

Research Outcome Results Report 2020-2021

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	<p>MGT 570 - 93% scored 75 or higher on the final research paper. MGT 510 – 86.3% scored 75 or higher on the final research paper. MKT 523 - 100% scored 75 or higher on the final research paper.</p> <table><thead><tr><th>Semester</th><th>Course</th><th>Total N</th><th># Met</th></tr></thead><tbody><tr><td>Target</td><td></td><td># Target not met</td><td></td></tr><tr><td>Summer 2020</td><td>MGT 570</td><td>15</td><td>1</td></tr><tr><td></td><td></td><td>14</td><td></td></tr><tr><td>Fall 2020</td><td>MGT 510</td><td>22</td><td>3</td></tr><tr><td></td><td></td><td>19</td><td></td></tr><tr><td>Spring 2021</td><td>MKT 523</td><td>25</td><td></td></tr><tr><td></td><td></td><td>25</td><td></td></tr><tr><td></td><td></td><td>0</td><td></td></tr></tbody></table>	Semester	Course	Total N	# Met	Target		# Target not met		Summer 2020	MGT 570	15	1			14		Fall 2020	MGT 510	22	3			19		Spring 2021	MKT 523	25				25				0	
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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	As with the Writing Skills rubric, students are assessed multiple times in different forms or literature classes each semester on their research skills. Students were assessed 29 times in 4 classes in Fall 2020 and 19 times in 3 classes in Spring 2021. 46 out of 48 students earned 80% or higher on the rubric, which means 96% of students met our target. The two who did not meet the target earned 11/15 or 73%, which is not bad, especially considering that many of our students come to us without a background in English, so they have a lot to learn in their first forms or literature class. 2 students earned 11/15, 6 students earned 12/15, 7 students earned 13/15, 11 students earned 14/15, and 22 earned 15/15. This indicates that students are able to handle literary research and research on the craft of creative writing. It also suggests there																																				

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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	is improvement, since there are more better scores than lower scores.
		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	Of the 10 theses that were assessed using the Research Skills rubric, 100% earned 88% or higher. 3 students earned a score of 14 and 7 earned 15/15. In reviewing the essays, it is clear that students generally do not refer to specific passages from texts on the bibliography. The essays are largely personal reflection on the process and the form of the thesis with more general reflections on the influence of writers on the bibliography than direct references to their texts. This is appropriate for the purpose of the essay, though students might be encouraged to incorporate quotes or summary from some of their sources, if their essays take a more scholarly direction.
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 Not Met	Only 4 of 13 students earned 86% or higher on the Research Project Rubric in ED 600 in Fall 2020, and 7 of 15 students earned 86% or higher on the Research Project Rubric in ED 600 in Spring 2021. Altogether, only 11 of 28 students, or 39% of all students who completed this assessment, earned 86% or higher in the 2020-2021 academic year.

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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 Not Met	Only 4 of 13 students earned 86% or higher on the Research Project Rubric in ED 600 in Fall 2020, and 7 of 15 students earned 86% or higher on the Research Project Rubric in ED 600 in Spring 2021. Altogether, only 11 of 28 students, or 39% of all students who completed this assessment, earned 86% or higher in the 2020-2021 academic 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% of MSN students (31 of 31) completed a faculty approved research/evidence-based project with a minimum grade of B. All 31 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	This has changed from taking place in HED 599 to HED 597 (Capstone Research). The format changed from live oral presentation to recorded video presentation. Additionally, since most students had not completed the data analysis during the Spring term when COVID curtailed many campus activities, the students presented reflections on how research plans are affected by external events.
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	Only 4 of 13 students earned 86% or higher on the Research Project Rubric in ED 600 in Fall 2020, and 7 of 15 students earned 86% or higher on the Research Project Rubric in ED 600 in Spring 2021. Altogether, only 11 of 28 students, or 39% of all students who completed this assessment, earned 86% or higher in the 2020-2021 academic year.
Program - Speech Language Pathology - MS {2016-2017}	The speech-language pathology graduate student will demonstrate knowledge of basic communication and swallowing processes and	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	20/20 100% of the students earned an A on their article review and presentation of material.

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Program - Speech Language Pathology - MS {2016-2017}	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	20/20 100% of the students earned an A on their article review and presentation of material.
Program - Theatre Education (MFA) {2020-2021}	Develop advanced skills in critical thinking, analyses and interpretation of dramatic literature, genres, styles and periods of Theatre History	2.1 (RO)	Demonstrate the ability to analyze and interpret dramatic literature, styles and literary genres.	75% of students must make a total score of “15 on the AAC&U Written Communication Rubric.	Inconclusive	The first complete cycle of classes will not be completed until July, 2021. Assessments not measured yet.
		2.3 (RO)	Develop effective methods for the teaching of critical analysis of dramatic literature, genres, styles and history at the K-12 level.	50% of peer respondents must answer the question “Were you satisfied with the presentation?” with “Yes”.	Inconclusive	The first complete cycle of classes will not be completed until July, 2021. Assessments not measured yet.
		2.3 (RO)	Develop effective methods for the teaching of critical analysis of dramatic literature, genres, styles and history at the K-12 level.	75% of students must have an average score of “80” or higher for each class.	Inconclusive	The first complete cycle of classes will not be completed until July, 2021. Assessments not measured yet.
		2.3 (RO)	Develop effective methods for the teaching of critical analysis of dramatic literature, genres, styles and history at the K-12 level.	Each student must have an average score of “4” on the Peer Review Survey	Inconclusive	The first complete cycle of classes will not be completed until July, 2021. Assessments not measured yet.
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 5 sample annotated bibliographies from WS 500 were scored using the AAC&U Rubric on Information Literacy. Three of the five scored on average above the target score of 3.5 The range was 3.0-3.8 The mean was 3.36 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 2 in WS 500 in Fall 2020. Of the five submissions, only two submissions hit the average target score of 3.5. This is concerning, but there were continuing concerns with the pandemic and the work/life balance of many students. Going forward, we hope that the scores improve on the

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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	article review and that the students' best work is showcased in better circumstances.
		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	Two students completed a thesis project for WS 512 this year, and graduated with their master's degrees. The AAC&U VALUE RUBRIC on Integrative Learning was applied to each thesis, and both students scored 4. The range was 3.6-4.