

PROGRAM REVIEW STEERING COMMITTEE
SPRING 2020 ANNUAL UPDATE
COMMITTEE FEEDBACK REPORT

DEPARTMENT/PROGRAM: Biology
 AUTHOR: Kathryn Nette

SECTIONS	Initial	Evolving	Established	Comments
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Section I: Program Overview and Update			X	The program provided a thorough update on its most notable changes over the previous academic year and summarized what its faculty believe to be its major strengths and challenges.
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Section II: Assessment & Student Achievement

A.Student and Program Learning Outcomes Assessment		X		The program does not have an assessment plan on file with SLOAC but provided a detailed summary of its SLO assessment results for each of its classes. The program is in the process of revising its PLOs and updating its mapping with the assistance of the SLO Coordinator.
B.Student Achievement		X		The program discussed its course success rate trends in depth. The department referenced its equity gaps but did not discuss its own (program or institutional) factors related to those gaps, instead referencing national trends. The department discussed the innovative work it is doing to refine its curriculum and partner with the Counseling Department.

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C. Distance Education				N/A - the department does not offer distance education courses.
Section III: Previous Goals			X	The program provided a thorough update for its two previous goals, including action steps for the following year and detailed information on the goal status. The program noted it plans to carry both goals forward.
Section IV: New Goals				The program identified three new goals, action steps, links to college goals, and evaluation plans.
RESOURCE REQUESTS LINKED TO PROGRAM REVIEW GOALS				

Commendations: The Committee commends the Biology program on its recent integration of active learning opportunities in BIO 130 course and its continued work to expand these opportunities into additional courses.

Recommendations: The Committee recommends that the program continue its work on outcome assessment and reflect on program and institutional factors contributing to equity gaps.

Additional Comments: