SJSU Annual Program Assessment Form  
Academic Year 2015-2016

Instructions

1. Complete the attached form and submit it as an email attachment to Graduate and Undergraduate Programs (academicassessment@sjsu.edu) on or before June 1, 2016.

2. Please copy your college’s Associate Dean and Assessment Facilitator on the email submission. Assessment Facilitators are also available to provide support - please feel free to contact them with any questions or concerns.

3. Completed forms will be posted on your Program Records webpage.

Please note that this form has been updated since last year. We have made several minor changes that we believe will streamline the reporting process and increase focus on the implementation of changes based on assessment results (“Closing the Loop”). The program data elements (graduation rates, headcounts, SFR, etc.) have been dropped from this annual assessment report. This data is still available through the Institutional Effectiveness and Analytics (IEA) website and we encourage programs to examine this data on a regular basis. However, this information will only be required to be reported as part of the Program Planning process. This report is organized into three sections designed to organize your annual assessment efforts and to inform your department’s Program Planning. Here is the rationale behind each section.

Part A – The Big Picture

- This section will likely only need to be prepared once at the beginning of your assessment cycle, although it should be reviewed each year and updated as necessary. This information should be included in each annual report, even if it has not changed.

- This section lists your Program Learning Outcomes (PLOs) and, more importantly, how they connect with your curriculum within the program and the University Learning Goals (ULGs).

- Finally, this section presents your assessment plan for the current planning cycle in the form of a multi-year schedule (usually 5 years, updated as part of Program Planning). This schedule should indicate which PLO(s) will be assessed each year, as well as your plans for implementing changes based on assessment results, and re-assessment after changes have been given time to take effect.

Part B – What We Did This Year

- This section details your assessment efforts over the last year (AY 2015-16).

- Which PLO(s) were assessed, how was the data collected, and what do the data tell you with regard to student achievement on this PLO? What do you plan to do, if anything, to improve future achievement levels (i.e., “close the loop”)?

Part C – Keeping Track of the Changes (“Closing the loop”)

- This section is meant to keep a running record of your efforts to improve your students’ outcomes. This table should grow throughout your assessment cycle and will be an important part of your next Program Plan.

- Create a new row in the table each time you propose a change as a result of your assessment
Then be sure to keep track of your change efforts in subsequent years.

SJSU Annual Program Assessment Form
Academic Year 2015-2016

Department: Justice Studies
Program: BS Forensic Science
College: CASA
Program Website: www.sjsu.edu/justicestudies/
Link to Program Learning Outcomes (PLOs) on program website: http://www.sjsu.edu/justicestudies/degrees/undergraduate-degrees/bs-forensic-science/index.html
Program Accreditation (if any): N/A
Contact Person and Email: James Lee, james.lee@sjsu.edu
Date of Report: August 1, 2016

Part A
1. **List of Program Learning Outcomes (PLOs)**
   (PLOs should be appropriate to the degree and consider national disciplinary standards, if they exist. Each outcome should describe how students can demonstrate learning.)
   The SJSU Forensic Science program delivers coursework and training to:
   1. Understand the scientific basis of investigative and analytical methods through academically rigorous coursework
   2. Learn and practice state-of-the art forensic science and CSI methodologies through hands-on activities, laboratories, seminars, workshops and internships
   3. Acquire requisite knowledge of the legal aspects of investigation and evidence through courses, and attendance at court hearings and moot court
   4. Enhance awareness of the interface of forensic science, law, ethics, human rights, society, culture and humanity
   5. Provide the tools needed to understand the probabilities and the limits of evidence, and decision making under conditions of uncertainty
   6. Empower graduates to become agents of change to recognize, document and report errors and injustices in the practice of forensic science and crime scene investigation.

2. **Map of PLOs to University Learning Goals (ULGs)**
   (Please indicate how your PLOs map to the University Learning Goals below by listing the PLO under each relevant ULG, or including this map in table form (see examples here). Use the link above for a full description of each ULG.)

| ULG 1 – Specialized Knowledge | All PLOs |
3. **Alignment – Matrix of PLOs to Courses**
(Please show in which courses the PLOs are addressed and assessed. The curriculum map should show increasing levels of proficiency and alignment of curriculum and PLOs. See examples [here](#))

<table>
<thead>
<tr>
<th></th>
<th>JS 100W</th>
<th>FS 161</th>
<th>FS 162</th>
<th>FS 167</th>
<th>FS 169</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO 1</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>PLO 2</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>PLO 3</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>PLO 4</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>PLO 5</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>PLO 6</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

*Forensic Science is an Interdisciplinary Major*

4. **Planning – Assessment Schedule**
(Please provide a reasonable, multi-year assessment plan that specifies when a PLO will be assessed (A), when you might plan to implement changes as a result of your assessment (I), and, if applicable, when you might reassess a given PLO (R) to gauge the impact of the change. All PLOs should be assessed at least once during each program planning cycle (usually 5 years). Add rows and columns as necessary.)

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLO 1</td>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>PLO 2</td>
<td></td>
<td>I</td>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>PLO 3</td>
<td></td>
<td>A</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLO 4</td>
<td></td>
<td></td>
<td>A</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>PLO 5</td>
<td></td>
<td></td>
<td>A</td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>PLO 6</td>
<td>A</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. **Student Experience**
a. How are your PLOs and the ULGs communicated to students, e.g. websites, syllabi, promotional material, etc.?

Like the ULGs, the PLOs are on the web. PLOs are on the program web pages, informational fliers, and in the undergraduate handbook.

b. Do students have an opportunity to provide feedback regarding your PLOs and/or the assessment process?

If so, please briefly elaborate. While there is no formal feedback mechanism yet, we are planning to launch an alumni survey.

**Part B**

6. **Assessment Data and Results**
(Please briefly describe the data collected for this report (e.g., student papers, posters, presentations, portfolios, assignments, exams). The instruments used to evaluate student achievement (e.g., rubrics or other criteria) and actual data (e.g., assignment description or instructions) should be attached as appendices.)

The data used in this report are feedback from faculty teaching core courses that align with PLO2. In a web survey, faculty were asked to report the percent of students achieving each course learning outcome, and results from the relevant CLOs are reported here. Faculty were also asked to report assignments used to assess each CLO.

7. **Analysis**
(Please discuss the findings and evaluate the achievement of PLOs and/or progress on recommended actions.)

At least 83% of the students in FS 167, Forensic Molecular Biology, met each course learning outcome in fall and spring semesters (range: 83 - 95%). The course learning outcomes were assessed with laboratory assignments, a paper, and an exam. Each of the three learning outcomes indicated an aspect learning an ability to understand and practice state-of-the art forensic science and CSI methodologies. This indicates a high rate of learning for the program's majors.

8. **Proposed changes and goals (if any)**
(Given your findings, please list the proposed changes and goals for the next academic year and beyond – that is, how will you “close the loop”?)

Overall, the findings from the faculty questionnaire are positive. There does not seem to be a problem with PLO2 given the feedback. However, faculty will discuss this report and search for ways to improve. It would be premature to suggest changes at this point.
Part C
(This table should be reviewed and updated each year, ultimately providing a cycle-long record of your efforts to improve student outcomes as a result of your assessment efforts. Each row should represent a single proposed change or goal. Each proposed change should be reviewed and updated yearly so as to create a record of your department’s efforts. Please add rows to the table as needed.)

<table>
<thead>
<tr>
<th>Proposed Changes and Goals</th>
<th>Status Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revise learning outcomes</td>
<td>Faculty left off this process in May, will resume in Fall 2016</td>
</tr>
<tr>
<td>Revise outcomes assessment</td>
<td>Pending program changes, likely Fall 2016</td>
</tr>
</tbody>
</table>