



College of Alameda

~ 2020-21 Program Review – Political Science/ CCUL ~ February 8th, 2021 V2

A. **Political Science** & *Community Change and Urban Leadership (CCUL) Guided-Pathway Program* ~
Cluster: HIST-PSYCH-AFRAM-SOC-MLAT-POSCI – **Co-Chairs** Ed Loretto and Sarah Peterson-Guada

B. Program Review completed by **Robert J. Brem, MA, MC, NCC ~ Lead Faculty**

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I] Overview

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

The vision and mission of the “Politics” program/Department at College of Alameda:

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.

We seek to be a “signature program” of “distinctive difference” with resultant comparative advantage being a “strange attracter” magnet to be a force in being - significant compelling reason – drawing students to choose COA over other competitors in our greater catchment area.

- D. **October 2017** is the date of our last Comprehensive Program Review
- E. List of our program faculty and/or staff – in order of seniority:

➤ Robert J Brem	60% f/t (40% in PSYCH)
➤ Ron Lomax	p/t
➤ Judith Hurtado-Ortiz	p/t
➤ Hasmik Geghamyan	p/t
➤ Calvin Williams	p/t
➤ Sarah Oddie	p/t

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

A. Program goals from most recent Program Review or APU.

- With update on the status of the goal and degree of achievement.
- Goal revisions and progress
- Relationship to College & District goals with which our program goals align.

COA GOALS	PCCD GOALS	Progress on goal attainment	Explanation and Comments
<p>A: Advance Student Access, Equity, and Success</p> <p><u>COA – POSCI/CCUL meets this goal with:</u></p> <ol style="list-style-type: none"> 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). 	<p>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.</p> <p>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.</p> <p>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.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>	<p>Ongoing: Efforts are on-going</p>	<p>Institutional challenges and key personnel issues slowed progress in the context of perhaps overly optimistic timelines and social ligatures.</p> <p>Covid 19 SIP issues have temporarily made these efforts less robust than might be possible otherwise</p> <p>Project management plan and timeline extended.</p>

COA GOALS	PCCD GOALS	Progress on goal attainment	Explanation and Comments
<p>B: Engage and Leverage Partners</p> <p><u>COA – POSCI/CCUL meets this goal with:</u></p> <ol style="list-style-type: none"> 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: <i>Centro Legal de la Raza, Alameda Point Collaborative, East Bay Cohousing, Sierra Club, etc.</i>) 	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12 institutions, community-based organizations, four-year institutions, local government, and regional industries and businesses.</p>	<p>Ongoing: All are still in progress – partnerships established and being nurtured</p>	<p>Complicated negotiations have taken longer than anticipated.</p> <p>Covid 19 SIP issues have temporarily made these partnerships less robust than might be possible otherwise.</p>
<p>C: Build Programs of Distinction</p> <p><u>COA – POSCI/CCUL meets this goal with:</u></p> <p>The Community Change and Urban Leadership Initiative is in itself a potentially world class program – <u>if it were to receive sufficient support</u> and a fair chance at testing implementation success estimates.</p>	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>	<p>Ongoing: All are still in progress</p>	<p>Complicated negotiations have taken longer than anticipated.</p> <p>Covid 19 SIP issues have temporarily made these efforts less robust than might be possible otherwise</p>
<p>D: Strengthen Accountability, Innovation and Collaboration</p> <p><u>COA – POSCI/CCUL meets this goal with:</u></p> <ol style="list-style-type: none"> 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 	<p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>	<p>Ongoing: All are still in progress</p>	<p>Complicated negotiations have taken longer than anticipated.</p> <p>Covid 19 SIP issues have temporarily made these efforts less robust than might be possible otherwise</p>

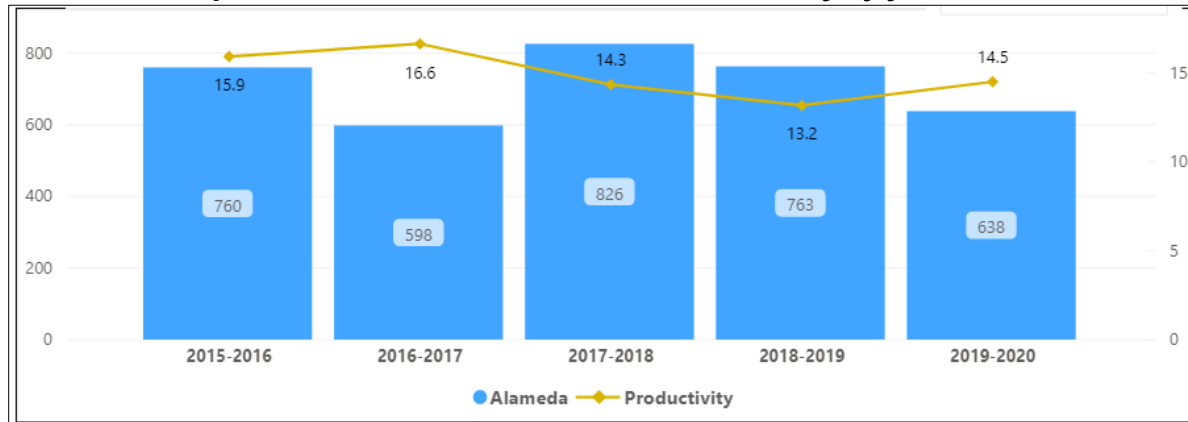
B. Describe your current utilization of facilities, including labs and other space

In the context of Covid 19 shelter in place patterns, though we have moved into our “new” offices in the new building on campus, we are not using this space. Rather, all work is from home bases, using Zoom for instruction and professional meetings and events. Campus works spaces are where instructional materials are stored and “visited” monthly to exchange instructional materials as needed.

C. Enrollment Trends

See detailed enrolment data broken down by Individual COA POSCI Courses by term – 2016 to 2020 in Appendix THREE

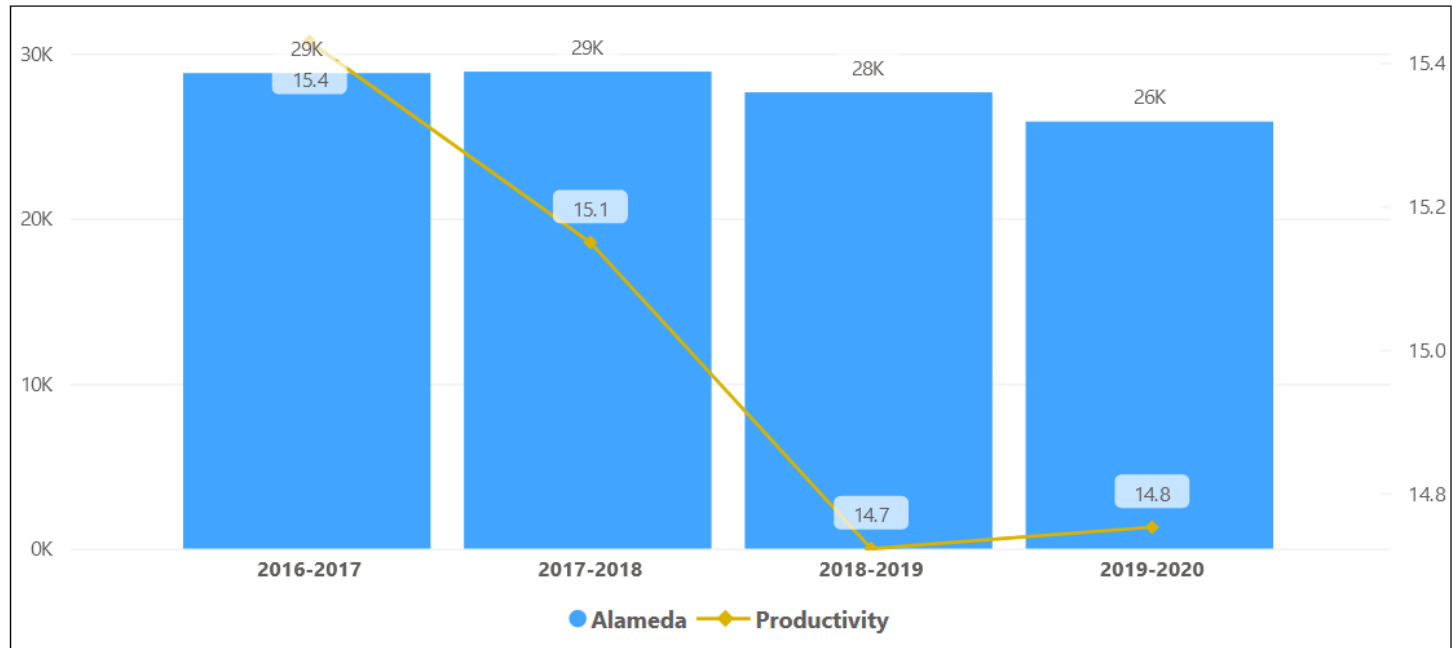
COA POSCI Department Census Enrollment and Productivity by year 2015 to 2020



COA POSCI Department figures by Term 2016 to 2020

Academic Year	Term	Campus	Census Enrollmnt	FTES	FTEF	Productivity
2019-2020	Fall	Alameda	286	28.41	2.00	14.2
2019-2020	Spring	Alameda	259	26.02	1.80	14.5
2019-2020	Summer	Alameda	93	9.33	0.60	15.6
2018-2019	Fall	Alameda	383	38.39	2.60	14.8
2018-2019	Spring	Alameda	290	28.96	2.60	11.1
2018-2019	Summer	Alameda	90	9.03	0.60	15.1
2017-2018	Fall	Alameda	368	36.82	2.80	13.1
2017-2018	Spring	Alameda	368	36.85	2.40	15.4
2017-2018	Summer	Alameda	90	9.50	0.60	15.9
2016-2017	Fall	Alameda	202	20.20	1.00	20.2
2016-2017	Spring	Alameda	320	32.00	2.20	14.5

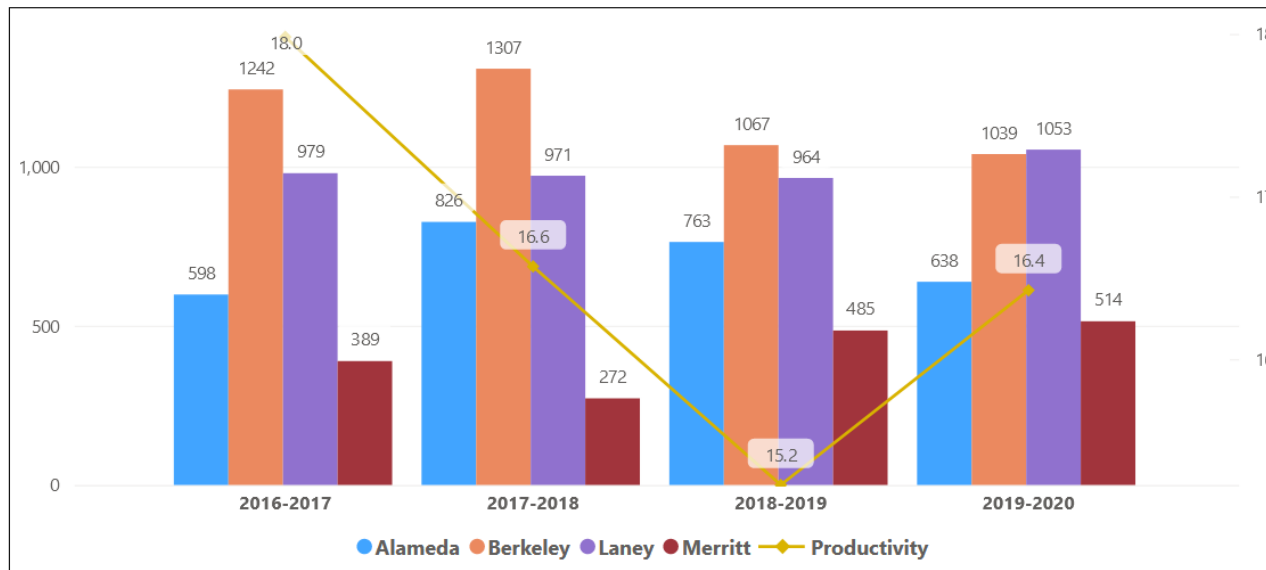
College of Alameda, All Departments - Census Enrollment and Productivity by year 2015 to 2020



Academic Year	Term	Campus	Census Enrollmnt	FTES	FTEF	Productivity
2019-2020	Fall	Alameda	11807	1414.41	95.21	14.9
2019-2020	Spring	Alameda	11102	1468.79	100.60	14.6
2019-2020	Summer	Alameda	2967	349.83	23.34	15.0
2018-2019	Fall	Alameda	12721	1558.74	100.80	15.5
2018-2019	Spring	Alameda	11745	1429.75	103.76	13.8
2018-2019	Summer	Alameda	3185	367.83	23.41	15.7
2017-2018	Fall	Alameda	13199	1631.02	106.43	15.3
2017-2018	Spring	Alameda	12940	1583.20	104.79	15.1
2017-2018	Summer	Alameda	2765	326.69	22.51	14.5
2016-2017	Fall	Alameda	13444	1644.16	103.44	15.9
2016-2017	Spring	Alameda	12549	1566.03	104.31	15.0

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All POSCI Departments District Wide (note MC has no degree program) - **Census Enrollment and Productivity by year 2015 to 2020**



We note that Merritt College, which has no program, continues to offer more sections than is warranted by that fact. While a reductions there would not guarantee higher enrollments at COA, we believe it would contribute to overall viability of POSCI programs district-wide due to swirl, in a district dedicated to sharing resources with a limited student population.

COA POSCI Course Enrollment by time of day – 2015 to 2020

College	Subject	Year	Time of Day	Census Enrollment	Total FTES	Total FTEF	Productivity
Alameda	POSCI	2015-2016	DAY	620	62.16	3.52	17.7
Alameda	POSCI	2015-2016	EVENING	140	13.99	1.27	11
Alameda	POSCI	2016-2017	DAY	532	53.24	3	17.8
Alameda	POSCI	2016-2017	EVENING	66	6.6	0.6	11
Alameda	POSCI	2017-2018	DAY	728	73.43	5	14.7
Alameda	POSCI	2017-2018	EVENING	97	9.7	0.8	12.1
Alameda	POSCI	2018-2019	DAY	698	69.88	5.2	13.4
Alameda	POSCI	2018-2019	EVENING	65	6.5	0.6	10.8
Alameda	POSCI	2019-2020	DAY	602	59.97	4	15
Alameda	POSCI	2019-2020	EVENING	36	3.79	0.4	9.5

We believe courses are scheduled in a manner that meets student needs and demands. We know this anecdotally by asking our students – this information is then shared in department meetings about scheduling

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

- We seek to engage in regular department meetings to discuss and share best practices in terms of pedagogy and assessment.
- We seek to develop and share resources using our joint Canvas LMS resource depository.
- We seek to engage in a continuous improvement praxis cycle to inform ongoing revisions of pedagogy, course design, and content. As this is a “political science” department, we have had to contextualize our efforts very intentionally with content informed by the state of the discipline in response to unfolding events in the 21st century modern world system.
- We seek to engage in “*deliberate practice*” (including *process evaluation based* continuing education relative to pedagogical proficiency) in efforts to improve “*deliberate performance,*”
 - Which is aimed at improving implementation of course design and content and learning facilitation,
 - All aimed at improving effectiveness in facilitating student engagement and learning.

E. How is technology used by the discipline, department?

- We have engaged in training to engage with state-of-the art course design in transitioning all course content to Canvas and using best practices in Zoom synchronous instruction performance
- We are expanding **OER** – no cost text models.
 - This includes loading all relevant course materials for students on the Canvas LMS to offer ease of access at all times to students.
- We are exploring the use of various means by which to improve performance in learning facilitation including
 - Possible use of **Perusall** to enable group reading and shared editing and note experiences (in process) and –
 - In response to the utterly inadequate capabilities of **Curriqunet** to deliver any “data informed” analysis capabilities for learning assessment, (at personal cost) we are exploring the use of **MyOutcomes** to facilitate meaningful learning assessment to facilitate a process evaluation (*rather than “outcomes”*) model of continuous improvement in pedagogy, course design, and content.

F. How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

- We engage in regular department meetings to discuss and share best practices in terms of pedagogy and assessment.
- We have developed and shared resources using our joint Canvas LMS resource depository.
- We have engaged in a continuous improvement praxis cycle to inform ongoing revisions of pedagogy, course design, and content. As this is a “political science” department, we need to contextualize our efforts very intentionally with content informed by the state of the discipline in response to unfolding events in the 21st century modern world system.
- We also have engaged in “*deliberate practice*” (including continuing education relative to pedagogical proficiency) in efforts to improve “*deliberate performance,*”
 - Which yields improved implementation of course design and content and learning facilitation,
 - All aimed at improved effectiveness in facilitating student engagement and learning.

III] **Curriculum:** summary of curriculum plans and improvements for POSCI department and programs of study.

A) Overview:

- **The Community Change and Urban Leadership Initiative** and an accompanying **EFF-Learning Matrix: Educating for the Future Curricular Framework** are both under continued development and offer **an opportunity for a world class program**.
 - We seek to be a **“signature program” of “distinctive difference”** with resultant comparative advantage being a “strange attracter” magnet to be a force in being - significant compelling reason – drawing students to choose COA over other competitors in our greater catchment area.
- We believe continued competitive action from sister colleges is a constant threat, relative to enrollment, due to “swirl.”
 - We anticipate it might worsen since Merritt College has sought to once again hire f/t POSCI instructor despite a history of not being able to support and maintain a program.
 - For that reason, Merritt deactivated its program about eight years ago.
 - However, more sections in a small “market” means leaner enrollments from a shared student pool.
 - We ask that the COA College Leadership oppose this restart of a program at Merritt College.
- 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.
- Our CCUL initiative has had a great deal of difficulty in launching fully due to many adverse contextual factors (e.g., Alameda being geographically at a disadvantage compared to Laney College and BCC and their access to BART).
 - To address this problematique, we have actively pursued **community partnership** efforts (e.g., APC {for service-learning sites}, AUSD {with whom we have been in discussion about concurrent enrollment in CCUL and co-teaching sites}, OUSD {with whom we have active dual enrollment participation} and with Alameda County) as the only chance for COA to remain competitive and thrive in a niche of Social Justice Studies and 2+2+2+2 Career Ladders.
 - However, these efforts have been suspended due to Covid 19 SIP situation.
 - **However, we wish to reactive these efforts** to explore innovative ways to grow as a department & program. These partners include: Alameda County, Mills College, Sierra Club, East Bay Cohousing, etc.
- We are working to establish new certificates and degrees and offer courses in the **expansion of our CCUL Guided Career Pathways** initiative relative to:
 - **Violence Prevention** – expansion of certificates and a degree
 - **Campaign Organizing and Community Leadership** (POSCI-32 is in review with new name and description to that end) – this will allow us to combine **Public Administration** (POSCI-31 & 32) and **Violence Prevention** (POSCI-35 & 36) in certificates and a degree.
 - **Emergency Management** courses, certificates, fee-based options, and not for credit options.
 - **Pathway to Law** – addition of legal studies cores (some in development now (e.g., POSCI-9 Introduction to Legal Studies)
- Developing a **Queer and Gender Studies** certificate & degree is an initiative in which COA-POSCI has taken a lead on campus. We have a New Course in review, which will be a part of this program (POSCI 038 - Politics of Ethnicity, Gender, and Sexuality). This course will also fulfill an ethnic studies requirement for degrees, which he hope will draw students to our program; as a “market” advantage strategy.

B) COA POSCI/Social and Behavioral Sciences degrees, certificates, and courses - active, review, and draft

Current COA POSCI Courses – active or in review or in draft

Course	Course Title	Created On	Status	Implemented On
001	Government and Politics in the United States	4/28/2017	Active	1/1/2020
002	Comparative Government	9/19/2007	Active	10/5/2010
002	Comparative Government	5/29/2020	In Review	
003	International Relations	4/10/2018	Active	10/13/2020
004	Political Theory	9/19/2007	Active	1/22/2013
004	Political Theory	9/16/2020	In Review	
006	U.S. Constitution and Criminal Due Process	9/19/2007	Active	10/5/2010
008	Law and Democracy	4/10/2018	Active	10/13/2020
009	Introduction to Legal Studies		Draft	
026	U. S. and California Constitution	9/16/2020	In Review	
026	U. S. and California Constitution	12/4/2009	Active	10/5/2010
031	Introduction to Public Administration	1/23/2020	Active	3/3/2020
032	Community Organizing and Leadership	2/5/2020	In Review	10/20/2020
032	Learning Organization Governance	5/22/2009	Active	10/18/2010
035	Introduction to Community Violence Prevention	1/23/2020	Active	7/4/2020
036	Applied Peacebuilding and Violence Prevention	1/23/2020	In Review	10/20/2020
036	Applied Peacebuilding and Violence Prevention	3/24/2018	Active	6/19/2018
037	Transformative Social Change and Futures Studies	3/24/2018	Active	1/1/2020
038	Politics of Ethnicity, Gender, and Sexuality	12/1/2020	In Review	
041	Service Learning: Law, Democracy, and Public Administration	3/24/2018	Active	4/23/2018
049	Independent Study in Political Science	8/21/2019	Active	1/1/2020
451	Occupational Work Experience in Politics and Public Affairs	11/1/2019	Active	8/1/2020

All courses except for POSCI-6 are current. We are studying whether or not it makes sense to deactivate this – as BCC offers it and their enrollment affects ours in this class detrimentally. We can use POSCI-26 as a requirement for legal studies certificate.

C] COA Social and Behavioral Sciences degrees and certificates by active, review, and draft

Title	Created On	Degree Type	Status
Associate of Arts in Political Science for Transfer Degree	4/22/2011	AA-T Degree	Active
Associate of Arts in Political Science for Transfer Degree	12/9/2019	AA-T Degree	In Review
Associate of Arts in Social Justice - Gender/Queer Studies for Transfer Degree	11/27/2020	AA-T Degree	Draft
Gender/Queer studies: Historical and Political focus	11/1/2020	Certificate of Proficiency	Draft
Gender/Queer Studies: Personnel HR emphasis	11/1/2020	Certificate of Proficiency	Draft
Gender/Queer Studies: Physiology and Public Health	11/1/2020	Certificate of Proficiency	Draft
Law School Pathway Certificate of Achievement	10/19/2018	Certificate of Achievement	Draft
Political Science	10/21/2012	A.A. Degree	In Review
Political Science	8/4/2009	A.A. Degree	Active
Violence Prevention	10/21/2012	Certificate of Proficiency	Active
Violence Prevention	10/13/2020	Certificate of Proficiency	In Review

Due to Covid 19-time requisites (e.g., immediate transfer of all courses in schedule and program to be converted to online and in Canvas LMS), our progress has been slowed; however, we seek to have **all development on programs and courses we seek to have competed and fully up to date by the end of academic year 2021-2022.**

We note that our area of possible programmatic expansion and success – in a competitive “Peralta” market – is in our aims to craft new program offerings in AA degree cohorts for Alameda County employees in Public Administration, and/or certificates in Emergency Management & Law, and dual enrollment “grow our own” strategy. These strategies are premised upon a functional PIO/PR out-reach system partnership between CCUL and COA administrative infrastructure in these areas. We note that the bright spot we have here is, relative to dual enrollment “certificates,” our numbers which certificates ***we have already awarded***, in our unique stackable VP and Cal-Law certificates (the latter is in review), is higher than in past! ***A clear indicator of the success of our strategy this is.*** And we are taking the lead in developing an interdisciplinary certificate programs in Gender/Queer studies. We intend to expand offerings in these areas, as this strategy is a path to a niche realm of success for COA-POSCI/CCUL.

IV] Student Learning Assessment Indexes (“outcomes”) & Political Science Department PLO Assessment Plan

A) We seek to use an EFF (Education For {your} Future) ~ Learning Matrix in which we have an overall learning goal at which we aim: *Facilitating “Agency”* ~ which is achieved in a synergy of three learning assessment indexes (or “outcomes”)

Index of Knowledge Mastery allows you to see or perceive and understand the world more clearly, through the lens of the larger principles of the discipline of political science and the social-theoretical-philosophical world view.

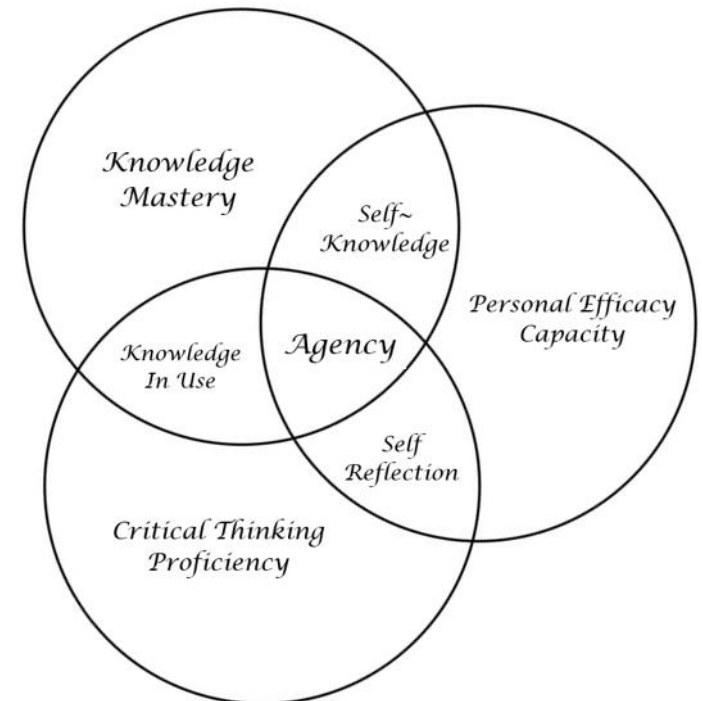
This involves demonstrating a degree of mastery of the state of the discipline of political science (theoretical and practical knowledge of the historical background and the foundational principles of government and governance (using description, definition, summarization, and explanation)); and a working 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.

Index of Critical Thinking Proficiency allows you to analyze problems or events in the world more effectively.

This involves demonstrating 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.

Index of Self-Efficacy Capacity allows you to be more effective at being you, at taking actions to make your goals in life become more probable.

This involves demonstrating 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; 1) as part of their everyday life as engaged citizens in the 21st century modern world system; and 2) do so in the context of global environmental (and other) challenges.



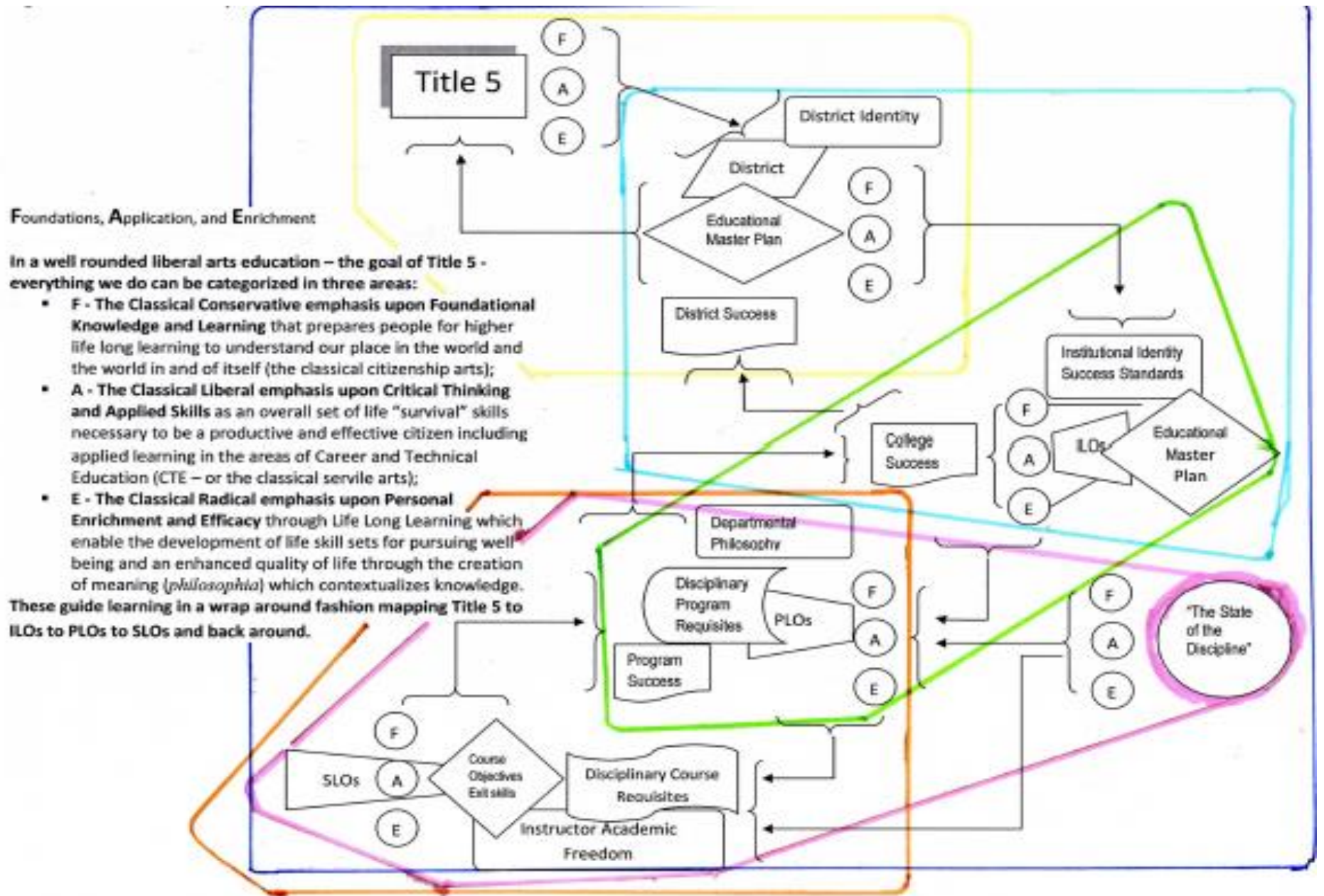
B] Political Science Department Program Learning Assessment Plan

Overview of the COA Politics Program EFF ~ Learning Matrix, Learning Assessment Plan

1 ***The model is a triadic contextual narrative systems constructivist framework*** (Refer to image on next page). This model is an explicit rejection of the idea that PLO/SLOs should be simple "observable & measurable" statements - because these are seen as NOT assessing anything substantive in human experience (this is the same debate in managed care in psychotherapy).
Rather the model involves an integrated systemic reciprocal protocol rooted in:

- 1) The classical Western Liberal Arts and the Classical Eastern Confucian models of educational excellence
- 2) California Title 5 – which mandates that all educational activities do three things:
 - a. Transmit foundational transferable knowledge,
 - b. Critical thinking and CTE skills, and
 - c. Personal enrichment. (We note this part of Title 5 is often ignored due to funding cuts – we argue it is the most important of the three... thus, a pathological social order (of course) ignores this as costing too much.)
- 3) The vision / mission of Peralta and COA educational master plan – translated as three areas (indexes) comprising Institutional Learning Outcomes (ILOs)
- 4) The disciplinary requisites of the state of the discipline of political science translated into **three program learning indexes** (directly reflective of 1, 2, & 3 above) through the lens of departmental philosophy (i.e., civic engagement and personal empowerment of "people" [not objectified "students"] as "citizens" and "persons" to thrive in a 21st Century Knowledge Hyper Economy.)
- 5) The three PLOs are then adapted to each course as three SLOs for every course
- 6) Then, each course feeds back upon and supports the program which feeds back upon and supports the COA ILOs which then supports Title 5 and finally loops completely around to affirm the foundations in classical educational excellence.
 - a. Note, at all times this model assesses the exact same outcomes complete reflexively inter-related with all levels of the totality of the educational enterprise and the flow of learning embedded within.
 - b. This is the *sin qua none* of validity and reliability... the core strength of this model... we really can say with a high degree of confidence that we actually do what we promise to do.
 - c. Any educational experience that does not promise this is *de facto* substandard.

C) The EFF ~ Learning Matrix triadic wrap around learning assessment model



D) The model of the three learning indexes (PLOs) is as three complex “narrative construct” indexes of excellence in learning – which together achieve the goal of learning which is an education for one’s future (EFF) through increased Agency, which increases one’s life chances as a person, as a worker, and as a citizen.

These indexes together form a more robust measure reflective of a *Gestalt-Verstehen* of the Liberal Arts frame precisely because these are intentionally complex statements. *This is meant to reflect the complexity of real human life as actually lived* (as opposed to shadow abstract disconnected so called “objective observable measurable” constructs).

These are:

- | | |
|---|-----------------------|
| ➤ Foundational Knowledge in political science | degree of mastery |
| ➤ Critical Political Thinking {knowledge-in-use} | degree of proficiency |
| ➤ Psycho-Social-Political Efficacy | degree of capacity |
| Personal enrichment and development of the whole person | |

E) “Learning” (crafted three indexes) is aimed at facilitating “agency” comprised of an EFF Learning Matrix, which is intentionally integrated into pedagogy performance and learning assessment in a “praxis cycle.”

- 1) This starts with a pre-experience EFF Self-Assessment. This EFF matrix then frames and guides all action within the overall learning experience.
- 2) These EFF factors then shape all pedagogy and are the learning goals towards, structured in assignments which are informed by EFF indicators (course exit skills or learning objectives), which as a gestalt, facilitate agency.
- 3) Actual assessment is done via appreciative inquiry of good faith responses to explicit instructions which enable individual to encounter themselves, in each their own unique way, through course material.
- 4) These EFF indexes factors are assessed weekly in process evaluation, using self-reflective-assessment feedback instruments.
- 5) This data reveals patterns and emergent information which is used to improve pedagogy and course content in process.
- 6) Then, at the end of the learning experience, a post-test/pre-test model is used wherein
 - a. the initial EFF Self-Assessment is revised and then self-scored (using Likert scales) relative to improvement over the course of the learning experience.
 - b. Then, a self-assessment S.W.O.T. analysis is administered along with a two paragraph overall narrative self-assessment with an overall self-assessment score on the course as a whole.
 - c. In the narrative, a request is made for short responses to queries of what worked well and what could have worked better.
 - d. All of this data is analyzed, and information derived is used to improve course design, content, and pedagogy, which is the ultimate aim of all learning assessment activities and facilitating excellence in learning.

Refer to Appendix ONE to see all individual course level Learning Assessment Index descriptions (“SLOs”)

F) Discussions

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

Any honest discussion of obstacles to assessment has to start with acknowledging the inadequacy of both the models or means used by most professionals in assessing so called "learning outcomes," and the inadequacy of **curriQūnet** as a "repository" of any data. Most courses use inadequate definitions of outcomes as opposed to exit skills. Exit skills are more discreet "learning points" which define what is learned inside a course and upon which a grade is rendered. Exit skills then, or objectives, are in fact indicators which construct the indexes which are the outcomes. Outcomes are what one can do with what they learned "in" a class "out there" in the world of lived and shared reality. The mistake made by most evaluators is they confuse exit skills with outcomes and wholly miss the point and whatever it is they think they are assessing are not outcomes... This is complicated by the reality that most faculty are not attending the learning assessment in a valid or reliable fashion and in fact most often end up just entering the results of their gradebooks into **curriQūnet**, and they are done with it. And to make it all more inadequate, **curriQūnet** is not a data base! It is merely and only a "text box repository" and as such there is no capacity for any data analysis. So, it is not possible to be data driven, as this whole process yields no actionable "information" (which is the result of data analysis).

- So, obstacle one was to solve these problems. We spent the past few years perfecting a model to do so of which only a brief glimpse was offered in this report.
- Then we had to locate an adequate and tested and yet affordable analysis software application. We found one in **MyOutcomes**, which is a tool used to increase the effectiveness of group therapy.
- We are working with them to create new application to apply this tool to classroom teaching and are piloting this model in this past year.
- We have arrived at our first actionable data and have used it to improve our pedagogy, course design, and content. 2

2] What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

We made a major advancement on our work in crafting and using the **EFF Learning matrix protocol** and are working with **MyOutcomes** to do adapt this application to our needs to engage in **actual data analysis** (not provided for in **curriQūnet**)!

- Our model is a **process evaluation model** - which is more valid and reliable than an **outcomes evaluation** - which integrates information in an ongoing fashion in real time to improve our pedagogy, course design, and content.

- We meet on a regular basis and share these best practices to do this.
- In this process, we used the past year (Covid 19 Zoom/Canvas teaching)
 - To improve every course we teach, subjected to intense modifications based upon our professional development workshops (on Zoom and online excellence), and
 - Converting courses 100% integrating these ideas, following our model of learning assessment process evaluation integration.
 - So, every course has been improved via process evaluation praxis implementation.

3] Collaboration and Assessment - How our department worked together on assessment & planning.

a) **Collaboration and Leadership Roles**

We are a shared leadership department and discuss all efforts as a team, once a semester – sometimes twice – and when possible, meet in smaller work teams to discuss particular projects under the CCUL aegis. The part time status of every team member does make this challenging.

b) **Data Analysis**

We meet on a regular basis and share these best practices to do this. Referencing **section, A** above, relative to Learning outcome assessment; to support being actually “data driven” in learning outcomes assessment **data analysis**; we seek funds for licensing of actual software – **MyOutcomes** - to meet this goal of non-fictive data analysis.

Course	Description	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	SLOs
POSCI 3	International Relations	SLO1	SLO2	SLO3	SLO1	SLO2	SLO3	3
POSCI 4	Political Theory	SLO2	SLO3	SLO1	SLO2	SLO3	SLO1	3
POSCI 1	Government/Politics in the United States	SLO3	SLO1	SLO2	SLO3	SLO1	SLO2	3
POSCI 2	Comparative Government	SLO1	SLO2	SLO3	SLO1	SLO2	SLO3	3
POSCI 26	U.S. and California Constitution	SLO2	SLO3	SLO1	SLO2	SLO3	SLO1	3
POSCI 35	Introduction to Community Violence Prevention	SLO3	SLO1	SLO2	SLO3	SLO1	SLO2	3
POSCI 36	Applied Peacebuilding and Violence Prevention	SLO1	SLO2	SLO3	SLO1	SLO2	SLO3	3
POSCI 8	Community and Legal Problems	SLO2	SLO3	SLO1	SLO2	SLO3	SLO1	3

c) **Things learned from assessment** –

Our action plan – ***process evaluation praxis model*** – by definition is a continuous learning cycle guiding pedagogy, course design, and content improvements. We note that assessing “outcomes” cannot be validly engaged upon at the end a class; and certainly not with the vast majority of assessment instruments used. Minimally it would need long term follow up assessment (e.g., focus groups and surveys) to see if the actual predicted outcomes of learning “in here” were in evidence “out there,” after students have gone on to other life events and can now (with time passed) in retrospect see how what they learned “in here” actually matters “out there.” That would be real outcomes assessment. However, we have piloted some instruments designed to get at more valid, reliable, and actionable information than conventional course evaluation instruments are capable of yielding. And, since this is administered after the semester and explicitly solicits feedback (numerical and narrative).

- We know from there is evidence of improved student learning from the following weekly and end of semester solicitations:
 - Narrative feedback from students
 - (Our early piloting of) Likert scale driven data collection,
 - (A piloted) after course Survey Monkey course evaluation
- So, yes, the department team has used this information to improve student learning and curriculum?
- However, we have also learned that when we try to engage anyone outside of our department either at invited district wide POSCI meetings, or staff development day training events, very few people attend and then show little interest in seeking information to apply it to their work. In fact, one faculty member noted that a conventional **currlQūnet** workshop, which was scheduled at the same time as ours, was a waste of time and amounted to merely showing how one may enter data in that program... which as we noted in **section A** above, is in itself a fictive data analysis effort.

d) **Participation in multidisciplinary evaluations**

The POSCI department at COA – through its CCUL aegis – is a multidisciplinary pathway program. We seek to be a CTE POSCI program and in this we are unique in California. This is enhanced by the fact that the lead faculty in this department teaches in three academic fields in three departments (POSCI & PSYCH at COA and Public Affairs at CSU). So, yes, we do participate in multidisciplinary evaluations. We discuss these ideas and ways to make these applicable in our program, as a team, whenever we meet.

4] College of Alameda Institutional Learning Outcomes (ILOs) were created to guide educational programs and services. They include:

- **Problem Solving:** Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
- **Communication and Technology:** Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
- **Creativity:** Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
- **Diversity:** Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
- **Civic Responsibility:** Accept personal, civic, social, and environmental responsibility in order to become a productive local and global community member.

a) Department participation in assessing COA Institutional Learning Outcomes (ILOs).

By its very nature, our *triadic learning assessment model* (see page 15) is always assessing SLOs, PLOs, and ILOs (and Title 5) at the same time. As well, through a process evaluation praxis model, any information is then always incorporated into improving our pedagogy, course design, and content. To the extent we are able to map our learning assessments (course and program) to the COA-ILOs, we “participate” in assessing ILOs.

However, there is no substantive mechanisms in place to make this explicit and actionable. The COA IEC meets but it rarely makes any moves to implement strategies and means to integrate departments and college as one systemic learning organization. That design was partially implemented in 2008. Then, the curriculum leadership team and college leadership facilitated a “learning community college” design. This can be viewed in the college catalog as our vision and mission which was crafted from multiple multi-constituent design retreats, meetings, and workshops over a period of three years (2005 to 2008). The notion of an “Alameda Promise” as proposed then, was to be a systems approach to positioning the whole college in facilitating a net of substantive involvement of all college departments into an overall institutional response. However, administrative leadership tenure instability (turnover), and a resultant lack of harnessing of a whole team effort, all magnified by external destabilizing dynamics, meant that implementation was piecemeal and only evident in a few departments, with no cohesion other than a that between a few key faculty in these departments. It is our contention that, in terms of raw talent, there is greatness in College of Alameda. However, it is rarely harnessed in away to choreograph this into substantive effective ILO assessment and implementation of findings to make COA great institution of higher learning. This said however, we do believe, based on contemplation of observations and student anecdotal feedback, that College of Alameda operates at an above the norm level of functioning in sufficiently meeting the needs of students in their leaning goals.

b) **Issues of needs in terms of administrative support.**

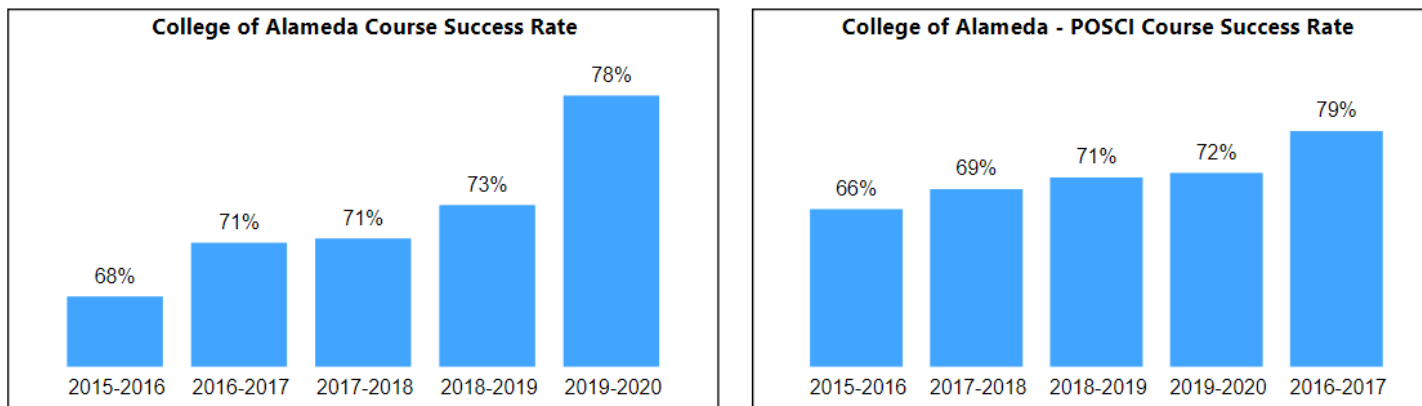
From the perspective of organizational design and public management theory, it is our experience that when there is more consistent and substantive support from the organization and its administration, we make strides to move beyond initial steps, towards functioning at our desired level as a department. We have in the past experienced such support and when it occurred were able to function better. Barriers to this level of success include the unfortunate consequences of competition and open passive non-cooperation between sister colleges and departments, geographic catchment area overlap with lack of BART access, negatively impacting department enrolments. If administrative leadership could effectively advocate for and move district level leadership to direct a systematic district-wide cooperative framework, rather than the competitive framework; in which we now operate that would help immensely in district survival; and allow individual departments to shine with unique signature programs (e.g., CCUL), in challenging times. We could use sufficient funding to pay part-time faculty stipends to support sustained work on projects (beyond classes) which are needed to successfully implement our program designs. We are persuaded that without a systems approach to crafting a learning community college plan, we are left with programmatic success which only incrementally satisfies.

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**V] Course Completion** (see all course completion and retention data by age, gender, and ethnicity from 2015 to 2021 in Appendix TWO – from the district [Course Completion Dashboard link](#))

- A. Compared to College of Alameda and the Institution-Set Standard for course completion of **67%**; ***the course completion rate for the POSCI department at COA is on par with or exceeds the same pattern for the college overall; moving from 66% in 2016 to 79% in 2017.***

**Course completion rates over the past three to five years** (% of student who earned a grade of "C" or better).



B. **Hybrid course completion rates.** N/A

C. **Completion Rates by Offering Format**

| Academic Year             | Term | Campus | Course | Description | Total Graded | Completions | Rate         | Retained    | Rate         |
|---------------------------|------|--------|--------|-------------|--------------|-------------|--------------|-------------|--------------|
| Distance Education Format |      |        |        |             |              |             |              |             |              |
| <b>Total</b>              |      |        |        |             | <b>1389</b>  | <b>862</b>  | <b>62.1%</b> | <b>1021</b> | <b>73.5%</b> |
| Face to Face Format       |      |        |        |             |              |             |              |             |              |
| <b>Total</b>              |      |        |        |             | <b>1879</b>  | <b>1440</b> | <b>76.6%</b> | <b>1656</b> | <b>88.1%</b> |
| Total in both Formats     |      |        |        |             |              |             |              |             |              |
| <b>Total</b>              |      |        |        |             | <b>3268</b>  | <b>2302</b> | <b>70.4%</b> | <b>2677</b> | <b>81.9%</b> |

- Differences in completion / retention rates between **DE** 62.1% / 73.5% **F2F** 76.6% / 88.1% are explained in that 1) We have no way to filter out students who are unprepared for DE format. And 2) We have high attrition rates for fully online intersession classes, due to students not being prepared for the discipline needed to engage with this format.
- **The overall effectiveness of Distance Education courses** can be summed up by student feedback that which validates our online offerings are  
*Supportive, encouraging, and communicative. Assignments graded in a timely fashion. Syllabus and expectations are clear. Reminder emails are sent for regular contact that encouraged students to stay on track with the homework and tests.*

D. **Completion rates for courses taught during the day compared to evening courses**

| Academic Year         | Term | Campus | Course | Description | Total Graded | Completions | Rate         | Retained    | Rate         |
|-----------------------|------|--------|--------|-------------|--------------|-------------|--------------|-------------|--------------|
| Day Classes           |      |        |        |             |              |             |              |             |              |
| <b>Total</b>          |      |        |        |             | <b>3004</b>  | <b>2108</b> | <b>70.2%</b> | <b>2456</b> | <b>81.8%</b> |
| Night Classes         |      |        |        |             |              |             |              |             |              |
| <b>Total</b>          |      |        |        |             | <b>264</b>   | <b>194</b>  | <b>73.5%</b> | <b>221</b>  | <b>83.7%</b> |
| Total in both Formats |      |        |        |             |              |             |              |             |              |
| <b>Total</b>          |      |        |        |             | <b>3268</b>  | <b>2302</b> | <b>70.4%</b> | <b>2677</b> | <b>81.9%</b> |

There are not “substantial” differences in course completion rates and seems to be due to there being a high percentage of better prepared and motivated student in evening sections – e.g., adult learners & return students and transfer oriented & graduate seeking prerequisite completion.

**E. Dual enrollment courses –**

Since the realities of Peralta fosters a competition for enrollment and department viability between colleges, our department strategy for competitive advantage is to seek to “grow our own” hoping to get our dual enrollment students to be intrigued with our material to come to COA after graduation, rather than go to other schools. We do this with unique classes which only we offer. We count on dual enrollment with LWA, ARISE, and OUSD to maintain our program. We seek to get more active with AUSD but COA has never been able to get this to happen. And this is a glaring deficit in our effectiveness of PR outreach that we cannot even “capture” our own island.

This said then, this data represents **POSCI 8** which is part of our **Guided Pathway to Law School** ~ ~ and **POSCI-35 and 36 and 451** which is our **Violence Prevention Guided Pathway** program. These student represent 14% of our total enrollment. If we could harness our staff for more active outreach – with sufficient funding to pay them with stipends - to expand these offerings and obtain a partnership with AUSD and other schools, this strategy area could be more successful.

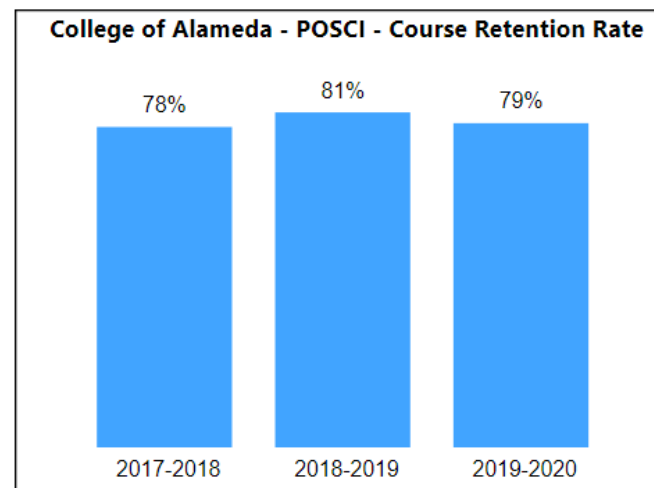
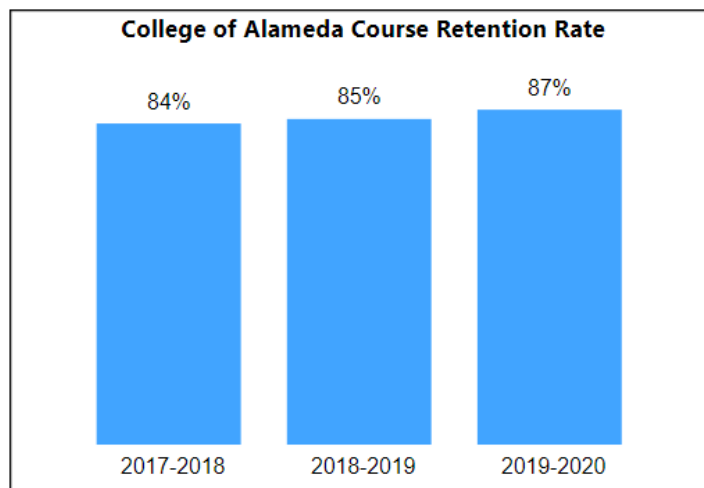
Our completion and retention rates in all of these is on par with or superior to on campus regular offerings.

| Academic Year | Gender | Headcount  | Census Enrollment | Completion   | Completion*  | Retention    | Retention*   |
|---------------|--------|------------|-------------------|--------------|--------------|--------------|--------------|
| 2016-2017     | F      | 53         | 54                | 98.1%        | 98.1%        | 100.0%       | 100.0%       |
| 2016-2017     | M      | 33         | 35                | 97.1%        | 97.1%        | 100.0%       | 100.0%       |
| 2017-2018     | F      | 87         | 103               | 80.6%        | 80.6%        | 90.3%        | 90.3%        |
| 2017-2018     | M      | 36         | 40                | 77.5%        | 77.5%        | 92.5%        | 92.5%        |
| 2018-2019     | F      | 61         | 69                | 88.4%        | 88.4%        | 95.7%        | 95.7%        |
| 2018-2019     | M      | 61         | 64                | 89.1%        | 89.1%        | 93.8%        | 93.8%        |
| 2019-2020     | F      | 29         | 39                | 84.6%        | 84.6%        | 87.2%        | 87.2%        |
| 2019-2020     | M      | 18         | 26                | 80.8%        | 84.0%        | 84.6%        | 84.0%        |
| 2020-2021     | F      | 66         | 79                | 79.0%        | 80.3%        | 91.9%        | 91.8%        |
| 2020-2021     | M      | 36         | 50                | 66.7%        | 68.8%        | 90.9%        | 90.6%        |
| <b>Total</b>  |        | <b>456</b> | <b>559</b>        | <b>84.6%</b> | <b>85.1%</b> | <b>93.0%</b> | <b>92.9%</b> |

| Academic Year | Age      | Headcount | Census Enrollment | Completion | Completion* | Retention | Retention* |
|---------------|----------|-----------|-------------------|------------|-------------|-----------|------------|
| 2016-2017     | 16-18    | 82        | 84                | 97.6%      | 97.6%       | 100.0%    | 100.0%     |
| 2017-2018     | 16-18    | 116       | 140               | 81.4%      | 81.4%       | 92.1%     | 92.1%      |
| 2017-2018     | Under 16 | 6         | 6                 | 83.3%      | 83.3%       | 83.3%     | 83.3%      |
| 2018-2019     | 16-18    | 65        | 75                | 86.7%      | 86.7%       | 94.7%     | 94.7%      |
| 2018-2019     | Under 16 | 53        | 53                | 94.3%      | 94.3%       | 96.2%     | 96.2%      |
| 2019-2020     | 16-18    | 40        | 47                | 83.0%      | 84.8%       | 87.2%     | 87.0%      |
| 2019-2020     | Under 16 | 18        | 21                | 85.7%      | 85.7%       | 85.7%     | 85.7%      |
| 2020-2021     | 16-18    | 86        | 112               | 70.5%      | 72.4%       | 89.7%     | 89.5%      |
| 2020-2021     | Under 16 | 17        | 17                | 94.1%      | 94.1%       | 100.0%    | 100.0%     |

| Academic Year | Ethnicity                | Headcount | Census Enrollment | Completion | Completion* | Retention | Retention* |
|---------------|--------------------------|-----------|-------------------|------------|-------------|-----------|------------|
| 2016-2017     | Black / African American | 10        | 10                | 90.0%      | 90.0%       | 100.0%    | 100.0%     |
| 2016-2017     | Hispanic / Latino        | 67        | 70                | 98.6%      | 98.6%       | 100.0%    | 100.0%     |
| 2017-2018     | Black / African American | 10        | 12                | 91.7%      | 91.7%       | 91.7%     | 91.7%      |
| 2017-2018     | Hispanic / Latino        | 105       | 126               | 80.2%      | 80.2%       | 92.1%     | 92.1%      |
| 2018-2019     | Black / African American | 15        | 16                | 87.5%      | 87.5%       | 87.5%     | 87.5%      |
| 2018-2019     | Hispanic / Latino        | 100       | 107               | 90.7%      | 90.7%       | 96.3%     | 96.3%      |
| 2019-2020     | Hispanic / Latino        | 41        | 58                | 87.9%      | 87.9%       | 87.9%     | 87.9%      |
| 2020-2021     | Asian                    | 11        | 12                | 85.7%      | 85.7%       | 100.0%    | 100.0%     |
| 2020-2021     | Black / African American | 9         | 10                | 44.4%      | 50.0%       | 88.9%     | 87.5%      |
| 2020-2021     | Hispanic / Latino        | 78        | 102               | 76.3%      | 77.3%       | 90.8%     | 90.7%      |

F. **Course retention rate** (number of students are retained in the course)



Course retention rate for College of Alameda has been **85%** for the past three years. POSCI course retention rates over the last three years, has been on average **80%**. Our program course retention rate is 5% lower on average compare to the college as whole. Anecdotally, student report they come to Alameda when they have to do so. But they prefer Laney and BCC due to BART access. This is a car ownership and convenience issue. This is true even when they find they like our classes better. However, if we had district cooperation to not “over-offer” courses at BCC and Laney and to not engage in competitive scheduling, we might be able to share the population despite swirl pie. Further, Merritt College – which has no program - offers courses aggressively online, which detracts students from all three other colleges which do have programs. We believe retention could be better in context of more cooperative stances between schools within district.

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VI] Equity

College of Alameda continues to focus on access, equity, and success. The goal is to create an inclusive environment where all students can thrive and meet their education and career goals.

Relative to the program data - *tables below reflect 2018-19 program data to calculate DI. Groups with 10 students or less are excluded from the analysis.* – there is some evidence of disproportionate impact (DI), when disaggregating course success rates. Gaps are evident among some groups, where course completion rate falls more than 3 percentage points below the discipline average.

We note there is only so much any single instructor or single department can do, with no effective coordination between an integrated organization-wide systemic response... as would be the case in a functioning learning community college. The Starfish system is not well supported and thus does not function. All efforts at supporting students in any given group, to increase their success rates, is then left to individual instructor. Some of these team members are part time and are even less equipped to focus on such issues.

We intend for the new EFF-Learning Matrix model to better equip us to work better with Starfish and to identify struggling students. As this is a new initiative and we have yet been able to implement it, we cannot know yet if it will help. This may be an effective strategy.

A] Ethnicity and Gender

| Cohort Name | Cohort Count | Outcome Count | Success Rate | Point Gap Index | MOE |
|-----------------------------------|--------------|---------------|--------------|-----------------|--------|
| Asian - Female | 92 | 75 | 81.5 | 11.04 | -9.19 |
| Asian - Male | 93 | 74 | 79.6 | 8.82 | -9.14 |
| Black / African American - Female | 54 | 31 | 57.4 | -15.63 | -11.99 |
| Black / African American - Male | 53 | 27 | 50.9 | -21.50 | -12.10 |
| Hispanic / Latina - Female | 171 | 112 | 65.5 | -7.05 | -6.74 |
| Hispanic / Latino - Male | 121 | 90 | 74.4 | 3.00 | -8.01 |
| Two or More - Female | 21 | 16 | 76.2 | 4.93 | -19.23 |
| Two or More - Male | 25 | 20 | 80.0 | 8.41 | -17.62 |
| White- Female | 52 | 42 | 80.8 | 9.18 | -12.22 |
| White - Male | 47 | 37 | 78.7 | 7.13 | -13.45 |

B] Students with Disabilities (DSPS), First Generation, Foster Youth, Low Income or Veterans

| Cohort Name | Cohort Count | Outcome Count | Success Rate | Point Gap Index | MOE |
|-------------|--------------|---------------|--------------|-----------------|--------|
| DSPS/SAS | 25 | 15 | 60.0 | -8.07 | -18.31 |
| First Gen | 413 | 301 | 72.9 | 9.74 | -4.51 |
| Low Income | 420 | 266 | 63.3 | -8.81 | -4.47 |

C] Age Range

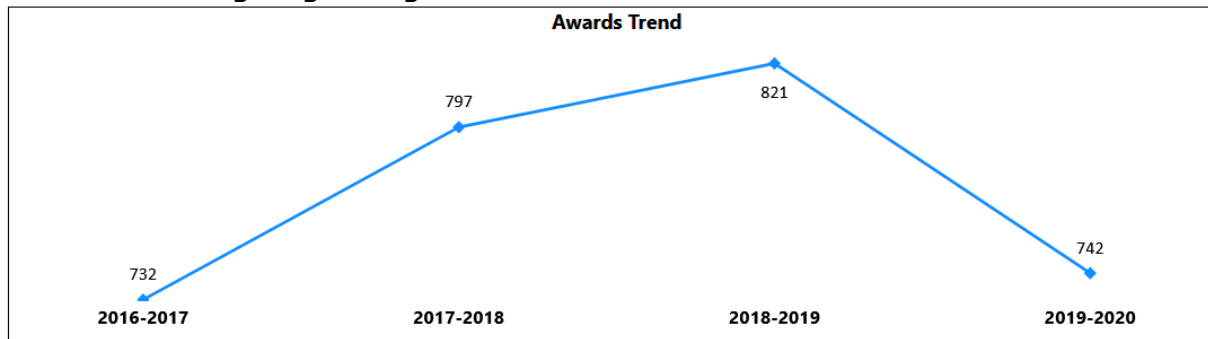
| Cohort Name | Cohort Count | Outcome Count | Success Rate | Point Gap Index | MOE |
|-------------|--------------|---------------|--------------|-----------------|--------|
| 16-18 | 192 | 157 | 81.8 | 13.92 | -6.39 |
| 19-24 | 326 | 208 | 63.8 | -13.35 | -4.91 |
| 25-29 | 80 | 50 | 62.5 | -9.94 | -9.90 |
| 30-34 | 42 | 29 | 69.0 | -2.48 | -13.67 |
| 35-54 | 43 | 26 | 60.5 | -11.59 | -13.51 |
| Under 16 | 72 | 69 | 95.8 | 27.02 | -10.44 |

VII] Degrees & Certificates Conferred ~ information from: [Degrees & Certificates Dashboard link](#)

| Academic Year | College | Subject | Description | Degree Type | Award Counts |
|---------------|---------|---------|--------------------------------|--------------------------------|--------------|
| 2016-2017 | Alameda | POSCI | Political Science | Associate in Arts | 2 |
| 2016-2017 | Alameda | POSCI | Political Science for Transfer | Associate in Arts for Transfer | 2 |
| 2017-2018 | Alameda | POSCI | Political Science | Associate in Arts | 2 |
| 2017-2018 | Alameda | POSCI | Political Science for Transfer | Associate in Arts for Transfer | 6 |
| 2017-2018 | Alameda | POSCI | Violence Prevention | Certificate of Proficiency | 13 |
| 2018-2019 | Alameda | POSCI | Political Science | Associate in Arts | 3 |
| 2018-2019 | Alameda | POSCI | Political Science for Transfer | Associate in Arts for Transfer | 6 |
| 2018-2019 | Alameda | POSCI | Violence Prevention | Certificate of Proficiency | 27 |
| 2019-2020 | Alameda | POSCI | Political Science | Associate in Arts | 1 |
| 2019-2020 | Alameda | POSCI | Political Science for Transfer | Associate in Arts for Transfer | 6 |
| 2019-2020 | Alameda | POSCI | Violence Prevention | Certificate of Proficiency | 2 |

Relative to improving performance in terms of the number of degrees and certificates awarded, we again note there is only so much any single department can do, with no effective coordination between an integrated organization-wide systemic response. **However, the bright spot here is this, relative to dual enrollment “certificates,” our numbers which we have already awarded, of our unique stackable certificates, is higher than in past! A clear indicator of the success of our strategy this is.**

Relative to “degrees” – we are holding steady – and note again, the nature of geography and convenience in terms of students coming to COA as opposed to Laney and BCC. We recall that, before 2010, our enrollments and degree awards were more robust and often first in district (in these areas), when the other schools had less than functional departments with lower numbers of offerings. As Laney and BCC refocused and hired full time faculty and these departments became more functional with a wider array of offerings; and engaged in competitive scheduling; COA enrollments and degrees dropped. We did an analysis in perhaps 2015 which showed that trend and relationship to be the case. So, what is needed here is an institutional response, not just a department response. We note that **COA as a degree granting institution has also shown a decline in awards as shown here:**



On a bright note; as for our department, we do note that, ***in the age of Zoom***, this semester at least, our enrollment numbers are in fact up, compared to past few years. As to whether this reflects our reputation, in competitive advantage, we cannot know.

As a department, we have tried to increase enrollments with ***creative learning community collaborative courses*** to “capture” students seeking any strategy to make their work “easier.” In this model, we advertise in the online schedule that if they take two or more courses at COA, in the same semester, we will offer an integrated learning community set of assignments which cover two, three, or more courses **IF** taken in same semester at COA (we do not offer this if they are taking classes on another campus). We will work with other disciplines too. We have worked with COMM, PSYCH, ENG, and HIST. However, this is very difficult with no systemic support structure as would be offered – and was part of the design for - a functioning learning community college. There seems to be an institutional incapacity and/or unwillingness to embrace or implement this concept (even though COA invested significant funds, time, and talent to work with consultants and work retreats to craft the design).

We are also working on designing, building, and implementing creative new degree and (stackable) certificate avenues. These include a “CTE” POSCI focus, “politics” as a career instead of merely an academic field of study. This includes our pathways to careers in violence prevention and community building & engagement, public administration & emergency management, legal studies & pathway to law school, and social justice, Queer & Gender studies. ***And again, the number of certificates we have already awarded is higher than in past! This is a clear indicator of the success of this strategy.***

What we envision these efforts would address not only our degree and certificates issues, but the decline of awards by this institution, would be a functioning learning community college, with a fully functioning public information and outreach department, with fully attended to partnerships, with CBOs and area high schools and universities, to fully enact a 2+2+2+2/3 guided pathway program, integrated into a community embedded meta-campus model. All with an aggressive capture program to make coming to CO the destination of choice. Absent this, we do intend for our EFF-Learning matrix model to better equip us to be a ***signature program of distinction*** with potential to be a magnet. Yet, with no effective PIO or outreach structure in support, this is a highly Quixotic strategy.

However, if we could get such an institutional response, we might be able to achieve the shared goal across CoA’s Ed Master Plan Goals, PCCD Goals, the Chancellor’s Office Vision for Success, the Student-Centered Funding Formula, and Guided Pathways; to increase the number of students who complete a certificate or degree. A high percentage of (every?) innovative text on transformational organizational change theory supports ideas such as those represented in our once lofty vision for COA. As Peter Senge would argue; it is the doom of conventional organizations that they forget their visions or are blind to them in the first place. Our organizational behavior patterns – from district on down - reflect an institution either unwilling to or incapable of enacting these ideas. **So, to return to what our department is trying to do, over the next 3 years, to increase the number of certificates and degrees awarded. Well, these things we have already discussed above.**

VIII] Engagement

- A) Faculty engagement in institutional shared governance efforts.
- B) faculty engagement in community activities, partnerships and/or collaborations.
- C) Adjunct faculty inclusion in departmental training, discussions, and decision-making.

...all as follows:

Our lead faculty member (Robert Brem – 60% POSCI and 40% PSYCH) ~ partial list of engagement activities:

- Spent ten years as chair of the curriculum committee and on college council and on other shared governance committees.
- Currently, they are involved in the faculty diversity committee and other Peralta Diversity, Equity, and Inclusion (DEI) initiatives including the 2021 Intergroup Dialogues.
- They work on the Equity Institute Initiative, the Guided Pathways Initiative, the OER initiative, working with faculty work groups on advanced training in online education and work peripherally with DE committee members on those efforts.
- They have and continue to engage in staff development and professional conference presentations on innovative pedagogy, course design, and 21st century curriculum.
- They have engaged in over 80 hours of professional CEU activities last year and are engaged in two separate series of professional development experiences to improve on “deliberate practice” aimed at improving their skills in “deliberate performance as an a “facilitator of learning”. Works at integrating their work in psychology, political & organizational theory, and psychotherapy into pedagogy and learning assessment using their work in three disciplines to develop 21st century interdisciplinary curriculum and approaches to knowledge, critical thinking, and personal efficacy learning facilitation.
- They have developed three new graduate level courses in organizational change theory and Emergency Management in partnership between Alameda County and CSU East Bay with aims of tying this back into work on COA certificates in public administration and emergency management
- They continue to work on the CCUL initiative despite severe contextual constraints on requisites for success, this involves its multiple Career Pathways to Success tracks.
- They have engaged in academic book review consultation for publishers evaluating the work of book proposals on pedagogy.
- Continue to work on partnerships with academic partners WISR, CSU East Bay, and Mills College

Associate (adjunct) **team members** ~

- Ron Lomax, part of department leadership team, has helped craft the EFF Learning Matrix assessment protocols.
- Judith Hurtado-Ortiz, part of department leadership team, works on dual enrolment, works with our community-based partners, works on the Pathway to Law School Track and department learning community efforts, and has applied to be SLO coordinator
- Hasmik Geghamyan, part of department leadership team, works on dual enrolment, works with our community-based partners, works on the Pathway to Law School and Violence Prevention Tracks; has worked on department learning community efforts, has worked on the POSCI-CTE Online Course development grant, and has applied to be SLO coordinator.

- Calvin Williams, part of department leadership team, works on dual enrolment, works with our community-based partners, works on the Violence Prevention Track and is working with us on the Campaign Organizing and Community Leadership certificate exploratory project.
- Sarah Oddie, part of department leadership team, is new and working on the CCUL outreach efforts with us, ***if we can get stipend funding for these efforts***, she will work with our community-based partners, and in this she will also be our liaison with Alameda County government leadership, in building partnerships for new program expansion (e.g., AA degree cohorts for Alameda County employees in Public Administration, and/or certificates in Emergency Management and Law).

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## IX] Prioritized Resource Requests Summary

### What we wish to continue:

#### **Personnel: Student Worker:**

- We seek to continue with our Federal Work Study student worker.
- They help with clerical, data entry, editing, and light lifting work as needed. Federal Work Study. No cost to college of division

#### **Personnel: Stipends Funding:**

This is to increase the effectiveness of our aims, we would need funding to pay our part time faculty for their non-instructional time to engage in outreach and liaison work, in partnership with the COA dual enrollment and PR personnel.

- In terms of having the staff you have and not that which you need; the division dean and lead faculty noted that in the past we found the faculty who were assigned these tasks did not always have the skill sets to do these tasks.
- However, we brought on a new faculty member who we believe does have the requisite skills sets to do these “jobs” for us. However, Covid short circuited these efforts. And our aim here is out-reach to craft new program offerings in AA degree cohorts for Alameda County employees in Public Administration, and/or certificates in Emergency Management and Law.

***We’re not sure where we are situated in terms of functioning once again, with Covid still unfolding, we also wonder if have access to the minimal CCUL funding we received prior to Covid 19 from office of the President*** in this budget climate.

However, those funds did enable CCUL to be **administered and function at a minimal level**; relative to our: 1) extant dual enrollment, 2) community partnerships programming & outreach & expansion efforts, 3) our special events projects (again as part of partnerships), and 4) curriculum development. This is where we would seek to operate in the future.

### **Technology & Equipment:**

- So far, we have paid for **MyOutcomes** subscription (\$200/year) out of pocket, in future we would like to be reimbursed for this.
- We could use access to competent video creation facilities & editing capacity to support online infrastructure effectiveness (cost?).

### **Professional Development or Other Request:**

We would appreciate funding to enable us to attend conferences on community engagement with the larger world of the greater East Bay to draw attention to our work here which would serve to enhance our efforts at being a “signature program” of “distinctive difference” with resultant comparative advantage being a “strange attractor” magnet to be a force in being - significant compelling reason – drawing students

### **Instructional Supplies:**

- Our usual funding is mostly sufficient. It would be helpful if there were more flexibility in what we can use those funds to purchase.
- We have found the narrowing of the definitions – and creating the distinction between instructional and non-instructional - means we are limited on what we can purchase. From our perspective, whatever supports us in doing our job is “instructional” supplies.

### **“New” Resource Needs?**

#### **Facilities:**

*To support a functional Center for Community Change and Urban Leadership; we could use dedicated program space (e.g., similar to C-207 or better the old student service site in Cougar Village) from which to operate and address program needs and give a staff space to do their job more effectively. This would also serve as a CBO incubator space for our **community-based partnerships** with small (sometimes student led) CBO partners doing real work for our community. this all is in support of the POSCI-CCUL program being a “signature program” of “distinctive difference” with resultant comparative advantage being a “strange attractor” magnet to be a force in being - significant compelling reason – drawing students to choose COA over other competitors in our greater catchment area.*

**As outlined in our institutionalization report requested by and prepared for the Chancellor’s Cabinet** in 2018; if awarded additional resource we believe we would be better able to increase our capacity to expand effectiveness in all program efforts; and these will bring up the POSCI department as a “signature program” of “distinctive difference” with resultant comparative advantage being a “strange attractor” magnet to be a force in being - significant compelling reason – drawing students to choose COA over other competitors in our greater catchment area.

## Appendix ONE ~ POSCI Learning Assessment Indexes (SLOs)

| Subject Code | Course Number | Title                                        | Learning Assessment indexes or "SLO"                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------|---------------|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| POSCI        | 1             | Government and Politics in the United States | Demonstrate a degree of mastery and working knowledge of the historical background, governing principles, and institutions of the national government of the United States of America.                                                                                                                                                                                                                                                                                                                                              |
| POSCI        | 1             | Government and Politics in the United States | Demonstrate a degree of proficiency in being able to use political thinking, analysis (theory and philosophy), and "futures consciousness" as these pertain to American Governance in the 21st Century – in the process of learning about the government of the United States; and one will also be able to articulate how these concepts and skills are applied in American public service – and be able to articulate how pursue that as a career path (if this is of interest).                                                  |
| POSCI        | 1             | Government and Politics in the United States | Demonstrate a degree of capacity to assume responsibility – personal efficacy - consistent with democratic republican values - in application of the socio-political concepts explored in this class in a meaningful manner to one's own reality as a citizen, worker, and person (a) as part of everyday life as engaged citizens in a modern; and (b) as one has to deal with the consequences of the global environmental (and other) challenges all persons must face in the 21st Century.                                      |
| POSCI        | 2             | Comparative Government                       | Demonstrate an overall working knowledge of the historical background and evolution of the principles of government and governance in various systems and their institutions in the modern world system today.                                                                                                                                                                                                                                                                                                                      |
| POSCI        | 2             | Comparative Government                       | Demonstrate an enhanced ability to use political thinking, analysis (theory and philosophy), and "futures consciousness" – ability to apply and practice these discipline skills, in the process of learning about the emergent orders of government(s) in the modern worlds system as well of the system as whole.                                                                                                                                                                                                                 |
| POSCI        | 2             | Comparative Government                       | Articulate an appreciation of how to render useful socio-political concepts in one's everyday life as a citizen in a 21st Century knowledge economy in the context of global environmental challenges and the ability to apply the principles of democratic philosophy in their own contexts socio-political and personal.                                                                                                                                                                                                          |
| POSCI        | 3             | International Relations                      | Demonstrate an overall working knowledge of the historical background and evolution of the principles of international relations and diplomacy and the institutions of the modern world system which are involved in international dynamics.                                                                                                                                                                                                                                                                                        |
| POSCI        | 3             | International Relations                      | Demonstrate an enhanced ability to use political thinking, analysis (theory and philosophy), and "futures consciousness" – ability to apply and practice these discipline skills, in the process of learning about the dynamic relational patterns of various actors in the world order emerging out of the modern world system.                                                                                                                                                                                                    |
| POSCI        | 3             | International Relations                      | Articulate an appreciation of how to render useful socio-political concepts in one's everyday life as a citizen in a 21st Century knowledge economy in the context of global environmental challenges and the ability to apply the principles of democratic philosophy in their own contexts socio-political and personal.                                                                                                                                                                                                          |
| POSCI        | 4             | Political Theory                             | Foundational Knowledge - Demonstrate a degree of mastery and working knowledge of the historical background, and evolution of the principles of political theory and philosophy and key examples and how these manifest in the modern world system in shaping today and the future.                                                                                                                                                                                                                                                 |
| POSCI        | 4             | Political Theory                             | Critical Political Thinking - Demonstrate a degree of proficiency in being able to use political thinking, analysis (theory and philosophy), and "futures consciousness" and practice these discipline skills, in the process of learning about the dynamic patterns shaping the modern world system and the impact this has upon the lives of people in their day to day lived lives.                                                                                                                                              |
| POSCI        | 4             | Political Theory                             | Psycho/Socio/Political Efficacy - Demonstrate a degree of capacity to assume responsibility – consistent with democratic philosophy and values - in application of the socio-political concepts explored in this class in a meaningful manner to your own reality as a citizen, consumer, and as a person (a) as part of your everyday life as engaged citizens in a modern; and (b) as you have to deal with the consequences of the global environmental (and other) challenges we're all going to be facing in the 21st Century. |
| POSCI        | 6             | U.S. Constitution and Criminal Due Process   | Demonstrate an overall working knowledge of the Constitution –historical background, governing principles, and institutions of the national government of the United States of America – as the American Social Contract.                                                                                                                                                                                                                                                                                                           |
| POSCI        | 6             | U.S. Constitution and Criminal Due Process   | Demonstrate an enhanced ability to use political thinking, analysis (theory and philosophy), and "futures consciousness" – ability to apply and practice these discipline skills, in the process of learning about the government of the United States, AND how understanding Due Process rights has a profound impact upon their lives.                                                                                                                                                                                            |

|       |           |                                               |                                                                                                                                                                                                                                                                                                                                                                             |
|-------|-----------|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| POSCI | <b>6</b>  | U.S. Constitution and Criminal Due Process    | Articulate an appreciation of how to render useful socio-political concepts in one's everyday life as a citizen in a 21st Century knowledge economy and democratic republic (and other venues of one's life) in the context of ecological challenges which complicate the social contract – where the rights in the Constitution impinge upon their day to day lives.       |
| POSCI | <b>8</b>  | Law and Democracy                             | Demonstrate knowledge mastery of democratic legal problems – historical background, governing principles, and institutions of the local government and governance – and how to resolve problems within that context in the United States.                                                                                                                                   |
| POSCI | <b>8</b>  | Law and Democracy                             | Demonstrate proficiency of critical political & legal thinking and analysis (theory and philosophy), such that students will learn and apply these discipline skills, in the process of negotiating the intricacies of local government and dealing with conflicts and legal problems for social change.                                                                    |
| POSCI | <b>8</b>  | Law and Democracy                             | Demonstrate a capacity for personal resiliency and efficacy in using socio-political and legal concepts in a 21st Century Modern World context.                                                                                                                                                                                                                             |
| POSCI | <b>26</b> | U. S. and California Constitution             | Demonstrate an overall working knowledge of the US and California Constitutions –historical background, governing principles, and institutions of both governments and their relationship dynamics – as an American “Federalist” Social Contract.                                                                                                                           |
| POSCI | <b>26</b> | U. S. and California Constitution             | Demonstrate an enhanced ability to use political thinking, analysis (theory and philosophy), and “futures consciousness” – ability to apply and practice these discipline skills, in the process of learning about the governments of the United States and California, AND how understanding their rights under both constitutions has a profound impact upon their lives. |
| POSCI | <b>26</b> | U. S. and California Constitution             | Articulate an appreciation of how to render useful socio-political concepts in one's everyday life as a citizen in a 21st Century knowledge economy and democratic republic (and other venues of one's life) in the context of ecological challenges which complicate the social contract – where the rights in both Constitutions impinge upon their day to day lives.     |
| POSCI | <b>31</b> | Introduction to Public Administration         | Demonstrate an overall working knowledge of the historical, theoretical, and practical aspects of the field of public administration in the United States; utilizing description, definition, summarization & explanation.                                                                                                                                                  |
| POSCI | <b>31</b> | Introduction to Public Administration         | Demonstrate skills in critical evaluation of problems in public administration utilizing a multidisciplinary alternative futures policy analysis framework.                                                                                                                                                                                                                 |
| POSCI | <b>31</b> | Introduction to Public Administration         | Articulate an appreciation of how to apply a synthesis of skills from class in a manner that is relevant to one's life in public sector service as it applies to personal agency as a public administrator and citizen.                                                                                                                                                     |
| POSCI | <b>32</b> | Learning Organization Governance              | Demonstrate theoretical and overall working knowledge of the historical background and the foundational principles of organizational governance (as applied in a learning community; student government context) – utilizing description, definition, summarization & explanation                                                                                           |
| POSCI | <b>32</b> | Learning Organization Governance              | Demonstrate skills in evaluating and applying governance theory and “futures consciousness” – developing an understanding of and an ability to apply these skills in the process of learning about student government specifically and learning community governance more generally.                                                                                        |
| POSCI | <b>32</b> | Learning Organization Governance              | Articulate an appreciation of how to apply the concepts learning governance to student and campus life as part of everyday life as engaged citizens of the larger learning community in the context of challenges faced by their communities of interest.                                                                                                                   |
| POSCI | <b>35</b> | Introduction to Community Violence Prevention | Demonstrate: skills at critical evaluation and application of theory and philosophy of violence prevention in various contexts within which student is learning about their role in capacity building for healthy community.                                                                                                                                                |
| POSCI | <b>35</b> | Introduction to Community Violence Prevention | Articulate: an appreciation of how to apply, the principles and skills in violence prevention and healthy community building in meaningful manner - in the public, private, and social sectors - as part of their everyday life as engaged citizens.                                                                                                                        |
| POSCI | <b>36</b> | Applied Peacebuilding and Violence Prevention | Demonstrate: theoretical, practical, and focused working knowledge of principles of specific violence prevention and healthy community capacity building approaches.                                                                                                                                                                                                        |
| POSCI | <b>36</b> | Applied Peacebuilding and Violence Prevention | Demonstrate: skills at critical evaluation and application of theory and philosophy in various contexts of specific “discipline skills” of violence prevention and healthy community building in their professional roles.                                                                                                                                                  |

|       |            |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------|------------|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| POSCI | <b>36</b>  | Applied Peacebuilding and Violence Prevention               | Articulate: an appreciation of how to apply, the principles and skills of specific approaches in violence prevention and healthy community building in a manner meaningful to their everyday life as engaged citizens and paraprofessionals.                                                                                                                                                                                                                                                                                                                     |
| POSCI | <b>37</b>  | Transformative Social Change and Futures Studies            | A) Knowledge Mastery Index One: Demonstrate a degree of mastery and working knowledge of the historical background, and evolution of the principles of futures studies as a method of alternative futures policy analysis relative to transformative social change as these manifest in the modern world system in shaping today and the future,                                                                                                                                                                                                                 |
| POSCI | <b>37</b>  | Transformative Social Change and Futures Studies            | B) Critical Political Thinking Proficiency Index Two: Demonstrate a degree of proficiency in being able to use futures consciousness driven critical political thinking and analysis; and practice these discipline skills, in the process of learning about the dynamic patterns shaping the modern world system and the impact this has upon the lives of people in their day to day lived lives.                                                                                                                                                              |
| POSCI | <b>37</b>  | Transformative Social Change and Futures Studies            | C) Socio-Political Personal Efficacy Index Three: Demonstrate a degree of capacity to assume responsibility – consistent with democratic philosophy and values - in application of the socio-political concepts explored in this class in a meaningful manner to your own reality as a citizen, consumer, and as a person (a) as part of your everyday life as engaged citizens in a modern world system; and (b) as you have to deal with the consequences of the global environmental (and other) challenges we're all going to be facing in the 21st Century. |
| POSCI | <b>41</b>  | Service Learning: Law, Democracy, and Public Administration | Demonstrate a degree of mastery of the assumptions, and principles of civic engagement in the context of public law, democracy, and public service.                                                                                                                                                                                                                                                                                                                                                                                                              |
| POSCI | <b>41</b>  | Service Learning: Law, Democracy, and Public Administration | Demonstrate a degree of proficiency in applying critical political thinking to civic engagement and service-learning addressing community need and one's capacity to utilize skills effectively working in the context of public law, democracy, and public service.                                                                                                                                                                                                                                                                                             |
| POSCI | <b>41</b>  | Service Learning: Law, Democracy, and Public Administration | Demonstrate an increased capacity for personal efficacy in community service and civic engagement in the context of public law, democracy, and public service.                                                                                                                                                                                                                                                                                                                                                                                                   |
| POSCI | <b>49</b>  | Independent Study in Political Science                      | Investigate, assess, and communicate findings of specific independent project(s) as discussed with instructor.                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| POSCI | <b>451</b> | Occupational Work Experience in Politics and Public Affairs | Analyze and document how the topics studied in school relate to on-the-job experiences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| POSCI | <b>451</b> | Occupational Work Experience in Politics and Public Affairs | Demonstrate professional behavior and interpersonal communication skills on the job and in the classroom                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| POSCI | <b>451</b> | Occupational Work Experience in Politics and Public Affairs | Reflect on the job experience.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| POSCI | <b>451</b> | Occupational Work Experience in Politics and Public Affairs | Complete learning objectives as agreed upon by student, supervisor, and faculty at the beginning of the semester.                                                                                                                                                                                                                                                                                                                                                                                                                                                |



## Appendix TWO ~ COA-POSCI *Course Completion and Retention Rates 2016 to 2021*

### I] Age

| Academic Year | Age      | Headcount | Census Enrollment | Completion | Completion* | Retention | Retention* |
|---------------|----------|-----------|-------------------|------------|-------------|-----------|------------|
| 2016-2017     | 16-18    | 153       | 157               | 89.2%      | 89.2%       | 94.9%     | 94.9%      |
| 2016-2017     | 19-24    | 312       | 325               | 74.5%      | 74.5%       | 84.0%     | 84.0%      |
| 2016-2017     | 25-29    | 65        | 70                | 74.2%      | 74.2%       | 80.3%     | 80.3%      |
| 2016-2017     | 30-34    | 30        | 30                | 80.0%      | 80.0%       | 90.0%     | 90.0%      |
| 2016-2017     | 35-54    | 27        | 30                | 80.0%      | 80.0%       | 83.3%     | 83.3%      |
| 2016-2017     | Under 16 | 12        | 12                | 100.0%     | 100.0%      | 100.0%    | 100.0%     |
| 2017-2018     | 16-18    | 206       | 232               | 78.4%      | 78.4%       | 89.2%     | 89.2%      |
| 2017-2018     | 19-24    | 380       | 394               | 65.6%      | 65.6%       | 74.9%     | 74.9%      |
| 2017-2018     | 25-29    | 86        | 90                | 57.5%      | 57.5%       | 63.2%     | 63.2%      |
| 2017-2018     | 30-34    | 41        | 42                | 61.0%      | 61.0%       | 68.3%     | 68.3%      |
| 2017-2018     | 35-54    | 49        | 51                | 70.6%      | 70.6%       | 72.5%     | 72.5%      |
| 2017-2018     | Under 16 | 24        | 24                | 95.8%      | 95.8%       | 95.8%     | 95.8%      |
| 2018-2019     | 16-18    | 162       | 193               | 81.8%      | 81.8%       | 91.1%     | 91.1%      |
| 2018-2019     | 19-24    | 315       | 326               | 63.8%      | 63.8%       | 75.5%     | 75.5%      |
| 2018-2019     | 25-29    | 76        | 80                | 62.5%      | 62.5%       | 71.3%     | 71.3%      |
| 2018-2019     | 30-34    | 40        | 42                | 69.0%      | 69.0%       | 81.0%     | 81.0%      |
| 2018-2019     | 35-54    | 43        | 43                | 60.5%      | 60.5%       | 76.7%     | 76.7%      |
| 2018-2019     | Under 16 | 72        | 72                | 95.8%      | 95.8%       | 97.2%     | 97.2%      |
| 2019-2020     | 16-18    | 110       | 120               | 75.8%      | 81.3%       | 85.8%     | 84.8%      |
| 2019-2020     | 19-24    | 308       | 328               | 57.4%      | 67.9%       | 79.6%     | 75.9%      |
| 2019-2020     | 25-29    | 59        | 64                | 57.8%      | 72.5%       | 81.3%     | 76.5%      |
| 2019-2020     | 30-34    | 34        | 36                | 61.1%      | 68.8%       | 77.8%     | 75.0%      |
| 2019-2020     | 35-54    | 47        | 52                | 45.1%      | 59.0%       | 78.4%     | 71.8%      |
| 2019-2020     | Under 16 | 36        | 39                | 92.3%      | 92.3%       | 92.3%     | 92.3%      |
| 2020-2021     | 16-18    | 161       | 191               | 73.5%      | 74.6%       | 86.0%     | 85.8%      |
| 2020-2021     | 19-24    | 251       | 274               | 63.9%      | 64.2%       | 78.9%     | 78.8%      |
| 2020-2021     | 25-29    | 71        | 74                | 64.4%      | 65.9%       | 77.8%     | 77.3%      |
| 2020-2021     | 30-34    | 34        | 39                | 60.0%      | 63.2%       | 75.0%     | 73.7%      |
| 2020-2021     | 35-54    | 40        | 43                | 69.2%      | 69.2%       | 84.6%     | 84.6%      |
| 2020-2021     | Under 16 | 39        | 39                | 97.3%      | 97.3%       | 100.0%    | 100.0%     |

## II] Gender

| Academic Year | Gender | Headcount   | Census Enrollment | Completion   | Completion*  | Retention    | Retention*   |
|---------------|--------|-------------|-------------------|--------------|--------------|--------------|--------------|
| 2016-2017     | F      | 305         | 319               | 80.1%        | 80.1%        | 85.8%        | 85.8%        |
| 2016-2017     | M      | 289         | 301               | 77.3%        | 77.3%        | 87.7%        | 87.7%        |
| 2016-2017     | X      | 7           | 7                 | 100.0%       | 100.0%       | 100.0%       | 100.0%       |
| 2017-2018     | F      | 439         | 467               | 69.0%        | 69.0%        | 77.2%        | 77.2%        |
| 2017-2018     | M      | 334         | 349               | 68.7%        | 68.7%        | 77.9%        | 77.9%        |
| 2017-2018     | X      | 14          | 18                | 94.1%        | 94.1%        | 94.1%        | 94.1%        |
| 2018-2019     | F      | 369         | 406               | 69.9%        | 69.9%        | 81.0%        | 81.0%        |
| 2018-2019     | M      | 333         | 350               | 73.1%        | 73.1%        | 82.3%        | 82.3%        |
| 2018-2019     | X      | 8           | 8                 | 62.5%        | 62.5%        | 62.5%        | 62.5%        |
| 2019-2020     | F      | 332         | 363               | 61.9%        | 71.9%        | 82.8%        | 80.0%        |
| 2019-2020     | M      | 245         | 269               | 62.2%        | 71.2%        | 79.4%        | 76.4%        |
| 2019-2020     | X      | 10          | 11                | 72.7%        | 100.0%       | 100.0%       | 100.0%       |
| 2020-2021     | F      | 335         | 374               | 72.0%        | 73.1%        | 83.7%        | 83.5%        |
| 2020-2021     | M      | 244         | 269               | 68.2%        | 68.6%        | 82.4%        | 82.3%        |
| 2020-2021     | X      | 18          | 20                | 55.6%        | 55.6%        | 77.8%        | 77.8%        |
| <b>Total</b>  |        | <b>3113</b> | <b>3531</b>       | <b>70.3%</b> | <b>72.4%</b> | <b>81.8%</b> | <b>81.3%</b> |

### III] Ethnicity

| Academic Year | Ethnicity                | Headcount | Census Enrollment | Completion | Completion* | Retention | Retention* |
|---------------|--------------------------|-----------|-------------------|------------|-------------|-----------|------------|
| 2016-2017     | Asian                    | 173       | 180               | 85.4%      | 85.4%       | 88.2%     | 88.2%      |
| 2016-2017     | Black / African American | 92        | 97                | 64.9%      | 64.9%       | 78.4%     | 78.4%      |
| 2016-2017     | Hispanic / Latino        | 211       | 220               | 82.2%      | 82.2%       | 90.0%     | 90.0%      |
| 2016-2017     | Pacific Islander         | 13        | 13                | 92.3%      | 92.3%       | 92.3%     | 92.3%      |
| 2016-2017     | Two or More              | 29        | 31                | 66.7%      | 66.7%       | 76.7%     | 76.7%      |
| 2016-2017     | Unknown / NR             | 20        | 21                | 85.7%      | 85.7%       | 85.7%     | 85.7%      |
| 2016-2017     | White                    | 63        | 65                | 72.3%      | 72.3%       | 89.2%     | 89.2%      |
| 2017-2018     | Asian                    | 236       | 242               | 78.5%      | 78.5%       | 82.6%     | 82.6%      |
| 2017-2018     | Black / African American | 122       | 126               | 52.8%      | 52.8%       | 62.6%     | 62.6%      |
| 2017-2018     | Hispanic / Latino        | 245       | 274               | 68.1%      | 68.1%       | 81.5%     | 81.5%      |
| 2017-2018     | Two or More              | 47        | 50                | 59.2%      | 59.2%       | 65.3%     | 65.3%      |
| 2017-2018     | Unknown / NR             | 16        | 16                | 93.8%      | 93.8%       | 100.0%    | 100.0%     |
| 2017-2018     | White                    | 115       | 119               | 71.4%      | 71.4%       | 77.3%     | 77.3%      |
| 2018-2019     | Asian                    | 180       | 186               | 80.5%      | 80.5%       | 86.5%     | 86.5%      |
| 2018-2019     | Black / African American | 104       | 109               | 55.0%      | 55.0%       | 68.8%     | 68.8%      |
| 2018-2019     | Hispanic / Latino        | 264       | 294               | 69.0%      | 69.0%       | 82.3%     | 82.3%      |
| 2018-2019     | Pacific Islander         | 7         | 10                | 80.0%      | 80.0%       | 90.0%     | 90.0%      |
| 2018-2019     | Two or More              | 44        | 46                | 78.3%      | 78.3%       | 82.6%     | 82.6%      |
| 2018-2019     | Unknown / NR             | 16        | 16                | 37.5%      | 37.5%       | 62.5%     | 62.5%      |
| 2018-2019     | White                    | 94        | 102               | 79.4%      | 79.4%       | 84.3%     | 84.3%      |
| 2019-2020     | Asian                    | 151       | 159               | 74.8%      | 82.1%       | 87.4%     | 86.2%      |
| 2019-2020     | Black / African American | 97        | 104               | 42.7%      | 54.3%       | 70.9%     | 63.0%      |
| 2019-2020     | Hispanic / Latino        | 197       | 228               | 62.6%      | 73.2%       | 83.7%     | 80.9%      |
| 2019-2020     | Two or More              | 46        | 48                | 65.2%      | 76.9%       | 87.0%     | 84.6%      |
| 2019-2020     | Unknown / NR             | 22        | 24                | 41.7%      | 55.6%       | 66.7%     | 55.6%      |
| 2019-2020     | White                    | 72        | 78                | 64.9%      | 69.4%       | 79.2%     | 77.8%      |
| 2020-2021     | Asian                    | 150       | 156               | 81.3%      | 82.1%       | 87.9%     | 87.7%      |
| 2020-2021     | Black / African American | 86        | 93                | 54.0%      | 54.8%       | 77.8%     | 77.4%      |
| 2020-2021     | Hispanic / Latino        | 208       | 247               | 66.7%      | 67.1%       | 78.4%     | 78.3%      |
| 2020-2021     | Two or More              | 36        | 40                | 63.6%      | 66.7%       | 81.8%     | 81.0%      |
| 2020-2021     | Unknown / NR             | 25        | 27                | 62.5%      | 62.5%       | 100.0%    | 100.0%     |
| 2020-2021     | White                    | 88        | 95                | 82.8%      | 84.2%       | 89.7%     | 89.5%      |

#### IV] Distance Education only

| Academic Year | Term | Campus  | Course   | Description                   | Total Graded | Completions | Rate         | Retained    | Rate         | Distance Education     | Time of Day |
|---------------|------|---------|----------|-------------------------------|--------------|-------------|--------------|-------------|--------------|------------------------|-------------|
| 2020-2021     | F20  | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 170          | 115         | 67.6%        | 131         | 77.1%        | Classes totally online | DAY         |
| 2020-2021     | F20  | Alameda | POSCI 3  | INTERNATL RELATIONS           | 20           | 8           | 40.0%        | 13          | 65.0%        | Classes totally online | DAY         |
| 2020-2021     | F20  | Alameda | POSCI 35 | INTRO/COMMUNITY VIOLENCE PREV | 50           | 31          | 62.0%        | 48          | 96.0%        | Classes totally online | DAY         |
| 2020-2021     | F20  | Alameda | POSCI 36 | PEACEBLDG & VIOLENCE PREV     | 26           | 26          | 100.0%       | 26          | 100.0%       | Classes totally online | DAY         |
| 2020-2021     | M20  | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 68           | 57          | 83.8%        | 62          | 91.2%        | Classes totally online | DAY         |
| 2019-2020     | F19  | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 102          | 60          | 58.8%        | 64          | 62.7%        | Classes totally online | DAY         |
| 2019-2020     | F19  | Alameda | POSCI 3  | INTERNATL RELATIONS           | 31           | 12          | 38.7%        | 18          | 58.1%        | Classes totally online | DAY         |
| 2019-2020     | M19  | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 56           | 37          | 66.1%        | 41          | 73.2%        | Classes totally online | DAY         |
| 2019-2020     | S20  | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 94           | 53          | 56.4%        | 89          | 94.7%        | Classes totally online | DAY         |
| 2019-2020     | S20  | Alameda | POSCI 3  | INTERNATL RELATIONS           | 38           | 15          | 39.5%        | 35          | 92.1%        | Classes totally online | DAY         |
| 2018-2019     | F18  | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 137          | 82          | 59.9%        | 92          | 67.2%        | Classes totally online | DAY         |
| 2018-2019     | F18  | Alameda | POSCI 35 | INTRO/COMMUNITY VIOLENCE PREV | 27           | 21          | 77.8%        | 27          | 100.0%       | Classes totally online | DAY         |
| 2018-2019     | M18  | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 54           | 41          | 75.9%        | 44          | 81.5%        | Classes totally online | DAY         |
| 2018-2019     | S19  | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 106          | 60          | 56.6%        | 69          | 65.1%        | Classes totally online | DAY         |
| 2018-2019     | S19  | Alameda | POSCI 3  | INTERNATL RELATIONS           | 26           | 13          | 50.0%        | 17          | 65.4%        | Classes totally online | DAY         |
| 2017-2018     | F17  | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 124          | 63          | 50.8%        | 67          | 54.0%        | Classes totally online | DAY         |
| 2017-2018     | M17  | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 54           | 39          | 72.2%        | 40          | 74.1%        | Classes totally online | DAY         |
| 2017-2018     | S18  | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 65           | 35          | 53.8%        | 38          | 58.5%        | Classes totally online | DAY         |
| 2017-2018     | S18  | Alameda | POSCI 3  | INTERNATL RELATIONS           | 29           | 16          | 55.2%        | 20          | 69.0%        | Classes totally online | DAY         |
| 2016-2017     | F16  | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 37           | 28          | 75.7%        | 28          | 75.7%        | Classes totally online | DAY         |
| 2016-2017     | M16  | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 24           | 16          | 66.7%        | 16          | 66.7%        | Classes totally online | DAY         |
| 2016-2017     | S17  | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 29           | 21          | 72.4%        | 21          | 72.4%        | Classes totally online | DAY         |
| 2016-2017     | S17  | Alameda | POSCI 3  | INTERNATL RELATIONS           | 22           | 13          | 59.1%        | 15          | 68.2%        | Classes totally online | DAY         |
| <b>Total</b>  |      |         |          |                               | <b>1389</b>  | <b>862</b>  | <b>62.1%</b> | <b>1021</b> | <b>73.5%</b> |                        |             |

## VJ Face to Face only

### Part 1

| Academic Year | Term | Campus  | Course   | Description                   | Total Graded | Completions | Rate   | Retained | Rate   | Distance Education | Time of Day |
|---------------|------|---------|----------|-------------------------------|--------------|-------------|--------|----------|--------|--------------------|-------------|
| 2020-2021     | F20  | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 59           | 43          | 72.9%  | 52       | 88.1%  | Face to Face       | DAY         |
| 2020-2021     | F20  | Alameda | POSCI 2  | COMPARATIVE GOVT              | 17           | 7           | 41.2%  | 11       | 64.7%  | Face to Face       | DAY         |
| 2020-2021     | F20  | Alameda | POSCI 8  | Law and Democracy             | 21           | 15          | 71.4%  | 15       | 71.4%  | Face to Face       | DAY         |
| 2019-2020     | F19  | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 87           | 57          | 65.5%  | 73       | 83.9%  | Face to Face       | DAY         |
| 2019-2020     | F19  | Alameda | POSCI 2  | COMPARATIVE GOVT              | 22           | 9           | 40.9%  | 13       | 59.1%  | Face to Face       | DAY         |
| 2019-2020     | F19  | Alameda | POSCI 35 | INTRO/COMMUNITY VIOLENCE PREV | 27           | 22          | 81.5%  | 22       | 81.5%  | Face to Face       | DAY         |
| 2019-2020     | F19  | Alameda | POSCI 8  | Law and Democracy             | 17           | 12          | 70.6%  | 13       | 76.5%  | Face to Face       | EVENING     |
| 2019-2020     | M19  | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 37           | 33          | 89.2%  | 33       | 89.2%  | Face to Face       | DAY         |
| 2019-2020     | S20  | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 70           | 40          | 57.1%  | 66       | 94.3%  | Face to Face       | DAY         |
| 2019-2020     | S20  | Alameda | POSCI 2  | COMPARATIVE GOVT              | 14           | 10          | 71.4%  | 12       | 85.7%  | Face to Face       | DAY         |
| 2019-2020     | S20  | Alameda | POSCI 36 | PEACEBLDG & VIOLENCE PREV     | 24           | 23          | 95.8%  | 24       | 100.0% | Face to Face       | DAY         |
| 2019-2020     | S20  | Alameda | POSCI 4  | POLITICAL THEORY              | 19           | 14          | 73.7%  | 18       | 94.7%  | Face to Face       | EVENING     |
| 2018-2019     | F18  | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 95           | 77          | 81.1%  | 89       | 93.7%  | Face to Face       | DAY         |
| 2018-2019     | F18  | Alameda | POSCI 2  | COMPARATIVE GOVT              | 18           | 11          | 61.1%  | 13       | 72.2%  | Face to Face       | DAY         |
| 2018-2019     | F18  | Alameda | POSCI 35 | INTRO/COMMUNITY VIOLENCE PREV | 79           | 74          | 93.7%  | 76       | 96.2%  | Face to Face       | DAY         |
| 2018-2019     | F18  | Alameda | POSCI 8  | Law and Democracy             | 27           | 17          | 63.0%  | 23       | 85.2%  | Face to Face       | EVENING     |
| 2018-2019     | M18  | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 36           | 34          | 94.4%  | 34       | 94.4%  | Face to Face       | DAY         |
| 2018-2019     | S19  | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 82           | 51          | 62.2%  | 68       | 82.9%  | Face to Face       | DAY         |
| 2018-2019     | S19  | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 20           | 14          | 70.0%  | 17       | 85.0%  | Face to Face       | EVENING     |
| 2018-2019     | S19  | Alameda | POSCI 2  | COMPARATIVE GOVT              | 9            | 7           | 77.8%  | 8        | 88.9%  | Face to Face       | DAY         |
| 2018-2019     | S19  | Alameda | POSCI 36 | PEACEBLDG & VIOLENCE PREV     | 29           | 29          | 100.0% | 29       | 100.0% | Face to Face       | DAY         |
| 2018-2019     | S19  | Alameda | POSCI 4  | POLITICAL THEORY              | 18           | 13          | 72.2%  | 15       | 83.3%  | Face to Face       | EVENING     |
| 2017-2018     | F17  | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 128          | 99          | 77.3%  | 116      | 90.6%  | Face to Face       | DAY         |
| 2017-2018     | F17  | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 24           | 16          | 66.7%  | 17       | 70.8%  | Face to Face       | EVENING     |
| 2017-2018     | F17  | Alameda | POSCI 35 | INTRO/COMMUNITY VIOLENCE PREV | 51           | 41          | 80.4%  | 46       | 90.2%  | Face to Face       | DAY         |
| 2017-2018     | F17  | Alameda | POSCI 8  | Law and Democracy             | 12           | 7           | 58.3%  | 11       | 91.7%  | Face to Face       | DAY         |
| 2017-2018     | F17  | Alameda | POSCI 8  | Law and Democracy             | 17           | 13          | 76.5%  | 16       | 94.1%  | Face to Face       | EVENING     |
| 2017-2018     | M17  | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 36           | 33          | 91.7%  | 36       | 100.0% | Face to Face       | DAY         |
| 2017-2018     | S18  | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 131          | 87          | 66.4%  | 103      | 78.6%  | Face to Face       | DAY         |
| 2017-2018     | S18  | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 35           | 30          | 85.7%  | 32       | 91.4%  | Face to Face       | EVENING     |
| 2017-2018     | S18  | Alameda | POSCI 2  | COMPARATIVE GOVT              | 9            | 7           | 77.8%  | 8        | 88.9%  | Face to Face       | DAY         |
| 2017-2018     | S18  | Alameda | POSCI 35 | INTRO/COMMUNITY VIOLENCE      | 29           | 22          | 75.9%  | 22       | 75.9%  | Face to Face       | DAY         |

## Face to face continued:

### Part 2

|              |     |         |          |                               |             |             |              |             |              |              |         |
|--------------|-----|---------|----------|-------------------------------|-------------|-------------|--------------|-------------|--------------|--------------|---------|
| 2017-2018    | S18 | Alameda | POSCI 36 | PEACEBLDG & VIOLENCE PREV     | 48          | 42          | 87.5%        | 47          | 97.9%        | Face to Face | DAY     |
| 2017-2018    | S18 | Alameda | POSCI 4  | POLITICAL THEORY              | 21          | 17          | 81.0%        | 17          | 81.0%        | Face to Face | EVENING |
| 2016-2017    | F16 | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 147         | 111         | 75.5%        | 128         | 87.1%        | Face to Face | DAY     |
| 2016-2017    | F16 | Alameda | POSCI 35 | INTRO/COMMUNITY VIOLENCE PREV | 25          | 25          | 100.0%       | 25          | 100.0%       | Face to Face | DAY     |
| 2016-2017    | F16 | Alameda | POSCI 8  | Law and Democracy             | 18          | 17          | 94.4%        | 18          | 100.0%       | Face to Face | DAY     |
| 2016-2017    | M16 | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 52          | 46          | 88.5%        | 51          | 98.1%        | Face to Face | DAY     |
| 2016-2017    | S17 | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 140         | 109         | 77.9%        | 126         | 90.0%        | Face to Face | DAY     |
| 2016-2017    | S17 | Alameda | POSCI 1  | GOVT/POLITICS IN US           | 31          | 25          | 80.6%        | 27          | 87.1%        | Face to Face | EVENING |
| 2016-2017    | S17 | Alameda | POSCI 2  | COMPARATIVE GOVT              | 16          | 12          | 75.0%        | 13          | 81.3%        | Face to Face | DAY     |
| 2016-2017    | S17 | Alameda | POSCI 26 | US/CA CONSTITUTION            | 13          | 6           | 46.2%        | 7           | 53.8%        | Face to Face | EVENING |
| 2016-2017    | S17 | Alameda | POSCI 35 | INTRO/COMMUNITY VIOLENCE PREV | 47          | 46          | 97.9%        | 47          | 100.0%       | Face to Face | DAY     |
| 2016-2017    | S17 | Alameda | POSCI 4  | POLITICAL THEORY              | 22          | 17          | 77.3%        | 19          | 86.4%        | Face to Face | EVENING |
| <b>Total</b> |     |         |          |                               | <b>1879</b> | <b>1440</b> | <b>76.6%</b> | <b>1656</b> | <b>88.1%</b> |              |         |

### Completion Rates by Offering Format

| Academic Year             | Term | Campus | Course | Description | Total Graded | Completions | Rate         | Retained    | Rate         |
|---------------------------|------|--------|--------|-------------|--------------|-------------|--------------|-------------|--------------|
| Distance Education Format |      |        |        |             |              |             |              |             |              |
| <b>Total</b>              |      |        |        |             | <b>1389</b>  | <b>862</b>  | <b>62.1%</b> | <b>1021</b> | <b>73.5%</b> |
| Face to Face Format       |      |        |        |             |              |             |              |             |              |
| <b>Total</b>              |      |        |        |             | <b>1879</b>  | <b>1440</b> | <b>76.6%</b> | <b>1656</b> | <b>88.1%</b> |
| Total in both Formats     |      |        |        |             |              |             |              |             |              |
| <b>Total</b>              |      |        |        |             | <b>3268</b>  | <b>2302</b> | <b>70.4%</b> | <b>2677</b> | <b>81.9%</b> |



### Appendix THREE ~ POSCI Individual COA POSCI Courses by term – 2016 to 2020

| Academic Year | Term | Campus | Census Enrollmnt | FTES | FTEF | Productivity |
|---------------|------|--------|------------------|------|------|--------------|
|---------------|------|--------|------------------|------|------|--------------|

#### COA POSCI-1 – all terms - 2016 to 2020

|           |        |         |     |       |      |      |
|-----------|--------|---------|-----|-------|------|------|
| 2019-2020 | Fall   | Alameda | 189 | 18.90 | 1.20 | 15.8 |
| 2019-2020 | Spring | Alameda | 164 | 16.40 | 1.00 | 16.4 |
| 2019-2020 | Summer | Alameda | 93  | 9.33  | 0.60 | 15.6 |
| 2018-2019 | Fall   | Alameda | 232 | 23.20 | 1.40 | 16.6 |
| 2018-2019 | Spring | Alameda | 208 | 20.80 | 1.60 | 13.0 |
| 2018-2019 | Summer | Alameda | 90  | 9.03  | 0.60 | 15.1 |
| 2017-2018 | Fall   | Alameda | 276 | 27.60 | 1.60 | 17.3 |
| 2017-2018 | Spring | Alameda | 231 | 23.10 | 1.20 | 19.3 |
| 2017-2018 | Summer | Alameda | 90  | 9.50  | 0.60 | 15.9 |
| 2016-2017 | Fall   | Alameda | 184 | 18.40 | 0.80 | 23.0 |
| 2016-2017 | Spring | Alameda | 200 | 20.00 | 1.00 | 20.0 |

#### COA POSCI-2 – all terms - 2016 to 2020

|           |        |         |    |      |      |      |
|-----------|--------|---------|----|------|------|------|
| 2019-2020 | Fall   | Alameda | 22 | 2.01 | 0.20 | 10.1 |
| 2019-2020 | Spring | Alameda | 14 | 1.33 | 0.20 | 6.7  |
| 2018-2019 | Fall   | Alameda | 18 | 1.89 | 0.20 | 9.5  |
| 2018-2019 | Spring | Alameda | 9  | 0.86 | 0.20 | 4.3  |
| 2017-2018 | Fall   | Alameda | 12 | 1.22 | 0.20 | 6.1  |
| 2017-2018 | Spring | Alameda | 9  | 0.86 | 0.20 | 4.3  |
| 2016-2017 | Spring | Alameda | 16 | 1.60 | 0.20 | 8.0  |

#### COA POSCI-3 – all terms - 2016 to 2020

|           |        |         |    |      |      |      |
|-----------|--------|---------|----|------|------|------|
| 2019-2020 | Fall   | Alameda | 31 | 3.10 | 0.20 | 15.5 |
| 2019-2020 | Spring | Alameda | 38 | 3.80 | 0.20 | 19.0 |
| 2018-2019 | Spring | Alameda | 26 | 2.60 | 0.20 | 13.0 |
| 2017-2018 | Spring | Alameda | 29 | 2.90 | 0.20 | 14.5 |
| 2016-2017 | Spring | Alameda | 22 | 2.20 | 0.20 | 11.0 |

| <u>Academic Year</u>                           | <u>Term</u> | <u>Campus</u> | <u>Census Enrollmnt</u> | <u>FTES</u> | <u>FTEF</u> | <u>Productivity</u> |
|------------------------------------------------|-------------|---------------|-------------------------|-------------|-------------|---------------------|
| <b>COA POSCI-4 – all terms - 2016 to 2020</b>  |             |               |                         |             |             |                     |
| 2019-2020                                      | Spring      | Alameda       | 19                      | 2.09        | 0.20        | 10.5                |
| 2018-2019                                      | Spring      | Alameda       | 18                      | 1.80        | 0.20        | 9.0                 |
| 2017-2018                                      | Spring      | Alameda       | 21                      | 2.10        | 0.20        | 10.5                |
| 2016-2017                                      | Spring      | Alameda       | 22                      | 2.20        | 0.20        | 11.0                |
| <b>COA POSCI-8 – all terms - 2016 to 2020</b>  |             |               |                         |             |             |                     |
| 2019-2020                                      | Fall        | Alameda       | 17                      | 1.70        | 0.20        | 8.5                 |
| 2018-2019                                      | Fall        | Alameda       | 27                      | 2.70        | 0.20        | 13.5                |
| 2017-2018                                      | Fall        | Alameda       | 29                      | 2.90        | 0.40        | 7.3                 |
| 2016-2017                                      | Fall        | Alameda       | 18                      | 1.80        | 0.20        | 9.0                 |
| <b>COA POSCI-26 – all terms - 2016 to 2020</b> |             |               |                         |             |             |                     |
| 2016-2017                                      | Spring      | Alameda       | 13                      | 1.30        | 0.20        | 6.5                 |
| <b>COA POSCI-35 – all terms - 2016 to 2020</b> |             |               |                         |             |             |                     |
| 2019-2020                                      | Fall        | Alameda       | 27                      | 2.70        | 0.20        | 13.5                |
| 2018-2019                                      | Fall        | Alameda       | 106                     | 10.60       | 0.80        | 13.3                |
| 2017-2018                                      | Fall        | Alameda       | 51                      | 5.10        | 0.60        | 8.5                 |
| 2017-2018                                      | Spring      | Alameda       | 29                      | 2.90        | 0.20        | 14.5                |
| 2016-2017                                      | Spring      | Alameda       | 47                      | 4.70        | 0.40        | 11.8                |
| <b>COA POSCI-36 – all terms - 2016 to 2020</b> |             |               |                         |             |             |                     |
| 2019-2020                                      | Spring      | Alameda       | 24                      | 2.40        | 0.20        | 12.0                |
| 2018-2019                                      | Spring      | Alameda       | 29                      | 2.90        | 0.40        | 7.3                 |
| 2017-2018                                      | Spring      | Alameda       | 48                      | 4.96        | 0.40        | 12.4                |
| <b>COA POSCI-49 – all terms - 2016 to 2020</b> |             |               |                         |             |             |                     |
| 2017-2018                                      | Spring      | Alameda       | 1                       | 0.03        | 0.00        |                     |