

## **SOCIOLOGY SAC PROGRAM REVIEW (2006-2011)**

**Portland Community College  
Submitted and Presented: March, 2011**

This Program Review of the Sociology Program at Portland Community College (PCC) is based on SAC discussions, faculty development reports, and analyses of disciplinary, programmatic, and college data. It summarizes the key foundations of sociology as a discipline and identifies the commitments of our program, how we help the college achieve its missions, the strengths of our program, the core outcomes for our students, how we assess these outcomes, challenges we face, goals we hope to achieve, and resources that are needed from the college to help us improve the education and services we provide to our students.

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**SOCIOLOGY PROGRAM REVIEW 2006-2010**

**TABLE OF CONTENTS**

**THE SOCIOLOGY DISCIPLINE..... 4**

**SOCIOLOGY SAC COMMITMENTS..... 5**

**SERVING PORTLAND COMMUNITY COLLEGE..... 6**

**SOCIOLOGY SAC STRENGTHS, TRENDS, AND SUCCESSES..... 9**

- Course Offerings**
- Enrollment**
- Diverse Teaching Techniques**
- Technological Innovations**
- Program Certificates and Awards**
- College and Community Service**
  - Campus Activities
  - Committees
  - Community Service
- Professional Development**
- Addressing College Initiatives**
  - Textbooks
  - Diversity and Cultural Literacy
  - Service-Learning
  - Student Retention and Success
  - Distance Learning
  - Internationalization
  - Honors Program
  - Sustainability
  - Gerontology
- Student Evaluations**
- Real World Applicability**

**COURSE OUTCOMES..... 15**

**ASSESSMENT TECHNIQUES.....16**

**IMPROVEMENTS BASED ON LAST PROGRAM REVIEW..... 19**

- Institutional**
- Departmental**
- Individual**

**ROOM FOR IMPROVEMENT..... 22**

- Institutional**
- Departmental**
- Individual**

**RESOURCES NEEDED FOR SUCCESS..... 24**

- Clarity on Administrative Support Services**

**Enrollment**  
**Financial Support**  
**Full-time/Part-time Concerns**  
**Administrative Work**  
**College Policies**  
**Institutional Effectiveness**  
**Professional development**  
**Logistical Resources and Concerns**

**IMPROVEMENT PLAN..... 28**

**CONCLUSION..... 32**

**APPENDICES**

**Appendix 1: Sociology Subject Area Committee (SAC)..... 33**

**Appendix 2: PCC Mission Statement, Goals and Core Outcomes..... 34**

**Appendix 3: Sociology Catalog Description..... 36**

**Appendix 4: Course Content and Outcome Guides (CCOGs) ..... 38**

**Appendix 5: General Education and Cultural Literacy Designations.....41**

**Appendix 6: Core Outcomes Mapping and Assessment.....42**

**Appendix 7: PCC Programs with Sociology Requirements and Electives.....47**

**Appendix 8: Enrollment Statistics).....49**

**Appendix 9: SOC 280A Cooperative Education Enrollment Statistics.....51**

**Appendix 10: Distance Learning Classes.....53**

**Appendix 11: Equivalency and Transfer Guides..... 55**

**Appendix 12: Professional Development, Honors, and Service..... 60**

**Appendix 13: Sociology Program Review Student Survey..... 68**

**Appendix 14: Sociology Faculty Biographies..... 74**

**Appendix 15: Part-Time Faculty Orientation Packet..... 78**

**Appendix 16: Program Review Presentation..... 79**

## **THE SOCIOLOGY DISCIPLINE**

Sociology is a social science, with a rich history of scientific research and quantitative and qualitative analyses of society, social groups, and human behavior. Sociology offers an overarching macro view of the various institutions and social structures in society that shape social forces and organize the social contexts in which we live, as well micro analyses of social and cultural influences that shape our identities and behavior.

### **Historical Perspective**

Sociology began in response to significant revolutionary changes in the world, including the Industrial Revolution and the American and French Revolutions, which caused intellectuals to question how modern societies were organized and how they were changing. Auguste Comte (1798-1857), who coined the term “sociology,” thought that understanding the laws of human social behavior would help people solve society’s problems. Sociology remains a discipline that strives to make sense of the structure and culture of the changing world around us, with a strong emphasis on critical-thinking, self-reflection, cultural literacy, and analyses of issues such as stratification, cultural norms, group dynamics, diversity, and globalization.

### **Key Sociological Principles**

According to a 2006 American Sociological Association survey of leading faculty in the field, there are nine key principles to teach sociology students:

- The “social part” of sociology; understanding the social factors and interconnections of individual’s lives, as viewed through the sociological imagination.
- Society as an empirical object of knowledge to study.
- Sociology as a field; to prepare students for majors in sociology and related professions and to give non-majors a breadth of coverage to help them apply social processes to other fields.
- Complex and critical thinking; using scientific evidence and a variety of perspectives to ask important questions and challenge assumptions.
- Social construction of ideas and the relative nature of assumptions and interpretations.
- Differences in sociology, relative to other social sciences; focus on social problems, diversity, and the relations between individuals, social groups, and organizations.
- Understanding important institutions: family; economy; politics; education; religion; health; media, etc.
- Centrality of social inequality in society and the effect of cumulative advantages and disadvantages on life experiences and outcomes.
- Trying to improve the world through public sociology and promoting social change.

The Sociology SAC has agreed that our core objective is to help students develop their “sociological imagination” (Mills 1959), in order for them to understand the social context of society, recognizing that historical patterns, structural conditions, cultural frameworks, and “public issues,” have significant impacts on the lives and experiences of individuals and their “personal troubles.” This system-level perspective, which has both cross-cultural and cross-disciplinary significance, connects individuals to external forces, social organizations, and stratification systems which create structural and cultural inequalities that shape or limit their access to opportunities, resources, and privileges.

## **SOCIOLOGY SAC COMMITMENTS**

The Sociology SAC is a group of capable, committed, and enthusiastic instructors, who have effectively integrated and addressed all of the principles set forth by the American Sociological Association. We are all professionally trained in sociology, or related fields, with academic degrees (Master's and Ph.D.s), and teach a broad range of core and topics courses. Instructors have additional training for specialty courses, including Peace and Conflict, Gerontology, and the Illumination Project.

### **Instructor Qualifications:**

Sociology faculty must have a minimum of a Master's degree in sociology or a sub-discipline of sociology (i.e. demography, urban studies, criminology, gerontology, peace studies, women's studies, or as defined by the SAC). The sub-discipline degree must have at least 32 hours of graduate-level course work in sociology, with not more than half in research methods.

Social Work and other social science disciplines, such as Anthropology, Psychology, or Political Science, are not considered sub-disciplines of Sociology.

SOC 223: Sociology of Aging

SOC 230: Introduction to Gerontology

Master's degree in sociology or gerontology; or Master's degree in related area with at least 30 credit hours of graduate level credit in sociology or gerontology; and 3 years recent work or teaching experience in the field of aging.

SOC 231 Sociology of Health and Aging

Master's degree in sociology, gerontology, public health, or nursing; or Master's degree in related area with at least 30 credit hours upper division or graduate credit in health and aging; and 3 years recent work or teaching experience in the field

OR

Bachelor's degree in sociology, gerontology, public health, or nursing; or Bachelor's degree in a related field with at least 30 credit hours upper division course work in health and aging; and 4 years recent work experience in the field.

### **Program Goals:**

We are committed to creating optimal learning environments for our students, where they can develop their sociological perspective and analytical skills. Much of this depends on offering high quality sociological education in our courses (See Appendix 3 for a complete list of courses) and the development of consistent outcomes and clearly defined assessment techniques through our Course Content and Outcome Guides (CCOGs) (<http://www.pcc.edu/ccog>. See Appendix 4 for samples). The Sociology SAC develops, revises, and approves all course learning outcomes and assessments in alignment with college standards, discipline and Sociology Department goals, and PCC's Core Outcomes.

As a college transfer program, we provide three core courses: SOC 204 Sociology in Everyday Life, SOC 205 Social Change in Societies, and SOC 206 Social Problems. These courses are no longer a formal sequence but continue to cover foundational concepts, theories, basic research methods, and analytical

skills to general education students, transfer students, and students who are required to take our courses for other programs and certificates.

Given our different specialties, we also offer a wide range of electives that allow students to delve into varying stratification systems and social phenomena, which further develop their analytical and critical thinking skills related to issues of diversity (race and ethnicity, class, sexuality, disabilities, etc.), gender roles, religion, social movements, the environment, peace and conflict, aging, death and dying, social service and activism, and co-operative education (See Appendix 3).

As a Lower Division Transfer department, the Sociology SAC consults with PCC advisors and transfer colleges and universities in Oregon to insure that its program and course content align with state standards and transfer departments' articulation requirements. This relationship is particularly close with the Portland State University Sociology Department (See Appendix 11).

All of our courses are on the General Education list and many recently were approved by the Curriculum Committee to receive the new Cultural Literacy designation (See Appendix 5).

## **SERVING PORTLAND COMMUNITY COLLEGE**

The Sociology SAC provides crucial services and resources to help achieve Portland Community College's mission, institutional goals, and core outcomes for its students (See Appendix 2).

### **The College Mission**

The Sociology SAC helps Portland Community College “advance the region’s long-term vitality by delivering accessible, quality education to support the academic, professional, and personal development of the diverse students and communities we serve.”

We provide lower-division core and specialty courses in Sociology to meet state requirements for graduation and/or transfer to four-year state colleges and universities, for those who choose to major in sociology or as general education course electives or requirements for other programs, thus helping with degree and certification completion and articulation (See Appendix 7 for programs requiring or recommending sociology courses).

Through educating, advising, and mentoring students in a discipline committed to diversity, social change, and self-reflection, we seek to promote access, retention and continued education for a diverse student body of new students, returning students, and first-generation students, thereby opening doors for people who may not have had available or effective educational opportunities or development before.

Our discipline also provides core foundations of structural and cultural awareness and skill sets, with great applicability across disciplines and career fields, thus helping create educated and engaged citizens who can better serve their professions and communities.

### **Institutional Goals**

The Sociology SAC is dedicated to helping the college achieve:

- Access: Access to learning opportunities will be expanded through the cultivation of community and business partnerships.

We offer courses across the district at varying times and in different modalities. We have high enrollment in our classes and produce high FTE, with degree-seeking and non-degree seeking students (See Appendix 8 for enrollment statistics).

In response to technological innovations, we integrate a variety of technological tools (MyPCC, Blackboard, Desire2Learn, eReserves, etc.) and teaching modalities into our courses, with ten instructors offering distance learning courses.

We develop community partnerships through a variety of paths, most notably through service-learning and co-operative education, guest speakers, sustainability efforts, and through the gerontology program.

- Diversity: Lifelong learning opportunities will be accessible to all and enriched by the diversity of our students, faculty, and staff.

As a discipline that focuses on diversity, we are committed to welcoming, engaging with, and supporting our diverse student body and colleagues. Whether working with Gateway to College, ROOTS, ESOL, veterans, returning students, worker retraining programs, Disability Services, retirees, international students, traditional students, the Women's Resource Centers, the Multi-Cultural Centers, ASPCC, and various student clubs, we strive to make our class and office environments safe and stimulating places where people can contribute and thrive.

- Quality Education: Educational excellence will be supported through assessment of learning and practicing continuous improvement and innovation in all that we do.

Beyond our own desire to provide quality education, we are also aware of the increasing accountability movement and the public's wish for the effective and efficient use of public funds. To that end, we regularly revise courses based on student feedback, engage in the assessment efforts of the college (discussed more later), participate in ample training and professional development, work closely with a variety of cross-disciplinary programs, and support college initiatives, such as assessment, service-learning, internationalization, the Honors Program, and sustainability.

- Student Success: Outstanding teaching, student development programs and support services will provide the foundation for student skill development, degree completion and university transfer.

Beyond providing access, we strive to raise retention and support students in their academic success. Besides our SOC 204 Sociology in Everyday Life course, we have added prerequisites to all of our courses to accurately reflect the college-level reading, writing, and math expectations in our courses.

We encourage students to access resources at the college, through the library, Counseling and Advising Offices, Disabilities Services, Women's Resource Centers, Multi-Cultural Centers, Co-operative Education, ESOL, ROOTS program, and Tutoring Centers.

We utilize college retention tools as well. For example, most of us have adopted the valuable CPN feature on our course lists. Providing this immediate feedback to students has received a very positive response.

We also serve students as advisors and mentors through student governments, clubs, and centers. We advise and write letters of recommendations for scholarships, colleges, jobs, and internships, such as the NIH Bridges Internship program, which five Rock Creek students have received, as well as nominate students for awards, such as the state service-learning award.

- **Economic, Workforce, and Community Development:** Training provided to individuals, community and business partners will be aligned and coordinated with local economic, educational and workforce needs.

While we are not a Career Technical Program, we do support a number of these programs. Our Gerontology program is a very successful example of a concerted effort to train students to meet the needs of industry and our communities.

Our sustainability efforts are also key to the Green Jobs movement, as our Introduction to Environmental Sociology course is a requirement for several green CTE certificates, for which we have had to add an extra section (See Appendix 7).

Our work with the Service-Learning Program and Cooperative Education has also aligned with community and student needs for engagement, internships, and applied research.

- **Sustainability:** Effective use and development of college and community resources (human, capital and technological) will contribute to the social, financial and environmental well-being of communities served.

The Sociology program adopted this new and important initiative long before it became a current trend. The role of healthy economies, communities, and the environment are key not only to the Introduction to Environmental Sociology course, but to many of our core courses. For example, Kim Smith helps support the National Science Foundation's Sustainability Training for Technical Educators (STTE) grant, for which she coordinates a Summer Sustainability Institute for green design and construction instructors. This has led to efforts to infuse sustainability across the curriculum through significant partnerships developed with the Environmental Centers, PCC's Sustainable Practices and Resources Council (SPARC), and key community environmental non-profits such as the Northwest Earth Institute. Rock Creek students have also been sustainability leaders, in projects such as the Rock Creek Learning Garden and the Rocket Composter.

## **Core Outcomes**

We regularly assess how we are helping students achieve PCC's Core Outcomes: communication; community and environmental responsibility; critical-thinking and problem solving; cultural awareness; professional competence; and self-reflection.

In completing the Core Outcomes Mapping exercise and a more extended review of assignments that instructors use to assess the Core Outcomes (see Appendix 6), we determined that all of our courses help students "demonstrate comprehension and apply essential knowledge and skills," while many of our

courses teach students to “demonstrate thorough, effective and/or sophisticated application of knowledge and skills.” Our collaborative efforts to improve our formative assessment techniques and create feedback loops will continue to expand our abilities to better meet the core outcomes set by the college for our students.

Direct applications of core outcomes to our courses and their assessment are discussed later in the Program Review, under Course Outcomes.

## **SOCIOLOGY SAC STRENGTHS, TRENDS, AND SUCCESSES**

### **Course Offerings**

We offer three core/general education classes and thirteen specialty courses, in a variety of teaching modalities, with diverse scheduling options (morning, mid-day, late afternoon, evenings, Fridays, and Saturdays), thus providing access to different students across the district (See Appendix 3). One SOC 204 section is being developed as an Honors course, by Maria Wilson-Figueroa.

Since our last Program Review, we added prerequisites to all but one of our courses. The intention for this choice was to maintain open access to our SOC 204 Sociology in Everyday Life class.

This winter, we submitted all of our courses, except for SOC 205, to the Curriculum Committee for the new Cultural Literacy designation, plus we completed all of the Course Revisions and Gen Ed submission forms for our other courses. We significantly revised the description and title for the SOC 205 Social Change in Societies course and hope that it will now attract more students. The Curriculum Committee approved all of these courses (See Appendix 5).

A number of programs at the college require sociology courses or have them as electives, offering their students a foundation in sociological knowledge (e.g, Criminal Justice, Architectural Design, Women’s Studies, Peace and Conflict Studies) (See Appendix 7). Melody McMurry and Maria Wilson-Figueroa teach WS 101, WS 201, and Soc 218 in the Women’s Studies Program, offering a sociological perspective to women’s issues in the United States and internationally. Kim Smith teaches the SOC/PS 280B Community Service and Action Seminar as a capstone course for the PACS Program Award.

### **Enrollment**

Traditionally, we have high enrollments in our courses, creating high FTEs, although the last five years have gone through significant waves in response to the economy. Recent growth has been particularly high in the gerontology courses, due to industry demand and demographic shifts, as well as in our core courses and several topics courses, due to economic changes and popular issues in society.

All of our campuses had decreases from 06-08, and all recovered in the 08-10 years, except for the Extended Learning Campus (ELC). As a whole, we have seen an increase in enrollment by 25.4% from 08-09 to 09-10. During this period, all courses have grown at Cascade, there has been a vast increase in SOC 204 enrollment at Rock Creek, and Sylvania has seen some particularly notable increases of 141.9% in SOC 206, 75% in SOC 228, and 81% in SOC 232. There also have been notable decreases in enrollment at Rock Creek in SOC 205, SOC 218 and SOC 232, but this is due to the dropping of several sections of these courses in order to offer more SOC 204 courses, in response to student demand. In addition, the statistics may reflect full-time faculty serving in administrative positions and not being able to teach as

many classes. We really appreciate receiving another full-time sociology position at Rock Creek, in order to better serve students and campus needs. (See Appendix 8 for the enrollment statistics).

Our demographic statistics, collected by Institutional Effectiveness, reflect a diverse student population and college trends, with more African Americans at Cascade, more Hispanics at Rock Creek, and more Asian/Pacific Islanders at the ELC. We also have diversity across the age brackets. The majority of our students go to school full-time, with another significant percentage going half-time, and almost all are degree-seeking students.

Similar to college trends at PCC and throughout the nation, we have an increasing percentage of students who are female, over 65%! Whether this represents a feminization of our discipline (note that all of the full-time faculty are female) or a trend in education overall remains to be seen.

For full details, please go to: [http://www.pcc.edu/ir/program\\_profiles/200910/SOC.pdf](http://www.pcc.edu/ir/program_profiles/200910/SOC.pdf).

### **Diverse Teaching Techniques**

We integrate a variety of teaching techniques, including in-class lectures, service-learning, field research, distance learning, web-based pedagogies, increasing diversity of assessment techniques, and innovative models like the Theater of the Oppressed, which is a foundation for the Illumination Project.

We have been leaders at PCC in offering interdisciplinary and team-taught courses. PS/SOC 211 Peace and Conflict Studies is cross-listed, as is the PS/SOC 280B Community Service and Action Seminar. SOC/ANT 234 Death in Cross-Cultural Perspective is interdisciplinary and team-taught. The SOC 228 Introduction to Environmental Sociology collaborated with the Environmental Center, multiple disciplines, and City Repair's Village Building Convergence to create a successful Living Lab in the Sylvania Learning Garden. The Learning Community pairings of WR 122 and 123 with SOC 205 and 206 were taught several times but are no longer offered. The partnership between Melody McMurry and ESOL's Cynthia Thornburgh has resulted in the cross-cultural/international training of both students and faculty, leading to an opportunity to present these teaching innovations to the Worldwide Forum on Education and Culture in Rome, Italy in 2009, as well as at PCC Part-Time Faculty Institutes.

Another very innovative model was the pairing of Soc 204 and Math 243 and 243 at PCC Rock Creek, between Melody McMurry and Angela Stabley, who created "Social Research and Statistics." Their work was presented at the National Math conference, to the PCC Board of Directors, and at the 2010 Anderson conference. They also attended the National Science Foundation workshop in 2008 and presented their work at the Las Vegas National American Math Association of Two-Year Colleges (AMATC) conference in 2009.

All of our instructors combine traditional lectures with multi-media, engaged dialogues, small group work, and a variety of class activities, including simulations, guest speakers, field trips, service-learning, and campus events, such as the Illumination Project.

We are open to innovation and are responsive to different learning styles, needs, and schedules. For example, some faculty offer take-home exams to facilitate schedules and many encourage working in groups to help students develop teamwork skills, self-reflection, and evaluation tools.

We regularly review new textbook offerings and supplementary materials, including companion websites for Internet exploration and interactive assignments, films, and other interactive tools. We review and approve textbook selections for the SOC 204 and 205 courses and agree to all use the books suggested by

the SAC. Our focus during the last five years has been on ways to decrease textbook costs and create custom texts that better serve our students and the CCOGs. We also order books and videos for the libraries, to maintain updated supplementary material.

## **Technological Innovations**

Sociology courses make significant use of the Internet and search engines in the library for research and assignments.

Distance Learning courses have been developed for SOC 204, 205, 206, and 213 and all of the Gerontology courses, with ten faculty currently teaching distance learning courses. See Appendix 10 for a list of courses and faculty trained in this modality.

Many courses have web-hybrid elements, with some instructors using their own websites, Blackboard and Desire2Learn, eReserves, MyPCC Course Tools, and other technological enhancements to advance learning, foster discussion, and increase student access to course materials and sociological research.

## **Program Certificates and Awards**

The Gerontology 1-year certificate and 2-year AAS degree have been very successful. A variety of certificate programs and degree programs have sociology courses required or offered as electives (See Appendix 6).

Several of our courses also support the following Program Awards:

Architectural Design and Drafting Sustainable Building Program Award: SOC 228

Peace and Conflict Studies: SOC 204, 205, 206, 218, PS/SOC 211, SOC 280B

A new social justice emphasis is being considered for the PACS Program Award.

Service-Learning Program Award: Sociology classes with service-learning components

Women's Studies: SOC 218

## **College and Community Service**

Sociology instructors are actively engaged in campus activities, on committees, and in the community (See Appendix 12 for extended list). Our presence at the college is very visible and we make frequent contributions to the advancement of knowledge, awareness, initiatives, and service for our students and colleagues within the college and in our communities. Over the last five years, Sociology instructors have served in the following sample of activities:

### Campus Activities

- Club Advisors (e.g., Powwow Committee, Gerontology Club, Muslim Student Association, Sexualities Club, and the Green Team)
- Bringing in speakers and opening our classes to the college community
- Illumination Project (Coordinated through Student Services and Sociology)
- Serving as panelists and guest speakers for events, like Women's History Month, International Education Week, and the Sustainability Lecture Series
- Village Building Convergence

- Northwest Earth Institute Discussion Courses
- Presenters for the Anderson Conference and TLC Workshops

### Committees

- Service-Learning Steering Committee
- Teaching Learning Center Steering Committees (as Directors as well)
- Curriculum Committee
- Assessment Committee
- Sustainable Practices and Resources Council (SPARC)
- Diversity Committee
- Campus Powwow Committee
- Hiring Committees

### Community Service

- Hands on Greater Portland
- Portland Peak Oil
- Northwest Earth Institute
- KBOO
- El Programa Hispano
- Muslim Educational Trust Advisory Board

### **Professional Development**

We are committed to developing our skills and maintaining currency in our field. With support from the college and independently, we regularly attend conferences, write and publish papers, and do presentations (See Appendix 12). For example, over the last five years:

- 3 instructors attended CIEE International Faculty Development Seminars abroad to help internationalize our curriculum at PCC.
- 1 instructor attended the Great Teachers Seminar
- 1 instructor received a sabbatical
- 1 instructor attended the East-West Center in Hawaii
- 1 instructor serves as an editors of new on-line journals
- 2 instructors are working on their Ph.Ds.
- Several instructors presented at conferences around the world, including in Oxford, England, Vancouver, B.C., and in Rome.

### **Addressing College Initiatives**

We have not only integrated a number of college initiatives into our program, we have also been the leaders on many of them. Efforts such as service-learning, internationalization, and sustainability fit well with our discipline and our personal and professional interests. The following categories detail efforts made to support student needs and enhance student learning related to a variety of college initiatives.

## Textbooks

In response to the Campus Climate Survey, we recognize that students' number one concern is the price of textbooks, so we are sensitive in our textbook choices. For example, we have worked with publishers to find less expensive books and create custom books for the SOC 204 and 205 sequence and offer books on reserve in the library and as e-reserves. We will initiate another review cycle this spring.

## Diversity and Cultural Literacy

We emphasize diversity in all of the Sociology courses, and all of our courses, except for SOC 205, have received the Cultural Literacy designation. Stratification and inequality are specialty areas of sociology, so we make concerted efforts to help students identify the impacts of class, race, ethnicity, gender, sexual orientation, abilities, and age. The Gerontology Program has also made an important contribution to studies of diversity and aging.

## Service-Learning

The Sociology SAC is recognized as a model "engaged department," by the National Campus Compact, for its integration of service-learning options into a variety of classes, particularly the Social Problems course, as well as supporting students in Cooperative Education.

We provide applied learning experiences where students combine course learning objectives with community service and reflection exercises, which not only enhance learning, but also promote civic engagement and responsibility, thus helping students learn how they can make a difference in society, in their communities, for others, and for themselves.

And, the numbers are impressive! Based on the data provided (hence undercounting), for Fall 2008-Fall, 2010, **618 PCC sociology students** have contributed **10,818 hours** of service to the Portland-metro area.

## Student Retention and Success

Sociology faculty promote retention and student success through various means, including advising, mentoring, in-class activities, letters of recommendation for scholarships, jobs, college applications, and internships, providing service-learning opportunities, supervising cooperative education, and offering referrals to support services. We also work with the ROOTS program and Disabilities Services to provide appropriate support and learning environments. In addition, some faculty do in-class activities on study skills and research techniques, as well as contact students who have not been attending class for a while using the CPN forms, to check in and offer guidance and support. Many students keep in touch after leaving PCC regarding their successes, their families, and career paths, which is always welcome and encouraging.

## Distance-Learning

All of our core courses now offer sections in distance-learning modalities, in addition to our SOC 213 Diversity in America course and all of the Gerontology courses. Enrollment is high in these courses, although they face more challenging retention issues. The faculty are in the process of transitioning from Blackboard to Desire2Learn and continue to look at issues of workload, technological needs, and student support. See Appendix 10 for numbers.

## Internationalization

Three faculty attended CIEE International Faculty Development Seminars in India (Kim Smith), Prague/Budapest (Andrew Butz), and London (Melody McMurry), as well as the East-West Center for Asian Studies, in Hawaii (Kim Smith). Cat Zimmerman has also been selected to be a part of the new China Cohort. We are committed to internationalizing our curriculum with increased international content and examples and promoting increased international awareness at PCC through TLC workshops and college events. Our efforts have helped support the Asian Studies Program and the Internationalization Committee.

## Honors Program

Maria Wilson-Figueroa is developing a SOC 204 Sociology in Everyday Life course as an Honors course and hopes to have it available by the Fall of 2011. The amended CCOG will be presented to the SAC for approval.

## Sustainability

A number of our faculty have interest in and experience with environmental issues. Kim Smith is helping lead the college's effort to infuse sustainability across the curriculum, in addition to supporting PCC's Sustainability Training for Technical Educators grant by coordinating the Summer Sustainability Institute for green design and construction faculty across the Northwest. This grant is funded by the National Science Foundation. Sociology students at Rock Creek, particularly in SOC 206, also work with the Rock Creek Learning Garden and the nationally-noted "Rocket Composting" project.

## Gerontology

The gerontology faculty are working closely with a variety of efforts on campus and in the community, including developing an Aging in Place certificate with the architecture and interior design programs and designing a therapy garden in the Learning Garden at PCC Sylvania.

## **Student Evaluations**

We regularly seek feedback from students, through class discussions, assignments, and formal evaluations. We value their insights and revise our courses, as deemed appropriate. See Appendix 13 for student anecdotes and results from a survey completed for our Program Review. The following are a sample of student comments in relation to the most important things they learned in their sociology courses:

- That society is what we as a culture have made it and there is an option for change
- A lot of what you think is normal is actually constructed by society
- Learning how to see society in a very different light. Things like gender, I knew about but not thought about to this extent before this class
- The most important thing I have learned in this course is not just the topics we cover but how to be aware of what goes on in my society and how to better respond to that
- I learned to see the larger power dynamics of our society and I learned to be more aware of the dominant groups privilege
- To view the world with a different set of eyes and to see the different dynamics society has and is creating daily

## Real World Applicability

We integrate everyday, real world applications into our teaching of sociology and try to make our discipline come alive and usable on a daily basis for our students. Given the applicability of our discipline to current events, topics from economic downturns and political upheavals to pop culture trends, new technologies, and demographic shifts all have relevancy to our courses.

Sociology helps students examine the social contexts in our world, allowing students to see interconnections across systems and envision how they too can be “levers of change.” We believe that it is counter-productive for students to simply learn about social problems and risk creating further apathy and cynicism. They must look at the root causes of social problems as well as the challenging consequences in order to understand how it is possible to actually solve them. In so doing, we strive to empower students and encourage them to engage in their communities. Service-learning is a power pedagogical tool to help in this transformative process.

In addition, sociology can provide insights and levity to the quirkiness of human behavior. Consider, for example, the impact of social media on personal interactions.



## COURSE OUTCOMES

The Sociology faculty at PCC help students develop a number of discipline-specific perspectives, broadly transferable skills, and core outcomes set by PCC.

Learning outcomes for students in all of our courses include the following core elements:

- Develop their sociological imaginations, in order to examine how social contexts shape our lives.
- Apply sociological theories and research to course material and current events to assess the causes and consequences of social organization, social change, and human behavior.
- Communicate clearly to present sociological perspectives and principles.
- Participate as active citizens in their societies and communities to demonstrate respect for diversity, critical thinking, and collaboration.

Here is a sample of outcomes from our recent course revisions:

### **SOC 204 Sociology in Everyday Life**

1. Apply sociological perspectives and the sociological imagination in their everyday lives, to reflect on structural and cultural contexts and current events.
2. Identify social inequality and stratification systems to evaluate the impact on society.
3. Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration.

### **SOC 213 Diversity in the United States**

1. Identify and explain social patterns and processes involved in social stratification and social inequality, and identify both micro and macro impacts of social change and social structure.
2. Demonstrate their grasp of the difference between individualistic vs sociological perspectives of diversity, and approach issues from different sociological perspectives.
3. Demonstrate understanding of the relationship between culture, social stratification and social institutions - utilize critical thinking skills;
4. Analyze forces and impacts of social structure on individuals and social groups;
5. Coherently identify the construction and maintenance of socially constructed privilege in their own life, and the mechanisms of social organization – i.e. institutionalized privilege and discrimination; impacts of local or national policies and laws (gentrification for example).

### **SOC 228 Introduction to Environmental Sociology**

1. Apply sociological perspectives and use their sociological imagination to analyze the complex relationships between humans and the environment.
2. Assess the effects of human behavior on the natural and social worlds and locate themselves within social structures and cultures to reflect on their impacts on society and the environment.
3. Identify possible strategies to solve environmental problems and participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration in problem-solving.

## **ASSESSMENT TECHNIQUES**

The Sociology instructors assess student learning throughout the term by using various formative assessment tools, like worksheets, quizzes, rubrics, and class discussions, as well as summative tools, including papers and exams. The SAC encourages instructors to integrate the following kinds of tasks into courses to assess student achievement of course outcomes in a more comprehensive and holistic manner:

- Short analytical or application papers on specific concepts, themes, and issues
- Term or research papers, using a variety of research strategies
- Oral presentations
- Group research, analysis, and presentation projects
- Class participation in full-class discussions and small groups or teams
- Response papers, reflection exercises, or journals reflecting on life experiences, events, and social phenomena
- In-class evaluations and short feedback cards to assess understanding of course material
- Service-learning projects integrating course objectives, service to community, and reflection
- Student-instructor conferences
- Portfolios
- Video projects
- Oral histories and interviews
- Policy analysis and application
- Peer reviews

Grades represent overall student performance, but the variety of assessment tools listed above provide direct feedback throughout the term, allowing for revisions and improvements in teaching. For example, homework assignments and papers allow us to determine how well students demonstrate their comprehension of course content, apply sociological concepts and theories to a variety of social patterns and processes, make connections between causal relationships and trends in society, write and communicate in clear, organized, and effective manners, and think critically and systemically.

In-class discussions also indicate how well students comprehend course material, the development level of their group process skills, including listening, brainstorming, communicating, negotiating, or cooperating on shared tasks, as well as their ability to listen to and empathize with diverse perspectives and experiences.

Participation in service-learning projects allows students to develop active citizenship skills and become knowledgeable on current events and issues facing their communities. Reflection papers are key to demonstrating their ability to apply learning objectives, plus offer insights on how engaging in service helps students overcome depression and apathy.

We do not do any formal indirect assessments, such as job placement statistics, as we are not a career technical or certificate-granting program, but Heather Guevara is interested in developing some longitudinal tools to track graduates. We keep an eye on enrollment records and try to stay current on trends in the discipline and job market.

We currently have a sub-committee, led by Heather Guevara, working on the SAC's assessment efforts. They are developing a pre- and post-test model with the Institutional Effectiveness office to assess PCC's core outcomes.

We value student evaluations, as part of our own self-assessments and for course-specific feedback, with several faculty using focused evaluations for students to identify the main things they learned during the term. We revise courses, in response to evaluations, when needed and appropriate.

Finally, one of the most powerful forms of feedback comes from the self-reflection of students and how they learn how to place themselves within social contexts. Students often say that once they have become aware of the sociological processes occurring in the world around them, that they are never able to see the world in the same way again. Now, that's success!

The following is a sample of assignments used to help demonstrate, assess, and allow for feedback on the college's Core Outcomes (See Appendix 6):

### **Communication**

Communicate effectively by determining the purpose, audience and context of communication, and respond to feedback to improve clarity, coherence and effectiveness in workplace, community and academic pursuits.

- Written assignments, papers, and projects
- In-class discussions
- Small group dialogues
- Presentations
- Establishing class rules regarding different values, respect, and cultural awareness
- Media analyses

### **Community and Environmental Responsibility**

Apply scientific, cultural and political perspectives to natural and social systems and use an understanding of social change and social action to address the consequences of local and global human activity.

- Projects focused on civic engagement, responsibility and participation in a democratic society
- Service-learning
- Cooperative Education
- Consumption analyses in Introduction to Environmental Sociology
- Forum discussions and field trips in the Community Service and Action Seminar
- The Illumination Project

### **Critical Thinking and Problem Solving**

Identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional and community issues.

- Analyses of the causes and consequences of social phenomena and problems
- Critiques of systemic and structural inequities
- Assessment of the efficacy of problem solving in Social Problems courses
- Service-Learning projects

### **Cultural Awareness**

Use an understanding of the variations in human culture, perspectives and forms of expression to constructively address issues that arise out of cultural differences in the workplace and community

- Reflection assignments on cultural norms and diversity
- Analytical assignments on international perspectives and globalization
- Discussions about ethnocentrism, cultural relativism, and multiculturalism
- Book reviews, including using examples from the PCC Reads books
- Pre- and post-tests

## **Professional Competence**

Demonstrate and apply the knowledge, skills and attitudes necessary to enter and succeed in a defined profession or advanced academic program

- Assignments assessing core sociological knowledge and skills sets that benefit all students, regardless of major or profession
- The Sociology SAC supports and promotes the Gerontology Program's 1-year certificate and 2-year degree. Refer to the Gerontology Program's Program Review for details.
- Completion of courses to provide social frameworks for different professional/technical programs (See Appendix 7).
- Development of personal, civic, and work place skills

## **Self-Reflection**

Assess, examine and reflect on one's own academic skill, professional competence and personal beliefs and how these impact others.

- Homework assignments examining how our class, sex, age, and race shape our lives
- Term papers on their socialization experiences
- Journals
- In-class discussions using the sociological imagination
- Service-learning papers

**For a complete list of our outcomes and assessment tools, please refer to our CCOGs at:  
<http://www.pcc.edu/ccog/default.cfm?fa=course&subject=SOC>**

## **IMPROVEMENTS BASED ON LAST PROGRAM REVIEW**

The Sociology SAC used our 2006 Program Review as a guide for the last five years to help us improve and reach goals. The following accomplishments directly address our 2006 Improvement Plan. Please see <http://www.pcc.edu/resources/academic/program-review/documents/sociology-program-review01-06.pdf>, if you wish to reference our last Program Review.

## **Institutional**

At the institutional level, we have:

- Increased the focus on our role at the college and throughout the district, recognizing our enrollment trends and how to meet the demand for required courses on the smaller campuses.
  - The college responded by creating an additional full-time sociology position at the Rock Creek campus.
  - We also added an additional Gerontology instructor and increased section offerings.
  - We added an additional section of SOC 228 Introduction to Environmental Sociology to meet Green Certificate demands

- Wait lists have helped faculty streamline enrollment.
  - Coordinating with Advising and noting classes with openings has helped enrollment.
- Monitored the full-time/part-time ratio. Given the Gerontology Program, we went from 5 full-time faculty to 7 and remain steady with 14 part-time faculty. In the Fall of 2010, we taught 46 sections: 25 by part-time instructors and 21 by full-time instructors.

FT or PT Sections	Spr 06	W 06	F 05	S 05	Spr 05	W 05	F 04	S 04	Spr 04	W 04
Part-time sections	25	21	19	9	20	22	21	8	21	22
Full-time sections	16	18	21	4	20	18	25	5	20	18

- Discovered that the four-credit conversion on student enrollment and access, which has led to cuts in some sections and reduced the number of topic courses we offer, does not seem to have hurt our enrollment and has made PCC transfer courses more compatible with articulation efforts with other colleges.
- Made a concerted effort to collaborate more with different departments and programs at each campus, such as student life, international education, and the TLCs, to integrate and facilitate efforts, coordinate schedules, decrease redundant activities, increase efficiency, and promote collegiality. We offer programs that build on their efforts and often bring our classes to events offered by these programs. For example, a number of our faculty bring classes to guest speakers coordinated by the ASPCC or different departments.
- Documented where and how students are active in the community, with the help of the Service-Learning program.
- Set a goal to “have more updated and teaching-friendly classrooms, with multimedia/computer podiums and moveable chairs and desks (for class discussions and activities), in order to teach more effectively and better serve our students.” Since our last Program Review, most classes are now equipped with podiums and extra blinds have been installed in classrooms to improve visibility on projector screens.
- Addressed curriculum, program review, and assessment efforts more easily due to institutional efforts to improve access to data and resources, particularly on-line. We recognize the efforts of the Curriculum office and Institutional Effectiveness in providing clearer on-line pathways to needed materials and forms.
- Been more environmentally responsible and sustainable, thanks to the college’s efforts in this arena.
- Received funding and opportunities for part-time faculty to receive increased training on college policies and practices.

- Promoted greater cultural and international knowledge, literacy, and efficacy among the faculty and student body, through trainings, workshops, cultural events, diversity support, and representation in leadership.

## **Departmental**

At the departmental level, we have:

- Actively considered student needs related to book access and affordability. We have worked with publishers on alternatives and now use some custom books, less expensive independent publishers, and more library reserves.
- Created a clearinghouse for our teaching tools, using the MyPCC Sociology groups page to communicate and share files, such as syllabi, assignments, and teaching techniques.
- Integrated different modes of instruction, given continuing changes in technology, college demands, and student access concerns, including offering more distance-learning sections, with a doubling of sections at the Rock Creek (2 to 4) and Sylvania campuses (4 to 9).
- Supported part-time faculty involvement and knowledge of the program, by offering more resources, connections, and training, and by trying to schedule meetings when they can attend.
- Assessed enrollment trends and expanded our retention efforts, to increase success and completion rates in our classes, with increased use of tools such as CPNs and MyPCC message boards.
- Engaged in the college's efforts to improve assessment efforts through the use of increased formative assessment techniques and intentional focus on our course outcomes and PCC's Core Outcomes. In addition to attending trainings and serving on the assessment committee, our instructors strive to provide frequent and valuable feedback to help students improve their performance during the term. For example, Rowan Wolf posts sample student papers to provide clearer guidance and reward students with positive reinforcement. Others use a variety of rubrics to offer clearer guidelines and increase student participation in and ownership of the learning process.
- Established a SAC chair rotation among full-time faculty, in order to distribute the workload and offer a fair representation between the campuses.
- Improved integration and communication between the campuses on scheduling of course offerings, so courses do not conflict and compete for enrollment. We thank the Department Chairs for their concerted efforts.
- Improved collegiality among the SAC members. To decrease conflicts and increase workload equity, we have made an effort to have clearer communication, shared workloads, follow-through on commitments, and more positive discussions and shared tools in our SAC meetings. Some of our most positive SAC meetings have included discussions about teaching issues and techniques, so we plan to increase such pedagogical activities.

## **Individual**

At the individual level, we have:

- Attended trainings in order to stay current on technology for work expectations and SAC, division, and college communication. TLC workshops have been particularly helpful.
- Integrated technological innovations into our courses, when appropriate, given changes in the discipline and the advanced technological knowledge of most of our students. Examples include Youtube, streaming videos, and social media.
- Strived to stay current in our fields. While travel funds have decreased, instructors are members of professional organizations, have attended conferences, participated in on-campus trainings and discussions, have read current literature and research, and regularly share links to relevant articles and topics.

## **ROOM FOR IMPROVEMENT**

While the Sociology SAC is strong and contributes a great deal to Portland Community College, we still have a number of areas for improvement within the college, as a department, and as individuals.

### **Institutional**

At the institutional level, we would like to:

- Increase awareness of the program and its role at the college and in society. We need to assess whether some programs should include sociology courses as required or recommended. To do this, we need to create a Sociology program brochure and do more outreach.
- Increase enrollment in several courses, particularly SOC 205 Social Change in Societies. This is our core macro-sociology course and many students and program would benefit from this course, but enrollment decreased with the 4-credit conversion and the loss of the sequence. It would help to receive reports on enrollment from our department chairs.
- Offer some new topics courses. While we recognize the need to focus on the core courses, courses on topics such as the mass media, globalization, and education would increase diversity in our courses, offer skill sets in critical thinking, and allow for greater response to current events. We would like to utilize our SOC 299 experimental course option more often, with the potential to team-teach courses or offer some inter-disciplinary courses.
- Improve the full-time/part-time ratio. Several full-time instructors have received course releases over the Program Review period, for administrative jobs, such as the TLC Co-Director and Department Chair, as well as a sabbatical, so this can skew the numbers, but an imbalance in the full-time/part-time ratio can lead to extra strain on the full-time faculty, with increasing administrative work, and less contact time for students, with part-time faculty's limited schedules. Given potential cuts in sections, there are also concerns about whether there will be enough sections to offer to part-time faculty with assignment rights in the future.
- Decrease the strain on full-time faculty, who have increasing administrative work and SAC chair responsibilities, without compensation or course-releases. We seek recognition that our contracted 35 hours far underestimates the hours we work each week. We plan to complete an hour-tracking exercise to document the workload discrepancy in collaboration with the union.

- Given our increase in writing-intensive classes, we also request consideration of the discrepancy between courses with “writing-intensive” designations that have enrollments of 25 students, while we serve 35 students per course. This has become even more notable with the greater emphasis on formative assessment. There are many good reasons why we choose to offer more writing assignments, but this has led to workload inequities between departments.
- Receive regular updates from college programs that require our courses, in order to assess the impact of our courses on their students.
- Access more information on the success of our students. Longitudinal studies by discipline would help, so we could keep track of the students who go to 4-year colleges and major in sociology.
- Be assigned to classrooms that fit our class enrollments. Given that our classes max out at 35, it does not make sense with high enrollments to be assigned to classrooms that are too small for 35 students.
- Have equity in class sizes for distance-learning classes, which tend to over-enroll. While larger classes improve on-line discussions, the workload for DL faculty in sociology is significantly more than in-class courses. We question the impact that enrollment in DL courses is having on campus-based classes. It was suggested that out-of-district students receive priority for DL courses, in order to encourage in-district students to take campus-based courses.
- Have more support for distance-learning teachers, with access to technology to facilitate teaching, such as providing laptop computers and paying for internet services. The faculty need the tech support helpline staff to really understand the social sciences through a distinct lens of “conceptual teaching” vs. more technical programs.
- Have a more effective orientation and tutorials for distance-learning students in order to develop the technological skills necessary to succeed in DL courses.
- Receive more training to support students in distress. This includes classroom management skills, how to identify warning signs, veterans’ services, and conflict resolution.

## **Departmental**

At the departmental level, we need to:

- Continue to consider student needs related to book access and affordability.
- Increase postings of teaching tools on our MyPCC Sociology Groups page, to support part-time faculty and share what works well with each other, such as syllabi, assignments, best practices, strategies, teaching techniques, etc.
- Support part-time faculty involvement and knowledge of the program, by creating an orientation packet and offering more resources, connections, and training.
- Assess enrollment trends and expand our retention efforts, to increase success and completion rates in our classes. This is particularly important with SOC 204, which does not have prerequisites.

- Share the responsibilities of SAC duties equally, with full-time faculty on different campuses contributing to SAC discussions and following through on tasks.
- Continue to improve collegiality by integrating more pedagogical discussions into SAC meetings.
- Devise contingency plans for faculty health and life emergencies. We currently do not have effective back-up plans for courses, especially distance-learning and specialty courses. In the case of emergencies, we need to have faculty trained not only in different modalities but also course content, in order to maintain continuity for students. A possible model would include a mentoring program to help part-time faculty develop the skill sets needed to fill in for faculty as needed.

## **Individual**

At the individual level, we need to:

- Stay current on technology for work expectations and SAC, division, and college communication.
- Integrate technological innovations into our courses, when appropriate, given changes in the discipline and the advanced technological knowledge of most of our students.
- Stay current in our fields. This may include being members of professional organizations, attending conferences, and reading current literature and research. Receiving travel funds, staff development support, and adequate tuition reimbursement for off-campus training would help.
- Have optimal work environments, with an emphasis on office space. For example, the SS building remodel has increased anxiety among part-time faculty about inadequate work space and access to technology. One possibility is to have the part-time sociology faculty share cubicles near the full-time sociology faculty.

## **RESOURCES NEEDED FOR SUCCESS**

The Sociology SAC appreciates the opportunity to identify and request resources from the administration, which would help us meet our goals, facilitate our work, and better serve our students. While we recognize that some of these needs and requests go beyond our SAC, we hope that college-wide patterns can be identified and addressed, as well as program-specific concerns. We also commend the efforts already made to facilitate communication and streamline access to resources and know that institutional and budget constraints remain, which is a challenge for everyone.

### **Clarity on Administrative Support Services**

→ Provide clear and organized contact lists, organizational charts, and resource information to determine appropriate support personnel.

Our faculty are very involved at PCC and frequently support and even lead efforts on various initiatives, however we regularly confront barriers in not knowing who to contact and what resources are available. For example, simply completing this Program Review showed that we still do not have an existing list for

the administrative support on all of the campuses for our program (Dept Chairs, Division Deans, etc). This should be made available to the SAC Chair at the beginning of each year. Clearer lists on who is responsible for which tasks and budgets on our campuses and at the college would make tasks easier.

### **Enrollment**

→ Have department chairs provide enrollment reports to SAC chair.

It would be helpful to receive a summarized report of enrollment statistics in order to collaborate more with Department Chairs and Division Deans.

### **Financial Support**

→ Develop resources for financial support for administrative work

Financial support is needed to promote new college initiatives and create a more equitable workload for our faculty. Much of the additional administrative work our full-time faculty do takes us beyond our contract hours, without compensation or course load reductions.

Distance learning faculty request support in the technological resources required to effectively teach their courses and suggest the acquisition of more laptop computers.

### **Full-time/Part-time Concerns**

→ Develop more support for release-time and protection of assignment rights.

In addition to financial support, we request that more time be allocated for work demands, including release time for administrative work. This is particularly clear when considering the workload now expected of SAC chairs. We request that SAC chairs receive a one-course release, to effectively support the SAC and complete administrative tasks.

Part-time faculty are concerned about protecting assignment rights. We ask the administration to consider offering more general sociology sections, when possible.

Maintain two full-time faculty in sociology at Rock Creek, as included in the budget initiatives list for several years and received priority based upon enrollment growth. To keep up with student demand, they have had 1 full-time instructor and five part-time instructors.

### **Administrative Work**

→ Reassess the quantity and frequency of administrative tasks and create support networks.

The full-time faculty feel that they are stretched too thin, which diminishes our effectiveness as instructors and colleagues at PCC and often compromises our health. A reassessment of administrative work is essential to create more reasonable workloads and maintain our health.

We request administrative support and oversight in delegating tasks equally among faculty in our program and divisions, thus developing leadership capacities, redistributing workloads, and creating parity.

## **College Policies**

→ Develop inclusive and efficient systems to support the SAC in addressing issues of retention, policy changes, inequities in workloads, and sustainability.

The college-wide efforts for retention are commendable, but we would like more support and ideas from the college to support retention efforts and collaborate with others, rather than increase tasks for individual faculty.

Please insure that faculty are included in policy decisions that affect us. And, when forums are made available, please offer them prior to decisions being made, to promote engagement, trust, and efficacy.

The SAC is concerned about inequities in class sizes and workloads for distance learning classes. We ask the administration to assess the situation and insure parity.

Given concerns about inequities in funding and support between the campuses, please make a concerted effort to insure that faculty on each campus feel equally supported administratively and financially and are given an equal voice in college policies, hiring efforts, and scheduling across the district.

Given the growing expectation for sustainable practices at the college, we ask that college facilitate such efforts, including having tools such as shared printers that double-side copies and classrooms with lights with timers and doors that do not get stuck open (particularly an issue in the SS and ST buildings at Sylvania).

## **Institutional Effectiveness**

→ Collaborate with SACs to identify research needs and conduct research that facilitates program analysis

To accomplish tasks such as Program Review, we ask that institutional researchers do longitudinal research that specifies transfer students' majors, career goals, and community activities, so we can better assess the long-term impact we have had on sociology students. We would benefit from a PCC clearinghouse of information that tracks degree-earning and transfer students for continuing achievement.

## **Professional development**

→ Support professional development for all faculty and streamline access

While some efforts have been made to streamline staff development funding, more could be done to engage faculty in training and efficiently use, support, promote, and reward use of currently available resources, such as technology workshops and TLC trainings.

Provide appropriate training to all full-time and part-time faculty on college policies and practices, so no one feels isolated, uncertain, or left out of communication loops. If training is not available, provide clear resource and contact lists for reference.

To increase knowledge and effectiveness, faculty development is essential, including funding for trainings, off-campus courses, attending conferences, curriculum development, research, and sabbaticals.

Part-time faculty teach many of our courses, yet do not receive equal compensation for professional development. While we recognize that some efforts have been made, we request that more be done to support our part-time faculty, as they are major contributors to our department, division, and the college.

Have the college or divisions subscribe to a major Sociology journal subscription (online or hard copy) and pay for department membership for the Pacific Sociological Association and American Sociological Association

Offer full laptop and home-computer support (w/ software, etc., for work from home)

Meet technology needs and training for distance learning faculty, as well as research on this learning modality, as it needs constant attention, training, and upgrading

Provide a SAC Day or two that is not completely dominated by college administrative tasks, so we can schedule more structured sharing of teaching theory and methods within our SAC.

Have librarians offer faculty orientations for library and web research on a variety of resources, such as sociology research illustrations via web or periodicals.

### **Logistical Resources and Concerns**

→ Enhance transportation services, office spaces, library resources, and classroom facilities

Improve shuttle system to facilitate campus-to-campus transportation and scheduling to coincide with standard class start and end times, including night classes.

Consider scheduling constraints and rotate more activities, including Inservices, SAC days, SAC meetings, conferences, and cultural events around the four-campus system.

Consider the resource and service needs of faculty and staff in budgetary decisions, before focusing on expanding physical space and infrastructural supports.

Expand the capacity of MyPCC to handle high-traffic times and larger attachment sizes for emails.

Ensure that classrooms have the space and services necessary for pedagogical purposes, including enough chairs and desks for enrollment, present and functioning podiums, and clean white boards.

Provide regular (quarterly) updates from PCC library on new sociology-related materials and available budget for library orders.

Support greater opportunities and encourage more contact, mutual support and collegiality among SAC members to build the SAC community, such as placing FT and PT soc cubicles together.

All of the needed resources are likely there, but many of our faculty need help in just knowing how to find them. Consider ways to make access to resources clearer.

## IMPROVEMENT PLAN

Recognizing the reality of budget constraints and time and staffing limitations, the Sociology SAC has identified the following priorities for action, based on SAC discussions and the above analyses. These represent a work-in-progress, embedded with “continuous improvement loops,” and therefore will need to be revisited over time and revised, given continued discussions, administrative feedback, and new information and analyses.

### Goal 1: Assess the enrollments and effectiveness of the program and its role at the college and throughout the district.

Action	Person in charge	Contacts/Resources	Status	Deadline
Monitor enrollment on each campus and determine whether additional courses and faculty are needed. Communicate more with department chairs.	SAC Chair, Dept Chair (if in SOC)	Division dean, Social Science Leaders, IE, DOIs	Improved oversight.	Quarterly
Market courses to students, especially the revised SOC 205	SAC	Dept Chair, Advising	Just starting	Quarterly
Continue discussions between campuses on scheduling. Need to receive more communication from Department Chairs earlier in the scheduling cycle. Create an annual district-wide schedule together.	Dept chair	Division dean, Social Science leaders	More efforts required.	Quarterly
Determine other program requirements and student demand for topic courses to offer needed courses, such as Criminal Justice. Compare to similar social science course requirements, such as psychology and economics.	SAC chair	Communication between division deans	Updated list in PR 06-11.	Bi-annually
Promote benefits of sociology courses to other programs. Develop a brochure and do outreach.	SAC chair	Division deans, DOIs, Curriculum committee	Just starting	Annually
Assess the impact of not having prerequisites in SOC 204 on student success.	Dept chair/ SAC Chair	SAC, division dean, IE, and communication between campuses	In process	By next Fall
Update CCOGs and catalog descriptions	SAC chair	SAC, curriculum committee		

**Goal 2: Support the needs of full-time and part-time faculty**

Action	Person in charge	Contacts/Resources	Status	Deadline
Monitor the full-time/part-time ratio	SAC Chair	Division dean, union, DOIs	Updated	Annually
Protect assignment rights of PT instructors	Department chair	Division dean, union	Contract negotiations	Spring
Facilitate workloads of FT instructors	Division Dean	SAC, DOIs, union	Ongoing	By Summer
Regularly assess hours worked and discuss equity	SAC chair	SAC, Division dean, union	Just starting	Spring
Establish equitable class sizes for DL faculty	Division dean	Distance Learning, EAC, union	Start discussion	By Fall
Provide better training and support for PT faculty and create an orientation packet	SAC chair	DOIs, TLCs	Making progress	Ongoing
Try to schedule meetings when PT faculty can attend	SAC chair	Division dean	Contacts made	Quarterly
Identify sources for professional development	SAC	Division dean, staff development, union	Ongoing	Ongoing
Create contingency plans for courses in case of emergencies. Train back-up faculty and have available resources	Dept Chair, Division Dean	Division Dean, DOIs, Union	Just starting	Winter

**Goal 3: Facilitate SAC chair workload, rotation, and training**

Action	Person in charge	Contacts/Resources	Status	Deadline
Determine the necessity of tasks and appropriate delegation	Division Dean	Administrative leader, DOIs, EAC	Ongoing	Ongoing
Discuss potential for course release for SAC chairs	SAC	Division dean, union	Contract negotiations	Spring
Delegate workloads between SAC members	SAC	Division dean	More conversations needed	By Fall
Set up fair and regular rotation of SAC chair	SAC	Division dean	Completed	Maintain
Find ways to improve training and support of SAC chair, from the college and former SAC chairs. Do more with TLCs and support networks.	Division dean	VP, DOIs, Kendra Cawley	Ongoing	Annually

**Goal 4: Improve research data on student success**

Action	Person in charge	Contacts/Resources	Status	Deadline
Identify data needed on student success	SAC chair, Heather	SAC, IE, Assessment committee	Ongoing	Ongoing
Work with Institutional Effectiveness office to conduct longitudinal studies	SAC chair, Heather	SAC, IE	Ongoing	Ongoing

**Goal 5: Improve resource support for effective teaching**

Action	Person in charge	Contact/Resources	Status	Deadline
Document needs in classrooms and offices	SAC	Division dean, DOIs, facilities	Updated in PR	Annually
Determine funding sources and contacts	Division Dean	DOIs, VP, Campus presidents, distance learning, staff development	In process	Annually
Identify professional development needs	SAC	Division deans, DOIs, VP, distance learning, staff development	In process	Annually
Submit requests to appropriate sources.	SAC chair	Division dean, DOIs, VP, Campus presidents, distance learning	In process	Quarterly
Update resources in the library	SAC	Library staff	Ongoing	Ongoing

**Goal 6: Improve student access and success**

Action	Person in charge	Contact/Resources	Status	Deadline
Continue to discuss options for textbooks costs with SAC and publishers	SAC	Publishers, bookstore	Spring SAC Day	Spring
Assess impact of prerequisites on student access	SAC	Policy Committee, EAC, IR, Curriculum Committee, DE	Just starting	Fall
Seek information on retention	SAC	Retention office, ROOTS, TLCs	Just starting	Fall
Review and update articulation agreements, with PSU, UO, OSU	Kim	Advising, PSU, UO, OSU	Just starting	Next spring

**Goal 7: Protect academic freedom**

Action	Person in charge	Contact/Resources	Status	Deadline
Monitor the trends in debate	SAC	Division dean, union, DOIs, TLCs, VP	Topics of SAC discussion	Ongoing
Participate in discussions in class and on campus	SAC	Division dean, union, DOIs, TLCs	Ongoing	Ongoing
Familiarize ourselves with contract and process of ensuring classrooms are safe for discussions. Work with Students with Distress	SAC	Counseling office, TLCs, DOIs, union	Just starting	By Fall
Engage students in class and campus-wide discussions	SAC	DOSs, ASPCC, TLCs, VP	Ongoing	Ongoing

**Goal 8: Improve collegiality in SAC**

Action	Person in charge	Contact/Resources	Status	Deadline
Communicate openly about concerns and mediate conflicts	SAC	Division dean	Ongoing	Ongoing
Ensure equity in funding and support between campuses	SAC	Division dean, union, DOIs, VP	Check status	Annually
Create a clearinghouse on MyPCC of best practices, assignments, etc.	SAC	MyPCC coordinator, tech trainers	Ongoing	Quarterly
Clarify tasks and encourage follow-through	SAC, SAC Chair	Division dean	Ongoing	By project
Integrate more curricular, topical, and pedagogical discussions into SAC meetings	SAC chair	SAC, Division dean, TLCs	SAC Days	April 26
Utilize technology to facilitate discussions, with all faculty trained in technology and able and willing to access (Email, MyPCC)	SAC	MyPCC coordinator, tech trainers	Assess needs and training	Spring

## CONCLUSION

Revisiting the Sociological Imagination (Mills 1965), this Program Review has helped the Sociology SAC recognize the relationship between our perceived “personal troubles” or individual concerns and the larger social context, or “public issues” of our SAC, our campuses, Portland Community College, and the state. The structural and cultural conditions of PCC both constrain our actions and offer opportunities for change. We value the opportunity to identify the patterns in our experiences and our shared concerns, which are embedded in larger social constructs, some of which we can control and some that are beyond our control. Accordingly, we recognize the limitations placed on the administration by budget constraints and accreditation requirements, but we also perceive cultural assumptions and practices within the college that hinder our progress.

Therefore, understanding the institution within which we all work, we hope that we can collaborate on mutually beneficial actions that will facilitate all of our jobs and help us all better serve our students. May our sharing of the foundations of sociology, our commitments, how we help the college achieve its missions, the strengths of our program, our course outcomes, how we assess these outcomes, challenges we face, goals we hope to achieve, and resources that are needed from the college to help us achieve these tasks all serve to build paths to healthier, happier, and more effective teaching and learning experiences at Portland Community College.

## Appendix 1

### SOCIOLOGY SUBJECT AREA COMMITTEE (SAC)

#### SAC Administrative Support:

Admin Support: Loretta Goldy	SY SS 217	971-722-4288	lgoldy@pcc.edu
Support Staff: Rusty Debord	SY SS 217	722-4289	rdebord@pcc.edu
SAC Chair: Kim Smith	SY SS 217	722-4097	kdsmith@pcc.edu

#### Full-time Faculty

Jan Abushakrah (Gerontology)	SY SS 1	722-4077	jabushak@pcc.edu
Heather Guevara	SY SS 215	722-8099	heather.guevara@pcc.edu
Melody McMurry	RC 3/117B	722-7285	mmcmurry@pcc.edu
Kim Smith	SY SS 217	722-4097	kdsmith@pcc.edu
Erica Srinivasan (Gerontology)	SY SS 215	722-8270	erica.srinivasan@pcc.edu
Niki Toussaint (1-yr appt)	RC 3/217A	722-7342	nikitoussaint@msn.com
Maria Wilson-Figueroa	CA TH 230	722-5072	mwilsonf@pcc.edu
Rowan Wolf	SY SS 217	722-4083	rwolf@pcc.edu

#### Part-time Faculty

Ben Cushing	SY SS 215	722-6111	loren.cushing@pcc.edu
Andrew Butz	SY SS 217	722-6111 x3455	abutz@pcc.edu
Carlos Castro	SY SS 217	722-6111 x3759	carlos.castro@pcc.edu
Terry Daugherty	SY SS 215	722-6111 x3259	terry.daugherty@pcc.edu
Ricci Franks	CA TH 112A	722-6111 x3956	ricci.franks@pcc.edu
Lisa George	CA TH 237	722-6111 x3396	lisa.george1@pcc.edu
Tom Hastings	SY SS 215		tom.hastings@pcc.edu
Jeannie LaFrance	SY CC 272	722-8149	jlafranc@pcc.edu
Katie LeCoe	CA TH 237	722-6111 x3023	klecoe@pcc.edu
Ken Szymkowiak	SY SS 215	503-293-4831	kenneth.szymkowiak@pcc.edu
Jeremy Tanzer	RC 3 201	722-6111 x3760	jeremy.tanzer@pcc.edu
Cat Zimmerman	SY SS 215	722-6111	catherine.zimmerman@pcc.edu
Khalil Zonoozy	SY SS 217	722-6111 x 3977	khalil.zonoozy@pcc.edu

#### Campus Sociology Administrative Support:

##### **Cascade Liberal Arts and Pre-College Division:**

Dean: Nancy Wessel	CA TH 220A	722-5294	nancy.wessel@pcc.edu
Support: Amanda Harrison	CA TH 220	722-5294	aharriso@pcc.edu
Department Chair: James Harrison	CA SC 210	722-5215	jharriso@pcc.edu

##### **Rock Creek Social Science and College:**

Dean: Karen Sanders	RC 3/204	722-7085	ksanders@pcc.edu
Support: Shawna Bechtel	RC 2/225	722-7372	shawn.bechtelt@pcc.edu
Department Chair: Melody McMurry	RC 3/117B	722-7285	mmcmurry@pcc.edu

##### **Sylvania Social Science Division:**

Dean: Loretta Goldy	SY SS 217	722-4288	lgoldy@pcc.edu
Support: Rusty Debord	SY SS 217	722-4289	rdebord@pcc.edu
Department Chair: Rosa Bettencourt	SY SS 215	722-4081	rbettenc@pcc.edu

## Appendix 2

### PCC's Mission Statement

#### **Vision**

Building futures for our Students and Communities

#### **Mission**

Portland Community College advances the region's long-term vitality by delivering accessible, quality education to support the academic, professional, and personal development of the diverse students and communities we serve.

#### **Who We Are**

Portland Community College is a public, multi-campus, comprehensive community college serving the lifelong learning needs of our students. We offer college transfer programs; career and technical education programs; adult basic skills; opportunities to develop English as a second language; high school completion and dual credit; community and continuing education programs; and service-learning opportunities that foster the development of civic responsibility and engagement. Through extensive partnerships with business, industry, labor, educational institutions and the public sector, we provide training and learning opportunities for the local and state workforce and promote economic and community development.

#### **We Value**

- Effective teaching and student development programs that prepare students for their roles as citizens in a democratic society in a rapidly changing global economy
- An environment that is committed to diversity as well as the dignity and worth of the individual
- Leadership through innovation, continuous improvement, efficiency, and sustainability
- Leadership through the effective use of technology in learning and all College operations
- Being a responsible member of the communities we serve by actively participating in their development
- Quality, lifelong learning experiences that helps students to achieve their personal and professional goals
- Continuous professional and personal growth of our employees and students including emphasis on fit and healthy lifestyles that decrease disease and disability
- Academic Freedom and Responsibility - creating a safe environment where competing beliefs and ideas can be openly discussed and debated
- Collaboration predicated upon a foundation of mutual trust and support
- An agile learning environment that is responsive to the changing educational needs of our students and the communities we serve – making students marketable for jobs in the future and promoting economic development
- The public's trust by effective and ethical use of public and private resources

#### **Institutional Goals**

- Access: Access to learning opportunities will be expanded through the cultivation of community and business partnerships.
- Diversity: Lifelong learning opportunities will be accessible to all and enriched by the diversity of our students, faculty, and staff.

- **Quality Education:** Educational excellence will be supported through assessment of learning and practicing continuous improvement and innovation in all that we do.
- **Student Success:** Outstanding teaching, student development programs and support services will provide the foundation for student skill development, degree completion and university transfer.
- **Economic, Workforce, and Community Development:** Training provided to individuals, community and business partners will be aligned and coordinated with local economic, educational and workforce needs.
- **Sustainability:** Effective use and development of college and community resources (human, capital and technological) will contribute to the social, financial and environmental well-being of communities served.

## **Core Outcomes**

### **Communication**

Communicate effectively by determining the purpose, audience and context of communication, and respond to feedback to improve clarity, coherence and effectiveness in workplace, community and academic pursuits.

### **Community and Environmental Responsibility**

Apply scientific, cultural and political perspectives to natural and social systems and use an understanding of social change and social action to address the consequences of local and global human activity.

### **Critical Thinking and Problem Solving**

Identify and investigate problems, evaluate information and its sources, and use appropriate methods of reasoning to develop creative and practical solutions to personal, professional and community issues.

### **Cultural Awareness**

Use an understanding of the variations in human culture, perspectives and forms of expression to constructively address issues that arise out of cultural differences in the workplace and community

### **Professional Competence**

Demonstrate and apply the knowledge, skills and attitudes necessary to enter and succeed in a defined profession or advanced academic program

### **Self-Reflection**

Assess, examine and reflect on one's own academic skill, professional competence and personal beliefs and how these impact others.

## Appendix 3

### SOCIOLOGY CATALOG DESCRIPTION (in revision through Curriculum Office)

Sociology is the scientific study of human social behavior, with a focus on human group life. SOC 204 and SOC 205 introduce students to basic knowledge, concepts, theory and research in sociology. It is recommended, but not required, that the courses be taken in sequence.

**SOC 204 Sociology in Everyday Life 4** Introduces the sociological perspective and the scientific study of human social behavior. Focuses on the core concepts, theories, and research on human interactions within social groups and how people are shaped by their social locations (status, roles, race, class, sex, age, etc.) within society's structures, stratification systems, and institutions, and by cultural processes such as socialization and group dynamics. Prerequisite: RD 115 or equivalent placement test scores.

**SOC 205 Social Change in Societies 4** Explores how societies change by utilizing sociological perspectives to compare and contrast the impacts of changes on individuals and our social institutions (such as the family, economy, politics, education, and religion). Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

**SOC 206 Social Problems 4** Applies the sociological perspective to the study of social problems, including their identification, analyses of causes and consequences, and considerations of possible solutions. Explores topics such as inequality, poverty, crime and delinquency, substance abuse, discrimination, domestic violence, the environment, global stratification, and international conflict. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

**SOC 211 Peace and Conflict 4** Explores the causes and manifestations of violence in actions involving oneself, society, one's nation, and the global community. Alternatives to oppressive behavior, undemocratic institutions, and the violent resolution of conflict are considered. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

**SOC 213 Diversity in the United States 4** Framing social status differences within the context of social structure and culture. Examine how inequalities and privilege play out through social status and are reinforced through both culture and social structure. Includes statuses such as: race, gender, ethnicity, sexual orientation, age, etc. Includes concepts such as: privilege, social stratification, cultural bias, institutional inequality, and social construction.

**SOC 214A Illumination Project: Tools for Creative Social Activism I 4** This is the first of a three-term sequence designed to address issues of institutional oppression through classroom and community presentations utilizing interactive theater. Provides skills in the area of social analysis, group facilitation, social change interventions, creative production and basic acting. This course requires Instructor permission.

Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

**SOC 214B Illumination Project: Tools for Creative Social Activism II 4**

This is the second of a three-term sequence designed to address issues of institutional oppression through classroom and community presentations utilizing interactive theater. Provides skills in the area of social analysis, group facilitation social change interventions, creative production and basic acting. Prerequisites: SOC 214A and its prerequisite requirements and instructor permission.

**SOC 214C Illumination Project: Tools for Creative Social Activism II 4**

This is the third of a three-term sequence designed to address issues of institutional oppression through classroom and community presentations utilizing interactive theater. Provides skills in the area of social analysis, group facilitation, social change interventions, creative production and basic acting. Prerequisites: SOC 214A and SOC 214B and their prerequisite requirements and instructor permission.

**SOC 215 Social Issues and Movements 4**

Explores important social issues and movements from around the world. Examines the impact of social changes and actions on individuals and social structures. Focuses on organized social responses and movements to social problems, utilizing a multicultural and critical-thinking approach. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

**SOC 218 Sociology of Gender 4** Focuses on how socialization is affected by gender. Topics include how gender is reflected in culture through values, norms, language, media, power, violence, various theoretical approaches, significant social institutions, social movements and issues. Recommended: SOC 204 or SOC 205 or instructor permission. Prerequisite: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

**SOC 219 Religion & Culture: Social Dimensions 3**

Explores the relationship between culture, social structure, and religion, through a comparative and cross-cultural examination of religious beliefs, practices, and organization.

**SOC 223 Social Gerontology/Sociology of Aging 4**

Explores the diversity of individual and population aging and their consequences for individuals, families, communities and societies, through a life course and social change perspective. Recommend: Introductory sociology course or instructor permission. Prerequisites: WR115, RD115, and MTH20 or equivalent placement test scores.

**SOC 228 Introduction to Environmental Sociology 4**

Examines the relationship between society and the environment, with a focus on how industrialization and our increasing demand for natural resources has significantly impacted the planet's ability to meet the needs of humanity and other species. Explores the structural and cultural causes and consequences of such topics as production, consumption, population, development, pollution, and environmental justice and how to respond to these issues through policies and actions. Prerequisites: WR 115, RD 115 and MTH 20

**SOC 230 Introduction to Gerontology 4**

Introduces current practice, programs, and policies in the field of gerontology. Addresses professional standards of practice and service delivery, as well as advocacy and policy directions, from a person-directed perspective, responsive to social inequalities and cultural diversity. Recommend: Introductory sociology course or instructor permission. Prerequisites: WR115, RD115, and MTH20 or equivalent placement test scores.

**SOC 231 Sociology of Health and Aging 4** Introduces age-related health issues in social and cultural context. Topics include the social structuring of age, health and illness; demographics and patterns of health and illness of diverse older adults; issues related to medical and healthcare services; health and longterm care policy and programs. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

**SOC 232 Death and Dying: Culture and Issues 4**

Introduces the student to the institution of death in the United States. Course content includes a broad multicultural, interdisciplinary approach, including sociological, psychological, historical, ethical, cultural, and religious approaches to death, dying, and bereavement across the lifespan. Recommend: SOC 204, 205, or instructor permission. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

**SOC 234 Death: Crosscultural Perspectives 4**

An interdisciplinary study of the crosscultural variations regarding human responses to death and the differing cosmological implications these suggest. Death, a cultural universal, is addressed in its diversity from both anthropological and sociological perspective. The topic of death as experienced by several major regions and cultures of the world is explored including Asia, India, Bali, Middle East, Melanesia and Native Americans; historical trends in Western Europe and the Americas are assessed regarding the evolution of contemporary perspectives on mortality. ATH 234 and SOC 234 cannot both be taken for credit. Recommend: A prior course in Anthropology or Sociology.

**SOC 280A Cooperative Education: Sociology**

Extend knowledge of sociology through work and/or volunteer time spent in settings that provide learning experiences. Instructor permission required.

**SOC 280B Cooperative Education: Community Service & Action Seminar 2**

This interdisciplinary seminar provides an integrative framework for students engaged in community service and cooperative education work. Focuses on social interaction, group and organizational processes, and public policies related to service, advocacy, and social change placements.

**SOC 298 Independent Study: Sociology Advanced**, individualized study of areas of sociology not considered in other courses to meet special interests or program requirements. Includes a term project and readings approved by the instructor. Instructor permission required. Recommended: prior study of sociology.

## Appendix 4

### Course Content and Outcome Guides (CCOGs)

#### SOC 204 Sociology in Everyday Life

Date: 08-OCT-2008

Posted by: Curriculum Office

Course Number: SOC 204

Course Title: Sociology in Everyday Life

Credit Hours: 4

Lecture hours: 40

Lecture/Lab hours: 0

Lab hours: 0

Special Fee: 0

#### Course Description

Introduces the sociological perspective and the scientific study of human social behavior. Focuses on the core concepts, theories, and research on human interactions within social groups and how people are shaped by their social locations (status, roles, race, class, sex, age, etc.) within society's structures, stratification systems, and institutions, and by cultural processes such as socialization and group dynamics. Prerequisite: RD 115 or equivalent placement test scores.

#### Addendum to Course Description

#### Intended Outcomes for the course

Students successfully completing this course will

1. Apply sociological perspectives and the sociological imagination in their everyday lives, to reflect on structural and cultural contexts and current events.
2. Identify social inequality and stratification systems to evaluate the impact on society.
3. Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration.

#### Course Activities and Design

#### Outcome Assessment Strategies

The SAC assumes that instructors will assess student learning through the term by using various formative assessment tools, like worksheets, quizzes, and exams. In addition, the SAC encourages instructors to integrate the following kinds of tasks into the course to assess student achievement of course outcomes in a more comprehensive and holistic manner:

1. Short analytical or application papers on specific concepts, themes, and issues.
2. Term or research papers, using a variety of research strategies.
3. Oral presentations

4. Group research, analysis, and presentation projects
5. Class participation in full-class discussions and small groups or teams.
6. Response papers or journals reflecting on life experiences, events, and social phenomena.
7. Service-learning tasks, involving service to community, reflection, and application of sociological perspective.
8. Student-instructor conferences
9. Portfolios
10. Video projects
11. Oral histories and interviews

### **Course Content (Themes, Concepts, Issues and Skills)**

1. Sociological approach and perspectives: sociological imagination, sociological theories (structural functionalist, conflict, symbolic interactionist, and feminist)
2. Sociology as a science: research and methods, issues of bias and ethics
3. Culture: symbols, language, norms, values, material and non-material culture; approaches to study of and interaction with cultures, including ethnocentrism, cultural relativism, and multiculturalism
4. Socialization: theories; agents; life stages; socialization related to gender, race/ethnicity, and social class; and resocialization
5. Social structure and organization: roles and statuses, groups and organizations, bureaucracies, social institutions, societal types and social change
6. Group dynamics: communication, interactions, impression management, conformity, and leadership
7. Deviance, conformity, and social control: theories; norms and values enforcement; social control mechanisms; law, crime and the criminal justice system
8. Social stratification and systems of inequality: social construction and consequences (barriers, opportunities, privilege, and hate crimes) of property, power, and prestige related to:
  - Social caste and class, wealth, and poverty
  - Race and ethnicity, social construction of race, race relations, racism, prejudice, and individual and institutional discrimination
  - Sex and gender, sexism, sex segregation, sexual harassment and violence
  - Sexuality and sexual orientation, heterosexism and homophobia
  - Aging, myths and realities, aging of societies, prejudice and discrimination, elder abuse, and social policies

### **Competencies and Skills**

1. Apply sociological approach and perspectives to a variety of social patterns and processes
2. Write and communicate orally in a clear, organized, and effective manner
3. Think critically about current social issues and analyze complex social realities
4. Use varied and effective research techniques and strategies
5. Develop and refine group process skills, which may include listening, brainstorming, communicating, negotiating, or cooperating on shared tasks.
6. Develop ability to listen to and empathize with diverse perspectives and experiences.
7. Develop and practice active citizenship skills in accordance with principles of democratic and inclusive process, social justice, and ecological sustainability.
8. Integrate course work with current events and trends through examination of popular and news media.

## **Approved Texts**

The SAC approves all required texts for SOC 204 and SOC 205. The same text is used for both courses, with chapters divided between Culture, Socialization, Structure, Deviance, and Stratification for SOC 204 and Globalization, Institutions, and Social Movements in SOC 205. The Introductory Theory chapter is used in both.

Approved texts (updated Spring, 2009) are:

1. Henslin, James M. 2009 (9<sup>th</sup> Ed Custom). Essentials of Sociology: A Down-to-Earth Approach, Boston, MA: Allyn and Bacon.
2. Conley, Dalton. 2008. You May Ask Yourself, Norton Publishing.
3. Giddens, Anthony et al. 2009. (7<sup>th</sup> Ed.) Introduction to Sociology, Norton Publishing.

Supplemental Texts and Materials: Instructor discretion.

## **Instructional Delivery Mode**

This course is approved for classroom, hybrid, and distance-learning modalities.

## Appendix 5

### Gen Ed and Cultural Literacy Designations Approved by the Curriculum Committee

General Education/Discipline Studies 2009-2010					
Course	Title	AAS AS, AGS	AAOT	AAOT Cultural Literacy	ASOT Business
SOC 204	Gen Soc: Soc in Everyday Life	X	X		X
SOC 205	Soc Change/Social Institutions	X	X		X
SOC 206	Gen Soc: Social Problems	X	X		X
SOC 211	Peace and Conflict	X	X		X
SOC 213	Diversity in the United States	X	X	X	X
SOC 214A	Illumination Project 1	X	X	X	X
SOC 214B	Illumination Project 2	X	X	X	X
SOC 214C	Illumination Project 3	X	X	X	X
SOC 215	Social Issues and Movements	X	X	X	X
SOC 218	Sociology of Gender	X	X	X	X
SOC 223	Sociology of Aging	X	X		X
SOC 228	Intro Environmental Sociology	X	X		X
SOC 230	Intro to Gerontology	X	X		X
SOC 231	Sociology of Health & Aging	X	X		X
SOC 232	Death & Dying: Cult & Issues	X	X		X

Revised General Education/Cultural Literacy January, 2011					
Course	Title	AAS AS, AGS	AAOT	AAOT Cultural Literacy	ASOT Business
SOC 204	Gen Soc: Soc in Everyday Life	X	X	X	X
SOC 205	Soc Change/Social Institutions	X	X		X
SOC 206	Gen Soc: Social Problems	X	X	X	X
SOC 211	Peace and Conflict	X		X	X
SOC 213	Diversity in the United States	X	X	X	X
SOC 214A	Illumination Project 1	X		X	X
SOC 214B	Illumination Project 2	X		X	X
SOC 214C	Illumination Project 3	X		X	X
SOC 215	Social Issues and Movements	X	X	X	X
SOC 218	Sociology of Gender	X	X	X	X
SOC 223	Sociology of Aging	X	X	X	X
SOC 228	Intro Environmental Sociology	X	X	X	X
SOC 230	Intro to Gerontology	X	X	X	X
SOC 231	Sociology of Health & Aging	X	X	X	X
SOC 232	Death & Dying: Cult & Issues	X	X	X	X

## Appendix 6

### CORE OUTCOMES

#### CORE OUTCOMES MAPPING: Sociology SAC

<p><b>Mapping Level Indicators:</b></p> <ul style="list-style-type: none"> <li>0- Not Applicable</li> <li>1- Limited demonstration or application of knowledge and skills.</li> <li>2- Basic demonstration and application of knowledge and skills.</li> <li>3- Demonstrated comprehension and is able to apply essential knowledge and skills</li> <li>4- Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.</li> </ul>	<p><b>Core Outcomes:</b></p> <ul style="list-style-type: none"> <li>1- Communication</li> <li>2- Community and Environmental Responsibility</li> <li>3- Critical Thinking and Problem Solving</li> <li>4- Cultural Awareness</li> <li>5- Professional Competence</li> <li>6- Self-Reflection</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Course #	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
Soc 204	Sociology of Everyday Life	3	3	3	3		3
205	Social Change	3	3	3	3		3
206	Social Problems	3	4	4	3		3
211	Peace and Conflict	3	4	4	4		4
213	Diversity in the US	3	3	4	4		4
218	Sociology of Gender	3	3	3	3		3
219	Religion and Culture	3	4	4	4		4
223	Sociology of Aging	3	4	4	4		3
228	Introduction to Environmental Sociology	4	4	4	4		4
230	Introduction to Gerontology	3	4	4	4		4
231	Sociology of Health and Aging						
232	Death and Dying	3	3	3	4		4
252	Introduction to Sociological Theory	3	2	4	3		4
280A	Cooperative Education		4				
280B	Community Service and Action Seminar	3	4	4	4		4
280M	Mentoring		3				3

CO1: Communication

CO 3: Critical Thinking and Problem Solving

CO5: Professional Competence

CO2: Community and Environmental Responsibility

CO4: Cultural Awareness

CO6: Self-Reflection

## Assessment of Core Outcomes by Instructor

	<b>Critical Thinking</b>	<b>Communication</b>	<b>Cultural Awareness</b>
<b>Cushing</b>	<ul style="list-style-type: none"> <li>• Interrogating the power relations of the classroom. Day 1: lengthy critical discussion of the history of schooling, the hidden curriculum, the production and certification of inequality, grading and the assumptions of ‘knowers’ and ‘non-knowers’ in the classroom. Encourage independent thought, including challenging the instructor’s analysis.</li> <li>• Analyze and challenge what Paulo Freire and Bell Hooks call ‘the banking system of education’ by not using examinations, and rather developing alternative assignments: critical essays, visual projects, a reading journal, and a personal socialization archives.</li> <li>• Encourage debate and open dialogue in the classroom.</li> <li>• Central theme: exploring power within social institutions, patterns and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Constantly inviting student discussion, debate and feedback.</li> <li>• Student-Led Discussions: assignment in which students bring typed discussion questions (based on course readings) and lead class discussion.</li> <li>• Each day assignments are turned in, we set aside class time for students to informally tell their peers about their work. This becomes a kind of sharing session, in which students use their own research to teach their peers.</li> </ul>	<ul style="list-style-type: none"> <li>• This is a central theme of the course.</li> <li>• Explore historical change and cultural specificity of constructions of race, gender and sexuality, emphasizing power (from colonial boarding schools to the mass media) and resistance (from gender bending in the US to indigenous cultural preservation in Mexico).</li> <li>• Define and interrogate dominant cultural narratives in US society, and some competing counter-narratives.</li> <li>• Assign students to self reflect (in essay form) on their experiences of socialization, gender, race and sexuality.</li> </ul>
<b>Toussaint- all courses</b>	Self-tests	Rubrics used for writing, participation, and technology	Diversity Training lessons; assessment of bias. Used pre and post-tests.
<b>Butz- all courses</b>	News article analyses (incl. source-checking & critical content analysis using sociological paradigms); Written exams (emphasizing theory-based analysis of current events & policy); Critical analysis of documentary film sources (oral presentation).	Weekly discussion Groups; News article analyses; Written exams, Service-Learning Project paper; Oral Presentation.	Service-Learning Projects (emphasizing diverse/minority/underrepresented communities); News Analyses (emphasizing diverse, foreign/international news outlets); PCC Illumination Project (option).

## Critical Thinking

204- Online Race The Power of an Illusion assignment, Online NY Times Class Matters Assignment, Final Synthesis/Reflection Paper 205- Very fun essay exams :) (students apply theory to real-life scenarios), Research Papers around topic of student choice--must examine a topic not covered in class lecture or text 206- small group project (students "teach" a class session, facilitate discussion and class activity), application essay exams, research paper  
ALL COURSES: small group activities, large and small group discussions

**Guevara**

**Wilson-  
Figueroa- 206**

Media assignment has specific criteria

**Zonoozy**

Reflection assignments- with strategic plan, progress reports, and presentations for individuals and groups.

**Franks**

Cross-cultural comparison of policies assignment, e.g., same sex marriages. Uses a scoring rubric

**Smith**

205: Institutional change analyses; 206- Service-learning assignment to assess causes, consequences, and solutions of social problems. 215: Theoretical analyses of social movements.

## Communication

204- Investigating the Social World assignment 206- small group project (students "teach" a class session, facilitate discussion and class activity) ALL COURSES- small group activities, large group discussions, rubrics provided to students for all written assignments as well as clear guidelines

Media assignment- clear writing and presentation criteria.

Reflection assignments- with strategic plan, progress reports, and presentations for individuals and groups.

Paper assignments

All courses- Paper guidelines with clear writing instructions.

## Cultural Awareness

204- Online Race The Power of an Illusion assignment, Final Synthesis/Reflection Paper 205- essay exams :) (students apply theory to real-life scenarios laden with issues of cultural awareness

Reflection assignments- with strategic plan, progress reports, and presentations for individuals and groups.

Cross-cultural comparison of policies assignment, e.g., same sex marriages. Uses a scoring rubric

204- Self-reflection assignments that examine cultural variations and their place in society.

## Critical Thinking

204: research article summary critiques/components; small group exercises. 205: small group exercises, news article critiques, 206: cross-cultural and cross-societal analysis of social problems identification and solutions. 218: small group exercises, surveys, media reports or content analysis; group presentations

**McMurry**

Students write papers that demonstrate grasp of course concepts through integration of course concepts

**Wolf**

## Communication

group and individual presentations in each class: data gathering & survey research in 204; social movement simulation/powerpoint presentation in 205; service learning site report in 206, research article summaries in 218 written assignments each class: sociology research article summaries in 204, news article summaries and video reviews in 205, service learning reports in 206, article summaries and media content analysis in 218. oral (individual or group) class presentations in every class

There are extensive discussion over course materials as they relate to the students and the world around them

## Cultural Awareness

204: ancestor data gathering and mapping/group presentations. 205: international social movements or components. 206: international readings re: solutions from other societies (EU, etc.) ESOL partnering for service learning. 218: use of guest speakers, texts, presentations which are multicultural/international; ESOL partnering for conversation partners/service learning

There is a focus (in varying degrees of specificity depending on class) of that and how that operates on a cultural and social structural level. Emphasis on the relationship of culture and social structure and how that influences society, and relationships between societies. Discussions, exercises, and papers help students identify cultural and personal biases and how on a cultural level that helps shape social institutions.

## Community and Environmental Responsibility

## Reflection

## Professional Competence

<b>Butz- all courses</b>	Service-Learning Project; local News Analyses; PCC Illumination Project (option).	Service-Learning Project Written Reflection; Weekly Discussion Groups; multimedia-based (article, book, film &/or internet-referenced) Written Reviews (optional).	Service-Learning Project (with contractual, performance-based assessment by community partners); Weekly discussion group (w/ agenda set by students' analytic topics); Final Oral Presentation (assessed according to standards of analytic content & professional style).
<b>Smith</b>	SOC 205, 206, 215, 228, 280B: Service-Learning Projects; SOC 228: Life-cycle analysis, consumption analysis, media analysis, etc.	SOC 204: self-reflection assignments on subcultures, status, deviance, and socialization. SOC 205, 206, 215, 228, and 280B: Service-learning projects.	SOC 205, 206, 215, 228, and 280B: Service-learning projects.
<b>McMurry</b>	204: group projects re: data gathering on cultural/environmental topics w/class presentations. 205: social movement simulation is group project with environmental or climate change topics w/ class presentation. 206: service learning community assignments & class presentations. 218: service learning options or experiential learning in community w/class presentation. ESOL conversation partners (international)	Significant overlap with assignments in other outcomes.	
<b>Wolf</b>	All classes: Identify various linkages between natural and social environment. Identify and discuss their social location and the effect of that on themselves and others.	All classes: Demonstrates awareness of self as actor within the social environment. Students keep journals, engage in discussion, and write papers.	Not applicable to my classes. Some students may fulfill one paper requirement through service-learning or work-based activity

## Appendix 7

### PCC Programs Requiring Sociology Courses

#### **Cert in Early Education & Family Studies, <1-Year**

Electives:

SOC 213 General Sociology: Diversity in the United States

SOC 214A Illumination Project: Tools for Creative Social Activism

SOC 214B Illumination Project: Tools for Creative Social Activism

SOC 214C Illumination Project: Tools for Creative Social Activism

SOC 218 Sociology of Gender 4

#### **Cert in Fitness Tech: Healthy Older Adults CPCC**

SOC 223 Social Gerontology/Sociology of Aging

#### **Cert in Gerontology, CP**

SOC 223 Social Gerontology/Sociology of Aging

SOC 230 Introduction to Gerontology

SOC 231 Sociology of Health and Aging

SOC 232 Death & Dying: Culture & Issues

#### **Cert in Gerontology: Activity Assistant, CP**

SOC 223 Social Gerontology/Sociology of Aging

#### **Cert in Gerontology: Activity Consultant, CP**

SOC 223 Social Gerontology/Sociology of Aging

SOC 230 Introduction to Gerontology

#### **Cert in Gerontology: Activity Director, CP**

SOC 223 Social Gerontology/Sociology of Aging

SOC 231 Sociology of Health & Aging

SOC 232 Death & Dying: Culture and Issues

#### **Cert in Gerontology: Advanced Behavioral & Cognitive Care, CP**

SOC 223 Social Gerontology/Sociology of Aging

SOC 231 Sociology of Health and Aging

SOC 232 Death and Dying: Culture & Issues

#### **Cert in Gerontology: Horticultural Therapy, CPCC**

SOC 223 Social Gerontology/Sociology of Aging

SOC 230 Introduction to Gerontology

SOC 231 Sociology of Health and Aging

SOC 232 Death & Dying: Culture & Issues

#### **Cert in Gerontology: End of Life Care**

SOC 223 Social Gerontology/Sociology of Aging

SOC 231 Sociology of Health & Aging

SOC 232 Death & Dying: Culture & Issues

**Cert in Juvenile Corrections, 1-Year**

Required: SOC 206 General Sociology: Social Problems

**Cert in Sustainable Building, <1-Year**

Required: SOC 228 Introduction to Environmental Sociology

**Major in CET: Green Technology and Sustainability**

Required: SOC 228 Introduction to Environmental Sociology

**Major in Criminal Justice, AAS**

Required: SOC 206 General Sociology: Social Problems\*

**Major in Dental Laboratory Technology, AA**

Elective: SOC 230 Sociology of Health and Aging

**Major in Early Educ & Fam Studies, AAS**

Electives:

SOC 213 General Sociology: Diversity in the United States

SOC 214A Illumination Project: Tools for Creative Social Activism

SOC 214B Illumination Project: Tools for Creative Social Activism

SOC 214C Illumination Project: Tools for Creative Social Activism

SOC 218 Sociology of Gender 4

**Major in Gerontology, AAS**

Core courses:

SOC 204 Sociology in Everyday Life

SOC 213 Diversity in the United States

SOC 223 Social Gerontology/Sociology of Aging

SOC 230 Introduction to Gerontology

SOC 231 Sociology of Health and Aging

SOC 232 Death and Dying: Culture and Issues

Electives:

SOC 205 Social Change & Social Institutions

SOC 206 Social Problems

SOC 218 Sociology of Gender

**Major in MET: Green Technology, AAS**

SOC 228 Introduction to Environmental Sociology

Source: PCC Catalog 2010-2011

## Appendix 8

### Enrollment Statistics: 2006-2010

Source: Institutional Effectiveness  
[http://www.pcc.edu/ir/program\\_profiles/200910/SOC.pdf](http://www.pcc.edu/ir/program_profiles/200910/SOC.pdf)

#### Enrollment, Head Count by Campus

	2006-2007	% Change	2007-2008	% Change	2008-2009	% Change	2009-2010	% Change
<b>Collegewide</b>	2756	-1.9	2619	-5.0	2907	11.0	3644	25.4
<b>Sylvania</b>	1496	-6.1	1443	-3.5	1614	11.9	2060	27.6
<b>Cascade</b>	587	6.3	552	-6.0	588	6.5	711	20.9
<b>Rock Creek</b>	637	3.4	610	-4.2	728	19.3	908	24.7
<b>ELC</b>	119	-4.0	94	-21.0	81	-13.8	63	-22.2

#### Enrollment, Head Count by Course and Campus

<b>SY</b>	<b>SOC course</b>	<b>2007-2008</b>	<b>Change</b>	<b>%</b>	<b>2008-2009</b>	<b>Change</b>	<b>%</b>	<b>2009-2010</b>	<b>Change</b>	<b>%</b>
204	Gen Soc: Soc in Everyday Life	748	-5	-7	800	52	7	964	164	20.5
205	Soc Change/Social Institutions	306	41	15.5	283	-23	-7.5	382	99	35
206	Gen Soc: Social Problems	158	-43	-21.4	105	-53	-33.5	254	149	141.9
211	Peace and Conflict	42	14	50	46	4	9.5	53	7	15.2
213	Diversity in the United States	77	-5	-6.1	127	50	64.9	74	-53	-41.7
214A	Illumination Project 1	16	-4	-20	23	7	43.8	22	-1	-4.3
214B	Illumination Project 2	16	-1	-5.9	23	7	43.8	20	-3	-13
214C	Illumination Project 3	15	0	0	23	8	53.3	19	-4	-17.4
215	Social Issues and Movements	16	1	6.7	0			33		
218	Sociology of Gender	0			0			0		
223	Sociology of Aging	78	-42	-35	101	23	29.5	114	13	12.9

228	Intro Environmental Sociology	24	7	41.2	20	-4	-16.7	35	15	75
230	Intro to Gerontology	72	19	35.8	79	7	9.7	90	11	13.9
231	Sociology of Health & Aging	88	26	41.9	94	6	6.8	94	0	0
232	Death & Dying: Cult & Issues	97	-18	-15.7	174	77	79.4	315	141	81
234	Crosscultural Views of Death	14			21	7	50	22	1	4.8
280A	CE: Sociology	7	-73	-91.3	10	3	42.9	5	-5	-50
280B	CE:Comm Service/Action Seminar	8	-9	-52.9	6	-2	-25	9	3	50
<b>CA</b>	<b>SOC course</b>	<b>2007-2008</b>	<b>Change</b>	<b>%</b>	<b>2008-2009</b>	<b>Change</b>	<b>%</b>	<b>2009-2010</b>	<b>Change</b>	<b>%</b>
204	Gen Soc: Soc in Everyday Life	261	-36	-12.1	318	57	21.8	380	62	19.5
205	Soc Change/Social Institutions	197	19	10.7	133	-64	-32.5	188	55	41.4
206	Gen Soc: Social Problems	139	-15	-9.7	152	13	9.4	179	27	17.8
211	Peace and Conflict	9	-2	-18.2	13	4	44.4	19	6	46.2
213	Diversity in the United States	17	4	30.8	17	0	0	24	7	41.2
218	Sociology of Gender	0			0			0		
232	Death & Dying: Cult & Issues	15			26	11	73.3	33	7	26.9
<b>RC</b>	<b>SOC course</b>	<b>2007-2008</b>	<b>Change</b>	<b>%</b>	<b>2008-2009</b>	<b>Change</b>	<b>%</b>	<b>2009-2010</b>	<b>Change</b>	<b>%</b>
204	Gen Soc: Soc in Everyday Life	415	31	8.1	484	69	16.6	664	180	37.2
205	Soc Change/Social Institutions	134	-55	-29.1	110	-24	-17.9	91	-19	-17.3
206	Gen Soc: Social Problems	116	-12	-9.4	117	1	.9	120	3	2.6
211	Peace and Conflict	15	-3	-16.7	18	3	20.0	26	8	44.4
213	Diversity in the United States	0			26			33	7	26.9
218	Sociology of Gender	0			54			34	-20	-37
232	Death & Dying: Cult & Issues	0			12			9	-3	-25
280A	CE: Sociology	0			0			0		
<b>ELC</b>	<b>SOC course</b>	<b>2007-2008</b>	<b>Change</b>	<b>%</b>	<b>2008-2009</b>	<b>Change</b>	<b>%</b>	<b>2009-2010</b>	<b>Change</b>	<b>%</b>
204	Gen Soc: Soc in Everyday Life	27	-4	-12.9	26	-1	-3.7	30	4	15.4
205	Soc Change/Social Institutions	19	-11	-36.7	19	0	0	21	2	10.5
206	Gen Soc: Social Problems	15	-8	-34.8	29	14	93.3	23	-6	-20.7
232	Death & Dying: Cult & Issues	45	-7	-13.5	20	-25	-55.6	0		

## Appendix 9

### SOC 280A Cooperative Education Enrollment Statistics: 2006-2011

#### F '05

*Headcount (not FTE):* 14 *Total hours:* 44 credit hours = 1320 hours worked

All Gerontology students

*Sample sites:* Salem Hospital, Avamere King City Rehab, Wa. County DAVS, Milwaukie Convalescent, Portland Parks & Rec. Senior Center Project, Wisdom Keepers

#### W '06

*Headcount:* 17 *Total hours:* 50 credit hrs = 1500 hours worked

*Sample sites:* Loaves & Fishes, Odd Fellows Retirement Community, Hacienda CDC (no ppwk. for 13 of 17, so no record of sites)

#### SP '06

*Headcount:* 6 (not accurate, but have no idea) *Total hours:* 8 cr.hrs. = 240 hrs. worked

*Sample sites:* Marquis Care at Piedmont, same as above sites

#### SU '06

*Headcount:* 8 *Total hours:* 26 credit hrs. = 780 hrs. worked

*Sample sites:* Hamburg Chiropractic Ctr., Elite Care, Irvington Village, Legacy Hopewell House

#### F'06

*Headcount:* 13 *Total hours:* 32 cr. hrs. = 960 hrs. worked

*Sample sites:* Portland Impact,, ASPCC, Hearthstone, The Heights at Columbia Knoll, Odyssey Health Care, Evergreen Healthcare, Neighborhood House Head Start, Laurelhurst Village

#### W'07

*Headcount:* 20 *Total hours:* 54 cr. hrs. = 1620 hrs. worked

*Sample sites:* Salem Senior Ctr., Odd Fellows Home, Mill City Independent Press, Art Age Publications, Pacific Health & Rehab, Grace Center Adult Day Services, Elders in Action, Ride Connection, Apollo College

#### SP'07

*Headcount:* 16 *Total hours:* 42 cr. hrs. = 1260 hrs. worked

*Sample sites:* Volunteers of America, AARP Oregon, Ride Connection, Hillsboro Rehab

#### SU'07

*Headcount:* 5 *Total hours:* 11 cr. hrs. = 330 hrs. worked

*Sample sites:* Community Action

**F'07– began GRN 280**

No SOC 280 registrations – all previous SOC moved under GRN 280

**W'08** No SOC 280 registrations – all previous SOC moved under GRN 280

**SP'08**

*Headcount:* 1    *Total hours:* 1 cr. hr. = 30 hrs. worked

*Site:* Free Geek

**SU'08** *Headcount:* 0

**F'08**

*Headcount:* 8    *Total hours:* 15 cr. hrs. = 450 hrs. worked

*Sites:* ASPCC – all were for New Orleans project

**W'09** *Headcount:* 0

**SP'09**

*Headcount:* 2    *Total hours:* 3 cr. hrs. = 90 hrs. worked

*Sites:* Animal Aid, PCC Environmental Center

**SU'09** *Headcount:* 0

**F'09** *Headcount:* 0

**W'10** *Headcount:* 0

**SP'10**

*Headcount:* 5    *Total hours:* 9 cr. hrs. = 270 hrs. worked

*Sites:* Bernhard Masterson Builder, Domestic Violence Resource Ctr., Transition Projects, City Repair Project, Tryon Life Community Farm

**SU'10** *Headcount:* 0

**F'10** *Headcount:* 0

**W'11**

*Headcount:* 1    *Total hours:* 4 cr. hrs. = 120 hrs. worked

*Site:* City Repair Project

## Appendix 10

### Distance Learning Classes

Sylvania																				
	W11	F10	SU10	SP10	W10	F09	SU09	SP09	W09	F08	SU08	SP08	W08	F07	SU07	SP07	W07			
SOC 204	2	2	3	1	1	1	2	1	1	1	1	1	1	1	1	1				
205	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1	1			
206	1	1			1	1														
213	1	1		1	1	1		3		1		1		1		1				
223		1		1		1		1	1			1	1			1				
230				1	1			1		1		1		1			1			
231	2	1	1	1	1	1		1	1	1		1	1			1	1			
232	2	2	2	2	2	2	2	2	2	1		1	1	1		1	1			
<b>TOTAL</b>	<b>9</b>	<b>9</b>	<b>7</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>4</b>	<b>10</b>	<b>6</b>	<b>6</b>	<b>2</b>	<b>7</b>	<b>5</b>	<b>5</b>	<b>2</b>	<b>6</b>	<b>4</b>	<b>106</b>	<b>GRAND TOTAL</b>	
<b>Rock Creek</b>																				
	W11	F10	SU10	SP10	W10	F09	SU09	SP09	W09	F08	SU08	SP08	W08	F07	SU07	SP07	W07			
SOC 204	3	4	0	3	3	3	0	3	2	2	0	2	1	1	0	0	1			
205																1	1			
206																				
213																				
223																				
230																				
231																				
232																				
<b>TOTAL</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>2</b>			

## **Distance Learning Instructors**

**Cascade: No DL courses**

### **Instructors at RC:**

**Ken Szymkowiak**

**Nikki Toussaint**

**Jeremy Tanzer**

### **Instructors at SY:**

**Rowan Wolf**

**Ken Szymkowiak**

**Niki Toussaint**

**Heather Guevara**

### **Instructors at SY pertaining to Gerontology:**

**Jan AbuShakrah**

**Erica Srinivasan**

**Cat Zimmerman**

## Appendix 11

### Equivalency and Transfer Guides

These equivalency guides and transfer information for OSU, U of O and PSU are available on-line.

<http://www.pcc.edu/programs/sociology/>

<http://www.pcc.edu/programs/university-transfer/>

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Lucinda Eshleman, Coordinator of Academic Advising  
Portland Community College - Sylvania CC 216  
PO Box 19000, Portland, OR 97280  
(503) 977-4535

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### Portland State University

Admissions: 503-725-3511

Sociology Department:

217 Cramer Hall

(503) 725-3926

FAX (503) 725-3957

<http://www.sociology.pdx.edu/>

<http://www.sociology.pdx.edu/undergrad.php>

Web: [www.pdx.edu](http://www.pdx.edu)

### *Required Courses*

<b>University Requirement</b>	<b>PCC Equivalent</b>	<b>Credits</b>
Soc 200 Introduction to Sociology	SOC 204 General Sociology	4
Stat 243 Intro to Probability and Statistics I	MTH 243 Statistics I	4
Lower-division Sociology Electives	Choose courses with SOC prefix	8

### *Notes*

- It is recommended that students also complete SOC 205.
- Sociology majors are required to do a significant number of papers. It is highly recommended students take WR 121 & 122 for 4 credits each..
- Other recommended courses: Anthropology, Statistics, Psychology, Economics and Government or History.

## *Additional Information*

Sociology is the study of society and human interaction. Sociologists examine groups of as small as two or as large as billions. From the smallest friendship or family group to the great global web of human activity, sociologists analyze and interpret our world.

The primary aim of the sociology program is to provide students with sociological knowledge as part of their liberal arts training. Sociological theories and research provide students with intellectual tools useful to informed citizens so that they will be better able to understand and deal with the world in which they live.

In addition to its general education role, the program in sociology is designed to prepare students for graduate study leading to teaching and research, and to provide the foundation for careers in industry, government, and social service in which sociology skills are very useful.

**Requirements for Major:** In addition to meeting the general University degree requirements, the student must meet the following requirements for the major:

Soc 200 Introduction to Sociology (4)  
Soc 301 Foundations of Sociology I (4)  
Soc 302 Foundations of Sociology II (4)  
Soc 310 U. S. Society (4)  
Soc 320 Globalization (4)  
Soc 397 Social Research Methods (5)  
Soc 397L Required Lab w/397 Social Research Methods (0)  
Soc 398 Sociology Research Project (4)  
Soc electives, including at least 12 credits in 400-level courses (20)  
Stat 243 Introduction to Probability and Statistics (4)

-----  
Total (53)

Up to 10 credits taken under the undifferentiated grading option (pass/no pass) in 200 or 300 level sociology courses can be applied toward fulfilling departmental major requirements. Differentiated grades of C or above are required for all other sociology courses and for Stat 243.

To see how you will transfer into PSU's University Studies program, refer to [General Education](#). We highly encourage you to talk with a PCC Academic Advisor to learn more about meeting PSU's general education and bachelor degree requirements.

*PCC endeavors to create accurate transfer guides for students; however, requirements may change without notice. Students are responsible for working with PCC advisors and their transfer institution to ensure that their academic plan will meet requirements and timelines.*

Last updated: July 2010

## Oregon State University

OSU Liberal Arts: 541-737-0561

Admissions: 541-737-4411

Sociology Department:

307 Fairbanks Hall Oregon State University Corvallis, OR 97331-3703

541-737-2641

E-mail: sociology@oregonstate.edu

Website: <http://oregonstate.edu/dept/sociology/>

See the web-based equivalency guides, web-page printout, and PCC's advising forms for more information.

<b>University Requirement</b>	<b>PCC Equivalent</b>	<b>Credits</b>
SOC 204 Intro to Sociology	SOC 204 General Sociology: Sociology in Everyday Life	4

### *Additional Suggested Courses*

<b>University Requirement</b>	<b>PCC Equivalent</b>	<b>Credits</b>
SOC 205 Institutions & Social Change	SOC 205 Gen Soc: Social Change and Social Institutions	4
SOC 206 Social Problems & Issues	SOC 206 Gen Soc: Social Problems	4

Transfer students may apply a maximum of 12 credits of lower division sociology credits toward a degree in sociology.

A minimum grade point average of 2.00 must be earned in sociology course work. A grade of "C-" or above is required in SOC 300, SOC 413, SOC 315, and SOC 316.

Sociology is the study of human social behavior. Sociologists examine processes of interaction within and between groups and resulting social systems. The undergraduate program in the Department of Sociology provides a broad understanding of human societies and culture for persons in all fields, with integrated programs for majors and minors in sociology leading to BA and BS degrees.

**CAREERS** Students earning bachelor's degrees in sociology are found in a wide variety of vocations open to liberal arts graduates, including business, public administration, social services, recreation, criminal justice and teaching. Undergraduate education in sociology frequently serves as preparation for graduate and professional schools offering advanced degrees in law, urban planning and management, architecture, business administration, social work and other social sciences. Post-baccalaureate education is usually required for those seeking careers as professional social scientists in program and policy analysis, marketing, and postsecondary education.

**UNDERGRADUATE INTEREST AREAS** Selecting courses around a topic or theme of interest adds meaning to one's education and strengthens the base of understanding from which one then pursues a career or further education. The areas of study listed below illustrate ways in which undergraduate students may group their course work, although doing so is not required.

- \* Deviance and social control
- \* Environmental and natural resources
- \* International development
- \* Social interaction and group relations
- \* Social policy
- \* Social systems and social change

Students' academic advisors will assist them in course selection from a list available in the Department of Sociology.

**Major Requirements:**

A minimum of 48 credits of sociology coursework, to include the following:

SOC 204 - Introduction to Sociology - 3 credits (prerequisite to all upper division courses)

SOC 413 - Sociological Theory - 4 credits (prerequisites: SOC 204 and junior standing)

SOC 315 – Methods I-Research Design - 4 credits (prerequisites: SOC 204 and junior standing)

SOC 316 – Methods II-Quantitative Analysis - 4 credits (prerequisites: SOC 204, SOC 415, and junior standing)

Sociology Electives - 33 credits

Additional recommendations and restrictions:

- A GPA of 2.00 must be earned in sociology course work. A grade of C- or better is required in SOC 413, SOC 315, and SOC 316. Upper division coursework cannot be taken S/U.

- A maximum of 8 credits from SOC 406 (projects) and/or SOC 410 (internship) may be applied to the 48 credit minimum.

For PCC courses that transfer to OSU, refer to the Transfer Equivalencies above. If you plan to get an AAOT degree, all OSU Baccalaureate Core Requirements will be met by AAOT degree requirements. Be sure to take all other required courses.

PCC endeavors to create accurate transfer guides for students; however, requirements may change without notice. Students are responsible for working with PCC advisors and their transfer institution to ensure that their academic plan will meet requirements and timelines.

Last updated: July 2010

## **University of Oregon**

Admissions: 800-BEADUCK (232-3825)

Department of Sociology

1291 University of Oregon

Eugene, OR 97403-1291

(541) 346-5002

FAX:(541) 346-5026

[sociology@uoregon.edu](mailto:sociology@uoregon.edu)

<http://sociology.uoregon.edu/contact.php>

Sociology courses are 4 credits at U of O. There are only two 200 level classes at U of O: SOC 204 (Introduction to Sociology) and SOC 207 (Social Inequality). SOC 205 and SOC 206 are not offered at U of O. The rest are at the 300-400 level.

SOC 204 transfers directly and satisfies the department's requirement. All other courses transfer at as elective credit and may count as part of the Social Science Group of their Gen Ed requirements. All other sociology major requirements are 300-level classes, including Social Inquiry, Research Methods, and Quantitative Methods.

To major in Sociology at the U of O:

1. A minimum of 44 credits in undergraduate sociology courses.
2. At least 36 of the 44 credits must be upper division and 16 of the 36 must be numbered 407 or 410-491; 12 of the 16 credits in 400-level courses must be taken at the University of Oregon.
3. No more than 8 credits in courses numbered 401-406 and 408-409 may be applied to the major as upper division electives.
4. Courses used to satisfy major requirements must be taken for letter grades and passed with grades of C- or better; at least a 2.00 grade point average (GPA) must be achieved in the major (D grades are not counted). SOC 204\*, 207\*, and courses numbered 401-406 and 408-409 may be taken pass/no pass (P/N); P grades must be earned to apply to the major.
5. Completion of the following courses:
  1. Development of Sociology (SOC 310)
  2. Introduction to Social Research (SOC 311)\*\*
  3. Quantitative Methods in Sociology (SOC 312)\*\*\*

## Appendix 12

### PROFESSIONAL DEVELOPMENT, HONORS, and SERVICE 2006-2011

This is a sample of the Sociology SAC's professional development activities and the many contributions we make to the college and the community.

#### PROFESSIONAL DEVELOPMENT

##### Trainings

##### **Jan AbuShakrah**

Shirley Anderson Winter Conference, TLC, 2006-2011  
Future Leaders Institute-West Coast, AACC, June 2006

##### **Andrew Butz**

Univ. of British Columbia, Sociology PhD Program, 2007 - Present  
PCC In-Service workshops, 2009-2010, 2005-06  
Tri-Council Policy Statement (TCPS) Certif. for Ethical Conduct for Human Research, 2007  
PCC Anderson Conferences, 2005 - 2007  
Campus Compact/PCC, Civic Responsibility/Engagement workshop, Winter 2006

##### **Melody McMurry**

OIEC Florence (Italy) 2011 Faculty Study Aboard Program, Fall 2011  
Intercultural Communication Institute at Reed College, Summer 2009  
PCC Community Education "Italian for Travelers," 2008, "Italian 101", 2009  
Council for International Education Exchange (CIEE), The New Britain: The Disunited Queendom Seminar,  
June 2006

##### **Kim Smith**

Shirley Andersen Winter Conference, TLC, 2006-2011.  
Susanne Christopher Leadership Internship, 2006-2007.  
Future Leaders Institute, AACC, June 2007  
CIEE International Faculty Development Seminar, India, July, 2006.  
East-West Center, Asian Studies, U of Hawaii, Oahu, 2008.  
Northwest Earth Institute, 2009.

##### **Maria Wilson-Figueroa**

Collaboration with the Women Studies Program, 2002-present  
Collaboration with the Peace and Conflict Studies, 2003-present

##### **Rowan Wolf**

GLBT Safe Space Training, 2006

## **Conferences**

### **Jan AbuShakrah**

Member of Local Arrangements Committee for 2007 AGHE Annual Conference

### **Andrew Butz**

PCC Anderson Conferences, 2006-2008, 2010-2011

PCC Anderson Winter Conferences, 2005 - 2007

### **Heather Guevara**

OR Association of Women in Community Colleges 2009-2010

Sociology of Education Conference 2010

### **Melody McMurry**

Anderson Conference, 2009, 2010

EF training, Portland, 2010

National Science Foundation workshop, Miami Beach, FL, January, 2008

Gender, Families and Latina Immigration in Oregon Conference, U of O, Eugene 2008 (Staff Dev. Grant)

World Wide Forum on Education and Culture in Rome, Italy in 2008, 2009

American Mathematical Association of Two year College, 2009

From Crops to the Classroom Conference, Rock Creek Campus 2006

International Service Learning Research Conference, Portland, 2006

### **Kim Smith**

Teaching Learning Center

Association for the Advancement of Sustainability in Higher Education (AASHE), Wake Forest, NC, March, 2010

AASHE National Conference, Denver, CO, October, 2010.

### **Maria Wilson-Figueroa**

“Building Cultures of Peace” Conference. Portland Community College, Portland, Oregon, May, 2006

OILD Conference, Oregon, June, 2006

Embedding Assessment of Student Learning Outcomes in Regularly Scheduled Assignments Conference.  
Newport, Oregon, April, 2006.

### **Cat Zimmerman**

International Conference on Positive Aging, 2010

## **Presentations**

### **Jan AbuShakrah**

Building Cultures of Peace (PCC) 2006-05-17

Multiple presentations at conferences, workshops, seminars on Palestinian issues and on Islam

## **Andrew Butz**

2010. "Local Approaches to Counter a Wider Pattern? Urban Poverty in Portland, Oregon" (under review for City, Culture and Society journal [Elsevier]).
- 2008 (Oct). "From Velvet Revolution to EU Expansion: Hungary & Czech Republic Revisited" (presentation). Green College Members' Series, U. of British Columbia (Vancouver).
2008. "Preface/acknowledgments": Andrew Butz, pre-publication commentator, p. xvii in The McDonaldization of Society 5, by George Ritzer. Thousand Oaks, CA: Pine Forge.

## **Ben Cushing**

- "(De)Colonizing Gender" Faculty Favorites Lecture Series. Portland State University. Portland, OR, November 3, 2010
- "Political Repression in Context" Panel: Political Repression and Where We Go From Here. Let Live Conference. Portland, OR, June 2010.
- "Finding Revolution in the Hearts of Our Friends: Liminality and Community as a Radical Project." Presented at Shifts, Ruptures and Dissonances: Liminal Spaces of the Social, Vancouver BC, May 2007.
- "Resuscitating Canada: Militancy, the Media, and Perpetually Rebuilding a Nation." Presented at The Image of Violence, Colorado Springs CO, March 2007.
- "Old, New or Otherwise: Environmental Justice and New Social Movement Theories." Presented at Old Kaleidoscopes, New Visions?, Vancouver BC, April 2006.

## **Heather Guevara**

- "The Graduate School Experience: Applying and Surviving" Facilitator at Round Table Discussion at the Pacific Sociological Association meeting, April 2008
- "A Kingdom Conversation" George Fox University's Staff Diversity Training, November 2007. Co-presenter/facilitator with Burel Ford.
- "Stop the Tenure Clock: A study of issues and insights from research" Oregon Women in Higher Education Conference, January 2006

## **Melody McMurry**

- International Education Week Presenter on CIEE trip, 2006
- Part-time faculty Institute Presentations "Internationalizing Curriculum", 2008, 2010
- PCC International Education Week Attendance on "International Student" panel, 2007-2010
- PCC International Student Showcase, 2006, 2007, 2008, 2009, 2010
- Rock Creek Focus the Nation Teach-In, 2008
- Rock Creek Campus Global Café Teach-In, 2009
- Rock Creek Multicultural/International "recognition toast" Instructor 2009, 2010.
- American Math Association of Two-Year Colleges Presenter (with Angela Stabley), Las Vegas, NV, 2009
- PCC Board of Directors Presentation on Social Research & Statistics (with Angela Stabley), 2010
- Anderson Conference Presenter, "Statistics and Social Research" with Angela Stabley (Math) 2010
- Worldwide Forum on Education and Culture, Rome, Presenter, 2008 "Teaching Women of the World"
- Worldwide Forum on Education and Culture, Rome, Presenter, 2009 "Crossing Classroom Borders"

## **Kim Smith**

- Numerous TLC sessions, 2006-2011.
- "The Forest Economy and the Triple Bottom Line," Sustainability Lecture Series, PCC Sylvania, November, 2010, available on Youtube.
- "The Triumph of the Commons," Rally to Restore Sanity, Oct, 2010.
- Summer Sustainability Institute, Earth Advantage and PCC Sylvania, July, 2009 and 2010.

- “Leave No Trace: Environmental Activism Amidst the Revelry of Burning Man,” Village Building Convergence, Portland, OR May, 2009.
- “The Cycle of Hope,” Northwest Earth Institute, 2009.
- “Leave No Trace: Environmental Activism Amidst the Revelry of Burning Man,” Pacific Sociological Association, Hollywood, CA, April, 2006.

### **Maria Wilson-Figueroa**

- “Political Change in Chile, Michelle Bachelet, the New President.” El Programa Hispano, Gresham April, 2006.
- “The New President of Chile, Michelle Bachelet.” Hispanic Round Table, February, 2006.

### **Rowan Wolf**

Several Presentations at the TLC

Multiple presentations on using technology in education

Taught Collaborative Negotiations in a Diverse Environment - PCC faculty/staff training

Presented at the Peace and Terrorism Teach-In

“Shifting Tides: Migration in the Era of Globalization, Global Conflict, and Environmental Collapse,” Oxford Round Table, Oxford, England. 2007.

which was later published in The Forum on Public Policy. Available online here

<http://www.forumonpublicpolicy.com/archivesum07/wolf.pdf>

### **Cat Zimmerman**

*The Spirit of '45*, Presented with Gerontology students at the International Conference on Positive Aging Dec, 2010.

## **Publications**

### **Jan AbuShakrah**

Instructor Resource Manuals and Student Study Guides for *Sociology: Understanding a Diverse Society* (4 editions) and *Sociology: The Essentials* (4 editions) Thompson/Wadsworth.

Journal Articles and Articles in edited books on Palestinian issues

### **Heather Guevara**

Morgan, D.L., Fellows, C., and Guevara, H.L. (2008). Emergent Approaches to Focus Group Research. In Hesse-Biber, S. and Leavy, P. *Handbook of Emergent Methods*, (pp. 189-200), Guilford Press: New York, NY.

Morgan, D.L and Guevara, H.L. (2008). Entries: Audio Recording, Concept Mapping, Cultural Context, Interview Guide, Rapport, Sample Size, Snowball Sampling. In Given, Lisa. *Sage Encyclopedia of Qualitative Research Methods*, (pp. various), Sage Publications: Thousand Oaks, CA.

### **Kim Smith**

“The Triumph of the Commons” 2010. Village Builder, City Repair, Portland, OR.

### **Rowan Wolf**

“Shifting Tides: Migration in the Era of Globalization, Global Conflict, and Environmental Collapse” 2007. The Forum on Public Policy. Oxford Round Table, Oxford, England.

Interviewed on sustainability issues and inequality when dealing with the consequences of resource depletion on Peak Moment TV.

Interviewed on the impacts of the loss of habeas corpus due to the Patriot Act. on a New Mexico radio station.

Publication in the World Scientific and Engineering Academy and Society Journal

<http://www.forumonpublicpolicy.com/archivesum07/wolf.pdf>

Author and Editor of online publication Uncommon Thought Journal.

A sample of articles:

War or Genocide in Iraq?

Who Controls Us Ports?

The Neo-con New World Order

The Torch must Pass

The March to War ... with Iran?

The Long War: 2006 Quadrennial Defense Review

Liberty Post - Chaos Reigns

China Flexes its Muscles

It's Ok to Spy, Just Call it Eavesdropping

Escalating Conflict Between Russia and Ukraine

Us Constitutional Abuses

Why Should We Be Concerned about Extraordinary Rendition?

Fallujah, Lies, and Banned Weapons

Uzbek Then and Now

The Bush Game Plan Is Not Shifting

Esoterica, Trivia or Cultural Transformation?

Still Losing the 'War on Terrorism'

The Invisible Victims of Katrina

Familiar Names and the Cost of Loyalty

Massacre in Haiti

Environment, Globalization, and Genocide

## **Funding**

### **Jan AbuShakrah**

Co-Director: Difficult Dialogues Initiative grant by The Ford Foundation to The Illumination Project, 2006-2008.

Co-Investigator of Partnership for Access to Allied Health Education (PAAHE) funded by the Northwest Health Foundation, 2006.

Faculty Administrator for AARP-Oregon grant to Wisdom Keepers for Older Student Survey, 2006.

### **Andrew Butz**

Univ. of British Columbia, Sociology PhD Program fellowship, 2007 - Present

UBC, Sauter School of Business (Workplace Tech. Project, Prof. Burton-Jones), Spring 2010

UBC, Dept. of Sociology Research Assistant (Prof. Zuberi/ Hampton Grant), 2008-2010

CIEE International Faculty Development Seminar (PCC-funded): Budapest & Prague, 2006

### **Melody McMurry**

Internationalizing Curriculum Development Grant, 2005 (Internationalized *Soc 206: Social Problems*)

*Oregon Civic Solutions Grant to Develop Summer Recreation Program at Beaverton School District Mt. View Middle School, 2004. Supervisor to 12 Sociology Service Learning Students*  
*WS 201 Women of the World Curriculum Development Grant, 2004*  
Service Learning Mini-Grant Recipient, Rock Creek Mentor Center, 2001-2002

**Kim Smith**

Sustainability Training for Technical Educators, National Science Foundation, 2008-2011.  
Sabbatical, Fall, 2008-Winter, 2009.

**HONORS AND AWARDS**

**Andrew Butz**

Shirley J. Gold Scholarship, American Federation of Teachers OR, 2010  
Univ. of British Columbia, Green College writer, 2007  
UBC Graduate Entrance Scholarship, 2007  
PCC 10-Year Service Award, 2006

**Melody McMurry:**

Rock Creek ASPCC “Green” Instructor Award, 2009  
State Campus Compact *Service Learning Award* Student Nominations (& Awards Banquets 2007, 2008)  
Oregon Campus Compact Nomination; Faculty Award for Service Learning & Sociology Student Nominee  
“*Community Caring*” Award, 2006

**Kim Smith**

Oregon Campus Compact State Faculty Award for Service-Learning, 2007.  
PCC 10-Year Service Award, 2006

**COLLEGE SERVICE**

**Jan AbuShakrah**

Co-Chair, District Taskforce on Aging  
Creation of Gerontology Program, 2006- present  
Various Committees, including Sylvania Scheduling, Sylvania Evening/Weekend College, Faculty-Staff  
PCC Foundation Campaign, Service-Learning Steering Committee, Service to Community  
Scholarship Committee

**Andrew Butz**

PCC Sociology SAC, 1998 - Present  
PCC Service Learning Program, faculty participant, 2000 - Present  
PCC Faculty Federation Executive Council, Sylvania VP/PT, 2003 - 2007  
PCC Peak Oil Environmental Justice Taskforce ('P.O.E.T.'), 2006-2007  
PCC International Education Week Presentation (E. Europe/CIEE), 2006

**Heather Guevara**

Assessment Council Member, 2010-current  
Grant Oversight Committee Member Ford Difficult Dialogues Diversity Grant, 9/2008-6/2010  
Hiring Committees

### **Melody McMurry**

Department Chair, Geography, Psychology, Sociology, Women's Studies 2007-2011  
Co-Chair, Women's Studies SAC, 2008-2010  
Associate Dean Hiring Committee 2007, 2008 (Rock Creek Campus)  
Semana de la Raza Week Event Campus Committee, 2008, 2009, 2010  
CIEE Scholar, "The Disunited Queendom" London 2006  
Sociology Instructor Hiring Committee, 2010-11  
International Women's Day Event Committees 2007, 2008, 2009, 2010  
Internationalizing Soc 204, 205, 206, 218 Curriculum Development Awards  
Internationalizing Conference/Readings Sub-Committee 2007  
Internationalizing Sub-Committee on Staff Development 2008-2009

### **Kim Smith**

SAC Chair, Sociology, 2009-2011.  
Washed Ashore Exhibit, 2011.  
Village Building Convergence, May-June, 2010 and 2011.  
Sustainability Committees (from Green Team to SPARC), 2005-present.  
Service-Learning Steering Committee, 1999-2007.  
Northwest Earth Institute (NWEI) Discussion Groups, 2006-present.  
Teaching Learning Center Steering Committee, 2000-2010.  
Teaching Learning Center Co-Director, 2006-2008.  
ASPCC student trip to New Orleans for Hurricane Katrina Service, March, 2006.  
Hiring Committees

### **Maria Wilson-Figueroa**

TLC Steering Committee member, Cascade, 2004-present  
Student advisor of the Political Activist Club, Cascade, 2005-present

### **Rowan Wolf**

Advisor of the Native American Club, United Sexualities, Peace & Justice Club, and the Peak Oil Environmental-Justice Taskforce.  
Curriculum Committee member for the Illumination Project Ford Grant  
Co-Chair of the PCC Sylvania Winter Powwow Committee and assisted Cascade and Rock Creek Planning Committee for Portland Peak Oil, Alternative Energy Week  
Hiring committees  
PCC Union Mural Project  
Advisor for the Native American Film Festival  
Member of the PCC Sustainability Committee  
Member of the Student Retention Committee  
Member of the Curriculum Committee  
Member of the Distance Education Advisory Committee

## **COMMUNITY SERVICE**

### **Jan AbuShakrah**

Muslim Educational Trust Advisory Board  
Institute for Christian-Muslim Understanding  
Arab-Muslim Police Advisory Council  
Community Police Organizational Review Team  
Oregon Gerontological Association, Board of Directors and Strategic Planning Committee  
Better Jobs Better Care Policy Advisory Board  
Life by Design Northwest Leadership Council  
**Andrew Butz**

AFT, AFSCME, & Multnomah Dem. Party volunteer, 2010, 2008, 2006  
Registered Public Commentator (U.S. EPA, USDA, Forest Service, FDA, FCC), 2005-2011  
Oregon State Legislature, Volunteer Intern for Rep. Larry Galizio, 2007

### **Ben Cushing**

Barn Raising Radio Collective: Founding member, along with current and former students and community members, building a learning community and organizing a grassroots local educational radio program.  
Firebrand Collective: Founding member, along with current and former students and community members, digitizing and uploading online all available editions of Firebrand, a 19th century radical Portland newspaper, and coordinating a public reading and discussion group.

### **Kim Smith**

Northwest Earth Institute Volunteer, 2004-present.  
Hands on Portland, Board of Directors, 2005-2009  
Hands on Portland (Dignity Village, Oregon Food Bank, Transitions Projects, Community Energy Project, Union Gospel Mission, etc.), 2003-present  
Oregon Bus Project, Trick-or-Vote, 2007-2010.  
Whitman College Portland Alumni Club Member and Coordinator, 1997-2010

### **Maria Wilson-Figueroa**

El Programa Hispano

### **Rowan Wolf**

Portland Peak Oil  
Living Earth Gathering  
Consulted with OMSI Diversity Advisory Committee on their Diversity program.  
Editor in Chief of Cyrano's Journal Today. This is a huge honor as Cyrano's has been continuously published (first in paper and then online) since 1982. It is a quality journal which has published the works of people such as Noam Chomsky, Howard Zinn, Sadi Ranson-Polizzotti, and many more. While this is not a paid position, nor one I sought, it was offered in recognition of my research and writing and long-term commitment to the collaborative effort at Cyrano's

### **Cat Zimmerman**

Elders in Action  
AARP

## **MEMBERSHIPS**

American Association of Women in Community Colleges (AAWCC)  
Pacific Sociological Association (PSA)  
American Sociological Association (ASA)  
Andrew Butz:  
UBC Green College alumni member (2007 - 2009 resident)  
Human Subjects Assurance Training  
Rowan Wolf: Scholars for 9/11 Truth and Justice and Patriots Question 9/11.

## Appendix 13

### Sociology Program Review Student Survey

Instructors conducted surveys in a number of their classes. Here is a sample of responses.

#### 1. Which sociology course(s) have you taken?

Most students had only taken SOC 204, but this also includes students from SOC 205, SOC 206, and SOC 218.

#### 2. What did you enjoy about your sociology course(s)? Please provide examples.

- This course has changed my life. I know that sound a bit over dramatic, but I am looking at things I have never even considered before
- The class in general is very good because it helps me as an individual to see different points of view
- I enjoyed open ended discussion where I didn't feel scared to share my comments or questions
- Discussion on society & what forms it. Documentaries watched have been helpful with a visual aid social inequalities and social processes. Ben has brought out and allowed discussion in areas that aren't normally discussed & allowed student to think outside the box.
- We always have great discussions about important topics
- The examples that teacher provides are really good and make you think a lot about our society
- The open discussion and variety of current events that we examine to better expand our sociological imaginations
- Learning to use sociological lens. Being able to see social structures and why or how they become and what role subcultures take in society
- Eye-opening. It has been a great tool for identifying social and cultural fallacies that we typically remain ignorant of
- The breadth of content is amazing and interdisciplinary, helps to reframe knowledge I had from economics
- Connecting personal experience to curriculum
- It was more an in depth study of how society is put together and what makes it tick. Also, I've noticed how much more aware I am of things. It's shocking to learn about things like grade inflation. Now I feel even more dumb.
- Discussions on religion, social structures, power types, government systems etc.
- The broadening of knowledge of the work in which I reside. Becoming informed of the studies of human behavior in groups versus independently, and social change
- I had a wonderful teacher who is both knowledgeable and passionate about what she teaches.
- Learning about how ones environment and background affects ones social behaviors
- The teacher's way of teaching sociology and the way it makes you think and want to act on world issues that are important
- Discussing the condition of the world, identifying power
- I have enjoyed applying sociological theories I have learned in class to my own experiences and real social issues.
- Learning about how societies and individuals cohabit together.
- I enjoyed learning about current events and different parts of society.
- Learning about every day social issues, other people's opinions, solutions, statistics, and issues that are not mainstream but still affect the society.
- I enjoyed learning about all different cultures and why we do things.

- How we talk about everything in class and how the soc project help students to improve their lives.
- I like learning about different cultures and religions. I enjoy learning about current events in the world today.
- The open and laid-back atmosphere was pleasant. Discussions of aspects of society, whether class or religion, proved to be most interesting.
- The direct impact which sociology has on day-to-day life. Great instructor. Stimulating classroom discussion. Working with wide variety of students from different backgrounds.
- Looking at things from different views, such as people's point of views from the opposite gender or another race. Seeing what people's lives and cultures are like around the world.
- Movies like 1-800-India. I enjoyed the videos but get the question too late so I don't remember everything that was on the video.
- The way the whole class can interact with each other and you gain interpersonal relationships with people.

### 3. What are the most important things you learned in your sociology course(s)?

- That I actually have a voice & can make changes.
- Inequalities and possible ways to go about making a change
- I learned that there is no real way around society - it's a part of us and we're a part of it
- I think the most important thing I've learned is the concept of the sociological imagination
- Critical inquiry, some real history, diverse perspective.
- I have learned that there is not mother culture, that we believe myths that have passed through generations and we accept these myths without questioning their validity
- Everyday life. Think outside the box kind of thing. To look beyond
- Different ways of looking at society
- That society is what we as a culture have made it and there is an option for change
- A lot of what you think is normal is actually constructed by society
- Learning how to see society in a very different light. Things like gender, I knew about but not thought about to this extent before this class
- The most important things I have learned in this course is not just the topics we cover but how to be aware of what goes on in my society and how to better respond to that
- I learned to see the larger power dynamics of our society and I learned to be more aware of the dominant groups privilege
- To view the world with a different set of eyes and to see the different dynamics society has and is creating daily
- Being able to now realize and notice concepts I didn't realize before. Things like gender socialization, nature being perceived as a foe and race
- I integrated so much of it into my life
- Seeing & apprehending things with a different perspective than my culture, values and environment
- Stratification is global, plus the military-industrial complex.
- The theories: conflict views, structural functionalists & symbolic interactionists
- To connect personal problems to social issues
- How people change society & how society affects people. Institutions in society, 3 theories of society Symbolic interactionism, conflict theory, structural functionalists
- There are many diverse cultures and communities within the world. Soc 205 has provided me with knowledge of the world and its current state
- I learned to look at myself, the world and various other subjects through different points of view which has really opened my eyes to a variety of things. What I have learned and how I have learned it has help me in class but also outside the class room setting as well
- How a society is organized, how it affects an individual and how things are related and interconnected and how fast society changes and adapts.

- Social stratification, the institutions and how they shape us and even how we shape them
- Everything. I can't sum it down just to one. I believe it's important to be aware & learn the history of society
- Appreciation for individuality, diversity and power of one to affect change
- Three main sociological perspectives to see how the society is organized from different points of views in order to figure out the essence of social issues objectively and critically.
- It shook up my status quo. I felt I was in a comfortable place with who I am in relation to the world around me. This course helped wake me up the just being good is not necessarily good enough for the people around me. I thought psychology really delved into human emotions but this class was way more insightful to me then most of the psychology classes I have taken.
- I learned about colored people and the dynamics of their lives with discrimination. I now have a different feeling towards people of color. This class was a real eye opener!
- History and how it affects today's society with privilege, oppression, and discrimination on a individual and systematic level.
- Before this course, I had very little knowledge about racism in United States, by watching those videos on-line or VHS was an eye opener and resource tool, and better understanding to what I was learning about.
- I feel it impacted how I look at people. Stories in the news. The world in general. A lot of discrimination still exists, in more ways than just race and all the overcoming of oppression is just a small drop in a big puddle.
- Gaining a broader view of how societies work together.
- There is a lot of child labor.
- Tolerance.
- That ones person can make a difference.
- It's important to step out of our own world to be able to have an idea of the other countries' situations.
- The specific theories and terminologies sociologists use and how they relate to other disciplines.
- I learned about all of the different social movements that have molded our world into its present day form.
- That the world is not a healthy, safe place and that a select few people decide how the masses will be impacted.
- How sociology can change the world.
- Learned what kind of outcomes to expect from all sorts of human and global opportunities.

**4. What form of feedback and assessment did you find most helpful for learning (homework, quizzes, research/reflection paper, exams, presentations, journals, etc)?**

- I like the rubric – all of the class discussions are great! I am also enjoying ht reading journal & creative expression is great!
- Journal and essays
- I liked the notes/comments left on essays. Gave ideas on how to improve them
- Journals
- Reflection paper, presentation
- Good detailed feedback is important I hate getting little bullet points back on assignments. They are never helpful only judgmental
- Discussion in class has been the most helpful feedback for learning for me
- Presentations, videos
- Journals and class room discussion. I do like quizzes and test to evaluate my performance
- I thought homework, quizzes & test assessments were helpful
- Homework assignments, exams, lecture/discussions
- Discussions in class mostly. Quizzes are helpful as well

- The quizzes and exams have prepared me to learn and also show what I have learned and areas I may need to work on
- All of the above. I believe in the testing of your knowledge comprehension
- Quizzes so I know I'm comprehending the material and exams so I now I've learned it. I hate journals & reflection papers
- I like short essays for homework & also on exams because it requires you to apply the concepts you learned
- Homework & research/reflection papers
- The quizzes I found the most helpful. I thought the midterm was very well put together, and set the student up to succeed.
- Presentations and reflection papers because it pushed me to apply the theories learned to make personal researches & assessments
- The feedback for homework and quizzes was the most helpful for learning.
- Videos, textbook, lectures.
- I found the presentations and the 10 pt exams were helpful. I feel like each question asked over two chapters made it easier to read. Groups helped me too.
- Quizzes and social movement activity.
- I personally prefer research/reflection papers because I might not get to express my views in class but I can in my writing.
- The term projects/presentations really brought sociology into context.
- Direct personalized feedback and constructive criticism on how to improve my work.

##### 5. What would you change or add to the course(s)?

- More interactive discussion/forum
- I wouldn't change a thing
- I find the topics a little difficult
- More multimedia not just lecture & reading activities
- Classrooms better to talk in circle tables maybe
- Nothing I can think of
- I would add some student based opinions & feedback. I feel the course is mostly based on teacher opinion
- I would add the teacher's lecture hours to more related to the assessment
- I wouldn't change it. I just want to learn more! ☺
- It would be helpful if teachers write things on the board
- Please add something positive to the courses, I realize that sociology is "naturally" depressing but sprinkle in a little good news every once in a while
- When talking about businesses & corporations, need to also add that not all of them are run by a greedy manipulative white man and some are actually nice people
- Make room for discussion
- It is too American, things are mostly brought to the American standard, why not really analyze other cultures
- Nothing, I think the teachers are doing a great job
- More examples of psychology tied into the course to show a comparison
- Allow for more interaction in order to create real world scenarios
- Less homework but I do enjoy the research. I find the assignments too personal
- Nothing, just a great interesting class. Very informative too
- Handout notes and powerpoint to the info.
- More interactive stuff. More things to get up and moving.
- More group interaction.
- More hands-on activities.
- Better descriptions about topics. More organization on how things are taught.

- Make lectures fit chapter material better. More homework and relevant material.
- I would add a guest speaker to the course. Someone who lived/lives during social changes.
- Videos available out of class.
- More lecture, less banter.

#### 6. How has Sociology affected the way you see the world around you?

- Changed the way I look at everything & I know this will help me raise better/more responsible children
- It's made me more considerate of others and realize things around me
- Yes, I view the world differently & Ben has opened my eyes to more things I would have never thought of or been aware of before
- It has made me overly negative, cynical, detached, bitter angry and depressed, I don't know how sociologists can live with themselves, they are just so depressing and have a holier than thou attitude
- I see the world around me in a more thoughtful way now, recognizing why societies are the way they are
- It has taught me to look at social issues in a larger picture
- It has made me look around and realize there is a lot to life. It make me question more things than I should
- It has helped me see the social constructs & rules that we impose on ourselves & others
- Completely changed. I doubt I'll ever see it the same again. The change is for the better.
- I now see the inequalities behind almost everything
- Makes me question people & my own actions
- I feel like I have a new sight
- Makes me look deeper at ordinary things
- I look at people differently
- It has affected the way I react to what people say or do because I feel I know more about how and why they act a certain way
- It makes me more aware of my action on how everything is connected
- How hasn't it?
- Sociology affected me to have deeper interest and curiosity toward various social problems as well as people's behaviors and to try to analyze those matters more in depth by myself by using the sociological imagination I have practiced in class.
- To appreciate personality of other individuals, I notice more sorrow, pain & also joy in others. I want to inform everyone what I learn everyday
- Being more aware of things and how they were formed/started. I worry I am thinking more of changes and how it could benefit us or be of conflict
- I analyze life and life around me more. I don't like blaming individuals as an answer any more. I like searching for underlying reason emphasizing the structure of society and socialization
- I see social groups in a new light. Give more clarity on what defines a individual from a social perspective
- I have learned that simple things may not be so simple and that there is a lot more going on that what I might think. I have learned to look at things that make things tick instead just what is ticking
- I am becoming more aware of the diversity
- I feel more open to others views and am more knowledgeable about how the world works. I'm more interested in what's going on in the world & now have the tools to have an opinion
- I see the theories & concepts in action in my life
- Totally affected the way I see everything around me
- It has made me cynical at some times and extremely optimistic and hopeful at others

- I approach people, circumstances with more openness & easier integrations
- I seem to analyze it a lot more and notice little things in society and stuff like the news.
- I understand how societies grow and change.
- It has shown me different parts of society and how they work and a new understanding of politics.
- I am more open-minded and understanding of issues.
- I see people different because I have a better understanding of people.
- I feel everyone has a history and not everything about one person is shown.
- It helps me to be more open-minded and accepting of different cultures, traditions, etc.
- It has opened my eyes to more things around me. And made me grateful for some things I have always taken for granted.
- I am an older student and my classes have reinforced my life experience both personally and professionally.
- My point of view is not the only one!!!! More understanding of other people.
- It has made me bitter, jaded, and cynical.
- It has given me more insight on how to meet everyone's needs in situations like jobs, friends, and school.
- That everyone has a different background and it's easier to get knowledge than to judge.

**7. Has Sociology had an impact on your educational and career goals? How?**

- I had an idea of focusing on women's studies and now I know that is certain! Thank you!
- Being a business major, it gives me a different perspective on how to approach the career field. That the world is a lot more broad
- There is a very good chance that I will major and pursue sociology as a career choice
- I have actually changed my major. I enjoy sociology, It is the one course I look forward to going to even though it's my longest.
- Don't know. But it is good if I take it to transfer
- Nope I took it for credit
- Yes I hate to say it , but I now strive to be middle class both in class and in status
- Yes, I'm going into social work, this new "lens" will help a lot
- Increased my desire for critical thinking
- I've actually considered opening a business with a community style democratic structure, based on a concept I learned in Soc 204
- Yes, I have decided to minor in sociology and major in environmental studies after my environmental sociology class
- No
- I don't know yet, but least I understand more in human's behaviors
- Yes, it shows me to be more investigative of classes or social structures/groups. I want to get into social work/gang outreach
- A little. It has spiked my interest in Sociology in general and since I want to go into business I can apply it to business. Awesome
- Yes, I now see it as a very important part of my future education. Psychology is my major but now I'm thinking about the possible combinations
- Yes, I now know more about politics & want to become more involved
- Yes, I would like to study it further & apply it my career
- Yes, I want to take more sociology classes
- Yes, I believe it has created a connection with the form of thinking and problem solving on a daily basis
- Yes, it has changed some of my education interest and career path
- Yes. I did not know what I was interested in taking and sociology is the most interesting subject of all my educational classes, focus

- I remain undecided for a degree. My educational/career goals are unclear, but I will most likely take another sociology course
- No I may take more sociology courses because it's interesting but it hasn't changed my educational or career goals
- I am transferring to Concordia University Social Work Program this fall.
- Sociology helped me to have great interest in educational sociology and I want to study more in depth about that specific field.
- Yes, the more I know and understand the better social worker I will be.
- It has impacted my career goals by helping me more forward to become a psychologist.
- Yes. I am interested in being a part of social actions because of what I have learned from these courses.
- I want to major in sociology or counseling, but my classes haven't really helped me for a major.
- I have become more interested in sociology and possibly want to go into this.
- I would say a little bit because it has made me think a little more about my career and education.
- Yes, it made me consider going into a sociology-related field instead of business.
- Yes. I am a human services specialist (psych- Social Work- Counselor). Reinforced life experiences.
- Yes, because I want to work with juveniles and minorities.

### **Additional Comments from Instructor Evaluations**

**After completing this course, what skills or understandings do you think you will take with you?**

- I hope to take away a better understanding of the people around me and a deeper appreciation for them and myself.
- I will take the ability to have empathy and understanding for those who are not white
- The awareness of sensitivity to other people's cultural or gender and tool to fight for change.

## Appendix 14

### Sociology Faculty Biographies

#### **Jan AbuShakrah, Ph.D.**

Jan joined the Sociology faculty in September 1995. She is the Gerontology Program Director and Faculty Advisor. She is Co-Chair of PCC's Taskforce on Aging, Co-Director of The Ford Foundation funded Difficult Dialogues Project (The Illumination Project), and responsible for the Gerontology Program's role in the NWHF-funded Partnership for Access Allied Health Education (PAAHE) project. Jan writes the Instructor Resource Manual and the Study Guide for the introductory sociology texts *Sociology: Understanding a Diverse Society* and *Sociology: The Essentials*. Jan teaches the core Gerontology courses. She teaches online and in class, integrates service-learning into all of her courses, and coordinates with the Service to Community Scholarship recipients on the Sylvania Campus. Prior to joining the PCC faculty, Jan directed a human rights center in Jerusalem for 14 years, taught sociology, and worked in several social service and mental health settings serving elders, prostituted women, and domestic violence victims. Jan earned her Ph.D. in Sociology at the University of Colorado at Boulder, where she also directed the Women's Studies Program for two years.

#### **Andrew David Butz, M.S.**

Andrew Butz has taught Sociology at PCC (as well as Portland State Univ. & other area colleges) since 1996-97, when he received his M.S. in Sociology from PSU (focus: urban movements & news media). While researching global peace & justice movements, he has been an early adopter of Service Learning as well as Internationalized curriculum -- and many of his students have been recognized with related awards and career opportunities. Among his grants and scholarships, Butz was selected in 2006 for PCC's first funded cohort to attend the International Faculty Development Seminars (CIEE, Budapest & Prague). Since 2007, he has been at the Univ. of British Columbia, Vancouver Canada, on fellowship study for a PhD in Sociology -- focusing on news media reframing of globalization-related social movements.

#### **Ben Cushing, M.A.**

Ben Cushing completed his graduate work at the University of British Columbia in 2008. His research centers on the theories and practices of social movements attempting to achieve radical social change. His training spans a broad spectrum of his discipline, including social theory, sociology of social movements, post-colonialism, feminist sociology, sociology of race and ethnicity, sociology of the environment, globalization, sociology of the media and critical pedagogy. In the classroom, Ben seeks to develop open, multi-voiced learning communities. He currently teaches sociology at both Portland Community College and Portland State University.

#### **Heather Guevara, M.S.**

Heather received her M.S. in Sociology in 2006 from Portland State University and her B.A. in Psychology in 2001 from Bethany College, in Scotts Valley, California. Her specialty areas include Sociology of Education, Scholarship of Teaching & Learning, Latinos in Education, Non-traditional College Students, Diversity in Higher Education, Women in Organizations, and Qualitative Methods, and has spent the past decade studying transitions in higher education and the scholarship of teaching and learning. She has taught full-time and part-time at PCC since 2006 and served as an advisor from 2004-2005. She likes long walks in the rain with her two dogs and in her rare moments of free time enjoys quiet evenings with her daughter and husband.

**Kathleen (Katie) D. LeCoe, M.A.**

Instructor of Sociology - part time (mostly Cascade and Rock Creek) I have a MS in Sociology from PSU - 1989- Concentrating in social inequalities, deviancy and interpersonal and group relations. My thesis was titled - The Social Construction of Sexual Equality in Distilled Beverage Advertisement I am a member in the National Honor Society of Phi Kappa Phi and was elected as the Outstanding Undergraduate Student in Sociology in 1982. I am a member of PCC Faculty Federation and am currently a Federation Representative at Cascade Campus. I am single, was born in Billings, Montana, and have two grown daughters and four grandchildren.

**Melody McMurry, Ed.D.**

Melody McMurry has taught at Portland Community College 30 years and is near retirement. She has taught at Rock Creek Campus the past 21 years, and Sylvania and Cascade Campuses prior to 1990. She has earned four degrees from Portland State University, Bachelor and Masters in Sociology, Certificate in Women's Studies, and Ed.D. in Postsecondary Educational Leadership/ Curriculum and Instruction. Additional training was obtained at several summer institutes (Rutgers Summer School of Alcohol Studies, The Multicultural Women's Institute at University of Illinois, PCC's CIEE faculty exchange, Intercultural Communications Institute in Portland). Her teaching interests include stratification and inequality; and multicultural/equity education. In the last years of teaching she has perceived an increased need for students to understand cultural differences, thus has added internationalization of curriculum and intercultural communication to her professional development interests. She uses experiential and collaborative learning projects in all her courses, and will continue with study abroad teaching with the OIEC/PCC consortium. She has enjoyed mentoring part-time and younger faculty as department chair in the social sciences the past four years.

**Kimberley Smith, Ph.D.**

Kim has been a Sociology Instructor for PCC since 1996, both part-time and full-time. She received her B.A. (1990) in Sociology from Whitman College, and her M.A. (1992) and Ph.D. (2000) in Sociology from Indiana University. Her thesis was on recycling and her dissertation focused on the timber conflict in Oregon. She teaches the sociology sequence as well as specialty courses: Introduction to Environmental Sociology, Social Movements, and the Community Service and Action Seminar. She is committed to community service and has incorporated the service-learning mission into many of her classes, has served as the Service-Learning Faculty Coordinator, and is on the Board of Directors for Hands on Portland. She is very active on campus and thoroughly enjoyed being the TLC Co-Director from 2006-2008. Her current college and community service focuses on sustainability issues. Beyond work, she enjoys the outdoors, the creative arts community, and exploring the world. She was an exchange student to France in high school and college and is grateful for her CIEE Faculty Seminar in India in 2006, the East-West Center training in 2008, and her upcoming opportunity to go to Egypt in December, 2011.

**S. Rowan Wolf, Ph.D.**

Rowan Wolf has her doctorate in sociology from the University of Oregon. Special areas of interest within the discipline include social stratification (race, class, and gender inequality), socialization and cultural transmission, organizations and globalization. She has been teaching at the college level since 1991. Dr. Wolf never graduated from high school. Rather she received her GED in 1976. She has an A.A.S. in Computer Programming and Systems Analysis and a bachelor's degree from Northwest Missouri State University with a double major in psychology and sociology. She has been involved since 1972 in social justice and environmental issues, and has 25 years experience as a diversity trainer. Outside the academic environment, she enjoys reading science fiction, playing and listening to music, hiking and playing with her four dogs.

**Cat Zimmerman, M.A.**

Cat Zimmerman is a Part-Time instructor in Sociology and Gerontology. She earned a masters degree in Gerontology following a career in public education and technical training development. She delights in the diversity, strengths and enthusiasm of PCC students.

**Khalil Zonoozy, Ph.D.**

Khalil Zonoozy holds a doctorate in Urban Studies from Portland State University and has taught part-time at PCC for ten years. He also holds a BS in engineering from OSU and an MS in Urban Studies from PSU. He has also taught and served in administrative positions at Portland State University and was instrumental in establishing their popular religious studies program. Dr. Zonoozy has served on several state of Oregon commissions.

## Appendix 15

### Part-Time Faculty Orientation Packet

While an old draft exists of a part-time orientation packet, it has been deemed inadequate and inconsistently distributed. The following have been identified, by part-time instructors, as needed resources.

Welcome letter by SAC Chair, Department Chair, and Division Dean.

List of names, contact info and organizational structure of SAC, division and support staff.

Explanation of key college structures, for example:

- SACs

- Divisions

- Hierarchy of college

- Curriculum Committee

- Relationships between campuses

- Student services

College mission statement(s)

Core Outcomes

Assessment efforts and goals

Explanation and examples of CCOGs

SAC-approved texts

Relevant colleague/support contact lists (e.g., Library contact persons)

Explanation of SAC functions & expected participation

Sample annual calendar of meetings

Student/ faculty resource lists and contact information, e.g. TLCs, Disability Services, Student Success Center, Counseling & crisis assistance.

Links to Essential Faculty Resources, e.g., syllabi requirements, academic calendar, grading policies, student rights and responsibilities, etc. (See Division page for file created by Loretta Goldy)

Opportunities and encouragement to join a project or cohort to build understanding and camaraderie.

## Appendix 16

### Program Review Presentation Friday, March 4, 2011, 3:00-5:00 CLIMB Center 301

- I. Introduction- Kim (5 mins)
  - A. Welcome and introductions
  - B. Key goals: Define sociology, share strengths, identify challenges, and request resources
  
- II. Sociology SAC Strengths (50 mins)
  - A. Real world applicability- Using the sociological imagination (Context of Program Review)
  - B. Core Outcomes- Matrix
  - C. Assessment- Heather
  - D. Student Testimonials- Survey in Report, Student speakers
  
- III. Challenges (20 mins) – Kim will lead, with all faculty sharing their concerns.
  - A. Highlight Action plan identified. See Program Review Report for details
  - B. Increase awareness of Sociology program
  - C. Workload concerns
    - 1. Writing-intensive courses
    - 2. Distance-learning
    - 3. Administrative tasks and overload on SAC Chairs.
  - D. How set up back-up preparation for courses, in case of instructor emergencies?
  - E. Students in Distress
  
- IV. Discussion regarding strengths and challenges (50 mins)