

Santa Rosa Junior College

Program Resource Planning Process

Behavioral Science 2014

1.1a Mission

The Department of Behavioral Sciences (hereafter the DBS) consists of Anthropology, Psychology, and Sociology disciplines. Courses satisfying Ethnic, Global, and Environmental Studies requirements are also found within our programs. Together, we pursue a mission in keeping with that of our District. As a department, we seek the following:

1. To encourage intellectual, professional, and creative development; to master the theories and data common to our fields; to prepare students for careers in professional fields; to provide a diverse group of students opportunities to learn about themselves and others; and to foster a complex understanding of the nature of being human in ever-changing and often fragile social, cultural, and natural environments,
2. To foster the development of critical thinking, writing, reading, oral communication, and quantitative and qualitative analysis as well as a commitment to lifelong learning and international perspectives needed to contribute to communities and fields of endeavor,
3. To support faculty in developing ongoing awareness and currency in their academic fields and to help them develop innovative curriculum and pedagogy that is responsive to the intellectual and professional needs of students.

1.1b Mission Alignment

The mission of the Department of Behavioral Sciences aligns with the mission of the District as a whole. We provide lower division academic education, with numerous courses in Anthropology, Psychology, and Sociology that are transferable to four-year institutions. Our courses incorporate basic skills to help students enhance and improve their writing skills. Our faculty and staff provide student and academic support services (in-person, via telephone, and online via email) and to improve student success and retention.

1.1c Description

The Department of Behavioral Sciences (the DBS) serves regular and adjunct faculty in Anthropology, Psychology, Sociology, and several Ethnic Studies classes.

The Anthropology program within the DBS maintains the Santa Rosa Junior College Museum (with Multicultural and Anthropology Exhibits) with one Museum Director/Instructor (20% reassigned time), one classified employee (Chris Vasquez-Exhibit Coordinator), and several

student assistants. In addition, Anthropology maintains complex science labs (Anthropology 1L-Physical Anthropology Lab) at both the Santa Rosa and Petaluma campuses.

1.1d Hours of Office Operation and Service by Location

Classes are taught throughout the college week, during “weekend college,” and online. Instruction locations include SR, Petaluma, and Gualala.

The Emeritus Service Center, stationed at the Santa Rosa campus, serving 6 departments, is open from 7:30 – 4:30, Monday thru Friday. It is staffed by Lori Derum (100%) and Linda Smith (50%), both classified staff.

A mailroom and a common office/service area are available to Petaluma faculty during class hours and by personal key.

The Santa Rosa Junior College Museum is open to the public Monday through Friday from 9am to 4:30pm (Fridays until noon).

The Physical Anthropology Labs are open only during scheduled class hours.

1.2 Program/Unit Context and Environmental Scan

The Behavioral Sciences Department also conducts around 9 sections of classes in Newman Auditorium (in hybrid or full face-to-face format) Monday thru Friday, with a capacity of 198 students per section. The classes usually fill to maximum capacity.

The department also has multiple sections of classes online (Psych 1A, 1B, 3, 4, 5, 7, 30, and 56; Anthro 1 and 2; Soc 1), with more courses in the pipeline for approval.

At this point in time the Department is unable to serve student needs adequately because of schedule reductions. All class are enrolled or overenrolled. The Department now offers an insufficient number of seats for students in certificat programs and transfer majors.

2.1a Budget Needs

All three disciplines (Anth, Psych & Soc) in the Department of Behavioral Sciences Budget are very large “producers” of enrollment in relation to the expense required of the District to run these programs.

Our overall DBS budget represents relatively little of the District’s overall budget, 1.91 percent, yet we enroll 8.63% of the District’s credit students. This represents a **.22** percent reduction in expenditures and a 6.1 percent increase in credit students enrolled from last fiscal year. Overall costs break down and students served are as follows:

Expenditure Totals

Expenditure Category	Amount	Change from	District Total	% of District
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		2011-12		Total
Total Expenditures	\$2,098,144.76	-1.29%	\$109,755,801.72	1.91%
Total Faculty Payroll	\$1,610,546.79	-3.85%	\$37,642,229.36	4.28%
Total Classified Payroll	\$50,819.76	25.41%	\$17,914,387.66	0.28%
Total Management Payroll	\$62,213.70	-1.64%	\$9,033,594.60	0.69%
Total Salary/Benefits Costs	\$2,082,667.18	-1.33%	\$83,300,149.56	2.50%
Total Non-Personnel Costs	\$15,477.58	3.82%	\$13,951,537.78	0.11%

Student Data

Data Element	Value	Change from 2011-12	District Total	% of District Total
FTES-CR - Credit	1392.7204	-5.75%	16141.1500	8.63%
FTES-NC - Non-Credit	0.0000	0.00%	2064.1447	0.00%
FTES - combined	1392.7204	-5.75%	18205.2947	7.65%
Students Enrolled/Served	12399	-6.11%	30000	41.33%

In the 4000s, we budget Supplies and Graphics only. Both categories are hugely overspent as no increases in the area have been calculated to cover the average of eight large lecture load courses we teach in Newman Auditorium, or to cover the supply needs of our enlarged department. We close each budget year in the red. With the addition of two new science labs and an expanded museum, the basic supplies budget of both 2201 and 2212 will need to increase in the areas of disposable supply items (both instructional and general support categories).

In the 5000s we budget less than \$1000 to cover telephones and other small office elements. The most greatly missed budget support is Adult Reader money once provided in the past. Given the average size of our classes, most sections have had to cut back on the number of writing assignments students complete.

In terms of Budget Categories in the 4000s and 5000s, our budget has become skeletal in comparison to prior years. We can no longer provide honoraria for guest speakers, travel to professional conferences, or enjoy assigning as many papers due to the lack of Adult Reader assistance for our large classes.

2.1b Budget Requests

Rank	RS	ACTV	Object	Location	SP	M	Amount	Brief Rationale
0001	72	2001	4390	ALL	00	00	\$3,000.00	Increase in budget for Anthropology Lab supplies, update of available materials, filling gaps in Petaluma and Santa Rosa materials.
0004	72	2001	4510	ALL	00	00	\$7,000.00	The graphics budget for the DBS has not been augmented since the beginning of the Large Lecture Load program 10 years ago. This year we are overdrawn by over 50%. Efforts are being made to cut down the cost of graphic through the use of the Faculty/Student Portals, File-Depot, CATE, district email, and DBS's shared file folder to disseminate information and handouts. This helps tremendously in cutting costs.
0006	72	2001	5110	ALL	00	00	\$1,000.00	Honorarium/guest speakers - Guest speakers will provide a different perspective and valuable experiential information for our students.

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Administrative Assistant III	40	12	Supervises the Lower Emeritus Service Center where 6 academic departments process their schedules, budgets, faculty hiring, evaluations, and campus forms.
Administrative Assistant I	20	12	Assists the supervising of the Lower Emeritus Service Center where 6 academic departments process their schedules, budgets, faculty hiring, evaluations, and campus forms.
Exhibit Specialist	40	12	This 217 day/12 month position provides the Santa Rosa Junior College Museum with collections management for over 3000 pieces of art or artifacts, supervises student employees, plans and installs exhibits with the Faculty Supervisor at the Museum, and generally assists with the day-to-day operations.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Department Chair (All DBS)	28	10	Coordinates the curriculum, scheduling, evaluation, hiring, and facilities support for all academic programs.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Student Museum Employees	20	9	Two student assistants work a total of around 20 hours per week during the school year. They represent the essential work force for visitor support, general clerical work, and supervised collections care. They work under the supervision of both the Exhibit Specialist and the Museum Director.
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2.2d Adequacy and Effectiveness of Staffing

Lower Emeritus Service Center: Serving 4 separate departments and 11 disciplines within those departments is challenging. At present the Lower Emeritus Service Center is exceedingly busy and insufficiently staffed to cover all peak times. Until 2010 the AAI position was 100%, but is presently only staffed at 50%. In order to keep the Service Center open during all peak hours the AA position (now AAIL) should be increased to at least 30hrs. (75%).

Museum: The SRJC Museum's Exhibit Specialist has a 217-day "full time" work year, which leaves collections management without supervision during much of the year. In addition, the museum currently has no open summer school hours to support classes that have required "lab" hours at the museum. For this reason we have not offered Anthro 43 (Native Art) or other Ethnic Studies classes during the summer. We have a long-standing request in place to change this position from 217 days to 260 days per year. This cost has been estimated at approximately \$11,000 per year (in 2006 dollars, including benefits.)

With the addition of space for a Museum Store, additional student or classified hours will be required so that the store can be supervised, stock inventoried, etc. Note: The qualifications of FWS students are not always a good match for the needs of the museum, but as we are without prior years' funding for general College Work Study assistance, we continue with FWS support. It would be in the better interests of our collections as well as our store if we could select student workers from the larger pool of College Work Study students at SRJC. This would require budget augmentation.

Finally, it is essential the the Museum Director position be restored to what it once was - 40% reassigned time instead of 20%.

Due to large lecture class size and increased recommendations for basic skills development, the curriculum and writing assignments are more rigorous. Therefore, it is essential that instructors receive some help with grading papers and exams. It would be most beneficial to our overworked instructors to gain some of their reader money back to help hire some help for their classes.

2.2e Classified, STNC, Management Staffing Requests

Rank	RS	ACTV	Location	SP	M	Current Title	Proposed Title	Hrly	Type	Salary Increase	Benefits Increase	Total Increase
0000	79	0000	ALL	02	00	NGPRA STNC	Student assistant for NGPRA compliance	\$12.06	STNC	\$3,000.00	\$200.00	\$3,200.00
0001	72	2001	Santa Rosa	00	00	Museum Specialist	Restore Museum Exhibits Specialist to 40 hrs/week	\$0.00	Classified	\$0.00	\$0.00	\$0.00
0003	72	2001	Santa Rosa	08	00	Student Assistant	Student assistants in Museum/ Emeritus Service CTR	\$9.00	Student	\$6,000.00	\$0.00	\$6,000.00

2.3a Current Contract Faculty Positions

Position	Description
5 Anthropology	4 Regular Faculty at SR campus and one Petaluma anchor position. One instructor receives 20% reassigned time for responsibilities as Director of the Museum.
6 Psychology	4 Regular Faculty at SR campus and 2 in Petaluma. Full Psychology class sections in almost all locations as well as large adjunct faculty numbers indicates a consolidation position in Psychology is appropriate. Five of the six regular Psychology faculty members are of potential retirement age. With the resignation of a full time faculty member in 2013, the department was able to hire a one year temporary contract faculty member to handle the discipline work load. This situation has created significant problems staffing all sections the psychology disciplines should offer.
2 Sociology	2 Regular Faculty at the SR campus. Sociology had 4 Regular Faculty as recently as 7 years ago.

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description																																
Anthropology	4.0000	0.0000	3.2000	0.0000	<p>The FT/PT ratios presented here are taken from data developed during the 2011-2012 Academic Year.</p> <p>Full-time and Part-time Ratio</p> <table border="1"> <thead> <tr> <th>Discipline</th> <th>Contract</th> <th>Hourly</th> <th>Other</th> <th>Total</th> <th>% contract</th> <th>% Hourly</th> <th>% Other</th> </tr> </thead> <tbody> <tr> <td>Anthropology</td> <td>4.00</td> <td>3.20</td> <td>0.53?</td> <td></td> <td>56%?</td> <td>39%?</td> <td>6%?</td> </tr> <tr> <td>Psychology</td> <td>6.00</td> <td>4.89</td> <td>2.06?</td> <td></td> <td>38%?</td> <td>45%?</td> <td>17%?</td> </tr> <tr> <td>Sociology</td> <td>1.00</td> <td>4.02</td> <td>5.40?</td> <td></td> <td>63%?</td> <td></td> <td></td> </tr> </tbody> </table>	Discipline	Contract	Hourly	Other	Total	% contract	% Hourly	% Other	Anthropology	4.00	3.20	0.53?		56%?	39%?	6%?	Psychology	6.00	4.89	2.06?		38%?	45%?	17%?	Sociology	1.00	4.02	5.40?		63%?		
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2.3c Faculty Within Retirement Range

According to the data provided for this PRPP document, 5 of our current 14 regular faculty are age 55 or older. These faculty are spread throughout Anthropology, Psychology, and Sociology.

Full-time and Part-time Ratio

Discipline	Contract	Hourly	Other	Total	% contract	% Hourly	% Other
Anthropology	5.00	3.47	0.53	9.00	56%	39%	6%
Psychology	4.60	5.40	2.06	12.06	38%	45%	17%
Sociology	2.00	3.40		5.40	37%	63%	0%

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

The Behavioral Sciences Department is requesting two regular positions at this time:

1. Psychology, Santa Rosa Campus.
2. Sociology, Petaluma Campus.

Additional release time for current faculty;

1. Anthropology, Santa Rosa Junior College Museum (20% additional release time).

Psychology Regular Faculty Request (Santa Rosa Campus)

Position

The psychology discipline requests a full time psychology position in order to be able to fulfill its current teaching and governance obligations. This faculty member will have to have a strong background in statistics and methodology (which we have been unable to find in our adjunct pool).

During the 2013-2014 Academic Year the psychology discipline lost one full time faculty member (Dr. Binh Nguyen) who had a specialty in teaching online and was an outstanding teacher in the large lecture format; she regularly filled Newman Auditorium to capacity and contributed significantly to the productivity of the discipline.

In acknowledgment of departmental needs the VPAA authorized a temporary one-year position which we were able to fill for the 2014-2015 Academic Year. This temporary hire has been helpful in filling current teaching needs (while governance needs continue to be carried only by the reduced number of full time faculty members).

Faculty

The discipline currently has six regular faculty members, four out of the six regular faculty member are at retirement age.

Hourly Assignment Status

The discipline has opened its adjunct pool whenever possible and we screened and interviewed on each of these occasions. Each time we interviewed between 3 to 5 candidates and usually were able to add 0 to 1 faculty to the pool. Several adjunct instructors have retired in recent semesters or moved elsewhere. It has been very difficult to add qualified faculty to our pool and our pool depth is insufficient. In recent semesters it has been a struggle to cover class offerings. Covering all our class offerings each semester has been a struggle, despite the reduced number of class offerings. We even needed to attempt the hire of adjunct faculty members during the summer semester in 2013. One faculty member recently was on sabbatical (after we lost Dr. Nguyen) and one faculty member will go on sabbatical during the Spring Semester.

Regular faculty commonly carries an overload (usually 4 or 5 faculty carrying a 20% or 40% overload).

Our current full-time to part time faculty ratio is 59% to 41% and it is roughly consistent with our institutional FON. Without the position requested our full-time to part time faculty ratio would impact the SRJC FON negatively and our departmental ratio would be below the institutional average.

In the Fall 2013 semester 15 sections (29%) were taught by regular faculty and 36 (71%) by hourly assignment. In the Spring 2014 semester 21 psychology sections were taught by regular faculty and 27 by hourly assignment. (The counting is not straightforward because of large lecture assignments.)

Discipline Productivity

Historically our enrollment efficiency has been high (90-104%), with an average class size of 44 to 49, and a productivity coefficient of 23 to 28 (based on data from 2010 – 2013). Overall the psychology discipline is highly productive and efficient.

The majority of psychology classes close, e.g., in Fall of 2013 only 7 out of 51 sections did not close (with three of these sections being large lecture classes, which means for all practical purposes that 4 out of 51 sections did not close). Almost all psychology classes consistently have a waiting list with a significant number of hits after close (up to 79).

Forty-three Psychology for Transfer degrees were awarded in 2012-2013, the second highest number after Business Administration for Transfer (53). Psychology classes are used in numerous certificate programs, especially our Psych 1A.

Needs Assessment

SRJC has committed to delivering the Psychology TMC online and we presently do not have a sufficient number of qualified full time faculty members to insure coverage of our online schedule. For reasons of quality insurance the psychology discipline has always had a strong preference for regular faculty teaching online classes, however, in recent semesters we had to begin to give online sections to adjunct faculty.

In addition, offering a sufficient number of online sections is critical to support enrollment, since these are the classes that frequently close before open enrollment. Students generally

like online classes and a sufficient psychology offering will support student success and completion.

Especially with the current demands on regular faculty (SLO assessments, etc.), regular faculty in the psychology discipline is overburdened. The department has suffered notably from the reduction in 1.5 regular faculty members (sabbaticals, maternity leave, etc.). These governance tasks cannot be delegated to adjunct faculty and maintaining our number of regular faculty members of seven will allow us to keep our heads just above water.

The curriculum committee recently approved Psych 1C. The Chancellor's office recommends that statistics be taught within the discipline for the psychology TMC. We received word from C-ID that we must have Psych 1C or its equivalent as prerequisite for Psych 1B (our current C-ID approval for Psych 1B is only conditional because of this issue). This increases the urgency of hiring a faculty member with a strong background in this area to deliver quality teaching to psych majors. We need to hire a faculty member with a strong background in this area.

The new hire would need to have a specialty in statistics and research methodologies, online teaching, and large lecture format.

Adverse Impact of Reduced Regular Faculty Number (5 instead of 6)

The adverse impact of not hiring for this position would be significant. We would likely end up decreasing our online offerings, large lecture offerings would like be impacted, and overloads would get cemented in. We are presently behind on tasks like SLO assessments (as a consequence of being down 1.5 regular faculty). The small group of psychology faculty would likely be forced to carry an incommensurate burden. Certain governance task would not be completed on time. It would be difficult to keep up with new challenges, such as continuous SLO assessments and contributions to WASC preparation. During this coming year one of our regular faculty members will go on sabbatical thus creating more challenging situations.

Sociology Regular Faculty Request (Petaluma Campus)

Position

The sociology discipline request a full time sociology position in order to be able to fulfill current teaching and governance obligations. The new hire could be used to create a sustained Sociology faculty presence at the Petaluma campus, which at present is served by an assortment of adjunct instructors varying from semester to semester. Not all classes in our curriculum are taught at Petaluma because of the small Sociology pool of instructors, which this position would change. We are eager to see one experienced instructor anchor all courses there. This would enable us to significantly extend our Petaluma course offerings and to develop our program based on areas of expertise in Sociology, currently missing in Petaluma. It would also allow for much-needed regular student contact, for advising students about course work and transfer possibilities. It would mean Sociology had one person responsible for scheduling and coordination of faculty at the Petaluma campus, as well as bringing intimate knowledge of program needs back to the Santa Rosa campus and to the Department as well. The new instructor, through continuing contact with students in Petaluma, would become

aware of student learning levels and needs, and be in a position to develop student learning outcomes for our courses, including both assessment and interpretation of results.

Faculty

Between 1996 and 2007, the number of sociology full time faculty has dwindled from four to one. The hires of Modhurima DasGupta and more recently, Solen Sanli Vasquez, have brought our full-time numbers back to two.

Needs Assessment

The Sociology Program is in serious need of a full time instructor. Out of 26 Sociology courses offered every semester, 17 are taught by adjunct instructors (65%). Sociology's adjunct to full-time instructor ratio is currently 10:2.

To successfully offer a Sociology TMC, Sociology 5, Sociological Research Methods, was added to the sociology curriculum last year. It will be taught for the first time in Fall 2014. Additionally, we now offer 4 of our 6 courses in online as well as hybrid formats, therefore, we need faculty with the diversity of skills to teach these courses in various forms.

The workloads of the two current full time faculty members remains high, they are responsible for all of the following: completing SLO assessments and curricular revisions, scheduling, mentoring and evaluating new faculty, proposing new courses (Soc 5 was successfully proposed in 2013), revising courses to be taught in distance learning (Soc 30 was revised in 2013), and chairing hiring committees. Three new instructors were added to the adjunct pool in 2013. In Spring 2014 Dr. DasGupta and Sanli Vasquez are completing 9 out of the 12 SLO assessments. These are SLOs for all but 1 course offered in sociology. Additionally, new courses such as Sociology of Gender are needed in order to meet student needs and enhance the major. There is simply no time to write these new courses.

Discipline Productivity

In 2011-2012, the A.A. in Sociology for Transfer was awarded for the first time. Thirteen students graduated with an A.A. in Sociology for Transfer that year. In 2012-2013, there was a significant increase from the previous year. Thirty-eight Sociology for Transfer degrees were awarded in 2012-2013, third highest number of graduates after Business Administration for Transfer (53) and Psychology for Transfer (43). It has been consistently challenging to cover all classes that are in the schedule, despite the fact that the schedule has been reduced. We even attempted to hire adjunct instructors during the summer semester.

Sociology is needed for many different majors. Sociology is a discipline whose classes are often taken as preparation for career and personal paths involving social service and knowledge. It provides General Education credits in both Social Sciences and Lifelong Learning Areas. Sociology classes are included in seven majors at Santa Rosa Jr. College, and figure prominently in credential programs of specialties such as Gerontology and most recently has been added as a requirement for the Human Services Alcohol and Drug Career certificate. Sociology 30, Race and Ethnic Relations, is not only transferable for the Associate degree in the Social and Behavioral Sciences Area D, but is also applicable to Area G American Cultures. This is a course frequently taken by students for required units in the Dental Hygiene (AS) Program as well as students pursuing degrees in Latin American Studies (AA) major, and Vocational Nursing Program (AND.)

Sociology is one of three disciplines in The Department of Behavioral Sciences, which has the third largest FTE enrollment at SRJC. Sociology's enrollments district-wide continue to be robust. The Sociology discipline is serving an average of 2000 students in the 2013-2014 academic year, excluding summer enrollment. With the launch of the Sociology for Transfer major, we anticipate even greater increases in enrollment as course offerings can be expanded with this position.

Many sociology students come from underrepresented groups, with the highest percentage of students coming from Hispanic backgrounds. This is consistent with the growth of Hispanic students, in general, at SRJC. We are excited about having an instructor knowledgeable about issues central to students of diverse backgrounds. We expect our new hire to develop service learning components containing service outreach possibilities for students who want to contribute to their communities through tutoring or other means of addressing social needs, linked to courses which are examining issues of social justice and inequality in education or other societal institutions. There is a growing movement in Sociology today to offer such courses, which provide a real-life learning experience outside the classroom of concepts being taught inside the classroom. We expect this direction will appeal to various learning needs of students from diverse backgrounds, and in turn, the discussions and synthesis in the classroom will be a forum for learning from each other.

Hourly Assignment Status

We are also facing tremendous difficulties in hiring quality adjunct instructors. In addition to advertising the pool, we have contacted all Sociology, Behavioral Science, and Social Science Chairs in the Bay Area and asked them to advertise our adjunct pool in their academic circles. As a result, we only received 3 applications, one of which does not meet the minimum qualification criteria. Two of our adjunct instructors have recently accepted full-time positions and two are interviewing this semester. At least three of our other adjunct instructors have cut down their loads significantly. Also, given the hectic schedules of adjunct instructors some of whom teach at multiple institutions, it has been challenging to have our courses covered with the adjunct faculty currently in the pool.

Anthropology Regular Faculty Museum Time (additional 20% release time for museum work)

Service to our campus and community learning communities would greatly benefit with an additional 20% reallocation of my contractual teaching obligations for the Fall 2014 semester. The museum has three large projects slated for the fall semester; community outreach, inventory accomplishment, and fund raising, all of which require in-depth director involvement.

The museum is currently developing a dedicated educational outreach program for K-12 students. Our outreach project is two-pronged: first, implementing a docent training program, and second, creating informational field trip tour packets that will be sent to 25 targeted elementary schools. Our goals are to strengthen adult community member involvement and to contribute to our campus goals of inspiring children, from a very early age, to attend college. Toward these goals, we have already secured two community volunteers who have worked this spring semester on drafting an "Activity Booklet" designed to engage student learning on

multiple levels and have accumulated contact information for approximately 100 elementary schools (public, charter, private). Our plan is to implement our docent training program this fall semester. We also plan to have our tour packet kits ready for marketing by the end of October to target spring field trip scheduling.

Our inventory process is well underway, with the physical accounting close to completion. Our plan for this fall semester is to modify and fully update our inventory catalog computer files. This will require my direct involvement as this portion of the inventory project addresses creation of a more functional structure to our File Maker Pro database catalog and implementation of the updates. This is a necessary step in order for the museum to file the appropriate inventory documents to comply with NAGPRA regulations.

The final project on our plate is fund raising. The museum plans to hold a "Museum White Elephant Sale" in November. This particular fund raising idea is a wildly successful annual event for the Oakland Museum. We recently received close to 20 boxes of collectibles from a community member. Not all the items are appropriate for accessioning; however, will be wonderful for fund raising.

The fall goals we have set for the museum are broad and far reaching. A reallocation of my time would allow me to facilitate the fruition of our visions without working many hours beyond the seven hours per week that is the current 20% allocation slated for Fall 2014.

2.3e Faculty Staffing Requests

Rank	RS	ACTV	Location	SP	M	Discipline	SLO Assessment Rationale
0000	79	0000	Santa Rosa	02	00	Psychology (100%)	
0000	79	0000	Petaluma	02	00	Sociology (100%)	
0004	79	2001	Santa Rosa	00	00	Anthropology (20%)	

2.4b Rational for Instructional and Non-Instructional Equipment, Technology, and Software

1. Request for Psych 1B Equipment maintenance

Neurofeedback equipment for Psych 1B has been received. We regularly need to replenish felt sensors and pads as they get used during class experiments. This is a regular expense item to keep the neurofeedback equipment functional. The equipment is used by faculty in Santa Rosa and Petaluma.

2. Request for Anthropology Labs on Santa Rosa and Petaluma Campuses

Rationale

Anthropology maintains complex science labs (Anthro 1L) at both the Santa Rosa and Petaluma campuses. We offer multiple sections of Anthro 1L every semester and our lab classes consistently fill or are overenrolled. In order to effectively implement our lab pedagogy, which is dependent on three-dimensional materials for students to work with, we are requesting additional laboratory specimens for our Physical Anthropology Lab at the Santa Rosa campus. It has been more than 7 years since our inventory has been updated, and over that length of time, a number of important and critical discoveries have been made in the field. Additionally, we are in need of additional shelving so as to better organize the specimens that we do house (and potentially will acquire). In order to bring our Lab up to date and maintain relevance in the field, we seek to add the following materials which are grouped together by theme:

- **Fossil Hominids**
 - *Homo heidelbergensis* skull (caste): \$305.00
 - *Homo floresiensis* skull (caste): \$305.00
 - *Sahelanthropus tchadensis* skull (caste): \$280.00
 - *Ardipithecus ramidus* skull (caste): \$379.00
 - *Ardipithecus ramidus* hand (articulated, caste): \$310.00
 - *Ardipithecus ramidus* foot (articulated, caste): \$310.00
 - Neanderthal Skull, Pelvis, Femur and Humerus set (caste): \$1,650
 - **Total cost: \$3,539.00**
- **Primates and Comparative Anatomy**
 - Weeping Capuchin skull (caste): \$150.00
 - Black Spider Monkey skull (caste): \$150.00
 - Squirrel Monkey skull (caste): \$98.00

- Cougar skull (caste): \$200.00
- Grizzly Bear skull (caste): \$325.00

- **Total cost: \$923.00**

- **Shelving Units**

- **Total cost: \$500.00**

3. Classroom Needs

Emeritus Hall 1588 has torn and damaged darkening drapes. Aside from problems with darkening the room appropriately for power point or media, the hanging and tattered drapes create a feeling of disorder and disarray. This is not good for a positive and effective learning environment. We have only surveyed classrooms where the DBS is assigned. It is possible that most if not all areas of Emeritus require this attention.

4. IT Needs

This request is for iClickers to use in small classrooms. IT has priced the equipment between \$1,667 and \$2,126. This is a repeat request specifically to enhance the level of interactivity in sociology classes. SLO: Student success.

Desktop technology is reviewed on an annual basis. Currently, all needs are met.

2.4c Instructional Equipment Requests

Rank	RS	ACTV	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	79	0000	ALL	02	01	Neurofeedback equipment maintenance felt sensors	2	\$79.95	\$159.90	Jurgen Kremer		Jurgen Kremer
0002	79	0000	ALL	02	01	Neurofeedback equipment maintenance EPOC hydrator	4	\$49.95	\$199.80	Jurgen Kremer		Jurgen Kremer
0003	79	2001	Santa Rosa	01	01	Fossil Hominids	1	\$3,539.00	\$3,539.00	Jurgen Kremer	1594	Jurgen Kremer
0004	79	2001	Santa Rosa	01	01	Primates and Comparative Anatomy	1	\$923.00	\$923.00	Jurgen Kremer	1594	Jurgen Kremer
0005	79	2001	Santa Rosa	04	07	Shelving Units	1	\$500.00	\$500.00	Jurgen Kremer	1594	Jurgen Kremer
0006	79	6009	Santa Rosa	01	01	iClickers	50	\$38.99	\$1,949.50	Jurgen Kremer		Jurgen Kremer
0007	79	0000	ALL	01	01	iClicker large bag	1	\$135.00	\$135.00	Jurgen Kremer		Jurgen Kremer

2.4d Non-Instructional Equipment and Technology Requests

Rank	RS	ACTV	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	72	2001	Santa Rosa	00	00	New darkening drapes for windows	1	\$0.00	\$0.00	Faculty teaching in Emeritus 1588.	Emeritus 1588	Jurgen Kremer

2.4e Safety, Utility, and ADA Impacts

The requirement for ADA compliance has created an undue burden for faculty teaching online, since DRD supports in-class teachers, but not online teachers. It seems important that adequate staff support be developed in the very near future.

2.5a Minor Facilities Requests

Rank	RS	ACTV	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	72	2001	Santa Rosa	00	00	Urgent	Emeritus Hall	Classrooms and Offices	\$0.00	The temperature in the classrooms and the offices is not well-moderated. On certain days during cold winter days or the hot summer months, classrooms and offices are either too hot or freezing. The thermostat in the classroom and the offices cannot be privately controlled, and thus, the overheating or underheating cannot be easily altered.

2.5b Analysis of Existing Facilities

At a point in the not distant future, the Emeritus Hall restrooms will all need refurbishing. Only cleaning and small cosmetic changes have taken place in the past 30+ years. Their overuse and overcrowding should be analyzed for a better way to serve students and visitors as well as maintain the space.

Our current Emeritus Hall facilities and furnishings appear to all be accessible.

Much of the furniture is cumbersome and not supportive of student interactivity.

3.1 Diversify Funding - Grants/Contracts

3.2 Cultural Competency

All of our regular and adjunct faculty advertisements state we are seeking individuals with familiarity with diversity and ability to teach diverse student populations. Our applications request a statement from each applicant regarding their sensitivity to diversity or their experience teaching or working with diverse students and/or learning styles.

The current DBS is among the most diverse departments in the District in ethnicity, gender, age, and general social background.

Hiring trends in recent years has found the department employing more women to teach than men; this is also reflected in a larger number of female applicants.

The Santa Rosa Junior College Museum is another means by which the DBS promotes sensitivity to diversity. Ten years ago, the SRJC Museum grew in breadth by including "Multicultural Exhibits" in its title and description. The collections have always held some African, Hispanic, Asian and other artifacts, but the larger collections have been and currently are Native American in origin. Along with the inclusion of diversity through the title shift to a Multicultural label, we have increased both permanent and borrowed collections from a diverse range of cultures. We have exhibited and held activities for Asian, African, Hispanic, and Jewish cultures. This year, we have included an Eritrean exhibit that has reached out to both our own local populations as well as population in surrounding states.

Every May (with the exception of the cancellation of event due to the H1N1 scare and two years due to budget cuts), the campus community in conjunction with the SRJC Museum, partake in Days Under the Oaks. Here is a brief description:

"For nearly three decades, Santa Rosa Junior College has proudly held one of the most popular and unique community events in Sonoma County, Day Under the Oaks. Each year thousands of members of the community come to the beautiful, park-like Santa Rosa Campus on the first

Sunday in May from 10:00 AM to 4:00 PM for a free open house and community education fair.

DUO attendees explore SRJC’s outstanding instructional program exhibits and demonstrations and a festive array of other colorful activities, plus sample the delicious array of food prepared by student clubs! At Day Under the Oaks you can visit the stunning world class Pomo basket collection in the Jesse Peter Museum and watch the colorful Native American dancers or the dramatic Chinese Dragon Dance Troup. Attend the children’s theatre, enjoy sports clinics and fencing and karate competitions, do crafts at the Bookstore, and discover dazzling magic shows in the Chemistry Lab. There are free shuttles and campus tours, pony rides, fire and emergency equipment, craft booths galore featuring the works of local artists, space travel in our Planetarium, jazz and other live music under shaded oaks, and so much more at Day Under the Oaks."

Virtually hundreds participate in this colorful, welcoming, and heartfelt event and many thousands more are visitors to the event. The museum is typically open on this day as well. At one recent time, over 1600 individuals were counted entering the main museum door. The event produces cultural education, pride, and sensitivity and unites peoples of all generations. Dr. Brenda Flyswithawks, a Psychology Instructor in the Department of Behavioral Sciences, has become the most recent coordinator of this large and complex event; Museum staff and other faculty concurrently support the museum displays and visitation. Due to budget cuts in recent years, Brenda Flyswithawks (and the event) is dependent on variable and unpredictable private support and funding. She has raised funds for this year from outside sources and has led the activity for five years. The 2008 costs for the Native American Celebration at Day Under the Oaks are approximately \$8,200.00

Student Diversity in the DBS 2009-2010

5.7a Students Served - by Ethnicity The number of students in each discipline at first census broken down by ethnicity (duplicated headcount).

ALL Locations (Combined totals from ALL locations in the District)

Anthropology	Ethnicity	2007-08	Percent	2008-09	Percent	2009-10	Percent	2010-11
	White	2219	66.2%	2659	63.2%	2282	50.9%	2011
	Asian	140	4.2%	215	5.1%	169	3.8%	150
	Black	75	2.2%	94	2.2%	102	2.3%	100
	Hispanic	452	13.5%	597	14.2%	553	12.3%	500
	Native American	51	1.5%	76	1.8%	59	1.3%	50
	Pacific Islander	25	0.7%	46	1.1%	24	0.5%	20
	Filipino	37	1.1%	40	1.0%	35	0.8%	30
	Other Non-White	62	1.8%	70	1.7%	18	0.4%	20
	Decline to state	292	8.7%	413	9.8%	1240	27.7%	1200
	ALL Ethnicities	3353	100.0%	4210	100.0%	4482	100.0%	4000

Behavioral Science	Ethnicity	2007-08	Percent	2008-09	Percent	2009-10	Percent	2010-11
	White	0	0.0%	2	66.7%	2	40.0%	0
	Asian	0	0.0%	0	0.0%	0	0.0%	0
	Black	1	100.0%	0	0.0%	0	0.0%	0
	Hispanic	0	0.0%	0	0.0%	3	60.0%	0
	Native American	0	0.0%	0	0.0%	0	0.0%	0
	Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0
	Filipino	0	0.0%	0	0.0%	0	0.0%	0
	Other Non-White	0	0.0%	0	0.0%	0	0.0%	0
	Decline to state	0	0.0%	1	33.3%	0	0.0%	0
	ALL Ethnicities	1	100.0%	3	100.0%	5	100.0%	0

Psychology	Ethnicity	2007-08	Percent	2008-09	Percent	2009-10	Percent	2010-11
	White	3674	66.1%	3402	62.7%	2709	45.9%	2011
	Asian	277	5.0%	216	4.0%	167	2.8%	2011
	Black	210	3.8%	171	3.2%	149	2.5%	2011
	Hispanic	751	13.5%	832	15.3%	826	14.0%	2011
	Native American	77	1.4%	68	1.3%	47	0.8%	2011
	Pacific Islander	38	0.7%	46	0.8%	39	0.7%	2011
	Filipino	78	1.4%	79	1.5%	62	1.0%	2011
	Other Non-White	87	1.6%	66	1.2%	25	0.4%	2011
	Decline to state	367	6.6%	542	10.0%	1881	31.9%	2011
	ALL Ethnicities	5559	100.0%	5422	100.0%	5905	100.0%	2011

Sociology	Ethnicity	2007-08	Percent	2008-09	Percent	2009-10	Percent	2010-11
	White	1266	64.3%	1252	61.4%	1062	47.5%	2011
	Asian	113	5.7%	89	4.4%	90	4.0%	2011
	Black	72	3.7%	108	5.3%	90	4.0%	2011
	Hispanic	332	16.9%	327	16.0%	311	13.9%	2011
	Native American	17	0.9%	28	1.4%	22	1.0%	2011
	Pacific Islander	21	1.1%	18	0.9%	28	1.3%	2011
	Filipino	29	1.5%	19	0.9%	29	1.3%	2011
	Other Non-White	25	1.3%	39	1.9%	14	0.6%	2011
	Decline to state	93	4.7%	158	7.8%	588	26.3%	2011
	ALL Ethnicities	1968	100.0%	2038	100.0%	2234	100.0%	2011

5.7b Students Served - by Gender The number of students in each discipline at first census broken down by gender (duplicated headcount).

ALL Locations (Combined totals from ALL locations in the District)

Anthropology	Gender	2007-08	Percent	2008-09	Percent	2009-10	Percent	2010-11
	Male	1468	43.8%	1878	44.6%	2038	45.5%	2011
	Female	1872	55.8%	2299	54.6%	2389	53.3%	2011
	Unknown	13	0.4%	33	0.8%	55	1.2%	2011
	ALL Genders	3353	100.0%	4210	100.0%	4482	100.0%	2011

Behavioral Science	Gender	2007-08	Percent	2008-09	Percent	2009-10	Percent	2010-11
	Male	0	0.0%	1	33.3%	1	20.0%	2011
	Female	1	100.0%	2	66.7%	4	80.0%	2011
	Unknown	0	0.0%	0	0.0%	0	0.0%	2011
	ALL Genders	1	100.0%	3	100.0%	5	100.0%	2011

Psychology	Gender	2007-08	Percent	2008-09	Percent	2009-10	Percent	2010-11
	Male	2089	37.6%	2014	37.1%	2297	38.9%	2011
	Female	3454	62.1%	3364	62.0%	3538	59.9%	2011
	Unknown	16	0.3%	44	0.8%	70	1.2%	2011
	ALL Genders	5559	100.0%	5422	100.0%	5905	100.0%	2011

Sociology	Gender	2007-08	Percent	2008-09	Percent	2009-10	Percent	2010-11
	Male	745	37.9%	765	37.5%	889	39.8%	2011
	Female	1215	61.7%	1255	61.6%	1318	59.0%	2011
	Unknown	8	0.4%	18	0.9%	27	1.2%	2011
	ALL Genders	1968	100.0%	2038	100.0%	2234	100.0%	2011

5.7c Students Served - by Age The number of students in each discipline at first census broken down by age (duplicated headcount).

ALL Locations (Combined totals from ALL locations in the District)

Anthropology	Age Range	2007-08	Percent	2008-09	Percent	2009-10	Percent	2010-11
	0 thru 18	607	18.2%	838	20.0%	880	19.7%	2010
	19 and 20	1314	39.4%	1741	41.5%	1774	39.7%	
	21 thru 25	896	26.9%	1000	23.9%	1134	25.4%	
	26 thru 30	238	7.1%	259	6.2%	328	7.3%	
	31 thru 35	76	2.3%	114	2.7%	124	2.8%	
	36 thru 40	67	2.0%	67	1.6%	79	1.8%	
	41 thru 45	62	1.9%	70	1.7%	62	1.4%	
	46 thru 50	41	1.2%	51	1.2%	48	1.1%	
	51 thru 60	32	1.0%	52	1.2%	36	0.8%	
	61 plus	20	0.6%	18	0.4%	17	0.4%	
	ALL Ages	3333	100.0%	4192	100.0%	4465	100.0%	

Behavioral Science	Age Range	2007-08	Percent	2008-09	Percent	2009-10	Percent	2010-11
	0 thru 18	0	0.0%	0	0.0%	0	0.0%	
	19 and 20	0	0.0%	1	33.3%	0	0.0%	
	21 thru 25	0	0.0%	1	33.3%	0	0.0%	
	26 thru 30	0	0.0%	0	0.0%	1	20.0%	
	31 thru 35	0	0.0%	0	0.0%	0	0.0%	
	36 thru 40	0	0.0%	0	0.0%	0	0.0%	
	41 thru 45	0	0.0%	0	0.0%	2	40.0%	
	46 thru 50	1	100.0%	0	0.0%	2	40.0%	
	51 thru 60	0	0.0%	1	33.3%	0	0.0%	
	61 plus	0	0.0%	0	0.0%	0	0.0%	
	ALL Ages	1	100.0%	3	100.0%	5	100.0%	

Psychology	Age Range	2007-08	Percent	2008-09	Percent	2009-10	Percent	2010-11
	0 thru 18	1589	28.7%	1573	29.1%	1560	26.5%	
	19 and 20	1778	32.1%	1793	33.2%	2117	36.0%	
	21 thru 25	1211	21.8%	1119	20.7%	1220	20.7%	
	26 thru 30	344	6.2%	361	6.7%	382	6.5%	
	31 thru 35	164	3.0%	170	3.1%	200	3.4%	
	36 thru 40	157	2.8%	130	2.4%	158	2.7%	
	41 thru 45	102	1.8%	85	1.6%	97	1.6%	
	46 thru 50	95	1.7%	74	1.4%	74	1.3%	
	51 thru 60	103	1.9%	100	1.9%	80	1.4%	
	61 plus	16	0.3%	17	0.3%	17	0.3%	
	ALL Ages	5543	100.0%	5405	100.0%	5888	100.0%	

Sociology	Age Range	2007-08	Percent	2008-09	Percent	2009-10	Percent	2010-11
	0 thru 18	394	20.1%	476	23.4%	439	19.7%	
	19 and 20	777	39.5%	767	37.7%	931	41.8%	
	21 thru 25	495	25.2%	476	23.4%	537	24.1%	
	26 thru 30	130	6.6%	143	7.0%	140	6.3%	
	31 thru 35	40	2.0%	54	2.7%	63	2.8%	
	36 thru 40	43	2.2%	57	2.8%	38	1.7%	
	41 thru 45	35	1.8%	28	1.4%	34	1.5%	
	46 thru 50	25	1.3%	19	0.9%	29	1.3%	
	51 thru 60	26	1.3%	17	0.8%	15	0.7%	
	61 plus	3	0.2%	1	0.0%	8	0.4%	
	ALL Ages	1965	100.0%	2037	100.0%	2226	100.0%	

3.3 Professional Development

Both Administrative Assistants in the Lower Emeritus Service Center seek and are encouraged to obtain opportunities to learn new software. When requested, work on other classified hiring committees or District groups is encouraged if their own work schedule permits.

3.4 Safety and Emergency Preparedness

Department Safety Leader(s). List the names of department safety leaders in Emeritus:

Brenda Flyswithhawks
Jim Davis

3.5 Sustainable Practices

The Department has worked assiduously to use the available online resources to avoid printing and xeroxes. The majority of syllabi are now available on line and many classes have required online components to save paper. 39% reduction of copying expenses. All faculty have been and continue to be encouraged to make full use of our online environments.

4.1a Course Student Learning Outcomes Assessment

DBS is in the process of bringing all disciplines to 100% on SLO assessments. As of December 2014, they are very close to accomplishing that goal.

Anthropology	92% of active classes.
Psychology	100% of active classes.
Sociology	100% of active classes.

4.1b Program Student Learning Outcomes Assessment

The department is dedicated to supporting student learning.

All three disciplines have developed SLOs for all of its courses, has assessed SLOs, and completed the assessment report for the Psych Major two years ago.

The Anthropology discipline has developed a major and has completed the SLOs for this major. The discipline is cognizant of discussions of the development of a transfer major at the state level. Development of an anthropology major for transfer will begin as soon as it becomes available.

All three disciplines have completed and approved AA-T degrees.

Course and Program SLO Assessment

2012-2013

[ANTHRO 1](#) Physical Anthropology

[ANTHRO 1L](#) Physical Anthropology Lab

[PSYCH 1A](#) General Psychology

[PSYCH 1B](#) Introduction to Psychological Research Methods

[SOC 1](#) Introduction to Sociology

2013-2014

[ANTHRO 2](#) Cultural Anthropology
[ANTHRO 3](#) Prehistory & Archaeology
[PSYCH 3](#) Human Sexuality
[PSYCH 4](#) Child and Adolescent Psychology

2014-2015

Anthropology Major
[PSYCH 5](#) Abnormal Psychology
[PSYCH 7](#) Theories of Personality
[SOC 2](#) Modern Social Problems

2015-2016

[ANTHRO 31](#) Mesoamerican Origins of Latino Culture
[ANTHRO 32](#) Native Cultures of North America
Psychology Transfer Major
[SOC 3](#) Self and Society
[SOC 30](#) Race and Ethnic Relations

2016-2017

[ANTHRO 34](#) Native Cultures of California
[ANTHRO 43](#) Native American Art and Culture
[PSYCH 35](#) Psychology of Identity
[PSYCH 40](#) Psychological Perspectives on Gender
[PSYCH 30](#) Social Psychology
[SOC 10](#) Close Relationships and Family Life

2017-2018

[ANTHRO 21](#) American Folklore and Folklife
[ANTHRO 30](#) Anthropology of Globalization
[PSYCH 52](#) Interpersonal Communication
[PSYCH 56](#) Aging, Dying and Death
[PSYCH 34](#) The Psychology of Prejudice and Discrimination
Sociology Transfer Major

4.1c Student Learning Outcomes Reporting

Type	Name	SLO Identified	SLOs on Web	Assessment Methodology Identified	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	Anthro 1	Spring 2010	Spring 2010	Spring 2010	Spring 2011	Spring 2011	N/A
Course	Anthro 1L	Spring 2010	Spring 2010	N/A	N/A	N/A	N/A
Course	Anthro 2	Fall 2010	Fall 2010	N/A	N/A	N/A	N/A
Course	Anthro 21	Summer 2011	Summer 2011	N/A	N/A	N/A	N/A
Course	Anthro 3	Spring 2010	Spring 2010	N/A	N/A	N/A	N/A
Course	Anthro 30	Spring 2011	Spring 2011	N/A	N/A	N/A	N/A
Course	Anthro 31	Fall 2010	Fall 2010	Fall 2010	Spring 2011	Spring 2011	N/A
Course	Anthro 32	Fall 2010	Fall 2010	N/A	N/A	N/A	N/A
Course	Anthro 34	Fall 2010	Fall 2010	N/A	N/A	N/A	N/A
Course	Anthro 43	Fall 2011	Fall 2011	Fall 2010	Spring 2011	Spring 2011	N/A
Course	Anthro 70A	Fall 2009	Fall 2009	N/A	N/A	N/A	N/A
Course	Anthro 70B	Fall 2009	Fall 2009	N/A	N/A	N/A	N/A
Course	Anthro 70C	Fall 2009	Fall 2009	N/A	N/A	N/A	N/A
Course	Anthro 70D	Fall 2009	Fall 2009	N/A	N/A	N/A	N/A
Course	Soc 1	Summer 2011	Summer 2011	N/A	N/A	N/A	N/A
Course	Soc 10	Fall 2011	Fall 2011	N/A	N/A	N/A	N/A
Course	Soc 2	Fall 2009	Fall 2009	N/A	N/A	N/A	N/A
Course	Soc 3	Fall 2008	Fall 2008	N/A	N/A	N/A	N/A
Course	Soc 30	Fall 2011	Fall 2011	N/A	N/A	N/A	N/A
Course	Psych 1A	Spring 2008	Spring 2008	Spring 2008	Fall 2008	Spring 2009	N/A
Course	Psych 1B	Fall 2008	Fall 2008	N/A	Spring 2011	Spring 2011	N/A
Course	Psych 3	Fall 2008	Fall 2008	N/A	N/A	N/A	N/A
Course	Psych 4	Summer 2008	Summer 2008	N/A	N/A	N/A	N/A
Course	Psych 5	Summer 2008	Summer 2008	N/A	N/A	N/A	N/A
Course	Psych 7	Fall 2008	Fall 2008	N/A	N/A	N/A	N/A
Course	Psych 30	Fall 2008	Fall 2008	N/A	N/A	N/A	N/A
Course	Psych 34	Fall 2010	Fall 2010	N/A	N/A	N/A	N/A
Course	Psych 40	Fall 2010	Fall 2010	N/A	N/A	N/A	N/A
Course	Psych 52	Fall 2011	Fall 2011	N/A	N/A	N/A	N/A
Course	Psych 56	Fall 2008	Fall 2008	N/A	N/A	N/A	N/A
Certificate/Major	Global Studies	N/A	N/A	N/A	N/A	N/A	N/A
Certificate/Major	Social and Behavioral Sciences	N/A	N/A	N/A	N/A	N/A	N/A
Certificate/Major	Anthro	Fall 2010	Fall 2010	N/A	N/A	N/A	N/A
Certificate/Major	Psych	Spring 2008	Spring 2008	Spring 2008	Fall 2008	Spring 2009	N/A
Certificate/Major	Soc	Spring 2011	Fall 2011	N/A	N/A	N/A	N/A

4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
Anthro 1		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Anthro 1L	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Anthro 2		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Anthro 3		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Anthro 30		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Anthro 43		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Psych 1A		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Psych 1B	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X
Psych 3		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Psych 30		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Psych 34		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Psych 4		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Psych 40		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Psych 5		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Psych 52		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Psych 56		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Psych 7		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Soc 1		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Soc 10		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Soc 2		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Soc 3		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Soc 30		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

4.2b Narrative (Optional)

Curriculum in Anthropology, Psychology and Sociology includes:

- Personal Development and Management through increased awareness of “self “in one’s society and/or culture.
- Communication (listening actively and respectfully) through classroom participation.
- Critical Analysis is required through the study of the data and theory common to our fields.
- Critical analysis leads to the development of reasonable conclusions, decisions, and problem solving through class discussion, paper development and learning exercises.
- Intercultural literacy is fostered, recognized, acknowledged, and respectfully practiced in all sections due to our inclusion of diversity issues and information in all DBS curriculum.
- The role of personality responsibility is addressed in the data, themes, and theories of the courses. These help students connect personal identity with the obligations and responsibilities of society and culture.

5.0 Performance Measures

Despite budget cuts and a decrease in the number of classes offered in DBS, student headcounts continue to rise in all DBS disciplines, with an average class size of around 53. This shows the willingness of the faculty to teach larger classes and take in extra students in our classes.

DBS's enrollment efficiency is at 100.3% (!!) and productivity ranges from 24.11 to 28.59 in the 2009-2010 academic year.

All of the numbers and percentages supercede those of the district average.

Behavioral Sciences

Head Counts: ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2007	F2007	S2008	X2008	F2008	S2009	X2009	F2009	S2010
Anthropology	173	1555	1625	248	2192	2209	316	2400	230
Behavioral Science	0	0	1	0	1	2	0	1	
Psychology	546	2631	2382	587	2912	2821	684	3194	311
Sociology	117	936	915	138	1078	1058	225	1212	115
ALL Disciplines	836	5122	4923	973	6183	6090	1225	6807	657

Enrollment Efficiency: ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2007	F2007	S2008	X2008	F2008	S2009	X2009	F2009	S2010
Anthropology	61.1%	73.8%	79.7%	76.8%	91.3%	93.8%	87.1%	97.6%	95.6%
Behavioral Science	0.0%	0.0%	6.7%	0.0%	6.7%	20.0%	0.0%	6.7%	20.0%
Psychology	70.9%	83.0%	83.8%	70.1%	91.6%	90.3%	86.4%	99.3%	101.0%
Sociology	52.0%	88.5%	88.4%	61.3%	98.4%	103.2%	83.3%	101.0%	105.2%
ALL Disciplines	64.9%	80.7%	83.0%	69.7%	92.4%	93.5%	85.4%	98.8%	99.5%

Average Class Size: ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2007	F2007	S2008	X2008	F2008	S2009	X2009	F2009	S2010
Anthropology	28.8	40.9	43.9	35.4	49.8	50.2	39.5	54.5	59.
Behavioral Science	0.0	0.0	0.3	0.0	0.3	1.0	0.0	0.3	1.
Psychology	30.3	39.9	37.8	29.4	43.5	45.5	36.0	50.7	58.
Sociology	23.4	34.7	33.9	27.6	39.9	39.2	37.5	41.8	46.
ALL Disciplines	27.0	38.2	37.9	28.6	43.9	45.1	35.0	49.0	54.

Instructional Productivity: ALL Locations (Combined totals from ALL locations in the District)

Anthropology		X2007	F2007	S2008	X2008	F2008	S2009	X2009	F2009	S2010
	FTES	16.47	166.21	173.32	26.49	234.90	234.57	29.91	255.87	244.59
	FTEF	1.07	7.83	7.72	1.47	9.30	8.62	1.59	9.10	7.99
	Ratio	15.39	21.23	22.46	18.03	25.26	27.22	18.83	28.13	30.61

Behavioral Science		X2007	F2007	S2008	X2008	F2008	S2009	X2009	F2009	S2010
	FTES	0.00	0.00	0.03	0.00	0.03	0.17	0.00	0.03	0.37
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Ratio	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Psychology		X2007	F2007	S2008	X2008	F2008	S2009	X2009	F2009	S2010
	FTES	52.12	275.75	251.89	65.42	305.68	292.50	70.54	331.85	323.17
	FTEF	3.34	13.82	13.00	4.33	13.67	13.19	3.90	13.49	11.79
	Ratio	15.60	19.96	19.38	15.10	22.35	22.18	18.10	24.60	27.42

Sociology		X2007	F2007	S2008	X2008	F2008	S2009	X2009	F2009	S2010
	FTES	11.07	98.38	96.06	14.89	110.61	111.19	23.71	127.05	120.59
	FTEF	0.91	5.40	5.62	1.06	5.40	5.40	1.21	5.81	5.09
	Ratio	12.10	18.22	17.08	14.01	20.48	20.59	19.57	21.85	23.71

District Data:

Head Count at First Census

Grand Total 79713 79094 28306 81238 81574 27928 85579 83882 28461 75354 69773 183

Enrollment Efficiency

Grand Total	76.7%	78.4%	67.3%	79.1%	78.3%	65.7%	82.9%	81.1%	69.9%	90.8%	95.8%	75.9%
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Average Class Size:

Grand Total	24.03	24.62	24.64	24.98	24.58	24.10	25.92	22.13	21.56	20.65	29.46	15.2
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Instructional Productivity

Total Sum of FTES/FTEF	15.98	16.30	18.56	16.21	16.23	17.62	16.79	17.19	18.81	17.92	19.2
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5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

TIMES. All disciplines in the DBS offer courses throughout the traditional 7:30am-10pm MTWTH week. We also offer Psychology and Anthropology on Fridays at SR, and have rotated all three disciplines through the weekend college since its inception. Our teaching styles vary and we offer small sections of lab style classes (Anthro 1L and Psych 1B), regular lecture and discussion sections ranging from 25-60 students each, as well as the majority of the Large Lecture Load sections in Newman Auditorium (198 seats) and Ellis Auditorium (250 seats).

ALTERNATIVE DELIVERY. Psychology has become a phenomenal role model for all other JC general education programs in its rich and varied creation of online courses. To date, Psych 1A, 1B, 3, 4, 5, 7, 30 and 56 are all offered online. More online courses will be developed within the coming year. Anthropology has begun to offer one online class (Anthro 1) and is in the process of developing another (Anthro 2). Sociology is currently offering one online class (Soc 1).

LOCATIONS. DBS courses are offered at SR, PET, and Gualala. Due to the recent budget cuts, classes in Windsor, Rohnert Park, and Sonoma are no longer offered.

SERVING STUDENTS. In the last five (5) years, DBS has averaged around or above the District statistics for Retention and Course Completion. The minor fluctuations both between Psych, Soc, and Anthro seen below most likely reflect Psychology's willingness to take on 8 online sections where retention and passing are known to be challenging not only in our District but across the nation.

Student Success:

Fall 2010	DBS Retention (District Avg)	DBS Passing Or CR (District Avg)
Anthro	78.0% (76.02%)	71.7% (71.47%)
Psych	74.4% (76.02%)	69.3% (71.47%)
Soc	78.4% (76.02%)	73.1% (71.47%)

5.2a Enrollment Efficiency

As the DBS has been willing to schedule classes in some of the largest of classrooms found in the District (Newman Aud 198 seats and other 45-60 seat classes), our Efficiency figures can and do fluctuate at both the SR and PET campuses. Holding so many of our DBS sections in Newman Auditorium (and increasingly in Ellis Auditorium) has an interesting impact on our efficiency. A class of 170 students still has about 25 empty seats...if productivity is measured by empty seats alone, we are disadvantaged by this statistic.

“Efficiency” is not always a fair or full measure of the heavy loads carried in the DBS programs. The following figures make the most sense only when seen in relation to the following section on Average Class Size.

DBS is the most productive department in the district with a ratio of expenses to revenue of 3.03, the highest across all departments.

5.2a DBS Enrollment Efficiency The percentage of seats filled in each discipline at first census based on class limit (not room size).

Behavioral Science

5.2a Enrollment Efficiency The percentage of seats filled in each discipline at first census based on class limit (not room size).

Santa Rosa Campus (Includes the Brickyard)

Discipline	X2007	F2007	S2008	X2008	F2008	S2009	X2009	F2009	S2010
Anthropology	63.9%	74.1%	79.4%	81.3%	92.8%	93.8%	81.9%	97.0%	101.0%
Behavioral Science	0.0%	0.0%	6.7%	0.0%	6.7%	20.0%	0.0%	6.7%	20.0%
Psychology	77.2%	83.3%	87.6%	80.4%	92.2%	91.1%	89.0%	102.4%	104.6%
Sociology	57.2%	92.5%	90.8%	58.9%	101.4%	104.3%	80.0%	104.7%	106.7%
ALL Disciplines	69.8%	81.2%	84.7%	76.3%	93.6%	94.3%	83.2%	100.4%	103.3%

Petaluma Campus (Includes the Tech Academy, Rohnert Park, and Sonoma)

Discipline	X2007	F2007	S2008	X2008	F2008	S2009	X2009	F2009	S2010
Anthropology	46.7%	68.3%	90.9%	48.9%	78.8%	85.8%	80.0%	98.9%	80.7%
Behavioral Science	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Psychology	48.8%	82.8%	77.1%	40.5%	96.4%	96.1%	88.8%	97.0%	96.0%
Sociology	31.1%	75.7%	79.0%	71.1%	90.7%	99.0%	90.0%	92.0%	99.1%
ALL Disciplines	45.4%	78.7%	79.4%	46.2%	90.4%	93.4%	87.7%	96.6%	90.5%

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2007	F2007	S2008	X2008	F2008	S2009	X2009	F2009	S2010
Anthropology	0.0%	80.0%	58.6%	0.0%	103.5%	120.0%	106.3%	103.5%	97.3%
Behavioral Science	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Psychology	0.0%	75.4%	50.0%	0.0%	78.5%	74.8%	83.5%	86.3%	93.2%
Sociology	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	90.0%	0.0%
ALL Disciplines	0.0%	77.8%	54.6%	0.0%	84.9%	85.9%	87.5%	90.1%	93.9%

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2007	F2007	S2008	X2008	F2008	S2009	X2009	F2009	S2010
Anthropology	61.1%	73.8%	79.7%	76.8%	91.3%	93.8%	87.1%	97.6%	95.6%
Behavioral Science	0.0%	0.0%	6.7%	0.0%	6.7%	20.0%	0.0%	6.7%	20.0%
Psychology	70.9%	83.0%	83.8%	70.1%	91.6%	90.3%	86.4%	99.3%	101.0%
Sociology	52.0%	88.5%	88.4%	61.3%	98.4%	103.2%	83.3%	101.0%	105.2%
ALL Disciplines	64.9%	80.7%	83.0%	69.7%	92.4%	93.5%	85.4%	98.8%	99.5%

District Enrollment Efficiency

	2006_FA	2007 SP	2007 SU	2007_ FA	2008 SP	2008 SU	2008_ FA	2009 SP	2009 SU	2009_ FA	2010 SP	2010 SU
Grand Total	76.7%	78.4%	67.3%	79.1%	78.3%	65.7%	82.9%	81.1%	69.9%	90.8%	95.8%	75.9%

5.2b Average Class Size

KEY POINTS ON AVERAGE CLASS SIZE. The average class size in each discipline at first census (excludes cancelled classes).

Class Size in the DBS averages above that of the District in all areas. These figures explain why we affectionately refer to ourselves as the District's "Elephant" for enrollment.

Behavioral Science - FY 2009-10

5.2b Average Class Size The average class size in each discipline at first census (excludes cancelled classes).

Santa Rosa Campus (Includes the Brickyard)

Discipline	X2007	F2007	S2008	X2008	F2008	S2009	X2009	F2009	S2010
Anthropology	30.4	43.0	47.5	37.7	54.7	56.8	39.0	60.5	64.0
Behavioral Science	0.0	0.0	0.3	0.0	0.3	1.0	0.0	0.3	1.0
Psychology	33.1	42.8	42.2	33.3	48.4	55.2	37.1	61.1	71.0
Sociology	25.8	35.4	35.7	26.5	40.3	40.5	36.0	42.9	46.0
ALL Disciplines	28.7	40.1	41.1	30.8	47.4	50.9	33.3	54.6	59.0

Petaluma Campus (Includes the Tech Academy, Rohnert Park, and Sonoma)

Discipline	X2007	F2007	S2008	X2008	F2008	S2009	X2009	F2009	S2010
Anthropology	21.0	30.8	31.8	22.0	33.5	32.4	36.0	42.3	50.0
Behavioral Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Psychology	20.8	33.1	31.1	17.4	38.5	37.5	37.0	40.1	49.0
Sociology	14.0	32.2	27.7	32.0	38.9	34.7	40.5	39.4	42.0
ALL Disciplines	19.7	32.5	30.5	20.1	37.3	35.4	38.0	40.7	48.0

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2007	F2007	S2008	X2008	F2008	S2009	X2009	F2009	S2010
Anthropology	0.0	28.0	20.5	0.0	39.7	50.0	42.5	39.7	36.0
Behavioral Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Psychology	0.0	24.5	15.0	0.0	29.2	28.8	34.8	32.2	35.0
Sociology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	36.0	0.0
ALL Disciplines	0.0	26.3	17.8	0.0	31.8	33.7	36.2	33.9	36.0

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2007	F2007	S2008	X2008	F2008	S2009	X2009	F2009	S2010
Anthropology	28.8	40.9	43.9	35.4	49.8	50.2	39.5	54.5	59.0
Behavioral Science	0.0	0.0	0.3	0.0	0.3	1.0	0.0	0.3	1.0
Psychology	30.3	39.9	37.8	29.4	43.5	45.5	36.0	50.7	58.0
Sociology	23.4	34.7	33.9	27.6	39.9	39.2	37.5	41.8	46.0
ALL Disciplines	27.0	38.2	37.9	28.6	43.9	45.1	35.0	49.0	54.0

ALL DISTRICT AVERAGE CLASS SIZE

	2006_FA	2007 SP	2007 SU	2007_F A	2008 SP	2008 SU	2008_F A	2009 SP	2009 SU	2009_F A	2010 SP	2010 SU
Grand Total	24.03	24.62	24.64	24.98	24.58	24.10	25.92	22.13	21.56	20.65	29.46	15.2

5.3 Instructional Productivity

The ratio of Full-Time Equivalent Students (FTES) to Full-Time Equivalent Faculty (FTEF) in each discipline at first census.

KEY POINTS ON INSTRUCTIONAL PRODUCTIVITY. Core areas of the DBS are compared to the District below.

All DBS disciplines in all locations exceed this ideal by a major range that in some years, approaches double the District Productivity. The ability of the DBS to “carry smaller enrolled programs” around the District is great. It is hoped that all staffing committees in the future realize that we are carrying that responsibility and at present are willing to continue and enlarge upon that support if provided with new Regular Staff positions.

Behavioral Science - FY 2009-10

5.3 Instructional Productivity The ratio of Full-Time Equivalent Students (FTES) to Full-Time Equivalent Faculty (FTEF) in each discipline at first census.

Santa Rosa Campus (Includes the Brickyard)

Anthropology		X2007	F2007	S2008	X2008	F2008	S2009	X2009	F2009	S2010
	FTES	14.51	147.94	152.64	24.08	193.67	182.29	20.99	195.02	185.22
	FTEF	0.89	6.61	6.32	1.25	7.07	6.27	0.97	6.50	5.69
	Ratio	16.35	22.40	24.17	19.29	27.41	29.05	21.61	30.02	32.54

Behavioral Science		X2007	F2007	S2008	X2008	F2008	S2009	X2009	F2009	S2010
	FTES	0.00	0.00	0.03	0.00	0.03	0.17	0.00	0.03	0.37
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Ratio	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Psychology		X2007	F2007	S2008	X2008	F2008	S2009	X2009	F2009	S2010
	FTES	44.59	215.77	184.34	51.64	214.62	189.50	27.77	229.57	209.12
	FTEF	2.61	10.09	8.60	3.23	8.67	7.30	1.44	7.99	6.59
	Ratio	17.09	21.38	21.43	16.01	24.74	25.96	19.29	28.72	31.74

Sociology		X2007	F2007	S2008	X2008	F2008	S2009	X2009	F2009	S2010
	FTES	9.70	78.34	78.82	11.49	82.17	89.57	15.21	94.62	98.71
	FTEF	0.73	4.20	4.42	0.86	4.00	4.20	0.81	4.21	4.09
	Ratio	13.26	18.65	17.82	13.31	20.54	21.33	18.75	22.45	24.16

	FTEF	11.07	98.38	96.06	14.89	110.61	111.19	23.71	127.05	120.59
	FTEF	0.91	5.40	5.62	1.06	5.40	5.40	1.21	5.81	5.09
	Ratio	12.10	18.22	17.08	14.01	20.48	20.59	19.57	21.85	23.71

2201.00	1023	SOCIAL & BEHAVIORAL SCIENCES	0	0	0	0	0	0	0
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5.6 Student Success

Overall, around 71 percent of students in DBS successfully complete their courses.

Behavioral Science - FY 2009-10

5.6b Successful Course Completion The percentage of students receiving a grade of A,B,C, or CR in each discipline (duplicated headcount).

Santa Rosa Campus (Includes the Brickyard)

Discipline	X2007	F2007	S2008	X2008	F2008	S2009	X2009	F2009	S2010
Anthropology	91.2%	73.3%	78.7%	83.6%	71.4%	72.3%	88.0%	66.7%	72.1%
Behavioral Science	0.0%	0.0%	100.0%	0.0%	100.0%	100.0%	0.0%	100.0%	100.0%
Psychology	70.9%	66.2%	65.1%	72.7%	64.7%	64.5%	79.9%	66.3%	62.1%
Sociology	86.3%	75.5%	76.4%	78.3%	76.5%	74.3%	62.0%	68.1%	73.1%
ALL Disciplines	77.5%	70.2%	72.3%	76.4%	69.4%	69.5%	78.2%	66.8%	68.1%

Petaluma Campus (Includes the Tech Academy, Rohnert Park, and Sonoma)

Discipline	X2007	F2007	S2008	X2008	F2008	S2009	X2009	F2009	S2010
Anthropology	95.2%	73.1%	74.1%	86.4%	72.7%	78.5%	93.9%	80.1%	73.1%
Behavioral Science	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Psychology	92.5%	76.2%	68.6%	83.9%	77.7%	71.1%	77.5%	68.4%	69.1%
Sociology	100.0%	66.5%	67.7%	90.6%	74.1%	80.5%	87.5%	68.6%	72.1%
ALL Disciplines	93.9%	73.5%	69.4%	85.8%	75.7%	74.7%	83.5%	72.4%	70.1%

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2007	F2007	S2008	X2008	F2008	S2009	X2009	F2009	S2010
Anthropology	0.0%	67.3%	75.6%	0.0%	80.3%	73.5%	81.4%	72.6%	77.1%
Behavioral Science	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Psychology	0.0%	75.0%	73.3%	0.0%	64.3%	67.8%	62.1%	65.8%	69.1%
Sociology	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	58.3%	0.0%
ALL Disciplines	0.0%	70.9%	74.6%	0.0%	69.4%	69.8%	66.3%	66.9%	70.1%

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2007	F2007	S2008	X2008	F2008	S2009	X2009	F2009	S2010
Anthropology	91.7%	73.1%	78.2%	83.9%	72.1%	73.4%	86.8%	69.6%	72.1%
Behavioral Science	0.0%	0.0%	100.0%	0.0%	100.0%	100.0%	0.0%	100.0%	100.0%
Psychology	74.2%	68.4%	66.1%	74.4%	67.5%	66.5%	71.4%	66.7%	64.1%
Sociology	87.9%	73.6%	74.8%	81.2%	75.9%	75.5%	71.2%	67.9%	73.1%
ALL Disciplines	79.8%	70.8%	71.8%	77.8%	70.6%	70.6%	75.4%	67.9%	69.1%

District Data

5.6b Successful Course Completion The percentage of students receiving a grade of A,B,C,CR,P in each discipline (gradecount, duplicated headcount).

	X2007	F2007	S2008	X2008	F2008	S2009	X2009
Overall Percentages	81.90% (14015/17113)	71.13% (49754/69946)	71.99% (50562/70236)	81.50% (14401/17671)	70.46% (52293/74219)	71.97% (52422/72843)	80.16% (14355/17907)

5.7 Student Access

Behavioral Science - FY 2009-10

5.7a Students Served - by Ethnicity The number of students in each discipline at first census broken down by ethnicity (duplicated headcount).

ALL Locations (Combined totals from ALL locations in the District)

Anthropology	Ethnicity	2007-08	Percent	2008-09	Percent	2009-10	Percent	2010-11	Percent
	White	2219	66.2%	2659	63.2%	2282	50.9%		
	Asian	140	4.2%	215	5.1%	169	3.8%		
	Black	75	2.2%	94	2.2%	102	2.3%		
	Hispanic	452	13.5%	597	14.2%	553	12.3%		
	Native American	51	1.5%	76	1.8%	59	1.3%		
	Pacific Islander	25	0.7%	46	1.1%	24	0.5%		
	Filipino	37	1.1%	40	1.0%	35	0.8%		
	Other Non-White	62	1.8%	70	1.7%	18	0.4%		
	Decline to state	292	8.7%	413	9.8%	1240	27.7%		
	ALL Ethnicities	3353	100.0%	4210	100.0%	4482	100.0%		

Behavioral Science	Ethnicity	2007-08	Percent	2008-09	Percent	2009-10	Percent	2010-11	Percent
	White	0	0.0%	2	66.7%	2	40.0%		
	Asian	0	0.0%	0	0.0%	0	0.0%		
	Black	1	100.0%	0	0.0%	0	0.0%		
	Hispanic	0	0.0%	0	0.0%	3	60.0%		
	Native American	0	0.0%	0	0.0%	0	0.0%		
	Pacific Islander	0	0.0%	0	0.0%	0	0.0%		
	Filipino	0	0.0%	0	0.0%	0	0.0%		
	Other Non-White	0	0.0%	0	0.0%	0	0.0%		
	Decline to state	0	0.0%	1	33.3%	0	0.0%		
	ALL Ethnicities	1	100.0%	3	100.0%	5	100.0%		

Psychology	Ethnicity	2007-08	Percent	2008-09	Percent	2009-10	Percent	2010-11	Percent
	White	3674	66.1%	3402	62.7%	2709	45.9%		
	Asian	277	5.0%	216	4.0%	167	2.8%		
	Black	210	3.8%	171	3.2%	149	2.5%		
	Hispanic	751	13.5%	832	15.3%	826	14.0%		
	Native American	77	1.4%	68	1.3%	47	0.8%		
	Pacific Islander	38	0.7%	46	0.8%	39	0.7%		
	Filipino	78	1.4%	79	1.5%	62	1.0%		
	Other Non-White	87	1.6%	66	1.2%	25	0.4%		
	Decline to state	367	6.6%	542	10.0%	1881	31.9%		
	ALL Ethnicities	5559	100.0%	5422	100.0%	5905	100.0%		

Sociology	Ethnicity	2007-08	Percent	2008-09	Percent	2009-10	Percent	2010-11	Percent
	White	1266	64.3%	1252	61.4%	1062	47.5%		
	Asian	113	5.7%	89	4.4%	90	4.0%		
	Black	72	3.7%	108	5.3%	90	4.0%		
	Hispanic	332	16.9%	327	16.0%	311	13.9%		
	Native American	17	0.9%	28	1.4%	22	1.0%		
	Pacific Islander	21	1.1%	18	0.9%	28	1.3%		
	Filipino	29	1.5%	19	0.9%	29	1.3%		
	Other Non-White	25	1.3%	39	1.9%	14	0.6%		
	Decline to state	93	4.7%	158	7.8%	588	26.3%		
	ALL Ethnicities	1968	100.0%	2038	100.0%	2234	100.0%		

District Data

Ethnicity	X2007	F2007	S2008	X2008	F2008	S2009	X2009
White	83.13% (8542/10276)	72.77% (31535/43338)	74.05% (32090/43333)	81.99% (8573/10456)	72.27% (33134/45847)	73.55% (33192/45130)	81.19% (8725/10746)
Asian	82.24% (727/884)	72.03% (2094/2907)	74.15% (2229/3006)	85.20% (812/953)	73.30% (2306/3146)	75.36% (2269/3011)	82.64% (676/818)
Black	81.23% (450/554)	64.43% (1304/2024)	65.00% (1354/2083)	83.88% (515/614)	64.98% (1399/2153)	64.72% (1354/2092)	79.25% (489/617)

Hispanic	80.25% (2027/2526)	68.03% (7200/10583)	67.43% (7142/10592)	80.53% (2237/2778)	66.98% (7813/11664)	67.68% (7678/11344)	77.31% (2119/2741)
Native American	66.20% (141/213)	60.46% (503/832)	61.25% (501/818)	76.67% (161/210)	58.14% (539/927)	64.22% (596/928)	73.99% (165/223)
Pacific Islander	83.61% (102/122)	67.85% (287/423)	67.30% (321/477)	80.16% (101/126)	62.46% (356/570)	66.55% (366/550)	78.29% (101/129)
Filipino	78.87% (153/194)	78.13% (525/672)	74.37% (531/714)	76.00% (152/200)	73.11% (601/822)	73.69% (549/745)	80.43% (148/184)
Multiple Ethnicities	77.81% (270/347)	63.62% (899/1413)	59.48% (759/1276)	76.20% (285/374)	56.78% (607/1069)	60.85% (547/899)	81.78% (579/708)
Unknown	80.27% (1603/1997)	69.73% (5407/7754)	71.00% (5635/7937)	79.85% (1565/1960)	69.04% (5538/8021)	72.09% (5871/8144)	77.71% (1353/1741)

5.8 Curriculum Offered Within Reasonable Time Frame

The following courses are offered in DBS.

ANTHRO 1	4 Fall 2010	5/11/2009	72	20
ANTHRO 1L	2 Fall 2010	5/4/2009	72	20
ANTHRO 2	5 Fall 2010	7/7/2013	72	20
ANTHRO 21	3 Fall 2010	10/18/2010	72	20
ANTHRO 3	3 Fall 2010	5/4/2009	72	20
ANTHRO 30	3 Fall 2010	5/9/2011	72	20
ANTHRO 31	5 Fall 2010	11/9/2009	72	20
ANTHRO 32	4 Spring 2008	4/5/2010	72	20
ANTHRO 34	4 Spring 2001	4/26/2010	72	20
ANTHRO 43	6 Fall 2010	2/22/2010	72	20
ANTHRO 70A	4 Spring 2009	3/23/2009	72	20
ANTHRO 70B	2 Spring 2009	3/23/2009	72	20
ANTHRO 70C	2 Spring 2009	3/23/2009	72	20
ANTHRO 70D	2 Fall 2008	3/23/2009	72	20
PSYCH 1A	5 Fall 2010	2/7/2005	72	20
PSYCH 1B	4 Fall 2010	3/17/2008	72	20
PSYCH 3	4 Fall 2010	3/7/2005	72	20
PSYCH 30	3 Fall 2010	3/14/2005	72	20
PSYCH 34	3 Fall 2010	3/1/2010	72	20
PSYCH 35	2 Fall 2010	4/4/2011	72	20
PSYCH 4	4 Fall 2010	12/17/2007	72	20
PSYCH 40	3 Spring 2006	3/1/2010	72	20
PSYCH 5	4 Fall 2010	12/17/2007	72	20
PSYCH 52	3 Spring 2006	4/18/2011	72	20
PSYCH 56	4 Fall 2010	3/14/2005	72	20
PSYCH 7	2 Fall 2010	9/25/2006	72	20
SOC 1	3 Fall 2010	11/22/2010	72	20
SOC 10	2 Fall 2010	2/28/2011	72	20
SOC 2	3 Fall 2010	4/20/2009	72	20
SOC 3	2 Fall 2010	4/28/2008	72	20
SOC 30	4 Fall 2010	1/31/2011	72	20

5.9a Curriculum Responsiveness

Courses in DBS have grown to correspond to the changing needs of the student population. In recent years, we see more Veterans (from the war in Iraq), returning students (from declining economics and growing unemployment), and 65+ year old students (from the baby boomer generation) enroll in courses at SRJC. DBS offers courses that incorporate social, emotional, and physical characteristics into our curriculum that is appealing to the growing student population mentioned above.

According to the National Center for Education Statistics, 31% of graduating students earned credits in a psychology course during high school. More than 150,000 students took the AP Psychology exam in 2009, up from 4,000 in 1992. The Psychology discipline attempts to fulfill this growing field by creating a major, designing new courses, and increasing the number (and/or the enrollment size) of classes to fulfill the demands of the students.

5.9b Alignment with High Schools (Tech-Prep ONLY)

Not Tech Prep

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

More than 50% of the courses in the Psych and Anthro Majors align with the transferable major courses at common CSU's and UC's that SRJC students transfer to.

Both Sociology and Psychology now have approve transfer majors. Anthropology will begin development of its transfer major as soon as it becomes available.

Information Learning Resources Requirement - complete 1.0 units

Course Description Units

Complete any combination totaling at least 1.0 units from the following:

LIR 10 Introduction to Information Literacy 1.0

LIR 30 Information Literacy for Research Projects 1.0

Below are courses for the Anthro Major:

Anthropology Requirements - complete 19.0 units

Course Description Units

ANTHRO 1 Physical Anthropology 3.0

ANTHRO 1L Physical Anthropology Lab 1.0

ANTHRO 2 Cultural Anthropology 3.0

ANTHRO 3 Prehistory & Archaeology 3.0

Complete any combination totaling at least 9.0 units from the following:

ANTHRO 21 American Folklore and Folklife 3.0
ANTHRO 30 Anthropology of Globalization
ANTHRO 31 Mesoamerican Origins of Latino Culture 3.0
ANTHRO 32 Native Cultures of North America 3.0
ANTHRO 34 Native Cultures of California 3.0
ANTHRO 43 Native American Art and Culture 3.0
ANTHRO 48 Selected Topics 3.0

Information Learning Resources Requirement - complete 1.0 units

Course Description Units

Complete any combination totaling at least 1.0 units from the following:

LIR 10 Introduction to Information Literacy 1.0
LIR 30 Information Literacy for Research Projects 1.0

5.11a Labor Market Demand (Occupational Programs ONLY)

Not Occupational Program

5.11b Academic Standards

The Behavioral Sciences Department regularly engage in conversation about academic standards. Discussions are on the following topics:

1. Textbook use and their appropriateness for the courses and students at SRJC.
2. Course outline of record and the type of assignments given.
3. Academic integrity and the consequences of cheating.
4. Instructor teaching and student learning styles in the face of growing technology.

Our hope is to provide the best education for our students in the face of changing demographics and advances in technology.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date

6.2a Program/Unit Conclusions

Location	Focus Areas & Questions

6.2b PRPP Editor Feedback - Optional

This document was not discussed with Chair Jurgen Kremer and has not been finally reviewed by the Dean of ACBSS, Tyra Benoit. She is retiring in mid June and Dean Kris Abrahamson will need to review and publish.

The Behavioral Sciences should be commended for having one of the most productive departments on campus. Three new full time faculty were hired for the 2012-13 academic year - one in anthropology, one in sociology and one in psychology.

The SRJC Museum is an incredible asset and it is hoped that more learning opportunities for students will be created as new leadership emerges.

Many faculty are now posting syllabi and handouts online. This has helped to reduce graphics costs and hope that even more of this will occur next year.

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required