

Insert Academic Degree Name Here

**Annual Program Report Template**

<b>Year:</b>	2021-2022
<b>Program:</b>	MS in Deaf Education and Deaf Studies
<b>Contact Person (include email &amp; phone#)</b>	Dr. Heidi MacGlaughlin, <a href="mailto:hmacglaughli@lamar.edu">hmacglaughli@lamar.edu</a> 302.544.9008

**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 2020-2021 report, there has been changes to the program. The grant for the Beaumont cohort expired. There were almost no applications for the Beaumont cohort. The Austin cohort gained four new students for the new cohort in the Fall 2021. One area of notable improvement in the program since 2020-2021 was the certification courses from the Education department. They were offered face-to-face through American Sign Language the full semester. The capstone replaced the thesis track in the program based on the data from the program director curriculum retreat in June. The SACSOS accreditation visit occurred in October 2021. The final report showed that the Austin cohort at the Texas School for the Deaf met all the required standards for the off-campus instructional site.

**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 Austin cohort continued into its second year adding four new students in the Fall 2021. We made a minor change to the enrollment. Instead of waiting for the cohort to complete their coursework, we allowed the new students to join the existing cohort in their last semester as part of “mentorship” where the current students could give advice and tips to the new students. The most notable change occurred when the transfer of program director of the Beaumont cohort falls on the program director of the Austin cohort. During this reporting period, 2021-2022, the program director was leading the MS in Deaf Education. The changes made in the program from the curriculum retreat helped streamline the courses offered towards the certification and capstone tracks.

Discussion began on changing the name of this program to an MS in Deaf Education as the department added an MA in Deaf Studies. This change was decided to move forward for the next year to reduce confusion.

**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 department of Deaf Studies and Deaf Education (DSDE) cultivates and inspires students with research base innovative earning opportunities to become scholars, service providers, and advocates.	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" (ACCEPTANCE) rating on each domain on the rubric provided by the teacher in each course.	Nine of nine students successfully developed Unit and Lesson Plans in all courses that require them.	<p>During the 2021-2022 academic year, nine students were evaluated on this measure, as commensurate with their progression in the graduate program using the rubrics provided in coursework.</p> <p>Of these nine students, seven received 90% or better on their first attempt. The other two students received 80% - 89%. They were provided additional feedback through 1:1 with a faculty member.</p> <p>Consistent with practices, re-teaching, and opportunities were provided to the students to achieve our target goals. Two students met the</p>

						requirements on their second and final attempts.
The department of Deaf Studies and Deaf Education (DSDE) cultivates and inspires students with research base innovative earning opportunities to become scholars, service providers, and advocates.	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” (ACCEPTANCE) rating on each domain on the rubric provided by the teacher in each course.	Nine of nine students successfully passed the Curriculum and Instruction courses with an 80% or better.	During the 2021-2022 academic year, nine students in total were evaluated on this measure, as commensurate with their progression in the graduate program. All of them passed the courses with 80% or better.
The department of Deaf Studies and Deaf Education (DSDE) cultivates and inspires students with research base innovative earning opportunities to become scholars, service providers, and advocates.	To achieve the program mission, the first primary goal is for students to obtain a content area certification	To measure student 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 cooperating teachers. Students will be observed for	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	Of the three, one student completed her clinical teaching. The other two students completed their 30-hour practicum.  Three students received supervisor and cooperating teacher feedback	During the 2021-2022 academic year, three of three students received grades in their discussion, activities, reflection papers and journals. All of them received supervisor and cooperating teacher feedback effectively.

		a minimum of three times as part of their certification requirements.			effectively using the Interactive Feedback form and TTESS rubric. All three of them showed improvements in the areas where feedback was given.	
The department of Deaf Studies and Deaf Education (DSDE) cultivates and inspires students with research base innovative earning opportunities to become scholars, service providers, and advocates.	Clinical teaching internship	To measure student 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 cooperating teachers. Students will be observed for a minimum of three times as part of their certification requirements.	Courses in Practicum and Internship require documentations for TEA review. Students are to submit lesson plans, feedback, and reflections on course Blackboard.	85% of students will receive 80% or better in their internships through coursework and TTESS rubric.	One student received 90% in her clinical teaching internship.	During the 2021-2022 academic year, one student was evaluated on this measure, as commensurate with their progression in the graduate program. One student received 80% or better in her internship as a clinical teacher.

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

<b>Stage 4: ACT</b>		
<b>Actions/Goals Based on Data Results</b>	<b>Status</b>	<b>Discussion of Status</b>
<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>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	<p>The proposed curriculum has been in the pipeline for approval.</p>
<p>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 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</p>	C	<p>The students were provided additional teaching and remediation, one-on-one with faculty member.</p>

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.		
<p>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.</p> <p>The use of test-taking workshops to provide student support in passing the State’s teacher licensure exams.</p>	C	<p>Half of the students were already classroom teachers, and hence the opportunity to practice lesson and unit plans in the real classroom setting improved their lesson planning.</p> <p>Students were studying for the teacher licensure exams by taking advantage of the test-taking workshops offered at the Texas School for the Deaf.</p>
<p>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.</p> <p>The use of tutoring center provided students with support in developing their thesis writing skills.</p>	N	<p>The thesis proposal class had been removed from the program. Capstone will be offered for those not seeking certification.</p>