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Porterville College Mission Statement:

With students as our focus, Porterville College provides our local and diverse communities quality education that promotes intellectual curiosity, personal growth, and lifelong learning, while preparing students for career and academic success.

In support of our values and philosophy, Porterville College will:

1. Provide quality academic programs to all students who are capable of benefiting from community college instruction.
2. Provide comprehensive support services to help students achieve their personal, career and academic potential.
3. Prepare students for transfer and success at four-year institutions.
4. Provide courses and training to prepare students for employment or to enhance skills within their current careers.
5. Provide developmental education to students who need to enhance their knowledge and understanding of basic skills.
6. Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

Program Mission Statement:

The mission of the Social Science Division is to promote a social, philosophical, psychological, and historical understanding and appreciation of the human condition. The core disciplines of Anthropology, Education, Geography, History, Philosophy, Political Science, Psychology, and Sociology encourage students to investigate human existence from a variety of theoretical, methodological and cross‑cultural perspectives.

Student Learning Outcomes:

The full-time faculty within the Social Science Division have engaged individually in the process of revising and assessing student learning outcomes (SLOs) at both the course and program levels. To date, 100% of the 41 currently listed courses within the division have identified SLOs. Every course outline of record contains a list of the relevant student learning outcomes. Full-time faculty members within the division have met on several occasions and discussed some of the results of course-level SLO assessments. Much more needs to be done collaboratively to assess and revise our common Social Science AA program as well as share relevant data for the 5 Associate of Arts for Transfer degrees (Anthropology, History, Philosophy, Political Science, and Sociology).

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According to the data provided by our division's SLO Coordinator, the Social Science Division has completed documentation indicating that we assessed 133 of 213 (62%) SLOs. The following indicates our current progress by discipline:

Discipline	Assessed SLOs	Total Number of Courses
Anthropology	35 of 41	6
Geography	10 of 16	2
History	36 of 67	13
Philosophy	23 of 23	6
Political Science	11 of 11	3
Psychology	9 of 21	5
Sociology	16 of 34	6

In Spring and Fall of 2017 the emphasis has been on organizing the student learning outcome data in order to see what is missing or lacking. All Social Science disciplines now have their SLO data entered into the new Google Drive spreadsheet. This includes courses, individual course outcomes, and their date of last assessment. For Spring 2018 we are working on denoting where each course assessment is within the assessment cycle (Collect, Identify, Analyze, Implement) as well as entering program level learning outcomes into the Google Drive spreadsheet.

Each discipline has also created a 4-year timeline determining which SLOs will be assessed and when. The SLO committee representative has entered each course's individual SLOs into the Google Drive survey system to facilitate assessment, and some faculty began using the Google Drive system for their assessments in 2017.

The division has also been working on SLO discussions and revisions. All of the SLOs in the History discipline have been discussed and revised via Curriculum Committee – the changes to 11 of the 13 courses will go into effect in Summer 2018. The other two will go into effect in Summer 2019.

The current plan for the division is to hold two SLO discussion meetings per semester, in which faculty can bring in their SLO data and have an open discussion with colleagues. This will help to 'close the loop' in the assessment cycle, and give faculty an open forum in which to bounce ideas

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off of each other, think about what is working and what needs improvement, and how to better assess course material.

Program Analysis and Trends:

The previous Social Science Division program review was submitted only a year ago, and because of this, the summary of analyses and trends draws partially on data also found in that previous program review, while adding the most recently available from the Office of Institutional Research through the 2016-17 academic year.

The Social Science Division is currently home to eight disciplines, and offers six degrees. Each discipline offering a degree also has its own program learning outcomes. The disciplines now housed within the Social Science Division as of the spring 2018 semester are: Anthropology, Education, Geography, History, Philosophy, Political Science, Psychology, and Sociology. The degrees include one AA degree – in Social Science – and five AA-T degrees, in Anthropology, History, Philosophy, Political Science, and Sociology. In addition, a new AS-T in Elementary Teacher Education in currently is development and will be housed within the Social Science Division. The Social Science Division also is home to several of the course options (in History and Philosophy) in the Liberal Arts – Arts & Humanities AA degree and collaborates with Language Arts Division for this degree, which is housed there. In the 2017-18 academic year, the division had seven full-time instructors, five of whom were tenured.

In this section of the program review, each discipline will be discussed individually in terms of: 1) updates since the last program review; 2) program data and trends for the past three years; and 3) a summary of the program's degree (if applicable). Because the Social Science AA degree and the Elementary Teacher Education AS-T degrees are interdisciplinary, they will be discussed prior to the program disciplines.

It is worth noting that the Social Science Division chose in 2014 to make a change to almost all of its courses, adding a prerequisite of 'Eligible for English Level 2' for many courses, and 'Eligible for English Level 1' for some courses, with a small number retaining the original lack of any hard prerequisite. This in the short-term may have impacted enrollment in some courses and programs, but was expected to rebound after a year or two. In addition, changes within the English program implemented in the years after this change, in terms of assessment and curriculum, have increased the number of students who met the Social Science program's English prerequisites. Additional changes by individual programs now have almost all courses with the same 'Eligible for English Level 2' prerequisite, changing those that had required 'Eligible for English Level 1'. However, the precise impact on student data in the years immediately following this change is impossible to determine.

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SOCIAL SCIENCE AA

The Social Science Division revised the Social Science AA degree in the fall 2017 semester, which should be active starting in fall 2018. This degree features new PLOs and a re-structured format that ensures all students take at least one course from four of the disciplines within the program, as well as requiring all students to complete MATH P122 (Introduction to Statistics). The impact on the popularity of the current Social Science AA degree is unclear, as it will be difficult to distinguish between any change in number of completers in the future due to the greater rigor of the revised degree and an increase in the number of discipline-specific AA-T degrees within the division, as well as any change in the selection of a Social Science-related degree by students now that the old Liberal Arts – Social and Behavioral Science degree option has been removed.

The new Social Science AA degree is as described below:

Social Science

Associate in Arts AA

Item 1. Program Goals and Objectives

The Social Science Associate in Arts degree is intended to train students in a variety of methods and expose them to diverse perspectives in understanding and appreciating the human condition in the past, present, and future. The Social Science Division's core disciplines of Anthropology, Geography, History, Philosophy, Political Science, Psychology, and Sociology encourage students to investigate human existence from a variety of theoretical, methodological, and cross-cultural perspectives. Students intending to transfer to a four-year institution will find that this general background will prepare them for upper-division coursework in any of the disciplines within the degree, or that it will serve as an intellectual foundation for coursework in other disciplines. This preparation provides a solid foundation for critical thinking and understanding suited to a variety of careers.

Program Learning Outcomes

Upon completion of this program students will be able to:

1. Explain the methods of investigation typically used in the disciplines studied within the degree
2. Explain the methods of explanation typically used in the disciplines studied within the degree

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3. Apply the methods and explanations studied within the degree toward an understanding of world events, conflicts, and processes
4. Apply the methods and explanations studied within the degree toward an understanding of the development of one's own point of view or perspective about the world
5. Present research and concepts from the disciplines studied within the degree according to the current standards for the respective disciplines

Item 2. Catalog Description

The Social Science Associate in Arts degree is intended to train students in a variety of methods and expose them to diverse perspectives in understanding and appreciating the human condition in the past, present, and future. The Social Science Division's core disciplines of Anthropology, Geography, History, Philosophy, Political Science, Psychology, and Sociology encourage students to investigate human existence from a variety of theoretical, methodological, and cross-cultural perspectives. Students intending to transfer to a four-year institution will find that this general background will prepare them for upper-division coursework in any of the disciplines within the degree, or that it will serve as an intellectual foundation for coursework in other disciplines. This preparation provides a solid foundation for critical thinking and understanding suited to a variety of careers.

Required Courses (19 units total):

List A (12 Units)
All students must select **four courses from four disciplines** from the list below:

ANTH P102	Introduction to Cultural Anthropology	3
GEOG P113	Cultural Geography	3
HIST P117	History of U.S./Colonial Period to 1877	3
HIST P118	History of U.S./1865 to the Present	3
PHIL P106	Introduction to Philosophy	3
POLS P101	American Government	3
PSYC P101A	General Psychology	3
SOCI P101	The Social World	3
	Total:	**12 units**

List B (3 units)
All students must select **one** course from any of the following disciplines;
courses already selected for the List A requirement may **not** be used for the List B requirement:
- Anthropology
- Economics

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- Geography
- History
- Philosophy
- Political Science
- Psychology
- Sociology

Total: 3 units

List C (4 units):
All students must take the following course:
    MATH P122 – Introduction to Statistics   4
Total: 4 units

Total Units   **19 units**

General Education: In addition to completing the major requirements, students must also complete one general education pattern:

1. PC General Education Pattern

2. IGETC Pattern

3. CSU General Education Pattern

Electives as needed to complete the 60 minimum units to complete the degree.

Three Year Data Summary:

Social Science AA	2014-15	2015-16	2016-17
Majors	239	243	252
Degrees	92	90	90

These figures show steady enrollment and completion patterns.

LIBERAL ARTS – SOCIAL AND BEHAVIORAL SCIENCE AA

This degree, while popular, was deleted from the catalog effective in the 2017-8 academic year due to redundancies with the Social Science AA. We expect that at least some of the students who had

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selected it may now choose the Social Science AA instead, while others may choose one of the division's AA-T degrees. At this time there is no data to indicate the impact deleting it will have on other programs, majors, and degree completers.

Three Year Data Summary:

Liberal Arts - Social and Behavioral Science	2014-15	2015-16	2016-17
Majors	139	173	139
Degrees	36	51	32

These data show overall stable enrollment and completion, with a small uptick in the 2015-16 academic year.

ELEMENTARY TEACHER EDUCATION AS-T DEGREE

Porterville College is in the process of developing an Elementary Teacher Education AS-T Degree to address local needs and which is supported by a 5-year Title V grant awarded to the college in 2017. The degree will be housed within the Social Science Division, although the courses cross division boundaries and will require coordination across the campus. The Social Science Division has also developed two new courses to meet the requirements of this degree as well: World Regional Geography and Introduction to Elementary Classroom Teaching. These course are expected to become active starting in Summer 2019. Development of the degree is in progress, and is expected to be submitted for review by the Curriculum Committee at the start of the fall 2018 semester. As all courses must be C-ID approved for the degree to be approved by the State of California, a start date of the degree cannot yet be determined but under a best-case scenario may be ready by summer 2019. The new courses within the division will require additional staff, which in the short term will most likely be addressed by adjunct instructors, but scheduling and staffing have yet to be determined.

INDIVIDUAL PROGRAM SUMMARIES:

ANTHROPOLOGY

Updates to Program: No changes to existing courses or degree since the last program review, but as not all courses were previously approved for teaching on-line, those that were not (ANTH P103, P104, and P107) have been revised in the spring 2018 semester to include a Distance Education option to increase options for students. Focus for the program is on building enrollment and increasing number of degree completers. The Anthropology program's AA-T degree became active

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in 2015 and one additional course was added (ANTH P104 – Prehistory and Ancient Civilization) and approved for the degree that was offered for the first time in the spring 2018 semester. The program continues to have a successful student club, the members of which also volunteer on campus to help organize the events in the Cultural and Historical Awareness Program (CHAP).

Faculty Load: The Anthropology program has one full-time faculty member, and does not require additional full-time faculty to meet student demand or enrollment trends.

Three Year Data Summary:

Anthropology	2014-15	2015-16	2016-17
Enrollment (First Day)	709	488	456
Enrollment (Census Day)	698	521	445
First Day Wait List	35	7	9
Retention	82	87	81
Success	54	61	54
Productivity	17.6	15.8	18
FTES	87.8	69.3	61
Total Sections	25	22	17
Distance Ed Sections	2	2	2
Majors	2	2	10
Degrees	n/a	0	4

Overview of Data: The Anthropology program saw an overall decline in enrollment over the past three years. While there was a drop in enrollment of 12% in 2014-15, 22% in 2015-16, and 10% in 2016-17, the 22% drop coincides with the implementation of the hard prerequisite for English, and the evidence for 2017-18 (not yet available for inclusion on the 2017-18 Subject Trend Data sheet attached) shows signs of an increase over the previous year, including in the availability of some of the elective courses for the degree that are rare on small campuses, suggesting that the availability of the degree and the adjustments to the prerequisites have stabilized. The number of sections in this period also declined, from 21 in 2014-15, to 18 in 2015-16, to 13 in 2016-17, but this trend too seems to have reversed in 2017-18, with 18 sections having been offered.

While data shows an average of 2 majors each year prior to Fall 2016 (despite there being no degree on campus until 2015), in 2016 there were 10 majors listed. In addition, in 2016-17 4 degrees were awarded for the first time.

Distance Education Component: The Anthropology program in this period has consistently offered two sections per semester online of the two most popular courses, ANTH P101 and P102. ANTH P105 (Native Cultures of North America) had previously been offered online, but was

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moved to a face to face class in 2015-16 and 2016-17; it is being offered in the spring 2018 semester online in addition to ANTH P101 and P102. This semester, the Anthropology full-time instructor is revising the COR for all remaining Anthropology courses to include a Distance Ed option, and will be revising the course rotation so that all of the Anthropology courses can be potentially offered online at least once in a two-year interval to improve accessibility.

Summary of Degree:

Program Learning Outcomes: Describe the origins, evolution, and modern structure of the discipline of Anthropology, including its subfields and relationship to related disciplines; identify and describe the major periods and phases in the history of the human species, prehistorically, historically, and in the present day, as defined by Anthropologists; identify and apply major concepts and theoretical perspectives used in Anthropology to describe and explain of the origins and evolution of human diversity; identify and describe methods used in Anthropology in documenting, analyzing, and interpreting human diversity and the processes of cultural and/or biological change in the human species; describe and explain the problems and consequences of ethnocentrism and cross-cultural misunderstanding, and how Anthropologists address such issues.

Anthropology is the study of the human species and its forms of cultural and biological diversity throughout time. Students at Porterville College pursuing the Associate in Arts in Anthropology for Transfer will be introduced to the study of human diversity through specific courses in the areas of Biological Anthropology, Cultural Anthropology, and Archaeology. Students will additionally acquire a basic foundation in Natural and Social Sciences. Skills related to the analysis of human life, perceptions, interactions, and diverse points of view are promoted, and opportunities to broaden their personal understanding of the human experience are provided. Anthropology students have found success in a variety of careers, from education, management, market research, business and finance, tourism, cultural heritage management, journalism, and civil service at all levels.

EDUCATION

Updates to Program: Although Education as a discipline and program was reported in the last Program Review as having been moved from Social Science to CTE, the Porterville College Academic Senate approved in the spring 2018 semester the move of Education from CTE back to Social Science. The reason for this move was that the courses once taught within Education were actually Interdisciplinary, and once reclassified were no longer technically in Education, but there was a need to develop at least one education course for the new Elementary Teacher Education AS-T degree – Introduction to Elementary Classroom Teaching - and the agreement within the college was that this course was most appropriately housed within the Social Science Division.

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Overview of Data: As there are no Education courses at this time, there is no data available. The course Introduction to Elementary Classroom Teaching will not be scheduled until the Elementary Teacher Education AS-T degree is approved, which will not be until at least Summer 2019.

Distance Education Component:

Three Year Data Summary:
As there are no Education classes currently, there is no data summary.

Summary of Degree: The Education program does not offer an AA or AA-T degree, and there are no current plans for developing one. Students intending to pursue an advanced degree in Education are encouraged to pursue the Social Science AA degree or the future Elementary Teacher Education AS-T degree.

GEOGRAPHY

Updates to Program: A new on-line instructor has been hired to teach GEOG P113, Cultural Geography, starting in the spring 2018 semester. In the short-term, we anticipate offering some Geography courses on-line due to difficulties finding local instructors. Because spring enrollment was strong, the course is currently in rotation to be offered once a semester. GEOG P114, Physical Geography, was revised in the spring 2018 semester to add a distance education option and to revise the SLOs and outline to match the C-ID descriptor. The Elementary Teacher Education AS-T degree will also require the development of a new course, World Regional Geography. This course has been created and approved by Curriculum Committee in the spring 2018 semester.

Faculty Load: The Geography program has no full-time faculty member at the present time, but does not require additional full-time faculty to meet student demand or enrollment trends. It is possible that with further development of the Geography program, the need to hire a single full-time instructor will emerge, but this is unlikely to occur for a year or two at a minimum.

Three Year Data Summary:

Geography	2014-15	2015-16	2016-17
Enrollment (First Day)	25		
Enrollment (Census Day)	22		
First Day Wait List	0		
Retention	86		
Success	86		
Productivity	11.6		
FTES	2.3		

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Sections		1		
Distance Ed Sections		0		
Majors	n/a			
Degrees	n/a			

Overview of Data: The Geography program has been the source of some neglect in recent years, and in the past two years in this review period, no courses have been offered. With no discipline expert or full-time Geographer to oversee the program, it has fallen to the Division Chair to ensure that the program is developed. The first steps toward this have begun in the spring 2018 semester with a new adjunct instructor offering GEOG P113 online, and this course being planned for one section per semester online. A new Geography course is being developed for the Elementary Teacher Education AS-T, World Regional Geography, that may initially be offered online as well.

Distance Education Component: GEOG P114 (Physical Geography) is not yet offered online, but has been revised to allow for this option and is expected to enter the course rotation as an online option in the 2019-20 academic year. In spring 2018 GEOG P113 (Cultural Geography) was offered and its rapid filling suggested that there was sufficient demand to do so more frequently so the current plan is to offer it once a semester online using adjunct instructors. When the new course World Regional Geography enters the rotation for the Elementary Teacher Education AS-T, it may also be offered online.

Summary of Degree: The Geography program does not offer an AA or AA-T degree, are there are no current plans in place for developing one as it would require developing additional courses and staffing. At this time, students intending to pursue an advanced degree in Geography are encouraged to pursue the Social Science AA degree.

HISTORY

Updates to Program: Changes to the program include combining two courses into one (HIST P108 and P109) and plans to create a new course, Women's History in the United States.

Faculty Load: The History program has two full-time faculty members at the present time, and does not require additional full-time faculty to meet student demand or enrollment trends. The number of sections typically offered in the History program requires two full-time instructors plus adjunct instructors.

Three Year Data Summary:

History	2014-15	2015-16	2016-17
Enrollment (First Day)	1058	1127	1279

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Enrollment (Census Day)	1065	1123	1282
First Day Wait List	76	115	140
Retention	91	92	93
Success	73	74	73
Productivity	17.4	17.8	18.1
FTES	111.4	117.5	133.9
Total Sections	32	33	37
Distance Ed Sections	2	2	2
Majors	31	41	42
Degrees	2	7	6

Overview of Data: The History program is the largest within the division, and showed an increase in total enrollment over the three year period. Although the total number of sections has increased in this period, so have the number of students on wait lists, suggesting that adding additional sections and adjunct staffing may be in order. The number of majors and degrees has been steady the past two years and increased over three years ago. The History program should capitalize on its current strength and explore additional opportunities for growth.

Distance Education Component: The History program has, in the period under review, offered two distance education courses per year. This has been increased this year, and the program will look at developing a plan for course rotations for the online offerings that is more extensive given the size of the program and the importance of at least some of the courses for GE.

Summary of Degree:

The Associate in Arts in History for Transfer degree is designed for students planning to transfer to the California State University or other institutions to continue studies toward a B.A. in History or for other programs that require an introductory foundation of the knowledge and skills to interpret and build understanding of our political, economic, and social past. Students who pursue History degrees at transfer institutions establish a foundation for careers in education, law, politics, information management, business, travel, government, and journalism. Additionally, History students also find success in museum, library, and archival collections. Students must satisfy the following requirements in order to earn the Associate in Arts in History for Transfer degree:

Program Learning Outcomes: The student will demonstrate knowledge and understanding of United States, Western and/or World histories through recalling and analyzing significant events, peoples, ideas, individuals, organizations, and movements involved in the processes of historical change and continuity; critically read topics in history, analyzing primary and secondary sources, identifying problems, theses, arguments, points of view, evidence, and conclusions; critically

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communicate in writing and speaking about topics in history, addressing problems, formulating theses, making arguments, analyzing and utilizing supporting evidence, and deriving conclusions and assessments.

PHILOSOPHY

Updates to Program: One course lacking a C-ID descriptor (PHIL P109 - Existence and Reality) will be deleted from the college catalog and another course with a C-ID descriptor (History of Ancient Philosophy) is being developed. A course not offered in several years (Introduction to the World's Religions) is being revised and placed back into the course rotation. The Philosophy AA-T degree will be revised to reflect these changes. No other changes are planned at this time.

Faculty Load: The Philosophy program has one full-time faculty member at the present time, and does not require additional full-time faculty to meet student demand or enrollment trends.

Three Year Data Summary:

Philosophy	2014-15	2015-16	2016-17
Enrollment (First Day)	513	514	492
Enrollment (Census Day)	502	524	495
First Day Wait List	15	9	15
Retention	83	91	92
Success	62	71	74
Productivity	15	15.8	17
FTES	51.1	53.7	50.9
Total Sections	17	17	15
Distance Ed Sections	5	4	3
Majors	15	12	18
Degrees	0	0	0

Overview of Data: The Philosophy program is in some ways still in transition from the loss of a long-time tenured instructor in 2014 to the hiring of a new full-time instructor in 2016. The number of declared majors has remained relatively stable in this transitional period, but to date the college has yet to confer a Philosophy AA-T degree. The reasons for this need to be examined, with potential changes to course offerings, scheduling, degree structure, and course rotation to ensure that students can complete the degree requirements without difficulty in a two-year period. Indications are that this year some Philosophy degrees will be conferred for the first time, and along with planned changes to the program by the new full-time instructor the data upon the next three-year review may be quite different.

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Distance Education Component: During the period under review, the Philosophy program has reduced the total number of sections offered online, from 5 in 2014-15 to 3 in 2016-17. The Philosophy program may want to consider having a clear course rotation for its online courses and explore increasing the total number offered online in the future.

Summary of Degree:
Philosophy is the study of fundamental questions related to human experience. What is the good life? What is knowledge and truth? What is the nature of reality? Does God exist? With its emphasis on logical reasoning, philosophy provides insights into how to understand the various meanings of these questions and ways to answer them with applications to everyday life.

The Associate in Arts in Philosophy for Transfer program prepares students to continue studies toward a bachelors of arts in philosophy. Successful completion of the Associate in Arts in Philosophy for Transfer guarantees the student acceptance to a California State University (but does not guarantee acceptance to particular campus or major) to pursue a baccalaureate degree.

With its emphasis on developing strong analytical and logical reasoning skills, a philosophy degree serves as outstanding preparation for law school, graduate school, business school, and medical school. Career opportunities with a Philosophy Baccalaureate degree include a broad range of fields such as business, education, ethics, government, law, management, publishing, religious service, scientific research, social work, and teaching.

Program Learning Outcomes: Students will develop the expertise to evaluate a variety of arguments with respect to validity, strength, soundness, and cogency; students will develop the expertise to discuss philosophical issues in their historical context; students will develop the expertise to formulate the core questions of philosophy and analyze and evaluate philosophical claims; students will develop the expertise to apply moral theories to a variety of moral issues; and students will develop the expertise to articulate and defend a philosophical worldview relevant to their own lives.

POLITICAL SCIENCE

Updates to Program: No changes to existing courses or degree. Focus is on building enrollment and increasing number of degree completers.

Faculty Load: The Political Science program has one full-time faculty member at the present time, and does not require additional full-time faculty to meet student demand or enrollment trends.

Three Year Data Summary:

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Political Science	2014-15	2015-16	2016-17
Enrollment (First Day)	574	587	697
Enrollment (Census Day)	611	585	681
First Day Wait List	61	32	69
Retention	93	90	91
Success	70	66	72
Productivity	20.2	17.1	20.7
FTES	64.5	61.7	71.2
Total Sections	16	18	17
Distance Ed Sections	0	0	1
Majors	n/a	10	20
Degrees	n/a	2	7

Overview of Data: The Political Science program has remained stable overall in the three-year period under review, but with an overall increase in students without an increase in total sections offered. Wait lists suggest further possibility for growth, such as adding an additional section of POLS P101, the program's most popular course. POLS P103, in contrast, has struggled with enrollment and likely will grow along with the degree rather than through general enrollment. The Political Science AA-T degree saw its first graduates in 2015-16 with 2 completers, but took a leap to 7 completers in 2016-17, suggesting that the program will be viable and with it the potential for growth outside the POLS P101 course.

Distance Education Component: In the period under review, the Political Science program did not offer online courses in 2014-15 or 2015-16, and one course in 2016-17. Given the overall strength of the program and in the interest of creating further accessibility, the program should probably consider increasing its distance ed offerings further – at a minimum to one POLS P101 course per semester.

Summary of Degree:
The Associate in Arts in Political Science for Transfer is designed for students planning to transfer to the California State University or other institutions to continue studies toward a Bachelor in Art in Political Science, Government, or Public Administration. They are also prepared to continue in other programs of study that require an introductory foundation of the knowledge and skills to interpret, understand, and effectively participate in political, social and organizational environments.

Students who pursue Political Science degrees at transfer institutions prepare a foundation for careers in politics, law, government education, business, travel, information management, and journalism. Political Science is frequently the most common BA degree for students admitted into

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law schools in the United States. Political Science majors often find successful careers in business, in government service, and in non-profit organizations.

Program Learning Outcomes: Define the core concepts of political science such as: government, regime, state, institutions, sovereignty, constitution, democracy, authoritarianism, and globalization; analyze contemporary political events by application of major theoretical models in political science.

PSYCHOLOGY

Updates to Program: The Psychology program plans no changes to existing courses, but PSYC P133 enrollment was impacted by the discontinuance of the Human Services program and its place in the course rotation is being adjusted by offering it less frequently and potentially on-line.

Faculty Load: The Psychology program has one full-time faculty member at the present time, and does not require additional full-time faculty to meet student demand or enrollment trends.

Three Year Data Summary:

Psychology	2014-15	2015-16	2016-17
Enrollment (First Day)	655	503	610
Enrollment (Census Day)	611	508	579
First Day Wait List	48	6	32
Retention	88	88	85
Success	67	72	64
Productivity	17.7	13.1	16.6
FTES	63.7	52.6	59.9
Total Sections	18	19	18
Distance Ed Sections	3	4	4
Majors	n/a	n/a	n/a
Degrees	n/a	n/a	n/a

Overview of Data: The Psychology program has remained relatively stable over the three-year period, with a decrease in 2015-16 which rebounded in 2016-17.

Distance Education Component: The Psychology program has offered 3-4 sections of PSYC P101 online each year in the period under review.

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Summary of Degree: The Psychology program does not offer an AA or AA-T degree, and there are no current plans in place for developing one. Students intending to pursue an advanced degree in Psychology are encouraged to pursue the Social Science AA degree.

SOCIOLOGY

Updates to Program: The Sociology program has added a new course: SOCI P150 American Ethnicity. It replaces the courses SOCI P120 and SOCI P121, which did not have associated C-ID descriptors, and have been deleted. Sociology P130 Family & Society has been revised so that its prerequisites match the other courses in the program. The Sociology AA-T degree will be revised to reflect the changes in course options once SOCI P150 has been C-ID approved.

Faculty Load: The Sociology program has one full-time faculty member at the present time, and does not require additional full-time faculty to meet student demand or enrollment trends.

Three Year Data Summary:

Sociology	2014-15	2015-16	2016-17
Enrollment (First Day)	377	359	447
Enrollment (Census Day)	290	343	392
First Day Wait List	5	4	37
Retention	77	82	90
Success	60	63	70
Productivity	10.8	13.2	15.1
FTES	28.2	34.3	39.3
Total Sections	13	13	13
Distance Ed Sections	9	6	7
Majors	5	15	50
Degrees		1	1

Overview of Data: The Sociology program showed growth in the third year of the period under review, most likely due to the change in the hard prerequisite adopted in 2014-15, and availability of course offerings in the program online. Although only one degree has been conferred in the program in 2015-16 and 2016-17, the large increase in declared majors in this period, from 5 in 2014-15, to 15 in 2015-16, and 50 in 2016-17, suggests that more degrees will be conferred in the coming year and a sign that the program's approach to emphasizing distance education is drawing in students (see below).

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Distance Education Component: The Sociology program offers the greatest number of distance ed sections in the Social Science Division, but also the greatest diversity of choices, making it possible for more students to complete the degree requirements through distance education. The consequence of this will be more clear over the next two years, as current majors have sufficient time to complete their education plans, but points to the viability of a more robust approach to distance ed for the college that other programs should consider.

Summary of Degree:
Sociology is the study of human life as it exists in groups. Students with preparation in sociology go into a variety of fields including social work, population studies, policy analysis, international relations, law and community planning & redevelopment.

Students with an Associate in Arts in Sociology for Transfer can often qualify for entry level positions in social services and community organizations while those with higher degrees in sociology have more options. By gaining an understanding of the discipline, completing a variety of sociology coursework, and applying sociological concepts to their own communities through service learning, students completing the Porterville College Associate in Arts in Sociology for Transfer will have earned a degree that follows the Transfer Model Curriculum (TMC) and will be qualified for transfer into any California State University campus accepting the state-approved sociology TMC for that purpose.

The Associate in Arts in Sociology for Transfer degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Sociology or similar major. Porterville College students enrolling in this program are not required to complete any additional graduation requirements beyond those specified in this 60-unit degree.

Program Learning Outcomes: Students will identify major theories and concepts in sociology and their relevance for understanding the nature of social life, social structure, socioeconomic, political, and cultural institutions; gather and critically evaluate sociological data and the means by which they are gathered, utilize the scientific method, and draw reasonable conclusions; identify and understand the ethical implications involved in research and their impact on social and public policy; apply sociological principles and theories in a community context involving interaction with people from diverse backgrounds in a just, equitable, and inclusive manner.

Analysis of Performance:
(Based on the information above and history since previous review, describe the program's strengths, areas that need improvement, and strategies and actions to make those improvements.)

Program Strengths

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Development of Degrees: With a revised general AA degree and five AA-T degrees, and the development of one additional AS-T degree in process, the Social Science division provides many options for our small student population. The AA-T degrees overall are still too new to be sure of their long-term success, but overall growth in their numbers suggests they are beneficial and are being sought out by the student population.

Campus Engagement: Division faculty staff a table each year for Senior Day to promote our program and provide information about our programs for distribution at other events, with a new flyer having been produced this year to update a much older and out of date flyer. This past year we were also represented by one faculty member at the campus College and Financial Aid Night. Our division has two full-time faculty members who act as advisors to clubs linked to their programs: Anthropology Club and Philosophy Club. In addition, division faculty are leaders in one of the main campus event series, CHAP (Cultural and Historical Awareness Program), with the Anthropology full-time instructor serving as the coordinator for the past two years, and full-time instructors from History, Political Science, and Sociology also contributing either as speakers, organizers, or attending meetings. Anthropology Club students also assist at the CHAP events and usually engage in some community service. Our Political Science full-time instructor provides opportunities for students to learn about the election process by assisting him in staffing polling sites in election years. Students in the Sociology program are required to do service-learning work in the community. Some of the division faculty volunteer to present awards at the annual scholarship ceremony, and the Scholar of the Year award has been given to a nominee submitted by a division faculty member in two of the past three years as well.

Areas for Improvement

Assessments: While overall the Social Science division has done well with submitting SLO assessments, it has done less well with PLO assessments. To date, no assessment data has been submitted for the PLOs of any of the division's AA-T degrees. This is in some cases due to the degrees being relatively new, but not always. This should be considered a priority for all programs in the division, with all PLOs being assessed and submitted by the time of the next program review.

Scheduling: The Social Science division as a whole offers courses with a range of times and days, as well as online, but individual programs might consider changes to their scheduling strategies to make both the courses and the full-time faculty more widely available to different student populations the campus serves. The majority of courses are offered in the middle of the day, which creates problems with classroom availability, and may need to be scheduled at other times, such as earlier in the morning and later in the afternoon. The tendency to schedule courses at peak times has been driven in part by past issues with courses being canceled due to low enrollment, creating further problems with load and planned course rotations, and a balance between student needs,

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classroom availability, and flexibility with enrollment may be needed to ensure programs remain stable and available to the widest range of students within the limitations of the campus. Full-time faculty can also improve in their evening availability to students, ensuring that they schedule themselves in a late afternoon or evening class at some point each academic year to have contact with students who work during the day.

Campus Engagement: Porterville College schedules a wide range of events on and off campus, but the Social Science division participation in these events has been inconsistent or entirely lacking. A greater presence at these events not only ensures our faculty contribute to the events, but advances our programs by increasing awareness of them with the populations each event targets. These events include Pirate Path to Success Orientation, Veterans Welcome, Native American/Alaskan Native Welcome Back, Foster Youth Welcome Back, Tulare County Office of Education College Night, Native American Pow Wow, Senior Day, Business Expo, College/Transfer Fair, PC College Night, Student Equity Summit, Iris Festival, PC Job Fair, and PC Connection. Of these, division faculty have staffed a booth promoting our division programs at Senior Day and PC College Night. We should as a division review the full range of events and discuss where it would be appropriate for division faculty to be present as a way to promote our programs, support the campus, and engage with the student population. Outreach remains a key tool to raising awareness of our programs, and can be utilized more than we are currently.

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Goals (This section is for you to report on progress on previously established goals If your program is addressing more than 2 goals, please duplicate this page)

Goal(s)	Timetable for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
1. Revise the Social Science AA degree	Spring 2019	N/A	Division Chair and other Division Faculty	N/A

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_X_   Item 2___   Item 3_X_   Item 4___   Item 5___   Item 6_X_

Progress on Goal:

_X__Completed   (Date 10/2017)
____Revised   (Date   )

Comments: The Division Chair circulated a proposed degree structure, and following review and with small modifications, submitted the degree to Curriculum Committee for approval in the fall 2017 semester.

Goal(s)	Timetable for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
2. Improve availability to offer Geography	Spring 2018	N/A	Division Chair	Inability to find Geography adjuncts in area or able to offer classes online Insufficient students signing up for Geography

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1X_   Item 2___   Item 3X_   Item 4___   Item 5___   Item 6___

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Progress on Goal: A new adjunct instructor was hired for the spring 2018 to teach Cultural Geography online; the course filled quickly. We will continue to look for local instructors to teach face-to-face courses, but in the short term, having online instructors to teach Cultural Geography each semester ensures the program can stay in the rotation, and provides a way to staff the course World Regional Geography once it is developed for the Elementary Teacher Education AS-T degree.

_X_Completed   (Date Jan 2018)
____Revised   (Date   )

Comments:

Goal(s)	Timetable for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
3. Develop "deeper" adjunct pools to ensure offering of key division classes for GE and for degree program purposes	Spring 2019	N/A	Division Chair	Inability to find qualified adjuncts

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_X_   Item 2___   Item 3_X_   Item 4___   Item 5___   Item 6___

Progress on Goal:

_X__Completed   (Date Spring 2018)
____Revised   (Date   )

Comments: This is an ongoing process that is never really "complete", but adjunct pools were opened in Anthropology, Geography, History, Philosophy, and Political Science that resulted in new hires in the fall 2017 and spring 2018 semesters to address staffing concerns.

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Goals (This section is for you list new goals for your program. If your program is creating more than 2 new goals, please duplicate this page)

Goal(s)	Timetable for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
1. Creation of Elementary Teacher Education program	Spring 2018	Time	Division Chair	N/A

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_X_   Item 2___   Item 3_X_   Item 4___   Item 5___   Item 6___

Progress on Goal:

____Completed   (Date   )
____Revised   (Date   )

Comments: The Division Chair has agreed to do curriculum development for the Elementary Teacher Education AS-T degree, including the two courses required for the degree that do not currently exist at Porterville College, and the AS-T degree itself. These should be complete by the end of the spring 2018 semester to ensure sufficient time to get the degree and courses approved by the State of California with an anticipated start date for the program of Summer 2019.

Goal(s)	Timetable for Completion	Needed resources	Person(s) Responsible	Obstacles to completion (if any)
2. Revision of History and Philosophy programs and degrees	Fall 2018	N/A	Discipline experts	N/A

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Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1_X_   Item 2___   Item 3_X_   Item 4___   Item 5___   Item 6___

Progress on Goal:

____Completed   (Date   )
____Revised   (Date   )

Comments: The full-time faculty in both the Philosophy and History programs have indicated an interest in revising their programs, partly to remove courses, create new courses, and in doing so necessitate a revision of their respective AA-T degrees. Work is in progress in both programs, but is not likely to be complete until fall 2018, with the new degrees potentially becoming active as early as fall 2019.

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STAFFING REQUEST

Staff Resources:			
Current Staffing Levels			
Full-time Staff (FTE)		Part-time Staff (FTE)	
Faculty	7	Faculty	14
Temporary		Temporary	
Classified		Classified	
Management		Management	

Request for New/Replacement Staff
Use one line for each position requested. Justify each position in the space below.

	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1				
Position 2				
Position 3				

Justification:
(Address each position requested)

The Social Science Division is not requesting new or replacement full-time positions at this time.

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TECHNOLOGY REQUEST

Use this section to list any technology needs for your program. It is not necessary to put a price on these items; that will be done by the IT department. If you have more than two technology needs, add rows below.

Technology Need	Justification
Item 1	
Item 2	

FACILITIES REQUEST

Use this section to list any facilities needs for your program. It is not necessary to put a price on these items; that will be done by the Maintenance & Operations department. If you have more than two facilities needs, add rows below.

Facilities Need	Justification
Item 1	
Item 2	

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Name of Division: Social Science
Contact Person: Robert Simpkins   Submission Date: 3/1/18

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BUDGET REQUEST

Budget Worksheet

1000's-3000's Accts	Temporary Labor w/Benefits (student workers, lab aides, etc.) excludes adjunct faculty	Priority	2014/15 Actuals	2015/16 Actuals	2016/17 Actuals	TOTAL 2017/18 Request	Link to California Core Mission Statement	Link to PC Mission Statement	Link to Strategic Plan Initiative/ Goal #
1310	Adjunct								
1320	Intersession								
1330	Overload								
	Subtotal of Temporary labor/Benefits		-						
4000's Accts	**Supplies, Food, Materials**								
4310	Inst Supplies & Materials	1		138		1675	1	1, 3	1
4313	Other equipment	3	322	1131	58	1145	1	1, 3	1
	Subtotal of Supplies		**322**	**1269**		**2820**			
5000's Accts	**Services, travel, guest speakers, memberships/dues**								
5560	Hazardous Waste Disposal								
5690	Other Maintenance/Repairs								
	Subtotal of Services/Travel								
6000's Accts	**Equipment (new or replacement)**								
6412	Computer/Technology Equip								
6419	Other Equipment								
	Subtotal of Equipment								
	TOTAL OF BUDGET REQUEST								

Justification:
No special budget requests

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[Note: The information in this area will repeat on all pages.]

SIGNATURE PAGE

Below, each person who is involved in the program being reviewed should sign. Your signature indicates that you had the opportunity for input into the program review. At the bottom, the administrator overseeing each program should sign.

Name (program participants)

_____
Robert Simpkins, Ph.D., Social Science
Division Chair

_____   _____
Rebecca Baird, Ph.D.   Jeff Keele, Ph.D.

_____   _____
Karen Bishop, M.A.   Vira Lozano, M.A.

_____   _____
Matthew Flummer, Ph.D.   Greg Basham, M.A.

                                                    _____

Area Administrator Signature

_____
Jay Hargis, Interim Dean of Instruction