

Program-Level Assessment: Annual Report

Program Name (no acronyms): Master of Applied Behavior Analysis Department: Applied Behavior Analysis

Degree or Certificate Level: Master of Science; Post-Doctoral Certificate College/School: School of Social Work

Date (Month/Year): October 2022 Assessment Contact: Natalie Parks

In what year was the data upon which this report is based collected? 2021-2022

In what year was the program's assessment plan most recently reviewed/updated? 2022

Is this program accredited by an external program/disciplinary/specialized accrediting organization? Yes, ABAI

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

Student Learning Outcome 1: Students will assess relevant behavior analysis literature and scholarly contributions.
 Student Learning Outcome 2: Students will apply behavioral theories, practices, policies, or research methodologies.
 Student Learning Outcome 3: Students will apply knowledge from ABA to address problems in broader contexts.
 Student Learning Outcome 4: Students will articulate ABA explanations/arguments to a disciplinary/professional audience in both written and oral formats.
 Student Learning Outcome 5: Students will evidence scholarly/professional integrity (ethics) in behavior analysis.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail and identify the course(s) in which they were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

For SLO 2, 3, and 5, artifacts collected and included for assessment were all student responses on the Behavior Development Solutions modules that assess fluency in:

- SLO 2: Behavioral theories, practices, policies, and research
- SLO 3: Application of ABA knowledge to address problems in broader contexts
- SLO 5: Ethics

For SLO 1 and 4, artifacts collected and included for assessment were student scoring on their thesis proposal and defense as well as their written thesis papers.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

Students complete fluency tests in a software designed to increase their fluency in solving problems (Behavior Development Solutions). There are 46 fluency tests for SLO 2 (Philosophical Underpinnings and Concepts & Principles), 15 fluency tests for SLO 3 (Selecting and Implementing Interventions), and 27 fluency tests for SLO 5 (Ethics). Each student is assigned a score of 0, 0.5, or 1 for each module, as detailed below:

- Pass (+1) for any fluency module score of 100%
- Partial Score (+0.5) for any fluency module of 80-99%

- Fail (+0) for any fluency module 79% or below

SLO 1 is evaluated through thesis proposals are scored according to the proposal rubric by three faculty and field experts. Students earn a score of +2 (exceeds), +1 (met) or +0 (below) expectations on the following items:

- Literature review and use of conceptually systematic language
- Methods and procedures
- Results
- Figures and Tables
- Potential Limitations and Confounds
- Oral Presentation

SLO 4 is evaluated through thesis defenses are scored according to the defense rubric by three faculty and field experts. Students earn a score of +2 (exceeds), +1 (met), or +0 (below) expectations on the following items:

- Literature review and use of conceptually systematic language
- Methods and procedures
- Results
- Figures and Tables
- Discussion
- Oral Presentation

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

SLO 1: We had 3 students propose their thesis in the fall of 2021 and one in spring 2022. A score of 6 is necessary to pass. The scores are as follows:

- Fall 2021
 - Student 1: 9.5
 - Student 2: 9.0
 - Student 3: 4.0
- Fall 2022
 - Student 1: 7.0

SLO 4: We had 0 students defend their thesis in the fall 2021 and 1 student defend in spring 2022. A score of 6 is necessary to pass. The student earned a score of 7.0.

SLO 2: 8 students took the modules assigned to this SLO. The highest score could be 46 and the average score of the 8 students was 46.

SLO 3: 8 students took the modules assigned to this SLO. The highest score could be 15 and the average score of the 8 students was 15.

SLO 5: 8 students took the modules assigned to this SLO. This highest score could be 27 and the average score of the 8 students was 27.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

These results suggest that upon completion of the program, all students meet or exceed expectations in terms of applying behavioral theories, practices, policies, or research methodologies; knowledge from ABA to address problems in greater contexts; and solving problems ethically. Almost all students also assess relevant behavior

analysis literature and scholarly contributions. They suggest that there may be some students, although rare, who need some additional support as they work to assess relevant behavior analysis literature.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

These results were shared with the ABA Program faculty on October 12, 2022. They were shared orally by announcement and written by providing a copy of the results listed above.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites
- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process
- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

We took the results of this assessment and analyzed the syllabus and course expectations for both Seminar IV and Thesis, which focus on SLO 1. We determined that we could provide additional support by providing more resources and examples of completed theses, which provide students with a model for how to analyze and summarize behavior analytic literature. We also discussed how to increase thesis chair and advisor support for students who struggle in this area and decided that the thesis chair will provide an update to the student's advisor mid-semester during their courses that focus on synthesizing literature so their advisor can assist in connecting them to additional resources as necessary.

If no changes are being made, please explain why.

We are not changing the assessment procedures, as they were updated substantially for this assessment period. We would like to collect a few years of data to ensure this is the best assessment plan moving forward. We believe this comprehensive assessment plan is sufficient for providing the program with information about how to continuously improve the program.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

The assessment plan was redeveloped this year to focus on all SLOs and ensure that we are evaluating student progress within the time they are in the program, rather than capturing a limited scope of progress.

B. How has this change/have these changes been assessed?

This change is reflected in the data listed above and was evaluated by determining if the assessment data helped us understand a more complete picture of the program.

C. What were the findings of the assessment?

The assessment findings showed that our students are scoring high on fluency exams regarding specific behavior analysis topics and almost all students apply their knowledge by synthesizing and analyzing behavior analytic literature.

D. How do you plan to (continue to) use this information moving forward?

The ABA program is committed to continual curriculum review and will evaluate the results of this coming year to determine if additional changes need to be made to the research courses.

IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.