PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: INSTRUCTIONAL DIVISIONS

Name of Division: Social Science
Contact Person: Andrew Messchaert, Chair Submission Date: Fall 2012

Porterville College Mission Statement:

With students as our focus, Porterville College provides our local and diverse communities an excellent educational experience that fosters intellectual curiosity and growth, lifelong learning, and prepares our students for personal 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, vocational 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.

Social Science Division 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, Economics, Geography, History, Human Services, 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:
Course Level: Please list here (1) the number of active courses in your division and (2) the number and percentage of those courses that have identified student learning outcomes that have been approved by the Curriculum Committee

The full-time faculty within the Social Science Division have been actively engaged in the process of revising and assessing Student Learning Outcomes (SLOs) at both the course and program levels. To date, 100% of the 59 active courses within the division have identified SLOs. Every course outline of record contains a list of the relevant student learning outcomes. Furthermore, full-time faculty members within the division have met on numerous occasions and discussed the results of course-level SLO assessments.
According to the data provided by our SLO Coordinator, the Social Science Division has completed documentation indicating that we have begun to assess 19 out of 66 (28%) the courses within our division. The following indicates our current progress by discipline:

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Total Number of Documented Course-Level SLO Assessments</th>
<th>Total Number of Courses</th>
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</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Economics</td>
<td>2</td>
<td>2</td>
</tr>
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<td>Education</td>
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<td>8</td>
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<td>Geography</td>
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<td>2</td>
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<tr>
<td>History</td>
<td>6</td>
<td>11 (12 actual)</td>
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<td>Human Services</td>
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</tr>
<tr>
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<td>7</td>
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<tr>
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<td>3</td>
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</tr>
<tr>
<td>Sociology</td>
<td>3</td>
<td>6</td>
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</table>

However, the data in the chart above does not provide a completely accurate indication of the division’s progress in assessing course-level SLOs for a number of reasons. First, the education courses are housed in the Social Science Division yet the Student Services Division assumes responsibility for those courses (including maintaining the course outlines of record, creating the scheduling for such classes, and teaching the classes). Second, there are a number of courses that the division intends to offer but has not due to budget cuts limiting both the total number of sections that the division may offer as well as staffing options. Third, there is no full-time instructor responsible for teaching geography and thus no one with the appropriate expertise is available to perform assessments for those courses. When these are factors are taken into account, the following presents a more accurate accounting of our current progress assessing course-level SLOs by discipline:
Discipline | Total Number of Documented Course-Level SLO Assessments | Total Number of Courses Offered Regularly | Total Number of Courses
---|---|---|---
Anthropology | 0 | 4 | 5
Economics | 2 | 2 | 2
History | 6 | 9 | 12
Human Services | 0 | 16 | 16
Philosophy | 4 | 4 | 7
Political Science | 1 | 1 | 3
Psychology | 0 | 4 | 6
Sociology | 3 | 4 | 6

Thus, according to the data in the above chart, the division has assessed 16 out of 44 (36%) of the total number of courses offered regularly in the division for which a full-time faculty member is responsible for performing SLO assessments. It is worth noting that though some courses have not been offered as part of the regularly scheduled classes due to budget and staffing constraints, some of these courses have nevertheless been offered as independent study courses. These include PHIL P109, PHIL P110, and POLS P102. However, because these courses were independent study courses, SLO assessments have not been performed on them.

Program Level: Please list here (1) the programs that exist in your division and (2) which of these programs have identified program-level student learning outcomes.

At this time there are three distinct programs within the Social Science Division and each has a set of distinct Student Learning Outcomes. These programs include: Social Science A.A. Degree; History A.A. Degree; and the Human Services Certificates.

The Social Science A.A. Degree is the program that requires the most collaboration since nine distinct disciplines are relevant to the degree. In the Fall 2008 semester, the eight full-time faculty members in the division adopted a set of program-level SLOs for the degree. However, once the work shifted to a focus on creating a reasonable assessment plan for the SLOs it became apparent that the SLOs were too defined too broadly to assess with a reasonable degree of precision. Subsequently, the division began work on revising the program-level SLOs and ultimately adopted a set of six SLOs that were formulated to better lend themselves to assessment as well as more strongly identifying the unique contributions of the program to student learning. The current Social Science Program SLOs are as follows:
Student Learning Outcomes:
A.A. Degree in Social Science
Last Updated: Spring 2011

Upon completion of the Social Science Degree, students will be able to:

1. Demonstrate knowledge of fundamental American institutions and their development through an understanding of the core concepts, theories, and methods used in history or political science.
2. Demonstrate an understanding of the core concepts, theories, and methods used within the social sciences to understand human development, behavior, events, or problems.
3. Demonstrate knowledge of some of the major findings of the social sciences.
4. Demonstrate an understanding of the core social, philosophical, psychological, or historical variables that have shaped one’s own point of view.
5. Apply the concepts and tools from the social sciences to explain or analyze a social phenomenon, process, event, conflict, or issue.
6. Present social science information according to appropriate academic standards.

The program-level SLOs of the Social Science degree indicate a relationship between the degree requirements and the student learning outcomes.

Social Science Degree Requirements:
Students can earn an A.A. degree in Social Science by completing a variety of courses. The degree requirements are structured in a manner that allows students to select appropriate courses from a range of options. The degree requirements are as follows:

Social Science A.A. Degree Requirements: Required Courses (18 credits total)

List A (one course)

HIST P117 – History of U.S. from the Colonial Period to 1877 3 credits
HIST P118 – History of the U.S. from 1877 to the Present 3 credits
POLS P101 – American Government 3 credits

List B (one course)

ANTH P102 – Cultural Anthropology 3 credits
ECON P101 – Principles of Economics (Micro) 3 credits
ECON P102 – Principles of Economics (Macro) 3 credits
GEOG P113 – Cultural Geography 3 credits
PHIL P106 – Introduction to Philosophy 3 credits
PSYC P101A – General Psychology 3 credits
SOCI P101 – Introduction to Sociology 3 credits

List C
(Four courses to be selected from at least two of the following areas/disciplines or course; courses selected from List A or B may not be used to satisfy List C.)

Anthropology
Child Development P223
Economics
Geography
History
Human Services
Philosophy
Political Science
Psychology
Sociology

Since students can complete a range of studies to satisfy the requirements to complete an A.A. degree in Social Science, developing an assessment plan required identifying the relationship between courses offered within the division and the program student learning outcomes. To accomplish this task, a curriculum map was created.

**Curriculum Map for the A.A. Degree in Social Science:**

This chart identifies the relationship between each course offering within the division and the Social Science Degree program-level student learning outcomes. The numbers across the top of the chart correspond to the six program-level student learning outcomes. The left column identifies particular course offerings within the division.

Legend:

* - This course satisfies a List A Social Science Degree requirement
# - This course satisfies a List B Social Science Degree requirement
X – The course contributes to a student’s mastery of the S.L.O. at the level appropriate for graduation
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</tbody>
</table>
Name of Division: Social Science
Contact Person: Andrew Messchaert, Chair  Submission Date: Fall 2012

Assessment Plan:
All of the outcomes are assessed within a four-year cycle. The division uses embedded assignments and course activities to assess program-level outcomes. Embedded assignments and activities are designed and chosen by the instructors within the division for use in the classes they are assigned to teach. Some typical examples of embedded assignments and activities include but are not limited to:

1. Exams or parts of exams
2. Paper assignments
3. Research assignments
4. Homework assignments
5. In-class presentations
6. Group projects
7. Capstone projects
8. Community-service learning
9. Fieldwork project

Assignments and activities are typically designed to assess both program-level learning outcomes as well as course-level learning outcomes. Instructors share the results of the assessments to judge program accomplishments as well as to evaluate the learning outcomes in specific courses.
The A.A. degree in History represents the newest program within the Social Science Division. It was created in compliance with the SB-1440 degree requirements and thus is part of the Transfer Model Curriculum (TMC). All the courses required for the degree comply with the course requirements identified in the Course Identification Numbering System (C-ID). The program SLOs are as follows:

**Student Learning Outcomes:**

**A.A. Degree in History**

Last Updated: Fall 2011

A. Upon successful completion of the History AA-T program, students should be able to:

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

**Assessment:** Program Outcomes may be assessed individually or in combination by any of the following means: Pre-test/Post-test exams Objective exams Historical essays Individual and/or group reports/presentations Primary/secondary source analysis exercises Historical evaluations of ancillary sources including literature and other media Application of historical knowledge and/or methods to interpreting current events Role playing historical decisions/individuals/events

B. Critically read topics in history, analyzing primary and secondary sources, identifying problems, theses, arguments, points of view, evidence, and conclusions

**Assessment:** Program Outcomes may be assessed individually or in combination by any of the following means: Pre-test/Post-test exams Objective exams Historical essays Individual and/or group reports/presentations Primary/secondary source analysis exercises Historical evaluations of ancillary sources including literature and other media Application of historical knowledge and/or methods to interpreting current events Role playing historical decisions/individuals/events

C. Critically 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

**Assessment:** Program Learning Outcomes may be assessed individually or in combination by any of the following means: Pre-test/Post-test exams Objective exams Historical essays Individual and/or group reports/presentations Primary/secondary source analysis exercises
### Historical evaluations of ancillary sources including literature and other media
Application of historical knowledge and/or methods to interpreting current events
Role playing historical decisions/individuals/events

#### History Degree Requirements:
Students must satisfy the following requirements to earn the Associate of Arts in History for Transfer degree:

1. Successful completion (with at least C grade in each course) of 60 semester credits that are eligible for transfer to the California State University, including both of the following:
   A. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements,
   B. Completion of **18 semester credits in History** as follows:

   1. **CORE: Required 6 Credits of US History:**
      HIST P117 History of the United States from the Colonial Period to 1877 (3)
      HIST P118 History of the United States from 1877 to the Present (3)

   2. **And 6 Credits from LIST A (3 Credits from each line):**
      HIST P101 World History to 1500 (3) **OR** HIST P104 History of Western Civilization I (3)
      **AND**
      HIST P102 World History from 1500 to the Present (3) **OR** HIST P105 History of Western Civilization II (3)

   3. **And 6 Credits from LIST B (One 3-Credit course from each of the following 2 areas):**
      a. Any **one** of the following Multicultural/Diversity courses:
         HIST P101 World History to 1500 (3) if NOT already used in LIST A, **OR**
         HIST P102 World History from 1500 to the Present (3) if NOT already used in LIST A, **OR**
         HIST P108 Early Latin American History (3), **OR**
         HIST P109 Modern Latin American History (3), **OR**
         HIST P119 Mexican American History (3), **OR**
         HIST P120 History of the Middle East (3), **OR**
         HIST P121 History of East Asia (3), **OR**
         HIST P123 History of Mexico (3)
      **AND**
      b. Any History course
      **LIST A courses OR LIST B courses if NOT already used above),** **OR**
      HIST P107 California History (3)
**Curriculum Map for the A.A. Degree in History:**
The following chart identifies the relationship between the course requirements for the A.A. degree in History and the program-level student learning outcomes. The numbers across the top of the chart correspond to the program-level SLOs and the left column identifies particular course requirements.

Legend:
X = This course contributes to the student’s master of the SLO.

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<th>COURSES</th>
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Students can earn three distinct certificates in Human Services. The certificates include: Developmental Disabilities Certificate; Geriatrics Certificate; and Mental Health/Substance Abuse Certificate. The program-level SLOs for the Human Services Program are as follows:

**Student Learning Outcomes:**  
**Human Services Program**  
**Last Updated:** Spring 2012

A. Understand the historical and sociological perspectives on the use, abuse, and social control of psychoactive drugs, including contemporary treatment and prevention approaches.

B. Describe and apply the principles and practice of case management in addiction treatment including the processes of intake, screening, assessment, treatment planning, referral, and documentation.

C. Understand the physiological processes and impacts of psychoactive drugs on the person including risk factors related to addiction, acute and chronic health problems, communicable diseases, synergistic risk factors, detoxification, and withdrawal.

D. Understand the history, theories, research, and contemporary approaches to drug abuse prevention and harm reduction, including various strategies appropriate for communities, schools, families, and work sites.

E. Describe the major concepts, definitions, and features of co-occurring mental health disorders associated with addiction, including skills in recognizing co-occurring disorders, referral and case management of clients, and appropriate scope of practice.

F. Understand and apply professional ethics, clients' rights, confidentiality, and other relevant material related to the field of addictions treatment as set forth in both state and federal ethical guidelines.

G. Identify the historical base and social-psychological dynamics of special population groups such as the aged, disabled, persons diagnosed positive for HIV, ARC, AIDS, women, gays, lesbians, and adolescents with a focus on ethnic and cultural influences dictating effective treatment strategies.

H. Demonstrate an understanding and basic competency in one-on-one counseling skills most relevant to addiction treatment with an emphasis on the principles of motivational counseling and client empowering approaches.
I. Understand and demonstrate the major goals, stages, and processes of group counseling in addiction treatment programs along with strategies and techniques for facilitating group processes.

J. Understand the multigenerational nature of substance use disorders in family systems with an emphasis on the risk factors for addictive behaviors; the dynamics of dysfunctional families; and the impacts of child abuse and neglect for adult children.

K. Develop basic competency in crisis intervention models and strategies for situations common in the addiction treatment setting including criminal justice interventions; mental health; domestic violence; suicide; sexual abuse; Post Traumatic Stress Disorders; distressed, agitated, or dangerous clients.

L. Describe the major theorists in the addiction counseling field and the impact of their particular theoretical approaches including current scientific and research based addiction counseling strategies.

**Human Services Certificate: Developmental Disabilities Certificate Requirements:**
Students can earn a certificate in Developmental Disabilities by completing a variety of courses. The certificate requirements are as follows:

**Core Classes (19 credits required)**
- HMSV P101 Intro to Human Services
- HMSV P103 Ethics/Human Services Workers
- HMSV P104 Basic Interview/Counsel Skills
- HMSV P105 Int Cousln Multicltrl Popultns
- HMSV P109 Group Counsel Strategies
- HMSV P110 Group Counsel Process
- PSYC P101A General Psychology

Choose one of the following:
- PSYC P110 Abnormal Psychology
  - or
- PSYC P126 Lifespan Human Development
  - or
- PSYC P133 Psychology/Persnl/Social Adjst
  - or
- SOCI P101 The Social World

**Option C – Developmental Disabilities (7 credits required) Units**
Human Services Certificate: Geriatrics Certificate Requirements:
Students can earn a certificate in Geriatrics by completing a variety of courses. The certificate requirements are as follows:

Core Classes (19 credits required)
- HMSV P101 Intro to Human Services
- HMSV P103 Ethics/Human Services Workers
- HMSV P104 Basic Interview/Counsel Skills
- HMSV P105 Int CousIn Multictrl Popultns
- HMSV P109 Group Counsel Strategies
- HMSV P110 Group Counsel Process
- PSYC P101A General Psychology
  - Choose one of the following:
    - PSYC P110 Abnormal Psychology
    - or
    - PSYC P126 Lifespan Human Development
    - or
    - PSYC P133 Psychology/Persnl/Social Adjst
    - or
    - SOCI P101 The Social World

Option B – Geriatrics (3 1/2 credits required) Units
- HMSV P134 Hman Ser Intrnshp/Certificate
- HMSV P135 Hman Ser Intrnshp/Certificate
- HMSV P114 Iss/Intrvn Geriatric Mntl Hlth

Human Services Certificate: Mental Health/Substance Abuse Certificate Requirements:
Students can earn a certificate in Mental Health/Substance Abuse by completing a variety of courses. The certificate requirements are as follows:

Core Classes (19 credits required)
- HMSV P101 Intro to Human Services
- HMSV P103 Ethics/Human Services Workers
Name of Division: Social Science
Contact Person: Andrew Messchaert, Chair  Submission Date: Fall 2012

HMSV P104 Basic Interview/Counsel Skills
HMSV P105 Int Cousln Multicltrl Popultns
HMSV P109 Group Counsel Strategies
HMSV P110 Group Counsel Process
PSYC P101A General Psychology
Choose one of the following:
PSYC P110 Abnormal Psychology
or
PSYC P126 Lifespan Human Development
or
PSYC P133 Psychology/Persnl/Social Adjst
or
SOCI P101 The Social World

Option A – Mental Health/Substance Abuse (16-19 credits required) Units
HMSV P102 Intro Alcoholism/Substnc Abuse
HMSV P106 Psychopharmacology/Alchl/Drug
HMSV P107 Undstnd Psychopathology
HMSV P108 Counsel Approaches/Techniques
HMSV P111 Case Management
HMSV P112 Intrnshp Mental Hlth/Sub Abuse
HMSV P134 Hman Ser Intrnshp/Certificate
HMSV P135 Hman Ser Intrnshp/Certificate

Curriculum Map for the Human Services Program:

This chart identifies the relationship between each course offering within the Human Services Certificate Programs and the program-level student learning outcomes. The letters across the top of the chart correspond to the program-level student learning outcomes. The left column identifies particular Human Services course offerings.

Legend

I = Introduction
A = Advanced
P = Applied
Name of Division: Social Science
Contact Person: Andrew Messchaert, Chair  Submission Date: Fall 2012

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

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<thead>
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Analysis of Current Performance:
(Please review the data provided by the Office of Institutional Research for your division and summarize trends for the past three years. These data cover enrollment, faculty load, productivity, and course retention and success rates.) These data should also be attached with your program review.

The Social Science Division currently has eight full-time faculty members and approximately 11 part-time faculty members (the latter figure varying depending upon budget and instructor availability). Full-time faculty members within the division typically teach five three-unit transfer-level courses in addition to maintaining at least five office hours each week to provide help and assistance for students.

According to the data available from Porterville College’s Office of Research and Grants, over the last six years (2005 through 2011) more students chose to earn their A.A. degree in Social Science than any other major or certificate offered by the college. In the 2010-2011 year, 81 students graduated with the Social Science Degree. This means that of all degrees and certificates awarded by the college during that year, 26.38% of them were the A.A. in Social Science. Compared to historical trends of the division, the awarding of 81 degrees represents a decline. In 2009-2010 there were 97 degrees awarded and in 2008-2009 there were 119 degrees awarded. The Human Services Program has been granting more certificates than before. In 2010-2011 there were 9 certificates awarded. In 2009-2010, 7 certificates were awarded and in 2008-2009, 8 certificates were awarded.
According to the data available from Porterville College’s Office of Research and Grants, the Social Science Division enrolled 6,907 students in 171 sections during the 2010-2011 year. However, when adjusted to exclude education and interdisciplinary studies classes the result is 5,803 students in 140 sections. Courses are reported as having a retention rate of 82.9% and a success rate of 60.8% across all of its courses and disciplines. However, if education and interdisciplinary studies courses are excluded then the retention rates are 81.8% and the success rates are 59%. These figures are comparable to current campus averages across all disciplines and classes (85.1% average retention rate and 65% success rate). In comparing these rates to historical trends of the division, the total numbers of students served as well as the retention and success rates have declined. For comparison, during the 2008-2009 year, the division enrolled 7,233 students, in 184 sections with a retention rate of 89.4% and a success rate of 65.1% across all of its courses and disciplines (including education and interdisciplinary studies classes). The number of students served as well as the number of sections offered are linked to budget constraints on the total number of sections the division has been allowed to offer. Thus, the decrease in offerings is due to the college’s current budget constraints rather than the student demand for these classes. According to the data available from Porterville College’s Office of Research and Grants, in the 2010-2011 year the Social Science Division had the highest number of waitlist enrollments at 1,519 (when education and interdisciplinary studies classes are excluded, there are 1,183 waitlist enrollments and this still exceeds all other divisions). Additionally, declining retention and success rates are correlated to larger class sizes across all classes in all Social Science Division disciplines. Larger class sizes mean less individual student attention and thus may offer a possible explanation of lowered retention and success rates.

The algorithm to measure productivity (alternatively referred to as “workload”) asks us to identify the number of FTES generated and divide that by the cost (salaries and expense budget). Compared to other divisions on campus, the Social Science Division ranks second in the generation of FTES at 649.8 (601.4 FTES when education and interdisciplinary studies classes are excluded and still ranking second overall). The Social Science Division consistently performs well above the campus average of 16.7 in productivity. It currently ranks first with a productivity of 21.1 (it still ranks first with a productivity of 21.5 when education and interdisciplinary studies classes are excluded). In sum, the faculty members working in the Social Science Division assume a larger workload than the campus average. This workload is especially noteworthy considering that some class offerings have smaller maximum enrollment sizes due to classroom size constraints or being offered online. The demand from students for more sections of Social Science courses remains very strong. The current productivity is comparable to historical trends indicating that the division consistently performs well above the campus average and consistently ranks first or a close second in productivity. Thus, the division’s current performance is consistent with its past performance.
The courses of study offered by the division are recognized by the college as well as both the CSU and UC systems to contribute significantly on many different levels to the intellectual development of our students. The 2011-2012 Porterville College Catalog identifies 12 areas of required general education for the associate degree. These areas include: Education, Writing, Communication, Mathematics, Biological Science, Physical Science, History/Political science, Social/Behavior Science, Analytical Thinking, Multicultural Studies, Health/Physical Education, and Humanities. Social Science Division courses fulfill 7 (58.3%) of these areas (Education, Biological Science, History/Political Science, Social/Behavior Science, Analytical Thinking, Multicultural Studies, and Humanities). The CSU General Education Breadth Requirement checklist identifies six general areas and Social Science Division courses appear in all six general areas. The Intersegmental General Education Transfer Curriculum identifies 5 general areas and Social Science Division courses appear in two (40%) of them.

Program Strengths and Areas for Improvement:
(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.)

Social Science Division Strengths:
Following are some of the division’s notable strengths with regard to its ability to serve students:

1. In addition to an A.A. in Social Science and three distinct certificates in Human Services, the Social Science Division is now offers a history degree. The history degree is compliant with the SB-1440 requirements and thus is part of the Transfer Model Curriculum.

2. The Social Science classes and disciplines provide much of the core general education requirements of Porterville College’s associate degree program. We offer a wide diversity of courses to serve students’ major requirements and general education requirements.

3. The quality of instruction remains high. The Social Science faculty members continue to provide excellent education to large numbers of students at Porterville College. The typical teaching assignment within the division is for a full-time faculty member to teach five 3-unit classes typically consisting of 40 students each. The student learning outcomes reports on file with the SLO Coordinator support this claim.

4. In general, the faculty members in the division have been both willing and able to accept and manage large classes successfully. Classes in the division typically cap at 40 students with the exception of some online course offerings capped at 35 for pedagogical reasons.
5. The division offers classes at a variety of times throughout the day and evening. A total of 3 out of 8 of our full-time faculty regularly teach courses in the evening each semester. Early morning (8:00 a.m. – 9:25 a.m.) classes are also offered regularly. Additionally, we have regularly offered a number of Friday and Saturday classes as well. We have scheduled 6 Friday classes in the Fall 2012 semester and all of them are scheduled to be taught by full-time faculty. We also have two Saturday classes scheduled in the Fall 2012 semester. The division remains committed to offering classes throughout the week and uses both full-time and part-time instructors to do so.

6. Online offerings also remain strong. In the Fall 2012 semester there are 10 online classes and 1 hybrid class scheduled. The division is committed to offering classes using a variety of delivery systems.

7. The Philosophy offerings have been moderately expanded from five sections to seven sections (with four different classes taught regularly). There is a high demand for more sections of several of the courses including PHIL P112 and PHIL P107. PHIL P112: The Ethics of Living & Dying is listed as the recommended Humanities requirement for nursing majors. Additionally, PHIL P107: Introduction to Logic is one of the few courses that fulfill the CSU Critical Thinking requirement.

8. Anthropology is an exceptionally strong program at Porterville College. We consistently have more than twelve full sections per semester. With the potential of adding forensic anthropology classes, this program could grow further but would need more staffing.

9. With the exception of three courses, all of the courses within the Social Science Division are 3 units and transfer and articulate accordingly. The Social Science Division remains committed to helping students graduate with a reasonable number of total units.

Social Science Division Areas for Improvement:
Following are some of the division’s notable areas for improvement with regard to its ability to serve students:

1. The Social Science Division has scheduling priority for SM-120, SM-121, SM-102, AC-107, and AC-120. Though most of these classrooms are adequate, AC-120 does not serve the needs of the division well. AC-120 only seats 30 students and this creates an artificially small class size. Since in the Fall 2012 we offering 6 sections scheduled in that room, it follows that at least 60 students are turned away each semester (or 120 per year) simply due to the size constraints of that classroom. It is worth noting that several years ago the Social Science Division only had scheduling priority for SM-120, SM-121, SM-102, and AC-107 when the Chairs Committee acknowledged the need for classrooms for the division and voted to give
scheduling priority of LIB-449 to the division. However, during one of the winter breaks the computer lab formerly located in AC-120 was moved into LIB-449 without consulting with either the Social Science Division Chair or the Chairs Committee. The result has been a detrimental impact on student enrollments for Social Science Division classes scheduled in AC-120 each semester since.

Strategies/Actions to Make Improvement: After consulting with relevant individuals, the appropriate educational administrator could reassign an appropriate classroom for priority scheduling to the division. Among other needs (classroom technology, whiteboards, suitable room arrangement), the classroom should have enough chairs to accommodate the number of students that typically enroll in the classes scheduled in that room.

2. The division’s budget is inadequate to fully take advantage of student learning opportunities. The Social Science Division operates on a small supply budget of only $2,295.00 per year. This budget is adequate to cover essential supplies, but it necessarily restricts possibilities that would enrich the educational experiences of the students. Subsequently, faculty members teaching the courses sometimes pay for costs that should be more appropriately paid by the college.

Strategies/Actions to Make Improvement: The division chair should continue requests to budget committee for increased budget. Of course, the division continues to acknowledge that the budget is limited.

3. We currently remain weak in Geography, currently having only no part-time faculty. Geography is a core requirement for Liberal Studies majors (and it is also identified as a core requirement for the AA-Transfer degree for teacher preparation), and in this area we are under-serving our students. However, during the Spring 2012 semester the college is advertising for a Geography/History Instructor and should a qualified individual be hired it is possible that this problem will be adequately addressed.

Strategies/Actions to Make Improvement: Hiring a suitable full-time faculty member responsible for teaching geography courses as a part of his or her teaching responsibilities should remain a top priority for the college.
4. Our Human Services offerings are over-full and that certificate program could easily be developed as a major. There is much potential for growth in that area, but with only one full-time faculty member coordinating the whole program and relying heavily on adjunct faculty the program is severely handicapped. Additionally, that one-full time faculty member’s teaching responsibilities are split between both human services and psychology. Social Science has consistently requested an additional full-time faculty member in this area without success. This is a serious need for growth and improvement.

Strategies/Actions to Make Improvement: The division should continue to request a new full-time Human Services Instructor.

5. In the past eight years we have offered only American government within our political science discipline. All University of California Political Science departments require at least two courses in political science for a transfer student to be admitted as a political science major. In addition to the usual regularly scheduled sections of POLS P101, there is one section of POLS P102 scheduled for the Fall 2012 semester. We still need to expand our offerings in that discipline and that will require either relieving our present instructor’s load in Economics, or hiring another person who is available in the daytime to teach political science.

Strategies/Actions to Make Improvement: The college should make it a priority to hire a part-time faculty member to teach economics so that our Political Science/Economics Instructor can expand the range and number of political science courses offered at the college.

6. Budget and staffing constraints have limited our ability to serve students well. For example, Political Science P103 has not been actually offered since 2003 and Political Science P102 has not been offered openly since 2003. Political Science P102 has been taught it several times with one or two students as an independent studies course, but the last time that happened was in 2009. Both of these courses should be taught in some regular rotation, but it simply has not been feasible with the constraints of budget and staffing.

Strategies/Actions to Make Improvement: As funds become available we should continue to expand the range and number of Social Science Division courses taught to serve our student’s needs.
7. As a peculiarity, the education (and some interdisciplinary studies) courses are classified as being a part of the Social Science Division. However, they are not part of the division’s mission statement nor are they part of any of the program requirements. In the past few years the full-time faculty within the division have expressed a general consensus that it would be appropriate to move those courses out of the division. Furthermore, the chair and faculty members of the Student Services Division who assume the responsibility of scheduling and teaching those courses agree that they would like to have those courses appropriately classified within their division.

**Strategies/Actions to Make Improvement:** The college should take action to move the education and interdisciplinary studies courses out of the Social Science Division and into the Student Services Division.
Goals (This section is for you to report on progress on previously established goals and listing of new goals. If your program is addressing more than 2 goals, please duplicate this page)

The following goal was identified on the last Social Science Division Program Review accepted and approved by the College Learning Council on April 19, 2010:

<table>
<thead>
<tr>
<th>Goal(s)</th>
<th>Timetable for Completion</th>
<th>Needed resources</th>
<th>Obstacles to completion (if any)</th>
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<tr>
<td>1. Offer additional sections and courses to meet student needs. Course offerings should be expanded in multiple areas including geography, philosophy, and political science.</td>
<td>1 year</td>
<td>Additional staffing is required. See the page titled “STAFFING REQUEST” for detailed information.</td>
<td>1. The budget must allow for hiring additional instructors. 2. Locating qualified and available instructors.</td>
</tr>
</tbody>
</table>

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 __x__  Item 5 __  Item 6 __

Progress on Goal:
There has been some progress on this goal. The progress has been limited due to budget constraints that have restricted our ability to offer additional sections of core classes to meet student needs. Nevertheless, there has been some growth or plans for modest growth in some of the areas specifically identified on the stated goal above. First, there are two sections of Geography scheduled for the Fall 2012 semester. These two courses are intended to be a portion of the teaching load for a new full-time faculty position: Geography/History Instructor. Two sections of Geography represent a significant increase in the number of sections offered. Second, since the last program review the number of philosophy sections regularly offered has increased from five to seven. This increase is due to the hiring of a qualified part-time philosophy instructor. However, the two additional sections are restricted to online offerings as the part-time philosophy instructor does not reside in the area. Though additional sections of philosophy could be offered to meet student needs, there is some concern about the appropriateness of offering additional sections in an online format. Third, due to budget restraints we have been unable to offer additional sections of political science despite strong student demand. Thus, despite there being some progress on this goal it is nevertheless reasonable to conclude that this goal has not been entirely met.

Completed (Date )
Name of Division: Social Science  
Contact Person: Andrew Messchaert, Chair  
Submission Date: Fall 2012

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

Comments: Progress on this goal will be strongly tied to the budget.

<table>
<thead>
<tr>
<th>Goal(s)</th>
<th>Timetable for Completion</th>
<th>Needed resources</th>
<th>Obstacles to completion (if any)</th>
</tr>
</thead>
</table>
| 1. Offer additional sections and courses to meet student needs. Course offerings should be expanded in multiple areas including geography, philosophy, and political science. | 1 year | Additional staffing is required. See the page titled “STAFFING REQUEST” for detailed information. | 1. The budget must allow for hiring additional instructors.  
2. Locating qualified and available instructors. |

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 ___  Item 4 ___  Item 5 ___  Item 6 ___

Progress on Goal:

_____Completed (Date ___ )  
_____Revised (Date ___ )

Comments: This goal is repetition of the goal from the previous program review. Our ability to complete this goal will be strongly tied to the budget.
STAFFING REQUEST

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<td>Classified</td>
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<td>Management</td>
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All of our disciplines are active and productive with the present staffing. **None of the disciplines could continue to serve our students needs if a current faculty member were to retire, or to leave the college and not be replaced.** Several of our faculty are or will be eligible for retirement in the coming years. Our division and our campus **must** plan for replacements of any of our faculty should they leave our campus.

**Request for New/Replacement Staff**

Use one line for each position requested. Justify each position in the space below.

<table>
<thead>
<tr>
<th>Position</th>
<th>Title of Position</th>
<th>Classification (Faculty, Classified, or Management)</th>
<th>Full or Part Time</th>
<th>New or Replacement</th>
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<td>Position 1</td>
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<tr>
<td>Position 3</td>
<td>Economics</td>
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<tr>
<td>Position 4</td>
<td>Anthropology</td>
<td>Faculty</td>
<td>Full time</td>
<td>Replacement</td>
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**Justification:**

(Address each position requested)

Currently, in the Fall 2012 semester the college is advertising for two full-time faculty positions that potentially represent new faculty additions to the Social Science Division. These positions include Anthropology Instructor and Geography/History Instructor. The following requests are written based upon the assumption that these positions are filled. If they are not filled then these requests would need to be revised and expanded to meet student needs.
Name of Division: Social Science  
Contact Person: Andrew Messchaert, Chair  
Submission Date: Fall 2012

<table>
<thead>
<tr>
<th>Position</th>
<th>Details</th>
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<tbody>
<tr>
<td>Position 1:</td>
<td>We have a strong Human Services program with very high enrollment numbers and a tremendous potential to expand. Currently there is only one full-time faculty member responsible for teaching human services classes and his teaching responsibilities are split between teaching both psychology and human services classes.</td>
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<td>Position 2:</td>
<td>Currently there is only one qualified adjunct instructor in philosophy. There remains a high demand for more courses, and we are unable to serve student needs with the current staffing.</td>
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<tr>
<td>Position 3:</td>
<td>By relieving our present Political Science/Economics Instructor’s load in economics, more essential sections of political science may be offered. We are currently unable to serve student needs with the current staffing.</td>
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<td>Position 4:</td>
<td>We are currently offering 14 sections of anthropology courses in the Fall 2012 schedule. Though we are hiring a new position for an Anthropology Instructor to help with the course load and associated responsibilities, should our current full-time Anthropology Instructor retire without being replaced, we would be unable to continue to serve student needs in that area.</td>
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### BUDGET REQUEST

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<td>1. $3,000.00</td>
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Other

**Justification:**

(Include justification for each amount of increase requested.)

1. The Social Science faculty are committed to assigning writing assignments. To help educate students about how to correctly cite source materials and to help reduce instances of plagiarism, we would like to continue to subscribe to Turnitin. With the widespread availability of information on the Internet, our confidence level in assigning papers without a means to help reduce plagiarism is low. This subscription service provides numerous helpful services that are in harmony with a commitment to the *writing across the curriculum movement*: 1) it identifies plagiarism in student papers and other out of class and online assignments; 2) it provides online tutorials to assist students in developing their writing skills; 3) it provides a platform for helpful and detailed grading and 4) it helps provide documentation for measuring and tracking SLOs.

2. In the past we had a budget to be able to pay for a speaker to come to campus and give a presentation for our students. We like to be able to do that again.

3. We would like to be able to compensate faculty members for the many hours they donate without pay for the preparation of campus events (e.g. CHAP events). According to our contract, faculty members are eligible for compensation but there is no existing budget to pay them from.

4. Members of the have regularly had educational field trips for students to such places as: The Gibbons Center, The Museum of Tolerance, and The Getty Villa. Currently there is no budget and students or faculty members assume the cost of these field trips.