

MS in Deaf Education
Annual Program Report

Year:	2022-2023
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 2021-2022 report, there has been changes to the program. The Beaumont cohort closed for changes in the program. The new curriculum proposal for 21st Century in Deaf Education (online) had been approved by the Curriculum Council. The Austin cohort gained 4 new students for the new cohort in the Spring 2023. One new student joined the cohort in the Summer 2023. The certification courses offered in American Sign Language seemed to benefit the graduate students as they understood the concepts provided and prepared them for the Lamar Proficiency Exams and TExES exams.

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 Austin cohort continued into its third year with two students graduating with Master's degree in May 2023. The new courses started in the Summer 2023.

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 learning 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.	95% of students will achieve a "3" (ACCEPTANCE) rating on each domain on the rubric provided by the teacher in each course.	Ten out of 11 students successfully developed Unit and Lesson Plans in all courses that require them.	<p>During the 2022-2023 academic year, ten students were evaluated on this measure, as commensurate with their progression in the graduate program using the rubrics provided in coursework.</p> <p>One of the 11 students withdrew from the program due to personal reasons.</p> <p>Of these ten students, six students received 90% or better on their first attempt. The other four 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. Four students met the requirements on their second and final attempts.</p>

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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 a minimum of three times as part of their certification requirements.	Courses in Practicum and Internship require documentation s for TEA review. Students are to submit lesson plans, feedback, and reflections on course Blackboard.	90% of the students will achieve an EFFECTIVE rating on every domain before graduation	The five students completed their 30-hour practicum. One student was doing her on-the-job teaching. All students received supervisor and cooperating teacher feedback effectively using the Interactive Feedback form and TTESS rubric. All six of them showed improvements in the areas where feedback was given.	During the 2022-2023 academic year, five of six students received passing grades in their discussion, activities, reflection papers and journals. All of them received supervisor and cooperating teacher feedback effectively. One of the students needed to take the practicum course again in the Spring 2023.
The department of Deaf Studies and	Clinical teaching internship through	To measure student ability	Courses in Practicum and	90% of students will receive 80%	One student received 90% in	During the 2022-2023 academic year, one student was

Deaf Education (DSDE) cultivates and inspires students with research base innovative earning opportunities to become scholars, service providers, and advocates.	Observations and Demonstrations	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.	Internship require documentation s for TEA review. Students are to submit lesson plans, feedback, and reflections on course Blackboard.	or better in their internships through coursework and TTESS rubric.	her clinical teaching internship.	evaluated on this measure, as commensurate with their progression in the graduate program. One student received 80% or better in her on-the-job internship.
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 will have mentoring and trainings through internships	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	Internships require documentation 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 on-the-job internship.	During the 2022-2023 academic year, one student was evaluated on this measure, as commensurate with her progression in the graduate program. She received mentoring through her mentor teacher and co-teacher. She received 80% or better in her on-the-job internship via coursework on Blackboard.

		by faculty or cooperating teachers. Students will be observed for a minimum of three times as part of their certification requirements.				
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Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results <i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i>	Status <i>C=Complete P=Progressing N=No Action Taken</i>	Discussion of Status <i>If C, describe efforts that led to accomplishment of actions/goals. If P, provide update on progress made toward accomplishing actions/goals and what tasks remain If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>
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. 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. Consistent with practices, re-teaching, and opportunities were provided to the students to achieve our target goals. Two students met the requirements on their second and final attempts.	C	The students were provided additional teaching and remediation, one-on-one with faculty member.
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.	C	The students were provided direct instruction in American Sign Language and opportunities for discussions in ASL during face-to-face classes.
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.	C	The students received support and feedback from their field supervisor and cooperating teacher.
During the 2021-2022 academic year, one student was evaluated on this measure, as commensurate with their progression in the graduate program.	C	The student received support and feedback from their field supervisor and cooperating teacher.

One student received 80% or better in her internship as a clinical teacher.		