

Program-Level Assessment Plan



Program: Master of Applied Behavior Analysis	Degree Level (e.g., UG or GR certificate, UG major, master’s program, doctoral program): Master’s
Department: Social Work	College/School: College for Public Health & Social Justice/Social Work
Date (Month/Year): 8-4-2020	Primary Assessment Contact: Alyssa Wilson, PhD, Associate Professor and MS-ABA Program Director

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

#	Student Learning Outcomes	Curriculum Mapping	Assessment Methods	
			Artifacts of Student Learning (What)	Evaluation Process (How)
	<p>What do the program faculty expect all students to know or be able to do as a result of completing this program?</p> <p>Note: These should be measurable and manageable in number (typically 4-6 are sufficient).</p>	<p>In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).</p>	<p>1. What artifacts of student learning will be used to determine if students have achieved this outcome?</p> <p>2. In which courses will these artifacts be collected?</p>	<p>1. What process will be used to evaluate the artifacts, and by whom?</p> <p>2. What tools(s) (e.g., a rubric) will be used in the process?</p> <p>Note: Please include any rubrics as part of the submitted plan documents.</p>
1	Students will assess relevant behavior analysis literature and scholarly contributions	<p>ABA 5746: Principles and Concepts of Behavior Analysis (student development introduced)</p> <p>ABA 5748: Behavior Change and Processes (student development is reinforced and achieved)</p>	<p>1. Written and oral defense of research project (see Rubric 1 in Appendix)</p> <p>2. ABA 5990: Thesis</p>	<p>1. Data will be collected annually by the ABA Program Committee and will be used to make changes every 3 years.</p> <p>2. See Rubric 1 in Appendix</p>
2	Students will apply behavioral theories, practices, policies, or research methodologies	ABA 5840: Integrative Seminar	<p>1. Practice culmination project presentation (see Rubric 2 in Appendix)</p> <p>2. ABA 5840: Integrative Seminar</p>	<p>1. Data will be collected annually by the ABA Program committee and will be used to make changes every 3 years.</p> <p>2. See Rubric 2 in Appendix.</p>
3	Students will apply knowledge from ABA to address problems in broader contexts	ABA 5748: Behavior Change and Processes	<p>1. Final Exam (see Rubric 3 in Appendix)</p> <p>2. ABA 5748: Behavior Change and Processes</p>	<p>1. Data will be collected annually by the ABA Program committee and will be used to make changes every 3 years.</p> <p>2. See Rubric 3 in Appendix.</p>
4	Students will articulate ABA explanations/arguments to a disciplinary/professional audience in both written and oral formats	ABA 5990: Thesis	<p>1. Written and oral defense of research project (see Rubric 1 in Appendix)</p> <p>2. ABA 5990: Thesis</p>	<p>1. Data will be collected annually by the ABA Program Committee and will be used to make changes every 3 years.</p> <p>2. See Rubric 1 in Appendix</p>

5	Students will evidence scholarly/professional integrity (ethics) in behavior analysis	ABA 5749: Behavior Change and Ethics	1. Computer fluency training modules (see Rubric 4 in Appendix) 2. ABA 5749: Ethics in Behavior Analysis	1. Data will be collected annually by the ABA Program Committee and will be used to make changes every 3 years. 2. See Rubric 4 in Appendix
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Use of Assessment Data

1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?

Data will be collected each semester by the ABA Program Committee and will be assessed for early report writing in summer.

Each Fall semester, the ABA program committee will have a meeting to review the plan and assessment practices. The ABA program committee will discuss and recommend any future curricular changes and decide upon new assessment learning outcome for the upcoming year.

2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?

Each Fall semester, the ABA program committee will have a meeting to review and assessment the plan and an y impact of assessment. The ABA program committee will discuss and recommend any future curricular changes and decide upon new assessment learning outcome for the upcoming year.

Additional Questions

1. On what schedule/cycle will program faculty assess each of the program’s student learning outcomes? (Please note: It is not recommended to try to assess every outcome every year.)

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

- Fall semester—review of plan and assessment outcomes from previous year; 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.
 - a. All aspects of the assessment plan are developed and approved by members of the ABA Program Committee. This includes all ABA faculty, 1 student representative, Director of Admissions, and adjunct/community member.

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.

Appendix

Rubric 1: ABA 5990 Thesis

ABA 5990: Thesis Guidelines and Grading Rubric for Thesis Defense

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 determining if the student exceeds, meets, or is below expectations across each item. Members will include feedback in each box across items.

To pass, the chair and at least one committee member must score a total of 10 across the following targeted areas:

Grading Rubric	EXCEEDS (+2)	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.	

Grading Rubric	EXCEEDS (+2)	MET (+1)	BELOW EXPECTATIONS (+0)	Comments
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. Answers all questions correctly. Manuscript submitted within 2 weeks of presentation	Presentation prepared (uncluttered slides with important information, professional and conversational oral presentation, and answers questions correctly 80% of the time. Manuscript submitted within 1 weeks of presentation	Unprepared presentation, cluttered slides, awkward flow of presentation. Answers questions correctly <70% of the time. Manuscript submitted >1 week of presentation	

Total points: _____ / 6

Pass
(6+)

Fail
(<5)

Rubric 2: ABA 5840 Practice Culmination Project

Name: ¶

Date: ¶

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		Presentation Rubric	Avail.	Earned	Comments
Intro	Background information provided about the client: <ul style="list-style-type: none"> → Name (changed for confidentiality, including location of service provision, name of agency, etc. - You can still use descriptions such as "ABA-based service organization located in the Midwest") → Age → Diagnosis (if any) → Relevant background information (What is their current level of functioning? what services does the person receive? How long? How many hours weekly, etc.) 		5		
	Describe the problem <ul style="list-style-type: none"> → Target behavior clearly defined (observable, measurable, non-examples provided for clarification if relevant) → History of behavior described in a manner that helps audience understand purpose of intervention 		5		
Function	If applicable, identified function and how function was assessed (this is required, if the behavior on record is targeted for decrease, otherwise the overall score is out of 25 instead of 26 points)		1		
Methods	<ul style="list-style-type: none"> → IV identified using conceptually systematic language → IV and procedures technological (and correctly describe/align with the IV) → Intervention choice based on evidence (at least 1 article cited for why you chose this intervention) → What measurement procedure did you use? Why did you choose this measurement procedure? What dimension(s) seemed most valid for you to measure? 		5		
Results & Discussion	<ul style="list-style-type: none"> → Provide a graph that includes all elements covered in 5774 (see rubric for 5774 graph) → At least one condition line provided for analysis → Conceptually systematic language used and correct analysis of visual display → Correctly denote if/where hypothetical data used → Future directions discussed → Limitations identified (not acceptable: small subject size) → Review of Social Work perspective included (x3) (note: these can be distributed throughout the presentation and slides are not required only in the results and discussion session) 		5		
Bonus	<i>Bonus: 1-3 points available if you demonstrate control (SSD) (for a SSD, you can use hypothetical data) or use "data mining" or analyze data in multiple different ways (hypothetical data not acceptable here)</i>				
PowerPoint and overall presentation	<ul style="list-style-type: none"> → Kept visuals clean/avoided "busy" hard-to-read pages → Good flow of slides/information → Engaged peers through strong voice, clear, concise language → Answered questions from class clearly and correctly → Presentation between 12-20 minutes 		5		
TOTAL			25/26		

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Rubric 3: 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 in paper, in APA formatting, and include more than 5 behavioral journal articles.	References missing from reference list. Not in APA format.	No references included

TOTAL POINTS: ____/100

Rubric 4: ABA 5749 Training modules

Ethics Area Modules	Pass (+1)/ Partial Score (+.5)/ Fail(+0) <i>+1 applied to any fluency module score of 100%</i> <i>.5 applied to any fluency module 80%-99%</i> <i>Fail any score 79% or below</i>
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TOTAL:	/19
<p><i>Note: Task list edition 5 will have a different amount of tasks, but scoring will remain the same. The assignment will be split across multiple cohorts, so reporting will require this consideration</i></p>	