

Insert Academic Degree Name Here

Annual Program Report Template

Year:	2019-2020
Program:	MS in Deaf Education
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Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here:

Since the 2018-2019 report year, the students continued in their cohort with OSEP support. A new application was submitted to attempt to continue OSEP funding.

Program Highlights Since Last Report

Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g. new courses, course changes, SLO changes, course deletions).

Respond here:

Discussion had begun to add a second cohort to the MS in DSDE. In writing the new OSEP application there was a discussion if the Beaumont cohort should be redesigned as an online one or continue in its current hybrid format. It was decided to submit the application in its current format hypothesis.

Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	Assessment Method/Location	Benchmark Expectations	Data Results	Actions/Goals Based on Data Results* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes?
The primary goal of the DSDE master's degree program is to produce highly qualified deaf educators to teach in EC-12 programs across the U.S. According to section 602(10) of IDEA, highly qualified deaf educators hold a state certification in deaf education and a content specialization area.	Students approaching graduation will demonstrate the ability to plan lessons.	The DSDE MS in Deaf Education faculty determined three elements that must be evaluated, in addition to the successful completion of deficiency plans, to warrant recommendations for certification. These three elements include lesson planning, unit planning, and demonstration of teaching.	Coursework in most courses included the three elements: lesson planning, unit planning, and demonstration of teaching. Faculty will require all students enrolled in selected DSDE courses to submit at least one lesson plan annually for evaluation.	85% of students will achieve a "3" rating on each domain on the rubric using a format prescribed by the respective faculty member. This may not occur on their first submission; they may need subsequent submissions to achieve this goal.	Nine of the ten students successfully achieved the "3" ratings or above.	During the 2019-2020 academic year, ten students were evaluated on this measure, as commensurate with their progression in the graduate program. Of these ten students, eight received a rating of "3" on their first attempt. The two students who did not meet expectations were provided additional teaching and remediation, one-on-one with faculty. Consistent with RTI practices, reteaching, and remediation were provided to the students to achieve our target goals. Of these two students, one student made improvements and was able to meet the minimum requirements. One student made improvements but was unable to meet the minimum requirements and will retake the course. Nine of the ten

						students successfully achieved the “3” ratings or above.
<p>The primary goal of the DSDE master’s degree program is to produce highly qualified deaf educators to teach in EC-12 programs across the U.S. According to section 602(10) of IDEA, highly qualified deaf educators hold a state certification in deaf education and a content specialization area.</p>	<p>Students approaching graduation will demonstrate the ability to design unit plans.</p>	<p>The DSDE MS in Deaf Education faculty determined three elements that must be evaluated, in addition to the successful completion of deficiency plans, to warrant recommendations for certification. These three elements include lesson planning, unit planning, and demonstration of teaching.</p>	<p>Coursework in most courses included the three elements: lesson planning, unit planning, and demonstration of teaching.</p> <p>Faculty will require all students enrolled in selected DSDE courses to submit at least one unit plan annually for evaluation.</p>	<p>85% of students will achieve a “3” (ACCEPTABLE) rating on each domain on the Intel Unit Plan designed by INTEL in the document repository.</p> <p>The ratings are Unacceptable, Emerging, Acceptable, and Exemplary.</p>	<p>Nine of the ten students successfully achieved the “4” ratings of above.</p>	<p>During the 2019-2020 academic year, ten students were evaluated on this measure, as commensurate with their progression in the graduate program. Of these ten students, eight received a rating of “3” on their first attempt. The two students who did not meet expectations were provided additional teaching and remediation, one-on-one with faculty. Consistent with RTI practices, re-teaching, and remediation were provided to the students to achieve our target goals. Of these two students, two students made improvements and was able to meet the minimum requirements. One student made improvements but was unable to meet the minimum requirements and will retake the course. Nine of the ten students successfully achieved the “3” ratings or above.</p>
<p>The primary goal of the DSDE master’s degree program is to produce highly qualified deaf educators to</p>	<p>To achieve the program mission, the first primary goal is for students to obtain a deaf education certification and</p>	<p>To measure student’s ability to teach lessons to deaf and hard of hearing children effectively, faculty will ask all students</p>	<p>Courses in Practicum and Internship require documentations for TEA review. Students are to submit lesson</p>	<p>85% of the students will achieve an EFFECTIVE rating on every domain</p>	<p>All eleven students successfully achieved the “effective”</p>	<p>During the 2019-2020 academic year, two students were evaluated for Student Teaching, as commensurate with the student’s progression in the graduate program. The students were observed and</p>

<p>teach in EC-12 programs across the U.S. According to section 602(10) of IDEA, highly qualified deaf educators hold a state certification in deaf education and a content specialization area.</p>	<p>content area certification. The students will demonstrate their ability to teach lessons during field experiences effectively. They are required to pass the state teacher licensure exam before proceeding to the field experience.</p>	<p>enrolled in the field experience courses (Practicum, Internship) to teach lessons for observations by faculty or cooperating teachers. Students will be observed for a minimum of three times as part of their certification requirements.</p>	<p>plans, feedback, and reflections on course Blackboard. The students will be evaluated using the DSDE observation form. The rubric rate domains such as Teaching, Classroom Management, Communication, and Student Evaluation.</p>	<p>before graduation.</p> <p>The ratings are Very Effective, Effective, Somewhat Effective, and Growth.</p>	<p>ratings or above.</p>	<p>evaluated for one long semester during the Fall 2018 semester.</p> <p>The students received a rating of “very effective” before graduating. In the Fall 2019 and Spring 2020 semesters, nine students were evaluated for field experience observation. These students focused on classes teaching D/HH students using ASL/English bilingual strategies and D/HH students with additional disabilities. As consistent with RTI practices, reteaching and remediation allowed our students to achieve our target goal, by exceeding 85%.</p>
<p>Deaf Studies/Deaf Education master’s students on the thesis track will demonstrate comprehensive and intensive knowledge of research methods and analytical techniques by designing and defending a thesis proposal,</p>	<p>The DSDE MS in Deaf Education faculty determined research skills that students need to demonstrate to warrant recommendations for graduation with a master’s degree in DSDE with a non-teacher certification option. The research skills required included research topic,</p>	<p>The faculty will review students’ research work to determine their research skills competency in the following components: research topic, statement of the problem, literature review, research methodology, data analysis, and IRB.</p>	<p>Coursework in the Thesis proposal class will be reviewed using a rubric to determine mastery of research components.</p> <p>The student’s thesis committee will evaluate the student during the proposal writing, final thesis project</p>	<p>100% of the students will achieve a score of 28 points or higher to pass their thesis defense before graduation.</p>	<p>One of the five students scored 28 points or higher in thesis proposal writing.</p>	<p>During the 2019-2020 academic year, five students enrolled in the thesis proposal class. One of the five students completed and defended the thesis and scored 32 points. The other four students are still working on their thesis proposal.</p>

conducting, and defending a thesis or an independent research project.	statement of the problem, literature review, research methodology, data analysis, research report writing, submitting an IRB, defend the thesis proposal and final thesis proposal.		writing, and defense.			

Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results	Status	Discussion of Status
<i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i>	<i>C=Complete</i> <i>P=Progressing</i> <i>N=No Action Taken</i>	<i>If C, describe efforts that led to accomplishment of actions/goals.</i> <i>If P, provide update on progress made toward accomplishing actions/goals and what tasks remain</i> <i>If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>
While the students met the goals, the department observed the needs of another cohort in collaboration with the Texas School for the Deaf in Austin.	C	The Austin cohort was established and ready to go in the Fall 2020. Six students enrolled in the program.
During the 2019-2020 academic year, five students enrolled in the thesis proposal class. One of the five students completed and defended the thesis and scored 32 points. The other four students are still working on their thesis proposal.	P	Incorporate more resources for students. The use of Tutoring Center provided students with support in developing their thesis writing skills.