

# The “Politics” (POSCI) Program at College of Alameda

## Peralta Community College District 2014-2015 Annual Program Update

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 Discipline: Political Science (POSCI)      Campus: College of Alameda  
 Dean: Myron Jordan      Department Chair: Ed Loretto (HIS, AFR, POSCI)

### *College of Alameda Mission Statement*

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

### **Contents:**

Overview	Page 1	Department Strategic Plan Goals and	Page 9
Enrollment	Page 2	Relevance to College Strategic Plan and Goals	Page 10
Student Success	Page 3	<b>Action Plan</b>	Page 10
Faculty	Page 4	<b>Needs</b>	Page 12
Qualitative Assessment	Page 7	Alignment with District Strategic Objectives	Page 13
SLO/PLO Assessments	Page 8	Appendices (A,B,C,D,& E)	Page 14

## I. Overview ~ Political Science (and Community Change and Urban Leadership)

This Annual Program Update (APU) is an evolutionary document emerging through the revision of five previous APUs from this department since 2005 following progress, strengths, weaknesses, and threats in fulfilling our mission. This format enables the illustration of some continuity and progress of program evolution and success and challenges over time. Granting challenges of a primarily part time faculty driven team, we strive to at least use this document as a touchstone in our efforts.

The department now has two (2) degrees and one (1) certificate; comprised of 15 “Active” courses in catalog for the discipline (up from 14 in last catalog); 8 of these have been offered in past two years; all 15 have SLOs (for 100% compliance). We are engaged in ongoing development of “stackable certificates” and towards two new degrees in Public Administration and Change Studies and in Society and Street Law. These efforts are all guided by the “*Politics*” Department Vision and Mission which is as follows:

**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.

- **Granting:** the “state of the discipline” (political science and public administration) in the context of 21<sup>st</sup> Century needs of our East Bay Community;
- And **Granting:** the COA Vision, Mission, and Institutional Learning Outcomes – in part dedicated to being a “*Learning Community College*” ;
- And **Granting** certain ongoing projects which would substantially contribute to the school “learning community” in its mission;
- We suggest as a **Proposition: it logically follows** that investing in the political science programming contextualized to the themes of *Community Change and Urban Leadership* (see appendix B) 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 uniting College of Alameda programming around a unified vision as “*Learning Community College*” dedicated to social justice in a healthy community.
- In this effort **We Note** that a history of institutional incapacities need be overcome to support these programmatic efforts

**II Enrollment:** Enrolment patterns suggest an **upward trend overall** – depending upon number of sections we offer; which itself is determined by the number of Faculty we have teaching. **We note an anomalous drop off in enrollments in F 2013 (295)** due to having 2 less sections than in Fall 2012. In Spring 2014 we have 5 more sections (12 total) and 448 students. In Fall of 2014 we have 12 sections (11 + 1 intersession) and are slated to have 14 sections in Spring 2015. **Thus, the trend in upward enrollment still remains.** We tend to offer as many sections as our larger sister college Laney and have more students than any of the other Peralta Colleges – we give more compared to relative resource support.

As our development efforts proceed in our expanded **Professional Student Pathway to Success Career Ladders in the Community Change and Urban Leadership** (CCUL - see Appendix B); we anticipate the possibility of being better positioned to meet *real substantive student needs*; while expanding student enrollment in POSCI. **We project increases with new programming initiatives showing increased success trends by the end of the 2015-16 academic year.** There is demonstrated student and community interest in CCUL program offerings. While these programs have been undermined by State and Institutional complicating factors (See S.W.O.T. – Appendix A), this interest is still extant and is, we suggest, still worth supporting with renewed institutional support.

SUB	SECT	CENSUS	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL
Fall 13	7	295	29.5	0.4	0	1	1.4
Sprg 14	12	448	44.8	0.6	0	1.8	2.4
<b>YR13/14</b>	<b>19</b>	<b>743</b>	<b>37.15</b>	<b>0.5</b>	<b>0</b>	<b>1.4</b>	<b>1.9</b>

**COURSE SUCCESS** for Political Science course in the District showing valid grades (**Fall Semester comparison**):

School	2008	2009	2010	2011	2012	2013
COA	378	367	336	460	374	293
BCC	302	338	379	430	374	439
Laney	296	413	417	313	343	376
Merritt	137	158	114	114	187	177

	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F10	343	403	444	121	1311
Census Enrollment F11	442	443	340	120	1345
Census Enrollment F12	388	383	352	197	1320
Sections F10	5	10	10	3	28
Sections F11	8	10	8	3	29
Sections F12	9	8	9	5	31
Total FTES F10	34.3	38.69	44.4	12.1	129.49
Total FTES F11	44.2	52.05	34	12	142.25
Total FTES F12	38.4	37.58	35.3	19.7	130.98
Total FTEF F10	1	1.8	2	0.6	5.4
Total FTEF F11	1.6	2	1.58	0.6	5.78
Total FTEF F12	1.66	1.6	1.89	1	6.15
FTES/FTEF F10	34.3	21.49	22.2	20.17	23.98
FTES/FTEF F11	27.63	26.03	21.48	20	24.6107
FTES/FTEF F12	23.18	23.49	18.67	19.7	21.2976

**III. Student Success:** Student success trends are comparable with our sister institutions. 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 (See Appendix C)

**Alameda Success and Retention Data ~ Fall Semester Comparisons 2008 to 2014**

	Success			Withdrawal		Retention					
	Total Graded	Success	% Sccss	Withdraw	W % Rate	Head count	Census Enrlmnt	Course completion	Completion Rate	Retained	Ret Rate
2008	379	301	0.79	32	0.08	387	388	319	82%	346	89%
2009	367	276	0.75	59	0.16	379	382	271	71%	296	77%
2010	320	225	0.70	45	0.14	359	360	253	70%	291	81%
2011	422	302	0.72	61	0.14	484	498	327	66%	395	79%
2012	374	257	0.69	76	0.20	376	388	267	69%	298	77%
2013	293										
2014											

**Comparative Data; Peralta Colleges Political Science Departments (Fall 2010 to 2012)**

	Alameda	Berkeley	Laney	Merritt	District
Total Graded F10	320	380	417	115	1232
Total Graded F11	422	430	313	114	1279
Total Graded F12	374	374	343	187	1278
Success F10	225	255	246	74	800
Success F11	302	279	182	68	831
Success F12	257	268	179	134	838
% Success F10	0.7	0.67	0.59	0.64	0.65
% Success F11	0.72	0.65	0.58	0.6	0.65
% Success F12	0.69	0.72	0.52	0.72	0.66
Withdraw F10	45	67	79	27	218
Withdraw F11	61	75	62	14	212
Withdraw F12	76	62	72	45	255
% Withdraw F10	0.14	0.18	0.19	0.23	0.18
% Withdraw F11	0.14	0.17	0.2	0.12	0.17
% Withdraw F12	0.2	0.17	0.21	0.24	0.2

**Student Retention by Spring & Fall Semesters**

Term Sp/F	Head count	Census Enrlmnt	Course cmpltion	Completion Rate	Retained	Retention Rate
2008 Fall	387	388	319	82%	346	89%
2009 Spring	328	329	222	67%	251	76%
2009 Fall	379	382	271	71%	296	77%
2010 Spring	383	396	271	68%	303	77%
2010 Fall	359	360	253	70%	291	81%
2011 Spring	398	406	258	64%	313	77%
2011 Fall	484	498	327	66%	395	79%
2012 Spring	423	445	241	54%	304	68%
2012 Fall	376	388	267	69%	298	77%
2013 Spring	536	546	398	73%	448	82%

## Student Success by Spring & Fall Semesters

Term	TOTAL GRADED	SUCCESS	SUCCESS RATE	WITHDRAWAL	WITHDRAWAL RATE
2008 Fall	379	301	79.40%	32	8%
2009 Spring	300	216	72.00%	49	16%
2009 Fall	367	276	75.20%	59	16%
2010 Spring	352	263	74.70%	49	14%
2010 Fall	336	236	70.20%	45	13%
2011 Spring	367	249	67.80%	54	15%
2011 Fall	460	318	69.10%	65	14%
2012 Spring	401	233	58.10%	97	24%
2012 Fall	374	257	68.70%	76	20%
2013 Spring	546	383	70.10%	98	18%

**IV. Faculty:** The politics program has five faculty associates ( 1 full time contract department lead (with a split load of 0.6 in political science and 0.4 in psychology<sup>1</sup>) and four p/t faculty associates).

- |   |                                   |                       |  |
|---|-----------------------------------|-----------------------|--|
| 1 | <b>Robert J. Brem (contract);</b> | Department Lead;      | Co-Coordinator: CCUL / VPI               |
| 2 | Megan Sweeney (p/t);              | Department Associate; | Direct <i>Coordinator</i> : CCUL;        |
| 3 | Crystallee R. Crain (p/t);        | Department Associate; | Direct Coordinator: Violence Prevention; |
| 4 | Judith Hurtado-Ortiz (p/t)        | Department Associate; |  |
| 5 | Ron Lomax (p/t);                  | Department Associate; |  |

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 been climbing. 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.**

SUB	SECT	CENSUS	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL
FA13	7	295	29.5	0.4	0	1	1.4
SP14	12	448	44.8	0.6	0	1.8	2.4
FA 14	12						
SP 15	14						
<b>YR13/14</b>	<b>19</b>	<b>743</b>	<b>37.15</b>	<b>0.5</b>	<b>0</b>	<b>1.4</b>	<b>1.9</b>

In 2014 we lost a faculty member who was leading our Pathway to Law Initiative (and without whom, we would not have gone for the project). This destabilized the launch of this program. However, the co-director (another part-time faculty member) stepped into leadership and is doing quite well thus far. However, despite having obtained funding support from the President of COA for stipends for work on the CCUL Initiative; **it is the inability to maintain**

<sup>1</sup> This arrangement enables **this faculty member** to: 1) remain current in interdisciplinary excellence; 2) tie the **Macro level of analysis** (POSCI) to the **micro level of analysis** (PSYCH); 3) increase effectiveness of interdepartmental cooperation; 4) net effect of an increase in pedagogical efficacy for the team; 5) thus benefiting students; and it 6) also opens students to diversity of faculty perspective (escaping only one f/t faculty member's perspective) such that students can take other faculty form our part time staff.

**stability of our program personnel** (due to usual p/t dynamics) **is a continuing threat to the CCUL initiative** (see Appendix A - SWOT – “threats”); this, in addition to institutional factors (e.g. instability in senior leadership of college), undermine our capacity to function at a highest level of proficiency. We have again restructured and redeployed our team (including the partial return of an important leader to our Violence Prevention team) in an effort to continue program development. In this effort **our part time faculty members continue to devote many hours without pay to create excellence in programming and teaching** (meetings, curriculum development, and staff development). Without their efforts, our SLO efforts would not have worked.

Again, as noted above, the contract faculty member in our department has a 0.6 load in POSCI and a 0.4 load in PSYCH (this has been defacto the case since 2006 but the office of instruction has approved this being official). This is good for the school and for the department in terms of innovative instruction and interdisciplinary curriculum coordination efforts. It is in fact part of what drives our CCUL efforts so this split is defacto a crucial part of our work.

**In the context of this reality however, and the productivity data for the POSCI Department (see Below), the POSCI Department is in need of a full time faculty member in POSCI to be dedicated to CCUL and other department initiatives** to ground our efforts at success because: with only part time faculty dedicated to such a project, innovative program collapse is an ongoing high probability risk.

<b>Productivity for all COA Political Science (POSCI) Courses: Spring, Fall, and Summer; 2004 to 2013</b>
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<b>TERM SECT</b>	<b>CENSUS</b>	<b>FTES TOTL</b>	<b>FTEF TOTL</b>	<b>PROD</b>
<b><u>Spring Courses:</u></b>				
Spring-14	12	448	44.80	18.67
Spring-13	15	546	54.65	19.59
Spring-12	10	382	37.70	23.56
Spring-11	8	406	40.60	19.06
Spring-10	6	396	40.59	33.82
Spring-09	7	329	33.71	21.07
Spring-08	7	288	30.76	21.76
Spring-07	7	259	27.67	19.58
Spring-06	6	203	21.41	17.84
Spring-05	6	220	23.62	19.68
<b><u>Fall Courses:</u></b>				
Fall-14	11	381	38.16	17.34
Fall-13	7	295	29.50	21.07
Fall-12	9	388	38.40	23.18
Fall-11	9	442	44.20	24.56
Fall-10	6	343	34.30	28.63
Fall-09	8	381	37.07	26.48
Fall-08	9	388	39.24	24.62
Fall-07	8	265	26.91	15.05
Fall-06	6	338	35.39	29.53
Fall-05	7	285	29.80	21.31
Fall-04	5	231	24.76	24.76

<u>TERM SECT</u>	<u>CENSUS</u>	<u>FTES TOTL</u>	<u>FTEF TOTL</u>	<u>PROD</u>
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**Summer Courses:**

Summer-14	3	115	11.91	0.61	19.51
Summer-13	2	79	7.94	0.40	20.01
Summer-12	3	115	11.56	0.59	19.48
Summer-11	2	110	11.08	0.39	28.17
Summer-10	3	138	15.11	0.59	25.47
Summer-09	4	127	14.02	0.81	17.30
Summer-08	2	62	7.09	0.41	17.23
Summer-07	2	81	7.98	0.38	20.85
Summer-06	3	157	15.59	0.58	27.00
Summer-05	3	138	13.68	0.58	23.68
Summer-04	2	131	12.91	0.38	33.71

<b>All COA Political Science Courses Productivity Chart</b>
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**Spring Courses Productivity Chart**

<u>CAT</u>	<u>SPRING05</u>	<u>SPRING06</u>	<u>SPRING07</u>	<u>SPRING08</u>	<u>SPRING09</u>	<u>SPRING10</u>	<u>SPRING11</u>	<u>SPRING12</u>	<u>SPRING13</u>	<u>SPRING14</u>
1	20.33	22.43	22.61	27.61	24.31	38.18	27.03	30.75	22.94	22.31
2	13.50	-	13.80	8.40	11.73	27.73	11.22	25.50	15.00	9.50
3	-	-	-	-	-	-	-	-	18.50	17.50
4	-	15.50	10.00	5.50	11.00	22.50	7.25	18.50	14.00	11.00
6	21.80	12.11	-	-	-	-	-	-	-	-
26	-	-	-	-	-	-	-	21.50	13.50	7.50
36	-	-	-	-	-	-	-	-	-	7.00
48AC	-	-	-	-	-	-	10.50	-	-	-
49	-	-	-	-	-	-	-	0.00	0.00	-

**Fall Courses Productivity Chart**

<u>CAT</u>	<u>FALL04</u>	<u>FALL 05</u>	<u>FALL 06</u>	<u>FALL 07</u>	<u>FALL 08</u>	<u>FALL 09</u>	<u>FALL 10</u>	<u>FALL 11</u>	<u>FALL 12</u>	<u>FALL 13</u>	<u>FALL 14</u>
1	27.93	28.64	37.81	17.30	27.07	28.14	36.25	32.40	32.13	25.40	18.48
2	-	-	-	-	-	-	-	-	-	-	10.00
3	-	-	-	-	-	-	-	15.50	16.50	10.50	14.50
4	-	9.50	14.00	7.00	7.50	16.50	26.50	21.50	21.00	10.00	-
6	20.00	12.60	12.00	7.50	-	-	-	-	-	-	-
32	-	-	-	-	-	-	-	22.00	10.50	-	-
35	-	-	-	-	-	-	-	-	12.08	-	-
48AB	-	-	-	-	-	-	-	-	-	-	-
49	-	-	-	-	0.00	0.00	-	-	0.00	-	-

**Spring Courses Productivity Chart** (for POSCI 1, 2, and 6)

<u>CAT</u>	<u>SUMR04</u>	<u>SUMR05</u>	<u>SUMR 06</u>	<u>SUMR 07</u>	<u>SUMR 08</u>	<u>SUMR 09</u>	<u>SUMR 10</u>	<u>SUMR 11</u>	<u>SUMR 12</u>	<u>SUMR 13</u>	<u>SUMR 14</u>
1	33.71	23.68	27.00	20.85	17.23	20.16	33.69	28.17	23.30	20.01	19.51
2	-	-	-	-	-	-	-	-	11.78	-	-
6	-	-	-	-	-	8.57	9.31	-	-	-	-

**Comparative Productivity Data; Peralta Colleges Political Science Departments (Fall 2010 to 2012)**

	<b>Alameda</b>	<b>Berkeley</b>	<b>Laney</b>	<b>Merritt</b>	<b>District</b>
Contract FTEF F10	0.6	1.2	0.6	0	2.4
Contract FTEF F11	0.4	1	0.8	0	2.2
Contract FTEF F12	0.6	1	0.1	0.8	2.5
TEMP FTEF F10	0.4	0.6	1.4	0.6	3
TEMP FTEF F11	1	1	0.78	0.6	3.38
TEMP FTEF F12	1.06	0.6	1.29	0.2	3.15
Extra Service FTEF F10	0	0	0	0	0
Extra Service FTEF F11	0.2	0	0	0	0.2
Extra Service FTEF F12	0	0	0.5	0	0.5
Total FTEF F10	1	1.8	2	0.6	5.4
Total FTEF F11	1.6	2	1.58	0.6	5.78
Total FTEF F12	1.66	1.6	1.89	1	6.15
% Contract/Total F10	0.6	0.67	0.3	0	0.44
% Contract/Total F11	0.25	0.5	0.51	0	0.381
% Contract/Total F12	0.36	0.63	0.05	0.8	0.407

For reasons already stated, we suggest it is a logical request to seek to hire a *second contract faculty* to give our program initiatives they deserve by virtue of our substantive contributions to the school mission. Our faculty productivity is favorably compared to the sister colleges and with greater potential for growth in ways that can be independently funded. Also refer to Section VI below relative to department accomplishments.

**V. Qualitative Assessments:** We seek to continue developing and utilizing a "reflective practice and clinical supervision model" (c.f. Donald Schon) of professional development. Professionals in any "craft" pursue continued improvement in performance; and we seek in our regular History/Political Science and Learning Community inter-collegial discussions to identify pedagogical "best practices" for staff development purposes to identify what works and what works differently where, when, how; and do more of these. As well, we discuss what does not work so well, and do less of these. Our goal is to mutually support one another in achieving a "superior" GAF level of performance at the art and craft of teaching (moving from practitioners to masters of the craft).

**CTE and Vocational:** Our CCUL Initiative (see Appendix B) addresses community needs relevant to public service, violence prevention, community development & leadership and street law training. This is "**a defacto vocational politics program**." It was designed in consultation with community leaders in community based organizations in the Greater East Bay region.

No Change - Refer to 2012 Program Review

**Transfer and Basic Skills:** our course offerings address transfer, basic skills, and program completion in its commitment to pedagogical excellence in support of "at risk" students (see Appendix C)

No Change- Refer to 2012 Program Review

**VI. Course SLOs and Assessment** (as of 10-18-2014): Overall, for the past two years; the program offerings in politics at College of Alameda exceeded to high degree our learning outcomes success standards for all three SLOs and therefore for our PLOs as well as we utilize and integrated and contextual holistic model of learning outcomes assessment.

- 15 “Active” courses in catalog for the discipline
- 8 have been offered in past two years
- 15 with SLOs (100% )
- 3 courses for which SLO data has been collected (including multiple sections of POSCI-1)
- 3 Assessment of SLO data is in process for these courses

**Methodological Approach to assessment:** The political science department has actively participated in the design of an alternative **Learning Outcomes assessment model** that is a narrative contextual systems approach to assessment – totally integrated into teaching – is the approach of this department to outcomes of learning assessment. We are working to align this more closely with the **Lumina Foundation degree qualifications Framework in the Future.**<sup>2</sup> This **COA Approach** includes: appreciative inquiry, critical pedagogy, interdisciplinary, and intercultural classical education framings (e.g. liberal arts models) of process & outcome assessment of learning in the study of politics utilizing the personal grounding futures consciousness framework and a global assessment of functioning index for determination of degrees of student success.

**Definition of programmatic success** is defined as the extent to which there is a pattern of achievement of overall “college level performance” on “observed performance patterns” which are consistent with program learning outcomes – as assessed utilizing a Global Assessment of Functioning Scale (0 to 100) – such that:

- 25% of students will achieve an overall GAF of 80 or above;
- 70% of students will achieve an overall GAF of 70 or above; and
- only 30% (or less) of students will achieve and overall GAF of 69 or below.

Our 2012-13 and 2013-14 data analysis years of SLO achievement; shows we meet our goals. We collect data on three different levels for every student in all courses and then do an overall assessment of this data compared to the GAF standard.

Assessment results and reflection has led to a higher integration of learning outcome constructs throughout the course and driven the learning process relative to mastery of foundational knowledge in the field ,proficiency in critical political thinking, and an enhanced capacity for personal political efficacy as a person, worker, and citizen.

**VII. Program Learning Outcomes and Assessment** Fall 2014

- 3 degrees and certificates
  - 2 A.A. and an A.A.-T in Political Science
  - 1 Certificate of Proficiency in Violence Prevention
- 3 with Program Learning Outcomes
- 2 In process of assessment (AA and COP);

<sup>2</sup> Lumina Foundation (accessed: 10-10-2014); **The degree qualifications profile:**  
[http://www.luminafoundation.org/1\\_no\\_parent\\_nav\\_bar\\_fix/publications/special\\_reports/degree\\_profile/](http://www.luminafoundation.org/1_no_parent_nav_bar_fix/publications/special_reports/degree_profile/)



**Methodological Approach to assessment:**

The political science department has actively participated in the design of an alternative **Learning Outcomes assessment model** that is a narrative contextual systems approach to assessment – totally integrated into teaching – is the approach of this department to outcomes of learning assessment. This includes: appreciative inquiry, critical pedagogy, interdisciplinary and intercultural classical education framings (e.g. liberal arts models) of process & outcome assessment of learning in the study of politics utilizing the personal grounding futures consciousness framework and a global assessment of functioning index for determination of degrees of student success.

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- 70% of students will achieve an overall GAF of 70 or above; and
- only 30% (or less) of students will achieve and overall GAF of 69 or below.

**Refer to Appendix D for general description of methods of assessment of PLOs and SLOs.** Also refer the document:

*Brem, RJ (2011). An Appreciative Inquiry and Classical Liberal Arts Model of Process & Outcome Assessment & Evaluation of Learning in the Study of Politics, Unpublished manuscript* Departments of “Politics” and Psychology; College of Alameda.

**Our ongoing development of Certificates and Degrees in Public Administration, Law, and Change Studies are being guided by our Learning Outcomes Protocol.** Ongoing program improvements have been driven by feedback from students on the course and program learning outcomes via our “EFF” instruments.

**VIII Strategic Planning Goals** – Where the COA POSCI “Politics” Department Aligns with overall COA – Peralta Strategic Plan Goals COA

**The Following Strategic Plan Goals Apply**

- ✓ Advance Student Access, Success & Equity
- ✓ Engage our Communities & Partners
- ✓ Build Programs of Distinction
- ✓ Create a Culture of Innovation & Collaboration
- ✓ Develop Resources to Advance & Sustain Mission

**Describe how goal applies to your program.**

In addition to our two Degrees – AA and AA-T - we have a certificate. We are also developing “**stackable certificates**” and towards two new **degrees** in Public Administration and Change Studies **and in Society and Street Law.**

**We have been engaging in discussions with:** 1) Alameda County Training Center to explore the creation of Programming for Alameda County and Associated Governments Employees; 2) CSU East Bay to explore a 2+2+2 AA to MPA program; 3) Western Institute for Social Research (WISR) to explore degree completion programs. We are exploring some conjoint program ideas as allowed under Title 5 as well as the new provisions in State Law suggesting certain avenues for Baccalaureate Degrees for Community Colleges to offer.

## IX Relevance of COA “Politics” Program Plans to the College of Alameda Strategic Plan

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

**The Vision of College of Alameda** is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

**The COA Values** – “The COA ABCs” -- are derived from our vision to choreograph into three central themes for “learning excellence” and services to students.

- ❖ Academic Excellence
- ❖ Budgetary Competence
- ❖ Community Engagement

These emphasize crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

- ✓ **New programs under development** – “stackable certificates” towards two new degrees in Public Administration and Change Studies and in Society and Street Law.
- ✓ **CCUL Program is integral to COA overall strategy**
- ✓ Our CCUL 2+2+2 tracks are all potentially **essential for transfer** – certainly that fact that POSCI-1 (and POSCI-26 suffices for) is required for ***“American Institutions Requirement”*** is **essential for transfer**
- ✓ CCUL Program clearly serves community needs – Politics Department also prepares students to be effective citizens

## X. Action Plan

**Describe action plans for responding to the above data.** Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges.

### CURRICULUM ENHANCEMENT GOALS

Full systemic integration of contextualized learning outcomes emphasizing the AI-Liberal Arts trans-dimensional consciousness model [i.e. “green” & sustainability themes; civic engagement; and futures consciousness driven life skills development] we have developed as a department. The overall goal is to anchor in students' holistic consciousness a dynamic psycho/socio/political efficacy rooted in the values of public service.

- 1) **Community Change and Urban Leadership “stackable certificates” towards two new degrees** in Public Administration and Change Studies **and in Society and Law**.
- 2) Emphases would include: violence prevention and public service and social change agency certificates [tied into the Kettering Foundation and other models of civic engagement and social change] as a terminal job skill oriented certificate that will be marketed to non-profit organizations and interested individuals Bay Area wide.
- 3) Newest to our **CCUL programming efforts is a Pathway to Law School Initiative** which we need to implement and include a new certificate here – towards a new degree.
- 4) We are working on a 2+2+2 pathway to success with CSU East Bay through their BA program in POSCI towards the MPA program.
- 5) **We are engaged in discussions with:**

- a. Alameda County Training Center to explore the creation of Programming for Alameda County and Associated Governments Employees;
- b. CSU East Bay to explore a 2+2+2 AA to MPA program;
- c. Western Institute for Social Research (WISR) to explore degree completion programs. We are exploring some conjoint program ideas as allowed under Title 5 as well as the new provisions in State Law suggesting certain avenues for Baccalaureate Degrees for Community Colleges to offer.

**Cooperative efforts with internal constituents** (e.g. the COA Learning Communities, CLASS committee, and the Sustainable Peralta Initiative).

### **OVERALL INNOVATION GOALS**

Creative partnerships with other schools (e.g. within Peralta and with area schools – primarily CSU East Bay, and Mills College and other area four year schools) and community development organizations -- to aid students in pursuing careers and life style choices guided by the ethics and values of the public service;

**Enhance basic skills mastery** by seeking to increase utilization of library and learning resource center workshops and the use of student study circles & peer support groups;

**Keep expanding the "European Tutoring model" of "independent study" mentoring for advanced students (in cooperation with WISR);**

Keep building the student **"Politics/MUN Club – Law Club and debate team"** in collaboration with CSU East Bay.

**We note that POSCI has had a debate team representing COA at an international conference for three years in a row.**

Build upon the ideas of political theatre initiated by our **"Chautauqua at CoA"** and film projects. We intend to expand this project to work towards an engaged campus model with interdisciplinary objectives. This would include expanding the idea to include student government and community partners and class projects – and do so for Single day events: Constitution Day; Earth Day; Cinco de Mayo -- highlighting civic engagement and green principles in community building.

Classroom instruction enhancement goals include: increasing **Basic Skills sensitive universal design pedagogical** (androgical) techniques, interactive group work & in class self-reflective work; utilize guest lectures and/or interchange visits from other disciplines; exposure to graduate students; service learning components; and learning community style collaborations and hybridization of courses.

We have a number of technological support goals to improve course content instruction and delivery which include: integration of interactive projection based course survey software and citizen participation software; smart classroom technology as it becomes available; bulletin boards & Blogs; and web-based hybridization. We intended to expand the efforts of "on-line presence" in 2011-2012 – for expanded use of web-page, twitter, and resources availability on line. We have done this in these formats but our DE offerings are down due to budget cuts.

We have a number of student learning evaluation goals relative to assignments that include: **increased narrative dimensionality rooted in self reflective goals and journal & structured notes and analysis portfolio assignments, pre/post-tests, "process evaluation" techniques & protocols, and means for long term follow up "outcomes evaluation measures."** These are seen as necessary for validity and reliability reasons.

### **ONGOING OUTREACH EFFORTS involve:**

- An increased partnership between POSCI (– 32 class) and student services in Student Government ASCOA;
- "COA Days" is a proposed event cosponsored by the political science department and ASCOA and the public relations office. It is a yearly "recognition faire" designed to showcase what students have learned & accomplished in their civic engagement efforts is during the previous year and culminating in the COA Superior Service Awards. This will be a recognition of outstanding students, community partners (organizations & individuals), and other individuals and groups as appropriate. This is part of the institution of an ethic of service into the curriculum.
- Continue work on inter-departmental (liberal arts) program revisions into learning community format (e.g. building upon our successful ventures with the history department and expand it with partnerships with English re: "writing across curriculum".
- Continuing seeking to create a Web Based presence in terms of: Blogs and active Public Interest Intellectual Scholarship (create a PIRG....)
- We continue to work on the long term documentary film project in conceptual stage regarding democracy as a way of life.

- We are continuing to work on making our relationship with “feeder schools” (e.g. CSU & Mills College) closer and more substantive; and seek through CC/LD relationships with OUSD and AUSD and ASTI – perhaps a career day presence and workshops for school counselors working closer with the One Stop Center and the transfer and matriculation committees.
- Pitch COA to these schools with the advantage over Laney or Merritt that it is a smaller less intimidating school with more teacher student contact possibilities. It is the same issue that encourages some to go to small colleges rather than the big intimidating UC Berkeley or UCLA.
- Work with Student government to make weekends less "dead" on campus. If there are just a few classes and nothing else, it loses some appeal – this is part of the engaged campus model.

## XI. Needs

### Faculty/Staff Needs:

- 1) Based upon our productivity, our vision and mission planning and implementation efforts; and having a .6 f/t contract faculty member, and the requisites of success for our CCUL efforts; the Department as a whole requires an addition of a 1.0 f/t faculty member; who would be dedicated to Department and CCUL initiatives; to ground our efforts at success. With only a mostly part time faculty dedicated to such a project, program collapse is a higher probable risk with any future loss of key personnel.
- 2) We continue to need and fully utilize our student assistants – we get these from financial aid work study office.

### Equipment and Supply Needs:

- 1) Our needs are insufficiently met via an ever diminishing office supply budget. From 2012/13 thru 2013/14 we sustained 50% cut from previous years; and sustained a further 20% reduction of that for the current year. This impedes our efforts to have sufficient supplies in the upcoming year.  
WE REQUEST and increase in supply budget to \$600 (up from the current \$300).
- 2) The department computer is aging out – and had to be reformatted with a newer version of Windows to keep covered by IT support.  
A new office system would be good.
- 3) We still need a PDF scanner. We need this for the creation of program support materials. We note that other departments have equipment they hold in locked spaces that does not conform to sufficient utilization nor availability standards. Our budget is too small and we need money for equipment.

### Facilities Needs:

CCUL has sought out an office and resource center for five years and has yet to receive these. We were awarded the law school pathway grant for ten years. An office and resource center is still a valid request.

## District Strategic Goals & Institutional Objectives 2014-2015

The following are the Peralta Community College District's Strategic Goals and Institutional Objectives for the Academic Year 2014-15 (July 1, 2014 – June 30, 2015) which will be evaluated in Summer 2015.

**Strategic Focus for 2014-2015:** Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

### How the POSCI/CCUL Department meets the Strategic Goals & 2014-2015 Institutional Objectives

<p><b>A: Advance Student Access, Equity, and Success</b></p> <p><b><u>COA – POSCI/CCUL meets this goal with:</u></b></p> <ol style="list-style-type: none"> <li>1) our Innovative Learning Outcomes and Basic Skills integration efforts;</li> <li>2) our expansion of program and courses offerings (including a unique CTE-POSCI series of stackable certificates; and a law program aimed at traditionally underserved populations).</li> </ol>	<p><b>A.1 Student Access:</b> 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.</p> <p><b>A.2 Student Success:</b> Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p><b>A.3 Student Success:</b> 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.</p> <p><b>A.4 Student Equity Planning:</b> Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
<p><b>B: Engage and Leverage Partners</b></p> <p><b><u>COA – POSCI/CCUL meets this goal with:</u></b></p> <ol style="list-style-type: none"> <li>1) our Innovative partnerships efforts with CSU East Bay, WISR, and Alameda County;</li> <li>2) Our outreach efforts towards Alameda High Schools for recruitment;</li> <li>3) Outreach and partnerships with East Bay Community Based Organizations.</li> </ol>	<p><b>B.1 Partnerships:</b> Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p><b>B.2. Partnerships:</b> Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
<p><b>C: Build Programs of Distinction</b></p> <p><b><u>COA – POSCI/CCUL meets this goal with:</u></b></p> <ol style="list-style-type: none"> <li>1) The Community Change and Urban Leadership Initiative (Appendix B) is in itself a potentially world class program – <b><u>if it were to receive sufficient support.</u></b></li> </ol>	<p><b>C.1 Student Success:</b> Develop a District-wide first year experience/student success program.</p> <p><b>C.2 Student Success:</b> Develop an innovative student success program at each college.</p>
<p><b>D: Strengthen Accountability, Innovation and Collaboration</b></p> <p><b><u>COA – POSCI/CCUL meets this goal with:</u></b></p> <ol style="list-style-type: none"> <li>1) The departmental engagement with Student Government on a mentoring basis, and the creation of student leadership courses and trainings.</li> <li>2) Our WISR and Alameda County partnerships offer this opportunity.</li> </ol>	<p><b>D.1 Service Leadership:</b> Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p><b>D.2 Institutional Leadership and Governance:</b> Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>

## Appendix A

### COA POSCI- 2014-15 S.W.O.T. Analysis

Substantively much of the previous SWOT remains the same with a few added challenges.

**Strengths** – the “Politics” & CCUL Program at College of Alameda continues to be a robust program with “great Expectations” for our future even in the context of the current budget crisis.

- We have a small department with great growth potential and a creative and **We have an excellent collaborative faculty team.**
- Team commitment to a “Culture of Care and Response” and Support for “at risk” students through a commitment to BSI Standards (See Appendix C)
- We have a good reputation and 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 are willing to expand this cooperation to our sister departments at other Peralta Colleges.
- We have developed ties with related department at CSU-East Bay (our primary transfer school). We have strong administrative support in some key leverage points.
- Our **CCUL initiative** has been a strength and cooperation with the COA LCs is a major innovative strength.
- We have instituted innovative programs (e.g. MUNFW, SOS, various learning communities)

**Weaknesses** –

- The Institutional incapacity (e.g. Leadership instability, lack of a researcher, lack of a PIO, lack of sufficient technology to support 21<sup>st</sup> century pedagogy) has undermined the capacity of COA to 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. This defacto limits the capacity of our team to rise to levels of our greatest aspirations.
- The nature of part time faculty realities undermines efforts to truly “gel” our team efforts granting an incapacity to compensate for time given and also the reality of losses of staff;
- Attempts at interdepartmental cooperation across campuses within the district continue to show little evidence of being effectual.
- 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.**

**Opportunities** – in challenging and “dark times” - 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. We are in fact attempting to manifest success in these areas:

- **The Community Change and Urban Leadership Initiative** under continued development has offered ***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. 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.
- New administrative perspectives may act affirmatively to evolve and improve our success chances.

**Threats** – We see systemic threats – some at the State level of analysis:

- Of highest concern would be a substantial lack of resources and support: Financial, infrastructural, and administrative.
- Certain “***organizational & institutional culture***” based organizational behavior patterns continue to undermine attempts at innovation.
- Byzantine procedural challenges (not otherwise specified);
- Overall, *our program is hampered by a significant lack of a 21<sup>st</sup> 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 20<sup>th</sup> Century standards. This is only mediated by innovative efforts of individual faculty members to creatively work around these deficits.
- Overall, and again, institutional capacity to 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. This defacto limits the capacity of our team to rise to levels of our greatest aspirations.
- One key threat was the loss of a significant faculty member due to an unfavorable hire decision that although there was no dark motive in this action, there were never-the-less consequences: specifically, the complete loss of half of our guiding motivational leader on CCUL Initiative and the person with all of our community connections. Though our full time staff is present, the remaining support faculty team members are not able to step in and replace the catastrophic loss of such a key player. This loss also undermined plans to train a new team to transcend the nature of our programming being “person dependent.” We are attempting to address this threat and if we are successful, CCUL may survive and if not, it shall not. We may lose the initiative to other institutions as result.

*Appendix B*

**Community Change and Urban Leadership (CCUL)**

*An Initiative Reminding Us of Who We Are and Inviting Us to Create:*

*A Greater East Bay Renaissance*



*A coalition of people and organizations  
Dedicated to creating the conditions for  
Healthy East Bay Community Life in the 21<sup>st</sup> Century*

**Contact:**

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College of Alameda; 555 Ralph Appezato Parkway, Alameda California, 94501

[www.peraltapreventingviolence.org](http://www.peraltapreventingviolence.org)

<http://www.communitycollegelawschool.org/>

***The Community Change and Urban Leadership Project:  
A Pathway to Career Success in Public Service***

**Vision:**

***The Community Change and Urban Leadership (CCUL) Program*** is a center designed to empower and build the capacity of people and their communities to expand their own “life chances” in:

- Building healthier communities through civic engagement,
- Finding opportunities for more fulfilling lives through an ethic of service,
- Gaining access to employment opportunities in the field of violence prevention and community development,
- Offering multiple educational pathways to success (Associates to Graduate) in public service through partnerships with other Institutions of Higher Education in the Greater Bay Region,
- Enhancing job skills in their roles in Urban Leadership.

*We see an East Bay Region Reborn ~ emerging from our work together: people living and working day to day in their neighborhoods in partnership with East Bay schools and community based organizations. Together we’ll work to build healthy communities; grounding our collaborative efforts in a 21<sup>st</sup> Century vision guided by principles that are socially just, economically sustainable, environmentally sound, and all of which promote a healthy sense of well-being in each person and all their relations.*

**Mission:**

Through the collaborative work of this coalition; **Our Purpose** is to facilitate cooperative community action in meeting the needs of people relative to the revitalization of their greater communities and healthy human relationships within, as defined by the citizens themselves. This is a direct partnership with community leaders, community based organizations, educational entities, and other stakeholders in the greater East Bay Region and Communities.

**We focus our efforts** upon community based civic engagement and service learning programming – ***applying what is learned in neighborhoods where the students themselves live*** - through a *Department of Community Change and Urban Leadership at College of Alameda*; in partnership with community based organizations (CBOs), area municipal agencies, and other area educational institutions. We intend to facilitate this partnership through a *non-profit bridging organization and public interest research group: A Center for Community Change and Urban Leadership*. This center would provide multiple educational, training, and support programs centered on community development, urban leadership, civic engagement, and public service. One goal is for the partnership to sponsor neighborhoods one at a time with support to utilize service learning and civic engagement and coordinated services to apply learning to build the capacity of citizens to transform the well-being of their own communities and sustain their self-sufficient work.



The **Community Change and Urban Leadership Program** is a partnership based project between East Bay Area Community Based Organizations and the Peralta Colleges - College of Alameda and Laney College. The courses of study at College of Alameda include: **Violence Prevention (VPI)** and **Public Administration and “People’s Law & Justice” (PA/Justice)**; and, at Laney College: **Community Change Studies (CCS)**. These programs along with our **Community Based Organization Partnerships** are designed to support healthy community development through supporting the work of violence prevention and healthy community building organizations - providing relevant, contextualized and high quality learning opportunities for students and community leaders.

Utilizing multiple forms of critical pedagogy including civic engagement and service learning modalities, the program provides students with a framework and access to employment opportunities, internships and mentors in the field of violence prevention and community development.



### **Program Offerings**

*Certificates of Proficiency and/or Achievement and/or A.S. Degrees in*

- *Violence Prevention*
- *Community Change Studies*
- *Public Administration and People’s Law & Justice*

**Certificate and Degree Tracks** are designed for college ready individuals who are interested in working in the various fields of community change and urban leadership to address critical problems of violence prevention, community wellness, and social justice.

Students will complete a series of six or nine unit stackable certificates (enhanced with 2-4 units of service learning/cooperative education [i.e. internship or employment experience for credit]) in the field), over the course of one year (for brief certificates) or more (for more comprehensive certificates or degrees). Courses from which these certificates and degrees are derived include (but are not limited to) the following:

### **Core Courses and Electives:**

- Introduction to Community Violence Prevention
- Applied Peacebuilding and Violence Prevention
- Cooperative Work Experience
- Service Learning
- Law and Democracy
- Introduction to Forensic Psychology
- Introduction to Public Administration
- Psychology of Resiliency, Stress Management, and Personal Growth
- Transformative Social Change and Futures Studies
- Learning Organization Governance (service learning contextualized to Non-Profit Organizational Governance)
- Social Problems
- Social Movements
- Crime and Delinquency / criminality in the 21st century
- Food Justice
- Human Services/ applied perspectives in human services
- The Criminalization of Dissent
- Grassroots Knowledge: Action Research for Community Change
- Other Electives as appropriate to student and community needs. (These may be already existing courses or will be created to meet community needs.)

## **Courses of Study – Track Descriptions**

Certificate and Degree Tracks

**One - The Violence Prevention Track:** The VPI Certificate track is a *change agent* development program designed to build the employment credentials and leadership opportunities of local professionals working in the field of violence prevention. Students complete courses in violence prevention theory and practical application strategies, along with co-operative education in which students receive college credit for working in the field. Upon completion of this coursework, students receive a Certificate of Proficiency or Achievement or an A.S. Degree in Violence Prevention

- **Violence Prevention Learning Community:** this is a Learning Community is a community of students who take a series of contextualized basic skill courses together. The *COA* learning community model contextualizes basic skills courses around violence prevention, street outreach, and healthy community building.

### **Two - Public Administration and People’s Law & Justice Tracks**

A. **Public Administration:** The PA Track is designed to provide an introduction to the field of Public Administration and the “calling” of public service. **The purpose is to offer individuals a pathway to career success in the general area of community service in the arena of the public and social sectors** – being guided in learning to be effective in various public sector and/or non-profit organizational work settings performing in multiple roles.

## Innovations include:

- Individuals already employed in those settings will be able to sharpen their skills, acquire new skills and knowledge and participate in practical experiences that will be useful on the job.
- Individuals curious of career options in public service will be enabled by knowledge and the development of skills to work in organizations and institutions and serving the public.
- The certificate is designed as a stand-alone certificate. However, it is also possible to apply credit toward the **Associate of Applied Science Degree in Public Administration**.
  - College of Alameda has articulation agreements with private and public colleges and universities in the East Bay area and has a coalition/partnership with the City of Oakland, area community service agencies and is working toward closer relationships with area universities for advanced pathways to student success.
- The innovation here is to create **a five year pathway to career success in the fields comprising the public service.**
  - This **would be** a learning community track rooted in community partnerships between CBOs, COA, and area universities (with whom we are in discussions), and various City entities. The design would have us support and guide students in service learning based endeavors aimed at their successfully moving from an AA degree at the Peralta Colleges to an area of focus in a BA/BS and completion of professional training in a MPA degree from institutions such as CSU East Bay or Mills College.

B. **Non-Profit Organizational Governance:** This Track is designed to teach principles of governance in various organizational, community change agency contexts. Open to all students (particularly student government and organization leaders); this program will be service learning multidisciplinary 12 to 15 unit certificate and or degree program in all aspects of fundraising, organizing, event management, all aspects of governance. This project utilizes a learning community service learning model to learn and apply skill sets utilizing the college community as a service learning community experience delivering a set of job skills in “governance” as its outcomes of learning.

C. **People’s Law & Justice:** This track is a classic “**Street Law**” style initiative which is designed to enable students to understand and participate in the American legal system. Our program takes a practical approach to introducing students to the concept of law and the use of law for every day citizens in the American Democracy. Emphasis is placed on criminal law, family law, landlord/tenant law and how to navigate the legal system. This track also seeks to connect students to transfer institutions should they seek to move forward into professions in the political and legal fields.

**Three - Community Change Studies:** CCS at Laney College is designed to address community needs in the education and training of Oakland residents to exercise the skills, competencies and leadership to effectively improve social and economic conditions in the community. It is a core of courses in development designed to build the capacity of adult learners and stakeholders to develop the academic and technical skills necessary to take the lead in addressing critical community issues. **Course work content areas include:**

- community organizing skills,
- communication,
- critical processes,
- policy and local issues;
- knowledge of self and community;
- understanding systems of power;
- applied analytical skills in data, policy, and research;
- Fundraising.

## The Community Change and Leadership Development Stakeholders Group

This Stakeholders Group is a group of professionals from community organizations, public agency representatives, and faculty and staff members from consortium schools. **The purpose of the Stakeholders Group** is to provide *a forum for community and college input and feedback* on the initiative and its efforts. The Stakeholders Group meets multiple times throughout the year regarding the project and its ongoing development. Each of these meetings involves a team of MPA graduate students and community college students who serve as participant observers and support staff in service learning.

- **The Steering Committee** is a smaller group of individuals representing community organizations, agency representatives and *COA* faculty, administration and staff members which serves as an advisory council or board. This council is comprised of the *COA* Advisory Team and the Community Advisory Team. The Steering Committee meets more regularly and its purpose is to develop and give insight into educational programming for all the tracks based on solicitation of input from the community as to their needs.
- **COA Advisory Team**, a core group of six College of Alameda faculty and administrators representing *COA* on the Steering Committee.
- **Community Advisory Team**, a core group of 15 - 20 members representing organizations in the fields of Community Development, Urban Leadership, and Civic Engagement – and public service.
- **Curriculum Work Groups**, three working groups established to develop curriculum and draft course outlines and tracks. Curriculum Work Groups meet in response to development needs.

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### Community Change and Leadership Development Initiative Participants **Thus far:**

(The following organizations have sent representatives to stakeholder events)

(Organizations in *italics* have sent representatives to multiple meetings)

Alameda County Health Department  
Alameda County Board of Supervisors,  
Districts 3, 4 & 5

Alameda County Training Center  
Alameda Family Services  
Alameda Point Collaborative

*Brothers on the Rise*

California Institute of Integral Studies

*California State University, East Bay*

*Department of Public Affairs*

CSU, East Bay Police Services

California Youth Outreach

*College of Alameda (& other Peralta Colleges)*

*City of Oakland, Department of Human*

*Services, Measure Y Initiative*

*City of Richmond, Office of Neighborhood Safety*

East Bay Housing, Interfaith Programs

*EBALDC (East Bay Area Land*

*Development Corporation)*

*Ella Baker Center for Human Rights,  
Heal the Street*

Haas, Sr. Fund

Ijichi Perkins Associates

McCullum Youth Court

*Oakland Housing Authority*

Oakland Housing Authority, Police Department

Oakland Unified School District

OASES

PolicyLink

Positive Resource Center

San Francisco State University, Department of

Sociology

SEEDS

St. Vincent de Paul of Alameda County

Urban Peace Movement

*Urban Strategies*

Workforce Collaborative

*Youth Alive*

Youth Outreach

## COA Community Change and Urban Leadership Core Development Team:

### **Robert J. Brem, MA, MC, LPC, NCC**

Robert Brem earned a MA in Political Science and an MC in Counseling from Arizona State University; with advanced doctoral work in Public Administration & Public Policy as well as a certificate in non-profit management. He is a Nationally Certified mental health counselor and a former agency clinical director and community based social justice agency co-director. He is a *consigliere* in private practice (life & career counseling and coaching and is an organizational & public management consulting). As well, he is on the faculty with the *CSU East Bay MPA Program*. At *College of Alameda*, Mr. Brem is *Chair of the Curriculum Committee* and a resident faculty teaching *Politics & Psychology* and Lead Faculty on the *Public Administration Track* and is an Associate of the *Community Change and Urban Leadership Initiative*.

### **Megan Sweeney, MA**

Megan Sweeney earned a MA in Political Science from San Francisco State University in 2008 and holds a BA in Political Science from Seattle University. Megan was a lead developer in the establishment of CCUL at College of Alameda and facilitated outreach for the program. She is an instructor of *Political Science and Public Administration* in the *Peralta Community College District and at San Francisco City College*, as well as an Associate of the *Community Change and Leadership Development Initiative* at *College of Alameda* at is the Coordinator for our *Community College Pathway To Law Program*.

### **Crystallee Crain, PhD**

Crystallee Crain earned a PhD in Transformative Inquiry from California Institute of Integral Studies (and a MA in Social Sciences from Eastern Michigan University and a BA in Political Science from Northern Michigan University); and is a doctoral candidate at the California Institute of Integral Studies. A native of Flint, Michigan; Dr. Crain relocated to Oakland to work on issues of violence with youth ages 15-18. Formerly she was the designer and *Director of Heal the Streets* (at the *Ella Baker Center*) which is a leadership training program for youth in Oakland who want to take a proactive, political and advocacy driven approach to promoting non-violence. She is a commissioner on the *Alameda County Juvenile Justice and Delinquency Commission*. Dr. Crain is the coordinator of the *Violence Prevention Initiative* at *College of Alameda*; and as such, is an Associate of the *Community Change and Urban Leadership Initiative*.

### **Other core “development team” members include:**

- **Toni Fogarty, PhD**, Chair of the MPA program at CSU East Bay
- **Alton Jelks, MPA**, consultant in intergovernmental relations, faculty with the MPA program at CSU East Bay
- **Alicia Caballero-Christenson, MA**, Ethnic Studies at Laney College

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**The Community Change and Urban Leadership Program**

**College of Alameda**

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## Appendix C - Student Success Basic Skills Standards –

26 Effective Practices, found "Basic Skills as a Foundation for Student Success

- A1 – Development education is a clearly stated institutional priority
- A2 – A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program. Clearly specified goals and objectives are established for developmental courses and programs.
- A3 – The developmental education program is centralized or is highly coordinated.
- A4 – Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the education sequence.
- A5 – A comprehensive system of support services exists, and is characterized by a high degree to integration among academic and student support services.
- A6 – Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.
- A7 – Institutions manage faculty and student expectations regarding developmental education.
- B1 – Orientation, assessment, and placement are mandatory for all new students.
- B2 – Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.
- B3 – Counseling support provided is substantial, accessible, are integrated with academic courses/programs.
- B4 – Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities, and are provided with assistance to apply for and acquire financial aid.
- C1 – Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.
- C2 – The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs.
- C3 – Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.
- C4 – Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.
- C5 – Faculty development is clearly connected to intrinsic and extrinsic faculty reward structures.
- D1 – Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.
- D2 – Curricula and practices that have proven to be effective within specific disciplines are employed.
- D3 – The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.
- D4 – Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.
- D5 – A high degree of structure is provided in developmental education courses.
- D6 – Developmental education faculty employ a variety of instructional methods to accommodate student diversity.
- D7 – Programs align entry/exit skills among levels and link course content to college-level performance requirements.
- D8 – Developmental education faculty routinely share instructional strategies.
- D9 – Faculty and advisors closely monitor student performance.
- D10 – Programs provide comprehensive academic support mechanisms, including the use of trained tutors.

## Appendix D POSCI Department SLO/PLO ASSESSMENT PROTOCOL:

### A. Processes for rater/reader assessment of learning outcomes.

- 1) At beginning of semester, each instructor (evaluator) generates a **random sample of the students** (say; 10% of 400 students = 40) and do **detailed content analysis of all this group's work** through out the semester and then at the end. This is a detailed narrative content analysis following the protocols of **narrative critical literature review** (see qualitative exegesis an hermeneutics principles) – to arrive at a **narrative assessment of the degree to which the students are “functioning” relative to their own three areas** they self identified life skills sets in three sectors covering three learning realms.

- a. the standards of assessment for learning outcomes will be more intense than the usual standards of assessment for grades.
- b. Learning outcome standards of assessment will be **deep critical literary theory driven** exercise in content analysis and hermeneutics & exegesis & the cloud of verstehen – **asymptotically** utilizing more towards content over form with the rubrics more towards the upper division level of expectation than the lower division level.
- c. Grading standards of assessment are more shallow – **asymptotically** utilizing more towards form over content with the rubrics more towards the lower division level of expectation than the upper division level.

- 2) For this, the **Global Assessment of Functioning (GAF)** from the DSM model of diagnostic assessment in psychotherapy has been adapted to serve as the overarching rubric for assessment of the degree to which our sample reflects success in meeting the PLO standards of the department.
- 3) GAF scores – combine with the students' own Lickert Self Assessments (see above) - are then utilized as the basis of the **final collective statement we make as to whether our efforts have resulted in the degrees of student success to which we aspire.** (As to what degree we have or have not met our success goals for our department.)

- 4) **NOTE:** The same three PLOs are universal for every class as SLOs. The text of the disciplinary PLO is tailored to fit the content of each course - but it is the exact same measure thus correcting for validity problems (by having inconsistent SLOs for every course that are not comparable to the PLOs or to other courses or to any universal standard.). **Therefore, when we say, we have assessed the three program outcomes, we can say with a high degree of confidence in our reliability across the whole educational experience that YES, we have in fact or have not in fact met our goals by one comparable standard (see above).** To do otherwise is perceived here as a major threat to validity and reliability of the assessment and therefore threaten to render the whole exercise as irrelevant.

- 5) **Inter-rater reliability:** the “evaluator” / faculty "reads" the student work as one whole “text” with a commitment to **objective partisanship** and through the “eyes” of a **“gestalt- verstehen”** (a model of using the person of the evaluator as a professional with a body of knowledge {this is a method adapted from classical cultural anthropology and narrative psycho therapy} to “read” through the Classical Liberal Arts Framework (see Liberal Arts Model) all work the student submits. The faculty member “reads” the students' portfolios, papers, participation patterns (remember, they know who the sample is throughout the semester) through this frame. **In this, they utilize the techniques of appreciative inquiry (see AI protocol), critical literature review theory, and the cloud of verstehen framework as their approach.**
- 6) Rubrics are used throughout for all assignments and then there is one universal rubric by which they arrive at to generate a collective conclusion statement of degrees of success or “functionality” in achieving the PLO goals of the program. This rubric is an adaptation of the GAF (see above).

- 7) *The evaluator reads the students' text and utilizes the students' own goals and their own words to make a GAF determination as to whether the student has met the PLO goals in their work.* This is fitting our assessment mode to the student rather than forcing the student to fit our assessment model. Thus, we honor the person of the student and their own native verstehen – knowing - wisdom.

*This data and the evaluator textual analysis are used to as the source body of data to be aggregated into a final determination as to whether “we” – the program - have or have not met our goals.* This is why the PLO/SLOs are narrative constructs and not the fiction of narrow observable measurable Blooms statements – which are abstractions of reality and objectify the students and ignore their own Verstehen.

#### **B Key methodological issues highlighted here for consideration and enhancement:**

- **Sampling; 10 % to 15 % of randomly selected students are assessed** (with exception of exams which are 100% assessment due the nature of data collection);
- a few **focus groups** (with one of the focus groups being comprised of members of the sample group),
- **process evaluation sheets** at two points in the semester (one an EFF revision process)
- a **post-test retrospective pre-test / post test self assessment;**
  - comparing where you are at the end of the learning experience as compared to how you remember you were at the beginning, how do you rate (on a ten point Lickert scale) your own degree of success in achieving your EFF self assessment goals?
- *a one year follow up assessment with SASE and return envelope forms and possible sampled focus groups...*

#### **C Assessment Data Points, Collection, Success Criterion**

**PLO / SLO #1: *Demonstrate a degree of mastery of the state of the discipline of political science*** { theoretical and practical knowledge of the historical background and the foundational principles of government and governance (utilizing: description, definition, summarization & explanation )}; and a working knowledge of these in use; with respect to inter-relatedness of humans in the environment, engaging with people from diverse backgrounds, and in understanding and acknowledging the significance of daily individual and social actions relative to global issues and the emergence of our shared future. { **Foundational Knowledge** }

- **Outcome Measure**
  - Scores on examinations; comprehensiveness of notes; Self reflective journal responses; analysis of issues (in annotated articles, class discussion, and portfolio projects).
- **Definition of Data**
  - Scores; Robustness of commentary; and details with which they reflect upon material showing understanding.
  - Method of Data Collection: Examinations, Submitted Assignments, Demonstrated substantive interaction observed in class.
- **Expected Level of Performance**
  - Achievement of overall college level performance on test scores and in writing
- **Actual Level of Performance**
  - Observed performance patterns that are consistent with program goals.
- **Plan of Action**
  - Continue to improve and refine our instruments and means of assessment.

**PLO / SLO #2: *Demonstrate a degree of proficiency at the life skills of critical political thinking and futures consciousness*** to better access, evaluate, and interpret ideas found in political philosophy and theory and information enabling people so disciplined to communicate effectively, reach conclusions, and solve problems as *citizens* - part of the governance structure of a political world - such that they may apply these in their professional pursuits should they choose a path of public service or community leadership, of simply community participants. { **Critical Political Thinking** }



- **Outcome Measure**
  - Response & research papers; comprehensive notes; Self reflective journal responses; analysis of issues (in annotated articles, discussion, and portfolio projects).
- **Definition of Data**
  - Clarity of details and point by point exploration resulting in conclusions which are consistent with criterion of disciplined thinking.
  - Method of Data Collection: Submitted Assignments and Demonstrated substantive interaction observed in class.
- **Expected Level of Performance**
  - Achievement of overall college level performance on test scores and in writing
- **Actual Level of Performance**
  - Observed performance patterns that are consistent with program goals.
- **Plan of Action**
  - Continue to improve and refine our instruments and means of assessment.

**PLO / SLO #3: *Demonstrate a degree of capacity to assume responsibility*** – consistent with democratic republican values - in the application of socio-political concepts explored in this learning experience (class, classes, program) in a meaningful manner to a person’s own self defined reality in the public, private and social sectors (a) as part of their everyday life as engaged citizens in the modern world system; and (b) in the context of global environmental (and other) challenges. {Personal Enrichment & Lifelong Learning – qua: **Psycho-Socio-Political Efficacy**}

- **Outcome Measure**
  - Response & research papers; comprehensive notes; Self reflective journal responses; analysis of issues (in annotated articles, discussion, and portfolio projects).
  - In depth exploration and clear articulation and analysis of information resulting in conclusions which are consistent with criterion of disciplined thinking. Method of Data Collection: submitted Assignments; Demonstrated substantive interaction observed in class
- **Definition of Data**
  - In depth exploration and clear articulation and analysis of information resulting in conclusions which are consistent with criterion of disciplined thinking
  - Submitted Assignments
  - Method of Data Collection: Demonstrated substantive interaction observed in class
- **Expected Level of Performance**
  - Achievement of overall college level performance on test scores and in writing
- **Actual Level of Performance**
  - Observed performance patterns that are consistent with program goals.
- **Plan of Action**
  - Continue to improve and refine our instruments and means of assessment.

#### **D Assessment Method:**

In the model used here, the act of assessment is a deep critical literary theory approach in content analysis (hermeneutics & exegesis) through “the cloud of verstehen” – asymptotically utilizing more towards content over form with the rubrics more towards the upper division level of expectation than the lower division level. In this, an adapted Global Assessment of Functioning (GAF) serves as the overarching rubric for assessment of the degree to which our sample reflects success in meeting the PLO standards of the department. GAF scores – combined with the students’ own Lickert Self Assessments - are then utilized as the basis of the final collective statement we make as to whether our efforts have resulted in the degrees of student success to which we aspire. (As to what degree we have or have not met our success goals for our department.)

**Criteria for successful performance:** We consider our programmatic efforts to be successful to the extent which there is a pattern of achievement of overall “college level performance” on “observed performance patterns” that are consistent with program goals; such that:

- 25% of students will achieve an overall **GAF of 80** or above;
- 70% of students will achieve an overall **GAF of 70** or above; and
- only 30% (or less) of students will achieve and overall **GAF of 69** or below.

**Ideal Target:**

- 35 to 40 % of students will achieve an overall GAF of 80 or above;
- 80% of students will achieve an overall GAF of 70 or above; and
- only 20% (or less) of students will achieve and overall GAF of 69 or below.

**E. The final report**

**1 This will be an *interpretive policy analysis*.**

It is a narrative contextual systems S.W.O.T. analysis of the **PLO/SLOs framed in terms of how pedagogical and procedural policy can be improved to increase student success relative to the triadic learning outcomes model** (appendix I), **the EFF frame** (appendix A), **and the futures consciousness praxis cycle**. Then, the report is a narrative assessment as follows:

- Strengths
- Weaknesses
- Threats
- Opportunities

**2 The referential interpretive frame:**

Hwa Yol Jung suggests that “*political theory*, like any other theory, is an effort to discover an intimate connection between meaning and existence.” Student learning outcomes success resides in exploring this connection.

The frame is *the cloud of verstehen* driving the narrative thematic presentation of our assessment of learning outcome success. Success we have defined in terms of functionality GAF relative to our aim, hope, desire, claim... that

- to varying degrees of functionality,
- all our students will be better equipped to live their lives
- in the modern world system
- as citizens, workers, and persons
- in following a *futures conscious praxis cycle*

**Each of these is assessed with the GAF and this is the data of the SWOT.**

When we say:

***the prime purpose of a politics program is, and of rights ought to be, to enable citizens to create the preferred future of their democratically derived choice. This is what we are assessing when we say we are looking at learning success in politics.***

...We are setting the central theme that ought to be evident in what the students demonstrate in their work. This statement is a complex; an aggregate of the three PLOs then. And **as such, receives a GAF score in and of itself as a holistic gestalt score.**

**Appendix E College of Alameda Department of Political Science (POSCI)  
Course offerings 2004 to 2013**

Catalog Listed Courses offered (12) in this time period:

- POSCI:1
- POSCI:2
- POSCI:3
- POSCI:4
- POSCI:6
- POSCI:26
- POSCI:32
- POSCI:35
- POSCI:36
- POSCI:48AB
- POSCI:48AC
- POSCI:49

<b>Spring Courses</b>
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TERM	SECT	CENSUS	FTES TOTL	FTEF TOTL	PROD
<b><u>POSCI:1 GOVT/POLITICS IN US</u></b>					
Spring-14	8	357	35.70	1.60	22.31
Spring-13	9	410	41.05	1.79	22.94
Spring-12	4	246	24.60	0.80	30.75
Spring-11	5	315	31.50	1.17	27.03
Spring-10	4	299	30.54	0.80	38.18
Spring-09	5	285	29.17	1.20	24.31
Spring-08	5	263	27.98	1.01	27.61
Spring-07	5	216	22.91	1.01	22.61
Spring-06	3	125	13.46	0.60	22.43
Spring-05	3	113	12.20	0.60	20.33
<b><u>POSCI:2 COMPARATIVE GOVT</u></b>					
Spring-14	1	19	1.90	0.20	9.50
Spring-13	1	30	3.00	0.20	15.00
Spring-12	1	51	5.10	0.20	25.50
Spring-11	1	41	4.10	0.37	11.22
Spring-10	1	52	5.55	0.20	27.73
Spring-09	1	22	2.35	0.20	11.73
Spring-08	1	14	1.68	0.20	8.40
Spring-07	1	23	2.76	0.20	13.80
Spring-05	1	27	2.70	0.20	13.50
<b><u>POSCI:3 INTERNATL RELATIONS</u></b>					
Spring-14	1	35	3.50	0.20	17.50
Spring-13	1	37	3.70	0.20	18.50
<b><u>POSCI:4 POLITICAL THEORY</u></b>					
Spring-14	1	22	2.20	0.20	11.00
Spring-13	1	28	2.80	0.20	14.00
Spring-12	1	37	3.70	0.20	18.50
Spring-11	1	29	2.90	0.40	7.25
Spring-10	1	45	4.50	0.20	22.50
Spring-09	1	22	2.20	0.20	11.00
Spring-08	1	11	1.10	0.20	5.50
Spring-07	1	20	2.00	0.20	10.00
Spring-06	1	31	3.10	0.20	15.50

TERM	SECT	CENSUS	FTES TOTL	FTEF TOTL	PROD
<b><u>POSCI:6 CRIMINAL DUE PROCESS</u></b>					
Spring-06	2	47	4.85	0.40	12.11
Spring-05	2	80	8.72	0.40	21.80
<b><u>POSCI:26 US/CA CONSTITUTION</u></b>					
Spring-14	1	15	1.50	0.20	7.50
Spring-13	1	27	2.70	0.20	13.50
Spring-12	1	43	4.30	0.20	21.50
<b><u>POSCI:36 PRAC VIOLENCE PREV STRATEGIES</u></b>					
Spring-13	1	14	1.40	0.20	7.00
Spring-12	1			0.20	
<b><u>POSCI:48AC PRAC VIOLENCE PREV STRATEGIES</u></b>					
Spring-11	1	21	2.10	0.20	10.50
<b><u>POSCI:49 I/S - POLITICAL SCI</u></b>					
Spring-13	1	0	0.00	0.00	
Spring-12	2	5	0.00	0.00	

## Fall Courses

TERM	SECT	CENSUS	FTES TOTL	FTEF TOTL	PROD
<b><u>POSCI:1 GOVT/POLITICS IN US</u></b>					
Fall-14	9	332	33.26	1.80	18.48
Fall-13	5	254	25.40	1.00	25.40
Fall-12	4	257	25.70	0.80	32.13
Fall-11	5	324	32.40	1.00	32.40
Fall-10	4	290	29.00	0.80	36.25
Fall-09	6	345	33.77	1.20	28.14
Fall-08	7	373	37.74	1.39	27.07
Fall-07	6	236	24.01	1.39	17.30
Fall-06	4	286	30.19	0.80	37.81
Fall-05	4	221	22.86	0.80	28.64
Fall-04	3	160	16.76	0.60	27.93
<b><u>POSCI:2 COMPARATIVE GOVT</u></b>					
Fall-14	1	20	2.00	0.20	10.00
<b><u>POSCI:3 INTERNATL RELATIONS</u></b>					
Fall-14	1	29	2.90	0.20	14.50
Fall-13	1	21	2.10	0.20	10.50
Fall-12	1	33	3.30	0.20	16.50
Fall-11	1	31	3.10	0.20	15.50

TERM	SECT	CENSUS	FTES TOTL	FTEF TOTL	PROD
<b><u>POSCI:4 POLITICAL THEORY</u></b>					
Fall-13	1	20	2.00	0.20	10.00
Fall-12	1	42	4.20	0.20	21.00
Fall-11	1	43	4.30	0.20	21.50
Fall-10	1	53	5.30	0.20	26.50
Fall-09	1	33	3.30	0.20	16.50
Fall-08	1	15	1.50	0.20	7.50
Fall-07	1	14	1.40	0.20	7.00
Fall-06	1	28	2.80	0.20	14.00
Fall-05	1	19	1.90	0.20	9.50
<b><u>POSCI:32 LEARNING ORG GOVERNANCE</u></b>					
Fall-12	1	21	2.10	0.20	10.50
Fall-11	1	44	4.40	0.20	22.00
<b><u>POSCI:35 INTRO/COMMUNITY VIOLENCE PREV</u></b>					
Fall-12	1	31.3	10.0	26	12.08
Fall-11	1			0.20	
<b><u>POSCI:48AB INTRO/COMMUNITY VIOLENCE PREV</u></b>					
Fall-10	1			0.20	
<b><u>POSCI:49 I/S - POLITICAL SCI</u></b>					
Fall-12	1	4	0.00	0.00	
Fall-09	1	3	0.00	0.00	
Fall-08	1	0	0.00		
<b><u>POSCI:6 CRIMINAL DUE PROCESS</u></b>					
Fall-07	1	15	1.50	0.20	7.50
Fall-06	1	24	2.40	0.20	12.00
Fall-05	2	45	5.04	0.40	12.60
Fall-04	2	71	8.00	0.40	20.00

## Summer Courses

TERM	SECT	CENSUS	FTES TOTL	FTEF TOTL	PROD
<b><u>POSCI:1 GOVT/POLITICS IN US</u></b>					
Summer-14	3	115	11.91	0.61	19.51
Summer-13	2	79	7.94	0.40	20.01
Summer-12	2	92	9.24	0.40	23.30
Summer-11	2	110	11.08	0.39	28.17
Summer-10	2	121	13.25	0.39	33.69
Summer-09	3	112	12.31	0.61	20.16
Summer-08	2	62	7.09	0.41	17.23
Summer-07	2	81	7.98	0.38	20.85

TERM	SECT	CENSUS	FTES TOTL	FTEF TOTL	PROD
<b>Continued: POSCI:1 GOVT/POLITICS IN US</b>					
Summer-06	3	157	15.59	0.58	27.00
Summer-05	3	138	13.68	0.58	23.68
Summer-04	2	131	12.91	0.38	33.71
<b>POSCI:2 COMPARATIVE GOV'T</b>					
Summer-12	1	23	2.32	0.20	11.78
<b>POSCI:6 CRIMINAL DUE PROC</b>					
Summer-10.	1	17	1.86	0.20	9.31
Summer-09	1	15	1.71	0.20	8.57

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21ST CENTURY STUDENT OUTCOMES AND SUPPORT SYSTEMS

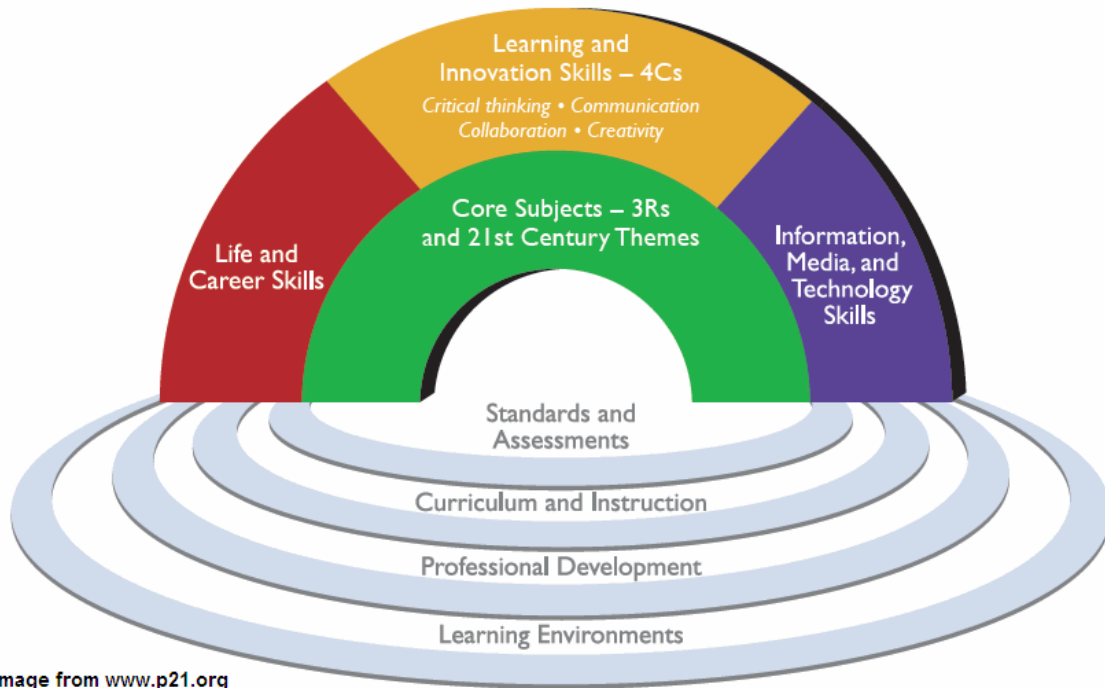


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