

Research Outcome Results Report 2019-2020

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	ACC 535 100% scored 75 or higher on the final research paper MGT 510 88.8% scored 75 or higher on the final research paper FIN 540 100% scored 75 or higher on the final research paper MGT 600 100% 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	In each forms or literature class (EN 530-598) students were assessed using the MFA Research Skills Rubric on an assignment that involved scholarly or writerly research. Of the 57 times students were assessed, they met the target 52 times for an achievement rate of 91%. Scores ranged from 15 (24 times) to 10 (three times). There were only two times when the score was 11 (just under 80% on the rubric) and six times when students scored 12 (80%).
		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 earned 88% or higher on the Research Skills Rubric
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 professional development of those individuals will provide opportunities for P-12 students	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 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	Nineteen students enrolled in ED 600 in FA19; Nine enrolled in ED 600 in SP20. Eighteen of the nineteen FA19 students met the target with a mean score of 93.8% (one did not complete the assignment). Only one student of the seven who enrolled in SP20 met the target at 91%; the overall mean for SP20 is 52.9%. Note: SP20 was disrupted significantly by COVID-19; conclusions drawn are primarily from results of FA19 assessment. Target is met for the 2019 - 2020 term

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Program - Education - (including Gifted Studies and Reading/Literacy Certificates) - ME {2018-2019}	(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.	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 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	based upon FA19 results.
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 % of MSN students (29 of 29) completed a faculty approved research/evidence based project with a minimum grade of B. All 29 students made an A.
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	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% have completed their faculty approved research/evidence based DNP project with a minimum grade of B.

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Program - Nursing Practice - DNP {2016-2017}	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% 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.	Inconclusive	Nine students presented a poster and were supposed to give an oral presentation explaining their research. However, deadlines were extended due to the COVID-19 pandemic, and students only presented a poster. There were not oral presentations.
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.	Target Not Met	Twenty-three of twenty-six students enrolled in ED 600 during the 2019 - 2020 academic year completed the Research Project Proposal with an overall mean of 81%. FA19 scores for 19 students included 100% (12), 99% (3), 98% (1), 95% (1), 93% (1), 0% (1); SP20 scores for 7 students included 91% (1), 79% (2), 71% (1), 50% (1), 0% (2).
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	Due to the re-sequencing of courses this goal was assess in fall 2019 with the first year cohort and spring of 2020 with the second year cohort. 100% of the students successfully reviewed and created a powerpoint presentation relating to communication/swallowing/feeding. The students in the spring did not present the information orally due to Covid-19 but the powerpoints were

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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	distributed to the students. 100% of the students earned an A for the task.
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	A set of 8 sample annotated bibliographies from WS 500 and 501 were scored using the AAC&U Rubric on Information Literacy. All of them scored above a 3.5. The range was 3.6-4 The mean was 3.8 As our program grows, we have more sample papers to score, which is a good thing.
		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 Not Met	Five students completed the assignment for Article Review 1 in WS 502 in May 2020. There were no article reviews submitted for scoring from the fall semester, so the AAC&U VALUE Rubric for Inquiry and Analysis was applied to the five reviews from spring. Only 2 of the 4 scored above a 3.5 on the rubric, which is disappointing, but not unpredictable. In this class in the spring, after COVID 19 scattered the class members, several of whom had scant access to the internet, the teacher decided to modify and reduce the requirements so that the students could spend more time working on the final project. The assignment for article review 2, which is always on an article used in the research for each student's final project, was cancelled. In the past, the article review 1 assignment has been a "practice" exercise on one assigned article, which every student reviews. These

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		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 Not Met	first reviews are not at the high quality of the work the students produce toward the end of the semester in their second review. So it is not surprising that the scores are lower on their first review.
		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.	Target Met	Five students completed a thesis project for WS 512 this year, and graduated with their master's degrees. A group of faculty applied the AAC&U VALUE RUBRIC on Integrative Learning to each thesis, and all of them scored above the target score of 3.5. The range was 3.6-4. Only one student scored below a 4 on the rubric.