguely describe the characteristics of a population-based problem.	Student cannot select or define variables.	
<b>Uses variables that measure public health conditions</b>	Student can comprehensively select and define all variables necessary to measure public health conditions.	Student can adequately select and define variables needed to measure public health conditions.	Student can identify and define some variables but struggles with determining if they are appropriate to the task.	Student cannot select or define variables.	
Score	Range (12 to 10) = Letter Grade A	Range (9 to 7) = Letter Grade B	Range (6 to 4) = Letter Grade C	Range (6 to 14) = Letter Grade D or F	

## Appendix 4: PRST 6040 Rubric

### PRST 6040 Rubric

The master's degree concentration in Human Resources Leadership prepares you for a leadership role providing you the fundamental knowledge necessary to invest in human capital through strategic human resource management, overseeing compensation and benefits, improving employee relations, ensuring compliance with labor laws, and developing new approaches to worker participation.					
Learning Objective	Exemplary (4)	Proficient (3)	Marginal (2)	No Skill (1)	Score
HRM Functions and Practices, Both Local and Global Needs Conditions	Meets "Proficient" criteria and explanation is supported with evidence	Explains why the human resource function should be aligned with an organization's strategic plan	Explains why the human resource function should be aligned with an organization's strategic plan, but explanation is cursory or inaccurate	Does not explain why the human resource function should be aligned with an organization's strategic plan	
Training: Needs Assessment	Meets "Proficient" criteria and description is clear and detailed	Describes the components of a needs assessment used to determine the training requirements of the organization	Describes the components of a needs assessment used to determine the training requirements of the organization, but description is cursory or inaccurate	Does not describe the components of a needs assessment used to determine the training requirements of the organization	
Evaluation: Performance Management	Meets "Proficient" criteria and description is well supported and plausible	Determines HRM's role in the performance management process including how the process aligns with the organization's strategic plan	Determines HRM's role in the performance management process, but does not include how the process aligns with the organization's strategic plan	Does not determine HRM's role in the performance management process	
Score	Range (12 to 10) = Letter Grade A	Range (9 to 7) = Letter Grade B	Range (6 to 4) = Letter Grade C	Range (6 to 14) = Letter Grade D or F	



## Appendix 5: PRST 6450 Rubric

### PRST 6450 Rubric

<p>Student learning objective prepares the student for a leadership role in planning communication strategy, designing messages, and developing media content to help inform the public and build relationships between organizations and a variety of audiences, both inside and outside the organization. This includes creating advertising or marketing messages to promote a company's products or services, creating public relations messages to enhance the organization's image or brand, and creating messages to support productive relationships with employees, consumers, community members, constituents, investors, and the media.</p>					
Learning Objective	Exemplary (4)	Proficient (3)	Marginal (2)	No Skill (1)	Score
Developing organization Issue and Conditions for Public Relations Campaign and Presentation	Analyzes organizational characteristics, communication practices, and related issues in depth. Shows improvement from the previous assignment based on feedback. Offers an excellent persuasive point why certain aspects matter and shares good insights.	Provides analysis of organizational characteristics, communication practices, and current emerging issues. Shows improvement from the previous analysis based on feedback. Offers a fair persuasive point why certain aspects matter sharing insights.	Provides incomplete analysis of the organization and its communication practices. Makes some changes from the previous analysis based on feedback. Describes why certain aspects matter. Shares little insights and critique.	Fails to provide their own analysis of the organization and its communication practices. Shows no improvement from the previous analysis assignment. Fails to describe important points of their own analysis and to share insights and critique.	
Analyzes Communication Strategies within PR	Clarifies "opportunity sentence" and objectives which serve as an effective goal. Communication strategy is cogent, consistent, and well-organized, supporting the whole arguments and messages	Clarifies "opportunity sentence" and objectives which serve as effective goal. Communication strategy is consistent and somewhat cogent.	"Opportunity sentence" and objectives are offered. Fails to provide effective and consistent communication strategy.	Fails to provide "Opportunity sentence" and objectives are offered. Communication strategy is poorly designed.	
Evaluation: Professionalism	Shows professionalism through appropriate clothes, gesture, and attitudes. Precise syntax and superior usage of grammar, punctuation and spelling result in both written plan and presentation slides	Shows professionalism through appropriate clothes, gesture, and attitudes. Syntax is clear and relatively few errors in grammar, punctuation or spelling do not impede understanding.	Fails to show professionalism through appropriate clothes, gesture, and attitudes. Syntax is sometimes garbled. Errors in grammar, punctuation and spelling are a little bit disturbing.	Fails to show professionalism through appropriate clothes, gestures, and attitudes. Syntax is garbled, and there are too many errors in grammar, punctuation, and spelling that disrupts understanding.	
Score	Range (12 to 10) = Letter Grade A	Range (9 to 7) = Letter Grade B	Range (6 to 4) = Letter Grade C	Range (3 to 1) = Letter Grade D or F	

## Appendix 6: PRST 6830 Rubric

### PRST 6830 Rubric

This course prepares students to meet the growing demands for project management with courses grounded in the methodologies, strategies, skills, and tactics critical for success. The program is a combination of theory and practice and accepts students from a variety of backgrounds providing professionals the opportunity to transition from one career to another.					
Learning Objective	Exemplary (4)	Proficient (3)	Marginal (2)	No Skill (1)	Score
Developing a project plan and details	Plan provides a precise amount of details about the project goal, scope, deliverables, milestones, and risks also lists all the project goal, scope, deliverables, milestones, and risks	Plan lists most of the project goal, scope, deliverables, milestones, and risks.	Plan lists most of the project goal, scope, deliverables, milestones, and risks.	General statement that lacks sufficient detail to assure mutual understanding of project direction.	
Project Breakdown	Plan provides a precise amount of details about the breakdown of tasks, division of work, and team members responsibilities. Work is divided evenly amongst team members.	Plan lists most of: the tasks, division of work, and team members responsibilities, but not with the right amount of detail or misses important tasks.	Plan lists some of: the tasks, division of work, and team members responsibilities, but not with the right amount of detail or have serious omissions.	General statement that lacks sufficient detail to assure mutual understanding of project direction. Work is divided unevenly or not at all.	
Organization	Document is well formatted and well organized. The document presents information in a logical order. The headings are appropriate and have parallel structure.	Document is formatted as required but its organization could be improved. The plan does not present information in a logical way easy for the reader to understand.	Document is missing a section, exhibits formatting issues, or the sections are order in an illogical way	Document is not formatted or organized according to assignment requirements.	
Score	Range (12 to 10) = Letter Grade A	Range (9 to 7) = Letter Grade B	Range (6 to 4) = Letter Grade C	Range (6 to 14) = Letter Grade D or F	

## Appendix 7: PRST 6781 Rubric

### PRST 6781 Rubric

Student outcomes of this course 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					
Learning Objective	Exemplary (4)	Proficient (3)	Marginal (2)	No Skill (1)	Score
Case investigation and contact tracing processes	Student shows that contact tracers understand key scientific background and implications related to the work, to help them make decisions on the job and interact with interviewees	Key scientific background and implications related to the work, to help them make decisions on the job and interact with interviewees	Slightly able to transition into the jurisdiction-specific protocol training required by local/state public health departments and call contacts.	Student did not show knowledgeable about the PRST course or objectives they are not confident in answering questions about the course.	
Contact tracing operational workflow	Ensure that contact tracers have foundational knowledge of the work they are doing, as well as how and why the information is being collected	Ensure contact tracers have the knowledge, self-efficacy, and interpersonal skills to navigate all aspects of the interview process, including potential difficult situations	The knowledge, self-efficacy, and interpersonal skills to navigate very little aspects of the interview process, including potential difficult situations	Student did not show knowledgeable about the PRST course or objectives they are not confident in answering questions about the course.	
Consent and interviewing techniques	Ensure contact tracers have the knowledge, self-efficacy, and interpersonal skills to navigate all aspects of the interview process, including potential difficult situations	Provide contact tracers with a contextual understanding of the pandemic- and systemic racism-induced stress experienced within local communities to possess the interpersonal skills required show respect, empathy, and cultural humility toward all persons being interviewed	Students convey some interest in the science of contact tracing interviewing they did not show skills to ask questions	Student did not show knowledgeable about the PRST course or objectives they are not confident in answering questions about the course.	
Score	Range (12 to 10) = Letter Grade A	Range (9 to 7) = Letter Grade B	Range (6 to 4) = Letter Grade C	Range (6 to 14) = Letter Grade D or F	

## Appendix 8: PRST 6500 Rubric

### Appendix 9: PRST 6500 – Foundations of Leadership - Rubric

You will build both theoretical and practical knowledge and skills in adult learning and cognition, organizational needs analysis, project planning, instructional design, development, and delivery/evaluation in traditional and virtual environments.					
Learning Objective	Exemplary (4)	Proficient (3)	Marginal (2)	No Skill (1)	Score
Understanding and Explanation of Leadership Exchange Theory	Provides a comprehensive explanation of LMX theory, including its key components and implications. Demonstrates a deep understanding of how the theory views leadership from the follower's perspective and effectively relates it to real-world scenarios.	Offers a clear explanation of LMX theory, covering its main components and implications. Shows a good understanding of the follower's perspective and relates it to relevant situations.	Gives a basic explanation of LMX theory with some key points but lacks depth. Shows a limited understanding of the follower's perspective and struggles to relate it to practical examples.	Provides an incomplete or incorrect explanation of LMX theory. Shows little to no understanding of the follower's perspective and fails to relate it to any real-world context.	
Application to Personal Experience	Describes a specific, detailed personal experience where a team leader facilitated a transition from the out-group to the in-group. Clearly articulates the actions taken by the leader and the resulting changes in team dynamics and personal involvement.	Describes a relevant personal experience with a team leader's influence on group dynamics, with some details about the actions taken and the outcomes. Shows a good connection between the theory and the experience.	Provides a vague or general personal experience with limited details on the leader's actions and their impact. Shows a weak connection between the theory and the experience.	Fails to describe a relevant personal experience or provides an unrelated example. Shows no connection between the theory and personal experience.	
Connection to Broader Concepts (e.g., "Glass Ceiling")	Insightfully connects LMX theory to broader concepts such as the "glass ceiling," discussing its implications for women and minorities in the workplace. Provides specific examples or evidence to support the connection and demonstrates a deep understanding of the issues.	Adequately connects LMX theory to broader concepts like the "glass ceiling," with a clear discussion on its implications for workplace diversity. Offers some examples or evidence to support the connection.	Makes a basic or partial connection between LMX theory and broader concepts such as the "glass ceiling," but lacks depth or supporting examples. Shows a limited understanding of the broader issues.	Fails to connect LMX theory to any broader concepts or provides an incorrect or irrelevant connection. Shows no understanding of the implications for workplace diversity.	
Score	Range (12 to 10) = Letter Grade A	Range (9 to 7) = Letter Grade B	Range (6 to 4) = Letter Grade C	Range (6 to 14) = Letter Grade D or F	

## Appendix 9: PRST 6800 Rubric

You will build both theoretical and practical knowledge and skills in adult learning and cognition, organizational needs analysis, project planning, instructional design, development, and delivery/evaluation in traditional and virtual environments.					
Learning Objective	Exemplary (4)	Proficient (3)	Marginal (2)	No Skill (1)	Score
The student created a detailed outline for their business plan, clearly defining the objectives for the business.	The student provides a thorough and detailed outline, clearly defining the business's mission, vision, and specific goals. The outline is well-organized, at least two pages long, and free from significant grammatical errors and typos.	The student provides a clear and detailed outline, adequately defining the business's mission, vision, and specific goals. The outline is well-organized, meets the length requirement, and has few grammatical errors and typos.	The student provides a basic outline with a general definition of the business's mission, vision, and goals. The outline is somewhat organized, may not meet the length requirement, and contains several grammatical errors and typos.	The student fails to provide a coherent outline, with unclear or missing definitions of the business's mission, vision, and goals. The outline is poorly organized, does not meet the length requirement, and contains many grammatical errors and typos.	
The student identified and described the types of information needed to develop robust product, marketing, and financing strategies.	The student clearly identifies and describes the necessary information for product development, marketing, and financing strategies, supported by detailed data and research. The strategies are well-developed, showing thorough understanding and planning.	The student identifies and describes the necessary information for product development, marketing, and financing strategies, supported by some data and research. The strategies are adequately developed and show a good understanding and planning.	The student provides a basic description of the necessary information for product development, marketing, and financing strategies, with limited data and research. The strategies are underdeveloped and show minimal understanding and planning.	The student fails to identify or describe the necessary information for product development, marketing, and financing strategies. The strategies are poorly developed, showing little to no understanding and planning.	