**Annual Assessment Report for 2020-2021 AY**

Reports completed on assessment activities carried out during the 2020-2021 AY will be due September 30th 2021 and must be e-mailed to the Director of Assessment, Dr. Douglas Fraleigh (douglasf@csufresno.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. For purposes of this report, you should only report on two or three student learning outcomes (department’s choice) even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: \_Psychology/Applied Behavior Analysis\_\_\_\_\_\_\_\_ Degree\_M.A.\_\_

Assessment Coordinator: \_\_Marianne Jackson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Please list the learning outcomes you assessed this year.
   1. Students demonstrate their knowledge and understanding of theory and research in the following areas related to the field of Applied Behavior Analysis: philosophical underpinnings, concepts and principles, measurement, data display, and interpretation.
   2. Students can apply various research methodologies in research, including but not limited to, single-subject methodologies and designs.
   3. Students can collect and analyze data accurately and reliably for research and applied purposes.
   4. Students can explain Behavior Analysis Certification Board (BACB®) and APA guidelines for the ethical treatment of human research participants, clients in treatment, staff in training, and other relevant populations, and can identify violations of these ethical codes.
   5. Students can produce well-organized papers and essays without grammatical errors, utilizing APA format.
   6. Students can show an understanding of, respect for, and responsiveness to cultural and individual differences by describing the perspectives of those of other ages, abilities, gender, or ethnicities.
   7. Students can listen to and discuss perspectives on psychology with others regardless of similarity or diversity of personality characteristics or professional experience and orientation.
2. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

We used an exit survey that was sent to all students graduating in the academic year 2020/2021. The survey was administered via Qualtrics and asked students to rate their graduate education in specific areas relevant to our SOAP goals. They were also asked about the support provided by faculty, their experience with the department teaching opportunities, the student-led ABA Club, the campus-based practicum site, and their preparation for the job market or future (doctoral) studies. These were assessed on a 5-point rating scale (with 5 being *strongly agree* and 1 being *strongly disagree*, with a *not applicable* option relevant to some questions). They were also asked to list strengths and weaknesses of the ABA Master’s degree program and these were entered in a text box. A word version of the survey is attached.

Ratings of 4 (agree) or 5 (strongly agree) to statements regarding their graduate education were considered as evidence of our program having met that student learning outcome. Ratings less that this were evidence that improvements may need to be made. Ratings were used in a similar manner to evaluate other experiences within the program and to provide opportunities for improvement as needed. As this was our first assessment period (the program was elevated in 2019 and the 2019/2020 assessment was postponed due to the pandemic) we had no comparisons, and this was the first use of this exit survey.

1. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient. Also indicate your benchmark (e.g., 80% of students will be designated as proficient or higher) and indicate the number of students who met that benchmark.

Eight students responded to the survey. In our SOAP, we indicated that a rating of *agree* to *strongly agree* would be considered evidence that the program is meeting the relevant student learning outcome. In rating the extent to which their coursework met various SOAP goals listed above, 7/8 students agreed or strongly agreed that it did. One student strongly disagreed with one rating on the application of behavior analytic principles to affect socially valid behaviors but agreed or strongly agreed with all others. In the area of professional development (writing, presentation, preparation for the national certification exam), 7/8 students agreed or strongly agreed in all areas, and one student strongly disagreed that they were prepared to sit the national certification exam but agreed or strongly agreed on all other measures.

In rating other experiences, all students (4/8) who had been teaching interns found the experience to be useful in their development, all students (8/8) agreed or strongly agreed that the experience of attending professional conferences was beneficial, but only 5/8 students agreed or strongly agreed that their participation in our program’s student-led ABA club was beneficial. In the area of faculty support, 7/8 students reported that faculty, including their thesis advisor, were supportive in their advancement through the program, but one student disagreed with the statement that their thesis advisor provided the necessary amount of feedback and guidance during the planning and implementation of their thesis.

Six of the graduating students had already accepted a professional position in the field of ABA, one was in the process of applying for positions and one was continuing on to doctoral studies. All students (8/8) agreed or strongly agreed that they were happy with their decision to attend the Master’s degree program in ABA at Fresno State and that they would recommend it to others.

1. What changes, if any, do you recommend based on the assessment data?

Based on the responses to our exit survey, there are three areas where we see room for improvement. The first is to ensure a greater degree of emphasis in the application of knowledge learned to socially valid behaviors. This is part of learning outcome 1.1 of the SOAP and is listed in all coursework. Faculty will review these and ensure they emphasize the application of learning in all coursework.

The second area for improvement is in the faculty support of students. One student reported a lack of support from their thesis advisor and some of the comments provided at the end of the survey indicated that students may have felt distanced from faculty. This may be in part due to the virtual nature of their final year (COVID-19 pandemic) and we feel there is room for improvement. We plan to schedule meetings for each cohort of students with the program coordinator, every semester. To provide additional support, these meetings will occur once per month for students in their first semester of the program. In addition, we will institute one-on-one end of semester meetings between each student and their thesis advisor where they will review progress in coursework, thesis development and implementation, and other forms of professional development, with relevant input from other faculty (i.e., course instructors and practicum supervisors).

The third area for improvement is in the student-led ABA club. Students reported mixed experiences with many being neutral or disagreeing that it was useful. We will review the workload involved in the ABA Club and its activities, working with students to refine those activities that provide the greatest opportunity for professional development and minimizing those that do not.

1. If you recommended any changes in your response to Question 4 in your 2018-19 assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.

N/A (this is our first report)

1. What assessment activities will you be conducting during AY 2021-22?

In academic year 2021-2022 we will assess thesis rubric that address learning outcomes 1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, and 4.2. We will also conduct a survey of alumni and their employers addressing learning outcomes 1.1, 2.3, 4.1, 4.2, 5.1, and 5.2.

1. Identify and discuss any major issues identified during your last Program Review and in what ways these issues have or have not been addressed.

N/A (we have not conducted a program review yet)

**Exit Survey**

Please answer the following questions related to your graduate education in the Applied Behavior Analysis (ABA) Master’s Degree Program at Fresno State.

Use the following scale to rate your experience with each of the following statements: 5=Strongly agree, 4=Agree, 3=Neutral, 2 = Disagree, 1 = Strongly disagree, N/A = Not applicable

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 5  Strongly Agree | 4  Agree | 3  Neutral | 2  Disagree | 1  Strongly disagree | N/A |
| 1. My graduate classes provided me a thorough understanding of the underlying philosophy, theory, research, and application in field of Behavior Analysis. |  |  |  |  |  |  |
| 2. I have a thorough understanding of research methods in ABA. |  |  |  |  |  |  |
| 3. I can design data collection systems, collect data, and evaluate them to make data-based decisions in a variety of research and applied settings. |  |  |  |  |  |  |
| 4. I have a thorough understanding of the ethical and professional guidelines relevant to the field of ABA. |  |  |  |  |  |  |
| 5. I can apply various behavior analytic principles to affect socially valid behaviors. |  |  |  |  |  |  |
| 6. I can evaluate current research and its application to social valid behavior change. |  |  |  |  |  |  |
| 7. My graduate experience has provided me with the skills necessary to write in a professional and effective manner. |  |  |  |  |  |  |
| 8. I can present clinical or research data to a wide variety of audiences with diverse educational and cultural backgrounds. |  |  |  |  |  |  |
| 9. I have developed the professional skills necessary to enter the job market as a Behavior Analyst. |  |  |  |  |  |  |
| 10. My graduate experience has prepared me to sit for the Behavior Analysis Certification Board exam. |  |  |  |  |  |  |
| 11. I plan to go on to doctoral studies and feel that my graduate experience has prepared me to enter a doctoral program in Behavior Analysis or a related field (mark N/A if you do not plan to go onto doctoral studies). |  |  |  |  |  |  |
| 12. The faculty supported me in my progress throughout the degree program. |  |  |  |  |  |  |
| 13. My thesis advisor provided me with the necessary amount of feedback and guidance during my thesis development, implementation, and defense. |  |  |  |  |  |  |
| 14. The faculty of the ABA program helped to guide and advise me in the achievement of my professional goals. |  |  |  |  |  |  |
| 15. I found the experience of being a teaching intern to be useful in the development of my skills as a professional/academic (mark N/A if you did not have a role as a teaching intern). |  |  |  |  |  |  |
| 16. The ABA club provided me with leadership experience and professional networking opportunities. |  |  |  |  |  |  |
| 17. I am glad that the faculty encouraged me to attend professional conferences and found these to be beneficial in my development as a behavior analyst. |  |  |  |  |  |  |
| 18. I am glad that I chose to attend the ABA Master’s degree program at Fresno State. |  |  |  |  |  |  |

What do you think is/are the main strength(s) of the ABA Program at Fresno State?

What do you think is/are areas for improvement of the ABA Program at Fresno State?

What was your favorite aspect of the ABA Program at Fresno State?

What was your least preferred aspect of the ABA Program at Fresno State?

Please provide us with another email address (other than your Fresno State email) that we can use to contact you in future:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thank you for taking the time to complete this exit survey and assist us in the assessment and ongoing improvement of the Master’s degree program at Fresno State.