

Q21. Welcome to COA's new, online portal for completing your **Annual Program Update (APU)**. Your work will be saved at the end of each section. If you partially complete a section, *that* section's responses will not be saved. Prior sections will be saved, should you need to stop and leave the portal for a period of time and then come back to it. If you have any questions about the portal during the process, please email Interim Dean Karen Engel at kengel@peralta.edu or call or text her cell phone at (510) 381-5292. For questions about your program or the process, please contact your instructional dean or service area or administrative unit vice president. Thank you!

Q1. Please select the discipline, department or program:

Q102. Please select the Program Type:

- Instructional
- Student Services
- Administrative Services

Q2. Please provide the name of the person(s) completing this Program Review:

Andrew Park

Q103. The mission of College of Alameda is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

Q3. Please provide the mission statement for your program:

The mission of the Astronomy Department at College of Alameda is 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.

We provide comprehensive and flexible programs that empower students to achieve their goals. Classes are offered at a variety of times.

Q104. Please specify the **date** of your program's last Comprehensive Program Review (month and year):

November 2015

Q105. Cut and paste the program goals and administrative unit outcomes (AUOs) from your program's most recent Program Review or AUO documents into the left-hand column. Then complete the remaining columns of the table below. Program Review Archives, PCCD and COA Strategic Goals can be found on [your program's APU home](#) page.

		Progress on goal or AUO attainment (specify: the date completed, revised, or ongoing)	Explanation or Comments (describe any revisions or impediments)
PCCD goal advanced upon completion (#)	COA goal advanced upon completion (#)		

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.

A, C

1

Ongoing: SLO assessment for ASTR 1 is due for 2017-2018. Current astronomy instructors have been notified of the plan and the assessment is expected to be completed by Spring 2018. Instructor retention continues to remain an issue; we are attempting to schedule ASTR 1 courses in a way to increase enrollment and provide greater stability for our adjunct instructors.

Curriculum (if applicable)

a. Update course outline for ASTR 1 and submit distance ed addendum in Spring 2016.
 b. Investigate offering 2 astronomy courses: on our solar system, and outside our solar system.

A, C

2

Completed: Goal (a) was completed in Spring 2016.
 Ongoing: Goal (b). We need to investigate feasibility of offering two astronomy courses.

To the best extent of my knowledge, other community colleges in the area with relatively full astronomy course offerings also offer only one astronomy course. We need to find models from California community colleges from other areas.

Instruction (if applicable)

Offer ASTR 1 online beginning in Fall 2016.

A, C

1

Completed: Completion reported in 2016-2017 APU.

Student Services and Student Equity

Professional Development, Institutional and Professional Engagement, and Partnerships

Provide opportunities for students to participate in astronomical observations.

B

2

Ongoing: Fuller participation with COA Science Alliance needs to be explored. Survey of adjunct instructors teaching ASTR 1 needs to be done to gauge their interest.

We had one astronomy adjunct instructor, Kurt Frank, who invited students to observation at Chabot Observatory. However, Curt left COA at the end of Fall 2016 (see instructor retention above), and we need to reassess if this goal is still attainable, or if the goal needs to be revised.

Other Program Improvement Objectives or AU Outcomes

Student Success: The results of assessment should lead to improvement of pedagogy and improved assessments.

A, C

1

Ongoing: Assessments are planned with coordination with adjunct instructors teaching ASTR 1 for Fall 2017.

Other Program Improvement Objectives or AU Outcomes

Q106. Please review and reflect upon the data for your program (see [Data Dashboards](#) on the left of the COA Program Review home page). Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus on the most recent year and/or the years since your last comprehensive program review.

Q107. Using the [Enrollment Data Dashboard](#), review any changes in the student demographics of your students. Particularly consider changing number (or percentage) of student by age, gender, ethnicity, and special populations (foster youth, veterans, low income, students with disabilities). Comment on any changes.

Enrollment remains steady overall (6 semesters since Fall 2014, total enrollment are, in order: 143, 127, 95, 94, 129, and 102), with enrollment in subgroups by gender and ethnicity stable. Insufficient number of special population students are present for meaningful assessment, but something is wrong with "low income" data since Spring 2016, with number of "unknown" students rising from 12 in Fall 2015 to 87 in Spring 2016.

Q108. Using the [Enrollment Data Dashboard](#), review and comment about any changes in enrollment by course.

Astronomy consists of a single course (ASTR 1) presently; above comments apply to ASTR 1.

Q109. Using the [Productivity Data Dashboard](#), review and comment on any changes in the productivity of your program and courses.

Overall productivity for Astronomy remains steady and above college productivity, in each of the semesters from Fall 2014 to Spring 2017.

Q110. For Student Services units, consider and comment on any changes in the number of student contacts and the success rates of the students served.

Q111. Using the [Course Completion](#) and [Retention Data Dashboards](#), review and comment on any changes in the completion and retention rates of your program's courses.

No significant change in completion and retention rates of ASTR 1.

Q112. Using the [Course Completion](#) and [Retention Data Dashboards](#), review and comment on any changes in the completion and retention rates of your program's **Distance Education or Hybrid** classes versus **face-to-face** (or lecture) classes. Use the DE filter. Set it to "NULL" to review only face-to-face classes.

Completion and retention rates of online sections of ASTR 1 are similar to completion and retention rates of face-to-face ASTR 1 sections.

Q113. Review and reflect on other program specific data or unplanned events that reflect significant changes in the program.

No significant changes in the program to be reported for 2016-2017 academic year, and data shows no significant change for the 2016-2017 academic year.

Q114. Using the [Equity Data Dashboards](#), 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?

Yes

No

Q115. 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?

Completion rate for African American group continues to be lower (equity index of 0.8 or so) but it is improving over last 3 years. Completion rate for "low income" plunged lower, but this may be related to the problem with the "low income" data noted elsewhere in this APU.

Q116. What curricular, pedagogical or other changes has your department made since the most recent program review?

No significant change has been made, although discussions are ongoing with current adjunct instructors teaching ASTR 1.

Q117. Were these changes based on assessment of student learning outcomes at the course or program level?

Yes

No

Q118. Please identify the assessment used.

N/A (No changes, but I think the online form lacks an option to skip these questions.)

Q119. Please describe the basis for the change if assessment was not used (choose all that apply).

The question cannot display to the respondent.

Q120. Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs).

[ASTR-1-SLO-Summary.pdf](#)

249.9KB

application/pdf

Q121. 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.

Taskstream summary showing ASTR 1 assessment record is attached above. Last completed assessment was in 2015-2016 cycle. We are currently slightly behind the schedule (no SLO was assessed in 2016-2017 cycle) and will be caught up with 2017-2018 assessment cycle.

Q124. 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?

We need to do better. Full-time Physics/Astronomy instructor (Andrew Park) has communicated with one adjunct instructor (Dietmar Krauss-Varban) regarding upcoming SLO assessment (dialogue by email; email available on request), but at the moment SLO assessment (both methods and determination whether the goal was met) depends entirely on the instructor for the course.

Q123. Describe your plans for improvement projects based upon the assessment results.

One adjunct instructor for ASTR 1 utilizes pre-test and post-test scores to measure effectiveness of his teaching. He reported a plan to update self-study questions (for Spring 2015); I will follow up on the result of his updates and improvements.

Assessment result for 2015-2016 assessment cycle and 2014-2015 assessment cycle are attached.

Q125. Attach evidence of these assessment results (the assessment report from [Taskstream](#), departmental meeting notes, or the assessment spreadsheet showing these results).

[ASTR-1-SLO-2014-2016.zip](#)

358.9KB

application/x-zip-compressed

Q126. Is your program one of the below?

- CTE program
- Counseling Department
- Library Services
- Student Services or Administrative Unit
- None of the Above

Q128. For CTE Programs: Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.

This question answer displayed to the respondent

Q129. Is your CTE program working with a Deputy Sector Navigator?

This question answer displayed to the respondent

Q130. Briefly describe your CTE programs' work with the Deputy Sector Navigator?

This question answer displayed to the respondent

Q131. Is your CTE program currently participating in any grants? Please discuss your progress in meeting the stated goals in the grant(s).

This question answer displayed to the respondent

Q132. For Counseling: What has the counseling department done to improve course completion and retention rates? What is planned for the future?

This question answer displayed to the respondent

Q134. What is the counseling department planning to do to improve course completion and retention rates in the future?

This question answer displayed to the respondent

Q133. What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

This question answer displayed to the respondent

Other:

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Q145. Professional Development or Other Requests: How will the professional development (PD) activity contribute to student success? What PD opportunities and contributions will your program make to the college in the future?

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 (#)	Alignment with PCCD goal (letter)
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Request 1:

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Request 2:

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Other:

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Q144. Congratulations. You have completed your Annual Program Update for 2017-18. If you have completed each question in each section, you may close this tab. Your answers will be saved and submitted. Thank you!

Location Data

Location: [\(37.849502563477, -121.97639465332\)](#)

Source: GeoIP Estimation

Report: Assessment Cycle Details for: ASTR 1 Introduction to Astronomy

Report Generated by Taskstream

Workspace: COURSE ASSESSMENT

Assessment Plan: 2014-2015 Assessment Cycle: Assessment Plan and Assessment Findings

Assessment Plan Template: COURSE ASSESSMENT

Report Generated: Friday, October 20, 2017

Measures and Findings

ASTR 1 Introduction to Astronomy Outcome Set

❖ Outcomes

Scale

Students differentiate between planets, stars, galaxies, and the universe in terms of scale.

Mapped to:

- **Institutional Learning Outcomes 2006-2009:** a. Creatively respond to ideas and information, a. Develop self-awareness and confidence, a. Locate, analyze, evaluate and synthesize relevant, a. Perceive, understand, and engage in verbal and nonverbal, a. Recognize and acknowledge individual and cultural, a. Understand and demonstrate personal, b. Draw reasonable conclusions, b. Incorporate aesthetic reflection into life activities, b. Listen, respond and adapt, b. Practice respectful interpersonal, b. Prepare for personal, educational and/or career goals, b. Read and write at the college level, c. Demonstrate information competency, c. Recognize and understand the ideas, d. Appreciate the value of life-long learning, d. Demonstrate technological literacy

Measure

Scale of universe

DIRECT - EXAM

Details/Description:

Students answer objective exam questions asking them to differentiate between the distances and/or sizes of planets, stars, galaxies, and the universe.

Criteria for Successful Performance:

70% of students completing the course will provide correct answers.

How will you collect this information?:

Evaluation of exams.

Contact Person:

Instructor

Supporting Attachments:

Findings

for Scale of universe

Summary of Findings:

In Fall 2014, Astronomy 1 Section 40193, 71% of students were able to identify our place in the universe (Instructor, Andrew Fittingoff)

Successful Performance Target Met?:

Met

Actual Performance Data:

28 out of 39 students were able to answer the relevant short answer question to a satisfactory level.

Use of Results/Plan of Action:

Since this is a topic that seems to be well understood, Andrew Fittingoff would like to expand upon it in future semesters.

Substantiating Evidence:

Basic astronomical phenomena

Students explain and discuss basic astronomical phenomena, including the seasons, the phases of the Moon, eclipses, and planetary motion.

Mapped to:

- **Institutional Learning Outcomes 2006-2009:** a. Creatively respond to ideas and information, a. Develop self-awareness and confidence, a. Locate, analyze, evaluate and synthesize relevant, a. Perceive, understand, and engage in verbal and nonverbal, a. Perform mathematical operations, a. Recognize and acknowledge individual and cultural, a. Understand and demonstrate personal, b. Draw reasonable conclusions, b. Incorporate aesthetic reflection into life activities, b. Listen, respond and adapt, b. Practice respectful interpersonal, b. Prepare for personal, educational and/or career goals, b. Read and write at the college level, c. Demonstrate information competency, c. Recognize and understand the ideas, d. Appreciate the value of life-long learning, d. Demonstrate technological literacy

Measure

Understanding astronomical phenomena

DIRECT - EXAM

Details/Description:

Students answer objective questions about the seasons, the phases of the Moon, eclipses, and planetary motion.

Criteria for Successful Performance:

70% of students completing the course provide correct answers to these questions on exams.

How will you collect this information?:

Evaluation of exams.

Contact Person:

Instructor

Supporting Attachments:

Findings

for Understanding astronomical phenomena

Summary of Findings:

In Spring 2015, Astronomy 1 Section 22943, 52% (62 of 120) of students answered eight multiple choice questions relating to astronomical phenomena at the end of the semester. (Instructor, Curt Frank)

Successful Performance Target Met?:

Not Met

Actual Performance Data:

Eight multiple choice questions addressed the topic of astronomical phenomena, numbers 1 through 8 and 12. Of the twelve students who answered the eight questions (96 total answers) at the beginning of semester, 29% (28 of 96) answered correctly. At the end of the semester, the same twelve students answered the same questions 50% correctly (48 of 96), a 71% improvement over the initial test. With the additional students who answered at the end of the semester only, 58% answered correctly (62 of 120)

Use of Results/Plan of Action:

The plan of action again is twofold. First, update self-study questions to more strongly address this topic. I have used review problems from the text and I feel they are somewhat weak on this topic. Based on student suggestion, in the coming semester I will explore using Moodle to pose review problems to the students. Second, this topic lends itself to actual observations on the sky by the students. The challenge faced in our urban environment, where constellations like the Big Dipper are sometimes hard to point out is how to integrate stepping outside to point these things out into the class. We need a (somewhat) dark local environment.

Substantiating Evidence:

Evolution

Students explain and discuss the origin, development, and

Measure

Understanding the evolution of our universe

properties of planetary systems, stars, galaxies, and the universe.

Mapped to:

- **Institutional Learning Outcomes 2006-2009:** a. Creatively respond to ideas and information, a. Develop self-awareness and confidence, a. Locate, analyze, evaluate and synthesize relevant, a. Perceive, understand, and engage in verbal and nonverbal, a. Recognize and acknowledge individual and cultural, a. Understand and demonstrate personal, b. Draw reasonable conclusions, b. Incorporate aesthetic reflection into life activities, b. Listen, respond and adapt, b. Practice respectful interpersonal, b. Prepare for personal, educational and/or career goals, b. Read and write at the college level, c. Demonstrate information competency, c. Recognize and understand the ideas, d. Demonstrate technological literacy

DIRECT - EXAM

Details/Description:

Students answer objective and written questions regarding the evolution of planetary systems, stars, galaxies the universe.

Criteria for Successful Performance:

70% of students completing the course provide satisfactory answers, at a level of "C" or above, on exams.

How will you collect this information?:

Evaluation of exams.

Contact Person:

Instructor

Supporting Attachments:

- Sample Astronomy Essay Rubric (Microsoft Word)

Findings

for Understanding the evolution of our universe

Summary of Findings:

In Fall 2014, Astronomy 1 Section 40193, 57% of students correctly answered multiple choice question concerning the evolution of stars and planets. (Instructor, Andrew Fittingoff)

Successful Performance Target Met?:

Not Met

Actual Performance Data:

Three questions were picked as relevant to the SLO. On two of them, 29 out of 45 (64%) students answered correctly, and on the third one, 20 out of 45 (44%) answered correctly, giving an average of 57%.

Use of Results/Plan of Action:

Andrew Fittingoff thinks there was some confusion on the difference between the properties of stars and their dead remnants. This is something he will dedicate more time to covering in a variety of different ways.

Substantiating Evidence:

Scientific method

Students explain how theories in astronomy are based on observations.

Mapped to:

- **Institutional Learning Outcomes 2006-2009:** a. Creatively respond to ideas and information, a. Develop self-awareness and confidence, a. Locate, analyze, evaluate and synthesize relevant, a. Perceive, understand, and engage in verbal and nonverbal, a. Recognize and acknowledge individual and

Measure

Understanding the scientific method

DIRECT - EXAM

Details/Description:

Students distinguish between observations and theory, and explain the development of a scientific theory.

Criteria for Successful Performance:

70% of students completing the course distinguish correctly between observations and theory, and provide satisfactory written explanations of how a scientific theory was developed.

How will you collect this information?:

Evaluation of exams.

Contact Person:

cultural, a. Understand and demonstrate personal, b. Draw reasonable conclusions, b. Incorporate aesthetic reflection into life activities, b. Listen, respond and adapt, b. Practice respectful interpersonal, b. Prepare for personal, educational and/or career goals, b. Read and write at the college level, c. Demonstrate information competency, c. Recognize and understand the ideas, d. Demonstrate technological literacy

Instructor

Supporting Attachments:

No Findings Added to Understanding the scientific method

Report: Assessment Cycle Details for: ASTR 1 Introduction to Astronomy

Report Generated by Taskstream

Workspace: COURSE ASSESSMENT

Assessment Plan: 2015-2016 Assessment Cycle: Assessment Plan and Assessment Findings

Assessment Plan Template: COURSE ASSESSMENT

Report Generated: Friday, October 20, 2017

Measures and Findings

ASTR 1 Introduction to Astronomy Outcome Set

✦ Outcomes

Scale

Students differentiate between planets, stars, galaxies, and the universe in terms of scale.

Mapped to:

- **Institutional Learning Outcomes 2006-2009:** a. Creatively respond to ideas and information, a. Develop self-awareness and confidence, a. Locate, analyze, evaluate and synthesize relevant, a. Perceive, understand, and engage in verbal and nonverbal, a. Recognize and acknowledge individual and cultural, a. Understand and demonstrate personal, b. Draw reasonable conclusions, b. Incorporate aesthetic reflection into life activities, b. Listen, respond and adapt, b. Practice respectful interpersonal, b. Prepare for personal, educational and/or career goals, b. Read and write at the college level, c. Demonstrate information competency, c. Recognize and understand the ideas, d. Appreciate the value of life-long learning, d. Demonstrate technological literacy

Measure

Scale of universe

DIRECT - EXAM

Details/Description:

Students answer objective exam questions asking them to differentiate between the distances and/or sizes of planets, stars, galaxies, and the universe.

Criteria for Successful Performance:

70% of students completing the course will provide correct answers.

How will you collect this information?:

Evaluation of exams.

Contact Person:

Instructor

Supporting Attachments:

No Findings Added to Scale of universe

Basic astronomical phenomena

Students explain and discuss basic astronomical phenomena, including the seasons, the phases

Measure

Understanding astronomical phenomena

DIRECT - EXAM

of the Moon, eclipses, and planetary motion.

Mapped to:

- **Institutional Learning Outcomes 2006-2009:** a. Creatively respond to ideas and information, a. Develop self-awareness and confidence, a. Locate, analyze, evaluate and synthesize relevant, a. Perceive, understand, and engage in verbal and nonverbal, a. Perform mathematical operations, a. Recognize and acknowledge individual and cultural, a. Understand and demonstrate personal, b. Draw reasonable conclusions, b. Incorporate aesthetic reflection into life activities, b. Listen, respond and adapt, b. Practice respectful interpersonal, b. Prepare for personal, educational and/or career goals, b. Read and write at the college level, c. Demonstrate information competency, c. Recognize and understand the ideas, d. Appreciate the value of life-long learning, d. Demonstrate technological literacy

Details/Description:

Students answer objective questions about the seasons, the phases of the Moon, eclipses, and planetary mo

Criteria for Successful Performance:

70% of students completing the course provide correct answers to these questions on exams.

How will you collect this information?:

Evaluation of exams.

Contact Person:

Instructor

Supporting Attachments:

No Findings Added to Understanding astronomical phenomena

Evolution

Students explain and discuss the origin, development, and properties of planetary systems, stars, galaxies, and the universe.

Mapped to:

- **Institutional Learning Outcomes 2006-2009:** a. Creatively respond to ideas and information, a. Develop self-awareness and confidence, a. Locate, analyze, evaluate and synthesize relevant, a. Perceive, understand, and engage in verbal and nonverbal, a. Recognize and acknowledge individual and cultural, a. Understand and demonstrate personal, b. Draw reasonable conclusions, b. Incorporate aesthetic reflection into life activities, b. Listen, respond and adapt, b. Practice respectful interpersonal, b. Prepare for personal, educational and/or career goals, b. Read and write at the college level, c. Demonstrate information competency, c.

Measure

Understanding the evolution of our universe

DIRECT - EXAM

Details/Description:

Students answer objective and written questions regarding the evolution of planetary systems, stars, galaxies the universe.

Criteria for Successful Performance:

70% of students completing the course provide satisfactory answers, at a level of "C" or above, on exams.


How will you collect this information?:

Evaluation of exams.

Contact Person:

Instructor

Supporting Attachments:

 Sample Astronomy Essay Rubric (Microsoft Word)

No Findings Added to Understanding the evolution of our universe

Recognize and understand the ideas, d. Demonstrate technological literacy

Scientific method

Students explain how theories in astronomy are based on observations.

Mapped to:

- **Institutional Learning Outcomes 2006-2009:** a. Creatively respond to ideas and information, a. Develop self-awareness and confidence, a. Locate, analyze, evaluate and synthesize relevant, a. Perceive, understand, and engage in verbal and nonverbal, a. Recognize and acknowledge individual and cultural, a. Understand and demonstrate personal, b. Draw reasonable conclusions, b. Incorporate aesthetic reflection into life activities, b. Listen, respond and adapt, b. Practice respectful interpersonal, b. Prepare for personal, educational and/or career goals, b. Read and write at the college level, c. Demonstrate information competency, c. Recognize and understand the ideas, d. Demonstrate technological literacy

Measure

Understanding the scientific method

DIRECT - EXAM

Details/Description:

Students distinguish between observations and theory, and explain the development of a scientific theory.

Criteria for Successful Performance:

70% of students completing the course distinguish correctly between observations and theory, and provide satisfactory written explanations of how a scientific theory was developed.

How will you collect this information?:

Evaluation of exams.

Contact Person:

Instructor

Supporting Attachments:

Findings

for Understanding the scientific method

Summary of Findings:

In Fall 2015, ASTR 1, Section 42368, 86% of students answered correctly that the two most important properties of a scientific hypothesis (or theory) are "to make specific predictions" that are "testable."

Successful Performance Target Met?:

Exceeded

Actual Performance Data:

86% of 44 students answered correctly on a mid-semester exam.

Use of Results/Plan of Action:

The instructor emphasized the scientific method throughout the course, using multiple methods of engaging the students. At the beginning of the course, students discussed the meanings of "hypothesis" and "theory." In a later group exercise, students wrote descriptions and diagrammed the scientific method. On a subsequent exam, the test questions mentioned above were administered on an exam.

Substantiating Evidence:

At-a-Glance - Status Report

COURSE ASSESSMENT

Legend: ● In Progress (Not Shared) ○ Shared (Not Reviewed) ○ Reviewed

Organizational Area	Standing Requirements	2009-2010 Assessment Cycle					2010-2011 Assessment Cycle					2011-2012 Assessment Cycle					2012-2013 Assessment Cycle					2013-2014 Assessment Cycle					2014-2015 Assessment Cycle					2015-2016 Assessment Cycle					2016-2017 Assessment Cycle					2017-2018 Assessment Cycle									
		Outcomes	Assessment Plan	Assessment Findings	Course Revision Plan	Status Report	SLO Addendum	Assessment Plan	Assessment Findings	Course Revision Plan	Status Report	SLO Addendum	Assessment Plan	Assessment Findings	Course Revision Plan	Status Report	SLO Addendum	Assessment Plan	Assessment Findings	Course Revision Plan	Status Report	SLO Addendum	Assessment Plan	Assessment Findings	Course Revision Plan	Status Report	SLO Addendum	Assessment Plan	Assessment Findings	Course Revision Plan	Status Report	SLO Addendum	Assessment Plan	Assessment Findings	Course Revision Plan	Status Report	SLO Addendum	Assessment Plan	Assessment Findings	Course Revision Plan	Status Report	SLO Addendum									
College of Alameda AMS																																																			
Full Course Listing																																																			
ADRN Introduction to Autonomy	●	○	Not Started	Not Started	Not Started	No Access	Not Started	Not Started	Not Started	Not Started	No Access	○	○	Not Started	Not Started	No Access	○	○	Not Started	Not Started	No Access	○	○	Not Started	Not Started	No Access	No Access	○	○	No Access	No Access	○	○	No Access	No Access	Not Started	Not Started	Not Started	Not Started												
SUMMARY	0 In Progress 0 Shared 1 Reviewed 1 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total	0 In Progress 0 Shared 0 Reviewed 0 Total													

No Prior-Year Resource for Astronomy can be found for 2016-2017. Astronomy was not given a supplies or equipment budget for 2016-2017. Resource utilization will be reported for 2017-2018 (there is a supply budget for this year).