

UNIVERSITY ASSESSMENT COMMITTEE

Feedback to Academic Departments on Assessment Activities Reported in 2006-2007 Annual Reports

DEPARTMENT Forensic Science DATE December 2007

COMMITTEE MEMBER(S) CONDUCTING REVIEW Mabey

1. STUDENT LEARNING GOALS

- | | | | |
|---------------------------------------|--------------|----------------|---------------------------|
| • Were any goals referenced? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • If so, were goals well articulated? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • Do goals address student learning? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |

Comments:

Undergraduate: Three broad goals are provided in the Assessment Plan. The first two goals are learning goals.

The third goal stresses student participation. Text elsewhere in the Assessment Plan clarifies that past learning is to be used when participating, and that new learning will occur as a result of the students' participation. Perhaps the third goal could be reworded to address the learning desired by the participation.

In addition, as the goals are quite broad ('demonstrate familiarity with a broad range of forensic science fields, techniques, and concepts'), objectives for each goal would help define the expected level of familiarity and which fields, techniques, and concepts are to be learned.

Graduate: N/A. Undergraduate degree only.

In addition to the Departmental goals, please also consider UND's Institutional and General Education goals for student learning (shown in alignment within parentheses). Use 'U' (undergraduate) or 'G' (graduate) to identify UND/General Education goals which are similar to the referenced departmental goals.

- 1 Communication ("communicate effectively, both orally and in writing")
- 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")
- 3 Informed choices ("make informed choices")
- 4 Understanding across disciplines ("understand how conclusions are reached in the natural sciences, the social sciences, and the arts and sciences" and "acquire knowledge over a broad spectrum of subject areas")
- 5 Lifelong learning ("commit themselves to lifelong learning")
- 6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")
- 7 Service/citizenship ("commit themselves to...the service of others," and "share responsibility both for their communities and for the world")

Comments regarding Departmental goals and alignment of Departmental Goals with Institutional and General Education Goals:

Undergraduate: Goals address competencies expected within the field.

Graduate: N/A

2. ASSESSMENT METHODS

- | | | | |
|--|--------------|----------------|---------------------------|
| Were any specific assessment methods referenced? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • If so, were specifically chosen assessment methods appropriately aligned with individual goals? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |
| • Were both direct and indirect assessment methods used as components of a "multiple measures" approach? | YES <u>X</u> | NO <u> </u> | QUALIFIED Y/N <u> </u> |

Comments:

Undergraduate: Examinations, quizzes, grades, notebook assignments with grading rubrics, laboratory assignments with grading rubrics, internship evaluations, participation in extracurricular activities and assignments associated with career development, exit survey. Individual results and class composites are reviewed.

Graduate: N/A

3. ASSESSMENT RESULTS

Were any assessment results reported?	YES__X__	NO__	QUALIFIED Y/N __
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES__X__	NO__	QUALIFIED Y/N __
• If so, were the results clear in terms of how they indicate need for improvement?	YES__X__	NO__	QUALIFIED Y/N __
• Were the results tied to goals for student learning?	YES__X__	NO__	QUALIFIED Y/N __

Comments:

Undergraduate: The Forensic Science program is a new program, and in the early stage of assessment activity. Goal 2 was addressed this year, and grades and Laboratory report scores for ANTH 346 are addressed as results.

Graduate: N/A

In addition to departmental goals, some assessment results may be applicable to Institutional and General Education goals. A list of the latter goals is included below. Use 'U' (undergraduate) or 'G' (graduate) to identify those results which are applicable to Institutional/General Education goal achievement. For these items, please describe findings in the appropriate section below.

- _____ 1 Communication ("communicate effectively, both orally and in writing")
- _____ 2 Critical/creative thinking ("think critically and creatively" and "be intellectually curious and creative")
- _____ 3 Informed choices ("make informed choices")
- _____ 4 Understanding across disciplines ("understand how conclusions are reached in the natural sciences, the social sciences, and the arts and sciences" and "acquire knowledge over a broad spectrum of subject areas")
- _____ 5 Lifelong learning ("commit themselves to lifelong learning")
- _____ 6 Cross-cultural appreciation ("develop some familiarity with cultures other than their own")
- _____ 7 Service/citizenship ("commit themselves to...the service of others," and "share responsibility both for their communities and for the world")

Comments regarding results and the application of results to Departmental, Institutional and General Education Goals:

Undergraduate: Goals, methods, and results thus far focus on content directly related to the major.

Graduate: N/A

4. CLOSING THE LOOP

Were any actions taken on the basis of assessment results reported?	YES__X__	NO__	QUALIFIED Y/N __
• If so, do curricular or other improvements/changes arising from assessment results directly address goals for student learning?	YES__X__	NO__	QUALIFIED Y/N __

Comments:

Undergraduate: Based on course grades and Laboratory Report scores, there is evidence that students met the goals for demonstrating scientific thoughts and techniques. Based upon the Laboratory scores, some weaknesses were found in the quality of the reports. The laboratory assignments have been restructured and the grading rubric revised. An additional semester or segment of coursework may be added to ANTH 346 to accommodate more case driven exercises.

Graduate: N/A

SUMMARY

Strengths

- ☒ A specific plan for assessment is in place.
- ☐ Student learning goals are well-articulated.
- ☒ Assessment methods are clearly described.
- ☒ Assessment methods are appropriately selected.
- ☐ Assessment methods are well-implemented.
- ☒ Direct and indirect methods are implemented.
- ☒ Results are reported.
- ☒ Results are tied to closing the loop.
(Decision-making is tied to evidence.)

Areas for Improvement

- ☐ No specific plan for assessment is in place.
- ☐ Student learning goals are not well-articulated.
- ☐ Assessment methods are not clearly described.
- ☐ Assessment methods are not appropriately selected.
- ☐ Assessment methods are not well-implemented.
- ☐ A single type of assessment methods predominates.
- ☐ No results are reported.
- ☐ Results are not clearly tied to closing the loop.
(Decision-making is not directly tied to evidence.)

OVERALL SUMMARY AND RECOMMENDATIONS:

Forensic Science is a relatively new major, and assessment activities have been initiated. Student learning goals are in place. Several assessment methods have been identified and data from ANTH 246 has been analyzed. Early results have already led to changes in assignments and rubrics, and results may lead to an additional course focusing on case driven exercises.

The department is to be commended for addressing the assessment of student learning early in its existence! The Committee looks forward to the development and progression of the department's assessment activities. The committee is confident assessment activities will continue to be developed as the department expands and matures over time.

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Section 1: ☐ Y?* Section 2: ☐ Y? Section 3: ☐ Y? Section 4: ☐ Y?

The program is in its infancy. The committee is confident assessment activities will continue to be developed as the department expands and matures over time.

Coding Key:

- Y = yes, this is done appropriately and well
- N = no, this is not done at all, or it is not done in relationship to student learning
- NA = no information available
- ? = action or progress is apparent; however, evidence is lacking that this is completely and appropriately done

Y* = Assessment activities which have been started are appropriate and they are well done. The program is in its infancy and further assessment plans and activities will be developed.