

Research Outcome Results Report 2018-2019

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.	Target Met	MKT 524 100% scored 75 or higher on the final research paper ACC 535 100% scored 75 or higher on the final research paper MGT 600 100% scored 75 or higher on the final research paper MIS 552 80% scored 75 or higher on the final research paper
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	86% of students achieved an average score of 80% or higher on the MFA Research Skills Rubric. Scores ranged from 9 to 15. Given that students may take multiple Forms or Literature classes in a given year, there are more scores than we have students in the program. Some are doing research for the first time at the graduate level, so it is no surprise that they need work on these skills. Nonetheless, they are showing improvement. Notably, our one 9 was in the Fall semester, and in the Spring there was one 10 and two who scored 11.
		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 thesis students completed a bibliography of works related to the genre of the thesis. When assessed based on the bibliographies using the MFA Research Skills Rubric, all students exceeded the target of 88% with 5 perfect scores and 3 earning 93% (14/15).
Program - Education - (including Gifted Studies and Reading/Literacy Certificates) - ME {2018-2019}	Students will demonstrate their proficiencies to understand and apply knowledge and skills appropriate to the Master's of Education in Education so that	1.1 (RO)	Students 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 P-12 students are enhanced through the development of a research study in the field of their specified concentration.	Students 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 their specified	Target Met	Eight students completed the assignment associated with this learning outcome with a mean score of 93.5%: Student 1, 76%; Student 2, 88%; Student 3, 89%; Student 4, 95%; Student 5, 100%; Student 6, 100%; Student 7, 100%; Student 8, 100%. Seven of eight students exceeded the target of 86% on the Research Project Rubric.

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Program - Education - (including Gifted Studies and Reading/Literacy Certificates) - ME {2018-2019}	professional development of those individuals will provide opportunities for P-12 students (Council of Accreditation for Educator Preparation, CAEP 1.1).	1.1 (RO)	Students 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 P-12 students are enhanced through the development of a research study in the field of their specified concentration.	concentration 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	Eight students completed the assignment associated with this learning outcome with a mean score of 93.5%: Student 1, 76%; Student 2, 88%; Student 3, 89%; Student 4, 95%; Student 5, 100%; Student 6, 100%; Student 7, 100%; Student 8, 100%. Seven of eight students exceeded the target of 86% on the Research Project Rubric.
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 (Council of 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.	Target Met	One Educational Leadership student was enrolled in ED 600 in the 2018-2019 academic year and completed the research project. Student 1, 100%.
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	All thirty five students passed with an A.

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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 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	Four students were assessed with a mean score of 98.75%. Student A: 95%, Student B: 100%, Student C: 100%, and Student D: 100%.
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 percent have completed their faculty approved research/evidence based DNP project with a minimum grade of B.
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	The scores on the rubrics are as follows: 3 3 3

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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	3 3 3 4 4 4 4 100% met target
Program - Reading/Literacy (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 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 reading literacy.	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 reading literacy by scoring an average of 86% or higher on the Research Project Rubric in ED 500, Educational Research.	Target Met	Three Reading/Literacy students completed this assignment in ED 600 Leadership Through Action Research in the 2018-2019 academic year with a mean score of 88%: Student 1, 76%; Student 2, 99%; Student 3, 89%.
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	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.	Target Met	Three MAT students completed ED 600 Leadership Through Action Research with a mean score of 89%. These students completed the research project proposal with the following scores: Student A: 86%, Student B: 82%, and Student C: 99%. Note: The Research Project Rubric is named ED 699 and is used in that course as well.

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Program - Secondary Teacher Education - MAT {2016-2017}	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.	Target Met	Three MAT students completed ED 600 Leadership Through Action Research with a mean score of 89%. These students completed the research project proposal with the following scores: Student A: 86%, Student B: 82%, and Student C: 99%. Note: The Research Project Rubric is named ED 699 and is used in that course as well.
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 as part of the course. 100% of students earned a grade of "B"/80% or better. 12/12 students earned a grade of "A". Due to scheduling conflicts the ASN students were not able to attend the presentations this year.
Program - Women's Leadership - MA {2016-2017}	The students will demonstrate their understanding of past and current issues dealing with the status of women as leaders.	1.1 (RO)	Through finding, examining and analyzing primary and secondary sources, the students will practice graduate level research skills on both assigned and self-generated topics on women's leadership.	In a sample set of at least three annotated bibliographies from 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	Four Bibliographies from WS 500 were assessed. All four scored above a 3.5. I have moved the Annotated Bibliography assignment sooner in the semester, and I now expect the Bibliography topic to be their final project topic, which has made a big difference in the coherence of WS 500. I don't know why I ever allowed the students to switch topics after their Annotated Bibliography was finished. One full semester's research on one topic is ideal for what these students need to prepare for their thesis. I see a significant improvement in their information literacy/research abilities, comparing the beginning of the semester to the final week of the semester. The Research Librarian's

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Program - Women's Leadership - MA {2016-2017}	The students will demonstrate their understanding of past and current issues dealing with the status of women as leaders.	1.1 (RO)	Through finding, examining and analyzing primary and secondary sources, the students will practice graduate level research skills on both assigned and self-generated topics on women's leadership.	In a sample set of at least three annotated bibliographies from 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	presentation is exactly what they need to push them forward toward the Annotated Bibliography. Several WS 500 and WS 501 students made individual visits to have one on one help with the Research Librarian. She is very helpful and patient.
		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	Six sample article reviews were selected at random from WS 500 and WS 502, one of which was written by a student who was dismissed from the program. Technically, all six reviews did not meet the target of 3.5 and above, since the dismissed student's review was scored a 2. However, the remaining 5 students who are progressing through the program all scored above the target number. This cohort of WS 500 and WS 501 is particularly strong in analysis, and have written sophisticated reviews. Their ability to assess secondary material is one of the foundation stones of their thesis completion.
		1.3 (SLO & RO)	The student will produce a master's level 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.	A student's WS 512 Capstone/Thesis project will score an average of no less than 3.5 on the AAC&U VALUE RUBRIC on Integrative Learning.	Inconclusive	We did not have a thesis completed this year, so there was no assessment of WS 512. We will have 4 theses completed in 2019-2020.