

**COMMITTEE ON ACADEMIC PLANNING AND REVIEW  
ANNUAL PROGRAM REPORT**

**1. SELF-STUDY (about 1 page)**

**A. Five-year Review Planning Goals**

1. Increasing the number of non-tiered graduate courses for students
2. Increasing the number of upper division laboratory courses offered in each of the options leading to a Bachelor of Science or Bachelor of Arts Degree
3. Offering hybrid courses that can be utilized in STEM education
4. Reinvigorating the Marine Science Degree and our relationship with the Moss Landing Marine Laboratories
5. Foster and maintain interest among students for the science field.
6. Increase the number of students applying and gaining acceptance into post-baccalaureate programs.
7. Faculty projections: one or two new physiologists, projected retirement of FRPr Dixon losing 0.5 FTE in microbiology
8. Stability of Chair position with Hedrick taking leave of absence 2011.
9. Stability of office management with

3. There is no current move, nor interest, among faculty to move in this direction.
4. Interest in MLML connections, whether student enrollment or faculty collaboration, remains marginal. Although a significant alliance in theory, it remains problematic that MLML is a long commute, and their classes are semester. It will be worth holding off on any further assessment until we move to semesters ourselves. This is a no-cost alliance and commitment.
5. BIOL enrollments are higher than ever, considering majors, service courses and GE. Space and building facilities have now become a limiting factor in our growth, not lack of student interest. Shift in focus to assessing and promoting retention and degree completion. With Pioneer Data it is now possible to identify option majors and assign faculty advisors, to be carried out 14-15.
6. Without a budget for tracking and enlisting the services of advanced degree alumni, there is no straightforward mechanism at present for carrying out this goal.
7. With the recent hiring of a physiologist and a plant ecologist the department has completed faculty hiring projections from the last 5-yr. Tjg fgrctv o gpv ku ewttgpn { õjgcnvj {ö ykvj TT faculty save for one emergency search for a microbiologist, approved for 14-15. This was necessitated by combined factors of increased student interest in the option, resignation of microbiologist Molloy, and completion of Dixon as FERPr.
8. With the LOA taken by Hedrick 2011-14, Gailey completed a 3yr appointment as chair and has accepted re-appointment for a successive 3yr. There is stability in the chair position.
9. There is stability in the Office Manager position with the hiring of Ms. Natalie Granera, formerly a staffer in the Psychology Department. Her service is outstanding and expected to be stable and long-term.
10. Equipment needs have been well met with the institution of A2E2 and supplemental awards from the College of Science

### **C. Program Changes and Needs**

Curriculum: A major evaluation of the MA program has taken place in an effort to expand enrollment and number of degrees issued. This has led to a program modification to be uwd o kvvgf Fcm ø14. Tjg hcewnv { ejqug vq tg-write and institute new Student Learning Outcomes and has devised more realistic mechanisms for assessing one per annual report. The largest program issue, however, is systematically looking at our looming curriculum change to semesters. The faculty has discussed the issue and decided to initiate a comparative evaluation first of our GE and service course offerings for Fall 2014.

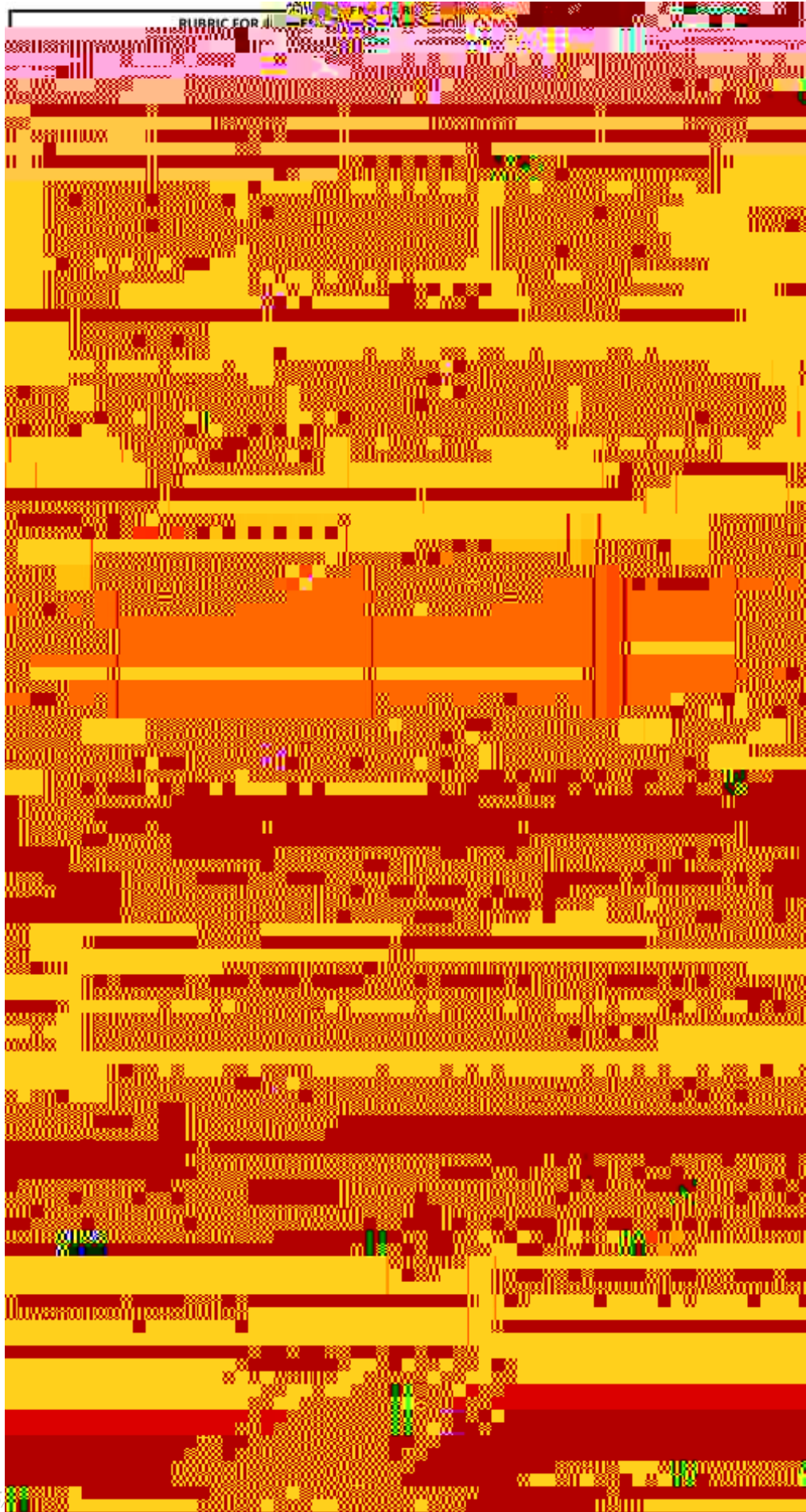
## **2. SUMMARY OF ASSESSMENT** (about 1 page)

### **A. Program Student Learning Outcomes**

Students graduating with a B.S. in Biological Sciences will be able to:

Figure 1A shows the # of students earning a score of 1 (emerging), 2 (competent) or 3 (exemplary) for each criteria examined. No students earned a 0 (no evidence). Our goal is that 100% of our students earning a BS in the Biological Sciences would be capable of earning a 2 or 3. We have not achieved our goal (Figure 1B). Moreover, only 45% of our students earned an overall average score of 2 or greater. This is a preliminary analysis from one course, 20 students. In the future, we plan to assess a wider variety courses in order to get a better picture of how our

# Appendix



**3. STATISTICAL DATA** (about 1 page)

**APR Summary Data**

