

Research Outcome Results Report 2017-2018

Unit Name	Goal	Outcome Name	Outcome	Achievement Target	Result Type	Result and Analysis
Program - Business Administration - MBA {2016-2017}	Students in the MBA program will research and synthesize information on a variety of current business topics throughout the MBA curriculum.	2.1 (SLO, RO)	The students will be able to conduct and synthesize research on current business topics.	75% of sampled students will score 75 or higher on a final research topic paper in a MBA course.	Inconclusive	Results were not reported by the assessment coordinator for this academic program.
Program - Creative Writing - MFA {2016-2017}	Students will demonstrate an understanding of the contemporary and historical conventions in different genres through research into literary forms and texts.	2.1 (RO & SLO)	Students will conduct research in literary scholarship, pedagogy, or the craft of writing and produce essays or other projects based on that research.	80% of students assessed will achieve on their Forms and Literature project an average of 80% on the MFA Research Skills Rubric.	Target Met	Because we adjusted our target for this year to be 80% of students achieve 80% on the rubric, we have met our target. 85.7% of students met the target. The students who did not meet the target were all only 1 point below the target number, so they scored 73% on the rubric instead of 80%. This shows significant improvement over the previous year in our scores. All students met the target in the Spring semester, showing improvement over the year.
		2.1 (RO & SLO)	Students will conduct research in literary scholarship, pedagogy, or the craft of writing and produce essays or other projects based on that research.	Students will achieve on their Thesis Bibliographies an average of at least 88% on the MFA Research Skills Rubric.	Target Met	100% of students met the target. 3 students scored 15/15 on the rubric and 2 scored 14/15 (93%)
Program - Educational Leadership - ME {2016-2017}	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in the field of educational leadership.	3.1 (RO & SLO)	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in the field of educational leadership.	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in the field of educational leadership by scoring an average of 86% or higher on the Research Project Rubric in ED 600, Leadership through Action Research.	Inconclusive	No candidates were enrolled in ED 600 during the reporting year.

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Program - Educational Leadership - ME {2016-2017}	Accreditation for Educator Preparation, CAEP 1.1).	3.1 (RO & SLO)	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in the field of educational leadership.	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in the field of educational leadership by scoring an average of 86% or higher on the Research Project Rubric in ED 600, Leadership through Action Research.	Inconclusive	No candidates were enrolled in ED 600 during the reporting year.
Program - Family Nurse Clinician (including Certificate) - MSN {2016-2017}	Prepare advanced practice nurses who demonstrate mastery of expected national competencies including the abilities to assess, diagnose, and manage a broad scope of acute and chronic health issues in primary care.	1.2 (RO & SLO)	Conduct, apply, and disseminate research to resolve practice problems and effect positive change based on evidence.	At least 90% of students who complete the Family Nurse Clinician-MSN program will have completed a faculty approved research/evidence based project with a minimum grade of B according to the project guidelines.	Target Met	100% (31 of 31) MSN students completed a faculty approved research/evidence based project with a minimum grade of B . All thirty one students made an A
Program - Gifted Studies (including Certificate) - ME {2016-2017}	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced (Council of Accreditation for	3.1 (RO & SLO)	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in the field of gifted studies.	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in the field of gifted studies by scoring an average of 86% or higher on the Research Project Rubric in ED 600, Leadership through Action Research for School Improvement.	Target Met	140/150 (93%) Having only one candidate makes it difficult to accurately interpret this data.

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Program - Gifted Studies (including Certificate) - ME {2016-2017}	Educator Preparation, CAEP 1.1).	3.1 (RO & SLO)	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in the field of gifted studies.	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in the field of gifted studies by scoring an average of 86% or higher on the Research Project Rubric in ED 600, Leadership through Action Research for School Improvement.	Target Met	140/150 (93%) Having only one candidate makes it difficult to accurately interpret this data.
Program - Nursing Practice - DNP {2016-2017}	Produce Nurse Practitioner leaders who will utilize the theoretical and scientific underpinnings for nurse practitioner practice to provide acute and chronic health care that is ethical, safe, evidence-based, culturally sensitive, interdisciplinary, technically sagacious, and appropriate for a diverse range of individuals and aggregates.	1.2 (RO & SLO)	Synthesize theoretical, philosophical, ethical, and empirical knowledge to develop therapeutic interventions in complex health systems.	At least 90% who complete the DNP program will have completed a faculty approved research/evidence based DNP project with minimum grade of B according to the project guidelines.	Target Met	100% of DNP students slated to graduate May 2018 have completed their faculty approved research/evidence based DNP project with a minimum grade of B. All five students made an A.
Program - Public Health - MPH {2016-2017}	MSHE students will disseminate research findings.	4.1 (RO)	MSHE students in HED 599 will competently communicate their research findings in a presentation to the departmental faculty.	70% of students will earn a score of competent (3) on their Oral Presentations based on their scores on the Departmental Rubric.	Target Met	Four students conducted research projects during the 2017-2018 reporting period. All four students scored a 3. Avg score: 3; Mode: 3.
Program - Reading/Literacy (including Certificate) - ME {2016-2017}	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to	3.1 (RO & SLO)	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students	Target Met	Student 1 138/150; Student 2 138/150 Both students scored an average of 92% on the assessment.

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Program - Reading/Literacy (including Certificate) - ME {2016-2017}	their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced (Council of Accreditation for Educator Preparation, CAEP 1.1).	3.1 (RO & SLO)	research study in the field of reading literacy.	are enhanced through the development of a research study in the field of reading literacy by scoring an average of 86% or higher on the Research Project Rubric in ED 500, Educational Research.	Target Met	Student 1 138/150; Student 2 138/150 Both students scored an average of 92% on the assessment.
Program - Secondary Teacher Education - MAT {2016-2017}	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced (Council of Accreditation for Educator Preparation, CAEP 1.1).	3.1a (RO & SLO)	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in their area of expertise.	Candidates will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced through the development of a research study in their area of expertise by scoring an average of 86% or higher on the Research Project Rubric in ED 600 Leadership through Action Research for School Improvement.	Inconclusive	No candidates were enrolled in ED 500 during the assessment cycle.
Program - Speech Language Pathology - MS {2016-2017}	The speech-language pathology graduate student will demonstrate knowledge of basic communication and swallowing processes and associated disorders.	1.5 (RO)	Graduate students in speech-language pathology will successfully complete research projects for oral presentation.	80% of students will earn a grade of "B"/80% or better on the scoring rubric.	Target Met	100% of students enrolled in SPA 512 Seminar in Medical Speech-Language Pathology presented information regarding communication/swallowing/feeding and associated medical issues to students enrolled in the ASN Program. 100% of students earned a grade of "B"/80% or better. 13/13 students earned a grade of "A".
Program - Women's Leadership - MA	The students will demonstrate their	1.1 (RO)	Through finding, examining and analyzing primary and secondary	In a sample set of at least three annotated bibliographies from	Target Met	In the fall of 2017, although we had three new graduate students, only

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{2016-2017}	understanding of past and current issues dealing with the status of women as leaders.	1.1 (RO)	sources, the students will practice graduate level research skills on both assigned and self-generated topics on women’s leadership.	either WS 500 or WS 501 sections, each of the essays will earn an average score of 3.5 or higher on the AAC&U Rubric on Information Literacy.	Target Met	two were required to take WS 500 because the third transferred in a course which substituted for this initial research methods course. A fourth new student who entered the program in the spring will have to take WS 500 in the fall of 2018. Both students who completed WS 500 also completed excellent annotated bibliographies. Both of these scored 4 on the Value Rubric on Information Literacy. Four students completed WS 501 (Women's Leadership and Change Theory). Now that this second gateway course is taught by the director, I think selecting annotated bibliographies from these two classes, rather than one of the WS 502 (special topics in Women's Leadership) will allow a more uniform assessment of all beginning graduate students. All four of them submitted annotated and working bibliographies which were very good. One of them scored a 3.5 on a bibliography assignment and the other three scored a four. The numbers might not be perfectly clear below about the number of students assessed. Actually, the two fall students were two of the four in WS 501, so overall, four students were assessed.
		1.2 (SLO & RO)	Through analysis of secondary sources the students will learn to assess the quality of secondary research on both assigned and self-generated topics in women’s leadership.	Each of the students completing the assignment for “Article Review II” in the graduate course WS 500 or any of the article review or critique assignments in WS 501 will average at least a 3.5 using the AAC&U VALUE Rubric for Inquiry and Analysis.	Target Met	In WS 500 and WS 501 this academic year, students completed a total of 12 separate article reviews. I took a sample of one per student from WS 500 and one per student from WS 501. All of the students this year in the gateway classes were unusually skilled writers. One, for whom English is a second language scored a 3.7 on her sample review, but the other five article reviews earned 4s on the Value Rubric for Inquiry and Analysis.
		1.3 (SLO & RO)	The student will produce a master’s level	A student’s WS 512	Target Met	Three students (one accelerated her

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		1.3 (SLO & RO)	project/thesis with a review of relevant literature and analysis of primary and secondary sources, based on an original idea connected with the development of leadership in women and girls.	Capstone/Thesis project will score an average of no less than 3.5 on the AAC&U VALUE RUBRIC on Integrative Learning.	Target Met	program to graduate early) finished the MA in Women's Leadership during 2017-18, with all three defending their theses in December of 2017. Two graduated in December, 2017, The first MAWL graduate's thesis was a biography/leadership character analysis of a local state-wide known public servant and educator: "Alma Turner: An Influential W Woman and The Characteristics of Compassionate Leadership." Her committee all recommended A's for the thesis and for her skillful defense. The other December defender also ranked very high on her oral presentations and fielding of questions. Her committee recommended an A for her thesis. Her thesis was based on a large number of interviews of successful women in political life in Mississippi. The title is ": Mississippi Women Leaders: Shared Characteristics and Shared Successes." Her committee gave her high marks on her defense, and generally very good comments on her thesis. The May, 2018 graduate completed a professional analysis of the Department of Education at MUW. The title of her thesis is: "Teacher Preparation Programs: A Framework for University Programs To Remain Relevant for the Modern K-12 Classroom," providing not only the clear-eyed experienced vision of a former teacher and administrator, but also the experiences of finishing not only an MS in Education and having the hindsight from the viewpoint of her new MA in WL The faculty committees applied the AAC&U VALUE Rubric on Integrative Learning to all three completed theses. Two graduates scored a perfect 4 on the Integrative Learning VALUE rubric. One scored 3.87 on the rubric.