

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

Peralta Community College District

2015-2016 Annual Program Update

~ Robert J. Brem

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

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

<b><i>College of Alameda Mission Statement</i></b>	It is the Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.
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## I Overview ~ Political Science (and Community Change and Urban Leadership)

The department now has two (2) degrees and one (1) certificate; comprised of 15 “Active” courses in catalog for the discipline; 9 of these have been offered in past two years; all 15 have SLOs (for 100% compliance); we are also a Faculty Diversity Internship Program (FDIP) Mentor Department . In the face of the threat of competitive disadvantage and “market share” amongst the Peralta College Sister Departments; we are further developing our signature CCUL program with “stackable certificates” and new degrees in **Social Justice Studies (SJS) Area of Emphasis Transfer Model Curriculum (TMC)** (Public Service and Community Change) (See **Appendix G**); **in the context of the “Politics” Department Vision and Mission:**

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

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

The work of the department in this 2015-16 cycle is framed by a series of propositions describing the emerging situation within which we see our department needing to operate in order to thrive as a comprehensive department:

- **Granting:** the “*state of the discipline*” (political science and public administration) in the context of 21<sup>st</sup> Century needs of our East Bay Community in the context of the Modern World System as it has emerged over the past decade;
- **Granting:** the COA Vision, Mission, and Institutional Learning Outcomes – in part dedicated to being a “*Learning Community College*” ;
- **Granting** the ongoing projects in our department, which , if successful, would substantially contribute to the school “learning community” in its mission;
- **Granting** a history of institutional incapacities & ligatures leading to problematic programmatic progress & success to which we must adapt and improvise to overcome;
- **Granting** the emergence of significantly revitalized POSCI Departments at Laney & BCC; with their geographic and infrastructural advantages now magnified with four new full time active faculty (where: as of the last APU in 2012 there was only one relatively inactive full time faculty between both).
  - **Thus;** COA, which had dominated this discipline district wide for a decade, is now at a comparative competitive disadvantage with those institutions; AND:
  - **Noting** Merritt College gave up its formerly comprehensive POSCI program in 2014 for this same reason and we fear COA may face this in its own future;
- **Therefore;** it is argued here: **it logically follows** that investing in the political science programming contextualized to the themes of *Community Change and Urban Leadership* (see appendix A) and an *Educating For the Future (EFF) Curricular Framework* should be enhanced and emphasized with a higher level of Institutional Support than other programs due to its strategic importance to our community and its functionally robust capacity to act as a focal point for seeking to potentially catalyze a unified vision for the COA Liberal Arts Departments as “*Learning Community*” dedicated to social justice in a healthy community. With the notion this “Signature Programing” will render us more competitive in achieving Market Share success as an institution in a complex catchment area.

### COA POSCI- 2015-16 S.W.O.T. Analysis

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

- We have a small department with great growth potential and a creative and **excellent collaborative faculty team**.
- Team commitment to a “Culture of Care and Response” and Support for “at risk” students through a commitment to BSI Standards (See Appendix B)
- We have a good reputation and maintain high hopes for this spreading beyond our service area thereby expanding same.
- We have strong collegial interaction and willingness to be creative with related departments and **despite profound resistance from them; we remain willing to expand this cooperation to our sister departments at other Peralta Colleges**.
- We have developed ties with related departments at CSU-East Bay (our primary transfer school). We have strong administrative support in some key leverage points.
- Our **CCUL initiative** and our **proto-Model of a 21<sup>st</sup> Century Curricular Pedagogical Framework** (in need of severe revision and updating) has been a strength and cooperation with the COA LCs is a major innovative strength.
- We are also an active Internship training department for the Peralta Faculty Diversity program and with the CSU East Bay MPA Program.

#### Weaknesses –

- Certain historical and evolving “institutional incapacities” leading to **ambiguous degrees of support**, and visionary diffusion with a defacto deference to “good enough” ideations vs. “greatness” ideations (c.f. Collins and Senge); this includes a lack of support in terms of key personnel (e.g. researcher & effective PIO function), sufficient 21<sup>st</sup> century pedagogy oriented technology infrastructure); all undermining the capacity of COA and therefore this department to effectively and substantively support innovative programming and nonlinear conceptualizations are problematic relative to effectiveness in terms of sufficiency to rise to the challenges with which we are all faced.
- Team instabilities: due to the nature & organizational realities of p/t faculty realities and current and potential **losses of staff** (in POSCI and sister liberal arts departments as well) undermines efforts to “gel” team efforts;
- Attempts at interdepartmental cooperation across campuses within the district consistently show little evidence of efficacy and have in fact deteriorated with renewed vitality in formerly less robust programs at Laney and BCC which now seek to leverage their infrastructural and geographic advantages

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

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

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

- **Of highest concern would be a substantial lack of reliable demonstrated support:** financial, infrastructural, and administrative. This is most illustrated by an impressively conventional and banal ideational lack of visionary capacity in our COA Staff Development committee supporting the retooling to the POSCI department curricular framework (see Appendix D) in rejecting without explanation our proposals for institutional support in updating our program and its capacity to address the threats represented by our situation.
- Certain “**organizational & institutional culture**” based organizational behavior patterns continue to undermine attempts at innovation. This includes Byzantine procedural challenges (not otherwise specified); and funding decision patterns which need to be constantly addressed for minimal program funding needs; thus consuming crucial affective morale bandwidth which leaves team less capable of engaging in the struggles of program development in face of increasing unfavorable odds..
- Overall, *our program is hampered by a significant lack of a 21<sup>st</sup> Century technology and equipment infrastructure*. Lack of sufficiently functioning equipment (e.g. copy machines, scanners, projectors, etc.) render our teaching modalities defacto

limited to mid-20<sup>th</sup> Century standards. This is only mediated by innovative efforts of individual faculty members to creatively work around these deficits.

- One key threat continues to be the inability to retain team members in the development of CCUL due to loss through alternative employments in lieu of favorable conditions at Peralta. We anticipate further losses this year which could be catastrophic to our efforts. Consequentially, our community connection efforts are weakened and though our full time staff is present, the remaining support faculty team members are not able to step in and replace the losses.
- At the administrative level; BCC has actively expressed a desire to move into CCUL areas focus as well and their inherent advantages could lead to the diminishment of the capacity of CCUL and POSCI at COA to optimally thrive as result.
- CSU East Bay POSCI/MPA Departmental instability due to quarter/semester conversion has made their willingness to be more active in being the primary 2+2+2 Transfer Partner skittish in any efforts above the informal level.

**II Enrollment and Diversity:**

Up until the current operating year; **enrollment patterns** suggest an **upward trend overall** (Table 1) – depending upon number of sections we offer (Table 2), however this trend is irregular (Table 3); which itself is determined by the number of sections we offer and competition from sister colleges for enrollment in traditionally lower enrolled classes (e.g. POSCI 2 & 4). This coming year will be the first time they have four f/t faculty and this will mean more sections and this may impact upon COA enrollment. *Referring to Appendix F - 2008 to 2015 POSIC Enrollment Patterns in Peralta; we note that there is evidence that when BCC and Laney are active; our enrollments drop.* This is a threat to which we must respond by being substantively a different “*niche*” department ad CCUL is that response.

The COA POSCI **Demographic Profile** shows our constituents quite diverse with spikes in terms of: (a) between the ages of 19 and 24 (Table 5), (b) women (Table 7), and (c) Asian descent - with persons of African-American descent being our second largest ethnic group (Table 6). **From 2012 till this date; COA has had the highest number of POSCI-1 Students in the District** (Table 4) and we have tended overall to offer as many POSCI sections as our larger sister colleges and our enrollments had been higher. *However, now the reinvigorated Laney and BCC programs (see SWOT) have resulted in more offerings and this is already beginning to affect our course enrolments and ability offer traditionally lower enrolled classes (e.g. POSCI 2 & 4). Only our own internal outreach and recruitment efforts have enabled us to obtain sufficient students for our courses.*

Table 1

School	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
COA	378	367	336	460	311	275	405	551
BCC	302	338	379	430	374	439	555	820
Laney	296	413	417	313	343	376	288	705
Merritt	137	158	114	114	187	177	187	266

Table 2

COA POSCI Sections offered		
SUB	SECT	CENSUS
Fall 13	7	295
Sprg 14	12	448
Fall 14	13	403
Sprg 15	14	399
Fall 15	13	551
Sprg 16	15	n/a

Table 3 **Total COA POSCI Enrollment for Eleven Subjects** (September 29, 2015 Data)

	2012 Sum	2012 Fall	2013 Spring	2013 Sum	2013 Fall	2014 Spring	2014 Sum	2014 Fall	2015 Spring	2015 Sum	2015 Fall
Grand Total	115	388	546	79	295	447	113	405	406		

As our development efforts proceed in our expanded **Professional Student Pathway to Success Career Ladders in the Community Change and Urban Leadership** (CCUL - see Appendix A); we anticipate the possibility of being better positioned to meet *real substantive student needs*; while expanding student enrollment in POSCI. There is demonstrated student and community interest in CCUL program offerings. While these programs have been undermined by State and Institutional complicating factors (See SWOT), this interest is still extant and is, we suggest, still worth supporting with renewed institutional support.

We are apprehensive that the relatively robust numbers we now have compared to the Peralta Sisters shall diminish as the new faculty at Laney and BCC more aggressively start to offer more sections of courses such as POSC-2, 3, & 4 (see Appendix F). We note when discussions of rotating enrolment of such courses – to help Merritt and COA – was engaged upon, *BCC claims their enrolments do not impact upon COA nor Merritt; and Laney responded that they did not wish to inconvenience their students to come to COA; so they will offer all courses each semester.* We note that Laney has not had a robust offering until this past year; and with their relatively inactive department, their advantages (e.g. BART access and Geography) could not be brought to bear. However, they now have two new full time faculty and they are offering courses they never offered before.

*The pattern played out with POSCI-6 – which COA dominated until 2008 when Laney and BCC started to offer these and after which point COA was never able to fill a section of 6 again. This is the pattern of which we are apprehensive relative to POSCI 2, 3, & 4. Again, our response strategy is centered around the Niche of CCUL.*

Table 4 **District POSCI Enrollment by Course and College** (September 29, 2015 Data)  
Only Courses offered by College of Alameda – for which we compete with other PCCD Colleges - included here

Course	2012 Sum	2012 Fall	2013 Spr	2013 Sum	2013 Fall	2014 Spr	2014 Sum	2014 Fall	2015 Spr	Total	2015 Sum	2015 Fall
<b>POSCI 1 - GOVT/POLITICS IN US</b>												
COA	92	257	410	79	254	356	113	356	339	2256		
BCC	86	182	317	119	292	307	176	398	275	2152		
Laney	90	254	304	114	245	271	110	217	267	1872		
Merritt	58	159	133	77	157	205	89	140	139	1157		
<b>POSCI 2 - COMPARATIVE GOVT</b>												
COA	23	0	30	0	0	19	0	20	15	107		14
BCC	0	50	38	0	43	38	0	41	31	241		
Laney	0	36	0	0	34	35	0	20	21	146		
Merritt	0	38	14	0	27	33	0	22	29	163		
<b>POSCI 3 - INTERNATL RELATIONS</b>												
COA (online)	0	33	37	0	21	35	0	29	31	186		
BCC	35	34	37	34	27	46	71	72	47	403		
Laney	0	0	49	0	27	34	0	25	34	169		
Merritt	0	0	0	0	0	0	0	0	0	0		
<b>POSCI 4 - POLITICAL THEORY</b>												
COA	0	42	28	0	20	22	0	0	21	133		
BCC	0	0	0	0	35	0	0	34	0	69		
Laney	0	0	0	0	0	0	0	0	21	21		
<b>POSCI 6 - US Constitution and Criminal Due Process</b>												
COA	0	0	0	0	0	0	0	0	0	0		
BCC	0	33	0	0	42	0	0	39	40	154		
Laney	0	35	0	0	36	30	0	13	0	114		
Merritt	0	0	0	0	0	0	0	0	0	0		
<b>COURSES ONLY OFFERED AT COA:</b>												
POSCI 8 - Law and Democracy (Night)	0	0	0	0	0	0	0	0	0	0		15
POSCI 26 - US/CA CONSTITUTION (Morning)	0	0	27	0	0	15	0	0	0	42		
POSCI 32 - LEARNING ORG GOVERNANCE (Morn)	0	21	0	0	0	0	0	0	0	21		
POSCI 35 - INTRO/COMMUNITY VIOLENCE PREV (Nt)	0	31	0	0	0	0	0	0	0	31		
POSCI 36 - PRAC VIOLENCE PREV STRATEGIES (Nt)	0	0	14	0	0	0	0	0	0	14		
POSCI 49 - I/S - POLITICAL SCI	0	4	0	0	0	0	0	0	0	4		
<b>Peralta POSCI Grand Total</b>	<b>384</b>	<b>1209</b>	<b>1438</b>	<b>423</b>	<b>1260</b>	<b>1446</b>	<b>559</b>	<b>1426</b>	<b>1310</b>	<b>9455</b>		

Table 5 **COA POSCI Enrollment by Age** (September 28, 2015 Data)

Age	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Under 16	5	6	11	11	1	15	16	6	7
16-18	12	45	25	11	31	20	16	43	13
19-24	69	226	324	35	186	270	52	248	238
25-29	16	42	76	15	30	70	16	61	67
30-34	7	18	43	4	16	23	1	19	29
35-54	4	32	44	3	27	36	11	25	41
55-64		6	9		3	3	1	1	4
65 & Above		1	4			1			
<b>Grand Total</b>	<b>113</b>	<b>376</b>	<b>536</b>	<b>79</b>	<b>294</b>	<b>438</b>	<b>113</b>	<b>403</b>	<b>399</b>

Table 6 **COA POSCI Enrollment by Ethnicity** (September 28, 2015 Data)

Ethnicity	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
American Indian/Alaskan Native		1	1		1	1		1	1
Asian	31	115	153	29	97	139	51	124	127
Black/African American	21	87	116	13	45	76	15	69	71
Filipino	4	12	15	6	13	21	5	27	15
Hispanic	18	49	94	10	41	58	11	61	46
Multiple	17	30	55	8	41	63	17	53	54
Other Non-white		1	4		2	2		1	1
Pacific Islander	2	1	4		4		2	2	7
Unknown/Non Respondent	7	35	30	4	15	19	2	10	20
White Non-Hispanic	13	45	64	9	35	59	10	55	57
<b>Grand Total</b>	<b>113</b>	<b>376</b>	<b>536</b>	<b>79</b>	<b>294</b>	<b>438</b>	<b>113</b>	<b>403</b>	<b>399</b>

Table 7 **COA POSCI Enrollment by Gender** (September 28, 2015 Data)

Gender	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Female	64	187	296	46	158	237	52	213	210
Male	48	177	233	31	130	192	61	184	181
Unknown	1	12	7	2	6	9		6	8
<b>Grand Total</b>	<b>113</b>	<b>376</b>	<b>536</b>	<b>79</b>	<b>294</b>	<b>438</b>	<b>113</b>	<b>403</b>	<b>399</b>

### III. Student Success:

By an unconventional definition of “success” we have remained in contact with former CCUL graduates and they have gone on to do great work and credit CCUL for their launch. However, the APU definition of “Student Success” is defined as “course (or program) completion” with a grade “C” or better leading to “successful course completion or the attainment of a degree or certificate.

#### Degrees Awarded:

Explicitly relative to degrees awarded utilizing here Table 8; if we only focus upon the *data we were “supposed” to analyze for this APU*, (2012 to 2015) it appears COA has only 10 AA degrees and 1 AA-T awarded compared to the 23 AA-T degrees awarded by BCC; then it appears we are second to BCC and they are the most active department. *However, going back to 2006 we see that COA was the dominant department in the district until the hire of a full time faculty at BCC in 2011; and the reinvigoration of an – up until then – moribund program. And in this context, Laney was a non-entity until their two new hires in 2014-15. Here we see evidence of the hypothesis that the geographic and infrastructural advantage BCC and Laney have leads to a drop in our programmatic viability.* Now BCC has 2 full time faculty and so too does Laney. I anticipate a drop in our AA awards as a result of the increasing viability of their programs unless COA can reposition itself as unique with its own draw points. This can only occur with the CCUL initiative which is undermined by the factors explored in our SWOT Analysis in section 1.

Table 8 **2006-2015 Number of POSCI Awards College** (September 28, 2015 Data)

POSCI	2006-2012	2012-13	2013-14	2014-15	Total
COA AA	16	7	2	1	26
AA-T	0	0	0	1	1
BCC AA	0	0	0	0	0
AA-T	0	0	5	18	23
Laney AA	0	0	0	1	1
AA-T	0	0	0	0	0
Merritt n/a	0	0	0	0	0
Total AA	16	7	2	1	26
Total AAT	0	0	5	20	25
All Total	16	7	7	21	51

#### Diversity Patterns of Awarded degrees and certificates:

Tables 9 & 10 reflect the similarity amongst Peralta Colleges in terms of diversity of students (ethnicity and gender) who received awards at COA in POSI. We note however that the History Department seeks to create a niche in Latin American history which we could dovetail with in terms of outreach to the Latino Community of greater Oakland area. We are in negotiations – through CCUL – increase our outreach in the Fruitvale District with our community based partners there (in Law and Violence Prevention tracks) and this could give us an opportunity to increase our “buzz” with this population. We are also looking at expanding our “Signature CCUL Program” with the creation of a Social Justice Area of Emphasis AA-T which would include a Queer Studies (LGBTQ) track and a Women’s Studies Track. This would be a draw in these populations if we are successful and do not face undue competition (in AA-T in the SJS AoE) from our larger more powerful neighbors relative to “market share.” Else, the department serves its populations well in terms of diversity.

Table 9 **2012 to 2015 District POSCI Degrees & Certificates By Ethnicity and College** (September 28, 2015 Data)

POSCI Degrees and Certificates	American Indian /Alaskan Native	Asian	Black/ African-American	Filipino	Hispanic	Other Non-white	Pacific Islander	White Non-Hispanic	Multiple	Unknown	Total
<b>COA</b>	<b>0</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>11</b>
BCC	0	5	3	1	2	0	0	9	3	0	23
Laney	0	0	0	0	1	0	0	0	0	0	1
Merritt	0	0	0	0	0	0	0	0	0	0	0
<b>District</b>	<b>0</b>	<b>10</b>	<b>5</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>5</b>	<b>0</b>	<b>35</b>

Table 10 **2013-2015 Number of POSCI Awards by Gender and College** (September 28, 2015 Data)

	FEMALE	MALE	UNKNOWN	Total
<b>COA</b>	<b>3</b>	<b>7</b>	<b>1</b>	<b>11</b>
BCC	13	10	0	23
Laney	1	0	0	1
Merritt	0	0	0	0

**Success Rates and Philosophy of Student Success:**

**In POSCI; the trends in success rate of students at COA are higher than at our sister institutions; and the success rates of students in POSCI at COA are higher than COA as an institution (Tables 11 & 12). We do try to be intentional in creating a “culture of care and response” rooted in our unique integrated learning outcomes protocols and team commitment to provide support for “at risk” students through a commitment to BSI Standards (See Appendix B). We are explicitly a persons centered client model of individualized attention for students here as opposed to the more conventional “social science” transfer obsessed model at BCC and Laney; whereas the department at Merritt is consciously a department simply servicing the need for American institutions requirements (having finally given up on being a comprehensive program in 2012).**

Table 11 **Overall Student Success by College** (September 28, 2015 Data)

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	Averages
<b>COA</b>	<b>71.85%</b>	<b>68.08%</b>	<b>66.66%</b>	<b>74.76%</b>	<b>67.27%</b>	<b>67.71%</b>	<b>76.48%</b>	<b>66.77%</b>	<b>67.50%</b>	<b>69.68</b>
BCC	71.60%	66.49%	65.00%	72.06%	64.37%	65.10%	70.72%	64.66%	65.10%	67.23
Laney	74.07%	68.72%	66.34%	73.40%	66.34%	67.98%	72.79%	68.95%	69.11%	69.74
Merritt	72.96%	67.98%	66.57%	74.37%	65.38%	69.05%	77.16%	68.03%	68.67%	70.02
Peralta	72.74%	68.02%	66.16%	73.57%	65.88%	67.51%	73.79%	67.38%	67.82%	69.21

Table 12 **POSCI Student Success by College** (September 28, 2015 Data)

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	Averages
<b>COA-POSCI</b>	<b>75.44%</b>	<b>68.72%</b>	<b>70.51%</b>	<b>83.54%</b>	<b>68.03%</b>	<b>67.79%</b>	<b>87.50%</b>	<b>66.00%</b>	<b>66.17%</b>	<b>72.63</b>
BCC-POSCI	60.91%	71.66%	67.52%	73.33%	78.82%	71.53%	71.02%	62.31%	73.26%	70.63
Laney-POSCI	69.32%	52.48%	53.13%	72.32%	36.84%	55.14%	63.30%	63.73%	63.51%	58.86
Merritt-POSCI	67.24%	71.66%	59.18%	74.03%	54.24%	58.37%	74.16%	38.22%	48.81%	60.66
Peralta-POSCI	68.38%	65.65%	64.28%	75.12%	60.62%	64.24%	73.33%	60.48%	65.57%	66.41



In terms of **success rates by course**; we aim at a higher rate in each class than some of our classes tend to show in Table 13. However, we also note many of the courses with seeming problematic success rates are also evening classes and note there seems to be higher attrition rates with these courses than morning classes. This is also true of our online courses (e.g. POSCI-3) where attrition rates are notoriously high. This is a challenge we seek to address by being more individual person centered in reaching out to students showing signs of difficulties.

Table 13 **COA POSCI Success by Course, Subject, and Year**  
**~ Summer 2012 to Spring 2015** (September 28, 2015 Data)

Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	Averages
POSCI 1 - GOVT/POLITICS IN US	75.82%	74.00%	74.88%	83.54%	67.59%	69.38%	87.50%	65.54%	65.98%	<b>73.80</b>
POSCI 2 - COMPARATIVE GOVT	73.91%	NA	56.67%	NA	NA	63.16%	NA	80.00%	60.00%	<b>66.75</b>
POSCI 26 - US/CA CONSTITUTION	NA	NA	44.44%	NA	NA	60.00%	NA	NA	NA	<b>52.22</b>
POSCI 3 - INTERNATL RELATIONS	NA	67.74%	64.86%	NA	61.90%	54.29%	NA	62.07%	58.06%	<b>61.49</b>
POSCI 32 - LEARNING ORG GOVERNANCE	NA	65.00%	NA	NA	NA	NA	NA	NA	NA	<b>65.00</b>
POSCI 35 - INTRO/COMMUNITY VIOLENCE PREV	NA	40.00%	NA	NA	NA	NA	NA	NA	NA	<b>40.00</b>
POSCI 36 - PRAC VIOLENCE PREV STRATEGIES	NA	NA	50.00%	NA	NA	NA	NA	NA	NA	<b>50.00</b>
POSCI 4 - POLITICAL THEORY	NA	56.41%	64.29%	NA	80.00%	72.73%	NA	NA	85.71%	<b>71.83</b>
POSCI 49 - I/S - POLITICAL SCI	NA	100.00%	NA	NA	NA	NA	NA	NA	NA	<b>100.00</b>
<b>Grand Total</b>	<b>75.44%</b>	<b>68.72%</b>	<b>70.51%</b>	<b>83.54%</b>	<b>68.03%</b>	<b>67.79%</b>	<b>87.50%</b>	<b>66.00%</b>	<b>66.17%</b>	

**Diversity Patterns Relative to Student Success:**

Referring to Table 11 (on page 8 above) relative to overall Student Success at COA as a college; and referring to Tables 14, 15, and 16 (below) relative to student success at COA by Ethnicity, Age, and Gender; and finally in referring to Tables 17, 18, and 19; **overall student success rates in POSCI are lower** – by a matter of 3% points on average than COA as an institution in the same categories. We are relatively similar to our sister departments in Peralta in terms of student success and suggest that **the differences are due the relative difficulty of the discipline and sample size effects**. We note that a comment often heard/made is that there is a great deal of work and rigor in POSCI (at all colleges in Peralta) and the material is personally challenging due to issues of controversy and frustration (i.e. political emotionally charged content magnified in intensity by the rules of social game theory).

We have at this time an ad hoc proto-model curricular & pedagogical model of supportive effort for student success in terms of our **EFF Model of individualized support** and continue to work to these efforts including study skills workshops. Overall, our conclusion is that the most important focal point of efforts to increase student success in POSCI is in intensifying our student support model. **We note that our proposals to create a more effective comprehensive and flexible curricular framework-toolkit** (with sufficient scope and breadth to empower our team

to be better able to meet our students' needs); a **Framework for Pedagogical Effectiveness have not been supported by the COA Staff Development Committee**; therefore, our model is incomplete and will remain so until such time as we can secure resource and time support complete the model and pilot it and implement it fully. Thus: to the extent we can, the department serves its populations well in terms of student success contextualized in terms of diversity factors.

Table 14 **COA Success by Ethnicity**

Ethnicity	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	COA Average
American Indian/Alaskan Native	76.92%	55.88%	64.44%	72.73%	54.55%	56.25%	66.67%	64.71%	52.00%	62.68%
Asian	81.99%	76.31%	75.41%	85.59%	76.07%	77.49%	88.08%	77.88%	77.84%	79.63%
Black/African American	59.31%	56.34%	56.65%	61.76%	56.63%	56.32%	62.81%	54.23%	55.39%	57.72%
Filipino	72.09%	68.42%	67.36%	71.92%	75.99%	66.60%	79.17%	72.62%	69.36%	71.50%
Hispanic	70.11%	68.15%	64.75%	70.97%	65.24%	64.57%	69.62%	61.88%	61.86%	66.35%
Multiple	66.07%	61.52%	62.35%	69.88%	65.47%	63.21%	70.20%	60.43%	60.19%	64.37%
Other Non-white	50.00%	70.97%	73.13%	90.00%	75.76%	79.49%	85.71%	91.67%	85.19%	77.99%
Pacific Islander	30.00%	70.00%	61.86%	76.92%	50.00%	70.97%	76.47%	66.67%	53.85%	61.86%
Unknown/Non Respondent	70.13%	69.85%	69.68%	72.31%	68.04%	69.02%	76.24%	66.67%	72.22%	70.46%
White Non-Hispanic	75.54%	74.45%	71.47%	78.61%	70.55%	74.41%	81.60%	73.04%	73.25%	74.77%
<b>Grand Total</b>	<b>65.22</b>	<b>67.19</b>	<b>66.71</b>	<b>75.07</b>	<b>65.83</b>	<b>67.83</b>	<b>75.66</b>	<b>68.98</b>	<b>66.11</b>	<b>68.73%</b>
	%	%	%	%	%	%	%	%	%	

Table 15 **COA Success by Age**

Age	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	COA Average
Under 16	94.83%	90.00%	90.91%	91.89%	88.00%	78.38%	90.54%	90.70%	93.62%	89.87%
16-18	85.48%	74.29%	77.32%	79.33%	77.23%	74.14%	89.37%	73.46%	72.38%	78.11%
19-24	72.38%	64.78%	62.49%	76.00%	63.32%	64.81%	75.97%	63.30%	64.79%	67.54%
25-29	68.13%	69.06%	67.81%	69.77%	67.27%	68.92%	76.70%	65.33%	67.30%	68.92%
30-34	63.85%	71.17%	70.32%	74.85%	68.29%	69.23%	68.20%	70.93%	67.07%	69.32%
35-54	67.14%	72.85%	72.30%	70.33%	72.81%	72.41%	73.86%	73.22%	73.78%	72.08%
55-64	68.24%	75.19%	77.29%	73.97%	74.65%	76.36%	66.00%	71.58%	75.19%	73.16%
65 & Above	75.00%	75.68%	69.35%	81.82%	75.47%	72.88%	66.67%	76.32%	73.75%	74.10%
<b>Grand Total</b>	<b>71.85%</b>	<b>68.08%</b>	<b>66.66%</b>	<b>74.76%</b>	<b>67.27%</b>	<b>67.71%</b>	<b>76.48%</b>	<b>66.77%</b>	<b>67.50%</b>	<b>74.14%</b>

Table 16 **COA Success by Gender**

Gender	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	COA Average
Female	70.86%	68.46%	67.71%	72.81%	69.03%	68.00%	76.02%	67.27%	68.39%	69.84%
Male	73.85%	67.60%	65.34%	77.18%	65.20%	67.07%	77.81%	65.90%	66.29%	69.58%
Unknown	61.02%	68.46%	67.87%	75.47%	66.44%	73.76%	60.61%	75.93%	71.15%	68.97%
<b>Grand Total</b>	<b>71.85%</b>	<b>68.08%</b>	<b>66.66%</b>	<b>74.76%</b>	<b>67.27%</b>	<b>67.71%</b>	<b>76.48%</b>	<b>66.77%</b>	<b>67.50%</b>	<b>69.46%</b>

Table 17

**COA POSCI Success by Course and Ethnicity** (September 28, 2015 Data)

Course	American Indian/Alaskan	Asian	Black/African American	Filipino	Hispanic	Other Non-white	Pacific Islander	White Non-Hispanic	Multiple	Unknown/Non Respondent
POSCI 1 - GOVT/POLITICS IN US	100.00%	83.33%	54.55%	76.92%	57.89%	0.00%	28.57%	65.00%	48.89%	73.68%
POSCI 2 - COMPARATIVE GOVT	NA	25.00%	100.00%	100.00%	75.00%	NA	NA	33.33%	100.00%	NA
POSCI 3 - INTERNATL RELATIONS	NA	61.54%	50.00%	100.00%	100.00%	NA	NA	62.50%	25.00%	NA
POSCI 4 - POLITICAL THEORY	NA	100.00%	NA	NA	80.00%	NA	NA	100.00%	60.00%	100.00%
<b>Grand Total</b>	<b>100.00%</b>	<b>79.69%</b>	<b>55.56%</b>	<b>80.00%</b>	<b>62.50%</b>	<b>0.00%</b>	<b>28.57%</b>	<b>67.24%</b>	<b>49.09%</b>	<b>75.00%</b>

Table 18

**COA POSCI Success by Course and Age** (September 28, 2015 Data)

Course	Under 16	16-18	19-24	25-29	30-34	35-54	55-64
POSCI 1 - GOVT/POLITICS IN US	100.00%	64.71%	67.50%	66.67%	53.85%	56.25%	75.00%
POSCI 2 - COMPARATIVE GOVT	NA	NA	61.54%	50.00%	NA	NA	NA
POSCI 3 - INTERNATL RELATIONS	NA	75.00%	57.14%	37.50%	50.00%	100.00%	NA
POSCI 4 - POLITICAL THEORY	NA	50.00%	100.00%	60.00%	100.00%	100.00%	NA
<b>Grand Total</b>	<b>100.00%</b>	<b>65.22%</b>	<b>67.93%</b>	<b>62.12%</b>	<b>56.67%</b>	<b>62.16%</b>	<b>75.00%</b>

Table 19

**COA POSCI Success by Course and Gender** (September 28, 2015 Data)

Course	Female	Male	Unknown
POSCI 1 - GOVT/POLITICS IN US	66.67%	66.23%	42.86%
POSCI 2 - COMPARATIVE GOVT	75.00%	50.00%	0.00%
POSCI 3 - INTERNATL RELATIONS	55.56%	66.67%	0.00%
POSCI 4 - POLITICAL THEORY	100.00%	78.57%	NA
<b>Grand Total</b>	<b>67.14%</b>	<b>66.67%</b>	<b>33.33%</b>

**Student Retention:**

**Retention** is defined as the percent of students earning any grade but “W” in a course or series of courses. (The score here is computed for a class, take class completion with grade other than “W” and divide by enrollment at census. Grade other than W = A, B, C, D, F, I, Pass (P), No Pass (NP), In Progress (IP), Report Delayed (RD), No Grade (NG). Note that this metric is also known as 'course completion'. Also note that the term 'retention' is used, in other reports, to refer to the proportion of students enrolling in subsequent terms.) We note that **the POSCI Department at COA has a higher overall student retention rate than the other Peralta Colleges POSCI Departments** (Table 20). And while some of our more difficult CCUL classes have a lower retention rate; overall our POSCI core courses are higher than district average as well (Table 21).

Table 20 **POSCI Retention by College** (September 28, 2015 Data)

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	Averages
COA-POSCI	91.23%	79.68%	82.05%	86.08%	80.61%	76.96%	90.18%	80.15%	77.78%	82.75
BCC-POSCI	77.27%	83.42%	78.77%	76.67%	83.60%	79.40%	80.00%	75.39%	83.26%	79.75
Laney-POSCI	84.09%	79.01%	69.89%	86.61%	76.05%	73.78%	84.40%	81.14%	83.84%	79.87
Merritt-POSCI	82.76%	75.94%	69.39%	77.92%	74.58%	75.11%	86.52%	60.21%	70.83%	74.81

Table 21 **COA POSCI Retention by Class** (September 28, 2015 Data)

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring	POSCI Average
COA Retention as a College	84.25%	84.34%	80.16%	86.11%	81.55%	80.75%	86.11%	82.03%	81.54%	
COA POSCI as a Department	91.23%	79.68%	82.05%	86.08%	80.61%	76.96%	90.18%	80.15%	77.78%	82.75
COA POSCI by Course										
POSCI 1 - GOVT/POLITICS IN US	91.21%	88.00%	86.59%	86.08%	81.03%	80.62%	90.18%	80.51%	78.40%	84.74
POSCI 2 - COMPARATIVE GOVT	91.30%	NA	66.67%	NA	NA	63.16%	NA	95.00%	73.33%	77.89
POSCI 3 - INTERNATL RELATIONS	NA	67.74%	81.08%	NA	66.67%	57.14%	NA	65.52%	58.06%	66.04
POSCI 4 - POLITICAL THEORY	NA	69.23%	78.57%	NA	90.00%	72.73%	NA	NA	100.00%	83.11
POSCI 26 - US/CA CONSTITUTION	NA	NA	44.44%	NA	NA	60.00%	NA	NA	NA	55.00
POSCI 32 - LEARNING ORG GOVERNANCE	NA	65.00%	NA	NA	NA	NA	NA	NA	NA	65.00
POSCI 35 - INTRO/COMMUNITY VIOLENCE PREV	NA	43.33%	NA	NA	NA	NA	NA	NA	NA	43.33
POSCI 36 - PRAC VIOLENCE PREV STRATEGIES	NA	NA	64.29%	NA	NA	NA	NA	NA	NA	64.29
POSCI 49 - I/S - POLITICAL SCI	NA	100.00%	NA	NA	NA	NA	NA	NA	NA	100.00

**IV. Faculty:**

Productivity is a ratio of full-time equivalent students to full-time equivalent instructors (FTES/FTEF).<sup>1</sup> Tables 22 (and tables 25 to 30) reveals **the POSCI Department has higher productivity than COA as an institution and in our sister departments at our sister colleges.** The politics program & department has five **faculty associates**: a “contract” lead associate (full time faculty member with a split load of 0.6 in political science and 0.4 in psychology); and four p/t faculty associates; and one faculty diversity intern.

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

Table 22 **COA POSCI Productivity Compared to COA Campus** (September 28, 2015 Data)

	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
COA	17.37	18.45	17.35	15.86	17.46	16.68	14.63	16.52	16.28
POSCI	19.48	23.18	19.59	20.01	21.07	18.63	19.16	18.44	17.99

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

1	<b>Robert J. Brem</b>	(contract);	Department Lead;	<i>Co-Coordinator of CCUL</i>
2	Megan Sweeney	(p/t);	Department Associate;	<i>Operational Coordinator of CCUL;</i>
3	Ron Lomax	(p/t);	Department Associate;	
4	Judith Hurtado-Ortiz	(p/t)	Department Associate;	
5	Adam Chang	(p/t)	Department Associate;	
6	Nicole Kelly		Faculty Diversity Intern	

In anticipation of the possible success of CCUL (*pending we are able to adapt and improvise and overcome “threats” discussed in Section I of this APU*); **we anticipate needing a full-time faculty position to meet the challenges of department growth in terms of sections and programs we are offering** (refer to Tables 23 & 24 below {repeats of tables 1 & 2 in section I}). A major problem with our innovative programs is the volatility of part time staff capacity to meet the needs of administration and development of programs. The total number of sections we offer has been climbing. We offer courses in all sessions - regular, summer, and intersession – which the college holds. We schedule courses and have on occasion “lost” a couple more innovative courses – due to insufficient enrollment in these **we have been coordinating with the COA Student Services Outreach Team to recruit more aggressively to fill all our courses**. If one potential future wherein we are not successful in competing with Laney and BCC for market share; then the request for a f/t faculty member would be moot in the face of departmental retreat. Another potential pitfall for departmental success would be staff instability or loss.

Table 23

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
COA	378	367	336	460	311	275	405	551
BCC	302	338	379	430	374	439	555	820
Laney	296	413	417	313	343	376	288	705
Merritt	137	158	114	114	187	177	187	266

Table 24

COA POSCI Sections offered		
SUB	SECT	CENSUS
Fall 13	7	295
Sprg 14	12	448
Fall 14	13	403
Sprg 15	14	399
Fall 15	13	551
Sprg 16	15	n/a

Over the past three years, we have lost four crucial team members from our POSCI/HIST/COMM/CCUL team (including key leading team members in our violence prevention, civic engagement and Pathway to Law Initiatives). We note that in some cases we would not have proceeded with CCUL without them and now have a program without them... This is a destabilizing and demoralizing dynamic in our efforts relative to these projects.

***With our contract departmental lead faculty in support as co-coordinator; our coordinator of CCUL is our most senior p/t associate*** and this is fortunate. She and another p/t faculty member in another department are crucial to our program success and **if we were to lose them** (e.g. through alternative employment scenarios – both possible scenarios are in play as of this writing); **we would be compelled by reality to seriously entertain deactivating all further efforts on CCUL**. However, as of this writing, our efforts for a robust POSCI / CCUL department are operating within acceptable parameters of functioning.<sup>2</sup>

<sup>2</sup> **We note with concern:** whereas in 2014 we had been promised \$50,000 in funding (of which we spent \$13,000) which we were told then would roll over. However, that budget was significantly cut; and even the modest \$19,000 we had counter proposed was almost further cut to \$11,500. Upon appeal, this (*potentially catastrophic*) decision was gratefully rescinded. **This was experienced by our team level as resource instability and uncertainty and evidence of a lack of enthusiasm from the institution to support our efforts and this leads us to operate under a cloud of doubt as to our viability; undermining our capacity to function at a highest level of proficiency.** This has a negative impact upon team morale.

In our efforts to function at the highest level of proficiency; **our part time faculty members continue to devote many hours without pay to create excellence in programming and teaching** (meetings, curriculum development, and staff development). Without their efforts, our SLO efforts would not have worked.

Again, as noted above, the contract faculty member in our department has a 0.6 load in POSCI and a 0, 4 load in PSYCH. ***This is good for the school and for the department in terms of innovative instruction and interdisciplinary curriculum coordination efforts.*** This interdisciplinarity is in fact part of what drives our CCUL efforts so this split is defacto a crucial part of our work. This has actually been a crucial reason why the COA POSCI/PSYCH program - in learning community format - has become a successful Faculty Diversity Internship training department. Our students benefit from such 21<sup>st</sup> Century contextualized curricular thinking. **In this context – and assuming that CCUL survives threats discussed above - and taking into account the productivity data for the POSCI Department (Tables 25, 26, 27, 28, 29, and 30), which shows the POSCI Department as being of higher productivity than the other department in COA and in our sister departments at our sister colleges; we believe suggests the POSCI Department could use a full time faculty member to be dedicated to CCUL and other department initiatives** to ground our efforts at success because: with only part time faculty dedicated to such a project, innovative program collapse is an ongoing high probability risk. However, if CCUL is deactivated due to the threats discussed above (i.e. SWOT); then this request would be rendered moot.

Table 25 **COA POSCI Productivity by Course** (September 28, 2015 Data)

Course	2012	2012	2013	2013	2013	2014	2014	2014	2015
	SUMMER	FALL	SPRING	SUMMER	FALL	SPRING	SUMMER	FALL	SPRING
POSCI 1 - GOVT/POLITICS IN US	23.30	32.13	22.94	20.01	25.40	22.25	19.16	19.81	20.46
POSCI 2 - COMPARATIVE GOVT	11.78	NA	15.00	NA	NA	9.50	NA	10.00	7.50
POSCI 3 - INTERNATL RELATIONS	NA	16.50	18.50	NA	10.50	17.50	NA	14.50	15.50
POSCI 4 - POLITICAL THEORY	NA	21.00	14.00	NA	10.00	11.00	NA	NA	10.50
POSCI 6 - US CONSTITUTION & Criminal									
POSCI 26 - US/CA CONSTITUTION	NA	NA	13.50	NA	NA	7.50	NA	NA	NA
POSCI 32 - LEARNING ORG GOVERNANCE	NA	10.50	NA	NA	NA	NA	NA	NA	NA
POSCI 35 - INTRO/COMMUNITY VIOLENCE PREV	NA	12.08	NA	NA	NA	NA	NA	NA	NA
POSCI 36 - PRAC VIOLENCE PREV STRATEGIES	NA	NA	7.00	NA	NA	NA	NA	NA	NA
POSCI 49 - I/S - POLITICAL SCI	NA	NA	NA	NA	NA	NA	NA	NA	NA

Table 26 **Productivity for all COA Political Science (POSCI) Courses:**  
Spring, Fall, and Summer; 2004 to 2015

TERM	SECT	CENSUS	FTEs TOTL	FTEF TOTL	PROD
<b>Spring Courses:</b>					
Spring-15	14	399			
Spring-14	12	448	44.80	2.40	18.67
Spring-13	15	546	54.65	2.79	19.59
Spring-12	10	382	37.70	1.60	23.56
Spring-11	8	406	40.60	2.13	19.06
Spring-10	6	396	40.59	1.20	33.82
Spring-09	7	329	33.71	1.60	21.07
Spring-08	7	288	30.76	1.41	21.76
Spring-07	7	259	27.67	1.41	19.58
Spring-06	6	203	21.41	1.20	17.84
Spring-05	6	220	23.62	1.20	19.68

**Fall Courses:**

Fall-15	13	551			
Fall-14	11	381	38.16	2.20	17.34
Fall-13	7	295	29.50	1.40	21.07
Fall-12	9	388	38.40	1.66	23.18
Fall-11	9	442	44.20	1.80	24.56
Fall-10	6	343	34.30	1.20	28.63
Fall-09	8	381	37.07	1.40	26.48
Fall-08	9	388	39.24	1.59	24.62
Fall-07	8	265	26.91	1.79	15.05
Fall-06	6	338	35.39	1.20	29.53
Fall-05	7	285	29.80	1.40	21.31
Fall-04	5	231	24.76	1.00	24.76

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

Summer-15	1	49			
Summer-14	3	115	11.91	0.61	19.51
Summer-13	2	79	7.94	0.40	20.01
Summer-12	3	115	11.56	0.59	19.48
Summer-11	2	110	11.08	0.39	28.17
Summer-10	3	138	15.11	0.59	25.47
Summer-09	4	127	14.02	0.81	17.30
Summer-08	2	62	7.09	0.41	17.23
Summer-07	2	81	7.98	0.38	20.85
Summer-06	3	157	15.59	0.58	27.00
Summer-05	3	138	13.68	0.58	23.68
Summer-04	2	131	12.91	0.38	33.71

Table 27 **All COA Political Science Courses Productivity Chart**  
**Spring Courses Productivity Chart**

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

Table 28 **Fall Courses Productivity Chart**

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

Table 29 **Spring Courses Productivity Chart** (for POSCI 1, 2, and 6)

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

Table 30 **Comparative Productivity Data; Peralta Colleges Political Science Departments**  
Fall 2010 to 2012

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

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

## V. Qualitative Assessments:

The department utilizes a "reflective practice and clinical supervision model" (c.f. Donald Schon) of professional development. That also guides our process and outcomes assessment and evaluation protocols in an appreciative inquiry narrative and contextual systems approach. This model is as yet still in development and is part of a curricular framework that needs substantive time resource support to be completed (which has been denied by the COA Staff Development committee). Professionals in any "craft" pursue continued improvement in performance; and we seek in our regular History/Political Science and Learning Community inter-collegial discussions to identify pedagogical "best practices" for staff development purposes to identify what works and what works differently where, when, how; and do more of these. As well, we discuss what does not work so well, and do less of these. Our goal is to mutually support one another in achieving a "superior" GAF level of performance at the art and craft of teaching (moving from practitioners to masters of the craft).



<p><b>CTE and Vocational:</b> Our CCUL Initiative (see Appendix A) addresses community needs relevant to public service, violence prevention, community development &amp; leadership and street law training.</p> <p>This is “<b>a defacto vocational politics program.</b>” It was designed in consultation with community leaders in community based organizations in the Greater East Bay region.</p>	<p>What has changed since the 2012 Program Review:</p> <ul style="list-style-type: none"> <li>• We now have a Law Pathway CTE track</li> <li>• We are seeking to expand this our Signature CCUL initiative in terms of a Social Justice Area of Emphasis interdisciplinary AA-T and stackable job preparation certificates.</li> <li>• “Official” CTE Certification requires we use new TOP codes and this may be problematic; we’re addressing this.</li> </ul>
<p><b>Transfer and Basic Skills:</b> our course offerings address transfer, basic skills, and program completion in its commitment to pedagogical excellence in support of “at risk” students (see Appendix B)</p>	<p>No Change- Refer to 2012 Program Review</p>

**VI. Course SLOs and Assessment** (as of 10-31-2015)

Overall, for the past three years; the program offerings in politics at College of Alameda exceeded to high degree our learning outcomes success standards for all three SLOs and therefore for our PLOs as well as we utilize and integrated and contextual holistic model of learning outcomes assessment.

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

**Methodological Approach to assessment:** The political science department has actively participated in the design of an alternative **Learning Outcomes assessment model** that is a narrative contextual systems approach to assessment – totally integrated into teaching – is the approach of this department to outcomes of learning assessment. We are working to align this more closely with the **Lumina Foundation degree qualifications Framework in the Future.**<sup>3</sup> *The biggest barrier to success here is a lack of institutional support (i.e. Staff Development) to give us the (release) time to bring the protocols and framework to a state of active completion; we are consistently in pilot mode as a result.* This **COA Approach** (still in development and therefore in defacto pilot mode) includes: appreciative inquiry, critical pedagogy, interdisciplinary, and intercultural classical education framings (e.g. liberal arts models) of process & outcome assessment of learning in the study of politics utilizing the personal grounding futures consciousness framework and a global assessment of functioning index for determination of degrees of student success.

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

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

<sup>3</sup> This effort has been short circuited by the lack of support from the Staff Development Committee to give us the time we need to finish the curricular framework. We hope this might be addressed by a more competent committee in 2015. Refer to the Lumina Foundation (accessed: 10-10-2014); **The degree qualifications profile:** [http://www.luminafoundation.org/1\\_no\\_parent\\_nav\\_bar\\_fix/publications/special\\_reports/degree\\_profile/](http://www.luminafoundation.org/1_no_parent_nav_bar_fix/publications/special_reports/degree_profile/)

Our Fall 2012 to Spring 2015 data analysis years of SLO achievement; shows we meet our goals. (Due to the evaluation paradox – e.g. completing reports - we may have problematic completion of data entry into the TaskStream system and are addressing this by the end of the Fall Semester.) We collect data on three different levels for every student in all courses and then do an overall assessment of this data compared to the GAF standard.

Assessment results and reflection has led to a higher integration of learning outcome constructs throughout the course and driven the learning process relative to

- mastery of foundational knowledge in the field;
- proficiency in critical political thinking, and
- An enhanced capacity for personal political efficacy as a person, worker, and citizen.

## VII. Program Learning Outcomes and Assessment Fall 2015

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

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

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

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

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

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

**Our ongoing development of Certificates and Degrees in Public Administration, Law, and Change Studies – as well as our development to of an Area of Emphasis in Social Justice Studies AA-T - are being guided by our Learning Outcomes Protocol.** Ongoing program improvements have been driven by feedback from students on the course and program learning outcomes via our “EFF” instruments.

## VIII Prioritized Resource Request Summary

College of Alameda

Political Science and CCUL Program  
Department of HIST/POSCI/AFRAM/MLAT/ASE

Contact: Robert J. Brem  
Ed Loretto: Chair

### Human Resources:

- 1) **Faculty:** Based upon our productivity, our vision and mission planning and implementation efforts; and having a .6 f/t contract faculty member, and the requisites of success for our CCUL efforts; the Department has a demonstrated need for an addition of a 1.0 f/t faculty member; who would be dedicated to Department and CCUL initiatives; to ground our efforts at success. With only a mostly part time faculty dedicated to such a project, program collapse is a higher probable risk with any future loss of key personnel.
- 2) **Student Workers:** We continue to need and fully utilize our student assistants – *we have thus far received this support from the office of financial aid work study.*
- 3) Division II **Classified support** has been sufficient to our needs

### Technology & Equipment:

- 4) **Equipment Needs:** The aged department computer crashed in summer 2015 and was replaced by the IT department with an older refurbished unit from one of the classrooms is aging out.
  - **A new office system** would be good. This would serve our plans for expansion of an online presence for the department. Multimedia work is also a need and we wish to convert older films to digital for use in the 21st Century Class environment.
  - We still need a **50 page feeder equipped PDF scanner Printer** (with copy function) to replace the 15 year old printer we currently use and which shows signs of becoming dysfunctional. CCUL utilizes a lot of materials which need to be fed in and create PDFs and using the copy center is difficult.
  - **Adobe Professional** would be very useful in the creation of program support materials. (We note that other departments have equipment they hold in locked spaces *that does not conform to sufficient utilization nor availability standards*. Our budget is too small and we need money for equipment.
  - Other program needs not otherwise specified until need becomes apparent in delivery of CCUL and departmental programming..

### Supplies:

- 5) **Supply Needs:** Our needs are insufficiently met via an ever diminishing office supply budget. From 2012/13 thru 2013/14 we sustained 50% cut from previous years; and sustained a further 20% reduction in 2014/15. For current year we saw funding increased to 2012 levels. This impedes our efforts to have sufficient supplies in the upcoming year. ***WE REQUEST and increase in supply budget to \$1,000*** (up from the current \$600 – which itself was up from \$300). **This would also address:**

### Facilities:

- 6) **Facilities Needs:** CCUL has sought out an office and resource center for six years and has yet to receive these. We were awarded the law school pathway grant for ten years. We have been approached by Alameda Point Collaborative to revitalize our Service Learning Initiative from 2005-2008 and a space to support this would be useful. Interns from the MPA program could work with our students in such a space. An office and resource center is still a valid request.

### Professional Development:

- 7) **Professional Development:** We have requested release time for 21<sup>st</sup> Century curriculum framework development which would integrate multiple threads of innovative programmatic design work from Lumina, NIF, EFF, accelerated contextualized curriculum, and learning community work. We had requested a full semester release through Staff Development and delivered a comprehensive proposal and plan and had the request summarily rejected without explanation. We would find such release time to engage in training and development and program completion useful; and most likely will not be able to do the work otherwise.

## IX Alignment of Goals: Department to College and District

**A] District Strategic Goals & Institutional Objectives** - (The following are the Peralta Community College District's Strategic Goals and Institutional Objectives as of 2014-15.):

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

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

<p><b>A: Advance Student Access, Equity, and Success</b></p> <p><b><u>COA – POSCI/CCUL meets this goal with:</u></b></p> <ol style="list-style-type: none"> <li>1) Innovative Learning Outcomes and Basic Skills integration efforts (appendix B);</li> <li>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).</li> </ol>	<p><b>A.1 Student Access:</b> Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p><b>A.2 Student Success:</b> Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p><b>A.3 Student Success:</b> Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p><b>A.4 Student Equity Planning:</b> Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
<p><b>B: Engage and Leverage Partners</b></p> <p><b><u>COA – POSCI/CCUL meets this goal with:</u></b></p> <ol style="list-style-type: none"> <li>1) our Innovative partnerships efforts with CSU East Bay, APC, WISR, and Alameda County;</li> <li>2) Our outreach efforts towards Alameda High Schools for recruitment;</li> <li>3) Outreach and partnerships with East Bay Community Based Organizations.</li> </ol>	<p><b>B.1 Partnerships:</b> Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p><b>B.2. Partnerships:</b> Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.</p>
<p><b>C: Build Programs of Distinction</b></p> <p><b><u>COA – POSCI/CCUL meets this goal with:</u></b></p> <ol style="list-style-type: none"> <li>1) The Community Change and Urban Leadership Initiative (Appendix A) is in itself a potentially world class program – <b><u>if it were to receive sufficient support.</u></b></li> </ol>	<p><b>C.1 Student Success:</b> Develop a District-wide first year experience/student success program.</p> <p><b>C.2 Student Success:</b> Develop an innovative student success program at each college.</p>
<p><b>D: Strengthen Accountability, Innovation and Collaboration</b></p> <p><b><u>COA – POSCI/CCUL meets this goal with:</u></b></p> <ol style="list-style-type: none"> <li>1) The departmental engagement with Student Government on a mentoring basis, and the creation of student leadership courses and trainings.</li> <li>2) Our WISR and Alameda County partnerships offer this opportunity.</li> <li>3) Alameda Point Collaborative Service Learning initiative</li> </ol>	<p><b>D.1 Service Leadership:</b> Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p><b>D.2 Institutional Leadership and Governance:</b> Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>

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

Where the COA POSCI “Politics” Department aligns with overall COA – Peralta Strategic Plan Goals COA:

- ✓ **The Mission of College of Alameda** to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.
- ✓ **The Vision of College of Alameda** is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.
- ✓ **The COA Values** – “The COA ABCs” -- are derived from our vision to choreograph into three central themes for “learning excellence” and services to students.
  - ❖ Academic Excellence
  - ❖ Budgetary Competence
  - ❖ Community Engagement

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

<b><u>The Following Strategic Plan Goals Apply</u></b>	<b><u>Describe how goal applies to your program.</u></b>
<ul style="list-style-type: none"> <li>✓ Advance Student Access, Success &amp; Equity</li> <li>✓ Engage our Communities &amp; Partners</li> <li>✓ Build Programs of Distinction</li> <li>✓ Create a Culture of Innovation &amp; Collaboration</li> <li>✓ Develop Resources to Advance &amp; Sustain Mission</li> </ul>	<p>In addition to our two Degrees – AA and AA-T - we have a certificate. We are also developing “<b>stackable certificates</b>” and towards two new degrees in Public Administration and Change Studies and in Society and Street Law.</p> <p><b><u>We have been engaging in discussions with:</u></b> 1) Alameda County Training Center to explore the creation of Programming for Alameda County and Associated Governments Employees; 2) CSU East Bay to explore a 2+2+2 AA to MPA program; 3) Western Institute for Social Research (WISR) to explore degree completion programs. 3) We are exploring some conjoint program ideas under the rubric of Areas of Emphasis – Social Justice Studies. 4) Reinvigorating our old <b><u>Service Learning Initiative with Alameda Point Collaborative</u></b>.</p>

<ul style="list-style-type: none"> <li>✓ <b><u>New programs under development</u></b> – “stackable certificates” towards two new degrees in Public Administration and Change Studies and in Society and Street Law; Social Justice Studies Area of emphasis AA-T Development underway..</li> <li>✓ <b><u>CCUL Program is integral to COA overall strategy</u></b></li> <li>✓ Our CCUL 2+2+2 tracks are all potentially <b><u>essential for transfer</u></b> – certainly that fact that POSCI-1 (and POSCI-26 suffices for) is required for “<b><i>American Institutions Requirement</i></b>” is <b><u>essential for transfer</u></b></li> <li>✓ CCUL Program clearly serves community needs – Politics Department also prepares students to be effective citizens</li> </ul>
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## **X Appendices**

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Appendix A

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

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

*A Greater East Bay Renaissance*



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

**Contact:** Robert J. Brem or Megan Sweeney

510-748-2276; [cdl@peralta.edu](mailto:cdl@peralta.edu)

The Community Change and Urban Leadership Program

College of Alameda

555 Ralph Appezato Parkway

Alameda California, 94501

<http://alameda.peralta.edu/civic-engagement/>

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

- Vision:** *The Community Change and Urban Leadership (CCUL) Program is an initiative designed to empower and build the capacity of people and their communities to expand their own “life chances” in:*
- Building healthier communities through civic engagement,
  - Finding opportunities for more fulfilling lives through an ethic of service,
  - Gaining access to employment opportunities in the field of violence prevention & community building; law & social justice; and public service,
  - Offering multiple educational pathways to success (Certificates & Associates & Graduate) in public service through partnerships with other Institutions of Higher Education in the Greater Bay Region and throughout the State of California,
  - Enhancing job skills in their roles in Community Change and Urban Leadership in all of its variations in various tracks of service learning oriented civic engagement.

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

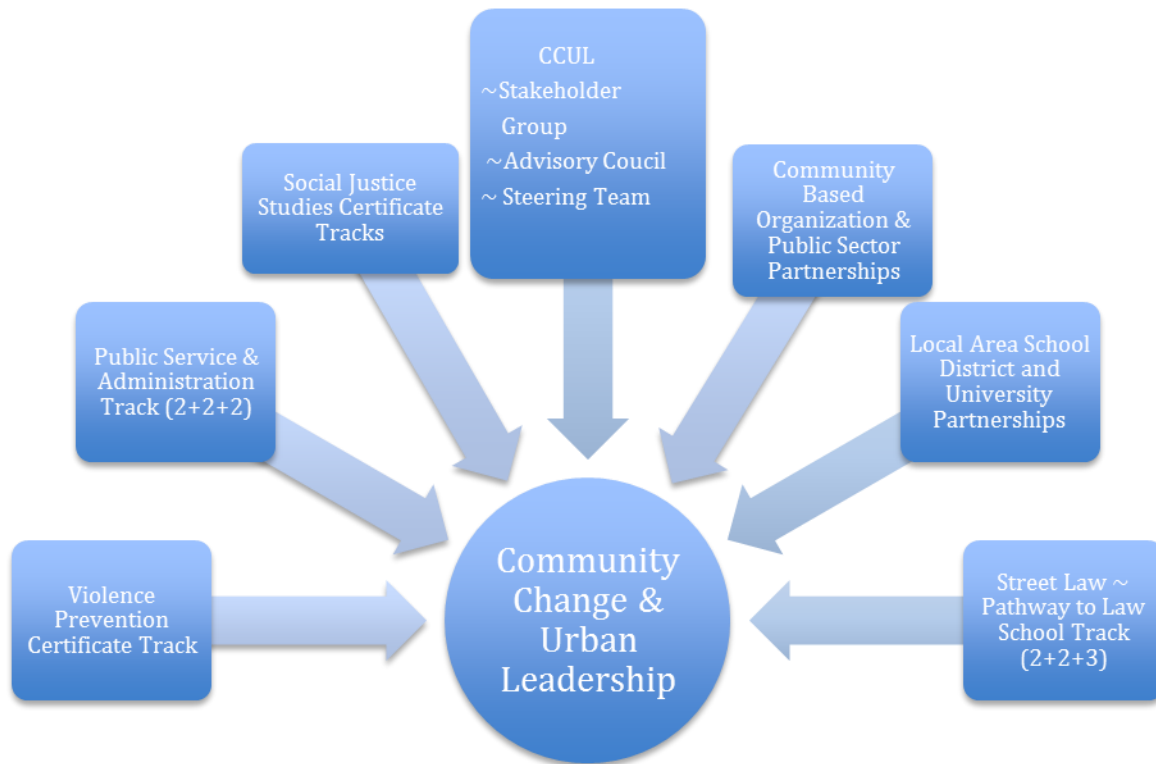
- Mission:** Through the collaborative work of this coalition; **Our Purpose** is to facilitate cooperative community action in meeting the needs of people relative to the revitalization of their greater communities and healthy human relationships within, as defined by the citizens themselves. This is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

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



**The Community Change and Urban Leadership Initiative** is a partnership based project between College of Alameda, East Bay School Districts & Universities, East Bay Area Community Based Organizations, Local Area Government Agencies, Select Legal Entities, and Local Businesses. The courses of study are at College of Alameda and select partner institutions and include: **Violence Prevention** and **Public Service & Administration and Street Law ~ Pathway to Law School and Social Justice Studies**. These programs along with our **Community Based Organization Partnerships** are designed to support healthy community development through public service-civic engagement based service learning in the work of social justice & law and violence prevention & healthy community building in partnership with select community based organizations. All with the goal of providing relevant, contextualized and high quality learning opportunities for students and community leaders.

Utilizing multiple forms of critical pedagogy including civic engagement and service learning modalities, the program provides students with a framework and access to employment opportunities, internships, and mentors in the fields of law and violence prevention and community leadership and public service all in the context of working for social justice.



## Program Offerings

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

- *Street Law ~ Pathway To Law School*
- *Violence Prevention*
- *Social Justice Studies*
- *Public Service & Public Administration*

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

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

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

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

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

Certificate and Degree Tracks

#### **One – Street Law ~ Pathway to Law School (2+2+3):**

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

- See our website at: <http://alameda.peralta.edu/pathway-to-law-school/>

#### **Two - The Violence Prevention Track:**

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

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

➤ See Our Website at: <http://alameda.peralta.edu/political-science/violence-prevention-certificate/>

### **Three - Public Service and Public Administration Tracks**

- A. **Public Service & Administration (2+2+2):** The PA Track is designed to provide an introduction to the field of Public Administration and the “calling” of public service. **The purpose is to offer individuals a pathway to career success in the general area of community service in the arena of the public and social sectors** – being guided in learning to be effective in various public sector and/or non-profit organizational work settings performing in multiple roles. **Innovations include:**
- **A five year pathway to career success in the fields comprising the public service.** This *would be* a learning community track rooted in community partnerships between CBOs, COA, and area universities (with whom we are in discussions), and various City entities. The design would have us support and guide students in service learning based endeavors aimed at their successfully moving from an AA degree at the Peralta Colleges to an area of focus in a BA/BS and completion of professional training in a MPA degree from institutions such as CSU East Bay or Mills College.
- B. **Non-Profit Organizational Governance:** This Track is designed to teach principles of governance in various organizational, community change agency contexts. Open to all students (particularly student government and organization leaders); this program will be service learning multidisciplinary 12 to 15 unit certificate and or degree program in all aspects of fundraising, organizing, event management, all aspects of governance. This project utilizes a learning community service learning model to learn and apply skill sets utilizing the college community as a service learning community experience delivering a set of job skills in “governance” as its outcomes of learning.

### **Four - Social Justice Studies:**

This track is **an Area of Emphasis AA-T Degree** designed to address community needs in the education and training of Oakland residents to exercise the skills, competencies and leadership to effectively improve social and economic conditions in the community. It is a core of courses designed to build the capacity of adult learners and stakeholders to develop the academic and technical skills necessary to **take the lead** in addressing critical community issues. **The SJS Transfer Model Curriculum** is an “area of emphasis” (AOE) specifically designed to prepare students for transfer into a variety of CSU majors including: “Social Justice Studies: Africana Studies” and/or “Social Justice Studies: LGBT Studies”.

**Service Learning & Civic Engagement is at the core of all these tracks.** Each of these tracks involves MPA graduate students working with community college students all of whom engage in service learning & internship opportunities for enhancing learning and practical experience.

## The Community Change and Urban Leadership Initiative Stakeholders and Advisory Committee

- **The CCUL Stakeholder Group** is a forum of professionals representing: community based organizations, public agencies, legal professions, administration of justice entities (e.g. from the courts), and faculty and staff members from consortium schools (College of Alameda, other Peralta Colleges, Area School Districts, and Partner Universities). **The purpose of the Stakeholders Group** is to provide *a forum for community and college input and feedback* on the initiative and its efforts. The Stakeholders Group meets once a year regarding the project and its ongoing development. Individual members of this group will be consulted regarding advice & guidance in terms of networking and resources to support the larger project.
  
- **CCUL Advisory Council** CCUL Advisory Council brings together a core group of 15 to 20 community members & professionals representing: community based organizations, various area school districts & universities, and the Legal & Public Service fields; as well as graduates of CCUL programs. Advisory Council Members serve as consultants, mentors, placement site advisors, facilitators of organizational networking resources and contacts. CCUL will keep each council member informed about the state of the program, and to will reach out to them for advice and guidance during Advisory Council meetings and throughout the year regard salient matters to our program success. We will also seek counsel on the entire array of programs and activities in which CCUL is and/or should be involved; including: program development, curriculum, service learning & internship opportunities, and help in terms of professional development and the graduate/law school application process.
  
- **The CCUL Steering Team** is a core group of individuals representing the program level leadership from the *COA* faculty, administration, and staff. This team seeks advice & guidance from the advisory council and the Stakeholder group members. The Steering Team meets regularly and its purpose is to develop educational programming for all the tracks (based on solicitation of input from the community as to their needs); developing curriculum and drafting course outlines and programs.

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### Community Change and Urban Leadership Initiative Participants Thus far:

(The following organizations have sent representatives to stakeholder events)

(Organizations in italics have sent representatives to multiple meetings)

<p>Alameda County Health Department Alameda County Board of Supervisors, Districts 3, 4 &amp; 5 Alameda County Training Center Alameda Family Services Alameda Point Collaborative Brothers on the Rise California Institute of Integral Studies California State University, East Bay Department of Public Affairs CSU, East Bay Police Services California Youth Outreach College of Alameda (&amp; other Peralta Colleges) City of Oakland, Department of Human Services, Measure Y Initiative City of Richmond, Office of Neighborhood Safety East Bay Housing, Interfaith Programs EBALDC (East Bay Area Land Development Corporation)</p>	<p>Ella Baker Center for Human Rights, Heal the Street Haas, Sr. Fund Ijichi Perkins Associates McCullum Youth Court Oakland Housing Authority Oakland Housing Authority, Police Department Oakland Unified School District OASES PolicyLink Positive Resource Center San Francisco State University, Department of Sociology SEEDS St. Vincent de Paul of Alameda County Urban Peace Movement Urban Strategies Workforce Collaborative Youth Alive Youth Outreach</p>
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## COA Community Change and Urban Leadership Steering Team:

### **Megan Montague Sweeney, MA**

Megan Montague Sweeney earned a MA in Political Science from San Francisco State University in 2008 and holds a BA in Political Science from Seattle University. Megan was a lead developer in the establishment of CCUL at College of Alameda and facilitated outreach for the program.

Megan Sweeney is an instructor of *Political Science and Public Administration* in the *Peralta Community College District and at San Francisco City College*. Ms. Sweeney is the **Coordinator** of and the Lead Faculty in the *Pathway to Law School Initiative* as part of the *Community Change and Leadership Development Initiative* at *College of Alameda*.

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

Robert Brem earned a MA in Political Science and an MC in Counseling from Arizona State University; with advanced doctoral work in Public Administration & Public Policy as well as a certificate in non-profit management. He is a Nationally Certified mental health counselor and a former agency clinical director and community based social justice agency co-director. He is a *consigliere* in private practice (life & career counseling and coaching and is an organizational & public management consulting).

Robert Brem is on the faculty with the *CSU East Bay MPA Program*. **At College of Alameda**, Mr. Brem is *Chair of the Curriculum Committee* and a resident faculty teaching *Politics & Psychology* and is the Coordinator of the *Community Change and Urban Leadership Initiative*, in which he is the Lead Faculty on the *Public Administration Track* and is a Co-Coordinator of the *Pathway to Law School Initiative* at *College of Alameda*.

### **Jennifer A. Fowler, M.A.**

Jennifer Fowler earned her MA in Communication Studies California State University Long Beach; where she concentrated upon Rhetorical Studies, Family Communication, and Gender Communication. She studied The Effect of Maternal Parenting Styles on Women's Emotional Expression. She is also highly trained in Interpersonal and Organizational Communication.

Jennifer Fowler is Department Chair of Humanities and Philosophy and Lead instructor in *Communications* in the *College of Alameda; and at Le Cordon Bleu College of Culinary Arts*. Ms. Fowler is an associate in the *Pathway to Law School Initiative* as part of the *Community Change and Leadership Development Initiative* at *College of Alameda*.

### **Other core “Steering Team” members include:**

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

**Contact:** Robert J. Brem or Megan Sweeney  
**510-748-2276; [cdl@peralta.edu](mailto:cdl@peralta.edu)**  
**The Community Change and Urban Leadership Program**  
**College of Alameda**  
555 Ralph Appezato Parkway  
Alameda California, 94501  
<http://alameda.peralta.edu/civic-engagement/>

## Appendix B - Student Success Basic Skills Standards as applied in the POSCI Department

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

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

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

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

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

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

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

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

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

fitting our assessment mode to the student rather than forcing the student to fit our assessment model. Thus, we honor the person of the student and their own native *verstehen* – knowing - wisdom.

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

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

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

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

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

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

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

- **Outcome Measure**



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

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

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

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

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

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

- 25% of students will achieve an overall **GAF of 80** or above;

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

**Ideal Target:**

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

**E. The final report**

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

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

- Strengths
- Weaknesses
- Threats
- Opportunities

**2 The referential interpretive frame:**

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

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

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

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

When we say:

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

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

Appendix D

21<sup>st</sup> Century Curriculum Image

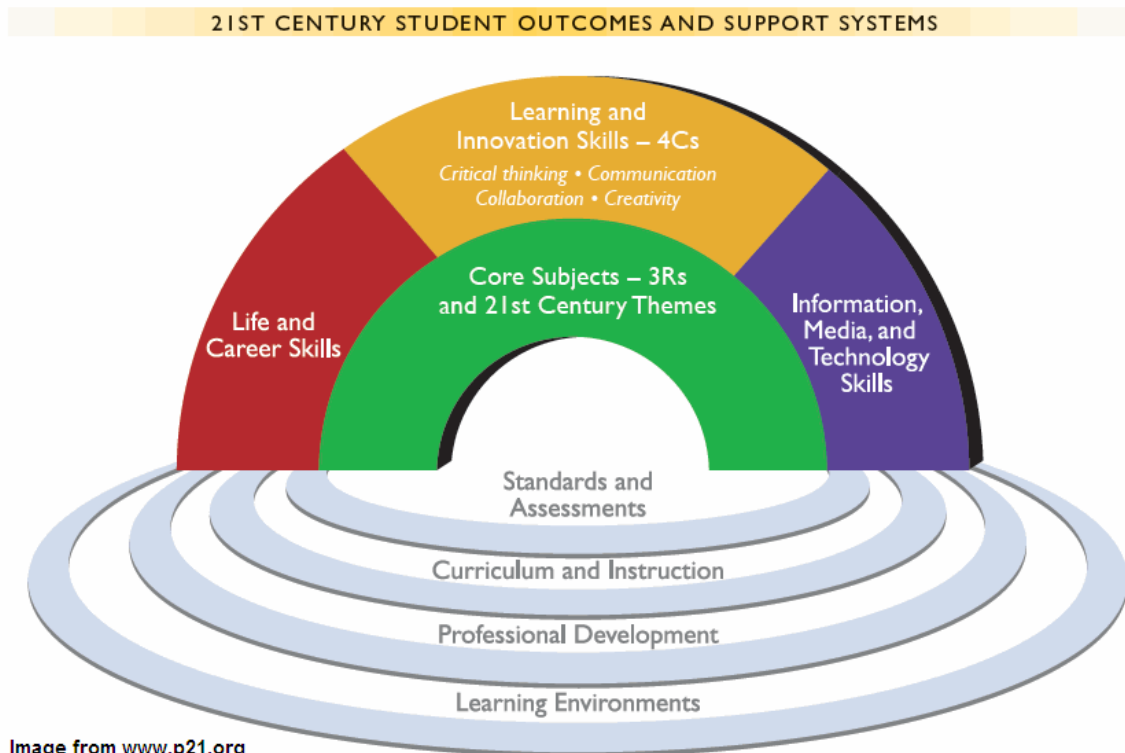


Image from [www.p21.org](http://www.p21.org)

# Pathway to Law School College of Alameda

In partnership with The State Bar of California, the Pathway to Law School Program at the College of Alameda enhances opportunities and advancement in the legal profession for diverse populations, particularly those who have been underrepresented in the practice of law.

The Pathway to Law School Program is a statewide initiative to provide a clear pathway from Community College to Law School. Students who successfully complete the Pathway to Law School Program requirements at the College of Alameda will become Council of Access and Fairness (COAF) Scholars. COAF Scholars enter into a special agreement designed to prepare students for admissions into the participating law schools.

### *Partner Law Schools*

- University of San Francisco School of Law
- Santa Clara University School of Law
- University of California at Davis School of Law
- University of Southern California Gould School of Law
- Loyola Law School
- University of California at Irvine School of Law

# 2+2+3

In a total of 7 years (2 years at a community college, 2 years at an undergraduate university, and 3 years at law school) students will acquire skills and knowledge that will open up countless career pathways. Below are just some of the careers paths that you can take with a law degree.

- ✓ Lawyer
- ✓ Judge
- ✓ Mediator
- ✓ Paralegal
- ✓ Court Administrator
- ✓ Politician
- ✓ Government Administrator
- ✓ Secretary
- ✓ Consultant
- ✓ Educator
- ✓ Corporate attorney

## ***Program Benefits***

- ✓ Law and Debate Club
- ✓ Law related activities (e.g. law school tours, statewide debate)
- ✓ Counseling
- ✓ Mentoring
- ✓ Financial aid counseling
- ✓ Prescribed courses will transfer
- ✓ Waived application fee for participating law schools
- ✓ Special attention regarding college and law school applications at participating schools

### ***Required Coursework***

The Pathway to Law School Initiative at the College of Alameda requires students to complete eight courses based on a defined set of “success factors” that help make effective lawyers.

#### *Required Courses*

POSCI-8	Law and Democracy
ENG-1A	English Composition and Reading
ENG-5	Critical Thinking in Reading and Writing
COMM-44	Argumentation
MATH-13	Introduction to Statistics
HIST-7A	History of the United States to 1877
HIST -7B	History of the United States since 1865
POSCI-1	Government and Politics in the United States
or POSCI-26	US and California Constitution

#### *Recommended Elective Courses*

POSCI-41	Service Learning: Law, Democracy and Public Administration
COUN-201	Orientation to College: Student Success and Support Program
COOPED-451	Cooperative Occupational Work Experience [for repeat service learning students]

### ***Contact Us***

Megan Sweeney; Coordinator  
Robert J. Brem; Co-Coordinator  
Department of Political Science  
College of Alameda  
510-748-2276  
Email: [cdl@peralta.edu](mailto:cdl@peralta.edu)  
<http://alameda.peralta.edu/pathway-to-law-school/>

**Appendix F**

**Summer 2008 to Spring 2015 - Comparative Enrollment Data of POSCI Courses by POSCI 1,2,3,4 6 by time of day**

2008	SPR				SUM				FALL				Subj Total	COA
	MRN	AFT	EVE	TTL	MRN	AFT	EVE	TTL	MRN	AFT	EVE	TTL		
<b>COA</b>					<b>30</b>	<b>0</b>	<b>27</b>	<b>57</b>	<b>293</b>	<b>13</b>	<b>51</b>	<b>357</b>		<b>COA</b>
1					30		27	57	293	13	37	343		1
2														2
4											14	14		4
6														6
<b>BCC</b>					<b>68</b>	<b>0</b>	<b>87</b>	<b>121</b>	<b>38</b>	<b>71</b>	<b>37</b>	<b>187</b>		<b>BCC</b>
1					68			68	38	112	37	116		1
2							46	46						2
3							41	41		43		43		3
4														4
6										28		28		6
<b>LC</b>					<b>72</b>	<b>0</b>	<b>0</b>	<b>72</b>	<b>227</b>	<b>99</b>	<b>25</b>	<b>296</b>		<b>LC</b>
1					72			72	172	99	25	241		1
2									20			20		2
3									18			18		3
4														4
6									17			17		6
<b>MC</b>					<b>20</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>73</b>		<b>31</b>	<b>102</b>		<b>MC</b>
1					20			20	73		31	102		1
2														2

2009	SPR				SUM				FAL				Subj Total	COA
	MRN	AFT	EVE	TTL	MRN	AFT	EVE	TTL	MRN	AFT	EVE	TTL		
<b>COA</b>	<b>252</b>	<b>30</b>	<b>20</b>	<b>302</b>	<b>62</b>	<b>0</b>	<b>56</b>	<b>118</b>	<b>258</b>	<b>39</b>	<b>77</b>	<b>374</b>	<b>794</b>	<b>COA</b>
1	230	30			62		42		258	39	48		709	1
2	22												22	2
4			20								29		49	4
6							14						14	6
<b>BCC</b>	<b>0</b>	<b>152</b>	<b>37</b>	<b>189</b>	<b>40</b>	<b>0</b>	<b>44</b>	<b>84</b>	<b>42</b>	<b>114</b>	<b>40</b>	<b>196</b>	<b>469</b>	<b>BCC</b>
1	0	73	37		40			40	42	38	40	120	430	1
2	0	39											39	2
3	0	40					44	44		40		40	208	3
6	0									36		36	72	6
<b>LC</b>	<b>215</b>	<b>133</b>	<b>27</b>	<b>348</b>	<b>52</b>	<b>0</b>	<b>0</b>	<b>52</b>	<b>183</b>	<b>127</b>	<b>36</b>	<b>346</b>	<b>746</b>	<b>LC</b>
1	168	133	27	301	52			52	118	127	36	281	###	1
2	19			19					34			34	106	2
3	28			28									56	3
6	0								31			31	62	6
<b>MC</b>	<b>78</b>	<b>0</b>	<b>34</b>	<b>112</b>	<b>27</b>	<b>0</b>	<b>0</b>	<b>27</b>	<b>47</b>	<b>0</b>	<b>31</b>	<b>78</b>	<b>217</b>	<b>MC</b>
1	62		18	80	27			27	47		31	78	370	1
2	16		16	32									64	2

2010	SPR			SPR	SUM			SUM	FAL			FAL		Subj	
	MRN	AFT	EVE	TTL	MRN	AFT	EVE	TTL	MRN	AFT	EVE	TTL		Total	
<b>COA</b>	<b>282</b>	<b>0</b>	<b>40</b>	<b>322</b>	<b>76</b>	<b>0</b>	<b>40</b>	<b>116</b>	<b>237</b>	<b>0</b>	<b>48</b>	<b>285</b>			<b>COA</b>
1	236				76		40		237					589	1
2	46													46	2
4			40								48			88	4
6							14							14	6
<b>BCC</b>	<b>0</b>	<b>181</b>	<b>50</b>	<b>231</b>	<b>0</b>	<b>34</b>	<b>49</b>	<b>83</b>	<b>76</b>	<b>40</b>	<b>46</b>	<b>162</b>			<b>BCC</b>
1		89	50			34			76		46			295	1
2		44												44	2
3		48					49							97	3
6										40				40	6
<b>LC</b>	<b>177</b>	<b>134</b>	<b>0</b>	<b>311</b>	<b>0</b>	<b>52</b>	<b>0</b>	<b>52</b>	<b>150</b>	<b>0</b>	<b>122</b>	<b>272</b>			<b>LC</b>
1	107	134				52			107		122			522	1
2									43					43	2
3	44													44	3
6	26													26	6
<b>MC</b>	<b>82</b>	<b>0</b>	<b>0</b>	<b>82</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>45</b>	<b>38</b>	<b>0</b>	<b>83</b>			<b>MC</b>
1	82								45	38				165	1
2															2

2011	SPR			SPR	SUM			SUM	FAL			FAL		Subj	
	MRN	AFT	EVE	TTL	MRN	AFT	EVE	TTL	MRN	AFT	EVE	TTL		Total	
<b>COA</b>	<b>240</b>	<b>0</b>	<b>70</b>	<b>310</b>	<b>71</b>	<b>0</b>	<b>32</b>	<b>103</b>	<b>240</b>	<b>0</b>	<b>77</b>	<b>317</b>			<b>COA</b>
1	200		43		71		32		240		35			621	1
2	40													40	2
4			27								42			69	4
6														0	6
<b>BCC</b>	<b>61</b>	<b>0</b>	<b>0</b>	<b>61</b>	<b>0</b>	<b>40</b>	<b>0</b>	<b>40</b>	<b>123</b>	<b>0</b>	<b>81</b>	<b>204</b>			<b>BCC</b>
1	61	72				40			83		50			306	1
2		48							50					98	2
3														0	3
6											31			31	6
<b>LC</b>	<b>101</b>	<b>88</b>	<b>0</b>	<b>189</b>	<b>0</b>	<b>52</b>	<b>50</b>	<b>102</b>	<b>130</b>	<b>0</b>	<b>122</b>	<b>252</b>			<b>LC</b>
1	55	88				52	50		96		122			463	1
2									34					34	2
3	46													46	3
6														0	6
<b>MC</b>	<b>47</b>	<b>0</b>	<b>0</b>	<b>47</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>46</b>	<b>37</b>	<b>0</b>	<b>83</b>			<b>MC</b>
1	47								46	37				130	1
2														0	2

2012	SPR			SPR	SUM			SUM	FAL			FAL	total	Subj	
	MRN	AFT	EVE	TTL	MRN	AFT	EVE	TTL	MRN	AFT	EVE	TTL	stdnts	Total	
<b>COA</b>	<b>202</b>	<b>0</b>	<b>81</b>	<b>283</b>	<b>80</b>	<b>0</b>	<b>0</b>	<b>80</b>	<b>206</b>	<b>0</b>	<b>122</b>	<b>328</b>	<b>691</b>	<b>COA</b>	
1	154		47		54				206		83			544	1
2	48				26									74	2
4			34								39			73	4
6														0	6
<b>BCC</b>	<b>91</b>	<b>85</b>	<b>81</b>	<b>257</b>	<b>0</b>	<b>30</b>	<b>30</b>	<b>60</b>	<b>94</b>	<b>72</b>	<b>51</b>	<b>217</b>	<b>534</b>	<b>BCC</b>	
1	91	85	37			30	30		47	41	51			412	1
2									47					47	2
3			44											44	3
6										31				31	6
<b>LC</b>	<b>88</b>	<b>97</b>	<b>0</b>	<b>185</b>	<b>50</b>	<b>0</b>	<b>43</b>	<b>93</b>	<b>81</b>	<b>133</b>	<b>38</b>	<b>252</b>	<b>530</b>	<b>LC</b>	
1	51	97			50		43		45	133	38			457	1
2									36					36	2
3	37													37	3
6														0	6
<b>MC</b>	<b>50</b>	<b>0</b>	<b>50</b>	<b>100</b>	<b>0</b>	<b>33</b>	<b>0</b>	<b>33</b>	<b>0</b>	<b>84</b>	<b>40</b>	<b>124</b>	<b>257</b>	<b>MC</b>	
1	50		50			33				47	40			220	1
2										37				37	2

2013	SPR			SPR	SUM			SUM	FAL			FAL	total	Subj	
	MRN	AFT	EVE	TTL	MRN	AFT	EVE	TTL	MRN	AFT	EVE	TTL	stdnts	Total	
<b>COA</b>	<b>277</b>	<b>34</b>	<b>86</b>	<b>397</b>	<b>50</b>	<b>50</b>	<b>0</b>	<b>100</b>	<b>173</b>	<b>0</b>	<b>65</b>	<b>238</b>	<b>735</b>	<b>COA</b>	
1	247	34	58		50	50			173		45			657	1
2	30													30	2
3															3
4			28								20			48	4
6														0	6
<b>BCC</b>	<b>99</b>	<b>87</b>	<b>76</b>	<b>262</b>	<b>43</b>	<b>0</b>	<b>0</b>	<b>43</b>	<b>283</b>	<b>87</b>	<b>85</b>	<b>455</b>	<b>760</b>	<b>BCC</b>	
1	99	50	76		43				240	44	45			553	1
2									43					87	2
3		37												37	3
4											40			40	4
6										43				43	6
<b>LC</b>	<b>224</b>	<b>98</b>	<b>47</b>	<b>369</b>	<b>34</b>	<b>47</b>	<b>0</b>	<b>81</b>	<b>151</b>	<b>94</b>	<b>46</b>	<b>291</b>	<b>739</b>	<b>LC</b>	
1	175	98	47		34	47			50	94	46			416	1
2									38					38	2
3	49								27					27	3
4														0	4
6									36					36	6
<b>MC</b>	<b>77</b>	<b>14</b>	<b>26</b>	<b>117</b>	<b>14</b>	<b>26</b>	<b>0</b>	<b>40</b>	<b>69</b>	<b>40</b>	<b>0</b>	<b>109</b>	<b>266</b>	<b>MC</b>	
1	77		26		14	26			69	40				238	1
2		14			14									28	2



2014	SPR			SPR	SUM			SUM	FAL			FAL	total	Subj
	MRN	AFT	EVE	TTL	MRN	AFT	EVE	TTL	MRN	AFT	EVE	TTL	stdnts	Total
<b>COA</b>	<b>180</b>	<b>86</b>	<b>59</b>	<b>325</b>	<b>62</b>	<b>0</b>	<b>17</b>	<b>79</b>	<b>194</b>	<b>83</b>	<b>39</b>	<b>316</b>	<b>720</b>	<b>COA</b>
1	161	86	37		62		17		174	83	39			659 1
2	19								20					39 2
3														3 3
4			22											22 4
6														0 6
<b>BCC</b>	<b>83</b>	<b>143</b>	<b>77</b>	<b>303</b>	<b>69</b>	<b>36</b>	<b>0</b>	<b>105</b>	<b>216</b>	<b>110</b>	<b>82</b>	<b>408</b>	<b>816</b>	<b>BCC</b>
1	83	97	77		39	36			157	30	82			601 1
2									35	41				76 2
3		46			30				34					110 3
4														0 4
6										39				39 6
<b>LC</b>	<b>140</b>	<b>91</b>	<b>40</b>	<b>271</b>	<b>69</b>	<b>0</b>	<b>36</b>	<b>105</b>	<b>112</b>	<b>91</b>	<b>27</b>	<b>230</b>	<b>606</b>	<b>LC</b>
1	76	91	40		39		36		54	91	27			454 1
2									20					20 2
3	34				30				25					89 3
4														0 4
6	30								13					43 6
<b>MC</b>	<b>0</b>	<b>110</b>	<b>26</b>	<b>136</b>	<b>0</b>	<b>20</b>	<b>0</b>	<b>20</b>	<b>79</b>	<b>0</b>	<b>31</b>	<b>110</b>	<b>266</b>	<b>MC</b>
1		110	26			20			79		31			266 1
2														0 2

2015	SPR			SPR	SUM			SUM	FAL			FAL	total	Subj
	MRN	AFT	EVE	TTL	MRN	AFT	EVE	TTL	MRN	AFT	EVE	TTL	stdnts	Total
<b>COA</b>	<b>164</b>	<b>29</b>	<b>52</b>	<b>245</b>	<b>49</b>	<b>0</b>	<b>0</b>	<b>49</b>	<b>141</b>	<b>38</b>	<b>78</b>	<b>257</b>	<b>551</b>	<b>COA</b>
1	149	29	31		49				141	38	34			471 1
2	15										14			29 2
3														0 3
4			21											21 4
6														0 6
<b>BCC</b>	<b>161</b>	<b>117</b>	<b>42</b>	<b>320</b>	<b>26</b>	<b>14</b>	<b>32</b>	<b>72</b>	<b>284</b>	<b>70</b>	<b>74</b>	<b>428</b>	<b>820</b>	<b>BCC</b>
1	161	30	42		26		32		177	70	36			574 1
2									40		38			78 2
3		47				14			38					99 3
4									31					31 4
6		40												40 6
<b>LC</b>	<b>172</b>	<b>84</b>	<b>54</b>	<b>310</b>	<b>52</b>	<b>58</b>	<b>0</b>	<b>110</b>	<b>122</b>	<b>109</b>	<b>54</b>	<b>285</b>	<b>705</b>	<b>LC</b>
1	138	42	54		52	58			98	78	54			574 1
2		21												21 2
3	34								24					58 3
4		21								31				52 4
6														6 6
<b>MC</b>	<b>41</b>	<b>0</b>	<b>31</b>	<b>72</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>34</b>	<b>37</b>	<b>0</b>	<b>71</b>	<b>143</b>	<b>MC</b>
1	41		30						34	37	0			142 1
2														0 2

**Appendix G Social Justice Studies (SJS) Area of Emphasis  
Transfer Model Curriculum (TMC)**

**CCC Major or Area of Emphasis:** \*Social Justice Studies

**CSU Major(s):** African American Studies; Africana Studies; American Indian Studies; American Studies; Arabic Language, Literature and Culture; Asian American Studies; Chicano/Chicana Studies; Ethnic Studies; Gender Studies; Labor and Employment Studies; Labor Studies; Latin American Studies; Liberal Studies w/Option in Interdisciplinary Studies in Culture & Society; Liberal Studies - Border Studies Option; Mexican-American Studies; Modern Jewish Studies; Negotiation, Conflict Resolution and Peacebuilding; Sociology - Concentration in Critical Race Studies; Sociology - Concentration Race, Class, and Gender; Sociology with Inequalities and Diversity Option; Social Science with Emphasis in Islamic and Arabic Studies; Women, Gender, and Sexuality Studies; Women’s Studies (Please see the end of this document for a more complete listing.)

\*The SJS TMC is an “area of emphasis” (AOE) and has specifically been designed to prepare students for transfer into a variety of CSU majors. Local associate degrees for transfer (ADTs) based on this AOE TMC may have more specific titles that reflect the orientation of the local ADT or ADTs. A given CCC can offer, for example, “Social Justice Studies: Africana Studies” and/or “Social Justice Studies: LGBT Studies”.

**Total units:** 18 (*all units are minimum semester units*) **Degree Type:** AA-T

**CORE Courses:** 3 courses, 9 minimum units

	<b>C-ID Designation</b>	<b>Rationale (Potential CSU GE)</b>
Introduction to Social Justice Studies (3) Or Introduction to Race and Ethnicity (3)	SJS 110 Or SOCI 150	Commonly major preparation.
Introduction to Women’s Studies (3) Or Introduction to LGBT Studies (3) Or Introduction to Gender (3)	SJS 120 Or SJS 130 Or SOCI 140	Commonly major preparation.
**Any course listed above not already used or any course with articulation as major preparation for a major the TMC is intended to serve.		Additional major preparation.

**List A. Select 3 courses from at least two of the following areas:** 9 units

Area/Title	C-ID	Articulation Required (if C-ID not specified)
**Area 1 - History or Government		Articulation as CSU GE Area D required.

**Area 2 – Arts and Humanities		Articulation as CSU GE Area C required.
**Area 3 – Social Science		Articulation as CSU GE Area D required.
<b>**Courses must be social justice, gender/women, or ethnicity/race related as determined by the college.</b>		
Area 4 – Quantitative Reasoning and Research Methods  Introduction to Statistics (3) Or  Introduction to Statistics in Sociology (3) Or  Introduction to Statistics Or  Introduction to Political Science Research Methods (3) Or  Introduction to Research Methods in Psychology (3) Or  Introduction to Research Methods in Psychology with Lab (4) Or  Introduction to Research Methods (3)	MATH110 Or  SOC125 Or  (No C-ID) Or  POLS 160 Or  PSY200 Or  PSY 205B Or  SOC1 120	When possible, courses must be social justice, gender/women, or ethnicity/race related as determined by the college.  <b>Only one course from Area 4 may be used.</b>  Articulation as CSU GE Area B4 required.
Area 5 – Major preparation		Courses with articulation as major preparation for a major the TMC is intended to serve.

**Overview of the SJS TMC and Responses to Vetting:** The Social Justice Studies TMC is an “area of emphasis.” This means that it was intentionally designed to provide preparation at the CCC for a variety of majors at the CSU. The first two of the three required core courses are broad introductory courses that are often the only commonly required course across an array of majors. At individual CCCs the ADT or ADTs that are developed may become more specialized through the selections made for the 3<sup>rd</sup> course in the core and in List A. The local implementation of the TMC in the form of an ADT may narrow the options provided to students in List A, effectively creating a degree that is tailored to the college’s curriculum and student interests. While ADTs may be titled “Social Justice Studies,” their focus may also be further specified, such as “Social Justice Studies: Native American Studies.” **TMC overview:**

-18 units must be identified for a TMC.

-9 units: Core classes are an introductory survey course focusing on Race and Ethnicity, Introduction to Gender and/or Sexuality, and a selected course or course options that has articulation as major preparation for a major the TMC is intended to serve.

-9 units min: List A consists of relevant transferrable courses in History or Government, Arts and Humanities, Social Science, Quantitative Reasoning and Research Methods, and Major Preparation - courses with articulation as preparation for a major (i.e. Chicano Studies, Gender Studies, Native American Studies, other majors focusing on Social Justice provided by the CSU) the TMC is intended to serve. All courses selected from Areas 1 -3 must be social justice, gender/women, or ethnicity/race related as determined by the college.

**RATIONALE for CORE COURSES:** Social Justice Studies is a unique degree. It can be aligned with Ethnic or Gender Studies, as well as topic-specific degrees offered in the CSU. The CORE courses require a student to take ONE introductory Race and Ethnicity in the U.S. and ONE Gender and/or Sexuality survey course. The THIRD choice should be an additional course with articulation as major preparation such as American Studies (CSUF), Chicano Studies (CSUN), or American Indian Studies (CSULB) for a major the TMC is intended to serve.

**RATIONALE for LIST A:** List A provides the local colleges the flexibility to enable colleges or students to design their area of focus within 5 areas: History or Government, Arts and Humanities, Social Science, Quantitative Reasoning and Research Methods, and Major Preparation - Courses with articulation as major preparation (i.e. Chicano Studies, Gender Studies, Native American Studies, or other majors focusing on Social Justice provided by the CSU) for a major the TMC is intended to serve.

**The Political Reality:** a TMC in Social Justice Studies creates a pathway for our students into majors that are being phased out or under attack due to low enrollment or academic scrutiny. Each student will be given the opportunity to focus in their discipline of interest (i.e. Black Studies; Asian American Studies; Women, Gender, and Sexuality Studies or other majors focusing on Social Justice provided by the CSU). Currently only 70 students from the 112 Community Colleges transfer with a “social justice” major into the CSUs. We hope this Transfer degree option will boost that number. We know that our majors provide more than just a focus on a specific group or topic; they provide skill sets in Social Justice. No major/discipline is being denied or ignored in this TMC and ADT. The committee intends for this major to provide CCCs flexibility on our local level, while ensuring academic rigor, access to, and preparation for a CSU B.A. degree focused in Social Justice.

Action plan for responding to APU Data: curriculum, pedagogy/instructional, scheduling, and marketing strategies; cross district collaboration with the same discipline at other Peralta colleges.

### CURRICULUM ENHANCEMENT GOALS

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

- 1) Community Change and Urban Leadership and Social Justice Studies Area of Emphasis “*stackable certificates*” towards new degrees in Social Justice Studies (AA-T), Public Administration & Change Studies, and in Society and Law.
- 2) Emphases would include: violence prevention and public service and social change agency certificates [tied into the Kettering Foundation and other models of civic engagement and social change] as a terminal job skill oriented certificate that will be marketed to non-profit organizations and interested individuals Bay Area wide.
- 3) Newest to our CCUL programming efforts is a **Pathway to Law School Initiative** which we need to implement and include a new certificate here – towards a new degree.
- 4) We are working on a 2+2+2 pathway to success with CSU East Bay through their BA program in POSCI towards the MPA program.
- 5) We are engaged in discussions with:
  - a. Alameda County Training Center to explore the creation of Programming for Alameda County and Associated Governments Employees;
  - b. CSU East Bay to explore a 2+2+2 AA to MPA program;
  - c. Western Institute for Social Research (WISR) to explore degree completion programs. We are exploring some conjoint program ideas as allowed under Title 5 as well as the new provisions in State Law suggesting certain avenues for Baccalaureate Degrees for Community Colleges to offer.
  - d. *Alameda Unified School District – Encinal and Alameda High Schools – as “feeder” institutions for our CCUL programming.*
  - e. Alameda Point collaborative – discussing renewed Service Learning relationship with APC for our students – going back to the 2005 Alameda Communitas Alliance AACC Service Learning grant.

**Cooperative efforts with internal constituents** (e.g. the COA Learning Communities, Student Success and PASS committees, and the Sustainable Peralta Initiative).

### OVERALL INNOVATION GOALS

- Creative partnerships with other schools (e.g. within Peralta and with area schools – primarily CSU East Bay, and Mills College and other area four year schools) and community development

organizations -- to aid students in pursuing careers and life style choices guided by the ethics and values of the public service;

- Enhance basic skills mastery by seeking to increase utilization of library and learning resource center workshops and the use of student study circles & peer support groups;
- Keep expanding the "European Tutoring model" of "independent study" mentoring for advanced students (in cooperation with WISR);
- Keep building the student "Politics/MUN Club – Law Club and debate team" in collaboration with CSU East Bay.
- We note that POSCI has had a debate team representing COA at an international conference for three years in a row.
- Build upon the ideas of political theatre initiated by our "Chautauqua at CoA" and film projects. We intend to expand this project to work towards an engaged campus model with interdisciplinary objectives. This would include expanding the idea to include student government and community partners and class projects – and do so for Single day events: Constitution Day; Earth Day; Cinco de Mayo -- highlighting civic engagement and green principles in community building.
- Classroom instruction enhancement goals include: increasing Basic Skills sensitive universal design pedagogical (androgical) techniques, interactive group work & in class self-reflective work; utilize guest lectures and/or interchange visits from other disciplines; exposure to graduate students; service learning components; and learning community style collaborations and hybridization of courses.
- We have a number of technological support goals to improve course content instruction and delivery which include: integration of interactive projection based course survey software and citizen participation software; smart classroom technology as it becomes available; bulletin boards & Blogs; and web-based hybridization. We intended to expand the efforts of "on-line presence" in 2011-2012 – for expanded use of web-page, twitter, and resources availability on line. We have done this in these formats but our DE offerings are down due to budget cuts.
- We have a number of student learning evaluation goals relative to assignments that include: increased narrative dimensionality rooted in self-reflective goals and journal & structured notes and analysis portfolio assignments, pre/post-tests, "process evaluation" techniques & protocols, and means for long term follow up "outcomes evaluation measures." These are seen as necessary for validity and reliability reasons.

**ONGOING OUTREACH EFFORTS involve:**

- An increased partnership between POSCI (– 32 class) and student services in Student Government ASCOA;
- "COA Days" is a proposed event cosponsored by the political science department and ASCOA and the public relations office. It is a yearly "recognition faire" designed to showcase what students have learned & accomplished in their civic engagement efforts is during the previous year and culminating in the COA Superior Service Awards. This will be a recognition of outstanding students, community partners (organizations & individuals), and other individuals and groups as appropriate. This is part of the institution of an ethic of service into the curriculum.

- Continue work on inter-departmental (liberal arts) program revisions into learning community format (e.g. building upon our successful ventures with the history department and expand it with partnerships with English re: "writing across curriculum").
- Continuing seeking to create a Web Based presence in terms of: Blogs and active Public Interest Intellectual Scholarship (create a PIRG....)
- We continue to work on the long term documentary film project in conceptual stage regarding democracy as a way of life.
- We are continuing to work on making our relationship with “feeder schools” (e.g. CSU & Mills College) closer and more substantive; and seek through CC/LD relationships with OUSD and AUSD and ASTI – perhaps a career day presence and workshops for school counselors working closer with the One Stop Center and the transfer and matriculation committees.
- Pitch COA to these schools with the advantage over Laney or Merritt that it is a smaller less intimidating school with more teacher student contact possibilities. It is the same issue that encourages some to go to small colleges rather than the big intimidating UC Berkeley or UCLA.
- Work with Student government to make weekends less "dead" on campus. If there are just a few classes and nothing else, it loses some appeal – this is part of the engaged campus model.