CALIFORNIA STATE
UNIVERSITY
E A S T   B A Y

College of Science (CSCI)
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2014-2015 CSCI EETF Assessment Year End Report, June, 2015

Program Name(s)	EETF Faculty Rep	Department Chair
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[NOTE: Items A, B, C, and D are identical to your Page 2 on your Annual Report for CAPR. Please simply cut and paste from there. Item E is unique to the CSCI EETF.]

A. Program Student Learning Outcomes

Students graduating with a B.A. or B.S. in Psychology from Cal State East Bay will be able to:
1. think scientifically and employ sound scientific methodology;
2. speak and write clearly about the content and theory of the field of psychology; and
3. apply psychological principles and prepare for careers.

B. Program Student Learning Outcome(s) Assessed

The assessment instrument we used this year covers all three PLOs.

C. Summary of Assessment Process

We used an self-assessment questionnaire (see attached) based on one used by the Department of Engineering as part of its accreditation process. It has served us well previously, as it provides immediate assessment and changes to curriculum, completing the assessment loop in a timely manner. It was distributed to the instructors who taught classes this academic year.

D. Summary of Assessment Results

So far, 85% of the assessments included at least one change to implement in a future quarter. Otherwise, the assessment tool is qualitative. We will discuss the strengths and issues raised by the responses.

PLO 1: Think scientifically and employ sound scientific methodology.

The assessment indicates that students demonstrate capable scientific skills. They are able to evaluate scientific literature and develop research ideas, especially when expectations are clearly presented. Examples of relevant suggested changes are to review statistical techniques, and to provide students with advance warning about particularly technical material (e.g., physiology).

PLO 2: Speak and write clearly about the content and theory of the field of psychology.

The assessment indicated that students are able to present complex ideas drawn from psychology research if expectations are communicated clearly. Relevant examples of proposed changes include clear instructions on APA style, and guidance on which components of writing are strict and which are subjective.

PLO 3: Apply psychological principles and prepare for careers.

Assessments indicated that students are able to apply class content towards designing experiments. One suggested change was to switch from instructor-designed studies to student-designed studies. The former leads to higher quality studies, more consistent levels of difficulty, and more realistic research experiences, but the latter leads to more student engagement and better assessment of application skills.

General observations.

Some other suggested changes included small class sizes for more individual attention, regular check-ins to evaluate students' progress, warnings about difficult topics, providing lecture notes prior to class so students are prepared, and modifications in enforcing attendance to balance learning against motivation.

E. Suggestions and Recommendations for the CSCI EETF in the Future