

## **Assessment in the DHH Credential Program**

The Department of Communicative Disorders and Deaf Studies (CDDS) is housed in the College of Health and Human Services and offers undergraduate degrees in audiology, speech language pathology, deaf education, and interpreting, in addition to graduate degrees in speech pathology and deaf education. Deaf Studies encompass deaf education, American Sign Language (ASL), Deaf culture and interpreting courses. CDDS faculty work closely with the Kremen School of Education and Human Development faculty and staff to coordinate credential requirements for the Education Specialist: Deaf and Hard of Hearing credential as well as the Speech-Language Pathology Services credential.

### **Assessments of Candidates and Completers**

Candidates for the DHH credential are assessed at various points in the program. In order to apply for the graduate program, candidates must have passed all undergraduate coursework in deaf education or have completed online prerequisite courses and demonstrated sign language competence.

### **Graduate School Applications**

Student applying for the graduate credential program in Deaf Education must have a 3.0 GPA in the last 60 units and a 3.0 GPA in all CDDS coursework, provide three letters of recommendation, submit a letter of intent, and GRE scores to the Communicative Disorders and Deaf Studies Department. All complete applications are evaluated and reviewed by the CDDS Department Graduate Committee and recommendations for acceptance must be approved by the faculty. The first assessment of candidates will be acceptance into the credential program.

### **Graduate School Coursework**

Student progress throughout the graduate program is measured by student writing samples in CDDS 200 Graduate Studies and Research, cumulative projects in CDDS 263 Seminar in Language for DHH Children and Youth, practicum evaluations in CDDS 262 Seminar in Speech for DHH Children and Youth, and a comprehensive Theme Unit with differentiated instruction in CDDS 264 Seminar in School Subjects for DHH Children and Youth. Candidates have one 30 hour practicum in a DHH classroom in the first year of graduate school where they receive feedback from Master teachers in the field. All current graduate students have satisfied the expectations for courses they have completed.

### **CDDS 200 Graduate Studies and Research**

The CDDS department designed Graduate Level Writing Skill assessment includes an in-class spontaneous essay and a research proposal. Organization of written work, spelling, grammar, and use of American Psychological Association guidelines are evaluated. Students who do not pass the in-class essay are given a second opportunity to write a second spontaneous essay on a new topic during the semester. Students who do not receive a grade of B or better on the research proposal are allowed to make changes and resubmit the proposal.

### **CDDS 262 Seminar in Speech for Deaf and Hard of Hearing Children and Youth**

Practicum performance is evaluation the following areas: teaching effectiveness (including perceptiveness and flexibility), ability to communicate with client, quality of lesson plans, quality of clinical materials, implementation of professor's suggestions and punctuality (of lesson plans and practicum attendance)

### **CDDS 263 Seminar in Language for Deaf and Hard of Hearing Children and Youth**

In the Cummin's Model/Bloom's Taxonomy - Differentiated Instruction Assignment, students draw, label, and explain the Cummin's Model, incorporating Bloom's Taxonomy. Students focus on one content standard and create appropriate activities for each of the quadrants. Activities must be context embedded/context reduced, cognitively undemanding/cognitively demanding as appropriate based on specific quadrant of the model. Activities must also show appropriate level thinking skills, based on Bloom's. Students present his/her assignment to peers and they will work together as a group to refine the activities.

Scores are based on assignment prior to students working with classmates and making revisions. Students that receive a grade lower than a B- have the option of meeting with the instructor to go over concepts, and then re-doing the assignment for a possible additional 10 points.

### **CDDS 264 Seminar in School Subjects for Deaf and Hard of Hearing Children and Youth**

For the Theme Unit project, students design and write a thematic unit based on a California Curriculum Framework that incorporates: differentiation, active learning strategies, adaptations for DHH students, assessment including rubrics. Units are based on the Differentiation in Practice unit frameworks from the Tomlinson & Eidsen text: Tomlinson, C. & C. Eidson (2003). *Differentiation in Practice: A Resource Guide for Differentiating Curriculum (Grades K-5)*. Alexandria, VA: Association for Supervision and Curriculum Development ISBN 0871207605. Students present this project to the whole class at the end of the semester and are evaluated using weighted rubric for a possible total of 100 pts.

### **Final Student Teaching Evaluations**

Final student teaching evaluations for Education Specialist: DHH candidates are completed by their Master teachers midway through the final student teaching placement and again at the end of the placement. Candidates are evaluated in multiple aspects of teaching and professional attitudes. Evaluations were collected and evaluated after the first 8 week placement, CDDS 258. Results indicate students were adequately prepared to begin their student teaching experience with basic competence and demonstrated improvement during the 8 week placement

### Comprehensive Exams

Candidates demonstrate content knowledge specific to deaf and hard of hearing students with written exams, receptive and expressive sign language video, and oral exams as needed.

### Exit Interviews

All credential candidates at Fresno State participate in the Kremen School of Education and Human Development NCATE Unit – Program Evaluation upon Exit survey. Student responses are included in the University NCATE report.

As a part of the Department of Communicative Disorders and Deaf Studies (CDDS) Student Outcomes Assessment Plan, exit interviews are conducted each academic year with students who are completing their graduate degree. Prior to graduation ceremonies, students are asked to participate in exit interviews. Responses are collected in a group setting where participants are given the opportunity to agree with responses provided by other group members. Exit interviews are conducted by CDDS faculty and group members can be both speech language pathology graduate students and deaf education graduate students. Responses from all sessions are compiled and presented to the Department Chair annually.

Question	Responses	# of students
1. Which undergraduate experiences most prepared you for graduate school?		
2. Which graduate area of study prepared you most for your student teaching?	•	
3. For which areas of your field do you feel most prepared?	•	
4. In what areas do you feel you are lacking skills?	•	
5. What was your most valuable learning experience overall (undergrad and grad)?	•	
6. Which areas of study best prepared you to communicate with parents, professionals and pupils?	•	
7. What setting do you plan to work in?	•	
8. Which culminating experience did you select? Why? Would you do the same again?	•	
9. Are you planning to pursue a doctoral degree? If so, what emphasis?	•	
10. Other comments:		

### ***Employer Surveys***

Also as a part of the Student Outcomes Assessment Plan, employer surveys are sent out once during each five year cycle of the assessment plan. Surveys are distributed and responses compiled.

<b>Area Being Assessed</b>	<b>Excellent 4</b>	<b>Good 3</b>	<b>Fair 2</b>	<b>Poor 1</b>	<b>Average Points</b>
1. Skill in treatment; the ability to develop treatment plans appropriate to a client's or student's needs					
2. Skill in management of behavior					
3. Overall skill in assessment of communicative disorders					
4. Knowledge and implementation of diagnostic tools available					
5. Adequate knowledge of specific characteristics of the population served					
6. Skill in reporting (report writing)					
7. Organizational Skills.					
8. Ability to communicate with families					
9. Ability to communicate with colleagues and other professionals					
10. Ability to communicate with clients or students					
11. Overall, how would you rate your education in the department?					

### **CDDS Advisory Board**

The CDDS Advisory board, comprised of community members, alumni, employers, and faculty representatives, meets annually to provide feedback to the department chair.

### **Analysis of Candidate Data**

Data on candidate progress through the program is reviewed annually by the program director, department chair, and the Student Outcomes coordinator for the Communicative Disorders and Deaf Studies department.

### **Proposed Program Changes**

Based on data collected from a variety of sources, considerations for program changes are discussed among Deaf Studies faculty and then presented to the department chair.