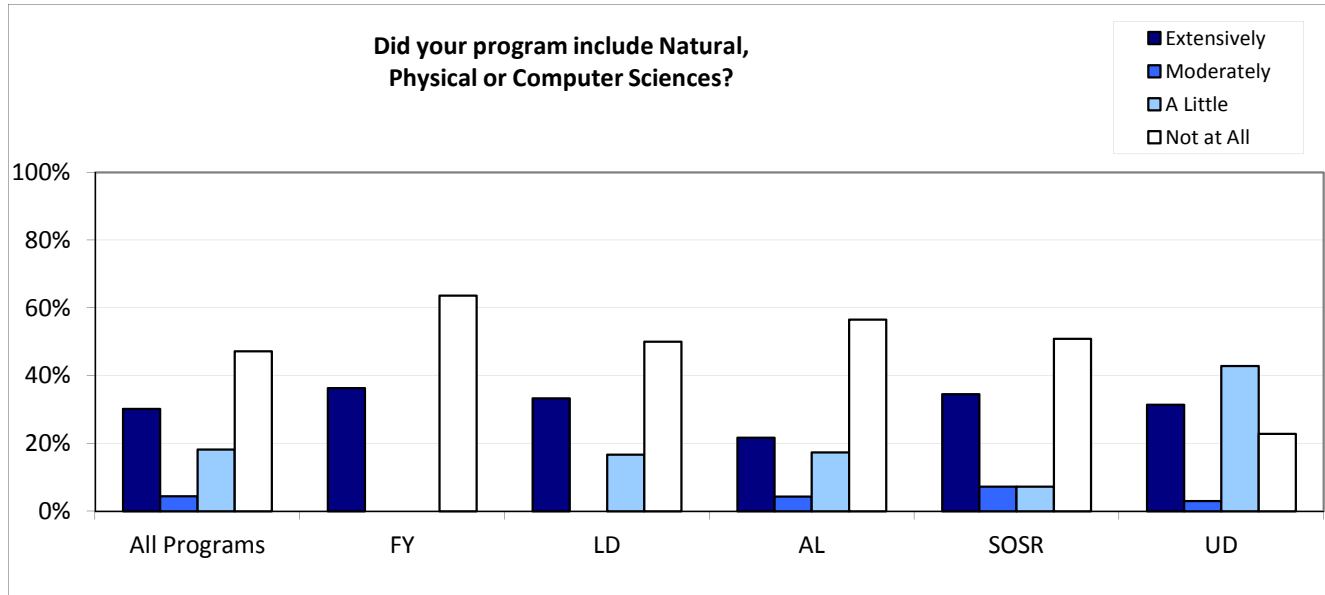


End-of-Program Review 2015-16

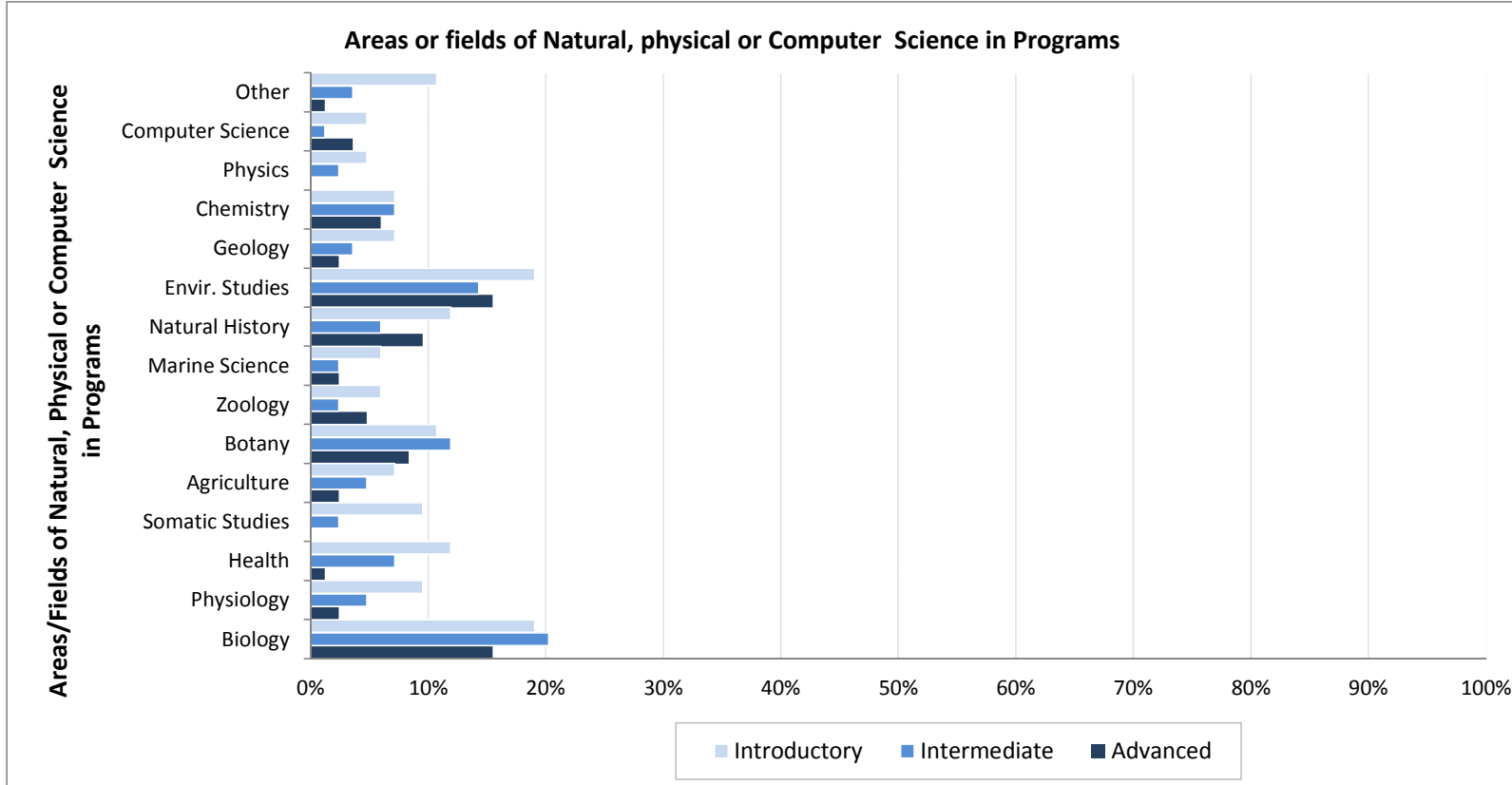
Natural, Physical or Computer Sciences in all Programs

The presence of natural, physical or computer sciences in programs offered in 2015-16 increased from 50% the previous year to 53%. Upper Division programs included more natural, physical or computer sciences than any other program division (77%). First-year programs had the least presence of natural, physical or computer sciences with only 36%.



	Extensively	Moderately	A Little	Not at All	Percent of Programs with any Natural, Physical or Computer Sciences	Programs with any Natural, Physical or Computer Sciences (N)	Programs responded (N)
All Programs	30.2%	4.4%	18.2%	47.2%	53%	84	159
First-year (FY only)	36.4%	0.0%	0.0%	63.6%	36%	4	11
Lower Division (LD) FY-SO	33.3%	0.0%	16.7%	50.0%	50%	6	12
All Level (AL) FR-SR	22%	4.3%	17.4%	56.5%	43%	20	46
Sophomore-Senior (SOSR)	34.5%	7.3%	7.3%	50.9%	49%	27	55
Upper Division (UD) JR-SR	31.4%	2.9%	42.9%	22.9%	77%	27	35

	Introductory	Intermediate	Advanced
Biology	19%	20%	15%
Physiology	10%	5%	2%
Health	12%	7%	1%
Somatic Studies	10%	2%	0%
Agriculture	7%	5%	2%
Botany	11%	12%	8%
Zoology	6%	2%	5%
Marine Science	6%	2%	2%
Natural History	12%	6%	10%
Envir. Studies	19%	14%	15%
Geology	7%	4%	2%
Chemistry	7%	7%	6%
Physics	5%	2%	0%
Computer Science	5%	1%	4%
Other	11%	4%	1%



Explanation of Other:

Genetics (introductory)
Climate Change - Intermediate Mathematics - Precalculus
Archaeology
Global climate change
Microbiology (what are Somatic Studies? FYI Biochemistry has more in common with Biology than Chemistry and Physicists do not consider Astronomy to be physics--just sayin!)
Chemical Instrumentation and Spectroscopy
Ornithology
Physical geography
Climate literacy
Mindfulness based Cognitive Therapy for Health
We used available online public health resources to examine health risks in a variety of populations. This didn't involve any programming, just manipulation and a little algebra.
Students used the computer to find and manipulate public databases on health measures and to answer questions about measurement and dispersion of health conditions; Students also had to interpret graphs and tables with health data and present their interpretations to the class.
Public Health Sciences/Policy
Brain Research in education
Psychophysiology-introductory (for some students)