Peralta Community College District

Annual Program Update
Final Version: May 20, 2016
Amended by College of Alameda College Council:
 May 27, 2017

Peralta Community College District Mission Statement: We are a collaborative community of colleges. Together, we provide educational leadership for the East Bay, delivering programs and services that sustainably enhance the region's human, economic, environmental, and social development. We empower our students to achieve their highest aspirations. We develop leaders who create opportunities and transform lives. Together with our partners, we provide our diverse students and communities with equitable access to the educational resources, experiences, and life-long opportunities to meet and exceed their goals. In part, the Peralta Community College District provides accessible, high quality, educational programs and services to meet the following needs of our multi-cultural communities:

- Articulation agreements with a broad array of highly respected Universities;
- Achievement of Associate Degrees of Arts and Science, and certificates of achievement;
- Acquisition of career-technical skills that are compatible with industry demand;
- Promotion of economic development and job growth;
- Foundational basic skills and continuing education;

- Lifelong learning, life skills, civic engagement, and cultural enrichment;
- Early college programs for community high school students;
- Supportive, satisfying, safe and functional work environment for faculty and staff; and
- Preparation for an environmentally sustainable future

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

POSCI APU Contents:

| I. | **Program:** | **Political Science** *& Community Change and Urban Leadership* |

Date: 10-6-2017

Program Type: **Instructional**

Date of Last Comprehensive Program Review: October 2012
Date of Comprehensive Program Review Validation: October 2012

This Annual Program Update (APU) is an evolutionary document emerging through the revision of all previous APUs from this department since 2005. This effort is guided by process & outcomes evaluation of the department in its progress. In doing this, and referring to our S.WO.T. analysis; we seek to harness internal strengths and address internal weaknesses and external (and internal) threats while seeking to take advantage of external (and internal) & opportunities; in our efforts towards achieving our mission over time. While editing with new headers and current data; this format enables the illustration of some continuity and progress of program evolution and success and challenges over time. This APU includes data from our PLO/SLO EFF assessment protocol. We have no new data on student success from CCUL Program Implementation due to loss of staff who were to keep such data. The history of this program is one of continuous setbacks undermining temporary perceived advances. Each year we seem to lose and replace team members, train new ones and lose them again.

This year – as has been an ongoing pattern over the years - we once again lost our team due to institutional incapacity to pay for service rendered in a timely fashion (seven months) and in that time we were directed to cease operations of our CCUL signature program and thus we are at a continued standstill on this program. One serious setback was the loss of another crucial key faculty member to other employment. We currently have one part-time faculty team member who is able to assist on program initiatives and some funds to pay for these efforts. We are currently seeking to reconstitute our team for the seventh time since 2005 for all these reasons. We continue to strive to use this document as a touchstone in our efforts in contributing to the mission of College of Alameda.

Overview ~ Political Science (and Community Change and Urban Leadership)

The department now has:
➢ Two (2) degrees and one (1) certificate;
➢ comprised of 15 "Active" courses in catalog for the discipline;
➢ 9 of these have been offered in past two years;

- all 15 POSCI courses have SLOs defined; and all of the courses we have offered in past few years have been evaluated through the 2016-17 school year (for 100% compliance);
- we are also a Faculty Diversity Internship Program (FDIP) Mentor Department – though currently we have no active interns.

In the face of the continued and increasing threat of competitive disadvantage and "market share" amongst the Peralta College Sister Departments, and lack of sufficient institutional support, the department is seeking to:

- continue to further develop the signature CCUL program with seeking to develop new courses and update existing course and seek to create "stackable certificates" and
- working with faculty in the geography department to develop a new degree in **Social Justice Studies** (SJS) **Area of Emphasis Transfer Model Curriculum** (TMC) (Public Service and Community Change)
- development of Emergency Management focus for our Public Administration Track is on hold due to reasons discussed above.

In the context of the *"Politics" Department Vision and Mission*:

We envision our students as engaged persons enabled to lead in the creation of a world that is: Socially Just, Environmentally and Economically sustainable, and Psychologically Fulfilling.

We fulfill this vision in our mission offering Associate of Arts Degrees in Political Science and a Certificate of Proficiency in Violence Prevention. Our program emphasizes community engagement, future consciousness, and transformational leadership in creating social change. We aim to empower our students in building their capacity to effectively engage with the 21st Century Modern World System as citizens, workers, and persons. An emphasis is placed on highlighting how politics is relevant to the lives of students as whole persons in their day to day world of lived and shared reality. Overall, we fulfill this commitment by facilitating learning experiences for the people we serve in: 1) the expansion of foundational knowledge of the socio-political world, 2) increasing their proficiency with critical political thinking to be better able to engage their "knowledge in use" skills, and 3) building their capacity for personal psycho-social political efficacy.

The work of the department in this 2017-18 cycle is framed by a series of propositions describing the emerging situation within which we see our department needing to operate in order to thrive as a comprehensive department:

- **Granting:** the *"state of the discipline"* (political science and public administration) in the context of 21st Century needs of our East Bay Community in the context of the Modern World System as it has emerged over the past decade and after the 2016 election in particular (context of the deconstruction of the administrative state);
- **Granting:** the COA Vision, Mission, and Institutional Learning Outcomes – in part dedicated to being a *"Learning Community College"* (though this may in fact be a dead letter of neglected value);
- **Granting** the ongoing projects in our department, which, were we able to overcome severe internal institutional weaknesses and external threats (within district and socially) "if" successful, would substantially contribute to the school "learning community" in its mission;
- **Granting** a history of institutional incapacities & ligatures leading to problematic programmatic progress & success to which we must adapt and improvise to overcome;
- **Granting** the expansion of aggressive offerings by POSCI Departments at Laney & BCC; with their geographic and infrastructural advantages; COA long ago lost its dominant position in the district due to these comparative competitive disadvantages with those institutions;
- **Therefore**; it is argued here: **it still logically follows** that investing in the political science programming contextualized to the themes of *Community Change and Urban Leadership* (see appendix A) and an *Educating For the Future (EFF) Curricular Framework* should be enhanced and emphasized with a higher level of Institutional Support than other programs due to its strategic importance to our community and its functionally robust capacity to act as a focal point for seeking to potentially catalyze a

unified vision for the COA Liberal Arts Departments as *"Learning Community"* dedicated to social justice in a healthy community. With the notion this "Signature Programing" will render us more competitive in achieving Market Share success as an institution in a complex catchment area.

COA **POSCI-** 2017-18 **S.W.O.T. Analysis** (extends previous SWOT Analyses)

Strengths – the "Politics" & CCUL Program at College of Alameda continues to be a functional though less robust comprehensive program in design and in terms of a strong and committed faculty with a highly innovative 21st Century Oriented Curricular Vision (see Appendix D); and we are a FDIP Mentor site; and albeit diminished; we as yet hold "Great Expectations" for our future **IF** we can adapt to and improvise and overcome challenges we face:

- We have a small department with great growth potential under the right conditions and a competent **faculty team** even though we lost team members and
- Team commitment to a "Culture of Care and Response" and Support for "at risk" students through a commitment to BSI Standards (See Appendix B)
- We have a good reputation and maintain high hopes for this spreading beyond our service area thereby expanding same.
- We have strong collegial interaction and willingness to be creative with related departments and **despite profound resistance from them**; *we remain willing to expand this cooperation to our sister departments at other Peralta Colleges.*
- We have developed ties with Three Area High School / College Preparatory academies (Lionel Wilson, OUSD and ARISE) and are actively teaching courses on sight as part of our attempts to build transfer tracks.
- Our **CCUL initiative** and our **proto-Model of a 21st Century Curricular Pedagogical Framework** (in need of severe revision and updating) has been a strength and cooperation with the COA LCs is a major innovative strength.

Weaknesses –

- We have effectively lost functioning ties CSU-East Bay departments (our primary transfer school) due to problems at CSU and our inability to bridge these from our weakened state of affairs: thus our 2+2+2+2 tracks are effectively not operational. We are now a high school to community college program and can offer only guidance in transfer but no relationships with transfer institutions.
- Efforts to engage with AUSD are ongoing with our one remaining team member – Rachel Antrobus – taking the lead. But it has been slow with AUSD being distracted from this cause and with COA leadership neglecting to actively include CCUL in its outreach.
- Certain historical and evolving "institutional incapacities" leading to *ambiguous degrees of support*, and visionary diffusion with a defacto deference to "good enough" ideations vs. "greatness" ideations (c.f. Collins and Senge); this includes **a lack of support in terms of** lack of key personnel (e.g. researcher & effective PIO function), lack of stability in administrative leadership (i.e. we only have interims and do not have solid leadership due to inability of district to hire permanent positions), lack of sufficient 21st century pedagogy oriented technology infrastructure; all undermining the capacity of COA and therefore this department to effectively and substantively support innovative programming and nonlinear conceptualizations are problematic relative to effectiveness in terms of sufficiency to rise to the challenges with which we are all faced.
- Team instabilities: due to the nature & organizational realities of p/t faculty realities and current and potential **losses of staff** undermines efforts to "gel" team efforts.
  - **We lost our full team again this past year that had just been trained to replace those lost previous year**, this time due to inability of institution too pay team in a timely manner (e.g. seven months thus leading management to tell us to engage in no operations in Spring 2017 due to inability to pay bills from fund that had been allocated by previous president who left without earmarking those funds). And with only one core member we were unable to exploit our gains. As a result, we lost five months of prime time in which to advance program.

Opportunities – in challenging and "dark times" (c.f. Stivers) - programs with the institutional and administrative capacity to grasp nonlinear conceptualizations at innovate and great programming and curriculum solutions are better able to adapt, improvise, and overcome (c.f. Denhardt, Wheatley, Senge, and Collins). We are in fact attempting to manifest success in these areas:

- **The Community Change and Urban Leadership Initiative** and an accompanying **Educating for the Future Curricular Framework** are both under continued development and offer *an opportunity for a world class program*. However, this program will *probably* not last further than the next academic year due to certain institutional and community incapacities to support the program (see *Threats* below). We however still proceed as if we can make it and act in order to be deserving of making it. Whether we are successful remains to be seen. We have had some major success this past year – however this is offset by our team losses.
- We believe in the face of renewed competitive action from sister colleges that CCUL and **renewed community partnerships** (e.g. APC {for service learning sites}, AUSD {with whom we have been in discussion about concurrent enrollment in CCUL and co-teaching sites}) is the only chance for COA to remain competitive and thrive in a niche of Social Justice Studies and 2+2+2+2 Career Ladders (see Appendix A and G).
- We believe that there is logic in all four campuses behaving somewhat like a single "department "with somewhat of an integrated vision which would enable us to cooperate with the CSU and UC systems in the Bay Area more effectively. We see that such a thing would enable the formation of a sustainable set of "politics" clubs such as: Model United Nations (already established), Model Congress, Model Court, and a Sustainability Club. **However, intercampus rivalries effectively curtail this**.

Threats: We see systemic threats; some at the State and others at the district and college levels of analysis:

- **Of highest concern would be; insufficient funding despite unfulfilled "promise" from district for more, we are left with only a shoestring budget. This therefore remains: a substantial lack of reliable demonstrated support**: financial, infrastructural, and administrative.
- Attempts at interdepartmental cooperation across campuses within the district continues to show little evidence of efficacy and have in fact deteriorated with increased aggre4ssive courser offerings undermining our enrollment numbers. BCC and Laney still hold leverage in their infrastructural and geographic advantages.
- And course sign up system for district only shows courses in district by requested college thus BCC & Laney student do not see COA offerings if they do not request to see these; this further favors enrollment advantage at sister colleges over COA.
- Certain "*organizational & institutional culture*" based organizational behavior patterns continue to undermine attempts at innovation. This includes Byzantine procedural challenges (not otherwise specified); and funding decision patterns which need to be constantly addressed for minimal program funding needs; thus consuming crucial affective morale bandwidth which leaves team less capable of engaging in the struggles of program development in face of increasing unfavorable odds.
- Overall, o*ur program is hampered by a significant lack of a 21st Century technology and equipment infrastructure*. Lack of sufficiently functioning equipment (e.g. copy machines, scanners, projectors, etc.) render our teaching modalities defacto limited to mid-20th Century standards. This is only mediated by innovative efforts of individual faculty members to creatively work around these deficits.
  - While we were finally able, after 11 years of requests able to find money from a grant (not from the school) to purchase software we need (Adobe Professional) and that took a further six months to get from the ordered (Started in September 2016) and delivered (April 2017) and then four months later in September 2017 COA finally purchased a site license for Adobe Professional, which means the department spent $500 on a piece of software we could have gotten from the school. So again due to extraordinary institutional incapacities the department was hurt.
- One key threat continues to be the inability to retain team members in the development of CCUL due to loss through alternative employments in lieu of favorable conditions at Peralta. The further losses we anticipated last year in this report; came true this year with the loss of our entire team other than one full time faculty. And yes, as we predicted, this has been catastrophic to our efforts. Consequentially, our community connection efforts are weakened and though our full time staff is present, the remaining support faculty team members are not able to step in and replace the losses.
- CSU East Bay POSCI/MPA Departmental instability due to quarter/semester conversion has made their willingness to be more active in being the primary 2+2+2+2 Transfer Partner undeliverable.
  - This relationship is de facto dead. And this de facto kills the 2+2+2+2 Transfer model.

II. Reporting Progress on Attainment of Program Goals or Administrative Unit Outcomes

		Progress on goal attainment	Explanation and Comments
A: Advance Student Access, Equity, and Success **COA – POSCI/CCUL meets this goal with:** 1) Innovative Learning Outcomes and Basic Skills integration efforts 2) Expansion of program and courses offerings (including a unique CTE-POSCI series of stackable certificates; and a law program aimed at traditionally underserved populations).	**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.	Ongoing: Efforts are on-going	Institutional challenges and key personnel injury slowed progress in the context of perhaps overly optimistic timelines and social ligatures. Project management plan and timeline extended.
B: Engage and Leverage Partners **COA – POSCI/CCUL meets this goal with:** 1) our Innovative partnerships efforts with CSU East Bay, APC, WISR, and Alameda County; 2) Our outreach efforts towards Area High Schools for recruitment (including ARISE, LWA, Fremont, AUSD, OUSD, AIM; 3) Outreach and partnerships with East Bay Community Based Organizations (primary partner: *Centro Legal* de la *Raza*)	**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.	Ongoing: All are still in progress – partnerships established and being nurtured	Complicated negotiations have taken longer than anticipated.

C: Build Programs of Distinction <u>**COA – POSCI/CCUL meets this goal with**</u>: 1) The Community Change and Urban Leadership Initiative is in itself a potentially world class program – <u>**if it were to receive sufficient support**</u>.	**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.	Ongoing: All are still in progress	Complicated negotiations have taken longer than anticipated.
D: Strengthen Accountability, Innovation and Collaboration <u>**COA – POSCI/CCUL meets this goal with**</u>: 1) The departmental engagement with Student Government on a mentoring basis, and the creation of student leadership courses and trainings. 2) Our partnerships offer this opportunity. 3) Alameda Point Collaborative Service Learning initiative	**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.	Ongoing: All are still in progress	Complicated negotiations have taken longer than anticipated.

III. Data Trend Analysis

Please review and reflect upon the data for your program. Data is available via the hyperlinks below, on the COA Program Review page, as well as on your program's individual Program Review/APU webpage (accessible here) under Program Information. 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). {See Data on pp 11-12}:

Relative to enrollment and diversity; up until the 2015-16 operating year, **enrollment patterns** suggested an **upward trend overall**, however this trend was unstable and as determined by the number of sections we offer and competition from sister colleges for enrollment in traditionally lower enrolled classes (e.g. POSCI 2 & 4). This is the second year there are two f/t faculty at each Laney and BCC and this has meant more sections and this did in fact impact upon COA enrollment. This is a threat to which we must respond by being substantively a different *"niche"* department and CCUL is that response.

The COA POSCI Demographic Profile shows our constituents quite diverse. From 2012 till Spring 2016; COA had the highest number of POSCI-1 Students in the District, yet due to more aggressive offerings at sister colleges we have had to cut back. This is made worse by the way student register online and in paper – with courses being listed by default per college and NOT by discipline. Thus, a student seeking POSCI courses or any discipline, by default sees only one college offerings and may not see that a COA course is more convenient to their schedule unless they remember to look. That is not a common choice our students make.

Again, only our own internal outreach and recruitment efforts have enabled us to obtain sufficient students for our courses.
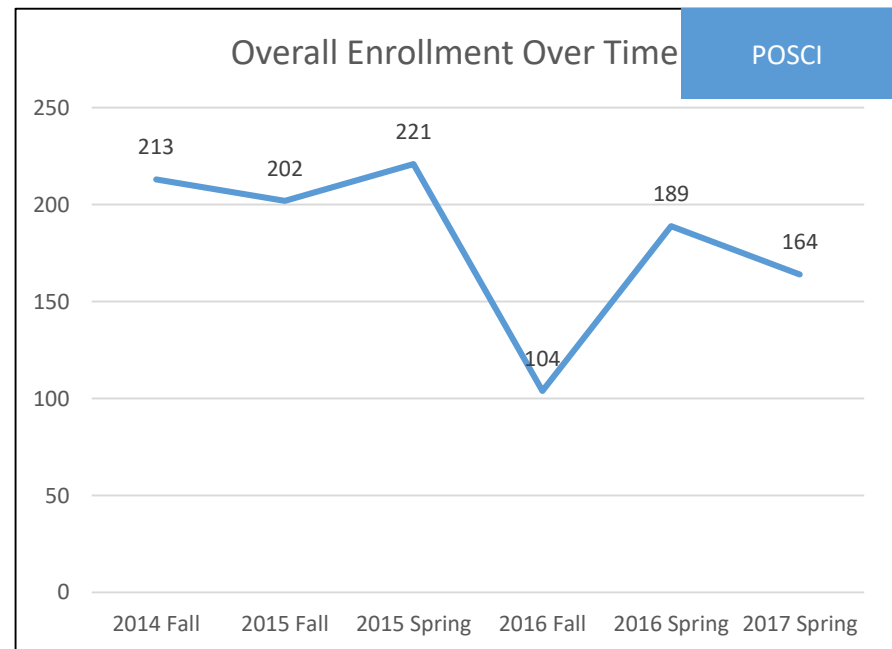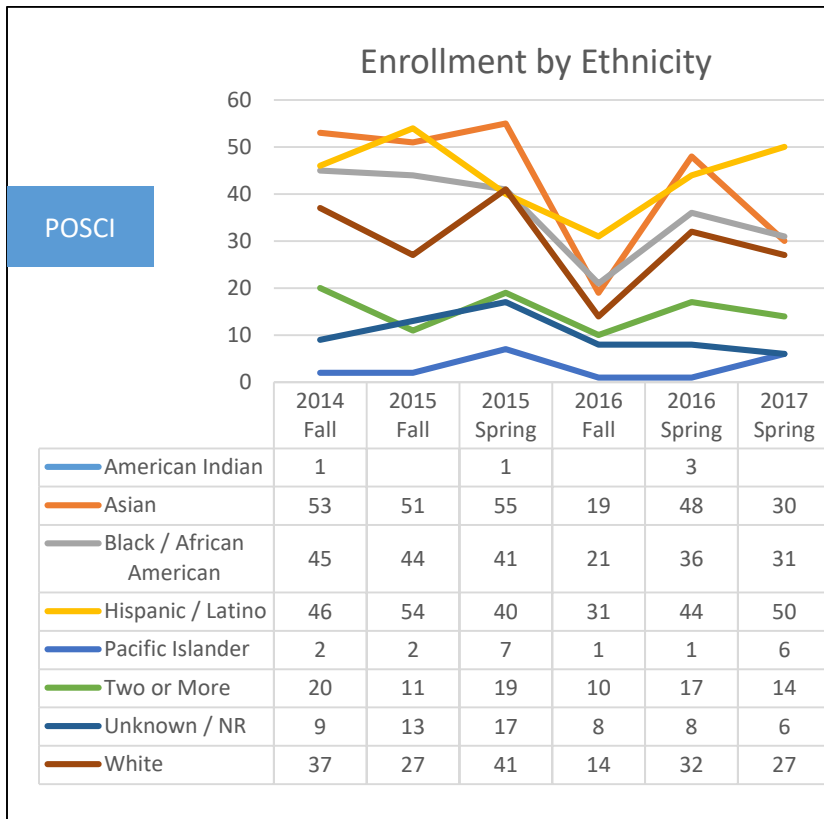
Hampered as we are situationally, as our development efforts have proceeded to expand Professional Student Pathway to Success Career Ladders in the Community Change and Urban Leadership (CCUL); we still hope (no longer "anticipate")) for the "possibility" (not "probability") of being better positioned to meet real substantive student needs; while expanding student enrollment in POSCI. There is never-the-less demonstrated student and community interest in CCUL program offerings. While these programs have been undermined by State and Institutional complicating factors (See SWOT), this interest is still extant and is, we suggest, still worth supporting with renewed institutional support. Students we have thus far served in CCUL show our capacity to serve student success Referring to the data; what have been the substantive outcomes of our work with the funding we have received thus far? Despite overwhelming difficulties and doubts as to whether CCUL could deliver results; we have comparatively achieved our modest goals. We have apprehensions however.
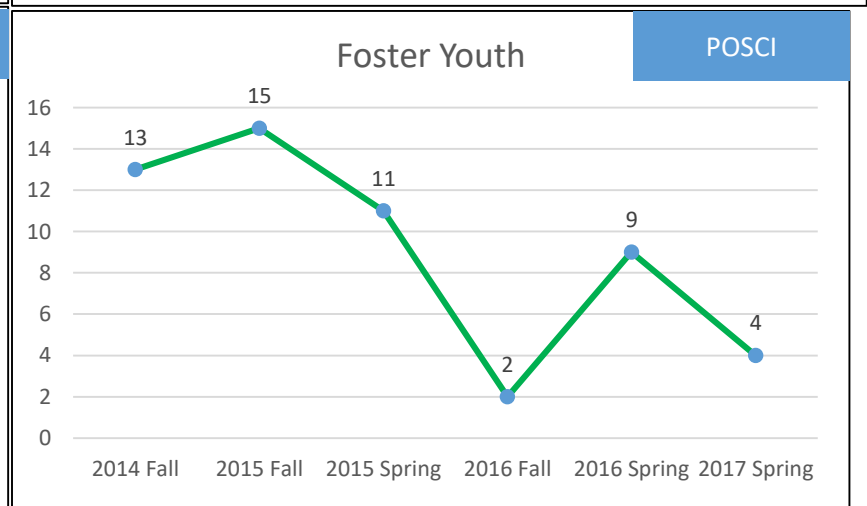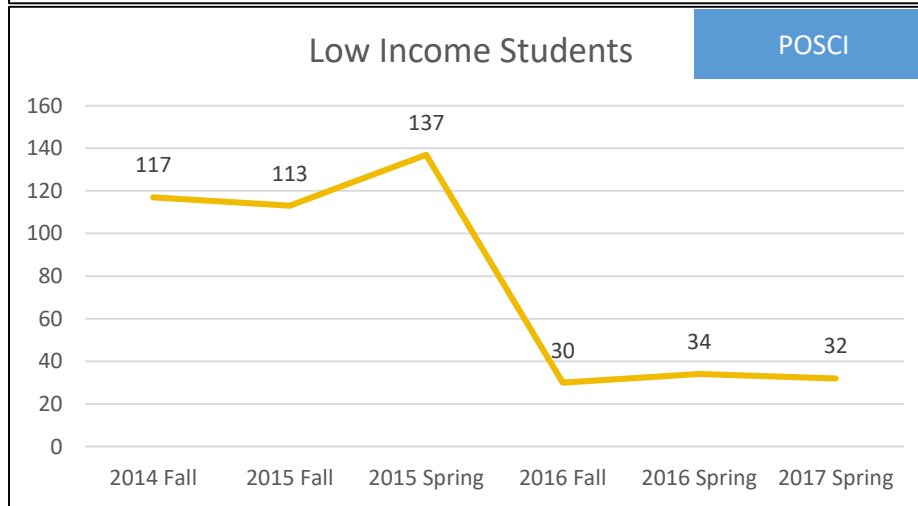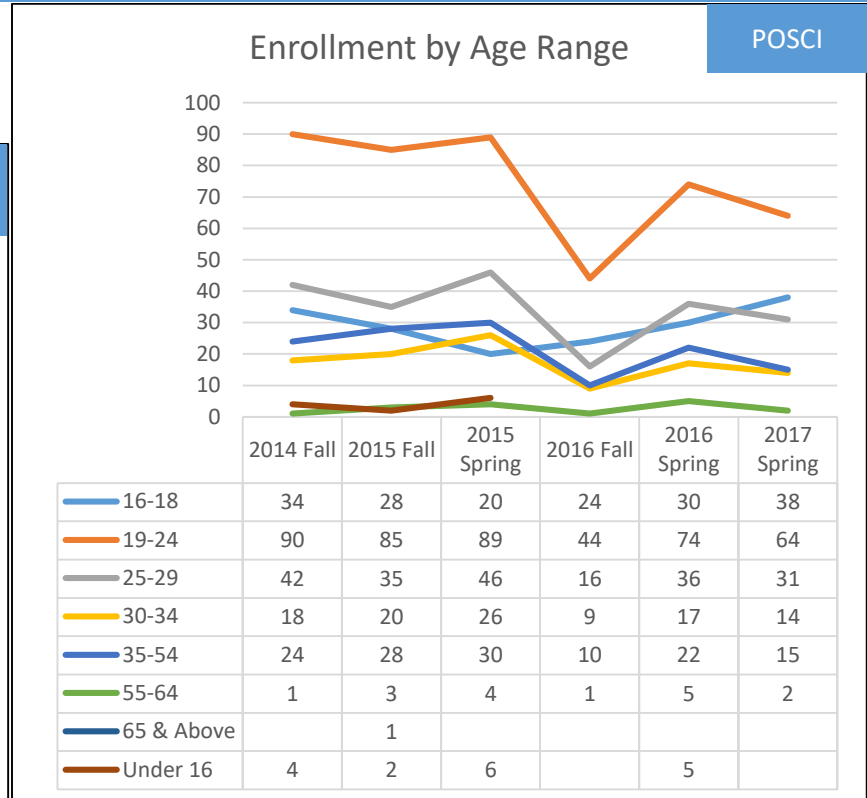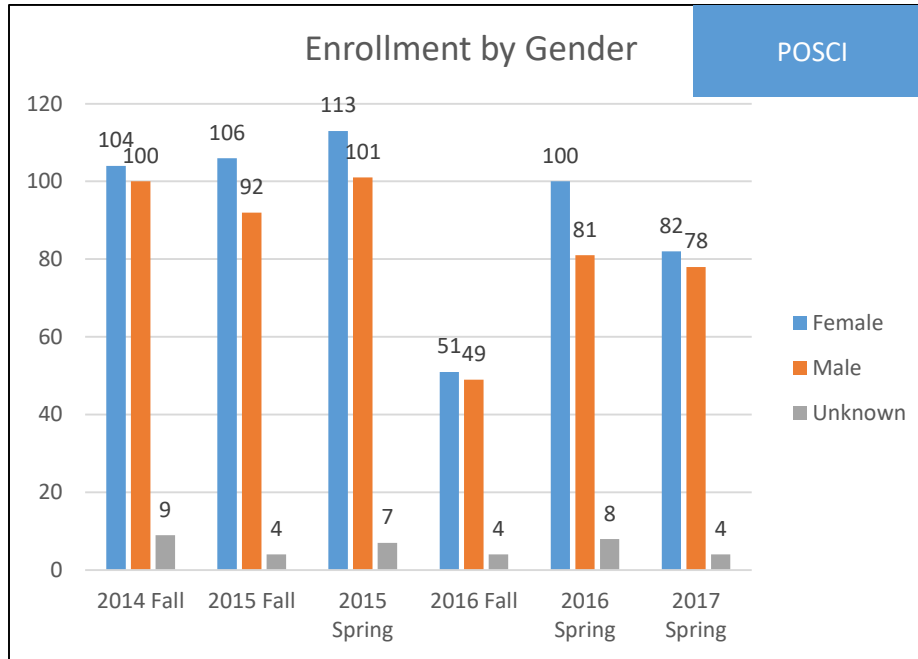
We are apprehensive that the relatively robust numbers we now have compared to the Peralta Sisters shall diminish as the new faculty at Laney and BCC more aggressively start to offer more sections of courses such as POSC-2, 3, & 4. We note when discussions of rotating enrollment of such courses – to help Merritt and COA – was engaged upon, BCC claims their enrolments do not impact upon COA nor Merritt; and Laney responded that they did not wish to inconvenience their students to come to COA; so they will offer all courses each semester. We note that Laney had not had a robust offering until 2016; and with their relatively inactive department until then, their advantages (e.g. BART access and Geography) could not be brought to bear. However, their two new full time faculty are offering courses they never offered before and more aggressively scheduling them.
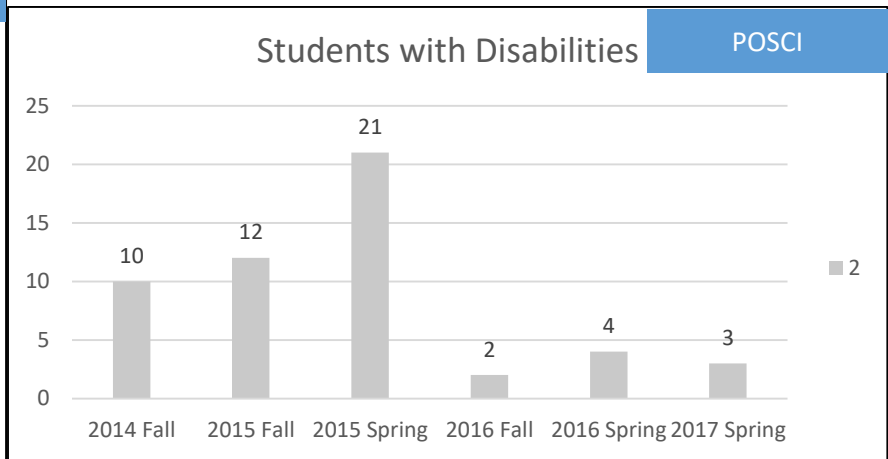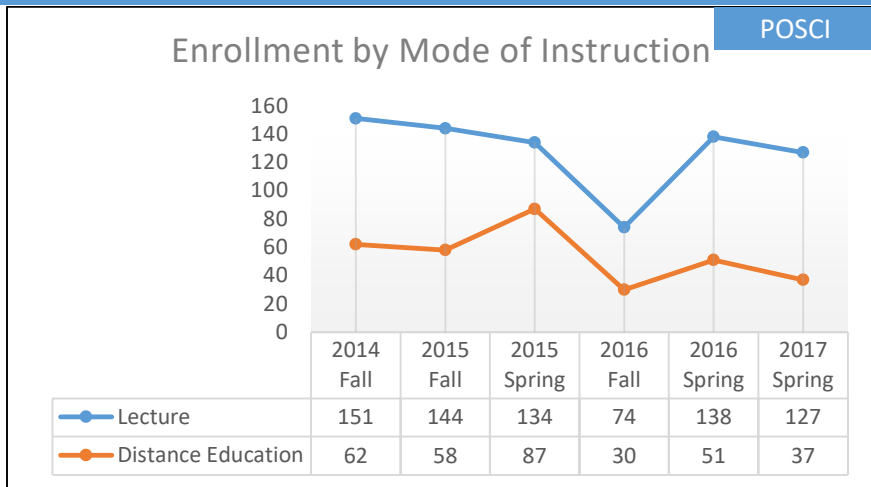
We recall this pattern played out with POSCI-6 – which COA dominated until 2008 when Laney and BCC started to offer these and after which point COA was never able to fill a section of 6 again. This is the pattern of which we are apprehensive relative to POSCI 2, 3, & 4. We saw it this semester

with POSCI 2 (when BCC offered three sections(!) and we almost had to delete this section. It "went" with 12 students – late start – only because it was needed to fill f/t load. Again, our response strategy is centered around the Niche of CCUL.

Drop in enrollment in Fall 2016 was due to lead faculty being on reassigned duty and teaching no students. We note the enrollments climbed again when he returned to active duty.

Enrollment by Ethnicity

POSCI

	2014 Fall	2015 Fall	2015 Spring	2016 Fall	2016 Spring	2017 Spring
American Indian	1		1		3	
Asian	53	51	55	19	48	30
Black / African American	45	44	41	21	36	31
Hispanic / Latino	46	54	40	31	44	50
Pacific Islander	2	2	7	1	1	6
Two or More	20	11	19	10	17	14
Unknown / NR	9	13	17	8	8	6
White	37	27	41	14	32	27

Overall Enrollment Over Time

POSCI

2014 Fall	2015 Fall	2015 Spring	2016 Fall	2016 Spring	2017 Spring
213	202	221	104	189	164

Enrollment by Gender — POSCI

	2014 Fall	2015 Fall	2015 Spring	2016 Fall	2016 Spring	2017 Spring
Female	104	106	113	51	100	82
Male	100	92	101	49	81	78
Unknown	9	4	7	4	8	4

Enrollment by Age Range — POSCI

	2014 Fall	2015 Fall	2015 Spring	2016 Fall	2016 Spring	2017 Spring
16-18	34	28	20	24	30	38
19-24	90	85	89	44	74	64
25-29	42	35	46	16	36	31
30-34	18	20	26	9	17	14
35-54	24	28	30	10	22	15
55-64	1	3	4	1	5	2
65 & Above		1				
Under 16	4	2	6		5	

Low Income Students — POSCI

2014 Fall: 117, 2015 Fall: 113, 2015 Spring: 137, 2016 Fall: 30, 2016 Spring: 34, 2017 Spring: 32

Foster Youth — POSCI

2014 Fall: 13, 2015 Fall: 15, 2015 Spring: 11, 2016 Fall: 2, 2016 Spring: 9, 2017 Spring: 4

Enrollment by Mode of Instruction POSCI

	2014 Fall	2015 Fall	2015 Spring	2016 Fall	2016 Spring	2017 Spring
Lecture	151	144	134	74	138	127
Distance Education	62	58	87	30	51	37

Students with Disabilities POSCI

2014 Fall: 10
2015 Fall: 12
2015 Spring: 21
2016 Fall: 2
2016 Spring: 4
2017 Spring: 3

B. Enrollment (sections, course enrollment, productivity, # of student contacts, etc). **Comments about changes** {See Data on pp 12-13}**:**

We have experienced patterns of enrollment decline. We lose potential enrollments as a result of "reinvigorated" to aggressive patterns of program offerings at Laney and BCC (see SWOT) which has resulted in more offerings and this is already beginning to affect our course enrolments and ability offer traditionally lower enrolled classes (e.g. POSCI 2 & 4) and we have had to decrease the number of sections of POSCI-1 due to lower enrollments (as theirs climb ours decline). The quality of instruction is sufficient and our popular instructors still draw. However, two other factors hamper us:

1. students who can take courses at any Peralta college see the tunnel and bridges as an inconvenient obstacle when compared to easy BART access at Laney and BCC, and
2. when students go into our online registration system (as well as in the paper schedule of classes), the course listings - which used to be department district wide - are now listed by colleges separated from one another.
   a) Thus, a student, who, again may take course at any college, will have to request to see what is offered at only one college at a time rather than see all POSCI courses.
   b) Thus, they see Laney or BCC if they are inclined to go their but may not see other more convenient courses at COA unless they happen to check,
   c) which psychologically speaking is an extra step they may miss.
   d) This hurts COA enrollments.

Enrollment by Course

Course	Term 2014 Fall	2014 Summer	2015 Fall	2015 Spring	2015 Summer	2016 Fall	2016 Spring	2016 Summer	2017 Spring	Grand Total
COMPARATIVE GOVT	20		14	15			21		16	86
GOVT/POLITICS IN US	354	112	261	339	84	184	221	76	200	1831
INTERNATL RELATIONS	29		20	31			33		22	135
INTRO/COMMUNITY VIOLENCE PREV						25	27		47	99
Law and Democracy			17			18	29			64
POLITICAL THEORY				21			19		22	62
US/CA CONSTITUTION							14		13	27
Grand Total	**403**	**112**	**312**	**406**	**84**	**227**	**364**	**76**	**320**	**2304**

Number of Sections

Course	Term 2014 Fall	2014 Summer	2015 Fall	2015 Spring	2015 Summer	2016 Fall	2016 Spring	2016 Summer	2017 Spring	Grand Total
COMPARATIVE GOVT	1		1	1			1		1	5
GOVT/POLITICS IN US	9	3	7	8	2	4	5	2	5	45
INTERNATL RELATIONS	1		1	1			1		1	5
INTRO/COMMUNITY VIOLENCE PREV						1	1		2	4
Law and Democracy			1			1	1			3
POLITICAL THEORY				1			1		1	3
US/CA CONSTITUTION							1		1	2
Grand Total	**11**	**3**	**10**	**11**	**2**	**6**	**11**	**2**	**11**	**67**

Productivity by DE	Mode of Instruction			
Course/Instructor	Face to Face	100% online	51% or more online	Grand Total
COMPARATIVE GOVT	**8.60**			**8.60**
Brem,R	8.60			8.60
GOVT/POLITICS IN US	**21.91**	**16.09**	**16.50**	**20.40**
Antrobus,R	15.50			15.50
Brem,R	18.30	14.50		17.54
Crain,C	10.29			10.29
Hurtado-Ortiz,J	17.02	13.64	16.50	16.05
Kelly,N		18.50		18.50
Lomax,R	27.27			27.27
Sweeney,M	17.33	17.13		17.21
INTERNATL RELATIONS		**12.20**	**14.50**	**12.66**
Hurtado-Ortiz,J		11.66		11.66
Sweeney,M		12.75	14.50	13.33
INTRO/COMMUNITY VIOLENCE PREV	**12.62**			**12.62**
Antrobus,R		16.00		16.00
Brem,R		14.36		14.36
Geghamyan,H		7.50		7.50
Law and Democracy	**10.52**			**10.52**
Chang,A		8.50		8.50
Lomax,R		11.20		11.20
POLITICAL THEORY	**10.33**			**10.33**
Brem,R		10.33		10.33
US/CA CONSTITUTION	**6.72**			**6.72**
Chang,A		6.93		6.93
Hurtado-Ortiz,J		6.50		6.50
Grand Total		**17.64**	**14.98**	**15.50** **16.99**

C   **Student Success** (retention and completion rates, # of student contacts, etc.). **Comments about changes** {See Data on pp 14-18}**:**

Student Success in **Distance Education/Hybrid classes versus face-to-face classes** (if applicable**). Comments about changes**:

Success Rates and Philosophy of Student Success: In POSCI; the trends in success rate of students at COA are higher than at our sister institutions; and the success rates of students in POSCI at COA are higher than COA as an institution. We do try to be intentional in creating a "culture of care and response" rooted in our unique integrated learning outcomes protocols and team commitment to provide support for "at risk" students through a commitment to BSI Standards. We are explicitly a persons centered client model of individualized attention for students here as opposed to the more conventional "social science" transfer obsessed model at BCC and Laney; whereas the department at Merritt is consciously a department simply servicing the need for American institutions requirements (having finally given up on being a comprehensive program since 2012).

In terms of success rates by course; note many of the courses with seeming problematic success rates are also evening classes and note there seems to be higher attrition rates with these courses than morning classes. This is also true of our online courses (e.g. POSCI-3) where attrition rates are notoriously high.   This is a challenge we seek to address by being more individual person centered in reaching out to students showing signs of difficulties.

Student Retention is defined as the percent of students earning any grade but "W" in a course or series of courses. (The score here is computed for a class, take class completion with grade other than "W" and divide by enrollment at census. Grade other than W = A, B, C, D, F, I, Pass (P), No Pass (NP), In Progress (IP), Report Delayed (RD), No Grade (NG). Note that this metric is also known as 'course completion'. Also note that the term 'retention' is used, in other reports, to refer to the proportion of students enrolling in subsequent terms.) We note that the POSCI Department at COA has a higher overall student retention rate than the other Peralta Colleges POSCI Departments.

By unconventional means and definitions of "success" – based upon having remained in contact with former CCUL graduates – quite a few have gone on to do great work and credit CCUL for their launch. We should like to capture this "data" via focus groups and surveys at some point; but have not the resources nor bandwidth to do it at this point.   However, the APU definition of "Student Success" is defined as "course (or program) completion" with a grade "C" or better leading to "successful" course completion or the attainment of a degree or certificate.

Tracking "success" by the conventional district measures (below); and with our own EFF Learning Outcome protocol; we see evidence of moderate success (granting the handicaps under which we operate). According to students own learning objectives on a holistic EFF measure (EFF Learning Matrix: knowledge mastery, critical thinking proficiency, and capacity for persona efficacy; as citizens, workers, and persons); and sampled each week over the semester, in all classes; the students assed their understanding of the material for class each week with Likert Scale scores (high – 10 to low - 1).

The cumulative data from Fall 2014 through Spring 2017 the students assessed their learning goals shows overall program effectiveness (by this measure) improving by 4% since 2016 (upwards in the 9 & 10 range); manifested in the following proportions:

EFF Observations of POSCI Students 2014 to 2016

N = 1,765 (individual observations)

	Score	Resp	%	Δ%
High	10	257	15%	+1%
--	9	421	24%	+3%
--	8	488	28%	-3%
--	7	342	19%	-1%
--	6	147	8%	0%
--	5	56	3%	0%
--	4	21	>1%	0%
--	3	12	<1%	0%
--	2	14	<1%	0%
Low	1	7	<1%	0%

Our overall analysis of the program – from our selected sample of all courses in 2014-17 - utilizing the retrospective post-test / pre-test EFF 3 Model; reveals that 86% of our students achieved their learning goals as self-assessed in their EFF 1 instruments on the first week of coursework. This overall score is a result of three SLOs (PLOs) in nine categories of learning goals: knowledge, critical thinking, and life skills in each of three sectors – public, private, and social. We exceeded our goals and show proof of concept on the BLM-EFF in assessing program effectiveness.

Average of Success Rate	Course Name			INTERNATL	INTRO/COMMU
Term	COMPARATIVE GOVT	GOVT/POLITICS IN US	I/S - POLITICAL SCI	RELATIONS	PREV
2010 Fall		70%			68%
2010 Spring	76%	74%			
2011 Fall		69%		46%	46%
2011 Spring	73%	66%			
2012 Fall		75%	100%	65%	40%
2012 Spring	49%	67%	80%		
2013 Fall		71%		36%	
2013 Spring	62%	70%		69%	
2014 Fall	59%	66%		54%	
	61%		51%	65%	
2015 Fall	85%	61%		39%	
2015 Spring	65%	62%		54%	
2016 Fall		72%			100%
2016 Spring	71%	75%		57%	41%
2017 Spring	75%	75%		61%	99%
Grand Total	**67%**	**69%**	**88%**	**54%**	**63%**

Average of Success Rate	Gender			
Term	Female	Male	Unknown	Grand Total
2010 Fall	76.12%	63.08%	44.44%	68.50%
2010 Spring	68.68%	70.89%	83.33%	70.26%
2011 Fall	61.19%	63.16%	76.67%	62.97%
2011 Spring	63.40%	69.63%	39.58%	65.39%
2012 Fall	63.27%	69.09%	71.43%	66.37%
2012 Spring	60.84%	53.91%	56.25%	57.45%
2013 Fall	63.91%	68.34%	40.00%	64.97%
2013 Spring	67.44%	65.87%	75.00%	66.96%
2014 Fall	65.96%	62.23%	60.00%	63.92%
2014 Spring	61.09%	71.29%	60.71%	65.33%
2015 Fall	59.36%	57.52%	100.00%	59.41%
2015 Spring	64.83%	62.68%	42.86%	63.12%
2016 Fall	84.76%	65.28%	100.00%	76.17%
2016 Spring	62.44%	72.88%	93.75%	68.35%
2017 Spring	71.69%	74.55%	100.00%	73.79%
Grand Total	65.38%	65.64%	66.41%	65.54%

Average of Success Rate	Ethnicity								
Term	American Indian	Asian	Black / African American	Hispanic / Latino	Pacific Islander	Two or More	Unknown / NR	White	Grand Total
2010 Fall	0.00%	82.92%	67.35%	58.39%	66.67%	16.67%	69.15%	76.72%	68.50%
2010 Spring		69.76%	68.46%	61.89%	66.67%	42.86%	75.92%	81.86%	70.26%
2011 Fall		68.31%	46.30%	61.90%	53.33%	57.14%	71.81%	77.12%	62.97%
2011 Spring	0.00%	77.98%	53.21%	56.68%	50.00%	72.73%	65.49%	79.57%	65.39%
2012 Fall	100.00%	74.16%	59.80%	61.83%	######	40.00%	64.00%	78.13%	66.37%
2012 Spring	100.00%	81.23%	38.86%	53.26%	50.00%	35.71%	76.13%	66.24%	57.45%

Term	16-18	19-24	25-29	30-34	35-54	55-64	65 & Above	Under 16	Grand Total
2013 Fall	100.00%	88.40%	56.75%	62.99%	25.00%	42.50%	59.62%	70.58%	64.97%
2013 Spring		69.17%	59.48%	71.29%	50.00%	61.11%	69.95%	71.27%	66.96%
2014 Fall	100.00%	73.50%	48.33%	54.72%	50.00%	69.44%	66.67%	76.23%	63.92%
2014 Spring	50.00%	76.40%	48.94%	65.78%	0.00%	66.15%	58.82%	71.81%	65.33%
2015 Fall		74.23%	59.76%	52.20%	0.00%	42.73%	62.50%	56.73%	59.41%
2015 Spring	100.00%	76.48%	51.94%	62.53%	28.57%	43.06%	67.86%	69.96%	63.12%
2016 Fall		87.75%	65.71%	74.98%	######	75.00%	87.50%	71.43%	76.17%
2016 Spring	66.67%	80.18%	56.29%	54.29%	######	72.40%	68.75%	81.18%	68.35%
2017 Spring		81.78%	66.67%	77.88%	83.33%	54.62%	91.67%	69.00%	73.79%
Grand Total	**66.67%**	**76.30%**	**54.89%**	**62.18%**	**51.52%**	**54.60%**	**69.36%**	**73.25%**	**65.54%**

Average of Success Rate	Age Range								
Term	**16-18**	**19-24**	**25-29**	**30-34**	**35-54**	**55-64**	**65 & Above**	**Under 16**	**Grand Total**
2010 Fall	72.22%	59.44%	73.14%	69.44%	72.73%	87.50%		100.00%	68.50%
2010 Spring	78.26%	67.68%	67.04%	85.71%	62.50%			66.67%	70.26%
2011 Fall	69.06%	58.39%	64.29%	68.18%	61.54%	75.00%			62.97%
2011 Spring	66.67%	63.00%	61.62%	75.93%	68.93%	44.44%		100.00%	65.39%
2012 Fall	78.10%	59.84%	73.96%	63.89%	55.42%	100.00%	100.00%	100.00%	66.37%
2012 Spring	71.05%	54.52%	64.07%	30.95%	60.16%	33.33%		85.71%	57.45%
2013 Fall	85.67%	56.70%	61.51%	70.83%	72.92%	33.33%		100.00%	64.97%
Term	**16-18**	**19-24**	**25-29**	**30-34**	**35-54**	**55-64**	**65 & Above**	**Under 16**	**Grand Total**
2013 Spring	77.33%	57.93%	79.09%	73.28%	67.65%	55.56%	25.00%	85.71%	66.96%
2014 Fall	77.78%	62.00%	59.36%	50.00%	65.63%	100.00%		75.00%	63.92%
2014 Spring	80.30%	61.32%	65.89%	55.39%	62.12%	100.00%	0.00%	93.33%	65.33%
2015 Fall	68.59%	58.78%	51.52%	40.00%	70.99%	66.67%	100.00%	100.00%	59.41%
2015 Spring	65.00%	60.76%	62.12%	57.69%	67.24%	75.00%		100.00%	63.12%
2016 Fall	86.77%	71.41%	64.38%	74.07%	90.00%	100.00%			76.17%
2016 Spring	76.72%	61.30%	64.57%	78.13%	63.64%	100.00%		100.00%	68.35%
2017 Spring	87.61%	65.75%	68.97%	78.57%	84.44%	0.00%			73.79%
Grand Total	**76.35%**	**60.61%**	**65.89%**	**64.90%**	**66.92%**	**68.31%**	**42.86%**	**90.42%**	**65.54%**

Average of Success Rate	Low Income Status			
Term	No	Unknown	Yes	Grand Total
2010 Fall	76.26%	43.75%	64.61%	68.50%
2010 Spring	73.28%	20.00%	70.79%	70.26%
2011 Fall	73.48%	50.00%	57.18%	62.97%
2011 Spring	73.97%	22.62%	64.14%	65.39%
2012 Fall	69.79%	55.56%	65.38%	66.37%
2012 Spring	63.56%	50.00%	53.80%	57.45%
2013 Fall	55.47%	50.00%	71.96%	64.97%
2013 Spring	76.80%	46.15%	62.77%	66.96%
2014 Fall	73.68%	47.73%	61.40%	63.92%
2014 Spring	69.75%	90.00%	59.04%	65.33%
2015 Fall	68.14%	60.00%	54.70%	59.41%
2015 Spring	70.17%	66.67%	58.99%	63.12%
2016 Fall	90.00%	78.59%	66.39%	76.17%
2016 Spring	71.43%	73.00%	47.98%	68.35%
2017 Spring	63.64%	75.37%	71.77%	73.79%
Grand Total	70.97%	68.22%	61.28%	65.54%

Average of Success Rate	Foster Youth Status		
Term	Not FY	Foster Youth	Grand Total
2010 Fall	68.11%	100.00%	68.50%
2010 Spring	70.14%	75.00%	70.26%
2011 Fall	64.20%	35.00%	62.97%
2011 Spring	65.22%	100.00%	65.39%
2012 Fall	67.74%	25.00%	66.37%
2012 Spring	60.34%	20.59%	57.45%
2013 Fall	63.85%	100.00%	64.97%
2013 Spring	67.80%	46.97%	66.96%
2014 Fall	65.81%	38.46%	63.92%
2014 Spring	65.28%	66.67%	65.33%
2015 Fall	59.89%	53.57%	59.41%
2015 Spring	63.34%	59.09%	63.12%
2016 Fall	75.70%	100.00%	76.17%
2016 Spring	69.61%	44.44%	68.35%
2017 Spring	73.76%	75.00%	73.79%
Grand Total	66.25%	49.29%	65.54%

Term	No	Yes	Grand Total
2013 Spring	66.86%	68.00%	66.96%
2014 Fall	64.38%	57.69%	63.92%
2014 Spring	67.03%	43.75%	65.33%
2015 Fall	58.77%	66.67%	59.41%
2015 Spring	63.33%	61.36%	63.12%
2016 Fall	75.73%	83.33%	76.17%
2016 Spring	68.84%	60.00%	68.35%
2017 Spring	73.76%	75.00%	73.79%
Grand Total	65.45%	66.83%	65.54%

Average of Success Rate	Disability Status		
Term	No	Yes	Grand Total
2010 Fall	68.01%	73.33%	68.50%
2010 Spring	70.34%	66.67%	70.26%
2011 Fall	61.28%	79.55%	62.97%
2011 Spring	64.18%	80.00%	65.39%
2012 Fall	67.13%	58.82%	66.37%
2012 Spring	56.89%	70.00%	57.45%
2013 Fall	64.43%	72.22%	64.97%

Average of Success Rate	Veterans Status		
Term	Not Veteran	Veteran	Grand Total
2010 Fall	67.31%	88.89%	68.50%
2010 Spring	70.34%	66.67%	70.26%
2011 Fall	61.35%	100.00%	62.97%
2011 Spring	64.64%	85.71%	65.39%
2012 Fall	65.88%	75.00%	66.37%
2012 Spring	56.33%	75.00%	57.45%
2013 Fall	66.79%	37.50%	64.97%
2013 Spring	66.47%	80.00%	66.96%
2014 Fall	64.30%	58.33%	63.92%
2014 Spring	65.59%	60.00%	65.33%
2015 Fall	61.40%	0.00%	59.41%
2015 Spring	62.60%	72.73%	63.12%
2016 Fall	76.21%	75.00%	76.17%
2016 Spring	68.66%	63.64%	68.35%
2017 Spring	73.22%	85.71%	73.79%
Grand Total	**65.34%**	**69.70%**	**65.54%**

Average of Success Rate	Column Labels			
Row Labels	100% online	51% or more online	Face to Face (not DE)	Grand Total
2010 Fall	58.33%		70.59%	68.50%
2010 Spring	81.25%		68.21%	70.26%
2011 Fall	41.33%	46.00%	68.11%	62.97%
2011 Spring	40.18%		69.62%	65.39%
2012 Fall		65.38%	66.53%	66.37%
2012 Spring		53.97%	57.79%	57.45%
2013 Fall		36.40%	71.84%	64.97%
2013 Spring	64.66%		67.97%	66.96%
2014 Fall	57.95%	54.17%	67.65%	63.92%
2014 Spring	59.91%		68.19%	65.33%
2015 Fall	42.53%		67.12%	59.41%
2015 Spring	60.68%	40.00%	69.57%	63.12%
2016 Fall	76.11%		76.19%	76.17%
2016 Spring	65.69%		69.41%	68.35%
2017 Spring	69.19%		75.26%	73.79%
Grand Total	**59.80%**	**49.27%**	**68.16%**	**65.54%**

D   Other Information that reflect significant change in the program.

Relative to overall Student Success; we are relatively similar to our sister departments in Peralta in terms of student success and suggest that the differences are due the relative difficulty of the discipline and sample size effects. We note that a comment often heard/made is that there is a great deal of work and rigor in POSCI (at all colleges in Peralta) and the material is personally challenging due to issues of controversy and frustration (i.e. political emotionally charged content magnified in intensity by the rules of social game theory). We have at this time an ad hoc proto-model curricular & pedagogical model of supportive effort for student success in terms of our EFF Model of individualized support and continue to work to these efforts including study skills workshops. Overall, our conclusion is that the most important focal point of efforts to increase student success in POSCI is in intensifying our student support model. We continue to develop an effective comprehensive and flexible curricular framework-toolkit (with sufficient scope and breadth to empower our team to be better able to meet our students' needs). Our attempts to complete this model and fully implement it have been frustrated by issues discussed in the SWOT above in section 1. Therefore, our model is incomplete and will remain so until such time as we can secure resource and time support complete the model and pilot it and implement it fully. Thus: to the extent we can, the department serves its populations well in terms of student success contextualized in terms of diversity factors.

E   Faculty

Productivity is a ratio of full-time equivalent students to full-time equivalent instructors (FTES/FTEF).[1] The POSCI Department has tended to have higher productivity than COA as an institution and at our sister departments at our sister colleges. However, as discussed in our SWOT in section 1, trends at Laney and BCC and with registration protocol changes may have negatively impacted our productivity. The politics program & department has four p/t faculty associates and one "contract" lead associate (full time faculty member with a split load of 0.6 in political science and 0.4 in psychology).

In anticipation of the possible success of CCUL (*pending we are able to adapt and improvise and overcome "threats" discussed in Section I of this APU*); we anticipate needing a full-time faculty position to meet the challenges of department growth in terms of sections and programs we are offering. A major problem with our innovative programs is the volatility of part time staff capacity to meet the needs of administration and development of programs. The total number of sections we offer has dropped. We offer courses in all sessions - regular, summer, and intersession – which the college holds. We schedule courses and have on occasion "lost" a couple more innovative courses – due to insufficient enrollment in these [we have been coordinating with the COA Student Services Outreach Team to recruit more aggressively to fill all our courses]. If one potential future wherein we are not successful in competing with Laney and BCC for market share; then the request for a f/t faculty member would be moot in the face of departmental retreat. Another potential pitfall for departmental success would be staff instability or loss.

Over the past four years, we have lost nine team members from our POSCI/HIST/COMM/CCUL team (including key leading team members in our violence prevention, civic engagement and Pathway to Law Initiatives; and worse: in 2016 we lost our long time operations coordinator who helped build program since 2009, and in 2017 we lost two potential replacements. We are training a third replacement now. We note that in some cases we would not have proceeded with

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- **[1] Productivity** (FTES/FTEF) is a measure of class size and will differ across disciplines and types of classes. For lecture classes, Productivity = enrollment/2. For example, if there are 35 students in a lecture class, productivity = 35/2 = 17.5.
- **FTEF** (Full Time Equivalent Faculty): Also known as load equivalency. A full-time instructor teaching 15 lecture hours per week for one semester = 1.0 FTEF. One lecture hour = 50 minute instructional period. One lab hour = .8 of one lecture hour equivalent. This is a semester, or term, measure.
- **FTES** (Full Time Equivalent Student): This measure is used as the basis for computation of state support for California Community Colleges. For example, one student attending 15 hours a week for 35 weeks (one academic year) generates 1 FTES.

CCUL without them and now have a program without them. Certainly, we might not have sought PASS funding in 2016 – which was rendered moot due to institutional (college and district) incapacity to follow through with said funding. This is a destabilizing and demoralizing dynamic in our efforts relative to these projects.   We are limping forward with team replacements. If the program cannot re-launch by May 2018, we intend to shut CCUL down as unworkable granting our institutional incapacities.

All of our departmental personnel evaluations of staff are up to date as of this writing.   These personnel are listed here:

					p/t Seniority
1	Robert J. Brem	(contract);	Department Lead;	*Coordinator of* CCUL	
2	Rachel Antrobus	(p/t);	Department Associate;	*Operations Coordinator of* CCUL;	4
3	Judith Hurtado-Ortiz	(p/t)	Department Associate;	Site *Coordinator of* CCUL- ARISE;	2
4	Hasmik Gegamyan	(p/t)	Department Associate;	Site *Coordinator of* CCUL- LWA;	3
5	Ron Lomax	(p/t);	Department Associate		1

IV. Equity

The student success data for our program reveals we are comparable to our sister colleges and our sister departments at COA. No significant performance gaps exist in the student success or achievement rates. To continue addressing all our students' equity needs we use our EFF protocol to evaluate the effectiveness and meet our obligations under the SSSP plan, Equity plan, and Basic Skills plans. Our Program is overall yielding higher rates of completion than all comparable departments at COA.   We have mostly adequate resources available which can be utilized by our program to enable students to access equitable outcomes in our program

POSCI Completion

	Year								
	2009	2010	2011	2012	2013	2014	2015	2016	2017
Completion Rate - New	77%	75%	71%	65%	70%	68%	65%	73%	78%
Success Count	372.0	610.0	657.0	577.0	651.0	658.0	523.0	489.0	249.0
Total Graded	485.0	818.0	930.0	892.0	930.0	969.0	802.0	667.0	320.0

COA All Departments Completion

	2009	2010	2011	2012	2013	2014	2015	2016	2017
Completion Rate - New	68%	68%	70%	68%	68%	67%	68%	69%	72%
Success Count	13,357	20,408	20,666	18,714	20,340	19,325	19,111	19,220	8,355
Total Graded	19,625	30,231	29,610	27,339	29,948	28,862	28,182	27,655	11,684

POSCI/CCUL meets equity goals with:	**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.
1) Innovative Learning Outcomes and Basic Skills integration efforts);	**Student Success:** Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.
2) Expansion of program and courses offerings (including a unique CTE-POSCI series of stackable certificates; and a law program aimed at traditionally underserved populations).	**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.
	Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.

V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?
    - None.
    - However, we are in the process of completing a new curricular framework integrating changes in the political realities in the world over the past few years which impacts how the POSCI discipline is taught. This has yet to be completed.
- Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If s. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc.
    - The changes are based upon
        - EFF feedback
        - current events analysis
        - currency in the field of political science
- 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.

Department   Political Science

Course	Description	2015-16	2016-17	2017-18	SLOs
POSCI 3	International Relations	SLO1	SLO2	SLO3	3
POSCI 4	Political Theory	SLO2	SLO3	SLO1	3
POSCI 1	Government/Politics in the United States	SLO3	SLO1	SLO2	3
POSCI 2	Comparative Government	SLO1	SLO2	SLO3	3
POSCI 26	U.S. and California Constitution	SLO2	SLO3	SLO1	3
POSCI 35	Introduction to Community Violence Prevention	SLO3	SLO1	SLO2	3
POSCI 36	Applied Peacebuilding and Violence Prevention	SLO1	SLO2	SLO3	3
POSCI 8	Community and Legal Problems	SLO2	SLO3	SLO1	3

- 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 hold department meetings once per semester.
  - We do not keep records of these meetings.
  - We engage in dialogue via E-Mail as well, and instructors submit assessment results here and via PROMT system
- 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).
  - Department assessments are complete as of the 2015-16 academic year.
  - We have yet to enter the data for the 2016-17 academic year but intend to have this entered by December 2017.
  - We note *the evaluation paradox* of spending limited time resources (under constrained workplace conditions {our offices were disrupted by less than optimal administrative handling of mold abatement in our offices} leaving us with no functional workspaces to do our work for a whole semester) which results in having to craft evaluative reports (few will even read) in lieu of actual program delivery and curricular improvement. Thus we have symbolic checklist program evaluation criterion completed to a higher degree than substantive quality service delivery to our clients/students. This passage shall be removed if anyone actually reads it and requests we do so.

VI. Prior-Year Resource Utilization Self-Evaluation

Please review your total resource allocations and expenditures from the last academic year and evaluate your use of those funds. A link to the actual revenues and expenses for your program can be found on your program's page – see the Prior Year Resource Utilization Self Evaluation **Template.**

Funding Source	2016-17 Funding Allocated	2016-17 Funding Expended	Net Expended	Please describe the impact of these expenditures on your Program Goals	If you have quantitative evidence of the impact of these expenditures, please provide it here	Please describe the impact of these funds on your students' outcomes	If you were not able to utilize all of your resources last year, please explain	With which of the College's 10 college goals do these expenditures best align? (See tab below)
General Fund			0					
Instructional Equipment			0					
Instructional Supplies	1,400	1,017	382.98	Enabled us to function within adequate parameters granting contextual challenges	N/A	Supports students successfully	N/A	All of them
Fund 10		867	-867.39	Enabled us to function within adequate parameters granting contextual challenges	N/A	Supports students successfully	N/A	All of them
Measure A			0					
Strong Workforce		5,000	-5000	Enabled us to function within adequate parameters granting contextual challenges	N/A	Supports students successfully	N/A	All of them
Perkins			0					
Equity		5,000	-5000	Enabled us to function within adequate parameters granting contextual challenges	N/A	Supports students successfully	N/A	All of them
Basic Skills			0					
Work-Study		3,026	-3025.96	Enabled us to function within adequate parameters granting contextual challenges	N/A	Supports students successfully	N/A	All of them
Other		5,000	-5000	Enabled us to function within adequate parameters granting contextual challenges	N/A	Supports students successfully	N/A	All of them
TOTAL			-18510.37	Enabled us to function within adequate parameters granting contextual challenges	N/A	Supports students successfully	N/A	All of them

VII. 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)
None at this time						

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)
Need a more functional computer – above normal faculty needs - with film editing capacity to handle creation of online video lectures; and to handle Dragon Naturally Speaking software. Need Video camera and in class recording head set for classroom use. Color Printer with PDF creation capacity and 50-page feeder - scanner capacity.	No	To fully meet our goals of creating a fully functional online program resource & pedagogy and vision mission congruent curricular framework resource bank of videos for explicit targeted topical support for student learning meeting EFF and PLO goals.	Explicitly designed to meet and support student learning EFF and PLO goals.	To fully meet our goals of creating a fully functional online program resource & pedagogy and vision mission congruent curricular framework resource bank of videos for explicit targeted topical support for student learning meeting EFF and PLO goals.	Advance Student Access, Equity, and Success Build Programs of Distinction Strengthen Accountability, Innovation and Collaboration	Advance Student Access, Equity, and Success Build Programs of Distinction Strengthen Accountability, Innovation and Collaboration

Facilities: Has facilities maintenance and repair affected your program in the past year? YES! Damage to office and inadequate repair of ceilings hampered operational efficacy. Inadequate work station due to in-efficacy of Peralta administrative response capacities.

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)
Just need adequate and functional office space and work station….						

Professional Development or Other Requests: How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development or Other 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)
None at this time						

Approved by the District Academic Senate, May 20, 2016

Endorsed by the Planning and Budgeting Council, May 27, 2016