

Assurance of Student Learning Reflection 2024-2025	
<i>College of Education and Behavioral Sciences</i>	<i>School of Teacher Education</i>
<i>Advanced Behavior Management Certificate 1736</i>	
<i>Dr. Susan Keesey</i>	
Is this an online program? ☒ Yes ☐ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1	
Program Student Learning Outcome	Students will demonstrate an understanding of collection and analysis of behavior data.
Evaluation	Only the 2023-24 data are available for review for the ABM program. Those data demonstrate the SLO 1 of <i>demonstrating an understanding of collection and analysis of behavior data</i> is still relevant to the program and the field. Outcome 1 is measurable through student artifact/assignments and is single barreled for this program. The outcome includes the verb "demonstrate".
Measurement Instruments	The measurement instruments (i.e., ABC data assignment- SPED 501, Direct Observation assignment- SPED 503) directly measure students' ability to collect and analyze behavior data through direct observation of video data. AI may affect students' ability to independently define target behaviors in observable and measurable terms. Instructors will work with students to ensure definitions are accurate, even if generated with AI support. Current rubrics are sufficient for the next 3-year cycle to assess the ABM program, providing 3 more years of data to better understand the programs strengths and areas of growth.
Criteria & Targets	Criteria and success targets for the past year (only data cycle year) was set to 80% of students scoring a minimum of 3 on both measurement instruments (i.e., ABC data assignment, Direct Observation assignment). Students must have demonstrated an understanding of identifying, defining, and assessing target behaviors targeted for intervention by viewing recorded behavior observation data and wrote operational definitions that were observable, measurable, clear, concise, complete, and includes examples and nonexamples. Students were graded using a 4 point rubric to evaluate their accuracy and accounting for the completeness and accuracy of their operational definition.
Results & Conclusion	Results: Results were expected as 2023-24 was the first year of ASL data were collected. With revisions to content explanations within the course and a consistent instructor, results are anticipated to increase during the next 3-year cycle. Additional refinement will occur to accommodate students' needs in understanding and explicit instruction as data reveal the need. Conclusions: The 2024-25 review year included a moderate course revision in response to 2023-24 ASL data on SLOs. Students scored

	better following the revised instructional content. Explicit instruction and additional personally relevant examples were included in instructional lecture. Optional whole group Q&A sessions and individual student-teacher conferences supported students who needed extra support. Continuity was re-established with the same faculty member facilitating instruction, grading, and meeting with students. Additional refinement will occur as needed upon ASL data collection and analysis.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	The next 3-year data collection cycle will include the following: • SLO 1: <i>Students will demonstrate an understanding of collection and analysis of behavior data.</i> • Measurement Instruments: ABC Data Assignment (SPED 501) <i>ABC data collection</i> objective, Direct Observation Assignment (SPED 503) <i>data collection and analysis</i> objective • Criteria and Success Targets: 80% of students must score a minimum of a 3 on the <i>ABC data collection</i> objective for the ABC Data Assignment; 80% of students must score a minimum of a 3 on the <i>data collection and analysis</i> objective for the Direct Observation Assignment (SPED 503) • Methods: Methods will remain with 100% of students in the ABM Certificate program will be assessed on the data collection objective for the ABC Data assignment (SPED 501) and the Direct Observation Assignment (SPED 503)

Program Student Learning Outcome 2	
Program Student Learning Outcome	Students will demonstrate competence in identifying, defining, and assessing target behaviors for intervention.
Evaluation	Only the 2023-24 data are available for review for the ABM program. Those data demonstrate the SLO 2 of <i>demonstrating competence in identifying, defining, and assessing target behaviors for intervention</i> is still relevant to the program and the field. Outcome 2 is measurable through student artifact/assignments and is single barreled for this program. The outcome includes the verb “demonstrate”.
Measurement Instruments	The measurement instrument (i.e., ABC data assignment- SPED 501, Direct Observation Assignment- SPED 503) directly measures students’ ability to identify, define, and assess target behaviors for intervention through direct observation of video data. AI may affect students’ ability to independently define target behaviors in observable and measurable terms. Instructors will work with students to ensure definitions are accurate, even if generated with AI support. Current rubrics are sufficient for the next 3-year cycle to assess the ABM program, providing 3 more years of data to better understand the programs strengths and areas of growth.
Criteria & Targets	Criteria and success targets for the past year (only data cycle year) was set to 80% of students scoring a minimum of 3 on both measurement instruments (i.e., ABC data assignment, Direct Observation assignment). Students must have demonstrated an understanding of identifying, defining, and assessing target behaviors targeted for intervention by viewing recorded behavior observation data and wrote operational definitions that were observable, measurable, clear, concise, complete, and includes examples and nonexamples. Students were graded using a 4-point rubric to evaluate their accuracy and accounting for the completeness and accuracy of their operational definition.
Results & Conclusion	<u>Results:</u> Results were expected as 2023-24 was the first year of ASL data were collected. With revisions to content explanations within the course and a consistent instructor, results are anticipated to increase during the next 3-year cycle. Additional refinement will occur to accommodate students’ needs in understanding and explicit instruction as data reveal the need. <u>Conclusions:</u> The 2024-25 review year included a moderate course revision in response to 2023-24 ASL data on SLOs. Students scored better following the revised instructional content. Explicit instruction and additional personally relevant examples were included in instructional lecture. Optional whole group Q&A sessions and individual student-teacher conferences supported students who needed extra

	support. Continuity was re-established with the same faculty member facilitating instruction, grading, and meeting with students. Additional refinement will occur as needed upon ASL data collection and analysis.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	The next 3-year data collection cycle will include the following: • SLO 2: <i>Students will demonstrate competence in identifying, defining, and assessing target behaviors for intervention</i> • Measurement Instruments: ABC Data Assignment (SPED 501) <i>operational definition</i> objective; Direct Observation Assignment (SPED 503) <i>Identifying, defining, and assessing target behaviors</i> objective • Criteria and Success Targets: 80% of students must score a minimum of a 3 on the <i>operational definition</i> objective for ABC Data Assignment and the <i>identifying, defining, and assessing target behaviors</i> objective for Direct Observation Assignment • Methods: Methods will remain with 100% of students in the ABM Certificate program will be assessed on the operational definition objective for the ABC Data assignment.

Program Student Learning Outcome 3	
Program Student Learning Outcome	Demonstrate competence in the components of professional dispositions
Evaluation	SLO 3 on <i>student competence of professional dispositions</i> is still relevant to the common goals for advanced program evaluation, as it is a required protocol for SPED 501 and 503 as part of the ongoing evaluation of all MAE programs. The outcome is measurable based on direct observation of students' professionalism by course instructors. This assessment is neither double or triple barrelled in nature or scope of outcome. The SLO includes the measurable verb of "demonstrate."
Measurement Instruments	The direct observation of students' demonstrated professionalism practice in courses SPED 501 and 503 are scored using the CEBS Common Rubric for the Assessment of Candidate Dispositions in Advanced Preparation Programs on the following components: (1) Active Engagement, (2) Cultural Competence, (3) Ethical Agency, (4) Reflective Practice, (5) Scholarly Communication, (6) Scholarly Initiative, and (7) Scholarly Responsibility. The assessment of student dispositions is collected across the School of Teacher Education for Advanced Programs. The rise of AI may affect students' demonstration of Ethical Agency through their ethical or unethical use of AI on coursework. No further refinement is needed of this SLO, mastery criteria, or assessment rubric.
Criteria & Targets	The following Criteria for Success are still applicable, relevant, and effectively represent outcomes that reflect students' competence in professional dispositions. <u>Narrative:</u> Students are scored on relevant indicators from a 3-point rubric (i.e., (3) target, (2) approaching, (1) unacceptable) across seven items (i.e., <i>Active Engagement, Cultural Competence, Ethical Agency, Reflective Practice, Scholarly Communication, Scholarly Initiative, Scholarly Responsibility</i>). Relevant items for this iteration of SPED 501 included (a) <i>Active Engagement</i>, (b) <i>Cultural Competence</i>, (c) <i>Ethical Agency</i>, (d) <i>Scholarly Communication</i>, and (e) <i>Scholarly Initiative</i>. <u>Outcomes:</u> Students received a 3 for overall professional conduct, turning in assignments on time and complete, maintaining confidentiality when discussing student examples, taking responsibility for their actions if assignments were late or incomplete, and maintaining open communication with the instructor as needed. Students received a 2 for missing or late assignments, lack of communication, or lack of active participation in discussions and assignments. The previous success target for this measurement was set at 80% of students receive a comprehensive dispositions score of 2.5 or higher on the common dispositions rubric. This is a reasonable target for a graduate level assessment of student dispositions.

Results & Conclusion	<u>Results:</u> The Assurance of Student Learning report has only one year of data since its development as a new offering. While limited data are available, they accurately reflect student performance and are aligned to the department protocols for this type of SLO. <u>Conclusions:</u> Evaluating student performance on their ability to demonstrate the components on the student dispositions rubric is a department decision and is factored in to various program evaluations including CAEP and SACCOC requirements. Continuity across individual program requirements through the evaluation of student performance on the dispositions rubric reflects STE's efforts to deliver high quality programs and producing high quality master teachers. The ABM certificate program will continue as prescribed in Courseleaf and additional ASL data will be collected and analyzed for effectiveness, quality, and best practice. At any time the data show a decrease in effectiveness, quality, or the use of best practice, the program will be modified to address the issue.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	The plan for the next 3-year cycle will continue with: • SLO 3: Demonstrate competence in the components of Professional dispositions. • Measurement Instrument: CEBS Common Rubric for the Assessment of Candidate Dispositions in Advanced Preparation Programs on the following components: (1) Active Engagement, (2) Cultural Competence, (3) Ethical Agency, (4) Reflective Practice, (5) Scholarly Communication, (6) Scholarly Initiative, and (7) Scholarly Responsibility to be collected in SPED 501 and SPED 501 • Criteria for Success and Success Target: 80% of students will receive a comprehensive disposition score of 2.7 or higher on the CEBS Common Rubric for the Assessment of Candidate Dispositions in Advanced Preparation Programs • Methods: will remain at 100% of students in the ABM Certificate program will be scored using the CEBS Common Rubric for the Assessment of Candidate Dispositions in Advanced Preparation Programs to be collected in SPED 501 and SPED 503, resulting in data collection on dispositions for 2/5 of the ABM program every year.

To add more outcomes, if needed, select the table above and copy & paste below.