District Student Council
Committee on Student Leadership Analysis
Survey Report
Executive Summary

In November 2010, PCC President Preston Pulliams requested that the District Student Council deliberate and discuss the following questions with staff, faculty and non-ASPCC students:

1. *The underlying values and purpose of the ASPCC. How do these align with my desire for greater student representation?*

2. *What is the percentage of minority students within ASPCC in relation to the general student body? How might the ASPCC provide additional opportunities for under-represented students to participate?*

3. *How might ASPCC also provide greater opportunities for students at large to participate and express their views in their forums and other venues?*

4. *Determine what problems and limitations exist currently in the ASPCC and how they might be addressed (e.g., elections or other methods of enhancing student representation).*

In response, the Committee on Student Leadership Analysis was formed to develop a strategy to answer the questions. The Committee began meeting weekly during January and February and drafted a survey.

On April 4th, the survey was posted as a MyPCC announcement. The survey included a series of closed-ended and open-ended items. It closed on April 17th and had 923 respondents complete the survey.

The Committee began meeting weekly during May to write a final report for the survey and answer Dr. Pulliams’ questions. The report has been written in conjunction with the DSC Committee on Student Leadership Analysis (Billy Ray, Thomas Worth, Corby Deglow and Ewald Estanis), Dr. David Rule, Dean Narce Rodriguez, ASPCC Cascade Project Specialist Elijah Herr and PCC Research Evaluation Coordinator Dr. Ron Smith.

Using data provided in the survey the Committee answered Dr. Pulliams’ questions, student demographic data at PCC and the ASPCC, the DSC mission, vision and who we are statements and analysis of the programs and services that are provided by the ASPCC/DSC.

After a detailed analysis of the data, the Committee recommends that the ASPCC/DSC explore new options to communicate better with students at large. Two ways the ASPCC/DSC can do this are through a student newspaper and increased use of MyPCC communication tools. The Committee also recommends that the ASPCC continue using a hiring process for student leaders.

For further analysis, please see the “Recommendations” section at the end of the report as well as the “Strategies to Improve Communication” in Appendix M.
Introduction

The Committee on Student Leadership Analysis of the District Student Council was formed in December of 2010 to answer a series of questions posed to the DSC by President Pulliams. After many meetings the Committee decided to work with the Office of Institutional Effectiveness to craft a survey that could be posted on MyPCC to solicit feedback from students, faculty and staff. Our goal was 1,000 respondents over a two week period. The survey ended with 923 respondents.

Timeline

On November 19th, 2009 and January 21st, 2010, students addressed the Board of Directors “on the subject of the process used to select the officers of the ASPCC” (Appendix A). Student concerns included the diversity of ASPCC as compared to the rest of the student body, as well as the fact that the hiring process was “ineffective and inappropriate” (Appendix A).

On February 19th, 2010, the Campus Presidents drafted a memorandum to the Deans of Student Development detailing the two instances where students addressed the Board regarding the hiring processes of ASPCC. The memorandum was to be considered “a directive to conduct the aforementioned review [of ASPCC hiring practices]” (Appendix A). The memorandum asked the Deans of Student Development to complete their review and send recommendations to their Campus Presidents no later than April 22nd, 2010.

The Deans of Students prepared a report which included (Appendix B):

1. Data on student leadership selection/election at Oregon community colleges
2. Current student leadership selection procedures
3. Diversity of student leaders
4. Input from forums held at each campus by the District Student Council
5. Input from Student Leadership Coordinators regarding a selection process

The Deans made the following recommendations (Appendix B):

1. Maintain the current selection process for student leaders.
2. Refer to the process as a “Student Leadership Development Program” vs. a “student government.”
3. Support the DSC’s goal of increasing outreach; continue proactive recruitment for student leadership positions.
4. While respecting differing campus traditions and cultures, move toward greater consistency among campus structures and procedures (e.g., review and clarify performance expectations, good standing requirements, probation, termination, and due process).
At the April 21st, 2010, District Cabinet meeting the report was discussed and the Cabinet “reached a consensus that some sort of hybrid model of election and selection would be the best solution” (Appendix C).

On May 17th, 2010, the DSC Chair “invited Dr. Pulliams and Cabinet members to discuss this and other issues at their last meeting of the year on June 4th, 2010” (Appendix C). The Cabinet sent Dr. David Rule to this meeting and he would later become the Cabinet’s appointed liaison to the DSC for the 2010-2011 academic year.

During the following summer, the DSC created a PowerPoint presentation detailing the history of the selection vs. election process. They then went to the Faculty Federation and the Educational Advisory Council to present the information and gather feedback.

The DSC awaited a letter from the Cabinet in fall of 2010. This letter was intended to give the Committee on Student Leadership Analysis some direction as to what information the administration wanted the DSC to provide. The DSC received this letter on December 2nd, 2010, and it asked the DSC to answer the following questions by engaging non-ASPCC students, faculty and staff. The request from the Dr. Pulliams was for the DSC to respond to the following questions:

1. The underlying values and purpose of the ASPCC. How do these align with my desire for greater student representation?

2. What is the percentage of minority students within ASPCC in relation to the general student body? How might the ASPCC provide additional opportunities for under-represented students to participate?

3. How might ASPCC also provide greater opportunities for students at large to participate and express their views in their forums and other venues?

4. Determine what problems and limitations exist currently in the ASPCC and how they might be addressed (e.g., elections or other methods of enhancing student representation).

In response, the Committee on Student Leadership Analysis was formed to determine a process to respond to the directive from Dr. Pulliams.
Survey Development

Construction of the survey

The DSC Committee on Student Leadership Analysis was formed to answer Dr. Pulliams’ questions.

In January 2011, an initial report was drafted which attempted to answer Dr. Pulliams’ questions from an internal perspective. Many of the questions could be answered by reviewing the District Student Council’s Constitution, reviewing current demographic data for the school and ASPCC, as well as a pros-and-cons list previously outlined in the report from the Deans of Students on behalf of the organization. As the preliminary draft of this report was reviewed it was suggested by Dr. Rule that gathering more feedback from students to answer questions 1, 3 and 4 would be more effective, and was more in tune with what Dr. Pulliams and the Cabinet wanted.

The Committee on Student Leadership Analysis was tasked with determining the best way to gather this data. During the first committee meeting it was decided that a district-wide survey of the students, faculty and non-instructional staff would be the most effective way to gather this information.

In the initial planning of the survey the committee was advised to gather data about perceptions of who the ASPCC/DSC was from the students involved in the ASPCC, such as officers, clubs and centers. An initial survey was drafted and presented to the District Student Council on January 7th, 2011. The feedback received from the District Student Council as well as Student Leadership Coordinators, Deans of Students and others, advised the committee to focus more on directly answering Dr. Pulliams’ questions. It was suggested we begin to work with the Office of Institutional Effectiveness.

The next several meetings focused on each of Dr. Pulliams’ questions and drafting survey items for students, staff and faculty. Over several meetings and weeks the committee worked with Dr. Rule, Dean Narce Rodriguez, Dr. Michael Sonnleitner, Elijah Herr and Dr. Ron Smith in drafting the survey. Progress was reported back to the District Student Council at their bi-monthly meetings.

On March 4th the District Student Council approved a draft of the survey. After several additional drafts and deliberations concerning the presentation of items, a final draft was sent out by Dr. Smith to the committee on March 29th. The final draft was approved by the District Student Council on April 1st.

On April 4th an announcement went live on MyPCC encouraging students, faculty and non-instructional staff, to participate in the survey. All campuses conducted tabling campaigns encouraging people to complete a survey.
Closing of the survey:

The Student Leadership survey was closed on April 17th with 923 responses. On April 21, a file with the results of the closed-ended items was sent to the committee. On Friday, April 22nd, Dr. Smith presented the available results to the District Student Council and its guests. Over the next week, Dr. Smith sent us the responses to the four open-ended items.

On May 2nd, some additional analysis of the close-ended items was provided. Dr. Smith described this analysis in an email. Below is a summary of his initial findings:

Found Appendix L is the following data:

ASPCC and DSC Items – This tab has the two awareness items and the sets of items asking about specific activities/values that ASPCC or the DSC might support. There are rows for the student, non-instructional staff and instructor responses, and a total row. Note that the 17 respondents did not answer the item about whether they were student or staff, and those 17 responses are not in any of the tables in the attached file.

I have combined the Strongly Agree and Agree responses into one column and have done the same with the Strongly Disagree and Disagree options.

Participation Items – This tab contains cross-tabs for the items that asked about the likelihood of participation in various activities or modes of communication.

Sorted by Agreement Level – This tab has the ASPCC and DSC items sorted by level of student agreement, from the item with the largest percentage of agreement to the one with the lowest level of agreement. There are columns showing the percentage of agreement for students, non-instructional staff and instructors (Appendix L).

Philosophy behind the survey:

To answer Dr. Pulliams’ questions, the Committee on Student Leadership Analysis met several times to brainstorm strategies which could be used to get feedback from the students at large. Additionally, we invited faculty and staff to our meetings to get advice from them on a strategy to move forward. As representatives from our individual campuses, we brought the ideas back to our respective ASPCC members and determined that we would use a survey.

Our philosophy behind the survey is to find a way to get feedback from students, faculty and non-instructional staff about the student leadership program here at PCC. The survey will not only to help us answer Dr. Pulliams’ questions but it will also help improve the student leadership program.
Those involved in developing the survey:

At the DSC meeting on December 2nd, each campus designated a representative for the Committee on Student Leadership Analysis. They were:

- **ASPCC Cascade**: Thomas Worth (Director of Legislative Affairs)
- **ASPCC Rock Creek**: Billy Ray (Director of Legislative Affairs)
- **ASPCC Southeast**: Ewald Estanis (Director of Legislation)
- **ASPCC Sylvania**: Corby Deglow (Director of Legislation)

We also had support from staff and faculty in creating a simple and professional survey that would provide worthwhile information. They are:

- Dr. David Rule (PCC Rock Creek President)
- Dean Narce Rodriguez (PCC Rock Creek Dean of Students)
- Dr. Ron Smith (PCC Research Evaluation Coordinator)
- Dr. Michael Sonnleitner (PCC Political Science Instructor)
- Elijah Herr (ASPCC Cascade Project Specialist)

**Description of the survey:**

The survey was developed over several months by the DSC and the Committee on Student Leadership Analysis. There were four substantive sections and two demographic/classification items.

Section 1: Items about the campus-based ASPCCs. There were eight Likert scale items (five points along a “strongly agree” to “strongly disagree” continuum) with the following lead-in.

Please let us know your level of agreement that each of the following is an important value or purpose that the Associated Students of Portland Community College should support.

This was followed by an open-ended item which gave respondents the opportunity to add their thoughts on the underlying values and purposes they thought were important to the ASPCC and the types of activities that might reflect those values.

Section 2: Items about the District Student Council. These five Likert scale items were very similar to the ASPCC items, and were followed by an open-ended item that allowed respondents to express their thoughts on the values, purposes and activities that the District Student Council should support.

Section 3: This section was directed toward activities and communication channels. Here is the text that introduced these six items:
With the intent of providing more opportunities for students to express their views and participate, how likely are you to participate in or use the following communication tools to express your views?

Section 4: How should students be selected to serve on the campus-based chapters of ASPCC? Here is the introductory text and the subsequent question:

Student leaders who serve on the campus based chapters of the Associated Students of Portland Community College are currently selected in a way that is similar to applying for a job. They submit an application, a letter, a resume, two recommendation letters and go through multiple interviews.

There are alternative ways in which student leaders might be chosen to serve (E.G., elected or some combination with the current model used).

What are your thoughts? Is the current system fine the way it is? Do you think there should be changes (if so what are they)? Do you have a preference at all?

This was followed by two items inquiring about respondents’ awareness of ASPCC and the District Student Council, an item on respondents’ role at PCC (student, instructor or non-instructional staff), and one asking students which campuses they attended.

Analysis of open-ended responses

The survey contained four open-ended items. Two of these (9 and 15) were related to the underlying values and purposes of the ASPCC/DSC and activities that might reflect those values and be worthy of support.

These two items were analyzed by the Legislative Directors of the campus ASPCC chapters with support from Dr. Smith, Dr. Rule and Dean Rodriguez. The students did the major part of the work on these two items by looking for themes in the responses and quantifying the number of responses that fit into each of the themes. Another method, used by one student analyst, looked for responses that offered “action items” for next year’s student leadership team.

Survey items 22 and 25 were designed to elicit information that would help answer this question from Dr. Pulliams:

*Determine what problems and limitations exist currently in the ASPCC and how they might be addressed (e.g., elections or other methods of enhancing student representation).*

Dr. Smith used a thematic approach to analyze Item 25 (on limitations and suggestions for addressing them) and provided the committee with his report.
The selection methods for student leadership positions presented the biggest survey design challenge. After much discussion and several drafts, the Committee agreed to the language as written on the previous page.

An analyst, not directly involved with the ASPCC or the Committee on Student Leadership Analysis, was selected to analyze the responses to this item. The Committee appreciates funding from the Deans of Student Development (Dean Lang at Sylvania provided the money from her budget). Dr. Smith contacted a colleague at Portland State University, Dr. Peter Collier, the Director of the Graduate program in Sociology who teaches Qualitative Research Methods. Dr. Collier recommended talking with a former student who did a qualitative Master’s thesis and is currently an adjunct instructor in the Sociology department at PCC, L. ricci Franks.

Dr. Smith met with Ms. Franks to discuss the research. Once she expressed interest, Dr. Smith gave her a sample of the data to examine. During the next week, she consulted with Dr. Collier, developed an initial analysis plan and met with Laura Massey, Director of PCC’s Institutional Effectiveness Office. Based on these discussions, and additional consultations, Ms. Franks accepted the analysis project. There have been weekly conversations between PCC’s Office of Institutional Effectiveness and Ms. Franks regarding the analysis, and she consulted with Dr. Collier as the work progresses.
Survey Results

Question 1

The underlying values and purpose of the ASPCC. How do these align with my desire for greater student representation?

The DSC attempted to answer this question, via the survey, with a series of closed-ended items about the ASPCC and the DSC as well as two open-ended opportunities for respondents to express their views. We also examined the DSC’s mission, vision and who we are statements and compared them with the data provided by the survey.

Four out of eight of the items about the ASPCC had “strongly agree” or “agree” responses from 80%+ in each of the three groupings (students, faculty and non-instructional staff). Of these four, “supporting student services” was the primary response and the only one that garnered a positive response from more than 90% from each of the three groups. Other popular responses included support for:

- Advocating at the state level for legislation and funding that benefits community college students.
- Representing students on PCC committees that also include staff and instructors.
- Increasing inter-campus communication among students and student leaders (Appendix I).

Four of five of the items about the DSC had “strongly agree” or “agree” responses from 80%+ from each of the three groups (students, faculty and non-instructional staff). Of these four, “creating, analyzing and funding projects that benefit all PCC students,” had the greatest positive response and was one of two responses that garnered a positive response from more than 90% of each of the three demographics. Other popular responses included:

- Advocating at the state level for funding and legislation that benefit community college students.
- Representing students on committees that also include instructors and staff.
- Increasing communication amongst the four campus-based ASPCC’s (Appendix I).

The following are some sample responses from the open-ended items:

The purpose of the district student council is to oversee the overall picture of PCC students and to represent them at higher levels to protect their quality of education and life (Appendix J, Item 25).

Advocating at the state level for legislation and funding is a legitimate function of the District Student Council and should be continued (Appendix J, Item 15).
More communication tools for students to have access to information. Emails directly to students by student leaders to promote events and important updates on student life matters” (Appendix J, Item 9).

“Supporting student services and advocating for funding is what I think is the most important thing that the ASPCC should be doing (Appendix J, Item 9).

DSC Mission, Vision & Who We Are:

This year the DSC formally adopted statements of our mission, vision and who we are. This was done as a way to hold ourselves accountable to the students, as well as a way to mirror a strategy the Board of Directors uses to hold themselves accountable to the college. While a summary is provided below, the full mission, vision and who we are statements can be found in Appendix E.

The statement declares our vision to represent the student through use of sound decision making practices, critical thinking and student empowerment.

It also outlines our voting process of one vote per campus, rather than twelve individual votes, as well as our use of consensus decision making.

Lastly, it shares the opportunities we provide students to develop their leadership skills through planning events, developing budgets, political advocacy, and student representation (Appendix E).

Conclusion:

The information found in the survey clearly demonstrates support by students, faculty and non-instructional staff for several goals outlined in our mission, vision and who we are statements. It is clear that the ASPCC/DSC should be supporting student services, advocating at the state level for funding and legislation that benefit community college students, representing students on college committees as well as increasing communication amongst the four campus-based ASPCC’s as well as increasing inter-campus communication among students and student leaders.

Given the data collected, the DSC’s current mission, vision and who we are statements and those of the individual ASPCC campuses reflect the priorities in the survey.
Question 2

What is the percentage of minority students within ASPCC in relation to the general student body? How might the ASPCC provide additional opportunities for underrepresented students to participate?

The DSC has compiled three years of demographic data for ASPCC, which was compared to the district Fall Credit Students demographics provided by the Office of Institutional Effectiveness (Appendix K). Over this three year period the ASPCC has been consistently more diverse than the district and the trend is increasing. During the 2010-2011 academic year, 61% of ASPCC students have been minorities or international students compared to 25% of students from the total population of PCC (Appendix K).

Here are some comments from students regarding diversity:

I really think diversity within the student government should be kept as a top priority, as well as advocating for more open communications among the LBGT groups and individuals on campus (Appendix J, Item 9).

As far as supporting diversity I think effort is better spent creating groups that include everybody rather than segregating into isolated diverse groups that don’t allow anybody to join (isn’t that anti-diversity in itself?) (Appendix J, Item 9).

In addition, the DSC compiled three years of age data for the ASPCC which we compared to the Fall Credit Students demographics provided by the Office of Institutional Effectiveness (Appendix K). Over this three year period students between the ages of 18-21 have been overrepresented while students younger than 18 and over 31 have been underrepresented. Students between the ages of 22-30 have been overrepresented twice and slightly underrepresented once.

There were some concerns expressed in the survey about representation for older students and night students.

Students should be asked for input regarding which activities are worthy of funding and those activities need to include the needs of all students, including the older student (Appendix J, Item 15).

The question is who sits on this Student District Council. Do they really represent the entire student body? Are they representing the older student (30+yrs.?) Do they represent the evening student who just came from work and needs more resources to help me get to class and stay in school. Most of the evening students do not know a District council exists (Appendix J, Item 15).
The data shows that ASPCC should increase its outreach to older students and develop a strategy to integrate them into the student leadership development program.

Lastly, the DSC compiled three years of gender data for the ASPCC. The data shows that men have been slightly underrepresented over the previous three years. Over the past three years, 40.9% of ASPCC staff has been male while 59.1% have been female (Appendix K). Compared to a student body that has been 46% male and 54% female we only see a 5.1% gap in representation.

**Diversity programs at the district level**

The District Student Council supports diversity in many ways. We have increased our allocation of $10,000 per year to $20,000 per year for the diversity signature events hosted at each campus.

The Native American Pow-Wow is hosted at Sylvania every January and celebrates Native American culture and ancestry. The African Film Festival is showcased at Cascade every February and provides a glimpse of Africa through the eyes of Africans. Semana de la Raza is organized at Rock Creek every April and commemorates a week of Latino culture, advocacy and celebration. Asian New Year is hosted at Southeast every February and celebrates Asian culture.

In addition, the DSC has allocated $15,000 to the Diversity Programs Budget to supplement campus based Diversity Programs. This budget helps fund guest speakers such as Reverend Samuel Billy Kyles, Tim Wise, and David Hilliard, programs like PCC Reads, and special events like Black History month, Woman’s History month, and much more. All speakers, programs, and events are provided to the PCC students free of charge.

Each campus has its own process in how they allocate their share of the budget and are given the freedom to choose the programs, events, and speakers brought to each campus. For example: at Rock Creek and Sylvania the Multicultural Centers and ASPCC may collaborate to support diversity programs. Meanwhile, at Cascade the Multicultural Awareness Council (MAC), developed ten years ago, is comprised of students, staff, and faculty. Each year the MAC receives input from around the campus and prepares a strategy for choosing events during the upcoming year.

**Diversity programs at the campus level**

ASPCC incorporates diversity into programs and policies by supporting the following:

**Clubs and Organizations –** While clubs are not uniform throughout the district, here is a sample of the clubs that ASPCC provides:

- Black Student Union: Represents the black student community at PCC.
- MEChA (Movimiento Estudiantil Chicano @ de Azatlan): Represents the Chicano/a, Latino/a, and Hispanic student populations at PCC.
- Queer Club: Represents the lesbian, gay, bi-sexual, transsexual, queer and questioning student population at PCC.
- Student Veterans of PCC: Represents the veteran population at PCC.
- International Club: Represents the International student population at PCC.
- Indigenous Peoples: Represents the Native American student population at PCC.

Programs and Services – ASPCC collaborates with the Women’s Resource Center and Multicultural Center on a variety of events and activities, including: International Women’s Day, Martin Luther King “Day On”, International Education Week, and much more. We also invite groups and clubs to provide displays, posters and other educational items at many of our events.

Training – ASPCC leadership training incorporates cultural competency into its curriculum through training on oppression and diversity. ASPCC also invites off campus guest speakers to address the leadership team on issues of diversity.

Faculty Collaboration – ASPCC supports a program that encourages faculty to enhance their curriculum through guest speakers and/or other programs. Many of these speakers and/or programs add to the goal of embracing diverse student populations at PCC.

ASPCC campuses already have or will be funding a: Queer Center, Veterans Resource Center, Women’s Resource Center and Multicultural Center.

**Areas where we can improve:**

The ASPCC should continue evaluating how student leaders are trained and exposed to ideas related to cultural competency. Selection and recruitment processes should also include reaching out to the diverse populations on campus through our Multicultural Centers, Women’s Resource Centers, Clubs and Organizations, as well as the academic setting including programs like ESOL.

**Conclusion:**

Respondents to the survey replied that we should support more diversity programs and increase diversity representation, but we already do a lot in those categories, so it tells us that we need to communicate better with the student body. One of the underlying themes of the survey is that students do not understand our club process. Many students mentioned the need for more diverse clubs; however, clubs can only be initiated by individual students. As this student shares, “ASPCC should have a broader variety of clubs to promote and support diverse student interests” (Appendix J, Item 9).

We think that the issue is not a lack of diversity, rather, that we need to better communicate with our students the opportunities that they have to become involved.
Question 3

How might ASPCC also provide greater opportunities for students at large to participate and express their views in their forums and other venues?

Ways we currently provide opportunities to students now:

- Tabling: Student leaders continuously have a presence in our student centers so we can share important information with the student body. From political campaigns to event advertisement, we physically communicate with our campus student body through use of tabling.
- Welcome Back Week: The first week of the term is devoted to welcoming new and returning students to each of our campuses. Each ASPCC team spends the week handing out free planners, pens, and other important information detailing the services we provide.
- Weekly ASPCC meetings: Every week of the term, except Welcome Back Week and Finals Week, each ASPCC has a meeting that is open to all students. Student leaders discuss both campus specific and district wide issues brought back from their District Student Council representatives. Each campus advertises these meetings to the student body.
- Potty Press: Calendar-like flyers of bi-weekly events that are released for posting in all of the PCC bathrooms.
- Social networking: Each ASPCC uses a variety of social network sites, which include Facebook, Twitter and MySpace.
- Bulletin Boards: Display upcoming ASPCC/DSC and community events.
- Visix: Digital media screens used on some campuses to advertise and bring awareness to students.
- Sandwich Boards: Reusable and portable boards used around campus to advertise events and meetings. Some campuses use chalk paint to write on the boards. Using chalk markers to advertise, instead of paper, helps ASPCC achieve the college goal of sustainability.

This year, Cascade student leaders with Phi Theta Kappa (PTK), chose a goal of supporting the honors study topic of “the democratization of information”.

Through the efforts of PTK, the Independent Publishing Club (IPC) was formed and launched a campaign to bring back a student newspaper called, The New Bridge. Though the paper is in printed form at this point, the IPC will continue to explore digital options of enhancing this important communication tool.

Two issues were released this year and the feedback received was incredibly positive. The first issue highlighted the Governor’s Budget, the DSC, and various articles relating to veterans, MEChA, sustainability, and other student submissions. In the second issue
the IPC highlighted other ASPCC Cascade clubs, the Women’s Resource Center, and an opinion editorial that was part of an educational campaign for the Board of Directors elections.

**Communication Theme:**

One of the largest themes found throughout the survey was the need to improve communication. A majority of students, faculty and staff think that communication between all four campuses, as well as communication between the ASPCC/DSC and the students, is very important (closed-ended).

Some responses included:

I think that the DSC should find better ways to communicate with the students that there is a DSC (Appendix J, Item 15).

I feel the four campuses are still really disconnected. I feel there could be more connection among them, especially towards the outreach that students see (Appendix J, Item 15).

When asked to select their level of agreement that the statement, “Increasing communication amongst the four campus-based Associated Students of Portland Community College,” is an important value or purpose of the DSC, 84.5% of respondents said that they either “strongly agreed” or “agreed” (Appendix L).

When given some options for increasing participation in the ASPCC, respondents overwhelmingly favored communication using MyPCC tools which had 84.6% of respondents answer “very likely” or “somewhat likely”. There were other options that were offered to students; these can be found in the appendix (Appendix L).

The theme of communication is consistent in the responses generated by Item 25. Some prominent examples mention the lack of an ASPCC/DSC medium to share information with students.

One of the respondents shared,

I think that one limit is, ASPCC doesn’t have a strong way of conveying information to people like me. I wish there was something that could get me the latest news on the go, so something specific on MyPCC that shows me what they are up to (Appendix J, Item 25),

while another shared that, “ASPCC does not have an attractive, easy to find, easy to access website where information about all upcoming events is available” (Appendix J, Item 25).
Upcoming ASPCC/DSC Changes:

Recently, two ASPCC campuses have added communications positions. ASPCC Cascade has developed a Communications Coordinator position that will chair a Communications Committee, while Rock Creek has created a Public Relations position. Along with the Director of Communication position currently at ASPCC Sylvania, student leaders are making an effort to communicate more effectively with the student body.

Conclusion: how can we provide more opportunities to students in the future?

There are many ways we can communicate better with students: two ways that respondents would like to see are a newspaper and/or increased use of MyPCC tools.

Whether at the district or campus level, a student newspaper is likely to increase student participation. Likewise, increased use of MyPCC communication tools is likely to increase student participation. Of those who responded to the survey, 65.6% said that they would be very likely or somewhat likely to use a PCC student newspaper for the entire district. Meanwhile, 60.6% of respondents said that they would be very likely or somewhat likely to use a campus student newspaper as a way to participate and express their views. Lastly, 84.6% of respondents said that they would be very likely or somewhat likely to use MyPCC tools as a way to participate and express their views (Appendix L).

Here are some examples of responses; one shows a broad desire for better communication while the other two provide direct examples of the communication tools desired.

- Continue to try and strengthen the relationship between the campuses, to provide a common source of communication between similar organizations despite the geographical separation (Appendix J, Item 15).

- More communication tools for students to have access to information. Emails directly to students by student leaders to promote events and important updates on student life matters (Appendix J, Item 9).

- The District Student Council should create a student newspaper to better initiate communication between the four campuses. The DSC should be the body that represents the students at the district level and the chief communicator to the PCC administration (Appendix J, Item 15).

The data clearly states that the ASPCC’s need to communicate more effectively with each other. They also want the ASPCC’s and the DSC to communicate better with the students at large. The two most popular mediums of communication were a student newspaper and increased use of MyPCC tools.
Question 4

Determine what problems and limitations exist currently in the ASPCC and how they might be addressed (e.g., elections or other methods of enhancing student representation).

ASPCC/DSC Awareness:

The survey has made us aware that many students do not know about the ASPCC or the DSC. While 75.9% of student respondents knew about the ASPCC, only 38.7% of student respondents knew about the DSC (Appendix I).

In the open-ended responses, respondents told us that communication was lacking in three areas: between the four ASPCC campuses (and the DSC), between the ASPCC/DSC and the students and between the ASPCC/DSC and the administration.

One respondent said, “I think the DSC should find better ways to communicate with the students that there is a DSC” (Appendix J, Item 15). This is something that the DSC has worked on this year as part of our 2010-2011 goals.

Communication:

Respondents were once again concerned with communication. As one person stated,

I think that one limit is, ASPCC doesn’t have a strong way of conveying information to people like me. I wish there was something that could get me the latest news on the go, so something specific on MyPCC that shows me what they are up to (Appendix J, Item 25).

Another respondent shared,

I think ASPCC struggles to create event awareness…..other times I have not been aware of events that have taken place (Appendix J, Item 25).

The lack of a strong medium for communication at the campus and district level is a large problem and limitation of the ASPCC/DSC.

Item 22 Analysis:

Item 22 asked about the current system of selecting student leaders and if the respondent had a preference as to what model was used. The following data can be found in Appendix J, Item 22.
Three broad categories emerged from the 437 responses. This produced a total of 193 *Fine* responses (127 students and 66 non-students); 116 *Not Fine* (88 students and 28 non-students), and 128 *No Preference/Other* (115 students and 13 non-students). Thus 44.2% state the current ASPCC member selection process is fine, while 26.5% comment to various degrees that the current system is not fine, and 29.3% had no preference or responded to something other than the immediate question.

The data shows that roughly 1 in 4 students think that the current selection process needs minor or major changes. Of this subset, 68% think that the selection system needs reforming while the other 32% think the system needs restructuring.

The dominant reasons why the current system is not fine and needs reforming include:
- Adding steps in the selection/hiring process that incorporates the decisions and voice of outgoing ASPCC members and/or members of other campus clubs
- Incorporating measures that allow the student body to participate, to have a voice in who represents them
- Considering diversity no matter what measures are taken.

The dominant reasons why the current system is not fine and needs restructuring include:
- The process needs to reflect democracy and representation wherein ASPCC member allegiances are transparent
- Elections, in addition to facilitating democracy, also function as a means of encouraging student body awareness of campus political and social life and the role of ASPCC.

Based on the data, a higher percentage of respondents to Item 22 responded that the current process of selecting student leaders is fine.

**Conclusion:**

Once again there are strong signs that communication with the student body presents a challenges and limitations. While roughly three-fourths of students know about the ASPCC on their campus, only slightly more than one-third knew about the DSC. This is clearly problematic and could be remedied by increased communication of our programs, events and services.
Our Experience as a Student

Tom Worth
I enrolled in PCC in fall of 2008 as a Political Science major. At the end of the term I saw an advertisement for the position of ASPCC Cascade Director of Legislative Affairs. I was interested in a job that would help me develop skills I would need for my future career. I quickly gathered two letters of recommendation from faculty and applied for the position. I was hired in December and started working for ASPCC Cascade in January.

I held the position until June 15th 2009. During the year I got a crash course in representing students, advocating for community college (CCSF) and student funding (OOG) at the state level, as well as how to work with a diverse group of individuals.

I returned to ASPCC Cascade in June 2010 in the same position. Having experience from my first term with ASPCC Cascade I was able to build upon my previously learned skills. I started to focus on “bigger picture” issues such as updating our campus By-Laws, the Committee on Student Leadership Analysis as well as providing leadership trainings at events around the state.

In my experience, the student leadership program at ASPCC Cascade functions at a high level. The students who complete this program learn valuable, lifelong lessons that enhance their ability to contribute to the workforce and use sound decision making practices.

Corby Deglow
I began going to PCC in fall of 2010 as a business major with the intent to be involved in the PCC community. I was unfamiliar with the ASPCC but had a general idea of what associated student organizations did from previous involvement in Greek life at another school. In my first term I was required to do a short report on any service or department at PCC. Because of my lack of knowledge of ASPCC I decided to research the program and I had the opportunity to interview one of the student senators who encouraged me to apply for a job.

After going through the application process and being a part of the organization for the past two terms I have come to discover all that ASPCC does for the students and the school. It has been a great learning experience in terms of team leadership and how community colleges work. I am very grateful that schools around the country have similar programs.

In hindsight, I do remember being a student-at-large and having no idea what ASPCC did and I did not feel encouraged to seek out this information. Now, realizing the importance of this program I would say that, much like what the survey tells us, the biggest thing the organization can improve on is the overall communication with the students. In these times people want fast, simple, and easy communication. I think the best source for this information is access to online communication that is not complicated. This encourages greater student participation, encourages participation from underrepresented groups, and showcases many of the great services ASPCC supports in creating a more diverse and inviting community on campus.
Ewald Estani

Coming from Haiti, I started going to PCC in fall 2009 as a business administration major. At the beginning of winter 2010, I was informed by an international student adviser about leadership positions on campus, which brought me to the ASPCC Office at Southeast Center. After going through the interview process, I was hired as Secretary Treasurer at the end of January 2010.

Being the only international student from Haiti at PCC was not easy, but having the opportunity to serve on campus as student leader helped me not only develop my leadership skills but also to expose the Haitian culture to others.

For 2010-2011, I was hired as Director of Legislative Affairs for the ASPCC SE. During this year, I was able to do a lot of significant work, such as: register students to vote, lobby in Salem and represent Southeast Center on the Oregon Community College Student Association board.

I know there’s always room for improvement, and as student leader, I’m advocating that we keep trying to find better way to improve the leadership program at PCC. As the only international student from Haiti here at PCC, there is no way that I would be able to join the leadership program if the system was not working. As many have already recommended it, I think that finding ways to better communicate with the student at large is what we really need to focus on.

Billy Ray

I started at PCC right out of Glencoe High School. My first impression of PCC came when a very happy person nearly jumped me asking if I was registered to vote. I started my first year racing between Rock Creek and Sylvania, partly because I registered with the school late and couldn’t obtain a solid schedule at one campus. My first term I over-loaded myself with 18 credit hours and 40 hour a week job working at Petsmart. I quickly found myself in the emergency room for sleep deprivation and failing my classes. I got through the year with Financial Aid threatening to not provide my aid and PCC ready to academically suspend me.

After a strong summer of training for the next academic year, I scaled back on my hours at the store and took 14 credit hours. That fall I got a 3.5 GPA with two A’s and 2 B’s, this continued for the rest of the year. The only class I got a D or lower in was my Trigonometry class which was too much of a challenge to have taken with two other 200 level classes.

I decided to go to a BBQ at Rock Creek where I learned about ASPCC student leadership. My fiancé told me to apply and I shrugged it off saying that I will not be here all year. But I thought, why not try, so I applied for the Director of Legislative Affairs position. I thought that I had blown my interview, but later found a voicemail telling me that I got the position. I have learned and experienced more than I ever could have being a student. I hope that with the experience I have gained with ASPCC I can become an effective public servant.
Answers to Dr. Pulliams’ Questions

1. The underlying values and purpose of the ASPCC. How do these align with my desire for greater student representation?

The information found in the survey clearly shows there are a few things that students, faculty and non-instructional staff believe the ASPCC and/or the DSC should be doing. It is clear that the ASPCC/DSC should continue: supporting student services, advocating at the state level for funding and legislation that benefit community college students, representing students on college committees, and increasing communication amongst the four campus-based ASPCC’s, as well as increasing inter-campus communication among students and student leaders.

While there is always room for improvement, the Committee on Student Leadership Analysis feels like the current mission and vision statements of the DSC, the DSC Constitution as well as each campus’s By-Laws are reflective of the wishes of the student body. Greater student representation is something we all seek and the DSC has been encouraged by the increased attendance of the student body at our meetings this year.

2. What is the percentage of minority students within ASPCC in relation to the general student body? How might the ASPCC provide additional opportunities for under-represented students to participate?

The ASPCC has been consistently more ethnically diverse than the student body over the past three years. During the 2010-2011 academic year 61% of ASPCC staff were minorities or international students compared to just 25% of the student body.

The ASPCC has also been fairly representative in regard to gender. There is only a 5% gap between the ratio of males and females in the ASPCC compared to the student body over the past three years.

Where the ASPCC has been lacking is age-diversity. Now that we have the numbers, the Committee on Student Leadership Analysis can see that the ASPCC is more representative of students between the ages of 18-29. The Committee believes this is because many older students likely have jobs and/or families that preclude them from consistently participating in the ASPCC, however, increased communication will tell us that for certain.

Regardless, the Committee thinks that increasing contact with older students through use of a newspaper or MyPCC will allow them to communicate their thoughts and wishes without having to stay on campus. PCC is a commuter school and many students are simply not targeted by our current on-campus advertising.
3. **How might ASPCC also provide greater opportunities for students at large to participate and express their views in their forums and other venues?**

The ASPCC/DSC can increase communication between student leaders and the student body. Survey respondents replied that it is likely that a student newspaper, whether at the campus or district level, and increased use of MyPCC tools would allow them to participate more in the ASPCC/DSC process.

One of the things we can do is better advertise the date and time of our campus ASPCC and District Student Council meetings as we have had inconsistent participation from students at large. As one student proclaimed, “I think that the information that is talked about in the meetings should be posted somewhere on campus” (Appendix J, Item 15). This is another example of a lack of communication; our information is being posted but students are not sure where to go to find it. We need to educate students on where to find our meeting times, agendas and minutes.

4. **Determine what problems and limitations exist currently in the ASPCC and how they might be addressed (e.g., elections or other methods of enhancing student representation).**

One of the major themes found in the closed-ended responses was a lack of communication between students and student leaders as well as between each individual ASPCC. Part of the DSC’s responsibility is to make sure that the ASPCC’s are communicating effectively amongst themselves.

We asked respondents to provide their thoughts on the ASPCC selection process. The data showed that 44.2% of respondents supported the current selection process while 26.5% of respondents expressed varying degrees that the current system is not fine (Appendix J, Item 22). Surprisingly, 29.3% of respondents had no preference or didn’t directly respond to the question. When you break the numbers down further, you see that only 37 respondents out of 437, or 8.5%, replied that they thought the selection process needed to be completely overhauled and moved toward an election process.

Some of the respondents to Item 22 suggested that they wanted us to do things that we already do. Therefore, the Committee sees the issue as a lack of communication and not a lack of support for the current system. Increasing the ability for student leaders to communicate directly with the student body will help attune the mission, vision and goals of the ASPCC/DSC with the desires of the students.
Recommendations

While there are pros and cons to both models, the Committee on Student Leadership Analysis recommends that the ASPCC continue using the current selection process for student leaders. Some of the benefits of the selection process include the screening of applicants by current student leaders and that they require a job interview, with a hiring committee composed of outgoing student leaders, which mimics real life. A benefit of an election process would improve greater visibility to the student body; however, there is a fear that the election process would result in under-qualified individuals receiving leadership positions.

Results of the survey show that students, faculty and non-instructional staff generally approve of the quality work that the student leadership program does. However, there were many respondents who had no response or were simply unaware of what the ASPCC and/or the DSC are. There appears to be a broad consensus that the ASPCC and DSC need to improve communication to the students they represent.

One of the major themes of the survey was a lack of communication between the ASPCC/DSC and the student body. This manifested itself two ways, through respondents directly mentioning communication, and indirectly, through respondents saying that they didn’t have enough knowledge to answer the question.

While other communication options were presented as mediums for respondents to “express their views and participate,” (a district radio station/podcast as well as individual campus radio station/podcast and campus discussion forums) the Committee on Student Leadership Analysis recommends that the ASPCC/DSC research and evaluate the following options to increase communication with students: A district-wide newspaper or campus newspapers and increasing ASPCC/DSC use of MyPCC as a means of direct communication with the student body they represent.

The creation of a district-wide student newspaper would allow for the ASPCC/DSC to communicate directly with the students as well as open up opportunities for students at large to participate in the PCC/ASPCC/DSC decision making process by writing articles and/or opinion editorials. As one respondent said,

The District Student Council should create a student newspaper to better initiate communication between the four campuses (Appendix J, Item 15).

Another recommendation is that the ASPCC/DSC explore ways to expand use of MyPCC communication tools. Because students are required to use it regularly, MyPCC is quickly becoming one of the defining features of the college as students are required to use it regularly. However, the ASPCC/DSC has little access to use it as a mass communication service. As a respondent said,
ASPCC does not have an attractive, easy to find, easy to access website where information about all upcoming events is available (Appendix J, Item 25).

Providing the ASPCC/DSC access to communicate directly with students will facilitate the exchange of information between students and student leaders and most likely increase student participation and involvement.

An additional benefit of using MyPCC tools is the reduction in paper that will need to be used to advertise events, programs and services provided by the ASPCC/DSC. MyPCC could also be a venue where a student newspaper is housed, giving students the option to read the paper online rather than take a paper copy. This corresponds with the PCC, ASPCC and DSC commitment to environmental sustainability.

There were many instances, throughout the closed-ended responses to Items 9, 15, 22 and 25, where students replied that they wanted the ASPCC/DSC to do something that is already being done. The Committee feels that this is due largely to a lack of communication. If the ASPCC/DSC were able to communicate better with students, the students would be better able to take advantage of the services and programs that we provide.