**Annual Assessment Report for 2018-2019 AY**

**Department/Program:** Communicative Sciences and Deaf Studies (CSDS)

**Degree**: Graduate Deaf Education Program (MA)

**Assessment Coordinator:** Stephen D. Roberts, PhD, MBA, CRC, CLCP, CCC-A, FAAA

1. **Please list the learning outcomes you assessed this year.**

**Graduate Outcomes Measures Specified for 2018-20189AY**

The graduate outcome measures specified for this period in the Student Outcome Assessment Plan included**:**

**(1) Graduate-level Writing Requirement**

**(2) Advisory Committee Minutes**

**Learning Outcomes Assessed for the 2018-2019 AY**

1. Analyze ideas, make critical evaluations, and come to well-reasoned conclusions. **(Graduate-level Writing Requirement)**
2. Read, understand, and apply research literature and engage in productive research activities as appropriate to their chosen career goals. **(Graduate-level Writing Requirement)**
3. Demonstrate professional communication skills. **(Graduate-level Writing Requirement)**
4. Understand and apply foundational information in anatomical, physiological, neurological, psychological, and sociological aspects of human communication. **(Advisory committee Minutes)**
5. Assess an individual’s ability or performance and will appropriately interpret and apply this information. **(Advisory committee Minutes)**.
6. Plan, implement, evaluate and modify educational or clinical interventions across a wide range of students and clients. **(Advisory committee Minutes)**
7. Develop effective professional relationships with individuals, their family members, caregivers, and with professionals across disciplines. **(Advisory committee Minutes)**
8. Appreciate, understand and productively apply multicultural information. **(Advisory committee Minutes)**
9. **What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?** Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.

**MEASUREMENT INSTRUMENT:**  **Graduate Writing Requirement Results***.* The percent of students passing the graduate level writing requirement each year. Major reasons for fails will be noted for program review.

**LEARNING OUTCOMES THAT WERE ASSESSED:**

1. Analyze ideas, make critical evaluations, and come to well-reasoned conclusions.
2. Read, understand, and apply research literature and engage in productive research activities as appropriate to their chosen career goals.
3. Demonstrate professional communication skills.

**MEASUREMENT INSTRUMENT: Minutes of Deaf Education Advisory Committee***.* Selected professionals from Fresno Unified School District, Fresno County of Education, California Schools for the Deaf (Fremont & Riverside), and retirees from CSU Northridge comprised members of the Deaf Education Advisory Committee. These committees meet to provide feedback regarding program development in the Department. The minutes of these committees’ meetings will be analyzed and areas of strength or needed change will be noted and summarized.

**LEARNING OUTCOMES THAT WERE ASSESSED:**

1. Understand and apply foundational information in anatomical, physiological, neurological, psychological, and sociological aspects of human communication. **(Advisory committee Minutes)**
2. Assess an individual’s ability or performance and will appropriately interpret and apply this information. **(Advisory committee Minutes)**.
3. Plan, implement, evaluate and modify educational or clinical interventions across a wide range of students and clients. **(Advisory committee Minutes)**
4. Develop effective professional relationships with individuals, their family members, caregivers, and with professionals across disciplines. **(Advisory committee Minutes)**
5. Appreciate, understand and productively apply multicultural information. **(Advisory committee Minutes)**
6. **What did you learn from your analysis of the data?** Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient.

**MEASUREMENT INSTRUMENT:**  **Graduate Writing Requirement Results***.* The percent of students passing the graduate level writing requirement each year. Our goal states that 80% of our graduate students will pass it on their first attempt. Major reasons for fails will be noted for program review.

The **graduate writing requirement** is required by the University Graduate Studies Department. In the graduate Deaf Education program, this requirement is addressed in the CSDS 203: Research Methods in Deaf Education course. This requirement is twofold. First, students are required to complete a spontaneous essay in response to a question given in the course. The essay should demonstrate:

* Clear organization and presentation of ideas
* Correct grammar, punctuation, and spelling
* Well-constructed paragraphs, including topic sentences, points supporting the topic sentences, and sentences that logically make the transition either to or from a new paragraph

The essay writing assignment will be evaluated on a pass/fail basis and does not count toward the final grade assigned to a student in CSDS 203. Second, the graduate writing requirement requires the students to develop a research proposal that is supported by a substantial literature review and written in APA format. The spontaneous essay will be considered along with the research paper in determining whether or not the student has achieved writing proficiency commensurate with the requirements of Fresno State Division of Graduate Studies and also with the requirements of the Council on Education of the Deaf (CED) for demonstrating skills in oral and written or other forms of communication sufficient for entry into professional practice. Both the research paper and the essay assignment must be judged by the instructor to meet those requirements for the Division of Graduate Studies and CED to pass this competency. Our goal states that 80% of our graduate students will pass it on their first attempt.

**Graduate Deaf Education (DE) Program**

* **Fall Semester 2018 – DE Program:** 
  + CSDS 203: 5/5 (100%) met graduate writing proficiency requirement**.**

**Outcome:** Fall 2018 Results for DE Program - Goal met (> 80%) of students passed the graduate writing requirement.

* **Spring Semester 2019 – DE Program:** 
  + N/A. No new students took the graduate writing proficiency requirement since CSDS 203: Graduate Research was not offered this Spring 2019 semester.
* **AY 2018 – 2019 – DE Program:** 
  + CSDS 203: 5/5 (100%) met graduate writing proficiency requirement

**Outcome:** AY 2018-2019 Results for DE Program - Goal met (> 80%) of students passed the graduate writing requirement.

**MEASUREMENT INSTRUMENT: Minutes of Advisory Committees***.* Selected professionals from Fresno Unified School District, Fresno County of Education, California Schools for the Deaf (Fremont & Riverside), and retirees from CSU Northridge are members of the Deaf Education Advisory Committees. These committees meet to provide feedback regarding program development in the Graduate Deaf Education Program. The minutes of this committee’s meeting will be analyzed and areas of strength or needed change will be noted and summarized.

**Outcome:** In Fall 2018, the CSDS faculty and staff unanimously voted that the CSDS Advisory Committee would be organized into two committees: (a) Speech-Language Pathology Advisory Committee and (b) Deaf Education Advisory Committee. The Community Deaf Education Advisory Committee members met on March 8, 2019 at the California Educators of the Deaf conference in Riverside, CA where Dr. Janice Smith-Warshaw took minutes of the meeting. The Deaf Education Advisory Committee recognized the limits of preparing students in the academic setting while noting that the majority of the students are generally prepared for their off-campus placements. With this preface, the following is a list of their concerns coupled with our responses from the Deaf Education faculty and staff.

1. **Concern:** The students need to have a comprehensive 16-week student teaching placement. This is especially important in school settings.

**Response:** The current student teaching placement is divided in two 8-week placements in **CSDS 258: Student Teaching with Deaf and Hard of Hearing Students**, where the practicum is offered in public school classroom setting with Deaf and Hard of Hearing students, and **CSDS 268:** **Internship with Deaf and Hard of Hearing Students,** where the internship offered in a residential school or a public school classroom setting with Deaf and Hard of Hearing students. Moreover, the **CSDS 260: Clinical Practicum in Education of the Deaf** course required student to complete 30 hours of direct contact with DHH students.

1. **Concern:** The students need to learn classroom management techniques for severe behavior before starting the student teaching. Overall, the students were not taught about deaf children with additional disabilities, as they should be.

**Response:** Undergraduate students are initially exposed to readings and class discussions about the exceptional children in **CSDS 114: Introduction to Exceptional Children** and **CSDS 141: Education of Deaf Children and Their Parents**. Moreover, the **CSDS 255: Assessment for DHH Children** course briefly addressed about the deaf children with additional disabilities. It is clearly showed that DE graduate students will need to be taught both informal and formal classroom management procedures, functional behavior assessment, and how to teach deaf children with additional disabilities before they begin their student teaching placement.

1. **Concern:**  The students do not have enough exposure to the vignettes in the classroom.

**Response:** There are a couple of ways in which we have addressed this concern. The DE graduate courses offer hybrid and online courses. Dr. Smith-Warshaw and Dr. Chantel Cox provided opportunities for classroom teaching strategies and demonstrations during their F2F class meetings two times per semester (CSDS 255, 262, 263, and 264). The majority of assignments are around practical application of specific skills. Students are required to apply methods/approaches/techniques to DHH students in a classroom setting, and then participate in a self-analysis/reflection project. In CSDS 260, students were required to complete the 30 hours of practicum in the DHH classroom. This issue will be addressed in the Deaf Education graduate program revisions.

1. **Concern:** There is a need to have a direct collaborative partnership between the university and residential schools.

**Response:** Undergraduate students are initially exposed to both formal and informal classroom visits in DHH classroom either in a residential school or a mainstreamed setting when they take **CSDS 163: ASL/English Acquisition by Deaf Children and Youth** course and **CSDS 164: School Subjects for Deaf Children & Youth** courses. In CSDS 164, the undergraduate students required to complete five practicum days at the Fresno Unified School District’s Elementary DHH classroom. The graduate students have this opportunity when they take CSDS 260 where they are required to complete the 30 hours of practicum in the DHH classroom.

1. **What changes, if any, do you recommend based on the assessment data?**

**Review and Discussion of Assessment Data**

First, the results of the Fall 2018 graduate writing requirement were presented at the February 2019 CSDS faculty meeting for review and discussion. Whereas, the results of the Spring 2019 graduate writing requirement were presented on September 11, 2019 at the CSDS faculty meeting for review and discussion.

Second, the results of the Community Advisory Committee for Deaf Education were presented via email to the faculty on September 9, 2019 for review and discussion. This information was presented again at the September 11, 2019 CSDS faculty meeting.

The CSDS staff and faculty have actively participated in the review, discussion and recommendations of the 2018 – 2019 SOAP data for the DE graduate program regarding ongoing program improvement throughout the academic year. The following information provides actions taken for each of the two outcome assessment activities.

1. **MEASUREMENT INSTRUMENT:**  **Graduate Writing Requirement Results***.*

**ACTION TAKEN.** For theGraduate DE program, no specific actions were taken nor are required at this time because the overall goal for this activity was met for AY 2018-2019. It should be noted that there is no change compared to the last time the **Graduate Writing Requirement Results**passing rate was evaluated and reported during AY 2014-2015, which revealed 49/54 (92%) passing rate for the overall CSDS Department. It is important to note that we continue to meet this goal in **Graduate Writing Requirement Results**pass rate during the 2018-2019 AY as noted in the current SOAP report. Continue to track and address, as needed.

1. **MEASUREMENT INSTRUMENT: Minutes of Deaf Education Advisory Committee**

**ACTION TAKEN.** The following summarizes the actions taken for each of the identified concerns.

1. **Concern:** Students were not able to develop the essential skills during student

teaching in each 8-week student placement.

**Action:** Dr. Smith-Warshaw recommended that DE graduate students complete the 200 hours of practicum in CSDS 260 course following the California Commission on Teacher Credentialing (CCTC) DHH Standards requirement. In addition, the DE graduate students will work with their local DHH supervisor to receive support and guidance while taking a course and teaching DHH students in the classroom. The expectation of having this knowledge before the students begin their externship is a more realistic expectation since it is the supervisor’s job to expose them to the special procedures associated with their externship site. With that said, this is the reason that students have 8-week practicum (CSDS 258) and another 8-week externship (CSDS 268).

1. **Concern:** Student’s knowledge of classroom management strategies and functional behavior assessment is weak. They tend to look at the aspects of deaf children with additional disabilities in isolation.

**Action:** Dr. Brooke Findley and Dr. Serena Johnson are working collaboratively to address this concern at the undergraduate level. Dr. Serena Johnson is the instructor of **CSDS 114: Education of Exceptional Children**. Dr. Johnson has graciously allowed Dr. Findley to present to her **CSDS 114: Education of Exceptional Children** class on this topic during the Spring 2019 semester. Dr. Smith-Warshaw recommended that CSDS 255 course to be revised and included behavior analysis and deaf children with additional disabilities. The expectation of having this knowledge before the students begin their externship is a more realistic expectation since it is the supervisor’s job to expose them to the special procedures associated with their externship site and creating more opportunities for our students to work on differentiating instruction based on behavioral and social-emotional needs in CSDS 262, 263, and 264. We already focused on core academic subjects in these three courses, but we could add Social Emotional Learning (SEL), too.

1. **Concern:**The students need a better understanding of classroom teaching strategies and using specific curriculum for DHH students.

**Action**: There are a few ways in which we have addressed this concern. First, the curriculum in Deaf Education graduate program will be revamped during the AY 2019-20. Second, Dr. Janice Smith-Warshaw, Dr. Chantel Cox and Dr. Nan Barker are working collaboratively to address this concern at the graduate level. Dr. Smith-Warshaw and Dr. Cox will retrieve the course modules from CalState TEACH program and redesign courses to offer Culturally Responsive Teaching and **CSDS 262: Bilingual Bimodal Practices**, **CSDS 263: ELA and Social Sciences Instruction for DHH Learners**, and **CSDS 264: STEM Instruction for DHH** **Learners** which will help to strengthen students’ understanding of bilingual instructional strategies for DHH students.

Third, DE graduate students in **CSDS 260: Clinical Practicum in Education of the Deaf** are required to complete 200 hours of practicum. It will give them more opportunities to learn and apply these strategies to the classroom with DHH students.

Thus, this improvement action was underway at the graduate level prior to the Advisory Committee bringing this concern to our attention.  The new Deaf Education graduate program will implement these actions in the Fall of 2020. It will take time before the impact is seen with our students in the community.

1. **Concern**: Graduate students need to see what the best practices in the classroom instructions at the residential schools. Graduate students need to see how instructional strategies and best practices are carried out in residential school settings where rigor and content is elevated.

**Action:** This is an excellent idea for Dr. Smith-Warshaw to collect many different videos of model classroom instructional activities in different grade levels (Elementary, Middle School, and High School) at both settings (residential schools – CSD Fremont and Riverside and mainstreamed programs at FUSD/FCOE/CUSD). We will explore this option.

1. **MEASUREMENT INSTRUMENT:**  **Graduate Writing Requirement Results***.*

**ACTION TAKEN.** For theGraduate Deaf Education program, no specific actions were taken nor are required at this time because the overall goal for this activity was met for AY 2018-2019. It should be noted that there is no change compared to the last time the **Graduate Writing Requirement Results**passing rate was evaluated and reported during AY 2014-2015, which revealed 49/54 (92%) passing rate for the overall CSDS Department. It is important to note that we continue to meet this goal in **Graduate Writing Requirement Results**pass rate during the 2018-2019 AY as noted in the current SOAP report. Continue to track and address, as needed.

1. **If you recommended any changes in your response to Question 4 in last year’s assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.**

N/A

1. **What assessment activities will you be conducting during the next academic year?**

**Graduate Outcomes Measures Specified for 2019-2020 AY**

The graduate outcome measures specified for this period in the Student Outcome Assessment Plan included**:**

**(1) Clinic/Student Teaching Evaluations**

**(2) Comprehensive Examinations**

**Learning Outcomes Assessed for AY 2019-2020**

1. Analyze ideas, make critical evaluations, and come to well-reasoned conclusions. **(Student Teaching Evaluations, Comprehensive Examinations)**
2. Read, understand, and apply research literature and engage in productive research activities as appropriate to their chosen career goals. **(Comprehensive Examinations)**
3. Solve problems in educational or clinical settings by creatively generating multiple solutions and selecting those most appropriate to meet the needs of the individual in question. **(Student Teaching Evaluations)**
4. Demonstrate professional communication skills. **(Student Teaching Evaluations)**
5. Understand and apply foundational information in anatomical, physiological, neurological, psychological, and sociological aspects of human communication. **(Comprehensive Examinations)**
6. Assess an individual’s ability or performance and will appropriately interpret and apply this information. **(Student Teaching Evaluations, Comprehensive Examinations)**
7. Plan, implement, evaluate and modify educational or clinical interventions across a wide range of students and clients. **(Student Teaching Evaluations, Comprehensive Examinations)**
8. Develop effective professional relationships with individuals, their family members, caregivers, and with professionals across disciplines. **(Student Teaching Evaluations)**
9. Appreciate, understand and productively apply multicultural information. **(Student Teaching Evaluations)**
10. **What progress have you made on items from your last program review action plan?**

There were no items from the Graduate SOAP 2017-2018 AY action plan by the CSDS faculty for our Graduate DE program. We are continuing to monitor, as needed.