**Occupational Endorsement**

**APPLIED BEHAVIOR ANALYSIS**

**Educational Effectiveness**

# Assessment Plan

**Adopted by**

**Behavior Analysis Committee: November 16, 2020**

# Submitted to

**The Director of Psychology**

**The Dean of the College of Arts & Sciences**

**The Office of Academic Affairs**

Reviewed with curriculum changes by the Academic Assessment Committee: 1/15/21

Reviewed by the Faculty Senate as an information item: 3/5/21

# Mission Statement

The mission of the Behavior Analysis Committee (BAC) is to deliver high quality instruction to students interested in practicing behavior analysis in diverse communities. Students are trained to function as entry- and mid-level practitioner-scientists to provide environmental support and address challenging behavior in a context that is culturally sensitive and community focused.

# Program Introduction

In this document, the educational objectives and expected outcomes for the Occupational Endorsement in Applied Behavior Analysis are defined and the plan for assessing the achievement of the stated outcomes is outlined.

The learning outcomes were developed by faculty in the Behavior Analysis Committee (BAC) in 2020. The BAC consists of faculty members in the psychology department who teach courses in the Applied Behavior Analysis OEC. The BAC reviews, and revises program learning outcomes every year as necessary, usually in the fall semester.

# Program Requirements

**OCCUPATIONAL ENDORSEMENT CERTIFICATE in APPLIED BEHAVIOR ANALYSIS**

CERTIFICATE REQUIREMENTS (18 credits)

PSY A200 Introduction to Behavior Analysis (3)

PSY A400 Strategies of Behavior Change (3)

PSY A495A Psychology Practicum (3)

Complete a minimum of 9 credits from the following:

PSY A447 Behavioral Treatment of Autism Spectrum Disorder

PSY A455 Interventions for Challenging Behavior

PSY A467 Organizational Behavior Management

PSY A478 Applications of Behavior Analysis

# Assessment Process Introduction

In this document, the program outcomes for the Applied Behavior Analysis OEC are defined. Program standards are guided by national guidelines for professional standards, consultation with community advisors, faculty discussion, alumni feedback, and other Psychology department faculty recommendations. The behavior analysis curriculum continues to be compared with national professional standards for each track each year to ensure any needed changes are integrated.

# Program objectives/Outcomes

At the completion of this program, students are able to do the following:

* Demonstrate knowledge of contemporary behavior analytic principles, assessments, and procedures.
* Apply acceptable skills in research analysis (including writing and APA style).
* Demonstrate competence in basic clinical skills in behavior analysis sufficient to practice under general supervision.

# PROGRAM OUTCOMES – ASSESSMENT MEASURES

## Table 1: Association of Assessment Measures to Program Outcomes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Measures** | | | |
| **ASSESSMENT PLAN AND MEASURES**  **Outcomes** | Evaluation of Broad Knowledge  (Course Exams) | Evaluation of research skills  (Coursework & projects) | Evaluation of clinical skills  (Rating by practice supervisor[s]) | Student exit survey |
| Demonstrate knowledge of contemporary behavior analytic principles, assessments, and procedures. | **✓** |  |  | **✓** |
| Apply acceptable skills in research analysis (including writing and APA style). |  | **✓** |  | **✓** |
| Demonstrate competence in basic clinical skills in behavior analysis sufficient to practice under general supervision. |  |  | **✓** | **✓** |

# DESCRIPTION/IMPLEMENTATION - ASSESSMENT MEASURES

Table 2 describes measures and implementation used in the assessment of the program outcomes.

## Table 2: Program Outcomes Assessment Measures and Administration

| **Measure** | **Description** | **Frequency/ Start Date** | **Collection Method** | **Administered by** |
| --- | --- | --- | --- | --- |
| Evaluation of Broad Knowledge | Various format questions based on national competency exams | Spring/Fall Semesters | Scores on Course Exams (Pre and Post) | Faculty |
| Evaluation of research skills | Research-engaged work, such as course-projects and assignments, focused on demonstration of research skills, writing, and APA Style | Annually | Instructors provide average of assignment/ project grades | Faculty |
| Evaluation of clinical skills | Assessment of practical/clinical skills, determined by observation in clinical or quasi-clinical setting. | Spring/Fall Semesters | Ratings by agency supervisors or clinical evaluators | Faculty; Practicum agency supervisors |
| Student Exit Survey | Graduating student survey measuring satisfaction and  self-appraisal of competence | Spring/Fall Semesters | Exit Survey | Behavior Analysis Committee Chairperson |

# Assessment Implementation & Analysis for Program Improvement

General Implementation Strategy

* Written exams are created by faculty teaching in the Applied Behavior Analysis OEC using sample items from national professional competency exams.
* The evaluation of research skills (including writing skills and mastery of APA style) based on the final grades awarded for research-engaged projects in various courses. The instructors of record will provide the Behavior Analysis Committee chairperson with a cumulative mean of final grades awarded.
* The evaluation of clinical skills is conducted during the practicum experience, based on observation by the agency supervisor or a designated clinical observer.
* The student exit survey is used each semester for students graduating during that semester, administered by the Behavior Analysis Committee chairperson.

Submitted data are analyzed by the Behavior Analysis Committee chairperson, who compiles and analyzes them and reports to the Behavior Analysis Committee, Department Director, CAS Dean’s Office, and the Office of Academic Affairs.

Method of Data Analysis and Formulation of Recommendations for Program Improvement

The BAC reviews the Program Outcomes Assessment Plan at least once a year in the fall semester. It reviews the data collected using the assessment tools in late spring semester of each year. This spring meeting results in recommendations for program changes designed to enhance performance relative to the program’s outcomes. A plan for implementing the recommended changes, including advertising the changes to all the program’s stakeholders, is also completed at this meeting. The results of the data collection, interpretation of the results, and the recommended programmatic changes are forwarded to the Psychology Department Director, the CAS Dean, the CAS Assessment Coordinator, and the office of Academic Affairs by the deadline in June of each year.

The proposed programmatic changes may be any action or change in policy that the faculty deems necessary to improve performance relative to programs outcomes. Workload (faculty, staff, and students), budget, facilities, and other relevant constraints are also considered.

Modification of the Assessment Plan

The faculty may decide to alter the assessment plan, after reviewing the collected data and data collection processes. Changes may be made to any component of the plan, including the outcomes, assessment tools, or any other aspect of the plan. Any changes must be approved by the BAC faculty and the Psychology department director. The modified assessment plan will be forwarded to the Psychology department Director, the CAS Dean, the CAS Assessment Coordinator, and the office of Academic Affairs.