



**2013-2014 CSCI EETF Assessment Year End Report, June, 2016**

Program Name(s)	EETF Faculty Rep	Department Chair
HSC	Jason Smith	Jason Smith

**A. Program Student Learning Outcomes**

See attached.

**B. Program Student Learning Outcome(s) Assessed**

Integrate and synthesize knowledge from general education courses and courses in the biological, physical, social and health sciences.

**C. Summary of Assessment Process**

Assessment was completed using Blackboard. There was nearly a year delay between the faculty evaluation of the artifacts and the availability of results due to a Blackboard problem. Future use of the Blackboard system should not have delays. To assess critical thinking, the faculty relied on the final student paper in the HSC capstone class, HSC 4500. Student papers were randomly sampled across all sections of HSC 4500. Each sampled paper was read twice by two different faculty members. Papers were evaluated based on the Health Sciences rubric for critical thinking. Final results were computed and provided through the Blackboard assessment tool.

**D. Summary of Assessment Results**

Full assessment results are attached. While students seemed to be able, generally, to evaluate evidence and to analyze health science issues; there was a deficiency in ability to state a position on an issue and to draw conclusions and implications. This assessment data is based on a cohort of students who completed the program before the core 3000-level courses were redesigned with a Promising Practices grant from the Chancellor’s Office. Health Sciences is re-assessing papers from Spring 2016 using the same rubric. Our hope is that the students’ will have improved based on the redesign. If not, the faculty will discuss how to improve student learning in this area.

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

**PROGRAM STUDENT LEARNING OUTCOMES**

2014

Students graduating with A (INSERT DEGREE) from Cal State East Bay will be able to:	I.L.O Alignment
1 Integrate and synthesize knowledge from general education courses and courses in the biological, physical, social and health sciences.	1, 6
2 Communicate effectively in the provision of healthcare services to the community.	2
3 Work effectively as individuals, teams, partnerships and larger groups toward accomplishing healthcare goals.	4
4 Apply ethics and professional standards to interactions with colleagues, supervisors and staff, diverse and multicultural clients, and with the general public.	3, 5
5 Evaluate scientific and policy research to solve problems in the healthcare sciences.	1, 6

# Evidence Set Evaluation Rollup

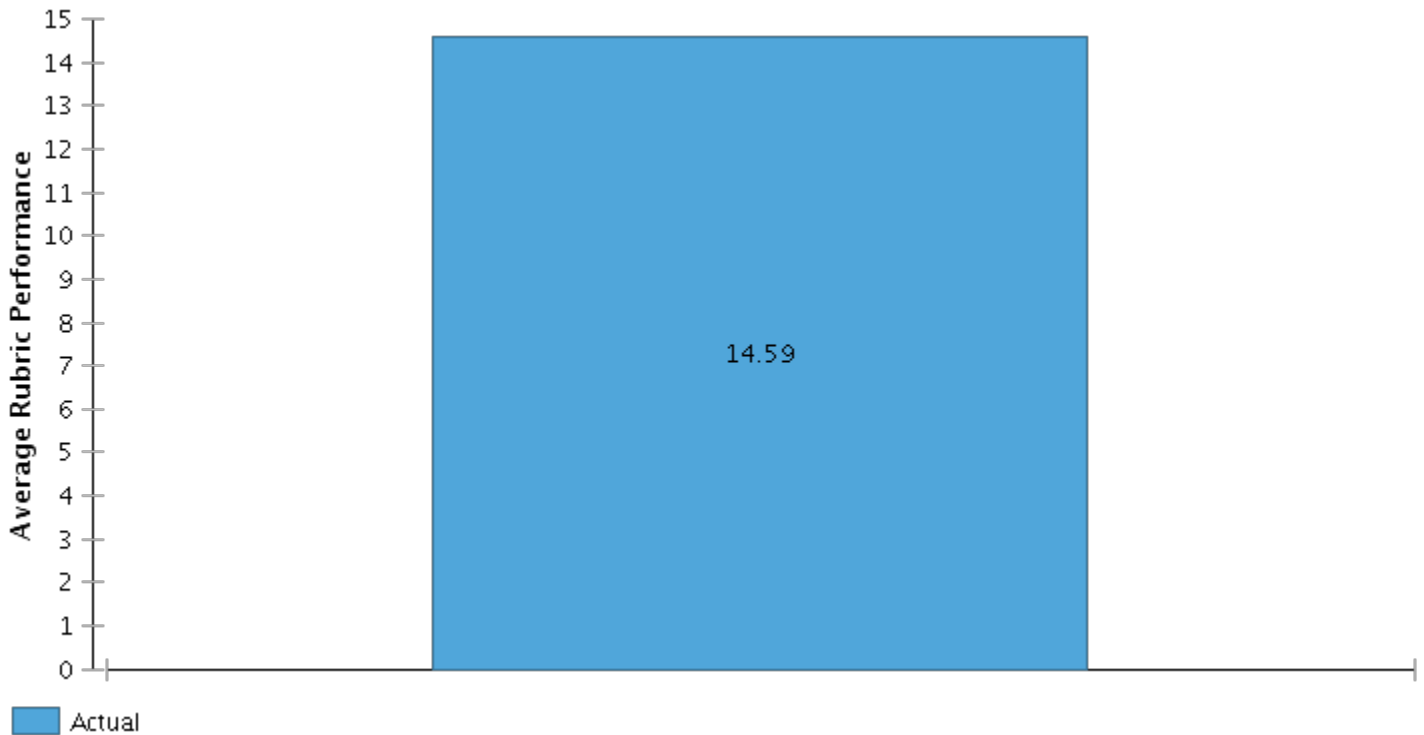
Report Sections Overview  
Rubric Overall Performance  
Rubric Analysis  
Frequency Distribution

## Overview

Current Instrument Name PLO\_HSCBS\_1\_SMITH\_07-15  
Rubric Name HSC PLO 1 Critical Thinking  
Rubric Description  
Total Evaluations 78  
Begin Date Jan 1, 1970  
End Date Jan 27, 2016

## Rubric Overall Performance

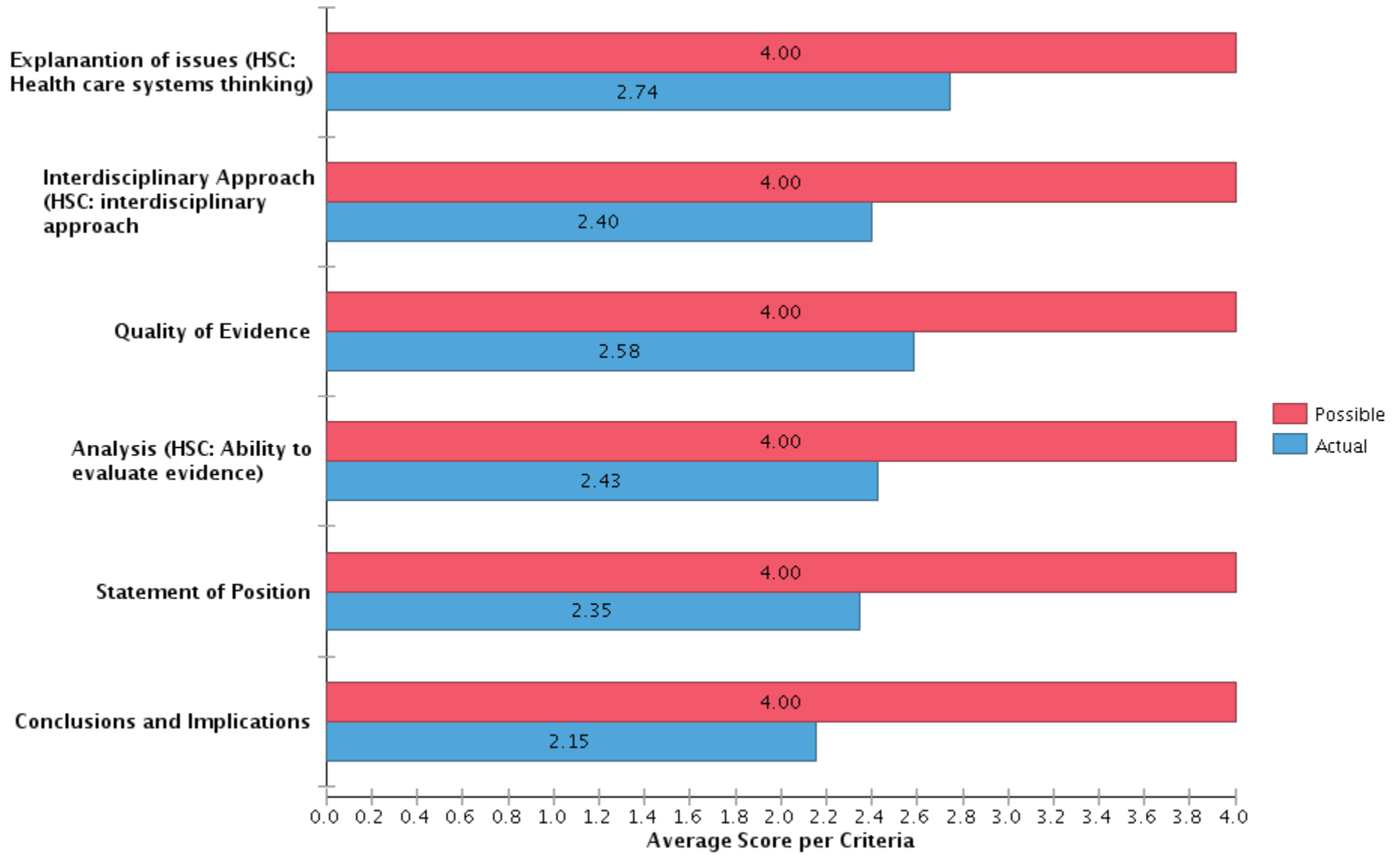
Points Possible: 24.00



# Evidence Set Evaluation Rollup

## Rubric Analysis

HSC PLO 1 Critical Thinking



## Frequency Distribution

# Evidence Set Evaluation Rollup

HSC PLO 1 Critical Thinking

Criteria		Skilled	Competent	Developing	Inadequate	Number Evaluation	Average	Median	Mode	Std. Deviation
Explanation of issues (HSC: Health care systems thinking)	Points	4.00	3.00	2.00	1.00					
		17%	47%	29%	6%	78	2.74	3.00	3.00	0.81
Interdisciplinary Approach (HSC: interdisciplinary approach)	Points	4.00	3.00	2.00	1.00					
		6%	35%	51%	8%	78	2.40	2.00	2.00	0.73
Quality of Evidence	Points	4.00	3.00	2.00	1.00					
		19%	34%	32%	14%	77	2.58	3.00	3.00	0.96
Analysis (HSC: Ability to evaluate evidence)	Points	4.00	3.00	2.00	1.00					
		14%	32%	35%	18%	77	2.43	2.00	2.00	0.95
Statement of Position	Points	4.00	3.00	2.00	1.00					
		6%	32%	51%	10%	78	2.35	2.00	2.00	0.75
Conclusions and Implications	Points	4.00	3.00	2.00	1.00					
		3%	27%	54%	17%	78	2.15	2.00	2.00	0.72