

	2021-2022
	EdD in Deaf Studies & Deaf Education
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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:

The focus of the program then shifted to providing students with opportunities to apply their knowledge in tangible ways. In *Doctoral Seminar*, students are required to complete CITI training and learn how to fill out an IRB. In *Scholarly Writing*, students work on developing their research question that they will continue to expand on throughout the program. In *Statistics*, students learn how to shift their research focus, which tends to be a qualitative one, to a quantitative hypothesis. In *Introduction to Qualitative Research*, students learn how to build a research proposal using the research question they developed in *Scholarly Writing*. In *Research Design and Statistics I*, students expand on what they learned the previous semester and build a quantitative research agenda using six different designs. In *Advanced Qualitative Research*, students independently conduct a pilot study on the research proposal that they developed in Introduction course. These different components in each coursework scaffold and ensure that faculty are able to effectively determine the inclusion of the following components: research topic, statement of the problem, literature review, research methodology, data analysis, sem2 0 792 612 reW* nBT/F3 12 Tf1 0 0 1 284.81 313.51 Tm0 G(in)4(g)]T&4iterature review, research

The first programmatic change was the development of a new mission statement that more accurately reflects the program as it stands today. The

Green				Blue		Grey
						* 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

publication opportunities. Such publications may include ASL translations, non-peer reviewed outlets, and peer-reviewed journals.

peer-reviewed



