



2018-19 Program Review – Instructional

Program Overview

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

This course considers the physical environment of the earth, including the earth in space and map projections; the evolution, distribution, and current ecological factors of the earth's landform features and water bodies; world climate and weather patterns, soils and vegetation; and the significance of all these on man. Physical geography is a study of the processes and materials of the earth, including minerals, rocks, erosion, volcanoes, earthquakes, mountain building, and environmental studies.

List your Faculty and/or Staff

Teresa Williams

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.

Goal 1 (Assessment) Improve and enhance behavior modification activity sheet. This activity allows students to monitor their behavior and hold them accountable to behaviors they stated that would engage in during the course. (ongoing)

Goal 2 (Program Improvement) Attend Department meeting for different programs and seek input on how to incorporate their curricula into Geography. Improve alignment of Geography with other courses. (ongoing)

Goal 3 (Natural Hazard Report) Revised Natural Hazard Report Rubric, and provide sample paragraphs and basic computational analysis.

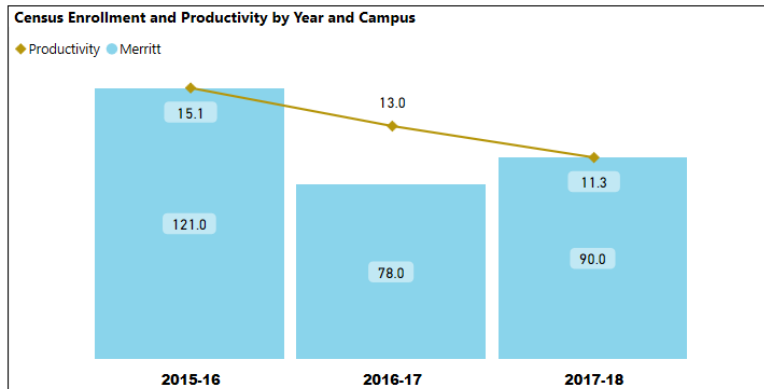
Goal 4 (Interdisciplinary Studies) Speak with other geology faculty at different colleges about how they teach their geography students, and speak with Real Estate and Psychology faculty about how to incorporate their fields into Geology

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

All land and classroom space ins used for lectures, demonstrations, and classroom activities.

Enrollment Trends

Campus
Term
Subject
Catlog Description
Credit Degree



Year	Campus	Census Enrl	FTEF	FTES	Productivity
2015-16	Merritt	121	0.80	12.10	15.12
2016-17	Merritt	78	0.60	7.80	13.00
2017-18	Merritt	90	0.80	9.00	11.25

Term	Campus	Section ID	Subject	Catalog No.	Census Enrl	Enrl Cap	Fill Rate	Waitlist Cap	Waitlist Total	FTES	FTEF	Productivity	Instructor	Days	Class Time
Fall 15	Merritt	1154643670	GEOG	1	17	40	42.5 %	13	0	1.70	0.20	8.50	Teresa Williams	TTh	10:00-11:15
Fall 15	Merritt	1154643671	GEOG	1	41	40	102.5 %	13	0	4.10	0.20	20.50	Teresa Williams	MW	09:00-10:15
Spring 16	Merritt	1162623441	GEOG	1	36	40	90.0 %	13	0	3.60	0.20	18.00	Teresa Williams	MW	09:00-10:15
Spring 16	Merritt	1162623442	GEOG	1	27	40	67.5 %	13	0	2.70	0.20	13.50	Teresa Williams	TTh	10:00-11:15
Fall 16	Merritt	1164643710	GEOG	1	25	45	55.6 %	15	0	2.50	0.20	12.50	Teresa Williams	TTh	10:00-11:15
Fall 16	Merritt	1164643711	GEOG	1	22	45	48.9 %	15	0	2.20	0.20	11.00	Teresa Williams	MW	09:00-10:15
Spring 17	Merritt	1172620203	GEOG	1	31	40	77.5 %	13	0	3.10	0.20	15.50	Teresa Williams	MW	09:00-10:15
Fall 17	Merritt	1174643583	GEOG	1	23	40	57.5 %	13	0	2.30	0.20	11.50	Teresa Williams	MW	09:00-10:15
Fall 17	Merritt	1174643584	GEOG	1	18	40	45.0 %	13	0	1.80	0.20	9.00	Teresa Williams	TTh	10:00-11:15
Spring 18	Merritt	1182622181	GEOG	1	25	40	62.5 %	13	0	2.50	0.20	12.50	Teresa Williams	MW	09:00-10:15
Spring 18	Merritt	1182628280	GEOG	1	24	40	60.0 %	13	0	2.40	0.20	12.00	Teresa Williams	TTh	10:00-11:15

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

The Physical Geography trend has changed over the past three years with the productivity of the course varying between 15.1, 13.0, and 11.3 over the three-year period of 2015-2016, 2016-2017, and 2017-2018. The fill rate was as high as 102.5% in 2015 and as low as 45% in Fall 2017. The fill rate averages about 65%.

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

The class time has not changed for Physical Geography. This class has been offered on Tues/Thurs 10-11:15 am or Mon/Wed 9-10 am. The course is offered at the above times and on the above days to avoid conflict with other science courses.

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

This course has historically been offered on Tues/Thurs 10-11:15 am and/or Mon/Wed 9-10 am. The offerings do not necessarily meet the needs of students but instead meets the needs of the college and is offered at times that will not conflict with other science courses.

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

Developing and perfecting the Natural hazard Report which is an interdisciplinary writing and data analysis report for Basic Skills, learning disabled students, and advanced students. Students state that the report's accompanying lecture, homework and activity sheets has helped them successfully complete their report.

How is technology used by the discipline, department?

The Physical Geography report template, lecture notes, activity sheet templates, and videos were developed to be part of an online program that used website, Google Earth, Google Docs, and Word. Technology (computer, internet and other social media sites) are used in this course by the instructor and students.

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?

I use transparent grading to maintain consistency in grading, ongoing academic research to maintain educational standards, and action research in the classroom to find creative ways to deliver lectures, assess student work, and enhance student performance in my face-to-face 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.

Courses							
<input checked="" type="checkbox"/> My Proposals College ▾ Subject ▾ Proposal Type ▾ Status ▾ Sort Options Export							
✕ Keyword Search: <input type="text"/> Search							
	Institution	Subject	Course #	Title	Type	Status	Reports
▶	MC	GEOG	001	GEOG 001 - Physical Geography	MC Course Modification	In Review	
▶	MC	GEOG	001L	GEOG 001L - Physical Geography Laboratory	MC Course Modification	In Review	
▶	MC	GEOG	001L	GEOG 001L - Physical Geography Laboratory	MC Course Changes only in Non-catalog Info	Active	

All courses in Geography updated in October 2018, and are currently in Review. Next update will be in 2022.

CurriQunet eta

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.

All courses are being modified to completely online. No new courses are expected.

Assessment – Instructional

Student Learning Outcomes Assessment

List your Student Learning Outcomes

- Apply the scientific method to the study of real-life situations.
- Synthesize, analyze, and collate data from a variety of sources to solve real-life problems.
- Develop a life-long curiosity of Geography and its impact on your life.

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

Grading Scale and Distribution:

Midterm	50 points
Final	50 points
Activity Sheets	50 points
Report	250 points
Total Points	400 points

No obstacles experienced during assessment because I give students a report rubric, template and fill-in activities to help students complete the report. I redesigned how I calculate grades in the syllabus and now give more points to report writing, completing report-based activity sheets, and made the exams based on the report.

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)

Physical Geography Natural Hazard Rubric (Part 1 / Part 2)

Sections	Score	Pts	Comments
Title Page		0	Year, Name, Class, Day and Time of Class, Date and Title
Property Description		5	At least five (5) numerical pieces of data, and ten (10) descriptors from the <u>Property Details</u> section of the Redfin.com sheet. Websites ➤ Real Estate Website: Redfin.com ➤ Association of Bay Area Governments (ABAG): ABAG.ca.gov
Climate		10	Pick <u>one</u> best month for a party: (1) provide average high temperature, (2) average low temperature, and (3) average precipitation. List five (5) things specific things that will be occurring at your party like specific foods, wines, specific drinks/drinks, specific songs played or the names of specific games enjoyed. Repeat the above but for <u>one</u> the worst month. Website ➤ United States Climate Data: usclimatedata.com
Insulation		20	What is the best and worst color paint for your house? A detailed drawing of the effect insulation has on paint must be provided. Select a best color paint for your house, and determine the impact the color will have on the annual temperature of your home.
Localized Wind Systems		10	Why are winds strongest in coastal areas between 3-5 pm? Complete the Sea-Breeze activity sheet. Paste your paragraph in the appropriate section of the report. Use the attached data and appropriate vocabulary to enhance your written section to create a unique detailed explanation of why it is windy in coastal areas in the afternoon. Your drawing must have the following labeled sections: high pressure, low pressure, pressure gradient force, insolation, absorption, and reflection. Arrows must show accurate wind directions.
Atmospheric Moisture		25	Describe how a cloud forms using the following terms (relative humidity, condensation, evaporation, adiabatic cooling, and saturation). Describe four clouds you have seen, and discuss how clouds can be used to predict weather conditions. List four clouds you have seen in the Bay Area and what each cloud imply about future weather conditions.
Geologic Map		25	Identify the rock or sediment under your house, and the closest igneous rock on the geologic map. Describe how the rock or sediment under the house was created from the igneous rock. Use the rock cycle to help you structure your paragraph. Website ➤ National Geologic Map Database - http://ngmdb.usgs.gov/
Natural Hazard Maps		35	a. Shaking Severity b. Liquefaction Susceptibility c. Earthquake Induced Landslides d. Flooding e. Debris Flow Source Area (or Rainfall Induced Landslides) f. Existing Landslides g. Aniqui-Prisio Zone Website ➤ Association of Bay Area Governments (ABAG): ABAG.ca.gov ➤ California Earthquake Authority (CEA): http://www.earthquakeauthority.com/ ➤ GEICO Flood Insurance (FEMA): http://www.geico.com/flood-insurance/ CEA Insurance covers earthquake shaking, liquefaction, and earthquake induced landslides; FEMA insurance covers floods
Conclusion		15	Do you still want this property? Review your data to determine if still want your property. Create a bullet point list with ten positive and ten negative pieces of data.
Hand Drawings		15	Atmospheric model should have wind direction arrows, latitude lines, jet streams, cold air mass, and accompanying table. Adiabatic heating and cooling drawing in the textbook. Local Sea Breeze drawing from lecture and Activity Sheet Rock Cycle: Three examples of each rock (igneous, sedimentary, and metamorphic) group and sediment types, three examples of physical weathering, three (3) examples of chemical weathering, and four (4) examples of erosion.
Glossary		10	25 words must be in your report, in alphabetical order .
Previously graded work		10	
Total Points (170)			

I assess 100% student learning outcomes every semester. I use the above rubric to assess the report. Sections of the report show how the SLO's are being assessed: data synthesis and analysis from a variety of sources, interdisciplinary studies, and describe and identify Earth materials.

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?

I am the only one in my program. I make presentation in different department and assess my ability to incorporate their course material into the Earth Science Program at Merritt College.

Collaboration

I work with Dr. Chriss Foster (English Department), Guy Forkner (Real Estate) and others on campus.

Leadership Roles

I am a docent for East Bay Regional Parks and I work with them enhance their Earth Science component.

Planning Process

Dept meetings for Collaboration

I attend English Department meetings, speak with Guy Forkner on campus, and attend Docent Enrichment Programs at various East Bay Regional Park centers.

Data Analysis

I do all 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.

I realize that I am completing my plan and students are supported more with their report writing.

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.

No.

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.

No.

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?

Need supplies.

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

This course considers the physical environment of the earth, including the earth in space and map projections; the evolution, distribution, and current ecological factors of the earth's landform features and water bodies; world climate and weather patterns, soils and vegetation; and the significance of all these on man. Physical geography is a study of the processes and materials of the earth, including minerals, rocks, erosion, volcanoes, earthquakes, mountain building, and environmental studies.

Course Completion

College
Merritt College

Semester
Fall 17

Subject
GEOG

Catalog No.
All

Academic Year
2017-18

Completion & Retention Rates by College

Academic Year	College	Completion Rate	Retention Rate
2017-18	Merritt College	67 %	81 %

Completion & Retention Rates by Subject

Academic Year	Subject	Completion Rate	Retention Rate
2017-18	GEOG	44 %	61 %

Age Range

Gender

Ethnicity

Age Range	Ttl Graded	Completions	Completion Rate
16-18	5	1	20 %
19-24	24	9	38 %
25-29	9	6	67 %
30-34	1	0	0 %
35-54	2	2	100 %

Gender	Ttl Graded	Completions	Completion Rate
Female	25	14	56 %
Male	16	4	25 %

Ethnicity	Ttl Graded	Completions	Completion Rate
Asian	4	2	50 %
Black / African American	11	5	45 %
Hispanic / Latino	19	5	26 %
Pacific Islander	1	1	100 %
Two or More	1	1	100 %
Unknown / NR	1	1	100 %
White	4	3	75 %

College
Merritt College

Semester
Spring 18

Subject
GEOG

Catalog No.
All

Academic Year
2017-18

Completion & Retention Rates by College

Academic Year	College	Completion Rate	Retention Rate
2017-18	Merritt College	70 %	83 %

Completion & Retention Rates by Subject

Academic Year	Subject	Completion Rate	Retention Rate
2017-18	GEOG	59 %	82 %

Age Range

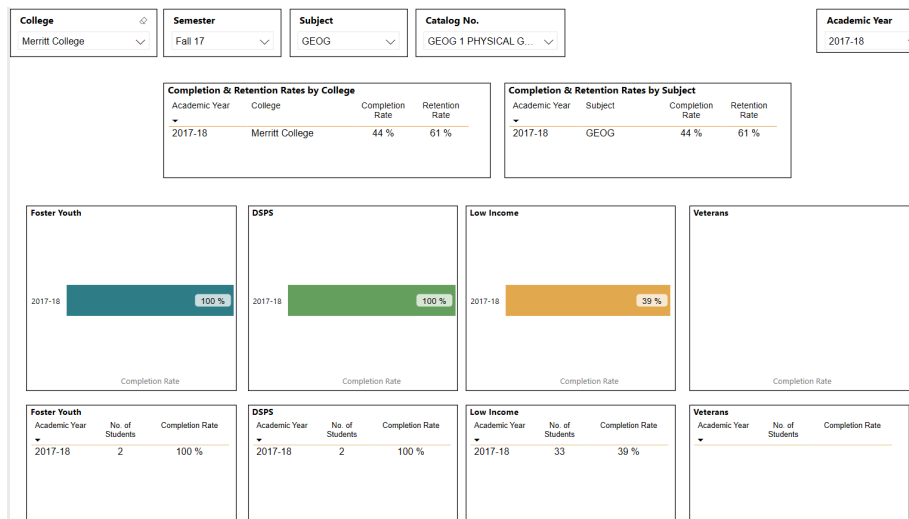
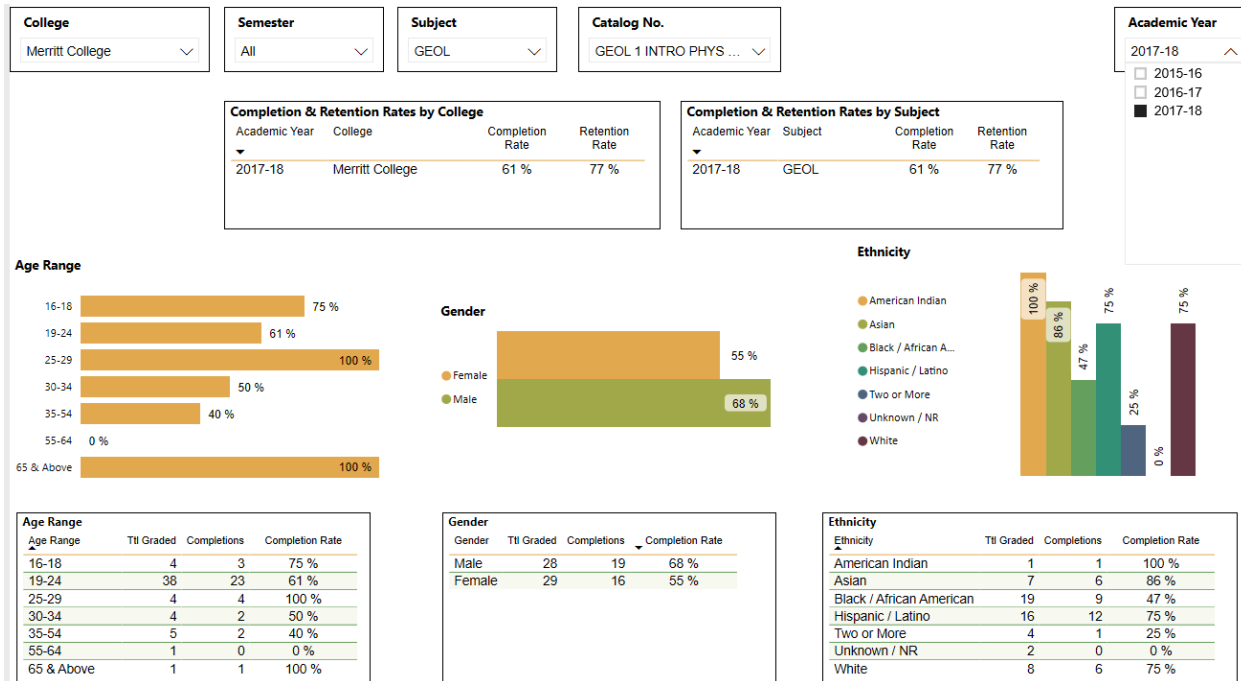
Gender

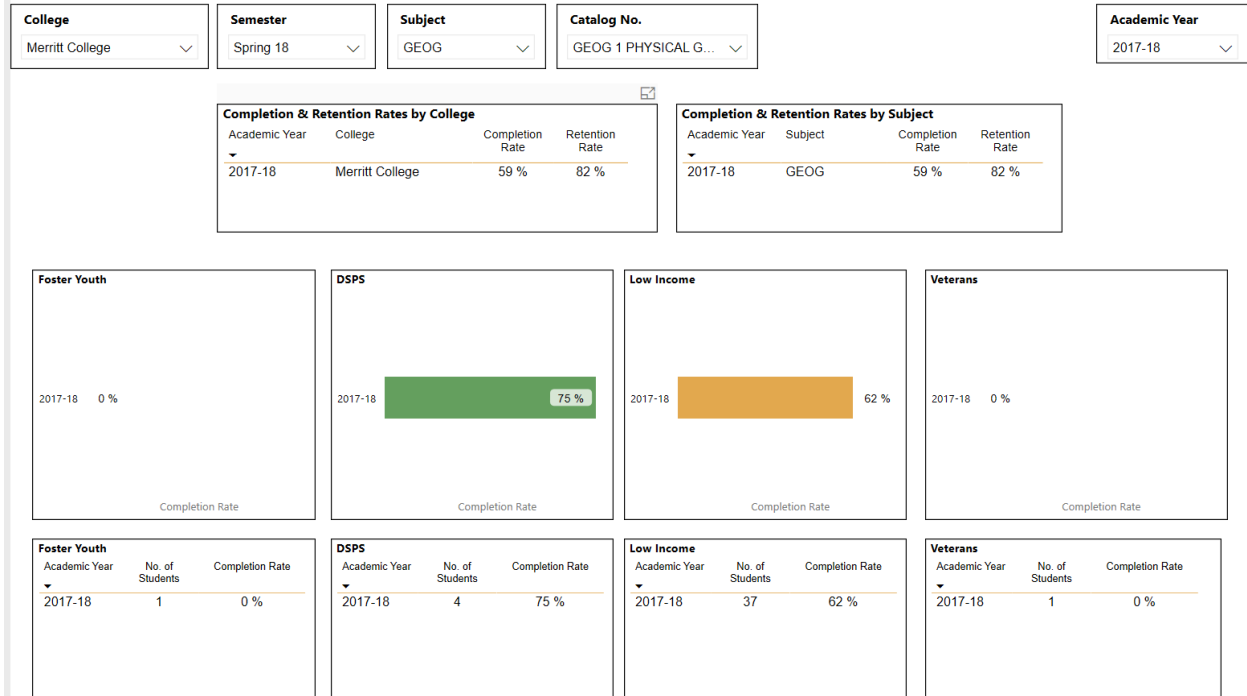
Ethnicity

Age Range	Ttl Graded	Completions	Completion Rate
16-18	1	0	0 %
19-24	30	15	50 %
25-29	7	6	86 %
30-34	4	4	100 %
35-54	5	4	80 %
55-64	2	0	0 %

Gender	Ttl Graded	Completions	Completion Rate
Female	23	20	87 %
Male	26	9	35 %

Ethnicity	Ttl Graded	Completions	Completion Rate
American Indian	1	1	100 %
Asian	3	2	67 %
Black / African American	16	8	50 %
Hispanic / Latino	20	11	55 %
Two or More	2	2	100 %
Unknown / NR	2	1	50 %
White	5	4	80 %





[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).

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

The completion rate for Fall 2017 shows the lowest value is for the age group 16-18 (20%), and is highest for age groups 25-29 (67%), and 35-54 (100%). I need to do more work to assist student in the 16-18 age group by offering more tutoring and assistance with their reports. However, the completion rate for Spring 2018 shows age group 19-24 (50%), and the rates for 25-29, 30-34, and 35-54 are above 80%.

I need to change my teaching style to meet the needs of the age group between 16-18. [I only have data for Fall 2017 and Spring 2018 ONLY]

Ethnicity

Completion rates in the Fall 2017 were Unknown, Two or More and Pacific Islander 100%, White (75%), Hispanic (26%), Black (45%) and Asian (50%). Completion rates in Spring 1018 were Indian and Two or More (100%), White (80%), Black, Hispanic and Unknown (50%), and Asian (67%). Data is inconclusive because I have data for 2 semesters.

Gender

The completion rates for Fall 2017 were Female (56%), and Male (25%), and the gender completion rates for Spring 2018 were Female (87%) and (35%). The data is inconclusive.

Foster Youth Status

The year Fall 2017 completion rate was 100% for foster youth, and no foster youth enrolled in Spring 2018.

Disability Status

Fall 2017 completion rate for DSPTS students was 100%, and Spring 2018 the completion rate was 75%. These data are hard to analyze because the course has not changed much in that time period. Maybe my teaching was not as effective and/or students dropped the class for personal reasons.

Low Income Status

Fall 2017 and Spring 2018 completion rates were 39% and 62% for Low Income Status. These data are hard to analyze because the course has not changed much in that time period. Maybe my teaching was not as effective and/or students dropped the class for personal reasons.

Veteran Status

No veteran enrolled in Fall 2017 and Spring 2018.

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

Face-to-Face

The completion rates for Fall 2017 and Spring 2018 were 44% and 59%. This may be because students were expected to complete a report. I am currently working to improve student success with the report by providing a template and exercises to help with report completion.

Hybrid

None

100% Online

None

Dual Enrollment

None

Day time

All courses were offered during the say. Maybe offering an evening class may boost enrollment.

Evening

None

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

Academic Year	College	Completion Rate	Retention Rate
2017-18	Merritt College	44 %	61 %

Academic Year	Subject	Completion Rate	Retention Rate
2017-18	GEOG	44 %	61 %

The course completion rates for Merritt College and Geography are identical 44%.

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

None

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?

None

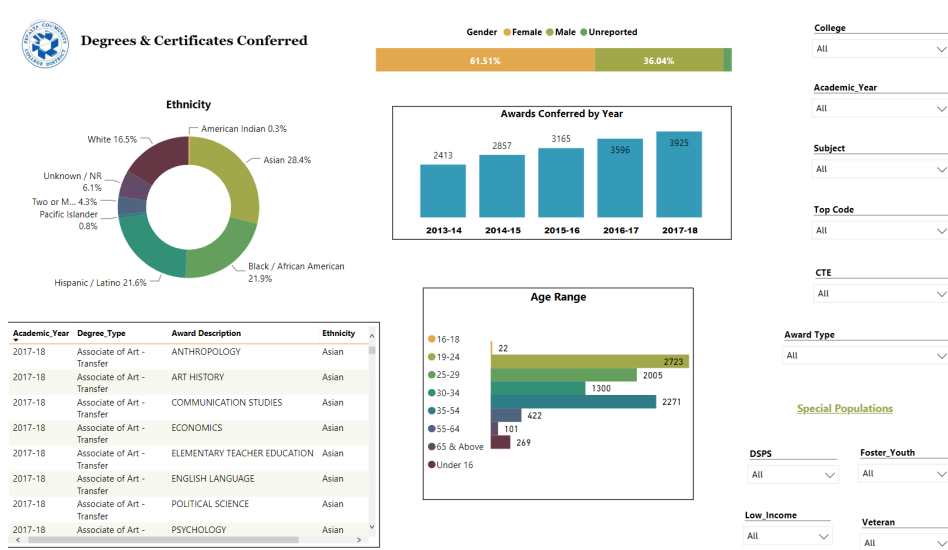
Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

The course retention rates for Merritt College and Geography are identical at 61%.

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

I will continue to explore ways to assist students in completing their report, and improve my lecture delivery.

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.

None

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

No

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

No

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.

I serve on the Merritt College Health and Safety Committee and the Districts' Health and Safety Committee, and attend Department Meetings.

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

I'm a Docent for East Bay Regional Parks.

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

I participate in activities and training as needed.

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		

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software	Photo editing, writing software, video editing	\$700
Supplies: Books, Magazines, and/or Periodicals	None	
Supplies: Instructional Supplies	White board markers, paper, notebooks, pens, pencils, white board eraser, rock and mineral kits, maps	\$300
Supplies: Non-Instructional Supplies	None	
Supplies: Library Collections	None	

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New	None	
Technology & Equipment: Replacement	None	

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms	None	
Facilities: Offices	None	
Facilities: Labs	None	
Facilities: Other	None	

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials	None	
Library: Library collections	None	

Resource Category	Description/Justification	Total Estimated Cost
OTHER	None	