

Annual Departmental Assessment Report

Department or Program: Prevention Science

Academic Year of Report: 2020-2021

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Learning Objective	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25
L01			X		X
L02			X		X
L03		X		X	
L04		X		X	
L05	X				
L06			X		X
L07	X				
L08		X		X	

Section 1: Learning Objectives Assessed for this Report

For each major in the department, list the learning objectives that were assessed during this period.

[Major: Prevention Science]. The learning objectives in blue were assessed during this period.

- L01: Students can describe the origins, foundations, and standards of prevention science.
- L02: Students can design and carry out theoretically-grounded research studies that contribute to the literature on risk and protective factors, and identify their mechanisms of influence associated with behavioral health outcomes across the lifespan.
- L03: Students demonstrate knowledge of evidence-based preventive interventions and policies and understand how to apply prevention science theories to the design, implementation, and evaluation of preventive interventions.
- L04: Students integrate knowledge of research design, quantitative methods, data analysis, and multi-method, multi-agent assessment methods commonly used in prevention science into their research activities.
- L05: Students demonstrate skill in disseminating their work to diverse audiences via formal academic presentations, instructional activities, and professional/academic writing.
- L06: Students demonstrate awareness, understanding, and incorporation of diversity and contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, and religion in their research, applied activities, and professional behavior.
- L07: Students indicate a commitment to continuous learning and professional development by establishing and maintaining effective professional relationships with faculty, research and teaching supervisors, collaborators, participants, agency personnel, peers, and staff, and being responsive to constructive feedback.

- LO8: Students demonstrate honesty, personal responsibility, and knowledge and appropriate application of relevant ethical and legal codes related to prevention science (e.g., APA Ethical Standards).

Section 2: Assessment Activities

For each learning outcome, describe what information was collected, how it was analyzed and discussed, and the conclusions that were drawn from the analysis. In the narrative, reference all relevant means of collecting information about learning goals, including direct measures (e.g. assessment of student assignments), indirect measures (e.g. overall grade patterns in a particular course, student reflections on learning, SERU data), and qualitative information (e.g. faculty observations, student input). While the choice of which assessments are most meaningful is up to the department, a mix of direct and indirect measures is requested.

Learning Objective	Assessment Name	Assessment Time
<p>LO5 – Students demonstrate skill in disseminating their work to diverse audiences via formal academic presentations, instructional activities, and professional/academic writing</p>	<ol style="list-style-type: none"> 1. Annual Evaluation^a 2. Capstone/research Paper^m 3. Pre-dissertation Paper^d 4. Comprehensive Exam^d 5. Dissertation Proposal^d 6. Dissertation^d 7. Faculty Observations 	<ol style="list-style-type: none"> 1. Annually 2. Last term in program 3. End of summer year 2 4. End of summer year 3 5. Fall of year 4 6. Spring of year 4 7. Quarterly
<p>LO5 – (1) Our written annual evaluation, conducted in the second half of spring term each year, includes students’ self-ratings and faculty ratings for this learning objective. (2-6) Depending on the year the student is in the program and which program the student is enrolled in, there are program milestone papers and projects that are presented in writing and/or orally to faculty. (7) At a faculty meeting in spring term, each student’s performance is discussed and faculty observations are provided. If there are concerns about student progress outside of the annual review meeting, there is a standing agenda item in the monthly program faculty meetings where faculty can raise their observations.</p> <p>Because the prevention science degree programs are only in their 5th year, with our first doctoral cohort graduating in June 2020, and because we have been making program modifications every year as the program evolved, we only examined data from Spring 2020 – Winter 2021. Annual evaluation data specific to LO5 from student and faculty perspective, student performance on their pre-dissertation and comprehensive exam paper evaluation forms, and student P/NP grades on capstone and dissertation courses were pulled for review by the program directors and discussed in the monthly program faculty meetings. Conclusions drawn from the analysis included: 1) capstone students could benefit from additional peer mentorship on their capstone projects; 2) doctoral students would benefit from more opportunities to present their research succinctly to general audiences; 3) doctoral students need more opportunities to provide informal instruction with peers</p>		
<p>LO7 - Students indicate a commitment to continuous learning and professional development by establishing and maintaining effective professional relationships with faculty, research and teaching supervisors, collaborators, participants, agency personnel, peers, and staff, and being responsive to constructive feedback.</p>	<ol style="list-style-type: none"> 1. Annual Evaluation^a 2. Capstone/research Paper^m 3. Pre-dissertation Paper^d 4. Comprehensive Exam^d 5. Dissertation Proposal^d 6. Dissertation^d 7. Faculty Observations 	<ol style="list-style-type: none"> 1. Annually 2. Last term in program 3. End of summer year 2 4. End of summer year 3 5. Fall of year 4 6. Spring of year 4 7. Quarterly
<p>LO7 – (1) Our written annual evaluation, conducted in the second half of spring term each year, includes students’ self-ratings and faculty ratings for this learning objective. (2-6) Depending on the year the student is in the program and which program the student is enrolled in, there are program milestone papers and projects that are presented in writing and/or orally to faculty that offer the opportunity to evaluate professional relationships with faculty, collaborators, participants, and agency personnel and students’ ability to receive constructive feedback. (7) At a faculty meeting in spring term, each student’s performance is discussed and faculty observations are provided. If there are concerns about student progress</p>		

outside of the annual review meeting, there is a standing agenda item in the monthly program faculty meetings where faculty can raise their observations.

Because the prevention science degree programs are only in their 5th year, with our first doctoral cohort graduating in June 2020, and because we have been making program modifications every year as the program evolved, we only examined data from Spring 2020 – Winter 2021. Annual evaluation data specific to LO7 from student and faculty perspective were pulled for review by the program directors and discussed in the monthly program faculty meetings. Faculty observations from monthly faculty meetings were also incorporated. Conclusions drawn from the analysis included: 1) faculty reinforced the PREV program plans and agreed to reinforce with their students that courses in the program plans are required and exceptions are generally not granted unless there are significant extenuating circumstances; 2) this LO was difficult to evaluate in the context of COVID and limited in-person contact/limited opportunities for engagement with outside entities, and in general, our students are performing well on this LO and limited changes needed.

^a=all programs; ^m=masters only; ^d= doctoral only

Section 3: Actions Taken Based on Assessment Analysis

For each learning goal assessed for each major, describe any actions taken as a result of assessment information, or plans to take action during the next academic year. Describe how the actions or action plans are meant to address the issues arrived at through the assessment activities in Section 2.

Learning Objective	Assessment Name	Action Taken Based on Assessment
<p>LO5 – Students demonstrate skill in disseminating their work to diverse audiences via formal academic presentations, instructional activities, and professional/academic writing</p>	<p>Annual Evaluation^a Capstone/research Paper^m Pre-dissertation paper^d Comprehensive Exam^d Dissertation Proposal^d Dissertation^d Faculty Observations</p>	<p>1) PREV 607 Capstone and PREV 607 Research Seminar course syllabi revised significantly. Major changes included a) modification to the course day/time for these courses to coincide with each other; b) joint meetings 2 weeks in Winter Term and 5 weeks in Spring term to allow peer mentorship by research seminar students to capstone students; c) 2 weeks of ‘micro’ presentations by research seminar students to practice 3-minute research presentations in spring term; d) 4 weeks of student-led article discussions for research seminar students in winter term to provide more informal instructional opportunities</p> <p>2) PREV 602 Sup College Teaching syllabi and handbook to be modified to clarify that all students in GE’s for FHS will enroll in this course, to receive standardized supervision and support for their GE instructional activities</p>
<p>LO7 - Students indicate a commitment to continuous learning and professional development by establishing and maintaining effective professional relationships with faculty, research and teaching supervisors, collaborators, participants, agency personnel, peers, and staff, and being responsive to constructive feedback.</p>	<p>Annual Evaluation^a Capstone/research Paper^m Pre-dissertation paper^d Comprehensive Exam^d Dissertation Proposal^d Dissertation^d Faculty Observations</p>	<p>1) Faculty clarified with their advisees that program course plans are mandatory and exceptions are generally not granted</p> <p>2) Handbook modified to be more explicit about this</p>

Section 4: Other Efforts to Improve the Student Educational Experience

Briefly describe other continuous improvement efforts that are not directly related to the learning goals above. In other words, what activity has the department engaged in to improve the student educational experience? This might include changes such as curriculum revisions, new advising approaches, revised or new co-curricular activities, etc. Describe the rationale for the change(s) and any outcomes resulting from the change(s).

Continuous Improvement Effort	Rationale	Outcome
Annual review of program handbook	Clarifications are needed that come to our attention based on student inquiries or issues	A running log of changes is kept during the academic year, and handbooks are updated every summer
Review of student annual evaluation form	Review annually to ensure that current program objectives continue to be appropriately covered in the evaluation forms	Minor modifications made, including a question regarding advisor match and edit to LO6
Review of curriculum	Program strives to ensure that curriculum remains relevant as the science and student interests change	Electives modified; course renaming underway; modifications to some course syllabi
Website review	We needed a more accessible location for current and prospective students, and alumni, to locate relevant program information	Website revamped; blog site created with all relevant program materials and forms; quarterly Prev Sci newsletter launched

Section 5: Plans for Next Year

Briefly describe tentative assessment plans for the next academic year. Which goals will be assessed and how? What actions will be taken as a result of this year's analysis of assessment information? What other plans does the department have to improve the student educational experience? What are the budgetary implications of any proposed actions? How will those be addressed?

Response: We plan to continuously examine our program plans and syllabi to make them relevant to the field of prevention science and to students' interests. As these are newer programs (first established in 2016), we do not foresee major modifications.

Next year we will evaluate LO3, LO4, and LO8 using some of the same assessments as described above. To date, there are no budgetary implications of any proposed changes.

We also plan to launch an alumni survey.