

Academic year 2024-2025  
EDD in Deaf Studies and Deaf Education - EDD-DSDE Learning Outcomes

Research Knowledge

- 1. Students work in qualitative courses will be reviewed using a rubric to determine mastery of research components.
- 2. Students work in quantitative research courses will be reviewed using a rubric to determine mastery of research components.

MEASURES	RESULTS	ACTIONS								
<p><b>Research Knowledge</b></p> <p>80% of the 5 students in the course achieved a score on the rubric of 2.5 or higher.</p> <p>Direct - Assignment</p> <p><i>Research Design and Stats I: DSDE 6316</i></p> <p><b>Target</b></p> <p>1. 4 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 Doctoral Paper Rubric.</p> <p>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 Doctoral Paper Rubric.</p>	<p><b>MET</b></p> <p>Research Knowledge</p> <p>■ Met ■ Not Met</p> <table><tr><td>Met:</td><td>80%</td></tr><tr><td>Not Met:</td><td>20%</td></tr><tr><td>Met Total:</td><td>80%</td></tr><tr><td>Not Met Total:</td><td>20%</td></tr></table> <p><b>Analysis</b></p> <p>RDS I requires students to create a research agenda, create a brief literature review and the design seen different quantitative research designs that find results based on the hypothesis related to their research agenda. This year, the project was broken down into three parts rather than one large paper at the end of the course.</p> <p>Student designs were much stronger; in fact one of the students worked with a faculty member on a submit grant application to the Spencer Foundation using one of her designs from this class with few changes.</p>	Met:	80%	Not Met:	20%	Met Total:	80%	Not Met Total:	20%	<p><b>Revise Measurement / Assessment</b></p> <p>Not Started</p> <p>Add three more courses to evaluate success on applying knowing from the class to the practice of designing specific projects.</p> <p>Recommended Due Date: 05/30/2026</p>
Met:	80%									
Not Met:	20%									
Met Total:	80%									
Not Met Total:	20%									

Conclusion

Students in RDS 1 are able to apply their knowledge learned in class to a research agenda of their choosing. However, this measure does not capture all of their research knowledge and skills as it does not evaluate their skills in qualitative research.

Therefore, we will add an evaluation of 4 research courses--two quantitative and two qualitative -- to more effectively determine their skills. This expansion is critical as most students use qualitative methods.

Preliminary Exam MET

Upon completion of the first 18 credit hours, students will demonstrate a comprehensive understanding of their chosen field of study, as evidenced by successful completion of preliminary exams through showcasing advanced knowledge, critical thinking skills, and the ability to synthesize and apply concepts in an original and scholarly manner.

MEASURES	RESULTS	ACTIONS
<p><b>Preliminary Exam</b></p>	<p><b>MET</b></p> <p>Preliminary Exam</p>	<p>No actions have been added.</p>

<p>3 students took prelims in May of 2024. All three had to redo their papers. After consulting with the EdD faculty, all three passed the redo preliminary paper.</p> <p>Currently, there are 5 students writing their first prelim. They will be due on May 27, 2025.</p> <p>Direct - Exam (Certification/ Licensure)</p> <p><b>Target</b></p> <p>1. The preliminary exam committee will evaluate each preliminary exams using the Preliminary Exams Rubric.</p> <p>2. There are four possible outcomes to the preliminary exams: fail and removal from the program, pass with revisions necessary (redo), pass with revisions recommended, and high pass, no revisions necessary or recommended. The goal of this program is to create scholars who are capable of passing their preliminary exams. As such, the number of students who pass without needing to redo their e</p>	<div><div>Met</div><div><div></div></div><div>0%100%</div><div>Values are not shown when too close to each other. Click or use arrow keys to see details.</div><div><div>Met:</div><div>100%</div></div><div><div>Met Total:</div><div>100%</div></div><div><div>Not Met Total:</div><div></div></div><div><div>Analysis</div><div>The results of last year's prelims lead the department to change the format for prelims. Last year, each preliminary exam was custom developed for each student's research agenda. At the end of their first year, the did not have the skills needed to identify the best articles to support their arguments, develop a claim, and provide warrents.</div><div>This year, 15 seminal articles were selected and shared with students at the orientation to the program. All were given the same preliminary question. Therefore, this years requires that they show that they that they can evaluate a group of articles, synthesize them into a coherent argument, create a counterargument, establish their claim and provide the warrents.</div><div>This skills was highlighted in all first year courses more explicitly so this years results will determine the success or not of this process</div></div></div>	

Conclusion

Within the past 5 years all students have passed their prelims on the second try but only 1 within 5 years has passed on the first attempt. Therefore, the new prelims were based on a more focused plan of study with specific seminal articles to read and one common question for all students to answer. The current cohort of first year students (2024-2025 start) will be turning in their papers on May 25 and May 27. They will be graded within 2 weeks and results reported here.

Proposal Writing		
<p>1. Students register and take Proposal Writing in their last semester of coursework. In this course, students work with a faculty member to complete chapters 1-3 of their proposal. Historically, many require an INC to continue to work on these three chapters, but a few do successfully complete in one semester. The Program Director will track how many students successfully complete their Proposal in one semester – including passing their proposal defense. This requires the evaluation of their Chapter 1 by the dissertation committee using the Chapter 1 Rubric and passing the proposal defense.</p> <p>2. Those who do not finish their proposal in one semester tend to take an INC and finish the next long semester. As Proposal Writing is offered in Spring, this offering means that students historically finish by December. The Program Director will track how many students successfully complete Proposal in one academic year. Those who do not finish receive a F in Proposal Writing and have to leave the</p>		
MEASURES	RESULTS	ACTIONS

<b>Proposal Writing</b>  Direct - Assignment  <b>Target</b>  1. 1 out of 5 students will complete the Proposal course in one semester. 2. 4 out of 5 students will complete the Proposal course in one academic year.	<b>MET</b>  <a href="#">proposal writing outcome 25.docx</a>  <b>Analysis</b>  The outcome was met but was not exceeded. Most students have a difficult time getting a complete proposal in one semester. This outcome is one that we are working on by trying to get the EdD students to think about research agendas earlier in the program	No actions have been added.
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## EDD in Deaf Studies and Deaf Education - EDD-DSDE Success Outcomes

## T-Learning (Both breadth and Depth of Learning)

1. Student's DSDE dissertation committee members will evaluate students' Chapter 1 of their proposal as well as other ASL and English assignments to test competency in concepts, theories, and frameworks related to deaf studies, deaf education, bilingual education, and students' interest.
2. The stem of the T indicates students' dissertation area. The students' transcripts will be evaluated at the time they take their comprehensive exams to identify whether they have obtained depth of knowledge in their dissertation area

MEASURES	RESULTS	ACTIONS
<b>T-Learning</b>  1. Student's DSDE dissertation committee members will evaluate students' Chapter 1 of their proposal as well as other ASL and English assignments to test competency in concepts, theories, and frameworks related to deaf studies, deaf education, bilingual education, and students' interest.  2, The stem of the T indicates students' dissertation area. The students' transcripts will be evaluated at the time they take their comprehensive exams to identify whether they have obtained depth of knowledge in their dissertation area.  Direct - Number of Applications  <b>Target</b>  1. For the comprehensive exams, the department has established two separate rubrics: a rubric for Chapter 1, and a rubric for the electronic portfolio. The proposal defense committee will fill out the rubric. 95% of students who submit their comprehensive exams will pass. 2. For the depth of knowledge in their dissertation area, students must have 12 credits of cognates that are related to their dissertation area. Students are expected to provide a written defense in conjunction to an ASL video	<b>MET</b>  <b>Summary</b>  7 out of 7 passed their comprehensives with pass to high pass. All students had cognates in their area of expertise or additional research design classes to better prepare them for their dissertations.  <b>Analysis</b>  The addition of the requirement that all students must finish their proposal within one long semester after taking the course has speed up the entry to students into beginning their dissertation. This change has lead to the past 18 dissertations being completed within three and a half years of entering the program and 2 being completed in 3 years.	No actions have been added.

Presentations and Publications of Research

- 1. Faculty will encourage students to submit presentations at various conferences in the field and publish their research. Such publications may include ASL translations, non-peer reviewed outlets, and peer-reviewed journals.
- 2. Faculty within the department run 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. The number of students that participate in lab will be tracked at the end of each academic year to ensure students are fully engaging in scholarly activities and obtaining opportunities to present and publish in a collaborative manner.

MEASURES	RESULTS	ACTIONS
<p><b>Presentations and Publications</b></p> <p>1. Faculty will encourage students to submit presentations at various conferences in the field and publish their research. Such publications may include ASL translations, non-peer reviewed outlets, and peer-reviewed journals.</p> <p>Faculty within the department run 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. The number of students that participate in lab will be tracked at the end of each academic year to ensure students are fully engaging in scholarly activities and obtaining opportunities to present and publish in a collaborative manner.</p> <p>Direct - Counts</p> <p><b>Target</b></p> <p>1. Reports of students' presentations and publications are gathered once a semester and added to the department's semester-by-semester CV. 4 out of 5 students will submit a proposal for a presentation or submit an article for publication.</p> <p>2. 4 out of 5 students will participate in a research lab of their choice.</p>	<p><b>MET</b></p> <p><b>Analysis</b></p> <p>2024-2025 started with 20 active EdD students and one inactive. 20 % of those students got their dissertations completed and published in Proquest.</p> <p>85% of all the students collaborated on a presentation and had their name on either a stage presentation or a poster.</p> <p>There were 7 peer reviewed publications with student collaborators.</p> <p>72% of all 20 participated in research labs with most of those not participating working on completing dissertation. One alumni and one dissertation student also participated in the Cognition 'n Context (C'nC) lab for additional networking and mentoring.</p>	<p>No actions have been added.</p>

ASL/English Bilingual Fluency

- 1. Students will disseminate knowledge through academic venues as well as translational venues and publish their scholarly work. Dissemination of knowledge will be collected and tracked via the department semesterly CV.
- 2. Three courses have been identified that require two assignments in American Sign Language and two assignments in written English. These courses are Psycholinguistics, Cognition, and Law and Deafness. The faculty of each course will use the Doctoral Written Rubric and a Presentation Rubric to evaluate the four assignments.

MEASURES	RESULTS	ACTIONS
<p><b>ASL/English Bilingual Fluency</b></p>	<p><b>MET</b></p> <p><b>Analysis</b></p>	<p><b>Restructure Outcome Statement</b></p> <p>IN PROGRESS</p>

<p>1. Students will disseminate knowledge through academic venues as well as translational venues and publish their scholarly work. Dissemination of knowledge will be collected and tracked via the department semesterly CV.</p> <p>Three courses have been identified that require two assignments in American Sign Language and two assignments in written English. These courses are <i>Psycholinguistics</i>, <i>Cognition</i>, and <i>Law and Deafness</i>. The faculty of each course will use the Doctoral Written Rubric and a Presentation Rubric to evaluate the four assignments.</p> <p>Direct - Counts</p> <p><b>Target</b></p> <p>4 out of 5 students will submit a proposal for a presentation or submit an article for publication.</p> <p>4 out of 5 students will receive a grade of 85% or better on each assignment.</p>	<p>Five students graduated with this EdD leaving 15 remaining students. Out of the 15 five were working on their comprehensive exam or dissertation. The remaining 10 students all took either Psycholinguistics or Cognition and successful submitted work in both ASL and English.</p>	<p>This Goal needs to remove the first component that is more effectively evaluated in the Presentation and Publication Goal. That leaves the ASL and English fluency goals to be evaluated.</p> <p>ASL literacy and ASL linguistics are effective courses in which to evaluate ASL skills as they both require academic ASL assignments.</p> <p>Evaluation of the English fluency would be more effectively evaluated in Scholarly Writing and Critical Pedagogy.</p> <p>Therefore, new goals would be:</p> <p>1--ASL fluency evaluated using the ASL rubric in ASL Literacy and ASL Linguistics.</p> <p>2--English fluency evaluated using the Writing Rubric in Scholarly Writing and Critical Pedagogy.</p> <p>Recommended Due Date: 08/20/2025</p>
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## Conclusion

The newer degree plan includes more course work that focuses on academic ASL and other courses that focus more on written English. Therefore, this goal needs to be modified to capture the changes reflected in this new degree plan.

Currently, all students are showing fluency in ASL and English but both are embedded in course work. It would be more effective to evaluate courses focusing specifically on each language.