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| **California State University, Fresno****College of Social Sciences****Forensic Behavioral Sciences B.S.****Department/Program Assessment Coordinator: Allen Azizian** |
| **Student Outcomes Assessment Plan (SOAP)** |
| Mission Statement |
| The general mission of the Department of Criminology at California State University, Fresno, is to offer high-quality educational opportunities to qualified students at the bachelor’s degree level. The Department of Criminology’s mission statement for undergraduate education includes: 1) offering quality academic programs, 2) promoting and enhancing the teaching and learning experience of students and faculty, 3) preparing students for entry into criminal justice system agencies, and 4) preparing students for graduate education. The mission will be accomplished in an environment of mutual respect and support among students, faculty, and staff. The Department of Criminology’s undergraduate mission will complement the Department’s overall mission and the mission of the College of Social Sciences and California State University, Fresno. |

## Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO’s

* 1. **Institutional Learning Outcomes.** Fresno State ILO’s are posted on the following webpage: <http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>
		1. **Developing a foundational, broad and integrative knowledge** of the social sciences and their integration with the forensic behavioral sciences. Students will consolidate learning from different fields and explore the concepts and questions that bridge those essential areas of learning. Graduate students will articulate the significance, implications and challenges within their field in a societal and global context. In fields in which interdisciplinarity is fundamental, graduate students will further draw from the perspectives of other domains of inquiry/practice so as to assess a problem better and offer solutions to it.
		2. **Acquiring specialized knowledge** as identified by program learning outcomes in their major field. Students will demonstrate expertise in a specialized area of study, including integration of ideas, methods, theory and practice. Graduate students will demonstrate further mastery of the field’s theories, research methods, and approaches to inquiry. They will also show the ability to assess major contributions to the field, as well as expand on those contributions through empirical research or aesthetic exploration.
		3. **Improving intellectual skills** including critical thinking, effective oral and written communication, information literacy and quantitative reasoning.Students will demonstrate fluency via application of these skills to everyday problems and complex challenges. Graduate students will hone these skills further, demonstrating coherent arguments, analysis, insight, creativity, and acumen as they address local, regional, and global issues in their respective fields of study.
		4. **Applying knowledge** by integrating theory, practice, and problem solving to address real world issues using both individual and team approaches. Students will apply their knowledge in a project, paper, exhibit, performance, or other appropriate demonstration that links knowledge and skills acquired at the university with those from other areas of their lives. Graduate students will integrate knowledge and skills from coursework, practicum, and research to address critical issues in their field and demonstrate advanced application of knowledge through a culminating experience that validates, challenges, and/or expands the profession’s body of knowledge.
		5. **Exemplifying equity, ethics, and engagement.** Students will form and effectively communicate their own evidence-based and reasoned views on public issues, interact with others to address social, environmental and economic challenges, apply knowledge of diversity and cultural competencies to promote equity and social justice in theclassroom and the community, value the complexity of ethical decision making in a diverse society, acknowledge the importance of standards in academic and professional integrity, and demonstrate honesty, tolerance, and civility in social and academic interactions. Building upon this at the graduate level, students will apply these values in the creation of scholarly and/or aesthetic works that enrich the human experience.
	2. **Program Learning Outcomes** (also known as goals) **and related SLOs**

Program Learning Outcomes or GOALS are the specific knowledge and skills that the department/program will develop or strengthen in students. These PLO’s or Goals may be broader than SLOs but must be measurable and each PLO must have at least one SLO to which is directly linked/aligned.

* + 1. **Program Learning Outcome 1:** Discipline-related knowledge: Students will attain discipline-related knowledge that prepare them for long-term careers in the Forensic Behavioral Sciences.
			1. **Student Learning Outcome 1:** Students will be able to correctly and accurately define and describe key criminological and forensic behavioral science terms, theories, and specific examples from criminal law, as well as various aspects of the criminal justice system.
		2. **Program Learning Outcome 2:** Writing proficiency: Students will attain basic writing skills that prepare them for long-term careers in the Forensic Behavioral Sciences.
			1. **Student Learning Outcome 2:** Students will be able to write a paper with appropriate use of skills in mechanics, organization, and format.
		3. **Program Learning Outcome 3:** Information literacy: Students will be able to identify, locate, access, and use information relevant to their inquiries and be able to cite this information appropriately.
			1. **Student Learning Outcome 3:** Students will be able to access the needed information effectively and efficiently and evaluate the information and its sources critically.
		4. **Program Learning Outcome 4:** Critical thinking: Students will think critically and will apply specific knowledge and skills in order to evaluate situations according to professional values and ethics and make appropriate decisions.
			1. **Student Learning Outcome 4:** Students will be able to demonstrate their ability to apply critical thinking to evaluate situations and make decisions in their specific field.
		5. **Program Learning Outcome 5:** Methodological and statistical competency: Students will understand basic research and quantitative strategies for uses specific to the Forensic Behavioral Sciences.
			1. **Student Learning Outcome 5:** Students will be able to perform data analysis, interpret the findings, and make statistical conclusions.

## Curriculum Map [d]: Courses in which SLO’s are addressed and evaluated

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| --- | --- | --- | --- | --- | --- |
|  | Outcome 1 Knowledge | Outcome 2 Writing Competency  | Outcome 3 Information Literacy | Outcome 4 Critical Thinking | Outcome 5 Quantitative Reasoning  |
| Course | I, or D or M |  |  |  |  |
| *Lower Division* |  |  |  |  |  |
| CRIM 1 | I | I | I | I |  |
| CRIM 2 | I | I | I | I |  |
| CRIM 20 | I | I | I | I |  |
| CRIM 50 |  |  |  |  | I |
| *Upper Division* |  |  |  |  |  |
| CRIM 100 | D | D | D | D |  |
| CRIM 100H | D | D | D | D |  |
| CRIM 113 | D | D | D | D |  |
| FBS 114 | D | D | D | M |  |
| FBS 153 | D | D | D | D |  |
| FBS 154 | D | D | D | D |  |
| FBS 155 | D | D | D | D |  |
| FBS 156 | D | D | D | D |  |
| CRIM 170 (or CRIM 170H or PSYCH 144) | M | M | M | M | M |

For courses in the major, using the abbreviations below, indicate which outcomes are introduced, which are developed, and which are mastered in that particular course.

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| --- | --- | --- | --- |
| **I = Introduced** | **D = Developed** | **M=Mastered** |  |

## SLO’s Mapped to Assessment Measures and Methods

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| --- | --- | --- | --- | --- | --- | --- |
| Assessment Measure | EvaluationMethod | Outcome 1 Knowledge | Outcome 2 Writing  | Outcome 3 Information Literacy | Outcome 4 Critical Thinking | Outcome 5 Quantitative Reasoning |
| Assessment exam | Score  | X |  |  |  |  |
| Term papers | Rubric |  | X | X |  |  |
| In-class short-answer questions | Rubric |  |  |  | X |  |
| Quantitative exercises | Rubric |  |  |  |  | X |
| Exit survey | Rubric | X | X | X | X | X |

## Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment

* 1. Direct Measures (Department/Program must use a minimum of three different direct measures)
		1. **Assessment exam:** The students’ discipline-related knowledge will be evaluated using at least 20 assessment questions in one of their upper-division courses or via a requirement when students register for graduation (Outcome 1)
			1. ***Benchmark:*** Seventy-five percent or more of the students are expected to correctly answer 70% or more of the assessment questions.
		2. **FBS 154 research papers:** Students will write APA-style papers in FBS 154. Samples of these will be evaluated according to a rubric to assess writing competency and information literacy (Outcomes 2 and 3).
			1. ***Benchmark:*** Seventy-five percent of students are expected to demonstrate writing competency by receiving a mean score of 3 (based on program rubric) on the APA-style paper in FBS 154. .
		3. **CRIM 50 in-class work or assignment:** Students will perform data analysis, interpret the findings, and make statistical conclusions using the SPSS software. Samples of these will be evaluated according to a rubric (Outcome 5).
			1. ***Benchmark:*** Seventy-five percent of students are expected to demonstrate statistical competency by receiving a mean score of 3 (based on program rubric) on the CRIM 50 in-class work or assignment.
		4. **FBS 114 assignment:** Students will compose responses to critical thinking prompts (Outcome 4)
			1. ***Benchmark:*** Seventy-five percent of students are expected to demonstrate critical thinking competency by receiving a mean score of 3 (based on program rubric) on the FBS 114 assignment..
	2. Indirect Measures (Department/Program must use a minimum of one indirect measure)
		1. **Exit survey:** Students who have applied for graduation will be asked to answer a survey commenting on the extent to which the Forensic Behavioral Sciences program at Fresno State has prepared them for their chosen career.
			1. ***Benchmark:*** At least 75% of respondents will score the program at the 3 or above level on at least half of the quantitative survey responses.

## Assessment Schedule/Timeline

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AcademicYear | Measure | SLO 1 | SLO 2 | SLO 3 | SLO 4 | SLO 5 |  |  |
| 2020-2021 | Short-answer questions |  |  |  | X |  |  |  |
| 2021-2022 | Quantitative exercises |  |  |  |  | X |  |  |
| 2022-2023 | Term paper |  | X | X |  |  |  |  |
| 2023-2024 | Assessment exam | X |  |  |  |  |  |  |
| 2024-2025 | Exit survey | X | X | X | X | X |  |  |

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| Closing the Loop  |
| **Fresno State Closing the Loop process is described immediately below.** |
| A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State. |
| Program/Department Closing the Loop process:The members of the Assessment Committee, which consists of the CRIM, FBS, and graduate program assessment coordinators and full-time faculty member volunteers, are responsible for designing and carrying out assessment activities with the help of the entire faculty as needed. The Assessment Committee also analyzes the resulting data and suggests changes to the program as necessary. Assessment data and suggested program changes will be presented to the entire faculty in the monthly faculty meeting, and the entire faculty decides whether to implement any changes. Further discussions could be carried out at the Department retreat (if and when held).  |