

Insert Academic Degree Name Here

**Annual Program Report Template**

<b>Year:</b>	2020-2021
<b>Program:</b>	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 2019-2020 report, there has been changes to the program. The new cohort will occur in Austin at the Texas School for the Deaf with a new program director focusing on the new cohort. The Austin cohort of 6 students started its first cycle in the Fall 2020. The program plan was the same as the Beaumont cohort. Due to the ongoing COVID-19 pandemic and the lack of faculty members teaching the summer courses, it was decided upon students voting, that the cohorts would take Zoom classes together during the summer. The change in program director occurred during the current reporting period (April 2021). It was then decided that the program directors will have a curriculum retreat in June.

**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:

The new cohort started in the Fall 2020 at the Texas School for the Deaf. The program plan was the same as the Beaumont cohort. The only difference was that the certification courses offered by the Education department for 5 weeks online is now offered as the face-to-face courses taught in ASL by the department faculty members for the full semester. At the program director curriculum retreat in June 2021, the SLOs for all courses in the program were reviewed and updated. The courses

**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?
DSDE will graduate students who will bridge the signing and deaf communities in the creation of professionals with the knowledge and skills that lead to becoming leaders within deaf education as well as becoming new researchers.	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.	85% of students will achieve a “3” rating on each domain on the rubric.	All student papers received 80% in the three elements in their coursework.	At the end of the 2020-2021 academic year, all program directors within DSDE went on a curriculum retreat. The program directors discussed the curriculum and its effectiveness of the courses, the textbooks and materials, the scope and sequence, and the rigor within the classwork assignments and projects.  There were changes in the curriculum proposed by the program directors to reflect the current trends in the field of Deaf education in the 21 <sup>st</sup> century.
DSDE will graduate students who will bridge the signing and deaf communities in	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	Coursework in most courses included the three elements: lesson planning, unit planning, and	85% of students will achieve a “3” rating on each domain on the rubric.	Eleven of the thirteen students successfully achieved the “3”	During the 2020-2021 academic year, thirteen students were evaluated on this measure, as commensurate with their progression in the graduate program. Of these thirteen

the creation of professionals with the knowledge and skills that lead to becoming leaders within deaf education as well as becoming new researchers.		successful completion of deficiency plans, to warrant recommendations for certification. These three elements include lesson planning, unit planning, and demonstration of teaching.	demonstration of teaching.		ratings or above.	students, ten received a rating of “3” on their first attempt. The three 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 three 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. Twelve of the thirteen students successfully achieved the “3” ratings or above.
DSDE will graduate students who will bridge the signing and deaf communities in the creation of professionals with the knowledge and skills that lead to becoming leaders within deaf education	To achieve the program mission, the first primary goal is for students to obtain a content area certification.	To measure student’s ability to teach lessons to deaf and hard of hearing children effectively, faculty will ask all students enrolled in the field experience courses (Practicum, Internship) to teach lessons for observations by faculty or	Courses in Practicum and Internship require documentations for TEA review. Students are to submit lesson plans, feedback, and reflections on course Blackboard.	85% of the students will achieve an EFFECTIVE rating on every domain before graduation.	None of the students took the internship course.	During the 2020-2021 academic year, no students were evaluated for Student Teaching. Four students were working on the State’s teacher licensure exams before proceeding to the field experience.  The use of test-taking workshops to provide student support in passing the State’s teacher licensure exams.

as well as becoming new researchers.		cooperating teachers. Students will be observed for a minimum of three times as part of their certification requirements.				
DSDE will graduate students who will bridge the signing and deaf communities in the creation of professionals with the knowledge and skills that lead to becoming leaders within deaf education as well as becoming new researchers.	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, conducting, and defending a thesis or an independent research project.	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	Coursework in the Thesis proposal class will be reviewed using a rubric to determine mastery of research components.	100% of the students will achieve a score of 28 points or higher to pass their thesis defense before graduation.	Three of the five students scored 28 points or higher in thesis and proposal writing.	During the 2020-2021 academic year, five students enrolled in the thesis proposal class. One of the five students completed and defended the thesis and scored 32 points. Two of the five students defended the thesis proposal writing successfully. The two are currently working on their data collection. Two students dropped from the thesis writing and changed to capstone writing and graduated.  The use of tutoring center provided students with support in developing their thesis writing skills.

**Table 2. Continuous Improvement Results Since Last Report**

Stage 4: ACT		
Actions/Goals Based on Data Results	Status	Discussion of Status
<p><i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i></p>	<p><i>C=Complete</i></p> <p><i>P=Progressing</i></p> <p><i>N=No Action Taken</i></p>	<p><i>If C, describe efforts that led to accomplishment of actions/goals.</i></p> <p><i>If P, provide update on progress made toward accomplishing actions/goals and what tasks remain</i></p> <p><i>If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i></p>
<p>The program director for the Beaumont cohort has resigned. The Austin cohort program director assumed the full responsibilities for both cohorts in April 2021.</p>	C	<p>At the end of the 2020-2021 academic year, all program directors within DSDE went on a curriculum retreat. The program directors discussed the curriculum and its effectiveness of the courses, the textbooks and materials, the scope and sequence, and the rigor within the classwork assignments and projects.</p> <p>There were changes in the curriculum proposed by the program directors to reflect the current trends in the field of Deaf education in the 21<sup>st</sup> century.</p>
<p>The thesis track was not beneficial to students as they delayed their graduation date. The area of technical writing was noted to be an area of concern among faculty.</p>	C	<p>Capstone was proposed to take place of thesis for students not seeking certification in the graduate program. The rigor and process of doing the Capstone were transparent with the students.</p>

