



Assessment of Student Learning Plan (ASLP)

2019-2020 Academic Year

Reminder: All Department/Program Chairs are responsible for completing an ASLP form by the end of this academic year for each academic program in your department. This campus-wide (annual) form is used to document the ongoing program assessment activities in each department/program. The form is designed to align with the NECHE (New England Commission of Higher Education) accreditation- assessment standards. If you have questions about this form, or need assistance with your program assessment plans, please contact Susan King, Director of Academic Assessment, 780-4681, susank@maine.edu. **Please email this form by May 31, 2020.**

Overview Information:

College College of Management and Human Services
Department Educational and School Psychology
Degree Program MS in Educational Psychology (Concentration in Applied Behavior Analysis)

Contact Person for the Assessment Plan: Jamie Pratt

Current Date: 5/28/2020

List the date of the most recent academic program review/self-study: December 2019 (APBA)

Program Assessment Plan Information:

Do you have a Formal Program Assessment Plan? Yes No

If YES, please attach your Program Assessment Plan/Cycle, or indicate the link on your website: _____ . Then, complete **Step 3** of this ASLP form (see **pages 6-7**) to describe how the assessment results were used for program improvement purposes.

If NO, your department/program does not have a Formal Assessment Plan (beyond this academic year), please complete all sections of this ASLP form.

*(Please see assessment website for an example/template of a 3-year assessment plan)

Mission Statement:

1. Provide your program's mission statement in the space below, or provide a link to the statement from your program's webpage.

The Master of Science (MS) in Educational Psychology with a Concentration in Applied Behavior Analysis program prepares students for careers as Board Certified Behavior Analysts (BCBAs) in school and behavioral health settings. The program emphasizes the principles of learning and the applications of evidence-based behavioral strategies to promote academic, social-emotional, and behavioral success for all learners. The program therefore imparts the knowledge and skills required to (a) conduct behavioral assessments, (b) design interventions that facilitate the acquisition of prosocial skills and the reduction of behaviors that interfere with learning, (c) implement and evaluate the effectiveness of interventions, and (d) provide behavior analytic consultation and supervision services.

2. Briefly describe the ways in which your program's mission statement is aligned with the USM mission.

The program's mission aligns with the USM mission to prepare future leaders in health and social services. Faculty promote critical inquiry by facilitating learning experiences that develop students' skills in data-based decision making. In other words, students learn to gather and analyze data from multiple sources to arrive at case conceptualizations, inform individualized intervention recommendations, and evaluate the effectiveness of their services. Graduates of the program apply these skills to promote socially significant outcomes for children and adolescents with diverse characteristics.

Diversity, Equity, and Inclusion

If your program has diversity, equity, and inclusion related goals, or a diversity, equity, and inclusion statement; please provide a link to the statement and/or goals. Then, briefly describe any assessment activities related to your program statement/goals regarding diversity, equity, and inclusion.

A core assumption in the program and the profession of behavior analysis is that clients have a right to effective treatment that is individually tailored to their unique skills, needs, values, and goals. This core assumption is best captured by the programs' goal to prepare students for practice that aligns with the standards established by the Behavior Analyst Certification Board's Professional and Ethical Compliance Code. Assessments embedded within the course, Professional Ethics in Behavior Analysis (SPY 608), require students to demonstrate the application of an ethical decision-making model to resolve practice dilemmas in a manner that protects the dignity and rights of clients.

Assessment of Student Learning: Program Assessment Steps

Step 1: Program-level Student Learning Outcomes (SLO's)

- a. Please provide the **URL** for your **program-level student learning outcomes** as published on your department's website:

See attached: Curriculum Assessment Map of Student Learning

- b. Please provide the **URL** of your **curriculum assessment map** showing when your student learning outcomes are assessed and in which courses:

See attached: Curriculum Assessment Map of Student Learning

If your program's curriculum assessment map is **not** published, please complete the template (on the last page of this document), and include it with your ASLP, or attach your own version.

- c. Please list the program learning outcomes which were assessed since the submission of your last ASLP (May 2019).

1. Students will define and provide research-supported examples of the behavior analytic principles, concepts, and procedures outlined by the Behavior Analyst Certification Board's Task List 4 and 5.
2. Students will demonstrate competencies in behavioral research, assessment, and intervention by writing research proposals, assessment reports, behavior intervention plans, and treatment protocols that are accessible, technological, and conceptually sound.
3. Students will apply the behavior analytic problem-solving model to design and implement a consultation process that reflects the behavior analytic assessment-intervention continuum and meets the quality standards delineated by the Functional Behavioral Assessment Rating Scale.
4. Students will apply an ethical decision-making model to articulate resolutions to ethical dilemmas that align with the ethical and professional standards established by the Behavior Analyst Certification Board's Professional and Ethical Compliance Code.
5. Students will develop professional development materials to demonstrate knowledge of psychopathology and the biological influences on the behavior of school-aged children.

Step 2: Assessment Methods Selected and Implemented /Summary of Results

- a. **Identify the assessment measures (evidence of student learning) that were used to determine whether students achieved the stated learning outcomes for the degree.** Please check all the measures used since the submission of your last ASLP (May 2019), on the chart below. Also indicate when you implemented the assessment activity

Check all that were used since the submission of your last ASLP (May 2019)

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Artistic Exhibition/Types of Performance | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input checked="" type="checkbox"/> Class assignments/Exams/Papers...completed in the course, used for program-level assessment | <input checked="" type="checkbox"/> Fall | <input checked="" type="checkbox"/> Spring | <input checked="" type="checkbox"/> Summer |
| <input checked="" type="checkbox"/> Capstone Project (written project, non-thesis paper) | <input type="checkbox"/> Fall | <input checked="" type="checkbox"/> Spring | <input checked="" type="checkbox"/> Summer |
| <input checked="" type="checkbox"/> Comprehensive or licensure Exam (created by external organization) | <input checked="" type="checkbox"/> Fall | <input checked="" type="checkbox"/> Spring | <input checked="" type="checkbox"/> Summer |
| <input type="checkbox"/> Exit Exam (created by department or program) | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Exit Interview (individual or one-on-one self-reports of outcomes) | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Employer meetings/discussions regarding student outcomes | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Focus groups (self-reports of outcome attainment) | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Internship/Fieldwork evaluation of performance/outcomes | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Oral performance/ Conference presentation | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Portfolio of student work | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input checked="" type="checkbox"/> Reflection Essays or Assignments (student self-assessment of outcome achievement) | <input checked="" type="checkbox"/> Fall | <input checked="" type="checkbox"/> Spring | <input checked="" type="checkbox"/> Summer |
| <input checked="" type="checkbox"/> Research papers (course and program assessment) | <input checked="" type="checkbox"/> Fall | <input checked="" type="checkbox"/> Spring | <input checked="" type="checkbox"/> Summer |
| <input type="checkbox"/> Supervisor/Employer Evaluation of student performance outside the classroom | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Student survey information (self-reports using program or alumni survey) | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Thesis/Dissertation (used for student evaluation and program assessment) | <input type="checkbox"/> Fall | <input type="checkbox"/> Spring | <input type="checkbox"/> Summer |
| <input type="checkbox"/> Other: please explain | | | |

- b. **Briefly describe the implementation process** (i.e. where were students assessed, what courses, what class levels, or any other specific details, etc).

Standard assignments and tests embedded within required courses are used to assess learning outcomes during the program. In SPY 601, students develop a study guide and complete a final examination designed to assess mastery of basic concepts and principles. In SPY 602, students develop a research proposal or complete an applied learning project designed to assess knowledge and skills in behavioral research. In SPY 604, students write a comprehensive functional behavioral assessment report. In SPY 605 and SPY 606, students develop resource guides to explain key behavior analytic procedures and write multiple intervention plans and protocols. In SPY 607, students complete a capstone consultation project guided by the behavior analytic problem-solving model and evaluated using the Functional Behavioral Assessment Rating Scale as both a self-evaluation and faculty-evaluation tool. In SPY 608, students complete both oral and written assignments to demonstrate the application of an ethical decision-making model to resolve ethical dilemmas. Lastly, in SPY 671 and SPY 674, students develop presentations to offer professional development on topics related to psychopathology and the biological bases of behavior.

Subsequent to completion of the program, passing scores on the Board Certified Behavior Analyst (BCBA) Examination serve as another measure of learning outcomes. The Behavior Analyst Certification Board (BACB) provides the University with data on its students' performance annually.

Outcome 1 was measured during the fall, spring, and summer sessions using key assessments embedded within SPY 601, SPY 605, and SPY 606. Multiple choice examinations were scored based on accuracy, and resource guides were rated by faculty using rubrics that emphasized the accuracy and thoroughness of the content. Graduates' passing scores on the national BCBA examination also provided evidence of outcome achievement.

Outcome 2 was measured during the fall, spring, and summer sessions using key assessments embedded within SPY 602, SPY 604, SPY 605, and SPY 606. Research proposals, assessment reports, intervention plans, and treatment protocols were evaluated by faculty (all BCBA-Ds) using rubrics that considered the accuracy and accessibility of the language, the completeness of procedural descriptions, and the extent to which the content was grounded in evidence-based principles and practices.

Outcome 3 was measured during the spring and summer sessions when students completed a capstone consultation project for the culminating course in the degree program: SPY 607. These projects were self-evaluated and evaluated by faculty (a BCBA-D) using the Functional Behavioral Assessment Rating Scale (Steege, Pratt, Wickerd, Guare, and Watson, 2019).

Outcome 4 was measured during the spring semester of SPY 608 when students responded both orally and in writing to multiple ethical dilemmas. Responses were evaluated using rubrics that considered students' abilities to apply an ethical decision-making model to arrive at resolutions aligned with the Behavior Analyst Certification Board's Professional and Ethical Compliance Code.

Outcome 5 was measured during the summer and fall semesters using key assessments embedded within SPY 671 and SPY 674. Presentations were evaluated using rubrics that considered both content knowledge and the quality of the materials.

- c. **Provide a brief summary (numerical or narrative) of your assessment results** (e.g., . an illustration of the rubric-based scores, percentage of those who met the learning outcome you assessed, number of students assessed and findings, copies of instruments or rubrics used, etc.)

To assess student progress toward the program's five core learning outcomes, faculty analyzed (a) course grades from Summer 2019 and Fall 2019 (grades from Spring 2020 will be analyzed in mid-June 2020) graduates' performance on the BCBA examination (first attempts) administered in 2019. Data are presented in the attached document: Assessment Results Summary_MS ABA.

- d. **Provide a brief summary of what your program learned or concluded from the evidence you collected** (e.g., did your program meet the expected goal or benchmark, does the new knowledge raise additional questions, do you need to collect additional types of data, did you get insights about the assessment procedures or about teaching and learning in your program?, etc.)

Student performance on assessments embedded within courses exceeded benchmark goals (95% pass rate); however, graduates' performance on the BCBA examination fell below benchmark goals (70% pass rate). Although USM graduates earned scores within 1 SEM of the average score for all first-time candidates who "just passed" the BCBA examination (i.e., obtained scaled scores between 400 and 414), they demonstrated the lowest rates of accuracy on items assessing knowledge of behavior change procedures. This content is the focus of SPY 605 and SPY 606, but supervised experiences are essential for developing full competency in behavior change procedures. Given that students complete their supervised experiences independent of the University, the program concluded that supplementary supervision supports may be needed to ensure students' achieve key learning outcomes.

Step 3: Using the Assessment results to Improve Student Learning

a. Who interpreted or analyzed the results that were collected this past year? (check all that apply)

- Program instructors/faculty
- Faculty committee
- Ad hoc faculty group
- Dept Chair/Program Director/Dean
- Faculty advisor
- Students (assistants, interns)
- Other: please explain

b. How did they evaluate, analyze, or interpret the evidence? (check all that apply)

- Used a rubric or scoring guide(s) for an assignment, paper, etc.
- Scored exams/tests/quizzes
- Used professional judgments (no rubric or scoring guide)
- Compiled or reviewed survey results
- Reviewed qualitative methods (interviews, focus groups, open-ended responses)
- External organization scored/analyzed data (licensure, comp exams)
- Other: please explain

c. Indicate how the program will use (or has used) the results (check all that apply):

- Assessment procedure change (student outcomes, curriculum map, rubric, evidence collected, sampling procedure, communications with faculty, etc.)
- Course changes (course content, pedagogy, courses offered, new course, pre-requisites, course requirements, etc.)
- Personnel or resource allocation changes
- Program policy changes (admission requirements, student probation policies, course feedback forms, etc.)
- Student's out-of-course experiences (co-curricular requirements, program website, program handbook, student workshops, etc.)
- Student Advising experiences (advisor-advisee relationship, communication of changes or expectations, etc.)
- Results indicated no action needed, students met expectations
- Other: please explain

d. Briefly describe how the program used the results checked in the list above.

1. The Department Chair will convene a focus group with all instructors for SPY 605 and SPY 606 to identify potential curricular modifications.
2. The Department Chair will submit a proposal to add a program fee for all matriculated students. This fee will be used to purchase student access to

e. Indicate when any program improvements will be implemented or when were they implemented (e.g., during the summer months, beginning of the fall semester, etc.).

1. The focus group with all instructors for SPY 605 and SPY 606 will be scheduled at the beginning of Fall 2020 to identify course changes that would take effect in Spring 2021.
2. The program fee proposal will be submitted to USM administration in

Other Assessment Activities: Briefly describe any additional assessment-related activities being done at the course level (e.g., common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level, capstone, or other courses, other assessment projects implemented by individual faculty, etc.)

NA

No assessment activities: If your program did not engage in any assessment activities this past academic year, please explain, and please indicate what assistance you need.

NA

Reminder: Please complete and submit this form by May 31, 2020.

Curriculum Assessment Map of Student Learning Outcomes – Template

Curriculum Map						Required Courses- Used for Assessing Program-Level Student Learning Outcomes					
Program-Student Learning Outcomes	Course #	Course #	Course #	Course #	Course #	Capstone/ Internship Course					
Outcome 1	Introduced & Practiced	Reinforced	Outcome assessed using Quiz/Exam items			Outcome assessed using community-based project					
Outcome 2		Introduced & Practiced	Reinforced	Outcome assessed using research project							
Outcome 3	Introduced	Practiced & Reinforced	Outcome assessed using Essay/Paper			Outcome assessed using community-based project					
Outcome 4	Introduced	Practiced	Reinforced	Outcome assessed using research project							
Outcome 5	Introduced	Practiced		Reinforced		Outcome assessed using community-based project					

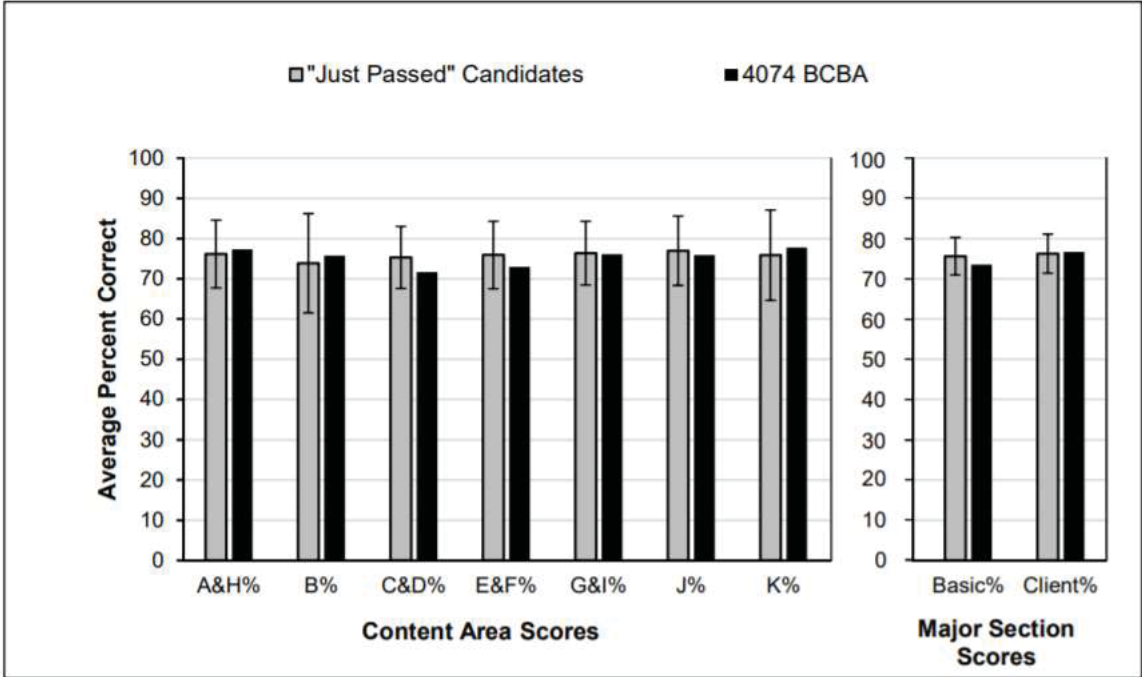
Details/Description:

Student Learning Outcomes (SLOs) can be assessed on a 3-year cycle:

SLOs 1 and 3 assessed in Year 1, SLOs 2 and 4 assessed in Year 2, SLO 5 assessed in Year 3

Program improvements are made before the next assessment cycle.

Course	Number of Students Assessed	Percent of Students Meeting Outcome Criteria
SPY 601	71	97%
SPY 602	55	100%
SPY 604	Spring 2020 Data TBA	Spring 2020 Data TBA
SPY 605	22	95%
SPY 606	40	100%
SPY 607	22	100%
SPY 608	Spring 2020 Data TBA	Spring 2020 Data TBA
SPY 671	40	100%
SPY 674	42	100%



**Curriculum Assessment Map of Student Learning Outcomes
MS Educational Psychology (Applied Behavior Analysis Concentration)**

Program-Student Learning Outcomes		Required Courses – Used for Assessing Program-Level Student Learning Outcomes								
		SPY 601	SPY 602	SPY 604	SPY 605	SPY 606	SPY 607	SPY 608	SPY 671	SPY 674
Students will define and provide research-supported examples of the behavior analytic principles, concepts, and procedures outlined by the Behavior Analyst Certification Board's Task List 4 and 5.		Introduced and assessed using quizzes and exams	Practiced	Practiced	Practiced and assessed using quizzes and exams	Practiced and assessed using quizzes and exams	Reinforced and assessed through a capstone consultation project	Reinforced		
	Students will demonstrate competencies in behavioral research, assessment, and intervention by writing research proposals, assessment reports, behavior intervention plans, and treatment protocols that are accessible, technological, and conceptually sound.		Introduced	Practiced and assessed through research proposals	Practiced and assessed through assessment reports	Practiced and assessed through research reviews and written intervention protocols	Practiced and assessed through research reviews and written intervention protocols	Reinforced and assessed through a capstone consultation project	Reinforced	
Students will apply the behavior analytic problem-solving model to design and implement a consultation process that reflects the behavior analytic assessment-intervention continuum and meets the quality standards delineated by the Functional Behavioral Assessment Rating Scale.		Introduced	Introduced	Introduced and reinforced	Introduced and reinforced	Introduced and reinforced	Practiced and assessed through a capstone consultation project	Reinforced		
	Students will apply an ethical decision-making model to articulate resolutions to ethical dilemmas that align with the ethical and professional standards established by the Behavior Analyst Certification Board's Professional and Ethical Compliance Code.			Introduced	Introduced	Introduced	Introduced	Reinforced	Practiced and assessed through written analyses of ethical dilemmas	
Students will develop professional development materials to demonstrate knowledge of psychopathology and the biological influences on the behavior of school-aged children.									Practiced and assessed through creation of professional development materials	Practiced and assessed through creation of professional development materials

Curriculum matrix displaying alignment between courses and the Behavior Analyst Certification Board's Task List 5

Content Area and Required Instructional Hours	SPY 601	SPY 602	SPY 604	SPY 605	SPY 606	SPY 607	SPY 608	SPY 640	Total
BACB Compliance Code and Disciplinary Systems; Professionalism (45 hours)							45		45
Philosophical Underpinnings; Concepts and Principles (90 hours)	45			15	15	15			90
Measurement, Data Display and Interpretation; Experimental Design (45 hours)		45							45
Behavior Assessment (45 hours)			45						45
Behavior-Change Procedures; Selecting and Implementing Interventions (60 hours)				25	25	10			60
Personnel Supervision and Management (30 hours)								30	30
Discretionary				5	5	20		7.5	37.5
Total	45	45	45	45	45	45	45	37.5	352.5