

1.D.4 The institution's **processes** and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

1.C.7 The institution **uses** the results of its assessment efforts to inform academic and learning-support planning and practices to continuously **improve** student learning outcomes.

NWCCU Standards were updated in Jan. 2020 and include student learning outcomes, student success and achievement measures. Student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

Section 1 – Program Mission

The Mission of Oregon Tech's MS-ABA program is to prepare students to apply the principles of behavior analysis to enhance the lives of individuals across a wide variety of settings, providing them with the necessary skills to become effective and ethical Board Certified Behavior Analysts (BCBAs).

Our program is designed specifically to prepare students to become practicing behavior analysts and to sit for and pass the Behavior Analyst Certification Board's BCBA® exam. The profession of Applied Behavior Analysis is growing very quickly across the country, and our graduates will be well prepared for all entry-level positions within the field. More than 50,000 practicing behavior analysts have been added to the profession since our program was approved in 2017.

Our mission aligns with Oregon Tech's mission to offer professionally focused degree programs as the MS ABA offering is directly linked to the professional credentialing requirements of our national board, the Behavior Analyst Certification Board (BACB®). Our course offerings are tied to the 6th Ed. of the Test Content Outline (<https://www.bacb.com/wp-content/uploads/2022/01/BCBA-6th-Edition-Test-Content-Outline-240903-a.pdf>) and we support our students in their experiential learning journey with our Clinical Skills course sequence (ABA 581, ABA 582, and ABA 583).

The mission was revised in the summer of 2023, with input from our adjuncts and recently retired faculty member, Dr. Maria Lynn Kessler. In the course of preparing for accreditation during the 24-25 academic year, we edited the last sentence from "behavior analysts" to "Board Certified Behavior Analysts (BCBAs)" to further emphasize our intention to train certified practitioners.

Program Objectives- these three objectives inform the student learning outcomes for our program as listed below

- To produce competent graduates who can work effectively and ethically across settings and with diverse populations.
- To place 100% of students who want to work in desired and appropriate job settings upon graduation or certification by enabling them to obtain the knowledge and skills necessary for career success.

- To prepare students for national certification and/or licensure as behavior analysts by having at least 80% of graduated students (who take the exam) pass the BACB™ exam each year

Section 2 – Program Student Learning Outcomes

Our PSLOs are informed by several key standards within our field. First, our students in both cohorts for the 24-25 academic year were instructed based on the Items in the BACB®'s 6th Edition Task List (<https://www.bacb.com/wp-content/uploads/2020/08/BCBA-task-list-5th-ed-230130-a.pdf>). Additionally, the Ethics Code for Behavior Analysts (<https://www.bacb.com/wp-content/uploads/2022/01/Ethics-Code-for-Behavior-Analysts-230119-a.pdf>) and Supervisor Training Curriculum Outline 2.0 (https://www.bacb.com/wp-content/uploads/2022/01/Supervision_Training_Curriculum_230130-a.pdf) inform our learning objectives. All three of these resources are published by our national certifying body that also determines minimum course content and requirements for hours of instruction for students interesting in becoming BCBAs. These PSLOs were most recently revised in the summer of 2023 when we also amended our mission statement. No changes were made to our PSLOs this year. However, as we have just hired a new full-time, tenure track assistant professor, we will use the upcoming academic year to re-evaluate these outcomes given her feedback after teaching courses within our program this year.

1. Students will understand the history and philosophy of radical behaviorism as our primary theoretical approach to understanding and studying behavior.
2. Students will use technical terminology and “everyday” language to explain and provide examples of the characteristics, concepts, principles, and procedures of behavior analysis.
3. Students will demonstrate an understanding of, and ability to conduct, behavioral assessments and functional behavioral analyses and identify strengths and limitations of each assessment.
4. Students will demonstrate competence in the measurement of behavior, data analysis, and graphic representation.
5. Students will demonstrate competence in single-subject research designs and will identify and describe the advantages, disadvantages, and ethical considerations of research designs.
6. Students will critically evaluate research and analyze and apply research findings to the practice of applied behavior analysis.
7. Students will demonstrate mastery of the fundamental elements of behavioral interventions including behavior change strategies, procedures, and systems, including methods for ensuring effective implementation and maintenance of behavioral programs.
8. Students will demonstrate an understanding of the legal constraints and ethical guidelines pertinent to behavioral research and practice.
9. Students will demonstrate an understanding of the roles, functions, and responsibilities of professional behavior analysts, including relationships with professional organizations, and maintenance of professional credentials.
10. Students will demonstrate the skills essential to developing professional and therapeutic relationships, maintaining boundaries, evaluating client outcome, terminating treatment, and collaborating with other professionals.
11. Students will demonstrate competent oral and written communication.

Section 3 – Curriculum Map

University	ISLO 1 – Communication	ISLO 2 – Inquiry & Analysis	ISLO 3 – Ethical Reasoning 5 – Teamwork & 6 – Diverse Perspectives	ISLO 4 – Quantitative Literacy				
Program	PSLO 11	PSLO 5-PSLO 6	PSLO 8-10	PSLO 4	PSLO 1	PSLO 2	PSLO 3	PSLO 7
ABA 502, 503, 504			F					
ABA 511						F		
ABA 516								
ABA 521			F, P					
ABA 525		F		P				
ABA 527					F			
ABA 531							P	P
ABA 532							P	P
ABA 535								P
ABA 565			P					
ABA 581, 582, 583		C		C				C
ABA 599	C	C						

The figure below (retrieved from https://www.bacb.com/wp-content/uploads/2025/08/BCBAHandbook_250818-2-a.pdf, p. 28) depicts the required course content for students wishing to sit for the BCBA® exam administered by the BACB®. For each content area, we show the course number that corresponds to the required content. ABA 502-504, ABA 516, ABA 535, ABA 581-583, and ABA 599 are additional courses required for our Master's program.

Content Areas and Descriptions	Instructional Hours*
Basic Principles of Behavior ABA 511 Course content includes, but is not limited to, the basic concepts and principles of operant and respondent conditioning.	45 hours (within 1 freestanding course)
Theory & Philosophy in Behavior Analysis ABA 527 Course content includes, but is not limited to, the underlying theoretical and philosophical foundations of behavior analysis (i.e., behaviorism).	45 hours (within 1 freestanding course)
Research Methods in Behavior Analysis ABA 525 Course content includes, but is not limited to, measurement, data display and interpretation, single-case designs, intervention and program evaluation, and research ethics.	45 hours (within 1 freestanding course)
Behavior Assessment and Intervention ABA 531 and ABA 532 Course content includes, but is not limited to, the selection and implementation of behavior assessment and intervention techniques and approaches from applied behavior analysis. Additionally, the course should cover the identification and integration of client-specific cultural, contextual, and personal variables throughout the assessment process and in the selection of goals and interventions.	90 hours (within 2 freestanding courses)
Organizational Behavior Management ABA 565 Course content includes, but is not limited to, performance analysis and management, supervision, staff training, behavioral systems analysis, organizational culture, and leadership. Additionally, the course should cover the identification and integration of client-specific cultural, contextual, and personal variables throughout the assessment process and in the selection of goals and interventions.	45 hours (within 1 freestanding course)
Ethics in Behavior Analysis ABA 521 Course content includes, but is not limited to, ethical principles, the BACB's ethics codes and requirements, the BACB's code-enforcement mechanisms, and professionalism.	45 hours (within 1 freestanding course)
Total	315 hours

*Must constitute the majority of the course's content.

Section 4 – Assessment Cycle

Over the course of the 2023-2024 year, we made several substantive course revisions to meet the 2027 and beyond certification standards for our profession. These revisions were formally approved by NWCCU on 7/30/25 (Appendix D). As a result, we decided to start “fresh” with our assessment cycle for the MSABA programs. For example, we will evaluate PSLOs 5 and 11 each year in thesis. This allows us to capture Capstone levels of performance in two of the most important outcomes every year.

Note: (C) indicates Capstone level coursework/assessment

	Act (Assessed in 23-24)	Collect (Assessed in 24-25)	Plan (Will be Assessed in 25-26)
PSLO 1: Philosophy Radical Behaviorism	ABA 527		
PSLO 2: Characteristics, concepts, principles, and procedures of behavior analysis	ABA 511		
PSLO 3: Behavioral assessments and functional behavioral analyses		ABA 531	ABA 532
PSLO 4: Measurement of behavior, data analysis, and graphic representation	ABA 598 (old course; 581-583 beginning in 2025)		ABA 525
PSLO 5: Single-subject research designs	ABA 599 (C)	ABA 599 (C)	ABA 599 (C) ABA 525
PSLO 6: Evaluate research and analyze and apply research findings	ABA 598 (old course; 581-583 beginning in 2025)	ABA 599 (C)	
PSLO 7: Fundamental elements of behavioral interventions	ABA 598 (old course; 581-583 beginning in 2025)		ABA 532 ABA 535
PSLO 8: Legal constraints and ethical guidelines		ABA 521	
PSLO 9: Roles, functions, and responsibilities of professional behavior analysts		ABA 521	
PSLO 10: Developing professional and therapeutic relationships, maintaining boundaries, evaluating client outcome, terminating treatment, and collaborating with other professionals			ABA 565 ABA 521
PSLO 11: Oral and written communication	ABA 599 (C)	ABA 599 (C)	ABA 599 (C)

Section 5 – Assessment Data Collection Processes

The table below includes an overview of data gathered that we used in our program assessment process.

PSLO	Course	Performance Target	Activity	Accountability	Sample & Representation	Rubric
3	ABA 531	80% score B or higher or “pass” if pass/fail	Final “Behavior Plan” written assignment	Bailey	All students from all campuses included	Appendices A and B
5	ABA 599	80% score B or higher or “pass” if pass/fail	Pass thesis defense	Bailey and Kessler	All students from all campuses included	Committee determination
6	ABA 599	Committee members agree that no major errors in judgement related to research design were made	Written “introduction” for final thesis	Bailey and Kessler	All students from all campuses included	Committee determination
8	ABA 521	80% score B or higher or “pass” if pass/fail	Respond to ethics scenarios	Bailey	All students from all campuses included	Appendix C
9	ABA 521	80% score B or higher or “pass” if pass/fail	Respond to ethics scenarios	Bailey	All students from all campuses included	Appendix C
11	ABA 599	All eligible students passing oral defense	Pass thesis defense	Bailey and Kessler	All students from all campuses included	Committee determination

Section 6 – Assessment Data and Interpretations

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

1.D.2 Consistent with its mission and in the context of and in comparison, with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

1.C.9 The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

Items included provide information that programs are meeting the above listed accreditation standards.

Individual PSLO Data

PSLO 3: Students will demonstrate an understanding of, and ability to conduct, behavioral assessments and functional behavioral analyses and identify strengths and limitations of each assessment.			
Course Evaluated	How Assessed	# Students Sampled	Goal: 80% Students 80%+
ABA 531	Rubric Appendix A	11	100% of students earned a score of at least 18/20 points on this assignment
Assignment: Students participated in two group discussion assignments (scored in the same way) that required them to, with data and guided questions, describe how they would complete a functional assessment and develop a function-based treatment for mock clients.			

PSLO 3: Students will demonstrate an understanding of, and ability to conduct, behavioral assessments and functional behavioral analyses and identify strengths and limitations of each assessment.			
Course Evaluated	How Assessed	# Students Sampled	Goal: 80% Students 80%+
ABA 531	Rubric Appendix B	11	100% of students earned a score of at least 16/20 points on this assignment
Assignment: Students participated in "role" play functional analyses; each student was assigned a "condition" to run and information on a mock client (played by the course instructor).			

PSLO 5: Students will demonstrate competence in single-subject research designs and will identify and describe the advantages, disadvantages, and ethical considerations of research designs (Capstone).			
Course Evaluated	How Assessed	# Students Sampled	Goal: All eligible students will successfully demonstrate experimental control for at least 75% of their thesis participants and explain it in their written paper.
ABA 599	Passed defense	6	Sample includes students who completed data collection, submitted a final draft and presented an oral defense. YAD, SM, KN, HC, KN (5/6=83%) passed their defense with minimal required edits. One student, HT, is still in the revision process.
Assignment: Submit their completed thesis paper to the committee for review.			

PSLO 6: Students will critically evaluate research and analyze and apply research findings to the practice of applied behavior analysis (Capstone).			
Course Evaluated	How Assessed	# Students Sampled	Goal: All eligible students will successfully review existing literature related to their chosen topic, discuss state of current research and identify limitations or opportunities that informed their research study, minimum score of 3 on rubric
ABA 599	Passed defense	6	Sample includes students who completed data collection, submitted a final draft and presented an oral defense. AD, YSM, KN, HC, KN (5/6=83%) passed their defense with minimal required edits. One student, HT, is still in the revision process.
Assignment: Submit their completed thesis paper to the committee for review.			

PSLO 8: Students will demonstrate an understanding of the legal constraints and ethical guidelines pertinent to behavioral research and practice.

Course Evaluated	How Assessed	# Students Sampled	Goal: 80% Students 80%+
ABA 522 (now ABA 521)	Rubric	5	4/5 (80%) of students earned a score of 16+ (80%) out of 20. The student who performed below this level earned a score of 14/20 on this assignment.

Assignment: Students were given an ethics scenario related to our ethics code (ethical guidelines) from a common ethics resource for supervisors and asked to answer four questions about that scenario.

PSLO 9: Students will demonstrate an understanding of the roles, functions, and responsibilities of professional behavior analysts, including relationships with professional organizations, and maintenance of professional credentials

Course Evaluated	How Assessed	# Students Sampled	Goal: 80% Students 80%+
ABA 522 (now ABA 521)	Rubric Appendix C	5	5/5 students (100%) scored 18+ (90%) on this rubric.

Assignment: Students were given an ethics scenario related to the role that a BCBA plays in clinical practice from a common ethics resource for supervisors and asked to answer four questions about that scenario.

PSLO 11: Students will demonstrate competent oral and written communication (Capstone).

Course Evaluated	How Assessed	# Students Sampled	Goal: All eligible students pass the oral defense of their thesis.
ABA 599	Pass/Fail	6	Sample includes the students who completed data collection, submitted a final draft and presented an oral defense. Over the last year AD, YSM, KN, HC, KN (5/6=83%) passed their defense with minimal required edits. One student, HT, is still in the revision process.

Assignment: Complete an applied thesis project using a single subject research design, complete a written paper with introduction, methods, design, results and discussion sections, defend their process and data in an oral presentation to at least two faculty, complete any required edits, and submit to library.

Performance Criteria	Assessment Methods	Performance Target	Sample Size	Results	Interpretation
Student Success Indicators					
Graduation Rate	University Dashboard	6-year rate >50%	NA	40%	Not met
Retention	University Dashboard	1-year rate >75%	6	83% retained	Met
Post Graduation Success	National Board Exam	>80 %	NA	N/A	Unknown*
DFWI	University Dashboard	<12%	160	10.75%	Met
PSLO 3	Rubrics	>80%	22	100%	Met
PSLO 5	Thesis	>80%	5	100%	Met
PSLO 6	Thesis	>80%	5	80%	Met
PSLO 8	Rubric	>80%	5	80%	Met
PSLO 9	Rubric	>80%	5	100%	Met
PSLO 11	Thesis	>80%	5	80%	Met

* The BACB does not report pass rates when programs have fewer than 6 first-time test takers in a single year.

Interpretation of Results:

Overall, our program assessment data for this cycle suggest that we are doing well. We met or exceeded all targets related to student performance on outcome-related assignments and items. Areas in which the data suggest we could improve were related to graduation rates and DFWI.

First, for graduate rates. It is our understanding that the 6-year graduation rate on the Dashboard does not separate certificate (CABA) and MSABA students. Using our own data on enrollment and retention, of the 33 students who enrolled in our MS ABA program between 2018 and 2023 (i.e., those that “could” have graduated), 16 (48%) have defended their thesis, five additional students (21/33= 64%) have scheduled their defense or are in their last draft. However, we do acknowledge that students are not completing the degree in the time frame that we have established.

Our DFWI rates are often very near (as opposed to under) the university’s goal range. One reason for this is that most of our students work more than half time while enrolled. Our program is quite rigorous, and some students cannot maintain a full course load while working. This often results in a withdraw or incomplete. In some cases, students have experienced mental health crises and have not been able to complete sufficient work in a course to qualify for an incomplete but realize this too late to withdraw. Either Dr. Kessler or Dr. Bailey (and often both) meets with these students to come up with either part-time completion plans or alternate pathways such as taking a year off to seek treatment. Because our program is cohorted, a student who chooses to take time off often cannot return for an entire year. While the average for all courses did meet university criteria (10.75%), the range across all terms was 0-27%. The high percentage was obtained in summer 2024, when 3 students met criteria for DFWI in two low-enrolled courses (6, and 5, respectively), which increased the percentage of students with DFWI.

While the dashboard data show that we met retention goals, it is fair to share our own data as well. Our program-maintained data from the Fall 2023 cohort shows that 8/9 (89%) students were still with us in spring of 2025, two full time and six part time (six MS ABA and two CABA), a higher percentage than displayed in the dashboard. We strive to work with students who have the desire to complete the program, but who cannot maintain full time status, due to finances, work/family conflicts or medical needs. This is demonstrated in our commitment to assisting the six, part time students from the 23-24 cohort.

Evidence of Improvement in Student Learning

Across 2020-2021 and 2021-2022 years six students successfully defended their thesis (**PSLO 5, 6, 11**) and made all required edits (three in each year). The fact that we had five students submit a thesis to the committee this year shows that we have worked diligently to help students complete the program more quickly. In both years assessed, 80%+ students were successful in their defense and were able to make all required edits in a reasonable period of time. In previous years we have assessed PSLO 5 and 6 in our Research Methods (ABA 525) course, however passing an exam is not necessarily as valid a demonstration of these skills as conducting research, therefore we have moved evaluation of these items to ABA 599, our thesis class. The number of students graduating (not necessarily “walking”) each year is largely dependent on student completion of thesis.

In 2021-2022, we assessed **PSLOs 8 and 9** (previously 9 and 10). In that evaluation we used the final exam as our indicator of student performance on these outcomes. At that time, 94% of students met the criteria of earning a score of 80% or higher. In 2022-2023 we also assessed PSLO 8 and 9 (ethics is a very important aspect of clinical care). Again, we exceeded our goal of 80% of students performing at or above 80%. That was the first year that we used ethical scenarios to determine mastery—however we looked at all scenarios and did not separate them to more closely align with individual outcomes. 100% of students (3) met criteria in that year. This year our students also met our identified success criteria, however in using an assignment that required the students to demonstrate ethical decision-making related to specific outcomes, we have increased the specificity of the assignment being assessed. The fact that across the two items, the average percent of students meeting criteria was 90% suggests that we have continued to meet student needs with regard to ethics instruction.

In 2021-2022, we assessed **PSLO 3** in ABA 546 (previously PSLO 4). In that year, 88% of students successfully designed a functional analysis for a mock client. Since that year, we have revised our curriculum to meet new BACB standards – assessment is now embedded within ABA 531- Decreasing Behavior. While students performed well on the original assignment, we decided to add a performance component to the new course (which combined the previous ABA 531 + ABA 546 content) with the functional analysis role plays. Students were allowed to try twice to demonstrate proficiency in conducting a functional analysis in class and 100% of students were able to successfully demonstrate the required skills. We continued to assess the student’s ability to describe appropriate assessment procedures given a mock client, and this year 100% of students met criteria, an increase from the 88% percent reported in 2021-2022.

Section 7 – Data-driven Action Plans:

NWCCU’s standards for accreditation require that institutions “uses the results of its assessment efforts to inform academic and learning support planning and practices.” (1.C.7.)

Describe all **curricular actions** that will be taken in the coming year 2025-26.

While we did meet all outcomes assessed in 2024-2025, we know that we could always improve. Some of the changes identified below are directly related to curriculum, but several are also related to overall student success in our program.

Curriculum / Program Level Changes

1. We revised the 581, 582, 583 sequence to more closely match a fieldwork textbook that we have adopted for the course. In addition to regular course grading rubrics, we will have students “self-check”: their progress on key clinical skills using the checklists available in the fieldwork textbook.
2. We moved ABA 531 to fall term (2026), student feedback suggested that the 8 week “summer” version of this course was too intensive and did not allow for as much time in between assignments to incorporate feedback.
3. We added faculty feedback forms for each student to be completed at the end of each term. The forms will be completed by each faculty, with scores aggregated and then reviewed with students at the beginning of the next term during advising meets with Drs. Bailey or Chastain.
4. We are creating “Master” shells for each course required for certification to increase consistency across faculty members and to decrease effort for adjuncts when needed.

Action Driver	Action Taken	Accountable Person	Resources Needed	Outcome Measure
Prepare for Accreditation	Continue preparing materials and gathering required documents to submit for Accreditation in 2026 when APBA’s Accreditation program goes “live”	Dawn Bailey	Support from Chair, Dean, Provost at various times	Accreditation submitted by 12/26
Student feedback forms/advising meeting	Create 7 Master Shells	Bailey + feedback from adjuncts	None	Student feedback, we also hope this will assist with our accreditation application as it demonstrates consistency across faculty

	Faculty feedback forms	Bailey, Chastain, all adjuncts	None	Student retention and increased graduation rates at 3 years
Formalize process for student dismissal or "required" part time status	Work with chair, deans, grad program to develop a policy	Bailey	Support from Chastain, Chapman, Seabert, Bickford	Finalized policy

Section 8 – Closing the Loop: Reflection on previous work

NWCCU's standards for accreditation require that institutions provide evidence of "continuous improvement of student learning." (1.C.7.)

Individual PSLO Data from 2023-2024

PSLO 1: Students will understand the history and philosophy of radical behaviorism as our primary theoretical approach to understanding and studying behavior			
Course Evaluated	How Assessed	# Students Sampled	Goal: 80% Students 80%+
ABA 527	Rubric	6	100% of students met criteria
Assignment: <i>The Box Project</i> : Choose any single or selection of several "Box" Features (some of the Boxes reference other Boxes in different chapters) on which to elaborate in an 8-10 page, doubled-spaced paper. Open your paper by describing why you chose this topic to discuss and summarizing the content of the Box in your own words (approx. 1.5 pages). You should include <i>at least six other sources</i> in your discussion of the topic. Your discussion may be conceptual/theoretical in nature <i>or</i> may expand on the topic to address an area of practice or application of behavior analysis. Some of you may want to argue against the stance taken in the Box. If you choose to take a stance opposite the one taken by the author of the text, you must include an additional four sources to support your contrary opinion. Your paper should be at least 8 double spaced pages and no more than 10. Students are <i>required</i> to present their paper in class in order to receive credit for it.			
Update: In 2021, 67% of students performed at the designated level. In 2024, 100% of students who submitted this assignment earned above an 80% or more than 80 out of 100 points in this assignment.			

PSLO 2: Students will use technical terminology and "everyday" language to explain and provide examples of the characteristics, concepts, principles, and procedures of behavior analysis			
Course Evaluated	How Assessed	# Students Sampled	Goal: 80% Students 80%+
ABA 511	Exam	6	50% scored 80 or above, 1 scored a 78%, and 2 scored below 70%.
Assignment: A cumulative final exam that consisted of multiple choice, short answer, matching, and fill in the blank questions. Short answer questions required students to identify specific codes related to ethics scenarios, definitions or examples of ethical concepts. No rubric was used for these responses given the discrete nature of the response.			
This was last assessed in 21-22 in ABA 512. ABA 512 is no longer offered due to the course revisions mentioned above. The final exam given in ABA 511 in 21-22 had 0% of students score 80% or better. This demonstrates an improvement in final exam scores for ABA 511. Given that ABA 512 is no longer offered, we are essentially starting from scratch on this outcome moving forward.			

PSLO 4: Students will demonstrate competence in the measurement of behavior, data analysis, and graphic representation.			
Course Evaluated	How Assessed	# Students Sampled	Goal: 80% students score an average of 80%+ of rubric points allocated to this outcome across all presentations across three terms

ABA 598	Rubric	5	80% of students met criteria , the individual assignment range was 75-100 (3/4 points or 4/4 points), the range across terms was 75-100% of points earned for all students.
Assignment: Students present clinical cases and share graphed data with the class- they must describe the graphed data to the class and interpret trends and attribute any changes in behavior observed to environmental variables. There are two items on the rubric specific to this outcome.			
This was last assessed in ABA 524 in 2021. At that time, 60% of students met criteria on an assignment to select a behavior of interest, define it and describe how best to measure it. ABA 524 is no longer offered. This outcome WILL be assessed in ABA 525 moving forward, however the changeover in course offerings made ABA 598 the next best option, especially since ABA 598 is a capstone level course.			

PSLO 6: Students will critically evaluate research and analyze and apply research findings to the practice of applied behavior analysis

Course Evaluated	How Assessed	# Students Sampled	Goal: 80% students score an average of 80%+ of rubric points allocated to this outcome across all presentations across three terms
ABA 598	Rubric	5	Met, 4/5 students achieved an average of 80% of points rubric items across three terms. All students increased performance over the three terms. Specifically, in term 1, 3/5 students achieved an average score of 80% on all three presentations, 2 students' average was below 80 for all clinical presentations. The average across all students in their first term was 84%. (range 74-91%) In term 2, all 4 students earned above 80% of possible points on the rubric for all three presentations, the range for each individual assignment was 81-100%. In term 3: all students scored above 80% across the spring term, with the range being 75-100%.
Assignment: Students present a clinical case study, including description of client and presenting problem, share and discuss data, and then present a research article that suggests a course of treatment for their client. They solicit and respond to questions from peers and must not go over 45 minutes or take less than 40 minutes in their presentations. Only the specific rubric items related to this outcome are included in our assessment. The total available rubric points per presentation is 50, the points allocated to this specific outcome equal to 22.			
This was last assessed in 21-22 via our thesis class. While a passed thesis does suggest that students can analyze and apply research, the practical nature of our program suggests that training students to use research to in clinical situations is more valid. Therefore, the current (23-24) assessment shows our students mastery of this skill in a context that more closely aligns with their post-graduate work. In future years, we will only evaluate this item in the third (final) term that students take (ABA 583, previously ABA 598) to evaluate their final performance prior to graduation.			

PSLO 7: Students will demonstrate mastery of the fundamental elements of behavioral interventions including behavior change strategies, procedures, and systems, including methods for ensuring effective implementation and maintenance of behavioral programs

Course Evaluated	How Assessed	# Students Sampled	Goal: 80% of students earn at least an 80% on all five clinical skills assignments
ABA 598	Rubric	4	No students earned 80% or higher on all five assignments , however 3/4 students achieved an average score of 80% across all five clinical assignments. The range for individual student scores was 56%-100% of points earned.
Assignment: In their final three terms, students take a sequence of clinical skills classes, culminating with a course in which students can "choose" to complete five clinically relevant assignments from a choice of seven given. All seven options are worth the same number of points and must be approved by the faculty member.			
The last time this outcome was assessed, in 23-24, the assignment was given in ABA 531 as a "mock" assignment broken down into 5-6 segments across the term. 100% of students met criteria on that assignment, however we have learned that completing these tasks with "real" clients is significantly more challenging. In order to more fully evaluate the extent to which our students are prepared to work with real clients, we opted to evaluate our students'			

“real” clinical work last year. Changes to how students are instructed to complete these assignments will go into effect in Spring 2026.

PSLO 11: Students will demonstrate competent oral and written communication (Capstone).

Course Evaluated	How Assessed	# Students Sampled	Goal: All eligible students pass the oral defense of their thesis.
ABA 599	Pass/Fail	4	100% of students (AC, CW, MC, SW) successfully presented an oral defense and had minimal written revisions to their thesis papers.
Assignment: Complete an applied thesis project using a single subject research design, complete a written paper with introduction, methods, design, results and discussion sections, defend their process and data in an oral presentation to at least two faculty, complete any required edits, and submit to library.			
Revisions to the thesis scope and sequence was made beginning in Summer of 2025. We noticed that the biggest barrier to graduation in less than 3 years (which is our ultimate goal) is successful completion of a thesis. Many students complete coursework without making substantial gains towards completing their thesis, so in the first thesis course for our current cohort of students (summer 2025) we applied due dates to the initial requirements for completing an IRB application for the first time. It is our hope that with many of these initial requirements completed in the summer before their final year, our 2nd year cohort will be more on track to finish within our designated time frame.			

The action plans we identified in 2023-2024 were:

Action Driver	Action Taken	Accountable Person	Resources Needed	Outcome Measure
Upcoming changes to BACB requirements	Review BACB changes	Dawn Bailey & Maria Lynn Kessler	NA	Changes identified - completed
Prepare for Accreditation	Review APBA accreditation info	Dawn Bailey & Maria Lynn Kessler	NA	Requirements identified - completed
	Identify curriculum changes	Dawn Bailey & Maria Lynn Kessler	NA	Changes identified - completed
	Prepare Substantive Program Revision	Maria Lynn Kessler & Dawn Bailey	Collaborate with adjunct instructors	Substantive Program Revision submitted and approved

Improvements in Assessment Process: We strive to make improvements in our assignments, overall course content, and the way we evaluate our effectiveness. In the tables above, we attempted to describe the impact of previous assessments on our process, and also the manner in which we went about assessing our program. To illustrate this, see the note for PSLO 7. In 2023, we assessed a completely different assignment for this outcome due to the applied, clinical nature of the work that our students engage in upon graduation. We received some feedback that students aren't learning as well from “mock” client scenarios, so we chose to evaluate how well students performed when using their own clients (with permission). The data were quite shocking and we have revised how students will be instructed around those assignments this spring (e.g., one change we made is that students must “document” a pre-meeting with their on-site supervisor prior to completing the assignment- previously this was stated as a required component of the assignment but no “proof” of this meeting was required). In addition, we increased both ethics-related assessment opportunities as well as assessment at the Capstone level when we made our assessment plan during the Substantive revision process.

Faculty Discussion: Unfortunately, our program is perennially understaffed. In the 2025-2025 year, our program managed with just 1.5 faculty (and the full-time faculty load was only 50% teaching) with adjunct support. This year, we

have two full time faculty, but at reduced teaching load. That said, core faculty are in constant contact with each other and adjuncts. Dr. Bailey met with adjuncts periodically throughout the year last year to gain feedback on courses, work distribution across terms and student progress. This fall, Bailey has already provided extensive support to a new adjunct teaching one of our foundational courses (ABA 511) and will have meetings once per term with each. Some consistent feedback from adjuncts is that we should increase our admissions criteria (i.e., make it harder to be admitted) and formalize our process for requiring students to reduce load or take other action towards dismissal. Bailey will work with Dr. Chastain, Dr. Chapman and deans on this project during the 2025-2026 year.

Appendix A

Rubric for Functional Analysis Scenarios

Functional Analysis + Function Based Treatment Class Assignment					
Criteria	Ratings			Pts	
What is/are the problem(s)? Student identifies the client's problem behavior(s) accurately.	1 pts Very good correct, objective	0.6 pts Good correct, not fully objective	0 pts Poor incorrect, mentalistic	1 pts	
What other information is important? Student identifies other information from the scenario that is important in the assessment process, students identify additional information needed.	1 pts Very good good judgement, no missing items	0.6 pts Good missing one of two items from very good	0 pts Poor missing both elements	1 pts	
What is the most important dimension of the behavior to record? Student identifies the most important dimension of the behavior to take "assessment" or baseline data on.	3 pts Very good correct, objective	1.8 pts Good potentially wrong "answer" but good rationale	0 pts Poor incorrect answer and incorrect rationale	3 pts	
How will data on this super-relevant dimension be collected? How much of this data do you want/need? Student identifies the how they will take data given the dimension identified in the previous item. The data collection method is feasible given the scenario.	3 pts Very good correct, objective, and feasible	1.8 pts Good missing at least one: correct, objective, and feasible	0 pts Poor missing 2 or more	3 pts	
Describe your functional assessment procedures to identify the maintaining variables for Janet's face rubbing. Student selects an appropriate FA method- appropriate based on setting, severity of the behavior, and individual who will be completing the FA	5 pts Very good response includes correct response to all components: appropriate based on setting, severity of the behavior, and individual who will be completing the FA	3 pts Good Missing no more than 1: appropriate based on setting, severity of the behavior, and individual who will be completing the FA	0 pts No Marks missing 2 or more: appropriate based on setting, severity of the behavior, and individual who will be completing the FA	5 pts	
What is the function? Student identifies the function of the client's problem behavior(s) given the graphed data provided.	2 pts Full Marks correct function identified	1.2 pts Good Incorrect function, but rationale is reasonable	0 pts Poor Incorrect function and poor rationale for response	2 pts	
Identify two possible functional treatment options for Janet. Student identifies treatments that are matched to the identified function, and that are feasible given all of the previously provided information.	5 pts Very good all three elements present: matched to the identified function, and that are feasible given all of the previously provided information	3 pts Good has 2 of 3 elements: matched to the identified function, and that are feasible given all of the previously provided information	0 pts Poor missing 2 or more elements: matched to the identified function, and that are feasible given all of the previously provided information	5 pts	
Total Points: 20					

Appendix B

Rubric for Functional Analysis Role Plays

FA Role Play (1)		You've already rated students with this rubric. Any major changes could affect their assessment results.				
Criteria		Ratings				Pts
Provided EO as Defined	5 to >3 pts Very Good Student's role play exactly matches the specified description from Iwata and Dozier article guidelines	3 to >0 pts Good Student makes no more than 2 errors in implementing procedures as described by Iwata and Dozier		0 pts Poor Student makes 3+ errors		5 pts
Provided Consequence as Defined	5 to >3 pts Very Good Student's role play exactly matches the specified description from Iwata and Dozier article guidelines	3 to >0 pts Good Student makes no more than 2 errors in implementing procedures as described by Iwata and Dozier		0 pts Poor Student makes 3+ errors		5 pts
Data Collected Accurately	5 to >3 pts Very Good 90% or higher IOA with classmate	3 to >0 pts Good 80-89% IOA with classmate		0 pts Poor 79% or less IOA with classmate		5 pts
Graphed Data Correctly	5 to >3 pts Very Good data graphed according to data provided, data meets multi-element standards	3 to >0 pts Good 1-2 errors on graph		0 pts Poor 3+ errors on graph		5 pts
🧠 Students will demonstrate an understanding of, and ability to conduct, behavioral assessments and functional behavioral analyses and identify strengths and limitations of each assessment threshold: 3 pts	4 pts Exceeds Mastery	3 pts Mastery	2 pts Near Mastery	1 pts Below Mastery	0 pts No Evidence	--
Total Points: 20						

Appendix C

Rubric for Ethical Scenarios

Scenario 1= PSLO 8

Scenario 5= PSLO 9

Respond to Scenario 1

Published

For the scenario below.

1. List all applicable codes and a rationale for why you selected each.
2. Identify factors that may have led to this situation and strategies that could have prevented it from occurring.
3. Given the scenario, describe an ethical course of action moving forward- include potential risk factors and/or areas that may require continuous monitoring.
4. How would you suggest that Rita's BCBA supervisor assist with this situation?

Riya is an RBT working in the home setting. She has been working with the same learner, Sean, for a little over one year and has established a positive rapport with the learner and his family. The majority of Riya's sessions occur immediately after Sean comes home from school. Riya notices that Sean is often hungry and tired at the start of the session. Even though he eventually participates, his performance is significantly improved after having a snack. Riya has asked Sean's parents to have a snack ready either at the start of or prior to her session. However, on most occasions, there is no food in the house that Sean will eat. Riya has started bringing her own food to the sessions to provide to Sean.



Points 20

Submitting a text entry box or a file upload

Due	For	Available from	Until
Oct 12, 2024	Everyone	-	-

Ethics Scenario 1					
Criteria		Ratings			Pts
List all applicable codes and a rationale for why you selected each.		5 pts solid at least 4 codes and rationale	3 pts semi-solid at least 3 codes, rationale minimal	2 pts baby food 2 or fewer codes, no or poor rationales	0 pts No Marks
Identify factors that may have led to this situation and strategies that could have prevented it from occurring.		5 pts solid at least 2 factors and 2 strategies	3 pts semi-solid at least 2 factors and 1 good strategy	2 pts baby food 1 of each, or missing one altogether, selections not feasible	0 pts No Marks
Given the scenario, describe an ethical course of action moving forward- include potential risk factors and/or areas that may require continuous monitoring.		5 pts solid course of action is ethical, multiple risk factors considered, prevention?	3 pts semi-solid course of action is ethical, at least one risk factor is considered	2 pts baby food course of action is basically ethical	0 pts No Marks
How would you suggest that Rita's BCBA supervisor assist with this situation?		5 to >3.0 pts Thoughtful related to the code, the situation, suggestions from the text book, etc	3 to >0.0 pts Less Thoughtful missing at least one: related to the code, the situation, suggestions from the text book, etc	0 pts No Marks	
Total Points: 20					

Respond to Scenario 5

Published

Leia is a student accruing hours towards her BCBA. Her supervisor is a BCBA as well as a licensed clinical psychologist. During their allotted supervision meetings, Leia's supervisor spends the majority of their time discussing the automatic thoughts and core beliefs of their cases as opposed to the programs implemented within their ABA-based agency.

List all the relevant codes and a rationale for each.

Has a violation occurred?

What factors led to this situation? What could have been done to prevent it?

What is an ethical course of action moving forward -- include potential risk factors or areas that might require continued monitoring.

Would the ethical implications be the same if the supervisor discussed automatic thoughts and core beliefs of their cases IN ADDITION to the behavior-analytic programming?



Points 20

Submitting a text entry box or a file upload

Due	For	Available from	Until
Nov 9, 2024	Everyone	-	-

Scenario 5				
Criteria	Ratings			Pts
List all the relevant codes and a rationale for each.	5 pts Full Marks	3 pts Missing Rationales or Incomplete	0 pts No Marks	5 pts
Has a violation occurred?	2 pts Full Marks	1 pts meh	0 pts No Marks	2 pts
What factors led to this situation? What could have been done to prevent it?	4 pts Both fully answered	3 pts Missing or Incomplete	0 pts No Marks	4 pts
What is an ethical course of action moving forward -- include potential risk factors or areas that might require continued monitoring.	5 pts Full Marks	3 pts Missing or Incomplete	0 pts No Marks	5 pts
Would the ethical implications be the same if the supervisor discussed automatic thoughts and core beliefs of their cases IN ADDITION to the behavior-analytic programming?	4 pts Full Marks	3 pts Missing or Incomplete	0 pts No Marks	4 pts
Total Points: 20				

Appendix D



July 30, 2025

Abdollah "Abdy" Afjeh
Vice Provost for Research and Academic Affairs
Oregon Institute of Technology
3201 Campus Drive
Klamath Falls, Oregon 97601-8801

Dear Abdy:

The following proposed program that represents a significant departure (25% or more aggregate change) from programs previously approved have been reviewed as a *minor change* and approved effective July 30, 2025, under the Northwest Commission on Colleges and Universities' (NWCCU) Policy on Substantive Change:

- Master of Science (MS), Applied Behavior Analysis to be delivered via face to face and distance education (63 Quarter Credit Hours)

Accordingly, this program is now included under the accreditation of Oregon Institute of Technology.

Thank you for keeping NWCCU apprised of the developments at Oregon Institute of Technology.

Sincerely,

Gita Bangera
Senior Vice President

cc: Nagi Naganathan, President, Oregon Institute of Technology
Ben Cannon, Executive Director, Oregon Higher Education Coordinating Commission

Graduate Program Assessment Report Feedback Rubric

2024-25 Assessment Report

Program:

Department Chair:

Program Assessment Report Author:

Rubric Measure	Well Developed, Progressing or Not included.
Program mission is aligned to University Mission	
Educational Objectives Wording is Actionable	
PSLO's are justified by Graduate level Professional Standards	
Curriculum Map: Scaffolding indicates Foundational, Practice, and Capstone Assessments	
Assessment Cycle is three years or less to cover all PSLO	
During collection year, courses/assignments are specified that align to PSLO at FP&C levels	
Rubric: Criteria for grading the assignment is described (may include as an appendix)	
Sample: Number of samples reviewed is specified	
Accountability: Reviewer of the assignment are specified	
Assessment data is collected across all locations and modalities	
Performance Targets of acceptability are indicated	
Reported data include: Graduation, Retention, Persistence, Post Grad Success, PSLO	
Interpretation: Current results are compared against performance targets	
Interpretation: Current results are compared against previous assessment	
Reports include actions planned for the next academic year.	
Action drivers: Items not meeting performance targets have actions planned	
Action drivers: Additional action plans for overall department improvement are indicated	
Action plans: Specifics of accountability and timelines are indicated	
Action plans: Actions are linked to identification of resources needed	
Close the Loop: Faculty discuss previous action plan success given new data	
Faculty discuss the assessment process and make any improvements necessary	

Directions: Please provide comments on any item that is not graded as well developed.