Peralta Community College District

Annual Program Update

College of Alameda

Astronomy Department

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Introduction and Directions

The Peralta Community College District has an institutional effective process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. Additionally, the Annual Program Update provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term "program" is used to refer to all of these terms: discipline, department, program, administrative unit, or unit.

The following items are required in order to complete the Annual Program Update document at the colleges:

- The most recently completed comprehensive Program Review document.
- Any comments or feedback provided during the program review validation process.
- College Goals
- Institution Set Standards (Institutional Standards that are reported annually to ACCJC)
- College Institutional Effectiveness Indicators (reported to the State Chancellor's Office annually)
- College SSSP plan
- College Equity Plan
- College Basic Skills Plan
- PCCD Strategic Goals and Annual Institutional Objectives
- Data profiles which include but are not limited to disaggregated demographics (age, gender, ethnicity, special populations), enrollment, productivity, student success metrics (retention, completion, etc.), and comparisons of Distance Education versus face-to-face classes.

I. Program Information

Program Name: Astronomy

Date: October 16, 2016

Program Type: **Instructional** **Student Services** **Administrative Unit**

(circle the answer)

College or District Mission Statement: The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

Program Mission: To introduce students to the Universe and insight into its mysteries. Students will learn how observations have shaped theories of basic astronomical phenomena and the evolution of the Universe.

Date of Last Comprehensive Program Review: November 14, 2015; previous annual program update (APU) was completed September 19, 2014.

II. Reporting Progress on Attainment of Program Goals

Program Goal (As reported in the most recent 2015 program review; cut and paste the goal from the program review document)	**Which institutional goals will be advanced upon completion?** (See Appendix A for specific college goals; see Appendix B for specific PCCD goals)	**Progress on goal**	**Explanation and Comments** (If a goal is revised, please explain and describe the revision. Describe the impediments or detail what can be improved.)
Assessment "If we are able to retain our astronomy instructors through a few assessment cycles, the results of assessment may lead to improvement of pedagogy and improved assessments." (2015 Program Review)	1. PCCD Strategic Goals: A, C 2. College Goals: 1	Ongoing: SLO assessment for ASTR 1 has occurred regularly since Fall 2013. The next completion is scheduled to occur during Fall 2016. Instructor retention is an issue. When a full-time physics/astronomy instructor is hired this may help provide more direction and stability.	
Curriculum "Update course outline for ASTR 1 and submit distance ed addendum in Spring 2016." (2015 Program Review) "Investigate offering 2 astronomy courses: on our solar system and outside our solar system." (2015 Program Review)	1. PCCD Strategic Goals: A, C 2. College Goals: 2	Completed: The ASTR 1 course outline was updated and the distance ed addendum was submitted in Spring 2016. Ongoing: Course outlines, learning outcomes and program outcomes are assessed on an annual basis. The new, full-time physics/astronomy instructor will need to investigate splitting the course material for ASTR 1 into two courses: planetary systems and our Sun; and stars, galaxies, and the Universe.	The goal in splitting ASTR 1 is to provide greater depth in exploring the material. These courses would allow students a choice depending on their interests, and could increase enrollment in astronomy and the physical sciences.

Instruction "Offer ASTR 1 online beginning in Fall 2016." (2015 Program Review)	1. PCCD Strategic Goals: A, C 2. College Goals: 1	Completed: Two sections of ASTR 1 online were offered in Fall 2016. One section was during the regular session, the other was a short, 8- week session. Both courses filled beyond the enrollment capacity. Other course offerings, such as splitting ASTR 1, will be submitted for approval on an ongoing basis.	
Other Program Improvement Objectives or Administrative Unit Outcomes "Provide opportunities for students to participate in astronomical observations." (2015 Program Review)	1. PCCD Strategic Goals: B 2. College Goals: 2	Ongoing: Co-chairs Cady Bow and Peter Olds started a natural sciences club during Fall 2016 – the *COA Science Alliance*. The goal is to promote activities and provide support to students interested in the natural sciences offered at CoA (i.e. Astronomy, Geography, Geology, Physics, and Chemistry). Astronomy involvement is encouraged.	

III. Data Trend Analysis

Please review and reflect upon the data for your program. Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus upon the most recent year and/or the years since your last comprehensive program review.

A. Student Demographics (age, gender, ethnicity, special populations). The following demographic statistics are specific to the Astronomy Department for the Fall 2015 and Spring 2016 semesters.

Gender Fall 2015

CAMPUS	GENDER	Headcount	TERM
Alameda	Female	50	2015 Fall
Alameda	Male	45	2015 Fall

Gender Spring 2016

CAMPUS	GENDER	Headcount	TERM
Alameda	Female	40	2016 Spring
Alameda	Male	54	2016 Spring

Ethnicity Fall 2015

CAMPUS	TERM	Ethnic Group	Headcount	% Of
Alameda	2015 Fall	Hispanic / Latino	27	27
Alameda	2015 Fall	Asian	23	23
Alameda	2015 Fall	White	20	20
Alameda	2015 Fall	Black / African American	13	13
Alameda	2015 Fall	Two or More	9	9
Alameda	2015 Fall	Unknown / NR	2	2
Alameda	2015 Fall	American Indian	1	1

Ethnicity Spring 2016

CAMPUS	TERM	Ethnic Group	Headcount	% Of
Alameda	2016 Spring	Asian	27	27
Alameda	2016 Spring	Black / African American	24	24
Alameda	2016 Spring	White	15	15
Alameda	2016 Spring	Hispanic / Latino	14	14
Alameda	2016 Spring	Two or More	11	11
Alameda	2016 Spring	Unknown / NR	2	2
Alameda	2016 Spring	American Indian	1	1

Education Level Fall 2015

CAMPUS	TERM	Education Level	Headcount	% Of
Alameda	2015 Fall	Received HS Diploma	60	60
Alameda	2015 Fall	Spec Admit enrolled in K-12	13	13
Alameda	2015 Fall	Current enrolled in Adult School	8	8
Alameda	2015 Fall	Foreign Secondary School Grad	5	5
Alameda	2015 Fall	Passed GED or HS Cert of Equivalent	2	2
Alameda	2015 Fall	Received Bachelor Degree or higher	2	2
Alameda	2015 Fall	Received Associate Degree	2	2
Alameda	2015 Fall	Unknown / unreported	2	2
Alameda	2015 Fall	Rcvd Cert of CA HS Proficiency	1	1

Education Level Spring 2016

CAMPUS	TERM	Education Level	Headcount	% Of
Alameda	2016 Spring	Received HS Diploma	54	54
Alameda	2016 Spring	Spec Admit enrolled in K-12	27	27
Alameda	2016 Spring	Foreign Secondary School Grad	3	3
Alameda	2016 Spring	Passed GED or HS Cert of Equivalent	3	3
Alameda	2016 Spring	Unknown / unreported	3	3
Alameda	2016 Spring	Rcvd Cert of CA HS Proficiency	2	2
Alameda	2016 Spring	Received Bachelor Degree or higher	2	2

Education Goal Fall 2015

CAMPUS	TERM	Education Goal	Headcount	% Of
Alameda	2015 Fall	Obtain AA-Transfer to 4 year	40	40
Alameda	2015 Fall	4yr college student taking courses	15	15
Alameda	2015 Fall	Transfer to 4yr without AA degree	14	14
Alameda	2015 Fall	Undecided on goal	11	11
Alameda	2015 Fall	Complete credits for HS Dpl/GED	3	3
Alameda	2015 Fall	Obtain 2yr AA w/out transfer	3	3
Alameda	2015 Fall	Advance in current job/career	2	2
Alameda	2015 Fall	Discover career interests	2	2
Alameda	2015 Fall	Educational Development	2	2
Alameda	2015 Fall	Earn a voc cert w/out transfer	1	1
Alameda	2015 Fall	Improve basic skills(Eng,Rd,M)	1	1
Alameda	2015 Fall	Prepare for new career	1	1

Education Goal Spring 2016

CAMPUS	TERM	Education Goal	Headcount	% Of
Alameda	2016 Spring	Obtain AA-Transfer to 4 year	33	33
Alameda	2016 Spring	Transfer to 4yr without AA degree	26	26
Alameda	2016 Spring	Undecided on goal	22	22
Alameda	2016 Spring	4yr college student taking courses	6	6
Alameda	2016 Spring	Uncollected / unreported	2	2
Alameda	2016 Spring	Complete credits for HS Dpl/GED	1	1
Alameda	2016 Spring	Discover career interests	1	1
Alameda	2016 Spring	Educational Development	1	1
Alameda	2016 Spring	Obtain 2yr AA w/out transfer	1	1
Alameda	2016 Spring	Prepare for new career	1	1

Enrollment Status Fall 2015

CAMPUS	TERM	Enrollment Status	Headcount	% Of
Alameda	2015 Fall	Continuing Student	45	45
Alameda	2015 Fall	First-Time Student	21	21
Alameda	2015 Fall	Returning Student	12	12
Alameda	2015 Fall	First Time Transfer Student	11	11
Alameda	2015 Fall	Special Admit	6	6

Enrollment Status Spring 2016

CAMPUS	TERM	Enrollment Status	Headcount	% Of
Alameda	2016 Spring	Continuing Student	60	60
Alameda	2016 Spring	Returning Student	11	11
Alameda	2016 Spring	First-Time Student	10	10
Alameda	2016 Spring	Special Admit	8	8
Alameda	2016 Spring	First Time Transfer Student	5	5

The demographic breakdown of the astronomy student population is similar to that of the overall college population. No systematic discrepancies are evident and therefore no specific access issues are indicated. Ongoing program assessment and subsequent improvements are necessary to ensure overall student success and accomplishment of student goals. Since the majority of our students plan on transferring and/or are undecided, a visible and measurable commitment to student support and achievement is essential.

B. Enrollment (sections, course enrollment, productivity, # of student contacts, etc.)

Overall enrollment and productivity has remained steady from Fall 2015 to Spring 2016. An additional section is planned for Fall 2016. Productivity remains higher than the productivity for CoA as a whole.

Subject Overview - Fall 2015

Fall`15 Alameda

SUB	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
ASTR	3	95	95	8.90	0.60	9.50	0.00	0.00	0.60	0.60	15.83

Green:when productivity is 15 and above **Yellow:**productivity between 10 and 15 **Red:** productivity below 10

Subject Overview - Spring 2016

Spring`16 Alameda

SUB	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
ASTR	3	94	94	8.80	0.60	9.40	0.00	0.00	0.60	0.60	15.67

Green:when productivity is 15 and above **Yellow:**productivity between 10 and 15 **Red:** productivity below 10

Term Courses – Fall 2015

Fall`15 Alameda ASTR

CATALOG	CATL DESCR	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	AVG ENRL	AVG FTES	AVG FTEF	PROD
ASTR:1	INTRO TO ASTRONOMY	3	95	95	8.90	0.60	9.50	0.00	0.00	0.60	0.60	31.00	3.17	0.20	15.83
Grand Total		**3**	**95**	**95**	**8.90**	**0.60**	**9.50**	**0.00**	**0.00**	**0.60**	**0.60**	**31.00**	**3.17**	**0.20**	**15.83**

Term Courses – Spring 2016

Spring`16 Alameda ASTR

CATALOG	CATL DESCR	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	AVG ENRL	AVG FTES	AVG FTEF	PROD
ASTR:1	INTRO TO ASTRONOMY	3	94	94	8.80	0.60	9.40	0.00	0.00	0.60	0.60	31.00	3.13	0.20	15.67
Grand Total		**3**	**94**	**94**	**8.80**	**0.60**	**9.40**	**0.00**	**0.00**	**0.60**	**0.60**	**31.00**	**3.13**	**0.20**	**15.67**

Section Details – Fall 2015

Fall`15 Alameda ASTR

ID	CATALOG	CATL DESCR	ATTEN	CENSUS	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
1154241063	ASTR:1	INTRO TO ASTRONOMY	W	29	2.80	0.10	2.90	0.00	0.00	0.20	0.20	14.50
1154241268	ASTR:1	INTRO TO ASTRONOMY	W	29	2.80	0.10	2.90	0.00	0.00	0.20	0.20	14.50
1154241276	ASTR:1	INTRO TO ASTRONOMY	W	37	3.30	0.40	3.70	0.00	0.00	0.20	0.20	18.50
Grand Total				**95**	**8.90**	**0.60**	**9.50**	**0.00**	**0.00**	**0.60**	**0.60**	**15.83**

Green:when productivity is 15 and above **Yellow:**productivity between 10 and 15 **Red:** productivity below 10

Section Details – Spring 2016

Spring`16 Alameda ASTR

ID	CATALOG	CATL DESCR	ATTEN	CENSUS	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
1162220990	ASTR:1	INTRO TO ASTRONOMY	W	27	2.60	0.10	2.70	0.00	0.00	0.20	0.20	13.50
1162221316	ASTR:1	INTRO TO ASTRONOMY	W	37	3.60	0.10	3.70	0.00	0.00	0.20	0.20	18.50
1162221317	ASTR:1	INTRO TO ASTRONOMY	W	30	2.60	0.40	3.00	0.00	0.00	0.20	0.20	15.00
Grand Total				**94**	**8.80**	**0.60**	**9.40**	**0.00**	**0.00**	**0.60**	**0.60**	**15.67**

Green:when productivity is 15 and above **Yellow:**productivity between 10 and 15 **Red:** productivity below 10

C. Student Success (retention and completion rates, # of student contacts, etc.).

Retention and Success by Course - Fall 2015

Retention by Course

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	RETN	CENSUS	RETN %
F15	Alameda	ASTR	1	INTRO TO ASTRONOMY	77	95	81.1%

Retained = A, B, C, D, F, MW, IP, I, RD, PS, NP
Census Enrollment = Dropped after census or didn't drop
Retention Rate = Retained / Census Enrollment
Retained is not unduplicated and includes all courses per student

Success by Course

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
F15	Alameda	ASTR	1	INTRO TO ASTRONOMY	94	59	62.8%	17	18.1%

Total Graded = any grade, including W
Success = A, B, C, or Pass
Success Rate = Success / Total Graded
Withdraw = Withdraw from class
Withdraw Rate = Withdraw / Total Graded

Retention and Success by Course - Spring 2016

Retention by Course

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	RETN	CENSUS	RETN %
S16	Alameda	ASTR	1	INTRO TO ASTRONOMY	75	94	79.8%

Retained = A, B, C, D, F, MW, IP, I, RD, PS, NP
Census Enrollment = Dropped after census or didn't drop
Retention Rate = Retained / Census Enrollment
Retained is not unduplicated and includes all courses per student

Success by Course

TERM	CAMPUS	SUBJECT	CATALOG	CATL DESCR	GRADED	SUCC	SUCC %	WDRW	WDRW %
S16	Alameda	ASTR	1	INTRO TO ASTRONOMY	93	57	61.3%	18	19.4%

Total Graded = any grade, including W
Success = A, B, C, or Pass
Success Rate = Success / Total Graded
Withdraw = Withdraw from class
Withdraw Rate = Withdraw / Total Graded

Retention and success rates in ASTR 1 have not varied significantly from Fall 2015 to Spring 2016.

D. Student Success in **Distance Education/Hybrid classes versus face-to-face classes** (if applicable**).** Data is not available.

E. Other program specific data or unplanned events that reflect significant change in the program. Data is not available.

IV. Equity

- Please review the student success data for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here? If differences exist, please detail the differences and describe the activities your program is making to address the differences? How will your program evaluate the effectiveness of these activities?

  Retention and success rates in ASTR 1 have not varied significantly from Fall 2015 to Spring 2016.

  Sufficient data is needed to determine performance gaps and/or disproportionate achievement rates for impacted students. The demographic breakdown of the astronomy student population is similar to that of the overall college population. No systematic discrepancies are evident and therefore no specific access issues are indicated. Ongoing program assessment and subsequent improvements are necessary to ensure overall student success and accomplishment of student goals. Since the majority of our students plan on transferring and/or are undecided, a visible and measurable commitment to student support and achievement is essential.

- Please review the SSSP plan, Equity plan, and Basic Skills plans at your college. How does your program address or participate in the information and activities presented in these plans? Are there resources available in these plans that can be utilized by your program or the students accessing your program?

  The purpose of SSSP is, "to increase California community college student access and success through the provision of core matriculation services with the goal of providing students with the support services necessary to assist them in achieving their education goal and identified course of student." The purpose of the Equity Plan is, "to close achievement gaps in access and success in underrepresented student groups, as identified in local student equity plans. Research based focus on identifying gaps in student success especially for targeted student groups through the provision of specialized support/services."

  The CoA Astronomy Department has worked closely with the Counseling Department, other district Astronomy Departments, and other area disciplines to coordinate course offerings. This collaboration ensures access to these courses with minimal overlap. The department is also committed to working with outside programs and organizations committed to student equity and basic skills. Retaining instructors is the first step to building these relationships and incorporating outside programs.

V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?

  No significant changes were made since the most recent program review apart from the intent to revise and/or develop additional curriculum. Revised or additional course offerings, such as Planetary Systems and Our Sun, and Stars, Galaxies, and the Universe, etc. will be submitted for approval on an ongoing basis.

- Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc.

  The decision to revise and expand the curriculum is based on the SLOs and program goals.

- Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs). Please evaluate your program's progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future.

  All SLOs for ASTR 1 were assessed during the three-year cycle, the most recent from 2015-16. "Performance has been mixed. A number of instructors formulated plans for improvement, but left before they could assess changes in student performance resulting from changes in teaching. Therefore, we report here only one assessment from an instructor continuing to teach ASTR at COA." (2015 Program Review)

  Improvement 1. In Spring 2015, Astronomy 1 Section 22943, the instructor noted improvement in pre-test and post-test scores regarding basic astronomical phenomena. However, less than 70% of students answered questions correctly. He plans to update self-study questions and to explore using the course website for review problems, and to encourage students to make actual observations in the sky, and will report his findings this year.

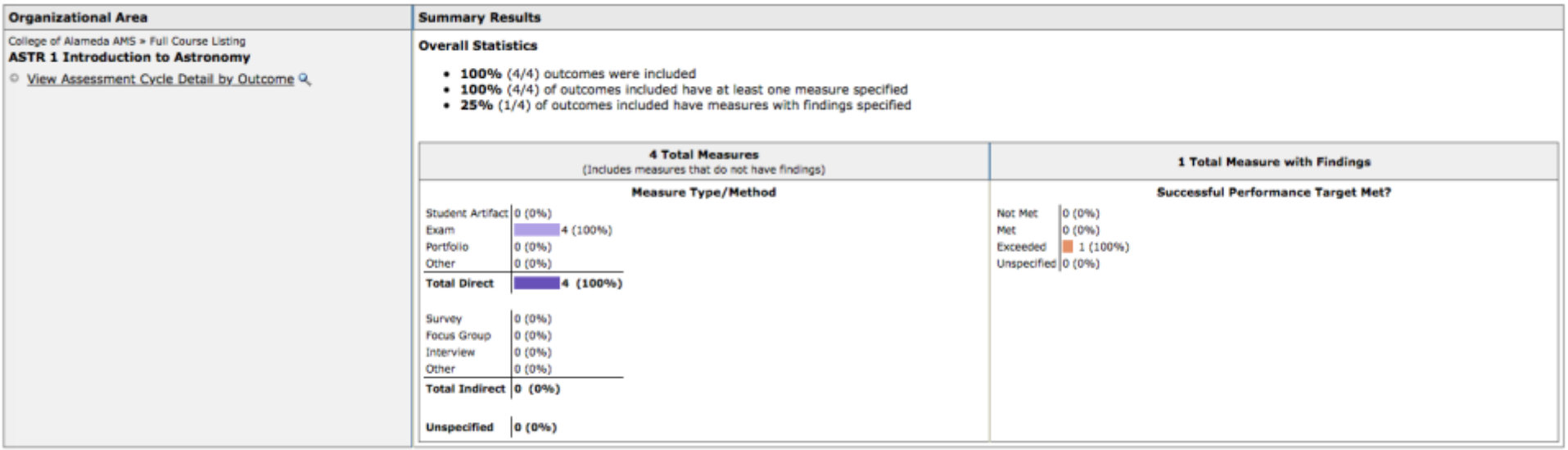
  Plan 1. Instructor from Spring 2015 will report findings regarding Improvement 1 this year. The normalized gain, as used to assess student learning on the Force Concept Inventory test in physics education, may be a more meaningful measure.

- What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

  Meaningful dialogue concerning course and program outcomes occurs during department meetings and regular email communication.

- Describe your plans for improvement projects based upon the assessment results. Attach evidence (the assessment report from TaskStream, departmental meeting notes, or the assessment spreadsheet showing these results).

  Below is evidence of the most recent summary reports from TaskStream of ASTR 1.



Organizational Area

College of Alameda AMS » Full Course Listing
ASTR 1 Introduction to Astronomy
View Assessment Cycle Detail by Outcome

Summary Results

Overall Statistics

- **100%** (4/4) outcomes were included
- **100%** (4/4) of outcomes included have at least one measure specified
- **25%** (1/4) of outcomes included have measures with findings specified

4 Total Measures
(Includes measures that do not have findings)

Measure Type/Method

Student Artifact	0 (0%)
Exam	4 (100%)
Portfolio	0 (0%)
Other	0 (0%)
Total Direct	**4 (100%)**
Survey	0 (0%)
Focus Group	0 (0%)
Interview	0 (0%)
Other	0 (0%)
Total Indirect	**0 (0%)**
Unspecified	**0 (0%)**

1 Total Measure with Findings

Successful Performance Target Met?

Not Met	0 (0%)
Met	0 (0%)
Exceeded	1 (100%)
Unspecified	0 (0%)

As mentioned in the 2015 Program Review, student performance in ASTR 1 continues to be mixed. Faculty reported the need for additional preparation before reviewing challenging topics. This includes, but is not limited to, basic math and writing skills. Ongoing pedagogical discussions are planned for the upcoming Fall 2016 department meeting.

As assessments continue, we will accumulate enough data to enable comparisons between multiple sections.

VI. New Resource Needs Not Covered by Current Budget

- **Human Resources:** If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
Full-time physics (or physics/astronomy) faculty member, effective Spring 2017.	No	N/A	No	A new full-time physics faculty member is required after Patti Tsai retired at the end of Spring 2016. A search committee was formed but was unable to successfully hire a new faculty member for Fall 2016. The process has continued for anticipated hire in Spring 2017.	1-5	A-D

- **Technology and Equipment:** How will the new technology or equipment contribute to student success?

Technology and Equipment Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
High resolution classroom projectors	Yes	"High resolution projectors." (2015 Program Review)	No	High resolution projector is needed to display astronomical images.	2	A-D

- **Facilities:** Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
Additional storage room	No	N/A	No	Currently ASTR courses are held in D-227 and sometimes D-227. D-222 houses some Astronomy supplies but lacks sufficient space to do so since it serves at the Geography classroom.	1-2	A, C, D

Approved by the District Academic Senate, May 20, 2016; Endorsed by the Planning and Budgeting Council, May 27, 2016

Appendix A

College of Alameda Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.

2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.

3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.

4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.

5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

Appendix B

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
A: Advance Student Access, Equity, and Success	**A.1 Student Access:** Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES. **A.2 Student Success:** Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans. **A.3 Student Success:** Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc. **A.4 Student Equity Planning:** Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.
B: Engage and Leverage Partners	**B.1 Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships.

	B.2. Partnerships: Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
C: Build Programs of Distinction	**C.1 Student Success:** Develop a District-wide first year experience/student success program. **C.2 Student Success:** Develop an innovative student success program at each college.
D: Strengthen Accountability, Innovation and Collaboration	**D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues. **D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.