

## 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): September 2021

Primary Assessment Contact: Natalie Parks, Heather Lewis

In what year was the data upon which this report is based collected? 2020-2021

In what year was the program's assessment plan most recently reviewed/updated? 2021

### 1. Student Learning Outcomes

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

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 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 responses on the Behavior Development Solutions modules that assesses fluency in solving ethics problems.

### 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.

Students complete fluency tests in a software designed to increase their fluency in solving problems (Behavior Development Solutions). There are either 21 (Task List 4) or 27 (Task List 5) modules that the students complete. Two students completed Task List 4 and seven students completed Task List 5.

Nine students took the ethics course during the 2020-2021 school year. The scores on the fluency tests are used to score on the overall assessment as follows:

- 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

### 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)?

Task List 4 Results (2 students): Scores are averaged across students

Ethics Area Modules	<b>Pass (+1)/ Partial Score (+.5)/ Fail(+0)</b> <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>
<b>1</b>	<b>+1</b>

2	+1
3	+1
4	+1
5	+1
6	+1
7	+1
8	+1
9	+1
10	+1
11	+1
12	+1
13	+1
14	+1
15	+1
16	+1
17	+1
18	+1
19	+1
20	+1
21	+1
<b>TOTAL:</b>	<b>21/21</b>
<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>	

Task List 5 (7 students): Scores are averaged across all students

<b>Ethics Area Modules</b>	<b>Pass (+1)/ Partial Score (+.5)/ Fail(+0)</b> <i>+1 applied to any fluency module score of 100% .5 applied to any fluency module 80%-99% Fail any score 79% or below</i>
1	+1
2	+1
3	+1
4	+1
5	+1
6	+1
7	+1
8	+1
9	+1
10	+1
11	+1
12	+1
13	+1
14	+1
15	+1
16	+1

17	+1
18	+1
19	+1
20	+1
21	+1
22	+1
23	+1
24	+1
25	+1
26	+1
27	+1
<b>TOTAL:</b>	<b>27/27</b>
<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>	

### 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 solving ethical problems and applying ethical principles to their work in behavior analysis and with clients. It is clear they are well prepared and versed in the ethical code and guidelines for the Behavior Analyst Ethics Code.

### 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 students.

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 ethics, the program and coursework has been updated to reflect changes in the Ethics Code, which will be released in January 2022.

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 assessment plan was revised the year before this year (2020), which focused more on using conceptual language and understanding behavioral methodology.

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

We have used the changes to ensure that coursework is updated.

**C.** What were the findings of the assessment?

The assessment showed that our students are scoring highly on fluency exams regarding ethics, which indicates they are prepared to take the BACB certification exam.

**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.**