

# 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 assess the plan and any 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 figures, the manuscript should be submitted to the thesis committee 1-2 weeks prior to the defense. The manuscript and graduate school formatting guidelines should be prepared to answer questions about their project and the literature the completion of the project, during the oral defense.

Committee members will be selected by the department chair. Committee members will include faculty in each box across items.

To pass the thesis, each committee member must score a total of 10 across the following targeted areas:

Grading	Method and Procedures	Results	Discussion
<p>procedural confounds that would preclude meaningful conclusions drawn in the study.</p> <p>clear due to lack of written cohesiveness or</p>	<p>method and Procedures</p> <p>Section is easy to replicate.</p>	<p>novel population</p> <p>Includes all of the necessary components.</p> <p>Use of specific experimental design(s) was justified, matched the goal of the experiment and was correctly described.</p>	<p>response, had little or no interpretation of the experimental design.</p>
<p>chart junk, axes, variable and dependent variable</p>	<p>tables</p>	<p>tables</p>	<p>response, had little or no interpretation of the experimental design.</p>

Grading	Rubric	EXCEEDS (+2)	MET (+1)	BEHIND EXPECTATIONS (+0)	Corrections
<p>Items</p>	<p>Rubric</p>	<p>In-depth analysis provided between the</p>	<p>Discussed take</p>	<p>EXCEEDS (+2)</p>	<p>Corrections</p>

## 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>→ The client is a 10-year-old male with a diagnosis of Attention Deficit Hyperactivity Disorder (ADHD) who is currently attending a private day camp. The client's behavior is characterized by frequent interruptions, off-task behavior, and difficulty following instructions. The client's parents are seeking behavioral interventions to improve his social skills and academic performance.</p> <p><b>Describe the intervention:</b></p> <p>→ The intervention consists of a 10-week behavioral training program. The program includes individual sessions with the client, group sessions with other campers, and parent training. The individual sessions focus on teaching the client self-management skills, such as using a timer and self-reinforcement. The group sessions focus on teaching the client social skills, such as taking turns and listening to others. The parent training focuses on teaching the client's parents how to use behavior management techniques at home.</p> <p><b>Describe the results:</b></p> <p>→ The client's behavior improved significantly over the course of the program. He was able to follow instructions more consistently, interrupt less frequently, and interact more positively with his peers. His parents reported that he was able to use the self-management skills he learned in the program at home. The client's academic performance also improved, as he was able to stay on task and complete his assignments more consistently.</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.	

