

**BIENNIAL PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT REPORT FORM –  
ASSESSMENT COMPLETED IN AY2023-2024 (Due to the dean on November 15)**

**Submission date:** 11/15/2024

**Assessment Plan covered in this report:** Applied Behavior Analysis OEC

**College:** College of Arts and Sciences

**Campuses where the program(s) is delivered:**  Anchorage  KOD  KPC  MSC  PWSC

**Submitted by:** Mychal Machado, Associate Professor and Behavior Analysis Program Coordinator,  
mmachado2@alaska.edu

*After responding to the questions below, the program should email this report form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.*

- 1. Please list and number the Program Student Learning Outcomes your program assessed in the past academic year. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

*For Example: 1. "Communicate effectively in a variety of contexts and formats" – Exceeded faculty expectations; 2. "Adopt critical perspectives for understanding the forces of globalization and diversity" – Met faculty expectations.*

- 1 - Demonstrate knowledge of contemporary behavior analytic principles, assessments, and procedures. - Met faculty expectations
- 2 - Apply acceptable skills in research analysis (including writing and APA style). - Met faculty expectations
- 3 - Demonstrate competence in basic clinical skills in behavior analysis sufficient to practice under general supervision - Met faculty expectations

- 2. Describe what your assessment process was last year for these Program Student Learning Outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (1000 words or less)**

Progress towards the student learning outcomes was assessed by evaluating course exam scores, coursework, projects, clinical skills demonstrated during community placements, and fieldwork/research supervisor feedback, per our assessment plan.

**3. What are the findings and what do they tell the faculty about student learning in your program? (1000 words or less)**

Students are meeting expectations. No students completed the program over the past two years. However, we are anticipating our first OEC graduate in Spring 2025.

**4. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? No**

**i. Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision. (1000 words or less)**

Our students are meeting expectations, and so no specific recommendations for improving student learning are provided. However, we plan to seek specialized accreditation in AY 24-25, which will require us to transcript our behavior analysis courses within a specified program (i.e., our BA and BS in Psychology) and not as an OEC, which is considered a certificate program by the accrediting body (i.e., the Association for Behavior Analysis International). In response, we have begun working with OAA to transcript these courses as a "concentration" and plan to sunset the OEC prior to the next biennial assessment. Although the coursework, SLOs, and outcome measures will not change, modifying our program to be a concentration rather than an OEC will help students complete an accredited program that will lead to credentialing and licensure as a Board Certified Assistant Behavior Analyst (BCaBA).

**5. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the Program Student Learning Outcomes? Please check all that apply.**

- Course curriculum changes
- Course prerequisite changes
- Changes in teaching methods
- Changes in advising
- Degree requirement changes
- Degree course sequencing
- Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- Changes in program policies/procedures
- Changes to Program Student Learning Outcomes (PSLOs)
- College-wide initiatives (e.g., High-Impact Practices)
- Faculty, staff, student development
- Other

No changes were implemented last year. *(If no options above were selected)*

**If you checked “Other” above, please describe. (100 words or less)**

This is an FYI and is provided to qualify the changes indicated above. We did not make specific changes to our program SLOs, but we have added courses, modified our prerequisites, and will be moving away from the OEC toward a concentration to align ourselves with the accreditation standards for the Association for Behavior Analysis International. Additionally, we've updated our program policies and procedures to reflect this intent to seek specialized accreditation. These changes have been reflected in the assessment plan, which is currently working its way through the course and curriculum process at UAA.

- 6. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (1000 words or less)**

To date, we have 13 students enrolled in the OEC and we are anticipating our first OEC graduates in Spring 2025. We will be able to report on the assessment results post graduation, in our next biennial report or as part of the "new" biennial report for the concentration in behavior analysis once approved by OAA.

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### **DEAN SECTION (Due to the program on January 15)**

*After completing the Dean Section and signing it, the dean should email this report form to the program, and copy [uaa\\_oaa@alaska.edu](mailto:uaa_oaa@alaska.edu) for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.*

- 1. Based on the program’s responses above, what guidance and support do you have for the program moving forward? (200 words or less)**

As the program moves to “convert” the OEC into a concentration it will be important to communicate this change to students as to the differences this will imply – from transcripts to how they describe this on their resume to course requirements. Additionally, as a concentration is not a stand-alone credential, students who are not simultaneously pursuing a 4-year degree in psychology need to be advised on their options to complete this certificate-equivalent.

2. Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc. (200 words or less)

The attention to accreditation standards and student needs are appreciated. The plan to sunset this OEC in favor of a concentration is solid.

Dean's signature: Jenny McNulty

Date: 1/13/2025