

## Research Outcome Results Report 2021-2022

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 - 100% scored 75 or higher on the final research paper. MGT 510 – 90% scored 75 or higher on the final research paper. MKT 523 - 89% scored 75 or higher on the final research paper.</p> <table><tr><td>Semester</td><td>Course</td><td>Total N</td></tr><tr><td># Met Target</td><td># Target not met</td><td></td></tr><tr><td>Summer 2021</td><td>MGT 570</td><td>20</td></tr><tr><td>20</td><td>0</td><td></td></tr><tr><td>Fall 2021</td><td>MGT 510</td><td>21</td></tr><tr><td>19</td><td>2</td><td></td></tr><tr><td>Spring 2022</td><td>MKT 523</td><td>18</td></tr><tr><td>16</td><td>2</td><td></td></tr></table>	Semester	Course	Total N	# Met Target	# Target not met		Summer 2021	MGT 570	20	20	0		Fall 2021	MGT 510	21	19	2		Spring 2022	MKT 523	18	16	2	
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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	46 out of 51 students met the target of 80% on the MFA Research Rubric. Students were assessed in 8 Literature of Forms classes. The range of scores in the Fall semester was: 8 (2 students), 10 (1 student), 11 (2 students), 13 (6 students), 14 (5 students), and 15 (14 students). In the Spring the range of scores was higher: 9 (1 student), 13 (1 student), 14 (3 students), 15 (16 students). We had fewer students who took Forms or Literature courses in Spring compared to Fall, but the range of scores still showed significant improvement. We find that some students come to us less well prepared to do the academic work than the creative writing work in the program, so it is not surprising that there are more who score lower on the Research rubric than on the Writing rubric. It is gratifying to see students improve, though there is also more difference in the demands of the courses in this category. Forms courses involve research into craft essays and author interviews, for																								

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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	instance; whereas literature courses involve complex literary analysis. Not all students desire to teach literature, so not all are likely to take the more demanding literature courses, since that meets their goals. Though we see improvement, it is harder to quantify that improvement in this assessment outcome.
		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	12 out of 12 students met the target of 80% or higher on the MFA Research Rubric. The range of scores were: 14 (7 students) and 15 (5 students). These are high scores, and demonstrate the quality of the program. All students develop a strong bibliography for their thesis that demonstrates their command of language, understanding of literary forms appropriate to their thesis, and ability to conduct research in these forms. The thesis typically involves a research journal or other way of chronicling the reading students do for their research, and this results in a craft essay or process essay about the thesis. Some students are slightly less exhaustive in their study of literary forms related to the thesis; others are slightly less proficient in their research methods, though all meet our target.
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	1.1 (SLO & RO)	Students will be able to demonstrate the use of research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice (Critical Thinking/Research).	Students will be able to demonstrate the use of research and evidence to develop an understanding of the teaching profession by scoring on average a 3 ("Milestones") or above on the AACU Inquiry and Analysis Value Rubric.	Target Not Met	FA21-ED500 (numbered ED 600 in the fall term): of 6 students, 2 met or exceeded the threshold FA21-ED592 (numbered ED 699 in the fall term): of 7 students, 5 met or exceeded the threshold SP22-ED500: of 13 students, 4 met or exceeded the threshold SP22-ED592: of 8 students, 8 met or exceeded the threshold

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Program - Education - (including Gifted Studies and Reading/Literacy Certificates) - ME {2018-2019}	those individuals will provide opportunities for P-12 students (Council of Accreditation for Educator Preparation, CAEP 1.1).	1.1 (SLO & RO)	Students will be able to demonstrate the use of research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice (Critical Thinking/Research).	Students will be able to demonstrate the use of research and evidence to develop an understanding of the teaching profession by scoring on average a 3 (“Milestones”) or above on the AACU Inquiry and Analysis Value Rubric.	Target Not Met	FA21-ED500 (numbered ED 600 in the fall term): of 6 students, 2 met or exceeded the threshold FA21-ED592 (numbered ED 699 in the fall term): of 7 students, 5 met or exceeded the threshold SP22-ED500: of 13 students, 4 met or exceeded the threshold SP22-ED592: of 8 students, 8 met or exceeded the threshold
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 (26 of 26) completed a faculty approved research/evidence based project with a minimum grade of B. All 26 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 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	The research goal	3.1 (RO)	Students will communicate the findings	100% of students will meet or	Target Met	Twenty-two students presented their

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Health - MPH {2016-2017}	of the Master of Public Health program is to engage in evidence-based applications that advance public health knowledge and community practice.	3.1 (RO)	of their applied practice experience (capstone research or evaluation) in a presentation to the departmental faculty.	exceed target as scored on a rubric. (Exceed target (2), Meet Target (1), Below Target (0)).	Target Met	findings on the APE using an elevator speech format. These presentations took place over Zoom. Twenty students met the target, and two students exceeded the target.
Program - Secondary Teacher Education - MAT {2016-2017}	Candidates demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline (Council of Accreditation for Educator Preparation, CAEP 1.1).	1.1 (SLO & RO)	Candidates will be able to demonstrate the use of research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice (Critical Thinking/Research).	Candidates will be able to demonstrate the use of research and evidence to develop an understanding of the teaching profession and use both to measure their students' progress and their own professional practice by successfully teaching secondary education students through scoring on average a 2 (acceptable) or above on items 1, 7 and 8 of the TIAI (Research and Evidence).	Target Met	These results are for Spring 2022 only:  SP22-ED 697: Indicator 1 (2.64); Indicator 7 (2.60); Indicator 8 (2.42)  Key Assessment Information for MAT was piloted in the Fall with the first cohort that went through ED 549 and 551. Therefore, there is no TIAI Data for ED 697 in Fall 2022, collection of ED 697 data started in Spring 2022.
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	In the fall of 2021 the second year graduate students completed a research project in SPA 521. All 27 graduate students earned 96% or better on the project.
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.	Target Met	One random lesson plan from each student was assessed. Scores were averaged for each course. The average for TH 516 was 17.2, for 620 was 19.1, for TH 657 was 19.2 and for TH 658 was 18.9. 92.5% of students met the threshold.
		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	Coordinator didn't enter results and analysis for AY 21-22.

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		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	Coordinator didn't enter results and analysis for AY 21-22.
		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	Coordinator didn't enter results and analysis for AY 21-22.
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 four annotated bibliographies from WS 500 were scored using the AAC&U Value Rubric on Information Literacy. Three of the four scored on average above the target score of 3.5 The range was 3.0-4.0 The mean was 3.7 The program is continuing to grow, so we anticipate having more papers to score as enrollment increases in these courses. This will ensure that we have a broader range of data to assess. Because this course ended up with four students instead of five or six that started the course.
		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	Four students completed the assignment for Article Review 2 in WS 501 in Spring 2022. Of the Four submissions, one submission hit the average target score of 3.5. Two submissions were very close to the mark at 3.4, and one achieved 2.6  The range is: 2.6-3.6 The mean is: 3.25  The reports point to improvements in the assessed categories, but the small number of students makes each score carry a significant amount of weight. The results also only include the students who submitted the assignment and those who remained in the course throughout the semester.
		1.3 (SLO & RO)	The student will produce a master’s level	A student’s WS 512	Target Met	One student completed a thesis

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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	project for WS 599 this year and graduated with a master's degree. The AAC&U VALUE RUBRIC on Integrative Learning was applied to the thesis. The score: 3.6