

Q1.

Please complete the program assessment plan. The format is similar to the one for the 2016 plans. If you need assistance, please contact the Office of Assessment. You can enter the data and return to complete, using the same computer and original link. Once you submit, that action is final. You will receive a copy of your submittal.

Be sure to review academic program outcomes for appropriate rigor (Bloom's taxonomy) and assessable results. Avoid vague or general statements that cannot be quantified or measured.

The update of Academic Program Assessment Plans (AY 2019-2021) are due by September 30, 2019.

Q2. Person completing the report

Lisa Dille

Q3. Email address of person completing the report

ldille@georgian.edu

Q4. Program Name

Autism

Q5. School or Department

- School of Arts and Sciences
- School of Business and Digital Media
- School of Education
- other, please specify

Q6. Level of Program

- Undergraduate Major
- Graduate-Masters
- Graduate-certificate only
- Undergraduate-University wide
- other, please specify

Q7. Assessment Plan for years

- Fall 2019 through Fall 2022
- Fall 2020 through Fall 2023
- Fall 2021 through Fall 2024

Q8. Indicate the name of the major(s), minor(s), and the associated degree(s) for this academic program.

Major(s)	Autism
Degree(s)	Cert & MA
Minor(s)	

Q9. State your learning outcomes

- Learning Outcome (LO) 1
In-depth study of the pervasive developmental disorders of autism, evaluated through research assignments and in class testing.
- Learning Outcome (LO) 2
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.
- Learning Outcome (LO) 3
Assessment of students with autism and related developmental disorders, using case studies to apply the appropriate approaches to instruction.
- Learning Outcome (LO) 4
Implementation of techniques to support social communication development of students with autism and related developmental disorders, through direct observation and practicum experiences.
- Learning Outcome (LO) 5
(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.

Q10. Related USLG-Undergraduate Student Learning Goals. Align the program learning outcomes stated above with the associated USLG.

This question was not displayed to the respondent.

Q11. Related GSLG-Graduate Student Learning Goals. Align the learning outcomes stated above with the associated GSLG.

	Knowledge	Scholarly Inquiry	Communication	Ethical Leadership	GCU/Mercy Mission Integration
Learning Outcome 1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Learning Outcome 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q12. Related BRIDGE-General Education Goals

This question was not displayed to the respondent.

Q13. Related Accreditation Standard (if applicable)

- Learning Outcome (LO) 1
- Learning Outcome (LO) 2
- Learning Outcome (LO) 3
- Learning Outcome (LO) 4
- Learning Outcome (LO) 5

Q14. Course Mapping. Program Courses and Experiential Learning mapping to Program Outcomes. Map **all** program courses to the program's learning outcomes here. List courses with short catalog name, i.e. EN101. Please check to see if all program courses are mapped to at least one program outcome.

How do students learn this? In what course(s) and/or co-curricular experience(s)?

- Learning Outcome (LO) 1
- Learning Outcome (LO) 2
- Learning Outcome (LO) 3
- Learning Outcome (LO) 4
- Learning Outcome (LO) 5

Q15.
Formative Assessment will occur in.....
(Designate the selected course from above mapping where evidence will be collected.)

- Learning Outcome (LO) 1
EDC 5301
- Learning Outcome (LO) 2
EDC 5302
- Learning Outcome (LO) 3
EDC 5304
- Learning Outcome (LO) 4
LO4. EDC 5303
- Learning Outcome (LO) 5
LO5. EDC6095/99

Q16.
Summative Assessment will occur in.....
 (Designate the selected course from above mapping where evidence will be collected.)

- Learning Outcome (LO) 1
EDC 5301-5305
- Learning Outcome (LO) 2
EDC 5301-5305
- Learning Outcome (LO) 3
EDC 5301-5305
- Learning Outcome (LO) 4
EDC 5301-5305
- Learning Outcome (LO) 5
EDC 5301-5305

Q17. **Assessment Protocol.** How and when do you assess the achievement of all students in your program before they graduate and record the results of your assessment.

Formative Assessment

	LO 1	LO2	LO3	LO4	LO5
Direct Evidence	EDC 5301-5305 Student Portfolio of Keystone assignment and course-based research, evaluated by rubric. Mid-term exam with item analysis related to the outcome.	EDC 5301-5305 Student Portfolio of Keystone assignment and course-based research, evaluated by rubric. Mid-term exam with item analysis related to the outcome.	EDC 5301-5305 Student Portfolio of Keystone assignment and course-based research, evaluated by rubric. Mid-term exam with item analysis related to the outcome.	EDC 5301-5305 Student Portfolio of Keystone assignment and course-based research, evaluated by rubric. Mid-term exam with item analysis related to the outcome.	EDC6095/99

Indirect Evidence	SIR II Targeted SIR II Areas: - Assignments, exams and grading -Instructional methods and materials -Course outcomes -Course difficulty, workload and pace	SIR II Targeted SIR II Areas: - Assignments, exams and grading -Instructional methods and materials -Course outcomes -Course difficulty, workload and pace	SIR II Targeted SIR II Areas: - Assignments, exams and grading -Instructional methods and materials -Course outcomes -Course difficulty, workload and pace	SIR II Targeted SIR II Areas: - Assignments, exams and grading -Instructional methods and materials -Course outcomes -Course difficulty, workload and pace	
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Q18. Assessment Protocol. How and when do you assess the achievement of all students in your program before they graduate and record the results of your assessment.

Summative Assessment

	LO 1	LO2	LO3	LO4	LO5
Direct Evidence	Student Portfolio of Keystone assignment and course-based research, evaluated by rubric. Final exam with item analysis related to the outcome.	Student Portfolio of Keystone assignment and course-based research, evaluated by rubric. Final exam with item analysis related to the outcome.	Student Portfolio of Keystone assignment and course-based research, evaluated by rubric. Final exam with item analysis related to the outcome.	Student Portfolio of Keystone assignment and course-based research, evaluated by rubric. Final exam with item analysis related to the outcome.	Applied Thesis Project evaluated by rubric.
Indirect Evidence	Student progression through the program, aligned with program plan.	Student progression through the program, aligned with program plan.	Student progression through the program, aligned with program plan.	Student progression through the program, aligned with program plan.	Student progression through the program, aligned with program plan.

Q19. What do you consider satisfactory achievement of this outcome? Why?

Formative Assessment

	LO 1	LO2	LO3	LO4	LO5
Direct Evidence Benchmark	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.	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 Benchmark	80% of students' progression through the program as aligned with program plan.	80% of students' progression through the program as aligned with program plan.	80% of students' progression through the program as aligned with program plan.	80% of students' progression through the program as aligned with program plan.	80% of students' progression through the program as aligned with program plan.

Q20. What do you consider satisfactory achievement of this outcome? Why?

Summative Assessment

	LO 1	LO2	LO3	LO4	LO5
Direct Evidence Benchmark	80% of students' achieve level 3 or better on rubric for Keystone assignment and course-based research.	80% of students' achieve level 3 or better on rubric for Keystone assignment and course-based research.	80% of students' achieve level 3 or better on rubric for Keystone assignment and course-based research.	80% of students' achieve level 3 or better on rubric for Keystone assignment and course-based research.	80% of students' achieve level 3 or better on rubric for Keystone assignment and course-based research.
Indirect Evidence Benchmark	Overall SIR II score, means for individual survey items, and scale scores (i.e., the numerical average for all respondents)	Overall SIR II score, means for individual survey items, and scale scores (i.e., the numerical average for all respondents)	Overall SIR II score, means for individual survey items, and scale scores (i.e., the numerical average for all respondents)	Overall SIR II score, means for individual survey items, and scale scores (i.e., the numerical average for all respondents)	Overall SIR II score, means for individual survey items, and scale scores (i.e., the numerical average for all respondents)

Q21. Program Assessment Time Frame: Time Frame for Assessing the outcome.

Indicate the year of the plan where the data will be analyzed. Also indicate if data will be collected annually. This is helpful for gathering assessment artifacts from small classes or groups.

	Year 1 of Plan	Year 2 of Plan	Year 3 of Plan	Data collected annually
Learning Outcome 1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Learning Outcome 2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Learning Outcome 3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Learning Outcome 4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Learning Outcome 5	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Location Data

Location: ([40.299301147461, -73.989097595215](#))

Source: GeolIP Estimation

