

Program-Level Assessment: Annual Report

Program: Master of Applied Behavior Analysis

Department: School of Social Work

Degree or Certificate Level: Master of Science

College/School: College for Public Health and Social Justice

Date (Month/Year): June 2020

Primary Assessment Contact: Heather Lewis; Deb Jaegers

In what year was the data upon which this report is based collected? 2019-2020

In what year was the program's assessment plan most recently reviewed/updated? 2020

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

Learning outcome 4. Students will articulate ABA explanations/arguments to a disciplinary/professional audience in both written and oral formats.

2. Assessment Methods: Artifacts of Student Learning

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

Artifacts collected and included for assessment were all student thesis defense rubrics who completed the last credit(s) of ABA 5990: Thesis towards completion of Master of Science in ABA from 2019 to summer 2020.

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.

The thesis rubric consists of six areas assessed:

- a. Literature review and use of conceptually systematic language
- b. Methods and procedures
- c. Results
- d. Figures and tables
- e. Discussion
- f. Oral presentation

Each rubric was assessed by the ABA Program Director (Dr. Alyssa Wilson), and assessed by overall student score within each. In this way, each area was examined to determine if students were below, met, or exceeds expectations.

Four students completed thesis defenses from 2019-2020; however, only three of the students had all thesis rubrics, and are therefore represented in the analyses below. Of the three students included, each had 100% of committee member rubrics. As such, results are provided for three students and nine committee members (each student gets reported by each committee member).

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)?

- A. Literature review—students met expectations (6 of 9) more than exceeds (3 of 9); none were below.
- B. Methods/procedures—students met (7 of 9) more than exceeds (2 of 9); none were below.
- C. Results—students exceed (4 of 9) and met (5 of 9) expectations relatively equally; none were below.
- D. Discussion—students met expectations (8 of 9) more than exceeds (1 of 9); none were below.
- E. Oral presentation—students exceeds (4 of 9) and met (5 of 9) expectations relatively equally; none were below.

When combined, and assessed across student and overall rubric scores, the average score (anything above 6 is considered passing) was 7.89 (Sd=1.3). Across students, there didn't appear to be reporting bias between thesis chair and committee members, as scores were within +/-2 across all students (Student 1: Chair=8, Com1=6, Com2= 8; Student 2: Chair=7, Com1=10, Com2= 7; Student 3: Chair =10, Com1=7, Com2= 8)

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 presenting scientific research project to the larger community (in both written and oral formats). While the type of thesis project wasn't assessed, it is clear that students as a whole may need additional development in developing discussions about results (as evidenced by the larger number of committee members reporting meeting expectations than other items).

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 will be shared with the ABA program committee, who will discuss how to make changes to current curriculum design. ABA program committee will use this assessment to determine how to continue to support thesis students, particularly during the current pandemic environment. It will be important to consider the constraints to conducting human research in the upcoming semesters/years.

- 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.

The ABA program committee has already revised the student learning outcomes, artifacts for student learning, evaluation tools, and the frequency of data collection as evidenced by the updated assessment plan. In terms of the thesis, the data herein will be used to help support the continuation of the 'thesis course' in the ABA program, as it clearly has helped students to be successful when meeting weekly with their thesis chair/mentor.

If no changes are being made, please explain why.

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 last assessment we revised the assessment plan, and focused more on using conceptual language and understanding behavioral methodology.

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

This helped with the specific course we changed (i.e., *ABA 5749 Behavioral Change & Ethics ABA*), and also seems to have influenced students with their thesis defense scores.

C. What were the findings of the assessment?

The assessment showed final exams in *ABA 5749 Behavioral Change & Ethics in ABA* course were lower in conceptual terminology/literature review and methodology.

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

The ABA program is committed to continual curriculum review.

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.