

Graduate Certificate in Applied Behavior Analysis (APBAGC)

2021-2022

Annual Academic Assessment Report

Results of analysis of assessment of Student Learning Outcome

1. Use of Behavior Development Solution Modules or Rogue ABA as a comprehensive examination, of which 2021-2022 100% passed comprehensive examination.
2. All candidates graduated with a GPA of 3.0+
3. All 2021-2022 graduates passed key assignments across coursework.

Any changes to degree/certificate planned or made on the basis of the assessment and analysis.

The Behavior Analysis Certification Board released a new [Ethics Code for Behavior Analysts](#). As such, the course that covers ethical conduct for behavior analysts, SPED 6883 ABA Standards, has been changed to reflect the changes in the code.

Any changes to the assessment process made or planned.

During the 2021-2022 period, Rouge ABA was added as a comprehensive examination option for students. Students now have the option to choose either the Behavior Development Solutions modules or the Rogue ABA Study Course to complete as an alternative to the traditional comprehensive examination. The use of Rogue ABA as an option was added as Rogue provides equal outcome measures to Behavior Development Solutions, at a lower cost to students.

Academic Assessment Plan

Program Goals (3-4)

(Program goals are broad general statements of what the program intends to accomplish and describes what a student will be able to do after completing the program. The program goals are linked to the mission of the university, college, and department. Depending on the program goals for CAEP accreditation purposes might be listed here as well. Note: some of these goals for the coming year may well be related to or the same as goals from the past year.)

1. Enable its students to work proficiently with the coherent system of concepts and principles of behavior analysis.
2. Prepare students for professional careers in a variety of environments including schools, clinical settings, and social service agencies.

3. Prepare students for diverse types of work, such as devising arrangements for more effective instruction and classroom management, teaching strategies for effective behavior management in home settings, and designing and improving performance, productivity, and safety in organizations.

Student Learning Outcomes (6-8)

(Student Learning Outcomes are defined in terms of the knowledge, skills, and abilities that students will know and be able to do as a result of completing a program. These student learning outcomes are directly linked to the accomplishment of the program goals.)

1. Students will develop fluency in working with the coherent system of behavior-analytic theory, concepts and principles. This includes proficiency in functional analyses that inform the application of those principles in practical situations, detailed task analyses, and techniques of teaching as well as implementing of those principles.
2. Students will be able to identify and to apply appropriately a variety of real-time measures of behavior, including time-sampling, response rate and time-allocation measured comparatively across individuals, settings, and staff members, including assessments of inter-observer agreement.
3. Students will be able to evaluate the data generated before and during interventions, using appropriate graphical methods, including computer-based graphics where appropriate.
4. Students will be able to identify the appropriate research designs, with emphasis upon within-subject designs such as reversal, multiple-baseline, multi-element, changing-criterion and, probe designs, including evaluations of both strengths and limitations of each.
5. Students will be able to analyze and to interpret behavior analytic data, and make sound research and application decisions based on a critical analysis of data.
6. Students will be able to write in a professional style, appropriate to relevant formats, such as research reports, functional analyses, task analyses, and intervention plans.
7. Students will be able to identify the ethical principles governing interactions with clients in need of intervention. They also will be conversant with the relevant legal issues and regulations.

Process for Assessing each Student Learning Outcome

(A process must be defined and documented to regularly assess student learning and achievement of student learning outcomes. The results of the assessment must be utilized as input for the improvement of the program.)

<i>Timeline for assessment and analysis.</i>	<i>Means of assessment and desired level of student achievement.</i>	<i>Reporting of results</i>
1. At the end of each semester key assignments across coursework are	1. Key assignments will be collected with the desired outcome of all students passing those assignments	1. Final course grades and GPA are reported to the program coordinator and graduate school at the end

<p>collected by the program faculty.</p> <p>2. At the end of each academic semester, student GPA is evaluated by the program faculty.</p> <p>3. In the last semester of a student's coursework, the comprehensive examination is completed by the program faculty.</p>	<p>across coursework. (Indirect)</p> <p>2. GPA will be evaluated at the end of each semester, students who have a cumulative GPA of less than 3.0 will be counseled, it is expected that all students will obtain a GPA of 3.0+. (Indirect)</p> <p>3. The comprehensive examination (which includes a published test) is used to evaluate student acquisition of content across courses and learning outcomes. It is desired that all students will pass the comprehensive examination. (Direct)</p>	<p>of each academic semester.</p> <p>2. Comprehensive examination reports are provided to the program coordinator and graduate school at the end of a student's degree completion.</p> <p>3. The annual academic program report is completed at the end of each academic year.</p>
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