

# 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

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



Rubric 1: ABA 5990 Thesis

ABA 5990: Thesis  
Guidelines and Grading Rubric for Thesis Defense

**Description:** Students will submit a written manuscript including literature review, purpose, methods (subjects and setting), response, and discussion.

Grades	Rubric	EXCEEDS (+2)	MET (+1)	BELIEVES EXPECTATIONS (+0)	Corresponds
Thesis	Comments	Comprehensive and theoretically informed. Clearly articulated the behavior analysis... use of literature.	Discussed take...	Adhered to APA formatting	
Thesis	Comments	systematic language. Easy to read and follow along.	Novel application or approach, or use of	Technological and derived from previous	
Thesis	Comments	Results	Accurately interpreted data in terms of level, trend, variability, and experimental control	Presented figures and tables with minimal APA errors, which de...	Missing key el...
Thesis	Comments	Results	No APA errors in figures and tables	Presented figures and tables with minimal APA errors, which de...	Missing key el...

## Rubric 2: ABA 5840 Practice Culmination Project

Name: [redacted]

Date: [redacted]

Presentation Rubric		Avail.	Earned	Comments
<p><b>Background information provided about the client:</b></p> <ul style="list-style-type: none"> <li>→ 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")</li> <li>→ Age</li> <li>→ Diagnosis (if any)</li> </ul>		5		
	<p><b>Describe the problem:</b></p> <p>→ Generalized anxiety disorder with panic attacks, social anxiety, and depression. Client reports feeling overwhelmed and unable to function in daily life. Client has a history of trauma and is currently seeking treatment for anxiety and depression.</p> <p>→ Client reports feeling overwhelmed and unable to function in daily life. Client has a history of trauma and is currently seeking treatment for anxiety and depression.</p> <p>→ Client reports feeling overwhelmed and unable to function in daily life. Client has a history of trauma and is currently seeking treatment for anxiety and depression.</p>			
<p><b>Describe the assessment:</b></p> <p>→ Client reports feeling overwhelmed and unable to function in daily life. Client has a history of trauma and is currently seeking treatment for anxiety and depression.</p> <p>→ Client reports feeling overwhelmed and unable to function in daily life. Client has a history of trauma and is currently seeking treatment for anxiety and depression.</p> <p>→ Client reports feeling overwhelmed and unable to function in daily life. Client has a history of trauma and is currently seeking treatment for anxiety and depression.</p>				
<p><b>Describe the intervention:</b></p> <p>→ Client reports feeling overwhelmed and unable to function in daily life. Client has a history of trauma and is currently seeking treatment for anxiety and depression.</p> <p>→ Client reports feeling overwhelmed and unable to function in daily life. Client has a history of trauma and is currently seeking treatment for anxiety and depression.</p> <p>→ Client reports feeling overwhelmed and unable to function in daily life. Client has a history of trauma and is currently seeking treatment for anxiety and depression.</p>				
<p><b>Describe the outcome:</b></p> <p>→ Client reports feeling overwhelmed and unable to function in daily life. Client has a history of trauma and is currently seeking treatment for anxiety and depression.</p> <p>→ Client reports feeling overwhelmed and unable to function in daily life. Client has a history of trauma and is currently seeking treatment for anxiety and depression.</p> <p>→ Client reports feeling overwhelmed and unable to function in daily life. Client has a history of trauma and is currently seeking treatment for anxiety and depression.</p>				

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.	

