

LMC Program Review Year 3 Update 2019-2020

Instructional Unit Name: ASTRONOMY

*Although Astronomy is not a program,
it is an essential component of the Physical Science Department.*

1. Program Update (Oct 1 – Oct 31)

1a. Provide any important changes or updates within your program since your last CPR. (New degrees, new curriculum, staffing changes, etc.)

New adjunct Astronomy instructors have been hired.

1b. Please address the following enrollment data provided for your program.

1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2017? (Please address census enrollment, census fill rate, and productivity (Ftes/Ftef))

| Level 1 | Level 2 | Level 3 | Census Enrollm.. | Census Fill Rate | Ftes/Ftef |
|-------------|---------|---------|------------------|------------------|-----------|
| 2017-2018 | ASTRO | | 1,255 | 86.8% | 19.6 |
| 2018-2019 | ASTRO | | 1,287 | 89.0% | 21.3 |
| 2019-2020 | ASTRO | | 810 | 92.0% | 21.7 |
| Grand Total | | | 3,352 | 88.9% | 20.8 |

The Census Enrollment and the Census Fill Rate are increasing which indicates an increase in student demand. This is confirmed by reviewing data from 2015-2016 and 2016-2017. Productivity is very high and steadily increasing.

1.b.2. What does the data suggest in terms of future needs/directions?

With increasing student demand, additional sections of Astronomy will need to be added soon. Also, the very high productivity suggests productivity will continue to be high if more instructors are hired. Please realize that Astronomy classes are staffed with only one full-time instructor; all other instructors are part-time. Several years ago a second full-time instructor retired, and the Box 2a proposals to replace her have never been approved over the years.

2. Setting Vision for Success Goals for 2021-22 (Nov 1—Nov 27)

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas. The College can only meet its local and state goals with the contribution of each department’s efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

2a. The following table lists the *Vision for Success* indicators that we must align to as a college and as a district. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

| Vision for Success Indicators and ACCJC Indicator | Program Set Goals for 2021-2022 | Action Steps | Timeline | Responsible Parties | Notes |
|---|---------------------------------|--------------|----------|---------------------|-------|
| Course Success | 71.4% | | | | |
| Degrees (AA, AS, ADT) | N/A | | | | |
| Certificates of Achievement | N/A | | | | |
| Unit Reduction | N/A | | | | |
| CTE Jobs | N/A | | | | |

2b. The Vision for Success Goal 5—Equity. The College has identified three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students. The College’s goal is to reduce the equity achievement gap on course success for disproportionately impacted (DI) student populations. Please look at your program data (Tableau) for each of the following DI population. Please pick one or more DI populations that are relevant to your program, set your program goal, indicate the action steps, timeline and responsible parties to achieve program goals.

| Course Success by Set DI Population | Program Goals for 2021-2022 | Action Steps | Timeline | Responsible Parties | Notes |
|-------------------------------------|-----------------------------|--|----------|---------------------|-------|
| African American | 62% | The goal was set by taking the average of the last 3 years and adding 2%. Action Steps: Zero Textbook Cost (ZTC) options | ongoing | Scott Cabral | |

| | | | | | |
|---------------------|-----|--|---------|--------------|--|
| | | EOPS MESA interactions AEW (Academic Excellence Workshops) | | | |
| Low Income | 73% | The goal was set by taking the average of the last 3 years and adding 2%. (see above) | Ongoing | Scott Cabral | |
| Foster Youth | 63% | The goal was set by taking the average of the last 3 years and adding 2%. Encourage group work and community-building (the laboratory work especially assists with this goal) | Ongoing | Scott Cabral | |

Page Break

3. Assessment Update and Effectiveness (August 26-Sept 30)

a. Please review the data provided on assessment status of courses in your discipline in Cycle 2 (2017/18-2020/21), if there were any courses that were not assessed in Cohorts 1 and 2, please (a) list them, (b) explain why they were not assessed, (b) when are you going to assess them, and (c) who is going to assess them.

| Course | Reason course was not assessed | When course will be assessed | Faculty Responsible for Course Assessment |
|--------|--------------------------------|------------------------------|---|
| | | | |
| | | | |

b. Discuss the results of any outcomes assessments (e.g. CSLO) performed this year. What changes, if any, are planned to improve student success?

4. Course Outline of Record Updates (August 26 – Sept 30)

Please review the data provided on the status of COORs in your discipline. (Note: These data do not reflect courses submitted after May 2019. For each COOR that has *not* been updated since May 2019, please indicate the faculty member responsible for submitting the updated COOR to the Curriculum Committee by **November 1, 2019**.)

| Course | Faculty Responsible for COOR Update |
|--------|-------------------------------------|
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| | |

Impact of Resource Allocation

If you have received funding via the Resource Allocation Process, you will be asked by the Office of Business Services how the resource helped you in achieving your program goals.

5. Resource Needs (Feb 1 – Feb 28)

Resource needs to meet goals, if any. If there are no requests, this section may be skipped.

| Faculty/Staff Resource Request | | | |
|--|------------------------|---|------------------------|
| Department/Unit Goal - Reference # | | Strategic Goal and/or Objective - Reference # | |
| | | | |
| Department/Unit Name | | Position Name/Classification | FTE |
| | | | |
| Position Type | Funding Duration | Funding Source | Est. Salary & Benefits |
| [Control][Control] [Control] [Control] | [Control] [Control] | [Control][Control] [Control] | |
| Justification: | | | |
| | | | |

| Operating Resource Request | |
|------------------------------------|--|
| Department/Unit Goal - Reference # | Strategic Goal and/or Objective - Reference # |
| | |
| Department/Unit Name | Resource Type |
| | [Control][Control] [Control][Control] [Control][Control] |
| General Description | Est. Expense |
| | |
| Justification: | |

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| <u>Professional Development Resource Request</u> | |
|---|---|
| Department/Unit Goal - Reference # | Strategic Goal and/or Objective - Reference # |
| | |
| Department/Unit Name | Resource Type |
| | [Control][Control] [Control][Control] [Control] |
| General Description | Est. Expense |
| | |
| Justification: | |
| | |