Degree: MA Deaf Studies 2023-2024 Assessment Plan		
	Student Learning Outcome #1	Students will apply the principles of inquiry and research design to educational research.
PLAN	**Assessment Method(s)**	1. Coursework in core content courses will be reviewed using a rubric to determine mastery of research components. 2. Coursework in research design courses will be reviewed using a rubric to determine mastery of research components.
	Proficiency	1. A score of 2.5 or above using the Graduate Paper Rubric achieves proficiency for core course work. 2. A score of 2.5 or above using the Graduate Paper Rubric for research papers achieves proficiency.
DO	**Benchmark**	1. 3 out of 5 students' papers that include research components and are submitted in core courses will receive a score of 2.5 or above using the Graduate Paper Rubric. 2. 4 out of 5 students' papers that include research components and are submitted in research design courses will receive a score of 2.5 or above using the Graduate Paper Rubric.
	Results of Assessment	Only 1 student was in this degree for 2023-2024. The goal was partially met.
S T U D	**Analysis of Results**	The student's study skills needed to be developed during the first year. He struggled to write and had not yet developed meta-cognitive study skills. With much mentoring and support for both inside and outside the department, he will be able to complete the program

Y		
ACT	**Improvement Plan for 2024-2025**	The department has developed more detailed interview formats to more effectively screen applicants.
		2024-2025 has a cohort of new students who have more experience in both school and work than our current student.
		It is also hoped that having a MA cohort who are in stacked courses with EdD students will provide the MA students more peer mentoring.

	Degree: MA Deaf Studies 2023-2024 Assessment Plan	
	Student Learning Outcome #2	Students will demonstrate "content knowledge" learning through their coursework.
PLAN	**Assessment Method(s)**	1. Student's GPA for their first year of coursework will be used to demonstrate content knowledge 2. Selection of a topic for their thesis will be accessed to determine if they can select a topic and match it with a research design toa assess research skills
	Proficiency	
DO	**Benchmark**	1. Students must maintain a 3.0 to be considered students in good standing 2. By the end of the first year, students should have selected a thesis chair, written a concept paper including their research topic and the research design used in the thesis.
	Results of Assessment	Benchmarks not meet
S T U D Y	**Analysis of Results**	Only one student was admitted for the 2023-2024 year. His GPA slipped to 2.87 after his first semester and he had to retake courses and ended the year with a 3.12 GPA to regain good standing He was able to develop a concept paper was his research topic and design. He is continuing to work on completing the thesis proposal to defend in the summer.

ACT	Improvement Plan for 2024-2025	Given a new program with only one student, there was a gap in mentoring and this has been addressed by additional training for the program director.
		In addition, this student was not a strong applicant but was accepted anyway. For the 2024-2025 year those accepted are much stronger and we anticipate that this screening during admissions will allow better selections of stronger students.
		The program will be monitored closely with this new group of students for academic issues with rapid interventions for those showing issues early in the first semester.
		Finally, this year there will be a cohort, so the impact of a cohort will be evaluated, rather than having only one younger student with less educational experiences than those in the same classes that are corresponding stacked courses.

for what ever reason I could not get this into the box above. Sorry.

Proficiency---1—Students will be given formal mid-term evaluations to be sure that their grades predict earning at least a B in all first semester course.

2—Thesis chairs will be selected by mid-term to allow the completion on this benchmark.

<table>
<tr>
<td colspan="3" align="center">Degree: MA Deaf Studies
2023-2024 Assessment Plan</td>
</tr>
<tr>
<td rowspan="3">PLAN</td>
<td>Student Learning Outcome #3</td>
<td>To become leaders in the field of research, students must engage in scholarly activities. Mentoring is critical for this outcome. Each student should have a presentation by the end of the first year.</td>
</tr>
<tr>
<td>Assessment Method(s)</td>
<td>
1. Faculty will encourage students to submit presentations at various conferences in the field.
2. Mentoring will occur in DSDE research labs which are no-credit, no-cost research labs. DSDE currently has 3 different research labs that students are encouraged to join in. These labs provide students with no-cost mentorship and more specialized immersion in various research topics.
</td>
</tr>
<tr>
<td>Proficiency</td>
<td>
1. Students will report one presentation/publication in their first year
2. Students will join a research lab for at least one semester a year.
</td>
</tr>
<tr>
<td rowspan="2">DO</td>
<td>Benchmark</td>
<td>
1. 60% of all first year students will have a local or state-wide presentation.
2. 90% of all students will participate in a research lab of their choice.
</td>
</tr>
<tr>
<td>Results of Assessment</td>
<td>Meet</td>
</tr>
<tr>
<td>S T U D</td>
<td>Analysis of Results</td>
<td>The one student participated in the Cognition in Context research lab and was mentored by the leaders and older students within the lab.</td>
</tr>
</table>

Commented [JR1]: Both of these are more indirect than direct measures of student learning.

| Y | | He presented at a conference on the Lamar campus and was accepted to present at a state-wide conference this summer.

Effective mentoring in research was provided to this student by a group of near-peer mentors as well as faculty. This helped the student develop skills he did not bring with him.

In addition, he presented locally and has been accepted at a state-wide conference. |

| ACT | Improvement Plan for 2024-2025 | There will be more of a push to have students participate in research labs in addition to their coursework.

In addition, local conference opportunities will be strongly suggested. In the past year, only this student and one peer presented at the local conference. This event will be more of an activity that will help first year MA students get ready by state-wide and national conferences. |
| --- | --- | --- |

Degree: MA Deaf Studies
2023-2024 Assessment Plan

	Student Learning Outcome #4	Students will demonstrate ability of ASL/English bilingual fluency in academic content.
PLAN	**Assessment Method(s)**	1. Students' writing will be accessed in beginning coursework, including in *Scholarly Writing, Introduction to Qualitative Research,* and *ASL Linguistics* using the Graduate Writing Rubric. 2. Three courses have been identified that require two assignments in American Sign Language. These courses are *Psycholinguistics, Cognition,* and *Law and Deafness.* The faculty of each course will use the ASL Presentation Rubric to evaluate assignments.
	Proficiency	1. Proficiency is to obtain a minimum of 80% on each assignment. 1. Receiving a grade of 85% or better on each assignment ASL assignment is considered proficient in ASL fluency.
DO	**Benchmark**	All written assignments should receive a score of at least 80%. All ASL assignments should obtain an 85% or higher on each signed assignments.
	Results of Assessment	Partially met
STUDY	**Analysis of Results**	The one student struggled with writing and often had to redo written assignments. He used the Lamar Writing Center and near-peer mentoring to improve his writing. This type of assignment was that reason for his going under a 3.0 in his first semester. He improved with much effort of his part and feedback from faculty. The student's ASL assignments all satisfied the benchmark of 85%

ACT	Improvement Plan for 2024-2025	All students will be encouraged to use the writing center for their initial assignments to be sure that their academic writing is at the appropriate level. Each student will also be provided the ASL Presentation Rubric to be sure that they know how to create an academic ASL presentation.

	Degree: MA Deaf Studies 2023-2024 Assessment Plan	
	Student Learning Outcome #5	Upon completion of the 18 credit hours, students will maintain 3.2 GPA
PLAN	**Assessment Method(s)**	1. The Program Director will evaluate their transcript to see whether the 3.2 GPA has been maintained.
	Proficiency	
DO	**Benchmark**	
	Results of Assessment	
STUDY	**Analysis of Results**	

Commented [JR2]: GPA is not a measure of student learning but could be a measure of achievement. This SLO is also not written as an actual SLO.

ACT	Improvement Plan for 2024-2025	

**Degree: MA Deaf Studies** 2023-2024 Assessment Plan
	Student Learning Outcome #6	Upon successful completion of the writing stage for thesis chapters 3-5, graduate students will demonstrate the ability to formulate a clear and well-defined research problem, develop a comprehensive literature review that contextualizes the study within existing scholarship, and construct a robust research design with appropriate methodologies. Students will showcase advanced skills in articulating research questions or hypotheses, justifying the significance of the study, and presenting a methodologically rigorous plan for data collection and analysis. This achievement reflects the student's readiness to embark on the thesis process with a solid foundation in scholarly inquiry and research design.	
PLAN	**Assessment Method(s)**	1. Completion of DSDE 3591 in one semester 2. Completion of DSDE 3591 in one academic year.	**Commented [JR3]:** As the SLO above, these are more student achievement rather than student learning.
	Proficiency	1 out of 4 students will complete the Thesis course in one semester.	
DO	**Benchmark**		
	Results of Assessment		
S T U D Y	**Analysis of Results**		

ACT	Improvement Plan for 2024-2025	