NOTE TO CAPR REVIEWER:
Read the Annual Report submitted by the program by visiting the Five-year Reviews and Annual Reports by Department page on the Academic Senate website; find the CAPR document that pertains to the last five year review (e.g. 08-09 CAPR 42). Read this document and identify the main issues raised by CAPR with respect to the five year plan and the goals set for this project in the intervening five years to the next program review. Report back on the program and the degree to which the Annual Report a) addresses the five year planning horizon as appropriate, and b) addresses the specific elements as parsed out below (questions 1-4).

YEAR: 2015-2016

PROGRAM: Biological Sciences, M.S.

LAST FIVE-YEAR REVIEW: 2010-2011

NEXT FIVE-YEAR REVIEW: 2017-2018

CAPR REVIEW AND RECOMMENDATION DOCUMENT:
(i.e. 13-14 CAPR 22 on Five-year Reviews and Annual Reports by Department webpage)

1. Does the Annual Report have a self-study (one page)?
   Yes [x] No [ ]

1a. Does the Annual Report record progress with departmental planning and review? – does it describe progress toward the program’s defined goals, any problems reaching its goals, any revisions to goals, and any new initiatives taken with respect to goals?
   Yes [x] No [ ]

   The Annual Report discusses progress in the department related to curriculum transformation as part of semester conversion (Section 1B: Five-year Review Planning Goals Progress). However, it does not discuss progress related to the goals set out for the program’s last Five-Year Review document from 2010-2011 (http://www.csueastbay.edu/faculty/senate/files/docs/capr/10-11-five-year-reviews/10-11-capr-biology-5yr-review-complete.pdf)

1b. Does the Annual Report provide information on the program’s assessment processes? – does it provide information indicating the results of the program’s assessment efforts and/or efforts to further develop its assessment efforts?
   Yes [x] No [ ]

1c. Does the Annual Report detail progress on fulfilling programmatic needs? – does it record significant events which have occurred or are imminent, such as changes to resources, retirements, new hires, curricular changes, honors received, etc.?
   Yes [ ] No [x]

   Text in this section discusses the thesis committee within the department; it does not discuss resources, retirements,
2. Does the Annual Report have a summary of assessment results and ensuing or necessary revisions (one page)?
Yes No x

Please identify whether the following information is identifiable:

Which student learning outcome was assessed:
Yes No x

What assessment instrument(s) were used to measure this SLO:
Yes No x

What participants were sampled to assess this SLO:
Yes No x

What assessment results were obtained, highlighting important findings from the data collected:
Yes No x

How the assessment results were (or will be) used as well as any revisions to the assessment process the results suggests are needed:
Yes No x

2a. Does the Annual Report contain a reflection upon progress made and changes with respect to the student learning outcomes assessment plan that is reported on in the five-year review self-study?
Yes x No 

Key points: In Section 2C (Summary of Assessment Process), the Annual Report details future assessment of graduate students’ Thesis and Oral Defense. No assessment results were reported, nor were any previous assessment processes discussed.

Review of the Biological Sciences Five-Year Review did include text that referenced using the thesis and oral defense in the assessment process:

“Assessment of SLO 1-4 for the M.S. in the Biological Sciences During the discussion of assessment possibilities for the SLOs for the M.S., we realized that the combination of a proposal, thesis, and oral defense already provided assessment of all 4 SLOs. SLO1 and SLO4 are specifically assessed by both the proposal and the thesis. The thesis further provides assessment for SLO2, while the thesis defense assesses student mastery of SLO3. In other words, successful completion of the proposal, research thesis, and thesis defense indicate mastery of SLO1-4. The department plans to continue assessment of SLOs 1-4 in this way.”
http://www.csueastbay.edu/faculty/senate/files/docs/capr/10-11-five-year-reviews/10-11-capr-biology-5yr-review-complete.pdf (Text found on Page 8)

2b. Does the Annual Report describe any changes made to the assessment plan in the preceding 12 months, summarize activities carried out to implement the assessment plan by the program in the preceding 12 months, and summarize the results of any SLO assessed in the preceding 12 months?
Yes No x

Key points: The Annual Report discusses assessment planned in the future on the Graduate Thesis and Oral
Defense for graduate students. As noted in Section 2a above, the program’s previous Five-Year Review discusses using the Graduate Thesis and Oral Defense for assessment; it is unclear why assessment wasn’t conducted in the 12 months preceding this Annual Report.

3.
Does the Annual Report have numeric data summaries of the program obtained from Institutional Research, Analysis and Decision Support (one page)?

Yes [x] No [ ]

Does the Annual Report numeric data summary include:

3a. Student demographics of majors?

Yes [x] No [ ]

3b. Student level of majors?

Yes [x] No [ ]

3c. Faculty and academic allocation?

Yes [x] No [ ]

3d. Course data?

Yes [x] No [ ]

3e. One or two pages of supplemental information, as appendices, in the form of graphical presentation (e.g., line graphs), tables, and pertinent discussion which summarize the data of the last several (3-5) years to make changes and trends more apparent (note, this is suggested i.e. optional)?

Yes [x] No [ ]

(see 4. below for details if Yes).

4.
In addition to the required elements of the Annual Report (1-3 above), does the Annual Report include any elements that were not requested?

Yes [x] No [ ]

Comments: The Annual Report includes the following assessment rubrics: Oral Communication, Inquiry and Analysis, Written Communication (pages 7-8)