



The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy

2020-2021

Annual Program Update

I. Introduction and Directions

The Peralta Community College District has an institutional effectiveness 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. The Annual Program Update serves a critical role in the Integrated Planning and Budgeting cycle of the college in that it 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 any of the following institutional structures: discipline, department, program, administrative unit, or unit.

If you have questions regarding data, please contact Nathan Pellegrin, Director of Research

and Planning (npellegrin@peralta.edu).

If you have questions regarding SLOs, PLOs, SAOs or ILOs, please visit the [SLOAC webpage](#), or contact the SLOAC committee member for your division:

Division 1 - Evan Nichols (anichols@peralta.edu)

Division 2 – Laura Forlin (lforlin@peralta.edu)

Division 3 – Heather Casale (hcasale@peralta.edu).

If you have questions regarding the curriculum section, please contact Nghiem Thai (nthai@peralta.edu), chair of the [Curriculum Committee](#).

If you have questions regarding other material in the APU, please contact your Dean or Manager.

This document contains hyperlinks to external documents, spreadsheets, and data dashboards. Some of the links will not work unless you are signed in to Office 365 through the [Peralta Faculty & Staff Portal](#).

You will need the following items in order to complete the Annual Program Update document at the colleges:

- [Program Review or APU document](#) from AY 2019-20.
- [Budget Information](#) for the current and prior fiscal year.
- Any comments or feedback provided during the program review validation process.
- College Goals and Peralta District Goals (see below).
- [Institution Set Standards](#).
- [College 2018 Educational Master Plan Update](#).
- [Guided Pathways Plan](#)
- [Student Equity Plan](#).
- Data drawn from program review dashboards and/or other sources relevant to your department, service area or administrative unit (see below).

Merritt College Institution-Set Standards 2020-2021

Institution-set standards are used to evaluate the quality of the institution as to success with respect to student achievement in relation to the institution's mission. The evaluation of student achievement performance may include different standards for different programs, as established by the institution.

Metric	Definition	Set Standard
Course Completion (Success)	the number of student completions with a grade of C or better divided by the number of student enrollments	66%
Certificates	Number of certificates earned in an academic year	222
Degrees	Number of associate degrees earned in an academic year	322
Transfer	Number of students who transfer to a 4- year college/university	187
Licensure (CE)	Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study	70%
Employment (CE)	The job placement rate of student completing a degree or certificate in a CE program in the year after graduation.	Macro-Region Employment Rate, by

College Profile

Student Body Demographics

	2017-18	2018-19	2019-20
Annual Unduplicated Count of Students	12,336	12,861	12,130
Gender			
Female	64%	64%	63%
Male	34%	34%	34%
Decline to State/ Unknown	2%	2%	3%
Race/Ethnicity			
American Indian	< 1%	< 1%	< 1%
Asian	19%	20%	19%
Black / African American	23%	23%	22%
Hispanic / Latino	31%	32%	33%
Pacific Islander	1%	< 1%	< 1%
Two or More	5%	6%	5%
Unknown / NR	4%	4%	5%
White	16%	16%	15%
Age			
18 and Under	15%	15%	16%
19-24	35%	35%	35%
25-29	16%	17%	16%
30-34	11%	11%	11%
35-54	17%	17%	17%
55 and Over	6%	6%	5%

Course Success Rates

	2017-18	2018-19	2019-20*
Total Enrollment (Duplicated Count)	33,288	33,637	32,928
Overall Success Rate	70%	70%	68%
Gender			
Female	70%	70%	69%
Male	69%	69%	66%
Decline to State/ Unknown	77%	74%	64%
Race/Ethnicity			
Black/African-American	62%	62%	60%
Asian	81%	80%	81%
Hispanic	68%	68%	64%
Native American	66%	72%	53%
Pacific Islander	61%	71%	63%
Two or More	65%	67%	68%
Unknown	72%	73%	66%
White	78%	78%	75%
Age			
Under 16	83%	91%	84%
16-18	73%	75%	69%
19-24	65%	66%	64%
25-29	70%	69%	68%
30-34	73%	73%	73%
35-54	74%	73%	71%
55-64	74%	71%	66%
65 and Over	77%	77%	60%

*Includes 'EW' grades

II. Program Overview

Mission Statement

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

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.

Faculty and Staff

List your Faculty and/or Staff. Indicate if they are part-time or full-time. (If names are already listed, they were imported from last year's APU/PR. Add or remove persons as needed to reflect current personnel).

Name	Faculty/Staff	PT/FT
Teresa Williams	Faculty	FT

III. Program Goals

In this section, indicate programs goals, the status of each, and how they align with College and District strategic goals. Following are the strategic goals for Peralta CCD and Merritt College.

<u>Peralta District Strategic Goals</u>	
P1.	Advance student access, equity, and success.
P2.	Engage and leverage partners.
P3.	Build programs of distinction.
P4.	Strengthen accountability, innovation, and collaboration.
P5.	Develop and manage resources to advance our mission.

<u>Merritt College Strategic Goals</u>	
M1.	Completion - Increase number of degrees and certificates by 20% over the next 5 years.
M2.	Transfer - Increase transfers to CSU and UC by 6% annually. (Reach approx. 35% in 5 years).
M3.	Time to Completion - Reduce the number of excess units earned by students.
M4.	Employment - Maintain at least 82% of students attaining employment in the field of study.
M5.	Equity - Reduce the achievement gaps for African-American, multiethnic, and male students.

Below are your Program Goals from your most recent Program Review or APU, if available. Indicate whether the goal has been completed (C), is in progress (IP), no longer applicable (NA), or new (NEW). Be sure to state goals which are *measurable* and *time-based*. Indicate which College and District goal your program goal aligns to. If your goal has been completed, what evidence supports completion of this goal? How did you measure the achievement of this goal?

Program Goal	Status (C, IP, NA, NEW)	Applicable College Goal(s)	Applicable District Goal(s)	If completed, describe supporting evidence, including measurements of achievements.
(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.	IP	Completion: Increase number of degrees and certificates by 20% over the next 5 years.	Advance Student Access, Equity, and Success	N/A - Classes are taught online and the assessment needs to be reevaluated and converted to online use using the Quizzes application in Canvas.

<p>(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.</p>	<p>C</p>	<p>Completion: Increase number of degrees and certificates by 20% over the next 5 years.</p>	<p>Advance Student Access, Equity, and Success</p>	<p>Natural Hazard Report is based on students purchasing Bay Area Homes. Developed the report while meeting with faculty in the Real Estate and English Departments in 2018 to 2019. (See the attached Natural Hazard Template)</p>
<p>(Natural Hazard Report) Revised Natural Hazard Report Rubric and provide sample paragraphs and basic computational analysis.</p>	<p>C</p>	<p>Completion: Increase number of degrees and certificates by 20% over the next 5 years.</p>	<p>Advance Student Access, Equity, and Success</p>	<p>See the attached Natural Hazard Template and Rubric</p>
<p>(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</p>	<p>C</p>	<p>Completion: Increase number of degrees and certificates by 20% over the next 5 years.</p>	<p>Advance Student Access, Equity, and Success</p>	<p>Joined the Northern California Geographical Society (crosies@crc.losrios.edu), and became a Docent for East Bay Regional Parks (1-888-EBPARKS). Developed class using faculty suggestions from the Real Estate, Psychology and English Programs at Merritt College, see Natural Hazard Template.</p>

IV. Facilities Utilization

Describe your current utilization of facilities, including labs and other space.
Confirm previously reported content.

No facilities at Merritt College are used in this class. Physical Geology classes are fully online classes and uses websites, Google Earth, Google Docs, and computer technology (computer, internet and other social media sites) to provide students with an immersive learning experience.

V. Program Update Data

In this section you will review and reflect upon the data for your program. Use data which measure performance on outcomes relevant to the mission and goals of your program, which will vary according to which area of the college your program is in.

In your response, refer to data applicable to your program obtained from the APU dashboards and/or other sources.

APU Data Dashboards:

- [Course Completion and Retention Rates Dashboard – Instruction](#)
- [Course Completion and Retention Rates Dashboard – Student Services](#)
- [Enrollment Trend and Productivity Dashboard](#)
- [Degrees and Certificates Dashboard](#)

For departments or programs in the Student Services area, refer to reports provided by institutional data systems (i.e., PeopleSoft or SARS), results of student surveys, or external reports (i.e. [IPEDS](#) or [Launchboard](#)). Include the number of students served over an academic year and summarize their demographics.

For departments in the Business and Operations areas, use data which track the key function provided to the College, such as facilities usage for events, tickets received and closed, the number of invoices process or the time to disbursement.

Use historical data (3 years is recommended, if available) to estimate a baseline, then use this to project activity and inform requests for the coming year.

Describe any significant changes and discuss what the changes mean to your program. Consider whether performance or service gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the program review dashboards or other data sources relevant to your service, business, operations or administrative area to support your answer. If you wish, you may include screenshots of the dashboard to show filtered results containing the relevant figures. Instructions on taking screenshots for [Windows](#) and [Mac](#))

Academic Year	Term	Campus	Course	Description	Total Graded	Completions	Rate	Retained	Rate	Distance Education	Time Day	Academic Year
2019-2020	F19	Merritt	GEOG 1	PHYSICAL GEOGRAPHY	61	39	63.9%	45	73.8%	Face to Face	DAY	2019-2020
2019-2020	F19	Merritt	GEOG 1L	PHYSICAL GEOG LAB	15	12	80.0%	14	93.3%	Face to Face	DAY	
2019-2020	S20	Merritt	GEOG 1	PHYSICAL GEOGRAPHY	37	17	45.9%	37	100.0%	Face to Face	DAY	
Total					113	68	60.2%	96	85.0%			Campus
												Merritt

Academic Year
2019-2020

Campus
Merritt

Term
All

Service Area
All

Student Group
All

Reset filters

i For more information

* Excluding MW and EW grades

Course Completion and Retention Rates by Subject

Academic Year	Gender	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2019-2020	F	53	60	66.7%	80.0%	86.7%	84.0%
2019-2020	M	43	49	53.1%	70.3%	83.7%	78.4%
Total		96	109	60.6%	75.9%	85.3%	81.6%

Academic Year	Age	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2019-2020	16-18	7	8	75.0%	75.0%	87.5%	87.5%
2019-2020	19-24	67	77	59.7%	74.2%	83.1%	79.0%
2019-2020	25-29	15	16	56.3%	81.8%	93.8%	90.9%
2019-2020	35-54	6	6	66.7%	80.0%	83.3%	80.0%

Academic Year	Ethnicity	Headcount	Census Enrollment	Completion	Completion*	Retention	Retention*
2019-2020	Black / African American	34	38	52.6%	64.5%	78.9%	74.2%
2019-2020	Hispanic / Latino	37	41	65.9%	77.1%	85.4%	82.9%
2019-2020	Two or More	6	7	57.1%	66.7%	85.7%	83.3%
2019-2020	White	14	16	81.3%	92.9%	93.8%	92.9%

Subject
GEOG

COURSE
All

CTE
All

Distance Ed
All

Time of Day
All

Dual Enrollment
All

Residency
All

Note: Gender, Age and Groups with less than featured in the tables page.

The Physical Geography completion rate for Fall 2019 was 63%, and Spring 2020 was 45%. The completion rate dropped by about 28%. This drop was caused by a change in course delivery from face to face to fully online. The retention rate for Fall 2019 was 73.8%, and Spring was 100%. The Physical Geography Lab class had a completion rate of 80% and a retention rate of 93.3%. This low enrolled course has the highest retention rate of all the geography courses.

Gender: The gender distribution for the Geography courses has a headcount of 53 females (55%) females and 43 (45%) males. Females have a completion rate of 66.7%, and a retention rate of 86.7% of whole males have a completion rate of 53.1% and a retention rate of 70.3%. The completion and retention rates are higher for women than men. I need to increase male completion and retention rates.

Age: The headcount of students enrolling in Geography classes for 2019 to 2020 were for 16 to 18-year-olds 7 (7%), 19-24-year-olds 67 (71%), 25-29-year-olds 15 (16%), and 35 to 54-year-olds 6 (6%). The older adults 35 to 54-year-olds have a higher completion rate than the youngest group (16-18-year-olds). The completion rate is highest at 75% for the 16 to 18-year-old group, while the completion rate is highest for the 25 to 29-year-old group (93.8%).

Ethnicity: There are almost equal headcount numbers of Hispanic/Latino 37 (41%), and African American 34 (37%) students, and White 14 (15), and mixed-race 6 (6%) students enrolled in 2019 and 2020. Hispanic/Latino students have a completion rate of 66% and a retention rate of 85.4%, Black/African American students have a completion rate of 53% and a retention rate of 79%, White students have a completion rate of 83.1% and a retention rate of 94%, and Mixed-race students have a completion rate of 57%, and retention rate of 85.7%. I need to do more the assist African American and Mixed-race students.

Describe the program's progress on Service Area Outcomes and/or Administrative Unit Outcomes (AUOs) since the last Program Review or APU. For instructional programs, describe the program's progress on Student Learning Outcomes (SLOs) and, if your discipline offers a degree or certificate, please describe the department's progress on Program Learning Outcomes (PLOs).

Course Number	Course Title	Course Status	# SLO's								SLO Coordinator NOTE
				1	2	3	4	5	6	7	
GEOG 1	PHYSICAL GEOGRAPHY	Active	3	0	0	0	X	X	X	X	
GEOG 1L	PHYSICAL GEOGRAPHY LABORATORY	Active	3	0	0	0	X	X	X	X	

Physical Geography Student Performance Objectives: (1) Identify and interpret landforms in the field and from USGS topographic maps, (2) Identify different weather conditions and predict weather from meteorological charts, (3) Discuss and challenge existing theories and suggest observations and experiments that might test alternative theories in physical geography, (4) Assess the potential for damage by geologic and climatic hazards, and (5) Propose solutions to environmental problems. **Assessed on 10/30/2020 in CurriQunet.**

Laboratory

Physical Geography Laboratory Student Performance Objectives: (1) Analyze data presented in graphs, geographic diagrams, statistics, and maps, (2) Explain earth-sun relationships and their relevance to location, time, and seasonal changes, (3) Examine weather and climate patterns, (4) Identify global circulation patterns and factors that influence global temperatures, (5) Distinguish the spatial distribution of geologic processes, including weathering, erosion, deposition and plate tectonics, and (6) Assess the impact of human activities on the environment. Assessment is was available in CurriQunet 10/30/2020.

Describe the **results of** your department/program/service assessment of student and Program Learning Outcomes/AUO/SAO. Indicate when and

where dialogue is occurring. Discuss **changes/updates/resource requests** made to your program based on the assessment of outcomes of the SLOs/PLOs/SAOs/AUOs assessed in the past year and discuss their alignment with the [ILOs](#).

Course Number	Course Title	Course Status	# SLO's	1	2	3	4	5
GEOG 1	PHYSICAL GEOGRAPHY	Active	3	0	0	0	X	X
GEOG 1L	PHYSICAL GEOGRAPHY LABORATORY	Active	3	0	0	0	X	X

Physical Geography Student Performance Objectives: (1) Identify and interpret landforms in the field and from USGS topographic maps, (2) Identify different weather conditions and predict weather from meteorological charts, (3) Discuss and challenge existing theories and suggest observations and experiments that might test alternative theories in physical geography, (4) Assess the potential for damage by geologic and climatic hazards, and (5) Propose solutions to environmental problems. **Assessment was not in CurriQunet on 10/30/2020. Assessing this course was not an available option in CurriQunet.**

Physical Geography Laboratory Student Performance Objectives: (1) Analyze data presented in graphs, geographic diagrams, statistics, and maps, (2) Explain earth-sun relationships and their relevance to location, time, and seasonal changes, (3) Examine weather and climate patterns, (4) Identify global circulation patterns and factors that influence global temperatures, (5) Distinguish the spatial distribution of geologic processes, including weathering, erosion, deposition and plate tectonics, and (6) Assess the impact of human activities on the environment. **Student Performance Objective #1, #2, and #5 Assessed on 10/30/2020 in CurriQunet. Evidence was uploaded but CurriQunet did not show uploaded data. Therefore, I attached the data to this email.**

The following item is for instructional programs only
 Discuss how your PLOs align with the [ILOs](#).

n/a

VI. Curriculum

Note: If your department, program, or unit does not have a curricular component, please skip to the Section VII.

Curriculum review is an integral part of the program review process. Instructional departments and programs must consider the state of their curricula (i.e., courses, certificates, and degrees) in order to engage in meaningful assessment, planning, and continuous quality improvement.

In accordance with the [State Chancellor's Office Program and Course Approval Handbook \(7th Edition\)](#), California community college curricula must meet five criteria:

1. Appropriateness to the mission of the California Community Colleges (as established in [California Education Code § 66010.4](#))
2. Community, service area, or student need
3. Adherence to accreditation and higher education standards
4. Availability of adequate resources to maintain the course or program (including offering all required courses for a program at least once every two years)
5. Compliance with federal and state statutes and regulations (notably Title 5 of the California Code of Regulations)

PCCD [Board Policy 4020](#) and [Administrative Procedure 4020](#) require that curricula be evaluated regularly through program review and annual program updates on a three-year cycle. For Career Education programs, however, this policy is superseded by [California Education Code § 78016\(a\)](#), which requires reviews every two years.

This section of the APU requests information about the status of course and program updates, improvement plans based on curriculum review, and prospective curriculum development. The Curriculum Committee shall evaluate the responses as part of the validation of APU completion and the prioritization of resource requests.

Curriculum Review

Consult [CurriQunet](#) and the [Course Curriculum Review Status](#) or [Program Curriculum Review Status](#) spreadsheets to determine when a course or program was last updated or deactivated.

Courses that have not been offered in the past three years should be deactivated to ensure that the college catalog presents a current and accurate inventory of actual course offerings at Merritt. Likewise, if certificates and degrees have not been awarded in recent years, or the required courses have not been offered regularly enough for students to complete, consider the relevance and viability of those programs for potential deactivation.

Modifications

Indicate courses reviewed/updated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Subject	Course #	Course Title	Top Code	Top Code Description
GEOG	001	Physical Geography	2206.00	Geography
GEOG	001L	Physical Geography Laboratory	2206.00	Geography
GEOG	002	Cultural Geography	2206.00	Geography

Indicate programs reviewed/updated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

n/a

Deactivations

Indicate courses deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Course Number	Course Title	Reviewer
None		

Indicate programs deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Program Title	Program Type	Reviewer
None		

Curriculum Improvement

Based on ongoing curriculum review, describe plans for **program-level** improvement in terms of any of the following considerations:

- Advancing **student equity and achievement** for disproportionately impacted students.
- Fostering **intersegmental alignment** and **guided pathways** through articulation, course sequencing, and program mapping.
- Implementing innovative **pedagogies, delivery methods/modalities**, or **educational resources and technologies**.

I am creating four fully online classes with embedded multimedia (videos, animation, and interactive games and maps) that will engage students of all learning styles and abilities. Videos will show students how to complete the steps needed to complete their assignments, animations bring the lessons to life, and interactive games allow students to manipulate data that demonstrate complex concepts. I use the following: ScreenOMatic for videos, Doodly, ArcGIS Interactive Maps, and various online interactive games.) By making the course fun, it appeals to students of all ages and ethnicities.

Curriculum Development

Indicate new courses to be proposed and/or historical courses to be reactivated within the next academic year (2021-2022), following the example in red. Add

additional rows as needed in the table below.

Title	Description	Justification	Anticipated Effective Term
NONE			

Indicate new programs slated for development within the next academic year (2021-2022), following the example in red. Add additional rows as needed in the table below.

Title	Description	Justification	Anticipated Effective Term
NONE			

The Curriculum Committee shall prioritize the review and approval of new courses and programs that are identified in this section of the APU.

VII. Funded Resources

For each resource allocation request from previous year's APU, indicate whether it was funded. Describe the outcomes and accomplishments for any requests which were funded.

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
NONE				

VIII. Resource Requests

In the tables below, please add resource requests for your program for the **2021-22 fiscal year**. Indicate if the request is being made as part of the response to the COVID-19 pandemic. If you are submitting multiple requests under the same category, prioritize them by assigning a rank to each request ('1' indicating the highest priority request). Include only one request per row; if additional rows are needed, insert new rows in the table ([how to add rows](#)).

Personnel Resource Requests

Personnel Sub-Category (Full-Time or Part-Time Faculty, Classified, Student Worker)	Description/Justification	Percent Time	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost	Priority Rank (1=Highest priority)	COVID- 19 Related (Yes/No)
NONE							

Resource Requests (Non-Personnel)

Resource Categories

- Professional Development (Department wide)
- Professional Development (Personal/Individual)
- Required Reasonable Accommodation
- Service Contract
- Supplies: Software
- Supplies: Books, Magazines, and/or Periodicals
- Supplies: Instructional Supplies
- Supplies: Non-Instructional Supplies
- Supplies: Library Collections
- Technology & Equipment: New
- Technology & Equipment: Replacement
- Other

Resource Category (select from above list)	Description/Justification	Total Estimated Cost	Priority Rank (1=Highest Priority)	COVID-19 Related (Yes/No)
Supplies (GEOG)	Photo editing, wring software, video editing	\$700	1	YES
Supplies (GEOG)	White board markers, paper, notebooks, pens, pencils, white board eraser, rock and mineral kits, maps	\$300	1	Yes
Technology & Equipment: New	Office and instructional equipment for instructors to equip home instructional offices for distance teaching. For example: <ul style="list-style-type: none"> • Wireless/wired Headphones (\$50 – 90 each) • Document Camera (\$69 each) • Standing desk converter (\$150 -250 each) • Wireless Keyboard and Mouse (\$30 – 50 each) • Adjustable height desk (\$250 – 400 each) Blue light blocking glasses (\$15 – 20 each)	\$800	1	YES
Other	Stipends of \$250 for all Fall 2020 faculty members, in recognition of extra preparation time and anticipated resource needs associated with emergency online teaching.	\$250	1	Yes

IX. Participants

Please provide the list of members who participated in completing this program review.

Daniel Lawson

Thank you for your time and effort in completing the Annual Program Update!