



## Program-Level Assessment: Annual Report

### 1. Student Learning Outcomes

### 2. Assessment Methods: Artifacts of Student Learning

### 3. Assessment Methods: Evaluation Process

include them in/with this report document

### 4. Data/Results



7. Closing the Loop: Review of Previous Assessment Findings and Changes  
A.

Rubric for Assessing Goal #

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:

Artifact

	Ric	Mary	Erik	Average
SA FB	5	5	5	5
SR FB	5	5	5	5
PW FB	4	5	5	4.7
BS CF	3.5	5	5	4.5
VP CF	5	5	5	5
OC CF	3.5	5	5	4.5
GJ CS	3	4	5	4

Artifact

	Ric	Mary	Erik	Average
SA FB	N/A	4	5	4.5
SR FB	N/A	4	5	4.5
PW FB	N/A	4	4	4
BS CF	N/A	5	5	5
VP CF	N/A	5	5	5
OC CF	N/A	5	5	5
GJ CS	N/A	N/A	N/A	0

Artifact

## Rubric for Exit Interviews (2021)

### Structured Exit Interview with Graduating Forensic Science Seniors

Focus group questions.

11. Other Issues:

## Notes from Exit Interviews 2021 Forensic Science

Favorite courses in the major range from Crime Scene Investigation, Forensic Chem, Forensic Bio, and Death Investigation. All seemed to enjoy the death investigation course as they were able to meet people in the field and make connections. All students were very ~~against~~ against dropping that class as a major requirement.

New courses Students were very interested in learning more about the legal side of fore. Science. Want to learn more about testifying and expert witnesses. Would like something that goes from start to finish on the proceedings of a trial related to forensic science. Students also mentioned forensic art as an option for a different course along with forgeries, signatures, and computer forensics. Students were also interested in learning more about how to interview and more about how to find jobs to apply/how to know they exist. Students also mentioned forensic toxicology as a new course option.

Foundations of Forensic Science All students agreed they got the foundations of forensics in the coursework. Some examples were students talking about the death investigation class and how they felt prepared and able to have conversations with practicing forensic scientist about topics they previously learned in forensic classes. They all felt they ~~could~~ could their own in those conversations and relate those conversations back to their studies. Another example was the students interning at the toxicology lab. It was just assumed that they knew how the instruments worked and the different methods (chain of custody, etc). The students felt comfortable performing these tasks based on their knowledge from their forensic coursework

Assets to Major—Students felt that the hands on experience was the most beneficial portion of their learning. The students ~~specifically~~ specifically mentioned the crime scene practical as the lab/hands on activity that both challenged them the most and was the most beneficial in testing their ability across a wide range of forensic science topics. Mention was to even expand the practical ~~to~~ incorporate more techniques. Students also mentioned that the internship was invaluable and gave them the real world experience. Most all students said to definitely keep the internship as a requirement for the major.

Mentors—Mentioned that they ~~felt~~ felt connected with the adjuncts in the department as well as their mentors. They felt like they really needed their mentors help in navigating to study abroad and trying to



Trends in Forensic Science Students seemed a bit confused on what exactly this was referring to and had some difficulty explaining where the different fields in forensic science are heading. This may be an opportunity for a seminar type course for juniors/seniors to discuss trends.

Some discussion was had about safety and security on campus. Most students felt safe on campus, but most students did not feel very safe just a block off campus. Several students shared experiences of friends being robbed or carjacked, cars stolen etc within the immediate vicinity of SLU.