

SOCIOLOGY SAC PROGRAM REVIEW (2001-2006)
Portland Community College
Submitted May, 2006

This Program Review of the Sociology Program at Portland Community College (PCC) is based on SAC discussions 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.

For questions regarding this report, please contact:

Kim Smith
503-977-4097
kdsmith@pcc.edu

SOCIOLOGY FACULTY:

Full-Time faculty

Jan Abushakrah (SY)
Melody McMurry (RC)
Maria Wilson-Figueroa (CA)
Kim Smith (SY)
Rowan Wolf (SY)

Part-Time Faculty

Jen Boyers (SY)
Andrew Butz (SY)
Carlos Castro (SY)
Terry Daugherty (SY/SE)
Lisa George (CA)
Tom Hastings (SY)
Leslie Hickcox (SY)
Jeannie LaFrance (SY)
Katie LeCoe (CA)
Ken Szymkowiak (SY)
Dana Thompson (SY)
Niki Toussaint (RC)
Linda Wiener (SY)
Khalil Zonoozy (SY)

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THE SOCIOLOGY DISCIPLINE

Sociology is a social science, with a rich history of scientific research and quantitative and qualitative analyses of society and social phenomena. Sociology offers an overarching macro view of the various institutions and social structures in society that 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 and believed that the development of scientific knowledge placed sociology in the most highly evolved status, calling it the “Queen of the Sciences” (Andersen and Taylor 2006, p.15). While perhaps more modest now, and certainly more committed to issues of diversity and globalization, sociology is still a discipline that strives to make sense of the structure and culture of the world around us, with a strong emphasis on reflection, critical thinking, and problem-solving.

Key Sociological Principles

According to a 2006 survey of leading faculty in the field, by the American Sociological Association, 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, 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 agreed that students are expected to develop their “sociological imaginations” (Mills 1959) or the sociological perspective, in order to understand the social context of society, recognizing that historical patterns, structural conditions, and cultural frameworks have significant impacts on the lives and experiences of individuals. This system-level perspective, which has both cross-cultural and cross-disciplinary significance, connects individuals to external events, social organizations, and stratification systems which create structural 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 (M.A.s and Ph.D.s), and teach a broad range of core and specialty courses. All of our courses have been developed using Core Curriculum Outcome Guides (CCOGs) that we have created together, presented to the Curriculum Committee, and have agreed to abide by (See Appendix 3 for a complete list of courses).

Instructor Qualifications:

At least a Master's Degree in Sociology (or a Master's Degree in a sub-discipline with a minimum of 32 graduate hours in Sociology).

All of our full-time instructors have Ph.D.s in Sociology, as do a number of our part-time faculty. We have discussed exceptions in these requirements, recognizing that professional expertise in fields related to specific courses we teach, such as gerontology, can also be relevant. The Instructor Qualifications for particular Gerontology Courses is discussed in the Gerontology Program Review. There are also special Instructor Qualifications for The Illumination Project courses.

Program Goals:

We are committed to creating optimal learning environments for our students, where they can develop their sociological understanding and analytical skills. Much of this depends on offering high quality sociological education in our courses, the development of consistent outcomes through our CCOGs (See Appendix 4 for samples), and clearly-defined assessment techniques.

In our lower-division core courses, we provide solid foundational concepts, theories, and analytical skills to general education students, students who are required to take our courses for other programs, and students who frequently take multiple courses, complete our sequence, and transfer to colleges where they take upper-division sociology classes. As a community college, we do not teach upper-division courses on research methods and advanced theories, but basic research methods and theoretical perspectives are introduced and integrated into our courses. Institutional research shows that PCC's block transfer students are better prepared and are more likely to complete degrees than non-PCC students, to which our social science and liberal arts education contributes.

Given our different specialties, interests, and credentials, 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, aging, race and ethnicity, gender roles, political-economic disparity, religion, disabilities, death and dying, social movements, the environment, peace and conflict, social service and activism, and access to resources and social services (See Appendix 3).

The Sociology SAC develops, approves, and revises all course learning outcomes and assessments in terms of college standards, discipline and Sociology Department goals, and in alignment with PCC's Educational Master Plan.

As a Lower Division Transfer department, the Sociology SAC consults with transfer colleges and universities in Oregon, to insure that its program, course sequences, 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 9).

SERVING PORTLAND COMMUNITY COLLEGE

In addition to the many strengths and successes noted below, the Sociology SAC provides crucial services and resources to achieve the goals set forth in Portland Community College's mission, core outcomes, and Educational Master Plan.

The College Mission

Given PCC's mission to "provide education in an atmosphere that encourages the full realization of each individual's potential" and "offer students of all ages, races, cultures, economic levels, and previous educational experience opportunities for personal growth and attainment of their goals" (Appendix 2), the Sociology SAC excels. We, as a discipline and SAC, are dedicated to:

- providing access to students from various walks of life.
- developing rigorous curricula that develop academic and life skills, addressing issues of diversity, and examining various social stratification systems and international perspectives.
- offering a variety of classes that meet lower-division transfer and General Education requirements, receive diversity credits, and address core discipline and college outcomes.
- providing access to students with special needs, in collaboration with the Office for Students with Disabilities.
- supporting students to be successful and increase retention, through advising and mentoring.
- being sensitive to the affordability of our courses by addressing textbook costs and creating custom books.
- guiding students in self-reflection and their self-placement within their social worlds.

We provide lower-division, core and specialty courses in Sociology to meet state requirements for transfer to four-year state colleges and universities, both within our discipline, and as general education courses for other programs, thus helping with articulation.

Through educating, advising, and mentoring students we seek to promote 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 access to or opportunities for college before.

Core Outcomes

We regularly assess our contributions to 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 (see Appendix 6), we determined that each of our courses, at a minimum, helps students "demonstrate comprehension and apply essential

knowledge and skills” (3), while many of our courses teach students to “demonstrate thorough, effective and/or sophisticated application of knowledge and skills” (4).

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

Educational Master Plan

In addition to supporting the college’s mission, PCC Sociology instructors meet a variety of the Educational Master Plan’s initiatives. The following are a sample of our contributions to the college. Greater detail is given in our Strengths and Successes section and in the Appendices.

- Recognizing fiscal concerns, we have high enrollment in our classes and produce high FTE, with degree-seeking students (See Appendix 8 for enrollment statistics).
- In order to offer a high quality educational program and services, we:
 - update and revise current courses and develop new courses.
 - engage in a large amount of training and professional development, including attending and presenting at conferences and TLC workshops.
 - work closely with a variety of cross-disciplinary programs.
 - adopt college initiatives, such as service-learning, learning communities, hate-free campuses, internationalization, and sustainability.
- In response to technological innovations, we integrate a variety of technological tools into our courses, with a number of faculty offering web-based or web-hybrid classes and using WebCT frames, eReserves, and MyPCC Course Tools.
- To support student access and development, we:
 - support students in their academic success and retention.
 - serve students as advisors and mentors through student governments, clubs, and centers.
 - advise and write letters of recommendations for scholarships, colleges, and jobs, such as the PCC Foundation’s Service to Community Scholarships.
 - encourage students to access resources at the college, through the library, counseling and advising offices, Office for Students with Disabilities, Women’s Resource Centers, Multi-cultural Center, Co-operative Education, etc.
- To support the college’s faculty, staff, and administrators, we:
 - serve on a wide variety of college committees.
 - actively engage in our division and collaborate with our Division Dean, whenever possible.
 - participate in required tasks to meet college demands for discipline-specific requirements for CCOGs, self studies, Program Reviews, credit conversions, accreditation, core outcomes, pre-requisites, etc.

SOCIOLOGY SAC STRENGTHS, TRENDS, AND SUCCESSSES

Course Offerings

We offer a solid selection of core/general education classes and 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 (Appendix 3).

We converted almost all of our classes from three-credits to four-credits over the last two years, to match course credits at colleges, like PSU, where most of our students transfer. See Appendix 5 for conversion schedule.

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) (See Appendix 7 for complete list).

Several of our faculty also teach in the Women's Studies Program, offering a sociological perspective to women's issues in the United States and internationally.

Enrollment

Traditionally, we have high enrollments in our courses, creating high FTEs. Recent growth has been particularly high in the gerontology courses. Over the last couple of years, it is unclear whether declines in enrollments in some classes were due to programmatic issues or whether they were a reflection of college-wide trends and increases in tuition rates. All of our campuses had decreases from 02-03 to 03-04, but only Sylvania experienced a continued decline from 03-04 to 04-05, with SOC 205 particularly hurt. Numbers have increased significantly again this year, but it will be important to monitor the effect of changes in sections offered, due to budget cuts and the four-credit conversion, and our change in sequence from SOC 204, 205 and 206 to SOC 204 and 205. See Appendix 8 for the enrollment statistics, available through Spring, 2006.

Our students reflect data collected by institutional research, on Lower Division Transfer courses. Given the issues of diversity that we address in our courses, it is no surprise that we tend to have diverse student populations, in terms of gender, race, class, ability, and age, although the compositions of courses vary by campus and topic. 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. 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.

Diverse Teaching Techniques

We integrate a variety of teaching techniques, using both "high touch and high tech" modalities, with in-class lectures, service-learning, field research, distance learning, and web-based pedagogies.

We have been leaders at PCC in offering interdisciplinary, team-taught, and learning community courses. PS/SOC 211 Peace and Conflict Studies is an interdisciplinary course that can be taught by either a sociologist or a political scientist. PS/SOC 280B Community Service and Action Seminar is both interdisciplinary and team-taught. SOC/ANT 299 Death in Cross-Cultural Perspective is interdisciplinary and team-taught. Learning communities pairing WR122 or 123 with SOC 205 or 206 have been taught several times in the past. Next year, a SOC 215 Global Studies course will be taught as a learning community with a writing course, as part of the Ford Foundation funded Difficult Dialogues Project.

We combine traditional lectures with multi-media, engaged dialogues, small group work, and a variety of class activities, including simulations, guest speakers, and attending campus events, such as Newspeaks and 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 CDs, companion websites for Internet exploration and interactive assignments, transparencies, videos and films, and other interactive tools. We review and approve textbooks for the SOC 204 and 205 sequence and agree to all use the books suggested by the SAC. 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 new search engines in the library for research and assignments.

Web-based or web-hybrid classes have been developed for several course offerings, including the introductory General Sociology sequence and several Gerontology courses.

Instructors use their own websites, WebCT frames, 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

Gerontology 1-year certificate and 2-year AAS degree

Program Awards

Several of our courses 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

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 10 for extended list). Our presence at the college is very visible and we make frequent contributions to the advancement of knowledge, awareness, and service for our students and colleagues within the college and in our communities. A sample of activities includes:

Campus Activities

- Club Advisors (e.g., Peak Oil- POET, Political Activists Club, Wisdomkeepers [now part of the Gerontology Program], Muslim Student Association, Social and Environmental Action-SEA)
- Bringing in speakers and opening our classes to the college community
- Illumination Project (Coordinated through Student Services and Sociology)
- Newspeaks
- Serving as panelists and guest speakers for events, like Women's History Month
- Presenters for TLC workshops

Committees

- Service-Learning Steering Committee
- Teaching Learning Center Steering Committees
- Curriculum Committee
- Assessment Committee
- Sustainability Committee
- Diversity Committee
- Campus Powwow Committees
- Learning Communities
- Retention Committee

Community Service

- Hands on Portland Board of Directors
- Portland Peak Oil
- Living Earth Gathering
- KBOO
- El Programa Hispano
- Muslim Educational Trust Advisory Board
- Arab-Muslim Police Advisory Council

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 papers and publications, and do presentations (See Appendix 10). For example:

- 3 instructors have attended PCC's Stop the Hate trainings
- 4 instructors are trained as moderators through the Public Policy Institute
- 2 instructors have received training in Collaborative Negotiations
- 3 instructors are attending CIEE International Faculty Development Seminars abroad this summer to help internationalize our curriculum at PCC.
- 2 instructors have attended the Great Teachers Seminar
- 1 instructor will attend the OILD conference this summer
- Many of us have attended service-learning conferences through the Campus Compact

Awards and Recognitions

A sample of the awards and recognitions that our faculty have received include:

- Faculty/Staff Excellence Awards (3)
- Service-Learning Program Awards (7)
- Remarkable Faculty of Color Award (1)
- Rock Creek Campus ASPCC Teacher of the Year Award (1)
- Sylvania Campus Women's Resource Center Outstanding Woman Faculty Award (1)

Addressing College Initiatives

We have integrated a number of college initiatives into our program, which fit well with our discipline, including *service-learning*, *internationalization*, *learning communities*, and *sustainability*. The following categories detail efforts made to support student needs and enhance student learning.

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 create custom books for the SOC 204 and 205 sequence and offer books on reserve in the library, as e-reserves, and in custom readers.

Diversity

We emphasize diversity in all of the Sociology courses, and several courses have been designated as diversity courses, including Sociology of Gender, Diversity in the United States, Global Studies: Social Issues and Movements, and the Illumination Project: Tools for Social Activism. The Gerontology Program has also made an important contribution to studies of diversity.

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 2004-Spring 2006, **618 PCC sociology students** have contributed **10,818 hours** of service to the Portland-metro area. This really highlights how "community is PCC's middle name."

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, and college

applications, service-learning, cooperative education, and referrals to support services. We also work with the ROOTS/TRIO program and the Office for Students with Disabilities 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 to check in and offer guidance and support. Students are often surprised by this attention and some choose to return to class. Many students keep in touch regarding their successes, their families, and career paths, which is always welcome and encouraging.

Internationalization

Three faculty will attend CIEE International Faculty Development Seminars this summer, in India, Prague/Budapest, and London. We are committed to internationalizing our curriculum and supporting the college in applying for grants and promoting increased international awareness at PCC through TLC workshops. We have also been asked to support the new Asian Studies Program.

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 11 for student anecdotes and results from a survey completed for our Program Review. The following are a sample of student comments:

Sociology has enabled me to recognize my own biases and behaviors as being a result of my culture, and to distinguish between universalities and culture-specific attributes. This has helped my personal relationships and my individual development.

Sociology has helped me see how it all fits together. From global trade all the way down to enumerating and figuring out what ethnic group settled where. I like the basic theory concepts also, but I'm torn on where I really stand. I can see credence in different parts of all of them.

I have preferred most of my life to keep my head buried in the sand. As a result, I have learned a lot in this class. The ideas or concepts I learned the most on are issues involving the government and politics, especially foreign politics. Of most interest are those under race, wealth, and sexuality.

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.

For example, the Sociology of Everyday Life course provides useful skills and self-reflection for a variety of students, including “the young and old, parents, professionals, police and health care workers in training, teachers, activists, missionaries, prison advocates, the revering, and the redeemed.”

Student surveys attest to the impact of sociology on their views of the world and their future goals:

It opened doors that I didn't know existed. It expanded my vision, so now the world seems much smaller.

I look at our world in a different, more knowledgeable way now.

It has opened my eyes to different cultures around the world.

I have learned that it takes time and patience to understand others and their point of view. Also, I have become more aware of what is going on in the world and being able to understand it better.

Actually it has made a great deal of an impact on what path to follow now. I am drawn to the Social Sciences, and I am considering changing my major. It would be fun pursuing a career in something you love, rather than just going for the money.

A perfect example is Carol Bellows, a former sociology student, who just won third place in the world in the 2006 Berkeley Prize Essay Competition for her team entry essay, "People to Know, Places to Grow: Children in Downtown Eugene." She credits this prestigious international architectural award to her SOC 205-WR 123 Learning Community, taught by Jan Abushakrah and Linda Warwick, titled "Bowling Alone," about the loss of community, "for giving me the initial time and space to think and research the topic in the first place; it has been the deepest research and writing of my academic career so far." Carol's original paper, "Separate Spheres," proposed that houses and structures in cities be built with enclosed common spaces, so that the entire community could oversee others' children. We are proud of her accomplishments and the insights gained from her sociology class.

COURSE OUTCOMES

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

First, students completing sociology courses at PCC should have a working knowledge of foundational principles and theoretical frameworks of the discipline. They are expected to be able to see and apply an understanding of the operations of socialization, culture, structured systems of inequality, and the impacts and interactions of social institutions.

Second, students completing sociology courses at PCC should gain transferable skills, such as the ability to interpret data and charts; identifying biases in and determining the reliability of information (e.g., web sites); and cultivating critical thinking and problem solving skills, within the context of society and social interaction. As a "systems science," sociology offers not simply the "big picture," but an understanding of "the complex dynamics within that picture."

Third, we contribute to the goals of **PCC's Educational Master Plan Core Outcomes** (See Appendix 6 for Core Outcome Mapping) in the following ways:

Communication: Communication is a cultural practice in which we all participate. Skills gained through our sociology curriculum contribute to basic skills, but also offer a cultural context and awareness to how and why we communicate as we do. Students understand the impacts of social status on their own and others' communication, the role that social inequality and ethnocentrism play within the context of communication, and the forces of societal messages in shaping opinion and culture. Specific applications include:

- Written assignments, papers, and projects
- In-class discussions
- Small group dialogues
- Presentations
- Openness to different styles and values
- Ability to communicate with cultural awareness and efficacy

Community and Environmental Responsibility: Students learn how communities are formed and how power and influence function within those systems. They can see themselves within the context of social interaction, through their own involvement and their impacts on society and the environment. Having the skills to evaluate the causes and consequences of current social and environmental issues empowers students to actively engage as citizens in their communities. Specific actions and resources include:

- Teaching about civic engagement and responsibility, as framed in the understanding of and participation in a democratic society.
- Offering a variety of service-learning courses that connect community service to course-based learning objectives and reflection.
- Offering credits and mentoring students in Cooperative Education.
- Teaching Introduction to Environmental Sociology, which is an elective for the Environmental Studies Program and the Architectural Design Program
- Teaching the Community Service and Action Seminar
- Supporting the Service-Learning Program Award
- Serving as role models for our students by being actively engaged in the community ourselves.
- Participation in The Illumination Project and the Ford Foundation-funded Difficult Dialogues Project (as Co-Director and members of the Curriculum and Steering Committees)

Critical-thinking and Problem Solving: These skills are integral to Sociology, in the assessment of the validity and reliability of data, the consideration of how interpretations are socially constructed, the evaluation of the root causes of social problems, the recognition of the consequences of social changes and problems in the world, and the assessment of potential solutions. Students also gain insights by having to consider issues that may challenge their perspectives. Specific course contributions include:

- Integration in all courses
- Assessment of effective problem solving in Social Problems courses
- Service-Learning components in courses
- Community Service and Action Seminar
- Critiques of systemic and structural inequities

Cultural Awareness: Students in our sociology courses are not simply exposed to other cultures and value systems, but gain a deep understanding of the dominant culture in which we all participate. One cannot practice any form of cultural awareness without knowing how culture shapes our own understandings and actions. Cultural awareness is core to our discipline through:

- Awareness of the culture and cultural diversity in which we live
- The study of social change, in this ever changing world
- Integration of international perspectives into our courses
- Cultural efficacy and the ability to communicate within a context of cultural awareness
- The textbooks we choose
- The recognition and critique of power and privilege in society.

Professional Competence: While not a core component of our program, we do serve students and promote professional competence in the following ways:

- Sociology courses offer foundations in understanding how society is organized and why people behave the way they do, which benefits 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.
- Our courses are required for many different professional/technical programs (See Appendix 7)
- Courses promote the examination and development of personal, civic, and work place skills.

Self-Reflection: Our courses integrate a significant amount of self-reflection, in order to help students assess how society has made them who they are, through socialization, cultural processes, and structural opportunities and barriers. Developing their "sociological imagination" helps students understand how they exist in social contexts and often helps them assess their values. Assignments that promote self-reflection include:

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

In addition to PCC's core outcomes, the Sociology SAC has developed its own curriculum outcomes, as applied in our CCOGs (For samples, see Appendix 4). The learning outcomes for specific sociology courses include the basic core learning outcomes reflected in our General Sociology classes, including our sequence of Soc 204 and 205 and the SOC 206 Social Problems elective. See Appendix 5, for list of courses converted to four credits, including the change in our sequence.

For a complete list of our CCOGs for our sociology courses, please refer to:

<http://www.pcc.edu/edserv/curr/inventory/index.htm>

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

- Develop their sociological imagination, in order to understand how social contexts shape our lives.
- Apply sociological theories and research to course material and relate this subject matter to their personal location and current events.
- Communicate in ways that clearly apply sociological perspectives and principles.
- Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration.

Specific core learning outcomes for the General Sociology sequence are:

SOC 204 General Sociology: Sociology in Everyday Life

- Apply the sociological perspective (sociological imagination) in their everyday lives and in their response to current events.
- Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration.

SOC 205 General Sociology: Social Change and Social Institutions

- Apply the sociological perspective (sociological imagination) in their reflections on social institutions, social change, and the impact of social change on social institutions.
- Locate themselves (connect their personal biography with societal history) in the process of social change and social movements.
- Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration.

Specific core learning outcomes for the SOC 206 Social Problems elective are:

SOC 206 Social Problems

- Apply the sociological perspective (sociological imagination) in analyzing and responding to social problems through social action and policy.
- Locate themselves (connect their personal biography with societal history) in the process of social change, organizations, and social movements shaping and responding to social problems.
- Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration.

ASSESSMENT TECHNIQUES

The Sociology SAC instructors assess student learning throughout 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 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 feedback cards on understanding of course material
- Service-learning projects integrating course objectives, service to community, and reflection, including application of the sociological perspective and evaluations from sites
- Student-instructor conferences
- Portfolios
- Video projects
- Oral histories and interviews
- Policy analysis and application
- Peer reviews
- Outside reviewers for term projects

Grades represent overall student performance, but the variety of assessment tools listed above provide direct feedback throughout the term. 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 understanding of learning objectives and regularly state how community service can be a powerful cure for depression and apathy.

We do not do any formal indirect assessments, such as job placement statistics, as we are not a vocational or certificate-granting program. We keep an eye on enrollment records and try to stay abreast of changes and trends in the discipline and job market, but understand that these do not count as an accurate assessment tool.

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!

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 for ourselves.

Institutional

At the institutional level, we would like to:

- Increase reflection on the health and effectiveness of the program and its role at the college and throughout the district. We need to assess whether more sections of required courses are needed on the smaller campuses, which are growing in enrollment.
- Explore ways to offer more sections. Given the complexity of budget constraints and the four-credit conversion, we have had to consider how to reduce course offerings. While the 4-credit conversion did not reduce credit hours offered, it did lead to a cut in some sections (balanced out by an increase in gerontology courses) and a change in the sequence. The impact of these changes on enrollment and access will need to be monitored. One effect already has been a reduction in our specialty courses, which are now generally offered just once a year, if at all, which impacts other programs that depend on us. At Rock Creek, they now “teach to the core” and have cut all specialty courses. Since, opportunities to expand course offerings are limited, trying to offer more depth in sociology is challenging. This can affect faculty motivation to keep current or expand areas of research and expertise. We want to continue meeting the institutional missions of the college and address social issues in modern society, but we believe that we need to offer more sections to do these effectively.
- Monitor the full-time/part-time ratio, as shown in the table below. We have 5 full-time faculty and 14 part-time faculty, who, over the last year (Fall 2005- Spring 06, excluding Summer term, when part-time faculty have priority in assignment rights and are more likely to teach), have taught 120 sections: 65 by part-time instructors and 55 by full time instructors. While several full-time instructors have received course releases over the Program Review period, which can skew the numbers, an imbalance in the full-time/part-time ratio can lead to extra strain on the full-time faculty to complete 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.

| 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 |

- Decrease the strain on full-time faculty, who have increasing administrative work and SAC chair responsibilities, without compensation or course-releases, and increased workloads with

more writing-intensive classes. We seek recognition that the 30-hours noted on our schedules far underestimates the hours we work each week.

- Assess the impact of 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, many of which are required by other programs.
- Have regular updates from college programs that require our courses, in order to assess the impacts that offering fewer sociology sections is having on students. We also need to work with different programs to identify the contributions that sociology courses can offer to their students, perhaps proposing new electives for their programs.
- 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.
- Collaborate more with different departments at the college, such as student life, international education, and the TLCs, to integrate and facilitate efforts and coordinate schedules.
- Document where and how students are active in the community.
- 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. For example, many podiums do not work well (if there is one at all), the podiums are not programmed to show subtitles in films, for students with disabilities, and the blinds in the classrooms are ineffective at darkening the rooms enough to show films.
- Be assigned to classrooms that fit our class enrollments. Too often, we are assigned to classrooms that are too small for our 35-student classes.
- Have equity in class sizes, for distance-learning classes.
- Have more support for distance-learning teachers, with access to technology to facilitate teaching, such as providing laptop computers.

Departmental

At the departmental level, we need to:

- Continue to consider student needs related to book access and affordability. Suggestions include working with publishers on alternatives and using more library reserves.
- Design a clearinghouse of our teaching tools, to support part-time faculty and share what works well with each other, such as syllabi, assignments, best practices, strategies, teaching techniques, etc. Using the MyPCC Sociology group to communicate and share files would facilitate this.
- Continue to consider how to integrate different modes of instruction, given continuing changes in technology, college demands, and student access concerns, as well as offer courses

on new subjects that the discipline, faculty, and our students are interested in, such as sociology and the media.

- Support part-time faculty involvement and knowledge of the program, by offering more resources, connections, and training, and trying to schedule meetings when they can attend.
- Assess enrollment trends and expand our retention efforts, to increase success and completion rates in our classes.
- Create new Certificates of Completion or Program Awards, such as in social justice.
- Share the responsibilities of SAC chair equally, with full-time faculty distributing the workload on an equitable and revolving basis and on a fair rotation between the campuses.
- Improve integration and communication between the campuses on scheduling of course offerings, so courses do not conflict and compete for enrollment.
- Improve collegiality among the SAC members. To decrease conflicts and increase workload equity, suggestions include having clearer communication, shared workloads, follow-through on commitments, mediation, and more positive discussions and shared tools in our SAC meetings, such as having 15-minute teaching demonstrations, as done in the Psychology SAC.
- Monitor national trends that challenge academic freedom and threaten censorship and be prepared for the current conservative backlash against academia, given the controversial topics of our discipline.

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.

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. We believe, however, that, as a unified team, more can be done through shared efforts and with administrative

support and leadership to enable us to do our jobs better. These requested resources and services thus represent our needs and our ideals, which fall into a number of categories.

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. Simply completing this Program Review has uncovered discrepancies and challenges.

Many of the actions that need to be implemented require communication and collaboration with a variety of people and facilitated access to resources in the college to support our efforts. Bringing different departments together to identify what is missing and ameliorate such conditions would help develop a rational process of support and a matrix of resources. Clear lists on who is responsible for which tasks and budgets on our campuses and at the college would improve transparency, efficiency, and efficacy.

More Financial Support

→ Develop resources for financial support and access for classes, college initiatives, and division equity

While there are obvious budget constraints, we would like to be able to offer more classes, depending on demands for core courses and topic courses, to provide greater selection and access to students and more diversity in our teaching loads.

Financial support is also needed to promote new college initiatives. While there is emotional support for new initiatives and ideas, there is not always substantive support to implement them. Thus, too much of the work we do is on a volunteer basis without compensation or course load reductions.

We also request that money be allocated more fairly to the division for the work we do to support other programs. We have high enrollments and teach classes that other disciplines require or recommend, yet the budgets are not equally allocated. We, in effect, subsidize the technical programs and we ask that this disparity be assessed and considered.

Know some resources, staff development reorganized and clarified, not adequate to meet all needs

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

If the college is expecting departments to be more “entrepreneurial,” as the Educational Master Plan suggests, then we request support in seeking out more funding sources. Perhaps grant opportunities to support our discipline and division are an option.

Please continue to lobby the state to support the college. Perhaps an In-service Day could be used for lobbying.

Full-time/Part-time Concerns

→ Develop more support for release-time, another full-time instructor, and protection of assignment rights.

In addition to financial support, we request that more time be allocated for work demands, including release time for involvement in innovative instruction and to support more student supervision and advising.

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.

Given the number of sections offered, the demand for classes, the extensive work load, the growth of the Gerontology program, the imbalance of the FT/PT ratio, and the many administrative and leadership services we provide to the college, which often require release time, we request the consideration of another full time position at Sylvania and possibly at the other campuses.

Part-time faculty are concerned that potential cuts in sections will reduce course offerings and thus employment opportunities for part-time faculty with assignment rights. We ask the administration to consider offering more general sociology sections.

The 4-credit conversion has made contact time with students more meaningful (although long for night-classes) and workloads are more reasonable, but the SAC suggests that a three-course load would be more equitable for the volume of hours we put into teaching. Yes, an ideal, and unlikely with budget constraints, and certainly an issue beyond the college, but comparisons with other post-industrial societies make it clear that our work habits are unhealthy.

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 support in delegating tasks equally among faculty as well, within the department and division and beyond, thus developing leadership capacities, redistributing workloads, and creating parity.

With the rise in SAC chair responsibilities, we also request some compensation or perhaps a one-course release per term to provide time to complete these duties.

College Policies

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

Several members of the SAC remain concerned about prerequisites, and we ask that the impact on access to poor and returning students, as well as enrollment trends, be monitored. From discussions with the psychology department and DE, the results remain unclear.

The SAC is also concerned about inequities in class sizes between 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.

Given the growing expectation for environmental responsibility and sustainability at the college, including increasing awareness of global issues and the core outcome of community and environmental responsibility for our students, we ask that college practices reflect its ideals. Such actions should include providing ready access to and clear directions for recycling in classrooms and around campus, reduction in paper usage through double-sided copies, and signs on all classroom doors to turn out lights and close doors.

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 ask that administrative staff or advising help us in determining the process and requirements of articulation, to update data after the 4-credit conversion.

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 the TLC.

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 training, 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.

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

Communication and collaboration

→ Facilitate communication and collaboration at PCC

Greater communication is needed between different programs at each campus and within the district, to facilitate scheduling, decrease redundant activities, increase efficiency, and promote collegiality.

We need clearer access to resources and contact lists for committee work, college policies and practices, and logistical concerns, to facilitate teaching and administrative work.

We ask the administration to provide greater leadership and encouragement in collaboration between parts of the college such as student life, distance learning, international education, and the TLC, to improve communication, avoid conflicting schedules, share resources, insure consistency and oversight in hiring and curriculum development, and facilitate faculty training.

Logistical Resources and Concerns

→ Enhance transportation services and facilities

Improve shuttle system to facilitate campus-to-campus transportation and scheduling

Consider scheduling limitations 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 day care hours to coincide with 4-credit conversion, as 4-hour night classes usually extend beyond 9:30, making our student parents have to leave class early.

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

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 | Check | Deadline |
|--|-----------------------------------|--|-------|----------|
| Monitor enrollment on each campus and determine whether additional courses and faculty are needed. | SAC Chair, Dept Chair (if in SOC) | Division dean, Social Science Leaders, IE, DOIs | | |
| Continue discussions between campuses on scheduling | Dept chair | Division dean, Social Science leaders | | |
| Determine other program requirements and student demand for topic courses to offer needed courses. | Dept chair | Communication between division deans | | |
| Promote benefits of sociology courses to other programs | Dept chair, course release? | Division deans, DOIs, Curriculum committee | | |
| Assess the impact of the 4-credit conversion on enrollment | Dept chair | SAC, division dean, IE, and communication between campuses | | |
| Assess need for Program Awards, e.g., social justice | Rowan | SAC, VP, curriculum committee | | |
| Update CCOGs and catalog descriptions | SAC chair | SAC, curriculum committee | | |
| Review and update articulation documents, with PSU, UO, OSU | Kim | Advising, PSU, UO, OSU | | |

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

| Action | Person in charge | Contacts/Resources | Check | Deadline |
|---|------------------|----------------------------------|-------|----------|
| Monitor the full-time/part-time ratio | SAC Chair | Division dean, union, DOIs | | |
| Protect assignment rights of PT instructors | Department chair | Division dean, union | | |
| Facilitate workloads of FT instructors | Division Dean | SAC, union | | |
| Regularly assess hours worked and discuss equity | SAC chair | SAC, Division dean, union | | |
| Establish equitable class sizes for DL faculty | Division dean | Distance Learning, EAC, union | | |
| Provide better training and support for PT faculty | SAC chair | DOIs, TLCs | | |
| Try to schedule meetings when PT faculty can attend | SAC chair | Division dean | | |
| Identify sources for professional development | SAC | Division dean, staff development | | |

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

| Action | Person in charge | Contacts/Resources | Check | Deadline |
|---|------------------|----------------------------------|-------|----------|
| Determine the necessity of tasks and appropriate delegation | Division Dean | Administrative leader, DOIs, EAC | | |
| Discuss potential for course release for SAC chairs | SAC | Division dean, union | | |
| Delegate workloads between SAC members | SAC | Division dean | | |
| Set up fair and regular rotation of SAC chair | SAC | Division dean | | |
| Find ways to improve training and support of SAC chair, from the college and former SAC chairs. | Division dean | VP, DOIs | | |

Goal 4: Improve research data on student success

| Action | Person in charge | Contacts/Resources | Check | Deadline |
|--|------------------|--------------------|-------|----------|
| Identify data needed on student success | SAC chair | SAC, IE | | |
| Work with Institutional Effectiveness office to conduct longitudinal studies | SAC chair | SAC, IE | | |

Goal 5: Improve resource support for effective teaching

| Action | Person in charge | Contact/Resources | Check | Deadline |
|--|------------------|---|-------|----------|
| Document needs in classrooms and offices | SAC | Division dean, facilities | | |
| Determine funding sources and contacts | Division Dean | DOIs, VP, Campus presidents, distance learning | | |
| Submit requests to appropriate sources. | SAC chair | Division dean, DOIs, VP, Campus presidents, distance learning | | |
| Update resources in the library | SAC | Library staff | | |

Goal 6: Improve student access and success

| Action | Person in charge | Contact/Resources | Check | Deadline |
|---|------------------|-------------------------------|-------|----------|
| Continue to discuss options for textbooks costs with SAC and publishers | SAC | Publishers, bookstore | | |
| Assess impact of prerequisites on student access | SAC | Policy Committee, EAC, IR | | |
| Seek information on retention | SAC | Retention office, ROOTS, TLCs | | |
| Review and update articulation documents, with PSU, UO, OSU | Kim | Advising, PSU, UO, OSU | | |

Goal 7: Protect academic freedom

| Action | Person in charge | Contact/Resources | Check | Deadline |
|---|------------------|--------------------------------------|-------|----------|
| Monitor the trends in debate | SAC | Division dean, union, DOIs, TLCs, VP | | |
| Participate in discussions | SAC | Division dean, union, DOIs, TLCs | | |
| Familiarize ourselves with contract and process of ensuring classrooms are safe for discussions | SAC | Union, TLCs | | |
| Engage students in class and campus-wide discussions | SAC | DOSs, TLCs, VP | | |

Goal 8: Improve collegiality in SAC

| Action | Person in charge | Contact/Resources | Check | Deadline |
|---|------------------|----------------------------------|-------|----------|
| Communicate openly about concerns and mediate conflicts | SAC | Division dean | | |
| Ensure equity in funding and support between campuses | SAC | Division dean, union, DOIs | | |
| Create a clearinghouse on MyPCC of best practices, assignments, etc. | SAC | MyPCC coordinator, tech trainers | | |
| Clarify tasks and encourage follow-through | SAC | Division dean | | |
| Integrate more curricular, topical, and pedagogical discussions into SAC meetings | SAC chair | SAC, Division dean, TLCs | | |
| Utilize technology to facilitate discussions, with all faculty trained in technology and willing to access (Email, MyPCC) | SAC | MyPCC coordinator, tech trainers | | |

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: Brooke Gondara | SY SS 217 | 977-4288 | bgondara |
| Support Staff: Rusty Debord | SY SS 217 | 977-4289 | rdebord |
| SAC Chair: Melody McMurry | RC 2/225 | 614-7285 | mmcmurry |

Full-time Faculty

| | | | |
|-----------------------|-----------|----------|--|
| Jan Abushakrah | SY SS 215 | 977-4077 | jabushak@pcc.edu |
| Melody McMurry | RC 2/225 | 614-7285 | mmcmurry@pcc.edu |
| Kim Smith | SY SS 217 | 977-4097 | kdsmith@pcc.edu |
| Maria Wilson-Figueroa | CA SC 206 | 978-5072 | mwilsonf@pcc.edu |
| Rowan Wolf | SY SS 217 | 977-4083 | rwolf@pcc.edu |

Part-time Faculty

| | | | |
|------------------|--------------|-----------------------------|--|
| Jen Boyers | SY SS 217 | 244-6111 x3874 | docboyers@hotmail.com |
| Andrew Butz | SY SS 217 | 244-6111 x3455 | abutz@pcc.edu |
| Carlos Castro | SY SS 217 | 244-6111 x3759 | carlos.castro@pcc.edu |
| Terry Daugherty | SY SS 215 | 244-6111 x3259 | terry.daugherty@pcc.edu |
| Lisa George | CA SC 211 | | lisa.george1@pcc.edu |
| Tom Hastings | SY SS 215 | | tom.hastings@pcc.edu |
| Leslie Hickcox | SE Scott 103 | 244-6111 x3266 | leslie.hickcox@pcc.edu |
| Jeannie LaFrance | SY ST 208 | 503-977-8149 | jlafranc@pcc.edu |
| Katie LeCoe | CA SC 211 | 244-6111 x3023 | klecoe@pcc.edu |
| Ken Szymkowiak | SY SS 215 | 503-293-4831 | kens@crimedoc.com |
| Dana Thompson | SY HT 126 | 503-977-4051 | dana.thompson1@pcc.edu |
| Niki Toussaint | RC 3/215 | 503-287-5656 | nikitoussaint@msn.com |
| Linda Wiener | SY SS 217 | 244-6111 x3312 | linda.wiener@pcc.edu |
| Khalil Zonoozy | SY SS 217 | 244-6111 x 3977 245-2001 | gci2001@yahoo.com |

Campus Sociology Administrative Support:

Cascade Liberal Arts and Mathematics Division:

| | | | |
|----------------------------------|-----------|----------|----------|
| Dean: Peter Maphumulo | CA SC 211 | 978-5294 | pmaphumu |
| Support: Janet Di Grazia | CA SC 211 | 978-5500 | jdigrazi |
| Department Chair: James Harrison | CA SC 206 | 978-5215 | jharriso |

Rock Creek Business and Humanities:

| | | | |
|---------------------------------|----------|----------|----------|
| Dean: Cheryl Scott | RC 3/206 | 614-7245 | cscott |
| Support: Kathy Johnston | RC 2/225 | 614-7248 | kjohnsto |
| Department Chair: Joel Magnuson | RC 3/216 | 614-7089 | jmagnuso |

Sylvania Social Science and Business Division:

| | | | |
|----------------------------------|-----------|----------|----------|
| Dean: Brooke Gondara | SY SS 217 | 977-4288 | bgondara |
| Support: Rusty Debord | SY SS 217 | 977-4289 | rdebord |
| Department Chair: Jan Abushakrah | SY SS 215 | 977-4077 | jabushak |

Appendix 2

PCC Mission Statement

Portland Community College provides education in an atmosphere that encourages the full realization of each individual's potential. The College offers students of all ages, races, cultures, economic levels, and previous educational experience opportunities for personal growth and attainment of their goals.

To achieve its mission, Portland Community College offers accessible and affordable education to the residents of its 1500 square mile district and to the residents of its service districts. As a public, comprehensive, post-secondary institution, this multi-campus college offers lower division college transfer programs, occupational and technical programs, basic skill education, and community education programs. Partnerships with business, industry, labor, educational institutions, and public sector agencies provide training opportunities for the local work forces and promote economic development. Through effective teaching and supportive student services, Portland Community College prepares students for success as individuals, members of a democratic society, and citizens of a rapidly changing world.

Values

We believe that certain fundamental values characterize the institution in which we work and guide us in the accomplishment of our mission and goals. As a college community, we value:

- The dignity and worth of each individual
- Effective teaching
- Open and honest communication
- Teamwork and cooperation
- An environment that encourages the expression of original ideas and creative solutions
- Effective and ethical use of public funds

Core Outcomes

Communication: Graduates of PCC should be able to communicate effectively by determining the purpose of communication; analyzing audience and context to use appropriate language and modality; and by responding to feedback to achieve clarity, coherence, and effectiveness.

Community and Environmental Responsibility: Graduates of PCC should be able to apply scientific, cultural and political perspectives in understanding the natural and social world and in addressing the consequences of human activity both globally and locally, demonstrating an understanding of social change and social action.

Critical Thinking and Problem Solving: Graduates of PCC should be able to think critically and creatively to solve problems, understanding and using various methods of reasoning and evaluating information and its sources.

Cultural Awareness: Graduates of PCC should be able to demonstrate an understanding of the varieties of human cultures, perspectives, and forms of expressions as well as their own culture's complexities.

Professional Competence: Graduates of PCC should demonstrate mastery in a discipline or profession at a level appropriate to program and transfer requirements through the application of concepts, skills, processes, and technology in the performance of authentic tasks that enhance community involvement and employability.

Self-Reflection: Graduates of PCC should be self-appraising in applying the knowledge and skills they have learned, examining and evaluating personal beliefs, and comparing them with the beliefs of others.

Appendix 3

SOCIOLOGY CATALOG DESCRIPTION

Sociology is the study of human social behavior. It is the scientific study of human interaction with a focus on human group life. The general sociology series SOC 204 and SOC 205 introduces the student to basic knowledge, concepts, theory and research in sociology. It is recommended, but not required, that the courses be taken in sequence. The general sociology series is a prerequisite for all upper division sociology courses.

SOC 181 Gerontology Career Exploration, 1 cr.

Includes introductory workshop and follow-up online assignments, meetings with instructor and fieldwork to explore careers and to identify appropriate internships in the field. Fieldwork includes shadow mentorships, informational interviews, career research, and other activities to prepare students for careers in gerontology.

SOC 204 General Sociology: Sociology in Everyday Life, 4 cr.

Introduces the sociological perspective and sociology as a scientific discipline. Focuses on individuals and groups and how they are shaped by their social locations (status, roles, race, class, sex, age, etc.), society's structures, stratification, institutions, groups and organizations and by such cultural processes as socialization and group interaction.

SOC 205 General Sociology: Social Change & Social Institutions, 4 cr.

Explores various social institutions (family, economy, polity, and religion) from a social change perspective. Various theories of social organization and social change are compared and contrasted.

SOC 206 General Sociology: Social Problems, 4 cr.

Applies the sociological frame of reference to the study of social problems, their identification, analysis of causes and possible solutions. Problems explored may include mental disorders, drug and alcohol addiction, crime and delinquency, group discrimination, inequality, poverty, alienation, domestic and international violence, environment and energy.

SOC 211 Peace and Conflict, 4 cr.

Explores 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.

SOC 213 General Sociology: Diversity in the United States, 4 cr.

Examines a variety of topics such as race and ethnicity, gender, age, sexual orientation, social class, and related issues and concepts from a number of sociological perspectives. There are no prerequisites for this course, but it is strongly recommended that the student have

taken SOC 204 and 205 or their equivalent before taking this course.

SOC 215 Global Studies: Social Issues and Movements, 4 cr.

Explores social issues and movements from a global perspective. Examines the impact of social change and cultural contact on individuals and social structure and focuses on organized social responses to social problems, utilizing a multicultural, multidisciplinary approach.

SOC 218 Sociology of Gender, 4 cr.

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. SOC 204, 205, or instructor permission recommended.

SOC 219 Religion & Culture: Social Dimensions, 3 cr.

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 cr.

Explores the impact of social and sociocultural conditions on the process of aging and the social consequences of this process. Also explores the aging process through a life-course perspective and adopts a social problems approach to aging and related issues. Recommended prerequisite: SOC 204 or 205, or instructor permission.

SOC 228 Introduction to Environmental Sociology, 4 cr.

Examines the relationship between society and the environment. The industrialization of society and our increasing demand for natural resources has significantly impacted the earth's ability to meet the needs of humanity and other species. Explores the causes and consequences of such topics as population, consumption, development, pollution, public policy, and environmental justice.

SOC 230 Introduction to Gerontology, 4 cr.

Introduces the current theories, policies, and practices in gerontology and professional opportunities in the field. Addresses the concerns of practitioners and focuses on service delivery and policy directions. Recommended prerequisite: SOC 204 or 205, or instructor permission.

SOC 231 Sociology of Health & Aging, 4 cr.

Provides an introduction to 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 older adults; issues related to medical and healthcare services; health and long-term care policy and programs.

SOC 232 Death and Dying: Culture and Issues, 4 cr.

Introduces the student to the institution of death in the United States. From a sociological frame of reference, the student will study death as a system for dealing with the social processes of dying, death, and bereavement. SOC 204, 205, or instructor permission recommended.

SOC 252 Introduction to Sociological Theory, 3 cr.

Provides foundation in classical and contemporary sociological theory for sociology and social science majors, or those who are interested in this area of study. Prerequisite: SOC 204, 205.

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 cr.

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 280M Cooperative Education: Mentoring, 1 cr.

Provides a forum for students engaged in cooperative education worksite placements in sociology with a focus on a mentoring partnership. Can be taken in conjunction with any sociology offering.

SOC 282 Gerontology Professional Seminar, 1 cr.

This professional seminar, offered in a hybrid workshop/online/field-based format, provide gerontology students close to graduation the opportunity to participate in a job club, prepare portfolios and resumes appropriate for

gerontological careers, receive career coaching from gerontology career specialists, and participate in other activities to prepare for entry into an identified career path in the field.

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.

SOC 299 Death in Cross-Cultural Perspective, 3 cr.

This course is an interdisciplinary study into cross-culture variations regarding human responses to death and the differing cosmological implications these suggest. Death, a cultural universal, is addressed in its diversity from both anthropology and sociological perspectives. The topic of death as experienced in several major regions and cultures of the world is explored, including Asian, Hindu and Balinese, Middle Eastern, Melanesian and Native American as well as historical trends in Western Europe and North America, regarding the evolution of contemporary perspectives on mortality.

SOC 299A The Illumination Project: Tools for Creative Social Activism, 3 cr.

First of a three-term sequence designed to address issues of institutional oppression through classroom and community presentations utilizing interactive theater. Provides skills in social analysis, group facilitation, social change interventions, creative production, and interactive role-playing.

SOC 299F The Illumination Project II, 3 cr.

Second of a three-term sequence designed to address issues of institutional oppression through classroom and community presentations utilizing interactive theater. Provides skill in the areas of social analysis, group facilitation, social change interventions, creative production and basic acting. Prerequisite: Instructor permission; SOC 299a: I. Project 1

SOC 299G The Illumination Project III, 3 cr.

Third of a three-term sequence designed to address issues of institutional oppression through classroom and community presentations utilizing interactive theater. Provides skill in the areas of social analysis, group facilitation, social change interventions, creative production and basic acting. Prerequisite: Instructor permission; SOC 299F: I. Project II

Appendix 4

Course Content and Outcome Guide

Date: April 2005

PREPARED BY: Jan Abushakrah

Course Number: Sociology 204

Title: Sociology in Everyday Life

Credit Hours: 4

Lecture Hours Per Week: 4

Lecture/Lab Hours Per Week: 0

Number of Weeks: 10

Special Fee: None

COURSE DESCRIPTION FOR PUBLICATION:

Introduces the sociological perspective and sociology as a scientific discipline. The focus is on individuals and groups and how they are shaped by their social locations (status, roles, race, class, sex, age, etc.), society's structures, stratification, institutions, groups, and organizations) and by such cultural processes as socialization and group interaction.

Intended Course Outcomes

Students successfully completing this course will

1. Apply the sociological perspective (or use sociological imagination) in their everyday lives and in their response to current events.
2. Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration.

Outcome Assessment Strategies

The SACC assumes that instructors will assess student learning through the term by using various formative assessment tools, like worksheets, quizzes, and exams. In addition, the SACC 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

Concepts, Themes, and Issues

1. Sociological approach and perspectives: sociological imagination, sociological theories (structural functionalist, conflict, symbolic interactionist, 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/interaction with cultures, including ethnocentrism, cultural relativism, multiculturalism)

4. Socialization (theories; agents; life stages; socialization related to gender, race/ethnicity, social class; resocialization)
5. Social stratification and systems of inequality: power, social construction of, socialization related to, hate crimes)
 - Social caste and class, wealth, poverty
 - Race and ethnicity, social construction of race and forms of race relations, racism, prejudice, individual and institutional discrimination
 - Sex and gender, compulsory heterosexuality and homophobia, sexism, sex segregation, sexual harassment and violence
 - Aging, myths and realities, aging of societies, prejudice and discrimination, elder abuse, social problems related to aging
6. Social structure and organization (roles and statuses, groups and organizations, bureaucracies, social institutions)
7. Societies (types, systems of inequality, social change)
8. Deviance, conformity, and social control (theories; norms and values enforcement; social control mechanisms; law, crime and criminal justice system)

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 SACC approves all required texts for Soc204 and Soc205. The same text is used for the two courses.

Currently (Fall 2005) approved texts are:

1. Andersen and Taylor. *Sociology: Understanding a Diverse Society*. 4th.
2. Giddens et al, *Introduction to Sociology*, Norton, 5th ed.

Supplemental Texts and Materials: Instructor discretion.

Instructional Delivery Mode: This course is approved for classroom, hybrid, and distance modalities.

The primary purpose of the Course Content and Outcome Guide is to provide faculty a SAC approved outline of the course. It is not intended to replace the Course Syllabus, which details course content and requirements for students.

Course Content & Outcome Guide

Date: April 2005

PREPARED BY: Jan Abushakrah

Course Number: Sociology 205

Title: Social Change and Social Institutions

Credit Hours: 4

Lecture Hours Per Week: 4 3

Lecture/Lab Hours Per Week: 0

Number of Weeks: 10

Special Fee: None

Course Description for Publication

Explores various social institutions (family, economy, polity, and religion) from a social change perspective. Various theories of social organization and social change are compared and contrasted.

Intended Course Outcomes

Students successfully completing this course will

1. Apply the sociological perspective (use sociological imagination) in their reflections on social institutions, social change, and the impact of social change on social institutions.
2. Locate themselves (connect their personal biography with societal history) in the process of social change and social movements.
3. Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration.

Outcome Assessment Strategies

The SACC assumes that instructors will assess student learning through the term by using various formative assessment tools, like worksheets, quizzes, and exams. In addition, the SACC 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

Concepts, Themes, and Issues

1. Social Institutions, including family, education, religion, economy, politics, and health, and the interactions across and between institutions.
2. Social theories and perspectives applied to the study of social institutions, including structural-functionalist, conflict, symbolic interaction, and feminist.
3. Social change theory
4. Collective behavior, including rhetoric and propaganda, and social movements
5. Global content areas related to social change, including globalization, stratification, population, urbanization, environment, technology, and mass media
6. Interactions and relationships between culture and structure and how culture shapes social institutions

7. Impact of race/ethnicity, gender, age, social class, and other diversity on experience in social institutions and social change.

Competencies and Skills

1. Apply sociological approach and perspectives to a variety of social patterns and processes, specifically related to social institutions and social change
2. Continue to hone critical thinking skills regarding the reciprocal relationship between individuals and institutions
3. Observe and identify social change and consequences
4. Write and communicate orally in a clear, organized, and effective manner
5. Use varied and effective research resources, techniques, and strategies
6. Develop and refine group process skills, which may include listening, brainstorming, communicating, negotiating, or cooperating on shared tasks
7. Integrate course work with current events and trends through examination of popular and news media
8. Develop ability to listen to and empathize with diverse perspectives and experiences.
9. Develop and practice active citizenship skills in accordance with principles of democratic and inclusive process, social justice, and ecological sustainability

Approved Texts

The SACC approves all required texts for Soc204 and Soc205. The same text is used for the two courses.

Currently (Fall 2005) approved texts are:

1. Andersen and Taylor. Sociology: Understanding a Diverse Society. 4th.
2. Giddens et al, Introduction to Sociology, Norton, 5th ed.

Supplemental Texts and Materials: Instructor discretion.

Instructional Delivery: This course is approved for classroom, hybrid, and distance modalities.

The primary purpose of the Course Content and Outcome Guide is to provide faculty a SAC approved outline of the course. It is not intended to replace the Course Syllabus, which details course content and requirements for students.

Course Content & Outcome Guide

Date: April 2005

PREPARED BY: Jan Abushakrah

Course Number: Sociology 206

Title: Social Problems

Credit Hours: 4

Lecture Hours Per Week: 4

Lecture/Lab Hours Per Week: 0

Number of Weeks: 10

Special Fee: None

Course Description for Publication

Applies the sociological frame of reference to the study of social problems, their identification, analysis of causes and possible solutions. Problems explored may include mental disorders, drug and alcohol addiction, crime and delinquency, group discrimination, inequality, poverty, alienation, domestic and international violence, environment and energy.

Intended Course Outcomes

Students successfully completing this course will

1. Apply the sociological perspective (use sociological imagination) in analyzing and responding to social problems through social action and policy
2. Locate themselves (connect their personal biography with societal history) in the process of social change, organizations, and social movements shaping and responding to social problems
3. Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration

Outcome Assessment Strategies

The SACC assumes that instructors will assess student learning throughout the term by using various formative assessment tools, like worksheets, quizzes, and exams. In addition, the SACC 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
12. Field reports
13. Policy analysis and development

Course Content

Concepts, Themes, and Issues

1. Social problem definitions and identification.
2. The difference between social problems and personal troubles and the interaction between them.
3. Culture, social organization, norms, deviance, and social control mechanisms considered in relation to social problems
4. Sociological theories and perspectives on social problems.

5. Social change and social movements, related to social problems
6. Types of social problems: problems arising from value and norm conflicts, from social structure, from social change, and from social policy
7. Analysis of particular social problems, such as wealth and power distribution, demographic changes, poverty, abuse, addiction, harassment, discrimination, and hate crimes based on race/ethnicity, gender, sexual orientation, or social class, violence, crime and justice, environmental problems, global conflict and disasters, mental and physical health, illness and healthcare
8. Solution strategies, including human services, treatment and therapeutic communities, charity, social policy, legal system, voluntarism and community action, education and prevention, scientific research, and social movements.

Competencies and Skills

1. Apply sociological approach and perspectives to a variety of social patterns and processes, specifically related to social problems
2. Hone critical thinking skills regarding the analysis of social problems
3. Observe and identify social problems, definitions of social problems, and responses to social problems
4. Integrate course work with current events and trends through examination of popular and news media.
5. Apply social change theories to historical/contemporary social problems and policies
6. Write and communicate orally in a clear, organized, and effective manner
7. Use varied and effective research resources, techniques, and strategies
8. Develop and refine group process skills, which may include listening, brainstorming, communicating, negotiating, or cooperating on shared tasks.
9. Develop ability to listen to and empathize with diverse perspectives and experiences.
10. Develop and practice active citizenship skills in accordance with principles of democratic and inclusive process, social justice, and ecological sustainability
11. Apply a sociological perspective to the development of policies and actions to alleviate and solve social problems.
12. Identify and locate agencies and resources that respond to social problems.

Approved Texts

There is no standard text used by all instructors of Soc206, but the SACC must approve all required texts.

Supplemental Texts and Materials: Instructor discretion.

Instructional Delivery Mode: This course is approved for classroom, hybrid, and distance modalities.

The primary purpose of the Course Content and Outcome Guide is to provide faculty a SAC approved outline of the course. It is not intended to replace the Course Syllabus, which details course content and requirements for students.

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Appendix 5

3 to 4 Credit Course Conversions

(updated by Kim Smith, 5/15/06)

| Course # and Name | Person in charge | Details | Submitted | Status |
|-------------------------------------|------------------|---------------------------------|--------------|--------|
| SOC 204 Soc of Everyday Life | Kim | 204-205 sequence → 8 credits | 11/24/04 | X |
| SOC 205 Social Change | Kim | 204-205 sequence | 11/24/04 | X |
| SOC 206 Social Problems | Kim | 4 credit elective | 11/24/04 | X |
| PS/SOC 211 Peace and Conflict | Jan/Michael | 4-credit elective | PS submitted | |
| SOC 213 Diversity | Rowan | 4-credit elective | 12/05 | X |
| SOC 215 Global Studies | Kim | 4-credit elective | 2/15/05 | X |
| SOC 218 Soc of Gender | Melody/Maria | 4-credit elective | 4/06 | X |
| SOC 219 Religion | Khalil | | | |
| SOC 223 Soc of Aging | Jan | Program change | 12/8/05 | X |
| SOC 228 Environmental Soc | Kim | 4-credit elective | 2/15/05 | |
| SOC 230 Gerontology | Jan | Program change | 12/8/05 | X |
| SOC 231 Health and Aging | Jan | Program change | 12/8/05 | X |
| SOC 232 Death and Dying | Jan | Program change | 12/8/05 | X |
| SOC 280A Coop Ed | Jan | 30 hours = 1 credit | NA | |
| SOC 280B Service and Action Seminar | Jan | Reduce to 2 credits | 2/2/05 | X |

Former Sequence: SOC 204, 205, and 206

Former credits: 9

Proposed sequence: SOC 204 and 205

Proposed credits: 8

How will outcomes change?

These courses have been limited in the ability to cover all of the theories and content of introductory sociology and social change, so we will be able to have more breadth and depth on course material. We will also have more applications, address more policy questions, and integrate more detailed research assignments. The Social Problems course will become a separate stand-alone course, with the opportunity to expand course content to look at more social problems and policy issues and to integrate service-learning more effectively.

OUS match:

PSU does not offer a sequence anymore and they have condensed their 204 and 205 into one 4 credit 200 course. Their Social Change (205) course has been moved to a 300-level course and they no longer offer a Social Problems course. Our 204 will transfer directly as their 200 course and the 205 will enter as elective credit, for a total of 8 credits in our sequence. The 206 will transfer as 4 elective credits. OSU offers the 204, 205, and 206 sequence as a 3-credit model and our courses

have transferred directly to their program in the past, depending on their topic groups Gen Ed requirements. This will need to be checked. The AAOT fulfills all of the basic requirements, so that is the easiest option, but our 4-credit conversion may change articulation. UO offers the 204 class as a 4 credit course, so our class would transfer directly. The other courses would count as Social Science Group electives.

SOC 206 Social Problems

Former credits: 3

Proposed credits: 4

Course Type: Elective (formerly part of the sequence)

Will additional content be added?

The course outcomes focus on analyzing social problems, locating ourselves in the context of social problems, and engaging as active citizens, so there is much room for integrating additional content into our curriculum. 4 credits will allow us to examine course material in more detail, with the opportunity to study additional social problems and include more discussion, supplements, and policy analyses.

Is additional time needed to cover current content?

Students regularly state that they wish they had more time to get into course content and this conversion will allow that. Particularly lacking is time to examine various solutions to the problems, thus often leading to students feeling ineffective.

Appendix 6

CORE OUTCOMES MAPPING

SAC Sociology

| | |
|--|---|
| Mapping Level Indicators: 0- Not Applicable 1- Limited demonstration or application of knowledge and skills. 2- Basic demonstration and application of knowledge and skills. 3- Demonstrated comprehension and is able to apply essential knowledge and skills 4- Demonstrates thorough, effective and/or sophisticated application of knowledge and skills. | Core Outcomes: 1- Communication 2- Community and Environmental Responsibility 3- Critical Thinking and Problem Solving 4- Cultural Awareness 5- Professional Competence 6- Self-Reflection |
|--|---|

| 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 | Gen Soc: 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 |

Graduates of Portland Community College should be able to...

Communication: ...communicate effectively by determining the purpose of communication, analyzing audience and context to use appropriate language and modality; and by responding to feedback to achieve clarity, coherence, and effectiveness.

Community and Environmental Responsibility: ...apply scientific, cultural and political perspectives in understanding the natural and social world and in addressing the consequences of human activity both globally and locally by demonstrating an understanding of social change and social action.

Critical Thinking and Problem Solving: ...think critically and creatively solve problems by understanding and using various methods of reasoning and evaluating information.

Cultural Awareness: ... demonstrate an understanding of the varieties of human cultures, perspectives, and forms of expression as well as their own culture's complexities.

Professional Competence: ... demonstrate mastery in a discipline or profession at a level appropriate to program and transfer requirements through the application of concepts, skills, processes and technology in the performance of authentic tasks that enhance community involvement and employability.

Self-Reflection: ... be self-appraising in applying the knowledge and skills that have been learned, examining and evaluating personal beliefs, and comparing them with the beliefs of others.

Appendix 7

PCC Programs Requiring Sociology (SOC) Courses

Architectural Design and Drafting Sustainable Building Program Award: SOC 228
Criminal Justice AAS: SOC 206
Dental Hygiene: SOC 204
Dental Technology: SOC 230 or 233
Gerontology 1-Year Certificate: SOC 223, 230, 231, 232, 280A, 280B
Gerontology AAS: SOC 204, 213, 280A
Illumination Project: SOC 299A, F, G
Peace and Conflict Studies: SOC 204, 205, 206, 218, PS/SOC 211

PCC Programs Recommending Sociology (SOC) Courses as Electives

Criminal Justice Juvenile Corrections Certificate: SOC 206
Environmental Studies: SOC 228
Gerontology 1-Year Certificate: SOC 213
Gerontology AAS: SOC 205, 206, 218
Journalism: SOC 204, 205, 206, 215
Nursing: Social Science Gen Ed
Women's Studies Program Award: SOC 218

Appendix 8

Enrollment Statistics: 2002-2006

Source: Institutional Effectiveness
<http://www.pcc.edu/ir/reports/index.html>

Enrollment Report for 2005-2006 (4th week)

No data available on Sociology for ELC

| Summer 2005 | Sum 04 FTE | Sum 05 FTE | Summer 06 FTE | Sum 04-05 # Change | Sum 04-05 % Change | Sum 03-05 % Change |
|-------------|---------------|---------------|---------------|---------------------|---------------------|---------------------|
| Sylvania | 17.67 | 13.49 | 13.86 | 0.37 | 2.7% | -21.6% |
| Rock Creek | 3.21 | 3.64 | 3.83 | 0.19 | 5.2% | 19.3% |
| Cascade | 5.77 | 5.77 | 4.64 | -1.13 | -19.6% | -19.6% |
| | | | | | | |
| Fall 2005 | Fall 03 FTE | Fall 04 FTE | Fall 05 FTE | Fall 04-05 # Change | Fall 04-05 % Change | Fall 03-05 % Change |
| Sylvania | 46.94 | 44.68 | 57.75 | 13.07 | 29.3% | 23% |
| Rock Creek | 14.40 | 18.21 | 21.15 | 2.94 | 16.1% | 46.9% |
| Cascade | 15.46 | 16.09 | 19.29 | 3.20 | 19.9% | 24.8% |
| | | | | | | |
| Winter 2006 | Winter 04 FTE | Winter 05 FTE | Winter 06 FTE | Win 05-06 # Change | Win 05-06 % Change | Win 04-06 % Change |
| Sylvania | 45.68 | 46.86 | 61.66 | 14.80 | 31.6% | 35% |
| Rock Creek | 11.32 | 7.70 | 18.20 | 10.5 | 136.4% | 60.8% |
| Cascade | 12.04 | 12.94 | 16.22 | 3.28 | 25.3% | 34.7% |
| | | | | | | |
| Spring 2006 | Spring 04 FTE | Spring 05 FTE | Spring 06 FTE | Spr 05-06 # Change | Spr 05-06 % Change | |
| Sylvania | 45.68 | 44.65 | 74.71 | 30.06 | 67.3% | |
| Rock Creek | 11.39 | 11.71 | 16.13 | 4.42 | 37.7% | |
| Cascade | 12.88 | 14.95 | 16.22 | 1.27 | 8.5% | |
| | | | | | | |

Appendix 9

Equivalency Guides

These are online equivalency guides for OSU, U of O and PSU from 2003 and are in need of updating. All of these guides come with disclaimers about accuracy and currency, so use only as a guide not as a hard and fast rule. This information was originally provided by Lucinda Eshleman.

Lucinda Eshleman, Academic Advisor (503) 977-4535
Portland Community College - Sylvania FAX: (503) 977-4740
PO Box 19000, Portland, OR 97280

U of O Course Equivalency Guide

http://oregon.uoregon.edu/~bnrserve/transfer_work/003213.html

| | | | |
|----------|--------------------------------------|-----------|--------------------------|
| SOC 200 | 199401 Intro to Sociology | SOC 204 | Intro Sociology |
| SOC 204 | 198201 Gen Soc:EverydayLife | SOC 204 | Intro Sociology |
| SOC 205 | 198202 Gen Soc:Change&Behav | SOC 110T | Social Science Group |
| SOC 206 | 198103 Gen Soc:Conform&Dev | SOC 110T | Social Science Group |
| SOC 211 | 199401 Peace and Conflict | SOC 110T | Social Science Group |
| SOC 213 | 198201 Diversity in America | SOC 151T | Social Science Group, AC |
| SOC 215 | 199401 Global Studies:Social Issues | SOC 153T | Social Sci Group, IC |
| SOC 218 | 198901 Sociology of Gender | SOC 152T | Social Science Group, IP |
| SOC 219 | 199401 Religion & Culture:Social Dim | SOC 110T | Social Science Group |
| SOC 223 | 199401 Social Gerontology/Soc of Age | SOC 110T | Social Science Group |
| SOC 228 | 199401 Intro to Environmental Soc | SOC 110T | Social Science Group |
| SOC 230 | 199401 Intro to Gerontology | SOC 110T | Social Science Group |
| SOC 231 | 199401 Soc of Health & Aging | SOC 110T | Social Science Group |
| SOC 232 | 198901 Death & Dying | SOC 110T | Social Science Group |
| SOC 240 | 198901 Soc Work & Leisure | SOC 110T | Social Science Group |
| SOC 250 | 198104 Death & Dying: Culture&Issues | ELEC 100T | Elective or Major |
| SOC 280A | 198901 Coop Ed:Sociology | ELEC 100T | Elective or Major |
| SOC 280B | 199401 CE: Sociology Seminar | ELEC 100T | Elective or Major |
| SOC 280M | 199401 Coop Ed: Mentoring | ELEC 100T | Elective or Major |
| SOC 298 | 198901 Indep St:Sociology | ELEC 100T | Elective or Major |
| SOC 299 | 198901 Spec St:Sociology | ELEC 100T | Elective or Major |
| SOC 299A | 198901 Spec St:AmericanMale | ELEC 100T | Elective or Major |
| SOC 299B | 199401 Spec St: Sociology | ELEC 100T | Elective or Major |

OSU Course Equivalency Guide

http://osu.orst.edu/dept/admindb/OregonTransferCredit-OregonCollegesandUniversities/scr1160_003213.htm

Questions about these Articulation Tables should be directed to:

Admission and Orientation

(541) 737-2499

karen.such@orst.edu.

Note If there is no direct OSU equivalent for a transfer course that fulfills a Baccalaureate Core requirement, then the OSU course number is given as "LDT" or "UDT" and the course title will say something like "General Credit." "LDT" stands for "lower division transfer." "UDT" stands for "upper division transfer."

*No more than two courses from any one department may be used by a student to satisfy the OSU Perspectives category of the core.

*The two courses used to fulfill the OSU Synthesis requirement may not be in the same department.

| | | | |
|-----------|------------------------------|---------|-------------------------------|
| SOC 204 | GEN SOCIOLOGY | SOC 204 | *INTRODUCTION TO SOCIOLOGY |
| SOC 205 | GEN SOCIOLOGY | SOC 205 | *INSTITUTIONS & SOCIAL CHANGE |
| SOC 206 | GEN SOCIOLOGY | SOC 206 | *SOCIAL PROBLEMS AND ISSUES |
| SOC 213 | GEN SOC DIVERSITY IN AMERICA | SOC LDT | GEN SOC DIVERSITY IN AMERICA |
| SOC 218 | SOCIOLOGY OF GENDER | SOC 430 | *GENDER AND SOCIETY |
| SOC 232 | DEATH & DYING | SOC 455 | LD: DEATH AND DYING |
| SOC 232AA | INTRO TO DYING & BEREAVEMENT | SOC LDT | INTRO TO DYING & BEREAVEMENT |
| SOC 240 | SOCIOLOGY OF WORK & LEISURE | SOC LDT | SOC WORK & LEISURE |
| SOC 280A | CE: SOCIOLOGY | SOC LDT | CE: SOCIOLOGY |
| SOC 280AA | COOP ED: SOCIOLOGY | SOC LDT | COOP ED:SOCIOLOGY |
| SOC 280AB | COOP ED: SOCIOLOGY SEM | SOC LDT | COOP ED:SOCIOLOGY SEM |
| SOC 298 | INDEP ST: SOCIOLOGY | SOC LDT | INDEP ST:SOCIOLOGY |
| SOC 299 | SPEC ST: SOCIAL ISS&MOVEMNTS | SOC LDT | SPEC ST:SOCIAL ISS&MOVEMNTS |
| SOC 29901 | SPECIAL STUDIES | SOC LDT | SPECIAL STUDIES |
| SOC 299AA | SPEC ST: THE AMERICAN MALE | SOC LDT | SPEC ST:SOC AMERICAN MALE |
| SOC 299AG | WOMEN IN TODAY'S WORLD | SOC LDT | WOMEN IN TODAYS WORLD |
| SOC 299B | RELIGION & CULTURE | SOC LDT | RELIGION & CULTURE |

PSU Course Equivalency Guide

http://pdx.transfer.org/cgi-bin/cas20/cas.exe?FNC=GuestLogin__Awelcome_html

Transfer Credits

The Joint Articulation Board says that state policies have recognized 3-hour course transfers as equivalent to 4-hour courses and that the students will receive 3 credits for their courses at PCC. Since the 4-credit conversion, these courses should transfer credit for credit.

University of Oregon

Admissions: 800-BEADUCK (232-3825)

Sociology Department: 541-346-5002

Web: www.uoregon.edu

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 but transfers as 3 credits from PCC. All other sociology major requirements are 300-level classes, including Social Inquiry, Research Methods, and Quantitative Methods.

SOC 205 and SOC 206 do not transfer directly but they count as Social Science Group electives.

U of O has General Education requirements organized in groups. Students are required to take 16 credits (4 classes) in each group, including Arts and Letters, Social Science, and Natural Science.

The Oregon Transfer Degree is easier because it transfers as, and therefore eliminates, the General Education requirements versus trying to transfer individual classes and credits.

See the web-based equivalency guides and PCC's advising handouts for more information.

Oregon State University

OSU Liberal Arts: 541-737-0561

Admissions: 541-737-4411

Sociology Department: 541-737-4951

Web: www.orst.edu

OSU is on a quarter system and most of their sociology courses are 3 credits so credit and course transfers are relatively easy. All of their 200-level courses are 3 credits but there are a few 300 and above courses that offer 4-credit options.

OSU's General Education requirements are based on topic groups, including Cultural Diversity, Literature and the Arts, Social Processes and Institutions, and Difference, Power, and Discrimination. Students only need to take one class per group (3 credits). They are not required to do a sequence.

SOC 204, SOC 205, and SOC 206 are all offered at OSU and transfer directly.

SOC 204 and SOC 205 both count for the Social Processes and Institutions group but they only count one course for the Gen Ed requirement. The other becomes elective credit. It is up to the discretion of the advisor whether one counts for another group.

SOC 206 counts for Difference, Power, and Discrimination.

The easiest way to transfer credit is to do the AAOT degree. This fulfills all the basic requirements. Then, the student can apply to the college of their choice. While some students may choose not to do the AAOT, as it varies by students' needs, transferring credits is easiest this way. Otherwise, each individual class has to be reviewed. It is relatively easy to transfer courses and credits from PCC to OSU, however, given our similar classes and credits.

It is possible to have dual enrollment at PCC and OSU. Students are dually admitted to both colleges but they have to fill out a different application than just the PCC or OSU general application. The student sends the application to just one school, however, and designates which college is their "home school." They can take classes at both colleges though.

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

Portland State University

Admissions: 503-725-3511

Sociology Department: 503-725-3926

Web: www.pdx.edu

All of PSU's sociology classes are 4 credits.

While the admissions office has general transfer information, the transfer evaluation comes from the Sociology department so students need to talk to the department directly about whether specific courses will be accepted.

The only sociology major 200-level requirement is SOC 200 (Introduction to Sociology). This is a 4-credit class and our SOC 204 waives this requirement. This course combines SOC 204 and SOC 205. If our students take both, then it waives the SOC 200 requirement and 4 credits are counted, with the extra four transferring as elective credit.

SOC 206 (Social Problems) is no longer offered at PSU and transfers as elective credit.

The Oregon block transfer (AAOT) satisfies all lower division general education requirements.

Students can be dually enrolled at PCC and PSU but need to fill out a special application.

See the handout of web-based equivalencies, PCC's advising form, and the copies from the PSU catalog for more information.

Appendix 10

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, 2001-2006
Future Leaders Institute-West Coast, AACC, June 2006

Andrew Butz

In-Service workshops, PCC, 1997 - 2005
PCC Anderson Conferences, 2005 & 2006
Campus Compact/PCC - Civic Responsibility/Engagement workshop, Winter 2006
Fall Part-time In-service workshops, PCC
CIEE International Faculty Development Seminar, E. Europe, Spring 2006.
National Issues Forum, moderator training (Reed College), August, 2001.

Melody McMurry

PCC & Council for International Education Exchange Recipient, The New Britain: The Disunited Queendom Seminar, June 2006
Oregon Consortium for International Education London 2005 faculty & Internship Supervisor for PCC students serving at: Marie Curie Cancer Institute (marketing); Royal Brompton Hospital (nursing); St Martin's School of Art and Design; and British Film Collection (web design)
International Education Week Faculty Activities & Global Dinner, 2003-2004
Women of Turkey Workshop, Melike Kayim, 2004
Talking Turkey Faculty Workshop, Rock Creek TLC, 2004
Understanding Islam Workshop (Saba Amed ASPCC Student Project), 2002

Kim Smith

GLBT Safe Space Training, 2006
Shirley Andersen Winter Conference, TLC, February, 2006
Sandwich Generation, PCC Sylvania TLC, 2005
Great Teachers Seminar, 2004
Stop the Hate: Train the Trainer Workshop, 2002, Sylvania

Maria Wilson-Figueroa

Stop the Hate Conference, 2005, Cascade
Collaboration with the Women Studies Program, 2002-present
Collaboration with the Peace and Conflict Studies, 2003-present

Rowan Wolf

GLBT Safe Space Training, 2006
Stop the Hate: Train the Trainer Workshop, 2002, Sylvania

Conferences

Jan Abushakrah

Oregon Gerontological Association, American Society on Aging, Association for Gerontology in Higher Education (various times, 2003-2006)
Member of Local Arrangements Committee for 2007 AGHE Annual Conference

Andrew Butz

"Choosing Our Legacy... Climate Change" Conference (Portland 1st Unitarian), Spring 2005
PCC Anderson Winter Conferences, 2005 & 2006
"20th Century Social Movements" Conf. (Simon Fraser Univ., BC, Canada), June, 2005
"Continuums of Service" (Service Learning) Conference, April, 2005.
PSA Annual Conferences, April 2005 & 2001

Melody McMurry

From Crops to the Classroom Conference, Rock Creek Campus 2006
Institute for Intercultural Communication, Pacific University, 2005
"Understanding Poverty", Rock Creek Campus, 2004
International Studies Association 44th Annual Convention : "The Construction and Cumulation of Knowledge," Portland, 2003
"Stop the Hate Conference", PCC Rock Creek Campus, 2003
"Hispanic Heritage Month" Lectures, PCC Rock Creek Campus, 2002
Western Regional Campus Compact Consortium fifth Annual Continuums of Service Conference" Activists, Intellectuals, Servants Together: Engaging Campuses and Communities Together," Portland, 2002
Another World Is Possible: A Community Summit on Globalization, Portland, 2002

Kim Smith

National Campus Compact Conference, Providence, Rhode Island, 2002.
National Service-Learning Conference, Seattle, 2001.
See presentations below.

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.
Great Teachers Seminar, June, 2004.
Session organizer and chair: Chicano Studies, Western Social Science meetings. Albuquerque, NM, April, 2003.

Presentations

Jan Abushakrah

AGHE 2005, 2006
Building Cultures of Peace (PCC) 2006-05-17 PSU War, Peace and the Media Conference, 2005
Multiple presentations at conferences, workshops, seminars on Palestinian issues and on Islam

Andrew Butz

"War, Peace & Media," PSU, July, 2005 & 2004.

Presenter, ENGAGE Thai Farmer Tour, PSU, Spring, 2003.

"Urban Sprawl, Media Monopoly & Citizen Participation" PSA Annual Conference, 2001.

Kim Smith

"Leave No Trace: Environmental Activism Amidst the Revelry of Burning Man," Pacific Sociological Association, Hollywood, CA, April, 2006.

"Integrating Service-Learning into the Curriculum: A Different Way of Teaching & Learning," American Association of Community Colleges Regional Service-Learning Workshop for Community Colleges, Vancouver, WA, June 2005.

"The Triumph of the Commons," Western Regional Campus Compact Continuums of Service Conference, Portland, OR, April, 2005.

"Planting Seeds for Collaborative Problem Solving," Community College National Center for Community Engagement Conference, Scottsdale, AZ, May, 2004.

"Developing Themes in 'Hands On' Service Projects," Community College National Center for Community Engagement Conference, Scottsdale, AZ, May, 2004.

"Service-Learning Partnerships: Best Practices," Oregon Campus Compact, Portland Community College, Portland, OR, October, 2003.

"Effective Strategies for Faculty Recruitment and Training in Service-Learning," Community College National Center for Community Engagement Conference, Scottsdale, AZ, May, 2003.

"A Multi-Level Analysis of Service-Learning Outcomes and Assessment at Portland Community College," Pacific Sociological Association Meetings, Vancouver, B.C., April, 2002.

"Students Speak Out on Service-Learning," Western Regional Campus Compact Conference, Portland, OR, April, 2002.

"Empowering Students Through Service-Learning," Pacific Sociological Association, San Francisco, CA, April, 2001.

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.

"The Effects of Domestic Violence Among Latina Women Living in Portland." El Programa Hispano. October 2005.

"State promoted Violence Against Women in Chile During the Military Government of Augusto Pinochet." El Programa Hispano: March 2005

"Oregon: The Demography of the Hispanic Population in Oregon." Social Security Administration, Salem, January 2004

Panelist, Multnomah County Innovative Project's Request for Programmatic Qualification. December 2003.

"Domestic Violence and the Incidence of Alcoholism in Hispanic Families." Paper presented at the Western Social Science meetings, Denver, CO, April, 2002.

"Exploring Diversity Within the Latino Community." The Youth Services Consortium, Portland, April 2001.

Rowan Wolf

Several Presentations at the TLC

Race dialogue with William Wihr

Multiple presentations on using technology in education

Presented at Stop the Hate Conference

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

Presented at the Peace and Terrorism Teach-In

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

Andrew Butz

"20th Century Social Movements," PCC Faculty Gathering, Fall, 2005.
"20th Century Social Movements," The Peacemaker, Salem, OR Fall, 2005.

Carlos Castro

2004. "Sustainable Development: Mainstream and Critical Perspectives." Organization and Environment, 17: 195-225.
2004. Review of "The Real Environmental Crisis: Why Poverty, Not Affluence, Is the Environment's Number One Enemy" by Jack Hollander. Organization and Environment, 17: 130-133.
2003. "Raza, conciencia de color y militancia negra en la literatura nicaragüense" (Race, Color Consciousness, and Black Militancy in the Nicaraguan Literature), Wani, 33. Managua, Nicaragua: 21-32.
2001. Al Margen De Lo Visible (Poetry Book). Managua, Nicaragua: Centro Nicaraguense de Escritores.

Rowan Wolf

Author and Editor of online publication Uncommon Thought Journal.
Editor of Radical Noesis, selected as one of the ten highlighted Oregon progressive web logs.
Interviewed for Willamette Week <http://www.wweek.com/story.php?story=5864>
Member of Advisory Board for Dallas Community College "Exploring Society" Telecourse <http://telelearning.dcccd.edu/Courseware/Course+Catalog/Exploring+Society/>
"Dialectic of Social Inequality" - used in Sociology 213 and by some high school classes
Columnist for the following publications: Watch Blog <http://www.watchblog.com/democrats/>, Project for the Old American Century <http://oldamericancentury.org/index.htm>, Newsvine, PanopticWorld <http://www.maavak.net/>, Scoop (New Zealand) <http://www.scoop.co.nz/>, Online Journal <http://www.onlinejournal.com/>, Correspondences <http://www.correspondences.org/>, The Simpson Report <http://www.comlinks.com/guests/wolf060223.htm>, Ruminations On America (contest winner) <http://www.comlinks.com/guests/wolf060223.htm>, Surviving Peak Oil http://www.survivingpeakoil.com/article.php?id=community_survival, Smirking Chimp <http://www.smirkingchimp.com/article.php?sid=16675&mode=nested&order=0>, Counter Currents <http://www.countercurrents.org/po-maavak190106.htm>, Counter Bias <http://www.counterbias.com/289.html>, URUKNet (Italy) <http://www.uruknet.info/?p=18075>, Newsback <http://www.newsback.com/forums/news/31/columns/>, and Free Speech Radio http://www.freespeechradio.net/mar2005_part2.html

A sample of articles:

2006

| | |
|---------------------------------|--|
| War or Genocide in Iraq? | The Long War: 2006 Quadrennial Defense Review |
| Who Controls Us Ports? | Liberty Post - Chaos Reigns |
| The Neo-con New World Order | China Flexes its Muscles |
| The Torch must Pass | It's Ok to Spy, Just Call it Eavesdropping |
| The March to War ... with Iran? | 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
Why Aren't 350 Bombs Exploding
Simultaneously Big News?
Starvation in Niger - Capitalism Not Famine
If You Think Bush's Policies Make Us Safer
Think Again
"Oiligargy"
China Bids to Enter Us Oil Empire
The next Neocon Acquisition - the UN?
What Are the Sources of Gm's Problems?
Reports of Civilian Deaths in Iraq Make No Sense
Pipeline-stan Becomes a Reality
Merging "Rights" in a Time of Fear
Real Id and the Big Picture
The Cost of Rumsfeld's Military Restructuring
Is Surveillance Protection?
Where Is Genetic Research Going?
Do Prophets Use Smart Dust?
Oil Depletion Denial
Human Impact on the Environment Has to Be
Addressed
Torture Highlights the Ambiguity of 'Support the
Troops'
Somalians Die from Toxic Remains of Tsunami
A Crisis of Trust
Where Lies Take us

2004 - 2005

Tsunami Survivors We Won't Be Seeing
Where Are We Headed For? Look to Russia
Bushus Mandatus: Securing the Empire

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

PCC Internationalizing the Curriculum Grant, recipient, Spring, 2005.

Pay off or Pay it Forward?
Opportunity Meets Competition - the Us and
China
Civil War in Iraq
Who Is the Real Target in the Pentagon Spy Case?
- Part III
Alleged Israeli Spy -Part II
Israeli Spy in the Pentagon? Part 1
Do You Hear That Sucking Sound?
What Is the National Endowment for Democracy
Afghanistan - Not a "Pipe Dream" Any Longer
Interrogation Documents Raise Questions
Can't See Our Nose to Spite Our Face
Above the Law
It's Hard to Keep Your Faith
Privacy Invasion Alert
The Excuse? Poor Supervision and Training
What Have We Come to in Iraq?
Chalabi: Friend and Ally Now an Evil Doer
High Oil Prices? A Win-win Situation for Bush
Was Release of Torture Info Timed to Distract
Democracy/torture: Torture/democracy
"I'll Be Watching You"
Abuse and Torture: Isolated Incident or Common
Policy?
Fallujah: Smart Move, Retreat, or Vision of the
"New" Iraq
What Happened at Abu Ghraib
Is the Us Middle East Plan Meant to Inflamm?
9/11 Warnings - August 6, 2001 Pdb Was Not All
That Was Available
We Are Watching You
Generating "Data" and a Hole to Put it in
Power Play?
Environmental collapse - sooner not later
How bad is inflation?
The Empire Frame of Mind
Water and oil do mix
Desperate Measures - suicide or terrorism?
Fascism USA

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

Program Review, Course Release, Spring, 2006.
Curriculum Development Grant, Winter, 2004.

HONORS AND AWARDS

Jan Abushakrah

Faculty Excellence Award, Portland Community College, 2005
Sylvania Campus Women's Resource Center Outstanding Woman Faculty Award, 2004.

Andrew Butz

PCC 10-Year Service Award, Spring, 2006

Melody McMurry:

Oregon Campus Compact Nomination; Faculty Award for Service Learning & Sociology Student Nominee
"Community Caring" Award, 2006
Rock Creek Campus ASPCC Teacher of the Year Award, 2004
Rock Creek Campus ASPCC Teacher of the Year Award Nominee, 2003
Rock Creek Campus ASPCC Mentor Award, 2002

Kim Smith

Outstanding Classroom Activity for Student Success, 2006
PCC 10-Year Service Award, Spring, 2006
Faculty Excellence Award, Portland Community College, 2005.
Great Teachers Seminar, 2004.

Rowan Wolf

Faculty Excellence Award, Portland Community College, 2003
Remarkable Faculty of Color Award, Portland Community College, 2002

COLLEGE SERVICE

Jan Abushakrah

Co-Chair, District Taskforce on Aging
Faculty Advisor to Wisdom Keepers (as a club 2005-2006) and transformation of Wisdom Keepers into a Project of the Gerontology Program, 2006
Faculty Advisor to Muslim Student Association, 2001-2002, 2004-2005
Various Committees, including Sylvania Scheduling, Sylvania Evening/Weekend College, Faculty-Staff PCC Foundation Campaign, Service-Learning Steering Committee (through 2004), Service to Community Scholarship Committee
Department Chair, Sociology, 2003-2006
Learning Communities

Andrew Butz

PCC Faculty Federaton Executive Council, Sylvania VP/PT, 2003-present
PCC 'P.O.E.T.' (Peak Oil Environmental Justice Taskforce), 2006-present
PCC 'Fair Trade' Committee & 1st Annual 'Fair Trade Faire,' 2004
PCC 'War on Terrorism' Teach-In Committee, 2002
PCC Newspeak (Peace & Conflict Studies) Committee, 2000-2002

Melody McMurry

SAC Chair, Sociology, 2005-2006
Faculty Coordinator, American Indian Film Festival, Rock Creek, 2004
International Women's Week Planning Committee, 2004
Supervisor, Hillsboro School District Senior Project Intern, 2003-2004
Stop the Hate Conference Planning Committee, Rock Creek Campus, 2003
Rock Creek Campus Multicultural/Diversity Committee, 2001-2005
Faculty Coordinator, Rock Creek Spring Powwow
Bow & Arrow Club
Supervised Service-Learning Student Projects & Trainings, 2002-2003
Faculty Judge, Rock Creek Campus ASPCC Student Talent Show, 2002

Kim Smith

Sustainability Committee, 2005-present.
PCC Action Team, 2005-present.
Service-Learning Steering Committee, 1999-present.
Teaching Learning Center Steering Committee, 2000-2005.
Service-Learning Faculty Coordinator, 2001-2004.
SAC Chair, Sociology, 2003-2005.
Assessment Committee, 2000-2004.
Teach-In "Beyond the Headlines," 2002
Social Science "Moving Beyond Hate" forum, 2001
9/11 Disaster Relief Fund, 2001
Women's History Month Committee, 1998-2001

Maria Wilson-Figueroa

TLC Steering Committee member, Cascade, 2004-present
Student advisor of the Political Activist Club, Cascade, 2005-present
Cascade TLC Coordinator, 2004-2005
Member of the Diversity Committee, Cascade, 2002-2004
Advisor of Honor Students Club, 2002-2004
Advisor of the Latino Students Club, Cascade, 2001-2003

Rowan Wolf

Faculty VP for Sylvania to the Union
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
Facilitated the anti-racism faculty/staff reading and discussion group
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

Multnomah Co. Democratic Party phone bank volunteer, Summer/Fall 2004
Portland 1st Unitarian Church, peace & enviro justice committee, Fall 2004-present
KBOO Community Radio, evening news co-anchor, 2001-2002

Kim Smith

Hands on Portland, Board of Directors, 2005-present
Hands on Portland Teamworks (Dignity Village, Oregon Food Bank, Transitions Projects, Community Energy Project, Union Gospel Mission, etc.), 2003-2005
New Voters Project, 2004
National Issues Forum moderator, on the urban/rural divide, Pacific University, March, 2004
Habitat for Humanity, 2003
Whitman College Portland Alumni Club Coordinator, 1997-present

Maria Wilson-Figueroa

El Programa Hispano
Participant in the Multnomah County Tenant Organization Review, June, 2004

Rowan Wolf

Portland Peak Oil
Living Earth Gathering
Consulted with OMSI Diversity Advisory Committee on their Diversity program.

MEMBERSHIPS

American Association of Women in Community Colleges (AAWCC)
Pacific Sociological Association (PSA)

Appendix 11

Sociology Program Review Student Survey

**This is just a sample of responses.

1. How many Sociology courses have you taken? Which courses have you taken?

204 11

205 9

206 9

228 2

Death and Dying 1

Illumination Project 1

WS 101

2. What are some of the most important concepts and/or ideas you have learned in your Sociology course(s)?

Globalization, cultural understanding, social movements

Different social movements and the stages that social movements go through.

Theories: functionalists, conflict, feminist, interactionists

I have learned that it takes time and patience to understand others and their point of view. Also, I have become more aware of what is going on in the world and being able to understand it better.

Theories

Distinguishing between gemeinschaft and gesellschaft societies

Various forms of inequality

Influence of social norms on ideas of deviance

How everything is so intertwined in the world today, what some of the big issues are, and how ruthless the power elite really are.

Systems of oppression within our society and how there are large biases that affect many lives in America.

People should be understood according to the culture they were reared in. Bias/prejudice exists worldwide and on many different levels. Different societies have different customs and views re: behavior, religion, etc. There is no clear solution to any social problem.

That what resources a person is given, they grow, but if you limit resources, no matter what race or culture you are, you won't grow as a person should.

The inequality concepts, causes of inequality. Global perspective.

3. What are some concepts and/or ideas you learned in your Sociology course(s) that were least interesting?

None

Everything works together. I couldn't single out one area as less important.

There hasn't been anything so far that I haven't been able to apply to something I have experience in life.

None

Too much on existence of social norms (a bit obvious)

The concept that the poor have a chance of ever really making it out of poverty.

History of sociology, but even this was relevant to some degree to understand where the different schools of thought came from.

4. What impact has Sociology had on your understanding of the world around you?

It opened doors that I didn't know existed. It expanded my vision, so now the world seems much smaller.

To learn how social movements work and how some have actually reached they were asking for. How the social movements influences people that share the same values/beliefs.

I look at our world in a different, more knowledgeable way.
It has opened my eyes to different cultures around the world.

Sociology has enabled me to recognize my own biases and behaviors as being a result of my culture, and to distinguish between universalities and culture-specific attributes. This has helped my personal relationships and my individual development.

Sociology has given my career a shift from education to social policy, as I became more aware of how our institutions are socially constructed.

Sociology has helped me see how it all fits together. From global trade all the way down to enumerating and figuring out what ethnic group settled where. I like the basic theory concepts also, but I'm torn on where I really stand. I can see credence in different parts of all of them.

A filter being placed on my vision of the world to see how society maneuvers and not only focus on individual acts as isolated but as part of social trends/pressures.

It has broadened my perspectives in all respects, not only globally, but with regard to the causes of social problems within U.S. society.

That we are all humans. We all have differences and we all make mistakes.

I enjoy applying what I learn in class, on a daily basis. I better understand why people do specific things that may be normal in other cultures but that may have been "wrong" or "backward" to me.

5. What impact has Sociology had on your educational and career goals?

Changed it completely in a positive way. My major changed and what I want to do as a career changed.

The ability to see that we all have a voice, and if we are to work together, we are most likely to make our voices heard.

I am changing my major to sociology.

Sociology is something that plays a large role in my goals. My career of creating community nutrition programs will need to utilize and understand cultural differences.

Because of this class and teacher I decided to rethink my school goals and may pursue a sociology degree.

Actually it has made a great deal of an impact on what path to follow now. I am drawn to the Social Sciences, and I am considering changing my major. It would be fun pursuing a career in something you love, rather than just going for the money.

I want to be a general social science major and work as a social worker to improve and change the systems of our culture that hinder people's fair chances in life.

I believe that Sociology (and understanding and study) are crucial to my anticipated practice of psychology. The two go hand-in-hand because how can I treat someone according to white anglo society's ideas of "right" and "normal" without realization of ethnic origins.

It has given some of the knowledge I need towards my career goal.

Sociology has spurred my desire to be more socially involved.

Revised questions:

Why did you take these Sociology classes?

Because I need them for my gerontology certificate. They also are interesting to me.

To gain an understanding. To better understand how and why society is structured as it is, what effects certain events cause, have.

Did you enjoy your sociology classes? If yes, what specifically did you like about your Sociology classes? Provide examples.

I enjoy my sociology classes. In my environmental sociology class, I am on an eco-team which benefits me a lot with all the information you learn. In my Sociology 204 class, we saw a film about people that simulated a jail. The jailers started to really act their part, which affected the inmates and they had to stop the experiment. I learned a lot from this film.

I enjoyed discussing topics that affect my everyday life. I specifically like that the instructors are able to put many things into specific perspectives for me.

If not, why not? Provide examples.

Student Anecdotes

A former student of Rowan's (Glen) will be starting her Masters Degree program in the fall in Public Health Planning at PSU. She is the first person in her family to ever attend college. She comes from a family who were sharecroppers, and as a child she worked in the field. Coming into PCC, she hoped to complete her AA. She showed exceptional writing ability and I encouraged her to pursue that. Soon I found Glen contacting me regularly and I became her mentor.

Glen graduated from PCC and moved on to PSU. Regularly she emailed, called, or came back to visit. Her goals had changed significantly from getting an AA to getting a BS. Then she came to talk with me about graduate school, and soon after that, her acceptance into the graduate program at PSU.

It has been an honor to be part of Glen's process and growth. It has been inspiring for me to watch her belief in herself grow to the point she prepares herself to be a policy maker. She is well aware that she is not the usual person in that position, but she is also well aware of the importance of herself, and other silenced and unrepresented voices, to take a seat at the table.

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Former PCC student Carol Bellows and her teammate Sebastien Rake, both currently students at the University of Oregon, were awarded a third place prize in the 2006 Berkeley Prize for Architectural Design Excellence Essay Competition for their team entry essay, "People to Know, Places to Grow: Children in Downtown Eugene." The other seven finalists were from China, Uganda, Scotland, Pakistan, Iran, Australia and Singapore.

Carol credits the Learning Community she took Spring 03, titled "Bowling Alone" about the loss of community, for "giving me the initial time and space to think and research the topic in the first place; it has been the deepest research and writing of my academic career so far."

That learning community combined Linda Warwick's WR 123 research writing class with Jan Abushakrah's SOC 205 Social Change/Social Institutions class. Carol's original paper, "Separate Spheres," proposed that houses and structures in cities be built with enclosed common spaces, so that the entire community could oversee others' children.

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By my second year in college I had still never been exposed to the study of sociology. I was interested in both philosophy and psychology, but wasn't sure if either fields would direct me towards the humanitarian type career I wanted in the future. Enter Sociology. By my first introductory course I knew I had found my calling. Sociology was the perfect bridge between psychology and philosophy, a study with direct focus on society and people. Sociology resonated with my fascination for people, sparked my interest in patterns of societal behavior and thought, and generally made me confront assumptions about the world I had never thought twice about. I was especially caught by the ideas about socialization. Sociology is a field anyone can use to deconstruct their immediate and broader realities in an attempt to better understand the world we live in.

Jasmine Smith, former student of Kim Smith

Appendix 12

Program Review Presentation Wed., May 24, 3-5, TCB 310

(approx 1 hour 15 min presentation and 45 min discussion)

I. Introduction- Kim (5 mins)

- A. Welcome and introductions
- B. Key goals: Define sociology, share strengths, identify challenges, and request resources needed from administration

II. What is sociology?

- A. Multi-media- short video on Sociology –Andrew (5 mins)
- B. Using the sociological imagination- Kim will lead the audience in a guided discussion to introduce the sociological imagination, using the example as to why they are at the Program Review. (7 mins)

III. Sociology SAC Strengths

- A. Textbook Costs- bring in examples of custom textbooks, including teaching manual that Jan wrote—Jan (5 mins)
- B. Technology Demonstration- Rowan shares her web page and and web site tools (10 mins)
- C. Engagement on Campus- Examples of the many contributions we make to the college
 - 1. Share list from appendix and talk about being TLC Director—Maria (5 mins)
 - 2. Illumination Project-- Jan and Jeannie LaFrance (5 mins)
 - 3. Learning Communities-- Terry and Jan (5 mins)
- D. Engagement in the Community- Service-Learning- Powerpoint- Melody (5 mins)
- E. Student Testimonials (example of assessment and success)- Student anecdotes- handout and overhead from survey, Student speakers? - Rowan's student, David Ryan (10 mins)

IV. Challenges (15 mins) – Kim can help lead, with all faculty, including part-time faculty, sharing their concerns. Recognize significance of sociological imagination, noting how personal problems are embedded in public issues, structural constraints, and college stratification. Action plan identified. See Program Review Report for details

- A. Loss of sections, from budget cuts and 4-credit conversion, when enrollment is high and program is growing.
 - 1. Impacting part-time faculty
 - 2. Loss of general sociology and topic courses that are required by other departments.
 - 3. Questions of money, FT/PT ratio

- Assess enrollments and discuss potentials with administrators
- B. Excessive work load
 1. Request for less quantity and frequency of administrative work
 2. Request for course release for SAC chair
 - Consider ways to find balance, through open communication, shared workloads, and discussions with administration
- C. Resource support
 1. Update in-class technology and classroom facility needs
 2. Provide resources for DL faculty, such as laptops
 3. Continue to update resources at the libraries, including outdated videos.
 - Document needs, determine funding sources and contacts, and submit requests.
- D. Concerns about censorship and academic freedom—how protect faculty? Legal issues?
 - Communicate openly with each other for support and maintain a safe place in classes for all students to participate.
- E. Course paperwork needs to be updated
 1. Some courses have not been revised through the curriculum committee for the catalog.
 2. Articulation—Outdated data on course articulation with PSU, UO, OSU
 - Update courses through the curriculum committee and articulation with PSU, UO, OSU
- F. Promote Benefits of Sociology for sake of program and students
 1. Contact Programs that could benefit from Sociology courses
 2. We need to share resources to support students and increase retention
 - Contact programs to promote Sociology and share techniques to increase retention.
- G. Collegiality— We need to improve relations in the SAC and increase sense of teamwork.
 - Mediate conflicts and integrate more sharing and collaboration in SAC meetings, such as having teaching demonstrations, discussions on sociological issues, etc.
- V. Discussion regarding strengths and challenges (45 mins)

Appendix 13

Sociology Faculty Biographies

Jan Abushakrah, Ph.D.

Jan joined the Sociology faculty in September 1995. She served as Faculty Department Chair of Economics, Political Science and Sociology (Sylvania Campus) 2004-2006, and is now 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*, now both in their 4th edition. Besides teaching the core Gerontology courses, she teaches the introductory courses and social problems, and co-teaches the Community Service and Action Seminar. She has taught learning communities in the past and serves on the current Learning Communities Advisory Committee. She teaches online, TVWeb, hybrid and blended courses, 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 has been a part-time instructor at PCC (1-year full-time) since 1996 (previously at Clackamas and Mt. Hood Community Colleges, and Portland State University). He has been awarded a PCC Curriculum Grant (Internationalizing & Service-Learning) and will attend the International Faculty Development Seminar (CIEE) in Prague and Budapest this summer. He is very active on campus and has served on numerous committees, including the Faculty Federation Exec. Council-- Sylvania VP, Peak Oil, Fair Trade, Post-9/11 Teach-In, Peace & Conflict Studies (Newspeak), and the Social Sciences Millennium Forum. He also continues his professional development by regularly attending conferences, including the Pacific Sociological Association meetings (1999 - 2001, 2005); Campus Compact - Continuums of Service, 2005; and "20th Century Social Movements," at Simon Fraser Univ, in Canada (2005). He received his M.S. in Sociology at Portland State University in 1997 (cum laude, Phi Kappa Phi, Oregon Laurels Graduate Scholarship) and did his thesis on "Urban Sprawl, Media Monopoly & Citizen Participation - A Case Study of Daily Newspapers in Portland, Oregon". He received his B.S. in Technical Journalism from Oregon State University (cum laude).

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 for 24 years (beginning in 1982). Her initial appointment was split between the subject areas of Sociology and Women's Studies and PCC Cascade and Sylvania. She began teaching Sociology at the Rock Creek campus in 1990. She has completed all degrees at Portland State University, a bachelors and masters degree in Sociology, Certificate in Women's Studies, and an Ed.D. in Post-secondary Educational Leadership in 1996. Special interests in teaching and research have been the areas of inequality/stratification and social movements in sociology, inequity/underserved populations in post-secondary education, and educational disabilities, including alcohol/drug addiction and recovery. She was certified as an Oregon State alcohol/drug evaluator in 1984 and studied at Rutgers Institute of Addiction Studies, and the University of Illinois Multicultural Women's Institute. She has developed curriculum in areas of adult learners, addiction prevention and recovery, multicultural education, non-traditional families, and service learning. Her dissertation research was on the adult learning participation of successful single-mother students. She has taught at several other area community colleges: Chemeketa, Clark, Clackamas, Columbia Gorge, Mt. Hood as well as Portland State University. Her most recent teaching assignment was in teaching 25 Oregon community college students in the OIEC London 2005 program, supervising internships and the British Life and Culture student projects, teaching International Social Problems, and Women of the World. Recent curriculum efforts have been in "internationalizing" the core courses in Sociology: Soc 204, 205, 206.

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 and Social Movements. 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. To continue to support the PCC community, she will serve as the TLC Co-Director from 2006-2008. Beyond work, she enjoys the outdoors, cooking, the Burning Man community, traveling and exploring the world. She was an exchange student to France in high school and college and looks forward to her CIEE Faculty Seminar in India this summer.

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.

Khalil Zonoozy, Ph.D.

Khalil Zonoozy holds a doctorate in Urban Studies from Portland State University and has taught part-time at PCC since 1987. 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.