



2018-19 Program Review – Astronomy

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

The mission of the astronomy program is to help students succeed in transfer-ready descriptive astronomy courses for students designed to inspire curiosity in and passion for such topics as the night sky, planets, stars, galaxies, and cosmology.

List your Faculty and/or Staff

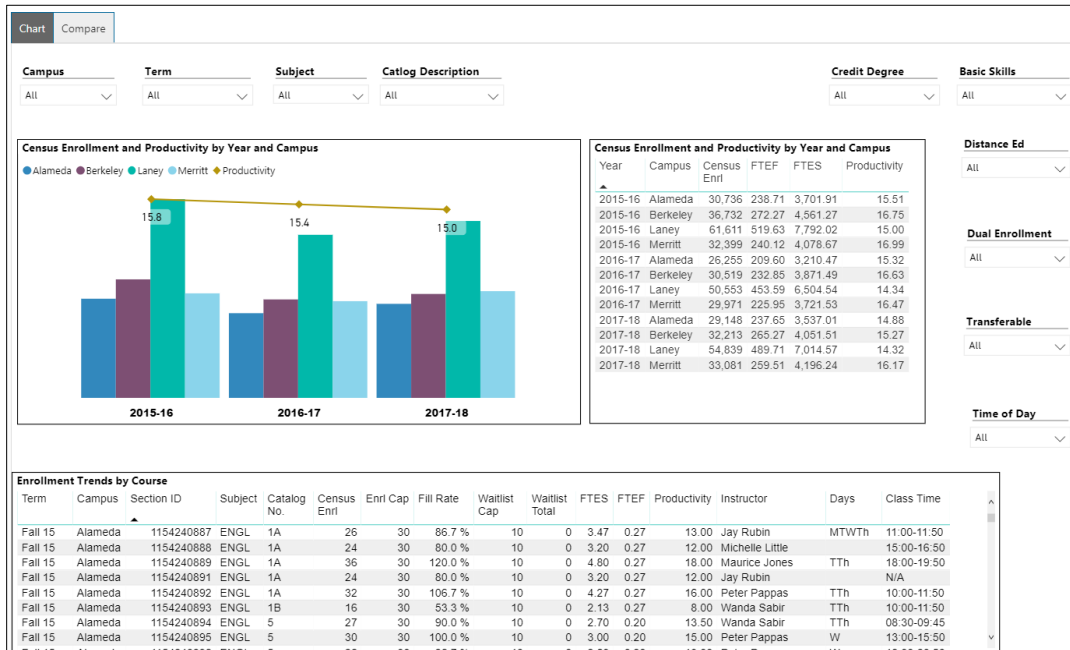
Tom Renbarger – Full-time astronomy (and physics) instructor
Randy Smith – Part-time instructor

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Describe your current utilization of facilities, including labs and other space

ASTR 1 courses are mainly held in S213, with one class held in S220 in the Fall 2018 semester. S212 is the storage closet for astronomy equipment/lecture demos.

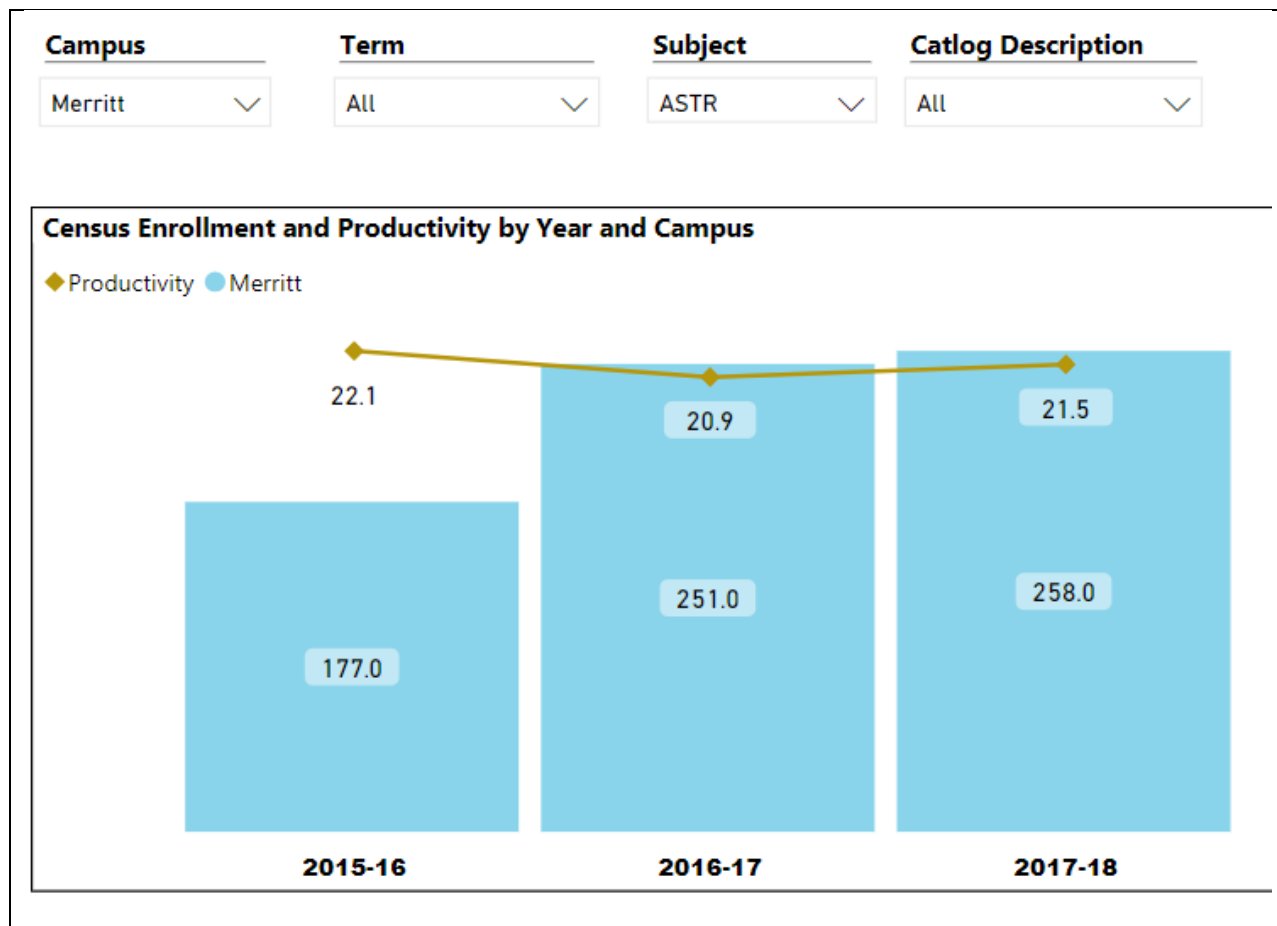
Enrollment Trends



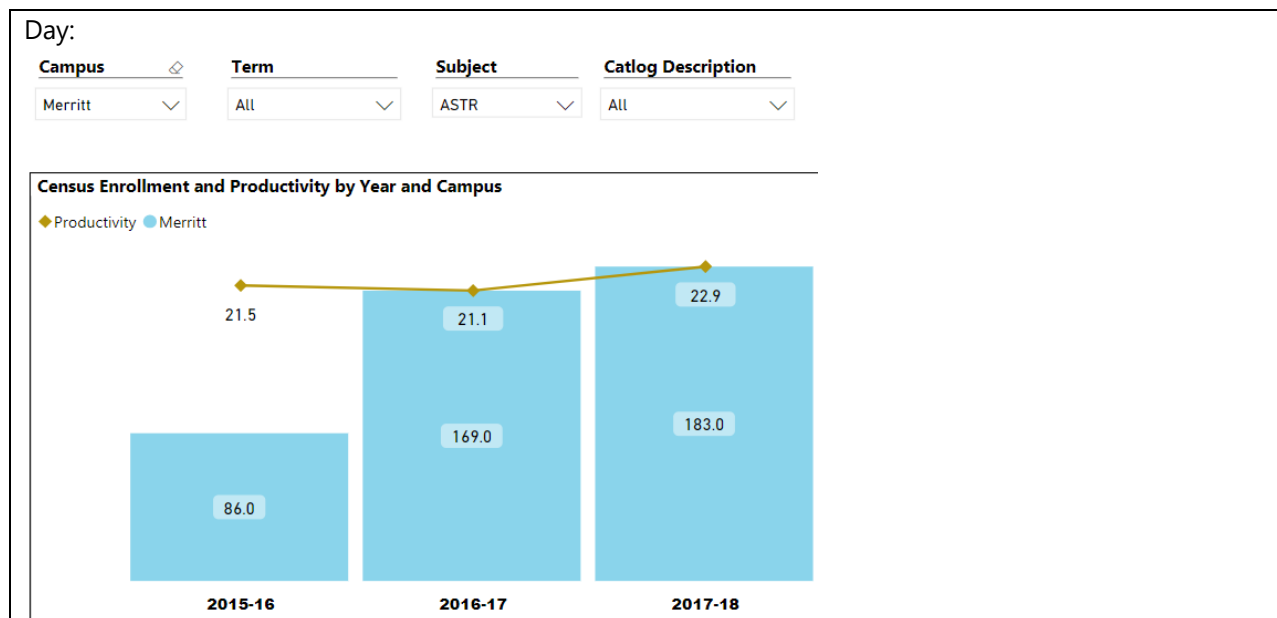
Enrollment Trends Power BI dashboard

Note: Please consider the most recent 3 years when answering the questions below.

Set the filters above to your discipline, and discuss enrollment trends over the past three years



Set the filter above to consider whether the time of day each course is offered meets the needs of students.



Evening:

Campus

Merritt

Term

All

Subject

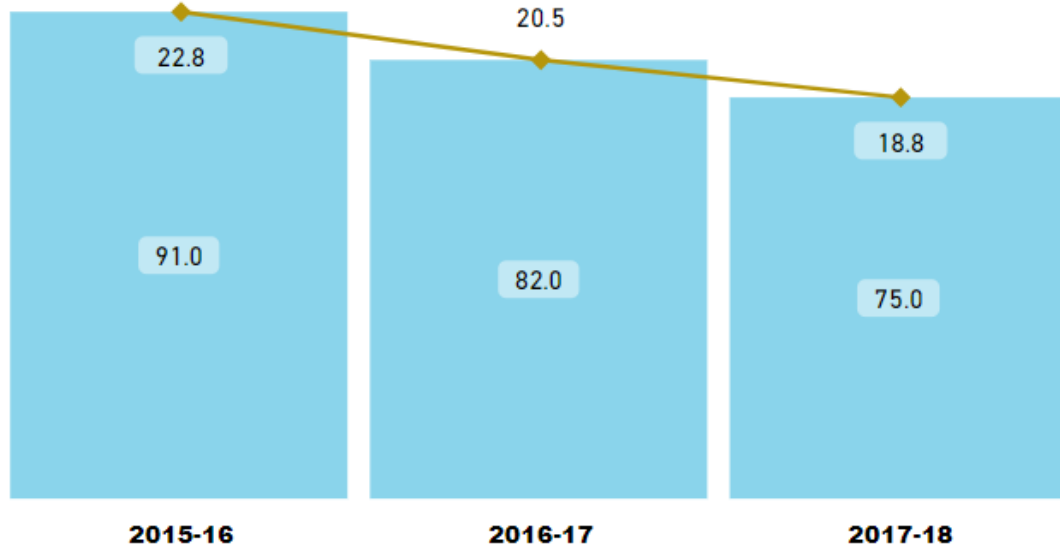
ASTR

Catlog Description

All

Census Enrollment and Productivity by Year and Campus

◆ Productivity ● Merritt



Are courses scheduled in a manner that meets student needs and demands? How do you know?

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

How is technology used by the discipline, department?

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

Curriculum

Please review your course outlines of record in CurricUNet Meta to determine if they have been updated or deactivated in the past three years. Specify when your department will update each one, within the next three years.

From <http://www.merritt.edu/wp/curriculum/curriculum-review/plans/astr/>:

Subject	Course #	Course Title	2018	2019	2020
ASTR	001	Introduction to Astronomy	X		
ASTR	010	Descriptive Astronomy		X	
ASTR	011A	Introduction to Observational Astronomy			X
ASTR	020	Observational Astronomy Laboratory			X

CurriQunet Meta

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

Assessment – Instructional

Student Learning Outcomes Assessment

List your Student Learning Outcomes

From [SLOAC](#):

Department	Course	Course Title	Course Status	# LOS	1	2	3	4	5	6	7	SLO NOTE
ASTR	ASTR 1	INTRO TO ASTRONOMY	Spring 2018 Active	4	FALL 17	15- 16	14- 15	16- 17	X	X	X	

From Peralta.curricunet.com:

Fall 2017 Astronomy 1 SLO 1			In Review
College	Merritt College		
Subject:	ASTR	Created On:	2/1/2018

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

n/a

How has your dept worked together on assessment (planning together)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

Collaboration

Leadership Roles

Planning Process

Dept meetings for Collaboration

Data Analysis

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

Does your department participate in the assessment of multidisciplinary programs? If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

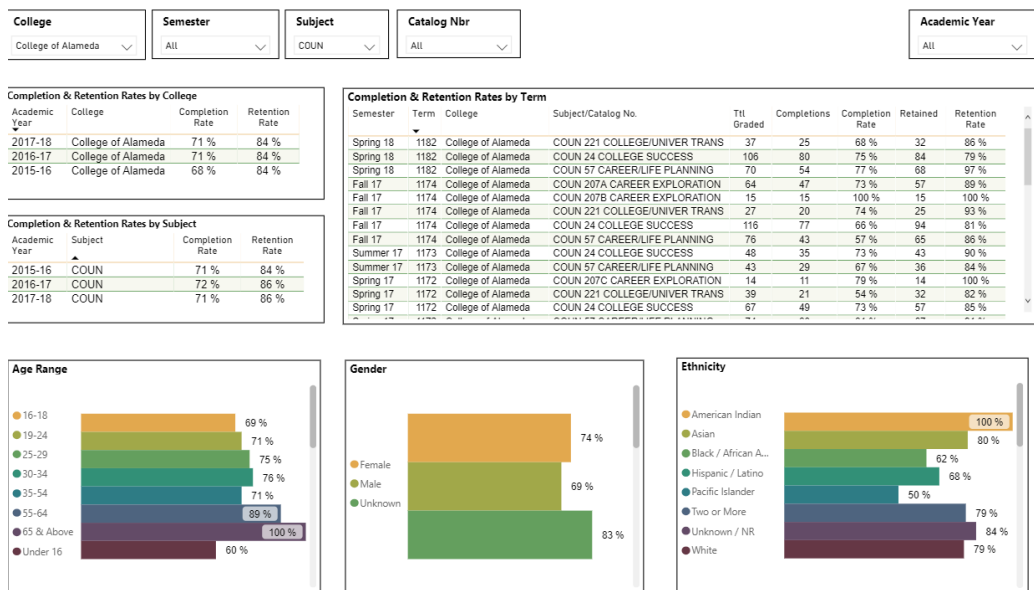
Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment? If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

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Course Completion



Course Completion Power BI Dashboard

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Overall:

Completion & Retention Rates by Subject			
Academic Year	Subject	Completion Rate	Retention Rate
2017-18	ASTR	77 %	89 %
2016-17	ASTR	78 %	91 %
2015-16	ASTR	72 %	84 %

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

Age

Age Range



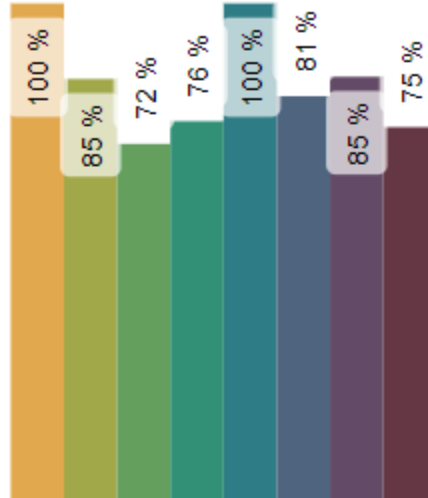
Age Range

Age Range	Ttl Graded	Completions	Completion Rate
15 or younger	6	6	100 %
16-18	59	44	75 %
19-24	417	311	75 %
25-29	82	66	80 %
30-34	33	27	82 %
35-54	62	46	74 %
55-64	22	18	82 %
65 & Above	6	5	83 %

Ethnicity

Ethnicity

- American Indian
- Asian
- Black / African A...
- Hispanic / Latino
- Pacific Islander
- Two or More
- Unknown / NR
- White



Ethnicity

Ethnicity	Ttl Graded	Completions	Completion Rate
American Indian	4	4	100 %
Asian	59	50	85 %
Black / African American	222	159	72 %
Hispanic / Latino	269	205	76 %
Pacific Islander	2	2	100 %
Two or More	32	26	81 %
Unknown / NR	27	23	85 %
White	72	54	75 %

Gender

Gender

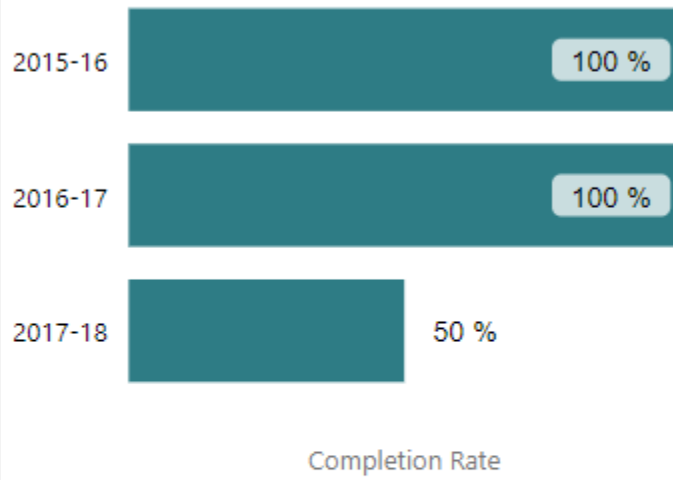


Gender

Gender	Ttl Graded	Completions	Completion Rate
Unknown	7	6	86 %
Male	286	219	77 %
Female	394	298	76 %

Foster Youth Status

Foster Youth

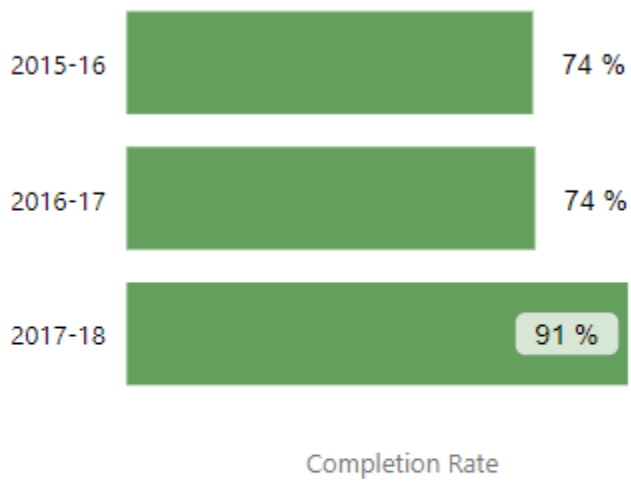


Foster Youth

Academic Year	No. of Students	Completion Rate
2017-18	2	50 %
2016-17	3	100 %
2015-16	1	100 %

Disability Status

DSPS

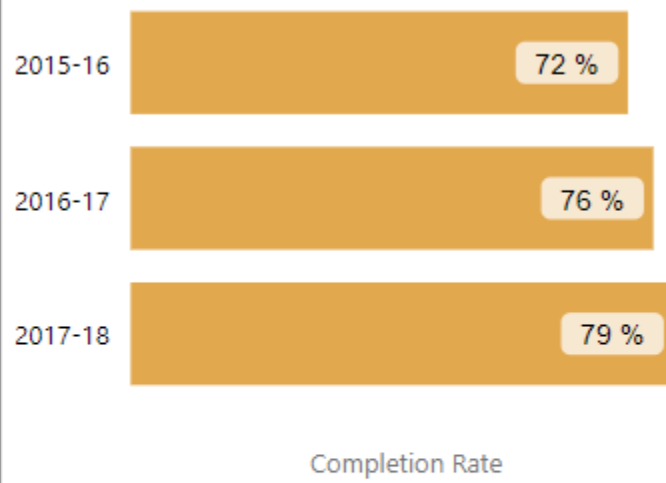


DSPS

Academic Year	No. of Students	Completion Rate
2017-18	22	91 %
2016-17	27	74 %
2015-16	19	74 %

Low Income Status

Low Income

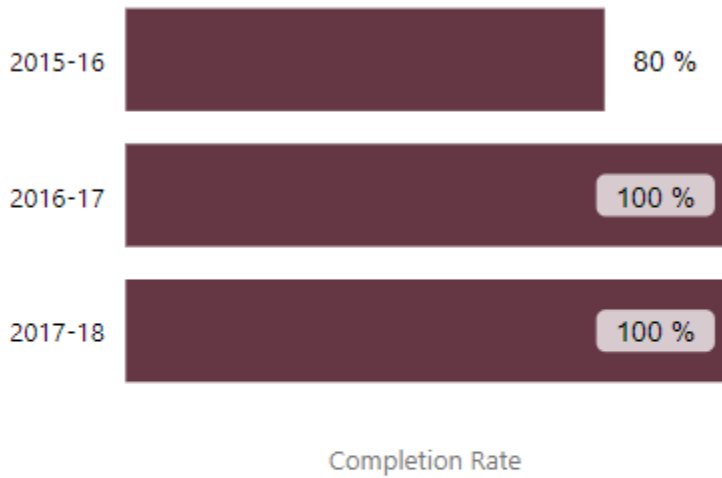


Low Income

Academic Year	No. of Students	Completion Rate
2017-18	219	79 %
2016-17	205	76 %
2015-16	157	72 %

Veteran Status

Veterans



Veterans

Academic Year	No. of Students	Completion Rate
2017-18	8	100 %
2016-17	5	100 %
2015-16	5	80 %

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

Face-to-Face

All courses are face-to-face

Hybrid

n/a

100% Online

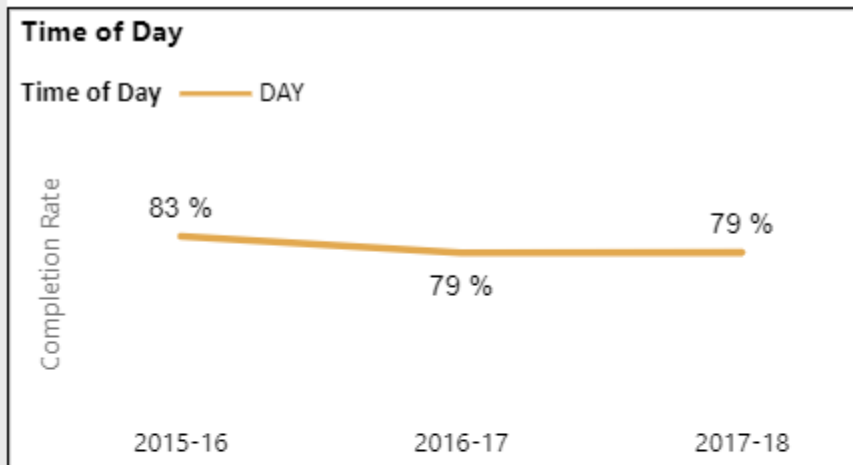
n/a

Dual Enrollment

n/a

Day time

Day:

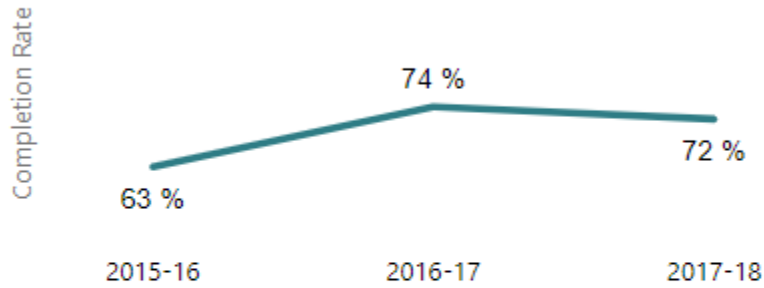


Time of Day			
Academic Year	TIME_OF_DAY	No. of Students	Completion Rate
2017-18	DAY	184	79 %
2016-17	DAY	167	79 %
2015-16	DAY	85	83 %

Evening

Time of Day

Time of Day — EVENING



Time of Day

Academic Year	TIME_OF_DAY	No. of Students	Completion Rate
2017-18	EVENING	75	72 %
2016-17	EVENING	82	74 %
2015-16	EVENING	91	63 %

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

How do the department's Hybrid course completion rates compare to the college course completion standard?

n/a

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

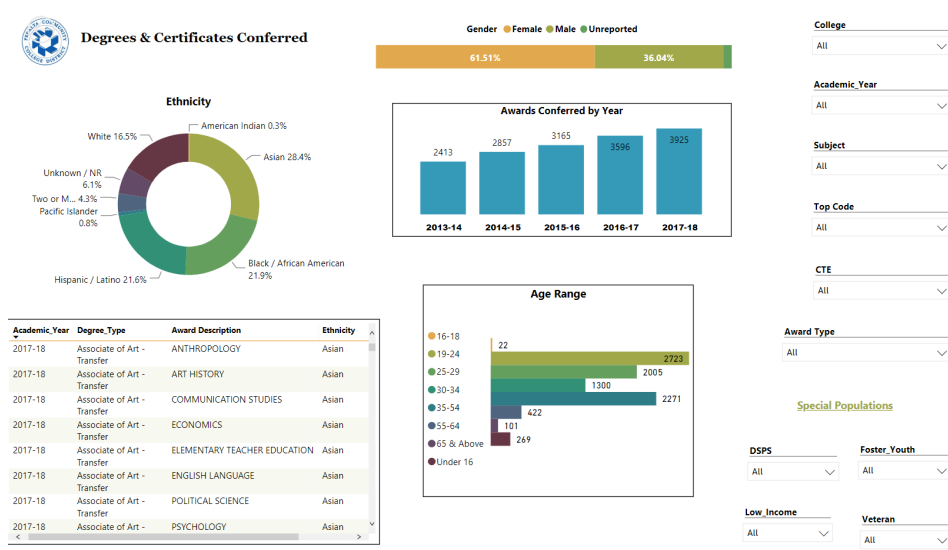
n/a

Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

Completion & Retention Rates by Subject			
Academic Year	Subject	Completion Rate	Retention Rate
2017-18	ASTR	77 %	89 %
2016-17	ASTR	78 %	91 %
2015-16	ASTR	72 %	84 %

What has the discipline, department, or program done to improve course completion and retention rates?

Degrees & Certificates Conferred



Degrees & Certificates Power BI dashboard

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

n/a

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Prof. Renbarger currently serves on the Professional Development Committee (was chair during the 2017-18 academic year) and is the recently elected co-chair of the Institutional Effectiveness Committee. He is also the current Vice President of the Academic Senate and a member of the District Academic Senate.

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Prof. Renbarger is a volunteer moderator for Bay Area Middle School and High School Science Bowl competitions three times per year.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff				
Personnel: Student Worker				
Personnel: Part Time Faculty				
Personnel: Full Time Faculty				

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed		
Professional Development: Personal/Individual PD needed		

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Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software		
Supplies: Books, Magazines, and/or Periodicals		
Supplies: Instructional Supplies	Printer paper Toner cartridges Markers and erasers Pens, Notepads, Staplers, Paperclips Batteries and other office supplies	\$500
Supplies: Non-Instructional Supplies		
Supplies: Library Collections		

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New		

Technology & Equipment: Replacement		

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms		
Facilities: Offices		
Facilities: Labs		
Facilities: Other		

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials		
Library: Library collections		

Resource Category	Description/Justification	Total Estimated Cost
OTHER		