

Q1.

Please complete the program assessment plan. The format is similar to the one for the 2016 plans. If you need assistance, please contact the Office of Assessment. You can enter the data and return to complete, using the same computer and original link. Once you submit, that action is final. You will receive a copy of your submittal.

Be sure to review academic program outcomes for appropriate rigor (Bloom's taxonomy) and assessable results. Avoid vague or general statements that cannot be quantified or measured.

The update of Academic Program Assessment Plans (AY 2019-2021) are due by September 30, 2019.

Q2. Person completing the report

David Wilson

Q3. Email address of person completing the report

dwilson@georgian.edu

Q4. Program Name

Graduate Program in Applied Behavior Analysis

Q5. School or Department

- School of Arts and Sciences
- School of Business and Digital Media
- School of Education
- other, please specify

Q6. Level of Program

- Undergraduate Major
- Graduate-Masters
- Graduate-certificate only
- Undergraduate-University wide
- other, please specify

**Q7. Assessment Plan for years**

- Fall 2019 through Fall 2022
- Fall 2020 through Fall 2023
- Fall 2021 through Fall 2024

**Q8. Indicate the name of the major(s), minor(s), and the associated degree(s) for this academic program.**

Major(s)	<input type="text" value="Applied Behavior Analysis"/>
Degree(s)	<input type="text" value="Master of Arts"/>
Minor(s)	<input type="text"/>

**Q9. State your learning outcomes**

- Learning Outcome (LO) 1
- Learning Outcome (LO) 2
- Learning Outcome (LO) 3
- Learning Outcome (LO) 4
- Learning Outcome (LO) 5

**Q10. Related USLG-Undergraduate Student Learning Goals. Align the program learning outcomes stated above with the associated USLG.**

*This question was not displayed to the respondent.*

**Q11. Related GSLG-Graduate Student Learning Goals. Align the learning outcomes stated above with the associated GSLG.**

	Knowledge	Scholarly Inquiry	Communication	Ethical Leadership	GCU/Mercy Mission Integration
Learning Outcome 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Learning Outcome 2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q12. Related BRIDGE-General Education Goals**

*This question was not displayed to the respondent.*

**Q13. Related Accreditation Standard (if applicable)**

- Learning Outcome (LO) 1
- Learning Outcome (LO) 2
- Learning Outcome (LO) 3
- Learning Outcome (LO) 4
- Learning Outcome (LO) 5

**Q14. Course Mapping.** Program Courses and Experiential Learning mapping to Program Outcomes. Map **all** program courses to the program's learning outcomes here. List courses with short catalog name, i.e. EN101. Please check to see if all program courses are mapped to at least one program outcome.

**How do students learn this? In what course(s) and/or co-curricular experience(s)?**

- Learning Outcome (LO) 1
- Learning Outcome (LO) 2
- Learning Outcome (LO) 3
- Learning Outcome (LO) 4
- Learning Outcome (LO) 5

**Q15.**  
**Formative Assessment** will occur in.....  
(Designate the selected course from above mapping where evidence will be collected.)

- Learning Outcome (LO) 1  
N/A
- Learning Outcome (LO) 2  
N/A
- Learning Outcome (LO) 3  
N/A
- Learning Outcome (LO) 4  
N/A
- Learning Outcome (LO) 5

Q16. **Summative Assessment** will occur in.....  
(Designate the selected course from above mapping where evidence will be collected.)

- Learning Outcome (LO) 1  
ABA 501 Ethical and Professional Conduct
- Learning Outcome (LO) 2  
ABA 503 Experimental Analysis of Behavior
- Learning Outcome (LO) 3  
ABA502 Measurement and Experimental Design
- Learning Outcome (LO) 4  
ABA 510 Behavior Assessment, ABA512 ABA II: Advanced Behavior Change Procedures
- Learning Outcome (LO) 5

Q17. **Assessment Protocol.** How and when do you assess the achievement of all students in your program before they graduate and record the results of your assessment.

**Formative Assessment**

	LO 1	LO2	LO3	LO4	LO5
Direct Evidence	N/A	N/A	N/A	N/A	
Indirect Evidence	N/A	N/A	N/A	N/A	

Q18. **Assessment Protocol.** How and when do you assess the achievement of all students in your program before they graduate and record the results of your assessment.

**Summative Assessment**

	LO 1	LO2	LO3	LO4	LO5
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Direct Evidence	<p>Given a scenario, students will write a paper identifying the ethical/professional conduct concerns with respect to the BACB Professional and Ethical Compliance Code for Behavior Analysts and describe appropriate actions to a) remediate the current scenario, and b) prevent future occurrences. Evaluated by a rubric</p>	<p>Given a set of procedures, students will conduct a simulated experiment and write a paper describing how the procedures and findings of the laboratory exercise illustrated the basic behavioral principle being studied. Evaluated by a rubric</p>	<p>Given a scenario, students will develop an appropriate system of behavior measurement and select the most appropriate experimental design to evaluate behavior change. Evaluated by a rubric</p>	<p>Given behavior assessment data in 3 forms (indirect, direct, experimental), students will conduct the appropriate analysis to determine the behavior's function, and then report their findings in a functional behavior assessment report. Evaluated by a rubric ABA 512 Given a scenario, students will write a behavior protocol to address the behavioral excess/deficit which is consistent with the 7 dimensions of applied behavior analysis Evaluated by a rubric</p>	
Indirect Evidence	Previously SIR II; awaiting new course evaluation tool	Previously SIR II; awaiting new course evaluation tool	Previously SIR II; awaiting new course evaluation tool	Previously SIR II; awaiting new course evaluation tool	Previously SIR II; awaiting new course evaluation tool

**Q19. What do you consider satisfactory achievement of this outcome? Why?**

**Formative Assessment**

	LO 1	LO2	LO3	LO4	LO5
Direct Evidence Benchmark	N/A	N/A	N/A	N/A	
Indirect Evidence Benchmark	N/A	N/A	N/A	N/A	

**Q20. What do you consider satisfactory achievement of this outcome? Why?**

**Summative Assessment**

	LO 1	LO2	LO3	LO4	LO5
Direct Evidence Benchmark	100% of the students will meet all applicable rubric criteria at the "acceptable" level. BACB Pass Rate of 75% or higher	100% of the students will meet all applicable rubric criteria at the "acceptable" level. BACB Pass Rate of 75% or higher	100% of the students will meet all applicable rubric criteria at the "acceptable" level. BACB Pass Rate of 75% or higher	100% of the students will meet all applicable rubric criteria at the "acceptable" level. BACB Pass Rate of 75% or higher	

Indirect Evidence Benchmark

Mean score of 3.5 or higher on SIR II Section F (For all course mapped to the outcome)  
Awaiting new course evaluation tool to be approved by faculty

Mean score of 3.5 or higher on SIR II Section F (For all course mapped to the outcome)  
Awaiting new course evaluation tool to be approved by faculty

Mean score of 3.5 or higher on SIR II Section F (For all course mapped to the outcome)  
Awaiting new course evaluation tool to be approved by faculty

Mean score of 3.5 or higher on SIR II Section F (For all course mapped to the outcome)  
Awaiting new course evaluation tool to be approved by faculty

**Q21. Program Assessment Time Frame:** Time Frame for Assessing the outcome.

Indicate the year of the plan where the data will be analyzed. Also indicate if data will be collected annually. This is helpful for gathering assessment artifacts from small classes or groups.

	Year 1 of Plan	Year 2 of Plan	Year 3 of Plan	Data collected annually
Learning Outcome 1	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learning Outcome 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Location Data**

**Location:** [\(39.91520690918, -75.07389831543\)](#)

**Source:** GeolIP Estimation

