Introduction and Overview

2012-2013 represents the year in which the Psychology Department will submit a Moderate Program Change to separate the Applied Behavior Analysis Specialization from the MS Experimental Psychology Graduate Program. In anticipation of that division and the establishment of a MS in Behavior Analysis, I am developing assessment of student learning for that new program. As director of the ABA specialization/program, I continue to work closely with Dr. Elizabeth Street (Emeritus) and Dr. Sadie Lovett to develop all of the materials needed to establish a rigorous assessment protocol for the new program.

I will begin with a brief overview of the students in the program, their status and what we know about them at this point. At this point, non-academic assessment data is not available. I have provided the materials thus far developed that will be used to begin the formal assessment process next year. Assessments will rely on both Academic and Non-Academic data.
Program Enrollment

Applicant Targets.
The MS Experimental psychology program’s minimum entrance requirements are:
1) BA/BS in psychology or a related field
2) GPA of 3.0
3) Combined GRE score (verbal+quantitative) of 295 (V= 147; Q: 148).

Admissions
Three graduate students were admitted to the ABA specialization in 2011-2012. Another
4 students were admitted in 2012-2013. The GPA, and GRE scores for students admitted
to the program since its inception are outlined in Table 1.

Table 1. Average GPA and GRE scores (verbal and quantitative) for incoming graduate
class in the ABA program since 2008.

<table>
<thead>
<tr>
<th>Cohort (Yr)</th>
<th>N</th>
<th>GPA</th>
<th>GRE-Verbal</th>
<th>GRE-Quant</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>2</td>
<td>2.99</td>
<td>490</td>
<td>610</td>
</tr>
<tr>
<td>2009-2010</td>
<td>4</td>
<td>3.59</td>
<td>472</td>
<td>585</td>
</tr>
<tr>
<td>2010-2011</td>
<td>6 (2)</td>
<td>3.54</td>
<td>408</td>
<td>475</td>
</tr>
<tr>
<td>2011-2012</td>
<td>3</td>
<td>3.76</td>
<td>437</td>
<td>510</td>
</tr>
<tr>
<td>2012-2013</td>
<td>5</td>
<td>3.38</td>
<td>153</td>
<td>157</td>
</tr>
</tbody>
</table>

This year range for undergraduate GPA (last 90 credits) for the five applicants was 2.74-
3.76; the range for GRE-verbal scores was 148-161; the range for GRE-quantitative
scores was 142-157.

This year, one student fell below the 3.0 GPA cutoff. He had extensive experience as a
behavior therapist working under a BCBA. He came highly recommended. We also
admitted one student who fell below the 148 GRE-quantitative score. This student was a
CWU graduate and well known in the department. She other scores were well above the
minimum requirements, and she had worked on an ABA research project as a senior. The
overall average GRE combined score was 310 – significantly above the minimum
requirement. All applicants also need to have a research interest that aligns with at least
one of our faculty members. This was true for all five students admitted to the program.

Prerequisite Courses

Below, in Table 2, are the numbers of students needing each specific prerequisite course.
In 2009, PSY 300: Research Methods was not required. In 2010, it was added as a
prerequisite. Psychology 461 (History and Systems in Psychology) was dropped at that
time as well. In the last two year, our incoming ABA students have not needed any
prerequisites.
Table 2. Number of students entering the program and prerequisite courses needed.

<table>
<thead>
<tr>
<th></th>
<th>PSY 300</th>
<th>PSY 301</th>
<th>PSY 362</th>
<th>PSY 363</th>
<th>PSY 461</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>N/A</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2009-2010</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td>2010-2011</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>2011-2012</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>2012-2013</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Status of ABA Graduate Students

The status of our ABA graduate students is positive. We have accepted 14 students over the 5 years of the program. Admissions were suspended after admitting 3 students in 2011 pending stabilization of the state economy, and a changeover in ABA faculty. This year increased our annual enrollments to 5, but one student has switched to the experimental psychology program. Last year, our first ABA graduate student graduated and took a position as a behavior specialist for the Leonia School District in New Jersey. Over the 5 years, we have lost several students due to changes in life plans, family issues, and a change of interest. No regularly admitted students have been formally removed from the program by ABA faculty (although several experimental psychology graduate students asked to join the program and subsequently left. They are not included in this summary.) To give an idea of where are students are in the graduate process, Table 2 provides a summary of overall GPA and Table 3 outlines the number of students who have successfully negotiated important graduate school milestones including 1) coursework, 2) internship, and 3) thesis.
Program Target. We have set the minimum GPA target for students in our program in line with the CWU graduate school guidelines: overall GPA of 3.0; no grade lower than a B in any graduate coursework. See Table 2 for overall GPA for students enrolled last yr.

Table 2. Overall GPA for ABA students enrolled in 2011-2012.

<table>
<thead>
<tr>
<th>Name</th>
<th>Cohort (Yr)</th>
<th>Overall GPA</th>
<th># of grades below B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stacie Nolan</td>
<td>(2008-2009)</td>
<td>3.879</td>
<td>0</td>
</tr>
<tr>
<td>Joshua Jones</td>
<td>(2009-2010)</td>
<td>3.935</td>
<td>0</td>
</tr>
<tr>
<td>Mike Miller</td>
<td>(2009-2010)</td>
<td>3.665</td>
<td>0</td>
</tr>
<tr>
<td>Chelsea Pearsall</td>
<td>(2009-2010)</td>
<td>3.935</td>
<td>0</td>
</tr>
<tr>
<td>Andrew Arellano</td>
<td>(2010-2011)</td>
<td>3.672</td>
<td>0</td>
</tr>
<tr>
<td>Katrina Brooks</td>
<td>(2010-2011)</td>
<td>4.0</td>
<td>0</td>
</tr>
<tr>
<td>Clarissa Fortner</td>
<td>(2010-2011)</td>
<td>3.156</td>
<td>1</td>
</tr>
<tr>
<td>Nicole Metzler</td>
<td>(2010-2011)</td>
<td>3.849</td>
<td>0</td>
</tr>
<tr>
<td>Sefakor Adzanku</td>
<td>(2010-2011)</td>
<td>3.895</td>
<td>0</td>
</tr>
<tr>
<td>Cristina Bistricean</td>
<td>(2011-2012)</td>
<td>3.846</td>
<td>0</td>
</tr>
<tr>
<td>Brittany Martell</td>
<td>(2011-2012)</td>
<td>3.781</td>
<td>0</td>
</tr>
</tbody>
</table>

Program Target. Our program goals are 1) to have 100% of graduate students in the ABA program ready to propose a thesis before the end of the fall quarter of their second year, and 2) to have 100% of graduate students to defend their thesis by the end of the summer of their second year.

Table 2. Student progress through the coursework, internship and thesis processes.

<table>
<thead>
<tr>
<th></th>
<th>Continuing</th>
<th>Left Program</th>
<th>Coursework Complete</th>
<th>Internship Complete</th>
<th>Thesis Proposed</th>
<th>HSRC Data Gathered</th>
<th>Thesis Defended</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2009-2010</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2010-2011</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2011-2012</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2012-2013</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
We are pleased to see many of our students moving forward and will be making changes to the ABA program in the moderate program change process that should facilitate a more rapid progression toward graduation. The most important change involves reducing the required credit load from 57-61 credits to 48 credits. This will allow students more time to work on thesis ideas and to develop a timeline/plan for thesis once they begin their internship.

**Anticipated Progress for 2012-2014.** We anticipate the following outcomes this year (2012-2013).

<table>
<thead>
<tr>
<th>Name</th>
<th>Cohort (Yr)</th>
<th>Proposal</th>
<th>HSRC</th>
<th>Data Collected</th>
<th>Defend</th>
<th>Anticipated Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sefakor Adzanku</td>
<td>(2010-2011)</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>Spring 2013</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>Cristina Bistricianan</td>
<td>(2011-2012)</td>
<td>Spring 2013</td>
<td>Sum/Fall 2013</td>
<td>Fall 2013</td>
<td>Winter 2014</td>
<td></td>
</tr>
<tr>
<td>Joy Gulseth</td>
<td>(2012-2013)</td>
<td>Spring 2013</td>
<td>Sum/Fall 2013</td>
<td>Fall 2013</td>
<td>Winter 2014</td>
<td></td>
</tr>
</tbody>
</table>

* The status of Clarissa Fortner (2010-2011) is unclear at this time

In summary, we expect two students to complete their theses and graduate by the end of Spring 2013. Another should finish and graduate by summer 2013. Another 5 students should graduate by the fall of 2013. One should finish in Winter 2014. Our First year students this year should graduate no later than Fall 2014, however, Joy Gulseth should
graduate sooner as she is already working on her thesis proposal. Please note that the internship can sometimes interfere with the theses process. We are hoping to implement more use of SKYPE to hold regular thesis meetings with these students while on internship. It has been very successful with Andrew Arellano and Mike Miller.

**Programmatic Course Offerings**

ABA graduate students are expected to maintain an overall GPA of 3.0, and receive no grade lower than a B in their courses. In 2011-2012, seven ABA graduate courses were offered. Although the students did take other courses as well, these courses will continue to make up to core of the ABA program in the future. All students (100%) passed their classes and the overall average GPA in each of the course ranged from 3.67 to 4.0. Table 7 outlines the number of students in each class, the number and percent that passed the class, the average GPA for the class, and a breakdown by year in the program. Note that a course offering may reflect more than one section offered across multiple quarters by various instructors. Also, what ABA courses with low enrollments are courses that are offered to students in other programs (school psychology, experimental psychology, family studies, special education, primate behavior, biology) as well.

**Table 7. ABA Content course offerings, percent of students passing and average GPA**

<table>
<thead>
<tr>
<th>Core Course</th>
<th>Course Offered?</th>
<th># of ABA Students</th>
<th># of Exp students who Passed</th>
<th>Percent Passed</th>
<th>Average Grade</th>
<th>1st year students passing</th>
<th>2nd year students passing</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 551</td>
<td>Y</td>
<td>2</td>
<td>2</td>
<td>100%</td>
<td>A</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>PSY 553</td>
<td>Y</td>
<td>2</td>
<td>2</td>
<td>100%</td>
<td>A</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>PSY 554</td>
<td>Y</td>
<td>3</td>
<td>3</td>
<td>100%</td>
<td>A</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>PSY 562</td>
<td>Y</td>
<td>2</td>
<td>2</td>
<td>100%</td>
<td>A</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>PSY 581</td>
<td>Y</td>
<td>2</td>
<td>2</td>
<td>100%</td>
<td>A</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>PSY 587</td>
<td>Y</td>
<td>3</td>
<td>3</td>
<td>100%</td>
<td>A</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>PSY 590</td>
<td>Y</td>
<td>5</td>
<td>5</td>
<td>100%</td>
<td>A</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>EDSE 510</td>
<td>Y</td>
<td>2</td>
<td>2</td>
<td>100%</td>
<td>A</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
Assessment plan for the new MS ABA program.

Attached you will find new student learning objectives for the proposed ABA master’s degree program. Additionally, you will find support materials including:

1) The BCBA 4th Ed. Task List which dictates the development of the general content of the program
2) A Professional Dispositions Survey based heavily on the Survey used by School Psychology. Given the similarity in professional dispositions between Applied Behavior Analysts and school psychologists, we chose to rely on Dr. Gene Johnson experience in this area.
3) The Cooperative Education Internship Final Evaluation form that is usually completed by the internship site supervisor.
4) The ABA program’s Internship Checklist that overlaps with the BCBA Task List. The CWU faculty supervisor for internships will maintain and update a copy of checklist to determine what each intern has accomplished and what internship experiences the student needs to address before completing the program.
5) A sample pre-test/post-test to be used to assess Basic Behavior Analytic Skills, Client Centered Responsibilities, and Foundational Knowledge. The final test will be based on the BCBA-exam and Task List. Dr. Sadie Lovett and I will be finalizing the test this year. The new ABA students (2012-2013) will take the post-test only as a pilot of the test content.

It is our hope to be able to provide data-based assessment of student learning beginning next year.

Quarterly Feedback Interviews

While we plan to continue to follow the academic progress of our students, it is our goal to avoid relying solely on academic measures of performance. We are in the process of developing a broader assessment package that will help us ascertain ways in which our program can better serve our graduate students. In that spirit, we plan to begin a feedback process this year. Quarterly, both Dr. Lovett and I will meet with the new ABA students individually to review their progress on the seven SLOs:

1) Basic Behavior Analytic Skills
2) Client-Centered Responsibilities
3) Foundational Knowledge
4) Mastery of Skills in Applied Settings
5) Professional Work Characteristics and Dispositions
6) Research Competence
7) Professional Exchange

The letter will highlight their achievements and strengths, and identify areas for targeted growth in the coming months. It is our goal to be very explicit with our students about the expectations of the program, and their progress in meeting those standards. We plan to document the meeting with a summary letter that the students will sign as evidence of our
They will receive a copy of the letter, and the sign copy will be placed in their permanent file.

This is a summary of the work to date toward the assessment of student learning for the proposed MS in Behavior Analysis. The proposed modification is supported by the ABA faculty, the department chair, the experimental psychology faculty and the departmental faculty at large. A copy of the proposed moderate degree proposal can be forwarded upon its completion, if requested (due Jan 11, 2013).