

**GCU Academic Program Assessment Plan (Updated Fall 2016)**

**Program:** Autism Spectrum Disorders

**Learning Outcomes:** Upon successful completion of the program of studies for the Autism Spectrum Disorders, the student will earn a Master’s of Arts degree or Certification, and will evidence the program learning outcomes as follows:

**LO1:** In-depth study of the pervasive developmental disorders of autism, evaluated through research assignments and in class testing.

**LO2:** Application of teaching strategies and interventions for students with autism and related developmental disorders, including collaborative models of teaching, as evidenced by observation reports and research studies.

**LO3:** Assessment of students with autism and related developmental disorders, using case studies to apply the appropriate approaches to instruction.

**LO4:** Implementation of techniques to support social communication development of students with autism and related developmental disorders, through direct observation and practicum experiences.

**LO5:** (Master’s Degree) Advanced professional leadership within the area of services to support students with autism and related developmental disorders, through academic research and program evaluation.

<b>Program:</b>	<b>LO 1: Knowledge</b>	<b>LO 2: Teaching strategies</b>	<b>LO 3: Assessment</b>	<b>LO 4: Social Communication Development  LO5. Leadership</b>
<i>Related ISLG (Undergraduate)</i>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
<i>Related BRIDGE General Education Goals (if applicable)</i>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
<i>Related Accreditation Standard (if applicable)</i>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
<b>Program Courses and Experiential Learning Mapping to Program Outcomes</b>				

<b>Program:</b>	<b>LO 1: Knowledge</b>	<b>LO 2: Teaching strategies</b>	<b>LO 3: Assessment</b>	<b>LO 4: Social Communication Development</b> <b>LO5. Leadership</b>
<b>How do students learn this? In what course(s) and/or co-curricular experience(s)?</b>	EDC 5301, EDC 5303, EDC 5305	EDC 5301-5305	EDC 5301-5305	EDC 5301, EDC 5305
<b>How and in what <u>course(s)</u> do they demonstrate that they have <u>achieved</u> this outcome.</b>				
Formative Assessment will occur in those courses aligned with the certificate	EDC 5301	EDC 5302	EDC 5304	LO4. EDC 5303
Summative Assessment will occur in those courses aligned with the Master's Degree Program.	EDC5001	EDC5010	EDC 5305	LO5. EDC6095/99
<b>Assessment Protocol</b>				
<b>How and when do you assess the achievement of <i>all students</i> in your program before they graduate and record the results of your assessment?</b>				
<b>Formative Assessment</b>				

<b>Program:</b>	<b>LO 1: Knowledge</b>	<b>LO 2: Teaching strategies</b>	<b>LO 3: Assessment</b>	<b>LO 4: Social Communication Development</b> <b>LO5. Leadership</b>
Direct Evidence	<p>Student Portfolio of Keystone assignment and course-based research, evaluated by rubric.</p> <p>Mid-term exam with item analysis related to the outcome.</p>	<p>Student Portfolio of Keystone assignment and course-based research, evaluated by rubric.</p> <p>Mid-term with item analysis related to the outcome.</p>	<p>Student Portfolio of Keystone assignment and course-based research, evaluated by rubric.</p> <p>Mid-term with item analysis related to the outcome.</p>	<p>Student Portfolio of Keystone assignment and course-based research, evaluated by rubric.</p> <p>Mid-term with item analysis related to the outcome.</p>
Indirect Evidence	<p><b>SIR II</b></p> <p>Targeted SIR II Areas:</p> <ul style="list-style-type: none"> <li>-Assignments, exams and grading</li> <li>-Instructional methods and materials</li> <li>-Course outcomes</li> <li>-Course difficulty, workload and pace</li> </ul>	<p><b>SIR II</b></p> <p>Targeted SIR II Areas:</p> <ul style="list-style-type: none"> <li>-Assignments, exams and grading</li> <li>-Instructional methods and materials</li> <li>-Course outcomes</li> <li>-Course difficulty, workload and pace</li> </ul>	<p><b>SIR II</b></p> <p>Targeted SIR II Areas:</p> <ul style="list-style-type: none"> <li>-Assignments, exams and grading</li> <li>-Instructional methods and materials</li> <li>-Course outcomes</li> <li>-Course difficulty, workload and pace</li> </ul>	<p><b>SIR II</b></p> <p>Targeted SIR II Areas:</p> <ul style="list-style-type: none"> <li>-Assignments, exams and grading</li> <li>-Instructional methods and materials</li> <li>-Course outcomes</li> <li>-Course difficulty, workload and pace</li> </ul>

<b>Program:</b>	<b>LO 1: Knowledge</b>	<b>LO 2: Teaching strategies</b>	<b>LO 3: Assessment</b>	<b>LO 4: Social Communication Development</b> <b>LO5. Leadership</b>
<b>Summative Assessment</b>				
Direct Evidence	<p>Student Portfolio of Keystone assignment and course-based research, evaluated by rubric</p> <p>Final exam with item analysis related to the outcome.</p>	<p>Student Portfolio of Keystone assignment and course-based research, evaluated by rubric</p> <p>Final exam with item analysis related to the outcome.</p>	<p>Student Portfolio of Keystone assignment and course-based research, evaluated by rubric</p> <p>Final exam with item analysis related to the outcome.</p>	<p>LO4: Student Portfolio of Keystone assignment and course-based research, evaluated by rubric</p> <p>Final exam with item analysis related to the outcome.</p> <p>LO5. Leadership</p> <p>Applied Thesis Project evaluated by rubric.</p>
Indirect Evidence	Student progression through the program, aligned with program plan.			
<b>What do you consider satisfactory achievement of this outcome? WHY?</b>				
<b>Formative Assessment</b>				

<b>Program:</b>	<b>LO 1: Knowledge</b>	<b>LO 2: Teaching strategies</b>	<b>LO 3: Assessment</b>	<b>LO 4: Social Communication Development</b> <b>LO5. Leadership</b>
Direct Evidence	Final exam: Item analysis by content. Content areas with less than 70% correct responses will be further analyzed.	Final exam: Item analysis by content. Content areas with less than 70% correct responses will be further analyzed.	Final exam: Item analysis by content. Content areas with less than 70% correct responses will be further analyzed.	Signature Assignments within the students' portfolios are assessed by rubric. 80% of applicable rubric criteria are met or exceed the satisfactory/ evidenced level by all students.
Indirect Evidence	Overall SIR II score, means for individual survey items, and scale scores (i.e., the numerical average for all respondents) at or above the satisfactory level (3 out of 5 on Likert scale).	Overall SIR II score, means for individual survey items, and scale scores (i.e., the numerical average for all respondents) at or above the satisfactory level (3 out of 5 on Likert scale)	Overall SIR II score, means for individual survey items, and scale scores (i.e., the numerical average for all respondents) at or above the satisfactory level (3 out of 5 on Likert scale)	Overall SIR II score, means for individual survey items, and scale scores (i.e., the numerical average for all respondents) at or above the satisfactory level (3 out of 5 on Likert scale)
<b>Summative Assessment</b>				

<b>Program:</b>	<b>LO 1: Knowledge</b>	<b>LO 2: Teaching strategies</b>	<b>LO 3: Assessment</b>	<b>LO 4: Social Communication Development</b> <b>LO5. Leadership</b>
Direct Evidence	80% of students' achieve level 3 or better for all competencies on rubric for Keystone assignment on course-based research.	80% of students' achieve level 3 or better for all competencies on rubric for Keystone assignment on teaching strategies.	80% of students' achieve level 3 or better for all competencies on rubric for Keystone assignment on assessment.	80% of students' achieve level 3 or better for all competencies on rubric for Keystone assignment on social communication.
Indirect Evidence	80% of students make satisfactory progress toward degree completion according to the program plan.			
<b>Program Assessment Time Frame</b>				
<b>Time Frame for Assessing the outcome.</b>	Data will be collected annually. Assessed in Year 1.	Data will be collected annually. Assessed in Year 2.	Data will be collected annually. Assessed in Year 1.	Data will be collected annually. Assessed in Year 3.



Office of the Provost

GCU Program Assessment Report Form

<b><i>GCU Academic Program Assessment Annual Report</i></b>
<b><i>Program:</i></b>
<b><i>Division:</i></b>
<b><i>Date:</i></b>
<b><i>Program Assessment Liaison:</i></b>
Based on the above plan and the designated outcome(s) assessed for the academic year, the major program submits a Program Assessment Report annually that contains the program assessment plan, assessment data and analysis, and action steps to be taken by the program based on these results. See below for the outline of this report.
Learning Outcome(s) Assessed:
Description of the Assessment Protocol.
Assessment Data and Findings.
Analysis of Data:
Are these results satisfactory? Why or Why not?
Action Plan based on Assessment Results and Analysis:
Time Frame for Action Plan:
What actions have been taken since the previous assessment of these outcomes?
Comments:

**Assessment Data:** Please include the data that you used to complete the above report. Attach rubrics, tallies, and method of validation.