

Program Assessment: *Annual Report*

Program(s): Master of Science in Applied Behavior Analysis; Post Master's Certificate in Applied Behavior Analysis

Department: School of Social Work

College/School: College for Public Health and Social Justice

Date: 6/27/2018

Primary Assessment Contact: Dr. Alyssa Wilson, BCBA-D

1. Which program student learning outcomes were assessed in this annual assessment cycle?

Program learning outcome number 3 was selected to be assessed this year. This learning outcome is as stated: "Students will apply knowledge from ABA to address problems in broader contexts". Further, this learning outcome is targeted in ABA/SWRK 5748: Behavior Change and Processes.

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

For each student learning outcomes, specific grading rubrics were collected for both MSABA and PMC students in 2018. It should be noted that there were 0 PMC students enrolled during 2018. Further, given that the course is cross-listed for MS and MSW students, all student data is included in the analysis. No Madrid student artifacts were included.

3. How did you analyze the assessment data? What was the process? Who was involved?

NOTE: If you used rubrics as part of your analysis, please include them in an appendix.

The Program Director obtained the rubrics for all students who took ABA/SWRK 5748 in Spring 2018, ABA/SWRK 5840, ABA/SWRK 5749, and completed the 6th credit of ABA 5990. The Program Director took the rubric data obtained from the selected learning outcome (#3), to analyze for the current report. Other collected data will be used for the subsequent cycles.

4. What did you learn from the data? Summarize the major findings of your analysis for each assessed outcome.

NOTE: If necessary, include any tables, charts, or graphs in an appendix.

Three MSABA students and seven MSWABA students completed 5748 in Spring 2018 (n=10). The assignment selected to examine the outcome of student's application of knowledge from ABA to address problems in broader contexts was the final exam. Students were given an abstract and were instructed to create a research article from the information provided. The final exam was worth 100 total points, separated by introduction (25pts), methods (25pts), results & discussion (25pts), APA formatting (15pts), and use of references (10pts).

Two students received A's on the final exam, two students received B's, and six students received C or below; for an average score of 75% across all students (MSABA = 78%, range of 58-90; MSWABA = 74%, range of 58-100). Students across both degree programs received high scores in

the introduction (M = 24 out of 25 points) with 90% of students earning all total points. Students received moderate scores the methods (M= 19 out of 25 points, or 77% of total points), APA formatting (M = 13 out of 15points, or 86% of total points), and references (M= 6 out of 10 points, or 60% of total points). Students received the lowest scores in the results and discussion (M=13.6 out of 25 points, or 54% of total points).

These findings suggest that students are competent with the ABA literature, methodology, and APA structure/formatting commonly found in behavioral practice. However, these result show student weakness in result analyses and discussion formation.

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

These results will be used modify the ABA curriculum in terms of focusing on research and dissemination abilities of students, particularly related to graphing and analyzing research findings, and writing discussion sections of research papers. Courses in the ABA program (including ABA/SWRK 4774: Single Subject Design and ABA/SWRK 5748: Behavior Change and Processes) will be modified for the 2018-2019 AY, to include more explicit focus on research findings, analyses, and writing about research findings.

6. Did you follow up (“close the loop”) on past assessment work? If so, what did you learn? (*For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?*)

This is the first year, and as a result, no ‘closing the loop’ occurred this year.

IMPORTANT: Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.