

Program-Level Assessment: Annual Report

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

Degree or Certificate Level: Master's College/School: School of Social Work

Date (Month/Year): 10/2023 Assessment Contact: Natalie Parks

In what year was the data upon which this report is based collected? 2022-2023

In what year was the program's assessment plan most recently reviewed/updated? 2023

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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:

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- Student 1: 11

Spring 2023

- Student 1: 12
- Student 2: 11
- Student 3: 11
- Student 4: 9.5
- Student 5: 10
- Student 6: 11

SLO 5: 4 students took the modules assigned to this SLO. The highest score could be 27 and the average score of the 4 students was 27.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you? Address both a) learning gaps and possible curricular or pedagogical remedies, and b) strengths of curriculum and pedagogy.

The data indicate that all students have met or exceeded the expectations of the program, specifically in applying behavioral theories, practices, policies, and research methodologies. They also met expectations in applying their knowledge of ABA to address problems in greater contexts and solving problems ethically. All students demonstrated their ability to assess and apply literature to their own research and their skills in using ABA to create an experiment of their own. Finally, they demonstrated their ability to analyze results using ABA principles and concepts.

6. Closing the Loop: Dissemination of Findings

**ABA 5990: Thesis
Guidelines and Grading Rubric for Thesis Proposal
2020**

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), hypothetical results (justified given past research), potential limitations and ideas to control for foreseeable confounds, 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 proposed project and the literature base supporting the project during the oral proposal.

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. Data fiAPA errors, which depicted some mea	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.			
			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
Potential Limitations and Confounds	<p>In-depth analysis provided between hypothetical results, potential limitations/confounds, and ways to control for confounds.</p> <p>All potential pitfalls/limitations identified, and throughgoing solutions considered and identified.</p>	<p>Discussed general take-home points (in connection to research discussed in the literature review), and inclusion of potential limitations and confounds.</p> <p>Some potential pitfalls/limitations identified, and solutions considered.</p>	<p>Underdeveloped analyses and conclusions drawn from hypothetical results. Few potential limitations and solutions for controlling for confounds provided.</p>	

Total points: _____ / 6

Pass
(6+)

Fail
(< 5)

ABA 5990 : Thesis
Guidelines and Grading Rubric for Thesis Defense
2020

Chair/Committee(circle one)

Member Name _____

