NOVA SOUTHEASTERN UNIVERSITY

Assessment of Student Learning Outcomes

Developmental Disabilities, M.S.

Fischler College of Education and School of Criminal Justice

2021-2022

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I.   Introduction:

- **Program Mission:** A Master of Science in Developmental Disabilities is designed to prepare researchers, advocates, administrators and policy makers to be leaders in community-based or governmental agencies that address the confluence of issues associated with developmental disabilities throughout the life span. This body of knowledge delivered by this degree program will allow graduates of the program to pursue doctoral-level training in human services, counseling, and public policy, among others. In addition, this degree will provide professionals from disciplines such as nursing and education with the necessary skills to be effective leaders and advance in the field.

- **Locations Where Courses in the Major are Offered:** The M.S. in Developmental Disabilities is offered entirely online. The online format allows for students to participate in courses from anywhere in the world where Internet access is available.

- **Program Learning Outcomes:**

  1. Apply knowledge of effective administrative and other leadership skills in the field of developmental disabilities through the use of case study analyses, research papers, and in-class assignments.
  2. Demonstrate knowledge of the different developmental disabilities and the challenges faced by these individuals across the lifespan.
  3. Demonstrate an understanding of the impact of the family, the educational system, and community services on the successful integration of individuals with developmental disabilities into the community.
  4. Apply ethical and legal principles related to working with individuals who have developmental disabilities to real-world cases and settings.
  5. Apply knowledge of developmental disabilities, organizational behavior, and strategic planning to the design and/or administration of human services organizations which provide services to individuals and families with developmental disabilities.
  6. Demonstrate research, analytic thinking, and writing skills when creating a program design or evaluation project on a relevant topic in the field.
  7. Demonstrate knowledge of the impact of health disparities experienced by individuals with developmental disabilities and the implications for healthcare and human services organizations.

II.   Improvement Updates on Previous ASLO Reporting

Detailed Description of **Course-Level** Improvements Resulting from the Previous ASLO Reporting Process

Course-level recommendations and areas of discussion included in the previous ASLO report under section V (Strategies for Improving Student Learning) are listed below, followed by updates on the status of improvements made within each course:

Recommendation 1) Assignment rubrics appear to be utilized effectively across many course assignments within the program. For those courses that have not yet designed or implemented rubrics (e.g., HSDD 6000) to reflect grading criteria, department faculty and administration should work collaboratively to develop and integrate grading rubrics in Blackboard. Rubrics would likely enhance clarity with regard to the criteria by which students are assessed and provide valuable data to the program, in order to make any needed curricular changes.

Status Update: As a result of ASLO findings and this recommendation, faculty developed rubrics for each assignment/element within the Masters Research Project in HSDD 6000. Rubrics were effective in providing additional clarity for students regarding assignment expectations, as well as in providing valuable information for faculty related to student learning. Faculty are now able to identify specific areas of weakness and provide targeted resources and guidance where needed.

Recommendation 5) For program learning outcome 2, in HSDD 5410, overall exam scores and pass rates appear to indicate this learning outcome is being achieved as expected; however, when compared to performance on the other direct assessment related to this outcome, students appeared to experience greater difficulty on the exam. It may benefit faculty to further explore specific items or areas, which may pose particular difficulty for students. By exploring these areas/items, faculty can provide additional resources and/or time on topics, which are particularly challenging for students.

Status Update: Faculty effectively addressed areas of challenge for students and as a result, performance on this assessment has improved as outlined in the current ASLO report.

Detailed Description of **Program-Level** Improvements Resulting from the Previous
ASLO Reporting Process

Program-level recommendations and areas of discussion included in the previous
ASLO report under section V (Strategies for Improving Student Learning) are
listed below, followed by updates on the status of related programmatic
improvements:

Recommendation 2) Although not significantly impacting student performance on
course assignments and learning outcomes, writing and APA style were reported
by faculty to pose the greatest challenges to students across a number of
courses/assignments included in the current report. To address this area, faculty
should continue to bolster APA guidance and resources in each course,
particularly for initial coursework (HSDD 5000). Additionally, it may benefit the
program to work with the Alvin Sherman Library staff to incorporate library
resources related to APA, and to work with the Tutoring and Testing Center to
direct students to tutoring services in the area of writing early on in the program.

Status Update: As a result of the above recommendation, faculty in the program
have collaborated with Alvin Sherman Library staff to develop library guides
specific to the program to support student writing and use of APA. Faculty have
incorporated library guides into courses throughout the MS in Developmental
Disabilities program. Additionally, in HSDD 5100 an NSU librarian attends one
zoom session to review library resources to assist students with conducting a
literature review. The session is recorded for students not able to attend. Further,
faculty regularly connect students with the Writing and Communication Center
should they need additional writing support.

Recommendation 3) Continue to collect and utilize assessment of student learning
data to explore student areas of weakness and potential areas for improvement and
enhancement of student learning in courses across the MS in Developmental
Disabilities program.

Status Update: In alignment with this recommendation, faculty continue to collect
and utilize assessment of student learning data to identify student areas of
weakness and potential areas for improvement and use this data to enhance
student learning in courses across the MS in Developmental Disabilities program.

Recommendation 4) Although generally speaking, expectations were met with
regard to student learning on all outcomes included in this assessment, for course
assignments assessing program learning outcomes 1 and 2 (e.g., HSDD 6000,

HSDD 5410), students may benefit from faculty continuing to provide opportunities for added instruction of application of concepts to real-world scenarios (e.g., case studies, examples). These courses should be reviewed by the DJHS curriculum committee to determine if adequate resources and opportunities are available to students to apply learned material.

Status Update: Faculty review of the curriculum revealed opportunities for application of concepts to real-world scenarios via case studies in courses within the program, including HSDD 5420. Further, via program reconstruction, which is expected to commence in Fall 2023, faculty will explore opportunities to integrate Mursion simulation software into courses within the program. Potential scenarios include a parent conference in HSDD 5410, utilization of conflict resolution strategies in the workplace in HSDD 5500, and provision of family support in HSDD 5200.

III.   **Selected Expected Program Outcomes and Direct Assessments**

A. **First Selected Expected Program Student Learning Outcome**

1. Statement of First Expected Program Student Learning Outcome Being Analyzed

    Apply knowledge of effective administrative and other leadership skills in the field of developmental disabilities.

    This program learning outcome was selected since it is critical for future professionals in the field to develop the leadership and administrative skills necessary to develop and manage programs and engage in evaluation activities to ensure the effectiveness of the programs that serve those with developmental disabilities. In addition, it is important that students understand how to effectively lead non-profit agencies that provide essential services within the community to ensure best practices are being carried out when working with the individuals being served.

2. Detailed Description of Direct Assessment method(s) and process to be Used for First Expected Program Student Learning Outcome

    The first selected expected student learning outcome was measured using direct assessment methods within a core course in the program: **HSDD 6000 Developmental Disabilities Masters Research Project**. The course and direct assessment methods are discussed separately below.

In **HSDD 6000 Developmental Disabilities Masters Research Project**, students are expected to work with a faculty member advisor to complete a research project in which they will design a social service program targeting individuals with developmental disabilities. Program design and evaluation methodology, analytic thinking, and writing skills are infused throughout the curriculum to prepare students to complete this project. While the Masters Research Project is a major task, it is broken down into specific assignments, which are described below:

Assignment A: Students submit a 1-2 page narrative identifying an issue in the field of developmental disabilities and describing the problem in some detail including how the problem is currently being addressed and if the emerging project is feasible.

Assignment B: Students submit a one-page narrative discussing the significance and relevance of their chosen program in the field of developmental disabilities.

Assignment C: The students submit a comprehensive literature review that relates to the main themes identified in the literature related to the topic/problem to be addressed via the development of your program.

Assignment D: Students submit a needs assessment for their proposed program, including approaches to measurement and methods of data collection and analysis.

Assignment E: Students formulate a mission statement or a brief narrative that describes the general focus of the program that includes the intent and philosophy driving it. In addition, students will identify at least 3 goals of their program and 3 objects for each goal.

Assignment F: Students complete a Program Logic Model including key elements such as resources, activities, outputs, short- and long-term outcomes, and impact.

Assignment G: Students generate a proposed budget for their program (visual and narrative) as well as a narrative explaining how they propose to fund their proposed program.

Assignment I: Students provide a detailed narrative (3 page minimum) describing the personnel that will be needed to run your proposed program.

Assignment J: Students provide a detailed narrative of their program design including but not limited to the proposed programs intake procedures and admissions criteria, measures or tools utilized, a detailed description of what services will be provided and how they will be delivered to the program's participants.

Assignment K: Students create a program evaluation plan via a chart that includes that program's goals, target outcomes, steps to achieve the outcome, results, analysis and action plan, the person responsible for each of the program goals, and the time frame in which each goal will be evaluated.

Assignment L: Students provide a narrative description (2 page minimum) of their program's strengths, limitations, and future directions or ways in which the student would like to see their program evolve, grow or change.

Assignment M: The student incorporates feedback provided by their Project Director and consolidates the assignments to produce a final document.

See Table 1 (below), which outlines the linkage between the first selected program learning outcome, relevant HSDD 6000 course learning outcomes that are directly tied to this program learning outcome, and direct assessment method.

Table 1. *First Selected Expected Program Learning Outcome, HSDD 6000 Course Learning Outcomes, and Direct Assessment*

First Selected Expected Program Learning Outcome	HSDD 6000 Course Learning Outcomes Tied to PLO #1	Direct Assessment
1. Graduates of the Master of Science in Developmental Disabilities degree program will be able to apply knowledge of effective administrative and other leadership skills in the field of developmental disabilities through the use of case study analyses, research papers, and in-class assignments.	1. Apply knowledge in a specific area within the field of developmental disabilities by conducting a research project, specifically a program design.	Final Paper – Masters Research Project
	2. Gain experience in designing or evaluating a program within the field of developmental disabilities.	

3. <u>Statement of the Expected Level of Achievement of First Expected Program Student Learning Outcome</u>

    Rubrics were used to assess students' ability to apply what they have learned with regard to developmental disabilities, organizational behavior, strategic planning, and program evaluation to the design of a human services program, which provides services to individuals and families with developmental disabilities (see Appendix A for assignment descriptions and rubrics). It was anticipated that 80% of students would receive an overall average score of 4 out of 5 or higher on the 5-point scale rubrics, and 8 out of 10 or higher on the 10-point scale assignment rubrics. Average ratings on each rubric item were calculated to determine specific strengths and weaknesses.

Table 2. *Assignment Components and Associated Points Possible*

Assignment	Points
A: Statement of the Problem and Identified Population	5
B: Significance of Program in the Field	5
C: Literature Review	10
D: Needs Assessment	10
E: Program Mission Statement and Goals	5
F: Program Logic Model	10
G: Marketing Plan	5
H: Proposed Budget	5
I: Program Personnel and Physical Environment	5
J: Program Procedures/Methodology	10
K: Program Evaluation	10
L: Program Strengths and Limitations	5
M: Final Program Design Document	10
Total	95

4. <u>Analysis, Interpretation, and Discussion of Result(s) for First Expected Program Student Learning Outcome</u>

    Data were collected for three recent offerings of the course HSDD 6000 Masters Research Project, over four (4) separate terms: Winter 2022, Fall 2021, Winter 2021 and Fall 2020. A total of 80 learners completed all assignments across these course offerings and were included in the analysis. Total mean scores, and mean scores obtained by semester for each assignment are reported below (See Table 3). Additionally, the percentage of students meeting the benchmark (4 out of 5, or 8 out of 10 on each element) across the 4 semesters is presented in Table 4.

Table 3. *Mean Scores, by Semester, for assignment elements within the HSDD 6000 Masters Research Project*

Assignment	Semester				
	Winter 2022 ($n = 15$)	Fall 2021 ($n = 17$)	Winter 2021 ($n = 28$)	Fall 2020 ($n = 20$)	Total ($n = 80$)
A: Statement of the Problem and Identified Population	4.85	4.80	4.70	4.78	4.78
B: Significance of Program in the Field	4.76	4.94	4.71	4.74	4.79
C: Literature Review	9.09	9.73	8.96	9.22	9.25
D: Needs Assessment	8.94	9.48	9.2	9.81	9.36
E: Program Mission Statement and Goals	4.68	4.81	4.26	4.69	4.61
F: Program Logic Model	9.18	9.22	8.79	9.32	9.13
G: Marketing Plan	4.67	4.74	4.5	4.73	4.74
H: Proposed Budget	4.42	4.86	4.61	4.68	4.72
I: Program Personnel and Physical Environment	4.64	4.55	4.58	4.67	4.70
J: Program Procedures/Methodology	8.62	9.76	9.51	8.98	9.37
K: Program Evaluation	8.93	8.75	9.16	8.98	9.12
L: Program Strengths and Limitations	4.67	4.84	4.61	4.87	4.83
M: Final Program Design Document	9.31	9.68	9.56	9.34	9.64

Table 4. *Percentage of students meeting benchmark (4 out of 5, or 8 out of 10 on each element), by Semester within the HSDD 6000 Masters Research Project*

Assignment	Semester									
	Winter 2022 ($n = 15$)		Fall 2021 ($n = 17$)		Winter 2021 ($n = 28$)		Fall 2020 ($n = 20$)		Total	
	#	%	#	%	#	%	#	%	#	%
A: Statement of the Problem and Identified Population	14	93%	16	94%	25	89%	19	95%	74	93%

B: Significance of Program in the Field	13	87%	17	100%	26	93%	19	95%	75	94%
C: Literature Review	14	93%	17	100%	25	89%	17	85%	73	91%
D: Needs Assessment	13	87%	15	88%	25	89%	20	100%	73	91%
E: Program Mission Statement and Goals	14	93%	16	94%	21	75%	18	90%	69	86%
F: Program Logic Model	13	87%	16	94%	22	79%	19	95%	70	88%
G: Marketing Plan	14	93%	16	94%	23	82%	19	95%	72	90%
H: Proposed Budget	13	87%	16	94%	25	89%	18	90%	72	90%
I: Program Personnel and Physical Environment	14	93%	16	94%	23	82%	19	95%	72	90%
J: Program Procedures/Methodology	13	87%	17	100%	25	89%	18	90%	73	91%
K: Program Evaluation	13	87%	14	82%	25	89%	16	80%	68	85%
L: Program Strengths and Limitations	14	93%	17	100%	23	82%	20	100%	74	93%
M: Final Program Design Document	14	93%	16	94%	26	93%	18	90%	74	93%

Overall, the expectation that 80% of students would receive an overall average score of 4 out of 5 or higher on the 5-point scale rubrics, and 8 out of 10 or higher on the 10-point scale assignment rubrics was met. When looking closely at mean scores by semester for each of the assignment elements, relative strengths are noted in their ability to articulate a statement of the problem, formulate a rationale for the significance of the program in the field, and identify strengths and limitations of their proposed programs. Students also performed relatively well on the needs assessments and program procedures and methodology portions of the masters research project. With regard to the percentage of students meeting the benchmark (4 out of 5, or 8 out of 10 on each element), students exceeded the 80% threshold across all assignment elements and terms, with the exception of 2 elements in Winter 2021 (Program Mission Statement and Goals = 75%; Program Logic Model = 79%). Performance on these 2 elements in Winter 2021 does not appear to be indicative of a trend, however, since students performed well on these elements in Winter 2022, Fall 2021 and Fall 2020. With regard to potential areas for growth, performance on the program evaluation aspect of the assignment consistently fell below 90% across all terms. Although performance is relatively lower when compared to other assignment elements, more than 80% of students met the threshold across all terms which indicates that overall, the learning outcome was met. When taking all elements together in the culminating final

product (Final Program Design Document), 93% of students met the threshold across semesters (M = 9.64). This suggests that students are able to put the elements together and incorporate faculty feedback to produce a cohesive and high-quality program design document.

B. Second Selected Expected Program Student Learning Outcome

1. Statement of Second Expected Program Student Learning Outcome Being Analyzed

   Examine the different developmental disabilities and the challenges faced across the lifespan.

   This learning outcome was selected because in order to effectively work with individuals with developmental disabilities, it is important that students understand the nature of their disabilities and how these disabilities impact individuals and families in a variety of different ways throughout the course of their life.

2. Detailed Description of Direct Assessment method(s) and process to be Used for Second Expected Program Student Learning Outcome

   The second selected expected student learning outcome was measured using two direct assessment methods: Developmental Disabilities Literature Review in **HSDD 5000 Survey of Developmental Disabilities** and a final exam in **HSDD 5410 Early Identification and Assessment of Developmental Disabilities**. The courses and direct assessment methods are discussed below.

   In **HSDD 5000 Survey of Developmental Disabilities**, students are expected to conduct a literature review on a particular developmental disability that interests them. Students choose their own topics and describe the etiology, epidemiology, course, diagnostic and assessment procedures, interventions, challenges, strengths, community support programs, societal views, cultural issues, etc. An 8-to-10-page paper, not including title page and reference section, is required. Students are expected to select at least 8 articles from peer-reviewed journals to be included in the paper. The student is also required to address, at the end of the paper, how the information researched and obtained will assist them in their current or future work in the field.

   See Table 5 (below), which outlines the linkage between the second selected program learning outcome, relevant HSDD 5000 course learning outcomes that are directly tied to this program learning outcome, and direct assessment method.

Table 5. *Second Selected Expected Program Learning Outcome, HSDD 5000 Course Learning Outcomes, and Direct Assessment*

Second Selected Expected Program Learning Outcome	HSDD 5000 Course Learning Outcomes Tied to PLO #2	Direct Assessment
2. Demonstrate knowledge of the different developmental disabilities and the challenges faced by these individuals across the lifespan.	1. Demonstrate a working knowledge of the different types of developmental disabilities and explain the impact of developmental disabilities on individuals and family functioning	Literature Review: A 20-point, criterion-based assignment rubric is utilized to assess students' ability to integrate readings, research, and opinions to demonstrate knowledge of the core concepts, as well as the assessment process in the identification/ diagnosis of developmental disabilities.
	3. Demonstrate a command of the assessment process in the identification/diagnosis of developmental disabilities.	

The grading rubric for this assignment is depicted below (See Table 6).

Table 6. *Grading Rubric for Literature Review on Developmental Disability (HSDD 5000)*

Criteria	0 points	1-3 points	4-5 points
Breadth of information obtained on developmental disability	Vague, inaccurate or failure to provide information or describe the above-mentioned characteristics of the selected developmental disability; Failure to present a review of the different aspects of the developmental disability.	Thin description of the different aspects of the selected developmental disability; addresses some of the above-mentioned characteristics in the paper, but not enough details and specific aspects of the developmental disability selected.	Provides substantial and accurate information of the selected developmental disability; describes most of the above-mentioned characteristics of the developmental disability and provides a detailed and accurate report of the different aspects of the disability.
	0 points	**1-3 points**	**4-5 points**
Peer-reviewed	Did not provide at least	Provided at least 8	Provided at least 8 peer-

articles selected and reviewed in paper	8 peer-reviewed articles from journals pertinent to the topic at hand; did not provide summary of the research articles found; provided articles found on the internet.	articles, but not all were peer-reviewed or from journals pertinent to the topic; minimal summarizing of research articles found.	reviewed articles from journals pertinent to the topic and provided substantial information of the research findings from each of the articles to support ideas.
	0 points	**1-3 points**	**4-5 points**
Application of course readings and material learned	Does not apply any of the information obtained and learned from the course in the paper; does not incorporate information from the course readings; does not address how the information obtained will assist them in their current or future work in the field.	Provides minimal application of course readings and material learned in class; addresses, to some extent, the value of information obtained and how this information will assist them in their current or future work in the field.	Provides ample application of course readings and materials learned in class to support information obtained; Addresses in detail how the information obtained will assist the student in his/her current or future work in the field.
	0 points	**1-3 points**	**4-5 points**
Organization, grammar, and APA style	The paper is less than 8 pages; does not include a Reference section; does not follow or has multiple errors in APA format; Writing is poorly edited; Awkward construction and/or poor flow of ideas	The paper includes a Reference section with some APA errors throughout; writing shows evidence of self-editing with some construction and/or flow problems.	The paper is at least 8 pages; includes a well-written Reference section with minimal errors; has minimal errors in APA format; Writing is properly edited and reviewed; Good construction and flow of ideas; appropriate use of direct quotes and within-text citations.
Total			**/20**

In **HSDD 5410 Early Identification and Assessment of Developmental Disabilities**, students take a time-limited, final exam, which is comprehensive, covering information presented throughout the semester. Students' answers must demonstrate knowledge and experience gained and must reflect critical thinking about the issues involved in early childhood assessment. Exam items include those related to diagnosis and characteristics of specific developmental disabilities, the purpose and components of comprehensive evaluations, advantages/disadvantages of early diagnosis/identification of developmental disabilities, IDEA, risk/protective factors; models of assessment; barriers to assessment, screening, observations, family assessments, reducing culture bias, language assessment, IQ assessment, and academic readiness.

See Table 7 (below), which outlines the linkage between the second selected program learning outcome, relevant HSDD 5410 course learning outcomes that are directly tied to this program learning outcome, and direct assessment method.

Table 7. *Second Selected Expected Program Learning Outcome, HSDD 5410 Course Learning Outcomes, and Direct Assessment*

Second Selected Expected Program Learning Outcome	HSDD 5410 Course Learning Outcomes Tied to PLO #2	Direct Assessment
2. Graduates of the Master of Science in Developmental Disabilities degree program will be able to demonstrate knowledge of the different developmental disabilities and the challenges faced by these individuals across the lifespan.	1. Analyze the risk factors and early warning signs of developmental delays in early childhood.	Final Exam: A 20-point criterion-based rubric is used to assess the students' understanding of the role diversity and ethical issues play in test selection and in conducting a thorough evaluation.
	2. Use commonly utilized diagnostic assessments to identify developmental delays.	
	3. Apply varying diagnostic approaches to classify developmental delays to case analyses	

The grading rubric for this assignment is depicted below (See Table 8).

Table 8. *Grading Rubric for Final Examination (HSDD 5410)*

Course Learning Objectives	0-13 points	14-15 points	16-17 points	18-20 points
LO: All	There are many incomplete responses and/or responses that do not address the question at all. Responses do not reflect understanding of the concepts or an ability to apply concepts to real-world situations.	Responses to some of the questions are incomplete. They do not reflect a full understanding of the concept and/or the use of critical thinking or the ability to apply the concept to a real-world situation.	Responses to questions are complete and reflect full understanding of each concept, critical thinking, and ability to apply course content to real-world situations.	Responses to questions are complete and reflect full understanding of each concept, critical thinking, and ability to apply course content to real-life situations. Where applicable, references are cited.

3. <u>Statement of the Expected Level of Achievement of Second Expected Program Student Learning Outcome</u>

A rubric was used to assess students' ability to examine a particular developmental disability and challenges specific to that population on the literature review assignment in **HSDD 5000 Survey of Developmental Disabilities**. Each rubric item was evaluated using a 5-point scale and average ratings on each item were calculated. It was anticipated that 75% of students would receive an overall average score of 4 or higher on rubric items.

Items on the final exam in **HSDD 5410 Early Identification and Assessment of Developmental Disabilities** include those related to diagnosis and characteristics of specific developmental disabilities, the purpose and components of comprehensive evaluations, advantages/disadvantages of early diagnosis/identification of developmental disabilities, IDEA, risk/protective factors; models of assessment; barriers to assessment, screening, observations,

family assessments, reducing culture bias, language assessment, IQ assessment, and academic readiness. It was expected that the average score on the exam would exceed 80%.

4. Analysis, Interpretation, and Discussion of Result(s) for Second Expected Program Student Learning Outcome

   Data were collected for the three most recent terms for **HSDD 5000 Survey of Developmental Disabilities**: Summer 2022, Winter 2022, and Fall 2021. A total of 65 learners completed the literature review across these course offerings and were included in the analysis. Total mean scores obtained, by semester, for the assignment and mean scores for each criterion within the assignment rubric are reported below (See Table 9). Additionally, the number of students and percentage meeting the benchmark on each criterion are reported by semester in Table 10.

Table 9. *Mean Scores for Total Assignment and for Rubric Criteria, by Semester (HSDD 5000)*

Criteria	Total Points	Summer 2022		Winter 2022		Fall 2021	
		N	Mean Score	N	Mean Score	N	Mean Score
Breadth of information obtained on developmental disability	5	15	4.6	16	4.9	34	4.7
Peer-reviewed articles selected and reviewed in paper	5	15	5.0	16	4.7	34	5.0
Application of course readings and material learned	5	15	5.0	16	4.6	34	4.9
Organization, grammar, and APA style	5	15	4.7	16	4.0	34	4.2
TOTAL	20	15	4.8	16	4.5	34	4.7

Table 10. *HSDD 5000 Literature Review Number of Students and Percentage Meeting Benchmark (Achieving a Score of "4" or Better) on each Rubric Element*

Criteria	Summer 2022 (*n* = 15)		Winter 2022 (*n* = 16)		Fall 2021 (*n* = 34)	
	# Meeting Benchmark	Percent Meeting Benchmark	# Meeting Benchmark	Percent Meeting Benchmark	# Meeting Benchmark	Percent Meeting Benchmark
Breadth of information obtained on developmental disability	13	87%	15	94%	29	85%
Peer-reviewed articles selected and reviewed in paper	15	100%	15	94%	34	100%
Application of course readings and material learned	15	100%	13	87%	32	94%
Organization, grammar, and APA style	15	100%	12	80%	25	74%

Overall, the expectation that 75% of students would receive an overall average score of 4 or higher on rubric items was met. When looking closely at mean scores by semester for each of the assignment elements, relative strengths are noted in peer-reviewed articles selected and reviewed in paper, and application of course readings and material learned. With regard to the percentage of students meeting the benchmark (4 out of 5 on each element), students exceeded the 80% threshold across all assignment elements and terms, with the exception of the following rubric element in Fall 2021 (Organization, grammar, and APA style = 74%). This element was also found to be a relative weakness when looking at mean scores across terms (M = 4.3). This was a relative weakness identified in the prior ASLO report and as was previously noted, faculty reported that since this is one of the first core courses students take in the program, students are often

observed to have difficulty in the areas of writing (e.g., grammar, organization, etc.) and APA style. To address these challenges, more APA resources have been provided to students, including a sample paper with APA comments and feedback. Additionally, faculty have utilized NSU's Writing and Communication Center to facilitate additional assistance in the area of writing for students in HSDD 5000.

Data were collected for four (4) offerings of the course **HSDD 5410 Early Identification and Assessment of Developmental Disabilities**, over the 4 most recent terms: Fall 2021, Summer 2021, Fall 2020 and Summer 2020. A total of 24 learners completed the final exam across these course offerings and were included in the analysis. Total mean scores obtained, by semester, for the final exam are presented below (See Figure 1). Additionally, the number of students that met the benchmark (achieved a score of 80% or better) are reported by semester/section below in Table 11.

Figure 1. *HSDD 5410 Final Exam Mean Scores for Fall 2021, Summer 2021, Fall 2020, and Summer 2020*
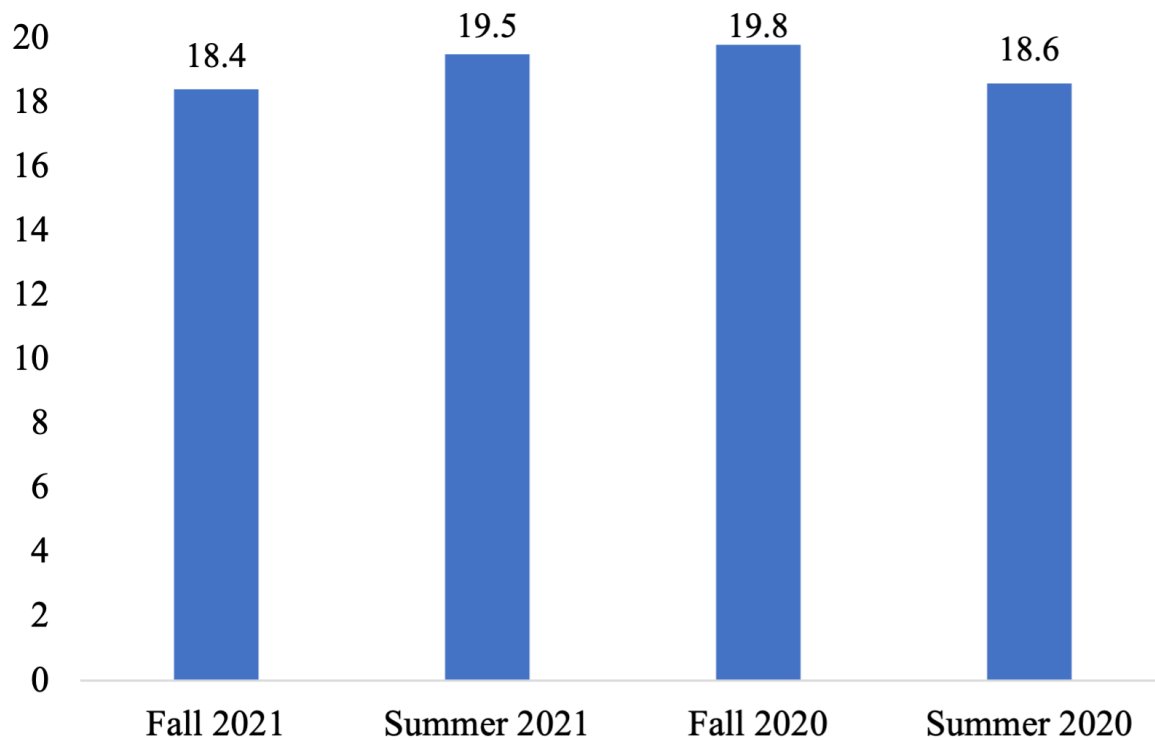
Table 11. *HSDD 5410 Number and Percentage of Students that Met the Benchmark by Semester (Achieved a Score of 80% or Better)*

Assignment	N	# Meeting Benchmark	Percent Meeting Benchmark
		Final Exam	
Fall 2021	9	8	89%
Summer 2021	2	2	100%
Fall 2020	5	5	100%
Summer 2020	8	8	100%
Total	24	23	96%

Overall, the expectation that the average score on the exam will exceed 80% was met. When looking closely at mean scores by semester for each of the assignment elements, performance well-exceeded the benchmark (all terms exceeded 90%). Overall, 96% of learners assessed achieved an 80% or better on the final exam, which suggests that students successfully demonstrated knowledge of diagnosis and characteristics of specific developmental disabilities, the purpose and components of comprehensive evaluations, advantages/disadvantages of early diagnosis/identification of developmental disabilities, IDEA, risk/protective factors; models of assessment; barriers to assessment, screening, observations, family assessments, reducing culture bias, language assessment, IQ assessment, and academic readiness.

C. **Third Selected Expected Program Student Learning Outcome**

1. <u>Statement of Third Expected Program Student Learning Outcome Being Analyzed</u>

Demonstrate research, analytic thinking and writing skills when creating a program design or evaluation project on a relevant topic in the field.

This outcome was selected due to its importance in building program planning and evaluation skills for students in the MS in Developmental Disabilities program. These skills are necessary for effective leadership in serving and administering programs for individuals with developmental disabilities.

2. Detailed Description of Direct Assessment method(s) and process to be Used for Third Expected Program Student Learning Outcome

In **HSDD 5100 Program Design and Evaluation**, students create an evaluation plan to assess the effectiveness of a proposed program designed to address an identified social problem in the field of developmental disabilities. The paper must include a definition of the problem (informed by the literature), specific indicators, and a plan for the implementation of both formative and summative evaluation strategies. Students are required to include specific research methodologies and related statistical methods, where applicable, which will be utilized to conduct both the process and summative evaluations of their proposed program. Further, students should identify stakeholders and their role in evaluation. The paper is expected to be between 6 to 8 pages (not counting title and reference pages) and adhere to APA style.

See Table 12 (below), which outlines the linkage between the third selected program learning outcome, relevant HSDD 5100 course learning outcomes that are directly tied to this program learning outcome, and direct assessment method.

Table 12. *Third Selected Expected Program Learning Outcome, HSDD 5100 Course Learning Outcomes, and Direct Assessment*

Third Selected Expected Program Learning Outcome	HSDD 5100 Course Learning Outcome Tied to PLO #3	Direct Assessment
3. Demonstrate research, analytic thinking and writing skills when creating a program design or evaluation project on a relevant topic in the field.	3) Perform skills required in conducting program evaluation such as developing objectives and indicators, conducting focus groups, and use of participatory evaluation techniques. 4) Apply knowledge of program evaluation to develop an evaluation plan.	A 20-point criterion-based rubric is used to assess students' ability to create an evaluation plan, including both formative and summative evaluation strategies.

The grading rubric for this assignment is depicted below (See Table 13).

Table 13. *Grading Rubric for Evaluation Plan Paper (HSDD 5100)*

Criteria	Proficient	Competent	Developing
An evaluation plan is provided which includes a definition of the problem that is clearly informed by the literature.	A comprehensive evaluation plan is provided, which includes a definition of a problem in the field of developmental disabilities that is clearly informed by the literature.	An evaluation plan is provided; however, lacks a clear connection to a relevant problem informed by the literature.	The student does not provide an evaluation plan and/or the plan is not linked to a defined problem.
The plan includes specific indicators and strategies for the implementation of both formative and summative evaluation methods (i.e., specific methodologies). Stakeholders and their role in evaluation are described.	Student includes specific indicators in the evaluation plan and strategies for the implementation of both formative and summative evaluation methods (i.e., specific research methodologies and statistics). Stakeholders are described in detail, such that it is clear the student understands stakeholder role in evaluation.	Student provides indicators within evaluation plan; however, strategies for the implementation of formative and summative evaluation methods are not described in sufficient detail such that it is not clear the student understands the purpose and implementation of each. Specific research methods and statistics are not described in sufficient detail.	Student introduces an evaluation plan; however, specific indicators and strategies of implementation are not mentioned and/or mentioned briefly with no discussion. Specific research methods and statistics are not mentioned or described in sufficient detail.
Well-written and follows APA guidelines as set forth in the 6th edition APA manual. Must include title page, abstract,	Accurate use of APA format with minimal errors. Evidence that errors from previous papers are corrected in later papers.	Some APA errors. Writing shows evidence of self-editing with some construction and/or flow problems.	Multiple errors in APA format; errors from previous papers not corrected in subsequent papers. Writing poorly edited;

citations throughout, reference page, and a maximum of two quotations (paraphrasing / citations are suggested instead of direct quotations).	Coherent development of the ideas using well-formed sentences and flowing paragraphs		awkward construction and/or poor flow of ideas.

3. <u>Statement of the Expected Level of Achievement of Third Expected Program Student Learning Outcome</u>

   In **HSDD 5100 Program Design and Evaluation** a rubric was used to assess students' ability to create a comprehensive evaluation plan which includes a well-defined problem in the field of developmental disabilities that is informed by the literature and includes strategies for the implementation of both formative and summative evaluation methods (i.e., specific research methodologies and statistics; see Appendix B for rubric). Each rubric item was evaluated using an 8-point scale and average ratings on each item will be calculated. It was anticipated that 80% of students would receive an overall average score of 6 or higher on rubric items. The rubric item pertaining to quality of writing and adherence to APA format is scored on a 4-point scale. It was anticipated that 80% of students would achieve a score of 3 or better on writing and use of APA.

4. <u>Analysis, Interpretation, and Discussion of Result(s) for Third Expected Program Student Learning Outcome</u>

   Data were collected for three recent offerings of the course **HSDD 5100 Program Design and Evaluation**: Summer 2022, Winter 2022, and Fall 2021. A total of 60 learners completed the program evaluation plan across these course offerings and were included in the analysis. Mean scores for each criterion within the assignment rubric by semester are reported below (See Table 14), in addition to the number of students and percentage meeting the benchmark on each criterion (a score of 6 or higher on Elements 1 and 2, and a score of 3 or higher on Element 3; see Table 15).

Table 14. *Mean Scores for Total Assignment and for Rubric Criteria, by Semester (HSDD 5100)*

Criteria	Total Points Possible	Summer 2022		Winter 2022		Fall 2021	
		N	Mean Score	N	Mean Score	N	Mean Score
Element 1. An evaluation plan is provided which includes a definition of the problem that is clearly informed by the literature.	8	15	7.9	23	7.0	22	7.8
Element 2. The plan includes specific indicators and strategies for the implementation of both formative and summative evaluation methods (i.e., specific methodologies). Stakeholders and their role in evaluation are described.	8	15	6.7	23	6.6	22	7.0
Element 3. Adheres to APA format; well-written.	4	15	3.9	23	3.9	22	4.0

Table 15. *HSDD 5100 Program Evaluation Plan Number of Students and Percentage Meeting Benchmark (A Score of 6 or Higher on Elements 1 and 2, and a Score of 3 or Higher on Element 3) on each Rubric Element*

Criteria	Summer 2022 (*n* = 15)		Winter 2022 (*n* = 23)		Fall 2021 (*n* = 22)	
	# Meeting Benchmark	Percent Meeting Benchmark	# Meeting Benchmark	Percent Meeting Benchmark	# Meeting Benchmark	Percent Meeting Benchmark
Element 1. An evaluation plan is provided which includes a definition of the	15	100%	20	87%	22	100%

problem that is clearly informed by the literature.						
Element 2. The plan includes specific indicators and strategies for the implementation of both formative and summative evaluation methods (i.e., specific methodologies). Stakeholders and their role in evaluation are described.	15	100%	19	83%	21	95%
Element 3. Adheres to APA format; well-written.	15	100%	22	96%	22	100%

Overall, the expectation that 80% of students would receive an overall average score of 6 or higher on rubric elements 1 and 2 was met. Additionally, the expectation that 80% of students will achieve a score of 3 or better on writing and use of APA (Element 3) was met. Student performance on Element 3 suggested Program Evaluation Plans were well-written and adhered to APA 7th edition guidelines, with minimal errors. Students performed slightly better on Element 1 when compared to Element 2. This suggests students were successful in developing a comprehensive evaluation plan, which includes a definition of a problem in the field of developmental disabilities that is clearly informed by the literature; however, some students may have experienced greater difficulty in articulating specific indicators and strategies for the implementation of formative and summative evaluation methods.

IV.   **Comparison of Student Achievement by Location and/or Modality** (if applicable).

Not applicable for this program at this time, since all required coursework for this major is offered online only.

V.   **Assessment of Student Learning Outcomes Findings**

a) **First Selected Expected Program Student Learning Outcome:**

Apply knowledge of effective administrative and other leadership skills in the field of developmental disabilities.

The first selected expected student learning outcome was measured using direct assessment methods within a core course in the program: HSDD 6000 Developmental Disabilities Masters Research Project. For this assignment, students are expected to work with a faculty member advisor to complete a research project in which they will design a social service program targeting individuals with developmental disabilities. Program design and evaluation methodology, analytic thinking, and writing skills are infused throughout the curriculum to prepare students to complete this project. While the Masters Research Project is a major task, it is broken down into specific assignments, each reflecting a unique section of the paper.

Overall, the expectation that 80% of students would receive an overall average score of 4 out of 5 or higher on the 5-point scale rubrics, and 8 out of 10 or higher on the 10-point scale assignment rubrics was met. When looking closely at mean scores by semester for each of the assignment elements, relative strengths are noted in their ability to articulate a statement of the problem, formulate a rationale for the significance of the program in the field, and identify strengths and limitations of their proposed programs. Students also performed relatively well on the needs assessments and program procedures and methodology portions of the masters research project. With regard to the percentage of students meeting the benchmark (4 out of 5, or 8 out of 10 on each element), students exceeded the 80% threshold across all assignment elements and terms, with the exception of 2 elements in Winter 2021 (Program Mission Statement and Goals = 75%; Program Logic Model = 79%). Performance on these 2 elements in Winter 2021 does not appear to be indicative of a trend, however, since students performed well on these elements in Winter 2022, Fall 2021 and Fall 2020. With regard to potential areas for growth, performance on the program evaluation aspect of the assignment consistently fell below 90% across all terms. Although performance is relatively lower when compared to other assignment elements, more than 80% of students met the threshold across all terms which indicates that overall, the learning

outcome was met. When taking all elements together in the culminating final product (Final Program Design Document), 93% of students met the threshold across semesters (M = 9.64). This suggests that students are able to put the elements together and incorporate faculty feedback to produce a cohesive and high-quality program design document.

b) Second Selected Expected Program Student Learning Outcome

Examine the different developmental disabilities and the challenges faced across the lifespan.

The second selected expected student learning outcome was measured using two direct assessment methods: Developmental Disabilities Literature Review in HSDD 5000 Survey of Developmental Disabilities and a final exam in HSDD 5410 Early Identification and Assessment of Developmental Disabilities. In HSDD 5000 Survey of Developmental Disabilities, students are expected to conduct a literature review on a particular developmental disability that interests them. Students choose their own topics and describe the etiology, epidemiology, course, diagnostic and assessment procedures, interventions, challenges, strengths, community support programs, societal views, cultural issues, etc. On this assignment, across all sections included in the analysis, the expectation that 75% of students would receive an overall average score of 4 or higher on rubric items was met. When looking closely at mean scores by semester for each of the assignment elements, relative strengths were noted in peer-reviewed articles selected and reviewed in paper, and application of course readings and material learned. With regard to the percentage of students meeting the benchmark (4 out of 5 on each element), students exceeded the 80% threshold across all assignment elements and terms, with the exception of the following rubric element in Fall 2021 (Organization, grammar, and APA style = 74%). This element was also found to be a relative weakness when looking at mean scores across terms (M = 4.3). This was a potential area for growth identified in the prior ASLO report and as was previously noted, faculty reported that since this is one of the first core courses students take in the program, students are often observed to have difficulty in the areas of writing (e.g., grammar, organization, etc.) and APA style. To address these challenges, more APA resources have been provided to students, including a sample paper with APA comments and feedback. Additionally, faculty have utilized NSU's Writing and Communication Center to facilitate additional assistance in the area of writing for students in HSDD 5000.

In HSDD 5410 Early Identification and Assessment of Developmental Disabilities, students take a time-limited, final exam, which is comprehensive,

covering information presented throughout the semester. Students' answers must demonstrate knowledge and experience gained and must reflect critical thinking about the issues involved in early childhood assessment. Exam items include those related to diagnosis and characteristics of specific developmental disabilities, the purpose and components of comprehensive evaluations, advantages/disadvantages of early diagnosis/identification of developmental disabilities, IDEA, risk/protective factors; models of assessment; barriers to assessment, screening, observations, family assessments, reducing culture bias, language assessment, IQ assessment, and academic readiness. Across the three terms included in the analysis, the expectation that the average score on the exam will exceed 80% was met. When looking closely at mean scores by semester for each of the assignment elements, performance well-exceeded the benchmark (all terms exceeded 90%). Overall, 96% of learners assessed achieved an 80% or better on the final exam.

c) Third Selected Expected Program Student Learning Outcome

Demonstrate research, analytic thinking and writing skills when creating a program design or evaluation project on a relevant topic in the field.

The third selected expected student learning outcome was measured using a direct assessment method within one core course in the program: HSDD 5100 Program Design and Evaluation. In this course, students complete a program evaluation plan. A rubric was used to assess students' ability to create a comprehensive evaluation plan which includes a well-defined problem in the field of developmental disabilities that is informed by the literature and includes strategies for the implementation of both formative and summative evaluation methods (i.e., specific research methodologies and statistics; see Appendix B for rubric). Each rubric item was evaluated using an 8-point scale and average ratings on each item were calculated. It was anticipated that 80% of students would receive an overall average score of 6 or higher on rubric items. The rubric item pertaining to quality of writing and adherence to APA format is scored on a 4-point scale. It was anticipated that 80% of students would achieve a score of 3 or better on writing and use of APA.

Overall, the expectation that 80% of students would receive an overall average score of 6 or higher on rubric elements 1 and 2 was met. Additionally, the expectation that 80% of students will achieve a score of 3 or better on writing and use of APA (Element 3) was met. Student performance on Element 3 suggested Program Evaluation Plans were well-written and adhered to APA 7th edition

guidelines, with minimal errors. Students performed slightly better on Element 1 when compared to Element 2. This suggests students were successful in developing a comprehensive evaluation plan, which includes a definition of a problem in the field of developmental disabilities that is clearly informed by the literature; however, some students may have experienced greater difficulty in articulating specific indicators and strategies for the implementation of formative and summative evaluation methods.

VI.   Strategies for Improving Student Learning

Based on the findings of this assessment, faculty will continue to explore ways to enhance the delivery of the curriculum in a variety of ways, including the areas noted in this report. While learners attained higher than expected levels of performance in various aspects of the program learning objectives assessed, there appears to be an opportunity to strengthen these areas. The specifics of curricular changes or enhancements to be made will be determined collaboratively by the administration and faculty as a whole.

Some preliminary recommendations and areas of discussion for the administration and faculty to consider are listed below:

1) In HSDD 6000 (selected program learning outcome #1), with regard to potential areas for growth, performance on the program evaluation aspect of the assignment consistently fell below 90% across all terms. Although performance was relatively lower when compared to other assignment elements, more than 80% of students met the threshold across all terms which indicates that overall, the learning outcome was met. Faculty teaching the course have indicated that the resources and examples utilized to guide students on this aspect of the assessment could be improved. Therefore, it is recommended that faculty review the course to identify resources and design examples which are likely to be effective in supporting students on the program evaluation component of the assignment.

2) In HSDD 5100, on the program evaluation plan assignment, ASLO results suggest that students were successful in developing a comprehensive evaluation plan, which includes a definition of a problem in the field of developmental disabilities that is clearly informed by the literature; however, some students may have experienced greater difficulty in articulating specific indicators and strategies for the implementation of formative and summative evaluation methods. Faculty teaching the course have indicated that research methods and data analysis are relatively challenging for students. To address this area of relative weakness, faculty may consider developing a research module students can take early in the course. Faculty may also consider incorporating research methods and

statistics resources and content into other courses in the program where appropriate.

3) On the Literature Review assignment in HSDD 5000 students exceeded the 80% threshold across all assignment elements and terms, with the exception of the following rubric element in Fall 2021 (Organization, grammar, and APA style = 74%). This element was also found to be a relative weakness when looking at mean scores across terms (M = 4.3). This was a relative weakness identified in the prior ASLO report and as was previously noted, faculty reported that since this is one of the first core courses students take in the program, students are often observed to have difficulty in the areas of writing (e.g., grammar, organization, etc.) and APA style. To address these challenges, more APA resources have been provided to students, including a sample paper with APA comments and feedback. Additionally, faculty have utilized NSU's Writing and Communication Center to facilitate additional assistance in the area of writing for students in HSDD 5000. Faculty should continue these efforts and explore additional strategies to enhance writing and adherence to APA formatting guidelines via the planned reconstruction of the program in Fall 2023.

4) Continue to collect and utilize assessment of student learning data to explore student areas of weakness and potential areas for improvement and enhancement of student learning in courses across the MS in Developmental Disabilities program. As part of the program reconstruction a revised assessment plan should be developed and implemented to ensure tracking of student learning on program outcomes via direct assessments.

5) Program faculty should continue in their efforts to create opportunities in the program for students to apply concepts to real-world scenarios. This may be accomplished via case studies, use of Mursion simulation software, and/or other applied experiential activities.

Appendix A
HSDD 6000 Masters Research Project
Assignment Description and Rubrics

Assignment # 1: Program Rationale and Purpose (30 points total)
Designing a program is a multi-step process which includes building a rationale for the purpose of your program in order to gain support from decision makers. It is important to include a well thought out rationale and comprehensive literature review that accurately describes the problem, explains the relevance of the proposed program to the identified population and its potential impact, as well as includes a needs assessment that supports the need for funding and development of the proposed program.

A) Prior to beginning the project, all topics must be approved by your Project Director. The student will submit a 1-2-page narrative describing the following:

Identifying an issue in the field of developmental disabilities and describe the problem in some detail (e.g., "Creation of an obesity prevention program for children with intellectual disabilities as a result of high rates of obesity in this population").

How it this problem currently being addressed in the field? Explain whether you believe this is sufficient.

Is this emerging project feasible ("do-able")?

Assignment A (5 points total)

Criteria	0-1 points	2 points	3 points
Statement of Problem and Identified Population	Student does not identify an appropriate issue in the field and/or does not provide description	Student identifies an issue but does not describe the problem in detail and/or does not cite the literature to support	Student identifies an issue in the field of developmental disabilities and describes the problem in detail with literature to support
	0 points	1 point	2 points
Discussion of how the problem is currently being addressed in the field and project	Student omits discussion of stated problem and/or project feasibility	Some mention of how the problem is being addressed is provided but is lacking in depth or there is no discussion regarding the	Student discusses how problem is being addressed in the field, with literature to support, and provides a discussion of how the

feasibility		feasibility of the student's proposed project.	emerging project is thought to be feasible
		Total	**/5**

B) Students will then submit a minimum of a one-page narrative discussing the significance and relevance of their chosen program in the field of developmental disabilities. In addition, the student will discuss the impact of their program on the target population, locally in the community, and nationwide.

Assignment B (5 points total)

Criteria	0-1 points	2 points	3 points
Significance of Program in the Field	Student does not adequately discuss the significance and relevance of their chosen program	Student submits a narrative but does not meet the page requirement and/or does not adequately discuss the significance and/or relevance of the chosen program	Student submits a minimum of a one page narrative, providing a thoughtful discussion of the significance and relevance of their chosen program in the field of developmental disabilities
	0 points	**1 point**	**2 points**
Impact of the Program	Student omits discussion of the impact of the program on the target population	Student provides cursory mention of the impact of their program on the target population	Student discusses the impact of their program on the target population, locally in the community, and nationwide, with data/literature to support.
		Total	**/5**

C) The student will submit a comprehensive literature review that should relate the main themes identified in the literature related to the topic/problem to be addressed via the development of your program. It should not be a series of summaries of the various sources you have identified, but rather should inform the reader of the conclusions that can be drawn from the literature, with the sources cited supporting the conclusions. You should include a minimum of 10 references in your literature review and a minimum of 8 pages in length. The program rationale and/or hypotheses should logically follow from the conclusions of this section. When citing the literature, please remember to follow APA style.

Assignment C (10 points total)

Criteria	0-1 points	2-4 points	5-6 points
Literature Review	Student presents a series of article summaries and does not relate the main themes identified in the literature to the topic/problem.	Main themes are identified and conclusions are drawn from the literature; however, the program rationale and/or hypotheses do not logically flow from the conclusion	Literature review is provided that clearly relates the main themes identified in the literature to the topic/ problem. The review informs the reader of the conclusions that can be drawn from the literature and presents an rationale for the program based on those conclusions.
	0-1 points	2 points	3-4 points
APA style and References	Sources are not provided supporting the conclusions and/or many errors in APA style are evident. Most sources are not from peer-reviewed journal articles and/or are not considered credible sources (e.g., Wikipedia)	Student does not meet the page limit and provides less than 10 references in their literature review and/or a some errors in APA style are evident.	Student includes a minimum of 10 references, follows APA style, and meets the page requirement. The majority of references are articles from peer-reviewed journals.
		Total	**/10**

D) Create a needs assessment plan for your proposed program, including approaches to measurement and methods of data collection and analysis. Your needs assessment should be able to answer the following questions:

Who is the priority population?

What are the needs of the priority population?

Which subgroups within the priority population have the greatest need?

Where are these subgroups located geographically?

What is currently being done to resolve identified needs?

How well have the identified needs been addressed in the past?

The questions outlined above can be answered by incorporating the following steps: determining the purpose and scope of the needs assessment, gathering data, analyzing the data, identifying the factors linked to the problem, identifying the program focus, and validating the prioritized needs. Please be sure to outline your needs assessment in this manner in order to fully answer the questions listed above. Students are expected to produce a minimum of 5 pages, cite references, and use APA style throughout.

Assignment D (10 points total)

Criteria	0-1 points	2-3 points	4-5 points
Plan for Program Needs Assessment	Student did not provide a plan to conduct a program needs assessment	Students provides a plan to answer most, but not all, of the questions listed in the assignment description	Student provides a comprehensive plan to conduct a needs assessment, which is designed to answer all of the questions provided (i.e. a-f) using appropriate methods
	0-1 points	2-3 points	4-5 points
Approaches to measurement and methods of data collection and analysis	Students does not include approaches to measurement and methods of data collection and analysis in their needs assessment plan	Student mentions data collection, but does not explicitly describe the methods of data collection that will be used in the planned needs assessment	Student identifies and describes the approaches to measurement and methods of data collection and analysis which will be used in their planned needs assessment.
		Total	**/10**

Assignment # 2: Program Planning (30 points total)

In order to successfully implement your proposed program, you must plan spend a considerable amount of time planning the mission and goals of the program as well preparing a logical model, marketing plan, formulating a budget as well as the personnel needed and physical environment where the program will take place. Successful programs have detailed plans of the resources that will be needed to implement the program and reach the targeted population.

E) Students will formulate a mission statement or a brief narrative that describes the general focus of the program that includes the intent and philosophy driving it. In addition, students will identify at least 3 goals of their program (future event toward which a committed endeavor is directed) and 3 measurable objectives for each goal (e.g., improve social skills, improve nutrition knowledge) that will be described in a minimum of 3 pages.

Assignment E (5 points total)

Criteria	0-1 points	2 points	3 points
Program Mission Statement	Student did not formulate a sufficient mission statement or brief narrative and omitted describing the general focus of the program	Student formulated a mission statement or a brief narrative but did not adequately describe the general focus of the program	Student formulated a mission statement or a brief narrative that described the general focus of the program including the intent and philosophy driving it
	0 points	1 point	2 points
Program Goals & Objectives	Student does not include relevant goals and objectives	Student identifies at least 3 relevant goals for their program; however, does not list 3 objectives for each goal; the narrative falls short of the 3-page minimum	Student identifies at least 3 relevant goals for their program and lists 3 related, measurable objectives for each goal
		Total	**/5**

F) Students will complete a Program Logic Model. Based on information gathered from the literature review and needs assessment, students will produce assumptions, which will form the foundation of the logic model. Students should be sure to include key elements including resources, activities, outputs,

short- and long-term outcomes, and impact. Describe the steps you took to create your logic model, how you considered available resources in your plan, and how you will measure activities to generate outcome data. It should include both a narrative explanation of your programmatic elements in addition to a visual depiction of your logic model (i.e., chart).

Assignment F (10 points total)

Criteria	0 points	1 point	2 points
Inputs are comprehensively listed	An incomplete list is provided that is mostly vague or not applicable.	Presents the most important inputs involved in the program; a few inputs may lack specificity.	Lists all important categories of inputs that make the program possible.
	0 points	1 point	2 points
Activities are described	Very incomplete, missing key program activities	Includes most important program activities and provides adequate detail.	All salient programmatic activities are included and stated in sufficient detail.
	0 points	1 point	2 points
Outputs are specified	Items not phrased as counts. Includes outcomes.	Quantifies most of the activities and services.	Quantifies all of the activities and includes all of the important elements.
	0 points	1 point	2 points
Short-term, intermediate, and long-term outcomes are indicated	Outcomes are too broad or vague; Lists outcomes not outcomes.	Most of the outcomes are clearly indicated. Some are not specific and include outputs.	Clear, specific, concrete, and appropriate for the scope of the program. Minimal jargon.
	0 points	1 point	2 points

Logic Model layout and narrative	Narrative not included and/or layout incoherent/ disorganized	Writing poorly edited; awkward construction and/or poor flow of ideas in the description of the logic model. Poor layout and not consistent with logic model templates reviewed in course.	Coherent narrative, which effectively describes the process for logic model development and components, including how outcomes will be assessed. Precisely follows a logic model template reviewed in the course.
		Total	**/10**

G) Students will create a marketing plan in order to promote their proposed program. The marketing plan will include information regarding who you intend to market to as well as the modalities that you will utilize to promote your program. Sample marketing plans will be available via Canvas Modules for your review.

Assignment G (5 points total)

Criteria	0-1 points	2-3 points	4-5 points
Marketing Plan	Student did not adequately prepare and submit a marketing plan with the required information included	Student created a marketing plan but omitted information regarding who the intended audience will be and/or modalities they would utilize	Student created a marketing plan including information regarding who they intend to market to as well as the modalities they would utilize
		Total	

H) Students will generate a proposed budget for their program (visual and narrative) as well as a narrative explaining how they propose to fund their proposed program. A sample program budget will be available in the Modules section of Canvas for your reference.

Assignment H: Proposed Budget (5 points total)

Criteria	0 points	1 point	2 points
Program Budget Narrative	Student does not present a program budget narrative	Student presents a narrative of the proposed use of funds; however, the narrative presented does not provide enough detail to sufficiently describe the allocation of funds	Student narrative cohesively explains the proposed budget of the program, with clear descriptions of the allocation of funding.
	0-1 points	2 points	3 points
Program Budget Visual	Student does not present a visual budget representation, or budget does not reflect written narrative	Student presents a visual budget representation; however, it appears disorganized, is not accurately calculated, and/or does not seem appropriate to the proposed program	Student presents a clear visual budget (e.g., spreadsheet, table) that reflects and compliments the written narrative, is calculated correctly, and is appropriate for the proposed program operations and scope.
		Total	**/5**

I) Students will provide a detailed narrative (3 page minimum) describing the personnel that will be needed to run your proposed program. Please include a description of the job titles and explanation of their role within the program including administrators, support staff, and direct service personnel. Students will also describe the physical environment in which the program will take place.

Assignment I: Program Personnel and Physical Environment (5 points total)

Criteria	0-1 points	2 points	3 points
Narrative that includes job titles, explanation of roles, administrative information, support staff, and direct service	Student narrative excludes many of the details required, and/or lacks any organization/cohesion between program details	Student presents details of the narrative, but details of the program are missing and/or the	Student narrative discusses all outlined areas with sufficient detail. Narrative presents all areas in a

personnel.		details are not presented in an organized way	cohesive way.
	0 points	1 point	2 points
Discussion of Physical Environment/ Narrative length	Student minimally discusses the physical environment, and/or does not present a full three pages of content.		Student discusses the physical environment of the program, and the narrative is at least 3 pages in content.
		Total	

Assignment # 3: Methodology/Implementation

The focus of this assignment will be on describing how the proposed program will be carried out in order to achieve its goals that are in line with the mission statement. In addition, a discussion of how program outcomes will be evaluated and strengths and limitations of the program will be required. After obtaining feedback on each of these assignments from your Project Director, the student will consolidate the assignments to form a final product. A sample of the final document with appropriate formatting will be available via Blackboard.

J) Students will provide a detailed narrative of their program design including but not limited to the proposed programs intake procedures and admissions criteria, measures or tools utilized, a detailed description of what services will be provided and how they will be delivered to the program's participants. Furthermore, sample intake forms, measures that will be utilized, and program consent forms will be submitted and included in the appendix of the final document.

Assignment J: Program Procedures/Methodology (10 Points)

Criteria	0-1 points	2-3 points	4-5 points
Detailed Narrative including: Procedure, Admission Criteria,	Student narrative excludes many of the details required, and/or lacks any organization/cohesion between	Student presents details of the narrative, but details of the program are missing and/or the	Student narrative discusses all outlined areas with sufficient detail. Narrative

Measures Utilized, Services Provided, and Service Delivery	program details	details are not presented in an organized way	presents all areas in a cohesive way.
	0-1 points	2-3 points	4-5 points
Sample Intake Forms, Measures, and Consents	Student does not present multiple sample forms, and/or the forms are not discussed in the narrative	Student presents sample forms, but forms are missing and/or are not appropriately discussed in the narrative	Narrative has sample forms in appendices, and the role of the forms are appropriately discussed in the narrative
		Total	**/10**

K) Students will create a program evaluation plan via a chart (sample available via Canvas) that includes that program's goals, target outcomes, steps to achieve the outcome, results, analysis and action plan, the person responsible for each of the program goals, and the time frame in which each goal will be evaluated.

Assignment K: Program Evaluation (10 Points)

Criteria	0-1 points	2-3 points	4-5 points
Program evaluation chart incorporates Program Goals, Target Outcomes, Steps to Completion, and Results	Chart is missing multiple required aspects of the evaluation plan and lacks detail/organization	Chart is missing one or more required aspects of the evaluation plan (e.g., goals, outcomes, steps, and/or expected findings), or lacks sufficient detail/organization	Chart incorporates relevant program goals, target outcomes, steps to achieve proposed outcomes, and what the findings are expected to be. All aspects are in alignment, meaning the outcomes are related to the goals, and the steps to achieve proposed outcomes make sense.

	0-1 points	2-3 points	4-5 points
Program evaluation chart includes Analysis, an Action Plan, Responsibilities, and Timeframe for goal evaluation.	Chart is missing multiple required aspects of the evaluation plan and lacks detail/organization	Chart is missing one or more required aspects (e.g., action plan, data analysis plan, timeframe) of the evaluation plan, or lacks sufficient detail/organization	Chart incorporates plan for data analysis, and an action plan (steps involved in the evaluation and who will be responsible for each step) and timeline for completion of each step of the evaluation.
		Total	**/10**

L) Students will provide a narrative description (2-page minimum) of their program's strengths, limitations, and future directions or ways in which the student would like to see their program evolve, grow or change.

Assignment L: Program's Strengths and Limitation (5 Points)

Criteria	0-1 points	2 points	3 points
Narrative of Program's Strengths and Limitations	Student does not present strengths and/or limitations of the program.	Student presents some strengths and weaknesses of the program, but this discussion lacks cohesion and/or detail.	Student presents an in-depth discussion of the strengths and limitations of the program proposed
	0 points	1 point	2 points
Future Directions/Program Evolution and Page Length	Student does not discuss future directions of the program	Student presents inappropriate future directions of the program, and/or the narrative is less than 2 pages	Student presents appropriate future directions of the program, and does this in at least two full pages.
		Total	**/5**

M) After receiving weekly feedback on each of their assignments in the course, the student will incorporate feedback provided by their Project Director and will consolidate the assignments to produce a final document. The document should be written in accordance with APA style. No typeface smaller than Times New Roman 12pt should be used. The document should be double spaced with 1" margins. A sample format for the final document will be available via Canvas.

Assignment M: Final Program Design (10 Points)

Criteria	0-1 points	2-3 points	4-5 points
Consolidation of Assignments	Student did not consolidate all aspects of the assignment and/or the document lacks overall cohesion.	A final document was submitted, but lacks cohesion between assignment sections.	All assignments were properly consolidated into a cohesive final document
	0-1 points	2-3 points	4-5 points
Incorporation of weekly feedback	Feedback was not incorporated into the final presentation	Feedback was minimally incorporated into the assignment	All feedback was weighed and properly incorporated into the final document.
		Total	**/10**

Appendix B
HSDD 5100 Program Design and Evaluation
Program Evaluation Plan Rubric

Criteria	Proficient	Competent	Developing
An evaluation plan is provided which includes a definition of the problem that is clearly informed by the literature.	A comprehensive evaluation plan is provided, which includes a definition of a problem in the field of developmental disabilities that is clearly informed by the literature.	An evaluation plan is provided; however, lacks a clear connection to a relevant problem informed by the literature.	The student does not provide an evaluation plan and/or the plan is not linked to a defined problem.
The plan includes specific indicators and strategies for the implementation of both formative and summative evaluation methods (i.e., specific methodologies). Stakeholders and their role in evaluation are described.	Student includes specific indicators in the evaluation plan and strategies for the implementation of both formative and summative evaluation methods (i.e., specific research methodologies and statistics). Stakeholders are described in detail, such that it is clear the student understands stakeholder role in evaluation.	Student provides indicators within evaluation plan; however, strategies for the implementation of formative and summative evaluation methods are not described in sufficient detail such that it is not clear the student understands the purpose and implementation of each. Specific research methods and statistics are not described in sufficient detail.	Student introduces an evaluation plan; however, specific indicators and strategies of implementation are not mentioned and/or mentioned briefly with no discussion. Specific research methods and statistics are not mentioned or described in sufficient detail.
Well-written and follows APA guidelines as set forth in the 6th edition APA manual. Must include title page, abstract, citations throughout, reference page, and a maximum of two quotations (paraphrasing / citations are suggested instead of direct quotations).	Accurate use of APA format with minimal errors. Evidence that errors from previous papers are corrected in later papers. Coherent development of the ideas using well-formed sentences and flowing paragraphs	Some APA errors. Writing shows evidence of self-editing with some construction and/or flow problems.	Multiple errors in APA format; errors from previous papers not corrected in subsequent papers. Writing poorly edited; awkward construction and/or poor flow of ideas.