Program Assessment Plan

Program: Masters of Science in Applied Behavior Analysis (MSABA) and the Post-Masters Certificate in Applied Behavior Analysis (PMC)

Department: School of Social Work

College/School: College for Public Health and Social Justice

Date: January 1, 2018

Primary Assessment Contact: Alyssa Wilson, PhD, ABA Programs Director

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Program Learning Outcomes What do the program faculty expect all students to know, or be able to do, as a result of completing this program? *Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).*		Assessment Mapping From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.	Assessment Methods What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed? ▪ *Note: the majority should provide direct, rather than indirect, evidence of achievement.* Please note if a rubric is used and, if so, include it as an appendix to this plan.	Use of Assessment Data How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work? How and when will the program evaluate the impact of assessment-informed changes *made in previous years*?
1	Students will assess relevant behavior analysis literature/scholarly contributions.	*MSABA*	*ABA 5990: Thesis*	--Written and oral defense of independent research project (see Rubric 1 in appendix). --The Program Director and Program Coordinator will collect student rubrics from faculty teaching the course each year.	--Data will be collected annually, and will be used to make changes every 3 years. --The program will evaluate the impact of changes made in previous years in Summer 2018.
		PMC	*ABA 5748: Behavior Change and Processes*	--Final exam (see Rubric 2 in appendix). --The Program Director and Program Coordinator will collect student rubrics from faculty teaching the course each year.	--Data will be collected annually, and will be used to make changes every 3 years.

2	Students will apply behavioral theories, practices, policies, or research methodologies.	*MSABA*	*ABA 5840 Integrative Seminar*	Practice culmination project presentation (see Rubric 3 in appendix). --The Program Director and Program Coordinator will collect student rubrics from faculty teaching the course each year.	--Data will be collected annually, and will be used to make changes every 3 years.
		PMC	*ABA 5748: Behavior Change and Processes*	--Final exam (see Rubric 2 in appendix). --The Program Director and Program Coordinator will collect student rubrics from faculty teaching the course each year.	--Data will be collected annually, and will be used to make changes every 3 years.
3	Students will apply knowledge from ABA to address problems in broader contexts.	*MSABA*	*ABA 5748: Behavior Change and Processes*	--Final exam (see Rubric 2 in appendix). --The Program Director and Program Coordinator will collect student rubrics from faculty teaching the course each year.	--Data will be collected annually, and will be used to make changes every 3 years.
		PMC			
4	Students will articulate ABA explanations/arguments to a disciplinary/professional audience in both written and oral formats.	*MSABA*	*ABA 5990: Thesis*	--Written and oral defense of independent research project (see Rubric 1 in appendix). --The Program Director and Program Coordinator will collect student rubrics from faculty teaching the course each year.	--Data will be collected annually, and will be used to make changes every 3 years.
		PMC	*ABA 5748: Behavior Change and Processes*	--Final exam (see Rubric 2 in appendix). --The Program Director and Program Coordinator will collect student rubrics from faculty teaching the course each year.	--Data will be collected annually, and will be used to make changes every 3 years.

5	Students will evidence scholarly/professional integrity (ethics) in behavior analysis.	*MSABA* *PMC*	*ABA 5749: Ethics in Behavior Analysis*	--Computer fluency training modules (see Rubric 4 in appendix). --The Program Director and Program Coordinator will collect student rubrics from faculty teaching the course each year.	--Data will be collected annually, and will be used to make changes every 3 years.

Additional Questions

1. On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? *(It is <u>not recommended</u> to try to assess every outcome every year.)*

The program will target one learning outcome each year as follows:

Fall semester—planning and organizing for collection of rubrics.

Spring/summer semester—data collection and analysis.

Summer semester—report writing.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

This plan was established and agreed upon by all representatives on the ABA program committee in the School of Social Work.

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

Items will complete 3-year cycles before being included in the annual report, and will rotate across learning objectives.

IMPORTANT: Please remember to submit any assessment rubrics (as noted above) along with this report.

Appendix

Rubric 1: ABA 5990 Thesis

ABA 5990: Thesis
Guidelines and Grading Rubric for Thesis Defense

Grading Rubric	EXCEEDED (+3)	MET (+1)	BELOW EXPECTATIONS (+0)	Comments
Literature review and use of conceptually systematic language.	Comprehensive and theoretically cohesive review of the behavior analytic literature. Easy to read and follow along.	Clear presentation of the chosen field of study. Purpose clearly stated. Adhered to APA formatting.	Missing key literature/research studies, no clear conceptual articulation of literature. Not theoretically consistent.	
Methods and Procedures	Novel application or approach or use of novel population/setting. Section is easy to replicate.	Technological and derived from previous research. Includes all of the necessary components. Use of specific experimental design(s) was justified, matched the goals of the project, and was correctly described.	Design flaws, or procedural confounds that would preclude meaningful conclusions drawn from the study. Unclear due to lack of written cohesiveness or flow.	
Results	Robust and comprehensive analysis provided of collected data.	Data findings and outcomes reported, as identified by methods. Accurately interpreted data in terms of level, trend, variability, and experimental control	Unclear outcomes or results, missing data or analyses.	
Figures and Tables	No APA errors in figures and tables, depicted multiple dimensions and measures of behavior(s),	Presented figures and tables with minimal APA errors, which depicted some measure of behavior appropriate to the target response, had little or no “chart junk” and incorporated some type of single-subject experimental design.	Missing key elements in figures and/or tables, 10+ APA errors found, no clear relationship provided in graphs between the independent variable and dependent variable.	
Discussion	In-depth analysis provided between the results of the current project and the literature. Critical analysis and interpretation of findings and outcomes using conceptually systematic language and theory.	Discussed take-home points (in connection to research discussed in the literature review), strengths, weaknesses, and future directions of the study. Discussion was conceptually systematic in conclusions drawn.	Underdeveloped analyses and conclusions drawn from results. Minimal connection to previous literature. Unclear grammar/syntax/flow.	
Oral presentation	Presentation style, eye contact/engagement with audience, well prepared presentation and use of conceptually systematic language.	Presentation prepared (uncluttered slides with important information, professional and conversational oral presentation, and answers questions correctly 80% of the time.	Unprepared presentation, cluttered slides, awkward flow of presentation. Answers questions correctly <70% of the time.	

	Answers all questions correctly.			

Total points: _____/ 18 PASS/ FAIL

Description: Students will submit a written manuscript including a literature review, purpose, methods (subjects and setting; response definitions, measurement, and reliability measures/calculations; procedure; research design), results (across range of analyses depending upon study), discussion (connection back to literature review, how results fit in with current literature body, limitations/confounds, and future directions), references, and tables/figures. The manuscript should be submitted to the thesis committee 1-2 weeks prior to the defense. The manuscript should follow APA and graduate school formatting guidelines. Students should be prepared to answer questions about their project and the literature base supporting the completion of the project, during the oral defense.

Committee members will grade student written and oral components using the rubric below, by determine if the student exceeds, meets, or is below expectations across each item. Members will include feedback in each box across items.

To pass, your chair and at least one committee member must score met or exceeds on each of the targeted areas*.

Rubric 2: ABA 5748 Final Exam

ABA 5748 Final Exam Grading Rubric
Presentation

Paper Component	Full points	Half points	No points
Introduction (25pts)	Comprehensive overview that logically follows from abstract; conceptually systematic; theoretically consistent purpose statement.	Not enough overview to support purpose; errors in consistency; purpose deviates from abstract and/or behavioral theory.	No purpose; not enough overview to support purpose; not conceptually systematic; not theoretically consistent
Methods (25pts)	All necessary section included; clearly describes variables; well defined operational definitions; procedures easy to replicate; data collection system defined and consistent with abstract.	Missing necessary sections of study; unclear descriptions of IV/DV; unclear operational definitions; procedures somewhat easy to replicate; missing key steps in procedures.	Missing more than three sections needed for replication; no/minimal description of variables; definitions and procedures unclear and hard to replicate; does not logically flow from abstract; no data collection system discussed.
Results and Discussion (25pts)	Full descriptions of results according to abstract; clearly describes outcomes and findings of the study; figures match methods; logically connected introduction and discussion; conclusions drawn are consistent with results obtained.	Minimal descriptions of results; unclear descriptions of outcomes; figures somewhat match results; findings not logically connected with introduction. Minimal use of conceptually systematic language.	Descriptions of results are inconsistent with abstract; descriptions of outcomes are hard to follow and illogical; no conceptually systematic language used; figures do not match methods. Conclusions drawn are inconsistent with results obtained.
APA style (15pts)	<3 APA errors	4-5 APA errors	6+ APA errors
Reference (10pts)	All references included	References missing from	No references included

	in paper, in APA formatting, and include more than 5 behavioral journal articles.	reference list. Not in APA format.	

TOTAL POINTS: _____/100

Rubric 3: ABA 5840 Culmination project

Rubric 4: ABA 5749 Training modules

Ethics Area 03 Module	Pass (+1)/ Fail(+0)
1	
2	
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TOTAL:	**/19**