

**Unit Assessment Plan Guidelines**  
*Office of the Provost and Academic Affairs*

## Prevention Science

### Learning Goals and Objectives

- LO1: Students can describe the origins, foundations, and standards of prevention science.
- LO2: 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.
- LO3: 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.
- LO4: 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.
- LO5: Students demonstrate skill in disseminating their work to diverse audiences via formal academic presentations, instructional activities, and professional/academic writing.
- LO6: Students demonstrate awareness and understanding 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.
- 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.
- 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).

### Assessment Methods

#### Masters (MS/MEd)

- Annual Evaluation (attachment)
- MEd Capstone Project/MS Research Paper

#### PhD

- Annual Evaluation (attachment)
- Pre-dissertation/second year paper
- Comprehensive Exam paper
- Dissertation Proposal
- Dissertation

## Assessment Processes

Learning Objective	Assessment Name	Assessment Time
LO1 – Students can describe the origins, foundations, and standards of prevention science	1. Annual Evaluation <sup>a</sup>	1. Annually
LO2 – 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	1. Annual Evaluation 2. Capstone/research Paper <sup>m</sup> 3. Pre-dissertation paper <sup>d</sup> 4. Comprehensive Exam <sup>d</sup> 5. Dissertation Proposal <sup>d</sup> 6. Dissertation <sup>d</sup>	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
LO3 – 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.	1. Annual Evaluation <sup>a</sup>	1. Annually
LO4 – 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.	1. Annual Evaluation <sup>a</sup> 2. Capstone/research Paper <sup>m</sup> 3. Pre-dissertation paper <sup>d</sup> 4. Comprehensive Exam <sup>d</sup> 5. Dissertation Proposal <sup>d</sup> 6. Dissertation <sup>d</sup>	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
LO5 – Students demonstrate skill in disseminating their work to diverse audiences via formal academic presentations, instructional activities, and professional/academic writing	1. Annual Evaluation <sup>a</sup> 2. Capstone/research Paper <sup>m</sup> 3. Pre-dissertation paper <sup>d</sup> 4. Comprehensive Exam <sup>d</sup> 5. Dissertation Proposal <sup>d</sup> 6. Dissertation <sup>d</sup>	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
LO6 – Students demonstrate awareness and understanding 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.	1. Annual Evaluation <sup>a</sup> 2. Capstone/research Paper <sup>m</sup> 3. Pre-dissertation paper <sup>d</sup> 4. Comprehensive Exam <sup>d</sup> 5. Dissertation Proposal <sup>d</sup> 6. Dissertation <sup>d</sup>	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
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.	1. Annual Evaluation <sup>a</sup> 2. Capstone/research Paper <sup>m</sup> 3. Pre-dissertation paper <sup>d</sup> 4. Comprehensive Exam <sup>d</sup> 5. Dissertation Proposal <sup>d</sup> 6. Dissertation <sup>d</sup>	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

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).	<ol style="list-style-type: none"> <li>1. Annual Evaluation<sup>a</sup></li> <li>2. Capstone/research Paper<sup>m</sup></li> <li>3. Pre-dissertation paper<sup>d</sup></li> <li>4. Comprehensive Exam<sup>d</sup></li> <li>5. Dissertation Proposal<sup>d</sup></li> <li>6. Dissertation<sup>d</sup></li> </ol>	<ol style="list-style-type: none"> <li>1. Annually</li> <li>2. Last term in program</li> <li>3. End of summer year 2</li> <li>4. End of summer year 3</li> <li>5. Fall of year 4</li> <li>6. Spring of year 4</li> </ol>
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<sup>a</sup>=all programs; <sup>m</sup>=masters only; <sup>d</sup>= doctoral only

### **Status, Outcomes and Results**

Student learning outcomes will be evaluated through annual evaluations (which include course examinations/grades, performance on graduate assistantships, advising feedback on professional and academic development as well as research production process), program milestones (e.g., MEd Capstone project, MS Research paper, and the pre-dissertation paper, comps paper, and dissertation proposal and dissertation for PhD students). We will use specific Program Competencies described above as benchmarks for student performance and development. Processes in place for improving the program, curriculum, and instructional and research opportunities include engaging in routine student feedback, instructor evaluations, connecting with advisors and cohort members in informal and formal ways, the COE annual student survey, and other methods. We will also hold monthly faculty meetings with the PREV Faculty working group, and quarterly meetings with all PREV faculty. All PREV faculty will meet annually to focus specifically on program review and planning.

### **Decisions, Plans and Recommendations**

Describe a general process for transforming analysis into action plans for improvement. Describe how action plans will be revisited and evaluated at some future date.

These competency benchmarks are used to evaluate whether students are meeting/not meeting/exceeding program expectations in terms of student learning outcomes. We use these data to guide our decisions during the annual full faculty meeting. If we observe trends that students are not mastering a particular competency at a program-wide level, we use that information to make improvements and curricular changes (for instance, offering new course work or allowing students greater flexibility in advanced methodology coursework). If specific students are not meeting program benchmarks, then additional supports are provided to the student (e.g., academic advising, writing support) in consultation with the faculty advisor. The annual evaluation document is reviewed in the annual full faculty meeting and updated as needed to improve its utility as a measurement tool to assess students performance on the different learning outcomes.

## Appendix 1 Basic Approach to Assessment of Student Learning

The information below is adapted from Barbara Walvoord's book: *Assessment Clear and Simple*. The book provides a straightforward approach to assessment and at most you can read two chapters, and save yourself a lot of stress. If you'd like a copy of the book for your department, please contact Ron Bramhall in the Office of the Provost and Academic Affairs.

Here is the "Most Basic, Minimal System, Based on Faculty Oral Reports" (Walvoord, 2010; pg 59-62)

1. **List 3-5 learning goals** for your program (whether you call them goals, objectives or outcomes does not matter for now). Consider using the "Goal Definition Worksheet" in Appendix 2 to guide your conversation about learning goals.
  
2. Conduct a meeting with your faculty. During the meeting ask them to **comment on the students' strengths and weakness related to the above learning goals** prior to graduation. Take notes while faculty give you an "off the cuff" oral report of their experiences with student work. Discuss the collective strengths and weaknesses that have been listed. Take a vote on the one weakness from this list to pursue for the following year. Document the result of the vote.
  
3. Assign a committee to **investigate further** (perhaps ask the students for their input via a survey or discussion; look at some student work for examples etc.) and **propose an actionable change to be put in place during the following year** in an attempt to improve student learning in this area. Have the committee document their investigation and their recommendation. **Curriculum mapping** can also be a useful tool to help identify gaps in the curriculum related to learning goals.
  
4. One year later, conduct another meeting with your faculty. **Discuss whether the faculty noted any changes in the students' learning based on the changes implemented during the past year.** Take notes. Discuss whether to implement further changes related to this weakness for an additional year, or to select a new weakness to address. It is completely reasonable to spend 2-3 years monitoring the same weakness and making changes to address it.
  
5. **Continue the above year after year,** and document what you do along the way. This a simple example of an Assessment plan, which identifies the learning **goals**, collects **information**, takes **action**, and is appropriate for a Program Review self-study, or University Accreditation.

## **Appendix 2**

### **Goal Definition Worksheet**

Each faculty member in the department should complete a copy of this worksheet. Arrange a time for all of you to sit down together to compare notes and discuss results. The final product of this exercise should be a list of three to five broad goals that describe what department faculty believe should be characteristic of graduates in the major.

1. List any department learning outcomes or goals that you know. This information can most likely be found in the course catalog, program brochure, or department mission statement. Some units have already identified learning outcomes and can find those on department or school/college websites, such as in CAS at <http://cas.uoregon.edu/learning-outcomes/>.

2. Describe your ideal student in terms of strengths, skills, knowledge and values, and identify which of these characteristics are the result of the program experience.

3. Keeping this ideal student in mind, ask what the student

- a. knows
- b. can do
- c. cares about

4. What program experiences can you identify as making the most contribution to producing and supporting the ideal student?

*Adapted from OAPA Handbook PROGRAM-Based Review and Assessment • UMass Amherst*

*First Version-11/2016*

**UNIVERSITY OF OREGON  
PREVENTION SCIENCE PROGRAM  
Annual Student Evaluation**

Name:  
Advisor:

Date:  
Degree program:

The purpose of this form is to provide you, your advisor, and the Program Director with a written evaluation of your performance in the 2018-2019 academic year. This evaluation is considered an important part of an ongoing developmental process, and your skills in each area are located along a trajectory of this development. Faculty reports of your performance in multiple domains (class performance, research activities etc.) and in some cases GE performance will be included as part of this annual evaluation. Any evaluation materials received after this evaluation are still considered part of the annual evaluation and may alter the ratings, descriptions, or your indicated program status that is provided in this evaluation. You will be notified if this occurs. The ratings for each program competency are described below.

**Instructions for the table below:** Indicate the degree to which you agree with the statement (I have met this competency) for each of the 8 program competencies by writing a number 1 (*strongly disagree*) to 4 (*strongly agree*) in the corresponding cell. A space is provided under each program competency for comments and/or evidence to support each of your responses (e.g., specific courses or assignments, research projects, presentations). If a competency has not yet been met, propose an action step toward mastering the competency (e.g., taking a particular course, pursuing a specific research experience). After you complete this form, send it to your advisor to provide their feedback.

Program Competency	Student self-assessment: I have met this competency.				Advisor assessment: The student has met this competency.			
	Strongly Agree		Strongly Disagree		Strongly Agree		Strongly Disagree	
	4	3	2	1	4	3	2	1
1. Student can describe the origins, foundations, and standards of prevention science.								
Student comments/evidence:								
Advisor comments/evidence:								
2. Student 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.								
Student comments/evidence:								
Advisor comments/evidence:								

<p><b>3.</b> Student demonstrates 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.</p>		
Student comments/evidence:		
Advisor comments/evidence:		
<p><b>4.</b> Student integrates knowledge of research design, quantitative methods, data analysis, and multimethod, multi-agent assessment methods commonly used in prevention science into their research activities.</p>		
Student comments/evidence:		
Advisor comments/evidence:		
<p><b>5.</b> Student demonstrates skill in disseminating their work to diverse audiences via formal academic presentations, instructional activities, and professional/academic writing.</p>		
Student comments/evidence:		
Advisor comments/evidence:		
<p><b>6.</b> Student demonstrates awareness and understanding 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.</p>		
Student comments/evidence:		
Advisor comments/evidence:		
<p><b>7.</b> Student indicates a commitment to continuous learning and professional development by establishing and maintaining effective professional relationships with faculty, research and teaching supervisors, collaborators,</p>		

participants, agency personnel, peers, and staff, and being responsive to constructive feedback.		
Student comments/evidence:		
Advisor comments/evidence:		
8. Student demonstrates honesty, personal responsibility, and knowledge and appropriate application of relevant ethical and legal codes related to prevention science (e.g., APA Ethical Standards).		
Student comments/evidence:		
Advisor comments/evidence:		

**Academic Status:**

Please report your GPA for fall and winter term this year, and report the grades you *anticipate* for the current spring term. If you received any grade of “no pass”, any grade lower than a B-, or any incomplete, note the grade, term, class, and provide an explanation of what occurred and how you have addressed or plan to address this area of concern.

List program milestones completed this year. If you are a first-year student, indicate the status of your program plan, which should be completed by June 1<sup>st</sup>. Milestones also include coursework, capstone project (for MEd students), research paper (for MS students), pre-dissertation paper and comps (for PhD students).

**Goal Evaluation:**

Please describe the extent to which you accomplished the goals that you set for yourself at the beginning of this academic year. Note obstacles to your goal achievement, and how you will use your strengths to manage these obstacles as you continue to pursue your program milestones. Please include a summary self-assessment statement for this academic year.

**Goal Statement**

Please list your goals for this coming summer and for your next academic year. What will it take to achieve these goals? Is there any way that you will modify your approach to ensure that you achieve these goals?

**Advisor Summary:**



I have discussed this evaluation with my advisor/data mentor

\_\_\_\_\_

Advisor/Data Mentor

\_\_\_\_\_

PREV Student

Date \_\_\_\_\_