



College of Alameda

2023-24 POLITICAL SCIENCE Program Review ~ V-2, 11-31-2023 ~ Robert J. Brem¹, MA, MC, NCC ~ Lead Faculty

Program Overview

A. **Political Science** ~~ **Cluster:** HIST-PSYCH-AFRAM-SOC-MLAT-POSCI

– **Co-Chairs** Sarah Peterson-Guada and Robert J Brem

B. **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, workers, and citizens enabled to lead in the creation of a world that is: Socially Just, Environmentally and Economically sustainable, and Psychologically Fulfilling.***

We aim to fulfill this vision in our mission of 1) offering Associate of Arts Degrees in Political Science and Certificates of Proficiency and Achievement; and 2) programmatically emphasizing 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.

In the face of declining enrollments nationally, and unchecked competition for that shrinking population of students within the Peralta catchment area, we no longer, as in the past, 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...” The past few years have affirmed that vision has proven to be an unreachable goal in the context of current realities. We now seek to be a proficient program which offers good and competent political science courses which our students may find useful in their lives.

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<sup>1</sup> Note, references to “we” in this APU are really “me” and degree to which I can get active buy-in from part time faculty to anything other than their courses and community liaison work specific to those courses. However, most factors here relative to “department” qua “team” are no longer very viable due to limited bandwidth from our part time personnel for anything other than administering and maintaining their own particular course work.

**C. List of our program faculty and/or staff – in order of seniority:**

1. Robert J Brem f/t split assignment 60% in POSCI and 40% in PSYCH; **POSCI Lead Faculty**
2. Judith Hurtado-Ortiz p/t
3. Hasmik Geghamyan p/t
4. Rachel Antrobus p/t

Note, we lost a long-time p/t faculty member to too many class cancellations of his in-person classes in 2022 to 23 so he just retired.

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

Our program is mostly virtual, (synchronous and asynchronous) and “dual enrollment” on site at Oakland high schools relative unremarkable success with actual “in-person” offerings thus far. With our f/t faculty member on permanent ADA accommodation to work 100% remotely (with no physical office on campus), we actually do not use any physical Peralta facilities. Dual enrollment format classes are in-person at the high schools (or on Zoom) in which we teach.

Our p/t faculty do offer in-person classes and there has been some “mixed” success in this in Spring 2023, one Friday – one day only – full semester section is at 33 after second census. That was a surprise. So that type of class was a success. However, the other “in-person” section was a late start hybrid (one day in person) was almost cancelled; but got to 18 students, but 4 students contacted and said that they believed it was fully online and only 5 showed up to class, 2 others had severe disabilities which made coming not possible... the others we do not know their status. However, to make that class viable, we are forced to be extraordinarily flexible in how attendance is addressed. Students will be asked to review lecture presentations every week and write a reflection/summary as well as any questions they may have. Furthermore, these students will attend zoom meetings with the instructor every other week. Supplemental activities for students who cannot attend in person instruction will maintain the educational objectives while accommodating remote learning. This is a lot of extra effort for a p/t instructor. All of this underlines that in-person classes are not highly viable in our department.

We have found (we asked) students are not highly motivated to come to COA when Laney and BCC have more convenient BART and parking access, and lack of strategic enrolment practices across district means there are so many options at sister colleges that we do not have any competitive advantage in attracting students.

**E Program goals from most recent Program Review or APU.**

| COA GOALS                                                                                                                                                                                                                           | PCCD GOALS                                                                                                                                                                                                                                                                                                                                                                                                                        | Progress on goal attainment                                  | Explanation and Comments                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A: Advance Student Access, Equity, and Success</b></p> <p><u>COA – POSCI meets this goal with:</u></p> <ol style="list-style-type: none"> <li>1) Innovative Learning Outcomes and Basic Skills integration efforts</li> </ol> | <p><b>A.1 Student Access:</b> Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p><b>A.2 Student Success:</b> Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising, and student educational plans.</p> | <p>Adequate and commensurable with other COA departments</p> | <p>Institutional challenges and key personnel issues slowed progress in the context of overly optimistic goals &amp; timelines and social-economic ligatures.</p> |

| COA GOALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | PCCD GOALS                                                                                                                                                                                                                                                                                                                                                                                                                             | Progress on goal attainment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Explanation and Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>2) Seeking to maintain program and courses offerings under continuing stressed times in which we operate.</p> <p>3) We still aim to create CTE-POSCI stackable certificates. Even though we maintain our core law class, our withdrawal from CalLaw “pathway to Law” initiative (as being economically unviable at COA) means that the law track is only minimally viable due to our relationship with the Youth Law Academy (YLA).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>A.3 Student Success:</b> Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service-learning programs, learning communities, student employment, etc.</p> <p><b>A.4 Student Equity Planning:</b> Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p> | <p>Efforts are iterative and aimed at on-going improvement</p> <p>Efforts are iterative and aimed at on-going improvement</p>                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>National and local trends have made all of our efforts in these areas problematic.</p> <p>Project management plan and timeline extended.</p>                                                                                                                                                                                                                                                                                                                                 |
| <p><b>B: Engage and Leverage Partners</b></p> <p><b>COA – POSCI seeks to meet this goal with:</b></p> <ol style="list-style-type: none"> <li>1) Our commitment to Dual Enrollment in our outreach efforts towards Area High Schools for recruitment (including LWA, Fremont, AUSD, OUSD, AIMS).</li> <li>2) Outreach and partnerships <i>with YLA at Centro Legal de la Raza</i> – that is all that is left of our now defunct State Pathway to Law school partnership</li> <li>3) <i>In 2023 we are in continuing negotiations with Alameda County and CSU EB to design a public administration training program</i></li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>B.1 Partnerships:</b> Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p><b>B.2. Partnerships:</b> Expand partnerships with K-12 institutions, community-based organizations, four-year institutions, local government, and regional industries and businesses.</p>                                                                                                   | <p>Efforts are iterative and aimed at on-going improvement</p> <p>We have shifted these efforts to the Alameda County / CSU partnership exclusively.</p> <p>We are seeking to expand our Dual enrollment capacity to work with OUSD more effectively.</p>                                                                                                                                                                                                                                                                                                         | <p>CSU East Bay is just as economically impacted as are we and their enrollments are very low. There are no growth opportunities there. <b>EXCEPT</b>, if with AC, we can reinvigorate PA training initiative, and that holds some hope for stackable certificates and degree programs, and the (still elusive) CSU POSCI-MPA partnership. .</p>                                                                                                                                |
| <p><b>C: Build Programs of Distinction</b></p> <p><b>COA – POSCI meets this goal with:</b> In light of unfavorable socio-economic trends and institutional ligatures, we have scaled back all of our initiatives to be much more modest. <u><i>We now focus on core competencies and seeking continuous innovative learning facilitation models.</i></u></p> <p><b>Continuation of “Building Programs of Distinction”</b></p> <p>We have successfully launched our interdisciplinary certificate programs in Gender/Queer studies. We are now in our second round of scheduled sections of our course in that program in Spring 2024. It did attract sufficient enrollment to make.</p> <p>We intend to open a new Emergency Management effort this coming year – aiming for Fall 2024. And we are working on a stackable Certificate PA program in partnership with Alameda County,</p> <p>Though it is now quite moot, and no one is going to read this anyway, we had intended to expand other offerings in these areas, as this strategy is a path to a niche realm of success for COA-POSCI/CCUL. <i>The Community Change and Urban Leadership Initiative was in itself a <u>potentially</u> world class program</i></p> | <p><b>C.1 Student Success:</b> Develop a District-wide first year experience/student success program.</p> <p><b>C.2 Student Success:</b> Develop an innovative student success program at each college.</p> <p><b>C.1 Student Success:</b> Develop a District-wide first year experience/student success program.</p> <p><b>C.2 Student Success:</b> Develop an innovative student success program at each college.</p>                | <p>Efforts are iterative and aimed at on-going improvement</p> <p>Granting these efforts have yielded little progress over past decade; these efforts have been pulled back and are now much more modest</p> <p>The new Emergency Management class has been created – we are seeking to break it up into fee-based segments,</p> <p>We have shifted focus of CCUL to an AC partnership, to reinvigorate PA training initiative, and that holds some hope for stackable certificates and degree programs, and the (still elusive) CSU POSCI-MPA partnership. .</p> | <p>The Queer studies program will continue, as will we offer the courses, we have offered in the past, but these will be solely under the rubric of POSCI and not CCUL and Pathway to Law School as that last initiative has been cancelled.</p> <p>We have shifted focus of CCUL to an AC partnership, to reinvigorate PA training initiative, and that holds some hope for stackable certificates and degree programs, and the (still elusive) CSU POSCI-MPA partnership.</p> |

| COA GOALS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | PCCD GOALS                                                                                                                                                                                                                                                                                                                                                     | Progress on goal attainment                                                                                                                                                                                                                                                                                                                                                                                              | Explanation and Comments                                                                                                                                                                                                                                                                                                          |
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| <p><b>D: Strengthen Accountability, Innovation and Collaboration</b></p> <p><b>COA – POSCI meets this goal with:</b><br/>Our partnerships with community-based organizations and high schools offer this opportunity.</p> <p>We do continue to work on our new integrated learning process assessment driven pedagogy model and are working with an Australian firm (Ziplot) in developing this further. Revised goal for readiness is Fall 2024. In this effort, we are working on a fully functional online CRL ideology / personality framework analysis tool which we need for all of our classes!</p> | <p><b>D.1 Service Leadership:</b> Provide professional development opportunities for faculty, staff and administrators that lead to better service for our students and colleagues.</p> <p><b>D.2 Institutional Leadership and Governance:</b> Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p> | <p>Efforts are iterative and aimed at on-going improvement</p> <p>Ziplot development work toward integration into Canvas is slower than desirable... we are still working on it and then there is the online CRL ideology / personality framework analysis tool which we need for all of our classes! Development has been painfully slow due to need for professional help which costs money we do not yet have....</p> | <p><u>Other than partnering initiatives with Ziplot, Centro Legal de la Raza, and two high schools,</u></p> <p>Work on the online CRL ideology / personality framework analysis tool which we need for all of our classes is painfully slow due to <b>need for professional help which costs money we do not yet have....</b></p> |

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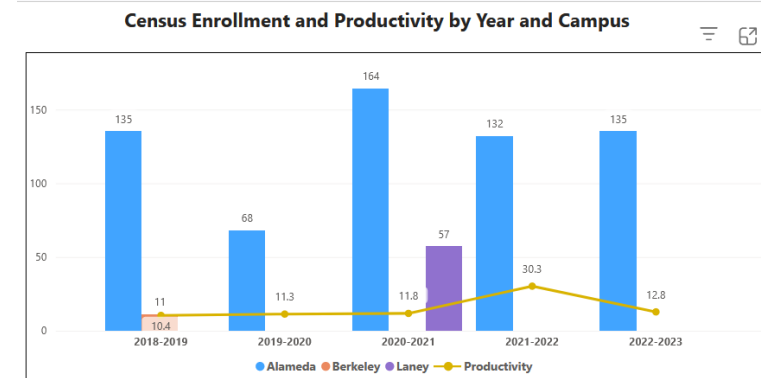
## F Enrollment Trends

**Reflections to enrollment trends:** We have found (we asked) students do not strongly wish to come to COA when Laney and BCC have more convenient BART and parking access. Also, even though they like the idea of in-person courses, the reality of commuting, parking, walking to classes, sitting in uncomfortable seats, and no on-campus beverage / food amenities makes staying home (Zoom or online) more attractive when it comes time to actually register. We actually lost a long-time p/t faculty member to too many class cut/cancellations of his **in-person classes** in 2022 to 23 so he just retired. This means such classes are not really as popular in our discipline.

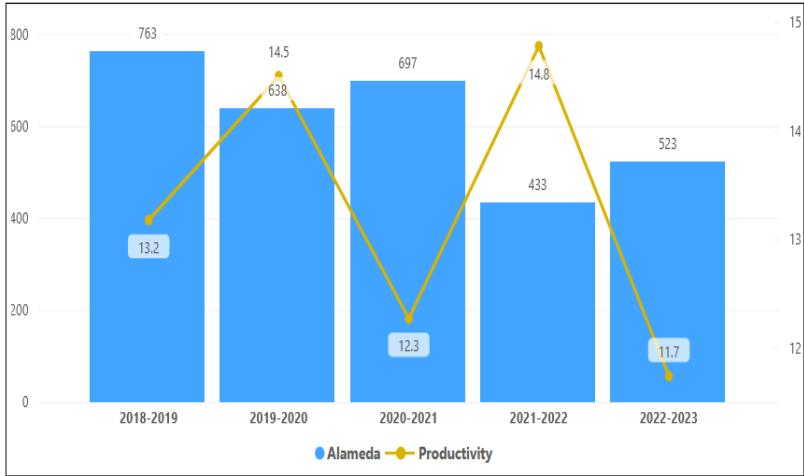
Also, with aggressive noncooperative scheduling from our sister POSCI programs (Laney and BCC), we have difficulty getting classes to fill in the continued absence of a sane / "strategically" set pattern of offering for

POSCI classes district wide. However, our dual enrollment efforts are where the department achieves its productivity goals, and this this area we dominate districtwide.

### District POSCI with Only CCAP Agreements

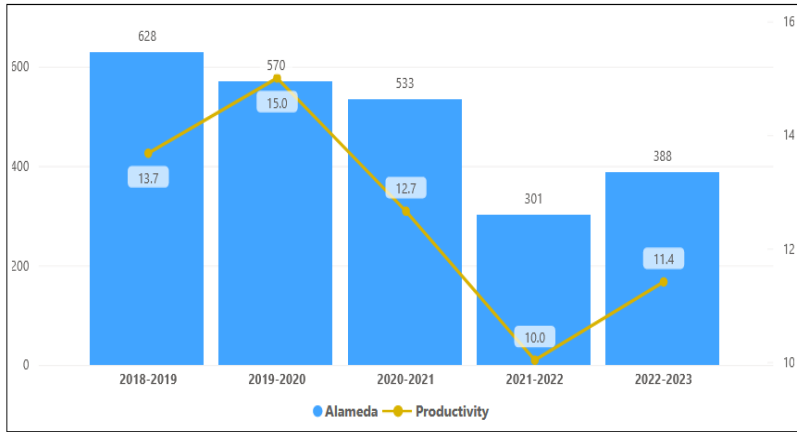


**Census Enrollment and Productivity by Year and Campus**



**Above is COA POSCI with Dual Enrollment  
Below is COA POSCI without Dual Enrollment**

**Census Enrollment and Productivity by Year and Campus**

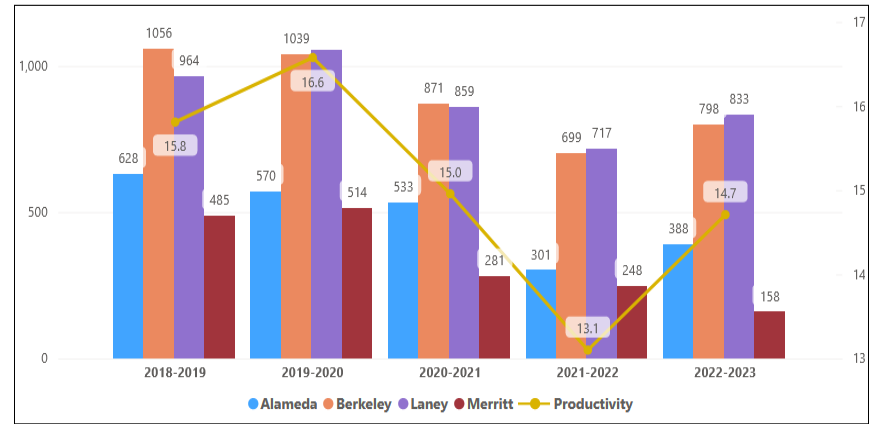


**Census Enrollment and Productivity by Year and Campus**



**Above is District POSCI with Dual Enrollment  
Below is District POSCI without Dual Enrollment**

**Census Enrollment and Productivity by Year and Campus**



| Academic Year     | Sections  | Census       | FTES RESD     | FTES_NONR    | FTES_TOTL     | FTEF_CONT   | FTEF_EXSV   | FTEF_TEMP   | FTEF_TOTL    | Productivity |
|-------------------|-----------|--------------|---------------|--------------|---------------|-------------|-------------|-------------|--------------|--------------|
| <b>Year 23-24</b> | <b>76</b> | <b>1,393</b> | <b>129.17</b> | <b>10.10</b> | <b>139.27</b> | <b>6.67</b> | <b>2.93</b> | <b>5.40</b> | <b>15.00</b> | <b>9.28</b>  |
| Alameda           | 22        | 401          | 37.60         | 2.50         | 40.10         | 1.27        | 0.73        | 2.40        | 4.40         | 9.11         |
| Berkeley          | 26        | 482          | 43.67         | 4.50         | 48.17         | 2.50        | 1.30        | 1.20        | 5.00         | 9.63         |
| Laney             | 23        | 432          | 40.30         | 2.90         | 43.20         | 2.90        | 0.90        | 0.80        | 4.60         | 9.39         |
| Merritt           | 5         | 78           | 7.60          | 0.20         | 7.80          | 0.00        | 0.00        | 1.00        | 1.00         | 7.80         |
| <b>Year 22-23</b> | <b>80</b> | <b>2,342</b> | <b>216.83</b> | <b>17.10</b> | <b>233.93</b> | <b>6.40</b> | <b>4.00</b> | <b>5.43</b> | <b>15.83</b> | <b>14.78</b> |
| Alameda           | 23        | 527          | 50.43         | 2.00         | 52.43         | 1.60        | 0.80        | 2.03        | 4.43         | 11.83        |
| Berkeley          | 26        | 808          | 72.70         | 8.10         | 80.80         | 2.40        | 1.40        | 1.40        | 5.20         | 15.54        |
| Laney             | 25        | 847          | 79.10         | 5.60         | 84.70         | 2.40        | 1.80        | 0.80        | 5.00         | 16.94        |
| Merritt           | 6         | 160          | 14.60         | 1.40         | 16.00         | 0.00        | 0.00        | 1.20        | 1.20         | 13.33        |
| <b>Year 21-22</b> | <b>80</b> | <b>2,117</b> | <b>208.91</b> | <b>17.42</b> | <b>226.32</b> | <b>6.00</b> | <b>4.60</b> | <b>5.32</b> | <b>15.92</b> | <b>14.22</b> |
| Alameda           | 20        | 438          | 54.01         | 4.42         | 58.42         | 1.00        | 0.80        | 2.12        | 3.92         | 14.91        |
| Berkeley          | 27        | 708          | 63.30         | 7.50         | 70.80         | 3.00        | 1.60        | 0.80        | 5.40         | 13.11        |
| Laney             | 24        | 722          | 68.10         | 4.10         | 72.20         | 2.00        | 2.20        | 0.60        | 4.80         | 15.04        |
| Merritt           | 9         | 249          | 23.50         | 1.40         | 24.90         | 0.00        | 0.00        | 1.80        | 1.80         | 13.83        |
| <b>Year 20-21</b> | <b>94</b> | <b>2,776</b> | <b>255.22</b> | <b>20.59</b> | <b>275.81</b> | <b>6.80</b> | <b>4.20</b> | <b>7.73</b> | <b>18.73</b> | <b>14.72</b> |
| Alameda           | 28        | 698          | 61.41         | 6.59         | 68.00         | 1.20        | 0.60        | 3.73        | 5.53         | 12.29        |
| Berkeley          | 29        | 875          | 79.01         | 8.50         | 87.51         | 2.20        | 2.40        | 1.20        | 5.80         | 15.09        |
| Laney             | 28        | 920          | 87.60         | 4.40         | 92.00         | 3.40        | 1.20        | 1.00        | 5.60         | 16.43        |
| Merritt           | 9         | 283          | 27.20         | 1.10         | 28.30         | 0.00        | 0.00        | 1.80        | 1.80         | 15.72        |

As we have previously discussed – oh, for well over a decade now – at PCCD, the district has no enrollment management policy to constrain the different Peralta colleges to schedule classes strategically cooperatively "as a district" such that all four colleges can survive and perchance thrive. This writer continues to go so far as to say PCCD "refuses" to craft such a policy. Even to raise the subject in committee is met with an observation that perhaps the participation of this voice is not crucial. Minimally for POSCI - and of other departments reporting the same as well - there is a direct correlation between our difficulties in filling sections (with accompanying class cuts) and unconstrained, reckless, and predatorial scheduling of classes at BCC and Laney College. Though this is denied by the other two POSCI departments, as grounds to not discuss such a topic, we had a dramatic case in point piece of evidence this past semester...

As a result of aggressive noncooperative scheduling from our sister POSCI programs (Laney and BCC), we have difficulty getting classes to fill unless, as happened this semester, there was randomly a sane set of offering for POSCI-3 district wide. In over decade, that class has never filled and on occasion has been cancelled due to low enrollments, this semester it was one of only two section in district (a sane schedule) and was filled with waiting list). This is indicative of the de facto reality that PCCD "refuses" to engage in strategic enrollment management. As a result of these factors, we will never be able to reach 50% of our classes to be in-person. Most such sections do not achieve sufficient enrollment to "make" and tend to be cancelled.

If such scheduling were an intentional pattern – it would be a sane ("best practice") schedule compared to the as many as three or more – two at BCC(!) – though there is no demand for that many sections! So! ...this semester with only two sections in district, both – OBVIOUSLY including ours!!! – were filled with waiting lists. This is what one might imagine if and only we had a sane strategic enrollment management protocol in place at Peralta. It leads one to speculate if any voices have ever suggested such a thing.

The strong framing in this section reflects over a decade of continuous observations of this phenomenon of our enrollment patterns being down when their class scheduling patterns are high, and our enrollment patterns go up, when their class scheduling patterns are "reasonable" (i.e., consistent with a cooperative schedule in the context of swirl in a district with too close a proximity within our geographic catchment area); which has been consistently ignored and - in some cases - denied. The word "refused" is used here, relative to PCCD crafting such a policy, to reflect the fact that despite the fact that for years it has been observed by voices up to and including the chancellor, that "we" need such a policy and a district enrollment management committee (that actually does something substantive), and despite a state officials warning on accreditation that we need these, no action has ever been taken. And it is noted here that a single college only approach – trying to solve this problem alone on one campus is not "strategic" in any meaningful sense of the word. Rather, it is tactical, and then not in line with best practice, because even tactics need substantive strategic intelligence and movement as guidance to be effective.

It has been argued by this voice in the past, for a PCCD, district imposed strategic & cooperative enrollment management policy (again refer to the case of POSCI 3 mentioned above as evidence of what this might look like). That argument is still presented here as to what would be helpful in addressing our enrollment trends. Our enrollments do not impact the other programs, but theirs kill us. In a sane world, where PCCD would seek to survive as a four-college district, we would have a district policy that would **impose a district policy** of constrained, responsible, and cooperative scheduling of classes. In the case of POSCI 3 - and also POSCI 2 and 4 - (with three POSCI departments) this would mean perhaps only two sections of each district and we rotate the schedule around the district. With swirl and the size of our overall population and swirl, this is the only sane policy.

We also note that Merritt has discussed starting their POSCI department up once again (only Covid stopped that!), despite it having been eliminated 12 years ago because there were not enough students in Peralta to make it viable! This is reflective of the madness of Peralta thinking on this subject! This is reflective of the lack of strategic thinking in Peralta relative to enrollment management! ...thus, the use of the phrasing : Peralta simply refuses to do it. So, our department simply must adapt to a reality of over which we demonstrably have no influence.

**G. 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. Most of this is with faculty external to the college / district as part of a larger Feedback Informed Teaching (FIT) "Supervision" Team model & approach to continuous improvement, the benefits of which are brought back to our work here and aimed at having a positive impact upon students' success.
- 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 21<sup>st</sup> 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**" with FIT model
  - 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.

**H. How is technology used by the 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 **Ziplet** to facilitate meaningful learning assessment to facilitate a process evaluation (*rather than "outcomes"*) model of continuous improvement in pedagogy, course design, and content.

**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 21<sup>st</sup> century modern world system.
- We also have engaged in FIT model of “**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.

## J. Curriculum

Not all POSCI course outlines of record in CurriQunet have been reviewed **within the past three years** - because - ***we are putting this on hold as we await the anticipated state-wide / district-wide CCC effort to renumber all courses to align with one another and with the CSUs. That effort will enable all course outlines to be reviewed at once. This is a major undertaking – so it makes little logical senses to do it until we have clarity of when this effort will commence in earnest.*** However, that said, we are updating curriculum every semester in the actual courses where it matters.

We plan to start opening CurriQunet proposals for substantive catalog changes in Spring and finalize these (for course numbering and name and even description changes) when the upcoming realignment effort begins. We do need to commence processes of efforts to craft our POSCI-“CTE” efforts in public administration (e.g., labor market data, advisory committee recommendations, transfer institution changes, industry trends, state-wide transfer model curriculum). It is hard to commence such efforts with a mood of doubt as to whether such efforts can yield reality-based chances for success. Yet, we do give this project attention.

### **How is your program meeting the needs of students, and/or articulation with four-year institutions?**

Any reality-based discussion of this topic needs to note the context of nation-wide enrollment decreases and especially in our number one transfer school, CSU East Bay. Further, we really need to note there is a decline in faith that higher education is worth the cost so that is also a complicator in all this. That is a separate outreach & recruitment problem to be solved in its own rite. What we need is the type of minute data to tell us who our “customers” are, where they are, what we need to do to actually reach them, and what is needed to effectively recruit them. We did engage in discussions with Alameda Country to create a custom AA degree track for public administration – a subdiscipline of POSCI – and that also included a pathway to CSU East Bay POSCI for Baccalaureate completion. However, that fizzled out and went nowhere, in part due to the just mentioned complication factors. The core of how we seek to serve the students is to engage them as whole persons who are also workers and citizens of the world to equip them with eth knowledge, critical applied thinking skills, and life skills which increases their odds in the world, to have the life chances which may render their preferred future story of self, more probable than merely, and only, possible. We seek to do this with a pedagogy of encounter within a learning structure (process learning assessment) in which these aspirations are more possible.

## K **Student Learning Assessment Indexes & Political Science Department Program learning Assessment Plan**

- 1] We use a process evaluation model of learning assessment: **the 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”) **Note, our learning assessment protocol is a point of pride but still in development due to problems with software to operationalize. We are still working on this...**

**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.

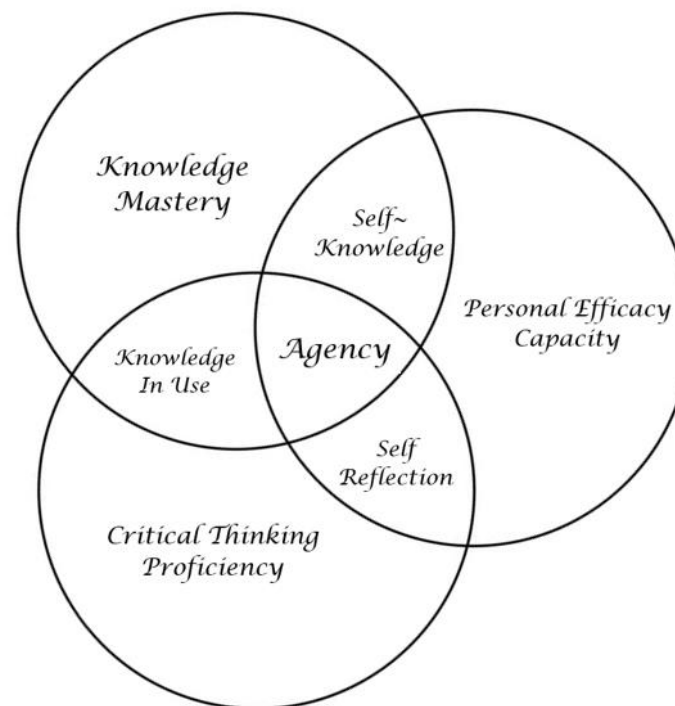
This involves demonstrating a degree of mastery of the state of the discipline of political science {theoretical and practical knowledge of the historical background and the foundational principles of government and governance (using description, definition, summarization, and explanation )}; and a working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

This involves demonstrating a degree of proficiency at the life skills of critical political thinking at consciousness to better access, evaluate, and interpret ideas found in political philosophy and t information enabling people so disciplined to communicate effectively, reach conclusions, and s citizens - part of the governance structure of a political world - such that they may apply these ir pursuits should they choose a path of public service or community leadership, of simply commu

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

This involves demonstrating a degree of capacity to assume responsibility – consistent with den values - in the application of socio-political concepts explored in this learning experience (class, in a meaningful manner to a person’s own self defined reality in the public, private, and social s of their everyday life as engaged citizens in the 21st century modern world system; and 2) do s global environmental (and other) challenges. At its core we discuss grit (discipline to do “the wo (psychological flexibility to manage self-reactions), and courage (capacity to ask tough question afraid to do so).



## 2] Discussions

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

Over the past two years, a lot of continuing education activity has led to major revision & update of the EFF learning assessment model; preparing to offer it as a conference paper on learning assessment. So, prior text to this for APU purposes is still relevant here. So, 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 **CurrlQūnet** 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 **currlQūnet**, and they are done with it. And to make it all more inadequate, **currlQūnet** 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).

All of this further muddied by the realization that there is actually no way to assess “outcomes” at the end of a learning experience. By its very definition, one cannot assess outcomes until perhaps (minimally) a year after a course is done to do follow up inquiry as to whether there is any evidence the learning has had any impact upon behavior “out there” after the learning experience. That is a real “outcome.” So, of the **two types of assessment/evaluation** – process & outcome – the EFF is decidedly a process model of continuous improvement in process, modifying the current course in process built into the model of pedagogy.

- So, obstacle one was to solve these problems. We have spent the past few years perfecting the model to do so of which only a brief glimpse was offered in this report. **It’s all still in process.**
- Then we had to locate an adequate and tested and yet affordable analysis software application. We found one in **Ziplet** and continue to develop this avenue and aid them in their integration into Canvas, with which we are experimenting now. **This has been the crucial problem we face getting this part of the protocol operational.** It really is insoluble in that there is no way Peralta will pay for that software.
- However, we have continued to work with Ziplet to create a new application to apply this tool to classroom teaching and are now hoping to pilot this model in the Fall 2024 (we missed the 2023 window). We are ready for this integration; we are waiting for the Ziplet development team to catch up with us. And then we need to figure out how to pay for it.
- With the model thus far, we continue to generate actionable data and have used it to improve our pedagogy, course design, and content continuously in process.

**What percent of your program has been assessed? ...All Program Learning Assessment Indexes (PLOs) have been assessed for the POSCI program**

**Learning Assessment Cycle**

| Course   | Description                                   | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 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    |

100% of our program has been assessed granting the limitations to doing it as substantively as we would like. We made further advancement on our work in crafting and using the **EFF Learning matrix protocol** and integrating with **Ziplet** 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 our time well
  - 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.

**] 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, K1** above, relative to Learning assessment; to support being actually “data driven” in learning assessment **data analysis**; we seek funds for licensing of actual software – **Ziplet** - to meet this goal of non-fictive data analysis.
- c) **A high-level summary of POSCI program Learning Assessment findings** – The lessons we have learned, is that our student assessments reveal that all of our learning success goals are met. We intend to continue to improve our action plan // **process evaluation praxis model** which includes by definition 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 **curriQūnet** 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.

**College of Alameda Institutional Learning Outcomes** (ILOs) map with our Learning assessment indexes. With POSCI Learning assessment index one (Knowledge mastery) not directly reflected in the COA-ILOs, yet indirectly it is in all the ILOs. POSCI Learning assessment index two (thinking proficiency) meets COA-ILO Problem Solving and Communication and Technology. POSCI Learning assessment index three (self-efficacy) meets COA-ILOs of Creativity, Diversity, and Civic Responsibility. In our assessments cycle, the POSCI program is de facto always participating in assessing COA ILOs

**L Course Completion**

POSCI completion and retention rates compare favorably to these rates for other departments at the college.

As for how we seek to increase success for all of our students is by engaging in

More one-on-one office hour coaching consultations, which has been made much more practical in the Zoom age as we can all meet from different locations.

We have grace periods for assignments to enable flexibility for due dates.

And we are willing to be flexible if students reach out for extensions or to chat about academic stress in context of their lives.

This is aimed at making our department more compassionate in being supportive of students in doing their work.

POSCI course completion rates alone do not meet the Institution goals for course completion of 72%. We have 104 when 72% is 123. And success is at 60%. We have no good explanation. The data does not offer any insight.

We do offer three dual enrollment courses each semester, but the data we have does not show these broken out. However, the performance of our large % of dual enrollment students is significantly lower than our regular college students. And that lackluster showing on completion and success may be explained by this fact.

| Alameda      | Total Graded | Course Completions | Course Completion Success Rate |
|--------------|--------------|--------------------|--------------------------------|
| <b>2023</b>  | <b>172</b>   | <b>104</b>         | <b>60%</b>                     |
| <b>POSCI</b> |              |                    |                                |
| Hybrid       | 12           | 7                  | 58%                            |
| In-Person    | 1            | 1                  | 100%                           |
| Online       | 159          | 96                 | 60%                            |
| <b>2022</b>  | <b>395</b>   | <b>277</b>         | <b>70%</b>                     |
| <b>POSCI</b> |              |                    |                                |
| In-Person    | 47           | 39                 | 83%                            |
| Online       | 348          | 238                | 68%                            |
| <b>2021</b>  | <b>660</b>   | <b>457</b>         | <b>69%</b>                     |
| <b>POSCI</b> |              |                    |                                |
| In-Person    | 95           | 64                 | 67%                            |
| Online       | 565          | 393                | 70%                            |
| <b>2020</b>  | <b>541</b>   | <b>387</b>         | <b>72%</b>                     |
| <b>POSCI</b> |              |                    |                                |
| In-Person    | 276          | 213                | 77%                            |
| Online       | 265          | 174                | 66%                            |
| <b>2019</b>  | <b>754</b>   | <b>536</b>         | <b>71%</b>                     |
| <b>POSCI</b> |              |                    |                                |
| In-Person    | 412          | 326                | 79%                            |
| Online       | 342          | 210                | 61%                            |

Enrollment is significantly down overall for the POSCI department, productivity is high, but this is directly due to high productivity and enrollments in our dual enrollment classes POSCI 3, 4, 8, 35, & 36; while our “on campus” offerings are not so impressive. However, we can say that dual enrollment makes us a very productive department. However, we suffer from a nationwide drop in enrollments and aggressive over scheduling at Peralta sister colleges. As a district, we do not strategically schedule with the idea of sharing the “customer base” across three programs as a goal. Our geographic competitive disadvantages are profound here.

From a productivity stand point, COA is comparatively better than our sister Peralta colleges (see Table 2.2) and again, this is due to our dual enrollment sections.

Overall, we believe courses are scheduled in a manner that meets student needs and demands, in the context of “strange” enrollment dynamics nation-wide. Our Fall schedule seems most productive

Again, we offer three dual enrollment courses each semester - and as we noted, the performance of our large % of dual enrollment students is significantly lower than our regular college students. And that can explain our lackluster showing on course retention rate. We have not been close to 85% since 2019.

**Access, equity, and success.**

From a point of view of equity, the POSCI department serves our population well. Of our 76 degrees and certificates, 74 were awarded to disproportionality impacted students by ethnicity. 7 Black graduates, 4 Asian graduates, 34 Hisp/Lat graduates, 2 Pacific Is graduates, 47 were awarded to female graduates, 28 to male graduates, and 1 to a transgender graduate. 10 were awarded to people over age 30, and 46 awards to people under age 18. 40 of our awards were for CTE students, which includes all of our violence prevention certificate students.

Our department seeks to improve on course completion for disproportionate impacted groups by our commitment to “consigliere” coaching service – an average of 6 to 8 hours of one on one and group coaching sessions per week, flexibility in assignment due dates, and offering custom assignments to meet unique learning styles of students.

| Alameda      | Census Enrollment | Total Retained | Course Retention Rate |
|--------------|-------------------|----------------|-----------------------|
| <b>2023</b>  | <b>176</b>        | <b>115</b>     | <b>65%</b>            |
| <b>POSCI</b> |                   |                |                       |
| Hybrid       | 12                | 8              | 67%                   |
| In-Person    | 1                 | 1              | 100%                  |
| Online       | 163               | 106            | 65%                   |
| <b>2022</b>  | <b>405</b>        | <b>294</b>     | <b>73%</b>            |
| <b>POSCI</b> |                   |                |                       |
| In-Person    | 47                | 39             | 83%                   |
| Online       | 358               | 255            | 71%                   |
| <b>2021</b>  | <b>701</b>        | <b>522</b>     | <b>74%</b>            |
| <b>POSCI</b> |                   |                |                       |
| In-Person    | 98                | 77             | 79%                   |
| Online       | 603               | 445            | 74%                   |
| <b>2020</b>  | <b>643</b>        | <b>424</b>     | <b>66%</b>            |
| <b>POSCI</b> |                   |                |                       |
| In-Person    | 317               | 233            | 74%                   |
| Online       | 326               | 191            | 59%                   |
| <b>2019</b>  | <b>764</b>        | <b>613</b>     | <b>80%</b>            |
| <b>POSCI</b> |                   |                |                       |
| In-Person    | 414               | 371            | 90%                   |
| Online       | 350               | 242            | 69%                   |

## M Degrees and Certificates from 2018 to 2023

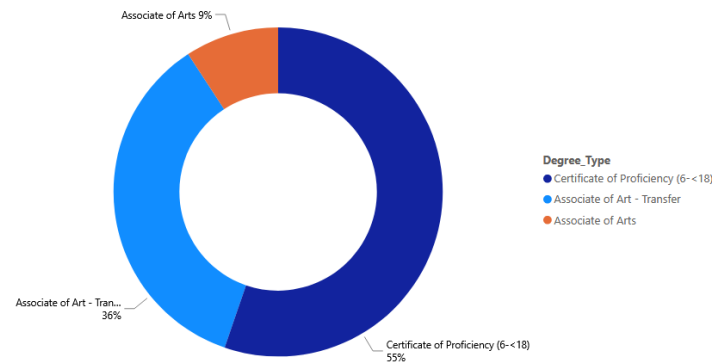
Despite serious competitive disadvantages, COA continues to lead the district in certificates awarded (through violence prevention) and ***we are actually the second most productive department in terms of total number of degrees and certificates awarded district wide.***

**BCC** = 141 Degrees  
**COA** = 87 Degrees and Certificates – only COA has certificates  
**Laney** = 34 Degrees  
**Merritt** has no program

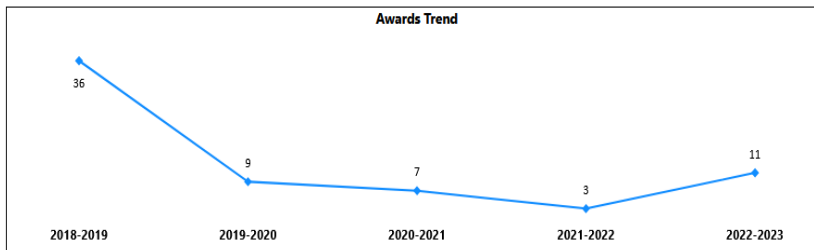
**Total** = 262

Merritt has no program and yet offers sometimes as many sections of POSCI 1 as COA offers sections of all subjects in the same semester. This syphons off students from the other three colleges which seek to Maintain viable “programs” – we contend that Merritt should never offer more than one section of and an in person POSIC 1 for their own students. And let the other colleges with programs have all the DE sections

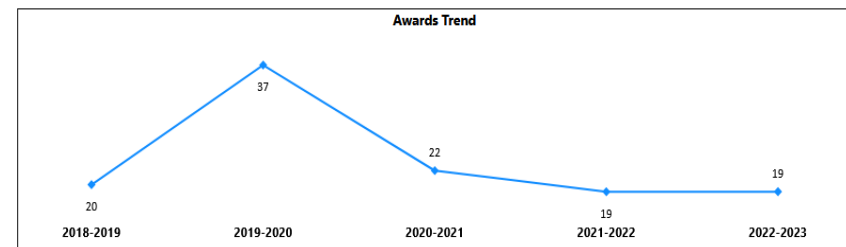
Mix of COA Degrees and Certificates



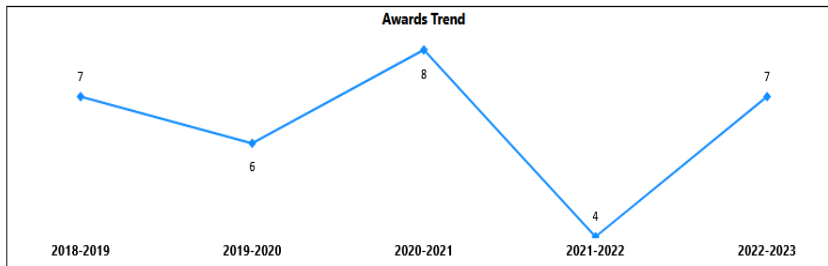
***All COA POSCI degrees and certificates***



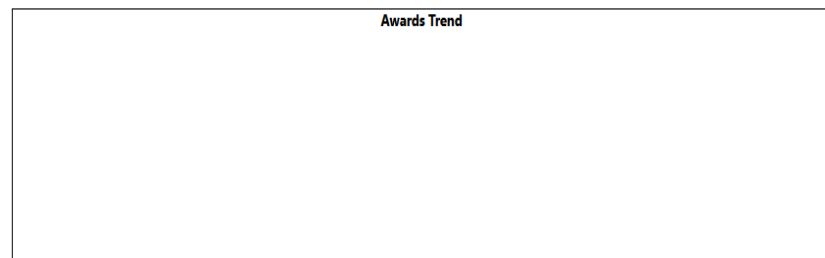
***All BCC POSCI degrees and certificates***



***All Laney POSCI degrees and certificates***



***All Merritt degrees and certificates***



**N Engagement & community activities, partnerships and/or collaborations.**

**Our lead f/t faculty member** has overall responsibility for dual enrolment. That person is on the DE committee, on the enrollment management task force, is cochair of the cluster in which the POSCI program is housed, leads various staff development workshops each year, presents at national gatherings on topics in his areas of expertise, engaged in continuing development of an Alameda County partnership, and has served on the academic advisory committee for the Western Institute for Social Research.

**Adjunct faculty engagement** - The p/t faculty take a lead in outreach to one of our dual enrollment schools. They also are involved in regular faculty FIT team meetings and share their resources and expertise among one another to improve team effectiveness. They are integral in all departmental trainings, discussions, and decision-making processes.

**O Prioritized Resource Requests Summary**

| <b>Resource Category</b>                                | <b>Description/Justification</b>                                                                                                                                                                                    | <b>Estimated Cost</b>                                                                                           |
|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Personnel: Classified Staff                             | n/a                                                                                                                                                                                                                 | 0                                                                                                               |
| Personnel: Student Worker                               | n/a                                                                                                                                                                                                                 | 0                                                                                                               |
| Personnel: Part Time Faculty                            | We are actively working to do outreach for faculty who are temperamentally qualified to work in dual enrolment and professionally in the areas of law and violence prevention, community building.                  | 0                                                                                                               |
| Personnel: Full Time Faculty                            | n/a                                                                                                                                                                                                                 | 0                                                                                                               |
| Professional Development: Department wide PD needed     | n/a                                                                                                                                                                                                                 | 0                                                                                                               |
| Professional Development: Personal/Individual PD needed | Training in video making / editing and website development and maintenance.                                                                                                                                         | <b>1000?</b>                                                                                                    |
| Supplies:<br><b>Software development and support</b>    | <ul style="list-style-type: none"> <li>• Film making software –</li> <li>• Subscription to Zipler – a service which can be integrated into Canvas to aid in learning assessment and grading integration.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Software 500?</b></li> <li>• <b>Zipler 120 per year?</b></li> </ul> |



|                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Software development and support</b>                                                                          | <ul style="list-style-type: none"> <li>We need support to enable a fully functional online ideology / personality framework analysis tool which we need for all of our classes! We already have a vendor in mind with whom we have engaged in initial consulting efforts.</li> <li>Ongoing subscription for email support for website</li> </ul>                                                                                                                                                                        | <ul style="list-style-type: none"> <li><b>Consultant for online assessment application - \$3000?</b></li> </ul>                                                                    |
| Supplies: Books, Magazines, and/or Periodicals                                                                   | n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 0                                                                                                                                                                                  |
| Supplies: Instructional Supplies                                                                                 | n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 0                                                                                                                                                                                  |
| Supplies: Non-Instructional Supplies                                                                             | n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 0                                                                                                                                                                                  |
| Supplies: Library Collections                                                                                    | n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 0                                                                                                                                                                                  |
| Technology & Equipment                                                                                           | <ul style="list-style-type: none"> <li><b><i>To embark upon a series of well-produced online content (e.g., YouTube/TED), we could use access to competent video creation equipment.</i></b></li> <li><b><i>I need a large wrap around monitor and will cover the shipping myself.</i></b></li> </ul>                                                                                                                                                                                                                   | 3,000                                                                                                                                                                              |
| Library: Library materials/collections                                                                           | n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 0                                                                                                                                                                                  |
| Facilities: Classrooms/Labs                                                                                      | n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 0                                                                                                                                                                                  |
| Facilities: Offices                                                                                              | n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 0                                                                                                                                                                                  |
| Other:<br>Not sure where this belongs but it is here as well as above<br><b>Software development and support</b> | <ul style="list-style-type: none"> <li>Film making software –</li> <li>Subscription to Ziptet – a service which can be integrated into Canvas to aid in learning assessment and grading integration.</li> <li>We need support to enable a fully functional online ideology / personality framework analysis tool which we need for all of our classes! We already have a vendor in mind with whom we have engaged in initial consulting efforts.</li> <li>Ongoing subscription for email support for website</li> </ul> | <ul style="list-style-type: none"> <li><b>Software 500?</b></li> <li><b>Ziptet 120 per year?</b></li> <li><b>Consultant for online assessment application - \$3000?</b></li> </ul> |