

# Santa Rosa Junior College

## Program Resource Planning Process

### Behavioral Science 2015

#### 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:

To provide students with the highest quality educational opportunities with culturally relevant and diverse general education courses to prepare them for transfer or degree completion.

We are committed

1. To encourage intellectual, professional, and creative development;  
--- to teach mastery of 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 an 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. Throughout the curriculum as well as in specifically focused courses (such as Race and Ethnicity), diversity is a focus of learning. 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. We regularly review our curriculum and assess student learning outcomes. We insure that our classes provide high quality education with culturally relevant and diverse content and pedagogy that prepares them for transfer or degree completion.

	Amount	Change from 2012-13	District Total	% of District Total
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### 1.1c Description

The Department of Behavioral Sciences (the DBS) consists of regular and adjunct faculty in Anthropology, Psychology, Sociology, teaching in these three disciplines as well as offering several Ethnic Studies classes. Courses are taught in small and large lecture classes, online, blended, and lab formats.

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 generally 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. Classes enjoy a robust enrollment.

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, 2 and 30), with more courses in the pipeline for approval (e.g., Psych 8).

The newly approved Psych 1C, which is of central importance for psych majors, needs both equipment support (SPSS) as well as full time faculty support in order to support the success of our students. Presently the course articulates but does not replace Math 15.

The department curriculum as well as schedule continues to grow; online delivery continues to be a particular growth potential,

which presently is limited by the number of available classes and the number of faculty teaching online.

## 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				
Total Expenditures	\$2,415,581.65	15.13%	\$120,253,860.49	2.01%
Total Faculty Payroll	\$1,890,072.09	17.36%	\$43,245,546.66	4.37%
Total Classified Payroll	\$53,663.29	5.60%	\$19,181,736.44	0.28%
Total Management Payroll	\$61,974.00	-0.39%	\$8,511,170.13	0.73%
Total Salary/Benefits Costs	\$2,395,876.23	15.04%	\$90,311,305.65	2.65%
Total Non-Personnel Costs	\$19,705.42	27.32%	\$15,816,837.66	0.12%

### Student Data

Data Element	Value	Change from 2012-13	District Total	% of District Total
FTES-CR - Credit	1299.5375	-6.69%	16276.6188	7.98%
FTES-NC - Non-Credit	0.0000	0.00%	2028.0819	0.00%
FTES - combined	1299.5375	-6.69%	18304.7007	7.10%
Students Enrolled/Served	12055	-3.47%	30000	40.18%

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	Location	SP	M	Amount	Brief Rationale
0001	ALL	02	01	\$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	40.00	12.00	Supervises the Lower Emeritus Service Center where 6 academic departments process their schedules, budgets, faculty hiring, evaluations, and campus forms.
Administrative Assistant I	20.00	12.00	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	40.00	12.00	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)	28.00	10.00	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	20.00	9.00	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.
Student Museum Employees	20.00	9.00	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.

## 2.2d Adequacy and Effectiveness of Staffing

The increased use and foot traffic in the Museum has made it important to increase the Museum Director position to 40% reassigned time instead of 20%.

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. This would not only support the ongoing museum work, but also summer camps (as planned in collaboration with SSU Extended Ed).

The Museum Store has been in the works for a while however with the NGPRA inventory taking priority - the store has been put on hold. Now it is time for the museum to look at generating additional revenue. To open a 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.

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	Location	SP	M	Current Title	Proposed Title	Type
0001	Santa Rosa	03	01	Museum Director	Museum Director - increase from 20 to 40%	Management
0002	Santa Rosa	03	01	Museum Exhibit Specialist	Restore Museum Exhibits Specialist to 12 month	Classified
0003	Santa Rosa	08	00	Student Assistant	Student assistants in Museum	Student

## 2.3a Current Contract Faculty Positions

Position	Description
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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 in 2014-15 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 especially online sections. This has also made it difficult for the remaining faculty to keep up with the other requyired work of SLO's assessemnts, curriculum updates, faculty evaluations,new course development and general district governance.
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	4.9600	63.0000	2.9700	37.0000	In Fall 2015, Anthropology total FTEF was 7.92 representing 63% FT and 37% PT.
Psychology	5.2600	43.0000	4.9900	57.0000	When Petaluma fulltime faculty are removed from the data (2 FTEF) SR based faculty ratios are: 33% FT, 67% PT/overload. With the department chair from this discipline it is hard for the department to staff classes unless all FT do overload.
Sociology	2.0000	37.0000	3.4000	63.0000	This discipline is growing back - and will need to plan for the additon of a FT faculty member in the next few years.



## 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 all in Psychology which raises a concern about the continuity and support for the excellence of the department as there are no new faculty members teaching on the Santa Rosa campus; the last psychology hire for the Santa Rosa campus occurred more than a decade ago.

## 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.

### Psychology Regular Faculty Request (Santa Rosa Campus)

The Santa Rosa psychology discipline, once again, requests a regular, tenure track full-time position to replace a regular faculty member who resigned and to address State mandated curricular needs. The **summary reasons** are as follows (see for details below):

1. For many semesters the psychology discipline has had difficulty **recruiting qualified faculty** for its adjunct pool, despite opening the pool and interviewing every semester.
2. The psychology discipline has **interviewed** every semester during the past three years, usually adding between 0 to 1 faculty members to the pool.
3. The Santa Rosa psychology discipline presently **does not have adequate regular faculty support** to complete its governance duties (SLO assessments, curriculum revisions, faculty evaluations, etc.) without overburdening individual faculty; the adjunct pool depth is insufficient and has made scheduling and ongoing challenge.
4. The Santa Rosa psychology discipline **lost one full time faculty member** during the past six years and **no new faculty** has been hired for the Santa Rosa campus in over six years. **All faculty members in Santa Rosa are at retirement age.**
5. In the past the Santa Rosa regular faculty has been impacted by medical and sabbatical leaves and will be **impacted** again by the sabbatical of one faculty member for the entire 2016-17 academic year.
6. The psychology discipline on the Santa Rosa campus is highly **productive** and makes a significant contribution to the academic and financial well-being of SRJC. On issues of efficiency, average class size, retention, program completion, curriculum currency, diversity, and transfer alignment, the discipline is doing as well as other departments or better.
7. The **transfer curriculum**, as mandated by the State, requires a statistics course taught within the psychology discipline; the faculty presently lacks someone with special expertise to satisfy this need.

#### 1. Faculty Recruitment

**The Psychology discipline interviews every semester for adjunct faculty to fill the need in this growing discipline.** Over the past 4 semesters, fewer than 6 qualified applicants could be interviewed, resulting in only 4 adjunct faculty members being added to the pool. Each of them have received assignments immediately. This still leaves FT faculty needing to take overload in order to cover all open sections.

## **2. Faculty Interviews**

**The discipline has opened its adjunct pool whenever possible and we screened and interviewed on each of these occasions.** We have interviewed every semester in recent times, including in emergency situations during the summer of 2013. Each time we interviewed we were able to add 0 to 1 faculty to the pool which shows how difficult it is to add qualified faculty to our pool. At the same time, the department has had several long time adjunct faculty retire and for the past 4 semesters all adjuncts have been at 40% and several at 60%. Our pool depth is insufficient. In recent semesters it has been a struggle to cover class offerings, despite the reduced number of class offerings.

## **3. Adequacy of Staffing**

**The Santa Rosa psychology discipline presently does not have adequate regular faculty support to complete its governance duties (SLO assessments, curriculum revisions, faculty evaluations, etc.) without overburdening individual faculty and the adjunct pool depth is insufficient and has made scheduling and ongoing challenge.**

The department has suffered notably from the recent reduction in 1.5 regular faculty members (sabbaticals, maternity leave, etc.). Not hiring may force us to decrease our online offerings and extended lecture offerings would likely be impacted also; regular faculty overloads would get cemented in. The small group of psychology faculty would likely be forced to continue to carry an incommensurate burden. Certain governance task would not be completed on time (faculty evaluations and SLO assessments, for example). Since departmental tasks will require most of regular faculty time commitment, institutional involvement is likely to suffer. These tasks cannot be delegated to adjunct faculty or faculty on annual contract, and maintaining our number of regular faculty members of seven will allow us to keep our heads just above water.

## **4. One Loss in Six Years, No Hire in Over a Decade**

**The adverse impact of not hiring a replacement full time faculty member for Santa Rosa has been significant.** The Santa Rosa Full-Time - Part Time Ratio is 33% to 67% (the overall ratio is 43% to 57%). Without the position requested our full-time to part time faculty ratio will impact the SRJC FON negatively and our departmental ratio would continue to be below the institutional average. Regular faculty commonly carries an overload (usually 4 or 5 faculty carrying a 20% or 40% overload). If they were not to do so, we would be unable to cover our present schedule. In consequence, completing SLO assessments, for example, has been a major challenge (as a consequence of being down 1.5 regular faculty), but we finally completed the task.

The Santa Rosa discipline currently has five regular faculty members (the sixth faculty member teaches on the Petaluma campus). All five are at retirement age.

## **5. Negative Impact on Staffing**

With a year-long sabbatical of one faculty member in 2016-17, the department will lose 1 of the 2 faculty with special expertise which will leave 3 sections of Psych 1B to be staffed in SR.

## **6. Program Productivity**

The program has been flexible and forward looking in its **curricular development** as well as the use of different delivery formats. The psychology discipline has been at the forefront of online and hybrid delivery and transfer students have been able to complete their requirements entirely online for several semesters now. We continue to develop new classes to address student needs (Psych 1C and Psych 8 most recently) and reflect recent developments in our discipline. Our curriculum is current and up-to-date and aligned with transfer requirements. Historically our **enrollment efficiency** has been high (86-106% in Santa Rosa), with an average class size of 53 to 71, and a productivity coefficient of 24 to 33 (based on data from 2011 – 2014). Both **retention** and **passing** rates are comparable to district averages. 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). Online classes commonly close before regular registration begins.

42% of AA **degrees granted** in 2013-14 came from either the Psych Major or the Psych AA for Transfer or the Social and Behavioral Sciences AA. 104 AA degrees were awarded in Psychology in 2013-14, and 392 in the Social and Behavioral Sciences, the second highest number after Business Administration for Transfer. Psychology classes are used in numerous certificate programs, especially our Psych 1A.

The contributions of the Santa Rosa psychology discipline are solid as indicated in detail by the statistics presented in detail under Performance Measures in the PRPP.

## **7. Position Request for Faculty With Special Expertise in Statistics and Research Methods**

The psychology discipline requests a full time psychology position in order to be able to fulfill its current teaching and governance obligations. Because of the State mandated transfer requirements the person will have to have a strong background in statistics and methodology; strengthening this area of the curriculum is the responsibility of regular faculty. This subject expertise is needed for two core courses which require special expertise, Psychology 1 B "Introduction to Psychological Research Methods" and Psych 1C "Introduction to Behavioral Science Statistics". Currently, Psych 1B is taught by 2 FT faculty (1 in SR, 1 in Petaluma) and 1 adjunct. As this class is required in the AA-T, every section offered fills to capacity and is offered online and in traditional modality. Furthermore, it is critical that the new faculty member is able and willing to teach both online and in extended lecture format. Given faculty concerns about the quality of online delivery, an additional faculty member with the necessary expertise is highly desirable. In order to support growth in enrollment, student success and completion as well as transfer students, the department is committed to extending the number of online sections taught by regular faculty as well as qualified adjunct faculty.

The curriculum committee recently approved Psych 1C. The Chancellor's office recommends that statistics be taught within the discipline for the Psychology AA for Transfer. We received word from C-ID that we must have Psych 1C or its equivalent as prerequisite for Psych 1B (it is important to note that 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.

# **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.



## 2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Santa Rosa	02	01	Psychology (100%)	Currently full time faculty in the Psychology department are unable to keep SLO's up to date due to the large number of courses offered and the loss of a full time instructor in 2013. With 14 courses taught by 5 faculty members, SLO's have become a challenge to stay on top of.
0002	Petaluma	02	00	Sociology (100%)	

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

### **1. IT Needs**

This request is for SPSS software for the teaching of Psych 1C, a recently added course. SPSS is the standard for statistics instruction in psychology and necessary to maintain the quality of our teaching.

### **2. Request for Anthropology Lab materials on Santa Rosa and Petaluma Campuses**

#### **Rationale**

Anthropology maintains complex science labs (Anthro 1L) at both the Santa Rosa and Petaluma campuses, in the fall of 2016 we will be adding Forensic Anthropology to our TMC and will need materials to support this new course.

### **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.



## 2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	02	01	Equipment for new forensics lab	1	\$5,000.00	\$5,000.00	Nikki Slovak	1594	Nikki Slovak
0001	ALL	02	01	SPSS - software for lab portion of Psych 1C	1	\$32,000.00	\$32,000.00	Kremer		

## 2.4d Non-Instructional Equipment, Software, and Technology Requests

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

## 2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	Santa Rosa	04	06	Urgent	Multi Cultural Museum		\$10,000.00	Enclosure for outdoor garden to incorporate it into museum for use with school groups, currently traffic cuts through area.
0002	Santa Rosa	04	07	Urgent	Multi Cultural Museum		\$4,000.00	Replace/ or repaint doors to facility
0003	Santa Rosa	02	01	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.

Class room configurations that facilitate interactivity and learning communities as well as office arrangement that facilitate interaction and community among faculty and staff are badly needed. It is the department's hope that these needs will be taken into consideration with the new Barnett Hall design (as reflected in one of the very early architectural drawings).

## 3.1 Develop Financial Resources

## 3.2 Serve our Diverse Communities

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

**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	2011-12	Percent	2012-13	Percent	2013-14	Percent	2014-15
	White	2507	58.1%	2434	56.6%	2248	57.1%	
	Asian	192	4.4%	151	3.5%	119	3.0%	
	Black	97	2.2%	111	2.6%	110	2.8%	
	Hispanic	677	15.7%	751	17.5%	1085	27.6%	
	Native American	40	0.9%	34	0.8%	23	0.6%	
	Pacific Islander	17	0.4%	31	0.7%	20	0.5%	
	Filipino	48	1.1%	27	0.6%	23	0.6%	
	Other Non-White	0	0.0%	0	0.0%	229	5.8%	
	Decline to state	739	17.1%	763	17.7%	77	2.0%	
	<b>ALL Ethnicities</b>	<b>4317</b>	<b>100.0%</b>	<b>4302</b>	<b>100.0%</b>	<b>3934</b>	<b>100.0%</b>	

Behavioral Science	Ethnicity	2011-12	Percent	2012-13	Percent	2013-14	Percent	2014-15
	White	2	66.7%	0	0.0%	2	66.7%	
	Asian	0	0.0%	0	0.0%	0	0.0%	
	Black	1	33.3%	0	0.0%	0	0.0%	
	Hispanic	0	0.0%	0	0.0%	1	33.3%	
	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	100.0%	0	0.0%	
	<b>ALL Ethnicities</b>	<b>3</b>	<b>100.0%</b>	<b>1</b>	<b>100.0%</b>	<b>3</b>	<b>100.0%</b>	

Psychology	Ethnicity	2011-12	Percent	2012-13	Percent	2013-14	Percent	2014-15
	White	3194	56.7%	2948	54.2%	2615	52.6%	
	Asian	233	4.1%	164	3.0%	172	3.5%	
	Black	182	3.2%	172	3.2%	150	3.0%	
	Hispanic	985	17.5%	1066	19.6%	1521	30.6%	
	Native American	54	1.0%	32	0.6%	28	0.6%	
	Pacific Islander	36	0.6%	32	0.6%	13	0.3%	
	Filipino	49	0.9%	46	0.8%	48	1.0%	
	Other Non-White	0	0.0%	0	0.0%	291	5.9%	
	Decline to state	903	16.0%	979	18.0%	131	2.6%	
	<b>ALL Ethnicities</b>	<b>5636</b>	<b>100.0%</b>	<b>5439</b>	<b>100.0%</b>	<b>4969</b>	<b>100.0%</b>	

Sociology	Ethnicity	2011-12	Percent	2012-13	Percent	2013-14	Percent	2014-15
	White	1183	54.0%	1005	53.2%	1071	51.0%	
	Asian	89	4.1%	75	4.0%	73	3.5%	
	Black	88	4.0%	66	3.5%	85	4.0%	
	Hispanic	429	19.6%	383	20.3%	671	31.9%	
	Native American	19	0.9%	19	1.0%	18	0.9%	
	Pacific Islander	12	0.5%	3	0.2%	3	0.1%	
	Filipino	31	1.4%	22	1.2%	10	0.5%	
	Other Non-White	0	0.0%	0	0.0%	108	5.1%	
	Decline to state	338	15.4%	315	16.7%	62	3.0%	
	<b>ALL Ethnicities</b>	<b>2189</b>	<b>100.0%</b>	<b>1888</b>	<b>100.0%</b>	<b>2101</b>	<b>100.0%</b>	

## 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	2011-12	Percent	2012-13	Percent	2013-14	Percent	2014-15
	Male	2025	46.9%	2003	46.6%	1767	44.9%	
	Female	2230	51.7%	2258	52.5%	2077	52.8%	
	Unknown	62	1.4%	41	1.0%	90	2.3%	
	<b>ALL Genders</b>	<b>4317</b>	<b>100.0%</b>	<b>4302</b>	<b>100.0%</b>	<b>3934</b>	<b>100.0%</b>	

Behavioral Science	Gender	2011-12	Percent	2012-13	Percent	2013-14	Percent	2014-15
	Male	0	0.0%	1	100.0%	0	0.0%	
	Female	3	100.0%	0	0.0%	3	100.0%	
	Unknown	0	0.0%	0	0.0%	0	0.0%	
	<b>ALL Genders</b>	<b>3</b>	<b>100.0%</b>	<b>1</b>	<b>100.0%</b>	<b>3</b>	<b>100.0%</b>	

Psychology	Gender	2011-12	Percent	2012-13	Percent	2013-14	Percent	2014-15
	Male	2145	38.1%	2012	37.0%	1802	36.3%	
	Female	3428	60.8%	3371	62.0%	3047	61.3%	
	Unknown	63	1.1%	56	1.0%	120	2.4%	
	<b>ALL Genders</b>	<b>5636</b>	<b>100.0%</b>	<b>5439</b>	<b>100.0%</b>	<b>4969</b>	<b>100.0%</b>	

Sociology	Gender	2011-12	Percent	2012-13	Percent	2013-14	Percent	2014-15
	Male	851	38.9%	684	36.2%	745	35.5%	
	Female	1317	60.2%	1190	63.0%	1321	62.9%	
	Unknown	21	1.0%	14	0.7%	35	1.7%	
	<b>ALL Genders</b>	<b>2189</b>	<b>100.0%</b>	<b>1888</b>	<b>100.0%</b>	<b>2101</b>	<b>100.0%</b>	

# Santa Rosa Junior College - Program Unit Review

## Behavioral Science - FY 2013-14 (plus current FY Summer and Fall)

**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	2011-12	Percent	2012-13	Percent	2013-14	Percent	2014-15
	0 thru 18	749	17.4%	774	18.0%	651	16.5%	
	19 and 20	1606	37.2%	1667	38.7%	1520	38.6%	
	21 thru 25	1212	28.1%	1156	26.9%	1063	27.0%	
	26 thru 30	318	7.4%	322	7.5%	298	7.6%	
	31 thru 35	148	3.4%	138	3.2%	138	3.5%	
	36 thru 40	83	1.9%	67	1.6%	69	1.8%	
	41 thru 45	67	1.6%	62	1.4%	71	1.8%	
	46 thru 50	64	1.5%	42	1.0%	47	1.2%	
	51 thru 60	57	1.3%	61	1.4%	58	1.5%	
	61 plus	13	0.3%	13	0.3%	19	0.5%	
	<b>ALL Ages</b>	<b>4317</b>	<b>100.0%</b>	<b>4302</b>	<b>100.0%</b>	<b>3934</b>	<b>100.0%</b>	

Behavioral Science	Age Range	2011-12	Percent	2012-13	Percent	2013-14	Percent	2014-15
	0 thru 18	0	0.0%	0	0.0%	0	0.0%	
	19 and 20	1	33.3%	0	0.0%	0	0.0%	
	21 thru 25	1	33.3%	0	0.0%	2	66.7%	
	26 thru 30	0	0.0%	0	0.0%	0	0.0%	
	31 thru 35	0	0.0%	1	100.0%	0	0.0%	
	36 thru 40	1	33.3%	0	0.0%	0	0.0%	
	41 thru 45	0	0.0%	0	0.0%	0	0.0%	
	46 thru 50	0	0.0%	0	0.0%	0	0.0%	
	51 thru 60	0	0.0%	0	0.0%	1	33.3%	
	61 plus	0	0.0%	0	0.0%	0	0.0%	
	<b>ALL Ages</b>	<b>3</b>	<b>100.0%</b>	<b>1</b>	<b>100.0%</b>	<b>3</b>	<b>100.0%</b>	

Psychology	Age Range	2011-12	Percent	2012-13	Percent	2013-14	Percent	2014-15
	0 thru 18	1483	26.3%	1374	25.3%	1240	25.0%	
	19 and 20	1767	31.4%	1766	32.5%	1625	32.7%	
	21 thru 25	1341	23.8%	1259	23.1%	1214	24.4%	
	26 thru 30	438	7.8%	448	8.2%	400	8.0%	
	31 thru 35	217	3.9%	208	3.8%	174	3.5%	
	36 thru 40	124	2.2%	109	2.0%	106	2.1%	
	41 thru 45	99	1.8%	109	2.0%	75	1.5%	
	46 thru 50	75	1.3%	72	1.3%	53	1.1%	
	51 thru 60	72	1.3%	79	1.5%	71	1.4%	
	61 plus	20	0.4%	15	0.3%	11	0.2%	
	<b>ALL Ages</b>	<b>5636</b>	<b>100.0%</b>	<b>5439</b>	<b>100.0%</b>	<b>4969</b>	<b>100.0%</b>	

Sociology	Age Range	2011-12	Percent	2012-13	Percent	2013-14	Percent	2014-15
	0 thru 18	338	15.4%	300	15.9%	313	14.9%	
	19 and 20	857	39.2%	706	37.4%	670	31.9%	
	21 thru 25	597	27.3%	529	28.0%	622	29.6%	
	26 thru 30	192	8.8%	150	7.9%	240	11.4%	
	31 thru 35	78	3.6%	89	4.7%	96	4.6%	
	36 thru 40	47	2.1%	42	2.2%	59	2.8%	
	41 thru 45	33	1.5%	28	1.5%	35	1.7%	
	46 thru 50	23	1.1%	23	1.2%	30	1.4%	
	51 thru 60	22	1.0%	19	1.0%	32	1.5%	
	61 plus	2	0.1%	2	0.1%	4	0.2%	
	<b>ALL Ages</b>	<b>2189</b>	<b>100.0%</b>	<b>1888</b>	<b>100.0%</b>	<b>2101</b>	<b>100.0%</b>	

### 3.3 Cultivate a Healthy Organization

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 Flyswithawks

### 3.5 Establish a Culture of Sustainability

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.

Use of web assisted

### 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	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	Anthro 1	Spring 2011	Spring 2011	N/A

Course	Anthro 1L	N/A	N/A	N/A
Course	Anthro 2	N/A	N/A	N/A
Course	Anthro 21	N/A	N/A	N/A
Course	Anthro 3	N/A	N/A	N/A
Course	Anthro 30	N/A	N/A	N/A
Course	Anthro 31	Spring 2011	Spring 2011	N/A
Course	Anthro 32	N/A	N/A	N/A
Course	Anthro 34	N/A	N/A	N/A
Course	Anthro 43	Spring 2011	Spring 2011	N/A
Course	Anthro 70A	N/A	N/A	N/A
Course	Anthro 70B	N/A	N/A	N/A
Course	Anthro 70C	N/A	N/A	N/A
Course	Anthro 70D	N/A	N/A	N/A
Course	Soc 1	N/A	N/A	N/A
Course	Soc 10	N/A	N/A	N/A
Course	Soc 2	N/A	N/A	N/A
Course	Soc 3	N/A	N/A	N/A
Course	Soc 30	N/A	N/A	N/A
Course	Psych 1A	Fall 2008	Spring 2009	N/A
Course	Psych 1B	Spring 2011	Spring 2011	N/A
Course	Psych 3	N/A	N/A	N/A
Course	Psych 4	N/A	N/A	N/A
Course	Psych 5	N/A	N/A	N/A
Course	Psych 7	N/A	N/A	N/A
Course	Psych 30	N/A	N/A	N/A
Course	Psych 34	N/A	N/A	N/A
Course	Psych 40	N/A	N/A	N/A
Course	Psych 52	N/A	N/A	N/A
Course	Psych 56	N/A	N/A	N/A
Certificate/Major	Global Studies	N/A	N/A	N/A
Certificate/Major	Social and Behavioral Sciences	N/A	N/A	N/A
Certificate/Major	Anthro	N/A	N/A	N/A
Certificate/Major	Psych	Fall 2008	Spring 2009	N/A
Certificate/Major	Soc	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

#### 5.1 Student Headcounts The number of students enrolled in each Discipline at first census (duplicated headcount).

##### Santa Rosa Campus

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Anthropology	89	1659	1622	178	1708	1620	154	1501	140
Behavioral Science	1	0	1	0	1	0	1	1	
Psychology	207	2052	2164	414	2389	1884	323	2138	198
Sociology	116	756	934	198	788	836	194	902	89
<b>ALL Disciplines</b>	<b>413</b>	<b>4467</b>	<b>4721</b>	<b>790</b>	<b>4886</b>	<b>4340</b>	<b>672</b>	<b>4542</b>	<b>428</b>

##### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Anthropology	87	594	523	123	577	533	54	478	51
Behavioral Science	0	0	0	0	0	0	0	0	
Psychology	102	749	635	111	820	639	97	720	56
Sociology	70	281	172	73	135	133	64	167	17
<b>ALL Disciplines</b>	<b>259</b>	<b>1624</b>	<b>1330</b>	<b>307</b>	<b>1532</b>	<b>1305</b>	<b>215</b>	<b>1365</b>	<b>125</b>

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Anthropology	127	119	0	0	0	0	67	84	
Behavioral Science	0	0	0	0	0	0	0	0	
Psychology	310	384	16	0	46	0	0	0	
Sociology	66	119	0	0	0	0	0	0	
<b>ALL Disciplines</b>	<b>503</b>	<b>622</b>	<b>16</b>	<b>0</b>	<b>46</b>	<b>0</b>	<b>67</b>	<b>84</b>	

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Anthropology	303	2372	2145	301	2285	2153	275	2063	192
Behavioral Science	1	0	1	0	1	0	1	1	
Psychology	619	3185	2815	525	3255	2523	420	2858	255
Sociology	252	1156	1106	271	923	969	258	1069	107
<b>ALL Disciplines</b>	<b>1175</b>	<b>6713</b>	<b>6067</b>	<b>1097</b>	<b>6464</b>	<b>5645</b>	<b>954</b>	<b>5991</b>	<b>554</b>

**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**

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Anthropology	84.0%	100.9%	98.6%	93.2%	101.1%	96.1%	82.8%	84.0%	77.3%
Behavioral Science	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Psychology	92.0%	105.8%	97.0%	85.4%	104.0%	91.9%	81.8%	94.0%	86.3%
Sociology	85.9%	105.0%	107.4%	88.0%	99.7%	97.7%	86.2%	91.3%	87.7%
<b>ALL Disciplines</b>	<b>88.4%</b>	<b>103.8%</b>	<b>99.5%</b>	<b>87.7%</b>	<b>102.3%</b>	<b>94.5%</b>	<b>83.3%</b>	<b>89.9%</b>	<b>83.4%</b>

**Petaluma Campus** (Includes Rohnert Park and Sonoma)

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Anthropology	34.4%	87.9%	79.7%	48.6%	92.2%	81.9%	77.1%	73.4%	71.4%
Behavioral Science	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Psychology	81.6%	100.5%	89.7%	88.8%	90.8%	77.4%	39.9%	80.4%	67.3%
Sociology	77.8%	104.1%	95.6%	81.1%	100.0%	98.5%	71.1%	92.8%	76.9%
<b>ALL Disciplines</b>	<b>55.3%</b>	<b>96.0%</b>	<b>86.1%</b>	<b>65.6%</b>	<b>92.1%</b>	<b>81.0%</b>	<b>53.3%</b>	<b>79.0%</b>	<b>70.1%</b>

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Anthropology	101.6%	99.2%	0.0%	0.0%	0.0%	0.0%	66.3%	80.0%	0.0%
Behavioral Science	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Psychology	93.9%	97.2%	53.3%	0.0%	65.7%	0.0%	0.0%	0.0%	0.0%
Sociology	73.3%	88.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>ALL Disciplines</b>	<b>92.3%</b>	<b>95.7%</b>	<b>53.3%</b>	<b>0.0%</b>	<b>65.7%</b>	<b>0.0%</b>	<b>66.3%</b>	<b>80.0%</b>	<b>0.0%</b>

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Anthropology	62.6%	97.2%	93.2%	67.8%	98.7%	92.2%	77.0%	81.1%	75.6%
Behavioral Science	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Psychology	91.0%	103.4%	94.8%	86.1%	99.5%	87.7%	65.8%	90.1%	81.2%
Sociology	80.0%	102.8%	105.3%	86.0%	99.8%	97.8%	81.9%	91.5%	85.7%
<b>ALL Disciplines</b>	<b>79.4%</b>	<b>101.0%</b>	<b>96.0%</b>	<b>80.1%</b>	<b>99.3%</b>	<b>91.0%</b>	<b>72.7%</b>	<b>87.0%</b>	<b>80.0%</b>

**5.2b Average Class Size** The average class size in each Discipline at first census (excludes cancelled classes).**Santa Rosa Campus**

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Anthropology	29.7	66.4	64.9	35.6	65.7	64.8	30.8	50.0	50.0
Behavioral Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Psychology	41.4	70.8	63.6	37.6	68.3	62.8	35.9	59.4	55.0
Sociology	38.7	47.3	46.7	39.6	43.8	49.2	38.8	47.5	44.0

<b>ALL Disciplines</b>	<b>37.5</b>	<b>63.8</b>	<b>59.7</b>	<b>37.6</b>	<b>61.8</b>	<b>60.3</b>	<b>35.3</b>	<b>53.4</b>	<b>51.1</b>
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### **Petaluma Campus** (Includes Rohnert Park and Sonoma)

<b>Discipline</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>	<b>X2013</b>	<b>F2013</b>	<b>S2014</b>
Anthropology	43.5	54.0	47.5	61.5	72.1	59.2	27.0	47.8	46.1
Behavioral Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Psychology	34.0	49.9	45.4	37.0	54.7	49.2	48.5	48.0	40.1
Sociology	35.0	46.8	43.0	36.5	45.0	44.3	32.0	41.8	34.1
<b>ALL Disciplines</b>	<b>37.0</b>	<b>50.8</b>	<b>45.9</b>	<b>43.9</b>	<b>58.9</b>	<b>52.2</b>	<b>35.8</b>	<b>47.1</b>	<b>41.1</b>

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

<b>Discipline</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>	<b>X2013</b>	<b>F2013</b>	<b>S2014</b>
Anthropology	42.3	39.7	0.0	0.0	0.0	0.0	33.5	28.0	0.0
Behavioral Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Psychology	38.8	38.4	16.0	0.0	23.0	0.0	0.0	0.0	0.0
Sociology	33.0	39.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>ALL Disciplines</b>	<b>38.7</b>	<b>38.9</b>	<b>16.0</b>	<b>0.0</b>	<b>23.0</b>	<b>0.0</b>	<b>33.5</b>	<b>28.0</b>	<b>0.0</b>

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

<b>Discipline</b>	<b>X2011</b>	<b>F2011</b>	<b>S2012</b>	<b>X2012</b>	<b>F2012</b>	<b>S2013</b>	<b>X2013</b>	<b>F2013</b>	<b>S2014</b>
Anthropology	37.9	60.8	59.6	43.0	67.2	63.3	30.6	48.0	49.1
Behavioral Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Psychology	38.7	59.0	57.4	37.5	62.6	58.7	38.2	56.0	51.1
Sociology	36.0	46.2	46.1	38.7	44.0	48.5	36.9	46.5	42.1
<b>ALL Disciplines</b>	<b>37.9</b>	<b>56.9</b>	<b>55.7</b>	<b>39.2</b>	<b>60.4</b>	<b>58.2</b>	<b>35.3</b>	<b>51.2</b>	<b>48.1</b>

## 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 CORRECT? 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 online classes (Anthro 1 and 2). Sociology is currently offering two online class (Soc 1 and 30).

**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 the challenge seen in online education where retention and passing are known to be challenging, especially with students unprepared (and insufficiently supported) to be successful in an online environment.

### Student Success:

Fall 2014	DBS Retention (District Avg)	DBS Passing Or CR (District Avg)
Anthro	77.7% (73.18%)	70.2% (68.77%)
Psych	72.9% (73.18%)	67.8% (68.77%)
Soc	72.9% (73.18%)	68.3% (68.77%)

## 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 accross all departments.

## 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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Anthropology	84.0%	100.9%	98.6%	93.2%	101.1%	96.1%	82.8%	84.0%	77.3%
Behavioral Science	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Psychology	92.0%	105.8%	97.0%	85.4%	104.0%	91.9%	81.8%	94.0%	86.3%
Sociology	85.9%	105.0%	107.4%	88.0%	99.7%	97.7%	86.2%	91.3%	87.7%
<b>ALL Disciplines</b>	<b>88.4%</b>	<b>103.8%</b>	<b>99.5%</b>	<b>87.7%</b>	<b>102.3%</b>	<b>94.5%</b>	<b>83.3%</b>	<b>89.9%</b>	<b>83.4%</b>

### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Anthropology	34.4%	87.9%	79.7%	48.6%	92.2%	81.9%	77.1%	73.4%	71.4%
Behavioral Science	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Psychology	81.6%	100.5%	89.7%	88.8%	90.8%	77.4%	39.9%	80.4%	67.3%
Sociology	77.8%	104.1%	95.6%	81.1%	100.0%	98.5%	71.1%	92.8%	76.9%
<b>ALL Disciplines</b>	<b>55.3%</b>	<b>96.0%</b>	<b>86.1%</b>	<b>65.6%</b>	<b>92.1%</b>	<b>81.0%</b>	<b>53.3%</b>	<b>79.0%</b>	<b>70.1%</b>

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Anthropology	101.6%	99.2%	0.0%	0.0%	0.0%	0.0%	66.3%	80.0%	0.0%
Behavioral Science	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Psychology	93.9%	97.2%	53.3%	0.0%	65.7%	0.0%	0.0%	0.0%	0.0%
Sociology	73.3%	88.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>ALL Disciplines</b>	<b>92.3%</b>	<b>95.7%</b>	<b>53.3%</b>	<b>0.0%</b>	<b>65.7%</b>	<b>0.0%</b>	<b>66.3%</b>	<b>80.0%</b>	<b>0.0%</b>

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Anthropology	62.6%	97.2%	93.2%	67.8%	98.7%	92.2%	77.0%	81.1%	75.6%
Behavioral Science	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Psychology	91.0%	103.4%	94.8%	86.1%	99.5%	87.7%	65.8%	90.1%	81.2%
Sociology	80.0%	102.8%	105.3%	86.0%	99.8%	97.8%	81.9%	91.5%	85.7%
<b>ALL Disciplines</b>	<b>79.4%</b>	<b>101.0%</b>	<b>96.0%</b>	<b>80.1%</b>	<b>99.3%</b>	<b>91.0%</b>	<b>72.7%</b>	<b>87.0%</b>	<b>80.0%</b>

## 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%

## 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
<b>ALL Disciplines</b>	<b>28.7</b>	<b>40.1</b>	<b>41.1</b>	<b>30.8</b>	<b>47.4</b>	<b>50.9</b>	<b>33.3</b>	<b>54.6</b>	<b>59.0</b>

#### 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
<b>ALL Disciplines</b>	<b>19.7</b>	<b>32.5</b>	<b>30.5</b>	<b>20.1</b>	<b>37.3</b>	<b>35.4</b>	<b>38.0</b>	<b>40.7</b>	<b>48.0</b>

#### 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
<b>ALL Disciplines</b>	<b>0.0</b>	<b>26.3</b>	<b>17.8</b>	<b>0.0</b>	<b>31.8</b>	<b>33.7</b>	<b>36.2</b>	<b>33.9</b>	<b>36.0</b>

#### 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
<b>ALL Disciplines</b>	<b>27.0</b>	<b>38.2</b>	<b>37.9</b>	<b>28.6</b>	<b>43.9</b>	<b>45.1</b>	<b>35.0</b>	<b>49.0</b>	<b>54.0</b>

### 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.

**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

Anthropology		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	9.65	180.26	176.25	17.92	183.87	173.84	15.53	157.57	147.43
	FTEF	0.49	6.31	5.50	0.89	5.71	5.64	0.89	6.06	5.77
	Ratio	19.64	28.56	32.02	20.10	32.20	30.83	17.42	25.99	25.55

Behavioral Science		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	0.07	0.00	0.10	0.00	0.10	0.00	0.07	0.10	0.10
	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		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	22.66	216.35	225.89	42.05	250.11	196.32	32.28	224.30	205.69
	FTEF	1.02	6.60	7.79	2.24	8.00	6.99	1.84	9.16	7.99
	Ratio	22.28	32.79	29.00	18.77	31.26	28.09	17.54	24.49	25.75

Sociology		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	12.52	80.07	99.02	20.23	83.06	87.55	20.43	93.58	93.39
	FTEF	0.61	3.40	4.03	1.03	4.30	3.81	1.02	4.00	4.20
	Ratio	20.67	23.55	24.58	19.67	19.33	22.97	20.09	23.42	22.23

### Petaluma Campus (Includes Rohnert Park and Sonoma)

Anthropology		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	9.89	62.70	56.60	13.13	61.21	57.90	5.49	50.53	53.85
	FTEF	0.41	2.13	2.20	0.51	1.91	2.07	0.34	2.00	2.36
	Ratio	24.04	29.39	25.67	25.68	32.03	28.02	16.02	25.26	22.86

Behavioral Science		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	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		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	10.99	79.11	67.02	11.35	86.67	67.01	9.49	76.06	59.63
	FTEF	0.61	3.20	3.00	0.61	3.40	3.00	0.51	3.64	3.10
	Ratio	18.14	24.72	22.35	18.74	25.49	22.35	18.55	20.87	19.25

Sociology		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	7.47	29.27	17.49	7.44	14.40	13.65	6.55	17.81	17.92
	FTEF	0.40	1.20	0.82	0.40	0.82	0.61	0.40	0.80	1.01
	Ratio	18.68	24.39	21.40	18.59	17.62	22.53	16.37	22.27	17.72

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

Anthropology		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	12.85	11.90	0.00	0.00	0.00	0.00	6.37	5.38	0.00
	FTEF	0.62	0.60	0.00	0.00	0.00	0.00	0.41	0.00	0.00
	Ratio	20.82	19.83	0.00	0.00	0.00	0.00	15.49	0.00	0.00

Behavioral Science		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	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		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	31.00	38.45	1.62	0.00	4.92	0.00	0.00	0.00	0.00
	FTEF	1.65	2.00	0.20	0.00	0.80	0.00	0.00	0.00	0.00
	Ratio	18.84	19.22	8.11	0.00	6.14	0.00	0.00	0.00	0.00

Sociology		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	6.60	11.90	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	FTEF	0.41	0.60	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Ratio	16.04	19.83	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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

Anthropology		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	32.39	254.86	232.85	31.05	245.08	231.74	27.40	213.47	201.28
	FTEF	1.52	9.04	7.71	1.40	7.62	7.70	1.65	8.06	8.13
	Ratio	21.31	28.18	30.20	22.14	32.15	30.08	16.65	26.48	24.77

Behavioral Science		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	0.07	0.00	0.10	0.00	0.10	0.00	0.07	0.10	0.10
	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		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	64.65	333.90	294.53	53.40	341.69	263.34	41.77	300.36	265.32
	FTEF	3.27	11.80	10.99	2.85	12.20	9.99	2.35	12.80	11.08
	Ratio	19.78	28.30	26.81	18.77	28.01	26.37	17.76	23.46	23.94

Sociology		X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
	FTES	26.59	121.24	116.51	27.66	97.46	101.20	26.98	111.39	111.30
	FTEF	1.42	5.20	4.85	1.43	5.11	4.42	1.42	4.80	5.21
	Ratio	18.76	23.32	24.04	19.36	19.06	22.91	19.04	23.23	21.36

## ALL DISTRICT PRODUCTIVITY

Cluster	Data	2006_FA	2007 SP	2007 SU	2007_FA	2008 SP	2008 SU	2008_FA	2009 SP	2009 SU	2009_FA	2010 S
	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.

IMPORTANT NOTE: With the large enrollment stability seen throughout the DBS disciplines, the increase or addition of Regular Faculty in these three disciplines supports smaller programs in need of specialty staff in small sections.

Without the College Service contributions of Regular Faculty for assisting the Chair to manage evaluations, orientation, curriculum, SLOs, labs, and the museum, we cannot



continue to add new Adjunct Faculty. The PRPP data demonstrate that we can manage large enrollments, but we cannot manage all the support needed for such large enrollments without a better PT/FT ratio of instructors. At present, our PT/FT ratios are not supportive of the load we carry. See section 2.3.b

## 5.4 Curriculum Currency

The Department has made major improvements in the course curriculum update this past year. The following data are as of 5/6/15

Anthropology (ANTHRO)	14	-6	8
Behavioral Science (BEHSC)	1	0	1
Psychology (PSYCH)	15	0	15
Sociology (SOC)	6	-1	5
<b>Behavioral Sciences Total</b>	<b>36</b>	<b>-7</b>	<b>29</b>

1	ANTHRO 1	5/11/2009	79
2	ANTHRO 1L	5/4/2009	79
3	ANTHRO 2	5/7/2013	79
4	ANTHRO 21	10/18/2010	79
5	ANTHRO 3	9/22/2014	79
6	ANTHRO 30	5/9/2011	79
7	ANTHRO 31	11/9/2009	79
8	ANTHRO 32	4/5/2010	79
9	ANTHRO 34	4/26/2010	79
10	ANTHRO 43	2/22/2010	79
11	ANTHRO 70A	3/23/2009	79
12	ANTHRO 70B	3/23/2009	79
13	ANTHRO 70C	3/23/2009	79
14	ANTHRO 70D	3/23/2009	79

1	PSYCH 1A	10/28/2013	79
2	PSYCH 1B	8/25/2014	79
3	PSYCH 1C	3/31/2014	79
4	PSYCH 3	10/28/2013	79
5	PSYCH 30	10/28/2013	79
6	PSYCH 34	3/1/2010	79
7	PSYCH 35	4/4/2011	79
8	PSYCH 4	10/28/2013	79
9	PSYCH 40	3/1/2010	79
10	PSYCH 5	10/28/2013	79
11	PSYCH 52	4/18/2011	79
12	PSYCH 56	10/28/2013	79
13	PSYCH 57	4/19/2012	79

14	PSYCH 7	10/28/2013	79
15	PSYCH 8	2/24/2014	79
1	SOC 1	11/22/2010	79
2	SOC 10	2/28/2011	79
3	SOC 2	4/20/2009	79
4	SOC 3	3/9/2015	79
5	SOC 30	1/31/2011	79
6	SOC 5	10/16/2013	79

## 5.5 Successful Program Completion

Anthropology, Psychology, and Social & Behavioral Sciences degrees currently have MAJOR courses of study while Sociology has submitted their Major for approval this semester. Anthropology awarded 12 A.A. degrees, Psychology awarded 25 A.A. degrees, and Social & Behavioral Sciences awarded 26 A.A. degrees in 2009-2010.

While it is always satisfying for a student to declare a major in one of our disciplines, providing the broad based General Education courses for all transfer students is an equally important goal in our programs.

The DBS Faculty should add a discussion on “The Role of the Major at a Community College” to future department agendas. It is a discussion that would help us maintain a broad balance for student success in both majors and general education study.

This department does not award certificates, but our courses are included in the other Certificate Programs.

TOP Code	SRJC Code	Associate of Arts (A.A.) Degree	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
2202.00	1004	ANTHROPOLOGY	0	0	0	0	0	2	4	
2001.00	1038	PSYCHOLOGY	0	0	0	0	0	0	0	
2201.00	1023	SOCIAL & BEHAVIORAL SCIENCES	0	0	0	0	0	0	0	

## 5.6 Student Success

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

**5.6a Retention** The percentage of students receiving a grade of A,B,C,D,CR, or I in each Discipline (duplicated headcount).

### Santa Rosa Campus

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Anthropology	86.8%	80.0%	78.4%	86.3%	79.3%	77.4%	88.9%	82.1%	77.8%
Behavioral Science	100.0%	100.0%	100.0%	0.0%	100.0%	0.0%	100.0%	100.0%	100.0%
Psychology	83.1%	75.6%	73.1%	76.2%	74.4%	69.7%	65.1%	73.0%	72.0%
Sociology	81.6%	77.9%	83.3%	69.5%	80.2%	73.7%	83.8%	75.0%	73.5%

### Petaluma Campus (Includes Rohnert Park and Sonoma)

**Other Locations** (Includes the PSTC, Windsor, and other locations)**ALL Locations** (Combined totals from ALL locations in the District)District

**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

**Petaluma Campus** (Includes Rohnert Park and Sonoma)**Other Locations** (Includes the PSTC, Windsor, and other locations)**ALL Locations** (Combined totals from ALL locations in the District)

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Anthropology	82.0%	74.0%	72.0%	83.1%	70.0%	69.7%	86.0%	76.2%	70.3%
Behavioral Science	100.0%	100.0%	100.0%	0.0%	100.0%	0.0%	100.0%	100.0%	100.0%
Psychology	73.2%	70.3%	69.5%	76.4%	68.5%	64.8%	63.6%	67.3%	68.3%
Sociology	72.0%	73.6%	78.8%	73.5%	74.1%	69.3%	80.7%	70.0%	69.1%
<b>ALL Disciplines</b>	<b>75.3%</b>	<b>72.2%</b>	<b>72.1%</b>	<b>77.5%</b>	<b>69.8%</b>	<b>67.4%</b>	<b>75.0%</b>	<b>70.9%</b>	<b>69.1%</b>

## District

	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
<b>Overall Percentages</b>	80.40% (11623/14456)	72.79% (48070/66041)	74.37% (47536/63922)	82.44% (9744/11820)	73.25% (45827/62559)	73.22% (45328/61907)	68.12% (10006/14689)	69.29% (44939/64856)	66.34% (45128/68027)

## 5.6c Grade Point Average The average GPA in each Discipline (UnitsTotal / GradePoints).

### Santa Rosa Campus

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Anthropology	3.27	2.62	2.45	3.02	2.41	2.36	2.79	2.52	2.4
Behavioral Science	4.00	4.00	4.00	0.00	4.00	0.00	4.00	4.00	4.0
Psychology	2.76	2.33	2.43	2.74	2.42	2.38	2.62	2.54	2.5
Sociology	2.71	2.76	2.83	2.20	2.59	2.70	2.67	2.51	2.5
<b>ALL Disciplines</b>	<b>2.82</b>	<b>2.50</b>	<b>2.52</b>	<b>2.66</b>	<b>2.44</b>	<b>2.44</b>	<b>2.68</b>	<b>2.53</b>	<b>2.5</b>

### Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Anthropology	2.96	2.29	2.47	2.69	2.15	2.26	3.12	2.44	2.3
Behavioral Science	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Psychology	3.16	2.66	2.66	3.16	2.39	2.49	2.60	2.19	2.3
Sociology	3.09	2.82	2.83	3.44	2.99	2.98	2.97	2.75	2.7
<b>ALL Disciplines</b>	<b>3.07</b>	<b>2.56</b>	<b>2.61</b>	<b>3.04</b>	<b>2.36</b>	<b>2.45</b>	<b>2.82</b>	<b>2.35</b>	<b>2.3</b>

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Anthropology	2.41	2.38	0.00	0.00	0.00	0.00	3.10	3.30	0.0
Behavioral Science	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.0
Psychology	2.93	2.81	3.44	0.00	3.05	0.00	0.00	0.00	0.0
Sociology	2.08	1.89	0.00	0.00	0.00	0.00	0.00	0.00	0.0
<b>ALL Disciplines</b>	<b>2.67</b>	<b>2.55</b>	<b>3.44</b>	<b>0.00</b>	<b>3.05</b>	<b>0.00</b>	<b>3.10</b>	<b>3.30</b>	<b>0.0</b>

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

Discipline	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Anthropology	2.77	2.52	2.46	2.87	2.34	2.34	2.93	2.54	2.3
Behavioral Science	4.00	4.00	4.00	0.00	4.00	0.00	4.00	4.00	4.0
Psychology	2.91	2.46	2.49	2.83	2.42	2.41	2.61	2.45	2.4
Sociology	2.68	2.69	2.83	2.56	2.65	2.74	2.75	2.55	2.6
<b>ALL Disciplines</b>	<b>2.82</b>	<b>2.52</b>	<b>2.55</b>	<b>2.77</b>	<b>2.43</b>	<b>2.44</b>	<b>2.75</b>	<b>2.50</b>	<b>2.4</b>

## District

	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
<b>Overall GPA</b>	3.021	2.756	2.787	3.019	2.738	2.764	2.990	2.723	2.763

## 5.7 Student Access

### 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	2011-12	Percent	2012-13	Percent	2013-14	Percent	2014-15
	White	2507	58.1%	2434	56.6%	2248	57.1%	
	Asian	192	4.4%	151	3.5%	119	3.0%	
	Black	97	2.2%	111	2.6%	110	2.8%	
	Hispanic	677	15.7%	751	17.5%	1085	27.6%	
	Native American	40	0.9%	34	0.8%	23	0.6%	
	Pacific Islander	17	0.4%	31	0.7%	20	0.5%	
	Filipino	48	1.1%	27	0.6%	23	0.6%	
	Other Non-White	0	0.0%	0	0.0%	229	5.8%	
	Decline to state	739	17.1%	763	17.7%	77	2.0%	
	<b>ALL Ethnicities</b>	<b>4317</b>	<b>100.0%</b>	<b>4302</b>	<b>100.0%</b>	<b>3934</b>	<b>100.0%</b>	

Behavioral Science	Ethnicity	2011-12	Percent	2012-13	Percent	2013-14	Percent	2014-15
	White	2	66.7%	0	0.0%	2	66.7%	
	Asian	0	0.0%	0	0.0%	0	0.0%	
	Black	1	33.3%	0	0.0%	0	0.0%	
	Hispanic	0	0.0%	0	0.0%	1	33.3%	
	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	100.0%	0	0.0%	
	<b>ALL Ethnicities</b>	<b>3</b>	<b>100.0%</b>	<b>1</b>	<b>100.0%</b>	<b>3</b>	<b>100.0%</b>	

Psychology	Ethnicity	2011-12	Percent	2012-13	Percent	2013-14	Percent	2014-15
	White	3194	56.7%	2948	54.2%	2615	52.6%	
	Asian	233	4.1%	164	3.0%	172	3.5%	
	Black	182	3.2%	172	3.2%	150	3.0%	
	Hispanic	985	17.5%	1066	19.6%	1521	30.6%	
	Native American	54	1.0%	32	0.6%	28	0.6%	
	Pacific Islander	36	0.6%	32	0.6%	13	0.3%	
	Filipino	49	0.9%	46	0.8%	48	1.0%	
	Other Non-White	0	0.0%	0	0.0%	291	5.9%	
	Decline to state	903	16.0%	979	18.0%	131	2.6%	
	<b>ALL Ethnicities</b>	<b>5636</b>	<b>100.0%</b>	<b>5439</b>	<b>100.0%</b>	<b>4969</b>	<b>100.0%</b>	

Sociology	Ethnicity	2011-12	Percent	2012-13	Percent	2013-14	Percent	2014-15
	White	1183	54.0%	1005	53.2%	1071	51.0%	
	Asian	89	4.1%	75	4.0%	73	3.5%	
	Black	88	4.0%	66	3.5%	85	4.0%	
	Hispanic	429	19.6%	383	20.3%	671	31.9%	
	Native American	19	0.9%	19	1.0%	18	0.9%	
	Pacific Islander	12	0.5%	3	0.2%	3	0.1%	
	Filipino	31	1.4%	22	1.2%	10	0.5%	
	Other Non-White	0	0.0%	0	0.0%	108	5.1%	
	Decline to state	338	15.4%	315	16.7%	62	3.0%	
	<b>ALL Ethnicities</b>	<b>2189</b>	<b>100.0%</b>	<b>1888</b>	<b>100.0%</b>	<b>2101</b>	<b>100.0%</b>	

## 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)

**5.7b 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	2011-12	Percent	2012-13	Percent	2013-14	Percent	2014-15
	Male	2025	46.9%	2003	46.6%	1767	44.9%	
	Female	2230	51.7%	2258	52.5%	2077	52.8%	
	Unknown	62	1.4%	41	1.0%	90	2.3%	
	<b>ALL Genders</b>	<b>4317</b>	<b>100.0%</b>	<b>4302</b>	<b>100.0%</b>	<b>3934</b>	<b>100.0%</b>	

Behavioral Science	Gender	2011-12	Percent	2012-13	Percent	2013-14	Percent	2014-15
	Male	0	0.0%	1	100.0%	0	0.0%	
	Female	3	100.0%	0	0.0%	3	100.0%	
	Unknown	0	0.0%	0	0.0%	0	0.0%	
	<b>ALL Genders</b>	<b>3</b>	<b>100.0%</b>	<b>1</b>	<b>100.0%</b>	<b>3</b>	<b>100.0%</b>	

Psychology	Gender	2011-12	Percent	2012-13	Percent	2013-14	Percent	2014-15
	Male	2145	38.1%	2012	37.0%	1802	36.3%	
	Female	3428	60.8%	3371	62.0%	3047	61.3%	
	Unknown	63	1.1%	56	1.0%	120	2.4%	
	<b>ALL Genders</b>	<b>5636</b>	<b>100.0%</b>	<b>5439</b>	<b>100.0%</b>	<b>4969</b>	<b>100.0%</b>	

Sociology	Gender	2011-12	Percent	2012-13	Percent	2013-14	Percent	2014-15
	Male	851	38.9%	684	36.2%	745	35.5%	
	Female	1317	60.2%	1190	63.0%	1321	62.9%	
	Unknown	21	1.0%	14	0.7%	35	1.7%	
	<b>ALL Genders</b>	<b>2189</b>	<b>100.0%</b>	<b>1888</b>	<b>100.0%</b>	<b>2101</b>	<b>100.0%</b>	

# Santa Rosa Junior College - Program Unit Review

## Behavioral Science - FY 2013-14 (plus current FY Summer and Fall)

**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	2011-12	Percent	2012-13	Percent	2013-14	Percent	2014-15
	0 thru 18	749	17.4%	774	18.0%	651	16.5%	
	19 and 20	1606	37.2%	1667	38.7%	1520	38.6%	
	21 thru 25	1212	28.1%	1156	26.9%	1063	27.0%	
	26 thru 30	318	7.4%	322	7.5%	298	7.6%	
	31 thru 35	148	3.4%	138	3.2%	138	3.5%	
	36 thru 40	83	1.9%	67	1.6%	69	1.8%	
	41 thru 45	67	1.6%	62	1.4%	71	1.8%	
	46 thru 50	64	1.5%	42	1.0%	47	1.2%	
	51 thru 60	57	1.3%	61	1.4%	58	1.5%	
	61 plus	13	0.3%	13	0.3%	19	0.5%	
	<b>ALL Ages</b>	<b>4317</b>	<b>100.0%</b>	<b>4302</b>	<b>100.0%</b>	<b>3934</b>	<b>100.0%</b>	

Behavioral Science	Age Range	2011-12	Percent	2012-13	Percent	2013-14	Percent	2014-15
	0 thru 18	0	0.0%	0	0.0%	0	0.0%	
	19 and 20	1	33.3%	0	0.0%	0	0.0%	
	21 thru 25	1	33.3%	0	0.0%	2	66.7%	
	26 thru 30	0	0.0%	0	0.0%	0	0.0%	
	31 thru 35	0	0.0%	1	100.0%	0	0.0%	
	36 thru 40	1	33.3%	0	0.0%	0	0.0%	
	41 thru 45	0	0.0%	0	0.0%	0	0.0%	
	46 thru 50	0	0.0%	0	0.0%	0	0.0%	
	51 thru 60	0	0.0%	0	0.0%	1	33.3%	
	61 plus	0	0.0%	0	0.0%	0	0.0%	
	<b>ALL Ages</b>	<b>3</b>	<b>100.0%</b>	<b>1</b>	<b>100.0%</b>	<b>3</b>	<b>100.0%</b>	

Psychology	Age Range	2011-12	Percent	2012-13	Percent	2013-14	Percent	2014-15
	0 thru 18	1483	26.3%	1374	25.3%	1240	25.0%	
	19 and 20	1767	31.4%	1766	32.5%	1625	32.7%	
	21 thru 25	1341	23.8%	1259	23.1%	1214	24.4%	
	26 thru 30	438	7.8%	448	8.2%	400	8.0%	
	31 thru 35	217	3.9%	208	3.8%	174	3.5%	
	36 thru 40	124	2.2%	109	2.0%	106	2.1%	
	41 thru 45	99	1.8%	109	2.0%	75	1.5%	
	46 thru 50	75	1.3%	72	1.3%	53	1.1%	
	51 thru 60	72	1.3%	79	1.5%	71	1.4%	
	61 plus	20	0.4%	15	0.3%	11	0.2%	
	<b>ALL Ages</b>	<b>5636</b>	<b>100.0%</b>	<b>5439</b>	<b>100.0%</b>	<b>4969</b>	<b>100.0%</b>	

Sociology	Age Range	2011-12	Percent	2012-13	Percent	2013-14	Percent	2014-15
	0 thru 18	338	15.4%	300	15.9%	313	14.9%	
	19 and 20	857	39.2%	706	37.4%	670	31.9%	
	21 thru 25	597	27.3%	529	28.0%	622	29.6%	
	26 thru 30	192	8.8%	150	7.9%	240	11.4%	
	31 thru 35	78	3.6%	89	4.7%	96	4.6%	
	36 thru 40	47	2.1%	42	2.2%	59	2.8%	
	41 thru 45	33	1.5%	28	1.5%	35	1.7%	
	46 thru 50	23	1.1%	23	1.2%	30	1.4%	
	51 thru 60	22	1.0%	19	1.0%	32	1.5%	
	61 plus	2	0.1%	2	0.1%	4	0.2%	
	<b>ALL Ages</b>	<b>2189</b>	<b>100.0%</b>	<b>1888</b>	<b>100.0%</b>	<b>2101</b>	<b>100.0%</b>	

## 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

Psych 8

Psych 1C

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

Soc 5

## 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.

All three departmental disciplines now have approved transfer majors.

## 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.
5. Online and hybrid delivery.

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
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## 6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
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## 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
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