



Psychology [MA] [MA-PSYC]

Cycles included in this report:

Jun 1, 2024 to May 31, 2025

Program Name: Psychology [MA] [MA-PSYC]

Reporting Cycle: Jun 1, 2024 to May 31, 2025

1 Is this program offered via Distance Learning?

100% Distance and Traditional

2 Is this program offered at an off-site location?

No

2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.

3 Example of Program Improvement

2020-2021:

The COVID pandemic and the impacts from Hurricane Laura caused a reduction in available internship hours in the McNeese Autism Program. To allow internship students increased opportunity to meet supervised hour requirements, the faculty decided to allow off-site placement for internships as requested by students.

2021-2022:

Offsite placements were terminated post-hurricanes as our clinic resumed regular operation in a temporary portable building located at 808 Blue and Gold Drive on campus. The ABA program advertised two open TT positions for additional faculty per recommendations to ABAI to bring the total core-ABA faculty to four.

2022-2023:

The ABA program began the process of two separate MOUs with the Behavioral Health Centers of Excellence (BHCOE) accreditation for 1.) an Academic Program Partnership and 2.) the pursuit of an accreditation for the on-campus graduate training site--the McNeese Autism Program. The MOU agreements will begin next cycle (AUGUST 2023). The Counseling coursework has transitioned from PSYC to COUN and these programs are now part of two standalone Master of Science degrees in Clinical Mental Health Counseling (CMHC) and School Counseling. The COUN coursework will be referred to under this cycle's MA report as the transition happened on January 1, 2023--partly through this reporting cycle. Future reporting cycles must reallocate these COUN courses and PSYC courses to separate reports. Both the ABA and COUN programs are hiring (advertising) for TT faculty positions.

2023-2024:

The program now employs three doctoral level behavior analysts as of the Spring 2024 semester. We hired Dr. Nuse as a full-time, tenure-track faculty member in August 2023. Subsequently, in January 2024, Dr. Lovett joined the Department of Psychology and Counseling as a full-time, tenure faculty member in January 2024. Both Drs. Nuse and Lovett hold the BCBA-D credential in-line with the recommendation of our accrediting body, the Association for Behavior Analysis International (ABAI). We have plans to relocate the McNeese Autism Program (MAP) to the former physical space of the old "McNeese Police Station". Building plans have been discussed with Mr. Kevin Martin. Dr. Lovett has worked closely with Clinical Behavior Analysts at the McNeese Autism Program to improve student experience. Core-ABA Faculty submitted a reaccreditation self-study report to ABAI in preparation for a September 2024 in-person site-visit. We collaborated with key stakeholders on campus to prepare these materials. Faculty secured grant funding to support research and technology purchases for the program.

2024-2025: The program went through a successful Association for Behavior Analysis International (ABAI) reaccreditation site visit in September 2024, earning full reaccreditation for a three-year cycle. We updated our course content in the master's program to align with the updated 6th edition Behavior Analyst Certification Board Test Content Outline guidelines which were published at the beginning of 2025 (January 1) to ensure all graduates maintain eligibility for credentialing upon graduation from our master's program. Faculty collaborated to expand marketability for graduates by submitting curriculum revisions to the ULS system and Board of Regents to transition from an MA to MS program. The changes were approved. A final highlight is that we are proud to report that our most recent cohort was recognized for a 100% pass rate on their credentialing examination with the Behavior Analyst Certification Board, reflecting the program's academic rigor and program improvements in the previous AY.

4 Program Highlights from the Reporting Year

2020-2021:

Psyc 684-Professional Issues for Behavior Analysts was offered for the first time during Spring 2021. This course allows the concentration in Applied Behavior Analysis to meet the newly established standards of the Behavior Analyst Certification Board (BACB).

2021-2022:

Our ABA program earned a three year re-accreditation through the Association for Behavior Analysis International (ABAI) during this cycle. In Spring 2022, our first ABA research Thesis was presented at a regional behavior analytic conference co-authored by a faculty member.

2022-2023:

On January 1, 2023 our Counseling coursework officially transitioned into two standalone Master of Science degrees -- MS in Clinical Mental Health Counseling and MS in School Counseling. These two COUN programs are undergoing CACREP initial and re-accreditation respectively.

2023-2024:

During the Spring 2024 semester, Core-ABA Faculty prepared a reaccreditation self-study for submission to ABAI in preparation for a September 2024 site-visit.

2024-2025: Full reaccreditation for a three year cycle from the Association for Behavior Analysis International (ABAI) and 100% pass rate for our most recent graduate cohort on the Behavior Analyst Certification Board examination.

5 Program Mission

The mission of the Master of Arts in Psychology program is to prepare graduates to work in a variety of behavioral science and related fields, and to be able to successfully pursue a doctoral degree in psychology if the graduate has that as an educational goal. The MA in Psychology focuses on:

- Critical thinking: Comprehension, analysis, and evaluation of the empirical literature in psychology.
- Communication: Effective speaking, listening, and writing skills for psychology.
- Cultural awareness: Awareness of the influence of culture in both practice and research settings in psychology.
- Ethical responsibility: Awareness of the ethical principles that guide the activities of psychologists.

6 Institutional Mission Reference

The MA in Psychology supports McNeese's mission to serve residents of southwest Louisiana who are seeking continuing professional education and employers in the region, both public and private, school districts, health care providers, local governments, and private businesses.

7 Assessment and Benchmark PSYC 647 Critical Article Review

Benchmark: 70% of students will receive a satisfactory rating on a critical article review drawn from internet-based sources in PSYC 647.

Prior to 2023-2024, the benchmark was 60% of students will receive a satisfactory rating on a critical article review drawn from internet-based sources in PSYC 647.

Prior to 2018-2019, the benchmark was 60% of students will receive a satisfactory rating on a critical article review drawn from internet-based sources in PSYC 571 - Physiological Psychology.

7.1 Data

Academic Year	Students with 80% in traditional program		Students with 80% in online program		Benchmark met?
	#	%	#	%	
2017-2018	0	0%	0	0%	—
2018-2019	13/13	100%	4/4	100%	Yes
2019-2020	5/7	71%	7/10	70%	Yes
2020-2021	—	—	11/16	69%	Yes
2021-2022	3/3	100%	3/3	100%	Yes
2022-2023	6/7	85.7%	3/4	75%	Yes
2023-2024	4/4	100%	—	—	Yes
2024-2025	7/7	100%	7/4	100%	Yes

7.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

All students completed PSYC 647 as an online course during Fall 2020 as a result of the impact of Hurricane Laura.

2021-2022:

All students completed PSYC 647 as an online course during Fall 2021 as a result of the impact of Hurricanes Laura and Delta. The course is scheduled to be taught online in Fall 2022.

2022-2023:

All students completed PSYC 647 as an online course during Fall 2022. Students have consistently met the benchmark. We propose to raise the benchmark to 70% of students will receive a satisfactory rating on a critical article review drawn from internet-based sources in PSYC 647.

2023-2024:

Based on our analysis of current performance with 100% of students meeting the benchmark, we recommend that the benchmark of 70% of students receive a satisfactory rating on a critical article review drawn from internet-based sources in PSYC 647 remain. This shows an increase from the previous year, however, a new faculty member will be teaching this course in the next AY and the benchmark will be reevaluated after assessing student performance.

2024-2025: In the 24-25 AY a new faculty member taught the course and worked with students on evaluating critical article reviews in the ABA scholarly literature. All students exceeded the benchmark, demonstrating a mastery of this foundational skill. Detailed feedback was provided on each assignment with modeling.

8 Assessment and Benchmark PSYC 600 Student Presentation

Benchmark: 85% of students in the applied behavior analysis concentration will pass the student presentation in PSYC 600 - Advanced Topics in Behavior Analysis with a score of 80 or higher.

Prior to 2018-2019, the benchmark was 80% of students in the applied behavior analysis concentration will pass the student presentation in PSYC 600 - Advanced Topics in Behavior Analysis with a satisfactory rating.

Prior to 2016-2017, the benchmark was 60% of graduates will pass with a satisfactory rating.

8.1 Data

Academic Year	Students with 85% in traditional program		Students with 85% in online program		Benchmark met?
	#	%	#	%	
2017-2018	18/18	100%	0	0%	Yes
2018-2019	31/13	100%	4/4	100%	Yes
2019-2020	9/9	100%	17/20	85%	Yes
2020-2021	7/7	100%	11/11	100%	Yes
2021-2022	7/7	100%	6/7	86%	Yes
2022-2023	3/3	100%	3/4	75%	Yes/No
2023-2024	5/5	100%	2/2	100%	Yes/Yes
2024-2025	2/2	100%	--	---	Yes/N/A

8.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

The benchmark was met. With the exception of 3 students, 100% of our students over the past four years have met the benchmark of earning a passing grade on this assessment. We believe this class presentation is a critical assessment for our students and do not believe increasing the benchmark is possible. Instead, we plan to discuss the evaluation process itself to determine whether more stringent criteria need to be utilized for scoring the presentation.

2021-2022:

The benchmark was met for PSYC 600 in both the F2F and online programs. The evaluation process for scoring the presentation has been changed and students are now focusing on scientific communication skills to simulate academic work at professional conferences. Particular emphasis is being placed on APA format 7th edition (the current standard in our field since October 2019).

2022-2023:

The course was taught in an online-only format. The benchmark was met for the 3 students in the F2F program, but not for the students enrolled in the online-only program (3/4 or 75% passed the benchmark). The instructor remarked that students would benefit from additional instruction on APA 7th edition *the current standard in our field, and professional communication.

2023-2024:

Students in the F2F program met and exceeded the benchmark. Students in the online-only program demonstrated improvement. Overall, the scores indicated that students met rubric requirements on the student presentation for PSYC 600 and benefited from the introduction of APA 7th edition instructional materials.

2024-2025: Both students in the course were in the F2F program and exceeded the benchmark. Feedback on APA 7th edition has aided student performance.

9 Assessment and Benchmark PSYC 603 Written Exams

Benchmark: 70% will score 80% or higher on written exams in PSYC 603 - Principles of Learning and Behavior.

Prior to 2021-2022, the benchmark was 80% of students will score 80% or higher on written exams in PSYC 603 - Principles of Learning and Behavior.

Prior to 2016-2017, the benchmark was 60% of graduates will score 80% or higher.

Files:

603. W Final Paper Rubric

9.1 Data

Academic Year	Students with 80% in traditional program		Students with 80% in online program		Benchmark met?
	#	%	#	%	
2017-2018	18/18	100%	0	0%	Yes
2018-2019	9/13	69%	3/4	75%	No
2019-2020	14/20	70%	14/18	78%	No
2020-2021	16/16	100%	5/8	63%	Yes/No
2021-2022	14/14	100%	5/5	100%	Yes
2022-2023	7/7	100%	2/4	50%	Yes/No
2023-2024	3/3	100%	2/2	100%	Yes/Yes
2024-2025	6/7	85.7%	8/9	88.9%	Yes/Yes

9.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

Students in the online section did not meet the benchmark. After three consecutive years of students not meeting this benchmark, faculty reviewed the benchmark in May, 2021. The benchmark was increased from "60% will score 80% or higher) prior to 2016-2017 to "80% will score 80% or higher" the following year. We have agreed to lower the benchmark to halfway between the previous and current criterion, so that the new benchmark will be "70% will score 80% or higher."

2021-2022:

Students in the online section met the newly revised benchmark of "70% will score 80% or higher" during the 2021-2022 academic year. The faculty decision to lower the benchmark and make revisions to the pedagogy of the course appear to have been well received by students in our online program. The F2F students data appear consistent.

2022-2023:

Students completed this course in an online-only format. Students in the online-only program did not meet the revised benchmark from the previous cycle. Additionally, we would like to note that data were removed from one non-completer (i.e., a student who did not complete the course). Students in the F2F program appear to perform consistently cycle to cycle.

2023-2024:

Faculty reviewed the benchmark and assessed that 80% is a reasonable benchmark for both the online and face-to-face formats of this course. Students in the online-only program met the revised benchmark during the current cycle. The instructor has revised the course to incorporate scenario-based questions and essay questions (written format/one page).

2024-2025: Students in both sections met the benchmark and performed well with the newly revised scenario-based questions and written essay questions. Regular contact with the course material and describing the content appears to aid in recall and fluency.

10 Assessment and Benchmark PSYC 617 Written Research Project

Benchmark: 80% of students will score 80% or higher on the written research project in PSYC 617 - Behavioral Assessment.

Prior to 2016-2017, the benchmark was 60% of graduates will score 80% or higher.

Files:

617.Rubric-20-point Rehearsal

10.1 Data

Applied Behavior Analysis Concentration:

Academic Year	Students with 80% in traditional program		Students with 80% in online program		Benchmark met?
	#	%	#	%	
2018-2019	13/13	100%	4/4	100%	Yes
2019-2020	10/10	100%	8/8	100%	Yes
2020-2021	5/5	100%	6/6	100%	Yes
2021-2022	6/6	100%	6/7	86%	Yes
2022-2023	5/5	100%	2/2	100%	Yes
2023-2024	1/1	100%	—	—	Yes
2024-2025	6/6	100%	5/5	100	Yes

Counseling Psychology and General/Experimental Concentrations:

Academic Year	Students with 80%		Benchmark met?
	#	%	
2018-2019	5/5	100%	Yes
2019-2020	12/13	92%	Yes
2020-2021	15/15	100%	Yes
2021-2022	6/8	75%	No
2022-2023	5/5	100%	Yes
2023-2024	4/4	100%	Yes
2024-2025	1/1	100	Yes

10.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

The benchmark was met. The faculty met in May, 2021 to determine whether the benchmark needed to be revised. Faculty in the Counseling program pointed out that their current curriculum revision requires significant adjustments to several assessments in this course, including this assessment. The faculty decided to leave the benchmark as is and to monitor data from next year, after the revised assignment has been implemented with the first cohort of students in the new curriculum.

2021-2022:

The benchmark was met for students in the ABA program, however, this was the first academic year of the new curriculum revision for counseling/General-Experimental with the revised bio-psychosocial assessment written research project and 75% of students met the benchmark. We will leave the benchmark at 80% will score 80% or higher on this written research project and continue to monitor data.

2022-2023:

The ABA course was taught in an online-only format. The benchmark was met for students in both ABA and COUN following the revisions made in the previous cycle.

2023-2024:

Core-ABA faculty find the 80% benchmark acceptable; however, we plan to revise the content of the research project to reflect a more applied activity. Revisions are planned for the next iteration of this course.

2024-2025: The course revisions from the new instructor of record were implemented in the 24-25 AY. One Gen-Exp student took the course. All students (ABA and Gen-EXP) met the benchmark. The applied examples that incorporated clinical experiential learning appeared to be more relevant for assessing student contact.

11 Assessment and Benchmark PSYC 617 Data Analysis Project

Benchmark: 80% of applied behavior analysis students will score 85% or higher and 80% of counseling psychology and general/experimental students will score 80% or higher on the data analysis project in PSYC 617 - Behavioral Assessment.

Prior to 2023-2024, the benchmark was 80% of students will score 80% or higher on the data analysis project in PSYC 617 - Behavioral Assessment.

Prior to 2016-2017, the benchmark was 60% of graduates will score 80% or higher.

11.1 Data

Applied Behavior Analysis Concentration:

Academic Year	Students with 80% in traditional program		Students with 80% in online program		Benchmark met?
	#	%	#	%	
2018-2019	13/13	100%	4/4	100%	Yes
2019-2020	10/10	100%	8/8	100%	Yes
2020-2021	5/5	100%	6/6	100%	Yes
2021-2022	6/6	100%	7/7	100%	Yes
2022-2023	5/5	100%	2/2	100%	Yes

Academic Year	Students with 85% in traditional program		Students with 85% in online program		Benchmark met?
	#	%	#	%	
2023-2024	1/1	100%	—	—	Yes
2024-2025	6/6	100%	5/5	100%	Yes

Counseling Psychology and General/Experimental Concentrations:

Academic Year	Students with 80%		Benchmark met?
	#	%	
2018-2019	5/5	100%	Yes
2019-2020	13/13	100%	Yes
2020-2021	15/15	100%	Yes
2021-2022	8/8	100%	Yes
2022-2023	5/5	100%	Yes
2023-2024	4/4	100%	Yes
2024-2025	1/1	100%	Yes

11.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

The benchmark was met. The faculty met in May, 2021 to determine whether the benchmark needed to be revised. Faculty in the Counseling program pointed out that their current curriculum revision requires significant adjustments to several assessments in this course, including this assessment. The faculty decided to leave the benchmark as is and to monitor data next year, after the revised assignment has been implemented with the first cohort of students in the new curriculum. Additionally, because benchmark is already high ("80% will score 80% or higher"), faculty will review scoring validity and determine whether stricter criteria should be implemented.

2021-2022:

The benchmark was met for students in the ABA program. Data analysis is a key component within this field, and this benchmark (80% will score 80% or higher) is already a stringent standard. We are hesitant to increase the benchmark. For Counseling/General-Experimental, this was the first academic year with the newly revised assignment for data analysis (an instrument review with interpretation project). 100% of students met the benchmark. The assessment is under revision by the instructor of record with plans to implement the changes for the next academic year.

2022-2023:

The ABA course was taught in an online-only format. The benchmark for students in the ABA program has been consistently met for a few cycles. We propose to increase this to 85% for the next cycle. For COUN, the benchmark of 80% will remain the same.

2023-2024: The data analysis assignment will be revised during the next iteration of this course when a new tenure-track faculty member teaches the PSYC 617 course in Spring 2025. While the benchmark increased in the previous cycle, students continued to meet the standards.

2024-2025: The course was revised by a new instructor of record. Students were asked to analyze de-identified clinical data with relevance to their experiential learning based on a data analysis method that was covered in the course. The project provided a more applicable contact with material that could be carried on post-graduation. All students met the benchmark.

12 Assessment and Benchmark PSYC 621 Written Research Project

Benchmark: 80% of students will score 80% or higher on the written research project in PSYC 621 - Applied Research Methods in Psychology.

Prior to 2019-2020, the benchmark was 65% of students will score 80% or higher on the written research project in PSYC 621 - Applied Research Methods in Psychology.

Prior to 2016-2017, the benchmark was 60% of students will score 80% or higher.

Files:

621.kritiscoring rubric

621ev.FinalPaperscoringrubric (1)

12.1 Data

Academic Year	Students with 80% in traditional program		Students with 80% in online program		Benchmark met?
	#	%	#	%	
2017-2018	—	100%	—	—	Yes
2018-2019	14/18	77%	4/4	100%	Yes
2019-2020	7/14	50%	8/8	100%	No
2020-2021	10/10	100%	7/7	100%	Yes
2021-2022	4/10	40%	—	—	No
2022-2023	6/6	100%	—	—	Yes
2023-2024	—	—	—	—	—
2024-2025	--	--	--	--	--

12.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

PSYC 621 was not offered in a face-to-face format during 2020/2021. Though the benchmark was not met for 2019-2020, students performed much better and met the benchmark for 2020-2021. Faculty met to discuss relevant course content for this assessment prior to the Spring 2021 section and will continue to monitor this assessment in 2021-2022 to see whether the benchmark needs to be revised.

2021-2022:

Though PSYC 621 was not offered in a face-to-face format during 2021-2022, the program itself was still considered to be the "traditional" program, as "Counseling" is not an online-only degree plan. The benchmark was not met for this academic year. Students are provided with a clear rubric. Faculty will discuss how to provide clarity here.

2022-2023:

This course was offered in an online-only format though it was part of the face-to-face COUN program (traditional format). Students were taught grant writing skills and worked in a group format as a modification from the previous semester. Of the six enrolled, two were in the GEXP program. The 80% benchmark appears a fair metric.

2023-2024:

PSYC 621 was not offered; however, COUN 621, the equivalent to PSYC 621, was offered in the traditional format. One GEXP student was enrolled but did not complete the assignment used for this assessment report. Data are reported as "N/A". The written research report in PSYC 621/COUN 621 will continue to be assessed in future academic years.

2024-2025: PSYC 621 was again not offered; however, COUN 621, the equivalent to PSYC 621, was offered in the traditional format. One GEXP student was enrolled but did not complete the assignment used for this assessment report. Data are reported as "N/A". The written research report in PSYC 621/COUN 621 should be removed from the assessment plan. The GEXP concentration has been removed from the degree plan.

13 Assessment and Benchmark PSYC 625/PSYC 685 Final Exam

Benchmark: 80% of students will score 80% or higher on the final exam in PSYC 625 - Ethics for Behavior Analysts (applied behavior analysis concentration) or PSYC 685 - Professional Orientation and Ethics (counseling psychology and general/experimental psychology concentrations).

Prior to 2016-2017, the benchmark was 60% of graduates will score 80% or higher.

13.1 Data

Applied Behavior Analysis Concentration (PSYC 625):

Academic Year	Students with 80% in traditional program		Students with 80% in online program		Benchmark met?
	#	%	#	%	
2017-2018	—	—	—	—	—
2018-2019	12/13	92%	3/4	75%	Yes/No
2019-2020	5/9	56%	8/10	80%	No/Yes
2020-2021	9/10	90%	6/9	67%	Yes/No
2021-2022	6/6	100%	3/6	50%	Yes/No
2022-2023	5/5	100%	2/2	100%	Yes
2023-2024	2/2	100%	5/5	100%	Yes
2024-2025	1/1	100%	---	---	Yes

Counseling Psychology and General/Experimental Concentrations (PSYC 685):

Academic Year	Students with 80%		Benchmark met?
	#	%	
2017-2018	—	—	—
2018-2019	5/5	100%	Yes
2019-2020	5/5	100%	Yes
2020-2021	7/7	100%	Yes
2021-2022	13/17	76%	No
2022-2023	20/20	100%	Yes
2023-2024	2/2	100%	Yes
2024-2025	--	--	--

13.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

There is variability in the data year to year with this benchmark. The faculty met in May, 2021 to discuss the use of a shared rubric for this assessment. Faculty teaching the courses across all concentrations were asked to meet prior to the next course offerings to discuss and improve (1) course content/instruction relevant to this assignment, and (2) develop and implement a rubric that improves consistency of scoring. These changes should be implemented for the 2021-2022 assessment cycle.

2021-2022:

Within the ABA Program there is a high degree of variability in the data between the F2F and online programs. It should be noted that the field has recently released a new Ethical Code of Conduct and that the course has undergone significant revision to include the addition of new text, the new Ethics code, and optional scenario based modules with feedback for students to help improve student learning during the Summer 2022 course offering. Regarding counseling, the benchmark was not met. This was the first academic year in which the new assessment rubric was used. Faculty will reevaluate the measures.

2022-2023:

Both the ABA and COUN programs met the benchmark within the current cycle. The scenario based assessment worked well for the ABA program. The two programs will consider revising the assessment tied directly to their respective codes of ethics. ABA's field-wide code of ethics updated in 2022.

2023-2024:

For PSYC 625: Ethics for Behavior Analysts, the 80% benchmark is acceptable. We will incorporate 6th Edition Task List content from the Behavior Analyst Certification Board (BACB) into the course to prepare students who will test after January 1, 2025. The PSYC 685 course was not offered; however, COUN 686, the equivalent to PSYC 685, was offered and substituted for two GEXP students who met the benchmark for this assignment in COUN 686.

2024-2025: The student who completed 625: Ethics for Behavior Analysts excelled at the newly incorporated 6th Edition TCO items and met all benchmarks for the revised course.

14 Assessment and Benchmark PSYC 639 Movie-based Written Assignment

Benchmark: 80% of students will score 85% or higher on the written movie-based assignment in PSYC 639 - Human Growth and Development.

Prior to 2018-2019, the benchmark was 80% of students will score 80% or higher.

Prior to 2016-2017, the benchmark was 60% of students will score 80% or higher.

Files:

PSYC 639 Movie Assignment Rubric

14.1 Data

Academic Year	Students with 85% in traditional program		Students with 85% in online program		Benchmark met?
	#	%	#	%	
2018-2019	17/17	100%	4/4	100%	Yes
2019-2020	20/24	83%	15/16	94%	Yes
2020-2021	13/13	100%	7/8	88%	Yes
2021-2022	21/21	100%	4/4	100%	Yes
2022-2023	22/24	91.6%	1/1	100%	Yes
2023-2024	5/5	100%	2/2	100%	Yes
2024-2025	5/5	100%	2/2	100%	Yes

14.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

The benchmark increased to 85% two years ago has now been met for 3 consecutive years, suggesting this was an effective alteration to that benchmark. Students continue to perform well on the analysis of numerous aspects of developmental psychology content in their movie reviews.

2021-2022:

The benchmark was met for both the traditional and online formats for all concentrations evaluated (CPSY, ABA, and GEXP) at the 85% benchmark. This benchmark is consistently met, demonstrating that students are able to effectively analyze the content from relevant movies related to course content.

2022-2023:

The benchmark was met for students in the F2F and online-only programs. Students are capable of analyzing content from movies relevant to PSYC concepts.

2023-2024:

Students in this cohort exceeded the benchmark as 100% of students scored above the threshold on this written assignment. The instructor remarked that students academic writing in response to this assignment improved relative to previous semesters.

2024-2025: Students in both programs exceeded the benchmark. Here, 100% of students scored above the threshold on their assignment. Students perform consistently high and respond well to the instructor's active engagement.

15 Assessment and Benchmark PSYC 639 Written Critical Thinking Assignment

Benchmark: 80% of students will score 85% or higher on the written critical thinking assignment in PSYC 639 - Human Growth and Development.

Prior to 2018-2019, the benchmark was 80% of students will score 80% or higher.

Prior to 2016-2017, the benchmark was 60% of students will score 80% or higher.

Files:

PSYC 639 Journal Rubric

15.1 Data

Academic Year	Students with 85% in traditional program		Students with 85% in online program		Benchmark met?
	#	%	#	%	
2018-2019	17/17	100%	4/4	100%	Yes
2019-2020	18/22	82%	14/16	88%	Yes
2020-2021	13/13	100%	8/8	100%	Yes
2021-2022	19/20	95%	3/4	75%	Yes/No
2022-2023	22/25	88%	0/1	0%	Yes/No
2023-2024	5/5	100%	2/2	100%	Yes
2024-2025	5/5	100%	2/2	100%	Yes

15.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

The benchmark was met this year by both cohorts (100%). Given that some students struggled with this assessment during the previous year, the faculty determined that we will monitor this assessment for another year and make no changes to the benchmark at this time.

2021-2022:

The benchmark of 85% was met for students in the traditional cohort, but not the online cohort (ABA online) though, the sample size of 4 students was relatively small and 1 of the 4 students did not meet the criteria, but rather, approached it. Given the consistency of the traditional cohort, faculty will monitor this assessment for another academic year to determine if the assessment for the critical thinking assignment in PSYC 639 warrants any revision. No changes will be made to this benchmark at present.

2022-2023:

The benchmark was met for the F2F students, however, the one online-only student enrolled in the course did not meet the benchmark. Given the low enrollment, these data can appear skewed. The benchmark of 85% does not warrant revision at this time.

2023-2024:

Students in both the F2F and online-only sections exceeded the 85% benchmark for the written critical thinking assignment in Human Growth and Development. The course instructor noted that the quality of student's writing on course artifacts showed demonstrable improvement within the semester. Tailored written feedback was provided to students on each assignment. Benchmark will remain at 85%.

2024-2025: Students in both programs continue to exceed the benchmark, however, we will keep the benchmark at 85%. The instructor provides detailed individualized feedback to students in the course to assist with writing skills and conceptualization of course content.

16 Assessment and Benchmark PSYC 625/PSYC 685 Written Ethical Issues Assignment

Benchmark: 85% of students will receive a P (pass) on a written assignment.

Prior to 2021-2022, the benchmark was 80% of students will receive a P (pass) on a written assignment interpreting ethical issues during case scenarios in PSYC 625 - Ethics for Behavior Analysts (applied behavior analysis concentration) or PSYC 685 - Professional Orientation and Ethics (counseling psychology and general/experimental psychology concentrations).

Prior to 2018-2019, the benchmark was 80% of students in the Applied Behavior Analysis concentration will receive a P (pass) on the Ethical Principles portion of written projects 1 and 2 in PSYC 647 - Introduction to Applied Behavior Analysis.

Prior to 2016-2017, the benchmark was 60% of graduates will receive a P.

16.1 Data

Applied Behavior Analysis Concentration (PSYC 625):

Academic Year	Students with a P in traditional program		Students with a P in online program		Benchmark met?
	#	%	#	%	
2018-2019	12/13	92%	4/4	100%	Yes
2019-2020	9/9	100%	11/11	100%	Yes
2020-2021	10/10	100%	8/9	89%	Yes
2021-2022	6/6	100%	6/6	100%	Yes
2022-2023	5/5	100%	2/2	100%	Yes
2023-2024	2/2	100%	5/5	100%	Yes
2024-2025	1/1	100%	---	---	Yes

Counseling Psychology and General/Experimental Concentrations (PSYC 685):

Academic Year	Students with a P		Benchmark met?
	#	%	
2018-2019	5/5	100%	Yes
2019-2020	5/5	100%	Yes
2020-2021	7/7	100%	Yes
2021-2022	12/17	70%	No
2022-2023	20/20	100%	Yes
2023-2024	—	—	—
2024-2025	---	---	---

16.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

The benchmark has been met for 3 years, and only two students have failed to meet the benchmark since 2015. The faculty met in May 2021 and decided to adjust the benchmark to read "85% of students will receive a P (pass) on a written assignment" for this assessment. Additionally, as this assessment occurs in multiple concentrations there has been no shared rubric or scoring guide, and the scoring criteria have never been evaluated. Faculty agreed to meet and discuss course content/instruction leading up to this assessment in both PSYC 625 (ABA) and PSYC 685 (CPSY/GEXP) and to develop a rubric and discuss stringent scoring criteria to more accurately assess student performance for this outcome. These changes should be implemented for the 2021-2022 assessment cycle.

2021-2022:

The benchmark was revised in May 2021 and increased to "85% of students will receive a P (pass) on a written assignment" for this assessment. The benchmark was met in the ABA concentration. Two options remain: giving an additional academic year to assess these data /criteria or lowering the benchmark down to 80%.

2022-2023:

The benchmark was met in both ABA and COUN; revising the rubric appears to have made a positive impact across concentrations. There have been faculty changes in both of these programs. Faculty in these two programs are discussing the assignments used and determining if changes need to be made.

2023-2024:

For PSYC 625: Ethics for Behavior Analysts, the revision of the rubric from the prior academic year appears to have contributed to a positive trend in student scores. All students in the face-to-face and online-only sections of the course exceeded the benchmark for this assignment. PSYC 685 was not offered; however, COUN 686, the equivalent to PSYC 685, was offered and substituted for two GEXP students who met the benchmark for this assignment in COUN 686.

2024-2025: One student completed all requirements in PSYC 625: Ethics for Behavior Analysts. We are working towards the teach out of the GEXP program and will complete a final section of PSYC 685 ethics in the 25-26 AY.

17 Assessment and Benchmark BCBA Certification Exam

Benchmark: 100% of students will pass the BCBA certification exam on the first attempt.

17.1 Data

Academic Year	Students that met the benchmark	
	#	%
2018-2019	12/16	75%
2019-2020	14/18	77.8%
2020-2021	11/16	68.7%
2021-2022	12/16	75%
2022-2023	—	—
2023-2024	7/11	64%
2024-2025	8/8	100%

17.1.1 Analysis of Data and Plan for Continuous Improvement

2020-2021:

The benchmark was not met. The faculty believe that assessment of this outcome is still useful. However, a different methodology for determining the pass-rate should be used. Currently pass-rate is determined by review of the BACB published list of credentials granted. This assumes that all graduates attempted the exam when in fact some choose to wait to attempt later exams. The inclusion of all graduates for the year in the denominator leads to bias toward a lower pass rate.

2021-2022:

The benchmark of a 100% first time pass rate was not met. Additional barriers include the Behavior Analyst Certification Board's (BACB) recent revision to testing allowances that provides flexibility in testing dates. Graduates may now sit for their Board examinations any time of year rather than during specific testing windows. Results are released immediately. Retakes are available with short delays, thus diminishing the consequences of a failing score on the Board examination. Faculty have found that many students are taking some time off between graduation and their testing date to work, accrue additional experience, and/or study for their Boards. These factors do play a role in the data. Some of our graduates delay their testing window by months, or even a year. Of the 10/11, one did not pass on the first attempt. Two students did not test yet, thus their data were not included in the count. During our ACE week Faculty Meeting, we recognized that previous years included students who had not yet tested--this negatively skewed the data from previous years. We are, however, scoring above the national average for pass rate. After further discussion, we would like to propose the addition of data for "second-time pass rate" for sitting for the BACB Board examination.

2022-2023:

Please note that the "N/A" indicator is HIGHLY UNUSUAL. After a conversation between the ABA Program Director (JT) and IRE, we have determined that it would be best to separate our reporting between the F2F (ABAI Accredited) graduate program and online-only (NOT accredited) program when discussing pass rates on the BACB board exam for our ABA graduates. This has already been updated on the McNeese website. To speak on the highly unusual "N/A" indicator for the assessment report for the Summer 2022, Fall 2022, and Spring 2023 cycle (current, at time of writing -- May 2023), we have not yet had any of the graduates from these semesters sit for their certification exam with the BACB. This is not the norm as our graduates will typically test within 1-3 months of their graduation. The Program Director has confirmed with these students that they have not YET tested. This of course, is anecdotal. We had three graduates (Summer and Fall 2022) who plan to test before the end of May 2023. Our next round of graduates (scheduled to graduate on May 12, 2023) will be a cohort of 4 students. Of this number, 3 do not plan to sit for their exams until late Summer 2023. The Program Director is exploring additional options for test prep to incorporate into their internship experience in the future. I believe a useful metric for consideration is the Comprehensive Exit Exam as it relates to first-time pass rate on the BACB exam. Anecdotally, students who do not pass their COMPS exam often do not pass their BACB exam on the first attempt. Also anecdotally for this cycle, some of these students did not pass COMPS on the first attempt and that impacted their decision to wait to test (i.e., they chose to study LONGER after graduating, and to accrue additional supervision after graduation).

2023-2024:

The first-time pass rate on the BACB exam from the previous AY was 64%. We made a programmatic change to implement the Behavior Development Solutions (BDS) Learning Modules within the ABA Internship sequence. Students are now required to complete pre-tests, acquisition, and fluency learning modules within this system.

Our program requires a Comprehensive Exit Exam (COMPS) prior to degree completion. The minimum passing score on this standardized four-hour exam is 70%. In the Spring 2024 semester, a total of seven students sat for, and passed the COMPS exam. We believe that the implementation of the BDS modules may have positively impacted the pass rate on the COMPS as the COMPS are designed to be an indicator of the likelihood to pass the BACB exam.

We will continue to use the BDS Modules because they are an evidence-based exam preparation tool.

2024-2025: 8/8 of our on-campus students (100%) passed their Boards on the first attempt as reported by the Behavior Analyst Certification Board. McNeese was recognized by the BACB as a top program in rankings and we also received a 2025 recognition from the National Applied Behavior Analysis Service Quality Network (NASQN) for our 100% pass rate.