

California State University, Fresno

College of Health and Human Services

Communicative Sciences and Deaf Studies, MA

Deaf Education Graduate Program

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Student Outcomes Assessment Plan (SOAP)

I. Mission Statement

The Mission of the Department of Communicative Sciences and Deaf Studies at California State University, Fresno is to disseminate knowledge and to train professionals who will provide quality service to the public. The department will accomplish this mission by providing a stimulating learning environment for enhancing personal and educational development, promoting an understanding of people of various cultures, and offering opportunities for research and scholarship in Communicative Sciences and Deaf Studies.

I. Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLOs [a,b,c]

- A. Institutional Learning Outcomes. Fresno State ILOs are posted on the following webpage: <http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>. They include:
 - 1. Developing a foundational, broad, and integrative knowledge
 - 2. Acquiring specialized knowledge
 - 3. Improving intellectual knowledge
 - 4. Applying knowledge
 - 5. Exemplifying equity, ethics, and engagement

- B. Program Learning Outcomes and SLOs
 - 1. PLO: Read, understand, and apply research literature to strengthen educational services for Deaf and/or hard of hearing students.
 - 1. SLO: Students will understand the scientific method, describe major research designs, and apply basic measurement techniques in formal projects, or in education applications.
 - 2. SLO: Students will appreciate and critically evaluate Deaf Education research as well as the role of and need for research in the field and practice of Deaf Education.
 - 2. PLO: Demonstrate professional communication skills.
 - 1. SLO: Students will write using appropriate spelling and grammar and produce well-organized papers using current American Psychological Association (APA) guidelines (American Psychological Association, 2019).

2. SLO: Students will use effective communication skills to establish and maintain good relationships with students, parents, other professionals, administrators, and school personnel.
3. PLO: Understand and apply foundational information in anatomical, physiological, neurological, psychological, and sociological aspects of human communication.
 1. SLO: Students will demonstrate knowledge of the behavioral, linguistic, academic, social, and psychological implications associated with being Deaf or hard of hearing.
4. PLO: Assess an individual's ability or performance and appropriately interpret and apply this information.
 1. SLO: Students will appropriately select, administer, and interpret the results of formal and informal assessments of the educational needs of Deaf and/or hard of hearing students.
5. PLO: Plan, implement, evaluate, and modify educational interventions across a wide range of students.
 1. SLO: Students will understand the philosophies underlying current intervention and education methods.
 2. SLO: Students will competently plan, apply, and modify educational intervention strategies based on assessment results and/or analysis of ongoing progress monitoring.
6. PLO: Appreciate, understand, and productively apply multicultural information.
 1. SLO: Students will understand multicultural, multilingual, and social considerations concerning the practice of Deaf Education.
 2. SLO: Students will select and implement appropriate assessment and intervention procedures and materials for individuals from a variety of culturally, linguistically, or socially diverse populations.

II. Curriculum Map [d]: Courses in which SLOs are addressed and evaluated

	SLO 1.1	SLO 1.2	SLO 2.1	SLO 2.2	SLO 3.1	SLO 4.1	SLO 5.1	SLO 5.2	SLO 6.1	SLO 6.2
CSDS 201				I			I	I		
CSDS 203	I, D, M	I, D, M	I, D, M							
CSDS 206					D		I	I		
CSDS 255						I, D	D	D	D	D
CSDS 262							D	D	D	D
CSDS 263							D	D	D	D
CSDS 264							D	D	D	D
CSDS 271					I			D	I, D	I, D
CSDS 272					D		D	D	D	D
CSDS 273					D		D	D	D	D
CSDS 258				M	M	M	M	M	M	M

	SLO 1.1	SLO 1.2	SLO 2.1	SLO 2.2	SLO 3.1	SLO 4.1	SLO 5.1	SLO 5.2	SLO 6.1	SLO 6.2
CSDS 260				D	D	D	D	D	D	D
CSDS 268				M	M	M	M	M	M	M
CSDS 299	Only applicable if students have selected this culminating experience. In such cases, the SLOs addressed depend on the topic of the student's research.									

Key: I = Introduced D = Developed M = Mastered

III. SLOs Mapped Assessment Measures and Methods [e]

Assessment Measure	Evaluation Method	SLO 1.1	SLO 1.2	SLO 2.1	SLO 2.2	SLO 3.1	SLO 4.1	SLO 5.1	SLO 5.2	SLO 6.1	SLO 6.2
Graduate Writing Requirement	Score	X	X	X							
Student Teaching Evaluation	Score				X	X	X	X	X	X	X
Comprehensive Examination Results	Score					X	X	X	X	X	X
Exit Survey	Score					X	X	X	X	X	X
Employer Survey	Score				X	X	X	X	X	X	X
Advisory Committee	Focus Group				X	X	X	X	X	X	X

IV. Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment [f]

- A. Direct Measures (Department/Program must use a minimum of three different direct measures)
1. Graduate Writing Requirement Results. Students meet the graduate writing requirement through passing a spontaneous essay and successful completion of a written research proposal. Major reasons for fails will be noted for program review. At least 80% of students will pass the graduate-level writing requirement on their first attempt.

2. Student Teaching Evaluation. Each semester, master teachers complete an evaluation of students under their supervision. Those items reflecting on student performance will be averaged (per area) and tracked across semesters. At least 80% of students will score at or above “present (3)” for student teaching evaluations when their scores on applicable items are averaged (See Appendix A: Evaluation of Student Teacher).
 3. Comprehensive Examination Results. Percent of students passing, passing in oral examinations, and failing the comprehensive examination will be tracked each academic year. At least 80% of students will pass the comprehensive examinations in each area.
- B. Indirect Measures (Department/Program must use a minimum of one indirect measure)
1. Exit Survey. Graduate students in their final semester will be asked to complete an online Graduate Student Exit Survey (See Appendix B: Graduate Student Exit Survey). Should at least 80% of students indicate that they “agree” or “strongly agree” with relevant items on the exit survey, the individual SLOs mapped to this indirect measure shall be considered met.
 2. Employer Survey. An online employer survey will be sent to school districts, residential schools, private companies, and other entities that are known to employ our graduates. We will reach out to them using our department database, as well as social media contacts. Should at least an average rating of “good” on applicable items of the employer survey be reported, the SLOs aligned with this indirect measure will be considered met (See Appendix C: Employer Survey).
 3. Minutes of Advisory Committee. Selected professionals from the surrounding region are members of the Deaf Education Advisory Committee. The Deaf Education Advisory Committee meets to provide feedback regarding program development in the 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. While no quantitative target is set, it is expected that themes from this measurement tool largely indicate that our students are effectively prepared to enter the workforce (See Appendix D for a list of questions that will be proposed during the Deaf Education Advisory Committee Meeting).

V. Assessment Schedule/Timeline [g]

Academic Year	Measure	SLO 1.1	SLO 1.2	SLO 2.1	SLO 2.2	SLO 3.1	SLO 4.1	SLO 5.1	SLO 5.2	SLO 6.1	SLO 6.2
2021-2022	Graduate Writing Requirement COMPS Results	X	X	X		X	X	X	X	X	X
2022-2023	COMPS Results Student Teaching Evaluations				X	X	X	X	X	X	X
2023-2024	Student Teaching Evaluations				X	X	X	X	X	X	X

Academic Year	Measure	SLO 1.1	SLO 1.2	SLO 2.1	SLO 2.2	SLO 3.1	SLO 4.1	SLO 5.1	SLO 5.2	SLO 6.1	SLO 6.2
	Exit Survey										
2024-2025	Exit Survey Advisory Committee Meeting				X	X	X	X	X	X	X
2025-2026	Employer Survey Graduate Writing Requirement	X	X	X	X	X	X	X	X	X	X
2026-2027	Graduate Writing Requirement COMPS Results	X	X	X		X	X	X	X	X	X
2027-2028	COMPS Results Student Teaching Evaluations				X	X	X	X	X	X	X
2028-2029	Student Teaching Evaluations Exit Survey				X	X	X	X	X	X	X
2029-2030	Exit Survey Advisory Committee Meeting				X	X	X	X	X	X	X

VI. VIII. Closing the Loop [h,j,k]

Fresno State Closing the Loop process is described immediately below.

VII. A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State.

Program/Department Closing the Loop process: Data are collected and analyzed according to the implementation schedule above. This information is then used to write a report, "Summary of Outcome Assessment Results," for the academic year in which the data are collected. Shortly after the report is compiled, it is presented to and reviewed by the departmental faculty. The findings are discussed and an action plan may be decided upon, as appropriate. If it is decided that an action needs to be taken or a change needs to be made, responsibilities are assigned. It is then up to the assessment coordinator to follow up on any actions or changes in terms of additional data collected in subsequent years. Examples of summary assessment result reports will clearly identify actions that have been taken and are available upon request.

VIII. List of Appendices

Appendix A: Student Teacher Evaluation Form

Appendix B: Exit Survey

Appendix C: Employer Survey

Appendix D: Questions to be Presented at the Deaf Education Advisory Committee Meeting

Appendix A

Student Teacher Evaluation Form

CALIFORNIA STATE UNIVERSITY, FRESNO
 COMMUNICATIVE SCIENCES AND DEAF STUDIES DEPARTMENT
 Deaf Education Graduate Program
 Deaf and Hard of Hearing Education Specialist Practicum (Mild/Moderate)
Midterm / Final Evaluation | CSDS 258 / 268

Spring _____ Fall _____ 20____ Midterm (date) _____ Final (date) _____

Teacher Candidate _____

School _____ Grade Level _____ ES _____ MS _____ HS _____

District _____ Class Designation _____

Evaluation completed by: _____ Master Teacher: _____

OR _____ University Supervisor: _____

This form is designed to evaluate candidates on elements of the Teacher Performance Expectations, California Standards for the Teaching Profession, the California Commission on Teacher Credentialing and the Council on Education of the Deaf.

*Please complete midterm evaluation in **blue ink** and final evaluation in **black ink**.

Please rate candidates on each of the items below using the following key:

NA = Not Applicable	1 = Insufficient Evidence / Not Met	2 = Beginning: Needs more time to develop skills	3 = Developing; Showing growth, evolving	4 = Achieved; Exceptional performance
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1. Engage and Supporting All Students in Learning	NA	1	2	3	4
1.1 Demonstrates the ability to collaboratively develop and implement IEP, including goals that ensure access to Common Core State Standards and CA Preschool Learning Foundations.					
1.2 Demonstrates understanding of students with complex communication needs in order to foster access and build comprehension and develop appropriate language development goals within the IEPs.					
1.3 Monitors student progress toward learning goals as identified in the academic content standards and the IEP/ITP					
1.4 Demonstrates the ability to facilitate transition from ISFPs to IEPs/ITPs with students and their families					
1.5 Facilitates and supports students in assuming increasing responsibility for learning and self-advocacy based on individual needs					
1.6 Uses strategies to support positive psychosocial development and self-determined behavior of students with disabilities.					
Average score (1)					
2. Creating and Maintaining an Effective Environment for Students	NA	1	2	3	4
2.1 Develops accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities.					
2.2 Demonstrates the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community.					
2.3 Collaborates with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with exceptional support needs in a wide variety of GE and specialized academic instructional settings.					
2.4 Demonstrates knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.					
2.5 Demonstrates the ability to identify if a student's behavior is a manifestation of his or her disability and to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.					
2.6 Understands and accesses in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health issues.					

CALIFORNIA STATE UNIVERSITY, FRESNO
 COMMUNICATIVE SCIENCES AND DEAF STUDIES DEPARTMENT
 Deaf Education Graduate Program

2.7 Applies and collaboratively implement supports needed to establish and maintains student success in the least restrictive environment, according to students' unique needs.					
2.8 Demonstrates the skills required to ensure that interventions and/or instructional environments are appropriate to the students' chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.					
2.9 Implements systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.					
2.10 Demonstrates the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.					
Average score (2)					
3. Understanding and Organizing Subject Matter for Student Learning	NA	1	2	3	4
3.1 Adapts, modifies, accommodates and differentiates the instruction of students with identified disabilities in order to develop goals and accommodations and facilitate access to the LRE.					
3.2 Demonstrates knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction.					
3.3 Demonstrates comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament) and their implications for learning.					
Average score (3)					
4. Planning Instruction and Designing Learning Experiences for All Students	NA	1	2	3	4
4.1 Demonstrates the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.					
4.2 Demonstrates the ability					
4.3 Demonstrates the ability					
4.4 Demonstrates knowledge					
4.5 Coordinates, collaborates, co-teaches and communicates effectively with other service providers, including paraprofessionals, general ed teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions.					

Appendix B

Exit Survey

Identify your major: Deaf Education
Speech-Language Pathology

Rate each of the following statements:

- 0 = no opinion
- 1 = strongly disagree
- 2 = disagree
- 3 = agree
- 4 = strongly agree

1. Advising was helpful.
2. My undergraduate studies and learning experiences at CSUF prepared me for graduate school.
➤ *If you did not attend CSUF for your undergraduate studies, please select "0"*
3. My graduate classes and learning experiences prepared me for my internships, externships, and/or student teaching.
4. I feel prepared to communicate with parents, clients, students, and other professionals.
5. I am confident in my abilities to assess a client's or student's communication abilities.
6. I am confident in my abilities to plan and implement educational or clinical interventions across a wide range of students or clients.
7. I am comfortable locating, reading, and evaluating professional literature (e.g., peer reviewed journals) in my field of study.
8. I appreciate, understand, and productively apply multicultural information when assessing or treating/teaching clients or students.
9. I am planning to pursue a doctoral degree.

Narrative Questions:

1. For which areas of your field do you feel most prepared?
2. In which areas of your field do you feel you are lacking skills?
3. What type of setting are you planning to work in now that you have completed the program?

Appendix C

Employer Evaluation of Program

Dear Employer:

Our records show that your employee, _____, took courses in the Dept. of Communicative Sciences and Deaf Studies. As a requirement of our accreditation process, this evaluation is being sent to employers of our graduates to secure data which will help us evaluate and improve our program. The results will be confidential, and in any reporting of data, your employee's name will not be used. Please rate on the scale below. Thank you in advance for your assistance.

		Excellent	Good	Fair	Poor	N/A
1.	Skill in Treatment / Teaching Ability to develop a treatment or educational program appropriate to client's or student's needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Skill in Management of Behavior (maintain on-task behavior.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Skill in Assessment (assessment is ongoing in nature, using observational, recorded, standardized and non-standardized measurement procedures and techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a.	Knowledge and implementation of diagnostic tools available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	Adequate knowledge of specific characteristics of type of population served.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Skill in Reporting (written reports pertinent and accurate.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Organizational Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Ability to communicate with families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Ability to communicate with colleagues and other disciplines on a professional level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Ability to communicate with clients or students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Preparedness to effectively serve clients or students from culturally and linguistically diverse backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Overall, how would you rate the quality of service rendered by this person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is the number of clients or students presently served by this person? _____

Appendix D

Questions to be Presented at the Deaf Education Advisory Committee Meeting

Please take minutes during the Deaf Education Advisory Committee Meeting.

The advisory committee meeting is meant to be an opportunity for open discussion regarding the strengths and limitations of our graduate program in Deaf Education, the quality of services being performed by our graduates, and the degree to which we are able to meet the needs of our community. Please feel free to comment on any areas that you feel are important. In addition, at some point during the meeting, please propose the following questions for discussion:

1. How do you feel about our past students' understanding and ability to apply foundational information in anatomical, physiological, neurological, psychological, and sociological aspects of human communication?
2. What do you feel are the strengths and/or weaknesses regarding the assessment and treatment skills being performed by our alumni out in the community? Do you feel they are prepared to work with a wide range of students and/or clients?
3. How well do our past students develop professional relationships with clients/students, caregivers, family members, and other professionals?
4. Do our past students appreciate, understand, and productively apply multicultural and multilingual information?