

Program-Level Assessment Plan

Program: Forensic Science	Degree Level (e.g., UG or GR certificate, UG major, master's program, doctoral program): UG major
Department: Sociology and Anthropology	College/School: Arts and Sciences
Date (Month/Year): 06/21	Primary Assessment Contact: Richard Colignon or Erik Hall

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcomes	Curriculum Mapping	Assessment Methods		Use of Assessment Data
			Student Artifacts (What)	Evaluation Process (How)	
	<p>What do the program faculty expect all students to know or be able to do as a result of completing this program?</p> <p>Note: These should be measurable and manageable in number (typically 4-6 are sufficient).</p>	<p>In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level (e.g., introduced, developed, reinforced, achieved, etc.) at which student development is expected in each course.</p>	<p>Student Artifacts (What)</p> <ol style="list-style-type: none"> Which student artifacts will be used to determine if students have achieved this outcome? In which courses will these artifacts be collected? 	<p>Evaluation Process (How)</p> <ol style="list-style-type: none"> What process will be used to evaluate the student artifacts, and by whom? What tools(s) (e.g., a rubric) will be used in the process? <p>Note: Please include any rubrics as part of the submitted plan documents.</p>	<ol style="list-style-type: none"> How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work? How and when will the program evaluate the impact of assessment-informed changes made in previous years?
1	<p>Goal #1: Forensic Science majors will demonstrate a knowledge base of the discipline.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> identify major concepts and their categories of evidence identify trends in the field of forensic science. 	<p>Knowledge and Comprehension:</p> <p>In FRSC 2600 (Survey of Forensic Science), students will learn to recall data/information; interpret instructions and problems; and state a problem in one's own words.</p>	<p>Direct Measures: An assessment committee evaluates assignments/exercises/examinations using a standardized rubric. The results of student performance will be reported to the program director for analysis and recommendations for curriculum and/or assessment revisions.</p> <p>Indirect Measures: In an exit interview (i.e., focus group) with all graduating seniors, where students will be asked to report their</p>	<p>An assessment committee will examine assessment data every May. Their report will then be shared with the faculty by email and discussed at department retreat every August. Any changes that are made at the department or instructor levels will be conveyed back to</p>	<p>Typically, faculty members and chairs can implement suggestions from the August retreat in the following spring semester for specific course adjustments. Implementation of more programmatic changes may be implemented in the follow Academic Year. We will use the exit interviews of FS majors at</p>

	<p>c) identify the scientific and empirical basis of forensic science investigative and analytic methods</p> <p>Seventy-five percent (75%) of program graduates will evidence Proficiency or Mastery in the Knowledge Base of Forensic Science as demonstrated by performance on the final exams in Forensic Biology, and Chemical Analysis of Crime.</p>		<p>perceptions of the degree to which they have met these learning outcomes.</p>	<p>assessment committee. The assessment committee will submit an annual report to the University Assessment Coordinator.</p>	<p>the end of the first AY after implementation to assess impact of the change. In addition, the next time this goal is assessed in the beginning of the next cycle will provide a longer-term evaluation of the impact of change to courses and schedules.</p>
2	<p>Goal #2. Forensic Science majors will understand the role of Research Methods in Forensic Science.</p> <p>Learning Outcomes: a) demonstrate an understanding of the chain of custody of artifacts/evidence, b) demonstrate an understanding of the appropriate types and instruments of forensic</p>	<p>Analysis: The ability to separate material or concepts into component parts so organizational structure may be understood, and to distinguish facts from inferences are taught in FRSC 3630/3631 (Forensic Biology/lab), FRSC 3620/3621 (Chemical Analysis of Crime/lab), FRSC 4550/4551 (Crime Scene Investigation/lab).</p> <p>Students in the SOC</p>	<p>Direct Measures: An assessment committee evaluates Capstone papers from a sample of students, using a rubric on a scale of 1-5 (1 = unacceptable, 3 = adequate, 5 = excellent) for each of the learning outcomes.</p> <p>Indirect Measures: In an exit interview (i.e., focus group) with all graduating seniors, we will ask students to report their perceptions of the degree to which they have met these learning outcomes.</p>	<p>An assessment committee will examine assessment data every May. Their report will then be shared with the faculty by email and discussed at department retreat every August. Any changes that are made at the department or instructor levels will be conveyed back to assessment committee. The assessment</p>	<p>Typically, faculty members and chairs can implement suggestions from the August retreat in the following spring semester for specific course adjustments. Implementation of more programmatic changes may be implemented in the follow Academic Year. We will use the exit interviews of FS majors at the end of the first AY after implementation to</p>

	<p>science analysis,</p> <p>c) demonstrate the correct interpretation of appropriate forensic science evidence.</p>	<p>4550/4551 (Crime Scene Investigation) course are expected to demonstrate understanding of the chain of custody of artifacts/evidence, types and instruments of analysis, and interpretation of appropriate evidence. These students will complete a graded assignment, based on a rubric, which measures competency in reading and analyzing a crime scene case/report and the ability to clearly communicate written responses to several items that assess critical thinking, including comprehension of the chain of custody, testing, instrumentation, analysis, and evaluation.</p>		<p>committee will submit an annual report to the University Assessment Coordinator.</p>	<p>assess impact of the change. In addition, the next time this goal is assessed in the beginning of the next cycle will provide a longer-term evaluation of the impact of change to courses and schedules.</p>
3	<p>Goal #3: Forensic Science majors will understand the role of Critical Thinking Skills in Forensic Science.</p> <p>Learning Outcomes: a) demonstrate the ability to build a</p>	<p>Students in FRSC 3630/3631 (Forensic Biology; FRSC 3620/3621 (Chemical Analysis of Crime), FRSC 3280 (Forensic Anthropology), FRSC 3590 (Law and Society), FRSC 4000 (Practicum), and FRSC</p>	<p>Direct Measures: An assessment committee evaluates Capstone papers from a sample of students, using a rubric on a scale of 1-5 (1 = unacceptable, 3 = adequate, 5 = excellent) for each of the learning outcomes.</p>	<p>An assessment committee will examine assessment data every May. Their report will then be shared with the faculty by email and discussed at department retreat every August. Any</p>	<p>Typically, faculty members and chairs can implement suggestions from the August retreat in the following spring semester for specific course adjustments. Implementation of more programmatic changes</p>

	<p>pattern from diverse evidence</p> <p>b) demonstrate the ability to assemble diverse evidence to form a whole</p> <p>c) demonstrate the ability to create a new meaning or structure.</p>	<p>4550/4551 (Crime Scene Investigation) learn critical thinking skills and enable students to make judgments about the value of ideas or materials.</p>	<p>Indirect Measures: In an exit interview (i.e., focus group) with all graduating seniors, we will ask students to report their perceptions of the degree to which they have met these learning outcomes.</p> <p>Indirect Measures: Practicum supervisors (FRSC 4000) will complete evaluation forms on the students working under their supervision. These evaluations include questions involving their perceptions of the student's ability to write and think critically, analyze data, and communicate within the conventions of the discipline.</p>	<p>changes that are made at the department or instructor levels will be conveyed back to assessment committee. The assessment committee will submit an annual report to the University Assessment Coordinator.</p>	<p>may be implemented in the follow Academic Year. We will use the exit interviews of FS majors at the end of the first AY after implementation to assess impact of the change. In addition, the next time this goal is assessed in the beginning of the next cycle will provide a longer-term evaluation of the impact of change to courses and schedules.</p>
4	<p>Goal #4. Forensic Science majors will understand appropriate patterns of Career Planning and Professional Development.</p> <p>Learning Outcomes:</p> <p>a) describe the role of ethical issues inherent in forensic science.</p> <p>b) compare and contrast basic professional orientations; or, identify assumptions in</p>	<p>Through Crime Scene (FRSC 4550/4551) and the Forensic Science Practicum (FRSC 4000) and other internship and workshop opportunities, students are able to test the knowledge and skills they have attained, including those surrounding professional and ethical issues, through observation and participation in actual forensic contexts and discussions with professionals in the field.</p>	<p>Direct Measures: An assessment committee evaluates samples of student work (papers, essay questions from exams) using a rubric with a scale of 1-5 (1 = unacceptable, 3 = adequate, 5 = excellent) for each of the learning outcomes.</p> <p>Indirect Measures: Senior Exit Focus Groups with graduating seniors will be administered in April to Forensic Science BS majors. The focus groups will assess the student's perceptions of the strengths/weaknesses of the curriculum and instructors, solicit</p>	<p>An assessment committee will examine assessment data every May/June. Their report will then be shared with the faculty by email and discussed at department retreat every August. Any changes that are made at the department or instructor levels will be conveyed back to assessment committee. The assessment committee will submit an annual report to the University Assessment</p>	<p>Typically, faculty members and chairs can implement suggestions from the August retreat in the following spring semester for specific course adjustments. Implementation of more programmatic changes may be implemented in the follow Academic Year. We will use the exit interviews of FS majors at the end of the first AY after implementation to assess impact of the change. In addition, the next time this goal is</p>

	<p>analyses and arguments</p> <p>c) apply ethical standards to examples or situations</p>		<p>recommendations for existing courses, suggestions for new courses, and how the courses in the program might be better sequenced and integrated.</p>	<p>Coordinator.</p>	<p>assessed in the beginning of the next cycle will provide a longer-term evaluation of the impact of change to courses and schedules.</p>
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Additional Questions

1. On what schedule/cycle will faculty assess each of the program's student learning outcomes? (Please note: It is not recommended to try to assess every outcome every year.)

We assessed each of our 4 goals one year at a time. We started in 2017 and by 2020 we have cycled through all 4 goals.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

Our assessment plan was developed in 2017 at meeting of our instructors. At that time we had four instructors participate in the development of the plan.

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.

Rubric for Assessing Goal #1

Paper # _____ Last Name _____

Goal 1: Forensic Science majors will understand appropriate patterns of Career Planning and Professional Development.

Learning Outcomes:

1. Does the student identify major concepts and their categories of evidence?

Poor		Adequate		Excellent	
1	2	3	4	5	Not applicable to paper's topic

Comments:

2. **Does the student** identify trends in the field of forensic science?

Poor		Adequate		Excellent	
1	2	3	4	5	Not applicable to paper's topic

Comments:

3. Does the student identify the scientific and empirical basis of forensic science investigative and analytic methods?

Poor		Adequate		Excellent	
1	2	3	4	5	Not applicable to paper's topic

Comments:

Rubric for Exit Interviews (2021)

Structured Exit Interview with Graduating Forensic Science Seniors

Focus group questions.

1. What was the most interesting question on the questionnaire?
2. What was/were your favorite courses in the major?
3. What elective courses would you suggest we create?
4. Weakness in the curriculum—What required courses would you suggest we create?
5. Do you have a sense of the breadth of knowledge of this discipline?
6. Were courses with hands-on-experience helpful?
7. Do you think you received helpful guidance from you mentor?

Goal #1: Forensic Science majors will understand appropriate patterns of Career Planning and Professional Development.

Learning Outcomes:

8. Do the students identify major concepts and their categories of evidence?
Here we may prompt them with key/major concepts or ask them to list what they think are the major concepts.
9. Do the students identify major/key trends in the field of forensic science?
10. Do the students identify the scientific and empirical basis of forensic science investigative and analytic methods? What would be an “appropriate” answer to these questions?

11. Other Issues:

a. Facilities? Lab, lab access...?

b. Research Experience? Did you get the appropriate experience? Where did you get that research experience?

c. Security issues?

12. What additional questions should we be asking?

Notes on responses: